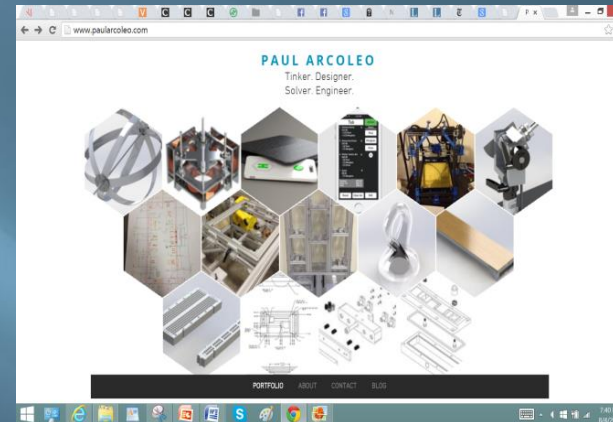# Electronic Portfolios:
Definitions, Models, and Promising Practices

Kathleen Blake Yancey, Florida State University
kyancey@fsu.edu

∞ Overview of the Session

∞ Some Quick Definitions

∞ What Scenarios Teach Us

∞ A Review of Models and Their Features

∞ Reflection in ePortfolios

∞ Best Practices

What is an ePortfolio?

And why are people
so interested in them?

VIRGINIA	VIRGINIA TECH, UNIVERSITY OF VIRGINIA, **VMI (QEP); VIRGINIA STATE (QEP)**
NORTH CAROLINA	**EAST CAROLINA (QEP);** UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
GEORGIA	UNIVERSITY OF GEORGIA
FLORIDA	FLORIDA STATE UNIVERSITY
ALABAMA	**AUBURN (QEP)**
MISSISSIPPI	**UNIVERSITY OF MISSISSIPPI (QEP)**
LOUISIANA	LOUISIANA STATE UNIVERSITY
TEXAS	**TEXAS A&M SAN ANTONIO (QEP)**

Scenarios!

Department, Program, or Center	ePortfolio Project Primary Purpose	Implementation Level; Scope	Representing Interview Participants	
			Sex (no.)	Role
American Studies	Course Organization	300; Courses	M	S/I
Art History	Capstone Integration	400; Course	M	F/I
Center for Research and Learning	Mentored Research Process Structure	Undergraduate	M	A
Center for Service and Learning	Civic Learning Assessment	Undergraduate	F (2)	S/I
English	Capstone Integration	400; Course	F	F/I
			F	A/I
Museum Studies	Professional Showcase	MA Program	F	F/I
Music Technology	Assessment and Accreditation	BS Program	M	F/I
			F	F/I
Nursing	Assessment and Accreditation	Doctor of Nursing Practice Program	F (2)	F/I
			F (2)	S/I
Pediatric Dentistry	Integrative Learning and Self-Assessment	Graduate/Professional Program	F (2)	F/I
Psychology	Career Preparation Course-Level Integration	300; Course 100; Course	F	S/I
			F	S/I
Social Work	Assessment and Accreditation	BSW Program	F	A/I
Spanish	Capstone Integration	400; Course	F	F/I
			M	F/I
Student African American Sisterhood	Development, co-curricular	Undergraduate	F	S/I
University College in	ePDP, Development	100; Courses		

Participating in ePortfolio Projects and Interviewees Representing Them

Portland State
UNIVERSITY

Search this site

- **Introduction**
- Communication
- Diversity of Human Experience
- Ethics & Social Responsibility
- Inquiry & Critical Thinking
- Final Reflection
- Mentor Spring Training 2013

Introduction

Lyndsey Boyle   lboyle@pdx.edu

Portland FRINQ
Martha Works, Linda Miksovsky
Mathematics Major
Sustainable Urban Development Minor

Hello! I am currently a Sophomore who is pursuing a B.S. in Mathematics and a minor in Sustainable Urban Development. I am from Riverside County, CA but I have fallen in love with the beautiful city of Portland. At the moment, I am working part-time in Portland State's University Studies office and I am an Orientation Leader in the summer. Some of my hobbies include: petting cats, riding my moped, picnics, and napping in parks.

Portland State
UNIVERSITY

Search this site

- Introduction
- **Communication**
- Diversity of Human Experience
- Ethics & Social Responsibility
- Inquiry & Critical Thinking
- Final Reflection
- Mentor Spring Training 2013

Communication

Students will **enhance** their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

Writing Rubric (pdf)
Quantitative Literacy Rubric (pdf)
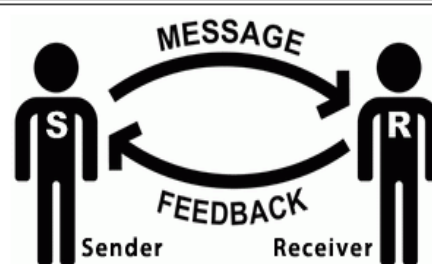
Goal Interpretation

Communication is the process of conveying ideas and viewpoints to others with words and visuals. This is key in working in group projects as well as interacting in discussion with classmates. Communication is means of getting your point across to whomever your audience is.

