



**DREXEL *ePortfolios***

# iWebfolio at Drexel

Richard Varenas and Steve Chestnut

SYMPOSIUM *on*  
LEARNING *and*  
STUDENT ENGAGEMENT



# Overview of iWebfolio

- An advanced electronic portfolio management system
- Helps individuals and institutions archive, organize, reflect and present information
- Documents, graphics, presentations, web projects, audio and video, or any other digital media

Source: Nuventive.com

## Overview of iWebfolio (2)

- Individual creators and owners of content
- Can create multiple portfolios
- Dynamically share them with faculty, staff, employers, anyone
- Individuals can add comments and share their insights

Source: Nuventive.com

## Overview of iWebfolio (3)

- Faculty and others can review, rate, and provide feedback
- A positive, interactive experience
- Learning portfolios or Personal Development Plans can be developed
- Help the individual understand the value of their efforts

Source: Nuventive.com

## Overview of iWebfolio (4)

- Institutions can extract data for continuous improvement and institutional assessment initiatives
- Create and distribute institution-wide portfolio templates and rubrics

Source: Nuventive.com

# Faculty go to [www.iwebfolio.com](http://www.iwebfolio.com) to Activate their iWebfolio accounts

iWebfolio v4.4 - Internet Explorer provided by Dell

http://www.iwebfolio.com/

File Edit View Favorites Tools Help

☆ ☆ iWebfolio v4.4

Home RSS Print Page Tools



**Information for Life**  
A flexible, Web-based personalized portfolio stored securely in a hosted environment, iWebfolio gives you the power to store and present a lifetime's worth of experience.

**New to iWebfolio?**  
Create a new iWebfolio account.

**Sign Up Now!**

Need more info? View the [iWebfolio Overview](#).

**Have an account? Log in here.**

Login Name:

Password:

**Log In**


[Forgot Login Name or Password?](#)



**iWebfolio Overview**  
iWebfolio is an advanced electronic portfolio management system that helps individuals and institutions archive, organize, reflect and present information contained in documents, graphics, presentations, web projects, audio and video, or any other digital media. [Read more....](#)

**About Nuventive**  
Nuventive is a leading provider of comprehensive, integrated real-time software solutions, services and expertise that support the continuous process for assessing, managing and continuous improvement of lifelong learning, programs and institutions. [Read more....](#)

# Students go to DrexelOne to Activate their iWebfolio accounts



### Login to DrexelOne

User-ID:

Password:

### Need Help?

For forgotten passwords, try the self-serve [Password Reset Wizard](#).

To get a new account visit the [Accounts Page](#).

For direct access to other systems, try these links: [BannerWeb](#), [Bb Vista](#), [WebMail](#)

Or try our [general DrexelOne help page](#).

### Candid Campus is About You

The new version of Candid Campus is about students, living and having fun on campus and in Philadelphia. Candid Campus is about you — and now, it's **by** you.

The new Candid Campus lets the Drexel community see your creative side. Wow us with a stunning visual by submitting your photos to Candid Campus. Make us laugh (or cry) with your sharp wit when you write an alternate photo caption. Make yourself heard by voting for the captions that impress you and voting against those that disappoint.

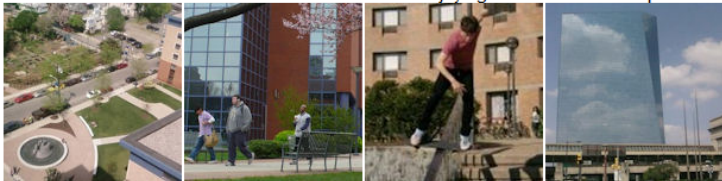
Photos submitted should be taken on campus or show a part of campus. Show us life at Drexel: the best shots show people participating in events or just going about their daily lives. Show us the secret places inside buildings or offer a new perspective on a building that everyone thinks they know. And don't forget the parts of Drexel outside the University City campus. There's gold out there, people — help us mine it!

Drexel

students


enjoying

Philadelphia.



Copyright © SunGard Higher Education 1998 - 2008.  
Design by Chris Ineson & Kyle Cook.

