Navigating Multiple ePortfolios: Lessons Learned From a Capstone Seminar

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ePortfolios are a growing trend in higher education, implemented by an increasing number of curricular and co-curricular programs. Given the de-centralized nature of many colleges and universities, it is inevitable that faculty requiring ePortfolios, especially as capstone experiences, will engage with students who have completed one or more ePortfolios, alongside others for whom this will be a new experience. Drawing on twelve sections of a senior capstone over two academic years (2014-2016) that included ePortfolios by over two-hundred students, we present a case study of our learning and pose five strategies to help faculty and students navigate across multiple ePortfolios.

ePortfolio engagement is a growing trend in higher education, implemented by an increasing number of curricular and co-curricular programs. As of 2013, more than 50% of U.S. colleges and universities now offer some form of ePortfolio experience (Dahlstrom, Walker, & Dzuiban, 2013). For example, in our own institution, a major public university in the Midwest, a recent campus snapshot identifies over 4,500 ePortfolio creators in 15 schools and colleges on at least 10 distinct platforms (Luke, 2013). According to this review of the campus, there is a wide variation in terms of quality, content, and approach. The growth and adaptation of ePortfolios is not surprising, given the range of scholarship that demonstrates the importance of ePortfolios as critical tools for reflection and for integration of learning across settings (e.g., Clark & Enyon, 2009; Enyon, Gambino, & Török, 2014; Peet et. al., 2011; Ring & Ramirez, 2012).

Considering the widespread adoption of ePortfolios in campus programs, however, it is only inevitable that students are exposed to multiple ePortfolio experiences during their time on campus. While in some cases, ePortfolios are uniquely created for a specific experience or program, redundancy can create tension and frustration for students. Thus, as ePortfolios continue to emerge and proliferate, strategies are needed within classrooms and co-curricular programs to help students navigate across multiple ePortfolios. To date, there is little evidence of strategies that support instructor and student navigation of multiple ePortfolios, strengthen meta-reflection across experiences, and disrupt repetitive, "not this again," learning environments.

In this teaching note, we showcase lessons learned working with and across multiple ePortfolios that emerged within a capstone class. Drawing on 12 sections of a senior capstone over two academic years (2014-2016) that included ePortfolios by over 200 students, we present a case study of our learning and develop concepts for discussion amongst scholars of ePortfolios. Although not all of the students came in with multiple ePortfolios, over 30% of the students did;

and thus, as instructors, we were navigating between students with multiple exposures and students with no exposures to ePortfolios while trying to create a capstone that engaged all students in reflection about their experiences in a social justice minor. This paper explores the instructional strategies we used to navigate multiple ePortfolios, using student quotes from ePortfolios and final reflections to illustrate our learnings. Our strategies reflect emerging best practices within the literature, and our intent is to share how we have employed these strategies in dealing with our capstone course (Buyarski & Landis, 2014; De Santis & Serafini, 2015; Enyon, et. al, 2014; Nguyen, 2013).

ePortfolios in a Social Justice Minor

Since 2010, the School of Social Work at our University has offered an interdisciplinary undergraduate minor in community action and social change. The minor draws on an interdisciplinary set of courses to help students develop the skills for action and change-orientated engagement in creating a more just and equitable society. The goals of the minor are to provide undergraduate students with opportunities to: (a) examine community action and social change concepts using a multidisciplinary framework; (b) address community action and social change efforts in multilingual and multicultural communities; (c) integrate, using a multidisciplinary framework, social justice values into the community action and social change processes; and (d) engage in service-learning opportunities to promote community action or social change initiatives.

To date, the minor has attracted hundreds of students who are interested in exploring community change. Students in the minor are required to take classes that expose them to the context of community change, the skills for working in diverse settings, and engagement in actual community change work. In addition, all students take a foundation class and a capstone course (for more information about the minor,

see Richards-Schuster, Ruffolo, & Nicoll, 2015). In the 2015-2016 school year, the minor included almost 300 students studying over 50 majors and representing eight schools and colleges within the University.

