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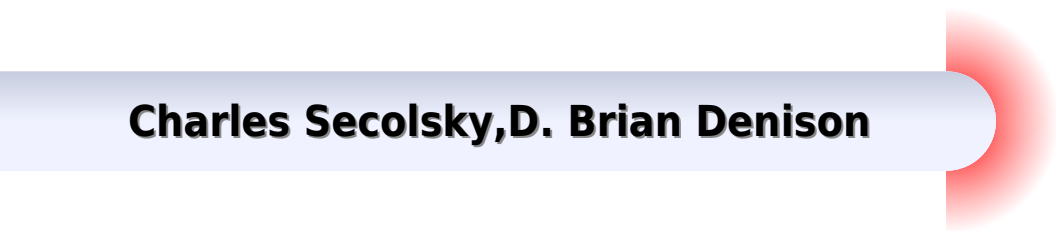
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Documenting Learning With Eportfolios A Guide For College Instructors

Charles Secolsky,D. Brian Denison



Documenting Learning With ePortfolios A Guide For College Instructors:

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 **Handbook on Measurement, Assessment, and Evaluation in Higher Education** Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application *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 in Australian Universities Jennifer Rowley, 2016-09-14 This book focuses on essential findings concerning emerging practices of student learning through the teaching and learning benefits of the electronic portfolio ePortfolio in a range of disciplines at Australian universities It explores the latest research on ePortfolios teaching quality future research directions for tertiary learning and teaching institutional agendas in higher education and the role that the ePortfolios can play in supporting improvements in pedagogic practice and student outcomes Included in these agendas is research into the development of higher education through the technologising of pedagogy learner identities in discrete disciplines and the praxis of individual university teachers The book covers accounts of academic learning success and challenges across current higher education subject areas By presenting case study accounts of ePortfolio use it reveals the importance of defining and documenting how we can meaningfully develop learner portfolios in research teaching and learning at Australian universities With an intentional research base the book draws on work conducted inside and outside Australia and highlights how the ePortfolio can help tertiary staff prepare for the impact of a student created portfolio on teaching learning and subsequent academic scholarship

ePortfolio Performance Support Systems Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios

Trends in Assessment Stephen P. Hundley, Susan Kahn, 2023-07-03 Trends in Assessment provides readers with a survey of the state of the art of the enduring assessment concepts and approaches developed over the past twenty five years and includes chapters by acknowledged experts who describe how emerging assessment trends and ideas apply to their programs and pedagogies covering Community Engagement ePortfolios Faculty Development Global Learning Graduate and Professional Education High Impact Practices Learning Improvement and Innovation Assessment Trends from NILOA STEM Student Affairs Programs and Services The concluding chapters point to a future of assessment and identify several meta trends in

assessment The book was conceived by organizers and contributors of the Assessment Institute in Indianapolis the nation's oldest and largest higher education assessment event and includes contributions by the following partners of the Institute Association for the Assessment of Learning in Higher Education AALHE Association for Authentic Experiential and Evidence Based Learning AAEEBL Association for General and Liberal Studies AGLS Association for Institutional Research AIR Association of American Colleges and Universities AAC Center for Postsecondary Research CPR National Survey of Student Engagement NSSE and Higher Education Data Sharing Consortium HEDS Trends in Assessment serves as a vital resource for faculty student affairs professionals administrators anyone involved in accreditation and scholars in the field

Integrative Learning in US Undergraduate Public Health Education: Effective High-Impact Practices Andrew Harver, Katie Darby Hein, Terrel Lee Rhodes, 2020-01-28 This current Research Topic does not derive directly from Boyer's Model of Scholarship but nonetheless represents a well timed exploration and example of where higher education has progressed in bringing the innovative integrative conceptualization of higher education scholarship and practice laid out by Boyer to realization through the growing arena of undergraduate public health programs At the same time the authors included here were invited to specifically address a second arena of scholarly practice associated with additional elements of Boyer's legacy effective High Impact Practices HIPs practices that engage students faculty and often broader communities in integrative learning that connect academic and extra academic learning environments Undergraduate public health programs are perfectly positioned to provide a framework for integrated learning through High Impact Practices Such practices encompass not only the essential learning outcomes that employers continue to demand critical thinking working with diverse others written and oral communications ethics analysis etc but also a curriculum that is scaffolded and replete with opportunities to practice and enhance performance and application of knowledge and abilities to important personal social and global challenges and needs *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 employers While 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

