ePortfolios for Powerful and Purposeful Teaching, Learning, and Assessment

Susan Kahn, IUPUI
Assessment Institute in Indianapolis
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High-Impact ePortfolio Practice

Bret Eynon & Laura Gambino
Plan for today

1. Introduction, definitions

2. Characteristics of high-impact ePortfolio practice

3. ePortfolio assessment
What is an ePortfolio?
Go the extra mile, it's never crowded

Molly Miller is an upcoming graduate from the Indiana University Lilly Family School of Philanthropy. She is excited to begin her
Welcome. My site is an organized conglomeration of prose, research projects, and whimsical musings. So please, peruse the pages and explore my writings.

By way of introduction: I am a senior at IUPUI pursuing an English BA with a concentration in writing and literacy. I collect words and truly inspired books; I enjoy hot mugs of coffee and cozy reading nooks. I am happily married to the love of my life, and we believe life is a grand adventure. As Bilbo Baggins keenly observed: "If you don’t keep your feet, there’s no knowing where you might be swept off to." [J.R.R. Tolkien]

I am fascinated by layers of literacies, cultures, and the interconnectedness of language and ideas. I write to communicate, to tease out intricacies, and I write as I experience life. The pages on my site are pieces of my wanderings. Join me in my adventures.
“Don’t fear failure so much that you refuse to try new things. The saddest summary of a life contains two descriptions: might have &
Some uses of ePortfolios

- Academic/professional showcase
- Planning tool
- Advising tool
- Authentic documentation and assessment of learning and growth across curriculum (and possibly co-curriculum) or in a single course or experience
- Means to encourage metacognitive reflection and integrative learning
- Intervention to improve student learning and success
- And more...
Two definitions of ePortfolio

• ePortfolio as collection: “A collection of work selected from a larger archive of work, upon which the student has reflected” (Yancey, 2001)

• ePortfolio as composition: “A selected body of plural performances narrated by the writer in a reflective text” (Yancey, 2004)
A Continuum of Approaches to ePortfolios

ePortfolio as Wrapper

Learning Happens Inside and Through the Practice, Including Creating the ePortfolio

Learning Happens Inside and Through the Practice, Including Creating the ePortfolio

Students/People Learn More When They Understand the Theory of the Practice

Thinking like . . .
Creating an ePortfolio

• Collect, select, reflect

or

• Collect, select, reflect, compose, reflect, select, compose.....
Why “e”?  

• Early on: Portability, accessibility, authenticity  

• Now: Reflective and recursive process of structuring, composing, integrating, narrating  

• A website is fundamentally different from a folder
ePortfolio as knowledge structure

Includes:

• Intentional architecture
• Visual design
• Hyperlinks
• Menus
• Navigational paths
• Narrative
• Reflection
<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
<th>HIGH-IMPACT EPORTFOLIO</th>
<th>HIGHER-IMPACT EPORTFOLIO</th>
<th>HIGHEST-IMPACT EPORTFOLIO</th>
</tr>
</thead>
</table>
| ePortfolio is central to the curricular design of the course, program, or university experience | - The ePortfolio is an integral part of a single course or experience (engaged learning, co-curricular)  
- Course/experience includes one or more learning outcomes mapped to ePortfolio composition  
- ePortfolio activities support achievement of the course/experience learning outcomes  
- ePortfolio composition promotes student voice, awareness and ownership of learning, and guided pathways | - Includes all elements from the HIGH-IMPACT column, and  
- ePortfolio incorporates multiple courses (e.g., general education or degree program) and/or experiences (e.g., engaged learning, co-curricular), or a single course/experience that brings together other courses/experiences (e.g., learning community, internship, common intellectual experience, capstone)  
- ePortfolio learning outcomes include understanding connections among learning experiences, content, and concepts, and applying theory to practice | - Includes all elements from the HIGHEST-IMPACT column, and  
- ePortfolio is an integral and explicit part of undergraduate experience, including the year/transfer experience, general education, learning, co-curricular experiences, degree and the capstone  
- ePortfolio activities and composition are connected to all relevant learning outcomes, embedded throughout the educational experiences each year |
| ePortfolio pedagogies support integrative, self-directed learning, and student identity development | - Throughout a single course, students reflect recursively on learning experiences, processes, and outcomes  
- Reflection prompts are connected to the course/experience learning outcomes and processes, and are designed and scaffolded to make student learning and metacognitive thinking visible | - Includes all elements from the HIGH-IMPACT column, and  
- Throughout multiple courses and/or experiences, or a single course/experience that brings together learning from other courses/experiences, students reflect recursively on learning experiences, processes, and outcomes | - Includes all elements from the HIGHEST-IMPACT column, and  
- Throughout the undergraduate experience, students reflect recursively on learning experiences and outcomes  
- ePortfolio activities are designed and scaffolded appropriately to support students in reflecting on integrating and articulating learning and experience.
Attributes

