



EPORTFOLIOS: A BEST PRACTICES GUIDE FOR FACULTY

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Contents

High Impact Practices and ePortfolios	1
Recommended reading:	1
Summary:	1
Video resources:	2
Uses of an ePortfolio:	3
References cited:	3
Visualizing ePortfolio's – a student perspective	5
UFV's Institutional Learning Outcomes and ePortfolios	8
What are the ILOs?	8
How do the ILOs relate to ePortfolios?	10
Elements of an ePortfolio?	13
Summary	13
Biography	13
Artifacts	14
Reflection	15
Identity	16
References cited:	17
Faculty Development Resources	18
How can faculty support students completing ePortfolios?	19
Aligning assignments to ILOs	19
Using Blackboard Learn for submitting assignments	20
Group permissions	21
Adding Reflective Practice to your courses	22
Academic Integrity and the ePortfolio	25
A Five-Step Guide for implementing ePortfolios in your course	26
Annotated Bibliography	27
Journal Articles	27
Pedagogical Studies	34
Appendices	42
Workshop slides	43

High Impact Practices and ePortfolios

Recommended reading:

Kuh, G. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Eynon, B., Gambino, L., & Torok, J. (2012). Connect to learning: Using e-Portfolios in hybrid professional development. *To Improve the Academy: Resources for Faculty, Instructional and Organizational Development*, 32, 109-126.

Drake, S.M., Reid, J.L. & Kolohon, W. (2014). *Interweaving curriculum and assessment in 21st century: Engaging students in 21st century learning*. Toronto, ON: Oxford University Press.

Lackner, C., & Martini, T. (2017). Helping university students succeed at employment interviews: the role of self-reflection in e-Portfolios. *Teaching & Learning Inquiry: The ISSOTL Journal*, 5(2) 3-15.

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<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.48632f8f7e8444fda83c6df61836ac9a&site=eds-live>

Summary:

The impact of the use of HIP's in relation to student learning is well documented in the literature (Drake, Reid, Kolohon, 2014; Kuh, 2008; McNair & Albertine, 2012; Saudelli, 2015; Stes, Min-Leliveld, Gijbels, Van Petegem, 2010). In addition, there are various studies that identify best practices for ePortfolio in various disciplines (Eynon, Gambino, & Torok, 2014; Hartnell-Young, Harrison, Crook, Pemberton, Joyes, Fisher, & Davies, 2007; Malita, 2009; Mueller, 2015; Saudelli, 2015; Zubizarreta, 2008). However, a comprehensive best practices handbook for ePortfolio pedagogy in higher education is not currently available. In addition, gaps exist as to the nature, role and best practices in relation to faculty development in HIP's generally but particularly in relation to ePortfolios (Eynon & Gambino, 2016; Eynon, Gambino, & Torok, 2014; McNair & Albertine, 2012).

More than 50% of U.S. colleges and universities offer some form of ePortfolio experience (Eynon, Gambino, & Török, 2014). This builds on years of research supporting the use of ePortfolios as both a formative and summative assessment tool in higher education (Wuetherick & Dickinson, 2015). Moreover, ePortfolio platforms have the potential to enhance a campus's ability to make student learning visible across an entire institution catalyzing institutional learning and change (Eynon et al., 2014). In addition to course-based applications, ePortfolios are used in academic support structures to help students develop the skills and persistence needed to be successful (Gambino, 2014). This literature review examines ePortfolios as a high impact practice in higher education.

The prevalence of ePortfolios has led to its increased use as a pedagogical strategy adopted by a variety of disciplines to stimulate learning and improve performance (Bowman, Lowe, Sabourin, & Sweet, 2016). Roberts, Maor and Herrington (2016) report ePortfolios provide features that scaffold development of advanced learning skills moving beyond the traditional purposes of assessment to facilitates and enhance student learning. Consequently, ePortfolios demonstrate achieved competencies that document learning reflections helping students understand how they applied their knowledge.

Eynon et al. (2014) report that ePortfolio activities such as reflection will connect students learning across academic and co-curricular experiences. For example, Guttman College is the first college in the US built with ePortfolios as the centerpiece of learning linking high impact practices into a holistic learning environment (Gambino, 2014). Furthermore, ePortfolios help students see their own growth and how the individual component will fit into an integrative learning experience.

ePortfolios support teaching and learning such as assessing student performance, facilitating student reflection and displaying student achievement (Wuetherick and Dickinson 2015). When students compose ePortfolios they make higher-level choices that connect across various assignments and courses that demonstrate their learning (Hubert, Pickavance, & Hyberger, 2015). More importantly, the researchers indicate that well-developed ePortfolios share student's projects, documents and reflections from coursework spanning their entire program with clear program-related criteria.

Authentic assessment of student learning is based on evidence representing a reflective, intentional timespan rather than arbitrary points in time making ePortfolios a natural fit for high impact practices (Buyarski and Landis 2014). Consequently, ePortfolios support metacognition that will enhance learning as a pedagogical strategy that crosses disciplinary and demographic boundaries (Bowman et al., 2016). Eynon et al. (2014) have also shown that ePortfolios will advance higher order thinking that will help students construct purposeful identities as learners.

Watson, Rhodes, Light, and Chen (2016) report the Association of American Colleges and Universities (AAC&U) has made the evidence-based decision to expand its set of ten high impact practices (HIPs) by one to include ePortfolios (Watson et al., 2016). They indicate when ePortfolios are implemented as a meta-HIP they reflect on evidence of learning but when they are used in combination with "folio thinking" they amplify the positive benefits to scaffold learning experiences. Consequently, Eynon et al. (2014) report that campuses with sustained ePortfolio initiatives experience higher levels of student success, retention rates and higher GPA scores.

The Connect to Learning (C2L) project in partnership with the Association for Authentic, Experiential and Evidence-Based Learning incorporates ePortfolio strategies to advance student, faculty and institutional learning (Eynon et al., 2014). This is significant as Hubert et al. (2015) report ePortfolios provide feedback that help students integrate, apply and synthesize knowledge in meaningful contexts. More importantly, they indicate that ePortfolios share student's projects, documents and reflections from coursework spanning their entire program with clear program-related criteria.

D'Erizans and Bibbo (2015) confirm that e-portfolios prompt students to look back, to digest and to learn from their experiences as they set new goals and determine their next steps in their development. More importantly Buyarski and Landis (2014) report more faculty are choosing ePortfolios as an interactive approach toward authentic evidence fostering academic achievement, curricular coherence and student development. This is supported by Silva et al. (2015) showing that ePortfolios have the potential to improve both learning and assessment that will help students link various learning experiences.

Video resources:

- ePortfolios at Solent University - <https://www.youtube.com/watch?v=KOFsrV3QOWM>
- Why use portfolios in Blackboard - <https://www.youtube.com/watch?v=RxUyplOzCpY>

Uses of an ePortfolio:

An ePortfolio is more than a digital resume. It is a representation of the individual: it shows who you are, what you can do and what these experiences and skills mean to you, and provides a place to present your goals, values, and dreams. Finally, an ePortfolio is a process rather than a product. It is an evolving digital document that reflects your continuing experiences and life-long learning.

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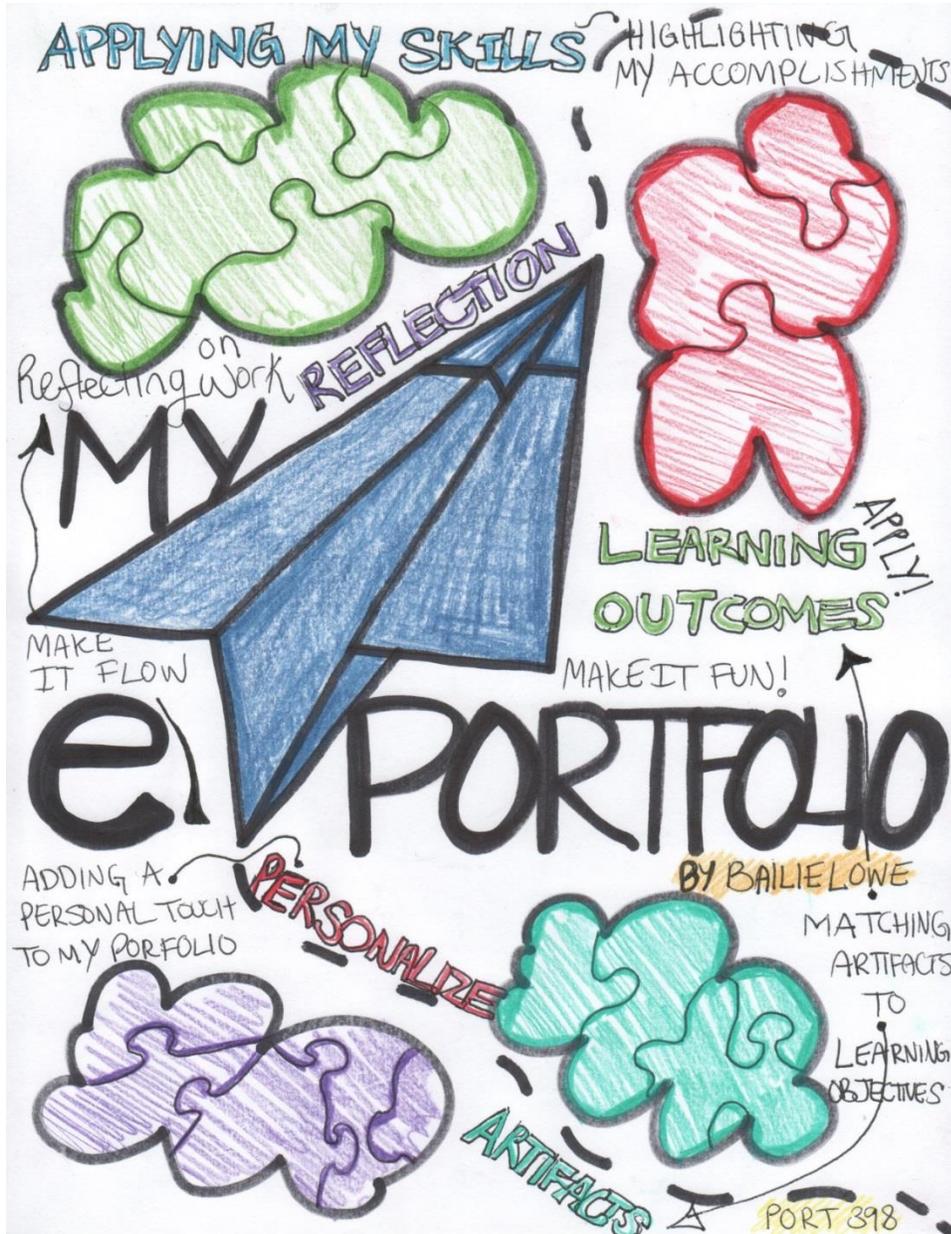
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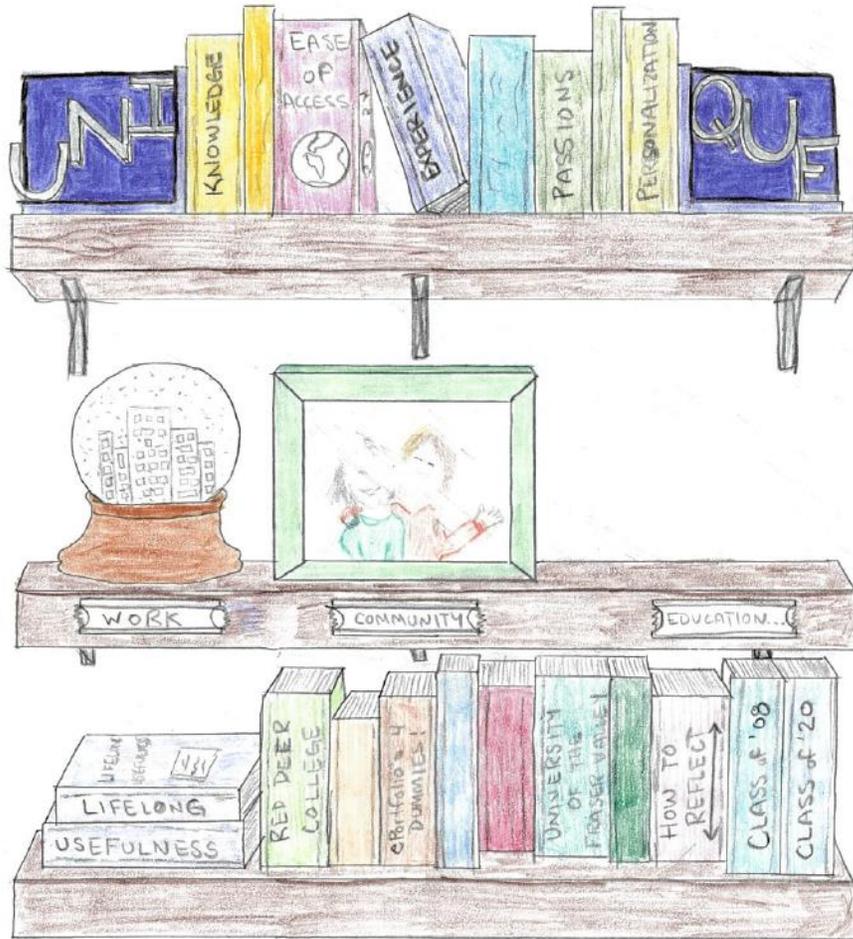
Visualizing ePortfolio's – a student perspective

Students completing ARTS 101 and PORT 398 were asked to visualize their ePortfolio journey and think about the value of ePortfolios as a learning tool. Here are some of their ideas (presented with permission).



Bailie Lowe, PORT 398

THE GREAT ePortfolio Bookshelf



Nicole Tucker, PORT 398

01
Self-Assessment & Reflection

A key feature of the portfolio is that it allows you to not only reflect on your work and your growth, but it also gives you a chance to assess yourself and decide where you would like to see improvement.

02
Create Your Digital Fingerprint.

Organize and compile your academic, professional and personal achievements in an online profile that reflects you and your authentic self. No syllabus, No exams, No memorization, just you!

03

Job Hunt?

You will have an organized collection of evidence that showcases your knowledge and skills to show prospective employers. Job interviews can be broad in scope, an e-portfolio allows you to display/showcase specific competencies on demand.

05

Thinking of a Master's or PHD?

An e-portfolio allows you to present a "whole you." Admissions boards get to see you as more than a student, and it reflects the diversity of your learning. You go from a GPA to a scientist, artist, advocate, linguist. You present them with a self-reflective, cooperative, and ambitious learner.

06

Are You Getting the Most Out of Your Education?

Do you sometimes wonder how much value you're getting from your university education? Creating an e-portfolio allows you to "track" your learning each semester. It allows to document what you know and what you still have to or want to learn. It's a great tool for assessing your authentic skill base and setting goals to further develop them.

07

Collaboration & Communication

Did you know that you can share your e-portfolio with friends and classmates? Which means that you can engage in a collaborative exchange of ideas. It also means that through the course of creating your portfolio you will be engaging in peer review, a key aspect of professional and academic pursuits.

With permission from Karen Thind, Pan Xiotang and Jessica Reist – PORT 398 students

UFV's Institutional Learning Outcomes and ePortfolios

What are the ILOs?

UFV's Institutional Learning Outcomes were developed through a collaborative process in 2012. The ILOs define what UFV graduates are able to do. The ILOs can be found at: <https://www.ufv.ca/ilos/>

UFV's ILOs

FOR MORE INFORMATION VISIT [UFV.CA/ILOS](https://www.ufv.ca/ilos/)

University of the Fraser Valley's Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning.

Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected Institutional learning outcomes:

Graduates....

- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Contribute regionally and globally
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Analyze critically and imaginatively
- Demonstrate information competency
- Engage in respectful and professional practices
- Engage in collaborative leadership

UNIVERSITY OF THE FRASER VALLEY

UFV.CA

University of the Fraser Valley's Institutional Learning Outcomes

FOR MORE INFORMATION
VISIT UFV.CA/ILOS

- 1 Demonstrate information competency**

Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.
- 2 Analyze critically and imaginatively**

Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
- 3 Use knowledge and skills proficiently**

Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.
- 4 Initiate inquiries and develop solutions to problems**

Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.
- 5 Communicate effectively**

Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences. Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.
- 6 Pursue self-motivated and self-reflective learning**

Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.
- 7 Engage in collaborative leadership**

Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.
- 8 Engage in respectful and professional practices**

Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.
- 9 Contribute regionally and globally**

Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.