Assignments

Link to an academic term, then post your assignments and write/record reflections.

Fall Term   **Winter Term**   **Spring Term**

Reflection

The Poster Assignment we did for Brew to Bikes falls under Communication because we created a visual representation of our chapter. Also, we had to give a brief speech to the class about our project which involves conveying our ideas by speaking.

Assessment and Research

Sophomore Inquiry Assessment and Research

Cluster Assessment and Research

Capstone Assessment and Research

By UNST Goal

About and By UNST Mentors

Our Faculty

Our Portfolios

Staffing Initiative

Faculty Resources

Program Documents

Redesign of UNST Clusters

Governance Documents

Contact Information

Useful Links

Video: How to Register for Cluster Classes

AV Equipment Request Form (for ePortfolio-related courses)

Assessment Survey Tools (FRINQ & SINQ student only)

FAQs

How many Cluster courses am I

Tell us how you have used UNST assessment information.

DATE	REPORT	ACTION
Winter 2012	A Profile of FRINQ Students Whose Home Language Is Not English Beth Hooker, graduate peer mentor, created this report providing information about our students who speak languages other than English.	• Beth Hooker facilitated a workshop for mentors on working with itnernational students.
Fall 2011	This is an excerpt from the UNST 2010-2011 Annual Assessment Report summarizing FRINQ assessment findings from student course evaluations and eportfolio review.	• Shared with FRINQ faculty at fall retreat
Winter 2011	General Education/Residence Life Partnership: Impact on Student Success Featured on the AAC&U LEAP Camus Toolkit site. FRINQ faculty, Chris Carey, and UNST Assessment Coordinator, Rowanna Carpenter wrote this brief research report on retention for students in the FRINQ/FYE housing partnership program.	• Helped inform student success efforts in residence life.
Fall 2010	ePortfolios and Student Learning An analysis of student survey results relating ePortfolio classroom practices to students' reported learning.	• Shared with UNST mentors at Fall Conference

wasc.2013.reflectio....docx | wasc.2013.Portfolio....docx | wasc.2013.DIMENSI....docx | wasc.2013.general ....docx | IMAG2337.jpg   Show all downloads...

10:39 PM 7/24/2013

Business & Technology Department

LaGuardia Community College, CUNY

Introduction   About Me   Professional Goals   Sample Coursework   Resume   Links   Contact Information

About Me

I'm Shahreen Khan and my major at LaGuardia Community College is Business Administration. I'm from Bangladesh and came to the United States when I was 16 years old. I graduated from Long Island City High School as an honor student. I live in Astoria, New York. I like to write poems and read books and love to travel to historical places and enjoy nature's beauty.

I have had to faced so many problems in my life. Fortunately I learned from these problems and they made me stronger than ever. My three year old

Edit   View   Favorites   Tools   Help

Web Search   Bookmarks▾   Settings▾   del.icio.us▾   Flickr   Upcoming   Mail

Shawn's Digital Portfolio

Page ▾   Tools

Shawn J. Treadaway

About Me
Resume
Projects
Contact Me
LSU
Home
CxC

Internet   100%

Shawn J. Treadaway

Senior Design Project

Our senior design project consisted of a group of four people, three mechanical engineers and one electrical engineer. For this years project we chose to do Solar Splash. This is the World Championship of Solar Electric Boat racing. The 2007 event will be held in Fayetteville, AR in lake Fayetteville. For this competition, we have designed and built a 17.5' x 3 x 15" flat bottom boat. If you would like to learn more about our project I have placed links for our brochure, PowerPoint presentation, written report and my part of the presentation. If you would like to see the whole presentation, please feel free to email me and I will send it.

| Brochure | Presentation | Report | Video | Website |

Jet and Rocket Propulsion

This was one of the technical elective classes i took. For this class, several projects were done that required the use of MatLab to solve propulsion problems. I have Attatched two of these programs which i wrote.

| Ramjet Efficiency | Rocket Staging |

SolidWorks Drawings

Here are a few of my works from SolidWorks. I learned how to use this program on my own by practicing and reading a few manuals on the program. The pictures I have attached are in PDF format and are not dimensioned.

| Drawings |

Personal Accomplishments

While I was in highschool my father and I completely rebuilt a 1966 Mustang. We tore the car down to the ground, then built it back up again. We did everything on this car except for the paint job. To me, this project shows my dedication to something and how the only way do something is the right way.

