

# e-Portfolios and Student Wiki Interdisciplinary Group Project

**Trikartikaningsih Byas**

English Department

Queensborough Community College

Due to their potential in assessing and promoting student learning and reflection, the application of e-Portfolios has grown in North American colleges and universities. This paper explores a project entitled the Student Wiki Interdisciplinary Group which, through partnership of students in different courses using *Epsilen* academic environment, creates a shared space allowing students to electronically archive and share their written and audio/video compositions. The project aims at encouraging symphonic reflections whose data are gathered via three identical online surveys administered at different times. The analysis of the survey data demonstrates student growth and the recursive nature of the surveys cultivates student awareness of the process. At the institutional level, the project fulfils the High Impact practice mandate, meets the General Education objectives, and helps retain students.

Keywords: e-Portfolio, Interdisciplinary Collaboration, Reflection

## Introduction

Technology development has impacted higher education a great deal. Most students who grew up in the digital era are surrounded by technology throughout their lives. Naturally, they are not afraid of technology; rather, they are active users of various technology platforms mainly for personal and social purposes. To some extent, the faculty has also caught up with the development. Most college faculty and students carry at least one portable wireless device, making wireless connection availability crucial. Accordingly, wireless connectivity has become ubiquitous in colleges and universities. To serve these Net Generation students and faculty (Jones, 2002), educational institutions have incorporated technology in their pedagogy, administration, and learning space designs. Many colleges also provide Course Management Systems (CMSs) which have become “essential features of information technology at institutions of higher education” (Warger, 2003, 64).

With the students use of Web 2.0 applications, such as wikis, blogs, RSS feed, podcasting, and social networking in their daily lives growing, higher education institutions have considered incorporating these tools into their system (Tracey & Unger, 2010; Williams & Jacobs, 2004) in order to help increase students interest in learning and prepare them for the workplace or for lifelong learning (McAllister, Hallan, & Halper, 2008). Donnison (2004) advised higher education to carefully assess the potentials of these tools for improving educational outcomes, since not all Web 2.0 application are equal. In addition to CMSs, an increasing number of higher education institutions also incorporated e-Portfolio into their technology platforms for use by faculty, staff, and students. Lorenzo & Ittelson (2005) define e-portfolio as “a digitized collection of artifacts, including demonstrations, resources, and accomplishment that represent an individual, group, community, organization, or institution” (2). The application of e-portfolio which is a personal and private learning space that is organized and managed by the owner while also allowing the owner to share with others, has grown in different disciplines due to their potential as an assessment tool and in promoting learning and encouraging personal development. Being a personal space for each individual, e-portfolio can be used to reflect on learning. With an increased availability and application of technology, many incorporate technology in their pedagogy as a means to connect with and accommodate the students. Despite the challenges, the application of Wiki (for collaborative purpose) and the Showcase features of *Epsilen* portfolio platform in the Student Wiki Interdisciplinary Group (SWIG) project at Queensborough Community College proved to be beneficial for the students, faculty, and institutions.

## Literature Review

The Pew Internet and American Life Project survey found that college students, the Net Generation, adopt technology early and use the internet heavily (Jones, 2002). Lomas & Oblinger (2006) characterized the habits of twenty-first century students as being digital, mobile, independent, social, and participatory. To accommodate these students, educational institutions need to create learning spaces enhanced with technology and service that allow student participation, connection, involvement, and integration. The spaces should be flexible and provide support and access to students' personal devices. Such learning spaces would help educators prepare students for a technical world that require self-initiative in learning, precision in process, and ability to identify and analyze pertinent information (Batanieh & Brooks, 2003). Taking the above characteristics of students into consideration, the design of any learning spaces needs to allow flexible technology-enriched learning that requires flexibility in use of time and space, as well as flexibility over goals, methods and assessment. The learning spaces should allow authentic discussions where participants can explore issues of interest through articulation of ideas and opinion in response to other participants for authentic dialogic purposes and whose objective is beyond reaching a pre-ordained conclusion, rather developing new and more sophisticated understandings (Hadjiannou, 2007). Many designs that incorporate technology in teaching and learning have been proposed and implemented in different college campuses throughout North America (Oblinger, 2006; Williams & Jacobs, 2004).

