

The paper by Di Silvestro & Nadir (2021) outlines the themes of nursing students' experiences with building an e-Portfolio as part of their graduate programme. The e-Portfolio was built in the final 16-week semester of the graduate programme. There were multiple themes throughout, such as greater self-discovery, improved reflective learning and identification of emerging strengths. What was surprising was the overwhelmingly positive experiences and the scale of change the students experienced within themselves. There appeared to be no negative experiences highlighted when building the e-Portfolio. The only negative reported was how the students subjectively perceived themselves at the start of the 16-week programme, for example, "how closed minded I seemed to present myself in the first few classes of the program.", and how positively they emerged at the end. It would be highly beneficial to understand the tutor's experience and perceptions as students complete their e-Portfolios. For example, findings by Syzdykov, et al. (2021) recommend that students should be sufficiently supervised by their tutors when building e-Portfolios as some students require further feedback and guidance to improve on skills such as communication and meta-cognition.

References:

Di Silvestro, F. & Nadir, H. (2021) The power of ePortfolio development to foster reflective and deeper learning in an online graduate adult education program. *Adult Learning*, 32(4): 154-164.

Syzdykova, Z., Koblandin, K., Mikhaylova, N. & Akinina, O. (2021) Assessment of E-portfolio in higher education. *International Journal of Emerging Technologies in Learning (Online)*, 16(2): 120.