[Feedback](#)



# Things to Know about iWebfolio

- iWebfolio is hosted by Nuventive.com
- It's portable – you can take it with you upon graduation or departure from Drexel
- Everyone receives 200 MB of storage
- Faculty members have two roles – Reviewer and Owner



# Prior System – folio by ePortaro

## ➤ College of Business

- *My LIFEfolio™* Project ~ professional portfolios

## ➤ College of Nursing and Health Professions

- MSN Program

⌘ Not intuitive

⌘ Difficult to customize, e.g., Templates

⌘ Unlikely to scale



# Migrating to iWebfolio



- **Pilot** ~ early adopters
- **Plan** ~ sunset the existing app
- **Promote** ~ track adoption
- **Provide** ~ choice & options ~ training & support
- **Process** ~ *ad hoc* requests
- **Partner** ~ with Nuventive
- **Proceed** ~ celebrate successes

*Artifacts - Reflections - Sharing - Comments*

# Fall 2009 Launch

- 2400 incoming freshmen + 700 transfer students
- English – Freshman Writing Program
  - Fall: ENGL - 101 Expository Writing and Reading
  - Winter: ENGL - 102 Persuasive Writing and Reading
  - Spring: ENGL - 103 Analytical Writing and Reading
- LeBow College of Business
  - ACCT - 115
  - ECON - 201
  - UNIV - 101
  - BUSN - 101 / 102
  - BUSN - 111

Department of

**English & Philosophy**  
College of Arts and Sciences



# iWebfolio Training Metrics

- IRT

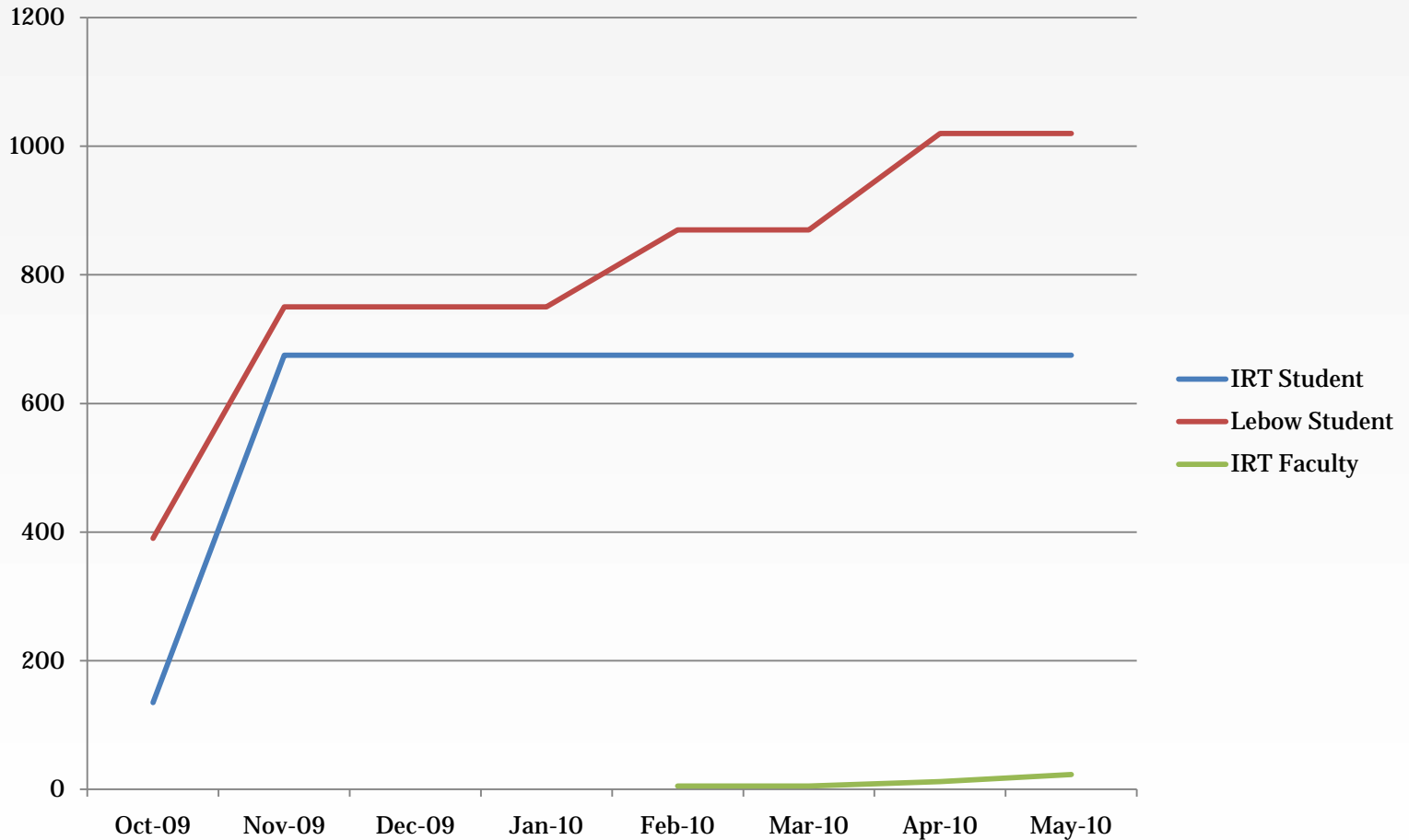
- Began in October 2009
- English & Philosophy
- Duration was 20-25 minutes
- 45 Classroom Visits
- Average Students per class was 15
- Trainings ended in December of 2009

