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### Introduction to e-Portfolio

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# An introduction to eportfolio

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**Slides link <http://tiny.cc/orna>**



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National Institute  
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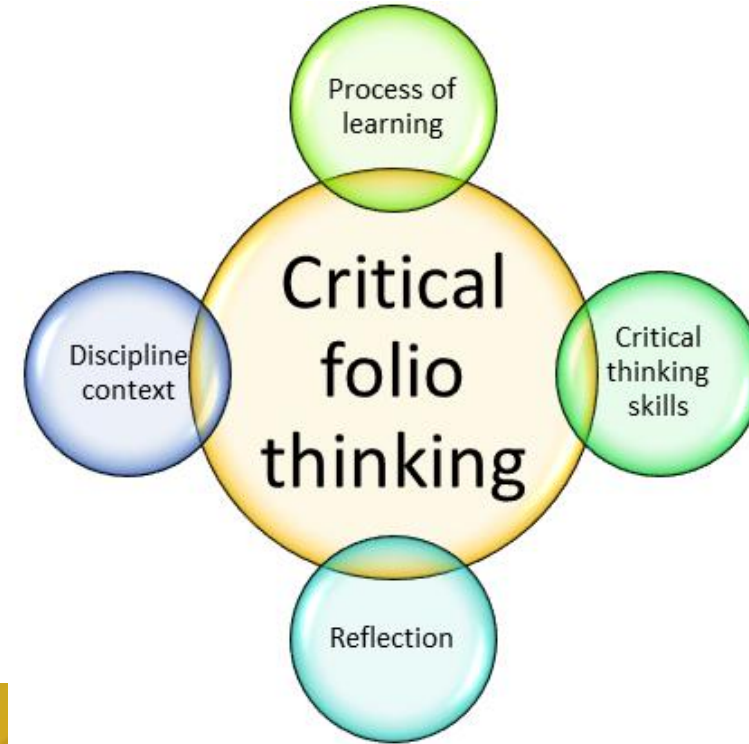


# "I am not simply learning and regurgitating information, I am also learning about myself": learning portfolio practice and online distance students

Orna Farrell & Aidan Seery

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## Failure to Launch: The Unfulfilled Promise of Eportfolios in Irish higher education: An Opinion Piece