| 1966 Hardtop Mustang |

About Me

Resume

Projects

Contact Me

LSU

Home

CxC

Edit   View   Favorites   Tools   Help

Web Search   Bookmarks   Settings   del.icio.us   Flickr   Upcoming   Mail

Shawn's Digital Portfolio

Page   Tools

Shawn J. Treadaway

Pages

Attachments

Comments

About Me

Resume

Projects

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28%

1 of 1

Bret J. Zawilski

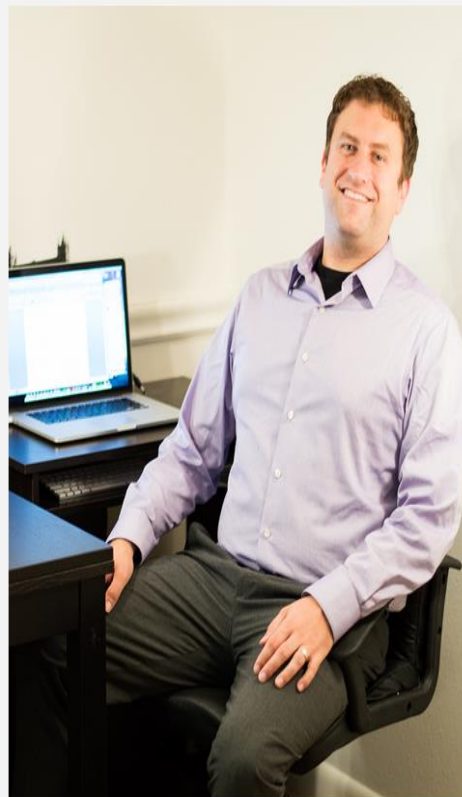Ph.D. Candidate in Rhetoric and Composition

Florida State University

- **About Me**
- Research
- Presentations
- Publications

My name is Bret Zawilski, and I am a Ph.D. Candidate in the English Department at Florida State University, concentrating in Rhetoric and Composition. At FSU I have worked as a tutor and administrator in the Florida State University Digital Studio and have taught First-Year Composition, upper-level sections of Rhetoric, and Writing and Editing in Print and Online, part of the undergraduate Editing, Writing, and Media academic major.

As of September 2014, I am serving as an Assistant Editor of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, and previously I served as the Editorial Assistant for *College Composition and Communication*. My research interests revolve around new media composition, multimodality, and the role of material awareness in the transfer of writing knowledge and practice. Outside of the academy, I dabble in writing science fiction, in sketching, and in playing the saxophone.

My dissertation project, "When All That Is Old Becomes New: Transferring Writing Knowledge and Practice Across Print, Screen, and Network Spaces," looks at the role students' knowledge of materiality plays in their ability to transfer their writing knowledge and practices across different composing contexts

Teaching Philosophy

et J. Zawilski

Candidate in Rhetoric
and Composition

da State University

Current Teaching

Present	
2012	**ENC 3416: Writing and Editing in Print and Online**
	This upper-level course within the Editing, Writing, and Media undergraduate major emphasizes writing and editing across the contexts of print, screen, and networked spaces.

Present	
2014	**ENC 3021: Rhetoric**
	An upper level course within the Editing, Writing, and Media undergraduate writing major at Florida State University. This course explores rhetorical theory from its Ancient Greek origins through twenty-first century theorists.

Present	
	ENC 1145: Writing About Media

About Me

Bret J. Zawilski

Assistant Professor of Rhetoric and Composition

About Me

Research

Contact

Download CV

Copyright text here

My name is Bret Zawilski, and I am an Assistant Professor of Rhetoric and Composi University.

I also currently serve as an Associate Editor of *Kairos: A Journal of Rhetoric, Techno* previously I served as the Editorial Assistant for *College Composition and Commun* interests revolve around new media composition, multimodality, and the role of ma transfer of writing knowledge and practice.

Academic Positions

2015 – present

Assistant Professor of Rhetoric and Composition

Appalachian State University

2017

Assistant Director of Rhetoric and
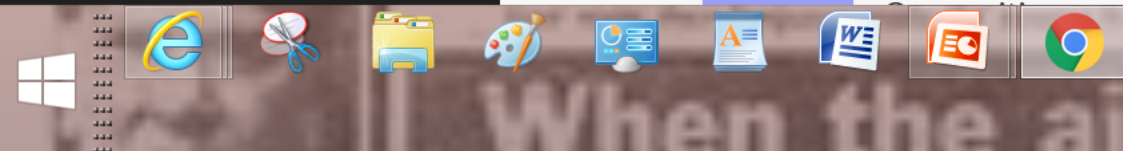
Edu

Ph.D. 2015

English, Rhetoric and C

Florida State University

KATHLEEN BLAKE YANCEY

Welcome to my electronic portfolio, where I have included several of my writings, links to other writing, and some reflections on writing, teaching, and conducting research.

I have included ways to reach me on my contact page and look forward to hearing from you ;)

For more about me, please see my FSU homepage: just click on the box, and it will open in another window.

Precious
Artifact
Please
Do Not Place
Food or Drink on it.

WIX

Personal Statement.doc

KATHLEEN BLAKE YANCEY

I teach classes in the rhetoric and composition program. This term I am teaching Composition Theory; last term I taught Visual Rhetoric and our one-credit reading course in Invention.