- LeBow

- Began in Fall 2009
- 25 Sections of UNIV-101 for Fall
- 9 additional sections of UNIV-101, BUSN-101/102 for Winter and Spring
- Duration was 45 minutes
- Average Students per class was 30

# iWebfolio Training Metrics

## Total Number of Users Trained



# CNHP Pilot / Launch – 2009 (1)

## Summer Pilot - 2009

- 50 grad students
  - NURS-526
    - 3 sections

## Fall Launch - 2009

- 350 grad students
  - NURS-669
  - NURS-664
  - NURS-526
  - DPT Doctor of Physical Therapy



# CNHP Pilot / Launch – 2009 (2)

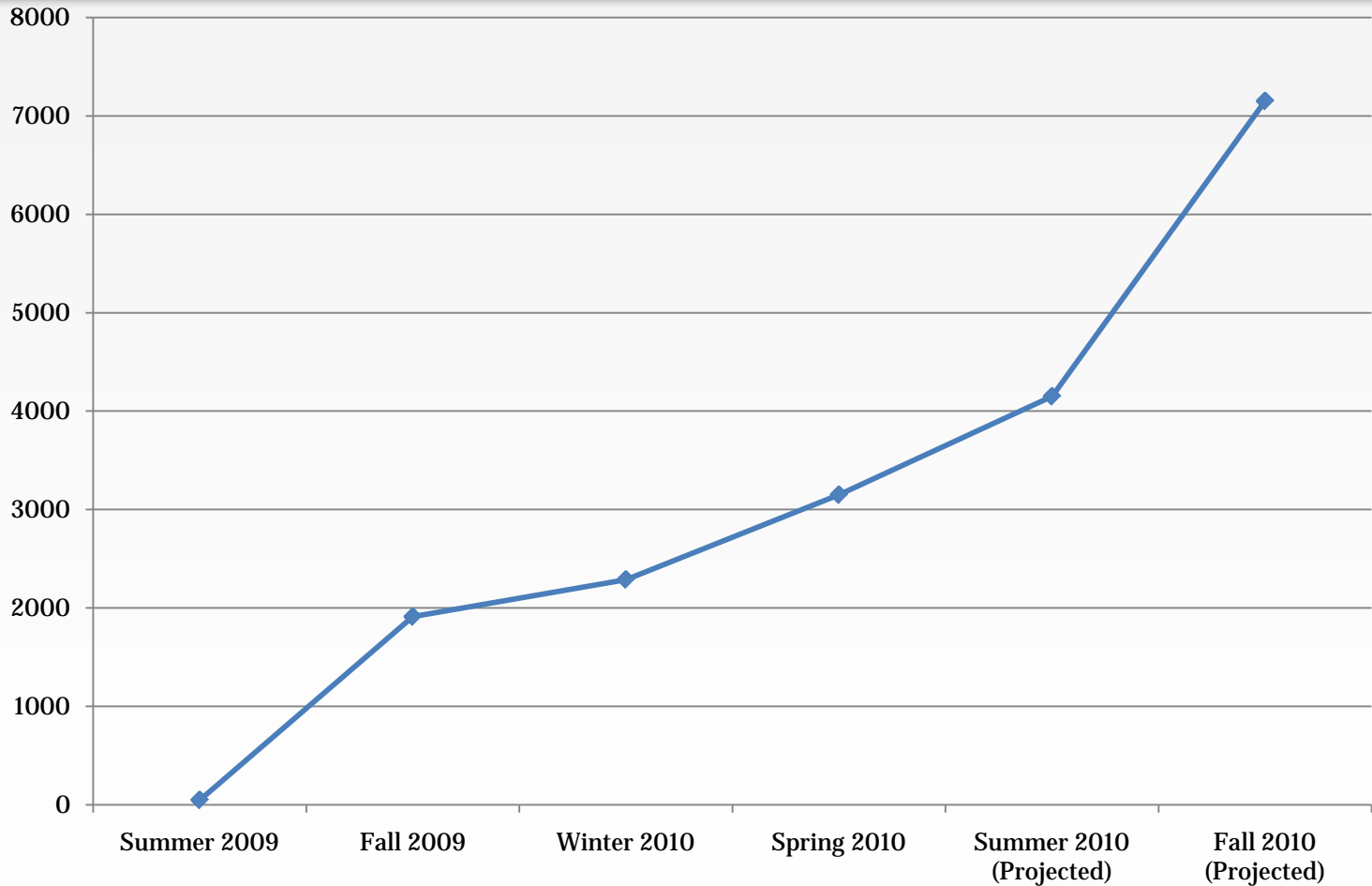
## Pilot Goal:

- explore the functionality of *iWebfolio*
  - develop a final portfolio template to be used by MSN students
- test our template
- receive valuable feedback from students and faculty on their experience using *iWebfolio*

## Objective for CNHP:

- highlight students' professional and academic accomplishments
- capture important programmatic outcome data

# Student Usage – Activated Accounts






## Templates in Use Now

- Professional Portfolio ~ CNHP ~ 62
- Drexel Writing Template ~ CoAS ~ 1747
- Career Portfolio ~ LeBow COBA ~ 98
- Academic Portfolio ~ LeBow CoBA ~ 769
- DPT Clinical Internship Portfolio ~ CNHP ~ 43
- Education Standards Template ~ SoEd ~ 26

# LeBow's Career Portfolio Template












 **DREXEL ePortfolios**

[Account](#) | [tutorial](#) | [help](#) | [logout](#)

Role: Owner

[Home](#) | **Portfolios** | [Presentations](#) | [Files](#) | [Items](#) | [Websites](#) | [Reports](#)

**EDIT PORTFOLIO: Career Portfolio** [View Portfolio](#)

GENERAL	CONTENTS	PRESENTATION	FEEDBACK	PERMISSIONS
<a href="#">Add New Category</a> <input type="checkbox"/> <a href="#">Introduction</a>   <input type="checkbox"/> <a href="#">Resume</a>   <input type="checkbox"/> <a href="#">Experience</a>   <input type="checkbox"/> <a href="#">Competencies</a>   <input type="checkbox"/> <a href="#">Career Plan</a>  	<div><b>Introduction</b> <a href="#">Edit</a>   <a href="#">Delete</a></div> <div><div><b>Joe Student</b> jss122@drexel.edu 484-555-1212 (cell) <a href="#">LinkedIn Profile</a></div></div> <div><b>Instructions</b><p>The "Introduction" tab of your career portfolio enables you to document a brief overview of your academics and past work history as well as highlight your accomplishments, leadership activities, and information that differentiates you as a candidate. This section should respond to the question "Tell me about yourself". The introduction should be 7 to 10 sentences in length.</p><p><b>Academics:</b> Document your major, concentration (s), and minor(s)</p><p><b>Work History:</b> Reference your co-op, internship, part-time, and volunteer positions</p><p><b>Accomplishments:</b> Showcase awards, initiatives you have started, and past successes</p></div>			

# iWebfolio's HTML Editor

**DREXEL ePortfolios** Account | tutorial | help | logout Role: Owner

Home Portfolios Presentations Files Items Websites Reports

**EDIT PORTFOLIO: Career Portfolio**

Edit Category

Category Name: \* Introduction

Category Content:

Source | [Icons] | Font Times New Ro... Size small

**Joe Student**  
jss122@drexel.edu  
484-555-1212 (cell)  
[LinkedIn Profile](#)

Save & Continue Save & Return Cancel

# CNHP ePortfolio Example

**Nursfolio**  
MSN Program  
College of Nursing & Health Professionals



**Professional Portfolio**

Thank you for visiting my portfolio. My name is Lori Theodore and I currently as an adjunct nursing instructor for Seminole Community College in Altamonte Springs, Florida. I have taught nursing in both LPN and RN programs and am currently pursuing my MSN in nursing education through Drexel University. I have presented cardiac lectures and have taught medical-surgical nursing clinicals and maternal-child lab. My specialty is progressive care—and my first love is cardiology. I also have experience in corrections nursing and long term care.

**Lori L. Theodore**  
PO Box 120395  
Clermont, FL 34712

Home: (813) 352-3949  
Cell: (813) 352-3949  
Email: [RL29@drexel.edu](mailto:RL29@drexel.edu)

Home

Resume

**Resume** Printer Friendly

**Lori Theodore, RN, BSN**  
PO Box 120395, Clermont, FL 34712  
Phone: 352-394-9892 [LoriTheodoreRN@aol.com](mailto:LoriTheodoreRN@aol.com)  
Cell: (813) 352-3949  
E-mail:  
Web Site: <http://studentnurseconnections.com>

**Objective:** To obtain a position as adjunct faculty in a nursing school.

**Education:**

M.S.N., Drexel University-Contemporary Nurse Faculty Track-Expected Graduation Fall, 2010  
B.S.N., Nursing, Kaplan University, November, 2007  
A.S.N., Nursing, Valencia Community College, 2004

**Nursing Education Experience:**

Nursing Faculty, 2009  
Seminole Community College

[FEEDBACK \(-\)](#)

Achievements

**Achievements** Feedback Printer Friendly

**Website:**

I have created a free website with resources for nursing students and practicing nurses called StudentNurseConnections.com.

[studentnurseconnections.com](http://studentnurseconnections.com)

**Achievements:**

- Summa Cum Laude, GPA 4.0, Kaplan University, 2007
- Golden Key International Honor Society, 2007
- Alpha Beta Kappa Honor Society, 2007
- National Deans List, 2005-2007
- Phi Theta Kappa Honor Society, 2001-present
- Kaplan University President's List, 2006-2007
- Valencia Community College Highest GPA Nurse 4.0, 2004
- Valencia Community College President's List, 2002-2004

**Publications:**

- Valencia Community College Nursing Student Association, (2003). *Protection for volunteerism by medical personnel caring for the underserved and uninsured. NSNA Resolutions. 12.*

Leadership

**Leadership** Feedback Printer Friendly

**My professional memberships include:**

- Florida Nurses Association
- American Nurses Association
- American Association of Critical Care Nurses
- American Correctional Association

As an the 2nd Vice President of the Valencia Nursing Student Association, wrote and secured passage of a resolution at the National Student Nurses 2003Ho use of Delegates held in Phoenix, Arizona. I have attached the 2003 resolutions. My resolution is on page 12 and is called *In Support of Protection for Volunteerism by Medical Personnel Caring for the Underserved and Uninsured.*

National Student Nurses Association. (2003). *Resolutions 2003.* Retrieved July 18, 2009, from <http://www.nсна.org/pdf/Resolution2003.pdf>.

Research

**Research / EBP** Feedback Printer Friendly

In this section, I have included four research papers from graduate level courses I have taken.

- **Partners in Synergy** is a paper that was written at Nova Southeastern University in Spring of 2008 for one of my first MSN courses. It proposes a new graduate orientation program based on the American Association of Critical Care Nurses' Synergy Model of Patient Care.
- **The BSN Policy and BSN Strategy Papers** were written in my first quarter at Drexel in Summer of 2008. The BSN Policy paper recommends that the BSN be the entry level degree for practicing nurses, and the BSN Strategy paper suggests methods for implementation of this goal.
- **Persistent Vegetative State and Minimally Conscious State: The Thin Line** was written as the research paper for Dr. Vicki Lachman's ethics class Spring of 2009. It discusses the similarities and differences of these two condition and the ethical implications of both.

