



The ePIC Guidebook

Embrace Integrative & Reflective
Learning Through ePortfolios

Introduction

Welcome to the ePIC Guidebook,

a resource collection created through the efforts of the ePortfolio Innovations Circle (ePIC) and developed in collaboration between the Office of Teaching and Learning (OTL) and DU's 4D Experience. This guidebook was created to support DU faculty and staff in using reflection to help students make sense of and integrate their learning and experiences. It provides strategies to help create the “connective tissue” for students to synthesize their knowledge, identify connections, understand their evolving perspectives, and apply their learning across curricular and co-curricular experiences.



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About the Guidebook

A photograph of three students sitting outdoors on a paved area, surrounded by greenery and trees. A young man in a black shirt is on the left, a young woman in a red hoodie is in the center, and a young man in a blue hoodie and glasses is on the right. They are all looking towards each other, appearing to be in a discussion. The background shows a brick building and more trees.

Reflection & Integrative Learning

Integrative learning is a broad, multifaceted approach to learning that emphasizes making connections between different concepts, ideas, and experiences to build a deeper and more meaningful understanding. It encourages students to synthesize information from multiple areas and apply their learning both within and beyond the academic setting.

The Association of American Colleges and Universities (AAC&U) defines integrative learning as follows:

“

“Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (AAC&U, 2024).

”

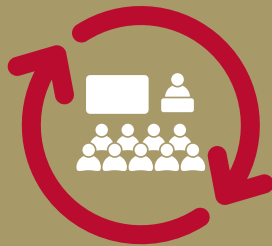
Making Connections

Reflection enables students to analyze their learning, establish connections between various experiences, and find deeper meaning. This act of reflection, a key element of High-Impact Practices, creates continuity and allows students to draw on previous knowledge while looking ahead (Enyon & Gambino, 2017).

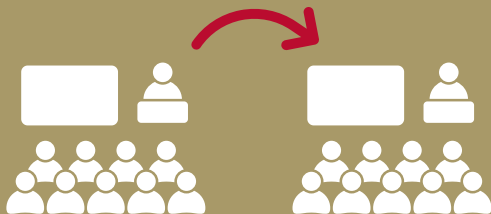
Incorporating scaffolded opportunities for reflection as a part of assignments, activities, and interactions with students allows faculty and staff to support students in understanding and articulating these connections throughout their learning experiences.

ePortfolios, recognized as a one of the 11 High-Impact Practices identified by George Kuh and the AAC&U, are a powerful tool to facilitate scaffolded reflection and integrative learning. In an ePortfolio, students curate artifacts representing their learning, then engage in reflective analysis to connect these artifacts to their experiences and demonstrate growth. This process can span individual courses, entire programs, and even co-curricular or professional activities

Enyon and Gambino (2017) note three types of connections that reflective ePortfolios can help students make:



Reflection that connects experiences in a course



Reflection that connects experiences across courses, semesters, or disciplines



Reflection that builds connection among academic, co-curricular, and lived experiences (43)

DU's Strategic Imperatives & the 4D Experience



4D Experience
UNIVERSITY OF DENVER

One of DU's strategic imperatives, [the Four-Dimensional \(4D\) Experience](#) aims to foster transformational, holistic, and inclusive learning experiences for students that enable them to grow holistically across the four dimensions of intellect, well-being, character, and purpose. Reflection is one of the three drivers of the 4D Experience, as it not only enables students to make sense of how they have changed as a result of their learning experiences but also lays the foundation for expanded knowledge, growth, and maturity over time (AAC&U Foundation and Skills of Lifelong Learning VALUE Rubric). Through reflection, students gain a sense of greater clarity and connection, which supports more transformational learning and fosters meaning, direction, and purpose in and beyond one's educational experiences. Indeed, Gallup research has explored the correlation between the development of reflective practice in college with greater purpose and engagement in work (Gallup-Bates 2019).

Ensuring that students have multiple meaningful reflective curricular and co-curricular touch points across the arc of their education is thus crucial to delivering on the 4D Experience at scale.



The Office of Teaching and Learning (OTL)

Operating under the mission "to support faculty in the advancement of transformative, inclusive, and impactful teaching and learning across all disciplines and modalities to actualize DU's educational promise to all students," the Office of Teaching and Learning (OTL) equips faculty with the technology tools and effective teaching practices necessary to enhance student achievement. This work directly contributes to achieving DU's strategic imperatives, particularly "Create a unique global, holistic, '4D' student experience." We recognize that robust faculty development is fundamental to driving the curricular innovation needed for the 4D experience.

Therefore, our office supports faculty in adopting teaching practices and integrating platforms that enable the delivery of the 4D experience through methods like ePortfolios and other High-Impact Practices. A key example of this support is our leadership in the transition from the old ePortfolio platform, DU Portfolio, to our new platform, Digication. The OTL sees our collaboration within the ePIC group as a significant means of support for DU faculty in these efforts.

Institute on ePortfolios (2024-2025)



Following the transition of ePortfolio platforms from DU Portfolio to Digication, and as part of DU's initiative to create an integrated approach to using ePortfolios, DU was accepted into the [AAC&U's 2024-2025 Institute on ePortfolios](#). This Institute, designed for universities seeking to expand ePortfolios beyond individual courses or majors, supports large-scale adoption by assisting faculty, staff, and administrators in the design and implementation process (AAC&U).

DU's goals within the Institute focused on advancing ePortfolios across disciplines and programs, developing shareable models for scaffolded reflection, and lowering barriers to entry for faculty and staff. This work led to the formation of the **ePortfolio Innovations Circle (ePIC)**, a group of faculty and staff from across DU who were dedicated to deepening ePortfolio practice and advancing its integration in their pedagogy.

ePortfolio Innovations Circle (ePIC)

The objectives of this faculty learning community were to:

- Create community and a culture of recognition~ around those dedicated to this work
 - Build and sustain a strong network among faculty ePortfolio users and champions, fostering a sense of belonging and shared purpose.
 - Recognize and celebrate the achievements of faculty and student ePortfolio champions within the institution, learning from their experience and perspectives.
 - Foster learning environments that center reflection and integrative learning
 - Identify and disseminate strong teaching and learning practices related to ePortfolios that advance student reflection and expanded growth and maturity over time
- Inform strategies for ePortfolio scaling in order to create connectivity and coherency
 - Leverage the expertise of ePortfolio champions to inform strategies for scaling ePortfolio usage across curricular and co-curricular programs
 - Accelerate the integration of ePortfolios by supporting faculty in advocating for and promoting their use within their respective departments and programs.
- Develop shared frameworks and resources for facilitating student learning through reflection
 - Create a faculty guidebook for wider ePortfolio adoption based on the experiences and insights shared by faculty and student ePortfolio champions.

Participants:

- Cindy Cragg, EdD, Faculty Fellow for ePortfolios, Academic Director, Teaching Assistant Professor College of Professional Studies
- Laura Perille, PhD, 4D Executive Director
- Leslie Alvarez, PhD, Assistant Vice Provost, Director of the Office of Teaching and Learning
- Kellie Ferguson, MA, Faculty Developer of Integrative and Experiential Learning
- Megan Chambers, MS, Assistant Director, Graduate Career and Professional Development
- Jorge Espinoza, MA, Assistant Director, BIPOC Student Success, The Cultural Center
- Keith Miller, PhD, Associate Professor, Chemistry and Biochemistry
- Heather Martin, PhD, Teaching Professor of Writing
- Jennifer Greenfield, PhD, Assoc Dean for Doctoral Ed. Social Work
- Amber Cardamone, EdD, Executive Director, New Student Experience and Family Programs
- Susan Walter, PhD, Associate Professor in Dept of Spanish Language, Literary and Cultural Studies
- Ellen Winiarczyk, EdD, Academic Director and Teaching Associate Professor, Nonprofit Leadership Management, College of Professional Studies



**Look for this logo for
contributions from
ePIC participants**

Need help getting started? Use the recommendations below to help guide you if you aren't sure where to begin.

Are you interested in:

Consider checking out:

Projects for undergraduates?

- [Span. 2300 ePortfolio Final Project](#)
- [MKTG 3400: Intro to Advertising ePortfolio](#)

Projects for graduate students?

- [COMM 4920 Challenge Pitch Presentation](#)
- [Career Success Interview Reflection](#)

Collaborative ePortfolio projects?

- [PPOL 3300 Ethical Public Leader Collaborative ePortfolio](#)

Program-level ePortfolio assessments?