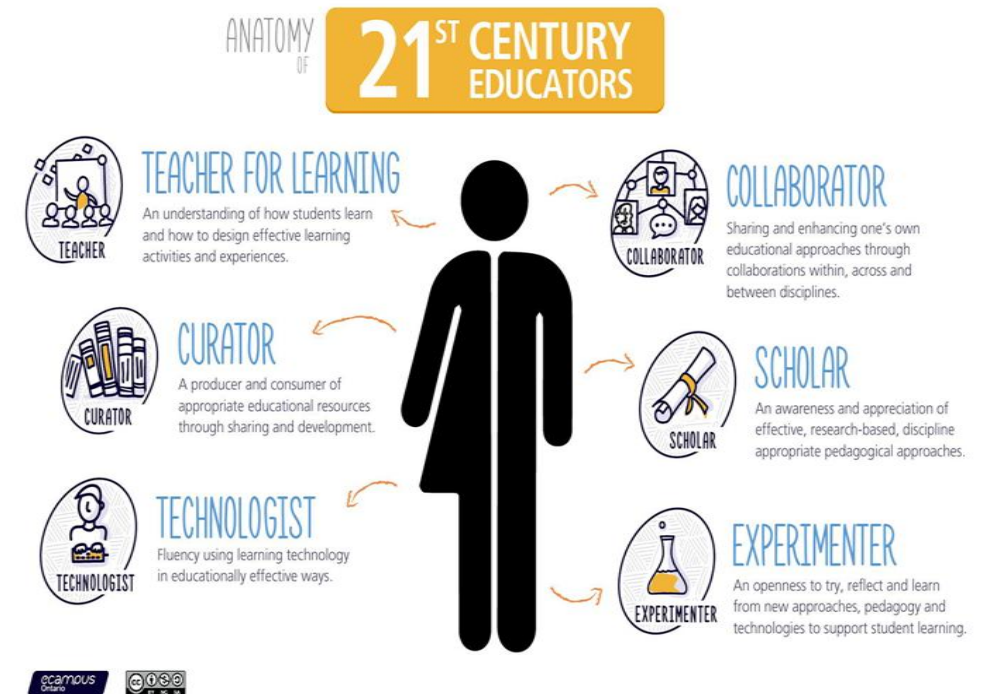
Orna Farrell

# Icebreaker

- What would you like to learn about today?
- How do you currently use technology in your practice?

Post your answers on this padlet:

[https://padlet.com/orna\\_farrell/rq0wutdcfv07](https://padlet.com/orna_farrell/rq0wutdcfv07)



# What is an eportfolio?

Write your definition here:

<https://answer garden.ch/1019715>



# Eportfolio Definitions

Eportfolio Definitions-Most commonly cited	
An e-portfolio is a digitized collection of artefacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution. This collection can be comprised of text-based, graphic, or multimedia elements archived on a Web site or on other electronic media such as a CD-ROM or DVD. An e-portfolio is more than a simple collection—it can also serve as an administrative tool to manage and organize work created with different applications and to control who can see the work. E-portfolios encourage personal reflection and often involve the exchange of ideas and feedback.	<u>Lorrenzo &amp; Ittleson</u> 2005
An eportfolio is a digital container capable of storing visual and auditory content including text, images, video and sound. Eportfolio may also be software tools not only because they organize content but also because they are designed to support a variety of pedagogical processes and assessment purposes.	<u>Abrami &amp; Barrett</u> 2005
An eportfolio is the product, created by the learner, a collection of digital artefacts articulating experiences, achievements and learning. Behind any product, or presentation, lie rich and complex processes of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback.	<u>Jisc</u> 2008
Broadly, the product eportfolio is a purposeful selection of items (evidence) chosen at a point in time from a repository or archive, with a particular audience in mind. The processes that are required to create eportfolio – for any purpose – include capturing and ongoing storage of material, selection, reflection and presentation.	<u>Hartnell-Young</u> 2007



# A learning oriented definition

Corley & Zubizarreta (2012) defines a learning portfolio as: “a vehicle for bringing together judiciously selected samples of students’ work and achievements inside and outside the classroom for authentic assessment over time. A typical learning portfolio may include both academic materials and personal profiles and may designate some of its contents as public or private. The learning portfolio, then, becomes more than a product, a simple repository of artefacts; it becomes a process of reflection, of organizing, prioritizing, analysing, and communicating one’s work and its value, which may prompt insights and goals” (p.65)





# Why use an eportfolio?

- eportfolio based assessment enables students to integrate their learning and make connections between modules in an authentic and meaningful way (Buente et. al., 2015; Eynon & Gambino, 2017; Morreale et. al. 2017).
- learning with an eportfolio can foster a sense of belonging to a community and collaboration with peers (Barbera, 2009; Bolliger & Shepherd, 2010)
- eportfolios can enable students to learn in a self-regulated way & can enable the development of critical thinking skills(Alexiou et al., 2010; Jenson, 2011; Nguyen, 2015, Farrell, 2018; Farrell & Seery, 2018)

# Student examples

[Sile Quigley](#) - B. Sc. in Marketing, Innovation & Technology

[Chloe Langan](#) - Bachelor of Education student

[Alwin Thomas](#) - Uaneen module

[Niamh Mooney](#) - Bachelor of Education (Music Specialism)