With more than 200,000 students, 6,000 faculty and 20 colleges, City University of New York (CUNY) is the nation's third largest public university system. CUNY has had a long history of providing innovative technology services that enable its colleges, faculty, staff and students to succeed in their role as learners, teachers, researchers and decision makers. In the past decade, CUNY has added many new technology platforms to keep up with the growing application of and demand for technology. Between 2001 and 2004, CUNY implemented University-wide *Blackboard Enterprise* course management system (CMS) for 50,000 students in credit-bearing programs throughout its colleges and schools. At Queensborough Community College, one of the six community colleges under the CUNY system, a course shell in *Blackboard* is created for every course offered prior to the start of the semester for the faculty to populate. Faculty members who teach online or blended courses generally use the created shells, while others who teach face-to-face classes often use their course shells to varying degrees, such as for posting syllabi, course materials, announcements, or grades. In recent years, Blackboard has also added the Wiki and Blog features which help make the seemingly cold, impersonal learning spaces become more "social, active, contextual, engaging, and student-owned" (Carmean & Haefner, 2002, p. 27).

Located in Queens, the most diverse borough of New York City, Queensborough Community College (the College) serves students who either came from or have family member who migrated from about 143 countries. Almost half of the student body speak a language other than English at home; thus, many of them learn English as a second or even third language. In addition to linguistic challenges, many of the students at the College have family and community ties and obligations. Almost half of the students have at least one part-time job. As a means to appeal to and meet the needs of these diverse student groups, the College promotes High Impact practices that promote students engagement and active learning, including Learning Communities, Writing-Intensive Courses, Undergraduate Research, Diversity/Global Learning, Service Learning/Community-Based Learning, and Capstone Courses and Projects (Kuh, 2008). In 2008, the College adopted an academic platform—*Epsilon Academic environment*—for their e-Portfolio initiative.

During the Freshmen Orientation sessions, incoming freshmen are introduced to Epsilon, among other technology platforms available on campus. By the time they start their first semester, they will have created an account in Epsilon, which will serve as their personal e-portfolio space. As they progress with their studies at the College, they are encouraged to use their Epsilon account in different ways. Several Departments—Nursing, Business, and Technology—encourage students to showcase items in their e-Portfolio to facilitate their transfer to Senior College or for job search. Three years after the adoption, the number of Epsilon users continue to grow. There are over ten thousands accounts (9,196 student and 369 faculty and 540 group) created on Epsilon as of April 2011. The College has also added e-portfolio to its list of High Impact practices. Along with the development in educational technology grows the interest in

enabling college students to become more ‘critical reflective thinkers’ who will be able to cope with a rapidly changing world (Harvey & Knight, 1996). Many believe that e-Portfolio could become the space for such critical reflections (Knight, Hakel, & Gromko, 2008; Lin et al, 1999; Searle & Cann, 2000; Stansberry & Kymes, 2007). Many higher education institutions seem to agree and begin to tap into the potential of e-portfolio. Almost one third of the institutions applying for the AAC&U and Carnegie Foundation’s 2005 Integrative Learning grant placed e-portfolio as their central project element (Cambridge, 2007). At the College, *Epsilon* environment serves as the main academic e-portfolio space as well as the space where students to reflect on their academic experience. One of the initiatives that focus on collaboration and reflections is the Student Wiki Interdisciplinary Group (SWIG) Project.

### **The Student Wiki Interdisciplinary Group (SWIG) Project**

The SWIG Project involves students in using e-Portfolio to archive and reflect upon their work over time while virtually and asynchronously communicating and sharing their work with students from different courses in the *Epsilon* academic environment. Interest in the potential of online communication often stems from a desire to encourage student writing (Blair, 2003/2004; Kadjer & Bull, 2004; Rice, 2003). Initiatives that incorporate writing as “a means for expression and a tool for learning” (Fouberg, 2000), such as the Writing Across the Curriculum, have also been enriched by technology. Projecting the interest and need for technology, the English Department at the College has taken bold steps by spending portion of their budget for technology preparation. The English Department has two computer classrooms, each was outfitted with 24 student PCs controlled by the teacher PC which is also connected to a large screen TV, a sets of speakers and DVD player. At least one laser printer is available and connected to all the PCs in these rooms. Moreover, the Department also had two rooms furnished with a smart podium—a fixed smart console (PC, DVD player, an LCD projector, speaker set) and a screen; and 2 smart-carts—equipped with a PC, an LCD projector, speakers and LAN cable for internet access—that could be wheeled to any regular classrooms in the building. However, it is by coincidence that the English course serves as the anchor course in the SWIG project.