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How do the ILOs relate to ePortfolios?

The BA and BGS ePortfolios use the Institutional Learning Outcomes. In their ePortfolios, students find evidence to show that they meet these outcomes and then reflect on their experiences. Students use a formal ePortfolio template built around the ILOs as illustrated in the example below.

Aart B. Achelor

Bio

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practices
9. Contribute regionally and globally

Integrated Learning

Bio

All About Aart



I am working towards a Bachelor of Arts with two extended minors in Human Studies and Culture. These areas reflect my interests in humanity, culture, sociology, communications, and art, as well as the relationship between humans and their environment.

I like to play basketball and video games such as Halo and Assassin's Creed. I have a keen interest in art and architecture, and, stemming from this, I enjoy drawing and designing backgrounds and space for video games. I have also extended this interest by taking courses in Visual Arts and Graphic Design.

I embrace hard work, creative thinking, and community engagement and have sought opportunities related to these. I am a valued employee at Digital Hub electronics super-store where I have been working part time for 3 years. I also work part time as a junior brewer at Sunshine Brewing. UFV has also provided me the chance to engage in other ways. For example, I was a volunteer with Run for Water and a facilitator for the Student Leadership Challenge.

I have a keen interest in the world around me. I'm the eldest child of immigrant parents. I was born in Australia, where I spent my early years. Before coming to Canada, my family also lived in Japan for 5 years. My desire to understand the world, including its people, culture, and environments, also led me to undertake a semester of study abroad as part of my UFV studies.

For each of the ILO's students use an artifact to demonstrate that they meet each ILO and then critically reflect on that experience. An example is shown below.

Bio

1. Demonstrate information competency
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- Integrated Learning

7. Engage in collaborative leadership

Student Leadership Challenge

Aart B. Achelor CERTIFICATE of ACHIEVEMENT



cmsmig

When I first arrived at the retreat location I was unsure how I was going to be accepted or how I might fit in with the others in the group. The setting was a very peaceful wooded property with tall trees and small cabins with bunks. It reminded me of summer camp so I was a little apprehensive since I hated summer camp. At the first session as an icebreaker we were challenged to confront stereotypical language and social norms by completing a statement "just because I am _____ it doesn't mean I am _____". I chose to make the statement "Just because I do not identify with a particular gender doesn't mean I'm not happy with who I am". There were many challenging things we did over the two days that we were together as a group. We walked high wires, completed difficult puzzles, and tested our leadership skills in so many ways but to me, the biggest challenge was that first session and confronting that on big stereotype. I felt like that level of vulnerability motivated me to connect with everyone. It set the standards for the next two days so that we could both lean on each other and support each other at the same time.

In an ePortfolio, students are demonstrating that are able to do something (meet a learning outcome) through a learning experience (may occur within courses or through extracurricular experiences). The important, piece is the reflection that critical evaluates the experience and the deep learning and transformation that occurs.

UFV's Institutional Learning Outcomes provide a set of consistent learning outcomes that students can use to measure their skills and abilities.

Elements of an ePortfolio?

Summary

An ePortfolio is more than a digital resume. It is a representation of the individual: it shows who you are, what you can do and what these experiences and skills mean to you, and provides a place to present your goals, values, and dreams. Finally, an ePortfolio is a process rather than a product. It is an evolving digital document that reflects your continuing experiences and life-long learning.

Regardless of the purpose of the ePortfolio, the following elements should be included:

- Biography
- Artifacts
- Reflection
- Identity

Biography

The purpose of the bio page is to introduce yourself to the reader. It is an opportunity for you to create a first impression. The information contained within the bio page will be reflective of the audience for the portfolio. For BA and BGS portfolio courses, the bio page might look like this:

Aart B. Achelor

Bio

1. Demonstrate information competency

2. Analyze critically and imaginatively

3. Use knowledge and skills proficiently

4. Initiate inquiries and develop solutions to problems

5. Communicate effectively

6. Pursue self-motivated and self-reflective learning

7. Engage in collaborative leadership

8. Engage in respectful and professional practices

9. Contribute regionally and globally

Integrated Learning

Bio

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I am working towards a Bachelor of Arts with two extended minors in Human Studies and Culture. These areas reflect my interests in humanity, culture, sociology, communications, and art, as well as the relationship between humans and their environment.

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I have a keen interest in the world around me. I'm the eldest child of immigrant parents. I was born in Australia, where I spent my early years. Before coming to Canada, my family also lived in Japan for 5 years. My desire to understand the world, including its people, culture, and environments, also led me to undertake a semester of study abroad as part of my UFV studies.

If you are using an ePortfolio as an application for a work position, the bio page will relate to the particular requirements of the position similar to a cover letter.

Artifacts

These are the 'evidence' that you can do the things you say you can do. In the BA and BGS portfolios, the artifacts are experiences (course work or other co-curricular experiences) that show you meet each of the Institutional Learning Outcomes. When artifacts are submitted they are not graded a second time (which is why they don't violate the Academic Misconduct Policy 70). The purpose is to demonstrate that a student meets an ILO; the linkage to an ILO should be clear but they specific artifact is chosen by the student.

Here is an example of an artifact in the BA portfolio:

Aart B. Achelor

Bio

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practices
9. Contribute regionally and globally

Integrated Learning

5. Communicate effectively

POSITIVE Wordle - One of Three Artifacts



cmismig

[POSITIVE: One page overview](#) [POSITIVE: Brochure](#)

As part of my Human Studies program, I took Human Services 120: Interpersonal Communications. One of my takeaways from the course was how important effective communication is to relationships. We learned about POSITIVE, which is an acronym for effective communication. It seems to me that POSITIVE reflects the overall values of effective communication because it requires you to listen, understand other points of view, and communicate with respect. POSITIVE stands for: positiveness, openness, supportiveness, interest, truth, involvement, value, and equality. I have been able to take these skills and lessons and apply them to my own life. I find that they are equally applicable to relationships with friends, colleagues, or family. I've become particularly aware of the importance of being actively involved. I'm very comfortable in a virtual world and with using digital means to communicate, but I understand that I also need to be actively present and engaged non-virtually with people.

For the course, I had to imagine that I was sharing this information with others. I had to create three different ways of sharing this information. I chose to create a Wordle, displayed below, outlining the POSITIVE values, as well as a one-page overview and a brochure. I believe this demonstrates my ability to consider different audiences and convey information in various forms.

And another example:

Bio

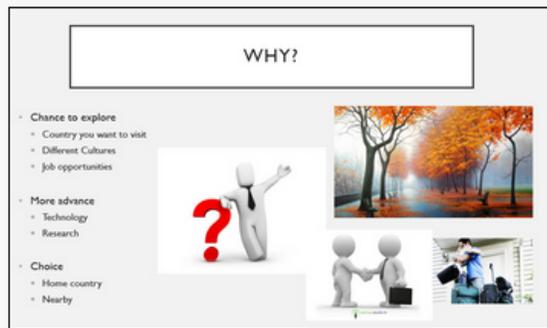
1. Demonstrate information competency
 2. Analyze critically and imaginatively
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 9. Contribute regionally and globally
- Integrated Learning

9. Contribute regionally and globally

cmsmig

Personal privacy - PPT file

Study Abroad Presentation



As part of my attempts to build relationships in this new community, I am giving presentations to seniors groups at the Abbotsford Rec. Centre. I am including the slides used in my most recent talk as an example of a regional contribution.

It's been a great

experience sharing my knowledge of internet-related social phenomena with an attentive audience who have a lot of reservations about using online services (with justification!). The experience has been personally rewarding and also an opportunity to practice my research, writing and presentation skills.

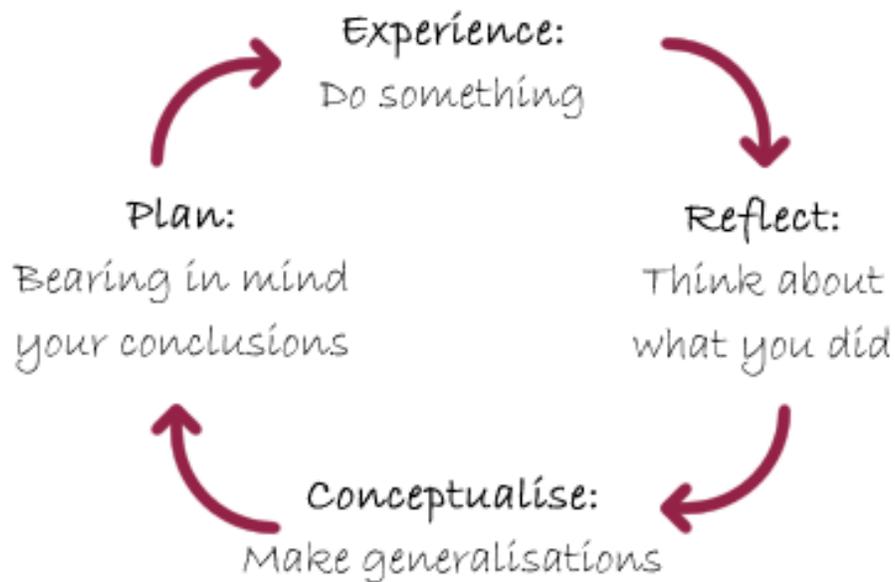
After my recent study abroad experience in Barcelona, I really wanted to evangelize the value of studying in a different country for a semester as part of the UFV BA experience. Rather than focus on the connections I made while at the Universitat Autònoma de Barcelona (UAB) myself, I have chosen to include the presentation deck I created for talks to first-year UFV students about the value of Study Abroad in general and my own experience in particular. If my actions helped convince even a couple of first-year students to pursue a semester abroad, I think I will have satisfied the ILO for global contribution to furthering contact and, inevitably, understanding between cultures.

Reflection

“We do not learn from experience... we learn from reflecting on experience.” (John Dewey, 1910)

Karen Hinett, 2002 notes that “Reflection is a way of thinking about learning and helping individual learners to understand what, how, and why they learn. It is about developing the capacity to make judgments and evaluating where learning might take you.” Studies show that reflection increases knowledge retention, builds stronger connections across curricular areas and promotes critical thinking

(D'Erizans, R., & Bibbo, T.,2015). We can think of reflective practice as a ongoing process as defined by Kolb, 1984:



The following TED talk by Ramsey Musallam presents a compelling reason to engage in reflective practice in the classroom (https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning).

In the BA and BGS portfolios, students reflect on the meaning of each of their artifacts in relation to the ILOs and consider how the learning has been applied or adapted and how it has influenced who they are as a person.

Identity

An ePortfolio will reveal: “Who am I?” and as a result each ePortfolio will be unique. Part of the process of building an ePortfolio is to embed identity, personality and values in an authentic way. As Cooper, 2014, p.3 notes “Identity is unique to each individual but is also mediated in relation to the broader culture/social group. Identity is changing. Identity production is a personal and social bricolage. Identity construction is a lifelong endeavour”. To illustrate this, one of the authors presents herself in this way:

CLAIRE L HAY: EDUCATOR | SCHOLAR | LIFELONG LEARNER

And...

Education is not the learning of facts, but the training of the mind to think – Albert Einstein

The use of value statements, descriptors and quotes can illustrate what an individual values as important, who are their influences and how they wish to be remembered.

ePortfolios can be personalized using colour, photographs, quotes, music and other techniques.

References cited:

Cooper, L. (2014). Electronic portfolios to support the growth of digital identity in the school library. *School Libraries Worldwide*, 20(2), 1-12

D'Erizans, R., & Bibbo, T. (2015). Time to reflect e-portfolios and the development of growth mindsets, *Independent School*, 74(2), 78-85.

Hinett, K. (2002). Improving learning through reflection. *The Higher Education Academy*.
www.medev.heacademy.ac.uk/assets/documents/resources/database_t/id_p6_improving_learning_through_reflection_part2.pdf.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Faculty Development Resources

UFV's Teaching and Learning Centre has developed a number of workshops around ePortfolios that can be used to train faculty but also be modified as classroom teaching tools. The following workshops are available:

- High Impact Practices and ePortfolios
- Introduction to Blackboard Portfolios Tool
- Folio Thinking (for faculty and students)
- Reflective practice – making meaning from experience (for faculty and students)
- Capturing the self – the importance of identity in ePortfolios

Workshop slides can be found in the appendix to this handbook.

In addition, Teaching and Learning has designed an online tutorial for students completing ePortfolio courses. This provides students with interactive modules designed to teach them how to use the Blackboard portfolios tool. This allows course instructors to concentrate on other areas of course content. This module can be added to any Blackboard Course Shell as a resource for faculty using portfolio assignments in courses. The online module can be found here:

How can faculty support students completing ePortfolios?

Aligning assignments to ILOs

Students completing the BA or BGS portfolio demonstrate their skills and experience against the Institutional Learning Outcomes. They then reflect on these experiences and what they have learnt.

Students have expressed challenges in linking course assignments to institutional learning outcomes. Faculty can assist students by clearly aligning assignments with institutional learning outcomes. Not all ILOs need will be represented in a single course. Students meet all ILOs through the completion of their programs. Here are some suggestions on how you might link assignments and ILOs in your course syllabus. The first example is an alignment chart that include could be included in a course syllabus:

Institutional Learning Outcomes	Course assignments			
	<i>Assignment 1 Annotated bibliography</i>	<i>Assignment 2 Research Paper</i>	<i>Assignment 3 Presentation (team assignment)</i>	<i>Assignment 4 Reflective Journal</i>
Demonstrate information competency	X	X		
Analyze critically and imaginatively				X
Use knowledge & skills proficiently		X		
Initiate inquiries & develop solutions to problems			X	
Communicate effectively		X	X	
Pursue self-motivated & self-reflective learning				X
Engage in collaborative leadership			X	
Engage in respectful & professional practice				
Contribute regionally & globally				

You can also align your assignments to ILOs on individual assignment details:

Assignment 2: Research Paper

Grade allocation: 40%

Associated Institutional Learning Outcomes: Demonstrate information competency, use knowledge and skills proficiently; communicate effectively

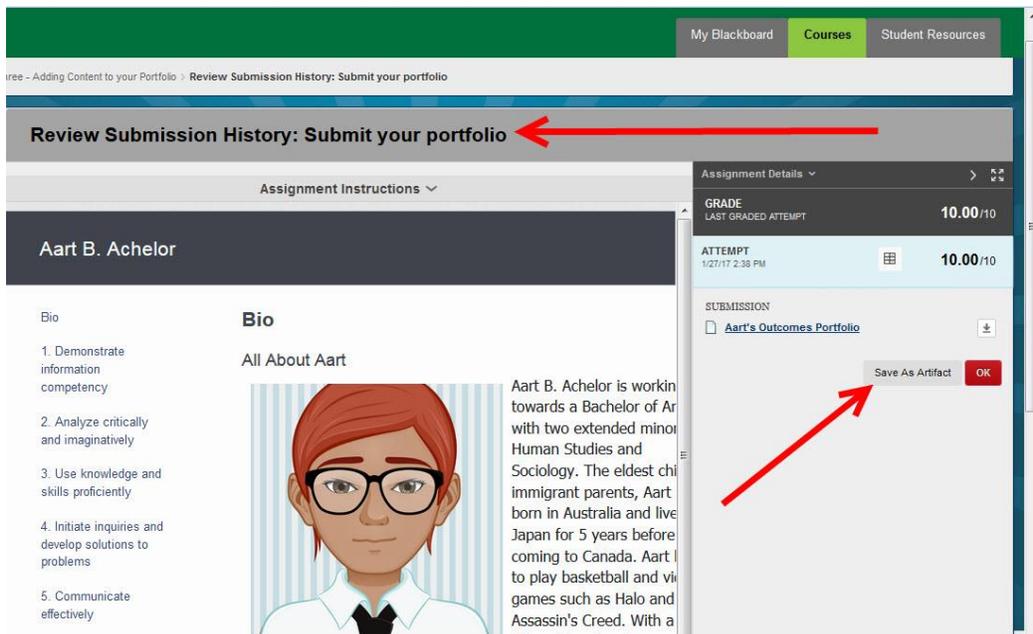
Question to be addressed:

For this assignment you are required to produce a written paper that answers the following question. It should be written as a professional academic paper:

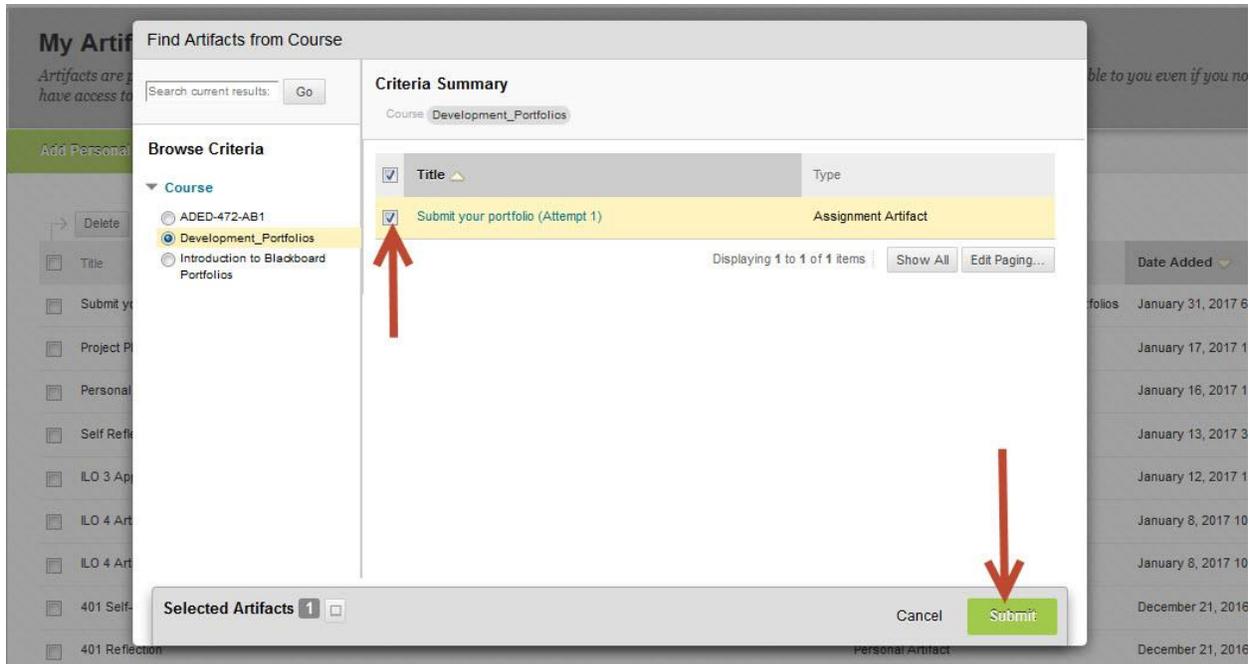
“The regional geography of Scotland is a function of the interplay between the physical landscape, its people, political arena, environment, culture, economy and resources. Examine the characteristics of Scotland’s geography through an analysis of these contributing factors that is both descriptive and comparative; that seeks to integrate physical and human geographies and uses multiple sources of information.”

Using Blackboard Learn for submitting assignments

Students completing ePortfolios can utilize the in-built functionality of Blackboard for saving assignments to the Blackboard Portfolios Tool when assignments are submitted for grading inside the LMS. Graded assignments can be saved to My Artifacts from the My Grades window by opening the assignment and clicking ‘Save to Artifacts’. This makes it simpler for students to add material to their portfolio tool. In addition, students are asking faculty to allow Blackboard submission of assignments.



Students can also retrieve artifacts from Blackboard courses at a later date through the Content Collection.



Also, encourage students to consider their assignments as potential artifacts in a portfolio and to save their submissions in the My Artifacts folder of the Portfolios tool.

Group permissions

When a student wishes to use a group assignment as an artifact in their portfolio, they must show permission from the other students involved. This can be difficult to do retroactively. To make this process simpler, consider the following:

1. Attach a group work permission form to your assignment details (example below);
2. Remind students to complete the form and then save to the My Artifacts folder in the Portfolios tool;
3. Emphasize that group assignments often link directly to ILO 7 Engage in Collaborative Leadership.

Example of a Group Work permission form (modify as needed):

Portfolio Group Work Permission Form

There are instances when you may want to include something in your portfolio which requires the permission of other students. You need to get signed permission from fellow students in order to include things like group projects, group presentations, non-public performances, etc. in your portfolio. Basically, if another student contributed to something in your portfolio or another student is visible or heard in an audio-video link you've embedded in your portfolio, you need to have that student's permission.

Use this form to collect signatures for any such work and include it as an artifact on the appropriate page.

Permission:

I give _____ permission to include _____
in a digital ePortfolio.

Print Name

Signature

Date

Adding Reflective Practice to your courses

An integral part of an ePortfolio is reflecting on the learning experiences presented and what they mean to the student in question. Many courses do not introduce students to reflective practice and they are discovering this for the 1st time in portfolio courses. Self-reflection takes practice and the more often students engage in this practice the more proficient they become and the level of reflection increases.

In the portfolio courses, we are taking a simple approach to critical reflection based on:

What? So What? Now What?

In this format:

- 'What' – this is the descriptive level.
 - What is the artifact or experience?
 - What learning does it represent?
- 'So What' –this is the interpretive level.
 - Why is this experience meaningful?

- What did I learn from this experience?
- 'No What' – this is the decisional level.
 - How have I applied this learning?
 - How can I adapt and apply this learning in the future?

Reflective assignments can be added to any course. In these examples, students reflect critically on both the course content but also on how they are learning. An assignment example is shown below:

Assignment 4: Reflective Journal

Due Date: 11 April 2018

Grade allocation: 12%

Associated Learning Outcomes: This assignment meets institutional learning outcome 6 and course learning outcome 9.

Details:

An important component of self-directed learning is the reflection of the tools, techniques, information and experiences used in this course. Answer all the reflective questions presented below by the appropriate due date. Provide your thoughts on a page in your ePortfolio entitled '**My Learning Journey**' (see the shared portfolio example for further directions).

Reflective Questions:

Question 1: This course is designed around a real world problem and is delivered in a non-traditional format where you, the students, are in control of the course content, the format of the assignments and the completion strategy. How are you feeling right now? Describe your thoughts on this process and how you plan to move forward?

Question 2: Crescent Beach is a community under threat. Now you have heard about the CFAS project and visited Crescent Beach what are your initial thoughts about the 'problem'?

Question 3: What role does education have to play in preparing residents of at-risk communities to the challenges of climate change? What role do **you** have to play?

Question 4: We are now part way through the semester. How are you progressing? What have you achieved and what is left to do? Design a completion plan to get things done on time. And more importantly, reflect on how are you feeling?

Question 5: What do you think is the greatest challenge facing coastal communities in BC in light of sea level rise? If you lived in a coastal community how would you respond to the threat of sea level rise?

Question 6: Now that your learning journey in GEOG 304 is complete, think about what you have learned about the problem, about your learning styles and about yourself.

This assignment is graded using the following rubric:

Assignment 4 Reflective Journal Grading Rubric

Level of Achievement	Available points	Description of expectations
Exemplary (A+)	22.5-25	Extensive personal reflection in all entries which links personal insights to course materials and learning tools in <u>all</u> entries. Reflection moves beyond descriptive and includes interpretative and decisional reflection.
Superior (A-/A)	20-22.4	Detailed personal reflection in all entries which links personal insights to course materials and learning tools in <u>most</u> cases. Reflection is descriptive and interpretive with some attempted as decisional insight.
Accomplished (B- to B+)	17.5-19.9	Detailed personal reflection in all entries which links personal insights to course materials and learning tools in <u>most</u> cases. Reflection is descriptive with attempt at interpretative and/or decisional reflection in some entries.
Developing (C- to C+)	15-17.4	All reflections may or may not be included. Personal insight is linked to course materials and/or learning tools in some instances. Reflection is descriptive throughout. Writing contains grammar and/or spelling errors that may affect understanding.
Beginning (D)	12.5-14.9	Not all reflections are included. Those present do not link personal observations with course materials and learning tools. Reflection is purely descriptive. Writing contains grammar and/or spelling errors that affect understanding.
Final Grade (max. 25 points)	Comments:	

Students attending university in the future will have encountered self-reflective practice in public school. They will likely have more experience in this technique than current students. But as with many skills...practice makes perfect!

Academic Integrity and the ePortfolio

The ePortfolio tells the story of a student's educational journey and achievement of learning outcomes. As part of this process, questions about academic integrity arise. Here are some FAQ's that are provided to students.

1. In one of my classes I had to write a reflection about me as a global citizen. Can I just use that in my portfolio for learning outcome 9: contribute regionally and globally?

No. When professors evaluate your portfolios, one of the main things they will assess are your reflections. Your reflections need to adhere to all of the principles of academic integrity: they cannot have been handed into another class, they cannot be copied from any source, they cannot be the same as another student's, etc.

2. I really want to include this one paper, but I had some citation errors on it and my professor docked marks. Overall, the paper is an excellent example of my ability to analyze critically and imaginatively. Will I lose marks again for my citation errors? Can I include it?

Yes, you can include it because your paper is not being assessed again. The professor assessing your portfolio wants to see that it provides evidence of what you are connecting it to – in this case your ability to analyze critically and imaginatively. You could correct the citation if you'd like before uploading the paper as an artifact to your portfolio, but you do not have to do so. Your professor will not be grading the paper, only your ability to reflect on it and its relationship to the outcome you're demonstrating.

With that said, if the original paper was flagged for plagiarism, you received a notice of disciplinary action, and the decision was recorded in the student registry, do not include it.

3. I thought I couldn't use the same assignment for more than one class, but I want to include an essay from a course in my portfolio. Isn't that cheating?

No. You are not receiving a grade for the essay. Your portfolio is being assessed, not the essay. You're merely providing the essay as evidence that you can do what you say you can do. Your ARTS portfolio professor is not grading your essay, only your use of the essay as an artifact.

4. I want to include a group project as evidence for learning outcome #7: engage in collaborative leadership. Three of us worked on the project and all received the same mark. Can I include it?

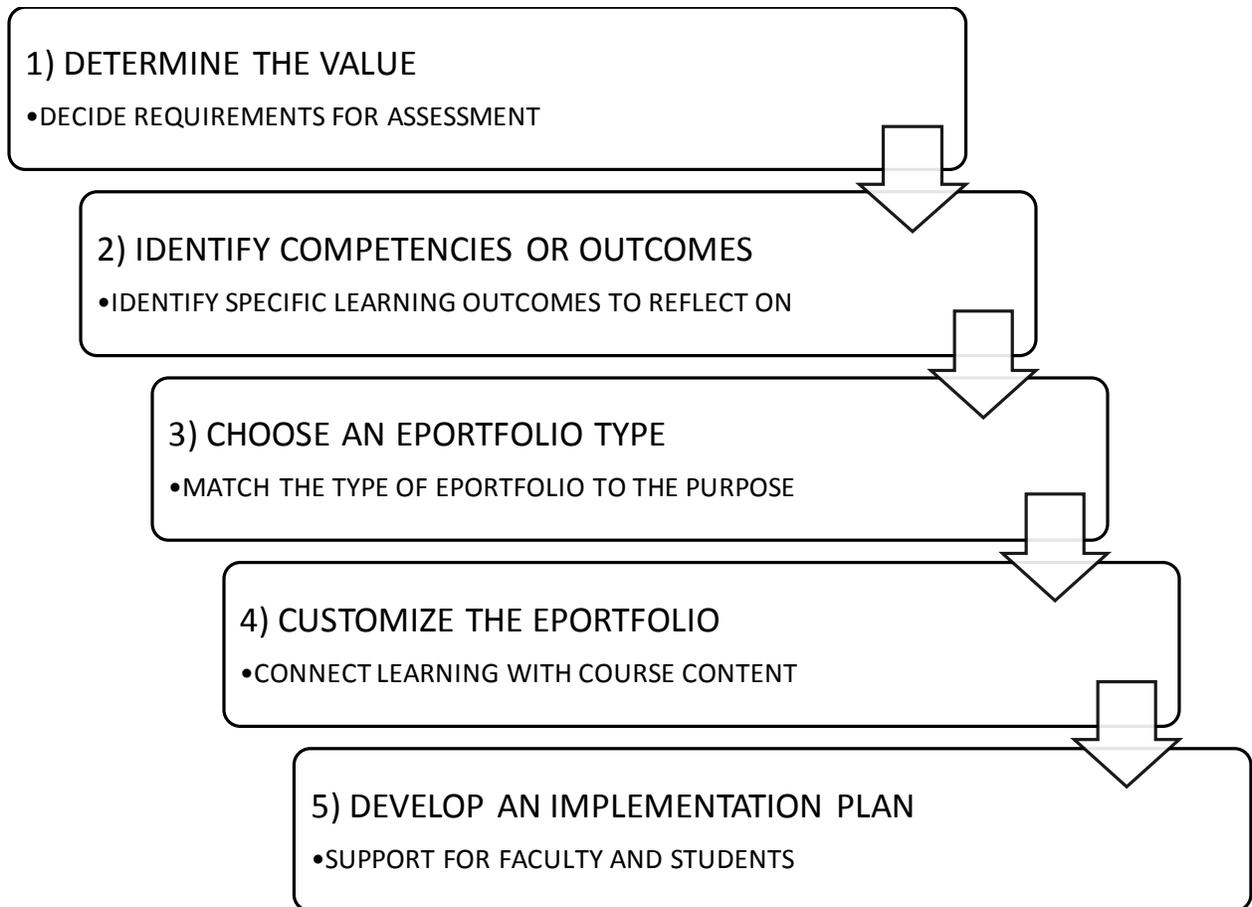
Yes. You can include it as long as you have permission from the other group members. Simply have your group members sign a document (provided) saying that they approve you using the assignment. Upload this as an artifact to your portfolio. This is also true for group presentations. In your reflection, be sure to talk about your role in completing the project, pointing to specific things that you contributed.

5. I want to be sure there's no misconduct in my portfolio. Where can I get help?

Your ARTS 101, 201, 301, and 401 professors can provide help while you're taking those courses. Outside of that, tutors in the Academic Success Centre are happy to assist you!

A Five-Step Guide for implementing ePortfolios

This Five-Step Guide for ePortfolios illustrates the steps to consider when deciding to implement ePortfolios.



Step One

The first step in this five-step guide is to establish the value of ePortfolios to all stakeholders. If students see a clear path to achievement such as further education or workplace readiness, they will be more likely to see the value in creating ePortfolios.

Step Two

The second step is to identify competencies, course or program outcomes that will form the structure of the ePortfolio. This will establish a clear link between what skills or knowledge will be evidenced in the ePortfolio.

Step Three

The third step is to choose a type of ePortfolio that best aligns with the purpose. For example, process-Portfolios can form a connection between theory and practice by acting as a learning map. ePortfolios can help students make connections across disciplines.

Step Four

The fourth step is to customize the chosen ePortfolios so students have a clearly laid-out plan of how ePortfolios will be used. I recommend this step include the development of user guides and tutorials plus ePortfolio templates and samples specific to your course content and learning outcomes.

Step Five

The fifth and final step, implementation of ePortfolios, will require program planning and faculty professional development. I recommend this step include faculty development workshops, comprehensive assessment rubrics, guidelines for using rubrics, reflective tools and models for reflective practice, as well as best-practices guides such as this one. The implementation step should also include a comprehensive plan for student and faculty support pertaining to technology.

Each of the recommendations above have been supported by the literature explored in the articles listed in the annotated bibliography.

Annotated Bibliography

Journal Articles

These articles examine the future of e-portfolios in higher education as an authentic approach in meeting student learning outcomes. There are positive reports that indicate e-portfolio initiatives are a powerful pedagogical tool to support deep learning and reflection across various learning contexts. There is evidence that e-portfolios support and encourage students to take ownership of their learning and prompt students to look back, to digest and to learn from their experiences. Furthermore, when e-Portfolios are used for formative assessment they stimulate student responses to feedback improving the quality of work increasing student engagement. It was also expressed that professional development is a critical component in the cultivation of an eportfolio initiatives that are guided by the design principles of inquiry, reflection and integration. However, the challenge remains to bring new faculty members on board each year while building professional development and structures to integrate e-portfolios. It was concluded that by continuing to share practices and findings it can contribute to the broader e-portfolio field and demonstrate e-portfolios' potential to catalyze learning.

