

An Overview of ePortfolios: Learning, Assessment, and Career Development

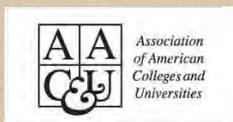
C. Edward Watson, Ph.D.

Associate Vice President, Association of American Colleges and Universities

Executive Editor, International Journal of ePortfolio

Executive Editor, International Journal of Teaching and Learning in Higher Education

watson@aacu.org / @eddiewatson



IJeP International Journal of ePortfolio

Objectives

- ◆ Offer context of ePortfolios and their practice, including current trends
- ◆ Discuss what we know about how students learn
- ◆ Review examples of ePortfolios for learning, assessment, and career development
- ◆ Share important resources to inform your work
- ◆ Begin the thinking of ePortfolio rollout in your contexts

Anticipation Guide

- ◆ What is most important for learning?

Disciplines Using Portfolios

Traditionally,

- ◆ English
- ◆ Architecture
- ◆ Art
- ◆ Communication
- ◆ Education



Traditional Portfolio Advantages

- ◆ Aids students' self-assessment
- ◆ Enables the tracking of student development over time
- ◆ Emphasizes process over product
- ◆ Highlights connections between assignments (and courses) - integration / signature work
- ◆ Facilitates academic richness - personal contact with instructors, advisors, and mentors

Traditional Portfolio Challenges

- ◆ Difficult to share and distribute
- ◆ Time consumptive to develop and maintain
- ◆ Can be space consumptive
- ◆ Work sometimes gets lost

Enter ePortfolio

- ◆ Intentionally student-centered
- ◆ Students can collect and store items online for future selection
- ◆ Spectrum of media and file type supported (PDF, Word, PPT, images, audio, video)

Enter ePortfolio

- ◆ Portfolio sharing becomes easy
- ◆ Share different items with different audiences
- ◆ Distinct web address for each portfolio
- ◆ Reflection enabled and captured
- ◆ Many systems provide attractive design templates

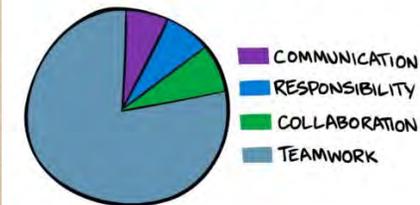
3) Learning is often facilitated by social interaction



Vygotsky, L.S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

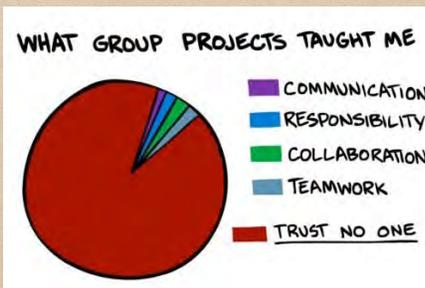
3) Learning is often facilitated by social interaction

WHAT GROUP PROJECTS ARE SUPPOSED TO TEACH YOU



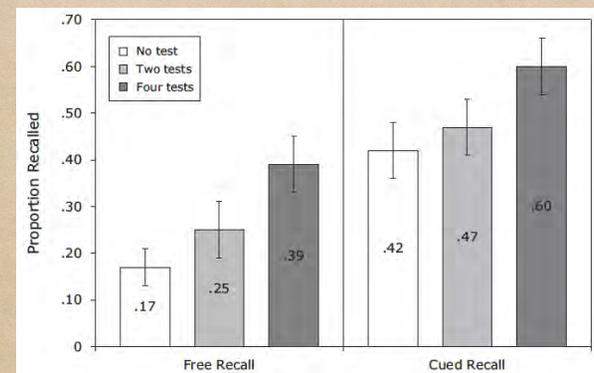
Vygotsky, L.S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

3) Learning is often facilitated by social interaction



Vygotsky, L.S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

4) Recall promotes learning



Zaromb, F. M., & Roediger, H. L., III (2010). The testing effect in free recall is associated with enhanced organizational processes. *Memory & Cognition*, 38(8), 995-1008.

5) "Processing" of learning material tends to result in greater learning gains (active learning)



McKeachie, W.J., Pintrich, P.R., Lin, Y.G., & Smith, D.A.F.(1987). *Teaching and learning in the college classroom: A review of the research literature*. Ann Arbor, MI: National Center for Research to Improve Post-secondary Teaching and Learning.

