Assessment Of Student Learning Through ePortfolios

Paloma Rodriguez
Associate Director Undergraduate Academic Programs
University of Florida International Center

What Why How

of eportfolios as an assessment tool

Global Distinction Program

Capstone Project

International Scholars Program
University of Florida

International Coursework

International Experience *or* **Language Learning**

Campus Life Engagement

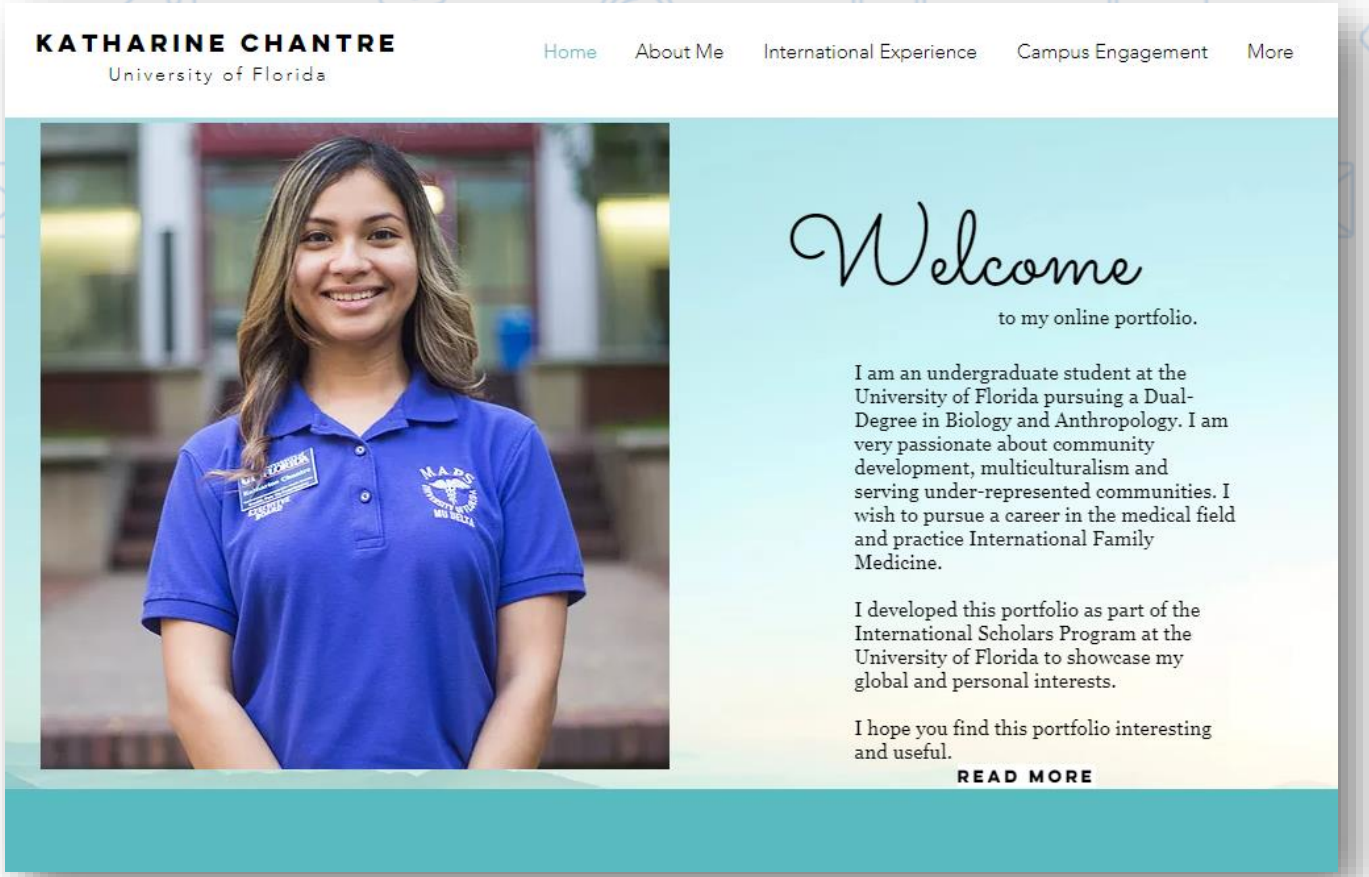
ePortfolio

Chris Vazquez
Finance and Leadership

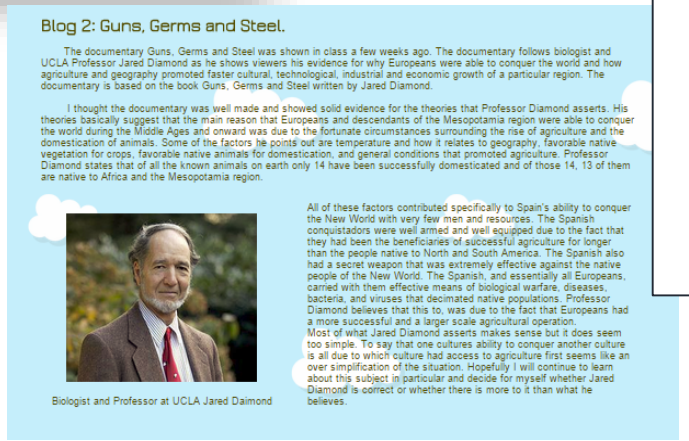
Lea Lena
Health Education & Behavior

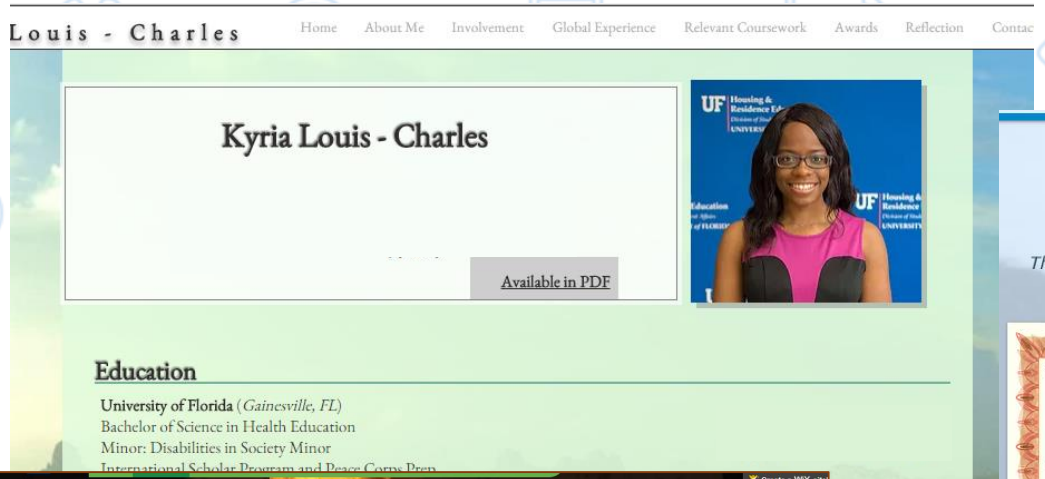
Xue Wang
Science in Information Systems with minor in Chinese Language

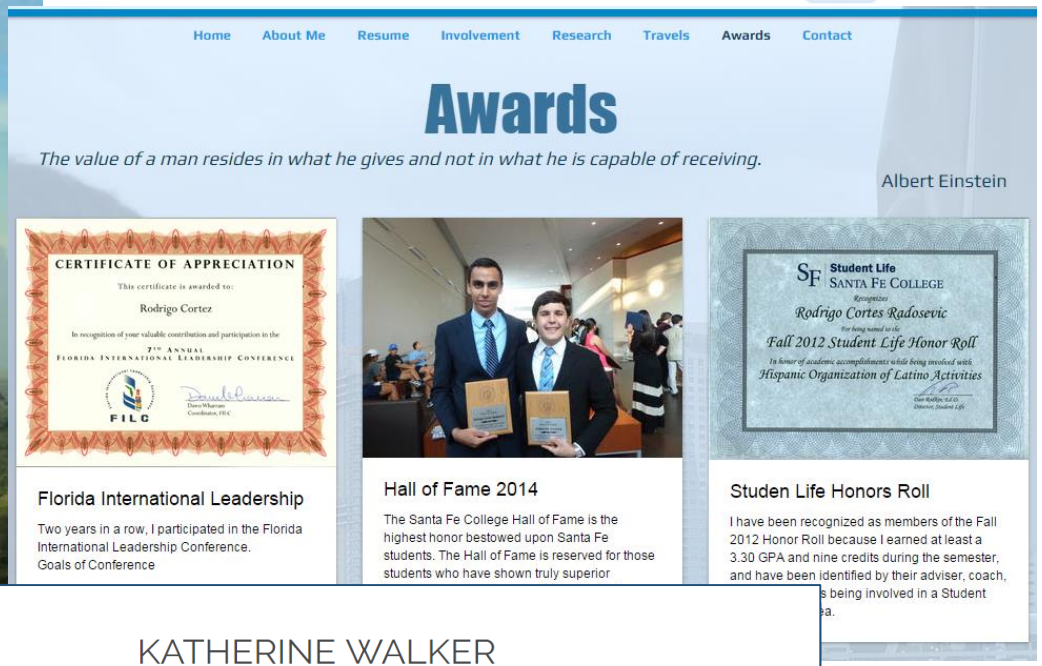
Kyria Louis-Charles
Health Education & Behavior with minor in Disabilities in Society