Andrade, M. S. (2013). Launching e-portfolios: an organic process. (cover story). *Assessment Update*, 25(3), 1-16. doi:10.1002/au.253

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=88256230&site=eds-live>

Faculty in a variety of disciplines in higher education, such as English composition, business, and education have used paper-based portfolios to assess students' writing skills and professional competencies. This article examines the benefits of e-portfolios as both a formative and summative assessment of learning. The Utah Valley University launched an e-portfolio initiative to increase the involvement of multiple parties in the review of data and increase the overall value placed on assessment practices. Integrating the ELO's with program outcomes will potentially affect the purpose, use and ownership of e-portfolios and increase accountability. The results of this pilot project show the outcomes and assessment plans were achieved and the participants feedback was positive. This article concludes by stating that as the momentum builds towards inclusion of e-portfolios the value of creativity and focus on student learning must continue to be emphasized.

Burnett, M. N., & Williams, J. M. (2009). Institutional uses of rubrics and e-portfolios: spelman college and rose-hulman institute. *Peer Review*, 11(1), 24-27.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=38119818&site=eds-live>

Institutions are turning to e-portfolios to demonstrate and communicate student achievement at the college or university level. This article examines two US colleges approach in transforming education. The Rose-Hulman Institute (RHI) developed its own e-portfolio system and outcome rubrics for program assessment. Faculty at RHI developed rubrics and e-portfolios that articulate expectations of student learning that are reflective of the curriculum that embodies their education. They included greater emphasis on interdisciplinarity and connected learning across courses. Spellman College created an e-portfolio to enable students to think critically and make connection to their intellectual, professional, and personal lives. Faculty at Spellman incorporated e-portfolios as an authentic approach to assessment of student learning to provide a creative flexible approach to submitting and revising assignment.

D'Erizans, R., & Bibbo, T. (2015). Time to reflect e-portfolios and the development of growth mindsets, *Independent School*, 74(2), 78-85.

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=100170122&site=eds-live>

Educators are regularly confronted with new theories, new innovations, new products and approaches to teaching and learning. This article examines e-portfolios that chronicle and reflect students social, emotional, and intellectual development. When students reflect on their learning, knowledge retention is higher and students are able to make stronger connections across curricular areas. E-portfolios can be used in a reflective conversation to highlight strengths and challenges, interests and passions. The use of e-portfolios prompt students to look back, to digest and to learn from their experiences so they can set new goals and determine next steps in their development. Consequently, students assume more responsibility for their learning, develop a better understanding of their strengths and challenges and learn to set goals.

Eynon, B., & Gambino, L. M. (2016). Professional development for high-impact eportfolio practice. *Peer Review*, 18(3), 4-8.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=118867250&site=eds-live>

Research has shown that sophisticated eportfolio practice can advance student success, deepen student learning and catalyze institutional change. This article examines professional development as a means to advance high-impact eportfolio practices from effective classroom teaching to making connections with other high-impact practices such as first-year experience programs. It was found that successful eportfolio initiatives address multiple layers of campus activity, from classrooms to institutional policy that address pedagogy, outcomes assessment, professional development, technology and scaling up. Also, professional development can support powerful eportfolio practice and build student, faculty and institutional learning. The article indicates peer mentorship programs can encourage reflection guiding faculty to think carefully about both teaching and learning. Furthermore, professional development is a critical component in the cultivation of an eportfolio initiative guided by the design principles of inquiry, reflection and integration.

Eynon, B., Gambino, L. M., & Török, J. (2014). What difference can ePortfolio make? a field report from the connect to learning project. *International Journal of Eportfolio*, 4(1), 95.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=95908169&site=eds-live>

The Connect to Learning project coordinated by LaGuardia Community College links ePortfolio teams from 24 campuses nationwide into a supportive community of practice. This article examines the program launched in 2011 and focuses on exploring and documenting ePortfolio strategies to advance student, faculty and institutional learning. Addressed in this article are two overarching questions “What difference can ePortfolio make?” and “What does it take for ePortfolio to make a difference?” These questions were examined through three propositions: (1) ePortfolio initiatives advance student success (2) making student learning visible and (3) ePortfolio initiatives support reflection, social pedagogy and deep learning; and ePortfolio initiatives catalyze learning-centered institutional change. The results indicate that integrative ePortfolio practice has potential to support student, faculty and institutional learning offering multiple avenues for further research, analysis and theory-building. In summary the future of ePortfolio depends on the ability to gather, analyze and share evidence of the difference ePortfolio initiatives can make and offer these preliminary findings for broad consideration, testing, refinement and improvement.

Fuller, K. K. (2017). Beyond reflection: using ePortfolios for formative assessment to improve student engagement in non-majors introductory science. *American Biology Teacher (University of California Press)*, 79(6), 442-449.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=gsa&AN=124551078&site=eds-live>

Student success rates in non-major introductory biology courses tend to be lower than courses for majors. This article examines the correlation between e-Portfolios and increased student retention and improved learning. When e-Portfolios are used for formative assessment they stimulate student responses to feedback improving the quality of work increasing student engagement. This study implemented the e-Portfolio in low-stake assignments to foster a dialogue between the instructor and the student outside of classroom prior to larger, high-stakes summative assessments. Furthermore, the use of e-Portfolios allows the instructor to provide feedback on student work for confirmation of learning or extended learning outside of class. Intentional and embedded use of ePortfolios fosters more interaction with course materials outside of the class and results in better assignment turn-in rates, improved exam scores and increased success rates in introductory biology courses.

Gambino, L. M. (2014). Putting e-portfolios at the center of our learning. *Peer Review*, 16(1), 1-7.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96063042&site=eds-live>

In 2012 Guttman Community College in New York introduced an innovative educational model to transform education. This article examines multiple high-impact practices such as first-year experience, learning communities and experiential learning in which e-portfolios were central to that transformation. Guttman College incorporates e-portfolios to connect high impact practices into a holistic, integrative learning environment for students and serves as the primary vehicle for assessment. The faculty and first-year advisors engage students in activities that use reflective and social pedagogies to connect and support their integrative curriculum. E-portfolios focus on the institutional assessment

on authentic student work and reflections connected to real classroom, experiential and co-curricular activities. The challenge remains to bring new faculty members on board each year while building professional development and structures to integrate e-portfolios. It was concluded that by continuing to share practices and findings it can contribute to the broader e-portfolio field and demonstrate e-portfolios' potential to catalyze learning and change for students, faculty and the institution as a whole.

Harring, K., & Luo, T. (2016). Eportfolios: supporting reflection and deep learning in high-impact practices. *Peer Review*, 18(3), 9-12.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=118867251&site=eds-live>

E-portfolios are a powerful pedagogical tool to support deep learning and reflection across various learning contexts. This article examines the implementation of e-portfolios as an integrative lens to view educational experiences. Student assessments indicate that although students do not always understand the value of e-portfolio development they report that the use e-portfolios help them (1) translate and develop skills for future employment; (2) reflect on their learning experiences; (3) value and understand the larger goals of the course and (4) learn the technological skills of setting up, designing, and managing an eportfolio. Discussions with e-portfolio instructors suggest faculty members sometimes encounter difficulties making the connection between e-portfolio assignments and overall course goals visible and understandable for students. Furthermore, instructors find it a challenge to transform existing course assignments into high-impact practices within e-portfolios. The article concludes that working with faculty and students to integrate e-portfolios into high-impact practices is vital to successful e-portfolio pedagogy.

Hubert, D., Pickavance, J., & Hyberger, A. (2015). Reflective e-portfolios: one HIP to rule them all. *Peer Review*, 17(4), 15-18.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=113641794&site=eds-live>

Colleges and universities who embrace high-impact practices (HIPS) envision a future anchored in curricular pathways designed to improve student retention and graduation. This article speculates on the future of e-portfolios in assessing essential learning outcomes. Exploring these reasons reveals some of the characteristic features of high-impact practices that show why e-portfolios are potentially the unifying HIP. Students make connections across various assignments and courses that demonstrate their education in ways they haven't been traditionally asked to and shed light on institutional teaching. Over time the e-portfolio would document student's engaged learning, growing sophistication and emergence as a reflective practitioner. Moreover, the e-portfolio appears to be leading an increased focus on general education learning outcomes across the curriculum. In a future world where high-impact practices are strategically located throughout curricular pathways, a well-designed e-portfolio requirement could be the one HIP that serves all the others. Therefore, when students are the curators and narrators of their education, reflective e-portfolio pedagogy showcases signature work in HIPS allowing institutions to authentically assess student learning artifacts and ties HIPs together as a whole rather than individual pieces.

Jenson, J. D., & Treuer, P. (2014). Defining the e-Portfolio: what it is and why it matters. *Change*, 46(2), 50-57.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rga&AN=95477127&site=eds-live>

This article discusses student mobility and the new culture of learning generated by the Web's information-rich and highly collaborative environment where students learn to document and manage their own learning. Given the pace at which knowledge is currently produced and exchanged if the true value of the e-portfolio is to be realized, students need to be taught how to use it to foster deep self-directed lifelong learning. The e-portfolio can provide the necessary framework if students have a clear understanding of the portfolio's purpose and use. Students will not master these increasingly difficult skills in one first-year course. Therefore, the focus shifts to determine how to permeate each student's higher education experience with opportunities to reach deeper and deeper levels of learning. Consequently, graduates become better equipped for a lifetime of self-directed learning if educators teach them to regulate their learning behaviors, document, integrate and critically reflect on their learning. To achieve this goal instruction must occur throughout students' formal education and implementation must be campus-wide and continual until the skills become habit.

Kahn, S. (2012). E-portfolios for lifelong learning and assessment. *Assessment Update*, 24(2), 13.

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=9h&AN=74539554&site=eds-live>

This article articulates the arguments for portfolio assessment and the value of e-portfolios for supporting student learning and development in higher education and beyond. The author contends that assessment methods have meaning and reflect the complexities of personal and cognitive development in higher education. E-portfolios provide a vehicle for representing identity by supporting the alignment of individual and institutional growth and calling into question the supposed opposition between lifelong learning and institutional assessment. Effective use of e-portfolios demands expanded and richer understandings of student learning, personal development and assessment that embrace the capabilities of technology to support learning and the reconsideration of institutional structures and the role of higher education in society.

Kahn, S. (2014). E-Portfolios: A look at where we've been, where we are now, and where we're (Possibly) going. *Peer Review*, 16(1), 1-6.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96063038&site=eds-live>

E-portfolios represent a convergence of ideas and practices developing in higher education. This article reflects on the increasing adoption of e-portfolios driven by the range of educational purposes and priorities. E-portfolios embrace several ideas that have been central to the higher education. Constructivist epistemology puts students at the center of building knowledge and meaning thus urging instructors off the podium turning them into intellectual mentors and guides. High impact practices that take students out of the classroom ask them to transfer and apply knowledge. Colleges and universities as diverse as Spelman College, Portland State University and the Virginia Military Institute have successfully adopted and maintained campus-wide general education e-portfolio initiatives. As well, success stories have emerged from LaGuardia Community College, Salt Lake Community College and Tunxis Community College. More empirical research is required on effective e-portfolio practices and the impact of these practices on student learning. Furthermore, e-portfolios have gained increasing traction, recognition and influence among educators and students worldwide and a knowledge base grounded in research is developing rapidly.

Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). Beyond compliance: making assessment matter. *Change: The Magazine of Higher Learning*, 47(5), 8-16.

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1079314&site=eds-live>

Student learning outcomes assessment has a modest impact on student and institutional performance. This article examines current trends that will make evidence of student accomplishment increasingly indispensable: a harsher economic environment, technology enhanced platforms, expanded role for multiple providers and certifiers of learning, emergence of more comprehensive and transparent credentialing frameworks and students' increasing responsibility to maintain a cumulative record of their postsecondary knowledge and proficiencies. Assessment information needs to be actionable, focused on the needs and interests of end users, embedded in the ongoing work of teaching and learning and available in understandable forms that are customized and supported by institutional leaders. Ultimately, assessment is not about compliance with external reporting demands but about institutional leaders, faculty and others effectively using evidence to improve the educational experience of students.

Miller, R., & Morgaine, W. (2009). The benefits of e-portfolios for students and faculty in their own words. *Peer Review*, 11(1), 8-12.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ah&AN=38119814&site=eds-live>

A well-executed e-portfolio program is an incredible tool for higher education as they provide institutions with authentic assessments of student learning and promote deeper learning. This article discusses the goals and expectations for student learning that are both wide-ranging and ambitious. Student leaders at the University of Michigan report what is most lacking in their education is making sense of the myriad activities, community work, research, and coursework that use artifacts to connect learning across courses and disciplines. The practices associated with e-portfolio such as designing "authentic" assignments, using engaging and active pedagogy, periodic self-peer and teacher-formative assessments that require students to reflect on their learning helps move professors and students into a teacher/learner relationship where guiding really works. It is expected that e-portfolios will continue to gain support as a way for students, faculty, programs and institutions to learn, assess and improve through a mutual focus on the work that students complete over time that both facilitate and document a range of ambitious learning outcomes.

Mueller, J. (2016) Authentic assessment toolbox. North Central College, Naperville, IL.

<http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>

Student portfolios take many forms and are not just the pile of student work that accumulates over a semester or year. This article examines the attributes of the different ways student portfolios capture the process of learning, portfolios as authentic assessment and the goals that make portfolios attractive in education. Portfolios typically are created for one of the following three purposes: to show growth, to showcase current abilities and to evaluate cumulative achievement. The portfolio might contain samples of earlier and later work, often with the student commenting upon or assessing the growth. Portfolios would likely contain samples that best exemplify the student's current ability to apply relevant knowledge and skills by showcasing their skills through a collection of authentic performances.

Furthermore, in the more thoughtful portfolio assignments, students reflect on their work, engage in self-assessment and goal-setting that communicate their strengths, weaknesses and habits.

O'Laughlin, N. J., & Serra, S. T. (2016). Using ePortfolios to deepen civic engagement. *Peer Review*, 18(3), 29-32.

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=9h&AN=118867256&site=eds-live>

Directed reflection is an important aspect of service learning that helps students make connections between theory and practice. Student reflection of this kind can take many forms, from contemplation in informal journals to formal papers to presentations. This article explores the practice of using e-portfolios to develop an immediate, ongoing, reflective conversation.

Students who participated in University of Delaware's service immersion program, the Service-Learning Scholars Program quickly took ownership of their e-portfolios demonstrating an increased knowledge of new technical skills, creativity and a sense of pride in their work. As a result, the e-portfolio was student-owned and easily customizable providing a place for scholars to gather all their artifacts. Through this pilot program it was found that the eportfolio provided a way for scholars to track their deepening civic engagement and resulted in more meaningful instructor-scholar communication. E-portfolios were found to be beneficial by providing a visual representation of how scholars were thinking about their projects and a creative way to represent their learning.

Rhodes, T. L. (2011). Making learning visible and meaningful through electronic portfolios. *Change*, 43(1), 6-13. doi:10.1080/00091383.2011.538636

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=9h&AN=57378570&site=eds-live>

Students are becoming more technology savvy, expecting faculty and administrators to function comfortably within the digital world. This article focuses on student e-portfolios as a rapidly emerging, powerful, iterative mode for capturing student work and enabling faculty to assess student learning. One of the arguments for not using e-portfolios or rubrics is that they lack the reliability and validity of the standardized tests and therefore cannot be used to compare institutions, courses and programs. The Association of American Colleges and Universities' Valid Assessment of Learning in Undergraduate Education (VALUE) project developed rubrics to communicate faculty expectations for student performance that gauge student progress during a single program or along an entire educational pathway. First, the rubrics reflected nationally shared expectations for student learning across fifteen essential learning outcomes deemed critical for student success by both higher education faculty and employers. Second, e-portfolios of student work and the rubrics by which they are assessed can be used by faculty and others external to the academy for assessing student work with high levels of reliability and validity. Finally, the completion metrics of going to and graduating from college are no longer adequate evidence that students will be prepared for their lives and careers.