The SWIG project started in 2001 with three faculty members; and a decade later, the project at present includes more than twenty faculty members from different disciplines including English, Basic Skills, Education, Social Sciences (Psychology, Sociology, and History), Speech/Theatre, Mathematics, Nursing, and Massage Therapy. The Project grew from participation of individual faculty in several grants opportunities, including:

1. The ‘Learning to Look’ grant by the Graduate Center of CUNY and the American Social History Project from 2001 to 2004. The project, which was supported by the National Endowment of the Humanities grant focused on training participants from humanities to develop strategies to utilize digital artefacts to promote learning.
2. The Georgetown ‘Crossroads’ project which was funded by the Carnegie Foundation, in 2005. Several QCC faculty members joined the training to use web-based resources for classroom projects.
3. LaGuardia Community College ‘Making Connections’ institutes which was funded by the Fund for the Improvement of Secondary Education (FIPSE) from 2007 to 2009. The institutes taught faculty teams to use e-Portfolio as ‘learning spaces’ that showcase student projects to facilitate transfer and reflection.
4. The College ‘Pedagogical Research Challenge’ in 2010 supported the pilot project then entitled Digital Story Team to implement using of e-portfolio wiki as the space for student wiki interdisciplinary collaboration involving fifteen faculty members from diverse disciplines.

#### *The learning spaces*

The *Epsilon* academic environment serves as the main technology platform in the project. Additional productivity software—*Microsoft Word*, *Microsoft Powerpoint*, and *TechSmith Camtasia Studio*—are used in document and story production. In the *Epsilon* environment students have different learning spaces:

1. Personal Space. The student *Epsilon* account is their personal space where they can store, reflect on and showcase their work. They have control over visitor’s access to this space.

2. Class Space. When students take an English class as part of the SWIG Project, they will be invited to become a member of a Course or a Group through which course materials and work for the class are delivered or submitted. In this space, the members have varying levels of access to the materials.
3. Collaboration Space. Students will be invited to a group where they will be interacting with students from other class(es) via its Wiki feature. This space might be the same Class Space; but, for protection of privacy and information, most instructors are advised to create a new group for the collaboration.

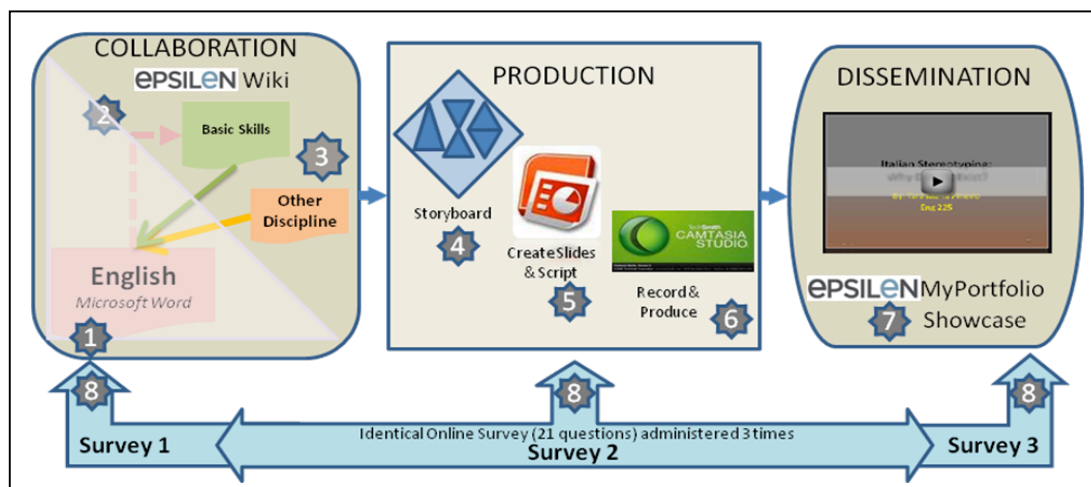
Through their participation in the project, students learn to navigate across the different learning spaces, in addition to their own personal and social spaces. Some professors also use another platform—Blackboard—for Course Management purposes. In such cases, students have to learn to navigate across even more spaces.

