

EPORTFOLIOS: THE TOOL OF CHOICE FOR VALIDATION

LESSON OBJECTIVE (SLO#1): HOW TO EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE.

I



R-E-A-D-Y F-O-R T-H-I-S...!!!



If someone asked you right now to explain to them what this 'ePortfolio thing' is all about, could you do it? Right now, right where you are standing, sitting, or cogitating? Before you answer, I don't mean a casual answer, like, "Well, I think an ePortfolio is a web site." True, but 'way not' enough to be 'spot on.' Think about **this**: An ePortfolio is the future replacement for the old paper-style format of the resume¹ (see [Dan Schawbel's "5 Reasons Why Your Online Presence Will Replace Your Resume in 10 years"](#)). "No way!," you reply! I respond, 'Yes, Way! Have you done any research on it?' No? Then, my co-learner, 'turn-and-burn' on the stuff that follows...But first, take a look at this example Award Winning ePortfolio from a student at Clemson University. See any features you like? How would you express to someone what you see in this ePortfolio? What is its purpose? Does it pertain to the personal and professional attributes of this student? **(1) (5) (A, R)**

Welcome

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Is Your ePortfolio Award Worthy?

The Clemson ePortfolio Program announces

The 2013 ePortfolio Awards

Every spring awards are given to students with outstanding ePortfolios. Below are the winners for 2013.

Clemson's Best is the ePortfolio that brings together creativity, originality, reflection, as well as substantive evidence of learning throughout a student's undergraduate career in a way unique to the Clemson experience. This award is given to graduating seniors.

1st Place – Evan R. Goodwin

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EVAN GOODWIN
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CLEMSON UNIVERSITY, '13

¹ <http://www.forbes.com/sites/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/>

BEFORE WE BEGIN, review the two definitions of an ePortfolio: 1) “**Clemson's Best** is the ePortfolio that brings together **CREATIVITY, ORIGINALITY, REFLECTION**, as well as **SUBSTANTIVE EVIDENCE** of learning throughout a student's undergraduate career in a way unique to the Clemson experience. This award is given to graduating seniors” (See Web Page above); 2) “*Folio thinking*, the reflective practice of creating ePortfolios ... ePortfolios offer a framework in which students can personalize their learning experiences, and create different representations of their learning experiences tailored to specific audiences while also developing multimedia capabilities...” (Penny-Light, Chen & Ittelson, 2012, p. 8-9). **REMEMBER THE ORIGINAL QUESTION?** “If someone asked you right now to explain to them what this ‘ePortfolio thing’ is all about, could you do it? Right now, right where you are standing, sitting, or cogitating?” Can you now move from a simple, “Well, I think an ePortfolio is a web site”, to a more expanded definition? If you answered, yes, then you are on your way to a successful ePortfolio experience, from design and development to becoming a ‘guru’ of purpose and application of ePortfolios. **(5) (A)**

II. LESSON OBJECTIVE(S) (SLO#1): EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE. **(A, R, C)**

Information to support your understanding and to assist in the Lesson Objective: (2)

The two items below are the specific—independent and dependent—goals to achieve the Lesson Objective (SLO#1). You should be able to express, in your words and as you have developed an understanding, the following upon completion of this lesson:

a) Effectively communicate the overarching purpose in an ePortfolio: Effective communications about an ePortfolio means that you have a fundamental-to-intermediary grasp on the purpose in why someone would expend the time, energy, and possibly the financial resources, to create and maintain an ePortfolio. A good example is the program at Clemson University. Clemson is a major Southeastern university, yet they apply resources to the development of student ePortfolios, even to the outcome of identifying those that are award winning ePortfolios. Why? Because ePortfolios have enormous potential to promote and validate “creativity, originality, reflection, as well as substantive evidence of learning throughout a student's undergraduate career”; ePortfolios are tools to **VALIDATE** your applicable experiences, workforce competences, and soft-skills abilities.

b) Effectively communicate the purpose in developing and continuously improving an ePortfolio for Personal and Professional Use: Once you can ‘diatribe’ about the purpose of the ePortfolio, the intent becomes to develop and continuously improve the ePortfolio to promote your personal and professional attributes, skills, experiences, abilities, accomplishments, and community service to the local, regional, state, U.S., and global community. The Personal aspect is for those in community service or other applicable areas that need an experienced individual to serve a community service project; The Professional aspect is to ‘sell yourself’ in terms of workforce preparation to enable employers to validate your experiences as a prospective employee. These activities, in the form of artifacts, are: individual or team projects, research papers, journals, awards, publications, previous experience, and so forth. Review the following article for ‘content application.’ Give particular attention to the Oracle lesson regarding ePortfolios and note also that Oracle is the global leader in relational database design, thus if Oracle is treating ePortfolios as an instrument of validation, there is considerable merit in its design and public-domain access:

<http://dr-kenscott.com/League%20for%20Innovation%20ePortfolio%20Published%20Article%20Scott%20&%20Raza.pdf>

Before proceeding, please review Figure 1 and Figure 2 to help you graphically understand the full-spectrum of the ePortfolio.

