

e-Portfolio Activity

Review the article by Di Silvestro & Nadir (2021). Discuss one aspect of this article which you find unexpected.

In reviewing the article by Di Silvestro & Nadir (2021), one particularly unexpected aspect was the extent of personal growth reported by the students. The study highlighted that many students experienced significant personal growth that exceeded their initial expectations.

The study was a qualitative analysis conducted over three years, involving 36 master's students in their final capstone course in an online graduate adult education program. Researchers aimed to understand how ePortfolios could foster reflective and deeper learning by analyzing student responses to three guideline questions: (a) What story did your ePortfolio tell? (b) What surprised you? and (c) What did you learn about yourself? From these responses, three predominant themes emerged:

Reflective Learning: Students became more reflective learners, frequently experiencing deeper transformative learning.

Surprise at Self-Discovery: Students were surprised by the greater self-discovery and personal growth they experienced.

New Personal Strengths: Students identified new personal strengths through the ePortfolio process.

(Silvestro & Nadir, 2021)

Significant personal growth was particularly unexpected because it went beyond the typical educational outcomes of knowledge and skills acquisition. The students reported experiencing a deeper level of self-awareness and personal development that was not initially anticipated. This personal growth included:

Enhanced Self-Discovery: Students found that the process of creating and reflecting on their ePortfolios led them to discover aspects of themselves that they had not previously considered. This included recognizing their own capabilities, strengths, and areas for improvement.

Transformative Learning: The ePortfolio process facilitated transformative learning experiences, during which students not only gained new knowledge but also profoundly changed their perspectives and attitudes.

Personal Development: Students reported growth in their personal lives, including improved self-confidence, better self-management, and a clearer sense of purpose and direction.

This has significant implications for the use of ePortfolios in graduate education. It suggests that ePortfolios can be a powerful tool for academic assessment and personal development. By fostering a deeper level of reflection and self-assessment, ePortfolios can help students achieve a more holistic form of learning (Silvestro & Nadir, 2021).

The study by Di Silvestro & Nadir (2021) provides valuable insights into the potential of ePortfolios to encourage reflective and deeper learning in graduate education. Students' unexpected level of personal growth emphasizes the transformative potential of ePortfolios, suggesting that they can be an effective tool for personal and professional development in adult learners. The study underlines the importance of reflective practices in educational programs for student development (Silvestro & Nadir, 2021).

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*, 154-159. DOI: 10.1177/1045159520977735