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# Shifting from Product to Pedagogy: Investigating the use of e-Portfolios as Pedagogical Practice

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**Shifting from product to pedagogy:**  
**Investigating the use of e-portfolios**  
**as pedagogical practice**

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University of Calgary Conference on Postsecondary Learning  
and Teaching

Have you used e-portfolios in your classes or programs?

# Outcomes for our conversation:

- Describe various uses of the e-portfolio within higher ed classrooms
- Explore the idea of an e-portfolio as a pedagogical process rather than an outcome
- Discuss strategies for shifting the purpose of e-portfolio use in higher ed classrooms

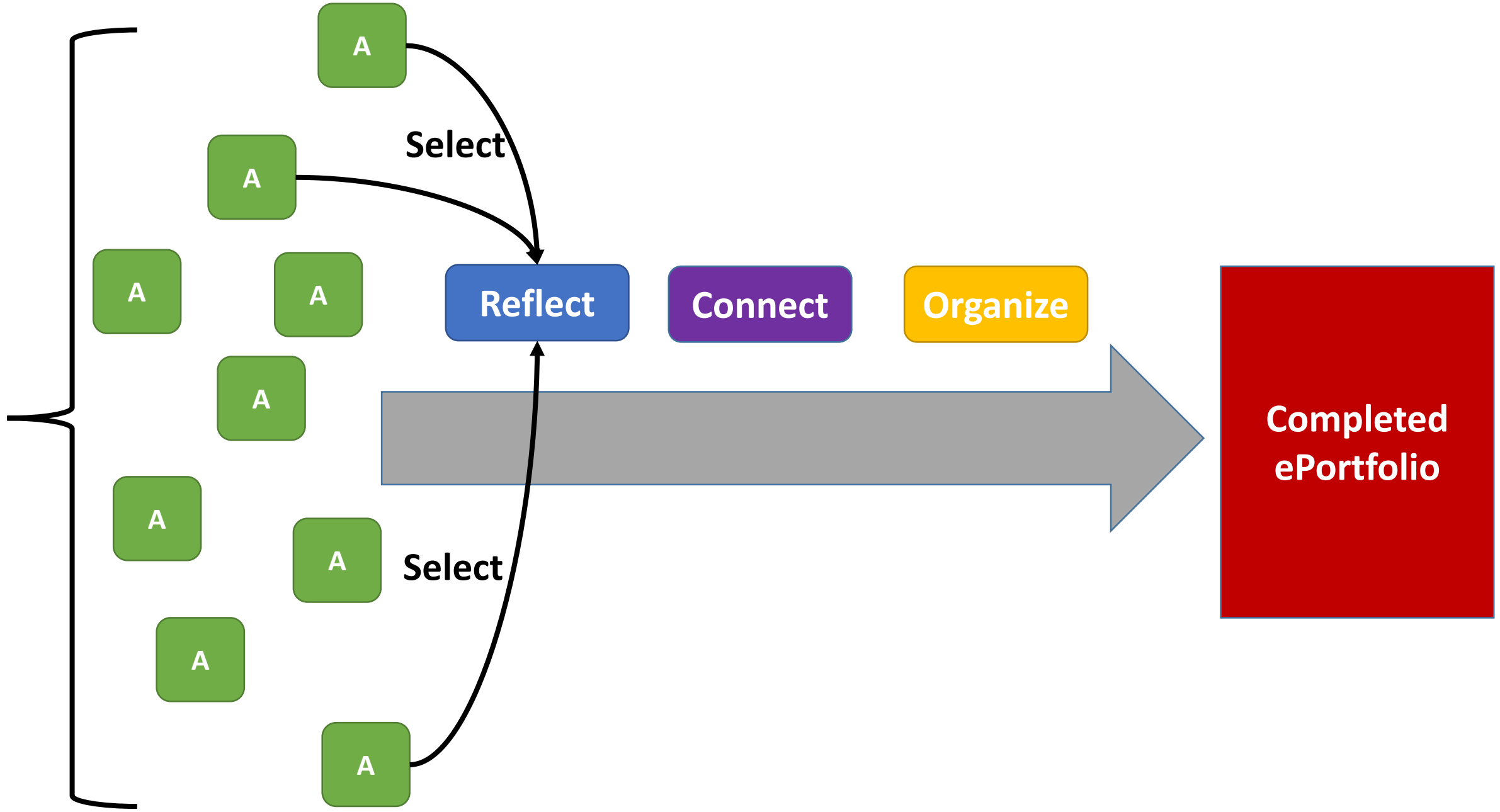
# Overview: Conventional purpose and rationale for using e-portfolios

- Provide long term storage for artefacts;
- Collect different forms of data to be used as evidence of learning;
- Capture individual perceptions of, and reflections on, learning;
- Serve as an artifact for particular competencies;
- Act as a medium/venue to share information with others;
- Provide an opportunity for learners to translate theory to practice;
- Serve as a metacognitive planning tool; and
- Facilitate career development and/or transitions from higher ed

# Overview: Best practices for using e-portfolios

- ***Collect*** – collecting, saving, and organizing artifacts from programs of study, courses, and individual learning;
- ***Select*** – using a critical framework to choose the artifacts that best serve as evidence of learning and development;
- ***Reflect*** – reflecting, in a structured way, on how the evidence demonstrates an evolution in learning; and
- ***Connect*** – identifying points of connection across the artifacts and reflections.