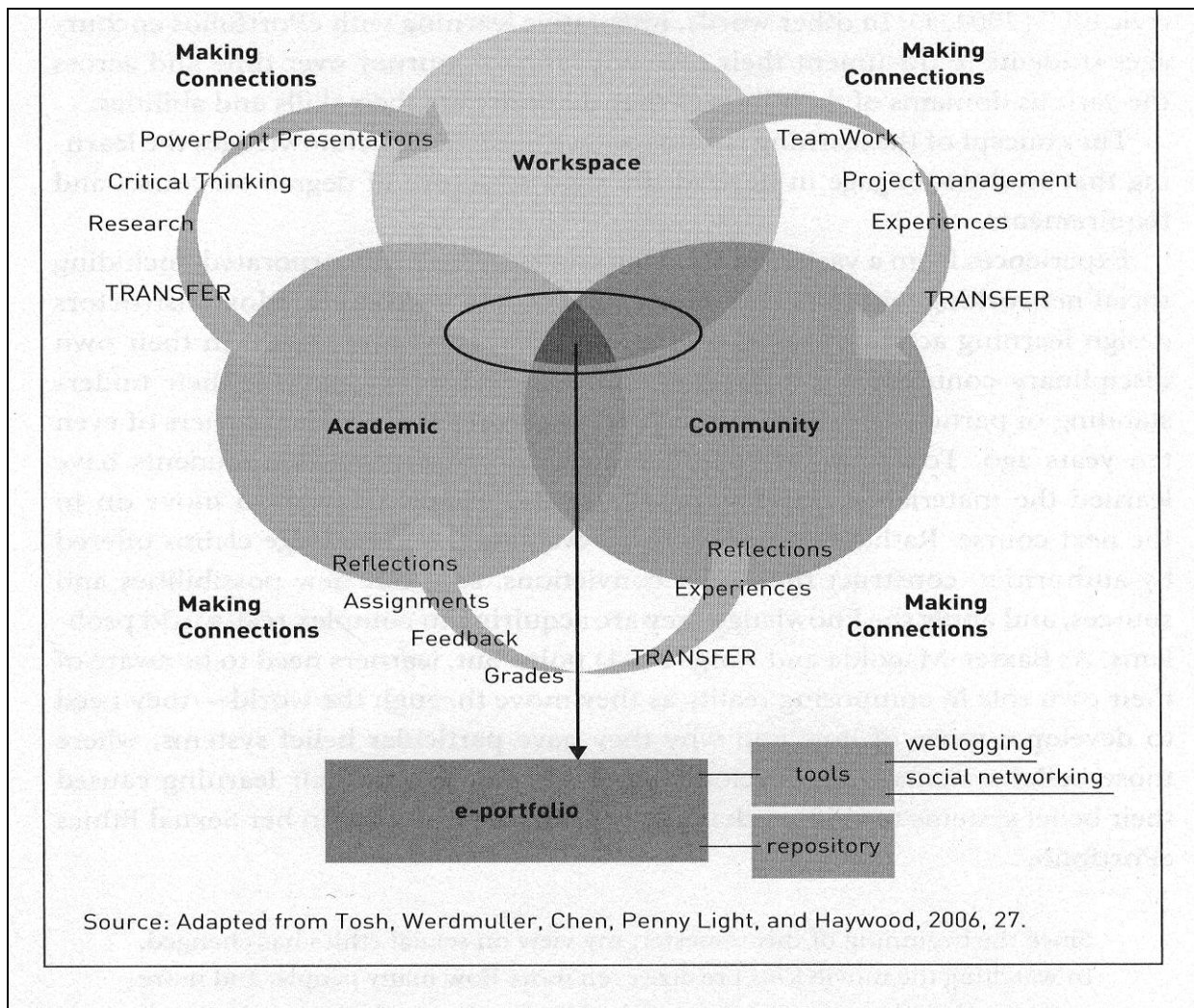


Figure 1. The Learning Landscape: Penny-Light, Chen & Ittelson, 2012, p. 16.

