

01. The ePortfolio in a nutshell

What is it?

An **ePortfolio** is a digitized collection of artifacts together with reflection that documents a learning journey over time.

Common types of ePortfolios

learning portfolio

a work in progress

- focus on learning process
- documents how knowledge, skills, and competencies were gained over time

showcase portfolio

a collection of exemplary work

- focus on final product
- highlights achievements, skills, and competencies

assessment portfolio

for accountability

- focus on demonstration of specific skills or competencies in line with accreditation requirements or achievement of institutional outcomes (more formal than learning or showcase portfolio)
- documents evidence of student learning

hybrid portfolio

a mixed approach

combination of types above

(Adapted from Lorenzo and Ittelson 2005)

Central elements

1. Artifacts

evidence of student work showcasing experiences, achievements, and learning in various contexts

examples

- written work
- audio/video clips
- graphic data
- images
- study abroad experiences

2. Reflective practice

critical student reflection to make “invisible learning” (Bass and Eynon 2009) processes visible and foster metacognitive skills

3. Ongoing formative feedback

from peers, faculty, or external stakeholders transforms the solo experience of selecting artifacts and reflection into a dialogue to motivate and deepen student learning

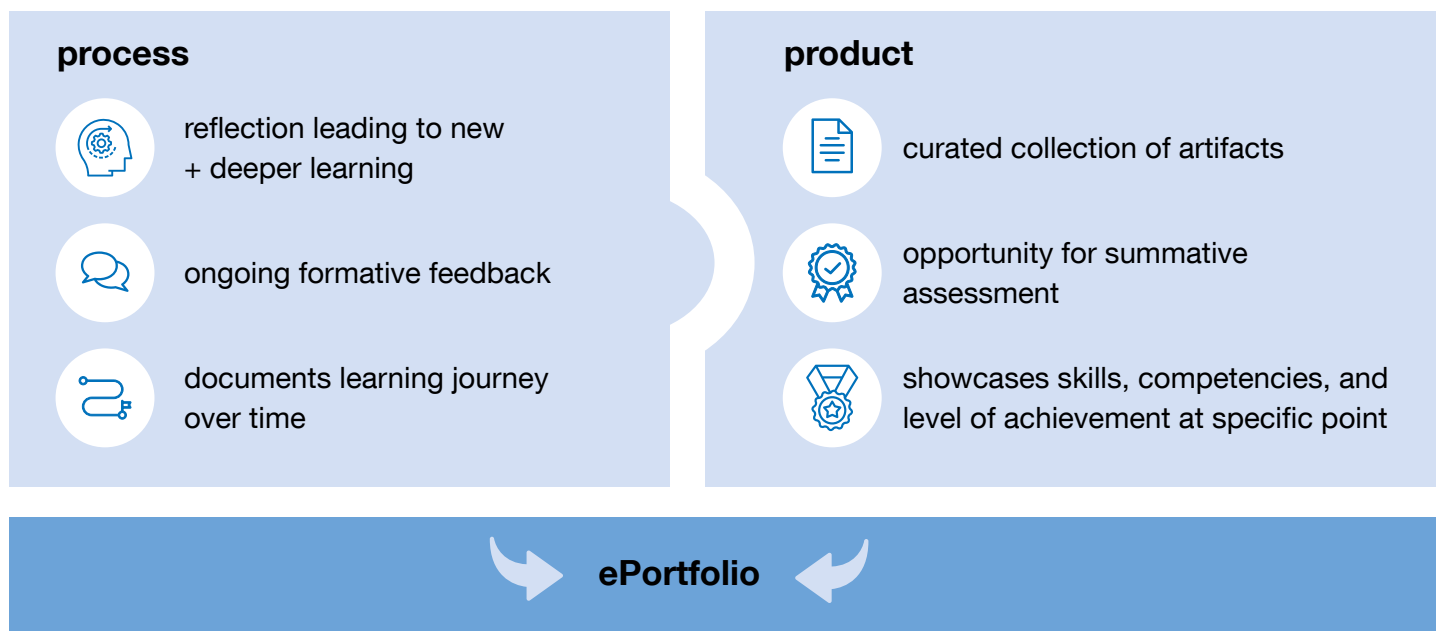
Why the ePortfolio?

The ePortfolio documents learning over time, offering students an opportunity to invite alternative ways of thinking, critically reflect on their learning, and how their knowledge or skills could be applied to new and future contexts inside and outside of the classroom.

How we see it

Although it's possible to use a single type (e.g., learning portfolio) in your course, our preferred approach would be the hybrid portfolio. We see the ePortfolio as both a **process** and a **product**, highlighting not only a result – a certain level of

achievement after a period of learning – but the learning process itself. In this way, the hybrid portfolio is the most holistic approach to deepening student learning.



Is the ePortfolio a good fit for your course?

To help you decide, consider the questions in this quick checklist:

- ☐ Are reflection and helping students think about their learning a focus in your learning outcomes?
- ☐ Do you have the time and resources to support students with regular formative feedback (one instructor/~25 students)?
- ☐ Should students be able to demonstrate (field-specific) skills and/or competencies relevant to their future role that could be refined through critical reflection and feedback?
- ☐ Will the ePortfolio enhance the student learning experience?
- ☐ Is the ePortfolio an approved form of summative assessment at your university (examination regulations)?

Short on time?



ePortfolios require a significant time investment. We have some strategies to help you support your students more effectively.

To find out more, see our fourth factsheet on "[Time-saving strategies for the ePortfolio](#)."

We're also happy to provide individual support. Get in touch with us at info@prolehre.tum.de!