Zilvinskis, J. (2015). Using authentic assessment to reinforce student learning in high-impact practices. *Assessment Update*, 27(6), 7-12.

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=9h&AN=111501657&site=eds-live>

Although authentic assessment may employ methods similar to other strategies for assessment this practice is distinguished from other types of assessment by its emphasis on developing skills that can be used beyond college. This article discusses authentic assessment methods in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment differentiates the complexities of student learning and incorporates appropriate evidence of learning such as student portfolios and grading with rubrics. Well-developed HIPs share several characteristics, such as comprehensive and frequent feedback; opportunities for reflective and integrative learning; application of student learning to real-world issues and problems and public demonstrations of learning. To design opportunities that are truly transformative faculty need to embed assessments that measure students' application of classroom learning within HIPs to real-world experiences. Although further research is required for assessment management programs, faculty members can create assignments that address both course outcomes, accrediting body outcomes and designing rubrics that will help guide students' expectations.

Pedagogical Studies

These articles discuss the evidence-based learning outcomes of e-portfolios across all disciplines. The studies show positive results for students in managing self-regulating learning, future oriented thinking and heightened levels of metacognition. E-portfolios have been linked to better assessment and instructors who use e-portfolios in combination with a rubric provide the best evidence of student learning. There is sufficient evidence showing students support the use of e-portfolios not only in assessment and learning but in the development of future goals/careers. As well, faculty who adopt e-portfolios support a multimethodological approach to assessment that provides the best evidence of student learning. Finally, the reports show that students should be involved in the design and implementation of e-portfolios. It was also suggested that faculty could support student learning by moving from a linear approach to an integrated system of approach to assessment.

Alexiou, A., & Paraskeva, F. (2015). Inspiring key competencies through the implementation of an ePortfolio for undergraduate students. *Procedia - Social and Behavioral Sciences*, 197 (7th World Conference on Educational Sciences), 2435-2442. doi:10.1016/j.sbspro.2015.07.307: <http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1877042815043086&site=eds-live>

This study indicates that undergraduate students find it difficult to understand the need to transform key competencies into meaningful knowledge with regard to self, academia and career development. The report suggests higher education should deliver learner-centered experiences like ePortfolios to support students into taking responsibility for their own learning processes during multiple formal coursework. The results indicate that students' key competencies and performance increase after the completion of the ePortfolio. The study concludes that further research is needed to measure students' self-regulated learning and career management skills as well as the relations among cognitive, affective, behavior and context processes.

Bennett, D., Rowley, J., Dunbar-Hall, P., Hitchcock, M., & Blom, D. (2016). Electronic portfolios and learner identity: an ePortfolio case study in music and writing. *Journal of Further & Higher Education*, 40(1), 107. doi:10.1080/0309877X.2014.895306 <http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdb&AN=110568185&site=eds-live>

This study examines the employability of graduates in higher education and suggests it is problematic in the arts disciplines as few students transition to a traditional, full-time position. The study focuses on the development of an electronic portfolio for students in classical and contemporary music, music education, music technology, creative writing and professional writing. The analysis indicates that the process of developing an e-portfolio prompted students to adopt future-oriented thinking as they began to redefine their learning in relation to their future lives and careers. The report concludes the e-portfolio is a vehicle through which identity is negotiated and constructed and is common to all students regardless of discipline or technological platform.

Bowman, J., Lowe, B. J., Sabourin, K., & Sweet, C. S. (2016). The Use of ePortfolios to support metacognitive practice in a first-year writing program. *International Journal of Eportfolio, 6(1), 1-22.*

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1108639&site=eds-live>

This article recognizes the importance of reflective writing as an integral component to portfolios used in the first-year writing program. Faculty questioned whether a newly developed electronic portfolio offered any pedagogical benefits over the existing traditional paper portfolio. Of particular interest was whether the use of ePortfolios might positively impact students' metacognitive skills. A study conducted with students and faculty in the first-year program evaluated student understanding of the purpose, significance and relevancy in their reflective writings. The results show that both types of portfolios contribute positively to students' learning related to connections to the course. The analysis indicates that students completing an ePortfolio show heightened levels of metacognition in relation to connections to learning as well as connections to career or personal goals.

Buyarski, C. A., & Landis, C. M. (2014). Using an ePortfolio to assess the outcomes of a first-year seminar: Student narrative and authentic assessment. *International Journal of Eportfolio, 4(1), 49-60.*

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1107859&site=eds-live>

This article evaluates ePortfolios as a tool for direct assessment of student learning. Learning outcomes were assessed as part of a first-year seminar course using both a rubric and identification of authentic evidence in the form of words and phrases. The results confirm the ePortfolio is a rich source of evidence to assess learning and authentic evidence and closely aligned with rubric scores. The rubric scores indicated the level of learning that occurred while student narrative provided insight into the level of student thinking and depth of thought around particular topics including understanding of self and exploration of majors and careers. It was concluded that an analytic rubric along with the examination of student narratives provide authentic evidence of robust methodology for assessing student learning.

Dietrich, J. W., & Olson, C. (2010). In quest of meaningful assessment of international learning: the development and implementation of a student survey and ePortfolio approach. *Journal of General Education, 59(3), 143-158.*

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ942457&site=eds-live>

This article discusses the need for higher education to offer concrete data that proves international students are graduating with the requisite knowledge, skills and attitudes to succeed in today's workforce. Looking at learning outcomes, rather than institutional inputs and numbers, requires a shift in thinking to focus on what students will know and be able to do by completing a program. Direct measures such as portfolios, capstone courses, performances and examinations require students to display their knowledge, attitudes, and skills. Multiple methods assessment practice has established that a multimethodological approach to assessment provides the best evidence of student learning. Relying on one method to make inferences about student learning and development results in inadequate data. Furthermore, deep learning can only be identified in student essays, research projects, portfolios, capstones, and online discussions and in observations of behavior. The ePortfolio when used in combination with a rubric and rating process is a flexible, direct and qualitative method of assessment.

Eynon, B., Gambino, L. M., & Török, J. (2014). What difference can ePortfolio make? a field report from the connect to learning project. *International Journal of Eportfolio*, 4(1), 95.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=95908169&site=eds-live>

This article discusses the Connect to Learning project coordinated by LaGuardia Community College. The project was launched in 2011 and focused on exploring and documenting ePortfolio strategies to advance student, faculty and institutional learning. Analyzing an extensive body of documentation, with dimensions ranging from pedagogy to professional development, assessment, technology and institutional support address the value of ePortfolios. The article examines ePortfolio initiatives that advance student success, support reflection, social pedagogy and deep learning. There is evidence that ePortfolio practice has potential to support student, faculty, and institutional learning. Moreover, ePortfolios promote learning-centered connections making student learning visible to faculty and staff across institutional boundaries. The ePortfolio has the potential to play a vital role in the evolution of higher education but the future of ePortfolios depends on sharing initiatives.

Fitch, D., Reed, B. G., Peet, M., & Tolman, R. (2008). The use of e-portfolios in evaluating the curriculum and student learning. *Journal of Social Work Education*, 44(3), 37-54.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ssa&AN=37200603&site=eds-live>

This article examines portfolios as a means to foster the integration of theory, action, self-reflection, and assessment. Some emerging research in social work education suggests that portfolios can help students learn how to learn and to develop their identities as professionals. Electronic portfolios extend this concept by acting as a content-management system that facilitates the collecting, considering, sharing and presenting of learning outcomes. This article describes the systematic examination of an ePortfolio application under development and illustrates its potential usefulness to assess individual student learning as an aid to curricular assessment. Furthermore, the use of portfolios can be introduced at the beginning of the educational process so students can learn how to select and reflect on early assignments. The ePortfolio enables students to keep artifacts and private information related to personal/professional growth and development in the same place which is not possible with paper-based portfolios. Use of ePortfolios requires faculty members to generate more precise competencies, objectives and goals for student learning when they move from a linear approach to an integrated systems approach.

Getman-Eraso, J., & Culkin, K. (2017). Close reading: engaging and empowering history students through document analysis on ePortfolio. *International Journal of Eportfolio*, 7 (1), 29.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=123123034&site=eds-live>

The history faculty at Bronx Community College have integrated ePortfolios into their classes, recognizing that they help students achieve the learning outcomes laid out by the college in terms of gaining historical knowledge, academic skills and a sense of an identity as college students. This article examines the intersection of the scholarship on ePortfolio and history pedagogy through an analysis of the success of the integration of Digication's Conversations feature into history courses. BCC history professors have used the feature to highlight, comment on text and respond to comments and students contribute to group analyses of primary source documents. This exercise combines the active learning, reflection, metacognition and integrative learning recommended in both bodies of scholarship. This article includes both quantitative and qualitative analyses of student success in hybrid courses with the results suggesting the use of ePortfolios can intensify the development of historical thinking.

Henscheid, J. M., Brown, G., Gordon, A., & Chen, H. L. (2014). Unlocking ePortfolio practice: teaching beliefs. *International Journal of Eportfolio*, 4(1), 21-48.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1107854&site=eds-live>

The Association for Authentic, Experiential, and Evidence-Based Learning annual ePortfolio survey focuses on understanding ePortfolio practitioners' teaching beliefs and practices. The action research reported here extends that survey research to a population of emerging-graduate students. In addition to surveying the teaching beliefs of the target population as a comparison with respondents to the annual AAEEBL survey of ePortfolio practitioners, the researchers collected data through a sequence of reflective student activities. The belief constructs of the survey, teacher, learner and learning-centered beliefs maintained face and statistical validity. Graduate students were high in all three belief constructs particularly prizing learner-centered beliefs and practices. However, their reflections reveal barriers to embracing, implementing and comprehending, learning-centered practices. In sum, the results showed that the emerging-educator graduate student population was generally learner-centered, more likely to tend toward teacher and learner-centered beliefs and less likely than ePortfolio educators to tend toward learner and learning-centered beliefs.

Hoekstra, A., & Crocker, J. R. (2015). Design, implementation, and evaluation of an ePortfolio approach to support faculty development in vocational education. *Studies in Educational Evaluation*, 46 (Evaluating Faculty Development), 61-73. doi:10.1016/j.stueduc.2015.03.007

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S0191491X15000255&site=eds-live>

This article provides an account of the design, implementation and evaluation of an ePortfolio approach to faculty development and performance evaluation at a Canadian post-secondary vocational education institute. The approach was piloted in two phases in 13 departments. Survey and interview data were collected and analyzed to determine adoption, reception by faculty and impact of the approach on faculty development. Enhancing faculty development requires motivation to engage in learning activities and requires the workplace culture, structure and systems to encourage and nurture engagement. Furthermore, in order to move towards more authentic forms of student assessment it

may require faculty to think differently about supporting student learning. While adoption of the approach was limited, participants reported collecting more and different feedback, developing increased awareness of areas for improvement and planning their professional learning more explicitly. In conclusion, further studies are required to determine what design elements of the portfolio optimally support professional development and performance evaluation.

Jones, B., & Leverenz, C. (2017). Building personal brands with digital storytelling ePortfolios. *International Journal of Eportfolio*, 7(1), 67.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=123123037&site=eds-live>

This article presents a pedagogical approach for framing a digital-identity-enhancing ePortfolio that maximizes student engagement and produces high-quality ePortfolio artifacts. The technology and pedagogy-based digital storytelling ePortfolio framework helps students develop a digital identity to communicate a personal brand. When ePortfolio assignments provide opportunities for self-exploration students engage with and appreciate the importance of their work as evidenced in the pilot study of second- through fourth-year university students. Furthermore, this personal branding approach extends existing ePortfolio models by helping students develop key twenty-first century metaskills while enhancing their human and social capital.

Kelly-Riley, D., Elliot, N., & Rudniy, A. (2016). An empirical framework for ePortfolio assessment. *International Journal of Eportfolio*, 6(2), 95.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=119591036&site=eds-live>

This research focuses on ePortfolio assessment strategies that yield important accountability and reporting information. This article presents methods of gathering evidence from ePortfolio scores and their relationship to demographic information (gender, race/ethnicity and socio-economic status) and criterion variables (admission tests and course grades). As a means to ensure that all students, especially traditionally underserved students to strengthen their connection to the academy data is drawn from two sources; University of Idaho first-year writing program's ePortfolio student certification assessment and its relationship to the State of Idaho's K-20 longitudinal data collection system and New Jersey Institute of Technology's longitudinal ePortfolio-based first-year writing program assessment. It was reported that for assessment to be fair, resonance must be demonstrated in the design of the assessment, the opportunity to learn, the intent to improve and to continue that learning. The e-Portfolio framework guides both student performance and program assessment but it was concluded that additional work will be needed to structure opportunities for students based on fairness for integrative and principled action.

Lackner, C., & Martini, T. (2017). Helping university students succeed at employment interviews: the role of self-reflection in e-Portfolios. *Teaching & Learning Inquiry: The ISSOTL Journal*, 5(2) 3-15. doi:10.20343/teachlearninqu.5.2.2

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.48632f8f7e8444fda83c6df61836ac9a&site=eds-live>

[This article examines the Transition to Work course for fourth-year psychology majors where students used an e-portfolio to self-reflect on the learning experiences they deemed most significant. Significant learning experiences can be drawn upon when answering behavioral job interview questions. The study examined whether students would show improvement in mock behavioral interview performance and whether any potential improvement was related to performance on self-reflective course assignments. Students indicated the majority of their significant learning experiences had taken place outside of the classroom \(paid, unpaid work and extracurricular activities\). Across the duration of the course, students improved on all metrics of interview performance and the final interview performance was predicted by student grades on a self-reflective e-portfolio.](#)

Nguyen, L. T., & Ikeda, M. (2015). The effects of ePortfolio-based learning model on student self-regulated learning. *Active Learning in Higher Education*, 16(3), 197.

doi:10.1177/1469787415589532

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=111153026&site=eds-live>

The research described in this article evaluates an ePortfolio-based self-regulated learning model. This ePortfolio system was used in designing a learning model for fostering self-regulated learning in higher education. Two surveys were conducted with the Motivated Strategies for Learning Questionnaire at the beginning and at the end of the courses. The differences in Motivated Strategies for Learning Questionnaire scales between the control group and experimental group were evaluated. The trace data of learning activity were analyzed to evaluate the effects of the learning model on students' self-regulated learning. The results indicate that students implemented self-regulated learning processes and their intrinsic goal orientation, metacognitive self-regulation, effort regulation, elaboration, rehearsal, and critical thinking improved after applying the ePortfolio-based learning model. In conclusion, the ePortfolio system and the proposed learning model showed positive effects on students' self-regulated learning skills.

Roberts, P., Maor, D., & Herrington, J. (2016). ePortfolio-based learning environments: recommendations for effective scaffolding of reflective thinking in higher education. *Journal of Educational Technology & Society*, 19(4), 22-33.

<http://proxy.ufv.ca:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsj&AN=edsj.jeductechsoci.19.4.22&site=eds-live>

In addition to providing a useful repository for learning products the ePortfolios provides enhanced opportunities for the development of advanced learning skills. This paper examines an ePortfolio environment that scaffolded the learning of pre-service teachers. The environment was embedded within the PebblePad platform and utilized the Blog function to provide students with activities designed to enhance and support the skills and dispositions to undertake action research. Prompts were provided to students to scaffold the completion of an action research project and additional activities that supported the enhancement of reflective thinking. The study also utilized an eLearning Lifecycle that provided a cyclic framework of review and implementation. The purpose of this model was to identify design principles for future studies of ePortfolio-based learning environments. The findings indicate that the prompts and the ePortfolio environment were effective in scaffolding students' reflective thinking.

Silva, M. L., Adams Delaney, S., Cochran, J., Jackson, R., & Olivares, C. (2015). Institutional assessment and the integrative core curriculum: involving students in the development of an ePortfolio

system. *International Journal of Eportfolio*, 5(2), 155-167.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1107858&site=eds>

Most research on the implementation of ePortfolios focuses on curriculum faculty development or student buy-in. This study discusses the socio-political context that leads to the development of the ePortfolio design where students are seldom involved in the decision-making process about assessment and learning. The study suggests that students are treated as data for the improvement of ePortfolios rather than significant stakeholders during the development. Therefore, students as co-authors and research assistants illustrates one approach for colleges and universities interested in the implementation of an institutional ePortfolio. The analysis shows that the design of ePortfolios should not be treated as neutral and unproblematic. According to the student authors, the affordances of ePortfolio design mediate their thinking and level of engagement in regards to affect and identity. In conclusion, the study shows that students can and should play a larger role in institutional assessment.

