

*EPAC April 2009 Webcast and chat in partnership with the University of British Columbia*

**Developing Communities of Practices for ePortfolios:**

**Brainstorming Strategies to Build Connections and Buy-in with Faculty**

April 16, 2009

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**Presentation by UBC.**

**Chat Transcript**

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Moderator (Helen - Stanford): Please feel free to enter your questions in the chat box as they come up. We will ask them of the presenters before we move to the text chat.

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Trent: are portfolio projects being "revived" in many places? that's my sense

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Trent: what is the difference between a "teaching ePort" project and a "portfolio project"?

Rebecca: On the technology side- How important is integration? Integrating the LMS with the Academic Information system is very important. What is integration of portfolio not as imperative?

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Trent: I'd like to know why the project flagged and how it's being re-shaped now

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Marij-Univ of Amsterdam: I think that a coordinator is necessary. without it is very difficult to run the energy in the community

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kathleen@cdl.edu: Trent:re: revival . . . I have three thoughts: (1)Everett Rogers Technology Adoption Lifecycle model - I think we're still in the early adoption phase. (2) accreditation is pushing (3) students are putting together their 'stuff' already.

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Marij-Univ of Amsterdam: At my uni the difficult is that people don't have the time to read all the interesting stuff that you can find outside your institute. So I try to make a selection for them.

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Abigail-URI: Could you be more specific about contents of the "Teaching portfolio"?

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Trent: portfolio is not being using for institutional review?

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Suzanne and Paula: can you give us examples of platforms you are using at U of BC

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Betsy-DeGeorge: Also which system is the College of Ed using?

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Moderator (Roselynn): At the moment, paper portfolios are required for faculty who are going up for promotion and tenure.

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Moderator (Catherine): we're using WordPress MU for the faculty of Education - students create blogs and provide evidence of how they are meeting the standards of the BC College of teachers

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Moderator (Roselynn): There is no institutional policy that requires faculty to have an electronic portfolio

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Abigail-URI: Why did you pick a course management product, Blackboard vista without an integrated portfolio? Price point other feature??

Betsy-DeGeorge: Is there any movement to eports for faculty/tenure

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Trent: are we still thinking we need ONE eportfolio system, or portfolio practices conducted in multiple applications?

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Abigail-URI: Does the portfolio retain over time (say from pre-college on)?

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Moderator (Isabeau): Also, with regards to the institutional requirements for a portfolio -- thought it is true that elements of a portfolio are required for T&P, what that looks like depends a lot on each dept.

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Moderator (JohnIttelson): you mentioned extra work load for faculty and students do have some ideas of the % of increase in time, workload, thinking etc

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Moderator (Roselynn): Unfortunately, no there is not a large movement to switch to an electronic portfolio for the promotion and tenure process. We would love it, if that was so, but I think we still have a long way to go

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Betsy-DeGeorge: Is anyone willing to be your guinea pig?

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cindy ubc: Hi Trent: I think that's exactly where UBC landed - focus on the practices not a single tool.

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Trent: Isabeau: what elements of a portfolio are used in T&P?

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Moderator (Roselynn): Betsy, could you clarify your question?

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Moderator (Catherine): I think that because there were so many different portfolio needs that it did not make sense to go with just the one Blackboard add on

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Moderator (Roselynn): Trent, again it depends on the department.

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Betsy-DeGeorge: A faculty person who would be willing to convert from paper to electronic.

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Betsy-DeGeorge: Could we see the slide of the use of ePortfolios over time again?

Trent: The numbers you mentioned in the first phase -- how do they compare to now?

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Moderator (Roselynn): There are some faculty who have electronic portfolios, but to my knowledge, even if they have an electronic portfolio, they are still required to submit a paper version of their portfolio.

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Ramona-UBC: Right now, electronic portfolios are not being accepted for tenure and promotion, but I believe this group is going to get HR into the discussion.

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Betsy-DeGeorge: Ouch

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Trent: and now?

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Moderator (Catherine): the numbers are still being collected - we're interviewing the previous pilot groups to find out where they are at - I do know that we have new programs that have sprung up... so we're still finding out

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Trent: so maybe the idea of the portfolio is more deeply entrenched in the culture of UBC?

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Moderator (Catherine): I just noticed that Kele Fleming just joined us. As mentioned, she was the previous CoP coordinator during that initial pilot

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Trent: but not as centrally organized?

