1.   **Project Title**

Development of an e-portfolio as a requirement for graduation for Majors in Spanish

2.   **Description of the project and pedagogical goals**

The introduction of an e-portfolio for our majors comes as a result of the work that we have done this year on the re-accreditation process. We have confidence in our requirements and learning goals, but there is definitely room to improve in the assessment area in order to ascertain the effectiveness of our methods. We think that this e-portfolio initiative will help our students.

The project has a primary goal:

> To serve as an assessment tool of the Learning Goals and Requirements of the Major in Spanish while providing the student with an instrument to monitor and assess progress towards achieving personal and departmental goals

We believe that the implementation of the e-portfolio requirement will help the students and the department in different ways:

- To showcase skills, experiences and learning while promoting reflection.
- To provide students with a tool to connect the academic with the experiential
- To help in the advising process, including during study abroad.
- To foster coherent majors, intentionality and curriculum development.

The department, in consultation with LTS (Becca Darling), will develop a Google Site template that will be used by students to complete the requirement.

3.   **What is the research evidence supporting this teaching innovation?**

Some of the goals have been developed after looking at what other institutions have been doing in this area. An obvious first step was to consult what our professional organization (Modern Language Association) had put forward for consultation:
        https://digitalpedagogy.mla.hcommons.org/keywords/eportfolio/

Aside from the theoretical principles and virtues of e-portfolios, it provided links to institutions that are using them successfully. Two sources that have been particularly inspirational:

SAINT OLAF:
        https://wp.stolaf.edu/cis/web-community/
AUBURN UNIVERSITY (EXAMPLES)
        http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/

Further research outside the MLA platform has provided us with some very useful additional sources. Of particular interest are these two:

YALE UNIVERSITY. Center for Language Study
    https://cls.yale.edu/students/e-portfolio-video-tutorials

LAFAYETTE COLLEGE
    https://sites.lafayette.edu/fllrc/gallery-3/

The literature that Sarah Pociask shared with us has been particularly helpful in offering theoretical grounding and additional ideas for the implementation and assessment of the project:

Supporting the notion that e-portfolios can be used to enhance reflection on the learning
    process:
    Eynon, B., Gambino, L. M., & Török, J. (2014). What Difference Can ePortfolio Make? A
        Field Report from the Connect to Learning Project. *International Journal of
        ePortfolio*, 4(1), 95-114.

Providing guidance on the use of e-portfolios in the process of student goal setting and self-
    assessment:
    Blackburn, J. L., & Hakel, M. D. (2006). Enhancing self-regulation and goal orientation
        with ePortfolios. *Handbook of research on eportfolios*, 83-89.

Offering a nuanced perspective on how e-portfolios may be used to support students with
    varying motivations for learning a particular subject, which is often the case with those
    studying languages (i.e. language proficiency, cultural interests, familial connections,
    literature interests, etc.). This article suggests that students with performance-approach
    goals may need more guidance from their instructor when it comes to setting goals,
    planning ahead, reflection, and self-assessment. The ePortfolio use and guidance can
    increase metacognitive skills for these students, but guidance from the instructor will be
    critical for these students to be successful and for them to find value in using ePortfolios
    to support their learning. In contrast, students with a mastery orientation may be more
    likely to be drawn to the practice of using e-Portfolios because they have a tendency to
    embrace learning as a process.

    Huang, J. J., Yang, S. J., Chiang, P. Y., & Tzeng, L. S. (2012). Building an e-portfolio
        learning model: Goal orientation and metacognitive strategies. *Knowledge
        Management & E-Learning*, 4(1), 16-36.

Emphasizing the link between metacognition (thinking about thinking), and improved learning
    outcomes, which offers support for the integration of activities and assessments, like e-
    portfolios, which promote metacognitive development in the classroom:

Ford, J. K., Smith, E. M., Weissbein, D. A., Gully, S. M., & Salas, E. (1998). Relationships of goal orientation, metacognitive activity, and practice strategies with learning outcomes and transfer. *Journal of applied psychology*, 83(2), 218.

Offering guidance on how to improve the quality of student reflection:
Jenson, J. D. (2011). Promoting Self-Regulation and Critical Reflection through Writing Students' Use of Electronic Portfolio. *International Journal of ePortfolio*, 1(1), 49-60.

4.   How will we know if students have achieved the key learning outcomes/objectives?

- To showcase skills, experiences and learning while promoting reflection.
- To provide students with a tool to connect the academic with the experiential

Every student will be required to write a <u>Major Proposal</u> during the sophomore year (as soon as they declare their major) and <u>Final Reflective Essay</u> during the Spring of their graduating year. These are two new instruments that will help the department in assessing if our goals are being met and will provide evidence for any proposed changes or innovations.