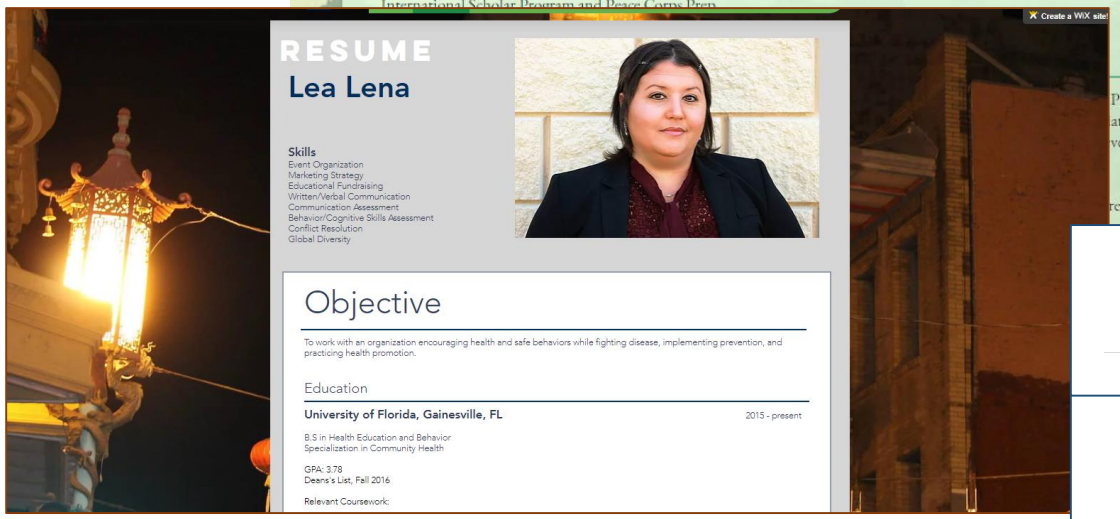


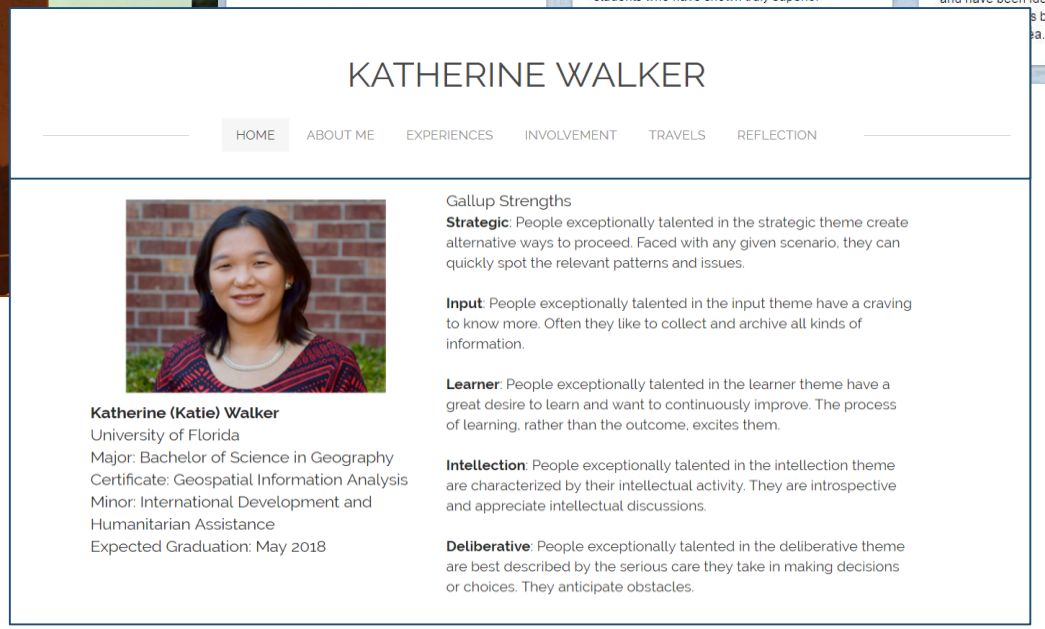
Academic Work











Resume & Skills

Campus Engagement

Maryam Akinyode

Create a WiX site!

EXPERIENCE EDUCATION GLOBAL EXPERIENCES REFLECTION WHAT NOW? CONTACT

Campus Involvement

Throughout my four years at UF, I was involved in many different organizations and attended many different events. These events opened my mind to the different issues around the world, and strengthened my skills. I am a better public speaker, coordinator and

KATHARINE CHANTRE
University of Florida

Home About Me Internationa

MULTICULTURAL ASSOCIATION OF PRE-HEALTH STUDENTS

MAPS Health-Fair Co-coordinator '16-17

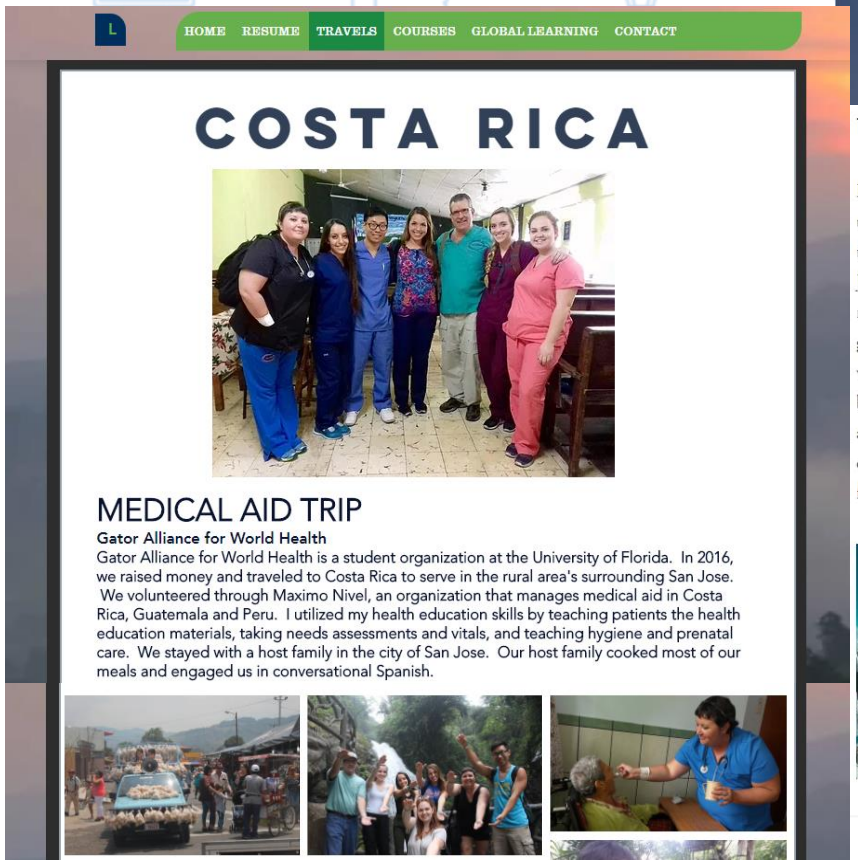
The Multicultural Association of Pre-Health Students at the University of Florida is an organization that strives to provide knowledge, skills, and experience to pre-health students who have aspirations of entering the various fields of the health profession.

MAPS hosts a variety of programs and events that cater to pre-health students and the Greater Gainesville community, including the Annual Research Forum, Gainesville Community Health Fair, Shadowing, Study Nights, Ronald McDonald House, Mobile Clinic, Mentoring, and Socials

IPSA's: Served as an International Programs Student Ambassador for 3 years

Since returning from London, I knew I wanted to continue to globalize my education and encourage my peers to do so. Being an IPSA has allowed me to relive my study abroad experiences, while influencing other students to create their own stories abroad. Leaving your comfort zone can be scary, but my role as an IPSA has made me more confident in leading others down an uncertain path of adventure, self-realization, and a whole new cultural experience.

Education Abroad



THE LIFE IN RIO DE JANEIRO AND SÃO PAULO

My expectations of Brazil prior to the trip were unexpectedly challenged by the true reality of the Latin American culture and lifestyle. Rio de Janeiro's street pavements and buildings reminded me of the small town in Italy where I grew up. The streets were full of life and street vendors were selling fruits I have never seen before. I was surprised by how quickly I became at ease with the cultural shock of this new environment. Visiting Copacabana beach was a beautiful experience and I was excited to try exotic foods while wandering around the streets of Rio de Janeiro.