Solid Basic Formula

- ◆ Build from prior knowledge
- ◆ Performance with feedback
- ◆ Encourage social / group learning
- ◆ Foster recall
- ◆ Promote processing in all that we do

What we process,
we learn.

AAC&U's High Impact Practices

- ◆ First Year Seminars and Experiences
- ◆ Common Intellectual Experiences
- ◆ Learning Communities
- ◆ Writing-Intensive Courses
- ◆ Collaborative Assignments and Projects
- ◆ Undergraduate Research
- ◆ Diversity / Global Learning
- ◆ Service Learning, Community-Based Learning
- ◆ Internships
- ◆ Capstone Courses and Projects

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.

AAC&U's High Impact Practices

HIPs are “correlated with positive educational results for students from widely varying backgrounds”

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.

AAC&U's High Impact Practices

“When done well - some programs and activities appear to engage participants at levels that elevate their performance across multiple engagement and desired-outcomes measures such as persistence.”

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.

AAC&U's High Impact Practices

“Participation in these high impact practices... is especially striking for students who start further behind... [or are] from communities that historically have been underserved by higher education.”

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.

High Impact and ePortfolios

- ◆ Based on the empirical evidence, ePortfolios were added to AAC&U's High Impact list in 2016

International Journal of ePortfolio
<http://www.theijep.com>

2016, Volume 6, Number 2, 65-69
ISSN 2157-622X

Editorial: ePortfolios – The Eleventh High Impact Practice

C. Edward Watson
University of Georgia

George D. Kuh
National Institute for Learning
Outcomes Assessment

Terrel Rhodes
Association of American Colleges
and Universities

Tracy Penny Light
Thompson Rivers University

Helen L. Chen
Stanford University

AAC&U has identified ePortfolios as an eleventh high impact practice. This inclusion is the result

Core Opportunities

- ◆ Learning
- ◆ Assessment of learning
- ◆ Career development
- ◆ Advising, etc.

ePortfolios for Learning

ePortfolio Pedagogy

- ◆ Process-oriented (processing oriented)
- ◆ Offers opportunities for synthesis and meaning-making
 - ◆ Within a course
 - ◆ Across courses (integration)
 - ◆ Across experiences (integration)
- ◆ Examples of learning ePortfolios...

Solid Basic Formula

- ◆ Build from prior knowledge
- ◆ Performance with feedback
- ◆ Encourage social / group learning
- ◆ Foster recall
- ◆ Promote processing in all that we do

ROBYNNE MELLOR
Research Portfolio

Feeds: [Posts](#) [Comments](#)



Braudel's Influence on Environmental History
December 2, 2011 by Robynne Mellor

In History 501, we have encountered the *Annales* school of history a few times. The most notable example is the first book we read, *The Historian's Craft* by Marc Bloch. With Lucien Febvre, Bloch founded the journal *Annales d'histoire économique et sociale* in 1929. Among other things, the *Annales* school of thought associated with this journal promoted the importance of geography and its relation to history. That is, the *Annales* school pioneered ideas of non-human causation in history.

Because of the *Annales* attention to geography and the physical world, many environmental historians recognize the *Annales* school as an important precursor to their field. In his discussion of the influence of the *Annales*, J.R. McNeill states, "their [the *Annales* historians] general approach ... proved inspirational for many who would become environmental historians."^[1] McNeill, however, also doubts the extent or importance of the *Annales* influence on environmental history. He is not alone in this opinion.

In my historiographical essay, I plan to explore this historiographical debate through examination of the extent of the influence of the *Annales* on environmental history. Of course, it is neither practical nor informative to look at the influence of the entire *Annales* school on the entire field of environmental history. Because of this, I will specifically assess the effect of Fernand Braudel (1902-1985), a prominent *Annales* historian who developed the concept of *longue*

September 2014
M T W T F S S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30
◀ Dec

BLOGROLL
Documentation
Plugins
Suggest Ideas
Support Forum
Themes
WordPress Blog
WordPress Planet

Home | Calendar | People | Courses | e-Portfolios | Subscriptions | Administration | Reports | Welcome, Edward | Logout | HELP

Edit Preview Published Portfolio Tools

THE UNIVERSITY OF GEORGIA

GRSC 7770 Student Template [site map](#)

WARNING: This e-Portfolio is currently being used as a template. Published changes or deletions will affect new e-Portfolios created from this template.