Svyantek, M. V., Kajfez, R. L., & McNair, L. D. (2015). Teaching vs. research: an approach to understanding graduate Students' roles through ePortfolio reflection. *International Journal of Eportfolio*, 5(2), 135-154.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1107857&site=eds-live>

This study examines the problem of preparing future faculty graduate students in the development of multiple roles in science and engineering disciplines. The research addresses the questions, “Do graduate students believe that their current experiences align with the roles they will perform in their academic careers?” and “How do graduate students’ perceptions of their professional roles change during the process of constructing portfolios?” A theoretical approach was used to guide this work where academic careers are typically categorized in terms of teaching, research and service, which can be mapped as professional identity roles. A survey was conducted and focus groups worked through an ePortfolio development curriculum. The findings suggest that there is a perception of misalignment between current and future roles and that the construction of ePortfolios can be utilized to promote reflective practices leading to changed perceptions of those roles.

Watson, C. E., Kuh, G. D., Rhodes, T., Light, T. P., & Chen, H. L. (2016, July). Editorial: ePortfolios - The eleventh high impact practice. *International Journal of ePortfolio*. p. 65.

<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=119591033&site=eds-live>

This article discusses the Association of American Colleges and Universities evidence-based decision to expand the ten high impact practices by identifying the ePortfolios as an eleventh high impact practice. The inclusion is the result of the breadth and the strength of the evidence base in support of the effect of ePortfolios along a number of student success metrics. The report indicates this recognition signals a new era for ePortfolios in higher education and explores the evidence behind the decision and charts a course for next steps and new domains for ePortfolios. It was concluded, the most promising steps may be coupling notions of Signature Work and a range of HIPs with ePortfolios.

Winberg, C., & Pallitt, N. (2016). "I am trying to practice good teaching": reconceptualizing eportfolio for professional development in vocational higher education. *British Journal of Educational Technology*, 47(3), 543-553. doi:10.1111/bjet.12440
<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=114490440&site=eds-live>

Teaching portfolios have become increasingly more important to university teachers who recognize the assessment of teaching practice that require more depth and detail. The focus of this study is the electronic teaching portfolios developed for the purposes of promotion in a vocational higher education context. The data was obtained from candidates' ePortfolios, pre-course and end-of-course surveys along with eportfolio assessors' formative and summative feedback. The analysis of the data reveals tensions arising from portfolio building in the particular context of vocational higher education. The article indicates the nature of the vocational field impacts not only teaching and learning practice, but how academic staff choose to present their practice in an eportfolio. The paper argues that the constraints and enablement of the context, the disciplinary context and limitations of agency will strongly influence the purposes of eportfolio development and the extent to which university teachers can exercise agency in the creation of an eportfolio in a "high stakes" context. In conclusion, the findings can assist university appointments, promotions committees and educational developers to better understand the enablements and constraints to inform policy and implementation.

Wuetherick, B., & Dickinson, J. (2015). Why ePortfolios? student perceptions of ePortfolio use in continuing education learning environments. *International Journal of Eportfolio*, 5(1), 39.
<http://proxy.ufv.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=116795925&site=eds-live>

There has been an increased exploration of ePortfolios in higher education across disciplines at both the undergraduate and graduate level. This paper explores students' perceptions of ePortfolios in a non-credit continuing education environment in Fine Arts, Writing and Editing, and Residential Interiors unpacking some of the opportunities, challenges, and barriers associated with ePortfolio use. The continuing education students who participated in the study agreed that portfolios were important aspects of their program and the portfolio review process was an important component of their continued learning. Furthermore, the results indicate that students were more inclined to believe that an ePortfolio would be as beneficial as or more beneficial than a traditional portfolio because of the ease of sharing work in a digital format. Also, continuing education students in programs where traditional hard copy portfolios are commonplace, are positively inclined towards the introduction and use of ePortfolios. The report concludes that the major concerns to be addressed are the level of computer literacy in the student body due to their variability in age, previous educational backgrounds and the support for and portability of the ePortfolios for students and instructors.

Appendices

Workshop slides

High Impact Practices: ePortfolios

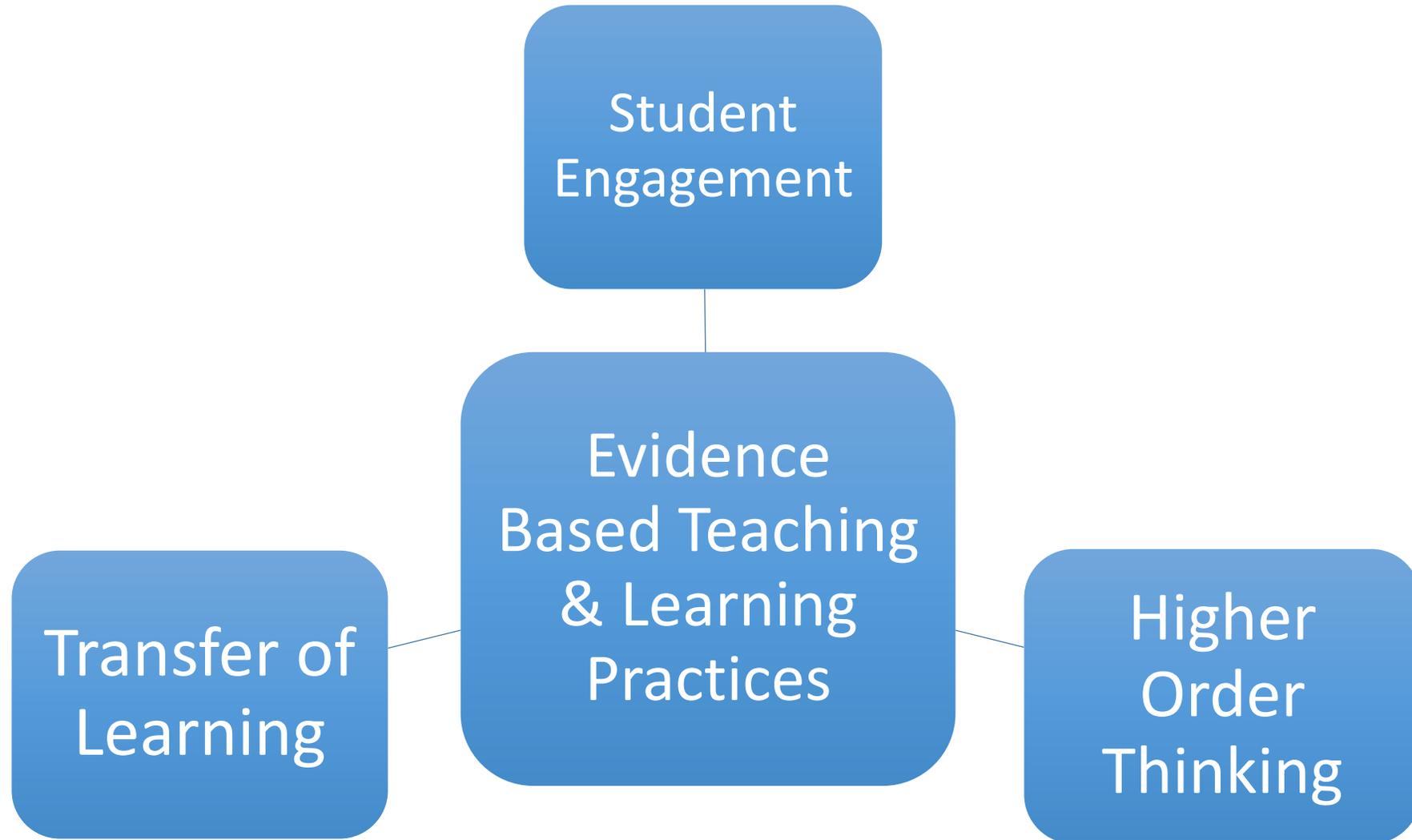
Designed by Mary Saudelli

Session Outcomes

Participants will:

- a. Investigate the learning potential of High Impact Practices (HIP), ePortfolio at UFV Chandigarh
- b. Review UFV's curriculum change including ePortfolio

High Impact Practices



High Impact Practices

DEFN: The design of enriching educational practices that embody:

- *reflective thinking
- *meaningful interactions with faculty and students
 - *encourage collaboration
 - *frequent and substantive feedback
 - *inquiry across disciplines
- *emphasize learning beyond the classroom
 - *deals with “Big Questions”
 - *process oriented

George Kuh, 2007, 2012

Activity:

Your group will receive a High Impact Practice. In your group, discuss an example of a how to use the High Impact Practice.

Prepare to present to the group.

ePortfolio at UFV

ePortfolio (HIP) added to each year of the program



Arts 101 Outcomes

Design a BA ILO Outcomes ePortfolio

- Identify Institutional Learning Outcomes and strategies for achieving them
- Develop strategies for making connections between different types of learning experiences
- Summarize readings and learning experiences
- Present the ePortfolio, its rationale, and a completion strategy
- Navigate the university's Learning Management system, as demonstrated through completion of an online tutorial
- Articulate UFV's indigenization mandate and UFV's place in indigenous territory

ACTIVITY: Each group will receive one of these outcomes with instructions

Arts 201 Outcomes

Revisit BA ePortfolio

- * Use respectful approaches to discuss their own and others' ePortfolios
- * Respond to feedback and revise appropriately
- * Demonstrate learning related to Institutional Learning Outcomes
- * Make connections between different types of learning experiences
- * Present a revised ePortfolio and rationale for revisions

ACTIVITY: Each group will receive one of these outcomes and instructions

Teaching & Learning Roles

Discussion of Roles in Teaching ePortfolio

Mindmap Activity:

One group will mindmap characteristics of the learners in ePortfolio as a HIP

One group will mindmap characteristics of the instructor (teacher) in ePortfolio as HIP

Conclusion

- **High Impact Practices (HIP)**
- **ePortfolio as HIP**
- **ePortfolio at UFV**
- **Arts 101 Outcomes & 201 Outcomes**
- **Roles and Responsibilities**
- **What speaks to you about this?**

THANK YOU

References

- Hartnell-Young, E., Harrison, C., Crook, C., Pemberton, R., Joyes, G., Fisher, T., & Davies, L. (2007). The impact of e-portfolios on learning. Joint information Systems Committee. *Effective practice with e-portfolios*. Bristol: HEFCE, 2008.
- Malita, Laura. (2009)E-portfolios in an educational and occupational context. *Procedia-Social and Behavioral Sciences*, 1(1), 2312-2316.
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- Saudelli, MG. (2015). *The balancing act: International higher education in the 21st century*. Rotterdam, EU: Sense Publishers.
- Zubizarreta, J. (2008). *The learning portfolio: A powerful idea for significant learning*. The IDEA Centre. Columbia College, SC.

Outline & Outcomes

Participants will:

- explore the key elements of ePortfolio (Folio) Thinking
- Identify outcomes and assessments
- Create a Folio Thinking Artifact wall as a group

What is an ePortfolio?

What do you already know about ePortfolios?

Use the whiteboard to contribute to and record the existing knowledge in the room.

ePortfolios are not intended as a product that shows what you have done but rather,

who you have become as a result of your time here at UFV.

Artifacts

**Collect
Artifacts
of Learning**

**What can you
include as
evidence in an
ePortfolio?**

- 1. Brainstorm examples of potential artifacts that come from the courses you are taking or have taken.**
- 2. Write on green/orange post-its – stick them to the wall**

Artifact = Evidence

Learning content & activities

Assignments

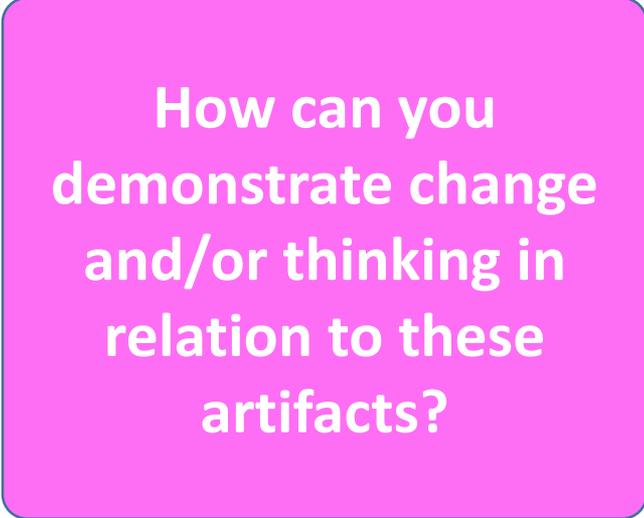
Projects

Outside class learning

Reflection



Reflect



How can you demonstrate change and/or thinking in relation to these artifacts?

- 1. Reflecting – demonstrate change & growth over time.**
- 2. Write on orange/pink post-its – place them in a circle around the artifact post-its**

Potential Reflective Questions

How does what I have learned fit into a plan for my future?

Why are these learning artifacts significant?

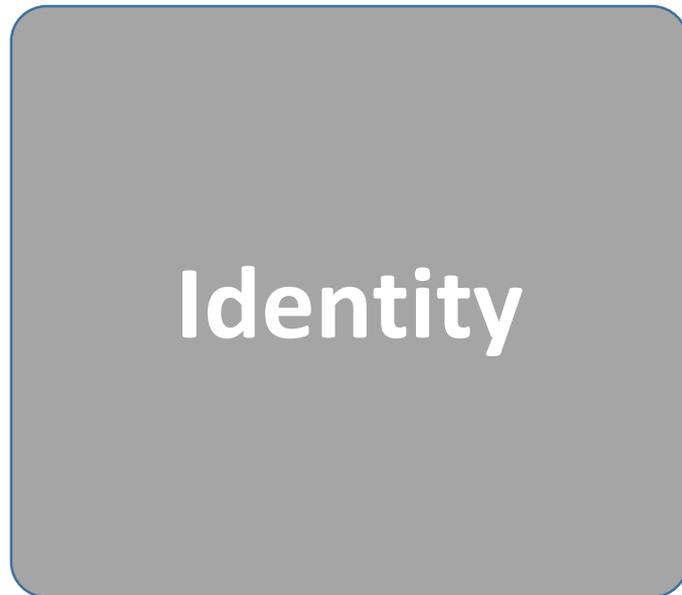
Has my thinking/ learning been flawed, superficial or erroneous in some fashion?

What have been challenges or tensions in my learning?

What does my learning reveal about me?

i.e.: embrace of values, commitments to self, ethics, moral development, intellectual development?

Identity



- 1. Showcasing Identity: personalizing your ePortfolio to show who you are.**
- 2. Write on blue/yellow post-its – place them in a circle around the reflective post-its**

3 Key tasks of an ePortfolio

**Collect
Artifacts
as evidence**

**Reflect to
show
growth**

**Personalize
to show
identity**

Let's review our Folio Thinking artifact wall as a group.

- What speaks to you about this? Why is this significant?**
- What did you learn from this workshop?**

Take a picture as evidence of your collaborative work this is an Artifact!

Reflection Exercise

- How has your thinking about ePortfolios changed as a result of this workshop?
- Why?
- How will this new thinking help you move forward in this course?

Folio Thinking: Making Learning Meaningful

Designed by Mary Saudelli and Michelle Johnson

Outline & Outcomes

Participants will:

- a. explore the elements of ePortfolio (Folio)
Thinking in relation to BA Arts in
Chandigarh
- b. create a Folio Thinking artifact wall

Examples with Permission

<http://davidnightingale0.wixsite.com/arbus400-dnighatin/watcv2>

Business Student Course ePortfolio

https://myclass.ufv.ca/webapps/portfolio/execute/portfolio/previewPortfolio?dispatch=viewPortfolio&prtfl_id=2381&passId=771

<http://solangebonilla.myefolio.com/CE>

Learning Outcomes Based ePortfolio

<http://k224liu.wixsite.com/k224liu/projects>

Engineering Student, Problem Solving Skills Based

http://www.wrhart.com/port_chicago.html

Architecture Student Capstone Project

What are some of the aspects you notice?

ePortfolio is....