Figure 1 illustrates that the ePortfolio is a combination of artifacts from three main areas of our lives. These artifacts then form the baseline from which our ePortfolios are created and maintained. Note that the areas from which artifacts are derived (Workspace, Academic, and Community) are the same areas for which the ePortfolio is designed and made available to the Workspace, Academic, and Community areas of life (this process becomes a 'cyclic process'). The difference: we take from these areas and create a collage of our total experiences to validate ourselves as able to function in the Workspace, Academic, and Community areas of our existence. The goal of this lesson: **EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE. (1 - 9) (A, R, C)**

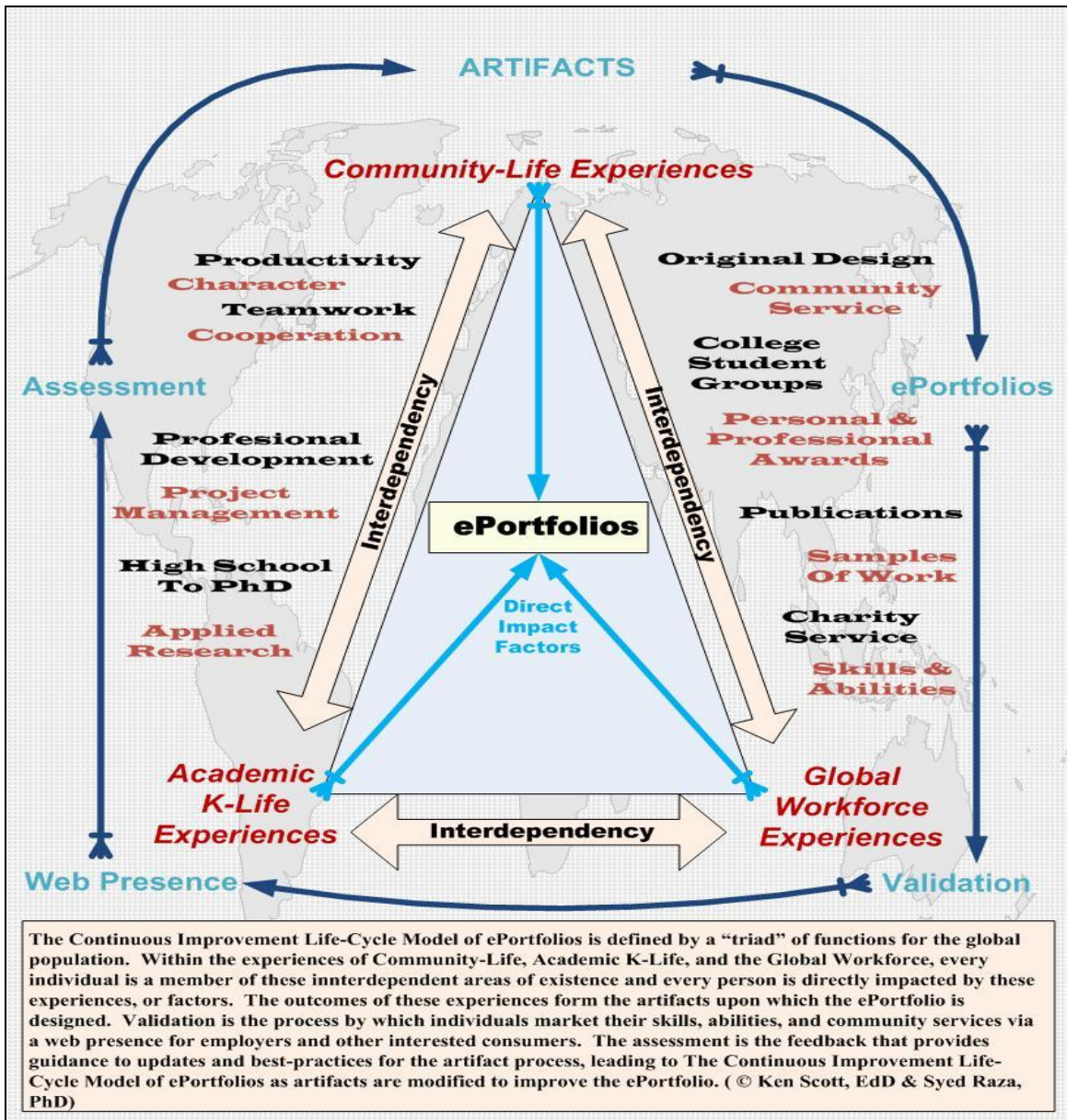


Figure 2. The Continuous Improvement Life-Cycle Model of ePortfolios: (Scott & Raza, 2012)

