



Learning ePortfolios

REFLECTION | PROCESS | GROWTH

EPORTFOLIOS DEFINED

A learning ePortfolio is a website that allows students to gather their learning and reflect on their growth, progress, and future learning goals.

"ePortfolios can facilitate *student reflection* upon and *engagement with their own learning* across multiyear degree programs, across different institutions, and across diverse learning styles while helping students set and *achieve personal learning goals*. ePortfolios provide a *transparent and portable medium* for showcasing the broad range of complex ways students are asked to demonstrate their knowledge, skills, and abilities."

-Association of American Colleges & Universities

CHARACTERISTICS OF LEARNING EPORTFOLIOS

Unlike showcase ePortfolios that illustrate students' "best" and "most polished" work, learning ePortfolios focus on process and growth over time.

The following are the main characteristics of learning ePortfolios:

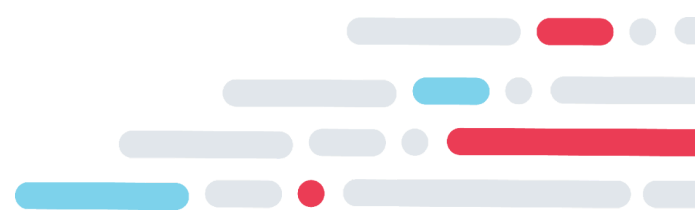
- *Focus*: the process of learning
- *Content*: Includes process work (drafts, low-stakes assignments, goals), reflection, and finished work
- *Goals*: explore and reflect on learning, illustrate growth over time, develop an intellectual identity
- *Audiences*: teachers, peers, administrators, self

WHAT ARE HIGH-IMPACT PRACTICES (HIP)?

"Practices that promote: achievement of deep learning, significant engagement gains, and positive differential impact on historically underserved student populations."

"[ePortfolios meet] the need to increase access to higher education for a broad and diverse population and have highlighted the necessity of more diverse pedagogies and assessments that capture and reflect the multitude of modes through which today's students demonstrate their learning."

-George Kuh, 2008; AAC&U





BENEFITS OF USING EPORTFOLIOS

- Help students reflect and articulate learning
- Helps students develop digital literacy skills
- Aids in more equitable assessment practices
- Connects high-impact practices together
- Prepares students for building career portfolios
- Facilitates a growth mindset approach
- Increases student success and persistence

-Yancey, 2019; Schnedier, 2018; Reynolds & Patton, 2014; Eynon, Gambino, & Kuh, 2017

LEARNING MODELS IN EPORTFOLIOS

"In essence, the interactive and collaborative processes of ePortfolio are helping students have the space and validation to create and develop their own voice and identity. ePortfolios...bring faculty and educators together with student learners [who are] not only doing tasks that require metacognition but also explicitly recognizing that metacognition is what they are doing."

-Rhodes, 2019

COLLECT, SELECT, REFLECT:

- Collect: have students gather all "evidence" of their Learning (drafts, reflections, final projects, etc.)
- Select: Have students narrow down to the most "essential" learning experience
- Reflect: Have students connect these experiences to individual and course goals

INTEGRATIVE LEARNING MODEL:

- Integrative Learning = learning over time + learning across context + intention
- Provide an ongoing learning community where students can share ideas over time (beyond the time frame of one course)
- Provide students with a timeline and checkpoints to keep them on track throughout their academic experience

-7 Best Practices for ePortfolio Learning | University of Denver

EPORTFOLIO TECHNOLOGY AT UARIZONA

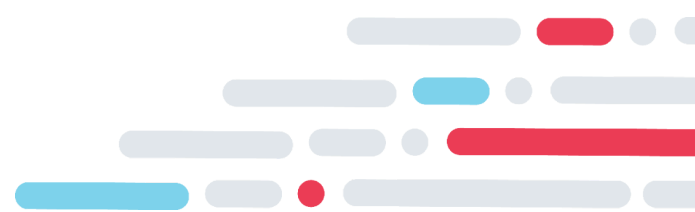
Digication

- Students have access across UArizona and beyond
- Allows instructors to create templates and/or use built-in templates

Google Sites

- Integrates media from Google Drive

Updated 9/30/22





- Students might be more familiar with design features

Adobe Spark

- Students can add a wide range of media, especially images and videos
- Works like a scrolling document and has license-free images.

Consider: The technology should fit the goals of the course. No matter what, students need time to learn and play around-but connecting it to purpose helps.

FURTHER TIPS & TRICKS FOR USING LEARNING EPORTFOLIOS

- Build reflection and process learning throughout
- Engage students in developing their digital identities and encouraging them to learn about audience and context
- Have students map their learning to their professional goals and/or course goals
- Encourage students to use a wide range of media to demonstrate their learning
- Don't worry if you are not a tech expert! That's why there are folks here to help
- Reach out to others to get student examples, tricks, consultations, and ideas
- Practice by developing your own teaching portfolio
- Remember why you are engaging in this practice

ADDITIONAL RESOURCES ON EPORTFOLIOS

- PEARL: Publications on ePortfolio: Archives of the Research Landscape
- The Field Guide to ePortfolios: Why It Matters for Learning
- ePortfolios for Reflection: 7 Best Practices
- The International Journal of ePortfolio CCCC's Principles and Practices in Electronic Portfolios

Please contact this guide's current curator, [Emily Jo Schwaller](#), with any questions on ePortfolios.

