

e-Portfolios: Uses, Benefits, Considerations, & Barriers

An Annotated Bibliography

by

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Annotated Bibliography and Comparison Matrix

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Alexiou, A., & Paraskeva, F. (2010). Enhancing self-regulated learning skills through the implementation of an e-portfolio tool. *Procedia - Social and Behavioral Sciences*, 2(2), 3048-3054. doi:10.1016/j.sbspro.2010.03.463

“Highly self-regulated learners approach learning tasks in a mindful, confident manner, proactively set goals, and develop a plan for attaining those goals” (p. 3050). In this paper, the authors explored the potential of using e-portfolio technology to enhance students’ self-regulated learning, academic, and professional skills, and to “empower students as active participants of their learning” (p. 3051). Through a pilot study which focussed on process and content, as well as technology, an e-portfolio tool was introduced to undergraduate computing students at a university in Greece over one semester. Students completed both pre- and post-e-portfolio project questionnaires; the latter consisted of completing three rubrics to evaluate self-regulated learning at each of the three phases associated with the self-regulation learning model, engagement levels, and the e-portfolio (p. 3052). The results suggested that e-portfolios structured as a learning strategy could be used to “enhance self-regulated learning skills” (p. 3053).

Andrews, T., & Cole, C. (2015). Two steps forward, one step back: The intricacies of engaging with eportfolios in nursing undergraduate education. *Nurse Education Today*, 35(4), 568-572. <https://doi.org/10.1016/j.nedt.2014.12.011>

In this article, two lecturers shared the challenges of implementing and maintaining an e-portfolio platform across all year levels (one to three) of an undergraduate nursing degree program in Australia. The article takes the form of a reflection, whereby the lecturers compared and contrasted their professional experiences working with students and staff against a review of the literature. In doing so, they not only identified and described the barriers that they faced within the university environment, but also showed why tips already developed by fellow researchers on how to introduce eportfolios were relevant and practical. The authors stressed the importance of placing careful consideration into the planning, implementation, review, and evaluation of e-portfolios to avoid hurdles, which in combination, lead to a fragmented e-portfolio implementation, which in turn impact “the quality of the portfolio produced and the learning attained from the process” (pp. 568, 572).

Beresford, W., & Cobham, D. (2010, July). *The role of e-portfolios in higher education: their perceived value and potential to assist undergraduate computing students*. Paper presented at International Conference on Education and New Learning Technologies, Barcelona, Spain. Paper retrieved from <http://eprints.lincoln.ac.uk/3871/2/Eportfolios.pdf>

This study consisted of a small pilot research project involving undergraduate computing science students at a university in England. Researchers used a mixed methods approach--online survey, followed by one-on-one interviews with a subset of the same students--in order to understand in general terms which online tools students were currently using, whether or not students kept an online record of their learning, and students' perceptions around the value and role of e-Portfolio usage (pp. 1, 7). While students reported that e-Portfolios would be beneficial

to their learning, with a large percentage already digitally storing their learning and achievements, few reported any structured use of e-Portfolios. The results of the study would be used to inform “further research into the development and role of ePortfolios in higher education” (p. 3), given an earlier, unsuccessful attempt to get students from a limited number of disciplines at the university to adopt the PebblePad application.

Beresford, W., & Cobham, D. (2011). Undergraduate students: interactive, online experiences and ePortfolio development. *2011 IEEE 3rd International Conference on Communication Software and Networks (Xi'an, China), 272-275. doi: 10.1109/ICCSN.2011.6013825*

In this paper, the authors extended their earlier research (2010, July) on “the perceived value and potential of ePortfolios” (p. 272) in higher education learning. The aim of this study was to focus on “student skills and experiences of online tools on entry to university” (p. 272) and the effects of “introducing the structured and formal use of ePortfolios” (p. 273). Using a mixed-method approach, researchers surveyed a new cohort of students from an undergraduate technology-based program offered at a university in England, observed students during two e-Portfolio development workshops, and then held a focus group with a smaller group of the same students. Overall, the findings suggested that “students are enthusiastic and willing to use” e-Portfolios in learning, regardless of familiarity with digital technologies prior to developing their portfolio (p. 275).