São Paulo was the city that challenged my beliefs the most. I was informed about the major differences between São Paulo and Rio de Janeiro, but I did not expect the two city to be so totally different. While in Rio de Janeiro it was common to see shirtless people walking to the beach, in São Paulo it was hard to see someone who was not dressed in professional business attire. São Paulo's streets were filled

UF IN LONDON 2014

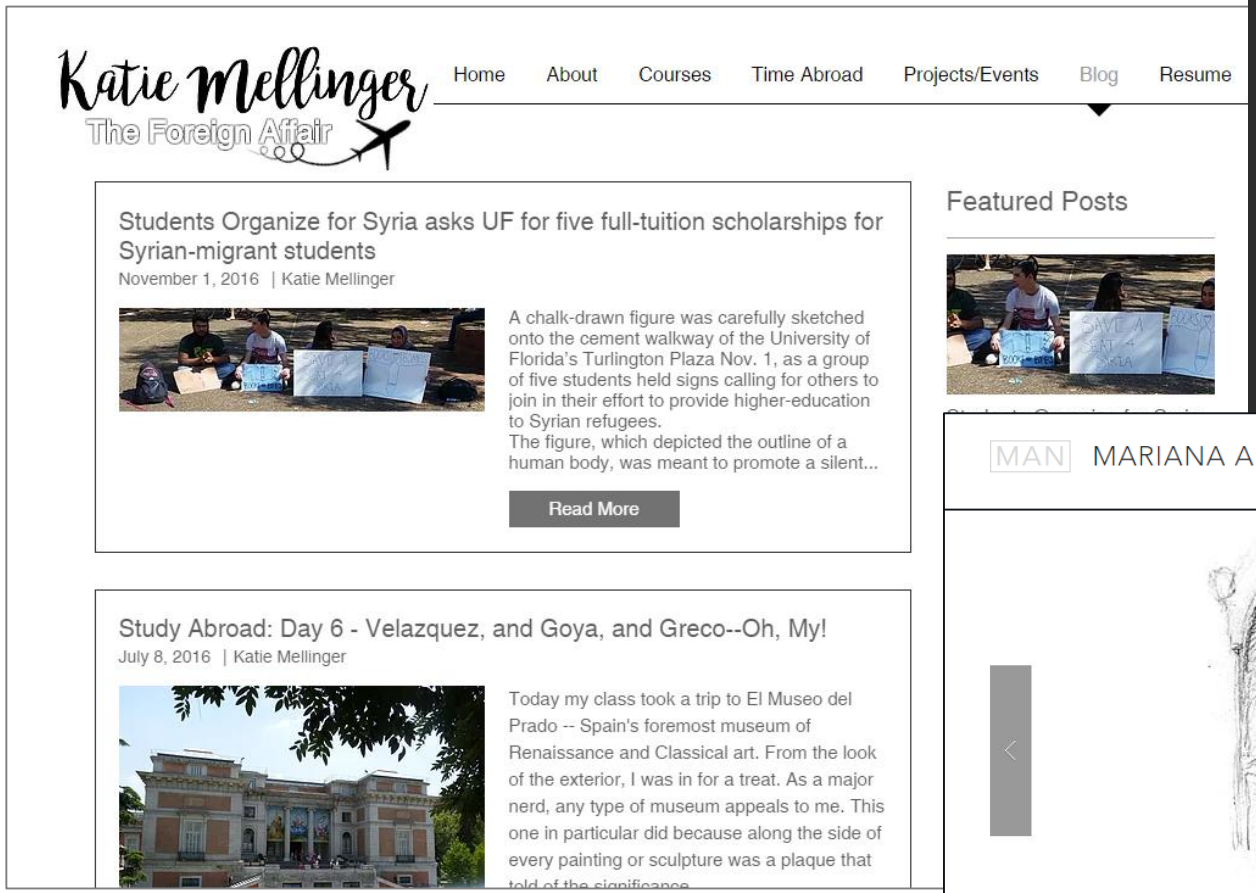
As a freshman, I attended a ton of study abroad information sessions, not even sure I would go abroad. A specific session led by IPSA's who went on the UF in London program convinced me that I had to go. Many of my friends, family, and peers were doubtful of me going abroad during my freshmen summer, worried that I was too young and had plenty of time to do a study abroad program down the road.

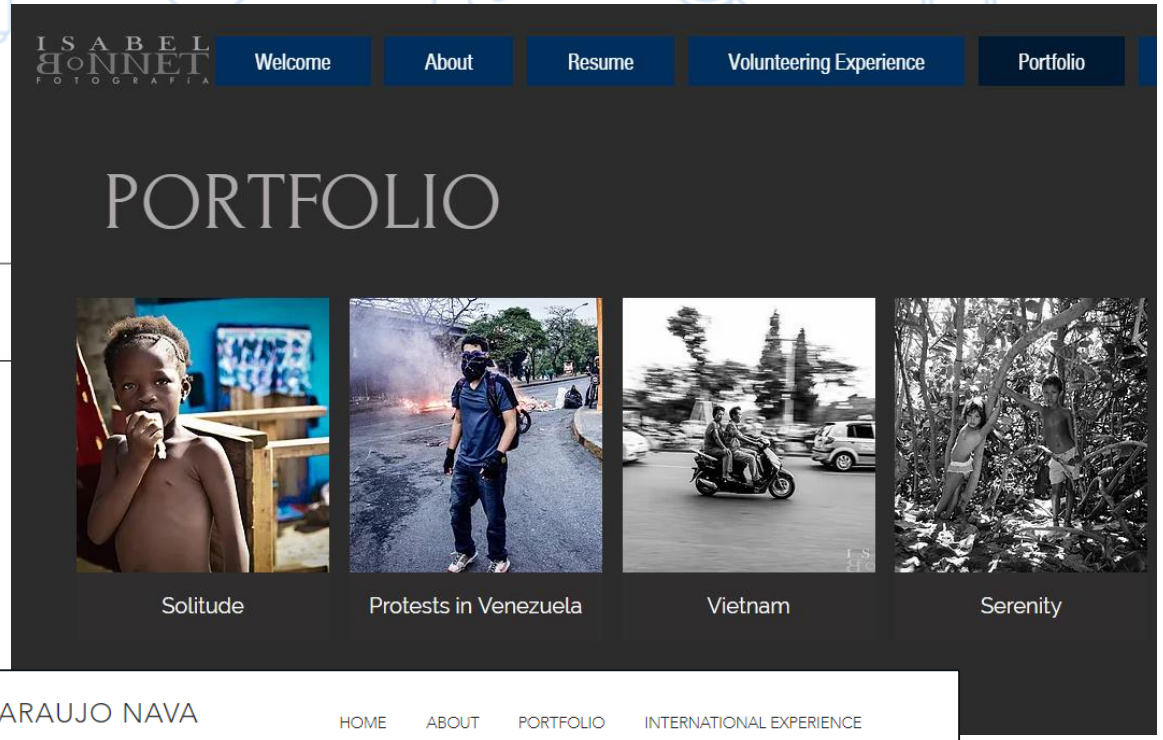
Looking back, I am happy I let go of the doubts and fears casted on me because timing is everything and I would not change one thing about the people, experiences, or program. UF in London proved to be unique because I not only took international courses, but I held an internship in London. Since I was a freshman, I knew I wasn't going to get a major finance internship, so instead I looked towards my passions and interned at a nonprofit in the youth sector of the UK.

This internship immersed me into British life, fully experiencing the differences in the working world of the UK and the United States. Nonprofit work has always been close to my heart, so working for the National Society for the Prevention of Cruelty to Children (NSPCC) was the most meaningful part of studying abroad. I'll never forget traveling to Yorkshire, England to put on a cycling event that I helped plan and seeing the impact our team made right before my eyes.

Studying and interning abroad left me with invaluable skills that I could not have attained anywhere else. Leaving my comfort zone, America, to work for a British organization proved to be a challenging, yet one of a kind experience. Work life in the UK is completely different than the corporate world I have interned in at home. My key takeaway was holding myself accountable and being willing to put myself out there and ask any questions I have in order to gain more knowledge and

Personal Interests





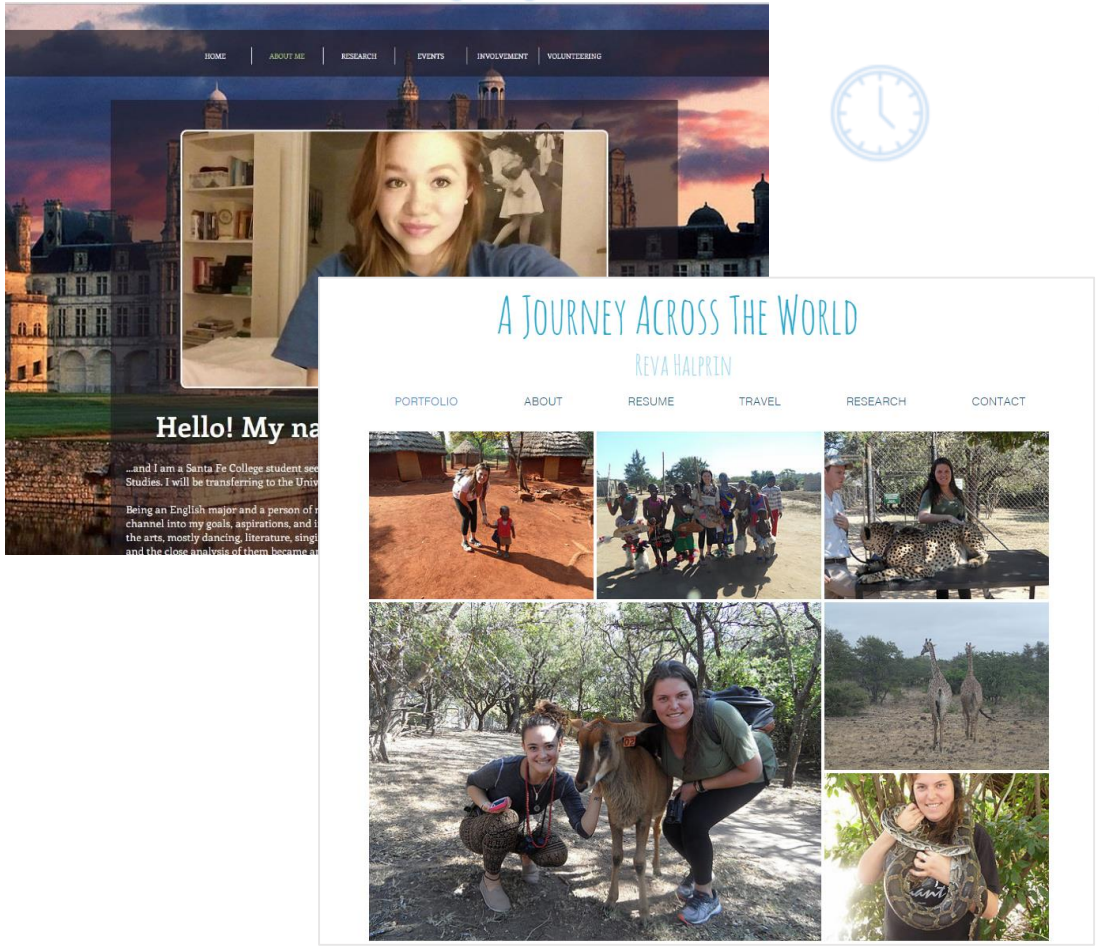
What is an eportfolio?

