### **Eportfolio**

### Bret Eynon, Laura M. Gambino

<u>ePortfolio Performance Support Systems</u> Katherine V. Wills,Rich Rice,2013-07-16 ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios.

ePortfolio as Curriculum Kathleen Blake Yancey, 2023-07-03 At a moment when the ePortfolio has been recognized as a high impact practice - as a unique site for hosting student integrative learning and as a powerful genre for assessment - this book provides faculty, staff, and administrators with a set of frameworks and models useful for guiding students in designing and creating ePortfolios that clearly communicate their purpose and effectively use the affordances of the medium. In short, this book both illustrates and provides guidance on how to support the development of students' ePortfolio literacy. The ePortfolio curricular models provided in ePortfolio as Curriculum include both those integrated within existing disciplinary courses and those offered through credit-bearing stand-alone courses. In taking up questions focused on what students need to know and do in becoming informed, effective ePortfolio makers, the contributors to this volume - from the standpoint of their course outcomes and institutional contexts - present various approaches to developing an ePortfolio curriculum. Individually and collectively, the chapters explain ways to engage students in understanding the potential purposes, structures, audiences, and designs of ePortfolios; in developing the reflective practices for contextualizing and informing the selection and curation of artifacts; and in creating appropriate focus and coherence. Synthesizing insights from the previous chapters, the concluding chapter identifies six consistent features of an ePortfolio curriculum that support the development of students' ePortfolio literacy. In addition, Kathleen Blake Yancey identifies and defines seven common ePortfolio curricular dimensions that contribute to students' ePortfolio literacy, among them student agency, digital identity, and campus and global citizenship. Not least, she describes new practices emerging from ePortfolio curricula, including new ePortfoliospecific genres; new metaphors used to characterize ePortfolios and their practices; and new issues that the ePortfolio curriculum raises.

Documenting Learning with ePortfolios Tracy Penny Light, Helen L. Chen, John C. Ittelson, 2011-11-18 Documenting Learning with ePortfolios Documenting Learning with ePortfolios provides higher education instructors with a theory-to-practice approach to understanding the pedagogy behind ePortfolios and to helping students use them to record and reflect

on their learning in multiple contexts. The authors outline a framework of six critical iterative tasks to undertake when implementing ePortfolios for student success. Filled with real-life models of successful ePortfolio projects, the book also includes guidance for faculty development to support the use of ePortfolios and covers the place of ePortfolios in institutional assessment efforts. Finally, the authors offer considerations for deciding on which technological tools to deploy in implementing a successful ePortfolio initiative. These authors achieve the very rare accomplishment of combining their years of practical experience, broad conceptual and research underpinnings, and incredibly useful examples and applications into a single, concise volume for enhancing student learning through an ePortfolio approach to our shared educational purpose. TERREL L. RHODES, vice president, Office of Quality, Curriculum, and Assessment, Association of American Colleges and Universities Educators keep asking for more information about how to use electronic portfolios. This book provides answers, guidelines, examples, and scholarly insights about learning based in the wisdom of the ePortfolio community of practice what a powerful addition to our collective knowledge! I am thankful to the authors for this boost to our field and for providing a blueprint for implementers to follow. TRENT BATSON, executive director, The Association for Authentic, Experiential and Evidence-Based Learning

High-Impact ePortfolio Practice Bret Eynon, Laura M. Gambino, 2023-07-03 Published in association with At a moment when over half of US colleges are employing ePortfolios, the time is ripe to develop their full potential to advance integrative learning and broad institutional change. The authors outline how to deploy the ePortfolio as a high-impact practice and describe widely-applicable models of effective ePortfolio pedagogy and implementation that demonstrably improve student learning across multiple settings. Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network, Eynon and Gambino present a wealth of data and revealing case studies. Their broad-based evidence demonstrates that, implemented with a purposeful framework, ePortfolios correlate strongly with increased retention and graduation rates, broadened student engagement in deep learning processes, and advanced faculty and institutional learning. The core of the book presents a comprehensive research-based framework, along with practical examples and strategies for implementation, and identifies the key considerations that need to be addressed in the areas of Pedagogy, Professional Development, Outcomes Assessment, Technology and Scaling Up. The authors identify how the ePortfolio experience enhances other high-impact practices (HIPs) by creating unique opportunities for connection and synthesis across courses, semesters and co-curricular experiences. Using ePortfolio to integrate learning across multiple HIPs enables students reflect and construct a cohesive signature learning experience. This is an invaluable resource for classroom faculty and educational leaders interested in transformative education for 21st century learners.

<u>Eportfolios for Lifelong Learning and Assessment</u> Darren Cambridge,2010-10-07 This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use, drawing on work in philosophy,

sociology, higher and adult education, and elearning research. It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios. It surveys the state-of-the-art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum, assessment, and technology. This resource is written for scholars, support staff, instructional technologists, academic administrators, and policy makers.