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Moderator (Roselynn): Hence the need for the work that we are doing around awareness of portfolios, not just for faculty, but for staff and students as well. In fact, next week Catherine and I are putting on a workshop in collaboration with the Faculty of Graduate Students, to share a bit of information about portfolios, to graduate students. In one day, registration was at 66.

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Trent: great registration numbers

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kathleen@cdl.edu: [http://en.wikipedia.org/wiki/Technology\\_adoption\\_lifecycle](http://en.wikipedia.org/wiki/Technology_adoption_lifecycle)

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Moderator (Catherine): the connecting theme across the pilots was an interest in folio thinking - perhaps Kele can comment to on whether portfolio was entrenched in the culture of UBC

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Betsy-DeGeorge: Could you describe your most successful non-dept of ed project?

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Trent: adoption lifecycle, yes, a good template

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Moderator (Helen - Stanford): Are others also discovering ePortfolio-related work happening in various places on their campuses (and maybe these activities aren't necessarily being called ePortfolios or reflection, etc.)?

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Moderator (JohnIttelson): Do you see individuals keep their portfolios up-to-date after they start them in classes or for course work?

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Marij-Univ of Amsterdam: we use in the NL the Gartner Hype cycle, then the portfolio movement is already over the top and now in the dip to the next stable level

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Suzanne and Paula: do any of the pilots at u of bc involve gen ed?

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kele - UBC: I wouldn't say that portfolios were entrenched across UBC, but certainly in specific programs & faculties.

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Trent: I like the hype cycle -- I 'll have to look that one up

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Betsy-DeGeorge: Are any campus organizations using the ePortfolio model as a replacement for, say, annual reports, capacity statements, etc.

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cindyu ubc: Hype cycle: [http://en.wikipedia.org/wiki/Hype\\_cycle](http://en.wikipedia.org/wiki/Hype_cycle)

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Moderator (Roselynn): That is one of the biggest challenges (the need to provide ongoing sessions and support, for people to keep their portfolios up to date). In fact in June, we are offering a Community of Practice session, solely for that purpose - to update portfolios.

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Moderator (Isabeau): I think the elements of portfolio that are used in t&p vary, again, depending on the dept. The teaching philosophy seems to be the one consistent piece. What some faculty have done is supplemented their paper portfolio with an eportfolio. At TAG, most people who come to us for help with their portfolio are graduate students or individuals who are applying for adjunct faculty positions or instructor positions. My sense is that faculty members would go to other faculty for assistance with their teaching portfolio.

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Trent: kele: it seems maybe portfolio interest is emerging without prompting?

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kele - UBC: yes, it is for sure. Catherine & Roselynn have likely already said this, but we are seeing renewed interest in the approach here @ UBC.

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Suzanne and Paula: What about learning portfolios? Are there any in general education?

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Trent: any guess on % of faculty who are interested in portfolio practices in teaching?

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cindy ubc: I'm thinking that portfolios may eventually merge with concepts of personal learning environments.

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Moderator (Helen - Stanford): I'm interested in how you go about bringing faculty from different disciplines together around ePortfolio work, especially since what an ePortfolio is or what it represents can mean different things to different people.

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Moderator (Catherine): we're finding that there's new interest in the Sauder School of Business, these are more career portfolios but are hopefully going to be including some reflective elements

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cindy ubc: right now, this is a fairly sketchy concept for most learners

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Moderator (Catherine): We also have a new program coming out of Nursing where students are creating clinical portfolios

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Trent: I like the Nursing concept

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Abigail-URI: I would be very interested in seeing what nursing is creating

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Moderator (Roselynn): Trent, I think that there are quite a few faculty members using portfolios in Education, as the British Columbia College of Teachers requires new teacher candidates to have a portfolio that documents how they have met all of the teaching standards, in order to receive certification as a new teacher.

Moderator (Catherine): We're having another CoP meeting coming up in May where we'll see a demo and can then share more

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Abigail-URI: Is nursing looking at portfolios as gateways primarily or is there a strong reflective element?

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Trent: do any of those ed faculty place portfolio at the center of their own courses?

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Moderator (Catherine): I think that it's more of a capstone portfolio which includes their reflections

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Moderator (Helen - Stanford): I've started a conversation with our med school about ePortfolios for graduate medical education (residency/fellowship programs). The ACGME has actually defined 6 competency areas for evaluation. There is quite a bit of research in this area.

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Trent: ACGME = ?