A Product

- Website
- A Platform
- A Technology
- Documention
- Artifacts
- Digital Archive
- Showcase
- Capstone

A Practice

- Reflection
- Connecting learning
- Metacognition
- Deep Learning
- Identity Development
- Student Engagement
- Visibility
- High Impact Practice



Definition

A selection of purposefully organized artifacts that supports learning, reflective practice, and self-presentation, as well as documentation and assessment of student learning over time and across varied learning experiences.

(IUPUI)

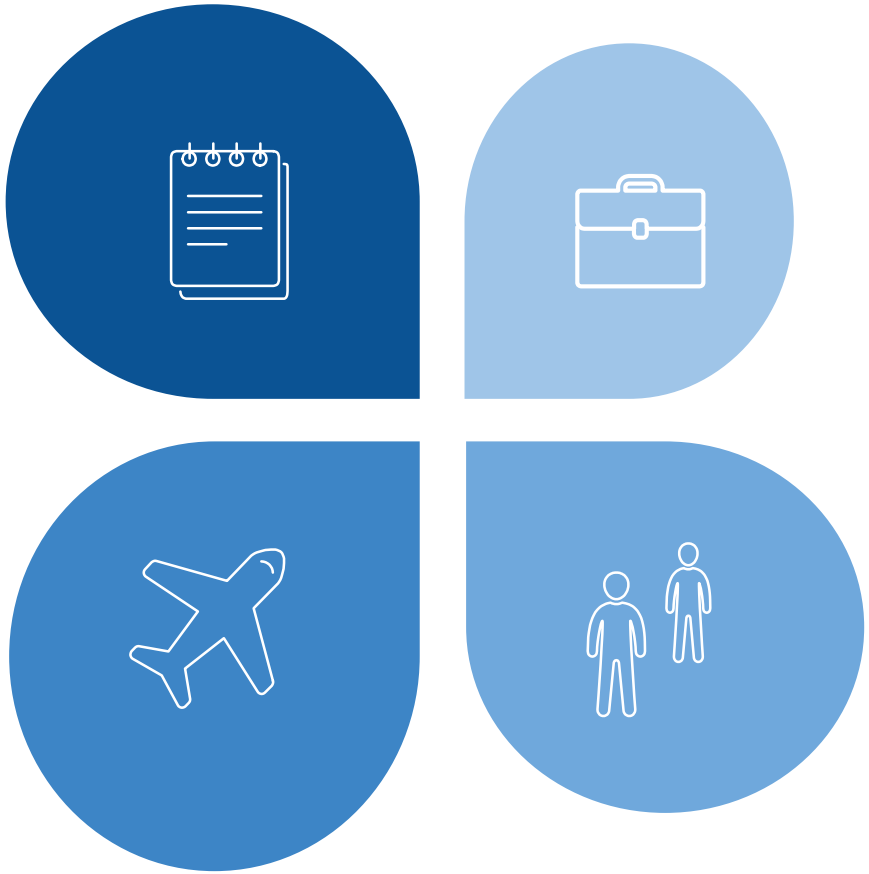
Who uses eportfolios?

54%	(over 10 million) of students in the US used eportfolios in at least one course
14%	(2,800,000) of students in the US used eportfolios in 2 courses or more

Data retrieved from the EDUCAUSE 2014 Survey of Undergraduates and Technology by Trent Batson Ph.D., AAEEBL (Association for Active Experiential Evidence Based Learning).

Appalachian State University
Auburn University
Baruch CUNY
Bloomsburg University
Borough of Manhattan CUNY
Boston University
Brandeis University
Bridgewater College
Bronx College CUNY
Brooklyn CUNY
Brown University
Bryant University
Cal State University Fresno
Carleton University, Canada
Central Piedmont Community College
Central CUNY
Central Michigan University
Centre For Recording Achievement
City College CUNY
Champlain College
Clemson University
Columbia University
College of Saint Elizabeth
Dartmouth College
Davenport University
Deakin University, AU
DePaul University
Dominican University
Edith Cowan University, AU
Embry-Riddle
Empire State College SUNY
Emory and Henry College
Everest College
Ferrum College
Georgetown University
Graduate Center CUNY
Harvard University
Hostos CUNY
Hunter University CUNY
Indiana University Purdue University Indianapolis
John Jay CUNY
Johnson & Wales University
Journalism CUNY
Kapi'olani Community College
Kingsborough CUNY
LaGuardia Community College CUNY
Lane Community College
Law CUNY
Lehman CUNY
Loyola of Chicago
MIT
Macaulay CUNY
Manhattanville College
Middlesex Community College
Molloy College
Medgar Evers CUNY
Mercy College
Montgomery College
Mount Ida College
Naropa University
Nebraska Wesleyan University
NYC Coll of Tech CUNY
Guttman Community College CUNY
Northeastern University
Northwestern Connecticut Community College
Norwalk Community College
Old Dominion University
Otterbein University
Pace University
Pennsylvania State University
Pepperdine University
Point Loma Nazarene University
Plymouth State University
Prairie View A&M University
Pratt Institute
Portland State University
Queens CUNY
Queensborough CUNY
Queensland University of Technology
Radford University
Richard Stockton College
Roger Williams University
Saint Francis University
Salt Lake Community College
Salve Regina University
Southern New Hampshire University
Southern Utah University
Stanford University
Staten Island CUNY
Stonehill College
Stony Brook University, SUNY
Texas Christian University
Texas Woman's University
The George Washington University
Tufts University
Tunxis Community College
UFS CUNY
University of Alaska
University of Cincinnati
University of Georgia
University of Guelph, Canada
University of Kansas
University of Laverne
University of Michigan
University of North Carolina Greensboro
University of Nottingham
University of Notre Dame
University of Queensland
University of Virginia
University of Washington
University of Waterloo
Utah Valley University
Vaughn College
Virginia Tech University
Washington State University
Wentworth Institute of Technology
Westminster College
York CUNY

What kind of learning can be assessed through ePortfolios?

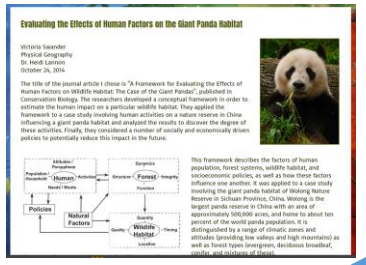


1. Where does global learning happen?
   - classroom study
   - experiential learning (study abroad, internship, student organizations)
   - personal development
   - skill development and career
   - previous learning
   - hobbies, friends, family
2. How do these experiences connect ?

Holistic assessment of student learning over time and space

Integration

- **A framework for organizing learning**
- **Means to deepen and integrate learning**
- **Opportunity for synthesis**



Research

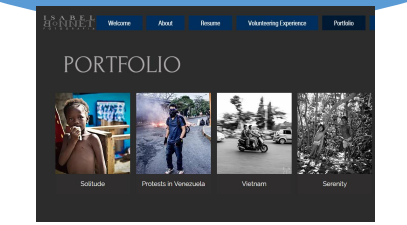
Career

Blog

Events

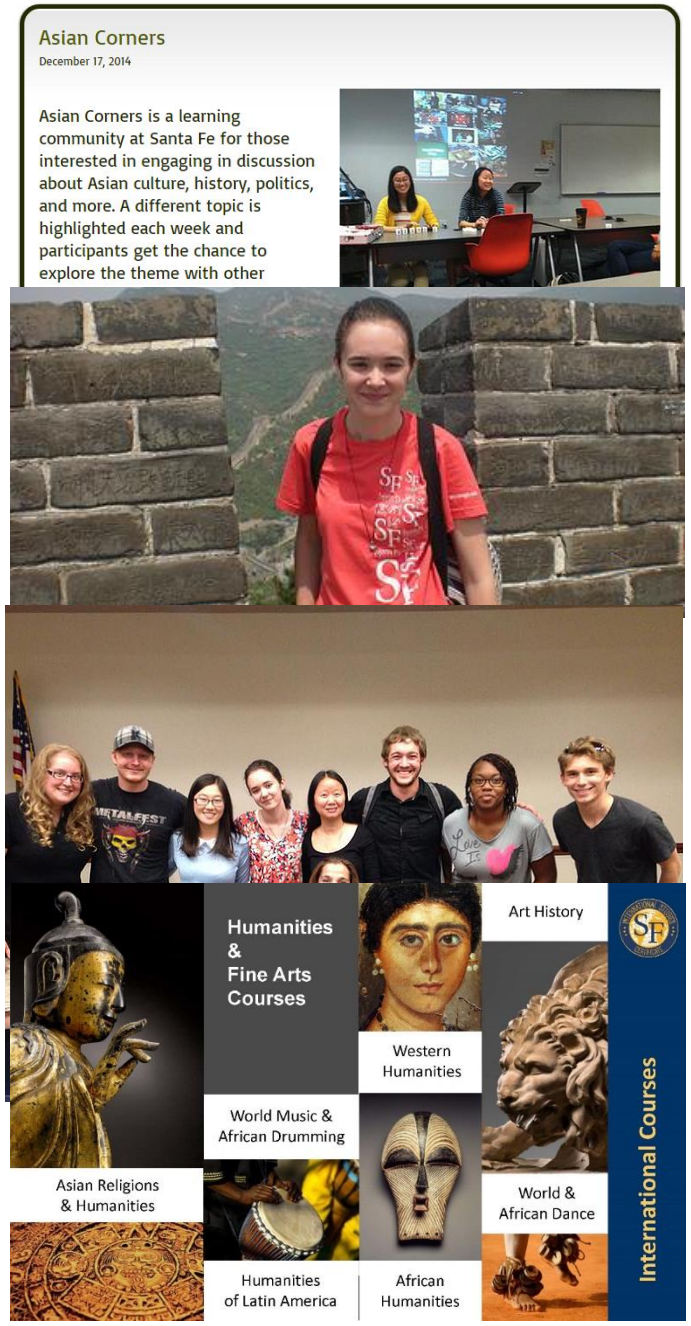
Student Clubs

Travel



Skills/ Hobbies

Volunteering



Integration

Deep Learning

Asian Corner is a learning community for those interested in engaging in discussion about Asian culture.