As part of their final reflective essay, we will ask students to reflect on the impact of the e-portfolio in their learning process. The department will develop a set of themes and writing prompts that students will have to address in both documents (Major Proposal and Final Reflective Essay), and a rubric that will guide our reading and assessment of them.

- To help in the advising process, including during study abroad.
- To foster coherent majors, intentionality and curriculum development.

To assess these outcomes, there will be section in the e-portfolio to have students check their progress towards major completion with the department requirements and goals. This is <u>a new tool in the interviews between students and department advisors</u>. The introduction of the e-portfolio will allow students and faculty to monitor if the goals and requirements are being met as they progress through our curriculum, and will provide additional coherence to the selection of courses and experiences abroad. Currently, the department chair checks that the requirements for graduation are met during the Spring semester of their graduating year. In many cases this is too late, since our majors do not proactively check with their advisors which courses to take while studying abroad. The new system will make the process more organic and will force students to integrate their course planning with the goals and requirements of the major. We hope that it will facilitate intentionality in course selection, and provide some continuity between what students do at Wellesley and what they do overseas. By compelling students to consider the Learning Goals and the Requirements of the major *before* they sign up for courses abroad, the e-portfolio should strengthen their sense of trajectory in the major. There are courses in our curriculum that, taken before going abroad, can amplify the understanding of the chosen destination (SPAN 269. Caribbean Literature and Culture; SPAN 272. Iberian Cultures; SPAN 273. Latin American Civilization; SPAN 275. The Making of

Modern Latin American Culture). Additionally, the selection of courses to be taken abroad, in consultation with the major advisor, can help students explore new directions not covered in our curriculum, and work towards the completion of specific requirements (See Breadth, Depth, and Historical Perspective). And finally, the strengthening of the sense of trajectory and progression fostered by the use of the e-portfolio will reinforce the culminating experience of the seminars taken during the senior year, including, but not limited to, SPAN 302. Cervantes or SPAN 340. Calderwood Seminar in Public Writing: Unity and Diversity in the Hispanic World.

The Department will evaluate if the introduction of an e-portfolio requirement has made a difference in the coherence of the course selection of graduating majors. To do so, a group of Spanish department faculty members will review anonymous course lists taken by Spanish majors under the previous regime and the new regime and will rate them on some scale ranging from "very coherent/thoughtful plan of study" to "extremely scattered course of study."

5.   Basic information about the implementation of the project

Sophomores declaring in the Fall 18 semester will start from the beginning and will be required by the time of graduation to have implemented (in consultation with their major advisor) all the areas of the eportfolio (presentation, major goals and requirements, selection of work, final reflective essay)

Seniors graduating in Spring 19 will be encouraged to reflect on their intellectual and personal itinerary in the department as they complete their Final Reflective Essay. The essays of the class of 19 will become the baseline to measure the progressive success of the implementation of the e-portfolio, since the set of themes and writing props that the department will develop will remain constant for successive graduating classes, and the graduates of 2019 will write their essays without having worked on an e-portfolio the previous 2 years.

Juniors graduating in Spring 20 will be encouraged to see how the academic work and experiences that they have had so far correlate with their goals and with the requirements and learning goals of the department. By the time of graduation they should have completed two areas of the eportfolio: major goals and requirements, and final reflective essay.

Enrolled Spanish Majors by Year

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Spanish	64	58	69	69	50	49	36	38	38	42

Graduating Spanish Majors by Year

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Unduplicated total	39	29	20	26	28	22	22	20	23	19	18
Spanish	39	29	20	26	28	22	22	20	23	19	18

6.   Availability to develop the project in collaboration with Sarah Pociask and others who may be helpful.

The goal for this summer will be to explore how some of our peers outside and at Wellesley approach e-portfolios, acquaint myself with the recommendations of the Modern Language Association, assess what the best practices are, and propose a model to my colleagues at our beginning of the year retreat (Aug. 30 or 31). Together, we will then be able to tweak and adapt the proposed model to our needs.

Jael Matos, our administrative assistant, will work with LTS over the summer to develop the platform and work on the protocols that students will need to follow to upload their materials.

I have been in touch with Sarah Pociask and Becca Darling to get advice on the content and the technical aspects of the project. We plan to continue the collaboration over the summer and have the project ready for the students late in the Fall 18 semester.