The capstone is a one-credit course taken during the student's final year. Ideally, the students take the course after all other minor requirements are completed and in their final semester before graduation. The goal of the course is to provide the space for students to reflect on their experiences in the minor and in social justice activities, articulate their values and skills, build relationships with others graduating from the minor, and help position students for the post-graduation experience. Although the course uses the ePortfolio as the main product for the class, the class also involves whole group discussions and reflection-type activities, with the emphasis less on the technology and more on the ePortfolio as a the framework for integrative learning.

An earlier paper (Richards-Schuster, Ruffolo, Nicoll, Distelrath, & Galura, 2014) reviewed 50 ePortfolios from the first two years of the minor and conducted a thematic analysis to explore student understanding about civic engagement learning. Our research indicated that students did develop an understanding of civic engagement and showcased the potential of ePortfolios for civic engagement learning assessment. This research is consistent with other scholarship that has discussed the importance of ePortfolios for assessing service learning, personal learning, critical reflection, and community engagement (Cambridge, 2010; De Santis & Serafini, 2015; Reynolds & Patton, 2015).

While the early years showed promise for student interest in the ePortfolio process, some challenges emerged as more students enrolled in the capstone course with prior exposure to ePortfolios. Instead of a enjoying a space for reflection and engagement, students became frustrated with the class, seeing it as a redundant experience with other ePortfolios they had done elsewhere or not recognizing the value of the ePortfolio process—and the role of critical reflection— for their future work as social justice activists. End of semester class ratings were low. In 2013, student ratings for the item, "Overall, this was an excellent class," were 3.75 on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). This was at or below the lowest quartile University-wide that semester. In addition, students' frustration had an impact on their overall experience in the undergraduate minor program. For example, written reflections at the end of the semester described the course as "pointless," and one student even considered dropping the minor due to their experience in the capstone course.

There was a critical need to redesign the capstone not only to navigate the multiple ePortfolios but also to help students link their experience with ePortfolios to reflection as a lifelong value. We needed to move from the "not again" understanding of ePortfolios to an approach that acknowledged, appreciated, and valued the role of reflection and ePortfolios as an ongoing process. To do this, we redesigned the course to provide students with creative and innovative approaches to navigate the multiple ePortfolio process.

Exploring Instructional Strategies for Navigating Multiple ePortfolios

This section shares five key strategies: (1) redevelop the curriculum to meet student needs, (2) acknowledge the confusion and frustration of students, (3) encourage students to include the whole of their experience—academic and co-curricular, (4) use the ePortfolio process as a tool for promoting "possible selves," and (5) use the capstone class to build community and networks for the students. To illustrate the strategies, we drew on quotes from a sample of 239 student ePortfolios and final class reflection papers from 12 sections of a senior capstone over two academic years (2014-2016). These students in this sample were from a range of liberal arts and science majors as well as from professional schools such as engineering and business. The quotes are meant to highlight key ideas and add depth to our lessons learned. We discuss the strategies next.

Redevelop the Curriculum to Meet Student Needs

Although the capstone course began as a standard ePortfolio course, as previously discussed, by 2013-2014 we realized that the course needed to redevelop the curriculum to help meet the challenge of multiple ePortfolios. Initially, this meant reviewing the value of the ePortfolio and seeing what was the core of its purpose. At the core were opportunities to make meaning of students' experience and to reflect on their learning. From there, we developed ways to frame the curriculum to help students deepen their reflection—whether it was their first ePortfolio or their third ePortfolio.

Starting in 2014, the capstone implemented a three-tiered set of assignments to address the differing levels of experiences of students with ePortfolios. The goal of this innovation was to engage students in meta-reflection across their minor and to strengthen their capacity for reflection, regardless of their prior experience. The three-tiered assignment or options for ePortfolios were standard, pathway, and legacy.

Standard ePortfolio assignment option. This assignment followed a more traditional ePortfolio approach, drawing on three artifacts or key learning experiences, and a philosophy statement. In the minor, students' three artifacts could correspond to the three

content areas in which students were required to complete classes. Students were asked to reflect on their learning in classes and in activities and to develop written products detailing their reflection.