ePortfolio is central to the curricular design of the course, program, or university experience
Attributes

ePortfolio pedagogies support integrative, self-directed learning, and student identity development
Attributes

ePortfolio-making skills are explicitly taught to students
Attributes

ePortfolio assessment is holistic and aligned with learning processes and outcomes
ePortfolio as meta-HIP

• ePortfolios can give us a window into students’ understanding and interpretations of their HIP experiences. They are a HIP that can tell us about other HIPs.

• ePortfolios provide a space where students can integrate their learning from the various HIPs they experience.
Trends in Assessment

Stephen Hundley & Susan Kahn
(Editors)
Meta-Trends in Assessment

Assessment is beginning to focus on learning processes, practices, environments, and experiences, in addition to its traditional focus on outcomes.

“Assessment” and “outcomes assessment” have become almost synonymous.

But

1. Outcomes alone don’t necessarily yield information for improvement.

2. Examining the learning experiences, practices, and environments that support complex skills and powerful learning can move us toward more learner-centered assessment and improvement practices.
Meta-Trends in Assessment

Authentic measures are increasingly necessary and valued

• Students themselves can offer the most direct and richest information about their experience of learning

• Good authentic measures offer actionable insights into *how* and *why* students learn, in addition to *what* they learn

• Current promising practices include ePortfolios, VALUE rubrics, and Comprehensive Learning Records
Meta-Trends in Assessment

Assessment is broadening its perspective on outcomes to include students’ personal, civic, academic, and professional development

• Holistic development of students as citizens, professionals, scholars, and leaders

• At post-graduate as well as undergraduate level

• New majority students require holistic approach to develop self-awareness and habits of mind that will support success in education and beyond—”neurocognitive” and “dispositional” skills
Contact me:

Susan Kahn
skahn@iupui.edu

ePortfolio Resources:
https://assessmentinstitute.iupui.edu/trends/index.html

Professional association:
aaeebl.org

The International Journal of ePortfolio:
theijep.com
What is an ePortfolio?

• A student-created reflective academic website that presents a cohesive representation of the student and her learning, using hyperlinked digital media and narrative as context for a set of authentic performances.
Description

ePortfolios are a framework for learning, a space for students to collect evidence of, reflect on, articulate, and create new learning over time. ePortfolios support powerful teaching and learning, assessment, student development, advising and career counseling, and professional and personal identity development along the pathway to graduation. Composing an ePortfolio helps students learn to communicate in multiple modalities, responsibly manage their online identities, and develop as learners and emerging professionals. ePortfolio practice can help students integrate learning across the curriculum, co-curriculum, and experiences outside school, contributing to a more meaningful and purposeful educational experience. ePortfolios offer rich information for assessment and improvement of curricula, teaching, and learning.

Purpose

This ePortfolio High-Impact Practice Taxonomy seeks to clearly define the features of ePortfolios as a high-impact practice in individual courses, across degree and co-curricular programs, and across entire undergraduate experiences. The taxonomy describes four attributes of ePortfolio practice along three dimensions of impact—High-Impact, Higher-Impact, and Highest-Impact. For the purpose of supporting student success the taxonomy aims to:

1. Provide guidance for course instructors, program directors, and campus administrators in planning, developing, implementing, and reflecting on ePortfolios in the context of course, curriculum, and program development;
2. Provide direction to campus ePortfolio professional development efforts; and
3. Provide a tool for encouraging program fidelity.

The taxonomy describes curriculum, pedagogies, ePortfolio-making skills, and assessment practices for ePortfolios. While many ePortfolio practices may align with current teaching and learning strategies, research tells us that instructors and program administrators will need professional development to achieve the highest-impact experiences for students. ePortfolio support is available through the IUPUI Institute for Engaged Learning. Contact the ePortfolio program director for current offerings and/or a consultation.