- [COMM 4920 Challenge Pitch Presentation](#)

Co-curricular project examples?

- [Career Success Interview Reflection](#)
- [Span. 3997: Internship ePortfolio](#)

Curricular project examples?

- [FSEM 111 ePortfolio template](#)
- [Span. 2300 ePortfolio Final Project](#)

Projects used in FSEM courses?

- [FSEM 111 ePortfolio template](#)



Featured Projects



Career Success Interview Reflection Template

By: Megan Chambers, MS

Assistant Director
Graduate Career and Professional
Development



Project Overview

- **Title:** Career Success Interview
- **Course/Program Context:** Optional career development opportunity
- **Target Student Level:** Graduate Students
- **Anticipated outcomes for students:**
 - better able to articulate their own idea of career success
 - have utilized Crimson Constellation platform, and
 - will have practiced their professional communication skills with an alumni or other professional

Development History

Origin Story:

- This is a new initiative, and it was designed after reflecting on alternate paths to support our career engagement goals. Students are often encouraged to conduct informational interviews to learn about job opportunities and strategies for being successful in their job search, but many students have never actively reflected on how they define career success for themselves. Since engaging in a workshop or attending a career event doesn't track how much a student learned, this assignment was designed to fill that gap while also promoting our Crimson Constellation networking platform and helping students reflect.

Timeline:

- The timeline for this project has been over the course of several months, starting in September 2024. The first few month with the other ePIC participants helped generate the inspiration and framework for the assignment, then the assignment was created from January – March 2025 and will be launching live to students in late April or early May 2025.

Assignment Preview

Career Success
Interview
Reflection
Template



Preparation

- Answer 3 reflection questions on career success
- Prepare 7-8 questions for the interview (pre-created and custom)



Interview

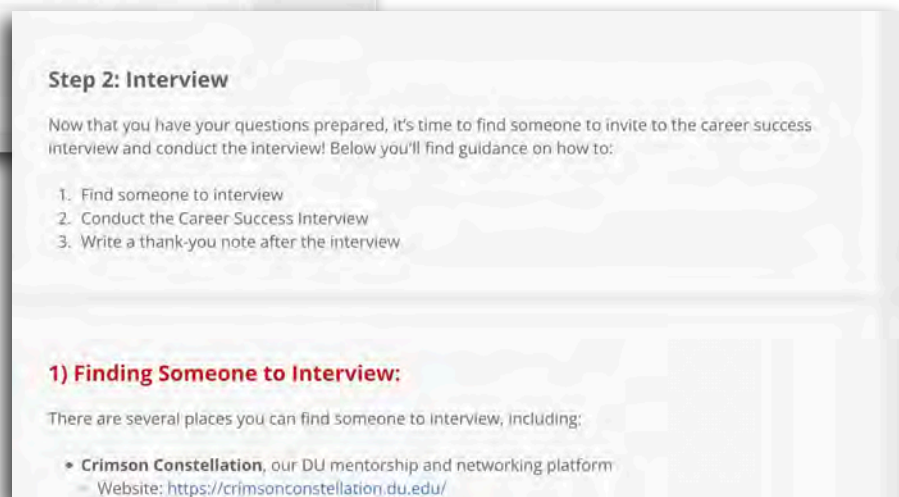
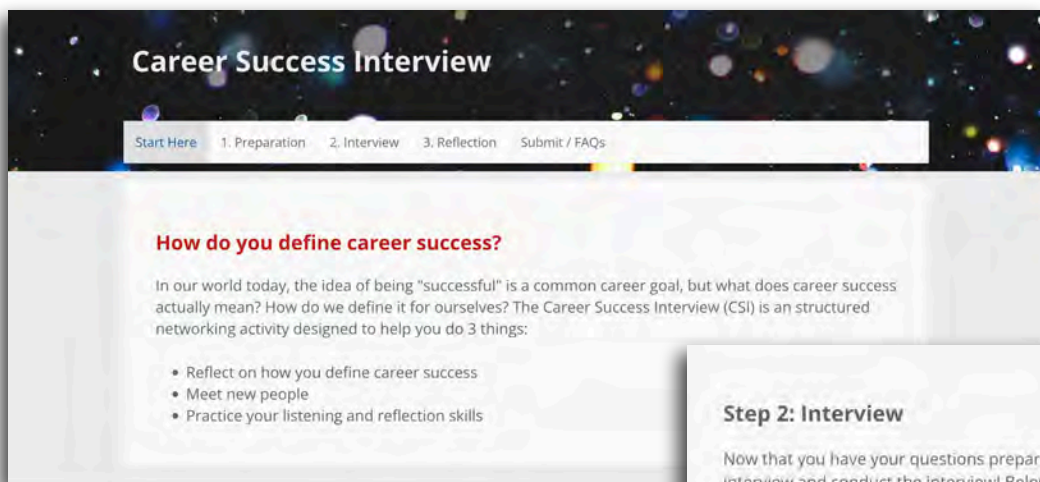
- Find someone to interview
- Conduct the Career Success Interview
- write a Thank You note to interviewee



Reflection

- Answer post interview reflection questions

Digication Preview



Unexpected Outcomes: Platform Changes

I was initially planning to keep this assignment housed in Digication, so it was a surprise when I learned about the new pathways on Crimson Constellation, which is like a guided mini-course. It allows for all the same instructions and guidance, but there is better automatic tracking and less manual work for students.



Reflective Components

Career Success
Interview
Reflection
Template



Pre-Interview Reflection Questions

1. There are many ways that career success can be defined. Please brainstorm as many ideas as you can for how career success could be defined, even if you don't personally agree with it!
2. How do YOU currently define career success? In other words, what do you have to do, be, achieve, or think to consider your career a success? Feel free to use ideas you came up with from the previous question or add new ideas.
3. How did you develop this idea of career success? Did it come from a specific person, your family, a life event you experienced, your culture of origin, or something else?

Post-Interview Reflection Questions

1. What was the overall Career Success Interview experience like for you?
2. Review your previous definition of career success that you answered before the Career Success Interview (Question 2). Do you still have the same definition as before, or has it changed? Why do you think it changed, or didn't change?
3. Describe the interviewee's definition of career success. Do you agree or disagree with the interviewee's views on career success? Why or why not?
4. Elaborate on any surprising or unexpected insights you gained from the interview.
5. Describe a moment during the interview that challenged or changed your current thinking about career success.
6. What new strategies or approaches did you learn that you can apply to my own career?
7. How will I incorporate the lessons learned from this interview into my daily work and career planning?

Implementation Guidance

Career Success
Interview
Reflection
Template



Individual student ePortfolio



Co-curricular (Career and Professional Development)



Optional assignment

Variations:

- This assignment could be absolutely adapted to any other type of career reflection. For example, there could be interviews on career challenges, career changes, etc. The assignment structure is simple enough that it could be easily modified to fit the participant and their ability or career stage.

Assessment Approach:

- There is no formal assessment or grade on this assignment, since it's an optional activity. The reflection is primarily for student learning and integration, but it will be nice over time to have gathered student reflections. At that point, it would be good to do an analysis of themes in what students are sharing and what they're learning from the assignment.



Wisdom to share:

“

"Looking back, I think I would remind myself that sometimes the obvious thing is sometimes the most simple. It's easy in career development to believe that complicated or complex assignments are better, but often they can leave the student feeling discouraged or unclear. Keeping this assignment simple will hopefully encourage participation and promote reflection."

”

-Megan Chambers



SPAN 2300 ePortfolio Final Project Template

Project Overview

Title: SPAN 2300 Final Project

Course/Program Context: Overview of Spanish history, politics & artistic movements

Target Student Level: 3rd Year Spanish program (majors and minors)

Anticipated outcomes for course:

- integrate the ePortfolio more fully into the course design, starting from week 3 or 4 of the quarter
- more scaffolded assignments and fully integration of reflection activities throughout the quarter.
- create more opportunities about what reflection is and why it is useful early in the quarter.

By: Susan Walter, PhD

Associate Professor
Dept. of Spanish Language, Literary
and Cultural Studies



Development History

Origin Story:

- The first time I implemented an ePortfolio in my SPAN 2300 course was during the COVID pandemic when I had to teach in an online, synchronous environment. Given the limitations of this teaching modality and the course content, an ePortfolio seemed like a good fit for a final project given that it affords students a lot of autonomy in choosing the course assignments and contents that they find most compelling and relevant to their own lives.

