

What is ePortfolio?

“a digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution” (Lorenzo & Ittelson 2005).

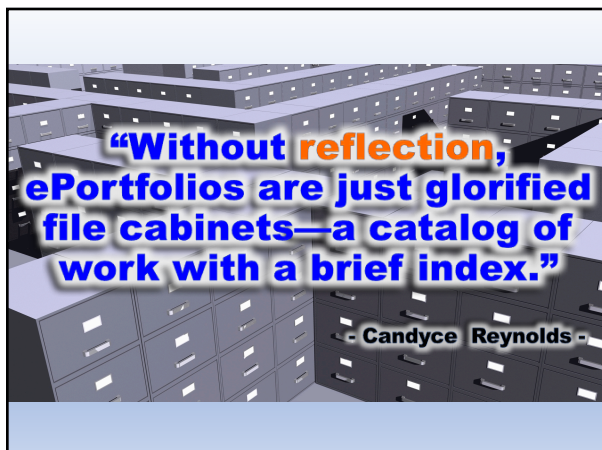


Taken from C. Edward Watson, An Overview of ePortfolios: Learning, Assessment, and Career Development

Types of ePortfolios

1. Content Focused
2. Content and Process Focused (adds reflection)
3. Content, Process and Connections in Learning Focused
4. Integrative Learning
 - Artifacts/demonstrations of learning
 - Reflections on the artifacts
 - Connections made between content in the ePortfolio
 - Use of the ePortfolio for identity development

Reynolds and Patton: *Leveraging the ePortfolio for Integrative Learning*



Reflective ePortfolios help students connect and make meaning from otherwise isolated learning experiences.

This deepens the inquiry process and helps students integrate their learning into a larger framework of education and purposeful self-authorship.

From Catalyst for Learning



Integrative ePortfolio

Longitudinal: students can integrate their college experiences across time and disciplinary boundaries

Reflective: students make linkages and connections visible across academic and cocurricular experiences

Students construct and express an identity based on what they know and what they can do and thus serves as a springboard to their future lives as professionals and members of communities.

What is an ePortfolio? – A student's view

AAC&U 2017 Luncheon Plenary

[Mackenzie Hall](#) video

View her ePortfolio at:

https://tcu.digication.com/mackenzie_hall/About_Me/published



What Is ePortfolio Pedagogy?

Process-oriented

Takes place over time

Offers opportunities for synthesis and meaning-making

Within a course

Across courses

Across experiences

High Impact Pedagogies

- capstone courses/projects
- internships
- first year seminars
- learning communities
- writing intensive courses
- collaborative assignments
- undergraduate research
- global learning
- problem based learning
- service learning
- project based learning
- EXL
- civic engagement
- flipped classrooms
- Reacting to the Past
- education abroad
- common intellectual experiences
- ePortfolio

Expanded list from George Kuh, High Impact Educational Practices (2008) & AAC&U table.

Basic Formula for HIPs

- Build upon prior knowledge
- Leverage social learning opportunities
- Performance with feedback
- Foster recall
- Promote processing in all that we do

Build upon prior knowledge

Building Prior Knowledge in History
Teaching American History in Miami-Dade County September 21, 2012 Fran Macko, Ph.D.

Prior Knowledge

It reminds me of...

- ♣ my grandparents
- ♣ my friends
- ♣ our whole family
- ♣ making a quilt

It makes me think of...

- ♣ my village in Samoa
- ♣ swimming at the beach
- ♣ our big quilt in the hall
- ♣ SAMOA

I remember when...

- ♣ we made a quilt with all the ESOL kids and put all the pieces together
- ♣ we had to sew the buttons on our quilt and we all worked together

I have seen...

- ♣ my grandparents quilt
- ♣ quilts on Samoa TV
- ♣ quilts at Te Papa
- ♣ my grandmother sewing in Cambodia

Social interaction

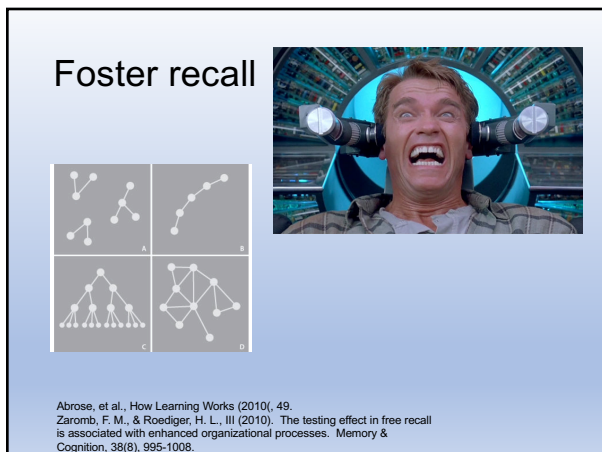


Ken Karp/Pearson Education

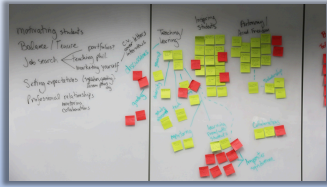
Vygotsky, L.S. (1978). Mind and society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.