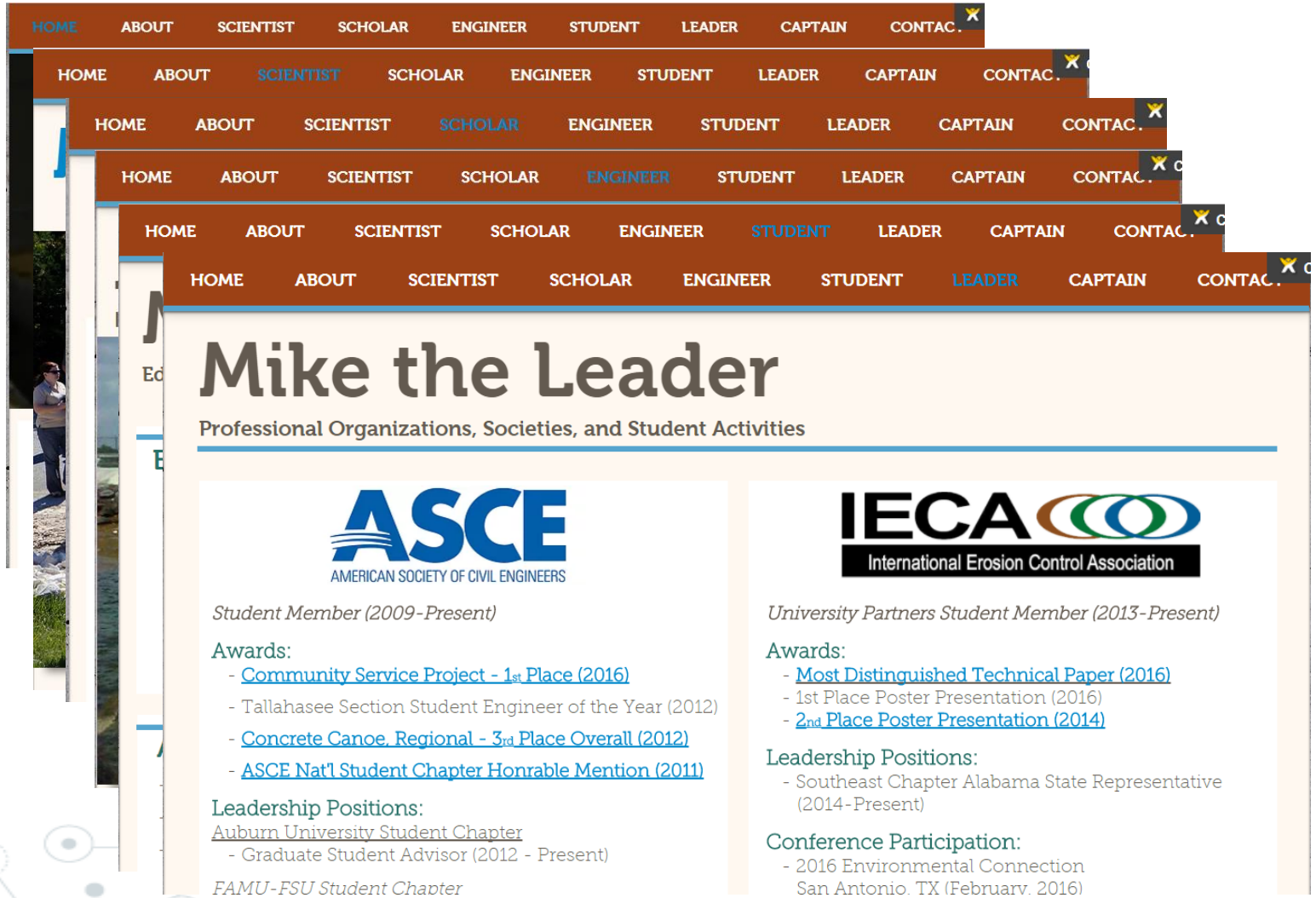
I liked this discussion because it reinforced an experience I had while in Beijing this summer. While visiting I saw that…

A fellow student with family from India that attended this discussion told us that…. It was really interesting to hear from someone in person with this view.

In class we've contrasted marriage as economic contract arranged by outside parties carrying certain expectations of roles versus emotional choice prioritizing individual desires.

It's one thing to consider these practices abstractly and without context. However, speaking to a peer, hearing first hand their beliefs, and being able to ask them questions is a far more meaningful way to understand the perspective of someone different.

Identity Development



Identity Development, Metacognition, Self-Authorship

- **Who am I?**
- **How do I know?**
- **How do I relate to others?**

Braskamp et al. 2012

Everyone has a story. Welcome to mine.

I was born in Philadelphia and I was raised in Stresa, a small town in northern Italy by the Alps. Since I was a child, I traveled to the U.S. every summer to visit my cousins and during each trip I slowly built my confidence in dealing with unfamiliar environments, different cultural norms, and varying communication styles. Through many years of traveling, I learned how to quickly pick up new skills and communicate with different types of people from around the world.

PASSION FOR LEARNING

The greatest gift that I had as a child was the

Through their eportfolios students reflect on their role in constructing reality, on their goals, on their learning journey, on their relationship with others, and ultimately on their place in the world.

Identity Development

"This reflection upon my many experiences has allowed me to finally answer the daunting question, "Who am I?"

- Lauren Greger

Learning over Time

August 2016 - Present

SAHEL RESEARCH GROUP PROGRAM ASSISTANT

This was the best way I could have chosen to conclude my senior year. In this group, my biggest responsibility is to produce weekly newsletters about contemporary news in the West African Sahel Region composed of six francophone countries, requiring me to translate French to English. I also helped organize the first Sahel Conference in February 2017.

2015-Present

INTERNATIONAL SCHOLARS PROGRAM & PEACE CORPS PREP

I began the process of compiling all of my experiences thus far at the University of Florida into this very portfolio as a reflection of the global exposure I have gotten and the ways I have internationalized my degree.

2015-2016

UNDERGRADUATE REPRESENTATIVE

11th Biennial Conference of the International Society for the Oral Literature of Africa (ISOLA)

I worked alongside two professors and a graduate assistant on the Local Organizing Committee (LOC) of the ISOLA Conference to solidify a conference theme, organize a budget, and prepare the program. I often translated email from French partipants to English for my professor.

MAY - JUNE 2014

UF in the Dominican Republic

For six weeks, I lived and learned in the city of Santiago, DR. This service learning trip gave me the opportunity to take courses to improve my Spanish, go on excursions, bond with my host family and serve children, like Felix in the picture below, through the child social service organization, *Acción Callejera.*

2010-2012

ANAWIM HOME REHABILITATION CENTER VOLUNTEER

This was my first experience working with impoverished communities on the ground as a wide-

Learning over Time

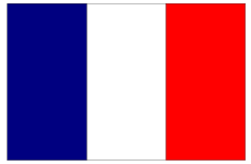
Almost four years ago I arrived at the University of Florida as a shy freshman, wanting to make a difference, learn about the world around me and share my passion for service but not sure how to make that happen.

That summer, I decided to do something completely out of my comfort zone—I would go on a six-week international service learning program in the Dominican Republic

To be able to return to the country that sparked my passion for serving beyond the U.S. borders is the biggest blessing

Going to the Dominican Republic made me want to continue pursuing my Spanish education, so I decided to add a second major along with International Studies.

These experiences taught me that you can never stop learning. This is what inspired me just a few months ago to submit my application to serve in the Peace Corps.



Additionally, I had so much fun learning a new language that I began taking courses in French at UF as well

The following summer, I then had the opportunity to put my French to the test through the UF in Brussels study abroad program.