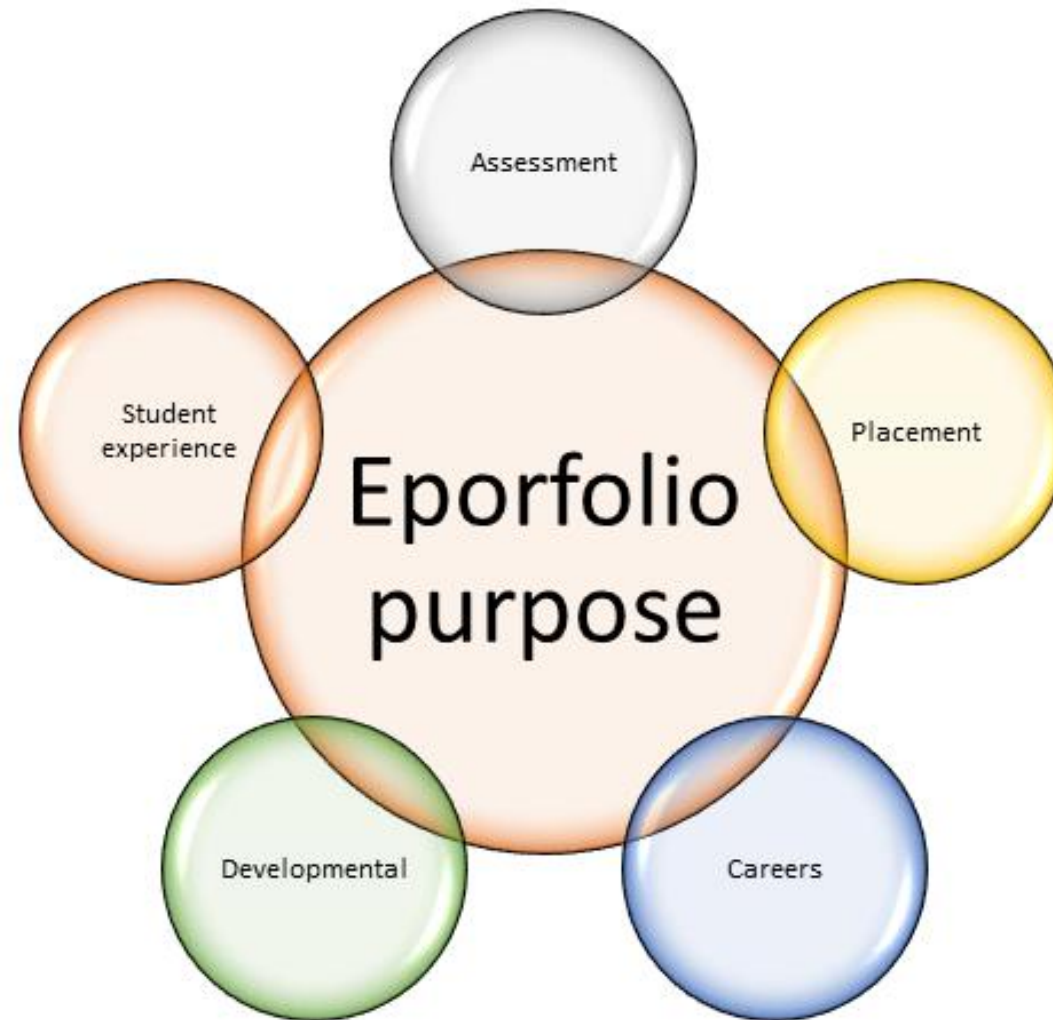
[Lisa Coleman](#) - Bachelor of Arts (Joint Honours)