[About Me](#) | [Reading Reflections](#) | [Teaching Philosophy](#) | [Microteaching #1](#) | [Microteaching #2](#)

About Me DRAFT: This module has unpublished changes.

[Welcome](#)

[Show Comments \(0\) and Tags](#)

www.digication.com | [Terms of Use](#) | [Privacy](#) | [Contact Digication](#)
Platform provided by Digication, Inc. Copyright © 2017. All rights reserved.

Matthew Moulton [site map](#)

[About Me](#) | [Reading Reflections](#) | [Teaching Philosophy](#) | [Microteaching #1](#) | [Microteaching #2](#) | [Professor Observation #1](#) | [Professor Observation #2](#) | [CTL Events](#) | [Syllabi](#)

About Me

[Welcome](#)



Hello! My name is Matthew Moulton. I am a second year Doctor of Philosophy student at the University of Georgia pursuing a degree in the Educational Theory and Practice program with an emphasis in Middle Grades Education. While attending the University of Georgia, I have worked as a Graduate/Teaching Assistant in the Middle Grades program and for the Office of School Engagement.

I graduated from the University of Florida with a BA in Mathematics and from the University of Houston - Clear Lake with a MS in Counseling. My passion is for helping others and working towards a more equitable and socially just society. My research

Integration Across Experiences

“The LEAP challenge invites colleges and universities to make Signature Work a goal for all students - and the expected standard of quality learning in college.”

AAC&U (2015). *The LEAP challenge. Education for a world of unscripted problems.* Washington, DC: Association of American Colleges and Universities.

New Quality Challenges

<u>AREA A: ESSENTIAL SKILLS (9 Semester Hours)</u>	<u>Grade</u>	<u>Hours</u>	<u>Sem/Yr.</u>
ENGL 1101	_____	_____	_____
ENGL 1102	_____	_____	_____
MATH 1111, 1113, 2261, 2262 (only 1)	_____	_____	_____

AREA B: PERSPECTIVE COURSES (4 Semester Hours): Two courses required, one each in two of these areas: Ethics/Values (2100s), Tradition & Change (2200s), Human Expression (2300s), Environment/Physical World (2400s), Race/Gender (2500s), Cross-Cultural Understanding/Expression (2600s), World of Work (2700s).

1. _____

2. _____

AREA C: HUMANITIES/FINE ARTS (6 Semester Hours)

HUMANITIES/FINE ARTS: _____

ENGL 2111, 2112, 2113

HUMANITIES/FINE ARTS: _____

ART 1100, COMM 1100, 1110, DANC 1500, ENGL 2111, 2112, 2113, MDIA 2000, MUSC 1100, 1110, 1120,

MUSC 1130, PHIL 2010, 2020, REL 2020, THEA 1100, Foreign Language

(For International Business and MGMT Majors, Foreign Language is required) HS Foreign Language _____

AREA D: SCIENCE, MATHEMATICS, & TECHNOLOGY (11 Semester Hours)

LAB SCIENCES (8 hours) 1. _____

2. _____

ASTR 1010K, 1020K, BIOL 1010/1020L, 1030/1040L, 1951H, 1952H, CHEM 1010, 1151K, 1152K, 1211/1211L, 1212/1212L,

GEOL 1112K, 1113K, GEOL 1121K, 1122K, PHYS 1111K, 1112K, 2211K, 2212K

SCIENCE/MATH (see approved list of 3-hour Area D.1 courses in catalog): _____

International Business and Management Majors: MATH 1261 is required

How do we foster integrative learning and knowledge across educational experiences?

ePortfolio Pedagogical Opportunities

- ◆ help students make connections between and across courses and activities
- ◆ evoke real world experiences into the academic domain
- ◆ foster integrative learning through reflection

Integration and ePortfolios

- ◆ To be successful in the 21st Century Workplace, today's college students must be taught how to be highly flexible, integrative and adaptive lifelong learners.
- ◆ ePortfolios are the best strategy available to us to foster integrative knowledge (Yancey, 2015).

