**1.**

Introduction:

An electronic portfolio (also known as an eportfolio, e-portfolio, digital portfolio, or online portfolio)[1] is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression. If they are online, users can maintain them dynamically over time.

One can regard an e-portfolio as a type of learning record that provides actual evidence of achievement. Learning records are closely related to the learning plan, an emerging tool which individuals, teams, communities of interest, and organizations use to manage learning.[citation needed] To the extent that a personal learning environment captures and displays a learning record, it may also operate as an electronic portfolio.

E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs.[2] Comparative research by M. van Wesel and A. Prop between paper-based portfolios and electronic portfolios in the same setting tentatively suggests that use of an electronic portfolio may lead to better learning outcomes.[3]

Types:

There are three main types of e-portfolios, although they may be referred to using different terms:

1. developmental (e.g., working)
2. assessment
3. showcase

A developmental e-portfolio can show the advancement of skill over a period of time rubrics. The main purpose is to provide an avenue for communication between student and instructor. An assessment portfolio will demonstrate skill and competence in a particular domain or area. A showcase portfolio highlights stellar work in a specific area, it is typically shown to potential employers to gain employment. When it is used for job application it is sometimes called career portfolio. Most e-portfolios are a mix of the three main types to create a hybrid portfolio.

Usage:

Today, electronic portfolios are gaining popularity in:

1. Schools (see also Technology integration)
2. Higher education
3. Continuing professional development
4. Job applications/professional advertisements
5. Therapy groups
6. Assessment
7. Accreditation
8. Recognition of prior learning (RPL)

**In education:**

In education, the electronic portfolio is a collection of a students' work that can advance learning by providing a way for them to organize, archive, and display work. The electronic format allows an instructor to evaluate student portfolios via the Internet, CD-ROM, DVD, or zip disk. Electronic portfolios have become a popular alternative to paper-based portfolios because they provide the opportunity to review, communicate and give feedback in an asynchronous manner. In addition, students are able to reflect on their work, which makes the experience of creating the e-portfolio meaningful. A student e-portfolio may be shared with a prospective employer or used to record the achievement of program or course specific learning outcomes.[4]

The uses of e-portfolios are most common in the courses with departments of education. Most preservice teachers are asked to compile an e-portfolio to demonstrate competencies needed to gain teaching certification or licensure. Student e-portfolios are increasingly being used in other disciplines such as communications, math, business, nursing, engineering and architecture. In education e-portfolios have six major functions:

1. Document skills and learning;
2. Record and track development within a program;
3. Plan educational programs;
4. Evaluate and monitor performance;
5. Evaluate a course;
6. Find a job

In general e-portfolios promote critical thinking and support the development of technology literacy skills. Faculty now use e-portfolios to record course or discipline designs that may be shared with colleagues to promote teaching and learning. A teaching e-portfolio is used to showcase career accomplishments.[4]

E-portfolios also help to foster an independent and autonomous way of thinking, according to Strivens.[5] This is in large part because people must focus on their collective work, think about how it will be portrayed, and what the work says about them as an individual. The individual is then in charge of their learning and the choice of where to demonstrate their proficiency. People are also forced to reflect on what they have learned and how they plan to build and improve in the future. This helps people to become better critical thinkers and helps them to develop their writing and multimedia skills. Today, many students are using multimedia such as Facebook, Twitter, and texting—all informal settings. The electronic portfolio, on the other hand, is a more formal setting where students must apply both their knowledge of how the web works and the message they want to convey. In this sense, students' use and comfort with the web at times can he a hindrance if they are not taught to use electronic portfolios in the correct fashion, suggests Lane.[6] Many universities and schools are currently working to make sure that students are gaining practice and experience with electronic portfolios so that they are able to use them to the best of their ability. For example, in places like Michigan students can earn the MCOATT (Michigan Certificate of Outstanding Achievement in Teaching Technology) for submitting an electronic portfolio which demonstrates evidence of technology being used in the classroom.[7] This consortium is an organization aimed to make Michigan one of the leaders in integrating technology into the training of young professionals.

