General ePortfolio

Kuh, G.D., Watson, C.E., Rhodes, T., Light, T.P., & Chen, H.L. (2016). ePortfolios— The Eleventh High-Impact Practice. *International Journal of ePortfolio, 6*(2), 65-69. http://www.theijep.com/pdf/IJEP254.pdf

- Describes what makes ePortfolios a high-impact practice and provides guidance for implementation.

Heinrich, E., Bhattacharya, M. & Rayudu, R. (2007) Preparation for lifelong learning using ePortfolios. *European Journal of Engineering Education, 32*(6), 653-663. https://www.tandfonline.com/doi/full/10.1080/03043790701520602

- Discusses ePortfolios as development and evidence of skills that employers are seeking.

Stuart, H., Haskins, M., Adelino, L. (2019). Do students use their ePortfolios after graduation? A pilot study of undergraduate and graduate students. AAEEBL ePortoflio Review, 3(1),24-29. https://aaeeblorg.files.wordpress.com/2019/10/aepr-v3n1.pdf.pdf

- Surveys students to better understand if and how they use ePortfolios in professional settings.

ePortfolios Across the Curriculum

Dalisay, F., Hill, Y. Z., & Buskirk, P. (2015). Program-Based Assessment of Capstone ePortfolios for a Communication BA Curriculum. *International Journal of EPortfolio*, *5*(2), 169–179. http://www.theijep.com/pdf/IJEP191.pdf

- This piece provides a great overview of how a program implemented ePortfolios across their curriculum to assess SLOs
- Provides a useful description of how assessment instruments were "built out," including an interdisciplinary assessment panel.

Schmidt Hanbidge, A., McMillan, C., & Scholz, K. W. (2018). Engaging with ePortfolios: Teaching Social Work Competencies through a Program-wide Curriculum. *Canadian Journal for the Scholarship of Teaching and Learning*, *9*(3), 1–24. https://doi.org/10.5206/cjsotl-rcacea.2018.3.3

- Program-wide implementation that focuses on learning outcomes
- Focus group on the impact of ePortfolios- noted themes were: social learning, flexibility, reflection on course content, flexibility, feedback, technology, and support
- The article offers six lessons for those developing this kind of programmatic assignment in the Discussion section.
- As a side note, this Social Work program had external Social Workers assess the student portfolios, which is an interesting and potentially valuable approach.

Willink, K.G. & Jacobs, J.M. (2011). Teaching for Change: Articulating, Profiling, and Assessing Transformative Learning Through Communicative Capabilities. *Journal of Transformative Education*. *9*(3), 143-164. doi:10.1177/1541344611436012

- Positions ePortfolios as a way to capture and assess transformative learning
- Provides student samples of reflection that acts as evidence of transformative learning

Program Assessment

Crowell, T. L., & Calamidas, E. (2016). Assessing Public Health Majors through the Use of e-Portfolios. *Journal of the Scholarship of Teaching and Learning*, *16*(4), 62-74. https://doi.org/10.14434/josotl.v16i4.19370

- "Results indicate that the use of e-portfolios allows students to incorporate greater reflection earlier in the process for timely feedback from each course to enhance learner engagement, while the use of a rubric for assessment provides rich insight into program outcomes"
- The program utilized rubric results to inform curriculum changes and teaching strategies
- "First, this study provides specific information on the development and implementation of e-Portfolios in a Public Health program. Second, it provides 3 years of quantitative and qualitative data illustrating the use of e-portfolios in assessing students' proficiencies on 13 specific competencies. Students' self-rating along with faculty's rating on these variables provides descriptive statistics on students learning and on program objectives. Qualitative data supports and builds upon program needs that are not being met. Based on both types of data, program solutions are identified and implemented creating an assessment feedback loop. The use of student e-portfolios is a critical element in this process."

Dalisay, F., Hill, Y. Z., & Buskirk, P. (2015). Program-Based Assessment of Capstone ePortfolios for a Communication BA Curriculum. *International Journal of EPortfolio*, *5*(2), 169–179. http://www.theijep.com/pdf/IJEP191.pdf

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- Positions ePortfolios as a way to capture and assess transformative learning
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- "At first glance, assessment appears an unlikely focus for educators committed to social change and social justice. Yet assessment—which constrains or enables our own ability to account for the value of what and how we teach—is critical to education as a means for change. Engaging assessment requires a substantive engagement with the critiques and possibilities of the assessment movement in higher education."
- "The demands are profoundly relational—necessitating deep engagement of students and teachers with each other and the world around them. As educators, the pedagogy and assessment framework we recommend demands that we trust our students in new ways. We have found that increased relationality requires our faith in students' capacities to build and sustain a collaborative classroom culture; their desire to be in relation with us; and their inventive abilities to demonstrate their learning."

Garrison, R.. (2020). Community of Inquiry (CoI) Framework and Online Teaching. Reflective Teaching in a Digital Age [Audio podcast], 1(3). Buzzsprout. www.reflectiveteaching.buzzsprout.com/1384834/5950516-dr-randy-garrison-community-of-inquiry-coi-framework-and-online-teaching

Wozniak, N.M. (2013). Enhancing Inquiry, Evidence-Based Reflection, and Integrative Learning with the Lifelong ePortfolio Process: The Implementation of Integrative ePortfolios at Stony Brook University. Journal of Educational Technology Systems, 41(3), 209–230. doi.org/10.2190/ET.41.3.b

Yancey, K. B. (2009). Reflection and electronic portfolios: Inventing the self and reinventing the university. In D. Cambridge, B. Cambridge, & K. Yancey (Eds.), Electronic portfolios 2.0: Emergent research on implementation and impact (pp. 5-16). Stylus.

Jenson, J.D. (2011). Promoting Self-regulation and Critical Reflection Through Writing Students' Use of Electronic Portfolio. International Journal of ePortfolio, 1(1), 49-60. www.theijep.com/pdf/ijep19.pdf

Models and Resources from other Institutions

Auburn-

- Student Facing Resources- these handouts or worksheets might be useful for course-level adaptation.
- Rubric- This is an example of a rubric that might be adapted to better align with your SLO's, but might be useful to reference in discussions
- Examples- These examples represent a range of disciplines and are real student examples (therefore, they are not perfect!)

University of Hawaii, Mānoa-

- [This webpage](#) is really simple and outlines how an ePortfolio has been implemented throughout the curriculum. As you will see, they clearly outline each artifact in a course and what SLO it aligns with. I think this model would be a useful internal exercise (even if you don't share it explicitly with students).
- Here's [an article](#) about what they have done. There are many more examples of program implementation and assessment.