I have revised the Comp Theory course considerably since I last taught it, five years ago, as you can see from the syllabi below.
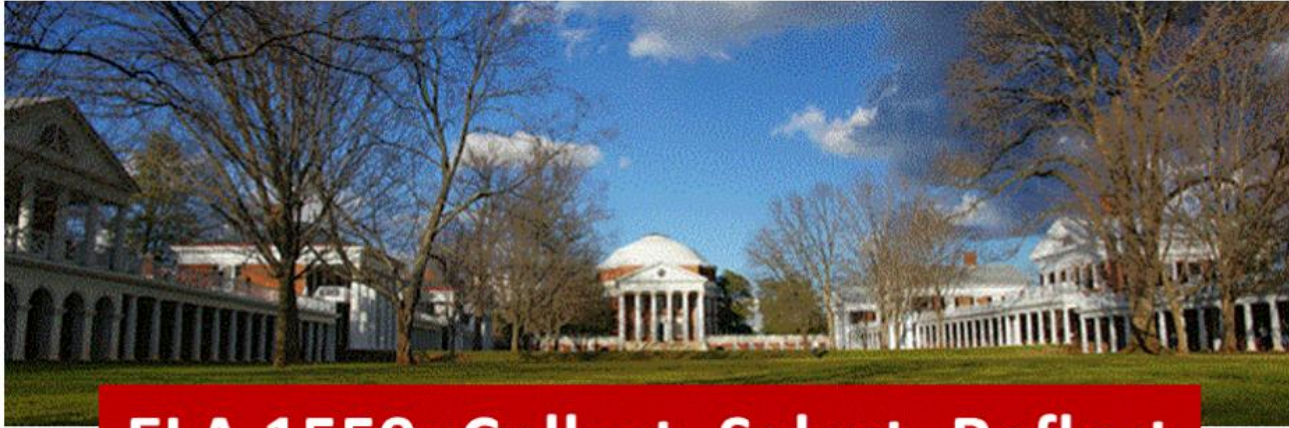
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comp.5700.2010.final

Personal Statement.doc

New Directions: An ePortfolio Curriculum?

ELA 1559: Collect, Select, Reflect

E-Portfolios in Undergraduate Education

COURSE DESCRIPTION

Transcripts and resumes in the 21st century have to be more than documentation on paper. This is not only because computers have become ubiquitous, but also because digital technology allows us to represent who we are to others and to ourselves in more multi-

Portfolio Making-ness

The primary focus of the course will be on collecting and organizing <u>digital artifacts</u>, selecting appropriate and varied items for each e-portfolio, and <u>reflecting on your work through biographical self-introductions, informative captions, reflective cover letters</u>, and focused (rubric-based) self-assessments.

In this class you will assemble three e-portfolios: a *learning e-portfolio* (created for personal educational and reflective purposes), a *presentational e-portfolio* (targeting audiences such as prospective employers, instructors, peers, or others), and an *exploratory e-portfolio* (based on any creative topic of interest to you).

ASSESSMENT AND FINAL PRESENTATION

Your portfolios will be evaluated, and your grade determined, using a rubric developed and agreed upon by the whole class (such as the one below). We will "flesh out" the criteria together.

Criteria	Unsatisfactory	Fair	Good	Excellent	Rating
Selection of Artifacts					
Reflection/Critique					
Quality of Writing					
Citations					
Layout and Readability					
Navigation					

Finally, you will present the portfolios to invited guests at the end of the semester.

Catalog Description

The focus of this course is discovering students' place on campus where students will demonstrate knowledge of university services and resources, develop self-awareness and personal responsibility, and become active members of the campus community.

Major Assignments
- Signed degree plan
- Attend a variety of university events, including but not limited to,
  - seminars
  - student organization meeting
  - research symposium
  - library events
- Time Management Exercise
- Time Journal
- Complete Information Literacy Module
- Extended Reflection Papers
- Complete Career Assessment

Welcome to college
Welcome to the world
Welcome to the major
Welcome to the profession