[Kasia Pruchniewska](#) - DCU Connected

[Edina Olah](#) - Bachelor of Arts in Applied Language and Translation

[Mirenda Rosenberg](#) - DCU Connected

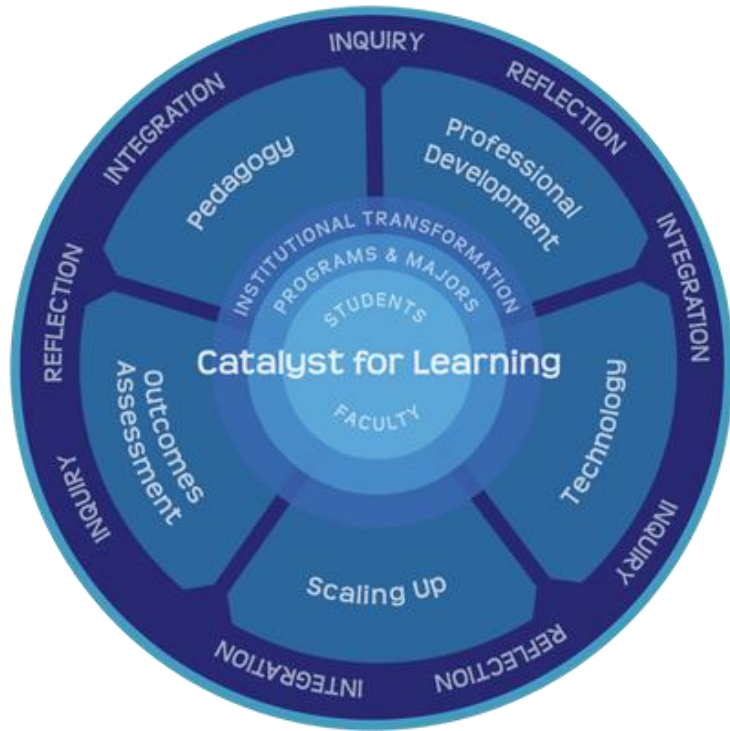
