Aportfolio Faculty Guide

What is an Aportfolio?

Aportfolio is Appalachian State University’s ePortfolio system. In the simplest of terms an Aportfolio is an academic centered website where students collect their best work and reflect on their learning. A primary goal of the student’s Aportfolio work is to document their intellectual journey and personal growth during college. Aportfolios provide our students with a venue to self reflect, contextualize, and integrate their learning experiences across courses, co-curricular and community involvement while designing a positive digital presence for a variety of professional audiences.

Aportfolios can be used in the context of a class, program, major, research project, international experience or career search. Before we can expect student buy in we must be able to describe what an exemplary eportfolio looks like and why it might be prepared to support a job search, a letter of recommendation, a scholarship or grad school application and as a repository for gathering evidence of successful experiences and learning.
The University's programs regularly assess samples of student work within the Aportfolio. The aim of program level assessment is to examine evidence of student learning relative to specific learning outcomes or standards. This type of assessment is intended to provide guidance towards improving the overall success of their students learning. Aportfolios provide opportunities for students, faculty and administrators to look deeply, broadly, and authentically at the learning experiences within the University.

**In this Guide:**

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- Creating an APortfolio Template
- Creating and Editing an Assignment
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Requesting an Aportfolio Consultation and Course

To request an Aportfolio consultation for your program or course or to be included in the Aportfolio pilot project please contact – Elaine Gray at grayje@appstate.edu.

A participation plan and permission of department chairs or program directors may by required before a course/program can be included in the pilot. Faculty development, assessment integration and student support materials are provided by the campus ePortfolio coordinator and Digication, the ePortfolio provider for the pilot.

Logging in

1. Go to [https://appstate.digication.com](https://appstate.digication.com)
2. On the right side of the page, click Login.
3. Login with your regular ASU username and password.

SUPPORTED BROWSERS

**Note:** Digication supports Chrome (25+), Firefox (19+), Safari (5+), *Internet Explorer (9+). Adobe Flash Player is required. Javascript must be enabled. Cookies should be turned on.

*For Internet Explorer version 9 there is a known issue with simultaneously uploading multiple files to gallery modules and course discussions. We recommend that you upgrade to Internet Explorer 10 or use another supported browser.*
Viewing the Course Roster and Student Portfolios

View the Course Roster

1. In the top menu bar select courses.
2. Under the "My Courses" heading click on the course you want to view

   **Note:** Courses from previous semesters are found in the Past Courses tab

3. Click the People tab

   Here you will find the list of faculty and students in the class.

View Student Portfolios

1. Select your course under the "My Course" heading of your home page.
2. Click the ePortfolios tab along the top menu

   ![ePortfolios tab]

   Here you will see all the portfolios that have been shared with the class.

   If Student ePortfolios are missing it is possible the student has not given permission for other student or faculty to view their ePortfolio

If you can not see your students’ ePortfolio please note...

Students must manually change their custom permissions to share their ePortfolios with you or the class. Students should navigate to their portfolio then on the top right of their eportfolio click Portfolio Tools > Settings > Permissions > and click "Custom Permissions". Have them search for your course to add the faculty member as a “viewer”.
Creating an Aportfolio Template

Generally faculty provide students with a basic structure or starting point in assembling their Aportfolio. To create a template you create and name blank sections and pages within an Aportfolio. Then you can use the pre-structured Aportfolio as template, which can be cloned by students within the course.

Note: Students may modify and/or delete any part of their Aportfolio after they have used the template to create it. You may need to tell students how strictly they must adhere to the template you have created.

Create an Aportfolio

1. Go to the Home Page
2. Click on the Create button on the right side of the My e-Portfolios heading
3. Follow the instructions on the Aportfolio support site to learn the specifics of building content (sections pages and modules) within the Aportfolio.

http://aportfolio.appstate.edu/support/get-started/create-aportfolio

Share your Template with a Class

Remember create your blank eportfolio first.

