

E-Portfolios

Annotated Bibliography

*E-Portfolios*

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Readings and Trends in Instructional Teaching

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**Hauge, T. (2006). Portfolios and ICT as Means of Professional Learning in Teacher Education. *Elsevier*, 32, 23-36 Retrieved from <https://telearn.archives-ouvertes.fr/hal-00190525>**

**Summary:**

The author analyzed student's responses through an electronic survey to elicit the students' perceptions and experiences about teaching, learning and assessment with their experience with e-portfolios. Electronic portfolios have growing positions in different types of educations, however little research has yet to be done on their effectiveness (Hauge, 2006). The author questions how student teachers perceive e-portfolios as means of learning and professional development, however to what extent exactly do these portfolios and technologies are supporting the process.

The survey consisted of four characteristics of indexes include: community and participation, portfolio and learning, ICT and learning, and finally school practice learning. At the end of the survey the students all stated that the teacher education programme has been a vehicle for their understanding of what learning is about and that the new learning experiences differed a lot from earlier ones (Hauge, 2006). According to the values the students clearly favor learning experiences connected to the portfolios and the setting of school practice.

**Critique:**

The research study performed by Hauge overall was a good stepping of point in the realm of e-portfolios and their effectiveness in teacher education. I felt that the authors emphasized how well the students enjoyed the e-portfolios during their education. The idea behind surveys is to get the opinion of the student's who have experienced using e-portfolios in teacher education.

One of the issues I have with surveys in general is that it is solely opinionative, and the sometimes do not accurately reflect the learning of the students. Just having the students say they enjoyed the exercise, or they felt that they learned the information does not mean that they actually received educational benefit from the activity. I would like to have seen more factual information presented. But I do understand that this is a good jumping off point to gain a full understanding of how effective e-portfolios can be in a classroom setting.

**Mason, R., Pegler, C., Weller, M. (2004). E-portfolios: an assessment tool for online courses. *British Journal of Educational Technology*. 35 (6). 717-727 Retrieved from <http://caeldompel3.pbworks.com/f/E-portfolios.pdf>**

**Summary:**

The authors considered the various uses of e-portfolios in an education context. They also looked at different characteristics of the electronic version of portfolios. The authors also evaluated the effectiveness of using e-portfolios as an assessment tool for online course. A case is made for the use of the e-portfolio as an appropriate end of course assessment process where learning objects are the basis of the course idea (Mason, Pegler, Weller 2004).

The authors discovered that their hypothesis that e-portfolios could be a fitting assessment model for courses designed in learning objects. Though there is evidence in the feedback from the students that the course designers needed to be much clearer in their instructions about making choices as many students had tried to do all the activities. Also it was apparent from the student's responses that it would require a relatively sophisticated, self-directed and confident learner to really benefit from e-portfolios. Overall the authors found that e-portfolios build independence and learning-to-learn skills, which are necessary components for the lifelong learner.

**Critique:**

Overall I thought the authors brought up some interesting points about e-portfolios in a classroom. It would take a self-reliant student to be successful in a course that required an e-portfolio, which takes a lot of time management as well as organization to complete correctly.

I do feel that studies that primarily relay on opinion with minimal factual support lack validity of the effectiveness of what they are actually studying. But the authors gave a good jumping off point into the actual effectiveness in e-portfolios and how they apply to the classroom setting.

I think the study presents good points, especially it brings up the valid conclusions that the learners need to be self-reliant and well organized in order to successfully manage the course through the e-portfolio

**Lin, Q. (2008). Preservice teachers' learning experiences of constructing e-portfolios online. *Elsevier*. (11). 194-200. Retrieved from <http://www.sciencedirect.com/science/article/pii/S109675160800004>**

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**Summary:**

The author employed a one-year case study on the effectiveness and value of electronic portfolios from the preservice teachers' perspectives. The research was conducted at an elementary teacher education program at a university, with 38 undergraduate elementary students. At the end of the course the participants were

administered an 18 item survey that asked students' experience and attitudes about e-portfolios after they completed a course (Lin, 2008).

