An ePortfolio is a career development and self-reflection tool that provides students with a platform to curate a collection of academic work to showcase their learning, skills, and achievements.

By developing an ePortfolio, students can create connections across courses and disciplines, bring their experiences outside of the classroom in conversation with their academic work, and feel more confident in their professional development.

**BENEFITS & OUTCOMES**

- **CREATIVITY**
  ePortfolios offer a rich media environment for students to display their work

- **VOICE**
  addressing a broad audience enables students to write clearly and naturally

- **REFLECTION**
  reviewing a record of their activities helps students internalize core concepts

- **PERSONAL INSIGHTS**
  ePortfolios make visible to students changes in their thinking over time

- **PROFESSIONAL DEVELOPMENT**
  students can demonstrate their learning for potential employers

- **COURSE CONNECTIONS**
  students apply their learning from one academic context to another

- **INTEGRATIVE THINKING**
  students see their academic and co-curricular learning as a whole

- **STUDENT CENTERED**
  connecting life experiences to academic work makes learning more meaningful
CHALLENGES

TIME - Some training is required to learn how to use WordPress. Student satisfaction depends on adequate time and support as they get started with WordPress.

PRIVACY - Some students may not be comfortable sharing their experiences and their work openly. WordPress offers five levels of privacy options, from public to restricted access.

STUDENT ATTITUDE & WORKLOAD - Some students may respond negatively to the demands of organizing, contextualizing, and sharing their work. Take care to ensure that the ePortfolio is logically integrated into the course and not viewed as a secondary or subsidiary element of the course.

COURSE - SPECIFIC THINKING - When students think of their ePortfolios as requirements for an individual class with their professor and/or TAs as the only audience, there is a high chance that they will abandon the tool at the end of the semester. Students must be prompted to make cross-disciplinary and co-curricular connections, and understand the value of continuing their ePortfolios.

HOW TO GET STARTED

- For instructor stories, evidence and examples of assignments, visit: isit.arts.ubc.ca/eportfolios
- For technical and instructional support, contact: arts.helpdesk@ubc.ca

STRATEGIES FOR SUCCESS

DEVELOP SCAFFOLDED ASSIGNMENTS
Enable students to build their ePortfolios in supported stages. Even when your students are digital natives, many will not be accustomed to web publishing tools.

ENSURE A LOGICAL FIT
Effective ePortfolios are more than simply submission platforms. The online publication of student work should serve the purpose of the assignment and course, rather than creating additional work.

ALLOW PERSONALIZATION
Encourage students to include samples of their work from other courses, from their co-curricular activities, and from their non-academic life. Let them design the look, organization scheme, and content of their ePortfolio both to convey their unique personalities and voices and to manage their digital identity.

SHARE EXAMPLES
Provide students with examples and explanations of great ePortfolios, so that they understand the expectations and possibilities of this tool. Choose from our recommended example ePortfolios or share your own favourites.

FACILITATE PEER FEEDBACK
Have students share their ePortfolios in large or small focus groups for peer feedback before submission.