Social Pedagogy

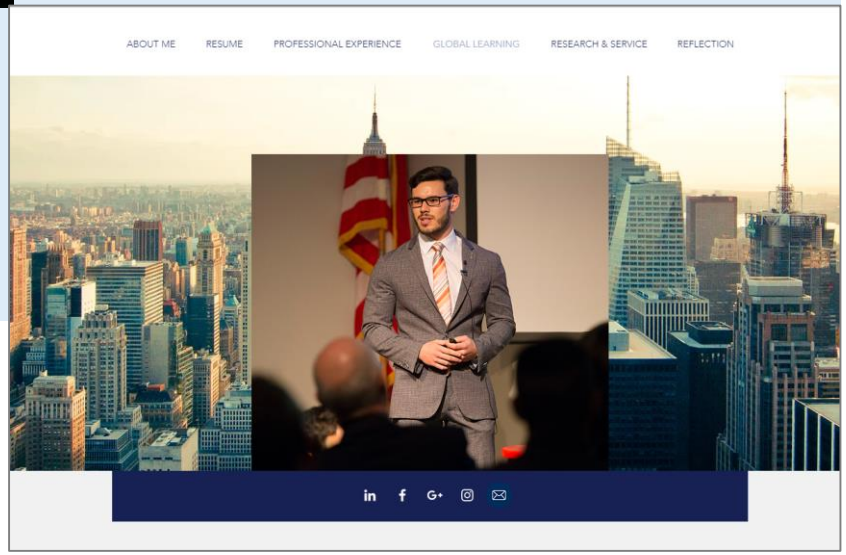
Authentic Audience

Collaborative space

- Feedback from faculty and peers

Visible & Shareable

- Student engagement
- Intentionality

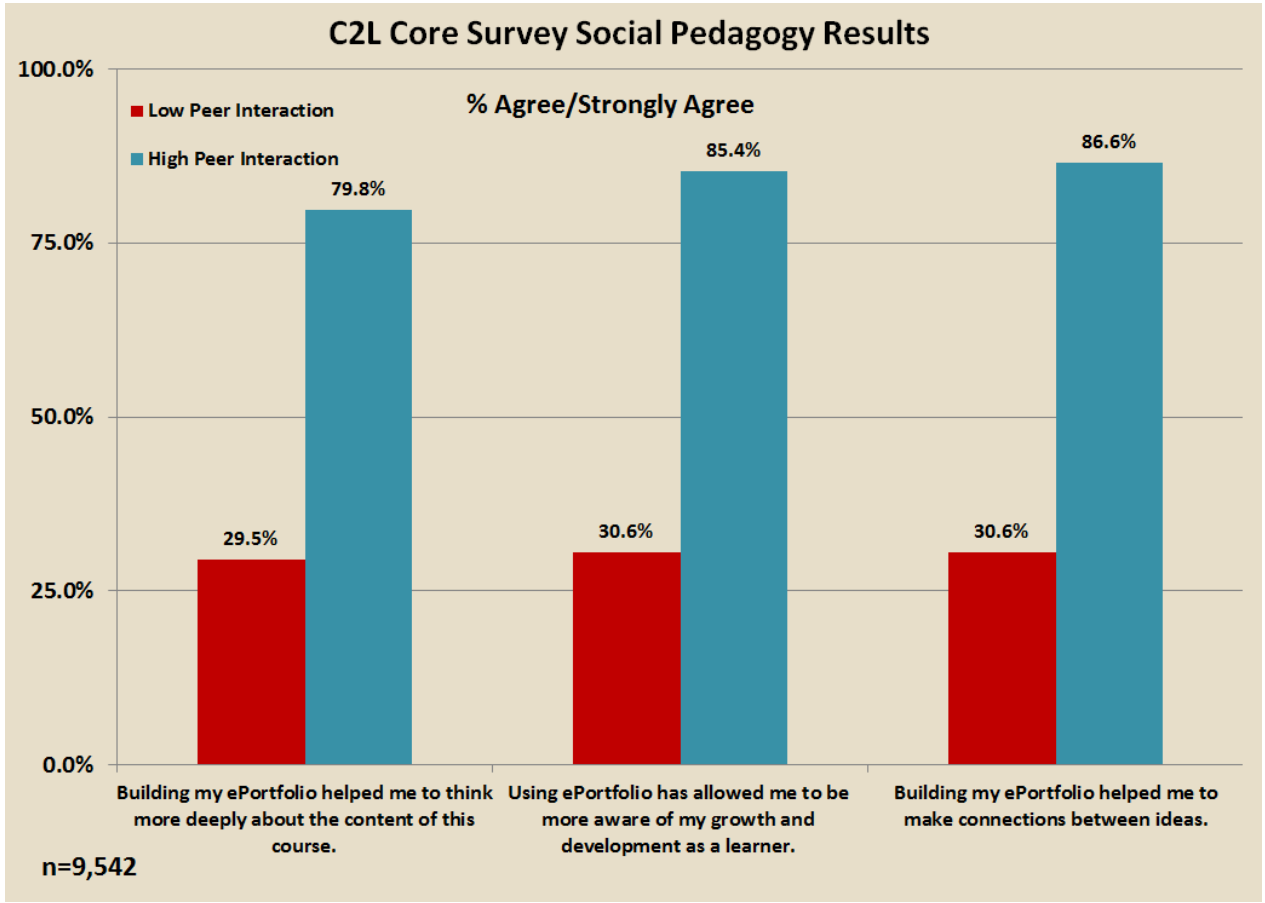


Social Pedagogy

62% Building my ePortfolio helped me to **think more deeply** about the content of this course

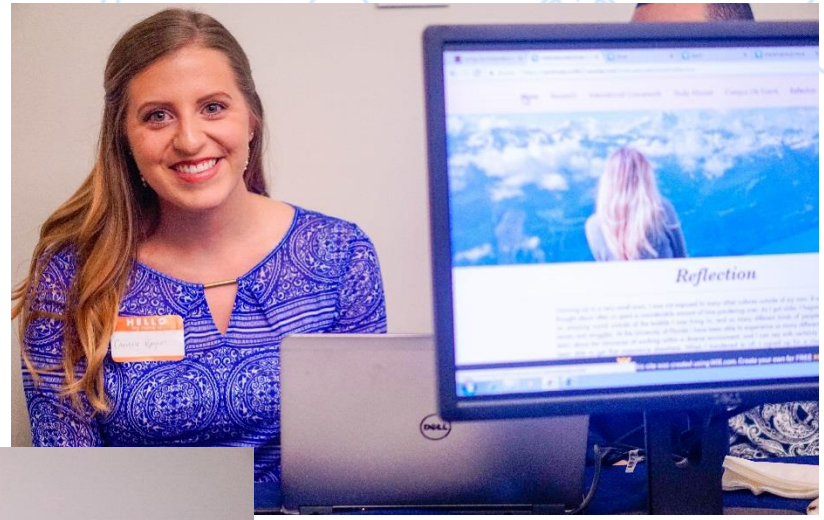
65% Using my eporfolio has allowed me to be more **aware of my growth** and development as a learner

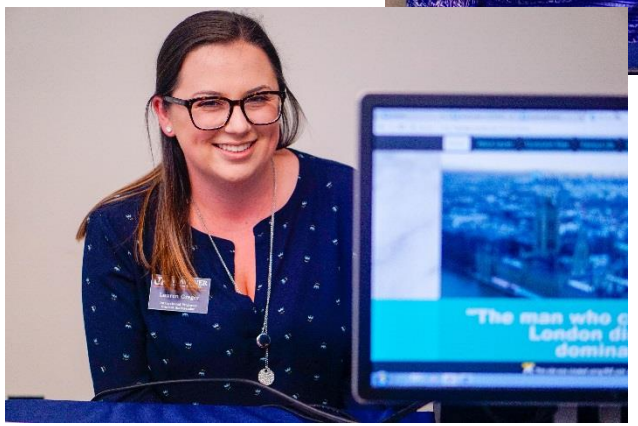
70% Building an eportfolio helped me to **make connections** between ideas



http://www.theijep.com/pdf/IJEP127.pdf

ePortfolio Showcase





University of Florida International Center, ePortfolio Showcase, April 2017

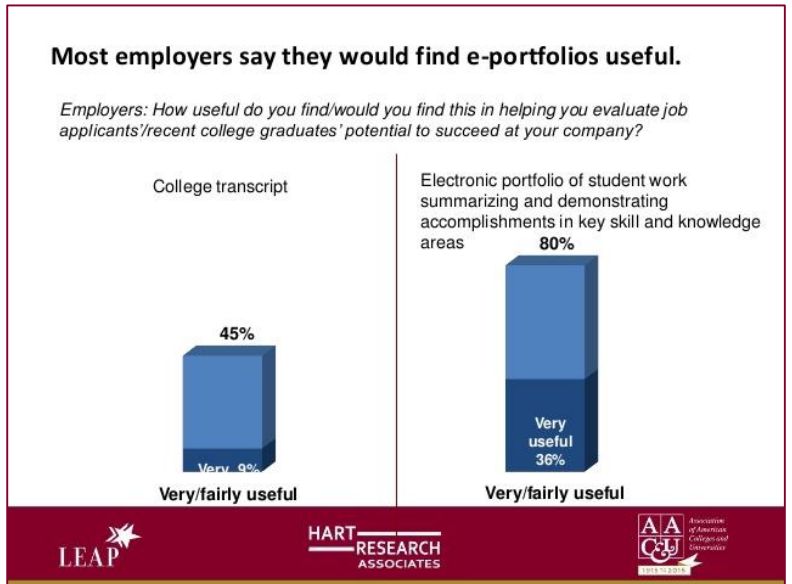
ePortfolios at a Glance

Widely used

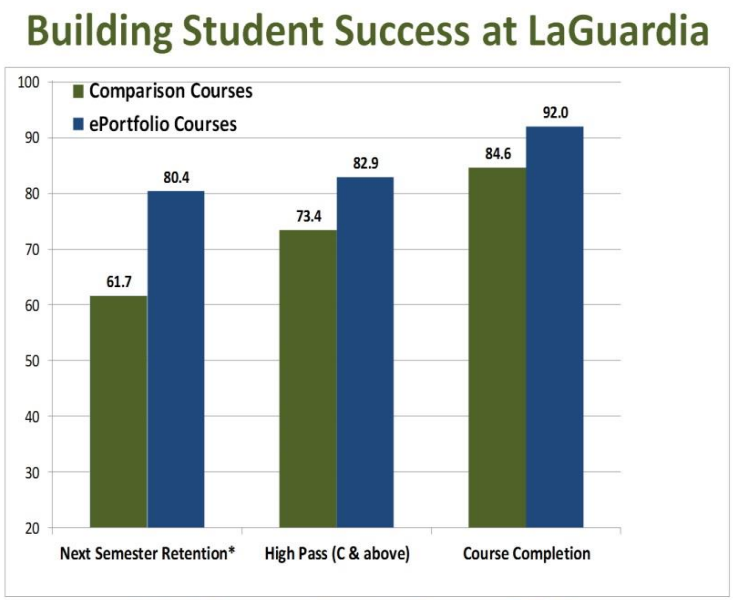
54% (over 10 million) of students in the US used eportfolios in at least one course

EDUCAUSE Center for Applied Research, 2014

Preferred by Employers



Retention & Success



11th High-Impact Practice

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008)

Eynon, B., & Gambino, L. M. (2017). *High impact eportfolio practice: A catalyst for student, faculty, and institutional learning*. Stylus Publishing, LLC.

