



Documenting Learning with ePortfolios

A GUIDE FOR COLLEGE INSTRUCTORS

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**Documenting Learning With Eportfolios A Guide For
College Instructorsdocumenting Learning Weportfo
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Nicole A. Buzzetto-More



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Documenting Learning with ePortfolios Tracy Penny Light,Helen L. Chen,John C. Ittelson,2011-11-18 Documenting Learning with ePortfolios Documenting Learning with ePortfolios provides higher education instructors with a theory to practice approach to understanding the pedagogy behind ePortfolios and to helping students use them to record and reflect on their learning in multiple contexts The authors outline a framework of six critical iterative tasks to undertake when implementing ePortfolios for student success Filled with real life models of successful ePortfolio projects the book also includes guidance for faculty development to support the use of ePortfolios and covers the place of ePortfolios in institutional assessment efforts Finally the authors offer considerations for deciding on which technological tools to deploy in implementing a successful ePortfolio initiative These authors achieve the very rare accomplishment of combining their years of practical experience broad conceptual and research underpinnings and incredibly useful examples and applications into a single concise volume for enhancing student learning through an ePortfolio approach to our shared educational purpose TERREL L RHODES vice president Office of Quality Curriculum and Assessment Association of American Colleges and Universities Educators keep asking for more information about how to use electronic portfolios This book provides answers guidelines examples and scholarly insights about learning based in the wisdom of the ePortfolio community of practice what a powerful addition to our collective knowledge I am thankful to the authors for this boost to our field and for providing a blueprint for implementers to follow TRENT BATSON executive director The Association for Authentic Experiential and Evidence Based Learning Leveraging the ePortfolio for Integrative Learning Candyce Reynolds,Judith Patton,2023-07-03 The fruit of the authors more than 15 years of using and writing about ePortfolios in general education and disciplinary programs and courses this book is a comprehensive and practical guide to the use of the ePortfolio as a pedagogy that facilitates the integrative learning that is a central goal of higher education Faculty and administrators of programs using ePortfolios can use this guide to help their students work individually on an ePortfolio or as part of a class or program requirement Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves their peers their instructors and their future employersWhile interest in ePortfolios has exploded because they provide an easier and more comprehensive ways to assess student learning than traditional portfolios and because they have the potential to transformatively develop students ability to connect and apply their knowledge faculty and administrators all too often are disappointed by the lackluster ePortfolios that students submit Reynolds and Patton demonstrate how systematically embedding practices in the classroom that engage students in integrative learning practices dramatically improves outcomes The authors describe easy to use and practical strategies for faculty to incorporate integrative ePortfolios in their courses and curricula and create the scaffolding to develop students

skills and metacognition The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose structure and implementation of ePortfolios Subsequent sections cover classroom practices and assignments to help students understand themselves as learners make connections between course content their personal lives and to the curriculum bridge theory to practice and consider issues of audience and communication and presentation in developing their portfolios The book goes on to cover technological issues and assessment with a particular emphasis on the use of rubrics and concludes with explicated examples of ePortfolios created in a first year program ePortfolios created by graduating students career oriented ePortfolios and lifelong ePortfolios For both experienced faculty and administrators and readers just beginning to use ePortfolios this book provides a framework and guidance to implement them to their fullest potential

The E-portfolio Paradigm Nicole A. Buzzetto-More,2010 **Handbook of Research on ePortfolios** Jafari, Ali,Kaufman, Catherine,2006-05-31 This handbook investigates a variety of ePortfolio uses through case studies the technology that supports the case studies and it also explains the conceptual thinking behind current uses as well as potential uses Provided by publisher *Eportfolios for Lifelong Learning and Assessment* Darren Cambridge,2010-10-07 This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use drawing on work in philosophy sociology higher and adult education and elearning research It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios It surveys the state of the art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum assessment and technology This resource is written for scholars support staff instructional technologists academic administrators and policy makers *ePortfolio as Curriculum* Kathleen Blake Yancey,2023-07-03 At a moment when the ePortfolio has been recognized as a high impact practice as a unique site for hosting student integrative learning and as a powerful genre for assessment this book provides faculty staff and administrators with a set of frameworks and models useful for guiding students in designing and creating ePortfolios that clearly communicate their purpose and effectively use the affordances of the medium In short this book both illustrates and provides guidance on how to support the development of students ePortfolio literacy The ePortfolio curricular models provided in ePortfolio as Curriculum include both those integrated within existing disciplinary courses and those offered through credit bearing stand alone courses In taking up questions focused on what students need to know and do in becoming informed effective ePortfolio makers the contributors to this volume from the standpoint of their course outcomes and institutional contexts present various approaches to developing an ePortfolio curriculum Individually and collectively the chapters explain ways to engage students in understanding the potential purposes structures audiences and designs of ePortfolios in developing the reflective practices for contextualizing and informing the selection and curation of artifacts and in creating appropriate focus and coherence Synthesizing insights from the previous chapters the concluding chapter identifies six consistent features of an ePortfolio curriculum that support the

development of students ePortfolio literacy In addition Kathleen Blake Yancey identifies and defines seven common ePortfolio curricular dimensions that contribute to students ePortfolio literacy among them student agency digital identity and campus and global citizenship Not least she describes new practices emerging from ePortfolio curricula including new ePortfolio specific genres new metaphors used to characterize ePortfolios and their practices and new issues that the ePortfolio curriculum raises

EPortfolios@edu Mary Ann Dellinger,D. Alexis Hart,2020 This edited volume explores best practices in creating implementing and assessing an ePortfolio program on today s college or university campus The ePortfolio practitioner scholars who contributed to this volume representing four different countries in as many continents share success stories and lessons learned from a first person perspective Envisioning ePortfolio edu as a go to manual for ePortfolio novices seasoned practitioners and curious explorers alike Dellinger and Hart trust that readers will be able to close the book and immediately apply whatever information they found most appropriate for their situation Towards that end contributors have embedded screenshots and diagrams within their essays as well as ready to use materials including timelines rubrics and forms Readers can download updates and additions to the materials in ePortfolios edu on the companion website where among other open access e resources they will also find software reviews and links to contributors and editors professional ePortfolios

High-impact EPortfolio Practice Bret Eynon,Laura M. Gambino,2023 At a moment when over half of US colleges are employing ePortfolios the time is ripe to develop their full potential to advance integrative learning and broad institutional change The authors outline how to deploy the ePortfolio as a high impact practice and describe widely applicable models of effective ePortfolio pedagogy and implementation that demonstrably improve student learning across multiple settings Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network Eynon and Gambino present a wealth of data and revealing case studies Their broad based evidence demonstrates that implemented with a purposeful framework ePortfolios correlate strongly with increased retention and graduation rates broadened student engagement in deep learning processes and advanced faculty and institutional learning The core of the book presents a comprehensive research based framework along with practical examples and strategies for implementation and identifies the key considerations that need to be addressed in the areas of Pedagogy Professional Development Outcomes Assessment Technology and Scaling Up The authors identify how the ePortfolio experience enhances other high impact practices HIPs by creating unique opportunities for connection and synthesis across courses semesters and co curricular experiences Using ePortfolio to integrate learning across multiple HIPs enables students reflect and construct a cohesive signature learning experience Amazon com

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