Newell, W. H. (1999). The promise of integrative learning. *About Campus*, 4(2), 17-23.

Employability and Integration

- ◆ 92% say that "innovation is essential to the company's success"
- ◆ 93% are asking employees to take on more responsibilities and use a broader set of skills than in the past
- ◆ 91% say that the challenges their employees face are more complex than they were in the past
- ◆ 95% put a priority on hiring people with the intellectual and interpersonal skills so that they can to innovate in the workplace
- ◆ 93% say that the candidates demonstrated capacity to think critically, communicate clearly and solve complex problems is more important than their undergraduate major
- ◆ 91% say that all students should have experiences in solving problems with colleagues who's views are difference from their own

The screenshot shows a digital portfolio page for Emily Wienberg, a member of CGS Team X at Boston University. The page has a red header with the university name and a navigation menu. The main content includes a 'Home' section with a 'Welcome' message and a photograph of Arenal Volcano in Costa Rica. The text below the photo describes the volcano and mentions it was taken during a trip in high school. At the bottom, there are links for 'Show Comments (0)', 'Log In', 'Tags', and footer information for Digital Commons.

ePortfolio Pedagogies

- ◆ Require a paradigm shift from a focus on teaching to a focus on learning
- ◆ Should/could include:
 - ◆ formative assessments
 - ◆ reflection (forward and backward)
 - ◆ Scaffolding
 - ◆ Sharing/Collaboration

The screenshot shows a digital portfolio page for Mackenzie Kaye Hall. The page features a navigation menu at the top with options like 'Home', 'Strengths', 'Coursework', 'Leadership & Work Experience', 'Study Abroad', 'Resume', and 'Contact Me'. The main content includes a large portrait of Mackenzie, her name 'MACKENZIE Kaye HALL' in a stylized font, and a section titled 'An Introduction' with a paragraph of text: 'The most important thing you should know about me is that I am a dreamer. Not only do I seek the great perhaps' of life - I am also a passionate life-seeker. What I desire is to live a life in which every day I am filled with wonder as to how grand it is to be alive - that

Implementing ePortfolios Requires

- ◆ Faculty engagement
- ◆ Administrative support
- ◆ Benchmarks throughout the curriculum
- ◆ Tools that support integration, feedback, and reflection

Key Rollout Questions

What do different faculty at your institution believe about the nature of teaching and learning?

Do any of those beliefs create opposition to integration and ePortfolios?