Reflective Prompts

Perspective

Did you have any experience in which your values were tested? What did you learn about your values through that experience? What did you learn about your host country's values?

Cultural Self-Awareness

How do South Africans perceive the U.S.? Is it beneficial to be able to see yourself from someone else's perspective? If so, how is it beneficial?

Connect Learning

How did what you learned in the field relate to what you already knew from class, movies, books, friendships, heritage, etc.? Can you demonstrate how your experience in the field allowed you to recognize that all knowledge is related?

Career Goals

In what way has this experience help you define your career path? What do you plan to accomplish and how has this experience contributed to your development as a future professional in your chosen field?

Personal Growth & Skills

Describe a situation in which your expectations were not met. How did you react?

Self-reliance

Problem-solving

Tolerance for ambiguity

Flexibility

Integrative Learning

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

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	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connects experience and academic knowledge				
Sees connections across disciplines				
Transfers & applies knowledge/skills from one situation to another				
Integrates format, language, and visual representation in ways that enhance meaning				
Demonstrates developing sense of the self				

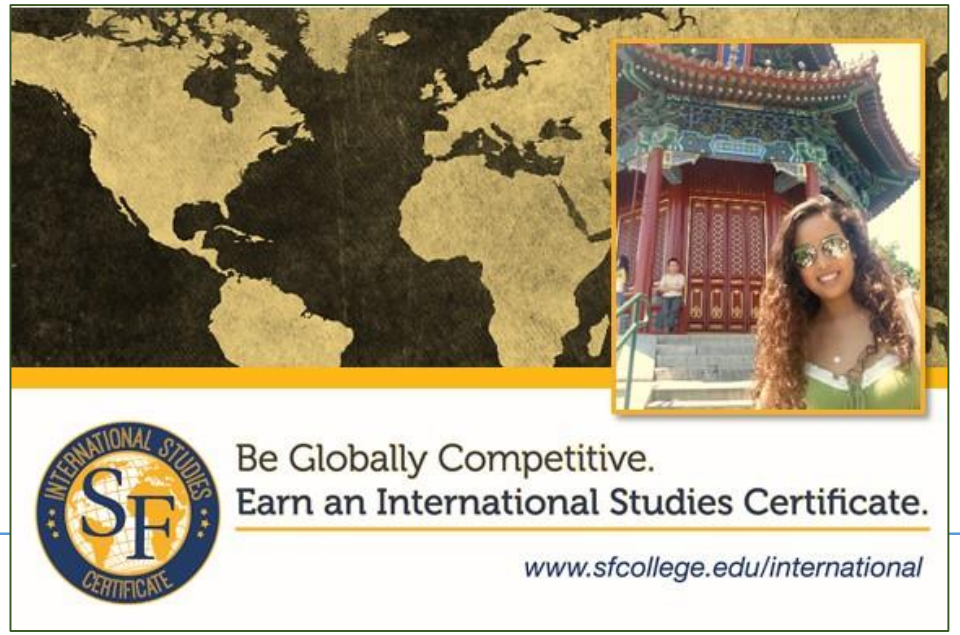
Closing the Assessment Loop

Authentic Assessment
Assessment *for* Learning

Faculty and staff

- Inquiry into student learning
- Reflect on the findings
- Integrate findings and modify their practice, program, and/or curriculum

Eynon, B., & Gambino, L. M. (2017)



Eportfolios promote structured, reflective faculty development. Faculty can use eportfolios to develop new ideas and practices, reflect on the value of those ideas, and consider new steps moving forward.

Catalyst for Learning 2014

Dimensions	Frequency	Comments
Clarity in written communication	4	• Clarity of communication • Thoughtfulness • Communicative skills: report, analysis, reflection • Able to summarize content
Knowledge	17	• Factual reporting o Evidence of facts, details o Students learned something they didn't already know • Critical thinking o in selecting appropriate evidence of learning o Include what was missing (as a measure of critical thinking and knowledge) o Evidence of inductive and deductive critical thinking o No platitudes. Evidence of claims. o
Perspective	18	• Comparison o Knowledge of historic and current events and comparison with own culture and time o Comparison between foreign culture and student's own culture o Produce evidence of differences but also similarities between cultures • Greater understanding of other people and cultures • Examples of cultural traditions that are new to the student • Comparison between foreign culture and student's own culture • Statement of differences and similarities • Contrast with student's expectations o Reflect on differences (conflicts) Evidence of new perspectives: o Inclusion of broad perspectives with specific examples • Evidence that their world view has changed • Shift in paradigms and preconceptions • New perspectives Recognize the perspective of others • Put experiences in context • Greater awareness of how those culturally different from themselves see the world and act in it.

Santa Fe College International Studies Certificate Rubric

SF International Education Santa Fe College

	VALUE		Capstone 4	Milestones 3	Milestones 2	Benchmark 1
What?	CT	Critical Thinking/ Knowledge	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
So what?	GL	Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
	IKC	Cultural Self-Awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not seeking for sameness, comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
	IL	Connections to Experience *Connects relevant experience, academic knowledge, and career development*	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experiences), to illuminate concepts / theories / frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
	IL	Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.
And now what?	GL	Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.

CT= Critical Thinking VALUE rubric GL= Global Learning VALUE rubric IL= Integrative Learning VALUE Rubric IKC= Intercultural Knowledge and Competence VALUE rubric

Assessment

New Rubric

Discussion

Institutional ePortfolios

Student profile

My career

Course structure

Discipline-specific knowledge and capabilities

Communication

Digital literacy

Critical thinking

Problem solving

Self-management

Teamwork

Global citizenship

Student profile

Sophie McKenzie

System Information

First Name Sophie	**Org Defined ID** 222291
Last Name McKenzie	**System Email** snichol@deakin.edu.au

- Discipline-specific knowledge and capabilities
- Communication skills
- Digital literacy
- Critical thinking
- Problem solving
- Self-management
- Teamwork
- *Global citizenship*

Capstone

Badges

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A–Z CONTACT DIRECTO

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ePortfolio

International Scholars share their global and professional learning journey by developing an electron include their global achievements, reflections, and resume through a creative and polished platform. Guidelines.

Lauren Greger

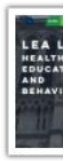
Finance with minor in Leadership

Katherine Chantre

Biology & Anthropology

Chris Vazquez

Finance and Leadership



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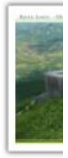
Health Behavi



AUBURN UNIVERSITY

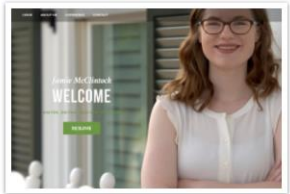
A-Z Index | Map | People Finder

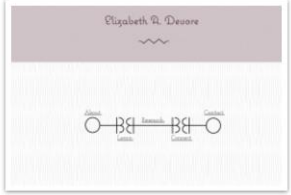
Office of University Writing

HOME | WRITING CENTER | EPORTFOLIO PROJECT | WRITEBITES | EVENTS

ePortfolio Examples

Welcome to the Auburn University ePortfolio Examples page. Below are links to ePortfolios from Auburn students and alumni. Here you will find a variety of ePortfolios that include thoughtful reflections and relevant artifacts that showcase student learning to audiences outside the University.





Auburn University ePortfolio Rubric

(See Marshall et al. 2017)

ePORTFOLIO PROJECT
LEARN IT. LIVE IT. SHARE IT.

Summative ePortfolio Rubric

Technical Competency

Technical Competency focuses on the application of technical elements that should enhance the way information is conveyed to an audience, differentiating an ePortfolio from other products (social media sites, blogs, commercial websites) to construct identity. "Navigation" refers to the way the site is set up to let users move through the site and within individual pages. "Technical details" include features like slide shows, scroll bars, hyperlinks, quality or size of graphics, etc.

