Electronic Portfolios:
Definitions, Models, and Promising Practices

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∞ Overview of the Session

∞ Some Quick Definitions

∞ What Scenarios Teach Us

∞ A Review of Models and Their Features

∞ Reflection in ePortfolios

∞ Best Practices

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SELECTED REFERENCES AND SOURCES

Annual Meetings

Association of American Colleges and Universities (AAC&U) General Meeting, including the ePortfolio Forum

Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL) Annual Meeting (this year: July in Vancouver, Canada).

IUPUI Assessment Institute (this year: Oct. in Indianapolis).

Journals

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

The AAEEBL ePortfolio Review <http://www.aaeebl.org/?page=AEPRIssues>

Special Issues of Journals, Books, Articles, Book Chapters

AACU Peer Review, special issue on ePortfolios: *Advancing Equity and Student Success through Eportfolios.* Summer 2016 (Vol.18, No.3): < http://aacu.org/peerreview>.

Buyarski, Catherine A. and Cynthia Landis. "Using an ePortfolio to Assess the Outcomes of a First-Year Seminar: Student Narrative and Authentic Assessment." *International Journal of ePortfolio* 4.1 (2014): 49-60.

Cambridge, Darren, Barbara Cambridge, and Kathleen Blake Yancey, eds., *ePortfolio 2.0: Emergent Research on Implementation and Impact*. Sterling, VA: Stylus, 2009.

Chen, Helen, Tracy Penny-Light, and John Ittleson. *Documenting Learning with ePortfolios: A Guide for College Instructors*. Jossey-Bass, 2011.

Eynon, Bret et al. *ePortfolio as High Impact Practice*. Sterling, VA: Stylus, 2017.

Kahn, Susan. "New Learning About Learning: An Introduction to ePortfolio Assessment. In *The Handbook on Measurement, Assessment, and Evaluation in Higher Education*. In press (due for release in 2017).

Richard-Schuster, Katie, Mary Ruffolo, Kerri Leyda Nicoll, Catherine Distelrath, and Joseph Galura. "Using e-Portfolios to Assess Program Goals, Integrative Learning and Civic Engagement: A Case Example." *International Journal of ePortfolio* 4.2 (2014): 133-41.

Yancey, Kathleen Blake, ed. *A Rhetoric of Reflection*. Logan, UT: Utah State UP, 2016. See especially Neal; Ostman and Leaker; Clark; Silver; and MacDonald.

-----, ed. *ePortfolio-as-Curriculum: Diverse Models and Practices*. Forthcoming Stylus.

Website(s)

Association for Authentic, Experiential, and Evidence-based Learning: <aaeebl.org>

Inter/National Coalition for Electronic Portfolio Research Final Reports: <ncepr.org>. See especially LaGuardia Community College; DePaul; University of Michigan; Blue Ash and Clermont College; Virginia Military Institute; University of Georgia; University of Mississippi; Northern Illinois University; IUPUI; University of Washington; Kapi'olani Community College; Ohio State University; University of Denver; Virginia State University; Northeastern University; DePaul University..

Catalyst for Learning: ePortfolio Resources and Research: <http://c2l.mcnrc.org/>

Scenarios for ePortfolios/kyancey@fsu.edu

SCENARIO ONE In a general education program emphasizing integrative learning, students are required to submit a passing electronic portfolio keyed to **critical thinking** and **information literacy** in multiple contexts. The portfolio is required to include at least five artifacts from at least three courses. Artifacts could include, for example, print documents; powerpoint slides with a script for the talk that accompanied them; a streaming video of a team project; lab reports; an annotated bibliography; concept maps; links to drafts and notes; and work documents (e.g., spreadsheets) from workplace sites. Students' collection of artifacts is guided by scoring guide; and they write a reflection on what they have learned in creating these artifacts. Elected faculty meet every term to review and score the portfolios. Students who do not pass are given a detailed explanation as to why; they are also required to attend at least one session with a tutor at the Electronic Portfolio Studio. For program assessment, a small group of faculty are paid during the summer to score a random sample of portfolios; the faculty leader summarizes the results, reads across them for patterns of success and weakness, and presents this analysis to the faculty so they may determine what curricular changes should be made.

SCENARIO TWO The faculty in **pre-professional** programs--like engineering, architecture, and nursing--have designed an electronic portfolio as a way to encourage students to reflect upon their own development, to make connections between and across classes and workplace experiences, and to begin planning for their own academic, professional, and personal futures. The faculty develop a pilot portfolio project in which students are required to include one artifact from each class that they have completed, and three artifacts from their personal or workplace lives; all of the artifacts are supposed to show that the student is a developing professional. In the portfolio reflection, students comment on how the artifacts show their developing professionalism. The portfolios are reviewed by a collaborative team of faculty and potential employers (e.g., engineers, nurses); their observations are recorded and shared with the full faculty, who consider what if any changes they want to make to the portfolio design and the curriculum.

SCENARIO THREE To graduate, each student at Portfolio College needs to create a **writing** portfolio; portfolios are submitted at the beginning of the sophomore year so that if the portfolio doesn't pass, the student has time to work on his or her writing and re-submit a portfolio. In creating the portfolio, the student must include artifacts from at least three general education classes and show a diversity of rhetorical strategies, including the ability to observe, to analyze complex information, to interpret, and to identify and evaluate sources. Faculty rate the portfolios every summer; students receive a no pass, pass, or extraordinary pass; typically, over 80 of the students receive a pass. Program enhancement has taken various forms: (1) anticipating that students will need to draw on their writing for the portfolio, faculty have reworked introductory courses with the portfolio in mind; (2) building on the portfolio as a foundation, three departments (sociology, criminology, and economics) have revised their sophomore capstone projects to build specifically on the portfolio's tasks; and (3) since scores overall showed that students weren't adept at making arguments using numerical data, a workshop on writing assignments requiring work with quantitative data has been offered to faculty.