[FEEDBACK \(-\)](#)

# ENGL-101/102 Example

Drexel Writing Portfolio (2009-10) by Rhae Ana Gamber

CREATED USING iWEBFOLIO

HELP

ABOUT iWEBFOLIO

Home

Demonstration of the ability to use writing to embrace complex and open-ended questions

FAQ: Drexel Writing and Your Drexel Writing Portfolio

- » Drexel Writing Learning Outcomes
- » Good Portfolio Practices - Building Your Writing Portfolio
  - » How do I add a new 'item'?
  - » How do I upload a file into iWebfolio?
  - » How do I add artifacts to my portfolio?
- » Drexel Writing Resources
- » Portfolio Resources and Help

Using Portfolios for Reflection and Self-Evaluation (Engl 101 and 102)

- » English 101 Project 3
  - » Post from week 4 - Is Google Making Us Stupid?
  - » Project 1 Final Draft
  - » Project 2 first paragraph draft comparison
  - » **English 102 Project 3**
  - » 102 - My Critical Period - Essay Contest from 101
  - » 102 - DSFA website section from 102
  - » 102 - Behaviorism and the Blank Slate Theory - Psychology paper

Demonstration of ability to use properly documented research to develop and support ideas

Exploration of Writing and Communication Technologies as Means to Address a Variety of Purposes and Audiences

Demonstration of writing as discipline-specific communication, or "insider academic prose"

Play, Practice, Show Off (1)

Play, Practice, Show Off (2)

Play, Practice, Show Off (3)

## Using Portfolios for Reflection and Self-Evaluation (Engl 101 and 102) : English 102 Project 3

Printer Friendly

Dear future Grad school acceptor,

As I look back at all of the writing I have done in college so far, I have reflected on a few noteworthy realizations. Of course, I noticed some strengths and weaknesses. For example, one characteristic of my writing is both a strength and a weakness. That is, I tend to stick to the organized and orderly introduction, supporting, and concluding paragraphs, which is great in some cases, but can be dull in others. However, what stuck out to me the most as I glanced back at my writing is the wide variety in layout, formality, and styles in which I have written. As I went from project to project during two terms, I failed to realize the versatility of my writing. However, it becomes extremely obvious upon reflection. From formal essays, to informal posts, to direct APA format, I have completed an assortment of writing projects, and received successful grades in each. The three artifacts in this portfolio will undoubtedly show the diversity in styles and formats that I have accomplished.

The first artifact in my portfolio is from English 101. While it is a formal essay, it is written on a very personal level. I hope that by including this piece in my portfolio, you can see my expectations as a student and hopes for the future. This piece shows my ability to follow a writing prompt and write formally. The revised version also shows my ability to break away from my usual writing style and not include an introduction paragraph. While most formal essays are not as personal as this piece, "My Critical Period" is included to represent the most common type of writing experienced in college.

My second artifact in my portfolio is from English 102. This was the second writing project for a persuasion writing class. I decided to include this piece in my portfolio because it was the first and only time I have ever written for a website. Information was not organized in a flowing paper, but rather separated into different blog-like pages. I was also able to use visuals such as graphs and pictures to support my claims, as well as italicize and bold important facts and headings. This artifact is so different than other examples of my writing, as it is formal yet not an essay, subscripted for citing, and persuasive. That is exactly why it belongs in this portfolio.

The third and final artifact is from my first college Preprofessional Psychology class. I chose to include this because it is an example of the type of writing I plan on doing for the rest of my life in a career in psychology. It is very different from writing done in an English class because it is written in APA format, which is a more direct style and citing. I hope that by including this artifact, you can see that I am proficient in writing for psychological purposes, as well as gain insight on what truly interests me.

This portfolio is meant to represent my abilities as a writer and portray the wide variety of writing that I have completed and am capable of. I hope that by viewing this portfolio, you can see that I am able to follow the directions of the assignment, and compete it well accordingly, regardless of any specific difficulties. Formal personal pieces, informal discussion posts, persuasive blogs, and APA literature reviews are just the beginning of the list of different writing projects I will complete at Drexel and beyond.