The results that were found were both positive and negative towards the opinions that the students have towards the e-portfolios. One of the key points the students pointed out was how creating an e-portfolio enhanced the candidate's marketability. The World Wide Web offered the teacher candidates, in particular, candidates who were seniors and in the process of job hunting, a chance to expand his/her job search to the international level (Lin, 2008). One of the negative aspects was that a few students claimed that the portfolio development process had little impact on her development as a future teacher.

**Critique:**

The article did a great job of designing a study to understand the benefits of undergraduate students developing an e-portfolio as part of their course requirements. I thought it was very interesting on how the students that it was beneficial due to the fact it set up for future job opportunities as it allows students to present these portfolios to future job employers.

One of the negatives of this article was that the survey population was quite small, as well as they were given a survey based on the students' opinions. I think the study would have more validity if the author expanded the survey to more students, varying in different settings rather than just preservice elementary school teachers. Their needs to be more information completed to understand if e-

portfolios are beneficial to students. It seems that for some students it can be beneficial, then for some they can feel it would be a waste of time.

**Wilhelm, L., Puckett, K., Beisser, S., Wishart W., Merideth, E., Sivakumaran.**

**(2006) Lessons Learned from the Implementation of Electronic**

**Portfolios at Three Universities. *Eric. 50 (4). 62-71 Retrieved from***

**<http://eric.ed.gov/?id=EJ774620>**

**Summary:**

Researchers conducted a survey based on the experiences of numerous universities who have implemented or had extensive experience using e-portfolios in their course work. They surveyed three different universities based on their experience with e-portfolios, and asked to provide a narrative case description of their use of e-portfolios. These respondents were faculty and staff who served on the selection committees and who are currently involved in the student and faculty training and implementation process.

In conclusion the researchers discovered that some of the faculty and staff had some recommendations to future users including: Choose a vendor that is an appropriate fit with the university infrastructure, faculty goals and the college pricing structure, do not expect the e-portfolio process to be embraced by all departments initially. Allow uneven initial implementation. (Wihelm, Et el., 2006)

**Critique:**

The authors did a great job of evaluating the use and implementation of the e-portfolios across numerous settings spanning over three universities. As well as their survey pool was exponential comparative to other research over some of the same topics. The others did a great job in explaining some of the risk and rewards to implementation of e-portfolios, as well as discussed some of the speed bumps that an institution might face if they were to implement the use of e-portfolios.

Overall I felt that this research was conducted appropriately and effectively. It gave readers good insight on how they might implement e-portfolios into their coursework design, as well as give good insight on the challenges that they might face. The researchers covered a variety of settings and implementation strategies that allow the reader to have a better understanding of how to properly introduce e-portfolios in their classroom setting.

**Tosh, D., Werdmuller, B. (2004). Creation of a learning landscape: weblogging and social networking in context of e-portfolios. *ICTlogy*. Retrieved from <http://ictlogy.net/bibliography/reports/projects.php?idp=609>**

**Summary:**

The authors analyze the effect of e-portfolios in classroom and how the promote student engagement in the process of implementation. It can be argued e-portfolios are more valuable when used continuously throughout a course as an

integral part of the learning experience, as opposed to a reporting mechanism used after the main body of learning is completed (Tosh, Werdmuller, 2004).

Overall the authors decided that, as the tool of using e-portfolios will end up being a tool that will be useful which learners and teachers can use to manage learners materials, essentially a content management system. The authors decided that creating an e-portfolio would increase the learning landscape that would allow learners to have a better management of the material the are studying, as well as creating a deeper learning environment.

**Critique:**

The authors were successful in discussing different scenarios in which e-portfolios that have been successful and unsuccessful once administered in the classroom setting. The authors brought information to the table to help prove their point in why e-portfolios can be beneficial to education.

