MT Engage 2017 Summer Institute ePortfolio Pedagogy Reading List

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James E. Walker Library

Introductory Texts


This book offers a nice representative sample of the ways ePortfolios can support MT Engage classes. Section one contains an introduction for newcomers followed by three higher education case studies that illustrate how ePortfolios have been used successfully for student reflection. Section two contains an introductory essay and four examples of ePortfolios used to support college students’ integrative learning.


This online essay makes the case for ePortfolios as essential pedagogical tools to support student learning, reflection, and integrative learning. It draws on the experiences of a nationwide collective of universities known as Connect to Learning (C2L) campuses, and grounds these real-life examples in Deweyan theory. This is an accessible introductory piece for MT Engage instructors who are new to teaching with reflection and integrative thinking.


This book serves as a manual for teaching integrative thinking with ePortfolios. It introduces readers to key concepts in integrative learning and ePortfolio practice before giving hands-on practical advice for classroom teaching techniques, ePortfolio design, and ePortfolio assessment. Note: Dr. Candace Reynolds (Portland State University) led the accreditation visit team for the MTSU’s Quality Enhancement Plan (MT Engage), and offered constructive advice and feedback on MTSU’s program design.
Additional Resources

The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL). Retrieved from: http://www.aaeebl.org/.

The AAEEBL is a professional association that promotes portfolio teaching and learning in higher education. It hosts an annual conference and sponsors two professional serial publications (AAEEBL ePortfolio Review and the International Journal of the ePortfolio) as well as other online resources for educators.


The AAEEBL ePortfolio Review (AePR) is the AAEEBL’s tri-annual online magazine for “the global eportfolio community.” This is a relatively new publication, and each issue is built on a theme: Issue 1 (Nov. 2016) was devoted to “Evidence-Based Learning,“ and Issue 2 (April 2017) was focused on “Reflection." Recent relevant articles include, “Reflective practice in the sciences,” and “Adding meta-reflections to an ePortfolio.”


This is the AAEEBL’s research journal that is published twice annually. This online publication includes peer-reviewed research articles, case studies, and methodologies related to the use ePortfolios in higher education. Recent articles include, “Situated Learning: A Theoretical Frame to Guide Transformational Change Using Electronic Portfolio Technology,” “Promoting Self-regulation and Critical Reflection Through Writing Students’ Use of Electronic Portfolio,” and “Using the e-Portfolio to Document and Evaluate Growth in Reflective Practice: The Development and Application of a Conceptual Framework.”


This quarterly publication from the Association of American Colleges & Universities (AAC&U) publishes themed issues to brief readers on emerging trends in higher education. The Winter 2014 issue pulled together a collection of articles on the use of ePortfolios for reflection and learning. The articles are arranged into three categories: analysis, practice, and “reality check.” MT Engage has strong ties to AAC&U’s Integrative Thinking and Learning VALUE rubric, so these are highly relevant to MTSU’s program. More information on AAC&U’s VALUE rubric (Valid Assessment of Learning in Undergraduate Education) is available at: https://www.aacu.org/value/rubrics/integrative-learning.

Do you have other sources that have been especially helpful for understanding ePortfolio pedagogy? If so, please pass them along to Jason.Vance@mtsu.edu.