Birks, M., Hartin, P., Woods, C., Emmanuel, E., & Hitchins, M. (2016). Students' perceptions of the use of eportfolios in nursing and midwifery education. *Nurse Education in Practice, 18*(2016), 46-51. <https://doi.org/10.1016/j.nepr.2016.03.003>

Despite the rising popularity of e-Portfolios, there is limited evidence of their effectiveness, particularly whether students “feel ePortfolio use helps them to develop personally and professionally” and assess “their learning and competence”. (p. 47). In this article, researchers therefore used a pilot study to survey undergraduate nursing and postgraduate midwifery students from a university in Australia about ePortfolio use: understanding, perceptions, challenges, assessment, outcomes, benefits, maintenance, and “enhanced learning” (p. 46). While most students acknowledge that e-Portfolios could be useful for storing “documents, reflections and learning experiences”, undergraduate students were more likely to see the potential of use vs. postgraduate students (p. 46). Furthermore, many found e-Portfolio use frustrating, highlighting “technological and logistical challenges” (p. 46). These challenges may not only overshadow “the potential benefits of ePortfolio use in higher education settings” (p. 47), but also raise questions about the effectiveness of use of this technology for this group of students, including whether e-Portfolios were “implemented with misguided and misinformed good intention” (p. 46).

Bogossian, F. E., & Kellett, S. E. M. (2010). Barriers to electronic portfolio access in the clinical setting. *Nurse Education Today, 30*(8), 768-772.

<https://doi.org/10.1016/j.nedt.2010.02.003>

An e-Portfolio was developed by a university in Australia to support students “articulate the complex range of knowledge, skills and attributes they are required to demonstrate as

beginning health practitioners” (p. 768). As there is little in the literature which addresses barriers encountered by students using e-portfolios in a clinical setting, this study sought to explore use and perceptions among 3rd year (final year) nursing students. A survey was administered to both students (n=42; 100% response rate) and clinical instructors (n=2). The main challenges experienced by students included gaining access; finding time, due to the busy nature of clinical work; and staff attitudes, including staff inability to support students in e-Portfolio use (p. 770). The authors suggested that even if challenges associated with access and staff attitudes are addressed, “e-portfolio use will still be complicated by a contemporary healthcare system characterised by heavy clinical workloads and lack of time” (p. 772).

Bryant, L. R., Fox-Horton, J., Johnson, A. D., & Rust, D. Z. (2017). ePortfolios and interdisciplinary adult degree programs. *International Journal of ePortfolio*, 7(2), 129-138. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1159840.pdf>

In this article, the authors explored the different approaches of e-Portfolio use in interdisciplinary online adult undergraduate degree programs offered at two universities in the United States. Two cases were presented: at university A, the ePortfolio was used in the capstone course “to assess student-learning outcomes” (p.133); at university B, e-Portfolios were used in “an introductory course that focuses on goal setting and then has students add content to the ePortfolio in the final course of their program of study” (p. 129). The authors provided a detailed account of how e-Portfolios were used at each university; outlined the benefits of e-Portfolio use for adult learners, a non-traditional group of students that made up a significant portion of the undergraduate population; and shared what institutions should consider when implementing an ePortfolio system.

Cheng, G., & Chau, J. (2013). A study of the effects of goal orientation on the reflective ability of electronic portfolio users. *The Internet and Higher Education*, 16(2013), 51-56. <https://doi.org/10.1016/j.iheduc.2012.01.003>

Research shows that adopting e-Portfolio use promotes student reflection, particularly in the areas of higher education and professional training (p. 51). The literature on e-Portfolio pedagogy also “acknowledges goal-setting as an important first step in learning” (p. 51). However, little was known about what kind of goals are more conducive to the deeper learning achieved through reflective practices (p. 52). In this article, the authors chose to explore “the impact of different goal orientations (mastery, performance, and combined approach) on the level of reflection as shown in students’ e-Portfolios (p. 53). Undergraduate students from a variety of disciplines at a Hong Kong university volunteered to participate in an “English language enhancement program with an ePortfolio component over a period of three months” (p. 53). The study’s results showed that instructors facilitating the application of “the dual function of ePortfolio practice as both a process (mastery-oriented) and a product (performance-oriented) is conducive to students’ persistence in creating showcases and developing their reflective ability” (p. 55).

Donnelly, R., & O’Keeffe, M. (2013). Exploration of eportfolios for adding value and deepening student learning in contemporary higher education. *International Journal of ePortfolio*, 3(1), 1-11. Retrieved from JSTOR.