Contributors

Thank you to the members of the ePortfolio Taxonomy Workgroup for their time, input, and contributions to the development of the ePortfolio taxonomy: Cathy Buyarski, Tyrone Freeman, Brandi Gilbert, Steve Graunke, Susan Kahn, Sonia Ninon, Joan Pedersen, David Pierce, Amy Powell, Khalilah Shabazz, Lynn Ward, Cindy Williams, and Mike Yard.
Definitions

**Authentic Audience**: an audience other than the instructor

**ePortfolio-making**: skills and processes that support ePortfolio literacy

**Identity development**: exploration, articulation and commitment to multiple aspects of identity, including professional, civic, personal, and social

**Integrative learning**: a process of connecting learning across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus (AAC&U, 2009).

**Metacognition**: awareness, analysis, monitoring, and directing of one’s own learning processes

**Multi-modality**: use of multiple digital media to communicate thoughts, ideas, and concepts, and to show connections; essential to ePortfolio-making

**Pathway**: a coherent, guided set of in- and out-of-class learning experiences from the first year to graduation

**Reflection**: an iterative process of examining experiences and ideas to integrate new learning with prior understandings or to adjust prior understandings in light of new knowledge

**Scaffolding**: instructional techniques providing appropriate levels of support to help students progress toward deeper understanding and more self-directed learning

Alignment with IUPUI Profiles of Learning for Undergraduate Success (PLUS)

Implementing each attribute of the taxonomy at the high, higher, or highest level may lead to development of student skills in the dimensions of PLUS. Below is a snapshot of how implementation of the ePortfolio taxonomy is connected to student learning outcomes in each PLUS area. In the taxonomy, each attribute is mapped to the specific PLUS learning outcome(s) students will develop through thoughtful implementation.

<table>
<thead>
<tr>
<th>+ COMMUNICATOR</th>
<th>PROBLEM SOLVER</th>
<th>INNOVATOR</th>
<th>COMMUNITY CONTRIBUTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENS ACTIVELY, BUILDS RELATIONSHIPS</td>
<td>THINKS CRITICALLY, ANALYZES, SYNTHESIZES, EVALUATES</td>
<td>INVESTIGATES, CONFRONTS, CHALLENGES, MAKES DECISIONS</td>
<td>ANTICIPATE CONSEQUENCES</td>
</tr>
</tbody>
</table>

**Students express their learning and identity, making intentional choices in written, visual, and multi-modal formats, and adapting communications for different audiences.**

**Students articulate ways in which they have integrated learning from their chosen discipline and engaged learning experiences with skills learned in other areas to generate new understanding and solutions to complex problems.**

**Students use multi-modal evidence to demonstrate and narrate processes of investigating and confronting challenges, and designing and carrying out solutions to complex problems.**

**Students demonstrate their contributions to local and global communities through a curated collection and cohesive reflective narrative.**

Learn more about the IUPUI Profiles of Learning for Undergraduate Success
https://due.iupui.edu/plus