The Educational Potential of e-Portfolios Lorraine Stefani,Robin Mason,Chris Pegler,2007-04-26

E portfolios are a valuable learning and assessment tool They can serve as an administrative tool to manage and organise work to present course assignments and act as the medium for learners to record their learning goals outcomes and achievements They encourage personal reflection and involve the exchange of ideas and feedback Using technology in this way supports students abilities in using and exploiting technology for professional and personal purposes enabling any time any place learning and peer learning and facilitating the provision of tutor feedback e Portfolios is a comprehensive practical guide for lecturers and staff developers who need to know more about the development of purposeful e portfolios for supporting students in reflecting on their learning

High-Impact ePortfolio Practice Bret Eynon,Laura M. Gambino,2023-07-03

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 This is an invaluable resource for classroom faculty and educational leaders interested in transformative education for 21st century learners A Co Publication with AAC U

Building E-Portfolios Using PowerPoint Kathleen K. Montgomery,David A. Wiley,2008-01-24 Building E Portfolios Using PowerPoint A Guide for Educators Second Edition addresses the use of e portfolios by pre and in service educators as a self assessment tool and as a way to measure their students performance The first half of the book explains what portfolios are what makes an electronic portfolio or e portfolio superior to physical portfolios and how they should be organized The second half of the book addresses which computer programs can be used to build an e portfolio then presents detailed instructions on using Microsoft PowerPoint R to create effective visually rich portfolios The book is filled with pedagogy each chapter beginning with a conversation scenario to add relevance and meaning for the reader There are also numerous charts summaries a glossary and appendices A Student Resource CD with PowerPoint templates sample e portfolios and additional student resources is available

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

Portfolio Teaching Nedra Reynolds,Elizabeth Davis,2013-12-27 Brief but thorough Portfolio Teaching A Guide for Instructors provides the practical tips and pedagogical support that instructors and program managers need to successfully integrate portfolios into their courses as well as create their own teaching portfolios New coverage of e portfolios using portfolios across the curriculum and outside the academy and an updated bibliography make the third edition more indispensable than ever for teachers who use portfolios in their courses

Evaluating Electronic Portfolios in Teacher Education Pete Adamy,Natalie B. Milman,2009-02-17 This volume explores the effectiveness of electronic portfolios for assessment and accreditation providing case studies and evaluation models It aims to justify the cost and effort of e portfolios and serves as a guide for further research in teacher education and beyond

E-Portfolios in Higher Education Tushar Chaudhuri,Béatrice Cabau,2017-03-30 This book shares the collective experience of integrating electronic portfolios as assessment tools and as instruments for life long learning in courses across various disciplines in higher education It enables readers to trace the evolution of e portfolios over the last ten years and to deal with the challenges faced by instructors and students when implementing e portfolios in their respective courses Further the book suggests flexible ways of dealing with those challenges It also highlights the relevance of electronic portfolios for the needs and demands of contemporary societies

As such it speaks to a large target audience from a range of disciplines roles and geographical contexts within the wider context of higher education in Asia and around the globe Electronic Portfolios 2.0 Darren Cambridge,Kathleen Blake Yancey,Barbara Cambridge,2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system Creating E-portfolios Using PowerPoint Kathleen K. Montgomery,2004 Successful Use of Teaching Portfolios Peter Seldin,1993 For college teachers administrators **Electronic Student Portfolios** Karen de Maere-Hipkin,University of Lethbridge. Faculty of Education,2002

Immerse yourself in heartwarming tales of love and emotion with Explore Love with is touching creation, **Documenting Learning With Eportfolios A Guide For College Instructors** . This emotionally charged ebook, available for download in a PDF format (*), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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