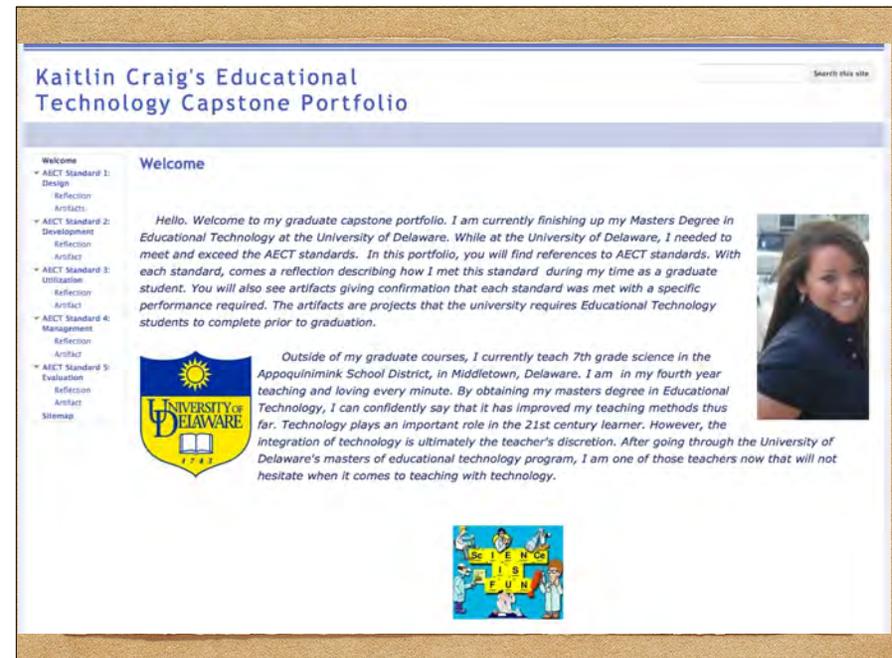
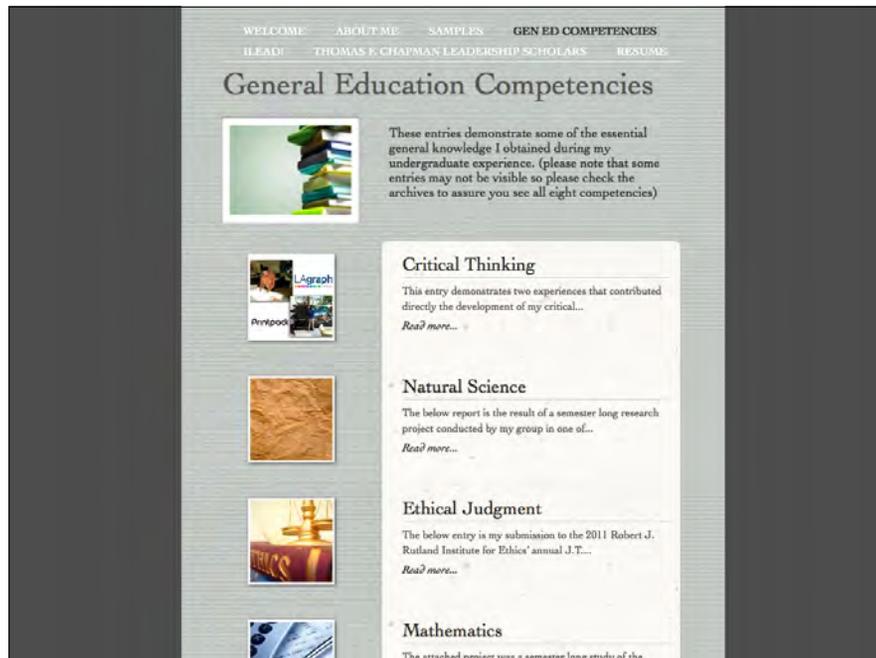
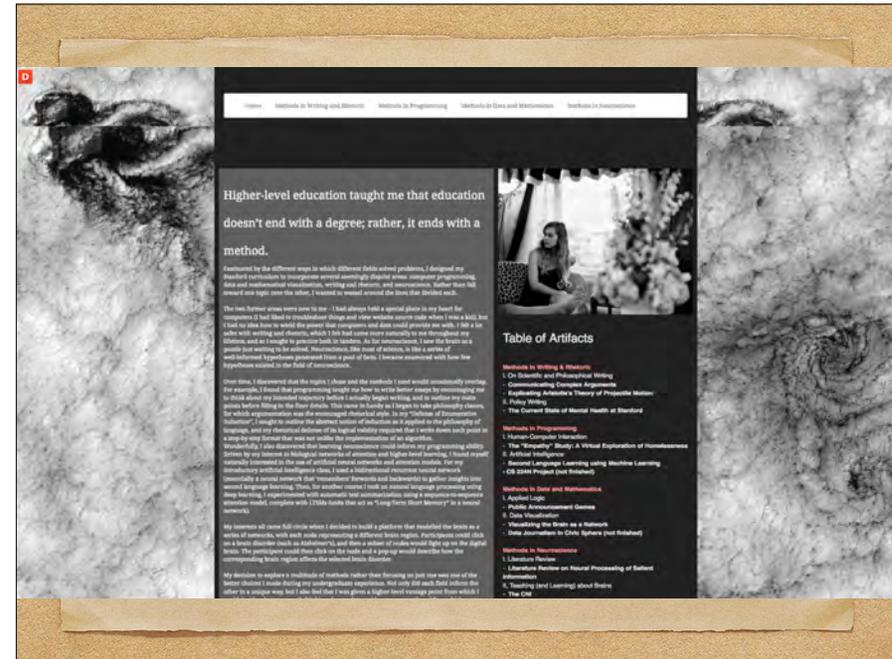
Key Rollout Questions