[Shane Tierney](#) - Bachelor of Religious Education



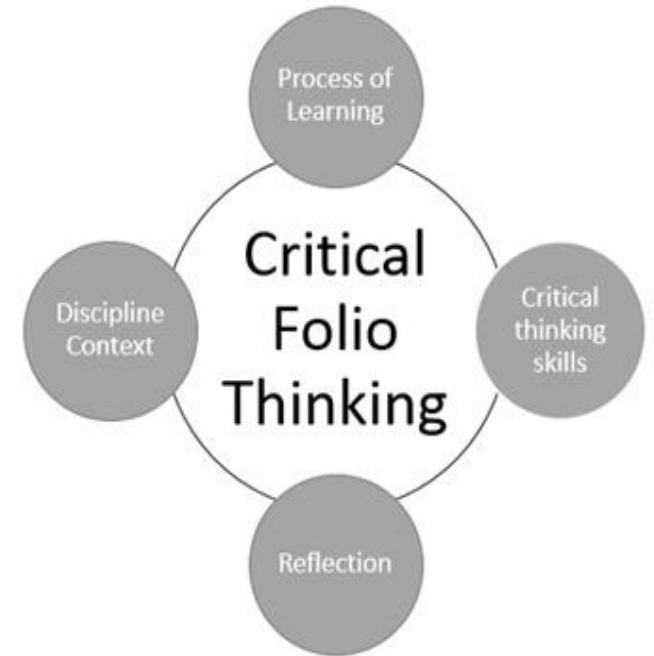
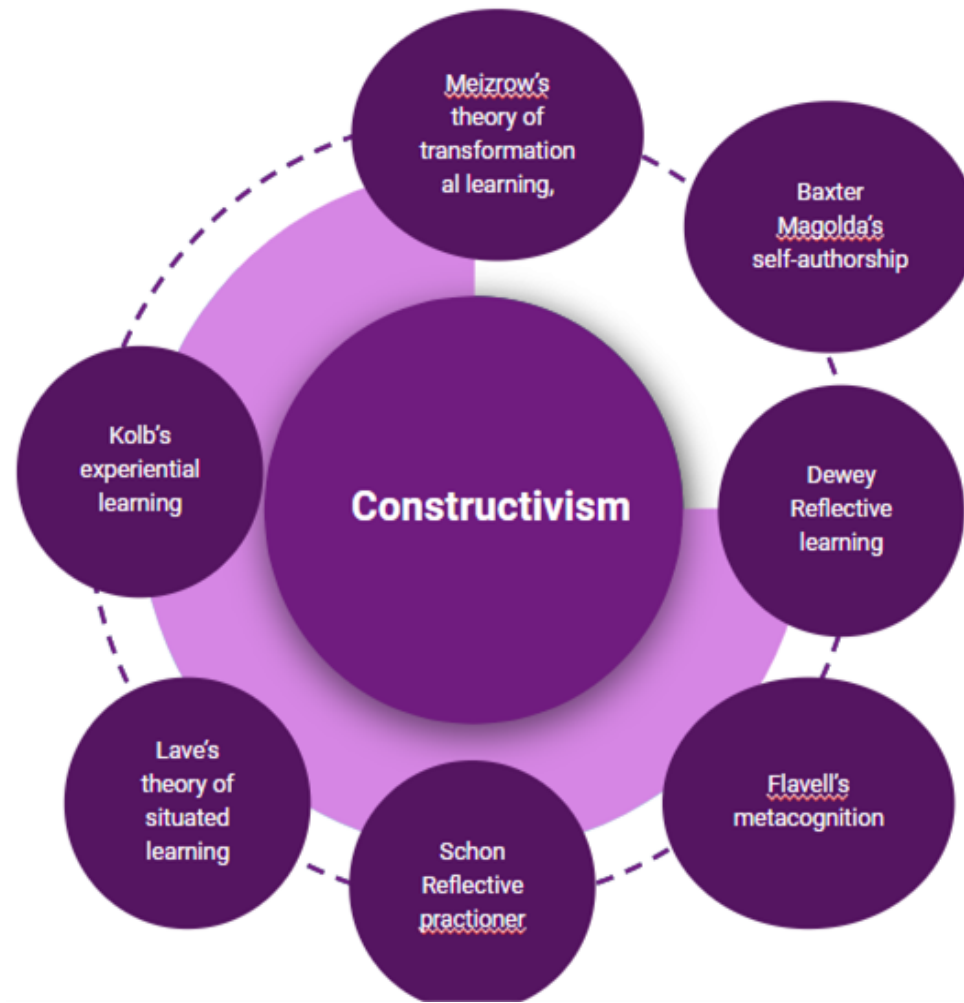
A typology of eportfolio purpose (Farrell et. al. 2019)

