Balancing the Two Faces of ePortfolios: Reflection & Assessment

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International Researcher & Consultant

https://sites.google.com/site/dublineportfolios/

Electronic Portfolios and Digital Storytelling for Lifelong and Life Wide Learning
Key Concepts

• Definitions, Portfolios for Lifelong Learning
• Balancing the 2 Faces of ePortfolios
• Peter Ewell’s 2 paradigms of assessment
• Metacognition, Reflection, Motivation & Engagement
• Future Directions in Higher Education:
  - Digital Identity Development
  - Online Branding
  - Badges, Co-Curricular Transcripts, Personal Ledgers
Resources

• [https://sites.google.com/site/dublineportfolios/](https://sites.google.com/site/dublineportfolios/) (supporting materials)

• [http://electronicportfolios.org/](http://electronicportfolios.org/) (further information)

• Twitter hashtag: #eportfolios
Simon Sinek’s **Golden Circle**

- **WHAT**
- **HOW**
- **WHY**

**Outside-in / Conventional**

**Inside-out / Remarkable**

- **Product**
- **Process**
- **Motivation**
WHAT?

Audio • Video • Text • Images

Electronic Portfolio

Digital Repository

Workspace

Showcase
Portfolio

One Word, Many Meanings

Specialty Case
Responsibilities
Workspace
Showcase
Art Work
Collection of Artifacts
Investments
Who was the first famous "folio" keeper?
Leonardo da Vinci’s Folio
What is a Portfolio?

• Dictionary definition: a flat, portable case for carrying loose papers, drawings, etc.

• **Financial portfolio**: document accumulation of *fiscal* capital

• **Educational portfolio**: document development of *human* capital
What is a Portfolio in Education?

A portfolio is a purposeful collection of [academic] work that exhibits the [learner/worker’s] efforts, progress and achievements in one or more areas [over time].

(Northwest Evaluation Association, 1990)
+Electronic

• digital artifacts organized online combining media & interactivity (audio/video/text/images/dialogue)
E-Portfolio Components

< Multiple Portfolios for Multiple Purposes
- Celebrating Learning
- Personal Planning
- Transition/entry to courses
- Employment applications
- Accountability/Assessment

< Multiple Tools to Support Processes
- Capturing & storing evidence
- Reflecting
- Giving & receiving feedback
- Planning & setting goals
- Collaborating
- Presenting to an audience

< Digital Repository

(Becta, 2007; JISC, 2008)
WHY?

Reflection  Assessment
Employment  Identity
Learning  Showcase

Accountability
Multiple Purposes from Hidden Assumptions

What are yours?

- Showcase
- Assessment
- Learning
Hostos CC Vision

To bring about an integrated institution-wide e-Portfolio environment to maximize the creative, academic, and professional potential of every student.
Hostos CC Mission

Encourage integrative learning by creating online learning spaces that foster student reflection on academic learning, personal and professional goals, and career planning to increase student performance, retention, and engagement.
Vision statement for a university in the southern U.S.

We envision students using an electronic portfolio as an integral part of their education:
- to reflect on learning,
- to integrate their knowledge,
- to learn more deeply,
- to shape curricular choices and goals, and
- to showcase skills and accomplishments.
Northeastern University

• “...based on our read of the portfolios... the redesign transformed the program from a collection of courses into an intentionally designed learning experience... from a ‘degree with a portfolio requirement’ into a portfolio program whose students graduate with a collection of signature work that evidences their capabilities.”

“Are we who we think we are? ePortfolios as a Tool for Curriculum Redesign.” Gail Matthews-DeNatale
Purpose

• The overarching purpose of portfolios is to create a sense of **personal ownership** over one’s accomplishments, because ownership engenders feelings of pride, responsibility, and dedication. (p. 10)

“The portfolio is a laboratory where students construct meaning from their accumulated experience.”

(Paulson & Paulson, 1991, p.5)
Deep Learning

- involves reflection,
- is developmental,
- is integrative,
- is self-directive, and
- is lifelong

“metacognition lies at the root of all learning”

“...self-knowledge, awareness of how and why we think as we do, and the ability to adapt and learn, are critical to our survival as individuals...”

