

Academic Technology Grant 2007- Final Report

Project Title: E-Portfolios as Tools for Programmatic and Student Based Assessment in Health Education

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Original Objectives: The project intended to incorporate e-portfolios into the undergraduate Health Education curriculum at UMass Lowell for juniors and seniors enrolled in the program. The goals of the project were to.....

- Assess programmatic alignment with the areas of responsibility and competency espoused by the credentialing body for Health Education through students' use of e-portfolios.
- Assess students' ability to effectively document evidence of their development of competence in the areas of responsibility espoused by the credentialing body for Health Education by using an e-portfolio.
- Evaluate the benefits of using technology (e-portfolios) to organize evidence of progress toward competency in Health Education on both the program level as well as the individual student level.

Activities Carried Out: Over the summer of 2006, a template for a Community Health Education e-portfolio will be designed by the researcher. The template will use the seven areas of responsibilities (and related competencies) from the National Commission for Health Education Credentialing to help students organize their portfolio artifacts. Taskstream uploaded the framework into the system for students.

In the fall of 2006, students engaged in a number of different learning activities to prepare them for their orientation and utilization of Taskstream. (See appendix A).

Next, junior and senior students enrolled in the Community Health Education Program at UMass Lowell were oriented to the TaskStream e-portfolio system. Juniors uploaded the appropriate artifacts from courses they've taken in the professional Health Education curriculum, including Healthcare Systems and Nutrition. These artifacts were primarily documents, however later in the professional curriculum more diverse artifacts were added, such as audio files, video clips, and links to web pages they designed.

The same procedure was employed with seniors in the fall of 2006. Obviously, there were many more diverse archives represented. After they completed the process of uploading their artifacts, students engaged in a reflective process whereby they identified (with the faculty) the areas of responsibility that were not well represented in their portfolio as yet.

Assessment: The series of assignments (3 total) were very useful in helping students organize their thoughts about a portfolio in general, prior to engaging with the new technology presented by Taskstream (Appendix A). The final assignment (after all artifacts were posted to the

Taskstream system), students were then able to distinctly attend to the essential reflective activities associated with an effective electronic portfolio.

A follow up assessment was conducted with students four months after they graduated from UMass Lowell (Appendix B). Students were pleased with how the e-portfolio continued to serve them (the students' membership lasted 4 months after their graduation). Specifically, they reported that it was easier to provide potential employers with writing samples and examples of their work, and that the participation in this activity (although rigorous) was critical in helping them prepare for the Certified Health Education Specialist exam. Additionally, students reported that assembling artifacts of their competency in the fields along with the reflection on those skills really helped them realize just how "prepared" they were to enter the workforce. The e-portfolio served as a wonderful culminating activity in their undergraduate program and boosted their confidence.

Issues Raised: Funding is a major issue to resolve. Taskstream costs \$48 per year per student. However, if institutionalized, it is clearly possible to reduce cost through institutional licensure.

There was a tremendous amount of time invested in preparing students to use the technology efficiently. A good deal of time went into three assignments students completed before ever logging into and orienting to the Taskstream system. The time students spent organizing their artifacts was substantial. Evaluation of students' e-portfolios is iterative and time consuming, however an effective way to evaluate students' competency across courses and professional credentials.

Disposition of Funds:

Item	Cost	Total
TaskStream Subscriptions	\$39/subscription 42 individuals	\$1638
	\$66.20/Flashdrive 1 GB 38 Students	\$2515
Travel 2007 APHA Conference- Washington, DC		\$1397
TOTAL:		\$5550

Dissemination of Project Results:

Results of the project were presented at the 2007 American Public Health Association Conference in Washington, DC and the 2007 UMass Instructional Technology Conference in Sturbridge, MA.

Appendix A

E-Portfolio Assessment Assignment #1

Dr. Champagne

1. List relevant course assignment/projects/presentations in each of the following courses that demonstrate your development as an entry-level health educator. Also, provide a **brief** description of the activity.

Please save the electronic versions of the assignments onto a flash drive for ease in uploading to your e-portfolio.