### *The Collaborative-Reflective Process*

Reflection is an essential part of the SWIG Project. Dewey (1934) claimed that reflection occurs as a process when the individual makes form out of the disparate elements of the experience. In addition, Cambridge (2007) argued that students need to develop their symphonic self—“a broader conception of what’s important in a life” (48)—through synthesis of their experiences and networked self to achieve integrity of the whole. In an attempt to make the reflection process visible to students, the SWIG team divides the reflection cycle into eight stages (see Figure 1), called Symphonic Reflection (Darcy, Dupre & Cuomo, 2010). The Symphonic Reflection consists of:

1. Entering the Academic Community (or Threshold experience). Students learn their meaning making processes and their relationships to disciplinary discourse. In their respective classes, the students read several materials that model the discourse of their field. As they share ideas in the class they learn and enter the disciplinary discourse. The students in the English class are required to write an essay—applying the disciplinary discourse—while the collaborating courses might or might not be required to do so.
2. Negotiating the Borders of Disciplinary Discourses. Students post their essay utilizing the disciplinary discourse convention to the Wiki of the Collaboration Space. The members of the other class(es) read and offer gifts to the Wiki posting using the Edit-Wiki feature. In working with members of other discipline(s), students negotiate and reflect on the asymmetrical power relationships across disciplinary boundaries.
3. Mutual Gift Giving. To find meaningful gifts—textual (comments, questions, suggestions) or multimedia (graphic, audio, or video)—that are relevant to their discipline, students learn to look at, evaluate, and select web and other objects to enhance their partner’s story.
4. Selecting and Storyboarding. Reflecting on their story and the gifts they received, students select and extract important scenes and create a Storyboard. The storyboard is then converted into Powerpoint slides (8 to 12 slides). They incorporate the gifts from their partner(s) or their own collection of graphics and visuals to their slides. At this stage, students deliberate on their selections of details then sequence the selected details to create narrative piece.
5. Integrating Voice with Visual-Knowledge. Students draft a script for their Powerpoint slides as preparation for recording their story. They then practice their recording to add and captured the most appropriate nuances to the voice over the slides.
6. Producing and Distributing. Students learn to use another software—CamtasiaStudio—which will capture their slides/voice and covert them into a video clip—a new artefact. Students become producers of new knowledge, which require them to learn ways to distribute it. Reflecting on the dissemination of their story, students become an agency in relation to audience. The default dissemination medium is their e-Portfolio showcase, but many prefer means like YouTube.
7. Presenting to Audience. In the process of disseminating their stories, students become aware of the relationship between the public and private self. In watching other people’s stories, they start seeing connection between their stories and others.
8. Assessing Reflection. Students participate in assessing the reflection cycle by completing online survey at various points during the cycle. The common times are at the beginning of the Cycle, after the collaboration, and after the production of the digital stories. The three surveys are identical.

**Figure 1: Collaboration and the Symphonic Reflection**



## Methodology

The data for this paper were gathered from the anonymous online survey administered to the participants of the SWIG Project in the Spring 2010 and Fall 2010 semesters. The participants took the identical survey consisting of 10 reflective questions and 10 demographic questions (see Appendix 1) three times throughout the semester. The reflective section of the survey provided space for write-in comments, even though students were not required to provide comments; while the demographic section only had multiple choice questions with only one answer per question. The aggregated survey data were analysed using simple statistics and corroborated with the qualitative data.

In the Spring 2010 semester, 273 students responded to the first survey. The number of respondent decreased to 166 (61%) in the second survey, and 81 (29.7%) in the third survey of the semester. Similar trends occurred in the Fall 2010 semester with 254 students took the first survey, 166 (65.4%) responded to the second survey, and 98 (38.6%) completed the final survey. The decrease in the number of survey takers could result from various conditions. One main reason was limited access to computer classrooms. Except for the English courses, the other courses did not always have access to the computer classrooms. They generally scheduled session in the computer classrooms a few times during the semester mainly for the collaboration. When the survey time occurred they might not be meeting in a computer classroom that would allow them to communicate the task to nor facilitate the students to complete the task.

