

E-portfolios as Tools for Assessment in Health Education

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Overview of E-portfolios

- Definition: Web-based tools that enable students and educators to design lessons and units, *map and track standards, create rubrics, and develop e-portfolios* and web pages, and compile and distribute shared curriculum resource collections.
- Task Stream was chosen due to...
 - Support
 - Innovation
 - Pricing
 - Ease of Use
 - Archiving
 - Customized “standards” feature
 - Continuing education

UML Project

- Funded by the UMass Academic Tech. Council
- Implemented in a Community Health Education Program
 - Preparing entry-level health educators to work in a variety of settings
 - Community Health Centers
 - Non-Profit Organizations
 - Corporate Fitness
 - Healthcare
- Curriculum based on the NCHEC Areas of Responsibility and Competency
- These standards framed the E-portfolio project

Goals of the Project

- Assess programmatic alignment with the Areas of Responsibility through the students' use of the e-portfolio.
- Assess students ability to document evidence of their development in the Areas of Responsibility

CHANGE

- Varying perspectives on change...
 - Fearful of it
 - Embrace it
 - Challenged by it
 - Resistant to it
- This technology changes the way students....
 - Use technology
 - Are evaluated
 - View their college education
- Must be planned for....
 - Stages of Change (Prochaska & Diclemente, 1983)
 - Must engage in a process to succeed in making any behavior change

Pre-Contemplation

(no knowledge, no intention to change in the near future)

- Exemplified by the student saying...
 - “E- what??!!”
- Mentioned the grant on the first day of class
 - Excited
 - Impressed
- Provided a general description of e-portfolios
- Goal is to move them on to “Contemplation”

Contemplation

(people are aware, seriously thinking about it,
have not made a commitment)

- Exemplified by the student saying...
 - “Why should I....”
- Goal is to get them to think of what the e-portfolio could do for THEM!
- Reading assignment on e-portfolio, highlighting the benefits (within first month)
- Incentives provided...
 - 1 GB flashdrive
 - 1 year subscription to Task Stream

Preparation

(intending to take action in the next month)

- Exemplified by the student saying...
 - Ideally...”This thing is cool”
 - Realistically...”Ok, this is required!”
 - Typically a combination of ideal and real...
- Two assignments prepared them to use the technology
 - October into November
 - #1- Inventory all projects, papers, etc. from your courses that exemplify your competency
 - #2- Categorize the “inventory” in terms of the Areas of Responsibility
- Important to have the flashdrives loaded with material prior to engaging with the technology
 - Confidence
 - Pride
 - PREPARED

Action

(individuals modify their experiences, requires considerable commitment of time and energy)

■ Orientation to Task Stream

- Early December
- Students created their accounts
- Learned how to add the Standards (Areas of Responsibility)
- Uploaded “evidence” of their competency in each area

Instant Messenger

The Tools

- TS Coordinator
- My Programs
- Standards Manager
- Resource Manager
- Web Folio Builder
- Web Page Builder
- Unit Builder
- Lesson Builder
- Rubric Wizard
- Message Center
- Instant Messenger
- Discussion Board
- Calendar
- Announcements
- Help
- My Account Info
- Online Storage
- Renew Subscription
- Log Out

Programs & Folios

If you have a self-enrollment code, click here [Self-Enroll](#)

▶ **My Programs/ DRFs** ★★ (0) [programs home](#)

▼ **Presentation Folios** (2) [web folio builder](#)

- ◉ **Community Health Education**
 - [Web View](#)
 - [Edit Content](#)
- ◉ **Example**
 - [Web View](#)
 - [Edit Content](#)

▶ **Resource Folios** (0) [web folio builder](#)

Shortcuts [edit](#)

Shortcuts provide one-click access to frequently used tools.

[Add a Shortcut](#)

My Folders [mylibrary home](#)

- [Recently Edited Items](#)
- [Recently Deleted Items](#)
- [Create a New Folder](#)

[View WebCast Schedule](#)

My Alerts

★ [Site Upgrade! Read More](#)

Communications

- [Messages](#) **New**
- [Announcements](#)

Mentoring Services

Via Email:
help@taskstream.com

Online:
[Request Support Form](#)
[WebCast Schedule](#)

TaskStream
Tools of Engagement

Home Help Logout

Instant Messenger

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Web Folio Builder

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Help on this Page | Web Folio Builder Home

Community Health Education (Standards-Based Folio)

