ePortfolio: A Taxonomy for ePortfolio Implementation

IUPUI HIGH-IMPACT PRACTICE TAXONOMY [designed for faculty and administrators]

Description

ePortfolios are a framework for learning, a space for students to collect evidence of, reflect on, articulate, and create new learning over time. ePortfolios support powerful teaching and learning, assessment, student development, advising and career counseling, and professional and personal identity development along the pathway to graduation. Composing an ePortfolio helps students learn to communicate in multiple modalities, responsibly manage their online identities, and develop as learners and emerging professionals. ePortfolio practice can help students integrate learning across the curriculum, co-curriculum, and experiences outside of school, contributing to a more meaningful and purposeful educational experience. ePortfolios offer rich information for assessment and improvement of curricula, teaching, and learning.

Purpose

This ePortfolio High-Impact Practice Taxonomy seeks to clearly define the features of ePortfolios as a high-impact practice in **individual courses, across degree and co-curricular programs, and across entire undergraduate experiences**. The taxonomy describes four attributes of ePortfolio practice along three dimensions of impact—*High-Impact, Higher-Impact, and Highest-Impact*.
For the purpose of supporting student success the taxonomy aims to:

1. Provide guidance for course instructors, program directors, and campus administrators in planning, developing, implementing, and reflecting on ePortfolios in the context of course, curriculum, and program development;
2. Provide direction to campus ePortfolio professional development efforts; and
3. Provide a tool for encouraging program fidelity.

The taxonomy describes curriculum, pedagogies, ePortfolio-making skills, and assessment practices for ePortfolios. While many ePortfolio practices may align with current teaching and learning strategies, research tells us that instructors and program administrators will need professional development to achieve the highest-impact experiences for students. ePortfolio support is available through the IUPUI Institute for Engaged Learning. Contact the ePortfolio program director for current offerings and/or a consultation: eportfol@iu.edu

Contributors

Thank you to the members of the 2018-19 ePortfolio Taxonomy Workgroup for their time, input, and contributions to the development of the ePortfolio taxonomy: Cathy Buyarski, Tyrone Freeman, Brandi Gilbert, Steve Graunke, Susan Kahn, Sonia Ninon, Joan Pedersen, David Pierce, Amy Powell, Khalilah Shabazz, Lynn Ward, Cindy Williams, and Mike Yard.
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Definitions

Authentic Audience: an audience other than the instructor [a stakeholder beyond the classroom]

ePortfolio-making: skills and processes that support ePortfolio literacy

Identity development: exploration, articulation and commitment to multiple aspects of identity, including professional, civic, personal, and social

Integrative learning: a process of connecting learning across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus (AAC&U, 2009)

Metacognition: awareness, analysis, monitoring, and directing of one's own learning processes (Vanderbilt, Center for Teaching)

Multi-modality: use of multiple modes of discourse and digital media to communicate thoughts, ideas, and concepts, and to show connections; essential to ePortfolio-making

Reflection: an iterative process of examining experiences and ideas to integrate new learning with prior understandings or to adjust prior understandings in light of new knowledge

Scaffolding: instructional techniques providing appropriate levels of support to help students progress toward deeper understanding and more self-directed learning

Alignment with IU Indianapolis Profiles of Learning for Undergraduate Success (PLUS)

Implementing each attribute of the taxonomy at the high, higher, or highest level may lead to development of student skills in the dimensions of PLUS. Below is a snapshot of how implementation of the ePortfolio taxonomy is connected to student learning outcomes in each PLUS area. In the taxonomy, each attribute is mapped to the specific PLUS learning outcome(s) students will develop through thoughtful implementation.

✚ COMMUNICATOR LISTENS ACTIVELY, BUILDS RELATIONSHIPS	✚ PROBLEM SOLVER THINKS CRITICALLY, ANALYZES, SYNTHESIZES, EVALUATES	✚ INNOVATOR INVESTIGATES, CONFRONTS, CHALLENGES, MAKES DECISIONS	✚ COMMUNITY CONTRIBUTOR ANTICIPATE CONSEQUENCES
Students express their learning and identity, making intentional choices in written, visual, and multi-modal formats, and adapting communications for different audiences.	Students articulate the ways they have integrated learning from their chosen discipline/s and engaged learning experiences with skills learned in other areas to generate new understanding and solutions to complex problems.	Students use multi-modal evidence to demonstrate and narrate processes of investigating and confronting challenges, and designing and carrying out solutions to complex problems.	Students demonstrate their contributions to local and global communities through a curated collection of artifacts and cohesive narrative reflections.

Learn more about the IUPUI Profiles of Learning for Undergraduate Success
https://due.iupui.edu/plus