The authors did a good job in discussing different aspects of e-portfolios and how they are beneficial to the students as well as the teachers. The authors could have made their article more valuable if they used more insight into why e-portfolios will be beneficial to the students as well as the teachers.

There needs to be more research done into why e-portfolios can be successful once integrated into a classroom setting. Once there is more substantial research into the subject matter, more of an educated consensus into how beneficial e-portfolios is once integrated into the workplace.

**Sheehan, C. (2015, September 24). Online portfolios make learning visible at ASU. *ASU News [university]*. Retrieved from <https://asunews.asu.edu/20150924-eportfolio-online-learning-tools-expanded>**

**Summary:**

The author discussed a group of students who participate in e-portfolios during their coursework at Arizona State University. One of the students, Jessica Bishop stated that, "Having my work public was initially intimidating, but I found having to critically think about my work through the lens of learning outcome and 'habits of mind' was quite valuable," (Sheehan, 2015). The author discussed the benefits the students have had with developing these e-portfolios, as they can be evaluated not only on their knowledge but also their progress throughout the course.

Another student, James MacDonald, agreed with Bishop that participating in e-portfolios allowed an increase of knowledge and growth. MacDonald stated that "The added benefit was that my partners in Germany and I could formulate the best approach to writing our academic paper, critique and review our shared progress directly through the online interface," (Sheehan, 2015).

Both students felt that e-portfolios not only enhanced their learning experience, but also allowed the faculty members to effectively assess the effectiveness of their curriculum and whether the outcomes for each course are achieved.

**Critique:**

The author presented cases in which students who had actively participated in e-portfolios had success with their experiences with the learning tool. The authors brought up two students who came from diverse backgrounds to press the fact that learners from all settings can have success with e-portfolios.

The author presented cases in which students have had connection with students internationally. This showed the wide range of students that can be affected by e-portfolios. Overall the author analyzed different aspect of how e-portfolios can be found successful in all different types of classrooms.

**Schaffhauser, D. (2015, June 1) Fresno State Increases Students' E-Portfolio Usage Through Competition. *Campus Technology*. Retrieved from <http://campustechnology.com/articles/2015/06/01/fresno-state-expands-eportfolio-student-usage-through-competition.aspx>**

**Summary:**

A California State University created a competition to encourage students to adopt the institution's e-portfolio platform. Fresno State recently implemented an e-portfolio platform in order to have the students showcase their schoolwork to not only instructors, but classmates and potential employers as well. The students enjoyed the experience because it allowed them to showcase their work in a environment that is more suitable to their generation.

“One instructor who has used the e-portfolio in a course is Associate Professor Melissa Jordine. She asked her students to create simulated museum exhibits based on the Holocaust Museum in Washington, D.C. Typically, those students would have spent the semester doing research and writing a paper on a given topic and developing a museum-like posterboard or model exhibit, explained Jordine in a YouTube video about that initiative,” (Schaffhauser, 2015). This types of projects create a different project that the students might enjoy more than just writing a paper, or creating a poster board.

Overall the article saw that students enjoyed using e-portfolios as it allowed them to be creative, as well as explore new ways to explain a topic.

**Critique:**

The authors brought to light a university who was using e-portfolios as a challenge for the students to create an e-portfolio for themselves, classmates, instructors and potential employers. The article did a great job in describing two situations in which students had great results with creating e-portfolios. The author also did a great job in brining in a professor who had used the e-portfolio instead of assigning a essay, or a semester long project. The professor stated that she had good results with implementing this new assessment strategy.

The author should have gone more in depth into why they students thought they enjoyed the e-portfolio rather than being assigned an essay or a typical project. The author did only use one university as a sample instead of surveying numerous universities, which would have given more insight into the success of the e-

portfolios. Another aspect the author did not comment on was how active would the students have been if there was not a competition associated with the e-portfolios.

