

03. Two approaches to the ePortfolio

As a flexible learning and assessment tool, the ePortfolio can be approached in a variety of ways and adapted to complement your learning outcomes. To help give you an idea of what we mean, let's look at two different approaches.

1. Scaffolding + sequencing the ePortfolio

What is scaffolding and sequencing?

One way to think of scaffolding is dividing up a complex task (e.g., research paper) into smaller, more manageable parts and designing artifacts that build on each other and work towards the final product. In sequencing, there's a specific order that students tackle the artifacts. In between each part, students do reflective work and receive feedback to further develop the knowledge, skills, and/or competencies that are essential to successfully completing the final version.

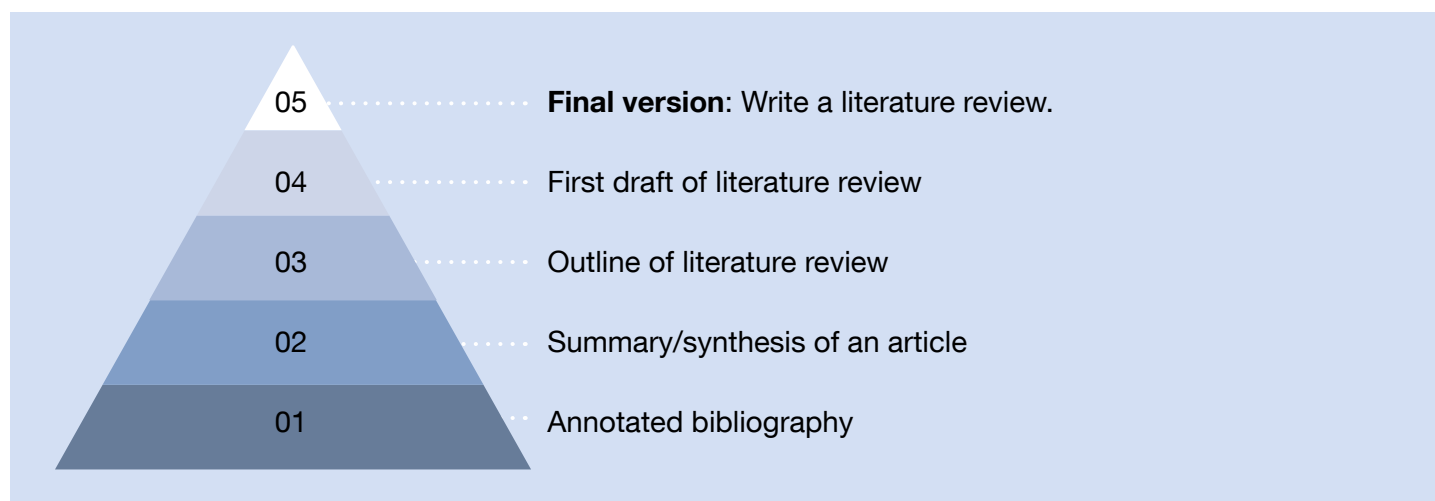
Where might this approach be a good fit?

You're teaching a course where students will need to draw from and demonstrate the mastery of multiple skills or competencies to evaluate solutions to a complex problem or create a final product (like in the example below). This approach is also effective in giving students learning opportunities to practice individual skills (e.g., diagnostic skills) before bringing them together within a specific context or in building towards a final product.

Example learning outcome: By the end of the course, students will be able to critique academic sources and write a literature review.

What's an example of this approach?

Final product → Reflection + scaffolded artifacts



How does it work?

Identify the knowledge, skills, and/or competencies you expect your students to demonstrate by the end of the course. What building blocks are necessary to help students develop these as they work towards completing the final product? A key part of this process is giving students regular forward-looking

feedback on their work so that they can make improvements. Students can reflect on each stage of the writing process or respond to the feedback they've received and how it was applied (or not) to their future work. They're usually assessed on the final product (reflection + artifacts).

2. Curated artifacts + reflection

What do we mean by curated artifacts and reflection?

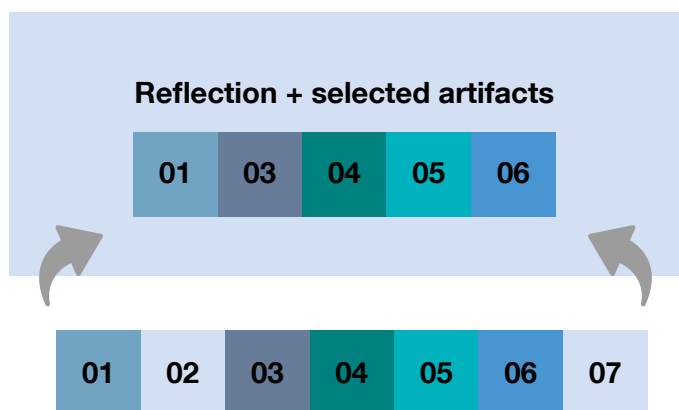
When **curating** artifacts, students carefully select the ones that demonstrate the knowledge, skills, and/or competencies that they've developed over the semester to reach the learning outcomes. Together with **reflection**, students justify why these artifacts have been chosen and make connections between the course content, the artifacts (or other off-campus experiences), and how they relate to the learning process.

Where might this approach be a good fit?

Your intended learning outcomes are centered around critical reflection. You're looking to use reflection and consistent feedback to help students deepen their learning and progressively develop a specific skill set and/or competencies relevant to their future role. Here, it's important to keep in mind that there are different ways for students to show how they've reached the learning outcome/s through the artifacts they've chosen.

Example learning outcome: By the end of the course, students will be able to evaluate and refine their consultation skills through reflection.

What's an example of this approach?



Final product

Artifacts from semester

Examples of artifacts

- 01 concept map
- 03 summary of article
- 04 audio/video recording of consultation
- 05 self-assessment of consultation
- 06 podcast

How does it work?

Unlike scaffolding and sequencing the ePortfolio, the artifacts in this second approach don't need to follow a specific order and can be unrelated to one another.

Students choose the artifacts they've worked on over the semester that best document how they've achieved the learning outcomes of the course. Again, regular feedback on student reflection is essential to guiding and helping them think about

their learning in new ways. Students will be assessed on their reflective work where they justify their selection of artifacts and how they meet the learning outcomes. Their curated collection of artifacts and reflective work make up the final product of the ePortfolio.

These are only two approaches of many that you could use or adapt to the context of your course.

What should you consider when choosing an approach?

To help you decide on an overall approach, think about:

What are your learning outcomes? Which artifacts would best suit your learning outcomes?

- What's the highest level of taxonomy that you expect your students to achieve?
- Which type of ePortfolio would be best for students to demonstrate that they've achieved the learning outcomes?
- Will you determine which artifacts need to be included in the ePortfolio? Or will students have the chance to choose from a range of artifacts and justify their choices? Or perhaps you'd like to use a combination of the two or allow your students to create an artifact where they define the parameters themselves?

- How many artifacts will you need to measure your learning outcomes?
- What media are your students allowed to use to submit their artifacts (e.g., audio, video, written, visuals, or a mix)?
- How much freedom in the selection process would be appropriate for students at this level?

Need advice on which approach would be a good fit?



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