- James Zull (2011) From Brain to Mind: Using Neuroscience to Guide Change in Education
The e-portfolio is the central and common point for the student learning experience... It is a reflection of the student as a person undergoing continuous personal development, not just a store of evidence.

- Geoff Rebbeck, e-Learning Coordinator, Thanet College, quoted in JISC, 2008, *Effective Practice with e-Portfolios*
Portfolio Learning

Figure 2 A model of e-portfolio-based learning, adapted from Kolb (1984)
JISC, 2008, Effective Practice with e-Portfolios, p. 9
E-Portfolios should allow **CHOICE** and **VOICE**!

- Individual Identity
- Reflection
- Meaning Making
- 21st Century Literacy
- Digital Story of Deep Learning
Handout

Lifelong Context for E-Portfolios

Digital Archive (for Life)

K-12 School Portfolios

Informal Learning

Digital Scrapbooks of Life Experiences

Family Archives

Personal Information

Digital Images & Photos

Digital Documents

Digital Video & Digital Stories

Digital audio files

Post-Retirement "Legacy" Stories

Portfolio Life

Workplace or Portfolio Career

Professional Development

Employment Application

Professional Portfolios

Exploring Personal and Professional Identity

Building a Professional Online Brand

@2010, Helen C. Barrett, Ph.D.
http://electronicportfolios.org
E-Portfolios in Generational Contexts

1. Family – Birth & up
2. Formal Education
   – K-12 - Schools
   – Adult/Post Secondary Education
3. Workplace – Professions
4. Retirement – Legacy
Digital Birth:
Welcome to the Online World

• Mothers with children aged under two (N=2200) that have uploaded images of their child (2010)

• Overall – 81%
  – USA – 92%
  – Canada - 84%
  – (EU5 - 73%)
    UK - 81% France - 74% 71%
  – Australia – 84%
  – New Zealand – 91%
  – Japan - 43%

The research was conducted by Research Now among 2200 mothers with young (under two) children during the week of 27 September. Mothers in the EU5 (UK, Germany, France, Italy, Spain), Canada, the USA, Australia, New Zealand and Japan were polled.
Digital Identity

Creating a positive digital footprint
No More Résumés, Say Some Firms

By RACHEL EMMA SILVERMAN
5 Reasons Why Your Online Presence Will Replace Your Resume in 10 years

1. Social networking use is skyrocketing while email is plummeting
2. You can’t find jobs traditionally anymore
3. People are managing their careers as entrepreneurs
4. The traditional resume is now virtual and easy to build
5. Job seeker passion has become the deciding factor in employment

http://blogs.forbes.com/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/
Dan Schawbel, Forbes “personal branding guru”

• “Your online presence communicates, or should communicate, what you’re truly and genuinely passionate about... I firmly believe that you won’t be able to obtain and sustain a job without passion anymore.”

“Know Thyself”

Temple at Delphi

ΓΝΩΘΙ ΣΕΑΥΤΟΝ
Managing Oneself


“Success in the knowledge economy comes to those who know themselves – their strengths, their values, and how best they perform.”

Purpose: Use ePortfolios for managing knowledge workers' career development

- What are my strengths?
- How do I perform?
- What are my values?
- Where do I belong?
- What should I contribute?
- Responsibility for Relationships
- The Second Half of your Life
Some Basic Concepts

- "ePortfolio is both process and product"

- **Process**: A series of events (time and effort) to produce a result
  - From Old French *proces* (“‘journey’”)

- **Product**: the outcome/results or “thinginess” of an activity/process
  - Destination

- Wiktionary
Processes

**Portfolio**
- Collection
- Selection
- Reflection
- Direction/Goals
- Presentation
- Feedback

**Social Networking**
- Connect (“Friending”)
- Listen (Reading)
- Respond (Commenting)
- Share (linking/tagging)

**Technology**
- Archiving
- Linking/Thinking
- Digital Storytelling
- Collaborating
- Publishing
Self-Regulated Learning
Learning/Reflection Cycle

Goal Setting

before planning

Why?
(double-loop learning)

Now What?

after reflecting

What?

“Capture the Moment”

during doing

blog

website

Metacognition: Change over Time
Detailed Model: Metacognition

Planning
• What is the nature of my task?
• What is my goal?
• What info/strategies do I need?