Timeline:

- I began refining the assignment in Fall 2024, as part of a previous Faculty ePortfolio group. I initially started by considering the student learning outcomes for the course and also the institutional student learning outcomes and framing the assignment within these parameters. During the course of this academic year (2024-2025) I have refined and redesigned the project.

Assignment Preview

SPAN 2300
ePortfolio Final
Project
Template



Explanation of Assignment

The ePortfolio is organized in 5 different content areas (tabs), and students are given a lot of autonomy on the artifacts they include in each one. They can draw from major class assignments, lower-stakes homework assignments and even in-class activities that connect to the various content areas of the ePortfolio:

1. one tab must deal with a period of Spanish history, between Prehistory and 16th-century Spain (topics covered in the first exam). Some students did their presentation on a topic related to these content areas, so this can work well as the main artifact for this page.
2. a tab that deals with a period of history/ a theme /a person from Spain during the 20th-21st centuries (topics from exam 2). The general timeframes we studied are: The Second Republic, The Spanish Civil War, Francoism, and Democratic Spain.
3. a tab that focuses on an artistic topic—which can be visual art, music, literature, film, etc. It can be about an artistic movement, an artistic work, or an artist that you find interesting, or a historical monument that you find compelling—such as the Alhambra, El Escorial, the Mosque of Córdoba, a monument on the Camino de Santiago, etc.
4. a tab that includes reflections from throughout the quarter. Here you must include your first reflection from week 1 of the quarter and your final reflection from week 10, and then you should also include at least 2 other reflection assignments from the quarter.

Next, you must choose 1 of the following tabs:

1. a tab that connects to one of your passions, and that relates to Spanish culture in some way. If you are an artist, try to create a work that connects with an artistic movement we have studied this quarter or a historical period. If you like to cook, choose a Spanish dish and talk about its origins, include a recipe, and perhaps a video of you making the recipe (or some photos of the process, and of the finished dish). If you are a big sports fan, choose a Spanish sport/team and talk about its origins, primarily achievements of etc.
2. a tab that focuses on Spanish geography. Here you have several options—you can imagine a hypothetical trip through Spain, and include information about where you would go, where you would stay, how you would get around and what you would see in each place. If you are planning to go to Spain for study abroad or a trip in the future, you could start making plans about the activities, cultural visits, places that you would like to visit.

Unexpected Outcomes: Passion Projects

On the tab that is totally open—I call it "engaging with your passions" some students create truly remarkable content. One student cooked a paella for her entire family, documented the process with pictures and talked about the history of the dish in her ePortfolio. Another student who was a heritage Spanish speaker summarized the use of Spanish slang in a Netflix show that takes place in Spain.



Reflective Components

SPAN 2300
ePortfolio Final
Project
Template



Integration Points

- In the reflection prompts I ask students to consider how the concepts, ideas, texts they are studying in this course relate to other classes they have taken and their life experiences in more general terms.
- Because much of the course content touches on other disciplines and topics related to world history, politics, religion and the arts, students often see connections with other courses and experiences, and are able to make deeper connections because of these other areas of knowledge.

Reflection

Students are prompted to reflect on their learning at various points in the quarter. On the first day of the quarter I have them reflect on:

1. what they already know about the course topic,
2. what they are most interested in learning, and
3. what their expectations for the course are.

They do this by first engaging in some free writing during class, then by sharing some ideas in a group of three, and finally they hand in a more refined version of the reflection as homework later in the week. We will do a similar reflection at the end of the quarter, also in three stages. Part of that reflection will focus on how/where/when they expect to use the knowledge and skills they have gained in the class.

Implementation Guidance

SPAN 2300
ePortfolio Final
Project
Template



Individual student ePortfolio



Curricular (Spanish Language, Literary, and Cultural Studies)



Required assignment (final course project)

Variations:

- I have found over the years that students really enjoy and engage more with an ePortfolio when they are given a fair amount of autonomy about what to include. So, as a general word of advice I would suggest creating prompts and general content areas for the tabs, but allow students a fair amount of freedom in choosing what specific artifacts they'd like to include.

Assessment Approach:

- The rubric includes 4 areas:
 - the quality of reflections;
 - content (that they followed instructions and chose relevant content of high quality);
 - their use of Spanish (the entire ePortfolio is done in Spanish);
 - aesthetic elements

Wisdom to share:

“

I think I lost sight at some point a few years ago about the importance of reflection. You can't expect students to use reflection as a key element in the ePortfolio if you aren't regularly incorporating reflection in the class. So, talk about reflection and it's purpose from early on, and then be sure that there are at least 4-5 key moments in class when they are reflecting on their learning and connections across different learning and life experiences.

”

-Susan Walter





First Year Seminar (FSEM) 1111 ePortfolio Template

Project Overview

By: Heather Martin, PhD

Teaching Professor of Writing
University Writing Program



Title: FSEM 1111 Final ePortfolio

Course/Program Context: [First Year Seminar](#)

Target Student Level: First-year Students

Anticipated outcomes for students:

- With this assignment, I hope to support students in achieving deeper integrative learning by making meaningful connections across their academic, co-curricular, and personal experiences during their first quarter at DU. Specifically, I want students to see their learning through the lens of the 4D experience—intellectual growth, character development, wellbeing, and lives and careers of purpose—and to represent that learning in a way that feels authentic and self-directed. By incorporating concept mapping and scaffolded reflection, I aim to help students move beyond simply collecting artifacts and toward articulating how their values, experiences, and goals intersect. Ultimately, I want students to leave the course with a sense of ownership over their learning, greater self-awareness, and the ability to communicate their growth through a compelling digital portfolio.

Development History

Origin Story:

- This is a modification of an existing assignment I've used in my First-Year Seminar (FSEM 1111) course for several years. The ePortfolio has always been a culminating project, but I'm adapting it through ePIC group to deepen its reflective and integrative potential. Specifically, I've added structured scaffolding—like the ePortfolio Concept Map and related in-class activities—to better support students in “connecting the dots” across their curricular, co-curricular, and personal learning. This revision was prompted by a recurring gap I noticed in students' final portfolios: many presented artifacts without fully articulating their meaning or connection to each other. By adding low-stakes reflective assignments and emphasizing concept mapping earlier in the quarter, my goal is to help students recognize and articulate the relationships among their values, experiences, and development across the four dimensions of learning.

Timeline:

- I began adapting the assignment in fall 2024 as part of my FSEM 1111 course. The revision process was shaped by conversations and shared insights in the ePIC group, which helped me think more intentionally about reflection, integration, and artifact selection for Fall 2025.

Assignment Preview

FSEM 1111
ePortfolio
Template



Original Assignment Instructions

Purpose:

- The ePortfolio is a deliberate practice designed to help you discover meaningful connections between different contexts, lived experiences, and learning to promote self-understanding and development.

Assignment:

- Building on the ePortfolio map you composed for Project #2, create a digital ePortfolio that represents your growth as a student, DU community member, and citizen during your first quarter at college. Through the process of collecting, selecting, and reflecting on different artifacts, make your case for growth. Use the four student dimensions to frame the discussion and share your learning. You may organize your ePortfolio using the 4Ds as your tabs (though you are not required to do so).

Details:

Project goal

- Show your expanded learning about the 4D student experience.
- Create a dedicated space to showcase your overall learning in FSEM and other courses.

Audience

- Your audience for this project is your professor and your peers.

Organization and artifacts

- Each tab on your ePortfolio should include a description of what the section means/represents in your ePortfolio, and two or more artifacts.
- Provide a short explanation of each artifact, unless it is entirely self-explanatory.
- You might include references to Designing Your Life if the artifact represents an activity from the book.
- Or, you might analyze the artifact in a few sentences, describing how it's an example of your learning or growth in a particular dimension.

Requirements:

Welcome/About Me:

- Personalize your home page with a picture, design elements, and your goals/purpose for the portfolio.
- Welcome visitors to your e-Portfolio and explain how to navigate the site.
- Ambitious students might include an embedded video, screencast, Thinglink, or other tool to invite readers into your 4D experience.

Discussion of the 4D Student Experience:

- Define and address each of the four student dimensions considered this quarter:
 - Intellectual Growth
 - Character Exploration
 - Careers and Lives of Purpose
 - Wellbeing
- Include 2+ artifacts for each dimension that connect your learning about the dimension to your experiences during the fall quarter.
- Artifacts can include anything completed for this class (major projects, in-class activities, good time journals, maps); artifacts from other classes (artwork, lab reports, papers, etc.); as well as things from outside the classroom (pictures, links, videos, maps, etc.).
- Be creative and populate your ePortfolio with things that have been meaningful to you in your first quarter at DU.

