

Resources on ePortfolios
Discussion on ePortfolios

Out of 29 attendees, 6 institutions were using ePortfolios (none college-wide). An additional 5 institutions were currently investigating the use of ePortfolios.

Teacher education uses ePortfolios extensively.

Several colleges were interested in using ePortfolios as part of their quality enhancement program. In addition, several institutions wanted to use professional standards as a framework for the ePortfolios (particularly in education).

Concerns were raised regarding the long-term storage of ePortfolios. Observation was made that server space is not a concern (storage is cheap) but that individuals may wish to burn their ePortfolios to CD, just for safety.

A wish-list of ePortfolio characteristics was created:

- The ePortfolio should stimulate students to reflect on the work they have done.
- The ePortfolio should permit a “lifelong” perspective.
- Views of information contained within the ePortfolio should be customizable.
- ePortfolios should be based on written professional standards
- Student portfolios should include
 - Coursework examples
 - Campus activities
 - Travel experiences
 - Public service
 - Mechanism for evaluating how these pieces fit together

Discussion centered on how to diffuse this technology through the institution. Most agreed that we should work with those who embrace the technology but not forget about those reluctant to be early adopters. Reluctant faculty should be shown the benefits of the ePortfolio (which will vary based on the particular objective for the portfolio. See the illustration on page 5 for uses of ePortfolios).

A number of ePortfolio resources were presented – the article: *The Electronic Portfolio Boom: What’s it All About?* by Trent Batson has a nice list of ePortfolio software.

Threats to the adoption of ePortfolios:

- Support for multiple ePortfolio products.
- Difficult to implement – lots of talking but no action.
- How valid is the information within the ePortfolio?
- Low-level use of the ePortfolio will not foster reflection, either at the individual or institutional level.
- Mentors need to be present to help students/faculty be reflective (wizards may help).
- Department heads/policy makers may be reluctant to adopt ePortfolios. This would hinder implementation.
- May require revamping the curriculum – the portfolio becomes the final product, not a paper and pencil test

Some participants felt that a good ePortfolio could result in one candidate being hired over another candidate who had similar qualifications but a less impressive ePortfolio. Once students realize this value, ePortfolios will be popular.

Alverno College has a complex web-based matrix for their ePortfolios. The ePortfolio (Diagnostic Digital Portfolio) is intended to help students process the feedback they receive from faculty, external assessors and peers. It also enables them to look for patterns in their academic work so they can take more control of their own development and become more autonomous learners.

Resource URL	Description
<p>The Electronic Portfolio Boom: What's it All About? by Trent Batson.</p>	<p>This article provides an overview of ePortfolios with a discussion, with examples, of how they can be used in higher education.</p> <p>“A portfolio, electronic or paper, is simply an organized collection of completed work. Art students have built portfolios for decades. What makes ePortfolios so enchanting to so many is the intersection of three trends:</p> <ul style="list-style-type: none"> • Student work is now mostly in electronic form, or is based on a canonical electronic file even if it's printed out: papers, reports, proposals, simulations, solutions, experiments, renditions, graphics, or just about any other kind of student work. • The Web is everywhere: We assume (not always true, of course) that our students have ready access to the Web. The work is "out there" on the Internet, and therefore the first step for transferring work to a Web site has already been taken. • Databases are available through Web sites, allowing students to manage large volumes of their work. The "dynamic" Web site that's database-driven, instead of HTML link-driven, has become the norm for Web developers. <p>http://www.syllabus.com/article.asp?id=6984</p>
<p>Electronic Portfolios - American Association of Higher Education</p>	<p>This site includes the Electronic Portfolio Clearinghouse, a searchable collection of 51 portfolio projects from around the world, a discussion board, and other resources</p> <p>http://webcenter1.aahе.org/electronicportfolios/index.html</p>
<p>Electronic Portfolio White Paper ePortConsortium (November 2003)</p>	<p>This 68-page report results from a series of meetings that included the following software institutions: Blackboard, Community of Science, eCollege, ePortaro, Ja-SIG, Nuventive and SCT; the educational institutions of California State University - Monterey Bay, New York University, Northwestern University, IUPUI, Pennsylvania State University, University of Denver and University of Washington; and Carnegie Foundation Knowledge Media Lab,</p>

Resource URL	Description
	<p>American Association for Higher Education (AAHE) and EDUCAUSE.</p> <p>“Because ePortfolio software is still in the early stages of development, it is important that developers understand the functional and technical requirements of ePortfolios. With commercial software companies and educational institutions developing their own systems, defining and accepting interoperability and portability requirements must be recognized now. The ePortConsortium has brought together experts from educational institutions and commercial software companies that are active in conceptualizing and designing electronic portfolio systems in a cooperative effort to better understand system and functional requirements and identify interoperability concerns.</p> <p>The table of contents includes the chapters: a conceptual overview, usage scenarios, potential benefits, system infrastructure, interoperability and standards, challenges, vendor activity, project and initiatives.</p> <p>http://www.eportconsortium.org/WhitePaper/whitepaperV1_0.pdf</p>
<p>ePortfolio Research and Development Community</p>	<p>David Tosh, a doctoral candidate at the University of Edinburgh, has created this Web site to “provide a reference point for interested parties to contribute and learn about ePortfolio development and understanding.</p> <p>http://eradc.org/index.php</p>
<p>ePortfolios and Weblogs: One Vision for ePortfolio Development by David Tosh and Ben Werdmuller, University of Edinburgh (March 15, 2004)</p>	<p>In this article which provides an extensive discussion of eXtensible Markup Language (XML), Tosh and Werdmuller explore “the possibility of merging weblog technology with ePortfolios, creating a platform for learning reflection.”</p> <p>http://www.eradc.org/papers/ePortfolio_Weblog.pdf</p>

Resource URL	Description
<p data-bbox="186 235 926 337"> Using e-Portfolios at Penn State to Enhance Student Learning - Status, Prospects, and Strategies by David DiBiase e-Education Institute (February 16, 2002) </p>	<p data-bbox="959 235 1906 443"> “The e-Education Institute of Penn State’s College of Earth and Mineral Sciences (EMS) hosted semimonthly seminars on portfolio assessment during the Fall semesters of 2000 and 2001. This report summarizes the findings of those seminars, and recommends actions needed to provide every Penn State student, in the College of EMS and elsewhere, with the opportunity to create an e-portfolio as a means to plan and showcase his or her university career. </p> <p data-bbox="959 483 1713 516"> http://www.e-education.psu.edu/portfolios/e-port_report.shtml </p>