Student Learning Outcomes

Students who successfully complete this course will:
- demonstrate knowledge of university services and resources.
- exhibit growth in self-awareness and personal responsibility.
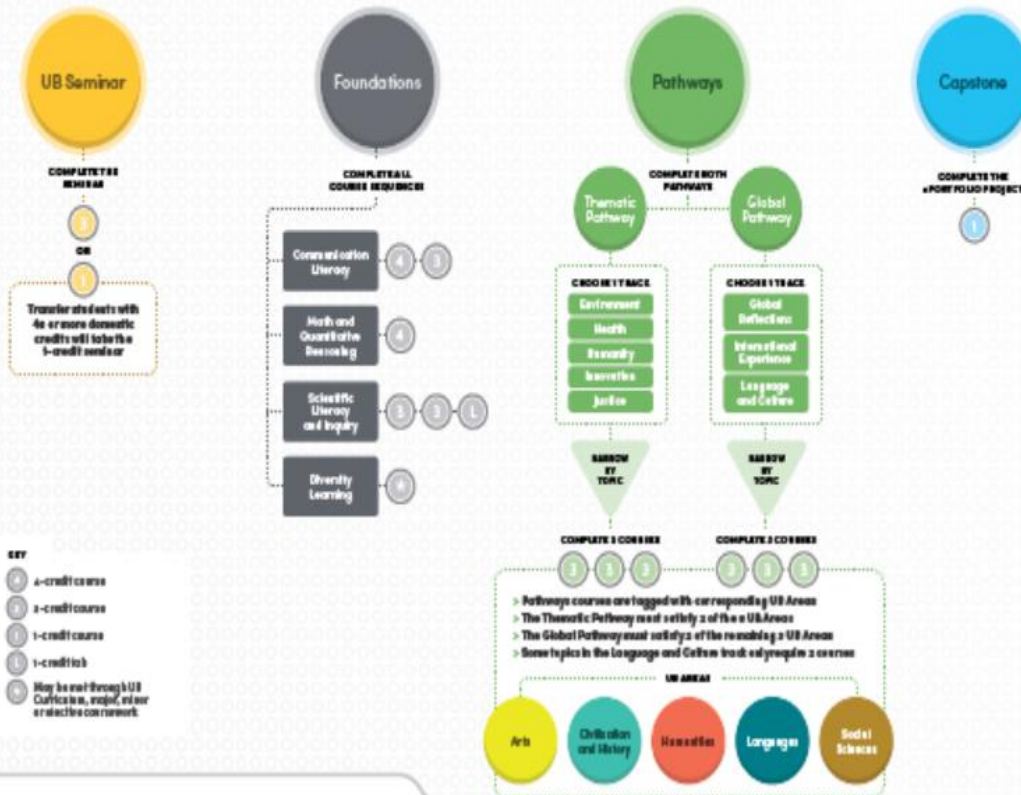- become active members of the campus community.

Lecture or Discussion Topics
- E-portfolio development
- Review of University Orientation topics, such as:

FY Seminar
FY Comp
Pathways
Capstone

PAUL ARCOLEO

Tinker. Designer.
Solver. Engineer.

PORTFOLIO   ABOUT   CONTACT   BLOG

PAUL ARCOLEO
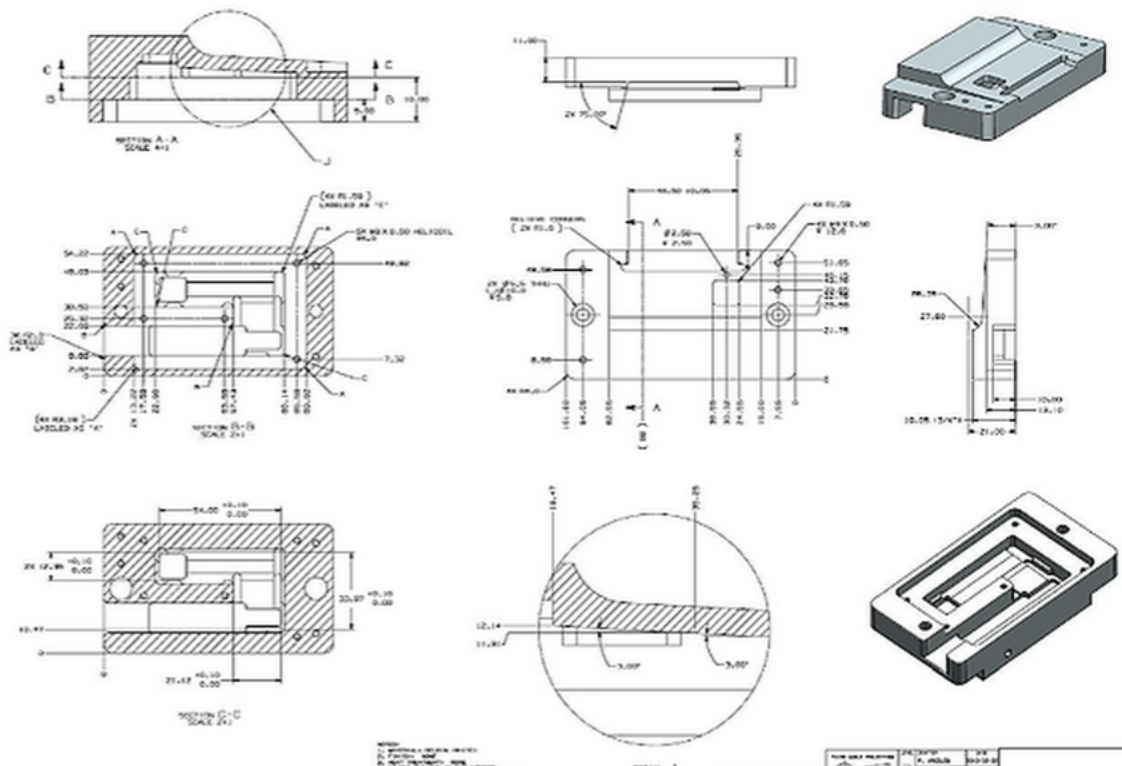
PART DETAIL

This fixture piece from Bose is one side of a nest designed to hold a product during testing. Inside of this half of the nest, a PCB needed to be inserted to make contact via pogo pins with a port on the product. The PCB needed to be inserted at a slight angle, and was to be held in place by friction and a lid on the underside. There also needed to be clearance in the nest for audio cables to leave the nest.