Reflections:

- Include examples of your reflective work this quarter.
- Feel free to use Project #1, any of our in-class reflections, and the work you did for Project #2.
- Activate your Portfolio:
 - Be absolutely certain to make your e-Portfolio visible to University audiences

Assignment Preview

FSEM 1111
ePortfolio
Template



Student Voices



Click to view
student examples:

- [Gabriela's ePortfolio](#)
- [Ryan's ePortfolio](#)
- [Tiffany's ePortfolio](#)
- [Nadia's ePortfolio](#)

"For me, putting the portfolio together was part of reflecting on everything I accomplished throughout my first 10 weeks of college. The focus on wellbeing was particularly important for me. Fall quarter was hard, as one could imagine, but this course helped teach me how to manage and reflect on this pivotal moment in my life of moving across the country! The actual planning and creating of my portfolio was so much fun! I wasn't super sure on how to use the Digication platform for designing, so I created a slide on Canva (a platform I'm very familiar with), take a screenshot of it, and paste it into the ePortfolio! In class we talked about being in "flow" and this project was something I sat for hours and worked on without even realizing it!" -Nadia (Fall '24)

Digication Preview



Reflective Components

FSEM 1111
ePortfolio
Template



Integration Points

This assignment invites students to integrate learning across multiple contexts:

- their FSEM course,
- other fall-quarter classes,
- co-curricular involvement,
- and personal experiences.

The ePortfolio is designed to help students draw connections between what they're learning and how they're growing, both inside and outside the classroom. The concept mapping activity supports this by encouraging students to visualize the interplay between different experiences, while the ePortfolio Map requires them to define goals, identify artifacts, and align those elements with the four student dimensions. Together, these components help students develop a coherent narrative of their first quarter and begin to see learning as an ongoing, interconnected process.

Reflection

- Reflection is central to this assignment. Students are prompted to reflect throughout the quarter—in short writing assignments, peer review, in-class discussions, and ultimately in the portfolio. The concept mapping activity includes a one-page reflection that asks students to consider how the mapping process changed or supported their understanding of their learning, what the map reveals, and what's missing.
- In Project #2, students reflect on each of the four student dimensions, define what those dimensions mean to them, and choose artifacts that represent their growth. These activities are designed to move students from surface-level summary to deeper insight, encouraging them to articulate how and why their experiences matter

Implementation Guidance

FSEM 1111
ePortfolio
Template



Individual student ePortfolio



Curricular (First Year Seminar)



Required assignment (final course project)

Assessment Approach:

- Assessment is ongoing and integrated into the learning process. I meet with students one-on-one to discuss their ideas, offer feedback on scaffolding assignments, and help them think about how their experiences align with the four student dimensions. The project is scaffolded with several low-stakes assignments, including a concept mapping exercise and artifact selection worksheets, each of which receives formative feedback to support revision and deeper reflection.
- The final ePortfolio Map is assessed using a detailed rubric that evaluates how well students define each of the four dimensions and how effectively they connect those definitions to artifacts from their fall-quarter experiences. Each dimension is evaluated based on clarity, use of evidence, and alignment between definition and artifact. This approach supports developmental growth, encourages students to synthesize their learning, and provides a transparent framework for evaluation.



Wisdom to share:

“

Creating a staged process for developing an ePortfolio is a valuable process. Students benefit from stepping back and connecting their learning in an intentional way. One key piece of advice: allow extra time for technology snafus, especially if students are using new platforms or tools to create their ePortfolios. It also helps tremendously to show lots of examples throughout the process. Seeing how others have approached the assignment gives students the confidence and clarity to make the project their own.

”

-Heather Martin



COMM 4920 Challenge Pitch Presentation Template

By: Cindy Cragg, Ed.D

Teaching Assistant Professor & Academic Director,
Communication Management & Instructional Design
and Technology,



Project Overview

Title: Challenge Pitch Presentation

Course/Program Context: COMM 4920 Portfolio Capstone

Target Student Level: Graduate - Master's

Anticipated outcomes for students:

- I went into this without a specific outcome in mind, more just curious as to what I would find if looked through a different lens (i.e. not my usual instructor lens while teaching/grading/etc.).

Development History

Origin Story:

- This course and assignment was in existence. I have been teaching this course nearly every quarter for the last 5 years. I redeveloped it about 4 years ago to bring more intentional focus to aligning the students' articulation of skills/competencies with industry gaps/needs/opportunities. I chose this assignment because I wanted to look at how it was incorporating the DU strategic imperatives related to integrative and reflective learning through a more critical lens.

Timeline:

- I was co-facilitating the ePIC group so my timeline followed the cohort. I was more doing an audit of the assignment which actually led to me looking more critically at the whole course since it is so tightly scaffolded to this final assignment (which is also the culminating project of their master's experience).

Unexpected Outcomes: Working with ePIC

I was really inspired by all the different ways the folks who participated in the ePIC group were testing/piloting to try to engage their students more deeply in the learning process. It was really cool!



Assignment Preview

COMM 4920
Challenge Pitch
Presentation
Template



Challenge Pitch Assignment Instructions (final project to include in ePortfolio)

It's time to pull it all together in a formal presentation!

Drawing on the themes that emerged in Assignment #1 Annotations and Assignment #2 Reflection, select a topic you will address in a 10-12-minute presentation that you will deliver to your peers and faculty member(s) via a recorded video presentation that you will upload to your portfolio before the end of this course. Your presentation will draw on the past (all of your coursework up until this point) to prepare for your future as a communication professional.

Based on the themes that emerged from your previous assignments, identify a challenge that is of professional importance to your field or industry (not to you personally). You'll then address the challenge by drawing from course concepts learned during your program; the knowledge, skills, and abilities you've honed during your degree program; what you know about your specific field or industry; and your personal experiences.

Your presentation will consist of the following:

- Drawing on what you have learned through your annotations and reflection, concepts learned in your program, and your professional experience, identify a professional challenge related to your field of communication.
 - Elucidate/describe current trends in your field of communication and their relationships to that field's historical development. Based on those trends, identify a challenge in your field/industry. This does not mean a problem you think you can solve (that's a little too big); rather, consider a challenge your industry is currently experiencing that you think you can move the needle on by bringing the knowledge you've gained from the program to bear.
 - Apply specific course concepts/skills/competencies to explain how you would/will address the challenge you've identified.
 - Use references and Turabian author/date citations within your presentation to support your ideas and demonstrate your expertise.
 - Provide a reference page as the last slide of your presentation using Turabian reference page formatting. You should plan to incorporate 5-7 references from your courses or current industry articles or videos that are relevant to your challenge or your solution (idea). Sources cited to show your ability to research your topic and industry trends and synthesize that research to support your pitch.
 - Articulate the insights you've gained throughout this program by applying course concepts from across your program to address the practical challenge. Utilize the presentational tool and approach most relevant for your field. (See Pro Tips below for more information.) Utilize presentation best practices to effectively convey all of the above.
 - Post your presentation in your DigiCation ePortfolio and submit the link to the assignment submission page. (Please add an "s" after the http in the URL to avoid a Canvas gradebook glitch).
- In sum, your presentation will synthesize many elements of the knowledge you've gained in your program, to address a practical challenge related to your specific professional field or industry.

Assignment Preview

COMM 4920
Challenge Pitch
Presentation
Template



What worked for you?

For students beginning the portfolio process, I would tell them not to discredit their emotional journey or be afraid to lean into the reflection process. While it is important t

I liked that this class offered me the ability to look back and refresh my memory on what I've learned, so now I feel more confident speaking to it.

Although I was unable to attend any of them, the Zoom recordings were great to watch and were an excellent resource when I needed clarification on the assignments.

I really liked the pacing of the work and the assignments. It was not an overwhelming amount of work but it was still challenging which is important.

Understanding your work and how to speak to it will serve you well if you're looking to advance your career. This is a tool that can truly help set you apart from other people.

Slowing down and being open to my self-reflection worked best for me - even though it took a few weeks for me to get to that point.

Reflecting on this experience, taking the "walk away and come back" approach has really come to be a great way for me to enhance my deliverables.

The flow of the process really worked for me and without even realizing it the pieces started to be put together, the bigger picture started to form and become more clear...

