

General Considerations

- Consider creating a template for students to use as a jumping off point
- Students may want to take their portfolios with them to another institution or have access outside of the institution; IMS ePortfolio standards support importing and exporting of data but not all ePortfolio platforms support these standards
- Technological challenges and abilities; comfort level of students and instructor
- There is the potential to focus on medium (digital portfolio) rather than the message (content); know what you want to assess (the ePortfolio itself, the artifacts, or both?)
- Data access, security, privacy
- EPortfolios (and any assessments) should support course and program learning outcomes; ensure the purpose of the ePortfolio clearly aligns to the curriculum and course learning outcomes
- Constructing an ePortfolio should be a reflective process, in which students construct meaning and understanding out of their learning
- Complexity, time limitations, mental effort, increased workload
- Have clear expectations and well-defined guidelines; offer clear reasons why they will create an ePortfolio; consider how many items should the ePortfolio include? What types of work should be included? How will they be assessed? What is needed in terms of reflection or self-assessment? Who chooses content?

Alignment with RDP (Red Deer Polytechnic) Board Ends, Institutional Learning Outcomes, Program and Course Learning Outcomes

When developing assessments and learning activities, these must align to the Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), the Institutional Learning Outcomes (ILOs), and ultimately to the RDP Board Ends. Start by looking at the CLOs and PLOs to decide where/how ePortfolios may align with them.

Evidence-based learning, critical thinking, and metacognition within the development of ePortfolios tie to two RDP Board Ends specifically:

- E2 Learners are skilled and career-ready
- E4 learners have choice and flexibility in their learning

Several Institutional Learning Outcomes that can relate to the use of ePortfolios are:

- Literacies
- Communication
- Intellectual capacity
- Ethics
- Wellness
- Citizenship
- Experiential capacity
- Indigenous Knowledge and Awareness (possibly in terms of everyone sharing knowledge if used in a collaborative way: EPortfolio pedagogy can be “inclusive, embraces equity, and encourages the sharing of stories, ideas, and beliefs among members of a community” (Prokopetz, R., 2022).

Strategies for Classroom Implementation

- Sharing past portfolios as examples will help students visualize the scope and expectations.
- Create an ePortfolio for yourself and share it with your students
- Start students with selecting one artifact of their learning and ask them to reflect on their process, any challenges they met, and so on. Scaffold the process to build up to creating an ePortfolio so they develop the necessary skills and are comfortable with the process.
- Incorporate and build upon reflective processes in your classrooms.
- Ensure you use the ePortfolio; assess your students’ work within it. If it is only an optional assessment, students may not want to put the time and effort into creating one

Types of ePortfolios

There are generally considered several types of ePortfolios, based on what they will be used for:

- **Showcase ePortfolio:** highlights completed work
- **Job or Dossier ePortfolio:** for job applications/interviews or promotion purposes (e.g., Continuous Appointment ePortfolio)
- **Reflective ePortfolio:** to show learning, growth, reflection, personal development

What to include in an ePortfolio

Elements of an ePortfolio:

- Home/Landing page
- About Me
- Artifacts (i.e.: evidence of learning)
 - Reflective writing assignments that help students connect their classroom learning to their own individual experiences and their professional goals

- Samples of writing, both complete and in progress and/or drafts and revisions
- Artifacts created from a learning activity (e.g.: writing assignments, photographs, videos, presentations, illustrations)
- Assessments (formative and/or summative)
- Records of group discussions, observations, answers, annotations
- Capstone work
- Evaluations, assessments, and/or feedback from instructors or peers
- Extracurricular activities
- Practicum experiences
- Photographs, videos, recordings

Assessing ePortfolios

Question for Faculty: *are you assessing the ePortfolio or the artifacts in the ePortfolio?*

Example of ePortfolio Rubrics:

- <https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

References

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- Prokopetz, R. (2022). EPortfolio pedagogy: Stimulating a shift in mindset. *Open/Technology in Education, Society, and Scholarship Association Journal*, 2(1), 1-19.