For example, one student's ePortfolio focused on artifacts related to three courses in which she had studied, engaged with, or reflected on working with women and children in various social service contexts (child welfare, HIV/AIDS service agency, and immigration). In her philosophy statement, this student connected her takeaways from these courses, concluding:

> My interests in psychology, women's studies, and children combined and led me to social work, where I found my passion. The minor introduced me to the field of social work and what career I may find within it.

Pathway assignment option. For students who have already completed at least one ePortfolio, this assignment enabled students to reflect on their social justice journey or "pathway" through their undergraduate career. Drawing on self-authorship literature (Baxter Magolda, 2008), students developed a meaning-making project in dialogue with the faculty and with feedback from their peers.

As an example, one student with a double major in International Studies and Spanish had two pre-existing ePortfolios. She used the Pathway option as an opportunity to integrate the previously disconnected artifacts developed in the silos of her two majors. She used the theme of "an analytical thinker":

> I have successfully been able to weave together these three courses of study in order to formulate an interdisciplinary track that has inspired, encouraged, influenced, and molded my interests and passions. Through the Spanish major and my international travel experiences, I have achieved fluency in written, spoken, and read Spanish, and intend to pursue a career through which I will make full use of my language skills. International Studies has given me a global perspective and has provided much of the framework through which I consider international social issues. Community action and social change has irrevocably changed my life track, exposing me to questions of identity and the importance of intergroup relations in addition to those of social justice and community engagement, and solidifying my deep-rooted passion of working closely with people and communities to make the world a better place. Although not appearing to be related at first glance, these three concentrations have overlapped significantly over the past four years, oftentimes engaging me in similar subject matter across their different courses: globalization,

development theory, Marxism, social movements, social justice, social change, identity, power, privilege, and plenty of opportunities for community engagement. I could not have chosen a better combination to have fueled my intellectual curiosity during my time as an undergraduate student at [this university].

Legacy assignment option. Again, for those students who had completed multiple ePortfolios and had the opportunity to integrate them with a previous experience, students were able to develop a meaning-making project to "give back" or create a legacy to a past organization or experience. In dialogue with the faculty and through peer feedback, the students would identify a social justice course or student organization that had been formative in their development as an agent of social change. Students created a meaning-making project, emphasizing both their takeaways from the experience and how they planned to communicate the legacy to the next generation of student activists.

For example, an African American, first-generation college student developed a guide for introducing incoming students from underrepresented communities to social justice opportunities on campus. This is something that she wished she had had, and the capstone enabled her to create a guide for others. She reflected on the experience, stating the following:

> I may have went the whole four years without discovering what some of these spaces have to offer. My work in the social justice community (some of which is highlighted in this ePortfolio) has shaped my entire college experience and given me a lens through which to understand myself in a new environment. I hope that this guide can start that same process for another student. It only takes one experience to change the way you think.

Acknowledge the Confusion and Frustration of Students

We also quickly realized that we needed to address the confusion in the multiple terms and approaches that students, prior to the capstone, had been taught about ePortfolios and, more importantly, the frustration that students felt overall with the ePortfolio process. Some of the confusion grew from the many different ways departments and programs implemented ePortfolios. Other students were challenged by basic technical literacy skills since many programs and departments used a disparate set of online platforms for the ePortfolio, including Google, Wix, and Seelio. (Because Seelio is the platform supported by the School of Social Work, often our students use that term when referring to their ePortfolio.) Still others were frustrated by the

sense of redundancy in the process. One example of this was students who were not sure if they would "have enough" to complete another ePortfolio; for example:

> I now attribute part of my initial hesitance to my previous belief that I did not have enough experiences within [the minor] to fill an entire webpage, let alone somehow relate my experiences to years-long lessons and epiphanies. But as I began to work on my artifacts and fill-in each of the different clusters, I soon found that many of my experiences related in subtle ways that just took a little longer to discover, to a point where I was wondering what I would be able to fit onto my ePortfolio. I soon realized that this was much more than a simple project for a class; it was a microcosm of my entire college career.