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Taxonomy

ATTRIBUTES	HIGH-IMPACT ePORTFOLIO	HIGHER-IMPACT ePORTFOLIO	HIGHEST-IMPACT ePORTFOLIO
ePortfolio is central to the curricular design of the course, program, or university experience ✚COMMUNICATOR	• The ePortfolio is an integral part of a single course or experience (engaged learning, co-curricular, team project, course artifacts) • Course/experience includes one or more learning outcomes mapped to ePortfolio composition • Periodic ePortfolio activities support achievement of learning outcomes (minimum of three ePortfolio activities or assignments per course/experience) • ePortfolio composition promotes student voice, awareness, and ownership of learning (dedicated class time for ePortfolio building)	• Includes all elements from the HIGH-IMPACT column, and • ePortfolio incorporates multiple courses (e.g., general education or degree program) and/or experiences (engaged learning, co-curricular), or a single course/experience that brings together other courses/experiences (learning community, honors, internship, capstone) • ePortfolio learning outcomes include commenting on connections students will articulate among learning experiences, content, and concepts, as they applying theory to practice in a formal reflection	• Includes all elements from the HIGHER-IMPACT column, and • ePortfolio is an integral and explicit part of the whole undergraduate experience, including the first-year/transfer experience, general education, engaged learning, co-curricular experiences, degree program, and the capstone • ePortfolio activities and composition are explicitly connected to all relevant learning outcomes, and embedded throughout the educational experience, with intentional touchpoints built into courses and experiences each year • A formal reflection spans the student's ePortfolio
ePortfolio pedagogies support integrative, self-directed learning, and student identity development ✚COMMUNICATOR ✚PROBLEM SOLVER ✚INNOVATOR ✚COMMUNITY CONTRIBUTOR	• Throughout a single course, students reflect recursively on learning experiences, processes, and outcomes • Reflection prompts are connected to the course/experience learning outcomes and processes, and are designed and scaffolded to make student learning and metacognition transparent to student's authentic audiences • ePortfolio activities support reflecting on disciplinary processes, making connections between disciplinary learning and lived experiences, and communicating learning to an authentic audience beyond the instructor • Students receive ample, ongoing feedback on ePortfolio work from peers, faculty, staff, and/or external audiences, as appropriate	• Includes all elements from the HIGH-IMPACT column, and • Throughout multiple courses and/or experiences, or a single course/experience that brings together learning from other courses/experiences, students reflect recursively on learning experiences, processes, and outcomes • ePortfolio activities are designed and scaffolded to support students in reflectively connecting and/or integrating content, concepts, experiences, and disciplines, and commenting on the ways they transfered learning to new contexts • Students receive ample, ongoing feedback on ePortfolio work from the perspective of the student's intended authentic audience	• Includes all elements from the HIGHER-IMPACT column, and • Throughout the undergraduate experience, students reflect recursively on learning experiences, processes, and outcomes • Periodic ePortfolio activities are designed and scaffolded appropriately to support students in reflectively integrating and articulating learning and identity, drawing on all of their learning experiences, and including the intersections of personal, academic, civic, and professional identities • Students engage with and share their learning publicly with an authentic audience (peers, faculty, professionals, future employers, family/friends, etc.)

ATTRIBUTES	HIGH-IMPACT EPORTFOLIO	HIGHER-IMPACT EPORTFOLIO	HIGHEST-IMPACT EPORTFOLIO
ePortfolio-making skills are explicitly taught to students ✚COMMUNICATOR ✚PROBLEM SOLVER ✚INNOVATOR	• Course/experience has time dedicated to teaching students foundational ePortfolio-making skills that support the learning outcomes for the course (reflection; basic design, structure and aesthetics; revision; understanding of audience; cohesive multi-modal communication) • Time is dedicated to explicitly teaching reflective integrative learning skills, as appropriate to course context. Includes helping students develop a cohesive narrative voice for presenting evidence of and reflection on learning. • Course/experience dedicates synchronous class time to ePortfolio building, ePortfoio activities, and ePortfolio peer review	• Includes all elements from the HIGH-IMPACT column, and • Throughout program or experience, time is dedicated to teaching students advanced ePortfolio-making skills (advanced reflection, curation; structure, hyperlinking, navigation, and visual imagery; audience analysis and communication) • ePortfolio-making skills taught include development of ePortfolio as a unified composition, with explicit relationships among evidence, artifacts, and reflections, and an integrative narrative that explains those relationships and tells a cohesive learning story supported by all elements of the ePortfolio (e.g., architecture, navigation, imagery)	• Includes all elements from the HIGHER-IMPACT column, and • Throughout the undergraduate experience, time is dedicated to teaching students expert ePortfolio-making skills (e.g., use of multimodal design, composition, user experience, communication of the relationship of the parts to the whole, and reflective design choices) • Time is dedicated to teaching students how to design the ePortfolio as a unified composition, with student choices of design, evidence, and reflections combining to tell a cohesive learning story, communicate effectively with intended audience, integrate learning across disciplines and experiences, and tie together intersecting identities • Faculty verify and validate student options to build and link multiple ePortfolios to achieve their purposes
ePortfolio assessment is holistic and aligned with learning processes and outcomes ✚COMMUNICATOR ✚PROBLEM SOLVER ✚INNOVATOR	• ePortfolio assessment focuses on course/experience learning process and outcomes; skills ePortfolios develop (including ePortfolio-making skills, reflection, integrative learning, identity development) are integrated into course learning outcomes • Assessment includes a holistic examination of the ePortfolio as a unified composition and may also include examination of individual artifacts/reflections • Assessment may include examination of student learning processes and experiences to identify needed improvements	• Includes all elements from the HIGH-IMPACT column, and • ePortfolio assessment focuses on learning outcomes for multiple courses (general education or degree program) and/or experiences (engaged learning, co-curricular), or a single course/experience that brings together learning from multiple courses/experiences • Skills developed from ePortfolio composition (including ePortfolio-making skills, reflection, integrative learning, identity development) are integrated into program learning outcomes assessment • Assessment may include examination of student learning processes and experience of the program to identify needed improvements	• Includes all elements from the HIGHER-IMPACT column, and • University faculty and/or staff are designated to assess and provide feedback to student ePortfolios; assessment personnel are properly trained to review, assess, and comment on student ePortfolios • Assessment focuses on institutional outcomes, and examines learning in first-year/transfer experience, general education, engaged learning, co-curricular experiences, degree program, and the capstone • Skills developed from ePortfolio composition (including ePortfolio-making skills, reflection, integrative learning, identity development) are integrated into institutional learning outcomes • Assessment may include examination of student learning processes and experience of the curriculum and institution to identify needed improvements

✚ Represents the aligned profile(s) from the *IUPUI Profiles of Learning for Undergraduate Success*

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