## Finding & Discussion

### High Impact and General Educational Objectives

The design of this project combines several objectives that are usually achieved over time into one integrated learning experience in Web 2.0 environment with which students are familiar. Darcy, Dupre, & Cuomo (2010) reported that the SWIG project "[synthesizes] longitudinal goals in the General Education Objectives into one experience in the first semester Cornerstone course, an introductory course that teaches general education skills of communication, critical thinking, organization and development of values" (p. 42). Through their participation in the project, incoming students make social connection with diverse student population while gaining experience in career options using cultural artefacts found in the world-wide-web. In her study at Cal State Northridge, Huber (2010) found that student involvement in High Impact Practices enhanced their exit GPA, reduced time to degree, and increased the likelihood to graduate in a timely fashion. The current SWIG data did not trace this connection, especially since most students in the English class were in the first year or first semester. Future implementation of this project

might consider adding an element or question in the survey instrument that will highlight this important connection.

The participants of this project achieved six out of the ten General Educational Objectives of the College (2009-2011 College Catalog, 11). When they incorporated ideas from the reading materials discussed in their class in their own story—both in writing and in digital format—students learned to communicate effectively in various modes—reading, writing, listening and speaking (Objective 1). When they analysed their partner's story and then selected gifts that would be suitable for the partner's story, students developed and used analytical reasoning to identify issues or problem (Objective 2) in the piece they read and critiquing. In addition, they used information management and technology skills (Objective 4) when they researched and evaluated web and other objects that would be suitable for their partner's and their own stories (Objective 10). They applied aesthetic and intellectual criteria in evaluating and creating works in the humanities or the arts (Objective 10). Through the collaboration, students realized that each discipline had its own discourses convention, and this realization assisted students in integrating knowledge and skills in their respective programs of study (Objective 5). Reading about and sharing different experiences help students differentiate and make informed decision about issues based on multiple value systems (Objective 6). It is clear that the SWIG High Impact synthesis facilitated social networking, information literacy, and interdisciplinary collaboration whose end-result is the production of a new artefact of knowledge.

### Retention and Reflection

Knight, Hakel & Gromko (2008) found in their assessment of 821 students e-portfolio in Bowling Green State University that “students who had e-portfolio artefacts had significantly higher grade point average, credit hours earned, and retention rates than a matched set of students without e-portfolio artefacts” (1). The SWIG Project showed similar results in student retention in that the first time full time students who participated in the project stayed or planned to stay in college at a higher rate (92.6%) compared to the first time full time students as a whole (88.0%).

Lin et al (1999) stated that technology can assist reflection through process display, process prompts, process models, and a forum for reflective social discourse. The design of the project showed an increase in student reflection. In all 10 reflection questions asked, participants showed a high level of reflection in that they often or always strived to think, learn and understand the information presented. Students were more aware of how they think, learn and understand information towards the end of the project (close to 90%) when compared to at the beginning (65%).

Moreover, reflecting on how the media and internet influence their learning, 70% of the students realized this fact by the time they took survey # 3 as compared to only half of them realizing this fact when they took survey 1. Seale & Cann (2000) found that learning technologies helped facilitate reflection for some students, depending, among others, on the way the technologies are used and the students' preference on the mode of reflection. The online surveys in this project seemed to make the process of reflection easier for the students. When asked for their thoughts on taking the survey, most students said that it was easy, and they at the end of the semester, they were used to reflecting on the projects.

In addition, the recursive deployment of the same survey helped student see the reflection process clearly by the time they took the third survey. The data also demonstrated growth in students thinking and maturity, as the following students wrote:

- In the beginning I thought ‘wow’ this is hard. Then as one step led to another, I saw it was easy. This project made me see I can do more than I think (Student 7).
- I could not help but be humbled by the positive reaction when I presented my digital story to the class ... great things come from small beginning (Student 10).
- You learn something every minute of your life and that will ultimately allow you to hone your skills, thoughts, and actions (Student 4).