Monitoring
• Do I understand what I’m doing?
• Am I reaching my goals?
• Do I need to make changes?

Evaluation
• Have I reached my goal?
• What worked/did not work?
• What would I do differently?

Adapted from Schraw (2001)

Android

mPortfolios: Supporting reflection in ePortfolios with Android mobile devices
Helen C. Barrett, Ph.D. electronicportfolios.org

Powerpoint
Open Office
Remote

Powerpoint
Keynote
Remote

Magisto - magical video editor

VidTrim

mVideo Cut

Online Video Editors

Google Sites
Web 2.0 Sites
using mobile web browsers

Web Site Hosting: Weebly, Yola

Google Docs

Web/Blog Pages

Reflecting

So What?

Web 2.0 Sites

Reflecting After

mPortfolios: Supporting reflection in ePortfolios with Android mobile devices
Helen C. Barrett, Ph.D. electronicportfolios.org

Planning Before

Planning & setting goals

Giving & receiving feedback

Evernote

Evernote

WordPress & EduBlogs

Blogs

Doing During

"Capture the Moment" Captions & Journals

Twitter "tiny bursts of learning"

Edmodo "school-safe" social networking

Evernote

CMC Image Scanner

Bloom’s: Remember Understand Apply

Camera & Mic on tablet, smart phone

AudioBoo

Microsoft SkyDrive

Box.net online storage

Bloom’s: Analyze Synthesize Evaluate

MaharaDroid ePortfolio Tools with Mobile Apps


Effective Practices with ePortfolios (JISC) process source: http://www.jisc.ac.uk/effectiv epracticesportfolios


More resources: http://sites.google.com/site/mportfolios/

REAL ePortfolio Academy for K-12 Teachers: http://electronicportfolios.org/academy/
iOS

mPortfolios: Supporting reflection in ePortfolios with iOS mobile devices

Helen C. Barrett, Ph.D.
electronicportfolios.org

Bloom’s: Remember Understand Apply

iOS too/from PicasaWeb

Evernote

Twitter

"Capture the Moment"

Captions & Journals

WordPress & Edublogs

Blogger

Tumblr

Planning Before

Planning & setting goals

Giving & receiving feedback

Planning/Reflection Process

using Mobile Devices

Creating Presentations

Presenting to an audience

Create Videos

Google Sites

Learning/Reflection Process

Capture Images & Video

Capture Voice

Store Online

Dropbox

Dictate

DropVox

Curtin Univ (Australia)

AudioBoo

SugarSync

box.net online storage

Microsoft’s SkyDrive

iPod Touch

Camera & Mic on tablet, smart phone

iOS Kimono

Collaborating

Epinian Mobile

PebblePad

PortfolioIP for Mahara


More resources:
http://sites.google.com/site/mpportfolios/

REAL ePortfolio Academy for K-12 Teachers:
http://electronicportfolios.org/academy/


Effective Practices with ePortfolios (JISC) process source: http://www.jisc.ac.uk/effectivepractice/epportfolios
Balancing the Two Faces of ePortfolios

**Working Portfolio**
- Digital Archive (Repository of Artifacts)
- Collaboration Space
- Reflective Journal

**Presentation Portfolio(s)**
- The “Story” or Narrative
- Multiple Views (public/private)
- Varied Audiences & Purposes

**Portfolio as Process**
- Workspace

**Portfolio as Product**
- Showcase

- Docs
- Sites
- Blog
Structure of ePortfolio Types

• Portfolio as **Process/Workspace**
  – **Organization:** Chronological
    – Documenting growth over time for both internal and external audiences
  – **Primary Purpose:** Learning or Reflection
  – **Reflection:** immediate focus on artifact or learning experience

• Portfolio as **Product/Showcase**
  – **Organization:** Thematic
    – Documenting achievement of Standards, Goals or Learning Outcomes for primarily external audiences
  – **Primary Purpose:** Accountability or Employment or Showcase
  – **Reflection:** retrospective focus on Standards, Goals or Learning Outcomes (Themes)
Learning is a Conversation!