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Moderator (Isabeau): In terms of bringing faculty together..., I wanted to note that the pilot project consisted of faculty members, staff, and students. I think bringing faculty together requires an acceptance that portfolios WILL mean different things to different disciplines. If the focus can be on some common element - student learning, reflection - then perhaps it is easier to get past the differences. I say that, of course, from the perspective of a non-faculty member

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Moderator (Helen - Stanford): Accreditation Council for Graduate Medical Education (ACGME)

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Marij-Univ of Amsterdam: In the NL a lot of medical schools are using the portfolio concept because they need to show up their growth in professional behaviour.

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Moderator (Helen - Stanford): [https://www.acgme.org/acWebsite/portfolio/learn\\_cbpac.asp](https://www.acgme.org/acWebsite/portfolio/learn_cbpac.asp)

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Marij-Univ of Amsterdam: But it is still difficult to integrate the portfolio concepts in the courses and in the heads of the staff members.

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Moderator (Isabeau): Yes, I think that the faculty of education interest is in demonstrating professionalism to a large degree. I'm always curious about how these portfolios are assessed and on what basis. In medicine and education, there are usually formal outcomes pre-determined for a program. But, in a lot of other dept/disciplines, these may not be articulated.

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Moderator (Roselynn): I would also say that it is difficult to "sell" the concept of portfolios to students who are REQUIRED to complete a portfolio for certification or graduation from a professional program. That is what I have seen in Education, in particular.

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Abigail-URI: How do your students maintain access to their portfolios after graduation?

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Marij-Univ of Amsterdam: Yes and that is the difficulty. To connect the portfolio concepts/ideas in more traditional educational curriculum.

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Moderator (Helen - Stanford): Can you speak more about that Roselynn? Wouldn't they be more open to it since they need to do it anyway? Is it an issue of creating portfolios for assessment vs. learning?

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Trent: I think if faculty make the student's construction of their ePortfolio the central work of the course, then the values come out; as an added assignment, they don't.

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Trent: The grade is on the ePortfolio -- not on tests

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Moderator (Roselynn): I know in education they have a professional standard, and then students are asked to use the STARR model (situation, task, action, result, and reflection) in order to reflect on an example in their teaching practice, that meets the standard as articulated by the BC College of Teachers.

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Marij-Univ of Amsterdam: I agree with Trent but we are not so far in portfolio movement...

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cindy ubc: Roselynn, I wonder if that is because learners - like all of us - need to see the connection between what we are doing and how that will benefit us in the long run.

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Moderator (Catherine): The question about access to portfolios after graduation is a tricky one... for the faculty of Education students can export their WordPress blog and move it to another server - although they have access to the Education, UBC server for a few years

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Trent: Marij: you are right

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Ramona-UBC: Sure. We are looking at three different potential uses for the eportfolio: using the portfolio as part of the requirement for our report and business writing course, as a possible



administrative tool for keeping student records esp for alumni, and as teaching portfolios for our teachers. The administrative piece is definitely a "wish" item.

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cindyu ubc: I'm not so sure that we do a very good job yet of helping learners draw these connections.

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Rebecca: Are learning/reflective portfolios more labor intensive than an assessment portfolio from a faculty perspective?

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cindyu ubc: no only with e portfolios - but other learning technologies as well.

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Moderator (Roselynn): Helen, the issue is that students are required to complete a portfolio outside of a course, not as part of a course, so they are given the task, which they then see as something "extra" to complete.

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Moderator (Catherine): Thanks Ramona for sharing what UBC's Writing Centre is doing!

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Moderator (Isabeau): Yes, I agree. I wonder if Catherine can respond to that b/c she worked in the faculty of education for at least a year on this particular project. I don't know how the students responded to the one course they took which was 'all about' portfolio development. Having said that, the course, I believe was only 1-2 weeks long, not sure if that really communicates the 'centrality' of the portfolio (ie, we'll add a course, you do a portfolio, and you show us how you meet the professional standards set by the college of teachers)

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Moderator (Helen - Stanford): Thanks Roselynn. This makes sense since the ePortfolio is made not integrated into the curricula. I wonder if the relevance of what goes into the ePortfolio and how it fits with the credentialing standards would be made clearer to the students.

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Trent: In teaching writing, I used portfolio as a way for students to constantly revisit their corpus of writing, eliminate some papers, comment on their own growth

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Marij-Univ of Amsterdam: I can say that at my university students also have the feeling that it is something extra. And special for the study programmes who are not connected with special labourmarket field (as educational teachers or medicine)

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Ramona-UBC: It is important that the portfolio is woven into the course and not seen as an extra piece - students are very resistant to that.

cindyu ubc: Trent - what's the feedback from students? Did they think the portfolio piece helped them to grow as writers?