Suggested Citation
## Taxonomy

<table>
<thead>
<tr>
<th>Attributes</th>
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- ePortfolio activities support achievement of the course/experience learning outcomes  
- ePortfolio composition promotes student voice, awareness and ownership of learning, and guided pathways | - Includes all elements from the High-Impact column, and  
- ePortfolio incorporates multiple courses (e.g., general education or degree program) and/or experiences (e.g., engaged learning, co-curricular), or a single course/experience that brings together other courses/experiences (e.g., learning community, internship, common intellectual experience, capstone)  
- ePortfolio learning outcomes include understanding connections among learning experiences, content, and concepts, and applying theory to practice | - Includes all elements from the Higher-Impact column, and  
- ePortfolio is an integral and explicit part of the whole undergraduate experience, including the first-year/transfer experience, general education, engaged learning, co-curricular experiences, degree program, and the capstone  
- ePortfolio activities and composition are explicitly connected to all relevant learning outcomes, and embedded throughout the educational experience, with intentional touchpoints built into courses and experiences each year |
| **Communicator** |                                                                                         |                                                                                         |                                                                                         |
| **Problem Solver** |                                                                                         |                                                                                         |                                                                                         |
| **Innovator** |                                                                                         |                                                                                         |                                                                                         |
| **Community Contributor** |                                                                                         |                                                                                         |                                                                                         |
| **ePortfolio pedagogies support integrative, self-directed learning, and student identity development** | - Throughout a single course, students reflect recursively on learning experiences, processes, and outcomes  
- Reflection prompts are connected to the course/experience learning outcomes and processes, and are designed and scaffolded to make student learning and metacognitive thinking visible  
- ePortfolio activities support reflecting on disciplinary processes, making connections between disciplinary learning and lived experiences, and communicating learning to an authentic audience beyond the instructor  
- Students receive ample, ongoing feedback on ePortfolio work from peers, faculty, staff, and/or external audiences, as appropriate | - Includes all elements from the High-Impact column, and  
- Throughout multiple courses and/or experiences, or a single course/experience that brings together learning from other courses/experiences, students reflect recursively on learning experiences, processes, and outcomes  
- ePortfolio activities are designed and scaffolded to support students in reflectively connecting and/or integrating content, concepts, experiences, and disciplines, and transferring learning to new contexts  
- Students receive ample, ongoing feedback on ePortfolio work from the perspective of the student's intended authentic audience | - Includes all elements from the Higher-Impact column, and  
- Throughout the undergraduate experience, students reflect recursively on learning experiences, processes, and outcomes  
- ePortfolio activities are designed and scaffolded appropriately to support students in reflectively integrating and articulating learning and identity, drawing on all of their learning experiences, and including the intersections of personal, academic, civic, and professional identities  
- Students engage with and share their learning publicly with an authentic audience |
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<td>ePortfolio-making skills are explicitly taught to students</td>
<td>- Course/experience has time dedicated to teaching students foundational ePortfolio-making skills that support the learning outcomes for the course (e.g., reflection; basic design, structure and aesthetics; revision; understanding of audience; cohesive multi-modal communication)</td>
<td>- Includes all elements from the HIGH-IMPACT column, and</td>
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<td>- Time is dedicated to explicitly teaching reflective integrative learning skills, as appropriate to course context. Includes helping students develop a cohesive narrative voice for presenting evidence of and reflection on learning.</td>
<td>- Throughout program or experience, time is dedicated to teaching students advanced ePortfolio-making skills (e.g., advanced reflection, curation; structure, hyperlinking, navigation, and visual imagery; audience analysis and communication)</td>
<td>- Throughout the undergraduate experience, time is dedicated to teaching students expert ePortfolio-making skills (e.g., use of multimodal design, composition, user experience, communication of the relationship of the parts to the whole, and reflective design choices)</td>
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<td>- ePortfolio-making skills taught include development of ePortfolio as a unified composition, with explicit relationships among evidence, artifacts, and reflections, and an integrative narrative that explains those relationships and tells a cohesive learning story supported by all elements of the ePortfolio (e.g., architecture, navigation, imagery)</td>
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</tr>
<tr>
<td>ePortfolio assessment is holistic and aligned with learning processes and outcomes</td>
<td>- ePortfolio assessment focuses on course/experience learning process and outcomes; skills ePortfolios develop (including ePortfolio-making skills, reflection, integrative learning, identity development) are integrated into course learning outcomes</td>
<td>- Includes all elements from the HIGH-IMPACT column, and</td>
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<tr>
<td></td>
<td>- Assessment includes a holistic examination of the ePortfolio as a unified composition and may also include examination of individual artifacts/ reflections</td>
<td>- ePortfolio assessment focuses on learning outcomes for multiple courses (general education or degree program) and/or experiences (engaged learning, co-curricular), or a single course/experience that brings together learning from multiple courses/experiences</td>
<td>- Assessment focuses on institutional outcomes, and examines learning in first-year/transfer experience, general education, engaged learning, co-curricular experiences, degree program, and the capstone</td>
</tr>
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<td></td>
<td>- Assessment may include examination of student learning processes and experiences to identify needed improvements</td>
<td>- Skills developed from ePortfolio composition (including ePortfolio-making skills, reflection, integrative learning, identity development) are integrated into program learning outcomes assessment</td>
<td>- Skills developed from ePortfolio composition (including ePortfolio-making skills, reflection, integrative learning, identity development) are integrated into institutional learning outcomes</td>
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<td>- Assessment may include examination of student learning processes and experience of the program to identify needed improvements</td>
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* Represents the aligned profile(s) from the IUPUI Profiles of Learning for Undergraduate Success
**References**