In this article, the authors presented a “case study of a professional development master’s program in Applied eLearning” in a higher education institution in Ireland (p. 1); this involved

first-year students who were “lecturers from higher education, private sector trainers, and independent training consultants wishing to develop professionally in the areas of elearning, teaching, and training practices” (p. 4). Data was gathered from researcher reflections, focus group discussion, semi-structured interviews, and student e-Portfolio reflections, to determine whether students perceived e-Portfolios as useful to their learning, whether adequate support was provided to encourage reflective practice and creativity, and how to best support students developing their e-Portfolios (p. 4). The study’s findings suggested that while overall, students found e-Portfolios a useful tool to facilitate “continuous growth and learning” (p. 8), it was important to support students while developing their portfolio, in particular, by helping them develop an awareness and understanding of what creativity is, in order to “nurture creative and critical thinking abilities” (p. 1).

***Egan, J. P., Cooper-Ioelu, P., Spence, F., & Petersen, M. L. (2018). The curricular and technological nexus: findings from a study of eportfolio implementation.**

International Journal of ePortfolio, 8(2), 127-138. Retrieved from

<https://files.eric.ed.gov/fulltext/EJ1196595.pdf>

The focus of this study was to “examine the interplay between curriculum, teaching, and learning from the perspectives of students” (p. 130) using e-Portfolios in one of “multiple curricula in the health sciences” (p. 129) faculty at a university in New Zealand. The study’s authors sought to understand undergraduate students’ experiences with, perspectives regarding the value of, and the opportunities and challenges experienced when working with e-portfolios (p. 130). The study was exploratory and qualitative in nature, and through interviews, the authors found that while the experiences and perspectives among students varied, six key themes

emerged: “(a) benefits of an ePortfolio at the curriculum level, (b) ePortfolios as an enabling technology, (c) the value of reflection, (d) the role of user support, (e) the speed and quality of feedback, and (f) mitigating distance and isolation” (p. 130). Interestingly, “how an ePortfolio is embedded across and within a curriculum seems to significantly [and positively] impact students’ experiences” (p. 133).

Gerbic, P., Lewis, L. & Northover, M. (2009). Student perspectives of eportfolios: a longitudinal study of growth and development. In R. J. Atkinson & C. McBeath (Eds.), *Same Places, Different spaces. Proceedings ascilite Auckland 2009—26th Annual ascilite International Conference* (pp. 327-331). Auckland, New Zealand: The University of Auckland, Auckland University of Technology, and Australasian Society for Computers in Learning in Tertiary Education (ascilite Retrieved from <http://www.ascilite.org/conferences/auckland09/procs/gerbic.pdf>

The authors of this study had found that much of the literature on e-portfolios was based on instructor accounts, with far less research available which placed “students and their experiences at the centre of the investigation” (p. 327). This paper describes the establishment of a descriptive three-year longitudinal study of undergraduate applied humanities student perspectives from a university in New Zealand over the course of six semesters and discusses some early data in order to improve e-portfolio practice and efficiency (p. 327). A mixed methods approach was used consisting of a survey questionnaire, interviews, focus groups, and content analyses (p. 329). Findings based on the first cycle of survey data supported earlier research in that 1) at the onset of e-portfolio use, students saw the pragmatic benefits of e-

portfolio usage (repository) and 2) “becoming confident with the technology is the main challenge” and must be addressed before students develop effective learning habits (p. 330).

Haggerty, C., & Thompson, T. (2017). The challenges of incorporating eportfolio into an undergraduate nursing programme. *Open Praxis, 9(2), 245-252.*

<http://dx.doi.org/10.5944/openpraxis.9.2.554>

Registered nurses are “required to maintain a portfolio of evidence of their competence to practice”; a practice that begins in the undergraduate nursing program (p. 245). At a university in New Zealand, where the portfolio was paper based, the authors of this article wanted to explore the impact of introducing an e-portfolio to a small group of tutorial staff and undergraduate first- and second-year nursing students from two cohorts, over the course of one semester (and just prior to beginning a clinical placement), in order to inform a strategy for a wider e-portfolio implementation. Through reflective conversations with tutorial staff and student evaluations, the authors identified issues that arose that had to do with implementation--the themes being “motivation and timing; training and support; technology and access” (p. 248). The study’s key findings “were directly related to ensuring that ePortfolios align with curriculum, add value and are purposeful” (p. 251).