1 Select Template 2 Choose Style 3 Edit Content 4 Publish / Share

STEP 3 View directions Web View Preferences Previous Step Next Step

Edit Structure:

Add page Delete Move Copy

- Community Health Ed
 - Responsibility 1
 - Reflection
 - Evidence
 - Responsibility 2
 - Reflection
 - Evidence
 - Focus Group Ques
 - Responsibility 3
 - Reflection
 - Evidence
 - Responsibility 4
 - Reflection
 - Evidence

Add/Edit Web page Content

Responsibility 1 (Assessing Individual and Community Needs for Health Education) [Rename] Edit

Competency A: Obtain health related data about social and cultural environments, growth and development factors, needs and interests

Competency B: Distinguish between behaviors that foster and those that hinder well-being

Competency C: Infer need for health education on the basis of obtained data

Additional Content Sections

Reflection Edit

Evidence Edit

Add New Content Section

Content Editor - Windows Internet Explorer


http://folio.taskstream.com/Folio/6stab_header_frame.asp?qyz=ezx5MaXBiHE1a3MaXBi&folder_id=anhgziz1cwc1hthb&topfolder_id=6502599

Content Editor

Intro Text | Image | Standards | Main Text | Attachments | Video | Web Links | Reports

Add text to: Reflection
Enter a short introduction and use the tabs above to add image, standards, additional text, file attachments or web links.

Introductory text

 [Click here](#) to use the "HTML Formatting Toolbar" to format text.

Title of section

Descriptor for title (optional)

Introductory text

Without assessment of needs, one cannot adequately design appropriate health education programs. At best, without assessing needs, you'd be guessing about how to go about attending to the needs of a given population. We know that honing in on the needs of specific target populations is essential to achieving goals, therefore needs assessments are essential. I have had experience with a number of different needs assessment strategies, including interviews, surveys, and focus groups. I have provided evidence in the form of an interview scrip, focus group questions, and a written survey for your

Character Count | Spell Check | Save | Save and Close Window

Internet 100%

Content Editor - Windows Internet Explorer

http://folio.taskstream.com/Folio/6tab_header_frame.asp?qyz=ezx5MaXBiHE1a3MaXBi&topfolder_id=6502599&folder_id=uqhxcdfgfcqzthr&use_flags=fuhjzmqcp&starttab=2

Content Editor

Intro Text Image Standards Main Text **Attachments** Video Web Links Reports

Add file attachments to: Evidence
Click the 'Browse' button to select a file that you want to attach, then click 'Add File'. When done, add more resources or close window.

New File My Previously Uploaded Files My TaskStream Work

Attachments

1. Name file

2. Select file

3. Describe file (optional)

4. Standards (optional)

- Do not show standards that this artifact addresses
- Attach standards that this artifact addresses
(You will select standards after clicking 'Add File')

View or delete already attached files

File 1: [View] [Edit] [Delete]	Health Advisement Project- Risk Appraisal Interview script done as part of my 6 week Health Advisement Project in Mind, Body, and Health that focused on physical activity. [Add/Edit Standards] Click 'Add/Edit Standards' to view or modify
File 2: [View] [Edit] [Delete]	Needs Assessment with Appendix Survey assessing individual's exercise habits done for my Curriculum Project. [Add/Edit Standards] Click 'Add/Edit Standards' to view or modify

Done Internet 100%

Relapse...Inevitable

- Students seemed...
 - A bit intimidated
 - “Senior stress” set in
 - Needed additional guidance
- Supplied a model for them

Responsibility 1 (Assessing Individual and Community Needs for Health Education)

Competency A: Obtain health related data about social and cultural environments, growth and development factors, needs and interests

Competency B: Distinguish between behaviors that foster and those that hinder well-being

Competency C: Infer need for health education on the basis of obtained data

◆ Reflection

Without assessment of needs, one cannot adequately design appropriate health education programs. At best, without assessing needs, you'd be guessing about how to go about attending to the needs of a given population. We know that honing in on the needs of specific target populations is essential to achieving goals, therefore needs assessments are essential. I have had experience with a number of different needs assessment strategies, including interviews, surveys, and focus groups. I have provided evidence in the form of an interview scrip, focus group questions, and a written survey for your review.

◆ Evidence

The following documentation reflects my competency to assess needs for health education.

File Attachments:

1. [Health Advisement Project- Risk Appraisal](#) Interview script done as part of my 6 week Health Advisement Project in Mind, Body, and Health that focused on physical activity.
2. [Needs Assessment with Appendix](#) Survey assessing individual's exercise habits done for my Curriculum Project.

