

WHAT IS AN ePORTFOLIO?

An ePortfolio 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



WHO LOOKS AT ePORTFOLIOS?

"Students who are using ePortfolio solutions that have a presentation layer are reporting that employers are looking at their portfolios before they show up for the interview. My favorite story is about a Health Ed student who showed up for an interview and saw her ePortfolio on the prospective employer's computer monitor. It was displaying a community health plan that she had put together for a real-life project. He said, 'Before you say anything, we want to hire you, and we want to increase the pay and responsibilities, because we can see that you can do so much more than we thought.' And that's just one example."

Kevin Kelly, Assistant Director at the Center for the Enhancement of Teaching at San Francisco State University

STARTING YOUR ePORTFOLIO AT WSU

Evidence of your learning can exist in multiple arenas online: in blogs, websites, and online communities, etc. However, it is helpful to have a space—a hub—to bring everything together.



WSU provides all members of the WSU community with a mySite that is a collaborative space containing tools for interlinking all of your evidence into a coherent whole. Your mySite can be kept private; or you can permission it to be visible to certain people or groups; or you can make it fully public. Your mySite will remain with you throughout your WSU career and beyond—for as long as you decide to keep it.

To access your WSU mySite, go to my.wsu.edu and click on **mySite** in the left menu bar.

Start your ePortfolio in a subsite of your mySite. To learn how to create a subsite, click on **WSU Help** in the upper right corner, which will take you to the **Cougar Technology Wiki**. From there click on **Creat a Subsite** and follow the instructions.

For more help getting started with your ePortfolio in your mySite, contact Theron DesRosier at the Center for Teaching, Learning, & Technology: theron@wsu.edu



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Capturing Learning at Work: STUDENT EMPLOYEE ePORTFOLIOS



**WSU Student
Employment Center**

UNDERSTANDING THE WORKPLACE AS A LEARNING SPACE

Experiential learning situations provide students with opportunities to learn and acquire a variety of transferable skills that are beneficial regardless of where they seek future employment, including:

- Critical Thinking/Problem Solving
- Teamwork/Collaboration
- Professionalism/Work Ethic and
- Oral and Written Communications

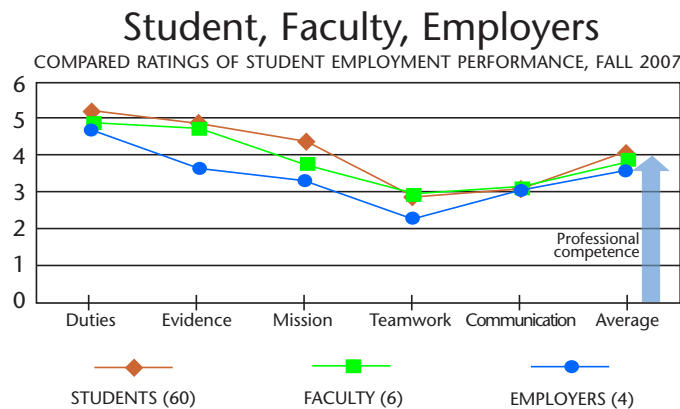
In spring 2007, the WSU Student Employment Center developed the Professional Performance Rubric to aid in developing students along learning dimensions that were crafted to meet the challenges of the 21st century. Rubrics promote a formative learning process because they provide an abstract language that allows teacher (or employer) and learner to share in learning space by negotiating shared meanings and strategies for growth. During the spring iteration, student employees worked closely with their supervisors, receiving rubric-based feedback and documenting their professional learning growth through self-assessment and reflective essays.

WSU student employees have also begun creating electronic portfolios to capture the learning experience that occurs at the intersection between their work and academic lives. More than just an achievement showcase, eportfolios are fast becoming a tool for investigation, reflection, and growth at many universities. They provide students with a vehicle for understanding their own learning growth across time and contexts—academic, workplace, community; this helps students place themselves in an intelligently critical and democratic relation to society, which is one of WSU's 6 Goals of the Baccalaureate.

The Benefits of Constructing an ePortfolio

- ePortfolios allow the author to communicate skills, strengths, and interests more effectively than a resumé on paper.
- ePortfolios offer a format that can showcase the author's problem-solving and collaboration abilities.
- ePortfolios are ongoing and can be tailored for multiple audiences.
- ePortfolios prompt reflection about the direction and purpose of the author's learning.

Students' self-ratings of professional performance are very similar to faculty and employer ratings:



THINGS TO CONSIDER WHEN CONSTRUCTING YOUR ePORTFOLIO

Decide what you want the portfolio to do. Is it for personal improvement and reflection, a job search? Will it demonstrate problem solving, creativity, skills, or experience? What will its primary focus be? Who is your audience?

Gather everything you can related to your work or life experience that could be used as evidence of your learning growth.

Looking at your materials, consider the context of your learning experience. What assumptions did you bring to the learning experience? How did your assumptions change—and why?

Identify your personal perspective about the learning experience. What's the key point that emerges and why is it important to you?

Evaluate and select those artifacts that do the best job of demonstrating how you changed during the learning experience. Try to draw on multiple sources of evidence.

Ask others to give feedback about the portfolio. Refine your portfolio based on the feedback. Effective portfolios constantly evolve to reflect the learner's formative interactions.

Communicate effectively. Consider the best way to organize your evidence so that the viewer can easily comprehend the points you are trying to make.

Showcase the best evidence to date and identify next steps.