- ◆ How will you go about integrating ePortfolios into the curriculum on your campus?
- ◆ How will you engage faculty in this initiative?

ePortfolios for Assessment

ePortfolios for Assessment

- ◆ ePortfolios provide a holistic mechanism for assessing student performance
- ◆ Embedded assessment preferred strategy for programmatic assessment
- ◆ Process: Rubrics often used to score artifacts of learning shared by students in ePortfolios
- ◆ Tension exists between learning and assessment portfolios



ePortfolios for Career Development

ePortfolios for Career Development

- ◆ May be helpful on the job market as HR departments become aware of ePortfolios
 - ◆ Evidence suggests ePortfolios are becoming useful in the final stages of search processes
 - ◆ ePortfolios have not supplanted the traditional resume
- ◆ ePortfolio development for the job market helps student develop language for talking about themselves (reflection and metacognition)

About the Photo:
The Great Salt Flats, Utah, July 2011.

Zak James

Education: Medical University of South Carolina, 2016
Degree: Doctor of Dental Medicine (DMD)

Education: Clemson University, 2012
Degree: Health Science, Bachelor of Science
GPA: 4.00/4.00

Honors:

- National Health Service Corps Scholar (2012-2016)
- Matt Locke Award for Student Service
- Clemson University Faculty Scholarship Award
- Outstanding Pre-professional Health Studies Student Award
- ODK Jerome V. Reel Award of Academic Excellence
- HEHD Certificate of Recognition for Academic Excellence
- President's Volunteer Service Award (Gold Level)
- Clemson's Best ePortfolio Award
- Palmetto Fellows Scholarship
- Clemson Departmental Honor

Clemson ePortfolio
Health Science Portfolio
Internship
Leadership and Community Service
Tiger Newspaper Articles

Zak James About Academics CV Documents Gallery Contact

Wix.com Wix.com This Site Was Created Using . Create Your Own Site for Free >> Start

Home | e-Portfolios Directory Login

TAP Engaging all Learners CHAMPLAIN COLLEGE

TAP Portfolio Jasmine Riad site map

[Introduction](#) [Part 1 - Learning, Learners, and Content](#) [Part 2 - Instructional Practice](#) [Part 3 - Professional Responsibility](#)
[Closing thoughts, Acknowledgements and Bibliography](#)

Introduction

My name is Jasmine Riad and I grew up in Los Angeles, California. When I was 12, my parents entered my brother and I into the district lottery to transfer to the Walnut Valley Unified School District, an upper middle class district known for its academic rigor and quality education. In 2010, I graduated from Walnut High School, a competitive, academically motivated school (the class of 2010 graduated with twelve valedictorians). I was in honors and AP classes as well as many extracurriculars such as the Associated Student Body and different faith and cultural clubs. My strongest and favorite subjects were English and history. Meanwhile, I struggled with math and science classes but studied hard to do well in them. As an aspiring high school English teacher, I am constantly reflecting back on my own experience in high school. I think back to the way my English teachers taught us to analyze text, and try to incorporate those methods into my own teaching. At the same time, I am reminded that I was very privileged to have attended

The image shows two ePortfolio pages. The top page is for Anushka N Patel, featuring a navigation menu with 'Home', 'About', 'Education', 'Research', 'Publications', 'Awards', 'Service', and 'Contact'. Below the header, there are sections for 'WELCOME', 'INVOLVEMENT', 'ACADEMICS', 'RESUME', and 'CONTACT'. A central image shows a woman with blonde hair and sunglasses. Below this, there is a quote: "Be strong enough to stand alone, smart enough to know when you need help, and brave enough to ask for it." The bottom section of the page is for the Mary Keyes Leadership Development Program, with a photo of a building and the text "Mary Keyes Leadership Development Program" and "Rebecca Ngoc Dang 2016".