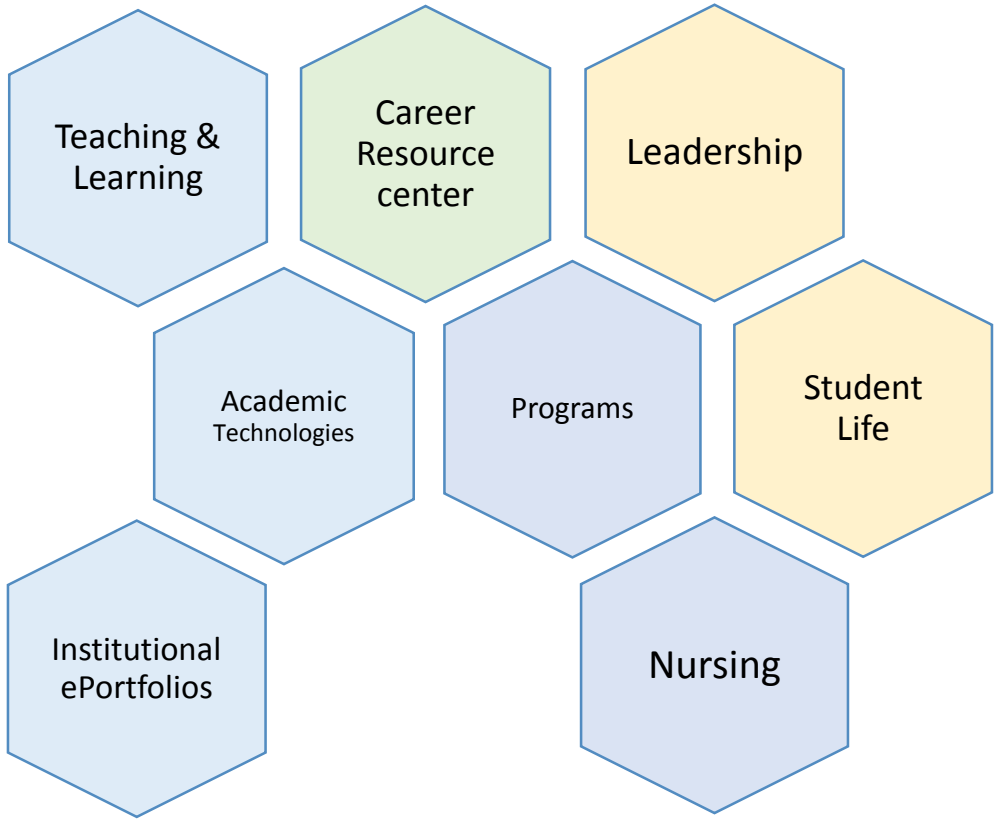
Effective Communication

Effective Communication is focused on the message of the overall ePortfolio rather than individual components.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
I. Coherent Message for Intended Audience	The textual and visual elements do not work in unison to construct a consistent identity and central message. The purpose of the ePortfolio as a whole is unclear or overtly clunky (I want a job) or the reader has to do too much of the work to supply that message.	Some elements of the ePortfolio as a whole obscure the message or create confusion about the purpose or the author's identity. There are several moments of public disclosure that do not serve to support the author's message or contribute positively to the construction of identity.	The ePortfolio as a whole is almost always effective in both its message and the construction of identity. Most elements work well together so that the reader is drawn in and feels engaged in learning more about the author and his or her experiences, but there are some points where the pieces do not all work together to demonstrate sophistication in the message or construction of identity.	There is a coherent and effective message being told by the ePortfolio as a whole and an identity is consistently and effectively constructed because all elements work together and demonstrate sophistication and originality/creativity.

Getting Help

Campus Units



Organizations

AAEEBL

- ePortfolio professionals

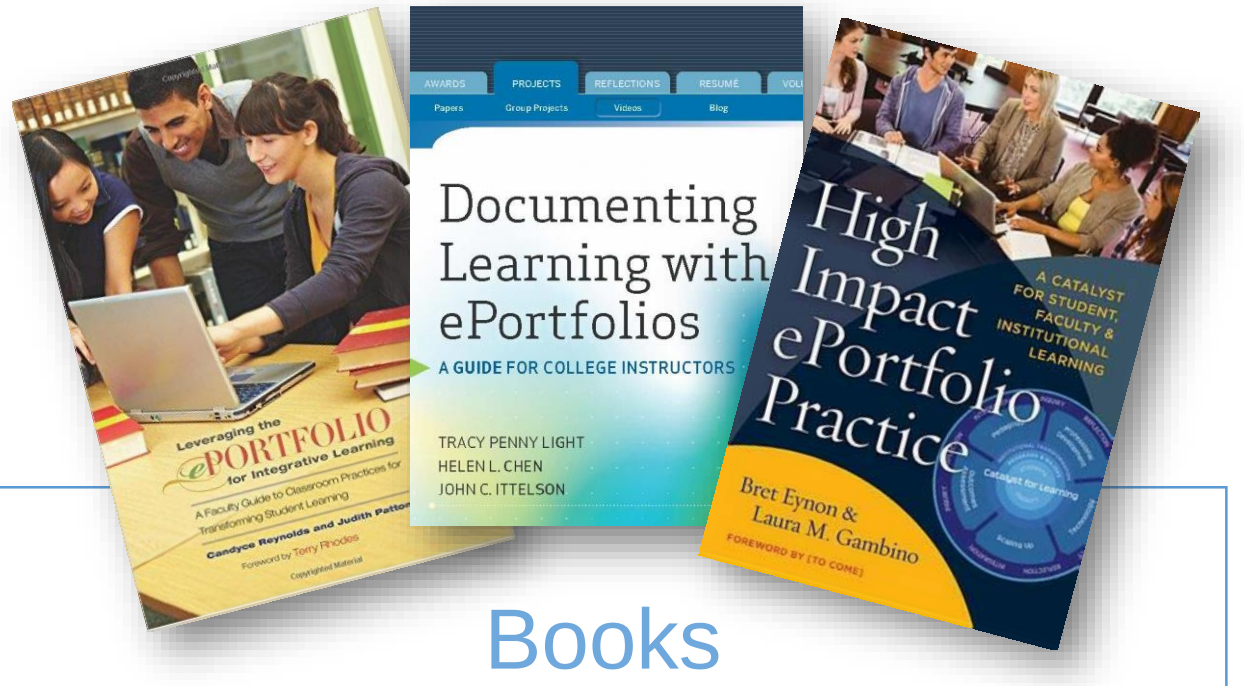
AAC&U

- ePortfolios are the 11th High Impact Practice
- Integrative Learning VALUE Rubric
- *Field Guide to ePortfolio*

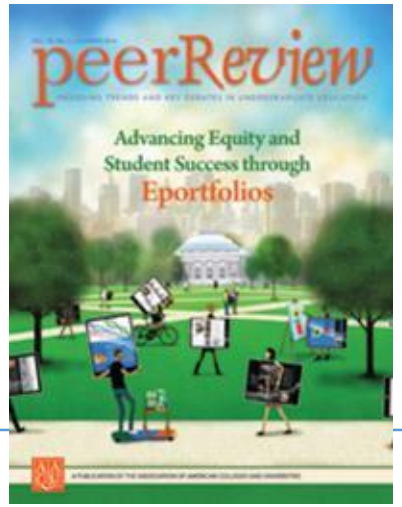
Websites

Catalyst for Learning
ePortfolio Resources and Research

http://c2l.mcnrc.org/

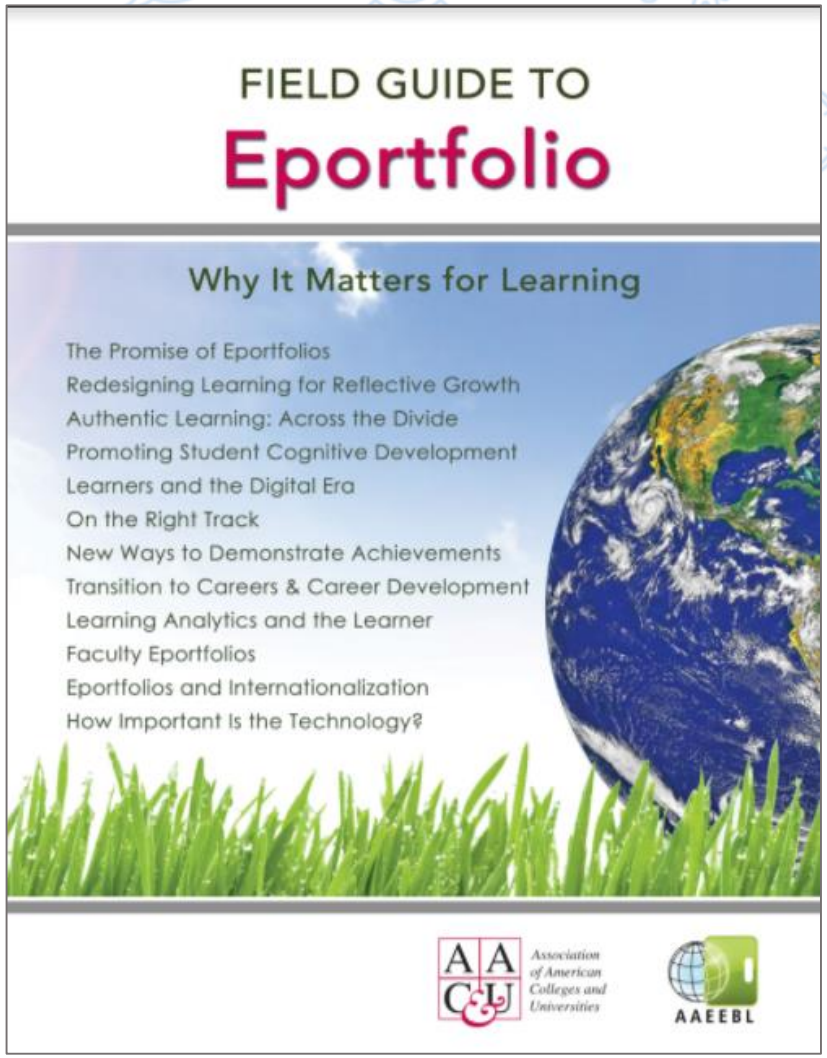


Books



Free Online Journals &Publications

Field Guide to ePortfolio



Field Guide to ePortfolio
2017

AAEEBL INSTITUTIONAL MEMBER

A Collaborative Project of AAEEBL, AAC&U, IJeP and EPAC

Access free publication here:
https://drive.google.com/file/d/0B8t_OY4denF1c0NLM3VoNUFhaU0/view

You are invited!

International Scholars Program ePortfolio Showcase

April 25th 2018 at 4pm
UF International Center
Large Conference Room

References

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THANKS!

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