STUDENT eDENTITY:
ePORTFOLIOS AND BEYOND!
Helen L. Chen, Ph.D.
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A Single Repository

Owned by Student

Building an E-dentity for Each Student

The rich information possible with electronic portfolios far exceeds traditional transcripts, while a universal repository simplifies management and ownership

By John C. Lluch

Jaden is a 26-year-old mother of two. She currently holds a full-time job. After graduating from high school, Jaden completed one year at her local community college. She and her husband then moved to a different state, and she took some additional courses from a local community college. She also took a college biology course. She recently decided to matriculate at a four-year institution in her city. The college has asked for all her prior transcripts, in order to determine how many and which credits will transfer.

Jaden's educational history represents a composite of the type that students often bring to college. In this age of multiple campus enrollments, virtual campuses, and online courses, why today's bound students as they struggle to keep track of their multiple transcripts. Isn't it time to explore a more student-oriented solution? Imagine having to obtain statements of creditworthiness from every major credit with which you'd dealt in order to apply for a car loan, for example.

Faced with this complexity in transcript ownership, one model is the business world credit solutions by higher education — if we can secure privacy and quality control that meets all parties' requirements, that is. Consider, then, the credit bureau.

A Single Repository

Basic are other financial institutions established entities called credit bureaus to take advantage of information gained from credit card use and to protect their financial interests. Credit bureaus contain large quantities of information on individuals gathered from their use of a credit card, according to industry standards and accepted practices. Most important to the banking industry, they contain a person's credit rating, or creditworthiness.
“On the Internet, nobody knows you’re a dog.”
Pressures to increase accountability

Academically adrift

THE CHRONICLE
of Higher Education

October 17, 2010
The Future of Wannabe U.
How the accountability regime leads us astray

March 23, 2011
$44-Billion Ought to Buy Some Accountability on Campuses
A Changing Educational Landscape

Peter Thiel pays kids $100K to drop out of college
"We do all those old tricks electronically now."
Documenting Learning

- **ePortfolio**: A purposeful selection of artifacts together with reflections that represent some aspect of the owner’s learning
ePortfolios

percentages by sector reporting ePortfolio services on the campus Web site, 2003-2010

Public Universities
Private Universities
Public 4-Yr. Colleges
Private 4-Yr. Colleges
Community Colleges

2003
2010
2011 ECAR National Study of Undergraduate Students and Information Technology

Nationally representative sample of 3,000 students at 1,179 colleges & universities

<table>
<thead>
<tr>
<th>Applications most frequently used by students:</th>
<th>Usage %</th>
</tr>
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<tbody>
<tr>
<td>Word processors</td>
<td>96%</td>
</tr>
<tr>
<td>Institution library website</td>
<td>88%</td>
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<tr>
<td>Presentation software</td>
<td>85%</td>
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<tr>
<td>Spreadsheets</td>
<td>83%</td>
</tr>
<tr>
<td>Course or learning management system</td>
<td>73%</td>
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<tr>
<td>E-books or e-textbooks</td>
<td>57%</td>
</tr>
<tr>
<td>Programming languages</td>
<td>33%</td>
</tr>
<tr>
<td>E-portfolios</td>
<td>21%</td>
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</table>
2011 ECAR National Study of Undergraduate Students and Information Technology

Many students want specialized software skills
Percentage of students who say “I wish I knew how to use it better”:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Programming language</td>
<td>48%</td>
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<tr>
<td>Audio-creation</td>
<td>41%</td>
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<tr>
<td>E-portfolios</td>
<td>40%</td>
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<td>Geotagging</td>
<td>40%</td>
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<tr>
<td>Speech recognition</td>
<td>38%</td>
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</tbody>
</table>
who are you
Credit Hour + Degree = Learning?

Amy Latinen, Cracking the Credit Hour, September 2012, New American Foundation and Education Sector

1600 hours
120 credits
40 classes
One degree
How much learning?
College Graduates Deserve Much More Than Transcripts

By Kevin Carey

College transcripts are horrible. I say this not as a columnist but as an employer. Whenever my nonprofit policy group advertises a position, we get hundreds of résumés. Every applicant is a college graduate. But when it comes to winnowing the field to 10 or 15 semifinalists, we have almost no useful information about what they learned in school.