1. From the Home page, select your course.
2. Click the ePortfolios tab
3. In the Search By Name field type the name of the Aportfolio you would like to share as a template, or, to get a list of all of your ePortfolios, leave the field blank. Click Search.

Note: If you are adding content to your e-Portfolio template rather than just structure, make sure you have published all modules. Unpublished content will not be included in the shared template.
6. Click Add next to the ePortfolio you would like to use as a template

7. Under the Template heading, select Yes from the drop-down menu

8. Click Save.

9. Once you have created an Aportfolio template with the course, students signing on to the course will need to click the e-portfolio tab and then they will see the button that allows them to “create e-portfolio from Template”. They will rename their discrete copy of the template with their own name.
Creating and Editing an Aportfolio Assignment

Assignments are created within the Aportfolio course. Aportfolio allows faculty and programs to associate the student’s products of learning program level standards or outcomes across courses and semesters. Assignments within an Aportfolio can be formative and summative assessment. Aportfolio is not intended to replace AsUlearn. The gradebook and assignment grading functions in AsUlearn are much more sophisticated, however, a limitation of AsUlearn is that it can only gather student artifacts or evidence of learning for a single course during a single semester. Aportfolio allows faculty and programs to look more holistically at student learning for multiples outcomes over time.

Here are three suggestions for successful ePortfolio pedagogy using assignments:

1. **Reflection** - Build in a requirement that students contextualize or reflect on their learning experiences, evidence or products. Using reflective writing prompts (See Reflective Prompts at the end of this document) students can situate their learning in a narrative form and then add or reference their paper, video, lab report etc. The eportfolio will better serve the student as a showcase and highlight their development as a learner if meta-cognitive self-reflection is a key component.

2. **Frequent Feedback** - Students need feedback on the quality and completeness of their ePortfolio before the end of a semester. Three points of feedback are suggested. First two weeks, mid-term and final. Just like any paper or presentation, the most successful ePortfolios have been peer reviewed or faculty reviewed multiple times with critical comment that encourage improvements. Students often benefit from seeing the course rubrics, checklists, or other students exemplary work to gain clarity about expectations for their final work.

3. **Structure** – As mentioned earlier in this document, most faculty and programs create an Aportfolio *template* to provide a clear but flexible outline for how students will represent their work within the Aportfolio. Templates can contain instructions, reflective prompts and guidelines.

Assignments are made up of "steps". The most basic assignment would have two steps; the student submitting a portion of their ePortfolio as "Evidence", and the instructor providing feedback through a "Teacher Reflection." Additional steps may be added such as a self-evaluation rubric or a revised submission. The order of the steps is flexible, but should always start with "Evidence".

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**Note:** When a student submits a section of their ePortfolio, it creates a snapshot of that section. If a student makes further changes after submitting, it is not reflected in the snapshot. This can be helpful for documenting ePortfolio progress, build-in checkpoints for long-term projects, or to adhere to deadlines. Submissions may also be used for departmental based assessment, even if that assessment occurs later.
Create an Assignment

1. From the Home page, click your course.
2. Click the Assignments tab
3. Click Add Assignment
4. Enter a name for the assignment in the "Name" field.
5. Optionally, enter a description for the assignment.
6. Click Save. You will then be taken to the "Edit Assignment Workflow Steps" page.

Note: You can copy an assignment from another course by selecting Browse Assignments and then selecting the assignment you would like to add.

Adding Steps to an Assignment

1. From the "Edit Assignment Workflow Steps" page, click Add Step All assignments must have at least one step.

2. The first 'step' should be evidence.
   - Evidence is the student submission. This can be a link to the student's ePortfolio, a single part of the ePortfolio, or an uploaded file.

NOTE: Students need to be guided in the assignment instructions on whether you want them to submit their ePortfolio as a whole or just a specific section. Students can also upload a single file or write a rich text submission. Instruction or examples for what “type” of evidence students will submit should be clarified and reinforced throughout the assignment instructions, descriptions and
3. Selecting a step will result in a description of the step. Click Add this step to confirm.

