**Book 1**

**Information on E-Portfolios**

* **Welcome to the Student E-Portfolio**

The student e-portfolio is a deeply personal project which you will work on during the entire two years of your master’s program. To begin, please look at this excellent example by Roselynn Verwoord, who is currently a PhD student at UBC. Do not be overwhelmed by looking at her site, rather see it as a prototype to work toward over a long period of time. Roselynn’s site uses WordPress as a platform, while we will use Weebly. Each student’s e-portfolio will be individual and meet their own needs, while at the same time demonstrating learning and mastery of concepts. The following information is not meant to be overly prescriptive but to act as a guide. Personal creativity is encouraged.

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* **Thoughts on E-Portfolios from Roselyn Verwoord**

Here are some comments from Roselyn on how she has found her portfolio helpful to her professional development. “The process of gathering artifacts for my portfolio from various jobs, volunteer commitments, formal and informal learning activities, etc. that I have participated in has enabled me to take stock of my development as an educator. With my portfolio, I am able to step back and see what I have accomplished and to think about what areas I want to continue to grow in / learn more about. I include the portfolio link in my e-mail signature, as a way of helping people learn more about me and my work.” Roselyn finds it important to continually update her portfolio as she learns new things and has new experiences. As such, she is part of a portfolio “support group” which meets to check in on what they hope to individually accomplish and to share those accomplishments with the group. This may be something members of the cohort may choose to do as a way of sharing and encouraging each other as you build your e-portfolio. You will no doubt find this useful tool in your professional lives after graduation.

* **What is an E-Portfolio?**

**The Student Portfolio**

The student e-portfolio is a collection of evidence showing a student's learning journey over courses in the program. In the past students often kept binders of their materials but in recent times we have turned to digital methods to store and display various written materials and multimedia artifacts pertaining to a student’s learning (e-portfolios). A student e-portfolio may include reflective comment by the student and assessment/feedback from peers, instructors, reviewers or critics. Additionally, the e-portfolio may also represent the student once he/she has completed the program, providing biographical or resume information for sharing with a potential employer or other professional contacts. Different pages of an e-portfolio can be designated private or public.

E-portfolios consist of three components, 1) the storage repository or database of materials, 2) the software tools to support processes for accessing materials, setting security permissions, editing etc and 3) display or presentations formats for different purposes or audiences.

Dr. Helen Barrett has written extensively about the use of e-portfolios. Useful articles are as follows.

Barrett, H. (2009). Online personal learning environments: Structuring electronic portfolios for lifelong and life wide learning**.** *On the Horizon*, 17(2), 142-152. Retrieved from [https://docs.google.com/document/d/1RugwVQHAL53C294JaH12SpN7GzaBRRJyUnyLhK59huU/edit?pli=1](https://webmail.royalroads.ca/owa/redir.aspx?SURL=EGtxgPJtFhnNvhEH_D37T8jmy5zXHwu6qEHH9JReFKkw1TRBkxzTCGgAdAB0AHAAcwA6AC8ALwBkAG8AYwBzAC4AZwBvAG8AZwBsAGUALgBjAG8AbQAvAGQAbwBjAHUAbQBlAG4AdAAvAGQALwAxAFIAdQBnAHcAVgBRAEgAQQBMADUAMwBDADIAOQA0AEoAYQBIADEAMgBTAHAATgA3AEcAegBhAEIAUgBSAEoAeQBVAG4AeQBMAGgASwA1ADkAaAB1AFUALwBlAGQAaQB0AD8AcABsAGkAPQAxAA..&URL=https%3a%2f%2fdocs.google.com%2fdocument%2fd%2f1RugwVQHAL53C294JaH12SpN7GzaBRRJyUnyLhK59huU%2fedit%3fpli%3d1)

Barrett, H. (2014). Balancing the two faces of e-portfolios. Retrieved from [http://www.electronicportfolios.com/balance/Balancing2.htm](https://webmail.royalroads.ca/owa/redir.aspx?SURL=EVrTjHSc7BKYGGSpJonqRCxXjcDxTLn86_upYnOGlhgw1TRBkxzTCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBlAGwAZQBjAHQAcgBvAG4AaQBjAHAAbwByAHQAZgBvAGwAaQBvAHMALgBjAG8AbQAvAGIAYQBsAGEAbgBjAGUALwBCAGEAbABhAG4AYwBpAG4AZwAyAC4AaAB0AG0A&URL=http%3a%2f%2fwww.electronicportfolios.com%2fbalance%2fBalancing2.htm)

Barrett, H. (2014). Selecting a "free" online tool for e-portfolio development*.* Retrieved from [http://www.electronicportfolios.com/eportfolios/tools.html](https://webmail.royalroads.ca/owa/redir.aspx?SURL=GWRuLtL_t3h_hWtiCduRELUyludI_ibk8LyWTeETSgEw1TRBkxzTCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBlAGwAZQBjAHQAcgBvAG4AaQBjAHAAbwByAHQAZgBvAGwAaQBvAHMALgBjAG8AbQAvAGUAcABvAHIAdABmAG8AbABpAG8AcwAvAHQAbwBvAGwAcwAuAGgAdABtAGwA&URL=http%3a%2f%2fwww.electronicportfolios.com%2feportfolios%2ftools.html)