The individual student learning journey as she/he progresses through degree and then on to life == building lifelong learning into the process.

Not about finding “right” answer

Not about making a “correct” ePortfolio

Not about a portfolio “product”

A representation of an individuals’ learning

What is an Artifact = Evidence

- 1. Brainstorm examples of potential artifacts that come from the courses you teach**
- 2. Write on green post-its**

Collect Artifacts of Learning

Artifact = Evidence

- *Learning content
& activities

- *Assignments

- *Outside class learning?

- *Other classwork?

Steps to E-Folio Creating

- 1. Reflecting – demonstrate change & growth**
- 2. Write on pink post-its**

Reflect

How can you have students demonstrate change and/or thinking in relation to their artifacts?

Potential Reflective Questions

How does what I have learned fit into a plan for my future?

Why are these learning artifacts significant?

Has my thinking/ learning been flawed, superficial or erroneous in some fashion?

What have been challenges or tensions in my learning?

What does my learning reveal about me?

i.e.: embrace of values, commitments to self, ethics, moral development, intellectual development?

Steps to E-Folio Creating

- 1. Showcasing Identity: personalizing the e-folio**
- 2. Write on orange post-its**

Identity

How can students
personalize the
artifacts to
showcase identity
in the portfolio?

Ideas – Showcasing Identity

Include:

- *personal philosophy, mission or values statement
- *identify future goals
- *collage or artistic expression
- *photos or design theme, background
- *meaningful quotes
- *tell a story about about the artifact
- *music or poem

Transfer of Learning...

1. **To what end will the learning have for students and instructors?**
2. **Write on blue post-its**

To What
End?

How can students
use their
ePortfolios beyond
degree?

Value beyond Degree

Reflect on what and how they learned in their program

Consider goals and institutional learning outcomes

Reflect on their future goals

Process – Lifelong Learning

Career planning – job interviews

Conclusion

Let's review our Folio Thinking artifact wall?

What speaks to you about this?

What did you learn from this workshop?

THANK YOU

PORT 398: Portfolio 1

Reflection: What's all the fuss about?

Student activity workshop
Designed by Claire Hay

REFLECTIVE PRACTICE

EDUCATIONAL CRITICALLY CRITICAL NOTION IENSES DEHUMANISING
DEVELOPMENT CURRENT ACT LEADERSHIP THEORY CLASSROOM SOURCE INSIGHT
MEANING STRUCTURED UNDERSTAND MEIDING EDUCATION
MULTIFACTORIAL PROFESSIONS ENVIRONMENTAL ANALYSIS COACHING GENERAL
SITUATION INCORPORATED STUDENTS ENVIRONMENTAL ANALYSIS COACHING GENERAL
LIFE LONG HEALTHCARE AFFIRM REFLEXIVE VALUES PRACTITIONER
ETHICS PROCESS IMPORTANT 1000 REFLEXIVE VALUES
ENVIRONMENT MANAGEMENT ASSUMPTIONS WAYS ACTION
LEARNER SUSTAINABILITY REMOVED ASSUMPTIONS WAYS ACTION
HEGEMONIC REFLECTION CONVERGE REFLEXIVELY
CONTINUOUS EYES FEELINGS OPPORTUNITY
WIDER EXPERIENTIAL JUDGEMENTS IENS OPPORTUNITY
ELEMENTS LITERATURE HIGHLIGHTS CONCEPT INVOLVES
INTEGRATE FRAMES STRATEGY CONCLUDED SPECIFIC DIFFERENTLY
SKILLS CIRCULARITY IDIOSYNCRATIC SUPPORT RESEARCH EMPIRICAL
ATTITUDES REFLECTIVE KNOWLEDGE HEALTH PERSONAL
EXPERIENCE MAKING TEACHERS
TRANSFORMATIVE UNDERSTANDINGS PROFESSIONAL

- **Ramsey Musallam: 3 rules to spark learning**

- https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning

What is reflection?

- “Powerful process of making meaning out of a purposeful combination of experience and academic content. It adds depth and breadth to meaning by challenging simplistic conclusions, comparing varying perspectives, examining causality and raising more and more questions.” (Barbara Jacobs, 2010)
- “**Process** of analyzing, reconsidering and questioning one’s experiences within a broad context of issues and knowledge.” (Barbara Jacobs, 2010)
- “Critical reflection is the **active, persistent** and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends.” (John Dewey, 1910)
- Builds bridges between content, experiences and emotion.

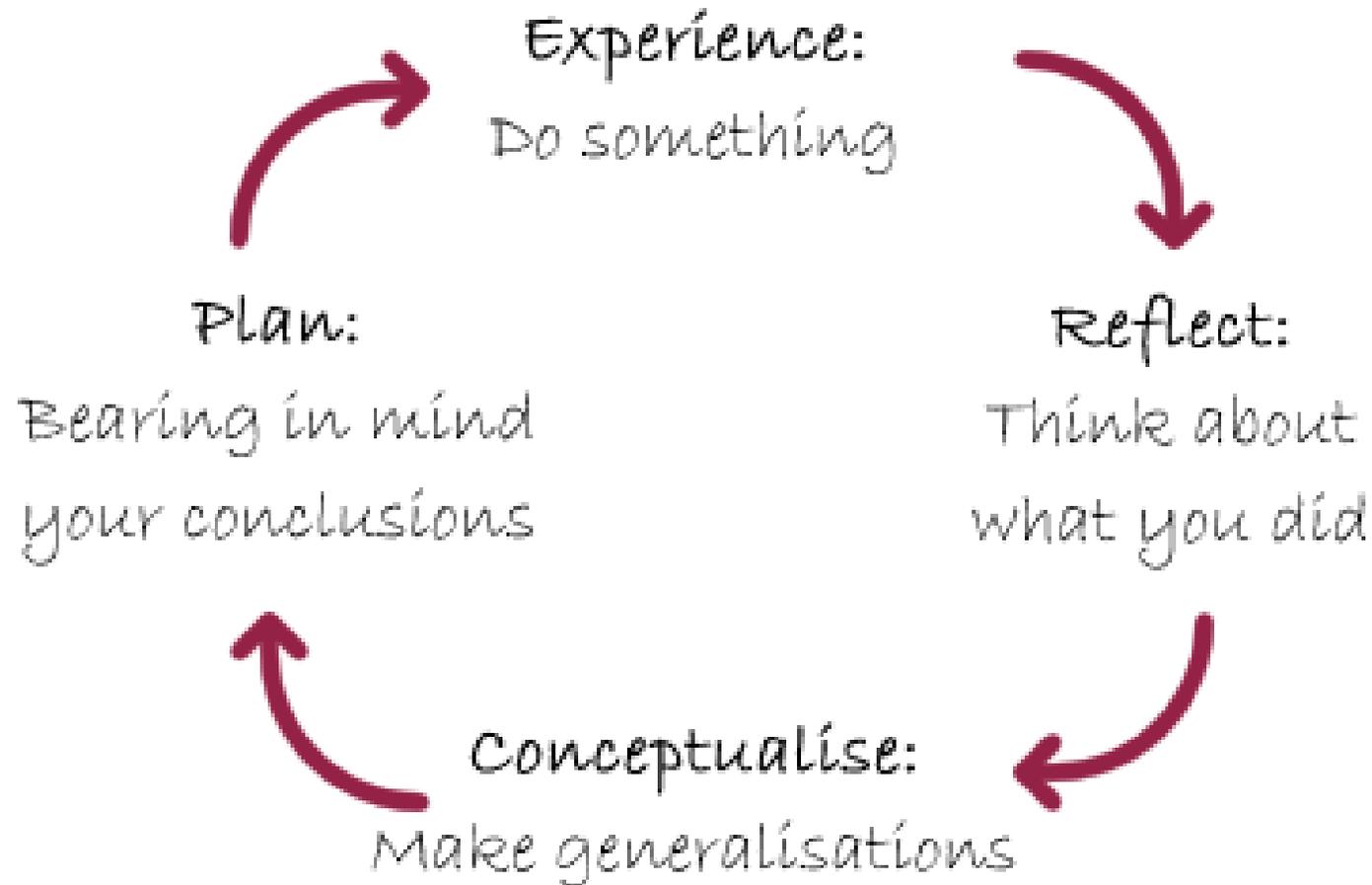
Effectiveness of reflection

- “We do not learn from experience... we learn from reflecting on experience.” (John Dewey, 1910)
- “Reflection is a way of thinking about learning and helping individual learners to understand what, how, and why they learn. It is about developing the capacity to make judgments and evaluating where learning might take you.” (Karen Hinett 2002),
- Studies show reflection results in:
 - Increased knowledge retention
 - Stronger connections across curricula areas
 - Critical thinking

How to reflect?

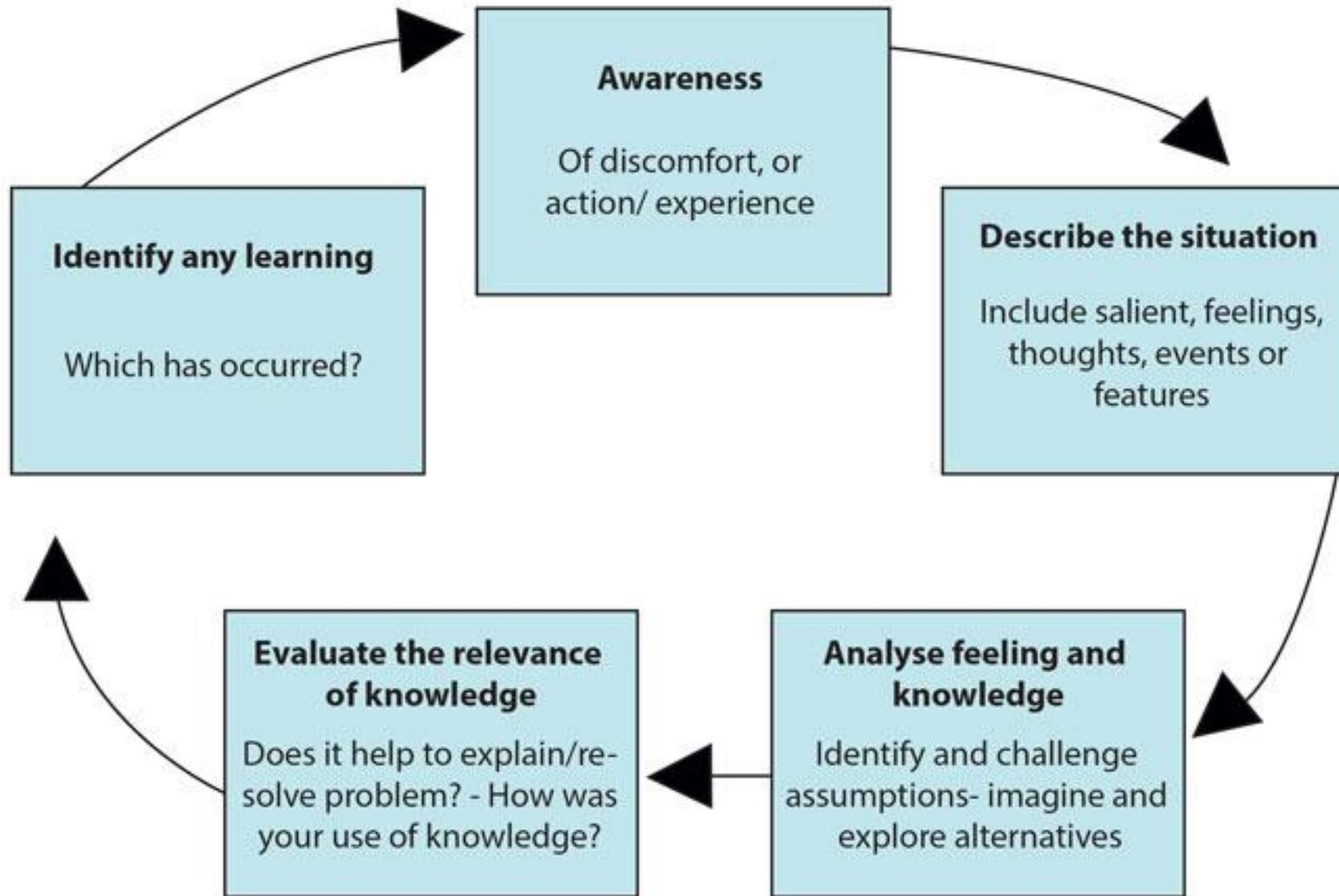
- There are many models out there about ways to reflect.
- The key element of all of these models is that the reflective process results in more questions than answers.
- It connects experiences to meaning and ultimately to decisions.
- Theory to practice and back again.

Reflective Practice



Reflective Practice





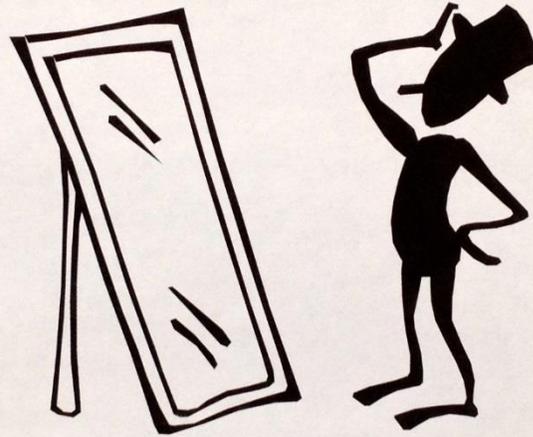
Transformational Learning

- Mezirow (2000) argues that reflection only leads to learning if it leads to transformation.
- What is particularly striking about Mezirow's ideas is the emphasis on conscious, self-managed learning.
- The learning is not a direct result of the experience, it happens because the individual takes charge of their critical reflection and explicitly plans and carries out steps to learn from it.

Your reflections...

- Can be summarised by all of these models and by:
 - WHAT?
 - Descriptive
 - SO WHAT?
 - Interpretive
 - NOW WHAT?
 - Decisional

REFLECTIVE



I think about how I can improve.

C

Reflection activity

- Privilege Gallery Walk
- Questions to reflect on:
- **What?**
 - How did this exercise make you feel?
- **So What?**
 - Why do you think you felt this way?
- **Now What?**
 - How will this exercise and your response to it influence your thinking moving forward?

Reflective Practice in ePortfolios

Mary Gene Saudelli, PhD

Outcomes

Participants will:

- Describe the reflective learner
- Consider reflection at UFV Chandigarh
- Practice a reflective learning activity (Socratic Seminar)
- Appraise learning about ePortfolios in a reflective practice activity
- Strategize inclusion of reflective learning for students in Chandigarh

Reflective Practice

Student reflections should meet the following success criteria -- BA Portfolio Rubric:

All reflections should:

- describe learning achievements: connect learning outcomes and chosen artifacts.
- demonstrate critical reflection
- explain learning growth and include goals for continued learning
- demonstrate how learning has been applied and adapted

Activity 1: Graphic Representation

Describe the Reflective Learner

In relation to what you have learned, mind map characteristics of what reflective learning in higher education is?

Activity 2: Debriefing



- 4 Headings on Whiteboard: indicate your ideas for what a reflective learner would be thinking, saying, doing and feeling in relation to the concepts in their courses.
- How can you support these ideas in relation to ePortfolio?

Activity 3: Reflective Activity

Socratic Seminar

Reflect on your experience in the ePortfolio
Thinking workshop

- What was my thinking about ePortfolios?
- Was my thinking flawed, superficial or erroneous in some fashion? How?
- What were the challenges or tensions in learning about ePortfolio?
- What surprised me?
- How does what I learned fit into the path for the future?
- How have I changed as a learner?

Activity 3: Debriefing

Question	Reflection
What was my thinking about ePortfolios?	Describe Learning
Was my thinking flawed, superficial or erroneous in some fashion? How?	Critical Reflection
What were the challenges or tensions in learning about ePortfolio?	Growth
What surprised me?	Growth & Change
How does what I learned fit into the path for the future?	Goals for Continued Learning
How have I changed as a learner?	Critical Reflection

Activity 3: Debriefing

Let's go back to our mindmap...

