

1. Record Nr.	UNINA9910964941203321
Titolo	Catalyst in Action: Case Studies of High-Impact ePortfolio Practice
Pubbl/distr/stampa	Routledge, 2023 New York : , : Routledge, , 2023
ISBN	9781003443384 1003443389 9781620368688 1620368684 9781000971903 1000971902 9781000976373 1000976378
Descrizione fisica	1 online resource (380 p.) : ill
Disciplina	371.39
Soggetti	Electronic portfolios in education Education - Computer-assisted instruction Academic achievement - Evaluation College teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Self as story / meaning-making and identity integration in Capstone ePortfolios / Gail Matthews-DeNatale -- Integrative learning and graduation with leadership distinction ePortfolios and institutional change / Irma J. Van Scy, Amber Fallucca, Theresa Harrison, and Lisa D. Camp -- High impact catalyst for success : ePortfolio integration in the first year seminar / Jordi Getman-Eraso and Kate Culkin -- In a company of mentors : finding direction and purpose in a divinity school ePortfolio (and discovering an assessment tool along the way!) / Bill Goettler -- High-impact ePortfolio practice : structured career discernment via ePortfolio / John M. Collins -- Scaling strategies in action : developing an institutional ePortfolio practice / Samantha J. Blevins, Jeanne Mekolichick, and Eric G. Lovik -- ePortfolio and

declarations of academic self : a tale of two contexts / Karen Singer-Freeman and Linda Bastone -- From a standing start to sprint finish : the DCU learning portfolio journey / Lisa Donaldson and Mark Glynn -- Writing and reflecting for transfer : using high-impact ePortfolios in online first-year composition / Michelle Stuckey, Zach Waggoner, and Ebru Erdem -- Critical junctures : professional development in an evolving ePortfolio landscape / Rajendra Bhika, Ellen Quish, and Eric Hofmann -- From Berlin to Belize : deepening the global learning experience with ePortfolio pedagogy / Kristina Baines and Katie Wilson -- ePortfolio, professional identity, and 21st century employability skills / Jill Tomasson Goodwin and Katherine Lithgow - Not just another assignment : integrative ePortfolios, curricular integrity, and student professional identity / Jessie L. Moore, Rebecca Pope-Ruark, and Michael Strickland -- What is ePortfolio : "done well? : a case of course level analysis / Peggy Hartwick, Julie McCarroll, and Allie Davidson -- ePortfolio as a capstone-in-progress : reflective pedagogy, faculty-centric processes, and evidence of impact / David Hubert and Emily Dibble -- High-touch advising and the cycle of ePortfolio engagement / Danielle Insalaco-Egan -- Building STEM identity with a core ePortfolio practice / Preethi Radhakrishnan, Tonya Hendrix, Kevin Mark, Benjamin Taylor, and Ingrid Veras -- Process, pace and personalization : lessons from a scaling story / Aleksey Tikhomirov, Nadia Rubaii, Cherie van Putten, Thomas A.P. Sinclair -- Curating the complete self : ePortfolio pedagogy in the first-year seminar in the liberal arts / Demetrios V. Kapetanakos -- Rising from the ashes : blazing a new trail for the Manhattanville portfolio tradition / Alison S. Carson, Christine Dehne, Gillian Greenhill Hannum -- Identity, integration, and cohesive learning pathways : an examination of the catalyst in action case studies / Bret Eynon and Laura M. GambinoIndex.

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In 2017, Bret Eynon and Laura M. Gambino released *High Impact ePortfolio Practice*, which drew broad acclaim from faculty and educational leaders. Now, with *Catalyst in Action: Case Studies of High Impact ePortfolio Practice*, Eynon and Gambino have taken the next step. The book offers 20 powerful case studies, drawn from campuses ranging from Bronx Community College to Yale University, from the University of South Carolina, to Dublin University and Arizona State. In *Catalyst in Action*, teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses. Working with diverse groups of students in a broad range of disciplines and settings, the case study authors put Eynon and Gambino's integrative strategies into practice. *Catalyst in Action* shares their findings and their insights. As higher education enters a challenging new era, it must find new ways adapt and change, to support and demonstrate student growth and development. *Catalyst in Action* is a powerful combination of intensive research and practical experiencing. Offering exciting new evidence and fresh new insights, *Catalyst in Action* will be an invaluable resource for those who wish to build student success, advance higher learning, and meet the demands of the 21st century.