**Collect**

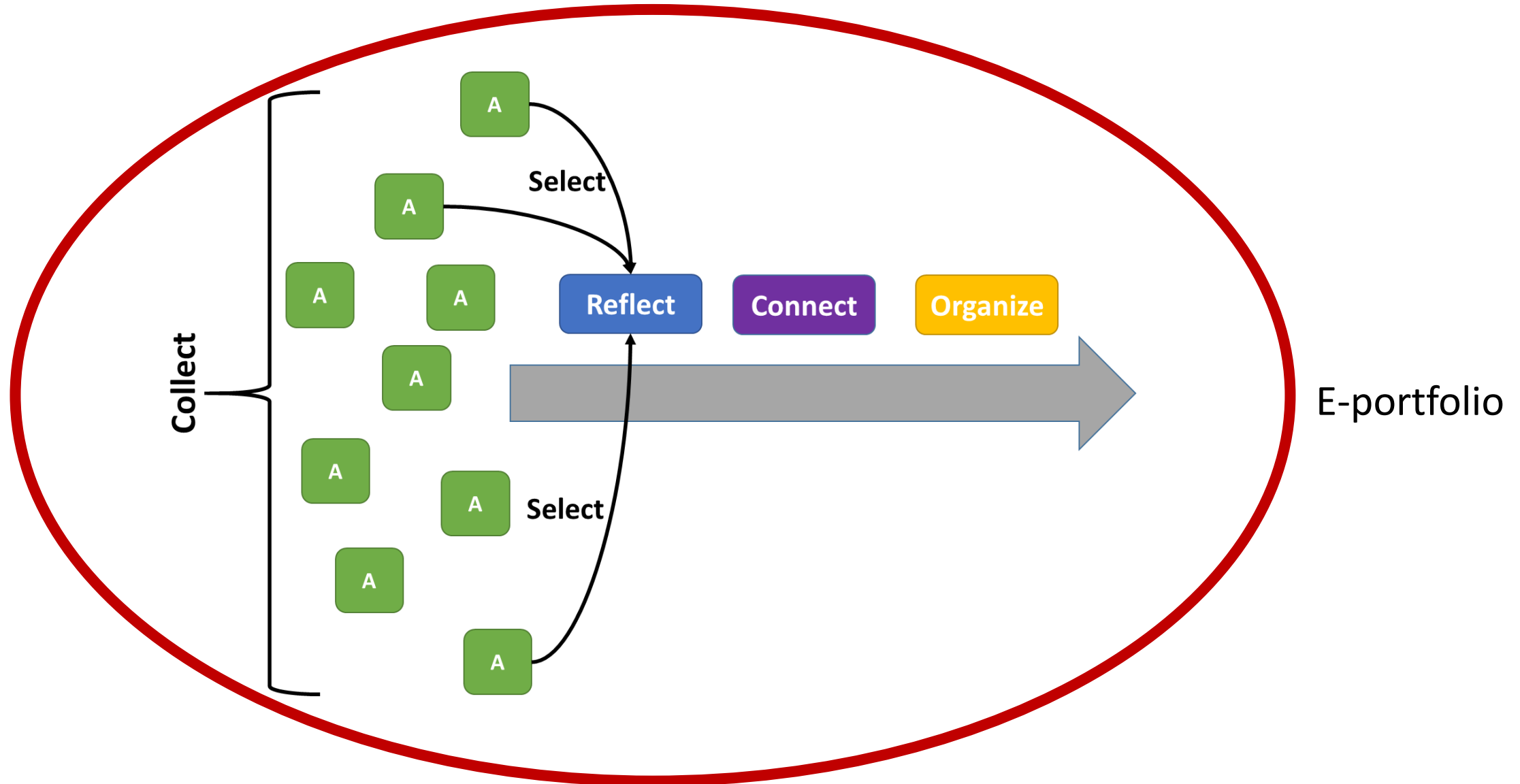


# E-portfolio – critique

- Challenging to protect students' intellectual property rights
- Concerns about increased workload for faculty;
- “Inverted value” of e-portfolio to students – it may not be pragmatically valuable
- Person's experience is reflected within pre-determined confines
- E-portfolio reflections can be contrived
- E-portfolios have overly ambitious expectations



# E-portfolio as a process?



# E-portfolio as a process

- About experience and ways of being rather than linear processes and concrete outcomes



Epistemological

What a  
student  
knows



Ontological

How a student  
is, acts, and  
experiences

# E-portfolio as a process

- Creation of narrative about particular experiences
  - Students “read and write” their experiences, identities, and relationships (p. 139)
- Viewing experiences in comparison with others
- Exploration and confirmation of self
- Situation of self as part of a community (group and process)

# E-portfolio as a process

- Mentoring relationships
  - Portfolio as cornerstone, and artefact of, conversations
- Linking behavior to historical selves; situating the self differently in the world
- Expanding on imagined futures; uncovering future possibilities

Responses?  
Reactions?  
Thoughts?

What strengths and challenges might emerge when using a “process-based” approach to e-portfolios?

# How could we do this?

- With an elbow partner, generate as many ideas as you can for using e-portfolios as a process rather than a product
  - What would this look like, in practice? Would it replace, or supplement, the use of e-portfolios in linear, outcome-based ways?
  - What kinds of curricula or learning outcomes might be best served by using this approach?
  - How could this be structured in a way that best encourages engagement?
  - How would it be assessed, if at all?

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