Evaluation

- Rubric Wizard

Taskstream.com -- Welcome - Windows Internet Explorer

http://www.taskstream.com/Main/main_frame.asp

File Edit View Favorites Tools Help

Taskstream.com -- Welcome

TaskStream

Tools of Engagement

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Rubric Wizard

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Manage Rubric Build Rubric

Save Save As/Copy Spell Check Print View E-mail Publish Options Reorder Rows or Columns

Import content: Sample Rubrics OR My Rubrics Go

Responsibility 1 [Rename]

Levels	1 Exemplary (4) [Delete column] [Insert column]	2 Proficient (3) [Delete column] [Insert column]	3 Satisfactory (2) [Delete column] [Insert column]	4 [De...]
Criteria				
Evidence of Responsibility #1	Demonstrates an extensive knowledge of basic information resources and commands a wide	Demonstrates a knowledge of basic information resources and commands a useful range of	Demonstrates a knowledge of some basic information resources but is not aware of all necessary	Den lit fan wit inf res den
Item #1: [Delete row] [Insert row]				
Evidence of Responsibility #1	Demonstrates an extensive knowledge of basic information resources and commands a wide	Demonstrates a knowledge of basic information resources and commands a useful range of	Demonstrates a knowledge of some basic information resources but is not aware of all necessary	Den lit fan wit inf res den
Item #2: [Delete row] [Insert row]				

Save Save As/Copy Spell Check Print View E-mail Publish Options Reorder Rows or Columns

Internet 100%

Responsibility 1 - Print View - Windows Internet Explorer

http://rubric.taskstream.com/rubric/print.asp?qyz=ezx5M aXB iHE 1 a3M aXB i&xyz=aucwocwcyhczpzig&rid=kgzhfnzpcckze&ticker=0

created with **TaskStream**
Tools of Engagement

Responsibility 1

Levels:	Exemplary (4)	Proficient (3)	Satisfactory (2)	Minimal (1)	Score
Criteria:					
Evidence of Responsibility #1 Item #1:	Demonstrates an extensive knowledge of basic information resources and commands a wide range of information gathering techniques. Demonstrates creativity and resourcefulness in collecting data and creating original data. Consistently interprets information accurately and is creative in synthesizing that information.	Demonstrates a knowledge of basic information resources and commands a useful range of information gathering techniques. Consistently interprets information accurately and synthesizes that information concisely	Demonstrates a knowledge of some basic information resources but is not aware of all necessary resources, or has command of a limited set of information gathering techniques. Sporadically interprets information gathered for tasks accurately and synthesizes the information concisely.	Demonstrates little familiarity with basic information resources or demonstrates a command of only a few basic information gathering techniques. Rarely, if ever, interprets information gathered for tasks accurately or synthesizes the information concisely	
Evidence of Responsibility #1 Item #2:	Demonstrates an extensive knowledge of basic information resources and commands a wide range of information gathering techniques. Demonstrates creativity and resourcefulness in collecting data and creating original data. Consistently interprets information accurately and is creative in synthesizing that information.	Demonstrates a knowledge of basic information resources and commands a useful range of information gathering techniques. Consistently interprets information accurately and synthesizes that information concisely	Demonstrates a knowledge of some basic information resources but is not aware of all necessary resources, or has command of a limited set of information gathering techniques. Sporadically interprets information gathered for tasks accurately and synthesizes the information concisely.	Demonstrates little familiarity with basic information resources or demonstrates a command of only a few basic information gathering techniques. Rarely, if ever, interprets information gathered for tasks accurately or synthesizes the information concisely	

Done Internet 100%

Feedback

■ Students

- “Easy for me to provide prospective employers with writing samples.”
- “Gave me the chance to reflect on my work and realize how “competent I really am!”
- “Helped me to prepare for the CHES exam.”

■ Issues:

- Time

Faculty

- Fully embraced by departments' faculty
- Chair has designated funds to subscribe all juniors and seniors in the program
- Issues
 - Time

Challenges

- Implementation with juniors
 - More difficult task
- Communicating the value with no “evidence”
- Varying levels of comfort with technology
 - Faculty
- Currently utilized as an “exit” portfolio
 - Use the technology to track progress over time

Conclusions

- Valuable tool for students and programmatic assessment
- Allows for a program to revolve around a standard set of competencies
- Improves faculty understanding of students' overall development
- Can help to abolish the “silos” of single course evaluation