










**ePortfolios** An electronic portfolio (also known as an eportfolio, e-portfolio, digital portfolio, or online portfolio) is a collection of digital artifacts, or a digital archive, assembled and managed by a user, usually on the Web. Such electronic evidence may include text, electronic files, images, multimedia, blog entries, and hyperlinks.

In addition to other benefits, ePortfolios can be an effective place to assess student learning. In collecting their work students reflect on what was most interesting, useful or engaging; in posting to a website they also form a large repository of work that can be used to assess student learning. This often overcomes the logistic difficulties of collecting student work from across courses or overtime when the goal is to assess student learning at the program level. This kind of student work, produced as a direct part of their education, is often regarded as the best place to assess student learning. If students are asked to write reflective essays these too can be assessed as indirect evidence student learning.

Below are three levels of portfolio creation with example applications. NOTE: There are no firm boundaries between levels or application use.

	Example 1: UCR free	Example 2: Free	Example 3: Free/Cost
<b>Level 1:</b> Portfolio as Storage   Collection (Curation)	 <a href="#">Google Drive (R'mail)</a> With unlimited storage for Education, Google Drive allows the creation of Documents, Spreadsheets, & Folders, as well as, the ability to upload photos/videos	 <a href="#">Box (help)</a> Box online storage allows anyone with an account to share files (docs, images, video, etc.), and collaborate online with colleagues. It offers 10 GB of free storage	 <a href="#">Evernote (free)</a> A noted productivity application, Evernote gives the ability to sync across multiple devices, email directly to a notebook, include photos & audio recordings in notes, & share notes.
<b>Level 2:</b> Portfolio as Workspace   Process (Creation)	 <a href="#">Google Apps (tutorial)</a> Access to Google Documents, Presentation, Sheets, Forms, Sites, with integration with R'mail and Calendars	 <a href="#">Omeka (showcase)</a> Create complex narratives and share rich collections with Omeka, a web publishing tool, designed for scholars, museums, libraries, archives, and students.	 <a href="#">WordPress (tutorial)</a> A popular web development tool, Wordpress has many themed templates that can be easily used to make student portfolios.
<b>Level 3:</b> Portfolio as a Showcase   Product (Presentation)	 <a href="#">Google Sites (class use)</a> UCR Google Sites allows users to create websites for free and control levels of access. Many templates available.	 <a href="#">Portfolium (discovery)</a> Portfolium now has a UC system-wide agreement to offer modern digital career portfolios to new and young graduates.	 <a href="#">Chalk &amp; Wire (features)</a> A web-based assessment & portfolio tool which integrates with iLearn. Adopted by the UCR School of Education.

## POTENTIAL APPLICATIONS OF ePORTFOLIOS

Here is a comparison of the two sides of the e-portfolio development process: E-Portfolio as Workspace/Process vs E-Portfolio as Showcase/Product.

<p><b>E-Portfolio as Workspace/Process</b>          The Collection or Digital Archive   Repository of Artifacts          Personal Information   Reflective Journal</p> <ul style="list-style-type: none"> <li>• Organization: Chronological – *eDOL (Electronic Documentation of Learning – Crichton &amp; Kopp (2008) Documenting growth over time for both internal and external audiences</li> <li>• Primary Purpose: Learning or Reflection</li> <li>• Reflection: Immediate (focus on artifact or learning experience) - Reflection in the present tense</li> </ul>	<p><b>E-Portfolio as Showcase/Product</b>          The “Story” or Narrative   Multiple Views (public/private)          Varied Audiences (varied permissions)   Varied Purposes</p> <ul style="list-style-type: none"> <li>• Organization: Thematic – Electronic Portfolio documenting achievement of Standards, Goals or Learning Outcomes for primarily external audiences</li> <li>• Primary Purpose: Accountability or Showcase</li> <li>• Reflection: Retrospective (focus on achievement or thematic organization) - Reflection in the past tense</li> <li>• Reflection: Prospective (Direction) - Set goals for future learning - Reflection in the future tense</li> </ul>
<p><b>Procedure: on a daily/weekly basis - Levels 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Integrate technology across the curriculum (generate digital artifacts to store in online repository/digital archive)</li> <li>• Maintain a reflective journal in the form of a blog (organized in reverse-chronological order)</li> <li>• When saving items in digital archive, link to a blog entry that contains an immediate reflection on the document and/or the learning associated with an experience (such as service learning) - <i>reflection in the present tense</i></li> <li>• Create a label or tag that categorizes the entry (with attached artifact, where appropriate) by learning standard/goal/outcome</li> <li>• Provide feedback to learner in the form of comments in the blog or collaborative editing (by teachers and/or peers)</li> <li>• Periodically review the collection for evidence of growth/change over time</li> </ul>	<p><b>Procedure: on a periodic basis (end of class/term/year) - Level 3</b></p> <ul style="list-style-type: none"> <li>• Review the blog entries and collected evidence and select specific entries to demonstrate the achievement of the selected standards/goals/outcomes</li> <li>• Use the tags/labels in blog entries to review all entries that match selected criteria (generate pages within the blog)</li> <li>• Reflect on why the selected artifacts (with associated reflections) constitute evidence of achieving specific standards/goals/outcomes (retrospective reflection... <i>in the past tense</i>)</li> <li>• Write future learning goals related to specific standards/goals/outcomes (prospective reflection/direction... <i>in the future tense</i>)</li> <li>• Organize a hyperlinked presentation of evidence (with reflections)</li> <li>• Present portfolio to an audience (either real or virtual)</li> <li>• Evaluate the learner's self-assessment of the achievement of the standards/ goals/ outcomes that are presented (by teachers and others)</li> </ul>

Excerpted: Balancing the Two Faces of E-Portfolios by [Helen C Barrett \(ePortfolio\)](#)