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Marij-Univ of Amsterdam: Why is it so hard stuff, implementing the portfolio concept

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Trent: Cindy: I had more engagement than I'd ever had in a writing course

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cindyu ubc: it would be great if portfolio could be woven into the curriculum - not just a single course.

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Moderator (Catherine): The course was 5 days long at the end of their 12 month program - so almost like a project without a course... students had to provide evidence of their work for the BC College of Teachers and at times felt like this was just one more hoop to jump through. Students had a more positive response to portfolios when they could see how it would help them get a job and also help them summarize what they had learned

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cindyu ubc: I think there may be some opportunity to develop this through the LEAD project here at UBC

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Betsy-DeGeorge: Perhaps it is hard because good reflection takes a community of people.

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Moderator (Roselynn): Helen, I recently came from the University of Victoria, in Victoria, B.C., where the e-portfolio project in Education was quite a challenge for students. At UVic there was no course for learning about what portfolios are for, and the technology department provided drop-in sessions where students could get help in developing their portfolio, but the articulation of how an eportfolio fits with teaching standards was not made explicit.

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Trent: Portfolio is suited to our age -- nomadic learners --

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kele - UBC: Cindy: that's a good suggestion, to try to make the connection to the LEAD initiative

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Ramona-UBC: Yes. Appealing to alumni

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Moderator (Helen - Stanford): I agree, Cindy. Defining learning outcomes, competencies, skills, etc. can represent an opportunity to evaluate a curricula, one's courses, etc. to see where classes as well as out of class activities contribute, etc.

Moderator (Isabeau): Marij - I find it hard b/c I haven't been socialized into the portfolio concept for very long. So, I'm learning very slowly as I also try to help others. Maybe many of the faculty are feeling this as are the students who have simply been schooled that this thing fits into this category and each category is separate?? Not sure...

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kathleen@cdl.edu: Catherine - you stated "they could see how it could help them get a job." I'm doing research on this. Are you collecting data?

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Moderator (Helen - Stanford): Kathleen, can you speak more about your research on employability as an outcome of ePortfolios?

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Moderator (Roselynn): I think that there is great potential to encourage graduate students to use portfolios, as many of them are quite technologically inclined, and are looking for professional jobs.

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Moderator (Catherine): kathleen - that's a great question and as yet we are not collecting data on the impact of portfolios in student's ability to find work... great idea and I'll pass it on

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cindyu ubc: UBC's LEAD project: <http://www.lead.ubc.ca/about/index.html>

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Abigail-URI: We are also hearing that question, Will employers really look at my portfolio?

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Betsy-DeGeorge: When I hired the last time, I required an ePortfolio. It was kind of hard to find applicants.

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Trent: I think portfolios will "work" when all curricula is designed around the portfolio.

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Moderator (Catherine): We're in the process of developing a portfolio program with the Faculty of Graduate Studies for students to use these spaces for employment and career development... We'll look into seeing how to collect data on the level of success

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Marij-Univ of Amsterdam: I agree with trent. In the NL we have a new movement outside the education section: people who are seeking for a job can make a portfolio.

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Betsy-DeGeorge: Abigail I think that is a critical question.

kathleen@cdl.edu: Mostly I'm finding anecdotal information. I'm involved in K-12 and a workforce Development project in the county so very interested to help kids understand what they do in school does have impact on their careers.

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Trent: Employment and portfolios may require government support, as in Europe, not just university support

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Abigail-URI: Yes but it must be synergistic growth; the portfolio has to be seen to contribute to the curriculum.

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Moderator (Roselynn): There is a graduate program in the Faculty of Education here at UBC, called the Master's in Educational Technology, and one of the courses requires students to create a portfolio as part of the course. This has been very successful as it is an online course, and thus students can communicate online as well as provide feedback to each other on their portfolios, online.

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Moderator (Helen - Stanford): I know of two ePortfolios in the UK exploring the use of ePortfolios for younger students.

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kathleen@cdl.edu: We can watch what Minnesota is doing . . .

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Moderator (Helen - Stanford): Kathleen, perhaps we can invite you to help us explore this issue in a future EPAC chat?

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Moderator (Isabeau): Re: portfolios-employment connections...If I were an employer with a sense of what portfolios was about and I received an 'online resume', I might be put off if I had been expecting a reflective portfolio. ...And, I would be incredibly receptive to a portfolio that demonstrated some thoughtfulness in making connections.

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Trent: Roselynn: now you're talking!