Figure 2, as in Figure 1, demonstrates the process of the ePortfolio life-cycle. It begins at the collection point of gathering and organizing artifacts. From the collection, we then organize these artifacts, design our web page (ePortfolio), and host the ePortfolio via paid-or-free web hosting sites. A registered domain may be part of the process or you may use one of the free hosting sites across the vast Internet. The bottom line: marketability. Does your ePortfolio portray marketability to the private and public sectors, as well as the global community? The goal of this lesson: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE. (1 - 9) (A, R, C)

III. Activities (A) and Assessments/Evaluations (AE) to initiate and motivate the successful achievement of SLO#1 objective and goals: Measurable Outcomes. (4) (6) (A, R, C, S)

A. DISCUSSION BOARD (DB) ITEM #1: “Based on your general understanding of the ePortfolio, share your understanding about ePortfolios?” [A/AE] * **This assignment should be completed ONLY after you review this entire set of materials.** * [10 Pts]

B. WORKSHEET #1: This assignment requires that you do the following: 1) stipulate your own definition for an ePortfolio; 2) What are artifacts and what artifacts do you anticipate including in your final ePortfolio (these may change over time); and, 3) Effectively communicate the purpose in developing and continuously improving an ePortfolio for personal and professional use. [A/AE] * **This assignment should be completed ONLY after you review this entire set of materials.** * [20 Pts]

C. WEEK 1 ENTRIES IN THE DESIGN PROJECT COURSE JOURNAL (DPCJ): Week 1 should discuss these items and include a more structured discussion with citations so as to: “Effectively communicate the purpose in developing and continuously improving an ePortfolio for personal and professional use.” [A/AE] * **This assignment should be completed ONLY after you review this entire set of materials AND you have completed the DB#1 and Worksheet #1.** * [15 Pts]

D. LINKS THAT WILL DETAIL THE PURPOSE AND VALUE OF THE EPORTFOLIO TO LINK PAST EXPERIENCES WITH NEW AND FUTURE SKILLS: [A] * **These links should be read/reviewed prior to completing the Weekly Assignments in Week 1.** * (1 - 9)

1. What are ‘award-winning ePortfolios?’: <http://www.clemson.edu/academics/programs/eportfolio/>
2. YouTube Video #1 Detailing ePortfolios: [YouTube Video #1 of ePortfolios](#)
3. YouTube Video #2 Detailing ePortfolios: [YouTube Video #2 of ePortfolios](#)
4. YouTube Video #3 Detailing ePortfolios: [YouTube Video #3 of ePortfolios](#)
5. The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL): <http://www.aeebl.org/>
6. Mozilla’s OpenBadges Project: <http://openbadges.org/>
7. International Journal of ePortfolio: <http://www.theijep.com/current.cfm>
8. **Dan Schawbel’s article:** “5 Reasons Why Your Online Presence Will Replace Your Resume in 10 years.” <http://www.forbes.com/sites/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/>

NOTES:

* These YouTube videos (and other links) are very useful to give you some good information about ePortfolios, their value, and content development. Video #1 and #2 are very short; unfortunately, Video #2 is two hours long; you do not have to listen to the entire video in one sitting, although it has some very good information, addresses your experiences and the value to employers and others as you 'advertise' your artifacts.

E. CONNECTION TO PREVIOUS KNOWLEDGE VIA SELF-ANALYSIS & LESSON SUPPORT: (3) (4) (A, R, C)

1) If you have ever used a web page, you have experienced the skills needed to design and develop your ePortfolio. If you have downloaded files from a web site or uploaded files to Moodle or Blackboard, you are an experienced FTP Guru (file transfer expert), but just didn't know it. If you have ever worked on a paper and saved it, you have an artifact. If you have worked in the community, you have contributed to community service. And, if you have completed a group project, you are demonstrating soft skills sought by the workforce. As you have now discovered, you have more skills and experiences than you assumed. Thus, you are well equipped to begin your ePortfolio process; but first, you need to formulate a mindset that will allow you to achieve the goals and objective of this lesson, which is: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE.