This, and ensuring the part was manufacturable created complex internal geometry that took several detail views to fully define. Though this part would most likely be made using computer numericaly controlled machining, it was important to have an accurate drawing for the sake of documentation.

PORTFOLIO   ABOUT   CONTACT   BLOG

BACK

ePortfolio: The ePortfolio Lab

This module describes the ePortfolio Lab (CH 166), including purpose of the lab, service orientation and support, and all available resources. For ongoing support, information, and updates, be sure to visit the University Studies ePortfolio Resource Site.

1) Overview

The ePortfolio Lab (Cramer Hall 166) is a multimedia computer lab for students to use in creating rich media that will populate one's electronic portfolio, or"eportfolio." The lab offers 14 Windows based workstations that carry a useful set of applications for constructing multimedia, or web-based media, such as audio and video files, web pages, and PDF files. There's also ample audiovisual equipment, such as scanners, a cassette player/recorder, video converter, and a DVD/VCR deck. There's also portable equipment to check out for class projects.

The eP Lab is staffed with attendants who can help with your immediate needs or questions. Students are encouraged to develop their skills using the eP Lab equipment, to gain knowledge and experience, and to be as self-sufficient and creative in their own eportfolio development. Lab attendants are available to help guide students in designing and building eportfolios, and how to use the software and hardware present in the lab. Full-time support staff is also available to troubleshoot more challenging issues or projects as needed.

2) Resources

FAQs

Does one of my Sophomore Inquiries have to link to my Junior Cluster work? »

Why am I being charged a fee for the Writing Center while taking University Studies Freshman Inquiry? »

How do I select a Capstone course? How do I know if it is best suited for what I want to do? »

go to faqs

FLORIDA STATE UNIVERSITY

English Department Writing Resources

Home

College Composition

Reading Writing Center

Williams Digital Studio

Johnston Digital Studio

Computer Writing Classrooms

English Department Writing Resources / Williams Digital Studio

Williams Digital Studio

Welcome to the website for the Digital Studio.

Here, you can learn more about

- the Digital Studio's mission statement
- how to schedule an appointment for the Digital Studio
- the hours of operation
- the Digital Studio consultants and their areas of expertise
- online tutorials on specific software programs (like InDesign and Photoshop)
- the Digital Symposium (past, present, and future)

Additional comments and questions about the Digital Studio Williams location can be emailed to Stephen McElroy at sjm10d@fsu.edu.

You can also follow us on Twitter at FSUDigiStudio.

FSU Digital Studio

Liked   132 likes

Mail - kyancey@fsu.edu × | (2917 unread) - pprofkby × | PB rrsq208622 401..422 × | Facebook × | Digital Symposium | Writ ×

kathleen

wr.english.fsu.edu/Williams-Digital-Studio/Digital-Symposium

FSU | WRITING RESOURCES

COLLEGE COMPOSITION   READING WRITING CENTER   WILLIAMS DIGITAL STUDIO   JOHNSTON DIGITAL STUDIO   COMPUTER WRITING CLASSROOMS (CWC)

DIGITAL studio

About Us

Digital Symposium

Hours of Operation

Meet Our Consultants

Resources

Schedule an Appointment

Digital Symposium

The Digital Symposium is an annual event held during the Spring semester in the Williams Digital Studio. The Symposium is a showcase of scholarship, coursework, and pedagogy that takes seriously possibilities researching, teaching, and composing with digital media and digital technologies.

SEVENTH SYMPOSIUM

The **Seventh Digital Symposium** took place on February 24, 2016, and carried on the tradition of showcasing and supporting digital work in the English Department. As with last year, we displayed the work of graduate and undergraduate students in our department's three programs and hosted speakers who explained their work

10:00 - 6:00

23 MARCH WEDNESDAY

IN THE DIGITAL STUDIO ON THE 2ND FLOOR OF THE WILLIAMS BUILDING 222-B

THE ROUT

ARE YOU READY TO CLICK YET?