As a way to counteract this confusion and frustration, students were asked to discuss the value of reflection and to take the time to pause and reflect on their work. We often found that students, especially seniors, rush through coursework without pausing for reflection (e.g., " Hey this is what I've done, the end"). However, when given that opportunity, students recognized the importance. For example:

> I've learned so much about myself through this entire capstone process, which I honestly did not expect to see. For instance, the ability to articulate the work I've done. It's really easy to say, "Hey this is what I've done, the end." But that doesn't help you explain any skills, real life experiences, or important takeaways.

Another student noted the importance of additional reflection across the student's multiple ePortfolios:

> The biggest takeaway that I am gaining from [the capstone] came from re-creating my Seelio ePortfolio. I had created a Seelio before, but interpreted the ePortfolio really only one-dimensionally. I added the works that were required of me, but did not do any reflection upon how I could integrate the works to better reflect my experiences. Now I truly understand how online ePortfolios can be used as an integrative learning tool.

Other students noted the challenge of working across ePortfolios but also the value in deepening their understanding between them and the greater learning from them, especially making connections often across academic disciplines. This is illustrated by one student's quotation:

> I had previously tried to keep my art and [social justice] work separate, and I realized that wasn't going to work any longer. The actual joining of my two ePortfolios was difficult and slightly overwhelming, but ultimately it provided amazing clarity about the type of work I want to do. Through creating my ePortfolio and also through the showcase, I learned that I have a difficult time putting into words what I'm interested in and how passionate I am about this subject. I think I've been doing so much learning within this area that I am still learning how to talk about it to people who are not in this field of work. This is something that I've been working on, and now that I've shared my ePortfolio on social media, other people have helped me articulate it from their perspective.

On this point, another student stated:

> As I mention in my ePortfolio, I had always felt like I was seeing pieces of the same subject matter across my various classes from different disciplines. I don't think this is any coincidence, although it is hard to say why this happened so often—but now through Seelio, I can explain and effectively present how my interdisciplinary academic tracks in fact informed each other, for example. Improving my Seelio and reflecting upon my undergraduate career helped me synthesize all of the very meaningful experiences I've had, and also allowed me to realize how I arrived at the point where I am now . . . and I will carry this understanding with me in all of the new beginnings that I venture towards in these coming years.

Encourage Students to Include the Whole of Their Experience: Academic and Co-Curricular

Navigating multiple ePortfolios also meant encouraging students to include the whole undergraduate experience, not just their academic experience. As noted, this is an important component of ePortfolios and has been a focus of recent scholarship (e.g., Cambridge, 2010; De Santis & Serafini, 2015; Reynolds & Patton, 2015). In our capstone, we found that many of the previous ePortfolios had, however, only included academic course work, leaving out reflection and learning from outside of the classroom.

We realized that once students could see the range of potential learning content, they could draw connections between in-class and out-of-classroom learning and that the multiple ePortfolios learned to build on rather than duplicate one another. For example, one student wrote that bringing their whole experience into the ePortfolio was, at first, not in that student's

"comfort zone," but then realized how much was learned from connecting together the two:

> This course has helped me come to peace with the fact that I may never stop learning . . . This growth is something I should be proud of. The integrative learning that I've intentionally put together for myself through clubs and classes has pushed me outside my comfort zone to where the "magic happens." I see that magic as the learning process and my mind opening up to new perspectives and critical thinking.

We found that encouraging students to add co-curricular activities enhanced the ePortfolio process by broadening and deepening conceptual frameworks about engaging with social issues and also developing context-specific skills, competencies, and interests. For example:

> The capstone course also helped me tie together all of my collegiate experiences and internship experiences with my minor. Prior to taking this course I had never reflected upon my experiences here at the University or the journey that I have taken since my freshman year here. I now better understand my social justice journey and how I got to where I am today. Similarly, I also better understand how my political science and sociology backgrounds influence my social justice interests and social change efforts. Finally, through this class I learned how my [social justice] experience has helped me to take steps toward creating long lasting social change and ultimately instilled a passion within me not only to make my community a better place but to take the steps necessary to make the world a better place.

