Using learning ePortfolios for meaning-making!

Key Features of Learning ePortfolios

1. **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 (Kuh et al., 2018).

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 (Kuh et al., 2018).

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

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 UAriana use Learning ePortfolios?

1. Check out UAriana’s ePortfolio Initiative Webpage for the what, why, and who of ePortfolios at UAriana, teaching resources, student resources, and examples!

2. ePortfolios are an integral part of the General Education Refresh at UA and focus on student agency, meaning-making, and experience. Students create their ePortfolios in UNIV101 and finalize them in UNIV301.

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.