To be able to have a foundation where you know those around you are doing their best to continue to grow and implement what that they have learned throughout their program

The bite-sized approach to reflection was extremely helpful at the beginning of the quarter.

Student Voices: Feedback

Advice for students in this course:

Save all of your work! Anything that showcases your growth will be important later on.

Try your best to take part of the zoom meetings and take advantage of the discussions and really engage with your peers because you will learn A LOT from them.

Share LinkedIn accounts, build your communication network to greater lengths, and never stop reflecting.

Listen to the feedback your professor gives you!

Don't be afraid to reach out and ask for help.

Know that the goals that you create for yourself at the beginning of the program are going to come back at the end, so think about them thoroughly and try to tweak them as you go

Take it day by day, read ahead so you can understand what each week's coursework looks like and be able to manage your time effectively.

Allow yourself the chance to continue to work with those you may not have the opportunity to know outside of discussion posts.

Starting with the very specific annotations and moving to a broader reflection gave me plenty of material to work with.

Diving even deeper into reflection I think would be something that I would change for next time.

Looking back over the past 9 weeks, the process was eye-opening and beneficial. I do wish I was more open to it in the beginning as I feel as if I would have gained a little more

... come to the process with an open mind, a creative thought process, and an interest in self-reflection.

Don't wait until the last minute to upload assignments onto your portfolio!

It's a lot of work to put everything together, but definitely take it seriously.

Take the time to lean into what you have experienced. Really take a second look at what you have learned and what you can take with you from the process.

I also appreciated the time we had to work on our assignments. We had at least two weeks to focus on each assignment, which allowed us to deliver our best.

Reflective Components

COMM 4920
Challenge Pitch
Presentation
Template



Integration Points

- Upon enrolling in the master's degree program in Communication Management, students are asked to complete a non-credit course called Portfolio Foundations. In this course students learn about how to set up their portfolio, how to upload their Signature (or Portfolio) Assignments each quarter, and the value/benefit of reflection throughout the program.
- Then, students are expected to upload assignment each quarter into their portfolio and, when doing so, reflect on their growth and other personal and professional connections they are making.
- Then, in this Portfolio Capstone course students are required to complete an assignment where they annotate on each of 6 assignments that showcase desired aspects of their skills/competencies/growth/etc.
- Then, they are required to submit a reflection of this work.
- Then, they complete this final assignment which is meant to pull it all together. Interestingly, the audit and critical look that I did during this process with the ePIC group made me think more about the integration points and how I might be able to optimize students' experience to be better prepared for this final course.

Reflection

The Digital Annotations assignment and the Reflection paper both scaffold up to this final assignment. Additionally, the discussion posts in nearly all 10 weeks support the self-reflection necessary to be successful in this course. Some of the discussion prompts are listed below:

- Week 2: Reflecting on your learning creates knowledge by bringing your awareness to new experiences. This process allows you to better understand your learning process and helps you to apply your learning to your future endeavors. For the first part of this course, we engage in deep reflection on your program and your past assignments. Watch this video and - as the video prompts you to do - apply Gibbs Reflective model to your learning/experiences in your graduate program. Write your response below and discuss your responses with one another.
- Week 4: You've identified competencies and skills. You've started to reflect on your place in your industry or field. Now, consider how you can use what you've learned to better represent your skill set in your resume or LinkedIn profile. Post your revised resume (or you can post a link to your LinkedIn profile) into the discussion thread. Explain what you changed and why.
- Week 7: Identify at least two themes--one related to personal/professional development and one related to field/industry-specific trends--that emerged as you went through the process of reviewing your annotations and reflection and briefly describe them. What did you see? What life lessons appeared within the story of your very own journey?

Implementation Guidance



Individual student ePortfolio



Curricular (COMM 4920 Portfolio Capstone)



Required assignment (program capstone)

Variations:

- I find this Portfolio Capstone process to be very beneficial for students. I have seen consistently positive responses and outcomes over the years. Having said that, I have a colleague who also has implemented a similar process and hasn't found it to be very successful for her students. I am very invested in this work and so I can't help but wonder if my deep investment is a part of why this course has been so successful. I see my role while teaching this course as being part instructor, part coach, part entrepreneurial thought-partner, and part inspirational motivator. To me, the process of doing a deep dive into some aspect of their work (Annotations), then pulling out a bit and reflecting (Reflection), then identifying gaps and opportunities that align with a theme or trend that each student has identified is a great framework for understand how one can position themselves in the industry/field. I think this could work in other ways and places in courses.

**COMM 4920
Challenge Pitch
Presentation
Template**



Wisdom to share:

“

Time is always the enemy. I feel like we could all do so much more with integrative learning if we had more time to brainstorm, collaborate, and dream about the possibilities. It is so hard to carve out space for this work but when you do, really awesome things come of it!

”

-Cindy Cragg

PPOL 3300 Ethical Public Leader Collaborative ePortfolio

By: Stefan Chavez-Norgaard, PhD

Teaching Assistant Professor, Public Policy
Josef Korbel School of Int'l Studies



Project Overview

Title: PPOL 3300 Ethical Public Leadership Symposium

Course/Program Context: PPOL 3300: Ethics and Public Policy

Target Student Level: Advanced undergraduate (3rd and 4th year)

Anticipated Outcomes for students:

- Learning outcomes for the broader ethics course are as follows:
 - Read ethical and philosophical material for meaning, and critically, with an eye to students' own worldviews and ethical attitudes, values, and beliefs;
 - Participate and engage in Socratic discussion, including by presenting evidence-based assertions, arguments, and counter-arguments related to ethical materials;
 - Interrogate and assess the processes by which individuals and leaders (and especially policy leaders) make decisions, and apply and implement approaches to making tough decisions ethically, including, in some cases, students' original approaches and frameworks to ethical decision-making; and
 - Synthesize ethical ideas and arguments through descriptive analytic and philosophical writing, pairing scholarly arguments with students' own values and beliefs.
- The Digication tool significantly advanced Learning Outcomes #3 and #4, by creating a synthetic compilation resource to which students could contribute, and constitutive of reflections and students' own original approaches to ethical leadership, character, and decision-making.

Development History

Origin Story:

- This new initiative was supported in part by a University of Denver (DU) 4D Infusion Grant for "Cultivating Character." This Digication ePortfolio was a complement to a class-wide event and symposium featuring student presentations and invited members of the public. I was prompted to develop it as a sort of program / digital archive / resource complementing the presentations. It aimed to fill a gap present in many symposia or related events: attendees and members of the public or community unable to attend could use the ePortfolio to examine students' work in greater depth, outside of the scope of a short, 5-minute presentation.

Timeline:

- Regarding the project timeline, I received grant funding in late September 2024. I started work on creating the template and 'bones' of the ePortfolio in November and December 2024. The ePortfolio began to be populated with student work in January and February of 2025. The final ePortfolio was saved and published in mid March 2025.

Assignment Preview

PPOL 3300
Ethical Public
Leader Collab.
Template



Original Assignment Instructions

Final assignment (a philosophical engagement of two ethical frameworks, 2,000 words, or interview transcript and reflection, 300–500 words), (30%)

Published

Final assignment: a philosophical engagement of two ethical frameworks (2,000 words; 30%) or an interview with an ethical public leader (interview transcript + reflection of 300–500 words; 30%); There are two options for the course's final assignment. For both, advanced drafts are due March 12. Final papers are due March 19.

1. **Final assignment Option A** will involve a formal paper, an ethical analysis responding to one of six possible prompts. The final paper will involve a Socratic style of argumentation and reasoning where students answer the prescribed prompt's question. Students will propose an ethical framework, include one or more principles undergirding that framework, engage that framework through a case study, and consider and rebut counterarguments. The professor will be available to discuss these papers in Office Hours, and there will be a required opportunity for all students to submit advanced drafts, on which they will receive comments and suggestions. **Advanced drafts due March 12. Final papers due March 19.**
2. **Final assignment Option B** is a recorded interview and reflection with an ethical public leader. For this assignment, you will need to contact, and secure permission to interview, anyone whom you would consider an ethical public leader, broadly defined. This might include, for example, someone deeply committed to social change (e.g., a politician, movement leader, or activist); someone involved in direct public service work; a staff member of a non-profit organization; a client or recipient of service (e.g., a program officer at a foundation who provides funding for non-profits); or a leader of a civil-society organization. **Your advanced draft, due March 12 or earlier if needed, would be an interview question protocol** and you will receive feedback from the professor on your interview questions. **Due on March 19** is a cleaned transcript of the conversation as well as a 300–500 word reflection of the experience and lessons learned. *Interviews must be between 45-minutes and 1-hour and 30 minutes. There are two caveats: you may not interview a family member, and you may not interview someone whom you know well or who would claim you as a friend.* Interviewees must provide consent before being recorded, and students may not use this interview as part of systematic data collection efforts intended to develop or contribute to generalizable knowledge (e.g., other research projects).
3. **Final presentation and attendance at the "Ethical Public Leadership Symposium" on March 19, 2025 (10%):** Note: This course (PPOL 3300 Ethics in Public Policy) has been awarded a "DU 4D Infusion Grant" for the Winter 2025 term! The grant will fund a class symposium in March with food and drink. Students will be asked to present their final assignments at this time. Students who select Final Assignment Option A will be asked to briefly and informally present their paper topics and arguments. Students who select Final Assignment Option B will be asked to introduce their ethical public leader to the class. Public leaders will be invited to the gathering. The event will be hybrid; public leaders local to the Denver metro area are welcome to attend in person. A dedicated [course Digication page](#) will be made available for the final assignments, students' reflections, and other symposium information.