4. Enter a descriptive name for the step and an optional description.

5. Adjust the options:
   - If the step is rubric, reflection, or standard, select the evidence step that it assesses using the "This step assesses" drop-down menu.
   - If this step is a standard, select the step it assesses from the drop-down menu and the standard your department or institution has set up from the "This step applies to" drop-down menu.
   - If this step is a rubric, select the step it assesses from the drop-down menu. Select the Change button. From the drop-down menu, select the course you would like to use a rubric from. Click Select when you have found your rubric. You may also create a rubric.

For questions about rubrics or standards contact Aportfolio@appstate.edu
NOTE: Contact aportfolio@appstate.edu for assistance with creating rubrics or attaching a site wide standards to an assignment.

- Optionally, you may adjust the "step options" to determine when the step will be available to students.

6. Click Save

7. Repeat this process to add more steps to your assignment as necessary.

**Edit an Assignment**

1. Click on your course from your Home page.

2. Click on the Assignments tab.

3. Click on the edit icon under the name of the assignment Edit as needed.

   - To edit the name or description of the assignment, click on the edit button in the upper right portion of the screen.

   - To edit a step, click the edit button on the right side of the step.

   - To change the order of steps, Click and hold the number of the step. Then drag the step up or down to the desired order.

5. Click Save after you are finished editing.
Assessing an Assignment Submission

View a Student's Evidence Submission

1. Go to the Assignments tab in your course.

2. Click the name of the assignment along the top.

3. Click the name of the student whose submission you would like to view.

4. Click the link under Evidence Added. You will be able to view the submission as either an ePortfolio site link or Download file if it is a file upload.

NOTE: Students need to be guided in the assignment instructions on whether you want them to submit their Eportfolio as a whole or just a specific section. Students can also upload a single file or write a rich text submission. Instruction or examples for what “type” of evidence students will submit should be clarified throughout the assignment instructions, descriptions and steps.
Clear a Student Submission

If a student accidentally submits their e-Portfolio, or an incorrect portion of the e-Portfolio, you will need to clear the student submission before he or she can re-submit their evidence.

1. From the Assignments Tab, click the name of the assignment, and then the name of the student as if you were going to view their evidence.

2. Click on Submit Evidence.

3. Click Delete next to the student Submission.

4. At the bottom of the page, click Save and Unsubmit

Assess with a Teacher Reflection

The best way to respond with feedback to a qualitative submission is with a Teacher Reflection step in an assignment. Teacher Reflection steps in an assignment may be created before or after the student submits their assignment.

1. Go to the Assignments tab in your course and click the name of the assignment along the top of the grid.
2. Click the name of the student you would like to assess.

3. Scroll down to the Teacher Reflection step and click Submit Assessment.

4. Leave your feedback as txt or you may upload a file by clicking Upload and then Choose Files Then select the file from your computer.

5. Click Save and Submit.

Assess with a Rubric

1. Go to the Assignments tab in your course and click the name of the assignment along the top of the grid.

2. Click the name of the student you would like to assess.

3. Scroll down to the Assignment Rubric step and click Submit Assessment.

4. Select the scores in the rubric. The values will be shown in the right hand boxes. You may also leave comments in the comment box if needed.

5. Click Save and Submit.
Reflective Prompts

Summative:
How have you improved as a writer/artist/etc.?
What did you learn in creating this project/evidence/etc.?
What was your biggest accomplishment in the course?
What job skills did you master in the course? Be specific.
What life skills did you master in the course? (loyalty, willingness to experiment, etc.)

Process:
What challenges did you face in completing the assignment? How did you deal with these challenges?
Describe some aims and strategies that led to the completion of this artifact/assignment. Did they change over time? How?
What went according to plan and what surprised you?
What risks did you take in completing this artifact/assignment?
Describe your learning process throughout the course.
Where can you go from here?
What resources did you use in creating this artifact? Which were most helpful? Which would you use again?
What is one thing you have seen in other classmates’ work progress that you would like to try in your next piece?