Catalyst in Action Bret Eynon, Laura M. Gambino, 2023-07-03 Published in association with In 2017, Bret Eynon and Laura M. Gambino released High-Impact ePortfolio Practice, which drew broad acclaim from faculty and educational leaders. "An instant classic," wrote one reviewer. "The book I've been waiting for!" exclaimed another. With compelling evidence of the impact of ePortfolio "done well," and a practical framework for educators to follow, this research study quickly led to the formal recognition of ePortfolio as a validated High Impact Practice. Now, with Catalyst in Action: Case Studies of High-Impact ePortfolio Practice, Eynon and Gambino have taken the next step. The book offers 20 powerful case studies, drawn from campuses ranging from Bronx Community College to Yale University, from the University of South Carolina, to Dublin University and Arizona State. In High Impact ePortfolio Practice, Eynon and Gambino outlined the Catalyst Framework, spotlighting the strategies needed to launch, build and sustain a "high-impact" ePortfolio practice. Linking integrative social pedagogy to technology, assessment and professional development, the Catalyst Framework offers guiding principles and classroom-based ePortfolio practices that improve student success, deepen the student learning experience, and catalyze learning-centered institutional change. In Catalyst in Action, teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses. Working with diverse groups of students in a broad range of disciplines and settings, the case study authors put Eynon and Gambino's integrative strategies into practice. Catalyst in Action shares their findings and their insights. As higher education enters a challenging new era, it must find new ways adapt and change, to support and demonstrate student growth and development. Catalyst in Action is a powerful combination of intensive research and practical experiencing. Offering exciting new evidence and fresh new insights, Catalyst in Action will be an invaluable resource for those who wish to build student success, advance higher learning, and meet the demands of the 21st century.

Leveraging the ePortfolio for Integrative Learning Candyce Reynolds, Judith Patton, 2023-07-03 The fruit of the authors' more than 15 years of using and writing about ePortfolios in general education and disciplinary programs and courses, this book is a comprehensive and practical guide to the use of the ePortfolio as a pedagogy that facilitates the integrative learning that is a central goal of higher education. Faculty and administrators of programs using ePortfolios can use this guide to help their students work individually on an ePortfolio or as part of a class or program requirement. Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves, their peers, their instructors and their future employers While interest in ePortfolios has

exploded—because they provide an easier and more comprehensive ways to assess student learning than traditional portfolios, and because they have the potential to transformatively develop students' ability to connect and apply their knowledge—faculty and administrators all too often are disappointed by the lackluster ePortfolios that students submit. Reynolds and Patton demonstrate how systematically embedding practices in the classroom that engage students in integrative learning practices dramatically improves outcomes. The authors describe easy to use and practical strategies for faculty to incorporate integrative ePortfolios in their courses and curricula, and create the scaffolding to develop students' skills and metacognition. The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose, structure and implementation of ePortfolios. Subsequent sections cover classroom practices and assignments to help students understand themselves as learners; make connections between course content, their personal lives, and to the curriculum; bridge theory to practice; and consider issues of audience and communication and presentation in developing their portfolios. The book goes on to cover technological issues and assessment, with a particular emphasis on the use of rubrics; and concludes with explicated examples of ePortfolios created in a first-year program, ePortfolios created by graduating students, career-oriented ePortfolios, and lifelong ePortfolios. For both experienced faculty and administrators, and readers just beginning to use ePortfolios, this book provides a framework and guidance to implement them to their fullest potential.

The E-portfolio Paradigm Nicole A. Buzzetto-More, 2010

**Handbook of Research on ePortfolios** Jafari, Ali,2006-05-31 This handbook investigates a variety of ePortfolio uses through case studies, the technology that supports the case studies, and it also explains the conceptual thinking behind current uses as well as potential uses--Provided by publisher.

**EPortfolio as Curriculum** Kathleen Blake Yancey,2023 This book provides faculty, staff, and administrators with a set of frameworks and models useful for guiding students in designing and creating ePortfolios that clearly communicate their purpose and effectively use the affordances of the medium. The curricular models provided include both those integrated within existing disciplinary courses and those offered through credit-bearing stand-alone courses.--Provided by publisher.

Electronic Portfolios 2.0 Darren Cambridge, Kathleen Blake Yancey, Barbara Cambridge, 2023-07-03 Higher education institutions of all kinds—across the United States and around the world—have rapidly expanded the use of electronic portfolios in a broad range of applications including general education, the major, personal planning, freshman learning communities, advising, assessing, and career planning. Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios. Using qualitative and quantitative methods, the contributors to this book—all of whom have been engaged with the Inter/National Coalition for Electronic Portfolio Research—have undertaken research on how eportfolios influence learning and the learning environment for students, faculty members, and institutions. This book

features emergent results of studies from 20 institutions that have examined effects on student reflection, integrative learning, establishing identity, organizational learning, and designs for learning supported by technology. It also describes how institutions have responded to multiple challenges in eportfolio development, from engaging faculty to going to scale. These studies exemplify how eportfolios can spark disciplinary identity, increase retention, address accountability, improve writing, and contribute to accreditation. The chapters demonstrate the applications of eportfolios at community colleges, small private colleges, comprehensive universities, research universities, and a state system.