Which purpose is/will be most relevant to your practice?

# Eportfolio frameworks for practice



Eynon & Gambino, 2017

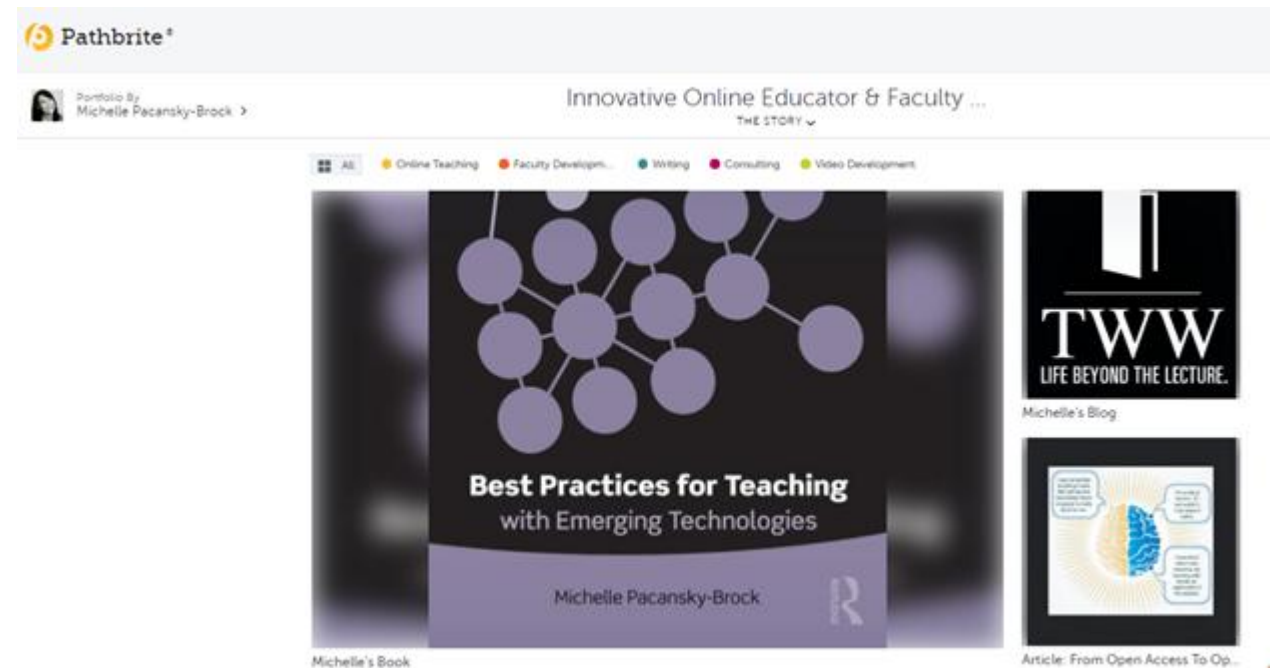


Farrell, 2019; Farrell & Seery 2018

# Lets talk about the technology...

eportfolios are about people, rather than technology. The tools have to be unobtrusive, supportive and flexible enough to accommodate the diverse needs and preferences of learners but each carries a learning curve!

- Mahara
- Digication
- Pathbrite
- Google Sites
- Wordpress
- Blogger
- Padlet
- Pebblepad
- Wix

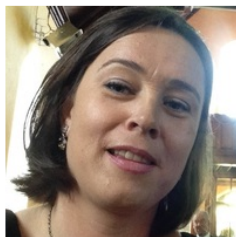


# Eportfolio for Professional development

# ORNA FARRELL

ABOUT ORNA • EPORTFOLIO DEFINITIONS • EPORTFOLIO THEORIES • RESEARCH • EPORTFOLIO LITERATURE

## ABOUT ORNA



Orna Farrell is Programme Chair for the DCU Connected BA in Humanities, BA in English & History, BA Single Module in Dublin City University. She has recently submitted her doctoral thesis at Trinity College Dublin, which explores the development of critical thinking through eportfolio based learning for online distance students. Working within DCU's National Institute for Digital Learning her research interests include higher education transitions, educational technology, digital historical skills and eportfolio based learning.

Previously Orna lectured in history, social science, in Dublin Business School. In line with her research interest in eportfolios, she supported and trained Dublin Business School staff and students using the Mahara eportfolio system.

## Orna Farrell-Bio

by Orna Farrell (farrello)

### Profile information

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### Bio

Dr. Orna Farrell is Assistant Professor and Programme Chair for the BA Humanities, BA English & History, BA Single Module B.A. Humanities, Open Education/DCU Connected in Dublin City University. Working within DCU's National Institute for Digital Learning her research interests include higher education transitions, educational technology, digital historical skills and eportfolio based learning.

Orna has recently completed a PhD in Trinity College in the School of Education. Her PhD title was 'Developing critical thinking through eportfolio based learning: an exploration of the experiences of non-traditional online distance learners.'

[Orna's Mahara eportfolio](https://ornafarrell.wordpress.com/about/)