Haralabous, A., & Darra, M. (2018). Advantages and disadvantages of eportfolio implementation in primary education. *The European Educational Researcher, 2(1), 1-15.* doi: 10.31757/euer.211

In this article, the researchers surveyed 215 elementary school teachers across “all specialties from the first educational area of Athens” (p. 1), Greece, to explore their attitudes and

perceptions about the “advantages, disadvantages, difficulties, and obstacles” (p. 1) to implementing an e-portfolio system as an alternative “tool for evaluating students” (p. 2), as well as for primary-school aged student self-assessment. “Most respondents are cautious about the benefits of using eportfolio”, pointing to organizational problems and barriers that would impede implementation, including lack of proper technology infrastructure and “eportfolio-related training” (p. 1). Results from this study “are in line with similar research that highlights the importance of knowledge and training” and the problems that arise when technology is “integrated into education without strategic and educational planning” (p. 11).

Harring, K., & Luo, T. (2016). Eportfolios: Supporting reflection and deep learning in high-impact practices. *Peer Review: Association of American Colleges & Universities, 18(3), 9-12. Retrieved from EBSCO.*

In this article, the authors shared their experiences guiding the e-portfolio initiative of a small liberal arts college in the United States “to support integrative learning across campus and to provide a gathering place for students’ accumulated intellectual, artistic, and cocurricular work” (p. 9). The authors conducted “large-scale, institution-wide assessments across all contexts of eportfolio integration” (p. 9), surveying students who had created e-portfolios at any time over a 3-year period, collecting “participatory observations of the process of students using eportfolios” (p. 10), and holding “consultations and group discussions with faculty members” (p. 10) to gain “insights into the student experience in the context of instructor goals” (p. 10). In addition, several case studies were shared which collectively reinforced key elements “vital to successful eportfolio pedagogy”, including closely linking e-portfolios to “student learning

goals”, ensuring e-portfolios “engage students in deep reflections”, and carefully constructing prompts to support reflection (p. 12).

Herman, C., & Kirkup, G. (2008). Learners in transition: the use of eportfolios for women returners to science, engineering and technology. *Innovations in Education and Teaching International*, 45(1), 67-76. doi: 10.1080/14703290701757468

In this article, the authors reported on the experiences of the first 100 women who participated in a 10-week, 100-hour online course, of which an e-Portfolio formed an integral component, offered by a university in the United Kingdom who could support such a course with its “online and distance learning methodology” (p. 68). The course was designed to support and empower women at a transition point-- returning to work in the fields of “science, engineering and technology (SET) after a career break” (p. 67). A range of data sources (questionnaire, ‘critical incident’ narratives, discussion board postings, phone interviews) were used to explore “the perceptions that women scientists, engineers and technologists had about the usefulness of personal/professional development planning (PDP) and an ePortfolio in helping them re-enter employment, and their intentions to use it in future” (p. 67). Given the e-Portfolio was developed through “structured and guided e-learning activities”, some of the findings could be generalised to other groups (p. 67).

Landis, C. M., Scott, S. B., & Kahn, S. (2015). Examining the role of reflection in eportfolios: a case study. *International Journal of ePortfolio*, 5(2), 107-121. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1107855.pdf>

Reflection is viewed as a cornerstone of most e-Portfolio practice in higher education, as it supports learners in making connections among learning experiences and enables authentic assessment of learning (p. 107). In this article, the authors used a “qualitative case study to examine the role of reflection in electronic portfolio processes and outcomes” at a health sciences university in the United States (p. 109), where “a variety of ePortfolio projects serving a wide range of purposes” was being used, with most of those projects including a reflection component (p. 107). Data collection was in the form of faculty/instructor, staff/instructor, administrator/instructor, and administrator “interviews and collection of supporting artifacts” (p. 110). Through analysis and sharing of rich, descriptive interview responses, the authors demonstrated how “ePortfolios and reflection are allied practices” (p. 117), with reflection benefitting students and instructors alike.

Lin, Q. (2008). Preservice teachers’ learning experiences of constructing e-portfolios online.

The Internet and Higher Education, 11(3-4), 194-200.

<https://doi.org/10.1016/j.iheduc.2008.07.002>

Despite extensive research on “the uses of e-portfolios on teacher education”, little evidence existed regarding benefits on “preservice teachers’ learning” (p. 195). Furthermore, there was only limited research which looked at the benefits and uses of e-portfolios as learning tools from the student perspective—most studies considered administrative and faculty perspectives (p. 195). In addition, “research is mixed in investigating whether creating” an e-portfolio helped teacher candidates build technology skills (p. 195). To address these gaps, the author (and technology course instructor) conducted a one-year case study on the value and effectiveness of e-portfolios by surveying and selectively interviewing preservice teachers “as

they completed their elementary teacher education program” at a college in the United States, in which creating a portfolio was a requirement for program completion (p. 194). Respondents shared that they engaged “in reflective practices”, and developed learning strategies and technology skills, but also experienced “frustrations and challenges” while creating their first e-portfolio (p. 194).