2) TO ACCOMPLISH THE OBJECTIVE, YOU WILL NEED TO DO THE FOLLOWING: (8)

1. Read and review the contents of this lesson;
2. Visit the web sites as provided and begin to review the YouTube videos;
3. Complete the Assignments as identified in this Lesson and in Week 1 Assignments in Blackboard;
4. Note that this Lesson or SLO#1 is the foundation from which all other work is dependent throughout the course. It is imperative to you to fully understand this Lesson's Objective...
5. Review the Sources and Readings on the next page. These are not required, but will help you with the assignments and outcome of this Lesson (SLO#1) and throughout the course.

IV. Suggested Review Practice (Not required, suggested only, no submission required.) (7) (8) (A, R, C, S)

1. Locate an ePortfolio on the Internet. From what you have found, does the ePortfolio "meet your expectation of the concept of an ePortfolio?" Why or why not?
2. Share your Worksheet #1 and /or your Week 1 DPCJ with another student or your instructor and ask for a 'review' of your work. Use this to critique and improve the materials to satisfy the SLO#1 objective: EFFECTIVELY COMMUNICATE THE PURPOSE IN DEVELOPING AND CONTINUOUSLY IMPROVING AN EPORTFOLIO FOR PERSONAL AND PROFESSIONAL USE.
3. Based on a review of the materials in this Lesson, do you see "what you are being asked to learn in relation to future expectations and performance on the job?" Why or Why Not? (***) **Recall the Oracle emphasis in ePortfolios! (9)**
4. Review the following site (not required, or 'for show', but for learning and understanding), <http://dr-kenscott.com> and 'kick the tires.' What did you learn about the purpose in this 'ePortfolio' site in terms of personal and professional 'marketability'? **(9)**

DO YOU HAVE THE SKILLS TO ACCOMPLISH THIS TASK? ABSOLUTELY!

SOURCES AND READINGS (Books (NOT REQUIRED) and articles): For review, use, and design/development of the ePortfolio for students who desire to build an ePortfolio that will become a full-scale repository of artifacts to demonstrate their work, experiences, and abilities. If you have items that you would like to add to this list to help future “ePortfolio’ers”, please send those to your instructor. **(1 - 9) (R, C)**

- Bollinger, D., & Shepherd, C. (2010). Student perceptions of ePortfolio integration in online courses. *Distance Education, 31(3)*, 295-314.
- Burnett, M., & Williams, J. (2009). Institutional uses of rubrics and e-portfolios: Spellman College and Rose-Hulman Institute. *Peer Review, 11(1)*, 24-27.
- Cambidge, D. (2010). *ePortfolios for lifelong learning and assessment*. San Francisco, CA: Jossey-Bass.
- Clark, J., & Eynon, B. (2009). E-portfolios at 2.0—Surveying the field. *Peer Review, 11(1)*, 18-23.
- Dietrich, J., & Olson, C. (2010). In quest of meaningful assessment of international learning: The development and implementation of a student survey and ePortfolio approach. *The Journal of General Business, 59(3)*, 142-158.
- Herring, D., & Notar, C. (2011). Show what you know: EPortfolios for 21st century learners. *College Student Journal, 45(4)*, 786-792.
- International Journal of ePortfolio (IJeP)...to encourage the study of practices and pedagogies associated with ePortfolio in educational settings. Web site: <http://www.theijep.com/>.
- Light, T., Chen, H., & Ittelson, J. (2012). *Documenting learning with ePortfolios: A guide for college instructors*. Jossey-Bass: San Francisco, CA.
- Miller, R., & Morgaine, W. (2009). The benefits of e-portfolios for students and faculty in their own words. *Peer Review, 11(1)*, 8-12.
- Okoro, E., Washington, M., & Cardon, P. (2011). Eportfolios in business communication courses as tools for employment. *Business Communications Quarterly, 74(3)*, 347-351.
- Penny-Light, T., Chen, H., & Ittelson, J. (2012). *Documeting learning with ePortfolios: A guide for college instructors*. San Francisco, CA: Jossey-Bass.
- Portland State University. ePortfolio: Fundamentals. Web Site: <http://www.pdx.edu/unst/eportfolio-fundamentals-start>.
- Waters, J. (2009, November-December). E-Portfolios come of age. *T.H.E. Journal*, 4 pgs. Retrieved <http://thejournal.com/Articles/2009/11/09/ELearning.aspx?Page=4>.
- Woodley, C., & Sims, R. (2011). EPortfolios, professional development, and employability. *Campus—Wide Information Systems, 28(3)*, 164-174.
- Yancey, K. (2009). Electronic portfolios a decade into the twenty-first century: What we know, what we need to know. *Peer Review, 11(1)*, 28-32.