In addition, by the end of the semester, more students saw the uniqueness of and interconnection between different disciplines. From Survey 1 to survey 3, there was an 11.7% increase in students seeing that different disciplines influenced one another. One student wrote, “I also considered how my writing style might change because the literacy piece contains two types of [discourse], which are academic and creative...” Students also showed an increase (13.4%) in considering what they needed to learn as they completed the project. Furthermore, students seemed to also realize the interconnectedness of things, event, and people at different setting, as expressed by the following comments.

- I considered the information [from the collaboration] as a learning process because I learned new information I did not know about college decisions (Student 4)
- I had help from my girlfriend, she reviewed [my story] and corrected it for mistakes and gave me advice on how to make it better (Student 21)
- ...I sometimes considered my own thoughts and feelings because I wanted to keep the information balance. By having my thoughts and my partner's, I could get information valid for the both of us. (Student 4)

One student made the interdisciplinary connection between the collaborating classes when he wrote “The project as a whole was great because it not only allowed me to sit back and reflect on my own personal metamorphosis into adulthood, but it also enabled me to apply psychological terms to experience” (Student 5). On a more personal level, students empathized with and got inspired when they read others’ experience, as one student aptly stated, “From the experience I read, I figure out that there are people who went through very harsh situations, despite of it, their behaviour and expectations are very high it really taught me a lot” (Student 1).

## Challenges

Even though the SWIG project has generally brought positive changes in students, there are challenges along the way. As expected, the majority of students expressed high level of comfort with technology prior to their participation in the class. These students shared the characteristics outlined by Lomas & Oblinger (2006), as can be deduced from, “I am very comfortable with technology. I’ve had a computer since I was 11, and I’m 21 now” (Student 32) or the confident statement, “I am tech-savvy” (Student 37). Some students, especially older returning students; however, indicated a level of discomfort in using technology. One student expressed something along the line of, “I was a little lost but I am getting the idea now” (Student 38). For these students, technical supports were of high importance.

This project, as one student put it, relied heavily on technology, thus most of the challenges were related to technology. One main challenge that has been discussed earlier is limited access to computer classrooms, which possibly contributed to the decreasing number of participants in follow-up surveys. Furthermore, the use of more than one software (Microsoft Word, Microsoft Powerpoint, and Camtasia Studio) and in some classes different technology platforms (Campus mail and/or Blackboard in addition to Epsilon) might have added the technology burden on the students. Some students observe, “Computers should not be used as much. Too much technology causes too many problems” (Student 21) or “too much media and technology can present problems for students. Too much technology and internet is bad” (Student 22). These students might refer to the distraction technology presented to some students or to the glitches that occurred quite frequently as they were working on their project, requiring certain levels of troubleshooting expertise on the professor’s part, some of whom were as novice as the students.

## Added Benefits

In an attempt to provide relevant technical supports, the College has hired graduates to assist students in their learning of technology. Several students got hired as a result of their participation in the project, mainly to assist next cohorts of students who participate in the project. In addition to the benefits for students, the SWIG Project has also benefited the Faculty participants. The Project design has provided

the faculty researcher with a mass of data that can help them reflect on their teaching practices. The collaborative nature of the research and teaching have made the challenge of doing research more manageable, as shown in the few regional and international presentations and publications by the participants. These scholarly activities have also encouraged other faculty to take get their certification and credential for purposes of conducting research on their practices. Several faculty participants have indicated interest in exploring other aspects of the Project, which will bring new meaning to the current project.

## Conclusion

The Student Wiki Interdisciplinary Group project, which partnered students from different disciplines using the *Epsilon* wiki feature, fit George Kuh's description of High Impact practices. It is expected that their participation in High Impact practices will enhance their performance and persistence in important ways (Huber, 2010). The project appealed to and developed the habit of Symphonic Reflections in students, which eventually helped them achieve the majority of the College's General Educational Objectives. The data which were collected via online at three different times throughout the project provided proofs of the student growth and learning. The project has also brought professional development benefits for the faculty participants, which open doors for further explorations.