Do we want to add anything?

Reflective Learning is.....

Thinking about Thinking about Learning (Brookfield, 2015, Barkley, 2016)

How and Why Questions are your best friends...

Activity 3: Debriefing

Reflective learning is individual....

Emphasis is growth, change, curiosity, inquiry, awareness, disrupting patterned thinking, disrupting patterned behaviours, challenging belief structures, integrative knowledges, connections among aspects of life and learning.

Thinking about Thinking about Learning (Brookfield, 2013, Ryan, 2015)

Activity 3: Debriefing

Reflective learning is process oriented....

Let's review our Folio thinking wall....

How can we strategize including reflective learning activities for students.....

Ted Talk

Ramsey Musallam

3 rules to spark learning

https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning

- <https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom#>

Conclusion

Participants have:

- Described the reflective learner
- Considered reflection at UFV Chandigarh
- Practice a reflective learning activity (Socratic Seminar)
- Appraised learning about ePortfolios in a reflective practice activity
- Strategized inclusion of reflective learning for students in Chandigarh

What spoke to you the most about this session?

References

Brookfield, S. (2013). *Powerful techniques for teaching lifelong learning*. London, UK: Open University Press

Ryan, M. (2015). *Teaching Reflective Learning in Higher Education: A Systematic Approach Using Pedagogic Patterns*, NY, NY: Springer

Ramsey Musallam, R., (2016). *3 rules to spark learning*, retrieved from https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning

Teaching Channel. Socratic Seminars: Patience & Practice: retrieved from <https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom>

Socratic Circle PDF resource:
http://www.corndancer.com/tunes/tunes_print/soccirc.pdf

Capturing the Self in ePortfolios

Designed by Mary Saudelli
Modified by Claire Hay & Michelle Johnson

Identity - The Self

An ePortfolio will reveal: Who am I?

“Identity is unique to each individual but is also mediated in relation to the broader culture/social group. Identity is changing. Identity production is a personal and social bricolage. Identity construction is a lifelong endeavour” (Cooper, 2014, p. 3).

Every ePortfolio will look different

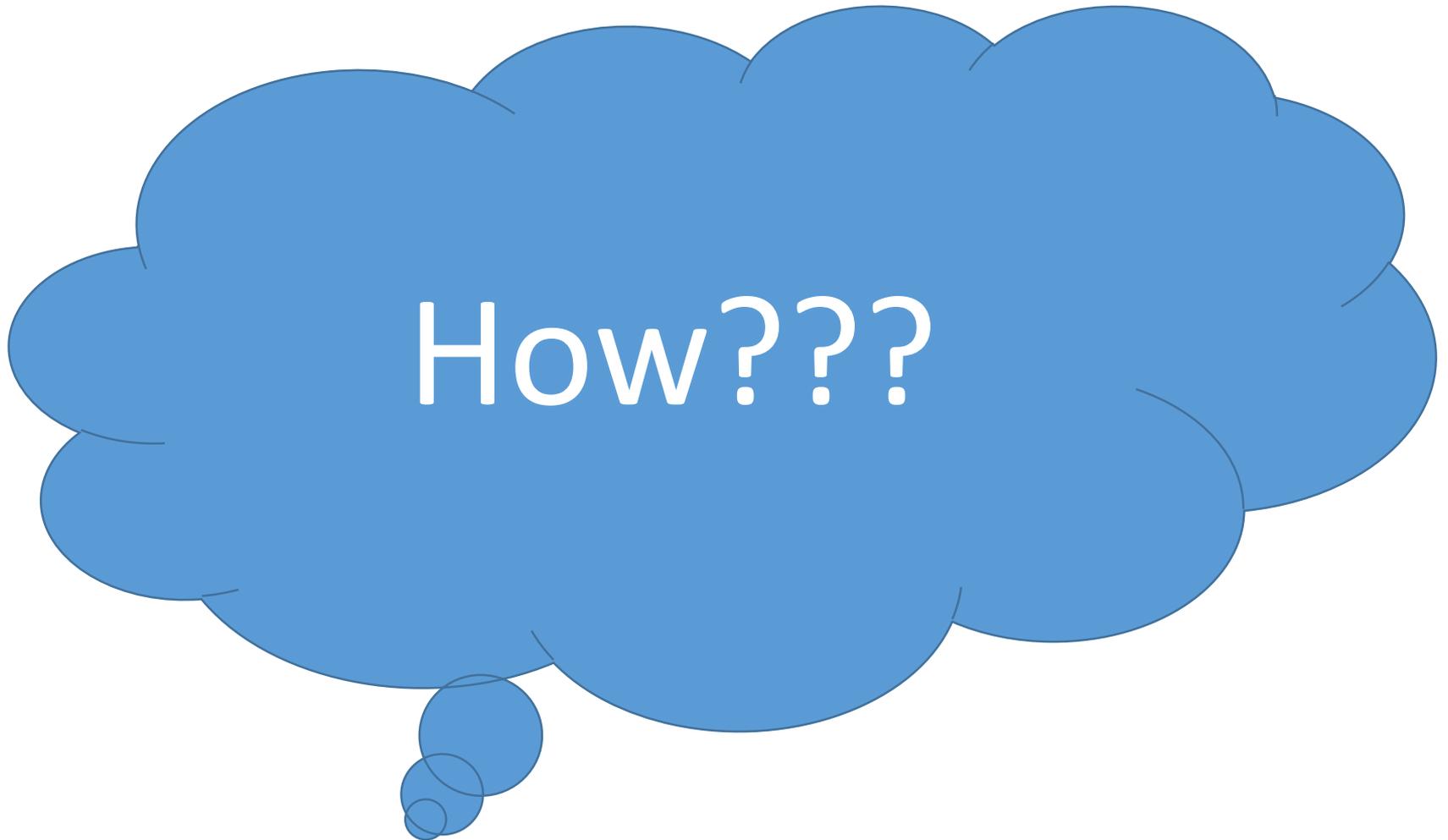
The Research

- Eportfolios require the use of higher order thinking skills (Alexiou & Paraskeva, 2010; Cheng & Chau, 2013; Robins, 2006).
- Buzzetto-More (2010) reports: eportfolios encourage greater student involvement in the constructive process, reflection, lifelong learning, exploring thinking. These activities may be construed to support the growth of self----knowledge and, thus, identity in the digital environment.

The Research

- Cooper (2014) an ePortfolio designed “with a constructivist perspective means to present individual process over time. It looks at learning from the student perspective. It is this type of portfolio that will support the realization of identity for the author – who the author is & who s/he is becoming” (p. 6).
- Saudelli (2015) “this is where identity meets creativity” (p. 148)

The Big Question

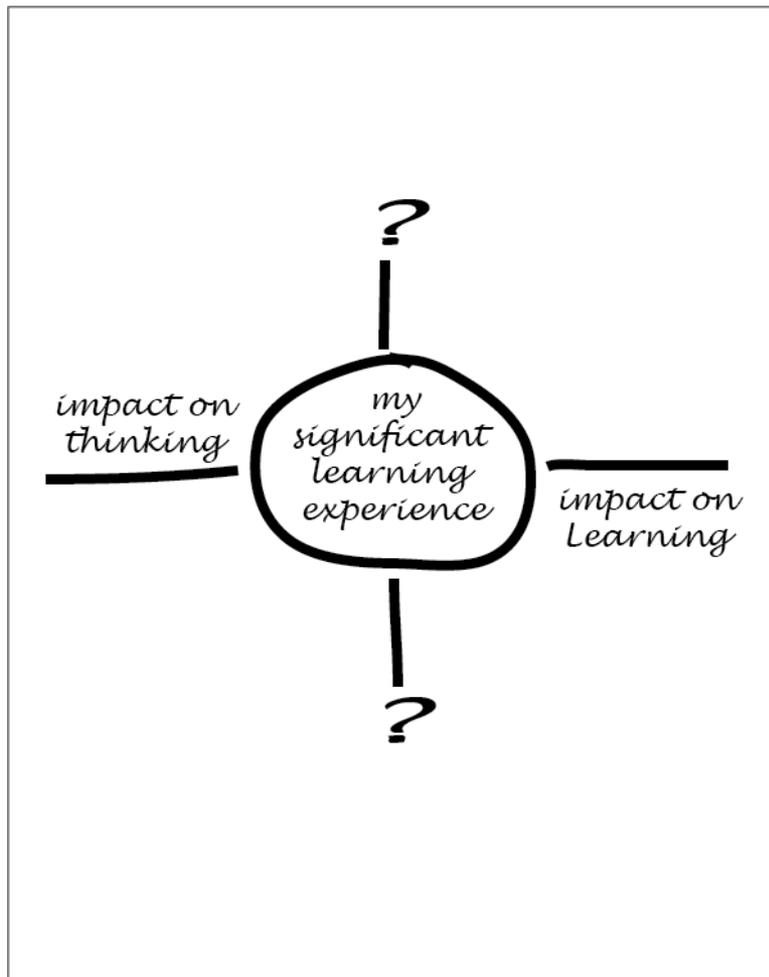


Activity 1: The Self Road Map

Map it Out

- Think about a recent, significant learning experience
- Share the experience with a partner
- Use 1-3 words to write it in the centre of a blank sheet of paper and draw a circle around it.

Activity 1: The Learning Pathway



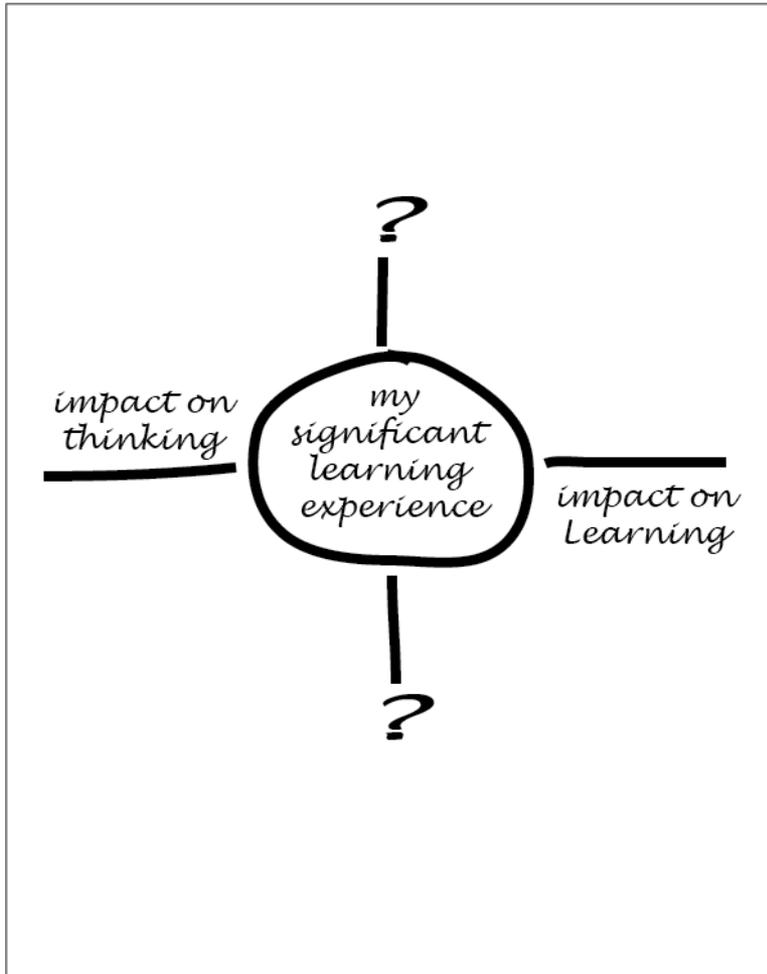
Top: what happened in order for this significant learning experience to happen? Where did this take place?

Left: What were my values - what was my personal philosophy before this experience

Right: Did my values change after? What difference has the experience made in my intellectual, moral, personal, ethical development? What has been the impact on my learning & teaching?

Bottom: What has my learning experience revealed about me? Identify 2-3 ideas

Claire's Learning Pathway



Top: In Canada – recognizing that I was no longer enjoying teaching

Left: Deliverer of knowledge, sage on the stage, students were recipients of the knowledge I had to share

Right: Learning not teaching, students are collaborators in the learning process, facilitator of learning

Bottom: Lifelong learner, recognize value of education for all, equal voice in the classroom, I am a learner as well

Claire's Portfolio front page

Educator, Scholar, Lifelong Learner



Claire Hay, MSc

**Education is not the
learning of facts,
but the training of
the mind to think
– Albert Einstein**

Your Learning Pathway

What has your learning experience
revealed about you?

Search and find something online that characterizes
those ideas OR
create something.

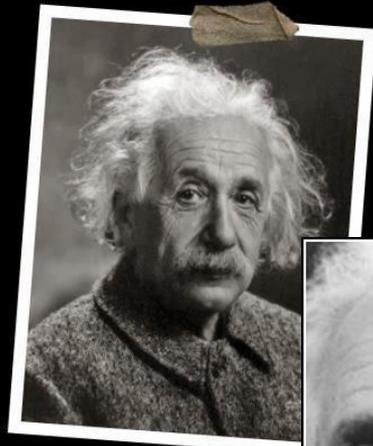
Share it with your partner & discuss how this digital
expression might be
included in an ePortfolio.

(referencing & copyright considerations)

Creating a Digital Profile

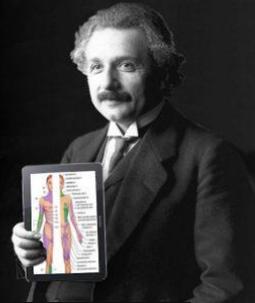
Characterizing ePortfolio digitally with meaningful expressions, media, images, songs, video, graphics, text, backgrounds, colour, pictures

**"Education is not
the learning of
facts, but the
training of the mind
to think."
-Albert Einstein**



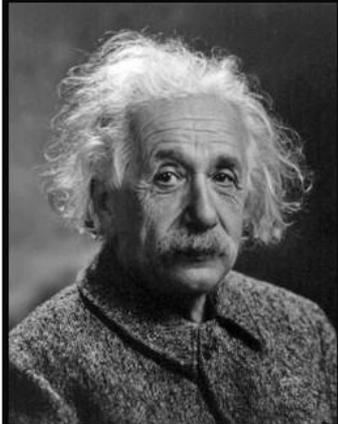
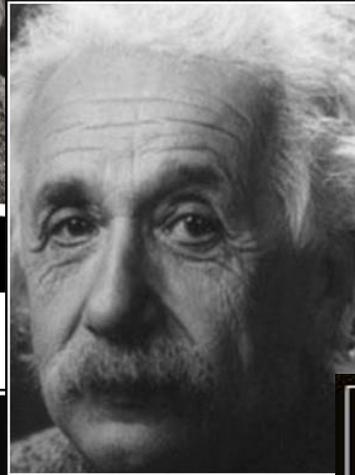
**"Never memorize something
that you can look up"**

Albert Einstein



Empathy is patiently and sincerely seeing the world through the other person's eyes. It is not learned in school; it is cultivated over a lifetime.

— *Albert Einstein* —



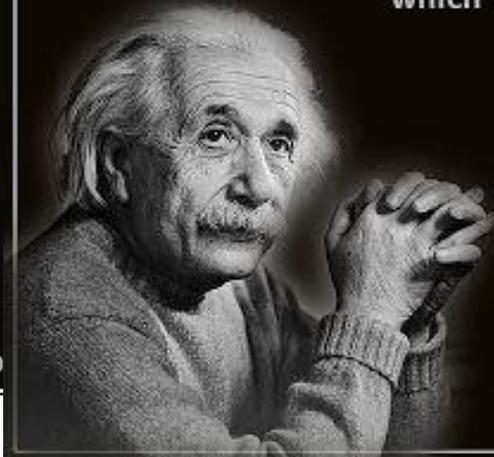
Education is what remains after one has forgotten what one has learned in school.

(Albert Einstein)

izquotes.co

**"I never teach my pupils, I only
provide the conditions in
which they can learn"**

**Albert Einstein
1879-1955**



References

- Alexiou, A. & Paraskeva, F. (2010). Enhancing self-regulated learning skills through the implementation of an e-portfolio tool. *Procedia Social and Behavioral Sciences*, 2, 3048-3054
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