<https://ornafarrell.wordpress.com/about/>

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# What to include



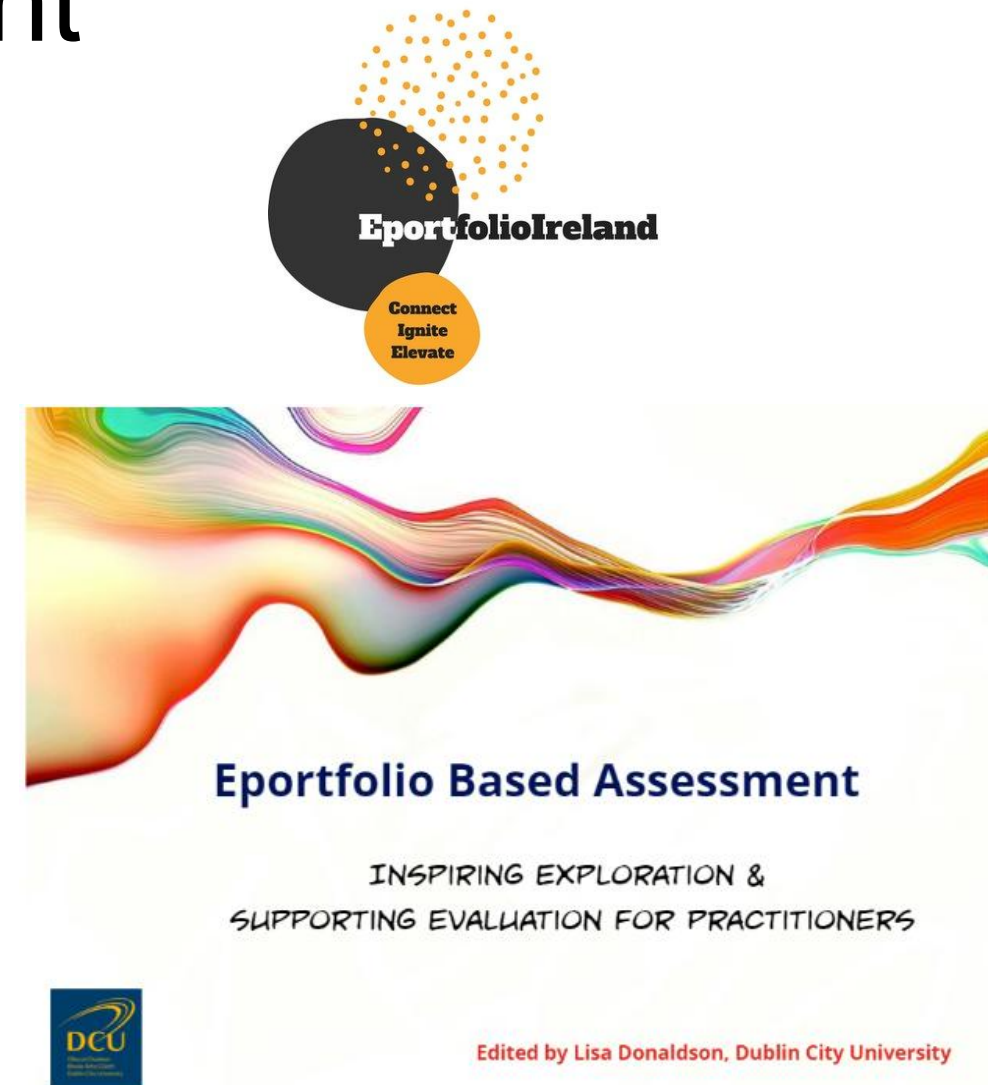


# Best Practice

1. Identify the clear purpose of the eportfolio task
2. Clearly articulate the purpose to the students
3. Provide front loaded tech support to students and staff
4. Scaffold student reflection through the use of prompts
5. Give students support with reflective writing
6. Give example eportfolio
7. Design a specific rubric for the task

# Eportfolio Assessment

Donaldson, L. (2018) (Ed),  
[Eportfolio Based Assessment -  
Inspiring Exploration and  
Supporting Evaluation for  
Practitioners](#). [online book].  
National Institute for Digital  
Learning, Dublin City University.



# Assessment activity 20 minutes

In groups of 2/3 design an eportfolio assessment for your module

Consider the following:

Task objectives/learning outcomes

Reflective prompts

Word counts, types of evidence

How many entries

Have a look at this assessment ebook for ideas

# Eportfolio Ireland: Join Us

<https://eportfolioireland.wordpress.com/>

@eportfolioIrl



# Resources

Jisc <https://www.jisc.ac.uk/rd/projects/e-portfolios>

Australian eportfolio project

<https://research.qut.edu.au/eportfolio/>

AAEEBL <https://aaeebl.org/>

IJEP <http://www.theijep.com/index.html>

Pearl <https://eportfolio.aacu.org/>

Catalyst for learning <http://c2l.mcnrc.org/>

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