



E-portfolios

Presented by Shaila Ramos-Garcia



Introduction

Training for E-Portfolios was given by 3CSN whose mission is to develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.

What is an ePortfolio?

An electronic (online) portfolio: A collection of work (evidence) in an electronic format that showcases learning over time.

Think about the purpose and intended audience.

May contain the following:

- Files of various formats (text, pictures, video, etc.)
- Evidence related to courses taken or programs they are a part of.

- Writing samples- might include several drafts to see growth and development.
- Projects for class or programs
- Evidence of creativity and performance
- Evidence of extracurricular or co-curricular activities, including examples of leadership.

Types of ePortfolios

Showcase/Professional

Demonstrate a student's academic career.

Learning

As part of a course as a way to demonstrate learning and the learning process. Often shared with other students to elicit peer feedback— supports the idea of formative feedback as an essential part of the learning process.

Assessment/General Education

Using both formative and summative assessments to demonstrate general educational competencies.

Formative, i.e.— in class discussions, low-stakes group work, weekly quizzes

Summative, i.e.— exams, standardized tests, final projects, final essays



Why ePortfolios?

Supports Student Success

- Create clear curricular pathways to employment and further education
- Help students choose their path and stay on their path
- Ensure learning is happening with intentional outcomes
- Identified as 11th high-impact practices (association of American Colleges & Universities)

Motivate change in the Academy

- how students are collecting and reflecting on classroom assignments
- how faculty understand their own teaching
- how institutions engage in self-study and assessment activities.

How we can use it in our Programs and the Impact



Guided Pathways Key Performance Indicators:

- Persisted from term one to term two
- Successfully completed transfer-level math in year one
- Successfully completed transfer-level English in year one
- College-level course success rate
- Supports psychological and self-fulfillment needs.

more on the why?

- Supports psychological and self-fulfillment needs.
- 93% of students said they felt seen and heard as individuals
- 60.6% creating an ePortfolio enhanced confidence and ability as a student
- 73% starting ePortfolio early in the quarter enhances success in the course
- 63.6% creating an ePortfolio allowed students to reflect deeply on their learning.
- Supports individuals wherever they are at.

Equity in Learning

Creating Equitable Assessments

- "A model that sees assessments as a way to determine how well students are learning and to identify what teaching practices may need adjustment."
 - i.e. "rather than promoting difficult testing where most students fail, colleges should instead assess students in myriad ways to see if they have reached specific learning goals".
- "When you validate someone's learning, you validate them as a person"
–Natasha Jankowski, Executive Director of the National Institute for Learning Outcomes Assessment
- The students' curation of the portfolios is also important, as it demonstrates how they themselves understand their learning.





Examples

Platforms you can use: Wix.com,
Google Sites, Portfolium, Canvas

[Gregory's Google Site](#)