**Eportfolios@edu** Mary Ann Dellinger, D. Alexis Hart, 2020-12

EPortfolios@edu Mary Ann Dellinger, D. Alexis Hart, 2020 This edited volume explores best practices in creating, implementing, and assessing an ePortfolio program on today's college or university campus. The ePortfolio practitioner/scholars who contributed to this volume, representing four different countries in as many continents, share success stories and lessons learned from a first-person perspective. Envisioning ePortfolio@edu as a go-to manual for ePortfolio novices, seasoned practitioners, and curious explorers alike, Dellinger and Hart trust that readers will be able to close the book and immediately apply whatever information they found most appropriate for their situation. Towards that end, contributors have embedded screenshots and diagrams within their essays as well as ready-to-use materials including timelines, rubrics, and forms. Readers can download updates and additions to the materials in ePortfolios@edu on the companion website where, among other open-access e resources, they will also find software reviews and links to contributors' and editors' professional ePortfolios--

ePortfolios in Australian Universities Jennifer Rowley,2016-09-14 This book focuses on essential findings concerning emerging practices of student learning through the teaching and learning benefits of the electronic portfolio (ePortfolio) in a range of disciplines at Australian universities. It explores the latest research on ePortfolios, teaching quality, future research directions for tertiary learning and teaching, institutional agendas in higher education, and the role that the ePortfolios can play in supporting improvements in pedagogic practice and student outcomes. Included in these agendas is research into the development of higher education through the technologising of pedagogy, learner identities in discrete disciplines, and the praxis of individual university teachers. The book covers accounts of academic learning success and challenges across current higher education subject areas. By presenting case study accounts of ePortfolio use, it reveals the importance of defining and documenting how we can meaningfully develop learner portfolios in research, teaching and learning at Australian universities. With an intentional research base, the book draws on work conducted inside and outside Australia and highlights how the ePortfolio can help tertiary staff prepare for the impact of a student-created portfolio on teaching, learning, and subsequent academic scholarship.

Electronic Portfolios 2.0 Darren Cambridge, Barbara L. Cambridge, Kathleen Blake Yancey, 2009 Higher education

institutions of all kinds - across the United States and around the world - have rapidly expanded the use of electronic portfolios in a broad range of applications including general education, the major, personal planning, freshman learning communities, advising, assessing, and career planning. Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios. Using qualitative and quantitative methods, the contributors to this book - all of whom have been engaged with the Inter/National Coalition for Electronic Portfolio Research - have undertaken research on how eportfolios influence learning and the learning environment for students, faculty members, and institutions. This book features emergent results of studies from 20 institutions that have examined effects on student reflection, integrative learning, establishing identity, organizational learning, and designs for learning supported by technology. It also describes how institutions have responded to multiple challenges in eportfolio development, from engaging faculty to going to scale. These studies exemplify how eportfolios can spark disciplinary identity, increase retention, address accountability, improve writing, and contribute to accreditation. The chapters demonstrate the applications of eportfolios at community colleges, small private colleges, comprehensive universities, research universities, and a state system.--Publisher's website.

Teaching for Integrative Learning Emma Crawford, Angela Smallwood, 2010

*Mahara Eportfolios* Thomas W. Bell, Derrin Kent, 2012-07-26 Create your own e-Portfolio and Communities of Interest within an Educational or Professional Organization.

**E-Portfolios in Higher Education** Tushar Chaudhuri,Béatrice Cabau,2017-03-30 This book shares the collective experience of integrating electronic portfolios as assessment tools and as instruments for life-long learning in courses across various disciplines in higher education. It enables readers to trace the evolution of e-portfolios over the last ten years and to deal with the challenges faced by instructors and students when implementing e-portfolios in their respective courses. Further, the book suggests flexible ways of dealing with those challenges. It also highlights the relevance of electronic portfolios for the needs and demands of contemporary societies. As such, it speaks to a large target audience from a range of disciplines, roles and geographical contexts within the wider context of higher education in Asia and around the globe.

Eportfolio Adoption's Mediating Influence On Faculty Perspectives Jonathan M. Thomas, 2017 A case-comparative mixed methods approach was used to discover how faculty members' teaching perspectives changed as they adopted an eportfolio tool (Pathbrite). Ten faculty members took the Teaching Perspectives Inventory (TPI) before and after using the tool during Fall semester 2015. Also, systems logs were collected and interviews were conducted after the post survey was completed. Interview data found that faculty members developed a broader view of the potential of eportfolios. Participants also appreciated the long-term benefits that eportfolios would have on their students. However, when use was associated with accreditation standards, gains in student-centered perspectives were minimal. The study suggests cognitive apprenticeship as a model that explains the discovered findings and provides recommendations to administrators who are implementing

eportfolios.

**EPortfolio as Assessment Instrument. Introducing the Project "ePortfolio for Human Resources"** Heiner Barz, 2012

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