

Models for Integrating E-Portfolios into a Curriculum or Co-Curriculum

The following seven models are suggested by Mahoney and Schamber for integrating e-portfolios into a curriculum or co-curriculum. Hybrid models, or others, can be created for meaningful portfolios.

All of these models should include three elements to enhance teaching and learning: (1) posted student work (artifacts), (2) student reflection, and (3) faculty or professional staff consultations and evaluative feedback.

- Collaborative Learning Model A. E-portfolios can be used for enhancing collaborative learning among students on common research topics. This involves students posting samples of their work, providing access to their portfolios, visiting each other's portfolios to learn more about their research topic, and reflecting on what they are learning through this collaboration.
- Collaborative Learning Model B. E-portfolios can be used for enhancing peer review as a collaborative strategy for teaching writing. This involves students posting samples of their work, providing classmate access to their portfolios, visiting each other's portfolios to provide critical feedback about a document, discerning the feedback that is relevant and useful, and making appropriate revisions in the document.
- Research Paper Model. E-portfolios can be used to strengthen the quality of a research paper. This involves posting drafts of a research paper, the final copy of a research paper, and periodic process reflections, using a rubric, on thinking and/or writing.
- "Best Work" Model. E-portfolios can be used to showcase the "best work" of students. They post a culminating assignment that demonstrates their best work and reflect on the meaning (importance) of this work for their course of study. They might also evaluate the strengths and weaknesses of their work through written reflection in terms of content, critical thinking, writing, etc.
- Experiential Learning Model. E-portfolios can involve posting artifacts produced by students who have engaged in an internship, a community-based learning program, or a service learning experience. They post artifacts exemplifying work they completed on projects for businesses, community organizations or government agencies. Students reflect on these projects in terms of skill and career development and the instructor provides evaluative feedback.
- Co-Curricular Experience Model. E-portfolios can involve posting artifacts produced by students who have engaged in co-curricular experiences on or off-campus. They post artifacts concerning leadership experiences, social development, intercultural exchanges, etc., use a rubric to reflect on their experiences, and professional staff provides evaluative, rubric-based feedback on their postings.
- Digital Collaboration (Wiki) Model. An e-portfolio can be created through wiki technology. This allows students the ability to post papers, space for reflection on what they are learning about course topics and space for peers to review that paper. Faculty oversight and guidance insures the integrity of the thread of thought.