Sincerely,

Rhae Ana Gamber

FEEDBACK (+)



# College of Business Example

**My LIFEfolio™ Career Portfolio by Katherine Crawford**

**Introduction**

**Katherine Crawford**  
 kac67@drexel.edu  
 215-895-0262 (office)  
[LinkedIn Profile](#)

Hello, my name is Katherine Crawford and I am a senior at Drexel University. I am pursuing a degree in Business Administration with concentrations in Accounting and Marketing. I have been very involved during my university experience. Currently, I hold leadership positions in the Dean's Student Advisory Board and Beta Alpha Psi. After I finish my undergraduate studies, I intend to run a MBA. Following that, I plan to go into an accounting role in a public accounting firm or a leadership development rotational position in a Fortune 500 company. Ultimately, I would like to receive my CPA license. I am analytical, detail-oriented, and highly capable of completing the task at hand. This is supported by my Commencement assessment classification of IST which is defined as "salt of the Earth, responsible, and pragmatic." These skills are evidenced by my performance at my last co-op. During this experience, I received two Silver Epsilon Awards for success in strategic thinking that achieves results.

Introduction

**My LIFEfolio™ Career Portfolio by Katherine Crawford**

**Resume**

**Katherine A Crawford**  
 4117 Jackson Drive  
 Lafayette Hill, PA 19344  
 215-836-2323  
[katherine.a.crawford@drexel.edu](#)

**Education**  
 Drexel University  
 Philadelphia, PA  
 Masters in Business Administration  
 Dual Concentrations: Financial Management and Marketing

Resume

**My LIFEfolio™ Career Portfolio by Katherine Crawford**

**Experiences**

• Co-op Experience  
 • Employment Summary & Planner Form (ES&P)  
 • GSK\_ES&P.doc  
 • Johnson\_and\_Johnson\_ES&P.doc  
 • Performance Evaluations  
 • Co-Op\_JOP\_Form\_VC.doc  
 • Other Work Experience  
 • Volunteer Experience

This section highlights my end of Co-op ES&P form from GlaxoSmithKline (GSK) as well as my evaluation from Johnson & Johnson - Merck Consumer Pharmaceuticals (JIMCP). Both of my Co-op experiences were excellent. My GSK ES&P shows the wide variety of tasks that I performed as a Tax Analyst. My JIMCP evaluation in this section was from my mid-term review. It is interesting to look back at this particular review because I improved greatly over the final three months of Co-op in my capacity as a Sales Finance Analyst. Both Co-op experiences enhanced my knowledge of accounting and marketing which will prove beneficial in any role I choose to take in the future.

This section also showcases one of the marketing materials that I prepared during my experience with the VITA (Volunteer Income Tax Assistance) program. I have been certified by the IRS to prepare taxes for low-income individuals in the Drexel community. I have included my certificate from the IRS showing that I have passed the exam required for preparing taxes for the public. VITA has taught me to be more detail-oriented which is a good attribute to have in accounting and finance.

Experiences

**My LIFEfolio™ Career Portfolio by Katherine Crawford**

**Competencies**

• Relevant Academic Projects  
 • Teamwork  
 • JIMCP Co-op Presentation.ppt  
 • Pepcid Classroom Presentation.ppt  
 • Concentration-specific Skills  
 • Audit Plan.docx  
 • Writing Samples  
 • Final Write-up.doc  
 • Natureview Farms Case Paper.doc  
 • Merck's\_Singular\_Entry\_in\_China.doc  
 • Technical/Industry Skills  
 • Leadership  
 • TA\_Fall\_Lessons\_Learned\_Paper.doc  
 • FALL\_07\_QUARTERLY\_UPDATE.doc  
 • DSAB\_Event\_Letter.doc  
 • Student\_of\_the\_Month.doc

This category exhibits a Powerpoint presentation that I completed with another Co-op in my department during the end of my experience at JIMCP. It highlights the tasks that I performed during my second Co-op experience. This section also has a marketing presentation for the Pepcid Complete brand. I teamed up with some former co-workers at JIMCP to prepare this project for a Drexel advertising class. This marketing plan received the highest ranking in my advertising class.

Throughout my time at Drexel, I have performed well in school because of my attention to detail in writing assignments and my ability to analyze complex business problems. post-merger analysis written for a finance class, a financial case analysis for course, and a feasibility study for an international marketing class. I feel that showcase the effort and thought that I put into assignments at the University.