Cognitive processing



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.

Basic Formula

- Build upon prior knowledge
- Leverage social learning opportunities
- Performance with feedback
- Foster recall
- Promote processing in all that we do

ePortfolio
Leverages What
We Know About
Learning

What Is ePortfolio Pedagogy?

"What is particular to ePortfolio pedagogy is the centrality of integrative learning, supported by reflection, community and connective ePortfolio technology."

(Eynon and Gambino 38-39).

How and Why Does ePortfolio Work for Integrative Learning?

- It is more than a repository for student artifacts.
- It facilitates review by multiple audiences.
- It preserves the artifact.

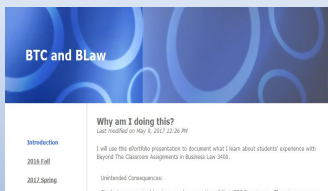
How and Why Does ePortfolio Work for Integrative Learning?

ePortfolio allows students to demonstrate learning in creative ways. It accommodates original art, video, audio, as well as the use of color and design.



How and Why Does ePortfolio Work for Integrative Learning?

The students **literally** have to create **links** between the components--different artifacts and reflections--so that users can **navigate** the collection in an orderly way.



Other Benefits of ePortfolios for Student Learning

University of Michigan study (Peet, et al.) found:

Gains in demonstrating knowledge and transferring knowledge to new situations were significant, regardless of level of participation.

- Students gained more when they created more components of their portfolio.
- Students who participated in more than one experience using portfolios demonstrated the greatest gains.

ePortfolio as HIP

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http://www.ijep.com

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Editorial: ePortfolios – The Eleventh High Impact Practice

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University of Georgia

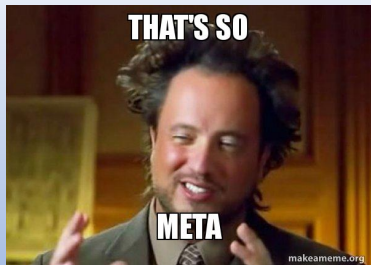
George D. Kuh
National Institute for Learning
Outcomes Assessment

Terrel Rhodes
Association of American Colleges
and Universities

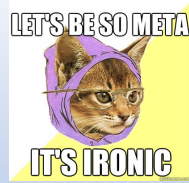
Tracy Penny Light
Thompson Rivers University

Helen L. Chen
Stanford University

AAC&U has identified ePortfolios as an eleventh high impact practice. This inclusion is the result of the breadth and the strength of the evidence base in support of the effect of ePortfolios along a number of student success metrics. This recognition signals a new era for ePortfolios in higher education, and this editorial briefly explores the evidence behind this decision and charts a course for next steps and new domains for ePortfolios. The most promising of which may be coupling notions of Signature Work and a range of HIPs with ePortfolios.



The “Meta” HIP?



ePortfolio “can facilitate the integration of multiple HIPs across a student’s academic trajectory,” and thus become a “transformative learning experience for students” (Eynon and Gambino 202).

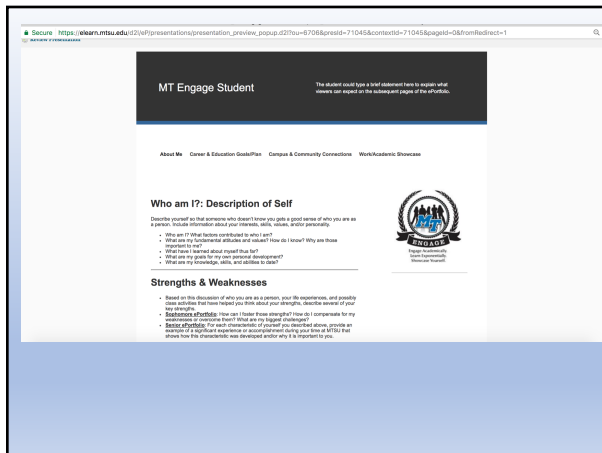
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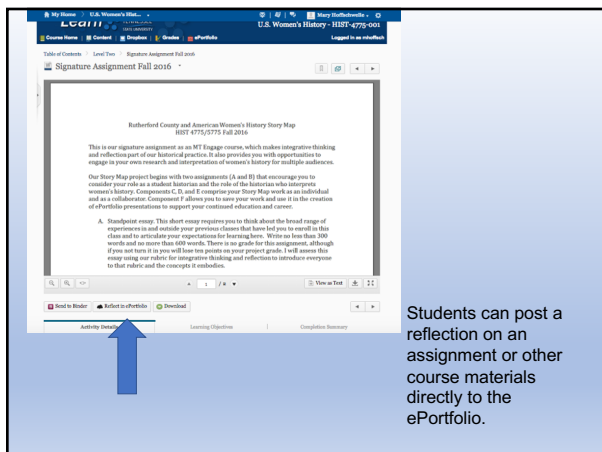
Why and how is ePortfolio part of MT Engage?

