

HIP Tips

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 UArizona use Learning ePortfolios?

1. Check out UArizona's [ePortfolio Initiative Webpage](#) for the what, why, and who of ePortfolios at UArizona, 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.