**Other Uses:**

Some e-portfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes. According to Anderson, e-portfolios can then go viral and be passed on to be easily viewed by many on the web.[8][full citation needed]

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**2.**

**What is an ePortfolio?**

An ePortfolio (electronic portfolio) is an electronic collection of evidence that shows your learning journey over time. Portfolios can relate to specific academic fields or your lifelong learning. Evidence may include writing samples, photos, videos, research projects, observations by mentors and peers, and/or reflective thinking. The key aspect of an eportfolio is your reflection on the evidence, such as why it was chosen and what you learned from the process of developing your eportfolio. (Adapted from Philippa Butler’s “Review of the Literature on Portfolios and Eportfolios” (2006), page 2.)

An ePortfolio is not a specific software package, but more a combination of process (a series of activities) and product (the end result of the ePortfolio process). Presentation portfolios can be created using a variety of tools, both computer desktop tools and online (Barrett, 2000; Barrett, 2004-2008). Most commercial ePortfolio tools are focused on the product (right-hand) side of the diagram below, although some open source tools contain some of the Web 2.0-type tools that enhance the process (left-hand) side of the diagram, such as blogs, social networking, and RSS feeds.

The real value of an e-portfolio is in the reflection and learning that is documented therein, not just the collection of work. In fact, here are two of my favorite quotes from a book and a resource created by JISC in the UK:

"The overarching purpose of portfolios is to create a sense of personal ownership over one's accomplishments, because ownership engenders feelings of pride, responsibility, and dedication." (p.10) - Paris & Ayres. (1994) .

"The e-portfolio is the central .and common point for the student experience. It is a reflection of the student as a person undergoing continuous personal development, .not just a store of evidence.".. (Geoff Rebbeck, e-Learning Coordinator, Thanet College, quoted in JISC, 2008)

**What is a blog? What is a wiki? How are these tools used in ePortfolios?**

A web log, or blog, is an online journal that encourages communication of ideas, and individual entries are usually displayed in reverse-chronological order. Blogs were one of the first Web.2.0 tools, built on an architecture of interaction, allowing subscribing through RSS feeds, and feedback in the form of comments on specific entries. Blogs provide an ideal tool to construct learning journals, as discussed by Crichton and Kopp (2008) from the University of Calgary. Their research suggests:

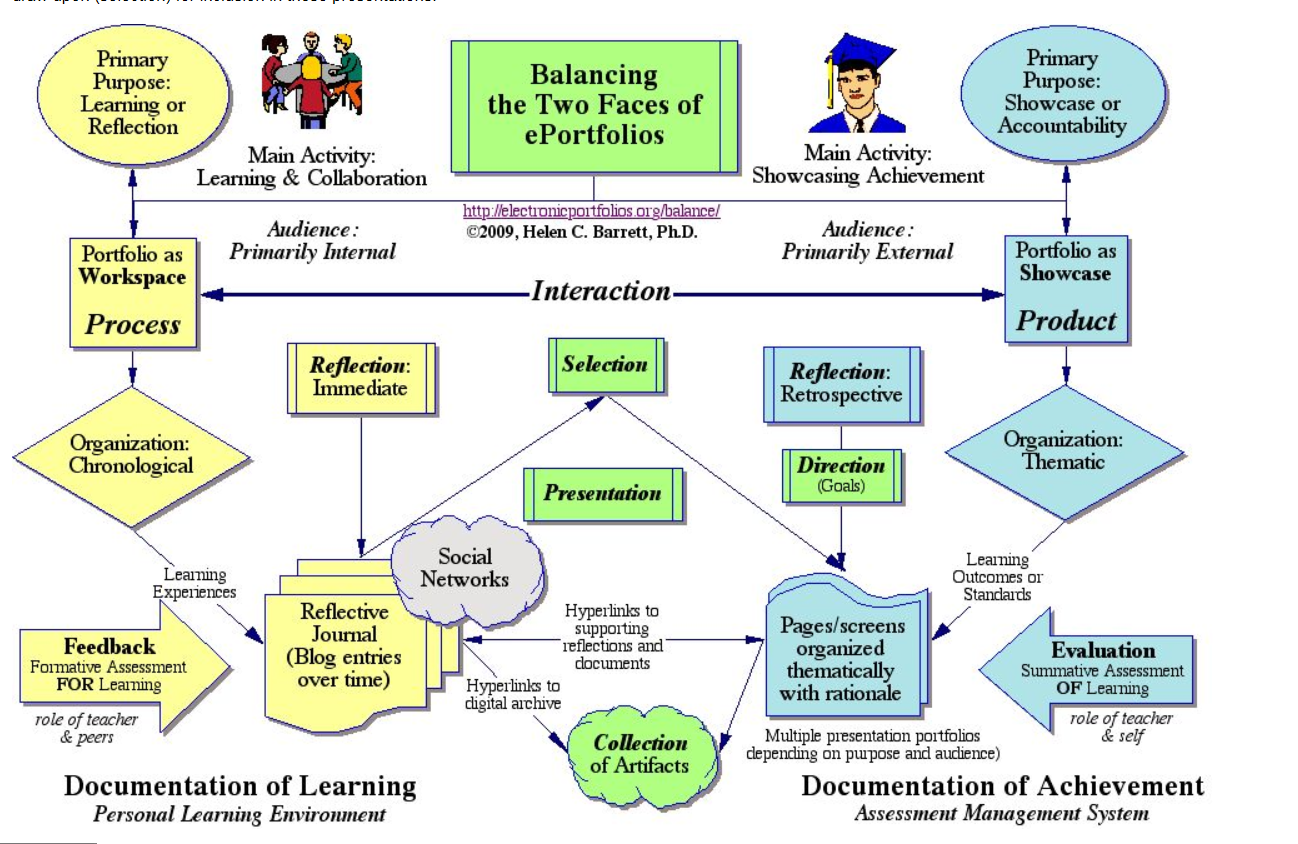
... that eJournals help to make ePortfolios more authentic and relevant to the students’ lives. Focusing on reflection and inquiry, [their] study explored the use of social software as a tool to build and sustain a community of practice, recognizing that teacher education lives in a community well beyond the university experience. (p. 2)

According to Wikipedia, "A wiki is a collection of Web pages designed to enable anyone with access to contribute or modify content, using a simplified markup language. Wikis are often used to create collaborative websites and to power community websites. The collaborative encyclopedia Wikipedia is one of the best-known wikis." (The first developer of wiki software named it after the WikiWiki Shuttle in the Honolulu airport, because wiki meant quick in Hawaiian.) A wiki tool, such as Google Sites, can be used to construct hyperlinked web pages, organized thematically.

Before I discuss the diagram below, I want to share an excerpt from my blog, written while at the National Educational Computing Conference in June 2008:

I just had a wonderful conversation with a high school English teacher, who used my website for resources on working with her 11th grade students on electronic portfolios (she showed me some examples). She started her students with a blog, but many of them went far beyond the blog and created their own presentation portfolios using one of the Web 2.0 tools. She herself had to use one of the commercial e-portfolio/assessment management systems in her graduate program, and she said, "It took all the thinking out of it. They gave me the standards and told me which artifacts to put into each one! It wasn't as effective as what my students did!"

This story points out the challenges we have in the implementation of ePortfolios in education: the tension between what I call the "two different faces" of ePortfolios. I am promoting the concept of two portfolios: the Working Portfolio, which WSU calls the "workspace" or some schools have called the [digital] shoebox; and any number of Presentation Portfolios (depending on purpose and audience) which WSU calls the "showcase" and schools call "showtime!" In order to build more formal presentations, we need the digital archive or the storage of work samples (collection) to draw upon (selection) for inclusion in these presentations.



**3. Boston University:**

Why Use ePortfolio?

1. Window into student’s mind
2. Cutting-edge research
3. 21-Century learning skills
4. Compete in the global research market
5. Make learning visible (Grad School Application, Land a Job, Journal, History of Work)

How do we use ePortfolio?



Who’s Using ePortfolio?

1. School of Public Health
2. College of Communication
3. School of Education
4. Music History
5. Writing Program(Faculty)
6. Writing Program(Student)

Summarize the flow/what it does:

Create, Collect, Select, Reflect, &Connect(可具体形容我们网站是怎么做的，每个动作是怎么实现的)