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Moderator (Helen - Stanford): see <http://www.passportfolio.com/> and <https://www.careerswales.com/progressfile/default.asp>

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Marij-Univ of Amsterdam: At the Eportfolio 2008 conference in Maastricht there were already some examples about portfolio for workers and also the regional portfolio (wales example, thanks Helen).

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Suzanne and Paula: we look forward to getting the archive of this

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kathleen@cdl.edu: Life-wide ePortfolios for Lifelong learning.

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Moderator (Roselynn): Trent, part of the reason that this program has been successful, is a result of the commitment on behalf of the instructor of the course, to engage in portfolios! Getting Faculty to this point is the challenging part!

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Trent: Creating a resume kind of portfolio for a specific job application is powerful -- but I don't think it has to link back to undergraduate work at the artifact level

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cindyu ubc: It is interesting that in the ed-tech blogging community - most may not consider their blogs an electronic portfolio - but they document growth and learning, offer up insightful (sometimes) reflection and engage others in providing feedback and offering new insights into the ideas presented.

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Trent: Right Roselynn

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Marij-Univ of Amsterdam: In the next conference 2009 in London there will be also some presentations. My conclusion is that there is a strong movement for eportfolio and life long learning but integration in the university is difficult. And then the issues about interoperability standards and so on

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Moderator (Roselynn): One of the interesting questions that I often get asked around portfolios, is security issues (i.e. limiting access to others), as well as ethical issues around the content of portfolios. This is something that I constantly think about.

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Abigail-URI: You mentioned technology support for faculty creating teaching portfolios, Is there tech support for students wishing to create things other than documents?

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Moderator (Helen - Stanford): Hi everyone -- I want to be respectful of everyone's time and we're at the hour now. I'm not sure how much progress we made on actual strategies but certainly it's been a great discussion. Any thoughts about how we can continue this discussion either in another chat or some other means?

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Trent: Interoperability in a Web 2.0 world has a new meaning

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Moderator (Roselynn): One possibility, would be to have an EPAC chat part two, to continue the conversation, and allow us to focus our questions more.

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Trent: I love these chats; this was a particularly good one

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Abigail-URI: I would like to participate in an ongoing discussion, not as a chat (the IM is a little fragmented for me).

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Marij-Univ of Amsterdam: Yes Trent in some years everybody has his one portfolio system or combination

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kathleen@cdl.edu: Good information. Thanks.

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Trent: Thanks to Helen and John for putting this together

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Moderator (Catherine): Thanks John and Helen for organizing all of us! It was great to be part of this

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Marij-Univ of Amsterdam: Thanks it has open my eyes again that everybody has the same problems

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Abigail-URI: Yes, thank all of you from UBC for sharing

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Trent: I'm all for EPAC chat part two; we just touched the surface

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Marij-Univ of Amsterdam: I agree

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Betsy-DeGeorge to JohnIttelson, Helen - Stanford, Isabeau, Catherine, Roselynn: artifacts at the least. For those who presented well, I was sure that the individuals could actually do what I needed this employee to do. I worked in that it sorted out those who could not do what I needed. The position I was hiring for included web design.

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Abigail-URI: Well, a wiki conversation seems great. Especially if it is open to other participants.

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Moderator (JohnIttelson): we can keep the talk going in the ePAC wiki

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Trent: i recommend that we adjourn to the bar

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Moderator (Roselynn): Thanks everyone for your contributions and for taking the time to share ideas. I think that I will need to spend some time looking at all of the resources, ideas, etc.

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Moderator (Catherine): Yes - I'll be reading and reflecting for a while... part 2 sounds like a great idea!

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Moderator (Isabeau): Ditto what Roselynn said last! Thanks all -- great questions and I look forward to following up when I can read these many comments and recommendations at a more leisurely pace

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Trent: bye all; look forward to part two

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Marij-Univ of Amsterdam: thanks everybody for sharing your experiences. From a nice warm Amsterdam at dinnertime.

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Moderator (Catherine): Oh and one more little tidbit... the Canadian elearning conference is still accepting early bird registration: [www.celc2009.ca](http://www.celc2009.ca)

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Woodward-UIC: I'm new to portfolios and appreciated this session very much!

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Marij-Univ of Amsterdam: and who is going to the sakai conference in Boston. We are using the OSP system from sakai

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Abigail-URI: Marij - we are newly adopting sakai but are not yet using a portfolio piece. Would love to hear how it is working for you.

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Moderator (Helen - Stanford): Abigail, I just heard a great presentation from VA tech on their use of ePortfolios with OSP and Sakai. I'll post it on the EPAC wiki and can send it to you.