Points 30

Submitting a website url or a file upload

Digication Preview



Unexpected Outcomes: No Challenges!

I was surprised that 100% of students completed on-time, high-quality Digication entries. I was expecting that at least 1 student would have a challenge or conflict or struggle to complete the assignment. Incredibly, this did not occur.



Assignment Preview

PPOL 3300
Ethical Public
Leader Collab.
Template



Excerpts from Student Work

I interviewed Dr. David Gordis, the former President of Hebrew College. In addition to leading the college for 15 years, he founded and directed The National Center on Jewish Policy Studies and founded the Interreligious Center on Public Life. Dr. Gordis explained that to be an ethical public leader, one must be honest and have integrity. We also discussed his personal ethical values of which he lives by as well as his evolving relationship to religion. He explained the expectations of behavior and beliefs that he had to uphold in the past due to being a public figure within the Jewish community, and how relieved he feels having retired. Dr. Gordis is now able to exercise the freedom to critique religion itself as well as Israel as a private citizen. He conveys that he no longer buys into the religious narrative and instead voices a commitment to love and appreciation of beauty. Dr. Gordis articulated profound wisdom in a concise manner that resonated with me, and I am sure will resonate with many others. His exploration of many religions and practices illustrates his dedication to knowledge as well as his respect for cultures other than his own. Dr. Gordis is a great model for living and leading ethically.

My conversation with Mr. Allen focused on the practical considerations of carrying out ethical justice, and how ideals and impacts are balanced in both lawmaking and the interpretation of the law. Both Mr. Allen and Mr. Rosell spoke about the value of keeping strong personal morals and the return on investment of being an ethical individual, especially in the field of criminal justice. Mr. Rosell told me countless times that "ethics is everything." We talked a great deal about the idea that, while rarely simple, right and wrong actions are often clearly right and wrong. I was particularly impressed by the gravity he placed on the power he holds as District Attorney, and the care he took in ensuring the ethical standing of his organization and community.

Mr. Allen and Mr. Rosell shared similar closing thoughts, encouraging myself and other upcoming professionals to balance passion with practicality, seek counsel from experienced colleagues, and maintain moral integrity.

The transcripts of my interviews with Mr. Allen and Mr. Rosell can be found [here](#) and [here](#).

I ... have really enjoyed doing the final project where we get to interview a public leader, it really allowed me to go deeper into thinking about ethics in the real world and create connections with others.

When I was tasked with this assignment, my brain immediately went to Professor Ganz. After taking his Environmental Law class last quarter, I gained a lot of new insight into the career experiences of an environmental lawyer, and the ethical considerations that come along with this profession.

We began the conversation with some basic questions about ethics, and how the professor defines being ethical. I wanted to interview Professor Ganz because I admire his straightforward and direct communication style. In answering this question, he dove right into specific anecdotes from his job. He brought up how as a lawyer you are given a significant amount of client information that you are required to maintain strict confidentiality with. This is interesting because therapists for example are supposed to keep client information confidential, however, they are still mandatory reporters if anything is brought up that may endanger the client or someone else. In law this is not the case. This brings up other ethical considerations. Is it more ethical to uphold client confidentiality or break the law to report something that could be possibly illegal or dangerous? To Professor Ganz, it seems that he holds client confidentiality above all else, which is why he explained to me that when he's been in these positions before, he's withdrawn himself from representing the client rather than disclosing confidential information. He explained that a guiding principle for him is that his personal ethics and beliefs must line up with that of the client.

My two biggest takeaways from the conversation, were his take on ethics in public policy, and his own personal ethical framework around living a sustainable life. First, he said that the issue in the realm of public policy is that there is no agreed upon ethical framework which causes juxtapositions in how to do good in the

Student Voices: Feedback

I absolutely loved this course ... I loved the assignments in this course...the ethical public leader [symposium] was a fantastic idea and absolutely pushed me out of my comfort zone in a positive way. This course is amazing!

I genuinely enjoyed this class. I think the assignments were very great and the final project has been fun and applicable to all parts of our professional life.

Reflective Components

PPOL 3300
Ethical Public
Leader Collab.
Template



Integration Points

- This course assignment is a synthetic, integrative capstone for the course, allowing them to integrate philosophical content learned during Module 1 in the form of a philosophical paper/essay; integrate elements of course discussion in the form of a set of reflections and reflective essays; and engage ethical principles through an interview and associated transcript with an ethical public leader.
- There are also integration points around students' collective generation of this Digication page, since it is a single, class-wide product generated together.

Reflection

- There is a specific reflection page and prompt of the Digication ePortfolio in which students offer 300-500 words of reflective commentary in response to specific prompts.

ePortfolio Integration

- The assignment was incorporated into an ePortfolio through students pairing their submitted, Canvas work with a Digication submission as part of the assignment. While their full final papers and/or interviews were linked to the Digication page via OneDrive or Google Docs, students then crafted 150-250 word abstracts to introduce their interventions on the Digication page.

Implementation Guidance



Collaborative student ePortfolio



Curricular (PPOL 3300 Ethics and Public Policy)



Required assignment (capstone course project)

PPOL 3300
Ethical Public
Leader Collab.
Template



Wisdom to share:

“

Undergrad students are very tech-savvy and well-versed in online learning platforms and associated insights. Giving students time, and frequent reminders well in advance of a deadline, will help them integrate new learning and assignment tasks into their busy schedules. For example, engaging a professional and interviewing them can take time, as can transcribing an interview for the first time.

”

-Stefan Chavez-Norgaard

Variations:

- I have only taught this course once so far, and found the integrative assessment experience to be successful. However, in the future I may try to vary the prompts to make more connections with our contemporary world, and might also post reflective prompts *after* the symposium event so that students can share their experiences engaging ethical public leaders together.

Assessment Approach:

- Assessment was *not* conducted through Digication. Rather, I assessed students on Canvas based on their final papers or interview projects. There was a Digication-focused assignment related to students' creation of their ePortfolio sections, but this grade focused on participation only. Similarly there was a grade for the reflections focused more on participation and engagement than on substantive content.

SPAN 3997: Internship in Spanish ePortfolio Template

By: Lina Reznicek-Parrado, PhD

Teaching Associate Professor, Spanish
Dept. of Spanish Language, Literary and
Cultural Studies



Project Overview

Title: SPAN 3997: Internship in Spanish Portfolio

Course/Program Context: SPAN 3997: Internship in Spanish.

Target Student Level: Undergraduate Spanish majors/minors

Anticipated Outcomes:

- The course's student learning objectives, which all center around the final digital portfolio, are as follows:
 - Critically engage with the sociolinguistic implications of Spanish as a language spoken in the communities that live in the greater Denver Metro, including the consideration of how people can be excluded and/or included based on the language they speak
 - Consider how linguistic ideologies matter for social participation
 - Intentionally explore how Spanish serves career-relevant skills needed for the 21st century workforce
 - Develop networks and connections outside the academic doors to establish potential professional opportunities after graduation
 - Critically reflect upon the internship experience, including aspects for growth, professional direction and linguistic development

Development History

Origin Story:

- While not established as an assignment in any program course, the final course portfolio is a familiar methodology to some faculty in the department. For this particular course (SPAN 3997: Internship in Spanish), developing a digital portfolio was the most organic way for students to showcase a hands-on, media-rich academic experience. Students go out into the community for one academic quarter, develop contact and collaboration with a variety of people, and complete critical reflection as part of the course. A digital portfolio was the best way to illustrate the richness of the experience. Additionally, I added sections where students reflect on their own personal and professional profiles so they may be able to use the portfolio in the future (ie., when looking for jobs, etc.)