Building Personal Capacity: Reflection and Journaling

* Dhiman, S. (2011). [Personal mastery and authentic leadership](https://ezproxy.royalroads.ca/login?url=http://search.proquest.com.ezproxy.royalroads.ca/docview/899227431?accountid=8056). *Organization Development Journal, 29*(2), 69-83.
* Koehle, M., Bird, D., & Bonney, C. (2008). [The role of personal mastery in clinical practice: How personal leadership can transform the workplace](https://ezproxy.royalroads.ca/login?url=http://www.sciencedirect.com/science/article/pii/S1089947208000646). *Journal of PeriAnesthesia Nursing, 23*(3), 172-182.  DOI: 10.1016/j.jopan.2008.03.006.
* Peeler, M. (2012). [Leading with personal mastery](https://ezproxy.royalroads.ca/login?url=http://search.proquest.com.ezproxy.royalroads.ca/docview/1022657809?accountid=8056). *Financial Executive, 28*(5), 62-65.

Learning Journals

* Baptista, M. (2007). [Reflective learning journals: A self-directed learning project](http://moodle.royalroads.ca/moodle/pluginfile.php/138128/mod_book/chapter/42269/Baptista_on_Learning_Journals.pdf).*Learning Journals, 1*(1), 1-5.
* Hill, S.A. (2010). [Writing to learn. Learning to write](http://www.cdra.org.za/uploads/1/1/1/6/111664/writing_to_learn_sandra_hill_2011.pdf). Cape Town, South Africa: Community Development Resource Association.  (Read pages 2-7)
* Moon, J.A. (2006). Chapters 1 - 3. In [*Learning journals: A handbook for reflective practice and professional development*](http://ezproxy.royalroads.ca/login?url=http://www.myilibrary.com?id=54938) (2nd ed., pp.1-35)). London and New York: Routledge.  Retrieved from the MyiLibrary e-book database.

**You are encouraged to review the literature on the uses of an e-portfolio and to begin adapting the e-portfolio template for your purposes. Review the instructions and upload or link in your assignments or other documents and artifacts. Your portfolio should be accessible to your instructor upon request at the end of GBLD 501 for consideration in the contribution/participation grade.  You will be adding additional documents and materials to your e-portfolio in GBLD 505, during each of your elective courses, your second residency and of course, during your Capstone Project. You will be prompted to submit your updated portfolio at the end of each course to contribute to your participation mark.**

* **Your E-Portfolio Purposes**

Spend some time now at the beginning of your digital portfolio journey thinking about the purposes of creating this online learning journal. Why do you want one (other than it being a course requirement)? What are you hoping to do with it, both now and in the future?

Everyone’s requirements will be different. It may depend on where you are in your career. If you are early in your career, or you are working on a master’s program with an eye to changing the direction of your career path, you may be using this portfolio as a robust curriculum vitae. If you are more established in your career, you might think of this exercise more as a means of showcasing your skills, talent and experience as you apply for work or volunteer roles on larger projects.

Others may use this tool to clearly document their learning journey as they navigate personal challenges and work towards a variety of individual goals.

Giving some thought to how you will use your portfolio will inform your decisions on what types of artifacts to include and which particular ones best highlight your learning.

* **Good Habits for Storing Class Work**

 Create an organization system (folders in your computer) to keep materials (documents and artifacts) related to your courses and your learning journey. These folders might include

* + Your completed written assignments from courses
	+ Multimedia products you have created in your courses
	+ Reflection papers, essays or commentaries
	+ Photos of key learning activities or events that you have encountered while in the program
	+ Instructor feedback or commentary on your learning journey
	+ Feedback or commentary from peers in the program
	+ Other interesting resources or key literature that have added to your learning journey

If you are diligent in storing your learning artifacts as you go through your course work, it will be easier to build your e-portfolio at each stage of your program. Be selective in what you choose to showcase in your portfolio. Think of the audience with whom you will share your learning journal and select the work you feel best demonstrates your knowledge and competencies as a global leader.

* **Integrating Reflections into an E-Portfolio**

Your e-portfolio is meant to reflect your personal learning journey over the next two years. As such, no two students’ portfolios will look the same. The will be a reflection of your individuality, your culture, and your way of viewing the world.

An important aspect of being an adult learner is reflecting back on your learning and placing it into context with other knowledge. Be sure to refer back to the piece on Reflections and Learning Journals which you may have read in the first days of this course.

<http://moodle.royalroads.ca/moodle/mod/book/view.php?id=140178>

Reflections are often an important piece of your learning portfolio. They may outline your thinking about a chosen artifact as well as giving insight into your learning. Reflections are highly individual, often show great intellectual creativity, help us to problem solve and weigh conflicting evidence or opinions.

While you will want to record your thoughts, insights, questions, and ideas as you travel the highway on this educational adventure you will want to keep many of these personal reflections in your own private collection. Be selective and only post in your e-portfolio appropriate artifacts. Your e-portfolio is not a repository for all of your acquired knowledge but use it as a powerful device for demonstrating the very best of your experiential learning.