

# Portfolio Community of Practice: Assessing ePortfolios

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## What is an ePortfolio?

An e-portfolio is a purposeful aggregation of digital items – ideas, evidence, reflections, feedback etc, which ‘presents’ a selected audience with evidence of a person’s learning and/or ability.

*Sutherland and Powell (2007)*

## Portfolio Assessment

The portfolio provides a critical opportunity for purposeful, mentored reflections and analysis of evidence for both improvement and assessment of students’ learning. Such a process is a rich, convincing, and adaptable method of recording intellectual growth and involving students in a critically reflective, collaborative process that augments learning as a community endeavor.

*Zubizarreta (2010)*

Portfolios dictate a different approach to evaluation: accumulation of work evidence and reflection on that work. Using reflection as the most basic way that we academics evaluate students is far more appropriate to the way we work in this century than the testing methods of last century. We no longer need to test as we did, but we do need to evaluate using portfolios.

*Trent Bastion (2010)*

If universities are moving further towards an emphasis on ‘assessment for learning’ and formative learning then various approaches to paper-based portfolios and ePortfolios should naturally emerge across discipline areas.

*Pelliccione and Dixon (2010)*

### **Portfolios used for Assessment of Learning**

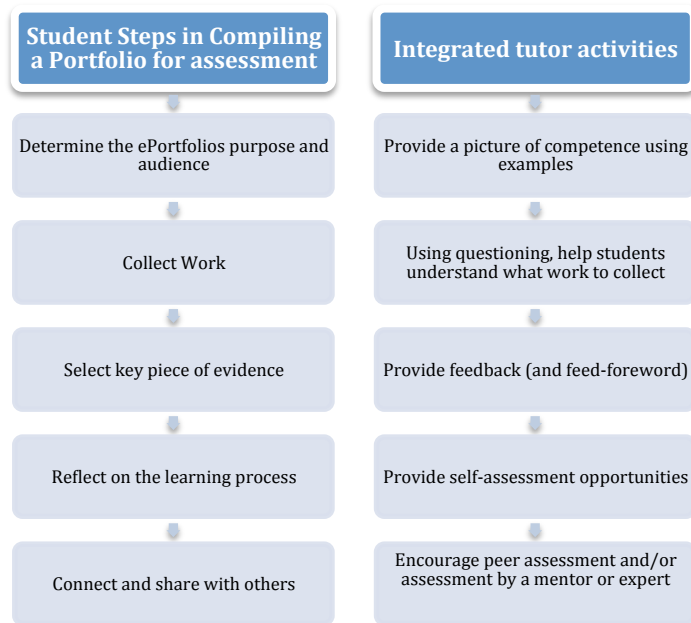
- Purpose of portfolio prescribed by institution
- Artefacts mandated by institution to determine outcomes of instruction
- Portfolio usually developed at the end of a class, term or programme – time limited
- Portfolio and/or artefacts usually “scored” based on a rubric and quantitative data is collected for external audiences
- Portfolio is usually structured around a set of outcomes, goals or standards
- Sometimes used to make high stakes decisions
- Summative – what has been learned to date? (Past to present)
- Requires Extrinsic motivation
- Audience: external – little choice

### **Portfolios that support Assessment for Learning**

- Purpose of portfolio agreed upon with learner
- Artefacts selected by learner to tell the story of their learning
- Portfolio maintained on an ongoing basis throughout the class, term or programme – time flexible
- Portfolio and artefacts reviewed with learner and used to provide feedback to improve learning
- Portfolio organization is determined by learner or negotiated with mentor/adviser/teacher
- Rarely used for high stakes decisions
- Formative – what are the learning needs in the future? (Present to future)
- Fosters Intrinsic motivation – engages the learner
- Audience: learner, family, friends – learner can choose

*Formative and summative assessment of e-portfolios (Barrett 2004b)*

## A Portfolio Assessment Process



## Resources

Bastion, Trent (2013) The Testing Straitjacket, Campus Technology. Retrieved from: <http://campustechnology.com/articles/2010/07/07/the-testing-straitjacket.aspx>

JISC (2007) *Effective Practice with ePortfolios*, Retrieved from <http://www.jisc.ac.uk/media/documents/publications/effectivepracticeportfolios.pdf>

Miller, A. (2011). [E-portfolios and E-assessment—discussions.](#)

Pelliccione ,Lina and Dixon, Kathryn (2008) *ePortfolios: Beyond assessment to empowerment in the learning landscape*, Ascilate Conference. Retrieved from <http://www.ascilite.org.au/conferences/melbourne08/procs/pelliccione.pdf>

Tillema (2001) Portfolios as developmental assessment tools  
Retrived from:  
[http://wiki.ubc.ca/images/7/71/Portfolios\\_as\\_developmental\\_assessment\\_tools.pdf](http://wiki.ubc.ca/images/7/71/Portfolios_as_developmental_assessment_tools.pdf)