Making Integrative ePortfolios Work: Exploring Seven Practices Supporting Student Development and Achievement/kyaney@fsu.edu

∞ Mapping Sites of Integrative Learning
   ~ where students see connections

∞ Creating an Inventory of Portfolio Artifacts
   ~ an annotated list of what's possible

∞ Selecting Artifacts for an ePortfolio
   ~ advice from University of Virginia; practice from VMI

∞ Curating ePortfolio Artifacts
   ~ an exercise designed by the Inter/National Coalition for Electronic Research; potential arrangements

∞ Identifying Visual Elements Articulating the Integration
   ~ color, font, visuals, multimedia, metaphors, aesthetics; visuals documenting learning

∞ What Reflective Practices can Contextualize, Narrate, and Inform ePortfolios and Their Audiences?
   ~ composing a life; prior knowledge/practice; synthesizing

∞ Peer Review
   ~ the foci of peer review

Some Resources
*Catalyst for Learning ePortfolio Research and Resources Site <http://c2l.mcnrc.org/>.
*Inter/National Coalition for Electronic Portfolio Research <ncepr.org>.
*_____. “Reflection and Electronic Portfolios: Inventing the Self and Reinventing the University.” In Electronic Portfolios 2.0: 5-16.
<table>
<thead>
<tr>
<th>Frameworks/Themes</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Self Assessment Framework</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
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<td><strong>How People Learn</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
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<td><strong>Learning That Lasts</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
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