



# Why Use e-Portfolios? A Guide to Enhanced Learning

## *Teaching with Technology*

*March 01 & March 02, 2019  
This webinar will be recorded*

# Discussion Questions

- 1) Please share your experience if you have previously worked using portfolios like PBLA? If yes, what worked for you? What didn't?
- 2) Do you have any experience using e-portfolios? What tools have you used?

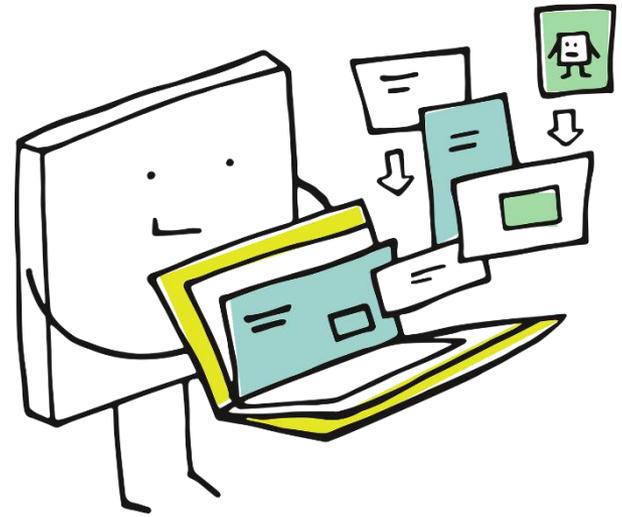
# Agenda

- What are e-portfolios?
- Types
- Underlying theory
- Best Practices
- Benefits
- How to assess e-portfolios?
- Tools/ links
- Q/A

# What are e-Portfolios?

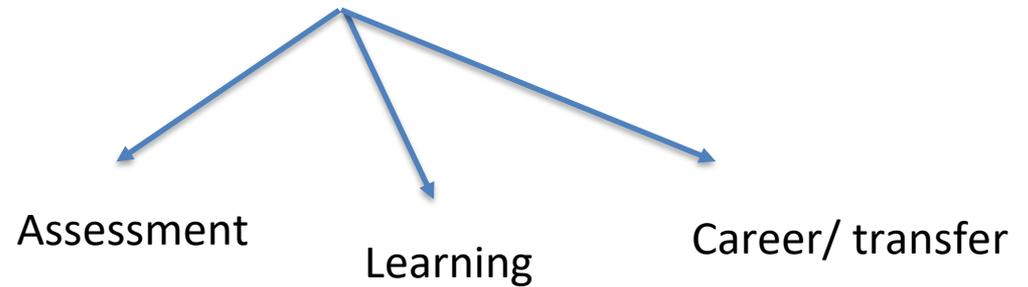
- Digital documentation or collection of artifacts ( video clips, text, visuals, and course work)
- Owner could be an individual, group, or organization
- Personal reflection on one's work, achievement or thoughts

(Zulfikar, 2016, p.2)



# Types of e-Portfolios

- Developmental
- Reflective
- Representational
- Standardized
- Personalized



( Barret, 2008)

# Types of e-Portfolios

**Developmental:** ( e.g. working e-portfolio) shows the progress of a project

Purpose:

- serves as a storage of student's work and life experience
- diagnoses student's needs

Audience:

Students, teachers, or parents

( Barret, 2008)

# Types of e-Portfolios

**Reflective/ Assessment:** ( e.g. learning e-portfolio)  
demonstrates a learner's understanding over time.

Purpose:

- encourages self-assessment
- demonstrates the mastery of curriculum objectives

Audience:

students, teachers, school district

( Barret, 2008)

# Types of e-Portfolios

**Representational:** showcases content like photography portfolio

Purpose:

- displays students' best work
- demonstrates high level of achievement (drawing, writing work, beyond school activities)

Audience:

students, anyone of choice: teachers, parents, colleges

( Barret, 2008)

# Types of e-Portfolios

**Standardized:** structured the same for all users in a group - little room for expression

Purpose:

- assesses students' work (compared to other students)
- demonstrates high level of achievement (drawing, writing work, beyond school activities)

Audience:

teachers

( Barret, 2008)

# Types of e-Portfolios

**Personalized:** have some common areas between owners but completely controlled by each owner

Purpose:

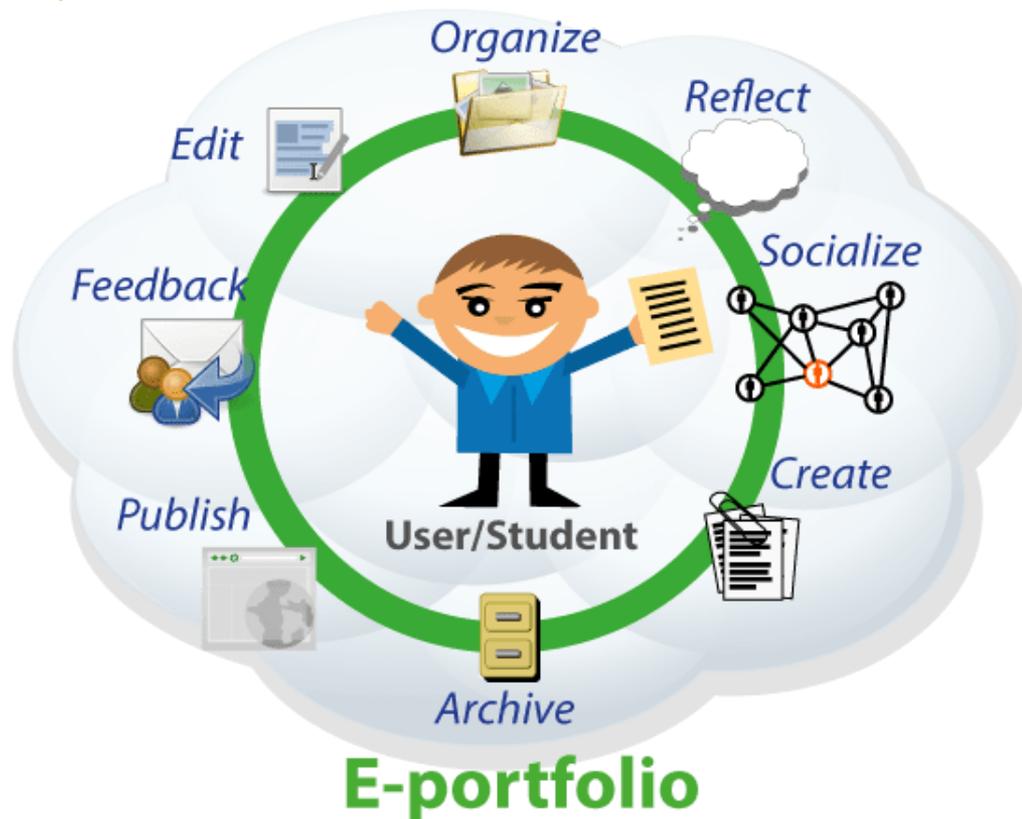
- allows self-expression
- encourages creativity
- creates buy-in in the learning process

Audience:

Teachers, students

# Underlying Theory

## Social Constructivism:



<https://essaygator.com/blog/the-influence-of-e-portfolio/>

# Best Practices

## Instructors need to:

- explain benefits
- establish clear expectations
- provide varied examples created by students  
[https://prezi.com/g58xke2mpwtd/everyone-but-emily/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/g58xke2mpwtd/everyone-but-emily/?utm_campaign=share&utm_medium=copy)
- scaffold learning
- walk the talk

(University of Waterloo, Centre for Teaching Excellence, e-Portfolios Explained, Theory and Practice)

# Best Practices Cont.

## Instructors need to:

- Tie e-portfolios to assessment
- Make it social



[https://mediaspace.carleton.ca/media/What+advice+do+you+have+for+instructors+or+administrators+who+are+interested+in+implementing+ePortfoliosF/0\\_wfhnj8c](https://mediaspace.carleton.ca/media/What+advice+do+you+have+for+instructors+or+administrators+who+are+interested+in+implementing+ePortfoliosF/0_wfhnj8c)

(University of Waterloo, Centre for Teaching Excellence, e-Portfolios Explained, Theory and Practice)

# Benefits

The use of e-portfolios:

- develops new or deeper learning
- promotes a better understanding of one's self as a learner and an individual
- offers practicality and allows easy sharing of information with anyone
- showcases one's achievements in case of job application

# Benefits Cont.

- allows a uniform assessment method
- promotes self-evaluation and lifelong learning for ELLs
- improves the mastery of computer use in learning
- fosters learners' motivation

Student's perspectives:

<https://vimeo.com/239876599>

(Zulfikar, 2016)



# How to Assess e-Portfolios?

- Align the e-portfolio with the learning outcomes (clearly defining the purpose of using it)
- Share a grading rubric
- Provide/ explain a reflective practice guide
- Direct oral feedback (in person) or a recording of a web-conference session

<https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

(Zulfikar, 2016)

# Free Tools

- Weebly

[https://www.youtube.com/watch?v=v81nRa\\_W9Fk](https://www.youtube.com/watch?v=v81nRa_W9Fk)

- Portfolio Gen

<https://www.youtube.com/watch?v=qASpMAe-b4A>

- Pebble Pad

<https://youtu.be/RISVcUeFAqo>

- One Note ( Class Notebook)

<https://www.microsoft.com/en-us/microsoft-365/blog/2016/04/20/onenote-class-notebook-as-an-e-portfolio/>

(Zulfikar, 2016)

# References

Barrett, H. (2008) "NECC 2008 update" Electronic Portfolios for Learning blog. Retrieved from <http://eportfoliohelp.cit.cornell.edu/types-of-eportfolios/>

University of Waterloo, Centre of teaching excellence.( n.d.).ePortfolios Explained: Theory and Practice. Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios>

Zulfikar ( 2016). Benefits of Web-based or electronic portfolio assessment in ESL classroom. Englisia, 4 (1), pp.1- 9.

# Have Questions?

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# Join our team of e-Volunteers!



**More information:**

<http://realizeforum.ca/volunteers/>

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