## References

- Al-Batanieh, A., & L. Brooks (2003). Challenges, advantages, and disadvantages of instructional technology in the community college classroom. *Community College Journal of Research and Practice*, 27, 473-484.
- Blair, L. (2003/2004). Teaching composition online: No longer the second-best choice. *Kairos: A journal for teachers of writing and webbed environments*, 8(2).  
<http://english.ttu.edu/kairos/8.2/binder.html?praxis/blair/index.html> [viewed 8 Jan 2011].
- Brown, D. (2000). Educational beliefs: An overview. In D. Brown (Ed.), *Interactive learning: Vignettes from America's most wired campuses*. Boston, Anker Publishing Co., 3-7.
- Carmean, C. & Haefner, J. (2002). Mind over matter: Transforming course management systems into effective learning environments [Electronic version]. *EDUCAUSE review*, 26-34.
- CUNY (2011). Envision IT.  
[http://portal.cuny.edu/cms/id/cuny/documents/cio/Guest/Past\\_Pres\\_Fut/Envision\\_index.html](http://portal.cuny.edu/cms/id/cuny/documents/cio/Guest/Past_Pres_Fut/Envision_index.html) [viewed 10 Feb 2011]
- Darcy, J., Dupre, J., & Cuomo, M. (2010). An ePortfolio Virtual Learning Community within a Traditional Classroom Space: The Student in a Global Social Networking Community. *HETS Online Journal*, 1 (1), 41-59. <http://www.hets.org/journal/flash/pdf/Voll-I.pdf> [viewed 10 Feb 2011]
- Davidson, C. N. & Goldberg, D. T. (2010). *The future of thinking: Learning institutions in a digital age*. Cambridge, MA: The MIT Press.
- Dewey, J. (1933) *How We Think*, New York: D. C. Heath.
- Epsilon (2007-2011). Innovative learning management system.  
<http://www.epsilen.com/LandingSite/index.aspx> [viewed 2 Mar 2011]
- Hadjioannou, X. (2007). Bringing the background to the foreground: What do classroom environments that support authentic discussion look like? *American Educational Research Journal*, June 2007, 44 (2), 370-399.
- Harvey, L., & Knight, P. (1996). *Transforming higher education*. Buckingham: Research in Higher Education and Open University Press.
- Huber, B. J. (2010). Does participation in multiple high Impact Practices affect students success at Cal State Northridge?: Some preliminary insights. California State University Northridge, Office of Institutional Research.
- Jones, S. (2002). *The Internet goes to college: How students are living in the future with today's technology*. Pew Internet & American Life Project.
- Knight, W. E., Hakel, M. D., & Gromko, M. (2008). *The relationship between electronic portfolio participation and student success*. Professional File, 107.



- Kuh, G. (2008). *High impact practices: What they are, who has access to them, and why they matter*. Washington, D.C.: AAC&U.
- Kumar, S. (n.d.) Undergraduate perceptions of the usefulness of Web 2.0 in higher education: survey development. *Proceedings of the European Conference on e-Learning*. Academic Conference, Ltd.
- Oblinger, D., & Oblinger, J. (Eds., 2005). *Educating the Net Generation*. EDUCAUSE.
- Lin, X.D., et al (1999). Designing technology to support reflection. *ETR&D*, 47(3), 43-62.
- Lomas, C., & Oblinger, D. G. (2006). Student Practices and Their Impact on Learning Spaces. In D.G. Oblinger (ed). *Learning Spaces*, EDUCAUSE, 5.1-5.11
- Lorenzo, G., & Ittelson, J. (2005). An Overview of e-Portfolio. *ELI Paper 1*, July 2005. Educause
- McAllister, L. M., et al (2008). The eportfolio as a tool for lifelong learning: Contextualising Australian practice. In *Proceedings International Lifelong Learning Conference 2008*, 246-252.
- Queensborough Community College (2009). *2009-2011 College Catalog*. Bayside, NY: QCC.
- Rice, J. (2003). Writing about cool: Teaching hypertext as juxtaposition [Electronic version]. *Computers and Composition*, 20: 221-236.
- Seale, J. K., & Cann, A. J. (2000). Reflection on-line or off-line: the role of learning technologies in encouraging students to reflect. *Computers & Education*, 34, 309-320.
- Tracey, M.W. & Unger, K..L. (2010). Increasing motivation through Web 2.0. *Academic Exchange Quarterly*, 14 (4),
- Warger, T. (July 2003). Calling all course management systems. *University Business*, 6(7), 64-66..

