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Literacy ePortfolios: A tool for self-assessment and critical reflection

There is a growing trend for using ePortfolios to assess student work and progress over their academic career (Kahn, 2014). The use of ePortfolios can increase student interest and motivation as well as promote deeper learning and the opportunity for the transferability of knowledge from one academic discipline to another. While creating an ePortfolio, students become more aware of their learning processes and become self-regulated and responsible for their learning. This presentation will discuss literature and research that supports the use of ePortfolios, particularly within a post-secondary educational setting. In addition, it will examine data from the use of ePortfolios in a college literacy course designed to increase students' reading and writing skills. The ePortfolio is used as a learning and metacognitive guide to encourage students to engage in the reflective process, to assess their learning and discuss their learning processes. Information shared on the use and benefits of ePortfolios can be applied to all academic settings (K-12), teacher preparation programs and content specific post-secondary courses.

Kahn, S. (2014). E-Portfolios: A look at where we've ... Peer-Review, 16(1), 1-7.