Evaluative:
Discuss your best work for the course and explain why it is your best.
How could you improve on the artifact/assignment at a later date?
How do the artifacts reflect your growth in this class?
Discuss the strengths/weaknesses of each piece of work in the course.
What would you do differently if you had to create this artifact again?

How do you feel about the artifact/piece? What do you like/dislike? Why? What did you enjoy?

What were your goals for this artifact? Did you meet your goals? Why or why not?

**Interpretive:**

Paint a textual landscape of your learning throughout the semester.

What learning or skills would you use as landmarks in this landscape?

How does what you learned connect to your outlook and experiences? Be specific.

Why did you choose this assignment for your Aportfolio? What does it demonstrate?

How does this artifact connect to the real world?

How does this connect to your previous learning experiences?

Have your ideas changed in creating this artifact? How?

If you were the teacher, what would be some comments you would make about this artifact?
Sample Rubrics for Holistic Assessment

ePortfolio Feedback Criteria

**Overall Clarity, Structure, and Grammar**

TITLE: The title is action-oriented and reflects the type of work completed, not necessarily the place it was completed.

GRAMMAR: Grammar, punctuation, and sentence structure are clear and congruent.

FLOW: the example conveys a chronology or story in a logical and orderly manner. Readers can understand the story of the work even though they are not familiar with the context in which it occurred.

**Integration of the Textual and Visual Elements**

SPECIFICITY: The textual elements complement one another and enhance the meaning of the snapshot. The reader can feel the experience where a picture comes to mind.

IMAGES: The visual elements compliment the text. The image helps tell the story.

FONTS AND SPACING: The visual design of the examples is interesting. It is easy to read and it is consistent.

**Quality of the Content**

CONTEXT: The description provides a clear and brief overview of context; what the author did and why it was important to them.

IMPORTANCE: The snapshot explains why and how this experience was important or meaningful.

MAKING CONNECTIONS: The snapshot clearly demonstrates how the work will connect to values, goals, or principles larger than the author’s immediate experience.

GROWTH DEMONSTRATED (SKILLS & INSIGHT): The snapshot describes challenges and how they learned from them, how they are using the knowledge they gained in other ways, or their learning connects to other areas of life. The reader understands WHY it was a challenge.
IMPACT: The snapshot describes specifically how the effort benefited a particular group or community - gives examples, statistics, and/or illustrative quotes when possible.

### E-portfolio Review & Feedback

<table>
<thead>
<tr>
<th>Overall Clarity, Grammar and Structure</th>
<th>Needs Work</th>
<th>Good Enough</th>
<th>Exemplary</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided Clear and cohesive reflections and narratives</td>
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<tr>
<td>Grammar, spelling and punctuation</td>
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<tr>
<td>Awareness of professional audience</td>
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<tr>
<td>Choices font, spacing, headings and sub-headings</td>
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<tr>
<td>Graphic and photos</td>
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<tr>
<td>Integration of High Quality Visual and Multimedia components</td>
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<td>Photos of self in action in professional or scholarly settings</td>
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<tr>
<td>Copyrights are clearly honored (Cited)</td>
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<tr>
<td>Content, context and reflection</td>
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<td>Provides insightful reflections and meta reflections</td>
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<tr>
<td>Makes connections across courses and learning experiences</td>
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<tr>
<td>Show challenges and lessons</td>
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ePortfolio Feedback and Assessment Rubric

Profile Author: ________________________________
Reviewer: _____________________________________
Date: _________________________________________

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<tr>
<th>Reflective Essay</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
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<tbody>
<tr>
<td>Little or No Evidence of planning; no explicit connections between an integrated reflective essay or curatorial notes and supporting examples; no evidence of metacognition/meta-awareness.</td>
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<tr>
<td>Substantial evidence of planning; thoughtful connections between an integrated reflective essay or curatorial notes and supporting examples; multiple examples of learning experiences via metacognition/meta-awareness.</td>
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<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Little or no discussion of course learning outcomes- or, in the case of curatorial notes, no structure for meta-awareness; little or no supporting examples.</td>
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<td>Compelling and memorable discussion of course learning outcomes with supporting</td>
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Learned

Indicates the impact of the learning

Articulates, documents and reflects on skill sets and knowledge relevant to the major.
examples that illustrate and support how learning outcomes were achieved.