FLORIDA STATE UNIVERSITY'S FOURTH ANNUAL DIGITAL

When the air

7:34 AM
Thursday
2/15/2018

In Sum:
An ePortfolio is not an ePortfolio is not an ePortfolio
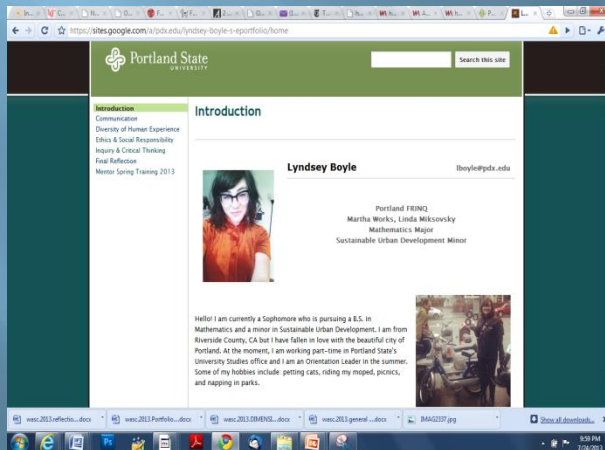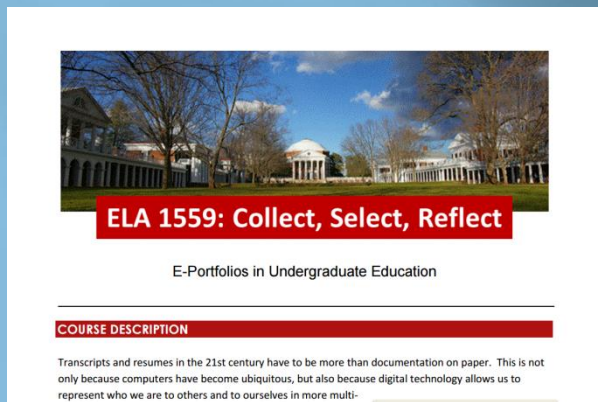
Author(s)
Purpose(s)   Collection
Audience(s)   Selection
Materials   Reflection?
Reflection

Platform   Unit of Activity
Access   Respond?
Time   Assess?
Display   Embedded
Review Processes   Design
Ownership
Infrastructure

. . .

AND WHAT ABOUT REFLECTION?

These four criteria include the following:

1. Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.

2. Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.

3. Reflection needs to happen in community, in interaction with others.

4. Reflection requires attitudes that value the personal and intellectual growth of oneself and of others.

REFLECTIVE PROCESSES, PER SCHULMAN AND YANCEY

***OCCLUDE THE FLOW OF PRACTICE

***REVIEW, OFTEN IN THE COMPANY OF OTHERS

***EXPLAIN TO OTHERS (AND THUS TO ONESELF)

→MOVING FROM SPECIFIC TO GENERAL

→USING KEY TERMS/VOCABULARY

→SO AS TO THEORIZE AND SET THE STAGE FOR FUTURE ACTION

What are Some Functions of Reflection?

- Account of process
- Self-assessment generally
- Self-assessment in terms of outcomes
- Account of learning; acct keyed to development?
- Synthesis: making knowledge
- The development of a theory
- Connection of prior and new knowledge
- Goal-setting
- Other . . .

- Briefly describe the project/assignment you accomplished.
- What did you learn that surprised you?
- What challenged you? How did you meet the challenge?
- What would you do differently if you have a chance to do this project again? Why?
- What have you discovered about yourself as a learner?
- How did the project connect to your understanding of the larger theme/learning objective/competency?
- Regarding the _____ assignment, I discovered that I ….
- How did this learning relate to your goals (personal, academic, or professional)?
- How did this learning relate to the things you are learning in your other courses (Metro or otherwise)?
- How have I grown as a student this semester?

Description of process

Outcomes

Integration

General development

Association of American Colleges and Universities

SEARCH WEB SITE

PROGRAMS

VALUE: Valid Assessment of Learning in Undergraduate Education

Overview

As part of AAC&U's Liberal Education and America's Promise (LEAP) initiative, the VALUE project seeks to contribute to the national dialogue on assessment of college student learning. With support from the State Farm Companies Foundation and the Fund for the Improvement of PostSecondary Education (FIPSE), the VALUE project builds on a philosophy of learning assessment that privileges authentic assessment of student work and shared understanding of student learning outcomes on campuses over reliance on standardized tests administered to samples of students outside of their required courses. The result of this philosophy has been the collaborative development of 15 rubrics by teams of faculty and academic professionals on campuses from across the country.

Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics, Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning and the VALUE issue of *Peer Review - Assessing Learning Outcomes: Lessons from AAC&U's VALUE Project* - are now available.

Current Project Activities

- VALUE Rubric Reliability Study: Efforts are currently underway to establish reliability measures for select VALUE rubrics. Faculty volunteers from across traditional disciplinary areas scored student work samples. Reliability scores are being developed to assess the degree of shared understanding of rubrics across and within disciplinary areas.
- Collaborative on Authentic Assessment of Learning (CAAL): CAAL is currently being developed to provide a virtual community where institutions can upload, share, and discuss their campus assessment results using the VALUE rubrics. This collaboration among e-portfolio vendors and campuses is intended to expand communication across

RESOURCES ON:

LIBERAL EDUCATION

GENERAL EDUCATION

CURRICULUM

FACULTY WORK

STUDENT SUCCESS

INSTITUTIONAL AND SYSTEMIC CHANGE

ASSESSMENT

DIVERSITY AND INCLUSIVE EXCELLENCE

CIVIC LEARNING

WOMEN

GLOBAL LEARNING

SCIENCE & HEALTH

STEM: PROJECT KALEIDOSCOPE

CONNECT WITH AAC&U:

JOIN OUR EMAIL LIST

WHAT'S NEW

FACEBOOK

TWITTER

LINKS

About the Project:
Overview
Project Description
Project Outcomes
Publications
Download Rubrics
About Rubrics
Rubric Permissions

Participation:
Advisory Board
Leadership Campuses
Partner Campuses
Rubric Teams

Staff

Developmental Perspectives on Reflective Learning

Frameworks/Themes	Beginning	Intermediate	Advanced
Self Assessment Framework • Observing performance • Using evidence, feedback • Finding/ analyzing patterns • Making judgments	Vague, global judgments, asserted w/o evidence Simply repeats description, judgment of assessors Sees performance as same as assignment (e.g., did what was told) Sees feedback as affirmation and evidence Offers procedural stories, describing action w/o perspective on ability Doesn't move from observation to inference	Relates judgments/conclusions to evidence (inference) Deepens understanding of ability Uses feedback to expand understanding of ability Connections and links are realized in plans Recognizes cause and effect relationships Uses designated discipline frameworks	Makes connections, applications, and uses to move forward Observes intentional changes as a basis for higher learning Uses multiple frameworks from disciplines and beyond Probes own work and meaning of ability Uses ability as a framework for learning and assisting others
How People Learn • Concepts and Misconceptions • Knowledge Construction • Metacognition	Sees feedback as external and not subject to control and analysis Sees knowledge construction as only what is received through assignment/assessment Meaning of ability is limited to the terms given in the assignment/assessment Employs personal theories, more or less consciously	Sees feedback as a means for understanding links between her performance and target abilities Uses diverse tools and notes own changes in own patterns of performance Begins to have an understanding of the tools being employed and the metacognitive nature of one's decisions and planning Uses explicit theory applications	Incorporates feedback and past performance in constructing further performance and learning plans Uses growing command of knowledge structure (e.g., expertise, discipline, theory, abilities) as a foundation for further learning Understands own performance as a learner and transfers learning strategies to multiple contexts
Learning That Lasts • Developing identity as a learner and performer • Constructing ability frameworks across performances • Linking ability to development	Observes personal behavior with concrete relationships to broad criteria Utilizes criteria and generalized notions of effectiveness/success as the basis for reflection Global self evaluations minimize attention to connections between performance and the power of reflecting on performance	Self-identifies as a learner, constructing meaning in experience Employs a concern for a future self and performance Includes personal values and identity in own narrative Recognizes multiplicity Questions personal assumptions Uses abilities as a framework for criteria through which to interpret situations Clear conception of challenges, with positive attitude or confidence in ability Develops self assessment as a basis for personal improvement	Elaborates own identity as professional and individual, including self as learner Employs an internalized construction of effectiveness Uses multiplicity as a basis for developing identity Moves between questioning personal assumptions and construction/articulation of commitments Situates personal narrative in relation to a wider narrative history (e.g., becoming a professional) Develops personal identity in relation to mature commitments Uses self assessment and reflection to transfer ability and capacity to new situations Integrates personal effectiveness as part of a developing future self

Besides demonstrating a student's grasp of the central subject of their studies, web portfolios promote four goals of liberal learning:

--recognizing connections
--being reflective about intellectual and personal growth
--building intellectual community, and
--building bridges to communities outside the academy.

And …

Excellent web portfolios

--the meaningful coherence of the whole
--the quality of the individual pages
--the clarity and logic of the overall design
--the creativity and thoroughness of the links
--the degree to which the rationale for particular links is explicit and sensible
--the critical judgment apparent in the selection of external sites
--the extent of the portfolio, and
--the portfolio's overall aesthetic quality.

Curriculum

- Each of the parts

- And the whole—coherence, design, extent, and aesthetics

- Richly linky—creative, thorough, explained, selection

Inviting Reflection and Practicing Assessment

- Outcomes keyed to curriculum or integrative learning: development/achievement?

- The "Alverno Model": 3 dimensions and development (advising; developed from student work)

- The St Olaf Model: ePortfolio-specific

BEST PRACTICES

Start small, possibly with pilots

Work collaboratively

Include all stakeholders, including students

Articulate values

Build signature pieces and showcase them

Define and model reflection
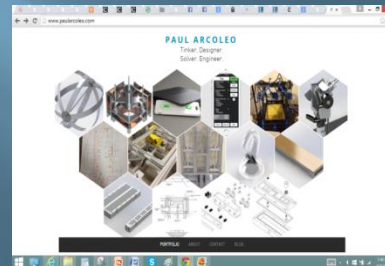
Develop peer mentors

Create an ePort studio

Provide funding

Create and consult with a steering committee

Electronic Portfolios:
Definitions, Models, and Promising Practices

THANK YOU!

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