Assessment and assurance of learning using e-portfolios

This article looks at the progression of student portfolios from traditional hard copy to digital e-portfolios and the effectiveness of e-portfolios in assessing student understanding and as an archiving tool. The article begins by pointing out the origin of the traditional portfolio in the visual and performing arts. It grew from there to include more traditional areas such as writing. Traditional portfolios typically contain hard copy documents, scanned images, and artifacts.

The article goes on to describe how with computer technology traditional portfolios have evolved into electronic portfolios (e-portfolios). Some benefits that were mentioned include, easier management and sharing with others, portable, customizable, and access control (Papp, 2014). Using e-portfolios enables the user to capture and store non-traditional items such as hyperlinks, video and audio files, and multi-dimensional objects (Papp, 2014). The article concludes with the obstacles in moving to and using e-portfolios including security risks and issues with backing up files.

Although this article was focused primarily in how higher ed is using e-portfolios, I think the benefits are certainly transferable to the K-12 setting. I am looking forward to using the Seesaw app in the coming year with my first graders to archive and share their work with their parents in a meaningful way. The app offers a secure way to share work with many formatting options including compatibility with other apps and built in privacy and security through the teacher approval dashboard. I think it will provide a strong connection for parents to monitor their student's progress in real time across a full school year, as well as, give students ownership and choice in how and what they share.

Papp, R. (2014). Assessment and Assurance of Learning Using E-Portfolios. *Journal Of Case Studies In Accreditation And Assessment*, *3*