This section also includes some of the documents that I've prepared while at positions at LeBow. There are documents from the Dean's Student Advisory Alpha Psi. This section also includes my Lessons Learned paper that describes teaching assistant this fall. I am a TA in LeBow's General Business Department teaching and would love to do so in the future. As a result of my involvement Student of the Month for February 2008. This announcement can be found in my portfolio.

Competencies

**My LIFEfolio™ Career Portfolio by Katherine Crawford**

**Career Plan**

• Five\_Year\_Career\_Plan.doc

**Five-Year Career Plan**

**Section I: Reflection on Career Plan**

During the next five years, I plan to be in the working world equipped with my MBA and CPA certification. Ideally, I will be working with Johnson & Johnson as Senior Financial Analyst. I plan to enter their Financial Leadership Development Program which will train and help develop me into a Senior Financial Analyst. This goal is very attainable because during my last Co-op at Johnson & Johnson, I was recommended for the Development Program. Since I want to earn my CPA certification, I would need to do internal audit at J&J. Since the Development Program is a rotational program, I may not receive the amount of hours I would need to get this certification. As such, it may seem attractive to enter a Big 4 accounting firm for a couple years to earn the invaluable experience of public accounting. Some of the most successful controllers and managers at Johnson & Johnson received their audit experience from a Big 4 public accounting firm. With this said, I will need to revisit my career goals once I am in the MBA program. Graduate school could bring me new opportunities, so I will need to actively explore and evaluate my options before graduation.

Career Plan

# Future Plans

- Ongoing discussions between:
  - CNHP, LeBow, and English & Philosophy
- Bb Vista site created to host discussions
- Training provided by Nuventive
- Imbedded Rubrics
- Outcome data measures and benchmarks
  - Within Programs
  - University-wide
- Developing a knowledge base (FAQ)

# Future Plans – School of Education

[Click here to play video](#)



# Future Use of iWebfolio (1)

- **English and Philosophy** – “We’re staying the course here with **iWebfolio** usage, although we’re hoping in the FWP [freshman Writing Program] that **its usage will be more widespread this year**, according to the master plan” (Scott Warnock).
- **CNHP** – “The Nursing MSN program will continue with **iWebfolio** on the same basis as this past year. The active courses for **iWebfolio** use will be N500 and N669. The portfolios started in N500 will be continued throughout the program and culminate in a portfolio for assessment in Nurs669. Since Nursing MSN has a rolling admissions policy, we want to ensure that new students starting N500 in those terms can also pick up **iWebfolio** accounts.

There is interest on our part in **starting the portfolio process in the RN-BSN completion program**, which is an undergrad curriculum. However, that curriculum is currently being revised and I don’t know a start date for this program. Perhaps it could be as early as Fall 2010, but that isn’t clear right now” (Cheryl Portwood).

- **LeBow College of Business** – “**Our plans for the portfolios will be more extensive**, as we are putting together ideas by department to be implemented next fall in the upper level classes of our concentrations. Most of the students in these classes, however, have the **folio** product ePortfolios” (Frank Linnehan).



# Future Use of iWebfolio (2)

- **Professional DPT (Doctor of Physical Therapy)** “We plan to continue to use **iWebfolio** for our 3<sup>rd</sup> year students’ ePortfolios for their final Clinical Internships. We have also been discussing the possibility of **introducing iWebfolio to our students earlier in their program of study.**

Our Class of 2010 grads just completed using **iWebfolio** for their ePortfolios for their final Clinical Internships. This was the first time that our students used **iWebfolio** and we were extremely pleased with the use of it **to document their learning**” (Patricia Rubertone).

- **School of Education – (Joel Rodriguez)**
  - MSGIE - Global & International Education - 40 students
  - MSHE - Higher Education - 75 students
  - MSSE - Special Education - 30 students
  - MSSI - Science of Instruction – 50 students
  - MSEX – Special Education – 30 students
  - EHRD – Human Resource Development – 14 students
  - EDAM – Educational Administration – 76 students
  - Teacher Education – 590 students
- **Faculty Usage – for Tenure & Promotion – and – for Research**





## Contacts

- Rich Varenas    [varenas@drexel.edu](mailto:varenas@drexel.edu)
- Steve Chestnut    [chestnut@drexel.edu](mailto:chestnut@drexel.edu)

SYMPOSIUM *on*  
LEARNING *and*  
STUDENT ENGAGEMENT