Their résumés tell us if they attended a selective institution, which provides some insight into what they were like at age 17. But we’re not in the market for high-school juniors. Their major suggests a broad area of interest, but if they weren’t interested in my field, they wouldn’t be applying for the job in the first place.

I could request transcripts, but I never do. They provide very little data—a vague course title, a number suggesting some kind of divisional hierarchy, and a letter grade of wholly unknown integrity. Squeezing useful information from hundreds of such documents—each presented in a different format—simply isn’t worth the effort.

At a time when colleges are struggling to maintain enrollment and make the case for public financing, this is a big missed opportunity. If students can’t present information about their college learning to employers, educators, and the wider world, that learning is devalued. Devalued things aren’t supported as they should be—and worth obscured is worth denied.

Indeed, colleges themselves don’t trust college transcripts. That’s why graduate and professional schools require, and give great weight to, standardized entrance exams like the LSAT, MCAT, GMAT, and GRE.

The more the rest of the world organizes its information, the more of a problem scattered and hidden college data become. When I began screening résumés, 15 years ago, the transcript problem bothered me less. Now I feel entitled to search for more important information, which is no more than a blinking cursor away. Why can’t I type words into a box on my computer screen to
It Takes More Than A Major:

Employer Priorities for College Learning and Student Success

Key findings from survey among 318 employers
Conducted January 9 – 13, 2013
for

Association of American Colleges and Universities
A majority of employers agree that both specific knowledge and a broad range of skills are necessary for advancement and long-term career success.

Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?

- Having both field-specific knowledge and skills AND a broad range of skills and knowledge: 55%
- Having a range of skills and knowledge that apply to a range of fields or positions: 29%
- Having knowledge and skills that apply to a specific field or position: 16%
Employers say that an electronic portfolio of students’ work and knowledge areas would be useful in evaluating candidates for hire.

In addition to a recent college graduate’s résumé and college transcript . . . how useful would it be to see an electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, evidence-based reasoning, ethical decision-making)?

- Very useful: 43%
- Fairly useful: 40%
- Only somewhat useful: 13%
- Not useful: 4%
Young war veterans struggle to find jobs

“However, the biggest problem is that new veterans and employers just do not speak the same language. Something is lost in translation.”
what do you know
California State U. Will Experiment With Offering Credit for MOOCs

American Council on Education Recommends 5 MOOCs for Credit
By Steve Kolowich

California Bill Seeks Campus Credit for Online Study

Taking on Accreditors and Faculty
April 11, 2013 - 3:00am
By Rivard

Florida legislation would force public colleges and universities under some circumstances to award credit for work done by students in online programs unaffiliated with their colleges.
“the first degree program to completely decouple from the credit hour”
• what can you show you know
Nearly 9 in 10 Americans (87%) agree that students should be able to receive college credit for knowledge and skills acquired outside the classroom.

Three-quarters of Americans (75%) indicate that they would be more likely to enroll in a higher education program if they could be evaluated and receive credit for what they already know.
Prior Learning Assessments

Maps to Credentials: Creating an Integrated Prior Learning Assessment Model to Accelerate Postsecondary Attainment

Maps to Credentials, a 3-year project funded by FIPSE (Fund for Improvement of Postsecondary Education), is designing and piloting credential road maps for student veterans, applying ACE credit recommendations for military occupations and training and incorporating other PLA methods to accelerate veterans' postsecondary attainment.

The project is focusing initially on military veterans, a population with college-level skills and knowledge gained through military service, which are essential to the country's workforce. Cross-sector project advisory groups have been established at the national level and at each partner college and include both employers and veterans in addition to individuals from higher education.

The partners are:

- Council for Adult and Experiential Learning (CAEL)
- American Council on Education (ACE)
- American Association of Community Colleges (AACC)
- Fayetteville Technical Community College (FTCC) (North Carolina)
- Inver Hills Community College (IHCC) (Minnesota)
- Miami Dade College (MDC) (Florida)
Credential inflation refers to the devaluation of educational or academic credentials over time and a corresponding decrease in the expected advantage given a degree holder in the job market. Credential inflation is thus similar to monetary inflation, and describes the declining value of earned certificates and degrees. Credential inflation has been recognized as an enduring trend over the past century in Western higher education, and is also known to have occurred in ancient China and Japan, and at Spanish universities of the 17th century.[1][2][3][4][5][6]
some emerging trends
Choose document type
User controls who sees their data

Privacy settings: User has total control of who sees their transcript.