E-portfolios should be more Conversation than Presentation

Because Conversation transforms!
Multiple Purposes of E-Portfolios in Education

- Learning/ Process/ Planning
- Marketing/ Showcase/ Employment
- Assessment/ Accountability

"The Blind Men and the Elephant"
by John Godfrey Saxe
## Matching Portfolio Purpose to Portfolio Tools

<table>
<thead>
<tr>
<th>Purposes</th>
<th>Strategies Processes</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/Process Projects</td>
<td>Collection Reflection Capture Experience</td>
<td>Journal/Blog Productivity Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mobile tools?</td>
</tr>
<tr>
<td>Showcase/Employment/College</td>
<td>Selection Presentation</td>
<td>Website/Wiki/Social Network</td>
</tr>
<tr>
<td>Assessment/Accountability</td>
<td>Evaluation (Self &amp; Teacher) Evidence w/Rubrics</td>
<td>Database Excel</td>
</tr>
</tbody>
</table>
ePortfolio designs/strategies for different purposes

• **Learning Portfolios**
  – Organized chronologically
  – Focus of Reflection: Learning Activities & Artifacts
  – Tools: Reflective Journal (blog)
  – Faculty/peer role: Feedback on artifacts and reflection
ePortfolio designs/strategies for different purposes

- **Showcase Portfolios** (Employment, Self-marketing)
  - Organized thematically (position requirements)
  - Focus of Reflection: Suitability for position
  - Tools: Choice of portfolio owner – personalized web pages – digital footprint
  - Personal online branding
ePortfolio designs/strategies for different purposes

• **Assessment/Accountability Portfolios**
  (Summative assessment)
  – Organized thematically (outcomes, goals or standards)
  – Focus of Reflection: Achievement of Standards (rationale)
  – Tools: Assessment system with data from scoring rubrics
  – Faculty role: Evaluation
How can we help students put their signature work in a larger and more integrative context?

ePortfolio as a vital, longitudinal and integrative learning process

Randy Bass
(Georgetown University)
Addressing the Whole Student

Purposeful Self-Authorship

Formal Academic Curriculum

Connecting w/ Faculty & Students

Learning Across Disciplines

Learning Across Semesters

External Audiences

Co-Curricular & Lived Experiences

Advisement & Academic Planning

Students’ Integrative ePortfolio Practice

Randy Bass
(Georgetown University)
Forms of Assessment

☐ Formative Assessments
  ▪ Provides insights for the teacher

☐ Assessment FOR Learning
  ▪ Provides insights for the learner

☐ Summative Assessments (Assessment OF Learning or Evaluation)
  ▪ Provides insights (and data) for the institution

Nick Rate (2008) Assessment for Learning & ePortfolios, NZ Ministry of Ed
Ground assessment in the authentic work of faculty & students.

Digital systems can help to make student learning visible.

Randy Bass
(Georgetown University)
## Two “Paradigms” of Assessment (Ewell, 2008)

<table>
<thead>
<tr>
<th>Strategic Dimensions: Purpose</th>
<th>Assessment for Continuous Improvement</th>
<th>Assessment for Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stance</td>
<td>Formative (Improvement)</td>
<td>Summative (Judgment)</td>
</tr>
<tr>
<td>Predominant Ethos</td>
<td>Internal Engagement</td>
<td>External Compliance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application Choices: Instrumentation</th>
<th>Formative (Improvement)</th>
<th>Assessment for Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Evidence</td>
<td>Multiple/Triangulation</td>
<td>Standardized Quantitative</td>
</tr>
<tr>
<td></td>
<td>Quantitative and Qualitative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Over Time, Comparative, Established Goal</td>
<td>Comparative or Fixed Standard</td>
</tr>
<tr>
<td></td>
<td>Multiple Internal Channels and Media</td>
<td>Public Communication</td>
</tr>
<tr>
<td></td>
<td>Multiple Feedback Loops</td>
<td>Reporting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Points</th>
<th>Uses of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Opportunity Cost

- The alternative you give up when you make a decision...
- The cost of an alternative that must be forgone in order to pursue a certain action

What is the opportunity cost of emphasizing accountability in portfolios over reflection, deep learning, and continuous improvement?
Goal: Balance in Electronic Portfolios

Accountability (Institution-Centered)  

Purpose  

Improvement (Student-Centered) (Or Course-Centered)

Along a Continuum

Opportunity Cost
Goal: Balance in Electronic Portfolios

Accountability
Highly Structured
Uniformity and Standardization
Required Assignments
Faculty Evaluation
Complexity
Checklist
Data!