Nettleton, S., Lowe, D., & Dorahy, R. (2008). Using e-portfolios to integrate reflective practice with experiential learning in engineering teaching and learning. In J. Luca & E. Weippl (Eds.), *Proceedings of ED-MEDIA 2008—World Conference on Educational Multimedia, Hypermedia & Telecommunications* (pp. 4746-4754). Vienna, Austria: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/29046/>

In this article, the authors explored the benefits of e-portfolios from the perspectives of faculty and students, with particular focus on the needs of the latter, to understand how e-portfolios could be leveraged so “students demonstrate the sort of emotional intelligence across the whole of their degree course that they most clearly achieve through internships in the workplace” (p. 4747). Over the course of one semester, an e-portfolio was implemented and introduced to almost 1,000 engineering students at a university of technology in Australia, many of whom had or would have engaged in an industry internship. Faculty were interviewed, and students were surveyed at three points: before (n=65 responses), during (n=95) and after (n=96) the e-portfolio experience (p. 4749). Overall, faculty were excited and intrigued by the idea of e-portfolios, and students saw the benefits of using e-portfolios for reflection, communication, collaboration, and as a showcase tool. Implications for developing a university-wide strategy

were shared, with researchers stressing the importance of focussing on an investment of resources beyond the cost of technology implementation.

Parker, M., Ndoye, A., & Ritzhaupt, A. D. (2012). Qualitative analysis of student perceptions of e-portfolios in a teacher education program. *Journal of Digital Learning in Teacher Education*, 28(3), 99-107. doi: 10.1080/21532974.2012.10784687

Ninety percent of teacher preparation programs in the United States use portfolios to assess students (p. 99). With the variety of possible uses of e-portfolios and the many stakeholders involved, research had suggested that students were creating eportfolios to satisfy the many stakeholders, while they themselves were left feeling frustrated and dissatisfied (p. 99). The study's researchers also found that existing research on best practices around e-portfolio implementation, including advantages and disadvantages, focussed on the faculty perspective. Therefore, to understand and meet the needs of "teacher candidates' perspectives" (p. 99) around e-portfolio use, researchers used open-ended questions to survey 224 preservice teachers from a university in the United States, who were required to "create an e-portfolio during their 15-week field experience" (p. 101). From the results, seven themes emerged: "increased scope, guidance, timing, alignment with standards, reflection and growth, organization of work, and the inaccessibility of the e-portfolio system to others" (p. 102).

Porter, J., Kleve, S., & Palmero, C. (2016). An exploratory study comparing two electronic portfolio approaches in undergraduate dietetic education. *Nutrition & Dietetics*, 73(3), 235-240. doi:10.1111/1747-0080.12210

In this study, the authors' goal was to implement and "evaluate the learning impact of an ePortfolio for foodservice management knowledge and skills" on a group of fourth-year dietetic

students from an Australian university, using two different e-Portfolio approaches (p. 239). “A randomised parallel model study design was implemented”, where one group “received a blended learning teaching and learning model via the traditional study only Moodle ePortfolio”, and the “second group received the enhanced Mahara ePortfolio through a supported online ePortfolio platform” (p. 235). Focus groups were held, and the results of the qualitative analysis showed that students found that both e-Portfolio platforms supported learning and were satisfied, in terms of “achievement and creativity of portfolio production” (p. 235). Sub-themes included the need for both student support for new technology implementation and “more clearly defined assessment tasks to improve compatibility with the Mahara ePortfolio” (p. 235).

Roberts, P., Maor, D., & Herrington, J. (2016). ePortfolio-based learning environments: recommendations for effective scaffolding of reflective thinking in higher education. *Journal of Educational Technology and Society*, 19(4), 22-33. Retrieved from <https://ro.ecu.edu.au/ecuworkspost2013/2432>

The study’s authors investigated the implementation of the Pebblepad e-Portfolio platform as a learning environment to enhance reflection in 4th year pre-service teachers in an Australian university as they completed a mandatory action research project (p. 23). A number of methods were used to collect data, including “online survey, focus group and individual interviews, together with the low-level utilisation of learning analytics and document analysis” (p. 27). Within the platform, students were provided with activity prompts “designed to enhance and support the skills and dispositions required to undertake action research”, with additional non-assessed “activities that supported the enhancement of reflective thinking” (p. 22). While the findings did suggest that “the prompts and the ePortfolio environment were effective in

scaffolding students' reflective thinking" (p. 22), the authors shared "ePortfolio-based learning environment" (p. 22) design principles that they believed would "encourage students not only to create finished products, but also to become engaged in the process of developing reflective abilities" through non-assessed activities (p. 31).