Setting privacy and clicking “Done” publishes portfolio.
I've maintained a rigorous course load over my 4-year academic career at Stanford. I can provide reference upon request.

June 2011
XML Parser

View PESC Transcript in HTML

Upload PESC XML Transcript File: 

Upload PESC XML File

View PeopleSoft Transcript in HTML

Upload PeopleSoft XML Transcript File: 

Upload PeopleSoft XML File
<?xml version="1.0"?>
<ColTrn:CollegeTranscript xmlns:ColTrn="urn:org:pesc:message:CollegeTranscript:v1.2.0">
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  </TransmissionData>
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</ColTrn:CollegeTranscript>
# Brigham Young University

**Ape Ithaca**

Data based on 2013-03-22 12:57:24

**BS: Major in Economics (In Progress as of 2013-03-22)**

GPA: 3.78 Credits Earned: 83.0 Credits for GPA: 75.0

Grade marked with *** is Repeat Not Counted.

| Toggle Transcript View (Chronological vs. All Courses) |

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## Fall Semester 2005 (2005-08-29 to 2005-12-16)

GPA: 3.88 Credits Earned: 13.0 Credits for GPA: 13.0

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Title</th>
<th>Units</th>
<th>Grade</th>
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<tbody>
<tr>
<td>HEPE 129</td>
<td>001</td>
<td>Fitness &amp; Lifestyle Management</td>
<td>2.0</td>
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<tr>
<td>IAS 360R</td>
<td>001</td>
<td>International Field Study Prep</td>
<td>2.0</td>
<td>B+</td>
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<tr>
<td>MFHD 210</td>
<td>001</td>
<td>Human Development</td>
<td>3.0</td>
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<td>PAS 112</td>
<td>001</td>
<td>Floral Design</td>
<td>3.0</td>
<td>A</td>
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<tr>
<td>RMYL 301</td>
<td>001</td>
<td>Family Recreation</td>
<td>3.0</td>
<td>A-</td>
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## Winter Semester 2006 (2006-01-09 to 2006-04-26)

GPA: 3.7 Credits Earned: 10.0 Credits for GPA: 10.0

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<td>A HTG 100</td>
<td>001</td>
<td>Honors American Heritage</td>
<td>3.0</td>
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<td>IAS 360R</td>
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<td>PHYS 100</td>
<td>001</td>
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<tr>
<td>STAT 221</td>
<td>001</td>
<td>Honors Principles of Statistics</td>
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<td>VA 120</td>
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<td>Composition</td>
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Stanford University

Sample, Joe

Major in Psychology (BA)

Data based on 02/14/2013

Sort by Term, Course, Title, Units, & Grades

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Course Code</th>
<th>Section</th>
<th>Title</th>
<th>Units</th>
<th>Grade</th>
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<tbody>
<tr>
<td>2009-2010 Autumn</td>
<td>CS 1C</td>
<td>01</td>
<td>Introduction to Computing at Stanford</td>
<td>1.0</td>
<td>S</td>
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<td>Instructor(s): Ly,Jennifer K, Wong,Shannon Rabekah</td>
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<td>2009-2010 Autumn</td>
<td>ATHLETIC 58</td>
<td>01</td>
<td>Gymnastics: Beginning</td>
<td>1.0</td>
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<td>Instructor(s): Lorenzen,Michael E.</td>
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<td>2009-2010 Autumn</td>
<td>FRENLANG 22</td>
<td>02</td>
<td>Second-Year French, Part A</td>
<td>5.0</td>
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<td>Instructor(s): Giachetti,Lorenzo Frederick</td>
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<td>2009-2010 Autumn</td>
<td>IHUM 57</td>
<td>12</td>
<td>Humans and Machines</td>
<td>4.0</td>
<td>B-</td>
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<td>2009-2010 Autumn</td>
<td>PWR 10H</td>
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<td>Writing &amp; Rhetoric 1: The Virtue of Vice and the Vice of Virtue: The</td>
<td>4.0</td>
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<td>Rhetoric of Criminality Instructor(s): Hunter,Donna</td>
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<td>2009-2010 Winter</td>
<td>ATHLETIC 63</td>
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<td>Hip Hop</td>
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<td>Intermediate French Oral Communication</td>
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<td>2009-2010 Winter</td>
<td>PSYCH 1</td>
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<td>Introduction to Psychology</td>
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<td>Instructor(s): Knudson,Brian David</td>
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<td>2009-2010 Winter</td>
<td>SOC 142</td>
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<td>Sociology of Gender</td>
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<td>2009-2010 Winter</td>
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<td>11</td>
<td>Inventing Classics: Greek and Roman Literature in Its Mediterranean</td>
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<td></td>
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<td></td>
<td>Context</td>
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</tbody>
</table>