Still another student more explicitly described the minor-related skills and competencies, and the way that an ePortfolio process helped her to link across multiple experiences:

> I learned all of these—relationship building, plan management, and communication—from various places, not only through [the minor]. But, what [the minor] has done in relation to these skills is crucial for my desired career path. Through [the minor], I've come to understand why each of the above skills is important and how to leverage them in different situations based on audience, community, and how they work with the identities I hold, seen and unseen. Putting my time at [college] together with what I've learned in my [minor] classes has many overlapping lessons that I am sure will become even more apparent in my future endeavors.

Use the ePortfolio Process as a Tool for Promoting Possible Selves

The concept of *possible selves* (Oyserman, Bybee, & Terry, 2006) is often connected to helping students see the potential in their future. In the case of the capstone, a strategy used to deepen the process of the ePortfolio—regardless of the number of ePortfolios the students had done—was to help students see their past experiences and, at the same time, encourage them to envision their future. Envisioning the future was linked to helping students understand the need for self-care and connecting them to alumni who could be resources, role models, and mentors as students were contemplating their future work.

We learned that to support student's ability to see their future selves, we needed to help them remember their past. One way we did this was through an activity that asked students to recreate their college experience—highs, lows, and otherwise—using a rope. Students demonstrated high points, low points, or used the rope to create new patterns. The rope enabled people to visualize their learning and their personal growth. Often this helped students to see new connections between experiences that previously had seemed disconnected. For example:

> I discovered that while many of my experiences on campus seem disconnected, e.g., my experiences with social change work and my experiences with sustainability work, but are quite interconnected social issues. I have discovered that my core values encompass matters of community, social justice, and sustainability. And through the process of presenting these reflections to my classmates and outside colleagues, I have discovered the importance of synthesizing my reflections into something that is not just beneficial to my own learning experiences, but can also be helpful to others and present my experiences in a succinct manner.

Another student found that the ePortfolio process uncovered passions that led to a more developed sense of a possible self:

> Prior to taking the capstone course, I was unaware of the extent to which my self-identity was intertwined with my interests in workers' rights and labor. Through this experience and the various reflections and reflective activities that I completed over the course of this class, I came to the realization that not only am I interested in these issues, but they mean a lot to me because they are so closely related to my identity and the things that mean the most to me. Ultimately, this experience

made me more aware of just how passionate I am about these issues and how they may help to shape my post-grad experiences. I hope to work for the federal or state government or for a non-profit organization working to address workers' rights, income inequality, or women's rights at work.

Additionally, we worked to connect seniors with alumni who shared their social justice interests through panel discussions, individual interviews, and social events. We discovered that interviews with alumni added a powerful dimension to classroom learning. Students were asked to include learning from their interview in some aspect of their ePortfolio product. Often the impacts of these interviews were incorporated into student reflections on their learning, past and future. For example, one student noted:

> This last [minor] class connected me to so many future alumni that I hope to keep in touch with as later in life we can work together to keep "changing the world." The best part about [the minor] is the fact that the work I do will never end even if my courses are completed. I can always show community action on any social justice issues any place I go. Before the alumni panel I was really concerned as to how I could manage to do [social justice] work after graduation. This is when I learned and am glad for social media as it makes connecting with others doing [social justice] work easy. My immediate future will be in the working world where I hope to land a job that allows me to do community action work so I can love what I do and still feel connected to social change in the world.

Another senior used his alumni interview to address his feelings about working with community members, including closure:

> Therefore, it's important to take the advice of both alums I interviewed, which was that these people survived before you and are going to need to learn to survive without you. Trust them to survive their own lives; help in the ways that you can, but know that they will find ways without you.

Alumni were often helpful to seniors clarifying post-graduation goals and plans. For example, one student wrote:

> Going through exercises in this class like the alum panel in class and our alum interview outside of class, it really helped to solidify my confidence in my goals and plans. I do think it's a great idea to have a Q & A session about how [the minor] can contribute to your life post-grad, but the biggest

thing I took from that experience is that I already know, and that's a huge relief.