Computer Technology in Healthcare

Human Nutrition

Introduction to Health Education

Research Methods in Public Health

Curriculum, Methods, and Evaluation for Teaching Health

Principles of Environmental Health

Contemporary Health Problems I

Mind, Body, and Health

Politics of Health

Contemporary Health Problems II

Communication Techniques in Health Promotion

Epidemiology

Service Learning in Health Education

Other course(s):

E-Portfolio Assignment #2

Dr. Champagne

1. Based on your responses to last week's assignment, please categorize the assignments/projects etc. into the most suitable category listed below. In other words, what does that assignment/project demonstrate you're able to do? You can simply just write the Responsibility number (1-7) and the competency letter (A-D) on your list from assignment 1....

NCHEC Areas of Responsibility and Competencies

Responsibility I: 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 needs for health education on the basis of obtained data.

Responsibility II: Planning effective health education programs

Competency A: Recruit community organization, resource people and potential participants for support and assistance in program planning.

Competency B: Develop a logical scope and sequence plan for a health education program.

Competency C: Formulate appropriate and measurable program objectives.

Competency D: Design educational programs consistent with specified program objectives.

Responsibility III: Implementing health education programs

Competency A: Exhibit competence in carrying out planned program.

Competency B: Infer enabling objectives as needed to implement instructional programs in specified settings.

Competency C: Select methods and media best suited to implement program plans for specific learners.

Competency D: Monitor educational programs, adjusting objectives and activities as necessary.

Responsibility IV: Evaluating effectiveness of health education programs

Competency A: Develop plans to assess achievement of program objectives.

Competency B: Carry out evaluation plans.

Competency C: Interpret results of program evaluation.

Competency D: Infer implications from findings for future program planning

Responsibility V: Coordinating provision of health education services

Competency A: Develop a plan for coordinating health education services.

Competency B: Facilitate cooperation between and among levels of program personnel.

Competency C: Formulate practical modes of collaboration among health agencies and organizations.

Competency D: Organize in-service training for teachers, volunteers and other interested personnel.

Responsibility VI: Acting as a resource person in health education

Competency A: Utilize computerized health information retrieval system effectively.

Competency B: Establish effective consultive relationships with those requesting assistance in solving health-related problems.

Competency C: Interpret and respond to requests for health information.

Competency D: Select effective educational resource materials for dissemination.

Responsibility VII: Communicating health and health education needs, concerns, and resources

Competency A: Interpret concepts, purposes and theories of health education.

Competency B: Predict the impact of societal value systems on health education programs.

Competency C: Select a variety of communication methods and techniques in providing health information.

Competency D: Foster communication between health care providers and consumers.

E-Portfolio Final Assignment

Due: Monday, April 2

Minimum Requirements:

1. Each Area of Responsibility must have a reflection statement.
2. The reflection statement should:
 - a. Speak to the importance of the competency (briefly).
 - b. Speak to how you (over your academic career) have developed these competencies.
 - c. Summarize how your pieces of evidence support demonstrating your competency in this area.
 - d. Example: 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 and a pre-test survey for your review.
3. For each area of responsibility you will provide 2 pieces of evidence. (More is better, but please make sure the pieces of evidence represent your BEST work!)
 - a. Essential content...
 - Lesson Plan with Appendix items (in same file)
 - Needs assessment tool (from Curriculum project, internship, service learning, etc.)
 - Public Service Announcements (text and audio)
 - Health Risk Appraisal (Mind, Body, and Health)
 - Brochure
 - Flyer
 - Website from Patrick's class
 - Photographs of your bulletin board
 - b. Please write a brief description of the piece of evidence.
 - Example-

1. **PSA**- 30 second PSA about the Great American Smokeout
 2. **Lesson Plan**- One hour lesson plan about physical activity, includes appendix items.
 3. **Health Risk Appraisal**- A guideline of interview questions to be asked of a participant in a 6 week health advisement project.
- c. Keep in mind that you can edit those materials prior to posting them on task Stream

Appendix B

E-Portfolio 4 Month Follow-Up

Dr. Champagne

1. Have you shared your e-portfolio with anyone such as a potential employer or graduate school? If so, what was their reaction?
2. What were the benefits of the e-portfolio project for you?
3. What were the difficult parts of the e-portfolio project for you?
4. Do you foresee using your e-portfolio in the future?
5. Do you think students in the Community Health Education Program should be required to complete an e-portfolio by the end of their senior year?
6. Other comments....