Vernazza, C., Durham, J., Ellis, J., Teasdale, D., Cotterill, S., Scott, L., . . . Moss, J. (2011).

Introduction of an e-portfolio in clinical dentistry: staff and student views.

***European Journal of Dental Education*, 15(1), 36-41. doi:10.1111/j.1600-**

0579.2010.00631.x

In this article, the authors introduced "the clinical logbook and grading elements of the eportfolio" to undergraduate dental students at a university in the United Kingdom (p. 39). Using a mixed-methods approach, the study explored both student (via pre-and post-pilot questionnaires and free text responses) and teaching staff (via four focus groups) responses to "a new eportfolio during the first two terms of its introduction" (p. 37). While staff and students found the system "intuitive and easy to use" and "provided a large quantity of high quality data", neither group perceived the e-portfolio to improve "reflection and feedback", the aim of the system (p. 36). In addition, both groups highlighted the need for training and felt that the system was too time consuming (p. 36).

Wakimoto, D. K., & Lewis, R. E. (2014). Graduate student perceptions of eportfolios: uses

for reflection, development, and assessment. *The Internet and Higher Education*,

21(2014), 53-58. <https://doi.org/10.1016/j.iheduc.2014.01.002>

In this article, the researchers acknowledged that while many disciplines and professions had embraced e-portfolios “as ways of increasing technology skills and showcasing work” (p. 53), there was “little literature. . . in the helping professions fields of school counsellor and school psychology education” (p. 53) concerning “pathways for using eportfolios for professional development” (p. 54) and technological development (p. 53). To address this, the researchers conducted a multi-year study involving three cohorts of graduate students at a university in the United States. Using an online questionnaire, researchers explored “students’ perceptions of the value of creating eportfolios, their potential uses in job searches” (p. 54) and “ways of improving the eportfolio process” (p. 53). Students overall “found the construction of their eportfolios to be useful in reflecting on their competencies and in gaining confidence in using technology” (p. 55) and valued the technological and peer support provided throughout the process (p. 55).

Wakimoto, D. K., & Lewis, R. E. (2019). School counselors' changing perceptions of ePortfolios: from graduate students to professionals. *The Internet and Higher Education, 41*(2019), 45-50. <https://doi.org/10.1016/j.iheduc.2019.01.002>

There is “nascent research on e-Portfolios in the school counselling field” and even fewer studies “explore how graduates and early career professionals continue to use, or not use, the ePortfolios they created as graduate students as they navigate the challenges in the professional working world and their continued professional development” (p. 45). To “collect the reflections and perspectives of school counsellors on the ePortfolio process and its value” and to expand on the authors’ previous research (2014), an online survey was administered to school counselors who had graduated from the program across six cohorts (pp. 46-47). Results show that while

“highly valued by school counselors when they were graduate students, they were not used deeply once the school counselors were in their first professional positions” (p. 47).

Recommendations for encouraging e-Portfolio use post-graduation on the part of educators (university) and administrators (employers) were made.

Wuetherick, B., & Dickinson, J. (2015). Why eportfolios? Student perceptions of eportfolio use in continuing education learning environments. *International Journal of ePortfolio*, 5(1), 39-53. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1107862.pdf>

Despite the increased study of e-portfolio usage in “higher education across disciplines at both the undergraduate and graduate level”, there had been very little exploration of e-portfolio use in the “non-traditional continuing education environments” (p. 39). In this article, the authors used a survey to explore students’ perceptions of e-Portfolios across three non-credit continuing education programs at a Canadian university where the use of traditional portfolios had historically been required or recommended, and where there was considerable variation in age, previous education backgrounds, and levels of computer literacy among students (p. 41). The authors shed light on “opportunities, challenges, and barriers associated with ePortfolio use” (p. 39) in non-traditional learning environments, concluding that students in continuing education programs where traditional portfolio use is common are “positively inclined towards the introduction and use of ePortfolios” (p. 39). Major concerns include computer literacy levels among students and “support for and portability of the ePortfolios” (p. 39).