Improvement
Engagement
Deep Learning
Personalization
Choice and Voice
Lifelong Skills
Ease of Use
Ownership
Time

Opportunity Cost

Purpose
Goal: Balance in Electronic Portfolios

Accountability

Facility Time
Ease of Scoring
Collection of Data for Accountability
Institutional Support
& Funding?

Opportunity Cost

Improvement

Flexible Structure
Self-Assessment & Feedback
Lifelong Learning Skills
More Social Learning
Personalization
Choice and Voice
Engagement
Story

Purpose
Goal: Balance in Electronic Portfolios

Accountability
- Faculty Feedback
- Uniformity
- Flexible Requirements
- Data
- Program Improvement

Improvement
- Self-Assessment
- Personalization
- Choice and Voice
- Student Engagement
- Increased Achievement

Opportunity Cost
- Faculty Time Involvement
- Complexity
- Social Learning

Purpose
Finding Balance in E-Portfolio Implementation

Tools

- Use separate tools for assessment management and student e-portfolios?
  - Ball State’s rGrade & WSU’s Harvesting Gradebook
- Incorporate blogging and social networking tools for interactivity and engagement
  - Open Source Tools: WordPress, Movable Type, Mahara
- Allow embedding student Web 2.0 links, including video, into their e-portfolios
- Enable exporting e-portfolio to students’ lifetime personal webspace
Finding Balance in E-Portfolio Implementation

Strategies

- Acknowledge the importance of both portfolio as workspace (process) & showcase (product)
- Support student choice and voice in e-portfolios
- Facilitate reflection for deep learning
- Provide timely and effective feedback for improvement
- Encourage student use of multimedia in portfolios for visual communication and literacy
  - Digital Storytelling & Podcasting
  - Picasa/Flickr slideshows
- Acknowledge/Encourage students’ Web 2.0 digital identity
What about Motivation?

Why would a student want to put all that work into developing an ePortfolio?
How do we make it relevant?
<table>
<thead>
<tr>
<th>Building my ePortfolio</th>
<th>Agree/ Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me make connections between ideas</td>
<td>75.6%</td>
</tr>
<tr>
<td>Helped me think more deeply about course content</td>
<td>64.4%</td>
</tr>
<tr>
<td>Allowed me to be more aware of my growth &amp; development as a learner</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My (ePortfolio-enhanced) course engaged me in...</th>
<th>Quite a Bit/ Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesizing &amp; organizing ideas, information or experiences in new ways</td>
<td>83.1%</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>77.2%</td>
</tr>
<tr>
<td>My course contributed to my knowledge, skills and personal development in understanding myself</td>
<td>78.6%</td>
</tr>
</tbody>
</table>

Core Survey, Connect to Learning Project (FIPSE, Making Connections National Resource Center, LaGuardia CC)
Think!

Engagement Factors?
Social networks?
ePortfolios?
Similarities in Process

• Major differences:
  – extrinsic vs.
  – intrinsic motivation

• Elements of True (Intrinsic) Motivation:
  – Autonomy
  – Mastery
  – Purpose
Pink’s Motivation Behavior

Type X - Extrinsic
• fueled more by extrinsic rewards or desires (Grades?)

Type I – Intrinsic
• Behavior is self-directed.
Successful websites = Type I Approach

♦ People feel good about participating.
♦ Give users autonomy.
♦ Keep system as open as possible.

- Clay Shirky
Autonomy & ePortfolios

- Choice
- Voice
- Sharing
- Feedback
- Immediacy
Mastery & ePortfolios

- Exhilaration in Learning
- Sports? Games?
- Compliance vs. Personal Mastery
- Open Source movement (Wikipedia vs. Encarta)
- Make a contribution
**Mastery & ePortfolios**

- **ePortfolio:**
  - **Flow**
  - Showcasing Achievements
  - Increased self-awareness and self-understanding

“**Only engagement** can produce **Mastery.**”
(Pink, 2009, p.111)
USE E-PORTFOLIOS TO DOCUMENT MASTERY
Purpose & ePortfolios