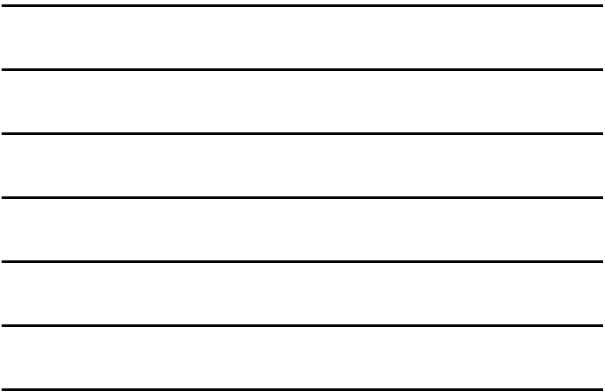
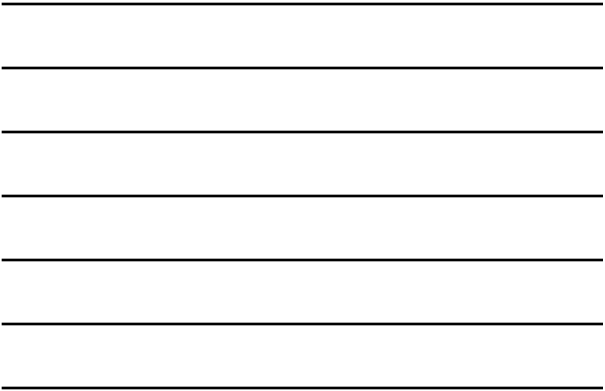


The screenshot shows a web browser window with the address bar displaying a URL from 'learn.mtsu.edu'. The page title is 'View Feedback - U.S. Women's History'. The navigation bar includes links for 'My Home', 'U.S. Women's History', and 'Calendar'. The main content area features a 'Learn' section with a 'View Feedback' button and an 'Add to ePortfolio' button. A blue arrow points from the 'Add to ePortfolio' button to the 'ePortfolio' link in the navigation bar. Below the navigation bar, there is a table titled 'Connections to Experience' with columns for Capstone, Advanced, Milestone, Benchmark, Developing, and Feedback. The table contains text describing various levels of learning outcomes and their connections to experience.

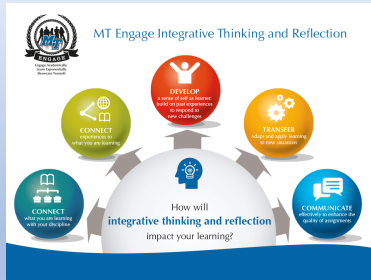
Connections to Experience	Capstone	Advanced	Milestone	Benchmark	Developing	Feedback
Connects relevant experience and academic knowledge	Assignment reflects developed understanding of connections between a broad range of experiences and	Assignment reflects connections appropriate to continuing academic	Assignment reflects connections among a wide range of experiences appropriate to continuing academic	Assignment reflects connections among a broader range of experience, reflecting	Assignment reflects connections between general academic experience and relevant experience	Assignment reflects little or no connection between course material and experiences.



[illegible]



Remaining, New Questions?



Your ePortfolio Practice?

How might you integrate ePortfolio pedagogy and practice into a class?

Resources

AAEEBL <http://www.aaeebl.org>

Catalyst for Learning <http://c2l.mcncr.org>

Eynon, Bret, and Gambino, Laura M. High-Impact ePortfolio Practice: A Catalyst for Student, Faculty, and Institutional Learning. Fairfax, VA: Stylus Publishing, 2017.

Peet, Melissa, et al. "Fostering Integrative Knowledge through ePortfolios." International Journal of ePortfolio, 1, no. 1 (2011), 11-31.

Reynolds, Candyce, and Judith Patton. Leveraging the ePortfolio for Integrative Learning. Fairfax, VA: Stylus Publishing, 2014.

Watson, E., Kuh, G., Rhodes, T., Light, T., Chen, H. (2016). Editorial: ePortfolios—The Eleventh High Impact Practice. International Journal of ePortfolio 6(2)
