HIP Tips Using learning ePortfolios for meaning-making!

Key Features of Learning ePortfolios

- Product & Process ePortfolios are a collection of digital artifacts (product) and a series of reflections on those artifacts and what they represent (process).
 - 2. **A focus on learning** Specifically, learning ePortfolios provide a space for students to reflect on and make meaning of their learning, as opposed to showcase or professional ePortfolios which highlight final products.
 - 3. **Students as the audience -** Students themselves are the audience, with the goal of helping students examine and reflect on their own learning.

(University of Waterloo CTE)

High Impact Elements of Learning ePortfolios

- 1. **Ownership** Students are active agents in their learning when they engage in process, reflection, and customization of the ePortfolio (<u>Kuh et al., 2018</u>).
- 2. Engagement over time ePortfolios developed over an extended period of time can provide: 1) scaffolded opportunities for students to reflect, 2) space for meaning-making, 3) impetus to make connections between learning experiences (<u>Kuh et al., 2018</u>).



3. Metacognitive practice - Reflecting on learning within ePortfolios allows students to monitor and evaluate their cognitive processes and decision-making <u>(Bowman et al.,</u> <u>2016)</u>. ePortfolios aid in metacognition by giving students space to reflect on learning and how it relates to past, present, and future contexts (<u>UA ePortfolio Initiative</u>).

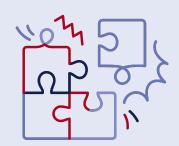
4. Authentic application of learning - Reflection can support in

making connections between their learning in school and their out-of-school experiences. Students report that explicitly writing about these connections makes learning more

meaningful (Yancey, 2023).

How does UArizona use Learning ePortfolios?
1. <u>Check out UArizona's ePortfolio Initiative</u> <u>Webpage</u> for the what, why, and who of ePortfolios at UArizona, teaching resources, student resources, and examples!
2. ePortfolios are an integral part of the <u>General</u> <u>Education Refresh at UA</u> and focus on student agency, meaning-making, and experience. Students create their ePortfolios in <u>UNIV101</u> and

finalize them in <u>UNIV301</u>.





Tips for Implementing Learning ePortfolios

- 1. **Use backward design.** Decide on the goal, purpose, and audience of the ePortfolio and use that to determine how students will create and engage with it.
- 2. **Keep alignment in mind.** Be sure that the ePortfolio (and the learning activities within it) align with the course objectives and learning outcomes.
- 3. Incorporate structured reflection. Carefully craft your reflection prompts to spark regular, authentic reflection.