These components, tied to helping students prepare themselves for the future, also enabled us to discuss the importance of self-care. Self-care is often understood as a set of activities designed to prevent burnout. While self-care can take many forms, through the capstone we learned to discuss the importance of pausing and creating connections between the various components of the work. Especially in social justice work, research suggests that reflection activities and strategies for self-care can buffer the challenges that emerge in the workplace (Jackson 2014; Richards-Schuster, Ruffolo, Nicoll, Disletrath, et. al., 2015). For example, we used the class to pose a series of questions for class discussion, such as:

- What are you doing now that indicates a healthy approach to diet, exercise, sleep, and rest?
- What are your sources for education about social justice issues? How will this education continue after graduation?
- Where, how, and with whom do you recharge your emotional batteries?
- What are your core values, and how will you continue to nurture them?

In addition, as faculty, we required at least one individual meeting with a student while the capstone course was in session. In all cases, our experiences as faculty were similar to the literature on capstones as high-impact practices (Kinzie, 2013; National Survey of Student Engagement, 2007; Schermer & Gray, 2012): more student time focused on the process results in a better capstone experience, especially if that included direct faculty contact.

Through these activities, students began to realize the importance of reflection as a tool for self-care. For example:

> In this class, one of my favorite activities was when we were reflected on the different parts of self-care—spiritual, physical, mental, relational. I was surprised and happy to reflect on these different areas to find that I think I am doing a good job in the realm of self care. I am only taking eleven credits this semester, so I have not been as stressed out as I usually am, and I am able to focus on myself. This got me thinking about transitioning into graduate school next year in the MSW program. I am hoping that the routines and habits I am setting myself up with right now will continue through the program so I can ensure that I am taking care of myself even when the busyness picks up again.

Use the Capstone Class to Build Community and Networks for the Students

Regardless of the pathway or experience with previous ePortfolios, we found that it was critical to create community in the class and used the class to support students in sharing their experiences with and transition from the university. For some of our students, it was helpful in this time of social transition to use their capstone coursework to facilitate their leave-taking from life as an undergraduate student.

This sense of transition was felt differently by students. For some, it was a personal transition, a way to continually dialogue with themselves about who they have become and where they want to head. For example, one student used the ePortfolio to continue to hold himself accountable for social justice work. This student's legacy ePortfolio ("Legacy Project—A Long Way to Go") included a component called "Continuing Reflection for White Solidarity." The reflection was addressed to first-year white students aspiring to be allies for others with marginalized identities, generously shared lessons learned over 4 years, and included questions for them and for others to continue to reflect upon over time. Other students reflected on how the capstone could be a way to create a personal plan for future work. For example:

> [The capstone] was a really great experience for me, and I took a lot more from the class than I was initially expecting to. The two biggest takeaways I have from this class are (1) an increased assurance in my personal plan, and (2) a better idea of how to continue my social justice journey outside of a social-justice-education environment.

Other students appreciated the ability to work with their peers to develop their reflection, their learning, and their ePortfolios. The ability to make meaning in a collective way created a new form of community for the students to engage with post-graduation. For example:

> This semester . . . has given me an opportunity to deeply reflect on my social justice experience throughout college, and examine how I can use the insights I've gained in my future work. Before now, I never thought about how the experiences I've had work together or how'll I use my [minor-related] learning moving forward. Having the chance to work with former classmates in the capstone, and compiling some of my old work for the Seelio ePortfolio has helped me to appreciate the things I've accomplished, and realize that they may actually be useful in my future.

Another senior reflected on the importance of sharing and the way that sharing can reduce future anxiety. One student wrote:

> The class's content helped synthesize my accomplishments, boost my motivation, and quell my anxiety and confusion about my future as a change agent. I think this class is just what I needed. I realized that my anxiety came from lacking closure and synthesis . . . it caused some necessary confusion. But hearing the journeys of my beautiful 401 classmates—their specific [minor-]related interests, their aspirations, and the work they have done so far—instilled within me a new self-confidence, as well as an appreciation for my classmates.