## Organizing Principles, and Digital Presentation

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<tr>
<td><strong>Little or no evidence of planning</strong>: no obvious organizing principal; portfolio may be difficult to navigate or read; rhetorically inappropriate use of graphics and visual elements; little attention paid to a professional, academic, or creative identity – banner, formatting, etc.</td>
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<tr>
<td><strong>Clear, obvious, and helpful organizing principles</strong>: portfolio is easy to navigate, relationship between pages and sections is coherent; rhetorically sophisticated integration of visual representations, careful attention paid to a professional, academic, and creative identity – banner, formatting, etc.</td>
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## Mechanics

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<tr>
<td><strong>Little or no evidence of revising and editing</strong>: mechanical errors may affect the ease of reading and distract readers.</td>
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<tr>
<td><strong>Portfolio is edited with care</strong> and is free of mechanical errors. It is clear that the portfolio has been edited and proof-read with care.</td>
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## Useful Sites

A portfolio Support Site:

[http://aportfolio.appstate.edu/support](http://aportfolio.appstate.edu/support)
Digication Terms and Conditions:

https://campus.digication.com/terms_and_conditions.digi

Digication's Privacy Policy:

https://campus.digication.com/privacy_policy.digi
MAKING LEARNING VISIBLE WITH EPORTFOLIOS: COUPLING THE RIGHT PEDAGOGY WITH THE RIGHT TECHNOLOGY

http://www.theijep.com/pdf/IJEP84.pdf

Heidi Johnsen reflects in this essay on her use of ePortfolios. It illustrates the evolution of the ePortfolio project, what worked in the program, and what needed to be changed and how Johnsen implemented those changes. She lists what she believes has assisted her students in reflecting on their learning.

RUTGERS UNIVERSITY – I GOT IT COVERED: REFLECTION AS INTEGRATIVE, SOCIAL PEDAGOGY

http://c2l.mcnrc.org/ru-ref-practice/

This article discusses the impact of ePortfolio use and the success of students. Offers examples of the assignments used with Rutgers students, and a plethora of examples of student work. Though the focus of ePortfolios here was professional, instructors emphasized the importance of students reflecting on learning through their respective disciplines. This calls for reflection of learning across time and courses resulting in student insight. Students were also encouraged to share their ePortfolios with other students. They found this facilitated reflection on students "voice" and reflection on the students community of learning. The article also details various levels of support offered to students through peer mentors and their Office of Advising.
PDF link detailing the importance for students to write with a variety of audiences in mind. Study sought to understand how and to what detail ePortfolios facilitated student and teacher learning of audiences in first-year writing classes. The case study was conducted at a US private research university with a "mid-sized" writing program. Some findings are as follows:

- Students with ePortfolios began writing for an audience vs. for a grade
- Students writing was a continually evolving process
- Student perception of audience shifted from the instructor to outside audiences

An example of a student's work is included and analyzed.

Manhattanville uses a portfolio system in which its students are asked to reflect on their learning holistically. They provide a list of objectives students should accomplish, and the step-by-step process of compiling this information. This article also addresses various types of evidences which students could provide to demonstrate their learning. The students should aim to meet the following reflective models in their portfolio:

1) Reflection as a meaning-making process
2) Reflection as systematic and disciplined
3) Reflection as community

4) Reflection and personal development

Also included on the page are percentages of students passing their portfolio examinations from Spring 2010 (while still using paper portfolios) to Spring 2013 (when ePortfolios were implemented) and a discussion regarding those percentages.