**Schaffhauser, D. (2015, June 17). E-Portfolios Link Academic Achievements to Career Success. *Campus Technology*. Retrieved from <http://campustechnology.com/articles/2015/06/17/eportfolios-link-academic-achievements-to-career-success.aspx>**

**Summary:**

The school of business at Portland State University launched a new online business degree program they wanted to focus on leadership for working professionals, as well as a new way to enhance a students' professional, academic and career development. They began integrating e-portfolios into new courses in order to expand the students' academic profile. "Right from the start, an organizational behavior course will have first-year students begin their e-portfolios by writing an autobiography and leadership purpose statement," (Schaffhauser, 2015).

Portland State University is implementing e-portfolios to expand their students' academic portfolio in order to prepare themselves for the workplace. Students will develop content about personal strengths in a "team process" class, and for an "innovation for shared value" class, they will create a presentation to persuade a board of directors.

**Critique:**

The author described how Portland State University is implementing a new design for their online business degree program that heavily emphasizes developing professionals in the work place. The primary method they are planning on doing this is having the students develop an e-portfolio.

The author described how the university is beginning the program, and what they hope to accomplish with this new online program. With going into what they hope to accomplish it would be interesting to see after a year or two how successful the program is. There should be more statistical information presented before the success of the online program can be assessed.

**Barrett, H., Knezek, D. (2003). E-Portfolios: Issues in Assessment, Accountability and Preservice Teacher Preparation. *Eric*. Retrieved from <http://electronicportfolios.org/portfolios/AERA2003.pdf>**

**Summary:**

The authors discuss issues in assessment, accountability and preservice preparation. Some of the objectives of the article included: differences between electronic portfolios and online assessment management systems designed for accountability purposes related to standard, and criteria for portfolio design and trends in electronic portfolio use to collect evidence of preservice teachers' competencies related to teaching standards (Barrett, Knezek, 2003).

Overall the authors found many purposes for e-portfolios, which can include learning, formative or summative assessment as well as employment. All three phases are important in developing knowledge for students during course work. E-portfolios can also be beneficial into developing professionals not are more capable of entering the workplace.

**Critique:**

The authors did a good job in breaking down some of the most popular objectives for e-portfolios and why they are important to the overall success. All of the data the authors presented was backed up with factual statistics, and brought to light benefits, as well as some of the negatives associated with e-portfolios.

Overall the authors did a great job bringing to light different challenges associated with e-portfolios, as well as some of the positive outcomes that are associated with e-portfolios. The authors did a well in explaining the different outcomes that are associated with e-portfolios, along with the goals for the coursework when developing e-portfolios.

**Mirabile, J. (2015, October 2). Chalk & Wire Wins Silver for Bester ePortfolio in Campus Technology's 2015 Readers' Choice Awards. *Prweb*.**

**Retrieved**

**<http://www.prweb.com/releases/2015/10/prweb12998935.htm>**

**Summary:**

The author discussed how an e-portfolio learning assessment platform Chalk and Wire silver was honored with earning the Campus Technology's 2015 Readers Choice Award for the best e-portfolio platform. The author discussed why Chalk and Wire silver was awarded due to the fact the announced a Career Access pledge that allows future employers to access e-portfolios users in order to view their e-portfolios to assess their hiring potential.

The author described that the "Campus Technology's Readers' Choice Awards honors the most outstanding higher education products and services based on votes by hundreds of education professionals in 29 higher education categories," (Mirabile, 2015).

**Critique:**

The author described why the award was given to the company due to the fact they excelled in providing the best platform for e-portfolios according to 29 higher education categories. The author did not do a great job in describing what exactly they were excelling at, and exactly why they deserved the award over other companies, or platforms. It would be interesting to do more investigation into what exactly the 29 higher education categories were, and who selected these categories. It would be beneficial to the overall article to mention other platforms, and what they did not achieve in order to not be selected to this award.

The author left an overall broad description on why the company won the award, and it would have been beneficial to educators who are interested in selecting this as a platform for their e-portfolios if there was more of a description of why they were better than competing companies.