This idea of appreciation, community, and connection became a critical takeaway from our capstone. Regardless of the approach to the ePortfolio—or the experiences with past ePortfolios—the capstone and the meta ePortfolio process became a catalyst for forming new connections and providing hope for the future, as noted by two students. One student stated:

> My learning [from the minor] has taught me that we are truly all not the same, and that is a beautiful thing. Celebrating each other's different cultures and experiences creates new knowledge. That is how real social change occurs. I wish I had more time to spend talking in depth with my classmates. After seeing all of our different Seelio ePortfolios, I want to know more about them, and I want to work on social change issues with them. In today's society it seems like you have to lock people in a room to make them talk to each other and have genuine conversations.

A second student wrote:

> Friends are part of this realization, but the opportunity to reflect on my experiences is what helped me to think about the ways in which I have approached situations and the ineffectiveness of my attitude at certain points, especially when talking to those with similar identities and privileges as mine. This class and showcase also helped me to realize that even with all this hate in the world, there are a lot of people working to change it, and that gives me hope.

Evaluation Findings

Over the four terms examined in this paper, we found that students valued the curriculum and

instructional changes in the course. Average course evaluations since 2013 reflected that students *agreed* or *strongly agreed* that "this course was an excellent class." Corresponding with the positive course evaluations was an increasing number of seniors who greatly valued the course, comparing it favorably to the rest of their undergraduate career, a comparison not prompted in the final assignment. The following quotations provide examples of final student feedback from course evaluations. One student wrote:

> My choice to be a [social justice] minor was one of the best decisions I made in my college career. It has taught me so much in and out of the classroom. The capstone course was the first time I got a chance to realize how much I actually learned over these four years in association to [the minor].

Another student noted:

> I found the capstone course and ePortfolio to be extremely beneficial because it forced me to take time and reflect on my experiences from the past four years. Creating the ePortfolio also helped me integrate these experiences and see them as one continuous journey.

A third student stated:

> Although the capstone course is only one credit, it was a significant piece of my experience [in the minor]. I had never been required to take a capstone course before, so I came in unknowing of the purpose of such a class or what I would take away from it in the end. My self-development and changes in beliefs, personality, and passions that I previously attributed to my overall college experience are truly rooted in [social justice], something that I did not realize until completing this course. I believe that [the minor] has taught me significantly more about myself than any other course or experience at [this University].

Next Steps

We learned a great deal from our effort to navigate the multiple ePortfolios within our capstone course. We know, as more ePortfolios efforts emerge, more creative approaches will be needed to help students deepen their reflection, broaden their perspectives, use their learning to help prepare them for the future, and find community among peers. While this can be frustrating and challenging, it can also be exciting. From our vantage point, we see the proliferation of ePortfolios as positioning students to meet the demands of the 21st century.

In our minor and capstone, we recognize that more work will be needed to support the ongoing development of ePortfolios. We also see the need for future research to document the impact of ePortfolios for students over time. Anecdotally, we know alumni who have returned to their core values to review, remind, and refresh themselves. We also know that students have added to their ePortfolios after the capstone. However, our inquiry has not been systematic.

Our next steps include continuing to document and refine our teaching strategies for navigating multiple ePortfolios. As our sample size increases, we hope to examine the following:

1. How does the type of pre-existing ePortfolio drive our navigation? Intuitively, an ePortfolio developed for a study-abroad experience is easier to integrate into a social justice capstone than a professional ePortfolio created by an art, business, theater, or engineering student. Sometimes students in these programs report that they seek out our minor because social justice is rarely mentioned in their classes, if at all.
2. Can ePortfolios developed in our capstone be used to measure more comprehensively student development over time, especially an undergraduate pathway in the exploration of possible selves?
3. Our first paper explored the use of ePortfolios in assessing program goals (Richards-Schuster et. al., 2014). Can this assessment tool be applied more broadly to the robust literature regarding social change leadership (Astin & Astin, 1996), as well as high-impact educational practices (Kuh, 2008)? Is there some *value-added* to requiring multiple high-impact practices as part of an undergraduate minor? If there is some value-added, how does it fit or not with what is already known about developing leadership for social justice?

In closing, while some critics of higher education forecast "the end of college" (Carey, 2016), we are hopeful about the increasing integration of teaching with technology. We believe that our strategies provide a useful framework for future instructors who will teach capstone courses with ePortfolio development, as the ePortfolio movement inevitably succeeds.

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