Timeline:

- The first iteration of the course was offered in Spring 2023. The final course digital portfolio was already a requirement then. However, it was only in 2024 that I also began embedding course assignments (that feed into the portfolio but are not the portfolio itself) using Digication. The final digital portfolio template remained mostly the same the two times I have taught the course, with a third iteration this year.

Assignment Preview

SPAN 3997:
Internship in
Spanish
ePortfolio



Assignment Instructions

Below are the translated instructions for the original assignment (originally written in Spanish) once again, which is the final digital portfolio showcasing students' internship experiences:

- Reflection Journal #4: Preparing Your Digital Portfolio:
 - This week, I want you to continue intentionally and systematically tracking your hours, both through Kronos (if you are using that system), and also with any other method you might be using. Each week, I will ask you to report your hours worked. Also, while you continue completing the various tasks you've already begun, this week I want you to briefly consider the connections between your work and its professional implications for your profile as a future graduate of the University of Denver.
 - What content should you include?
 - First of all, I ask that you please read a bit about the platform we will be using, Digication. Review the resources here and here, paying special attention to the examples of digital portfolios from students that are shown there. After you get a general idea of what a digital portfolio is and what it's for, I want you to consider the following questions before you begin working on the content of your portfolio:
 - What information seems pertinent and essential about your profile when presenting yourself in the professional world? Consider a part of your identity that defines you, your professional interests, academic or personal experiences, etc. Find a photo of yourself that is professional enough to be published in your portfolio. Upload it to this assignment as well.
 - What information about your organization is relevant to publish in a portfolio? What aspect of the work done by your agency/office/organization seems most important/relevant/interesting to you? Which of the tasks you are carrying out are the most important or relevant to your professional profile? Think of as many tasks as possible that you are participating in, formally or informally. Describe them here.
 - In what way are the tasks you're doing relevant to what we know as participatory citizenship or a focus on social justice? Explain in your own words how your work is or could be extended to work with transformative social value.
 - Visual Illustration in Your Digital Portfolio
 - As you know, a digital portfolio should include images and visuals. However, it is crucial to be intentional and only choose visuals that directly illustrate the text—not just visuals that decorate the content. In this section, I ask you to choose 2–3 images (or more) that illustrate the various responses you included in the questions in section 1 above.

Student Voices

Student feedback from first...



Click to view
student examples:

- [Victoria's ePortfolio](#)
- [Christian's ePortfolio](#)
- [Jori's ePortfolio](#)
- [Destiny's ePortfolio](#)

"I think it would be helpful to have more structure and instructions on the digital portfolio, and how to use Digication because it was a struggle at some points to understand the system."

to second iteration of the course.

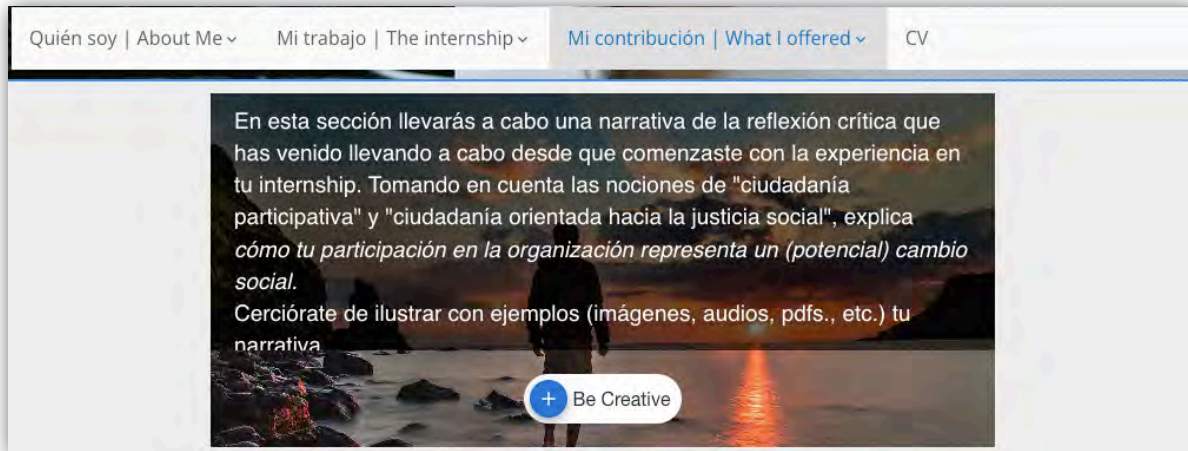
"The course is very well organized and the class discussion helped me in reflecting on my experience and understanding its importance."

Assignment Preview

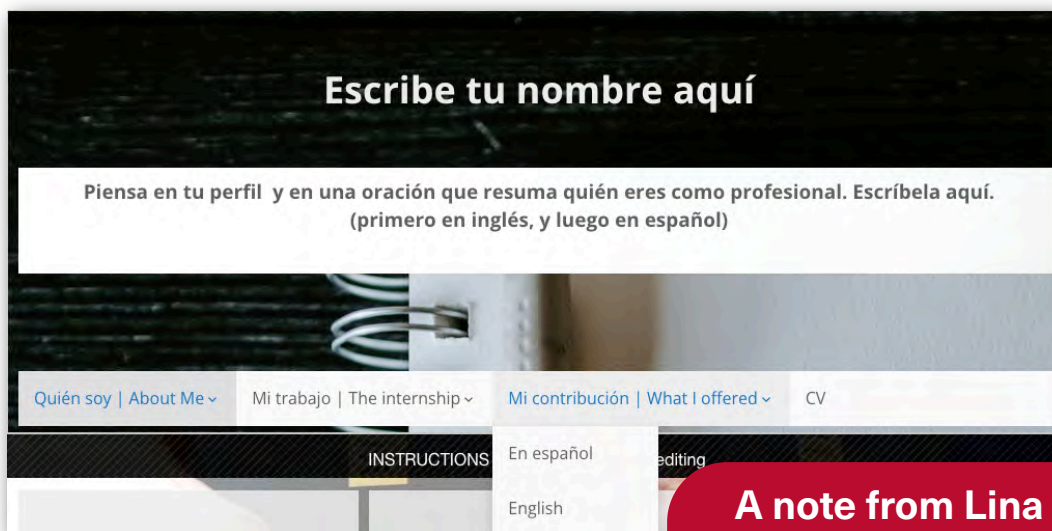
SPAN 3997:
Internship in
Spanish
ePortfolio



Digication Preview



After detailing their internship experience in one of the tabs, students are asked to critically reflect upon the work they did, considering topics like social justice, citizenship, and social change. They are also asked to reflect specifically upon their use of Spanish during this experience.



Students complete each section of the ePortfolio in both Spanish and English

A note from Lina on using templates:
"Using a pre-existing template can be an effective and easy way to guide students to create digital portfolio as a culminating project. You don't have to reinvent the wheel--there are so many pre-made templates that could work for a class. Alternatively, keeping the template simple is best; a template is key in guiding student content, but it can be simple enough and yet flexible for students to run with it. Structured, guided by specific outcomes BUT simple is best!"
-Lina Reznicek-Parrado

Reflective Components

SPAN 3997:
Internship in
Spanish
ePortfolio



Integration Points

- The final course portfolio is ideal to help students integrate learning across the class, as it connects students' personal and professional profiles with the internship experience, including critical reflections on their contributions to their organization.
- Additionally, the ability to insert a variety of media artifacts allows students to critically illustrate their work in the way that fits best---some students, for example, worked in media center placements, so audio files, videos and media files were well-suited for the assignment. Other students can illustrate with just images, but they can think about placement in relation to text to critically showcase their learning. While students receive a template, the portfolio is still flexible enough to adapt to students' work.

Reflection

- This course includes quite a bit of reflection--specifically, a weekly reflection that is then embedded into the final course' portfolio.
- Students complete reflections on Digication assignments, some of them including images, etc., which students will use for the portfolio itself.
- All weekly reflections center on aspects of the internship students eventually include in the final digital portfolio.

Implementation Guidance



Individual student ePortfolio



Curricular/Co-curricular (SPAN 3997: Internship in Spanish)



Required assignment (capstone course project)

Variations:

- Doing reflective assignments within Digication itself allowed for a smoother integration of those reflections into the final portfolio template. Additionally, students get more exposure to using the platform before building their final assignment.

