What is ePortfolio?

What is ePortfolio pedagogy?

How and why does ePortfolio work?

Why and how is ePortfolio part of MT Engage?

How can I integrate ePortfolio into my MT Engage course?
What is ePortfolio?

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

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

“Without reflection, ePortfolios are just glorified file cabinets—a catalog of work with a brief index.”

Candyce Reynolds
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

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

Prior Knowledge
It reminds me of...
- my grandmother
- my mother
- my older sister
- my father

It makes me think of...
- my thoughts on history
- my experiences in life
- my personal memories

I remember when...
- we made a model ship in 5th grade
- we had to build a robot in my year
- we all worked together

I have seen...
- my grandparents' ship
- my parents' TV
- my friends at TV Party


Social interaction
Performance with feedback


Foster recall

Cognitive processing


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.

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

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
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).

Why and how is ePortfolio part of MT Engage?

Students add the assignment and feedback from the dropbox to their ePortfolio with one click.
Students can post a reflection on an assignment or other course materials directly to the ePortfolio.
How can I integrate ePortfolio into my MT Engage course?
Remaining, New Questions?

Your ePortfolio Practice?

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

Resources

AAEEL. http://www.aaeebl.org

Catalyst for Learning http://c2l.mcnroy.org