Other Opportunities Fostered by ePortfolios

ePortfolios for Advising and More

- ◆ Tools sets available within ePortfolio are being leveraged for a range of purposes
 - ◆ Advising
 - ◆ Applications to College / Programs
 - ◆ Promotion and Tenure Processes

The image shows a webpage titled "Archway Curriculum". The header includes "Home | e-Portfolios Directory" and "Login". Below the header is a large image of a stone archway with the text "Archway Curriculum" overlaid. The main content area is titled "Archway Seminar" and includes a navigation menu: "My Path | Archway Seminar | First-Year Writing | Foundational Literacies | Integrative Core | Essential Connections | Experiential Learning | Academic Questioning". The "My Path" section is expanded, showing a list of reflection types: "My Reflections on my Path", "First Year Reflections", "Sophomore Reflections", "Junior Reflections", "Senior Reflections", and "Academic Advising". The "Finding Your Path through NWU and beyond" section contains three sub-sections: "Academic Advising:", "Career Exploration:", and "Self-Knowledge:". The footer includes "Nebraska Wesleyan University | Terms of Use | Privacy | Contact Us" and "Platform provided by Digital Commons, Inc. Copyright © 2017. All rights reserved."

Home ▾ Reflective Essay Plan of Study Resume

Welcome to my Teaching Certificate Application Portfolio

As part of your application to the Teaching Certification Program at Connecticut College, you will need to complete and submit the pages of this digital portfolio.

You must also complete the online Application Form, [available here](#).



Open resources for following best and emerging practices regarding ePortfolios?

<http://eportfolio.aacu.org>



PEARL

Publications on ePortfolio: Archives of the Research Landscape

HOME ABOUT US RESEARCH ADVANCED SEARCH COLLABORATE

After compiling empirical evidence of ePortfolio's effectiveness, we felt that others should benefit from the fruit of our labor. The purpose of this website is twofold:

1. to make empirical evidence regarding ePortfolio's effectiveness more accessible to researchers and practitioners; and
2. to community source the task of keeping this database up-to-date.

WHAT CAN YOU FIND ON THIS SITE?

This database (or "archive") consists every peer-reviewed journal article we could locate that focuses on ePortfolio. We included only refereed journal articles in this database, as our purpose is to locate and compile evidence that has been formally reviewed by experts in the field. Thus, no books, conference presentations, white papers, etc., can be found on this site.

To best illustrate trends in the current landscape of ePortfolio research, we also categorized every article to reflect inherent themes: (a) Descriptive; (b) Technological; (c) Empirical, Affective; (d) Empirical, Outcomes; and (e) Empirical, Assessment and Evaluation. Feel free to peruse the database by category of research and/or keywords, locate reference information, read abstracts, and link directly to articles.

WHO IS THIS FOR?



International Journal of ePortfolio

- ◆ Double-blind, peer reviewed
- ◆ Full-text freely available online:
 - ◆ <http://www.thejep.com>

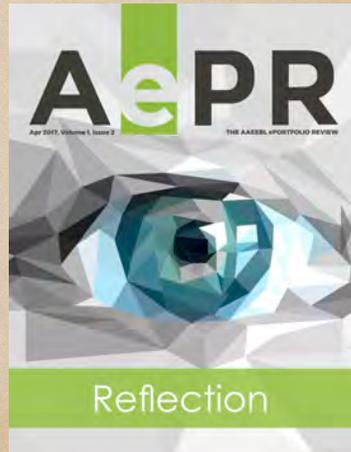


IJeP International Journal of ePortfolio
Volume 1 - Number 1 - 2011

Virginia Tech CIDER

AAEEBL ePortfolio Review

- ◆ Twice a year
- ◆ Best ePortfolio practices
- ◆ Full-text freely available online:
 - ◆ <http://www.aeebl.org/page/AEPRIssues>



Q&A

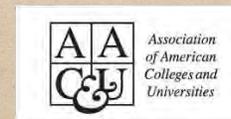
Activity

- ◆ Considering your context, program(s), and goals
 - ◆ what design elements would be required of an ePortfolio?
 - ◆ what challenges do you anticipate regarding rollout and adoption?
 - ◆ what strategies can you employ to address these challenges?

An Overview of ePortfolios: Learning, Assessment, and Career Development

C. Edward Watson, Ph.D.

Associate Vice President, Association of American Colleges and Universities
Executive Editor, International Journal of ePortfolio
Executive Editor, International Journal of Teaching and Learning in Higher Education
watson@aacu.org / @eddiewatson



IJeP International Journal of ePortfolio