Navigation Strategies:

- I had plenty of resources and help from a variety of offices throughout campus, including the Career Center, the OTL, the Scholarship and Fellowship Development Office, among others. Once again, however, since the final portfolio integrated the course assignments/experience, the template allowed me to align course objectives organically.

SPAN 3997:
Internship in
Spanish
ePortfolio



Wisdom to share:

“

I wish my knowledge of Digication and its potential for use beyond a portfolio had been greater before starting the course. I wish I could have prepared more thoroughly to know how to integrate Digication with Canvas, for example, so I could guide students more efficiently and scaffold the portfolio design even better. Lastly, the template design could be improved to integrate even more student content (from a different class, for example, or other career-relevant experiences) that don't stop at this specific course.

”

-Lina Reznick-Parrado

MKTG 3400: Intro to Advertising ePortfolio Template

By: Tia Quinlan-Wilder

Teaching Associate Professor, Marketing
Dept. of Marketing, DCB



Project Overview

Title: MKTG 3400: Introduction to Advertising

Course/Program Context: Dept. of Marketing, Daniels College of Business (DCB)

Target Student Level: Undergraduate Marketing majors and minors

Anticipated Outcomes:

- My goals for this portfolio are to:
 - get students to practice methods that are helpful in creative professions,
 - to reflect on their work, and
 - to get hands-on experience with designing a portfolio.

Development History

Origin Story:

- By adding a Digication ePortfolio to this course, I hoped to get students to collect professional work they admire, post their own work, and reflect on the activities we did for the course, both in and out of class. It is also intended to be a bridge between academic courses and professional practice, where portfolios are common.

Timeline:

- I have worked on the portfolio assignment over the course of two and a half years. I made a template myself in year one and experimented with what should be included. The following year I worked on how to make it an assignment and how to introduce students to using Digication. The OTL helped me with recommendations to get everything working with Canvas, especially to facilitate peer reviews of portfolios. More recently, I worked with the OTL again to improve the professional nature of the portfolio template and refine required components.

Assignment Preview

MKTG 3400:
Intro to
Advertising
ePortfolio



Digication Preview

Title of Research Project

Situation/Context Statement
Include actual text from your submission.

Consumer's Needs Statement
Include actual text from your submission.

Client Brief/Piece

Include the piece(s) **you** designed for the submission.
(Do not include pieces designed by your teammates.)
If you need to add multiple pieces, click the blue plus located in the bottom right to upload more files.

From the "Client Brief" tab, where students work collaboratively on a research project but demonstrate and reflect upon their contribution within the ePortfolio

The "Swipe File" collection, where students gather advertising examples with elements they appreciate or are inspired by, and why they would "swipe" those elements.

Swipe File Collection

1.

For this example, please describe:

- the type of strategic communication (e.g., magazine ad, candy wrapper, concert poster)
- the brand (e.g., Dyson, Tootsie Roll, Willie Nelson)
- the designer's name if possible (if not, write "unknown")
- what is worth stealing from this example AND why.

Text

Upload example

Upload File

Swipe File: Synthesis (Re-mix)

What I Stole:

Stolen Artifact 1 (Include a copy of the original artifact here so I can see what you stole for your remix)

Stolen artifact 2

Stolen artifact 3

Upload File

Upload File

Upload File

Provide a brief description here of how you combined the "steal-able" parts of the elements noted in your Swipe File collection to transform them into a new piece of strategic communication.

The "Swipe File: Synthesis (Re-mix)," where students create a "re-mixed" element based upon three of the swipe-able elements they featured in their "Swipe File" collection.

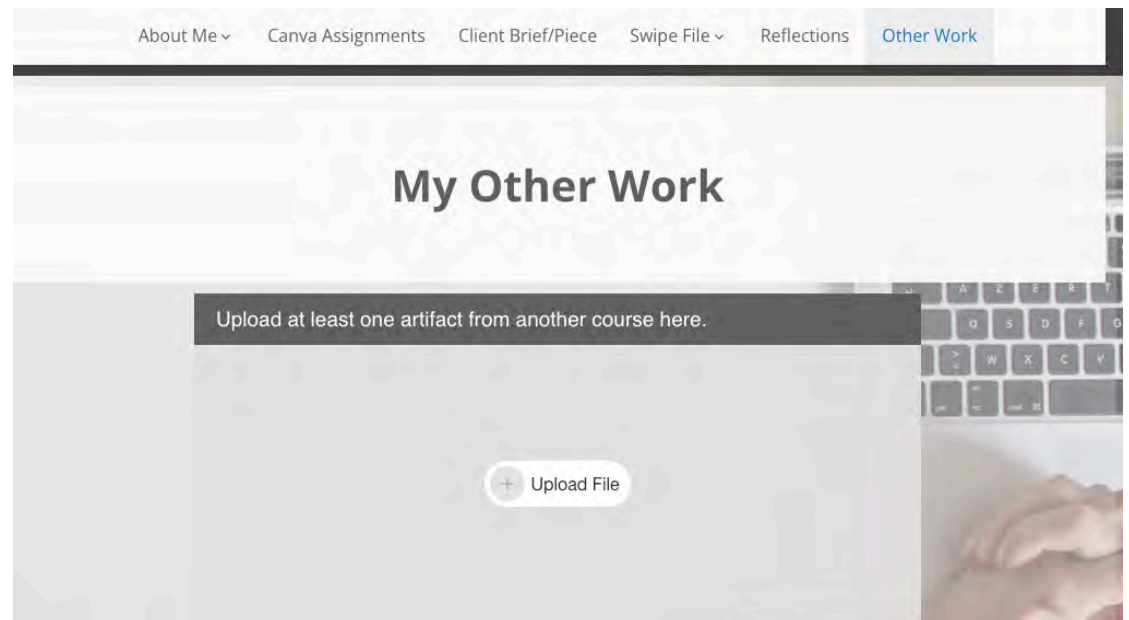
Reflective Components

MKTG 3400:
Intro to
Advertising
ePortfolio



Reflection

- Most activities in the course (and with artifacts in the portfolio) require a reflection (collection of professional work, project, Canva learning activities, book we read). These reflections are added to the ePortfolio "reflections" tab.
- The assignment includes individual reflections for specific artifacts added to the ePortfolio as well.
- For example, here is the reflective prompt from the "Swipe File" Assignment, where students collect examples of other brand's work that they are inspired by:
 - Write out a reflection for your experience collecting and synthesizing your Swipe File. What did you learn? Did you enjoy the experience? Will you continue to add to your swipe file?



Implementation Guidance



Individual student ePortfolio



Curricular (MKTG 3400: Intro to Advertising)



Required assignment (capstone course project)



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Wisdom to share:

“

If you're thinking about trying this, jump in! I was apprehensive about not knowing the technology well enough to assign a portfolio, but it worked out fine. I experimented on my own so I could answer questions but I found that students had few issues. There is a learning curve, but I was impressed with all that they figured out how to do. OTL has good support to make sure instructors can use this effectively, even within Canvas.

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-Tia Quinlan-Wilder

Navigation Strategies:

- For me, it has been a bit of an iterative process. I think it's okay to start somewhere with the idea that a template can be improved over time as you see how it is working.
- In my latest iteration of the portfolio, I have added a requirement that students include at least one piece of work from another course. This is a first step in helping them think about this as an integration tool. The "Other Work" tab asks them to choose and upload at least one other artifact from another course that might fit into this ePortfolio.

Resources for Getting Started

- **Connect with the Office of Teaching and Learning to learn how to use Digication or explore how integrative learning and reflection might fit into your course.**
- **Digication and ePortfolio Resources**
- **Integrative Learning and High-Impact Practices**
- **DU 4D Experience**
- **4D Faculty and Staff**
- **AAC&U**
- **AAC&U Integrative Learning and Signature Work**
- **AAC&U VALUE Rubric Integrative Learning**

Additional References

Association of American Colleges and Universities. (2024). "Integrative Learning VALUE Rubric."

<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-integrative-and-applied-learning>.

--"Foundation and Skills for Lifelong Learning VALUE Rubric."

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Bates College & Gallup. (2019). Forging pathways to purposeful work: The role of higher education. Gallup.

Enyon, B., & Gambino, L.M. (2017). High-impact ePortfolio practice: A catalyst for student, faculty, and institutional learning. Stylus Publishing, LLC.