FOSTERING INTEGRATIVE KNOWLEDGE THROUGH EPORTFOLIOS


This paper studied how valid the conceptual model of integrative learning is based on six integrative learning concepts:

1. ability to apply and adapt knowledge to various contexts.

2. ability to adapt learning to different situations to create positive change or solutions

3. ability to be a self-directed learner

4. ability to reflect on knowledge and use relational knowledge.

5. ability to understand one's perspectives as well as others

6. ability to created a professional digital presence.

Emphasis placed on life long (reflecting on their experiences in order to illustrate and synthesize learning) and "life-wide" (adapting practical "how-to" knowledge into a variety of contexts) learning. The article also addresses some challenges faculty and institutions face in teaching integrative learning. Also included is a list of several core-activities based on the Integrative Knowledge Portfolio Process model, and examples. Results showed that students involved in the IKPP core activities did increase their integrative knowledge and that this increase of knowledge was applicable to students from all races, genders, majors, year in school, and learning environment.

INTEGRATIVE KNOWLEDGE QUESTIONS: HELPING STUDENTS RECOGNIZE THEIR LEARNING AND CONNECT ACADEMIC KNOWLEDGE TO LIFE EXPERIENCES
Useful diagram that builds on the concept of life-long and life-wide learning. It states that students represent a more holistic learning experience when required to answer questions from each dimension about one learning experience. Includes a variety of questions for students as well as a link to additional resources.

WEAVING [DIGITAL] IDENTITIES


A digication site dedicated to student representation of their individual identity, creation of their digital identity, and the effect of positive online presence. Developed by TCU faculty, this site provides sample student portfolios, assignments, assessment rubrics, student feedback, and resources. It also discusses goals, learning experiences, and results of TCU's ePortfolio project.

REFLECTION

REFLECTION, INTEGRATION, AND EPORTFOLIO PEDAGOGY


A PDF from the Catalyst for Learning. This article pulls many resources on reflective writing together. One such resource divides reflective learning in the follow way:

"Reflection as connection

Reflection as systematic and disciplined

Reflection as social pedagogy

Reflection as an attitude towards change"
PDF link to research article in regards to learning outcomes for ePortfolios and First-Year Seminar. The research project sought to use ePortfolios as evidence of student learning and evaluated student success in achieving stated objectives. Student objectives were based on self-awareness and assessment, exploration, planning, goal setting, and evaluation. In this study, rubrics were developed and had a range of 0 (no evidence) to 4. Mean scores for first-year seminar writers were 1.16 to 1.68. The study notes that while first-year rubric scores are relatively low, they can be expected to rise as evidence of learning key objectives increases.

Appendix has suggestion for possible assessment rubrics. Rubrics were developed from the AAC&U Value Rubrics for QL and IL. This study acknowledges that ePortfolios will need several years of work, administrative supports, and elements of design such as:

- A likable and easy to use ePortfolio platform
- Assignments that assess multiple key learning outcomes
- Requirement of student reflection
- Rubrics or other ways to assess ePortfolios
- A way to communicated these assessments to faculty and administrators
- A culture within the institution that fosters action regarding assessment results.
PDF to an essay from Catalyst for Learning. Stresses three factors in assessing student learning: Inquiry, reflection, and integration. It proposes using ePortfolios as assessment for student learning rather than of student learning. This essay examines three types of campuses: Transforming campuses (having an established ePortfolio outcomes and assessments), Developing campuses (having established pilots and moderate use of ePortfolio outcomes and assessment), and Emerging campuses (exploring use of ePortfolios for outcomes and assessment).

MORE ON ASSESSMENT:

Additional resources on assessment through the Catalyst for Learning site.

Transforming Campuses (as referenced in Outcomes Assessment and Institutional Learning)
http://c2l.mcnrc.org/category/oa_transforming/

Developing Campuses (as referenced in Outcomes Assessment and Institutional Learning)
http://c2l.mcnrc.org/category/oa_developing/

Emerging Campuses (as referenced in Outcomes Assessment and Institutional Learning)
http://c2l.mcnrc.org/category/oa_emerging/