- Relevance
- Big picture
- Engagement
Because Purpose and Passion Co-Exist
Help students find their Purpose and Passion through Reflection & Goal-Setting in E-Portfolio Development
Design Principles: a Vision worth Working Toward

**Learner-centered**
Engagement & Empowerment

**Networked**
Community, mentorship & porous boundaries

**Integrative**
Integration from the inside out
Connect what has not been connected

**Adaptive**
Institutional learning

Randy Bass
(Georgetown University)
ePortfolios: Not a Magic Bullet

Questions that need asking

- Are ePortfolios really student-centred?
- Is an ePortfolio just another way of getting a grade?
- Is ePortfolio just another way of “reporting up”?
- If ePortfolios are used for learning assessment, are you prepared to assess for prior learning?
- If it is a tool for transition:
  - What happens when a student brings an ePortfolio to your institution, say from high school?
  - Will your students want to keep their ePortfolios after they graduate?
  - Will you do this as a favour, or a deliberate strategy?

- Are they too much work?

Don Presant, Learning Agents
Benefits of ePortfolios

- Designed for learning and development
- More supportive, flexible than Web 2.0 tools; good for RPL
- Personal control and privacy
- Not at the mercy of social media business models
- Integrated public/private use

Archive, reflective chamber, showcase, recognition tool

- Employer acceptance
  - 2015
  - AACU survey

Evidence of soft skills is key:
- e.g. “effective communication, applied skills, evidence-based reasoning, and ethical decision-making”

aacu.org 2015
INTEGRATE INTO EVERYDAY ACTIVITIES
Open Badges, CCR, ePortfolios
Friends...with benefits?

Experienced Learning
- Work Experience - past - current
- Approved Co-Curricular Activities
- Personal Life Experience - past - current
- Unapproved Co-Curricular Activities
- Accredited Experiential Learning

Formal Learning
- PLAR/RPL
- Open Courses, PD
- Thesis / Capstone Project
- Degree Courses

Co-Curricular Record

ePortfolio/Passport

Don Presant, Learning Agents
Open Badges

https://littoraly.wordpress.com/2016/03/20/open-badges-connectors-for-open-learning/
Small pieces...loosely joined

Personal Learning Environment

- ePortfolio
  - Artefact
  - Artefact
  - Story
  - Story

- Backpack (Passport)
  - Badge
  - Badge
  - Badge
  - Badge

- Claim

- Badge Platform
  - Badge
  - Badge
  - Badge
  - Badge

- Social Media
  - Badge

- Outside Community
  - Badges
    - Other institutions
    - Trainers
    - Open learning
    - Employers
    - Volunteer organizations

Campus Portals
- WIL
- CCR
- Careers

Institution
LMS, SRS

Don Presant
With assistance from @szerge
Serge Ravet, ADPIOS

WHAT NEXT FOR BADGES?

OPEN BADGES + BLOCKCHAIN = BIT OF TRUST

THOUGHT: SERGE RAVET
Personal Ledger, a lifelong and lifewide inventory of my assets

http://www.europortfolio.org/resources/contributions/technology/eportfolios-openledgers-openbadges-and-blockchains

Serge Ravet, ADPIOS
Upcoming ePortfolio Conferences

• Center for Recording Achievement Understanding the essence(s) of portfolio based learning. A collaborative international seminar, the University of Edinburgh 6-8 June 2016

• AAAEBL Annual Conference - Boston, MA USA 1-4 August 2016

• EPIC Annual Conference – Bologna, Germany 27-29 October 2016
Tuesday Workshop
Know Thyself: Reflection and Self-Assessment in ePortfolios to Support Lifelong Learning
Wednesday Workshop
Digital Identity through Digital Storytelling in ePortfolios

- Student Engagement
- Reflection for Deep Learning
- Technology Integration
- Project-Based Learning

Digital Storytelling
My Final Wish...

E-portfolios become dynamic celebrations & stories of deep learning across the lifespan.

Thank You!
DR. HELEN BARRETT
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https://sites.google.com/site/dublineportfolios/

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Electronic Portfolios & Digital Storytelling for Lifelong and Life Wide Learning

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http://slideshare.net/eportfolios

https://sites.google.com/site/mportfolios/