

Inclusive ePortfolios

PROBLEMS | SOLUTIONS | RESOURCES



EPORTFOLIOS DEFINED

A learning eportfolio is a personal website that allows students to gather their learning and reflect on their growth, progress, and future learning goals. ePortfolios are a High-Impact Practice (HIP) that can also take on other forms such as professional ePortfolios and showcase ePortfolios. Learning ePortfolios are most often used to explore growth, learning, and process.

"[ePortfolios meet] the need to increase access to higher education for a broad and diverse population and have also highlighted the necessity of more diverse pedagogies and assessments that capture and reflect the multitude of modes through which today's students demonstrate their learning" (Kuh; 2008)

ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES

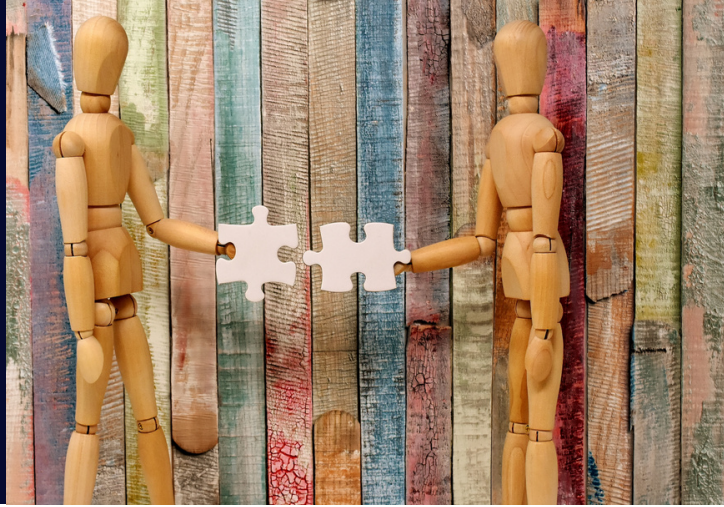


WHAT ARE SOME BARRIERS?

- Stakeholder Assumptions
 - Students as "digital natives"
 - Students' past learning experiences and trauma
 - Student access to technology
 - Instructor preparedness with technology
- Labor and PD Concerns
 - Instructor space for learning new technology
 - Silos across campus and forming relationships to offer meaningful PD
- Access
 - International student access
 - UDL training for different stakeholders
 - Privacy and copyright considerations

WHAT ARE SOME SOLUTIONS?

- Update C's "[Principles and Practices of Electronic ePortfolios](#)"
- Conduct continual focus group with students and instructors about assumptions and labor
- Build in service for technology labor - such as part of the annual review, encouraging teaching ePortfolios, service hours
- Design assignments with the Disability Resource Office and Office of Diversity and Inclusion
- Focus on [Trauma-Informed Pedagogies](#)
- Work with Digital Learning Offices to support platforms and privacy concerns



MORE DETAILED EXAMPLE

SCENARIO: YOU ARE TEACHING ONLINE AND HAVE STUDENTS ACROSS THE WORLD. YOU ARE USING GOOGLE SITES BUT HAVE A STUDENT IN CHINA WHO ISN'T ABLE TO ACCESS THE TECHNOLOGY.

SOLUTIONS:

- flexibility: provide students with the option to complete the assignment in multiple formats and reflect on why they chose certain websites/modalities as part of raising rhetorical awareness.
- cross-campus resources: work with the library, digital learning office, and disability resource center to provide inclusive materials and resources, especially if you are less comfortable with technology as a teacher, draw on others' expertise -- especially students
- semester surveys: have students complete an introductory survey the first week of class about their access to technology, caretaking, outside school work, etc. to get a sense of your student population's needs

RESOURCES:

- Look up if a particular URL is accessible in China: <http://bit.ly/blockedinchina>
- Strategies for staying connected with international students: <http://bit.ly/supportinternationalstudents>
- DRC resource on inclusive teaching: <https://drc.arizona.edu/instructors/inclusive-teaching>



FURTHER RESOURCES

ASSOCIATION OF AUTHENTIC, EXPERIENTIAL, AND EVIDENCE-LEARNING (AAEEBL) [HANDBOOK OF DIGITAL ETHICS IN EPORTFOLIOS](#)

ARIZONA [EPORTFOLIO WEBSITE](#)

AAC&U'S [EPORTFOLIO RESOURCES](#)

[INTERNATIONAL JOURNAL OF EPORTFOLIOS](#)

CAST: [UNIVERSAL DESIGN OF LEARNING TABLE](#)

[TEA FOR TEACHING PODCAST](#)

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