Toggle Transcript View (Chronological vs. All Courses)
Open Badges: Portable Credentials for Learning

By Bill Brandon

January 28, 2013

"Are badges frivolous, superficial, or worthless? Will employers, job applicants, and providers use them or not? Time will tell, but what is certain is that the way is open to anyone who wants to learn almost anything and to do it at the time and location of their choosing. The means of certifying and documenting that learning are evolving now, and badges are becoming a viable alternative."

Disintermediation rolls on. The next target is diplomas, certifications, and other “official” records of learning, education, and skills and knowledge achievement. Learning takes place everywhere, all the time, and not just in traditional venues (schools or training classes) at times set by traditional providers (educational institutions or employers). The challenge is to credential this continuous learning and to make the credentials available and portable.
Get recognition for skills you learn anywhere.

Introducing Open Badges:
a new online standard to recognize and verify learning
What is Credly?
Credly is the universal way to recognize, store and share life’s achievements.

- **Credly.com**
  - a web application to store, display, manage and share lifelong credentials, and to create and issue credit to others.

- **Mobile app**
  - A free, powerful and social mobile app for earning, issuing, displaying, and sharing credit while out in the world, on location in geolocation-sensitive contexts.
What is Credly?
Credly is the universal way to recognize, store and share life’s achievements.

- **Credly “Open Credit” API**
  - Seamlessly integrate lifelong credit, credentials and digital badges into existing sites, applications, functions, workflows and online communities

- **Giving and Earning Credit Where it Is Due**
  - Credly extends credit-earning and issuing out of its traditional realms into any setting where skills, knowledge, or contributions can and should be certified. Credly is upending how and by whom credit is issued.
“Actually, I'm hoping what I'm going to be when I grow up hasn't been invented yet.”
California Virtual Campus
Director, Communication, Collab...
Jan 2008 - Present

Public Relations and Fundraising Managers

The K-20 California Education Technology Collaborative (K20CETC) consists of K-20 education leaders from across the state including the K-12 community, higher education, and informal education partners such as libraries and community based organizations. The K-20 California Education Technology Collaborative’s mission is to support highly effective, innovative, network-enabled teaching and learning opportunities.

- Resolving Conflicts and Negotiating with Others (5)
  - Performing for or Working Directly with the Public (2)
    - Answer questions from employees, colleagues, customers, or public
    - Perform public relations activity
  - Coordinating the Work and Activities of Others (6)
    - Developing and Building Teams (1)
      - Encourage communication with employees, departments, and customers
  - Training and Teaching Others (4)
    - Design employee personal learning networks.
    - Develop an integrated learning environment.
    - Monitor employee learning progress toward knowledge acquisition goals.
    - Provide learning feedback loops to trainers and management.
- Guiding, Directing, and Motivating Subordinates (5)
how can you prove any of the above
Avoid Fake-Degree Burns
By Researching Academic Credentials
TAKE CONTROL OF YOUR DIGITAL IDENTITY

Build out your own space on the web to define who you are instead of having services define you.
National & International ePortfolio Resources

The Association for Authentic, Experiential and Evidence-Based Learning

Making Connections
National Resource Center on Inquiry, Reflection and Integrative Education

ePortfolios Australia

Association of American Colleges and Universities

ePIC 2013 ePortfolio & Identity Conference
8-9-10 July London

Employment
Learning
Assessment
Open Badges
Accreditation
http://edinity.weebly.com/
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