Acknowledgements. This presentation is partially supported by the Making Connection to Transfer Grant.

Trikartikaningsih Byas is an Assistant Professor at Queensborough Community College, City University of New York. Her research interests include e-Learning, Reflective practice, English Language Learners, Teacher Education, and Cross-cultural communication. Address: Queensborough Community College, English Department, Humanities Building Room 416. 222-05 56<sup>th</sup> Avenue, Bayside, NY 11364; TByas@qcc.cuny.edu.

**Please cite as:** Byas, T. (2011). *e-Portfolios and Student Wiki Interdisciplinary Group Project. Proceedings of the 2011 Asia Pacific LAMS & Learning Design Conference 2011*. [http://lams2011.lamsfoundation.org/pdfs/TByas\\_LAMS2011.pdf](http://lams2011.lamsfoundation.org/pdfs/TByas_LAMS2011.pdf)

Copyright © 2011 Trikartikaningsih Byas.

The author(s) assign to the LAMS Foundation and educational non-profit institutions a non-exclusive licence to use this document for personal use and in courses of instruction provided that the article is used in full and this copyright statement is reproduced. The author(s) also grant a non-exclusive licence to the LAMS Foundation to publish this document on the LAMS Foundation web site (including any mirror or archival sites that may be developed) and in printed form within the LAMS Conference Proceedings. Any other usage is prohibited without the express permission of the author(s).

# Appendix 1 – SWIG Online Survey Questions

**Student Wiki Interdisciplinary Group (SWIG) – Survey #**

**1. I AM 18 YEARS OF AGE AND I AGREE TO TAKE THIS SURVEY**

☐ Yes ☐ No

**REFLECTION SURVEY**

**2. While doing this project, I considered past memories and learning experiences.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**3. While doing this project, I considered my own thoughts and feelings.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**4. While doing this project, I considered how I think, learn and understand information.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**5. While doing this project, I considered how media, including the Internet, influences my learning.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**6. While doing this project, I considered another person's point of view, skills and knowledge.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**7. While doing this project, I considered how group work impacts my own learning.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**8. While doing this project, I considered my impact on another's understanding and knowledge.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**9. While doing this project, I considered what I need to learn.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**10. While doing this project, I considered how different disciplines influence one another.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**11. While doing this project, I considered how this project might influence my future thoughts, learning and actions.**

☐ Never ☐ Not Often ☐ Sometimes ☐ Often ☐ Always

Comments:

**DEMOGRAPHIC QUESTIONS**

**12. How old are you?**

☐ 16 – 18 ☐ 19 – 21 ☐ 22 – 30 ☐ 31–40 ☐ Over 40

**13. What is your gender?**

☐ Female ☐ Male

**14. What is your College Grade Point Average(GPA) so far (on four point scale)?**

☐ 1.5-2.0 ☐ 2.1-2.5 ☐ 2.6-3.0 ☐ 3.1-3.5 ☐ 3.6-4.0 ☐ don't know

**15. Do you work?**

☐ first semester, no GPA yet

☐ Yes, I work one part time job.

☐ Yes, I work more than one part time job.

☐ Yes, I work one full time job.

☐ Yes, I work more than one full time job.

☐ No, I don't work.

**16. Do you have children?**

☐ Yes ☐ No

**17. Is English spoken at home?**

☐ Yes ☐ No

**18. How many college credits have you earned so far?**

☐ 0 – 15 ☐ 16 – 30 ☐ 31 – 45 ☐ 46 – 50 ☐ 51 – 60 ☐ don't know

**19. When do you plan to leave Queensborough Community College?**

☐ after completing an Associate's degree

☐ after completing a certificate program

☐ after completing remedial course(s)

☐ after completing introductory/general education courses

☐ don't know

**20. What is your race/ethnicity? (check all that apply)**

☐ American Indian or Alaska Native ☐ Asian

☐ Black or African-American ☐ Hispanic

☐ Native Hawaiian or Other Pacific Islander ☐ White

☐ Other

**21. Do you receive financial aid to attend Queensborough?**

☐ Yes ☐ No