

Promoting Effective Use of Open Technology: OSP Implementation Case Studies

Chris Coppola, rSmart Group

John F. Moore, Virginia Tech

Nathan Angell, Portland State University

Paul Treuer, University of Minnesota

Sharon J. Hamilton, IUPUI

Toru Iiyoshi, Carnegie Foundation

Wende Morgaine, Portland State University



Overarching Goal of the Session

Convince YOU that the success of opensource educational technology development efforts, like Sakai and OSP, depends on whether we can "meaningfully and efficiently" share ideas, experiences, and challenges in the effective implementation and use of these tools across departments and institutions.



OSP Case Studies

These case studies present how various institutions have implemented the OSP to support their local ePortfolio efforts. The OSPI hopes that these cases provide helpful information, insights, and ideas for institutions that are interested in implementing the OSP and improving their ePortfolio practices.

Each case includes the following information in a succinct webpage format:

- Why use the OSP?
- Background and Context
- Goals, Users, Processes, and Activities
- Impact of Use
- Challenges, Issues, and Innovations
- Recommendations
- Technical Information about this OSP Implementation Project

These online cases were created by individual institutions using the KEEP Toolkit developed at the [Carnegie Foundation's Knowledge Media Lab](#). If your institution, organization or program is interested in submitting an OSP case, please see the "[call for cases](#)".



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Enhancing the Undergraduate Capstone Experience

Owen McGrath, University of California Berkeley

This project explores how the OSP's electronic portfolio software can support undergraduate capstone experiences, which are broadly defined to include design, creative, or service-learning projects, as well as traditional theses and research projects.



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Integrating Portfolios with OSP at Portland State

Nathan Angell, Portland State University

Portland State has been conducting pilots integrating student ePortfolio use in a collaborative learning environment with Open Source Portfolio and Sakai since Spring 2005 with planned enterprise production scheduled for Fall 2006.



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ePort at IUPUI: A Principle-Based Learning Matrix to Document, Enhance, and Assess Learning

Sharon Hamilton, Indiana University-Purdue University Indianapolis

The Learning Matrix of ePort was initially developed at IUPUI as an in-house way to document, assess, and enhance student learning.



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University of Minnesota Enterprise System Use of Portfolio

Paul Treuer and Kari Branjord, University of Minnesota

The University of Minnesota (UMN) System has integrated OSP portfolio with the UMN enterprise system databases to create a comprehensive, multi-purpose portfolio platform available to all students, faculty, staff, and alumni to document and manage educational and professional information. Purposes range from advisement, student development, program assessment, promotion and tenure, study abroad, and career development. To date more than 40,000 individuals have used or are currently using the UMN portfolio system.



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Virginia Tech ePortfolio

John Moore, Virginia Polytechnic Institute and State University

The VTep program initially began with a focus on general education (core curriculum) courses. Beyond the core, we now find academic departments exploring how portfolios can be integrated into their majors as a way to facilitate student reflection across courses and for a capstone project, as well as providing work samples for departmental accreditation needs.

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The KEEP Toolkit is a set of web-based tools that help teachers, students and institutions quickly create compact and engaging knowledge representations on the Web. With the KEEP Toolkit you can:

- select and organize teaching and learning materials.
- prompt analysis and reflection by using templates.
- transform materials and reflections into visually appealing and intellectually engaging representations.
- share ideas for peer-review, assessment, and collective knowledge building.
- simplify the technical tasks and facilitate knowledge exchange and dissemination.

Spotlight



Making Connections: Documenting Competencies with ePortfolio (2005)
University of Waterloo

A professor demonstrates the format and usefulness of ePortfolios by sharing her teaching portfolio, which documents her competency as higher education teacher.

Her students can use this model as they begin to integrate their knowledge, documenting their own competency in history. [Read more...](#)

[See the Summer 2005 KEEP Toolkit eNewsletter](#)

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What's New

- ▶ Create galleries of stitched groups, customize gallery information, and organize it all with ease with the improved gallery tool. 11/4/05
- ▶ The KEEP Toolkit now allows you to edit your membership information and newsletter subscription. 11/4/05
- ▶ Explore the new cases in the [KEEP Toolkit Case Studies Gallery](#). From select cases, you can download featured templates to your KEEP Toolkit account and edit your new template instantly. 08/31/05
- ▶ Share your experiences using the KEEP Toolkit at the new [KEEP Toolkit Forum](#) ▶ 08/31/05

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"The KEEP Toolkit is our tool of choice because we've seen proof of concept in our work. It's so simple to use, even those students who are most afraid can learn how in 5 minutes. It's one of the best features--to be able to do so much with little computer ability."

—Tracy Penny-Light
University of Waterloo, Canada

[Quickly Share Your Feedback...](#)



Title of Your ePortfolio Project

(Change the title above to be the title of your project title and make it a link to the project website.)

Your School Logo (optional)

Your name (optional), department, and institution

(Add your contact information here - if you wish, you can add your email address)

Why use the OSP?

Use this section to briefly describe what motivated you to use (or evaluate) the Open Source Portfolio software. For example, you may want to list a few key factors that influenced your decision making process.

Background and Context

Add some information about the overview, history, context of your ePortfolio project(s).

It's important to other institutions that they know enough about your situation and institutional background. This kind of background information is necessary for them to decide how they want to implement ePortfolio at their institutions using the OSP.

Goals, Users, Processes, and Activities

Describe how your ePortfolio program is designed and how the OSP was implemented. If it is a part of a larger program/project, describe it briefly, too.

To ensure others can learn from your experience, details are important. While in general, snapshots should be short (and pithy) don't skimp on details that others' might learn from.

Impact of Use

Describe your assessment of the implementation efforts and the results. Include or link to assessment data, portfolio examples or resources that demonstrate the successes.

Assessment need not be formal, you might want to report on comments from your students/faculty. Links to assessment data (including results from surveys, transcripts /recordings from interviews, etc.) are great ways to give others a sense of what were actually accomplished through this work.

Challenges, Issues, and Innovations

What did you learn about making this implementation successful? What challenges did you confront? How did you try to resolve the issues creatively? What local resources/support materials did you develop? What did you like about using the current version of the OSP? How could the future OSP and/or your portfolio program(s) be improved?

This section is particularly important to those who might want to attempt similar portfolio efforts - what do they need to know to be successful and avoid possible pitfalls?

Recommendations

Do you have recommendations for other institutions that are interested in implementing the OSP to support their local portfolio efforts?

Technical Information about this OSP Implementation Project

Framing Questions for Our Panel Discussions

1. What does need to be documented and shared to enable institutions to learn from each other's implementation practices to advance efforts in local contexts?
2. In what format can such knowledge and experience best be documented and shared?
3. What kind of support structure and guidance is needed to promote and sustain a knowledge community of practice?

The First Set of Questions

(from a case author's/implementer's perspectives)

- What do you think the readers of your snapshot (at other institutions) would be able to learn from your implementation efforts (programmatic, pedagogical, and technical)?
- How did those guiding directions and headings in the OSP case study template help you create a compact and engaging representation of your implementation work with your reflections and lessons learned?
- What do you recommend to those who want to write this kind of case study?

The Second Set of Questions (from a case reader's/learner's perspectives)

- What were you able to learn from others' efforts to improve/advance your local efforts?
- What are some the critical things you wish to learn more from these case studies?
- How can we build on each other's work if more and more cases studies like these become available?
- How can we create a sustaining community of practice from here?