**The Effects of using e-Portfolios in Teaching and Learning Curriculum**

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# Introduction

Learners today can demonstrate their knowledge and skills in many ways, especially with the introduction of educational technology and its continued advances within classrooms and curricula. Educators guide dual credit in high school, early college, and college students, to consider asking various open-ended prompts (usually in the form of questions) Delete parentheses, including areas such as what students learned, how students know when and how they have learned what they learned, what the information they learned is suitable for moving forward, and others -Avoid word redundancy in a sentence. Paragraph needs to consist of at least three sentences. You should not have a series of brief sentence paragraphs in the “Introduction”.

E-portfolios make available a unique digital platform to gather and collect evidence of learning in various software platforms and applications, links, websites, web 2.0 tools, images, music, audio, videos, blogs, and other digital file types (Citation). Developing an electronic portfolio involves selecting, collecting, reflecting, and connecting evidence demonstrating learning and competencies (Citation). Paragraph needs to consist of at least three sentences. You should not have a series of brief sentence paragraphs in the “Introduction”.

In addition to the final product of an e-portfolio, one advantage is the potential benefits they offer students, like the process of creating and maintaining them (Citation). “‘Folio thinking’ emphasizes the need for structured opportunities to create portfolios as well, as opportunities for reflection on the purposes of creating coherence and making meaning” (Chen & Light, 2010, p. #). E-portfolios, through the students’ creating and maintaining them, afford students opportunities for deeper and more meaningful learning experiences as they connect in various ways and communities throughout these continued connections, processing, and thinking.

In an e-Portfolio, an artifact, such as documents, images, videos, audio, and other digital file types, is considered work students attained in a course, which displays as evidence combined with students-related meaningful reflection. “A key to helping students reflect and make meaning of their learning is a good, open-ended questioning technique designed to plumb the depths of student understanding” (Burns et al., 2000, p. 17). Need to either delete these two sentences or combine them into an appropirate paragraph.

Assessment tools such as rubrics are used for students and faculty to guide and understand expectations of students learning the course content and to strengthen review and assessment of student learning progress. Need to delete this sentence or combine it into one of your other paragraphs.

As stated in the template, an “Introduction” is usually a single paragraph of ½ to ¾ page of content. A paragraph should never be less than three sentences. A series of very brief paragraphs are not acceptable in a research proposal and should be avoided.

# Statement of the Problem

Colleges, including freshman, sophomore, and dual credit high school students and faculty, are faced with ways to assess students learning throughout coursework at these institutions -Avoid word redundancy in a sentence. With our “I, me, my, our, ours, and we” are not to be used in the research proposal- learning environments transitioning to primarily learning using technology and online learning, e-Portfolios are a great tool to satisfy assessment and technology within the institution -Sentence needs rephrasing. In addition to some advantages of using e-portfolios, there are also challenges of using e-portfolios that colleges and faculty must consider, including cost, time, ownership of who owns the portfolio, compatibility, portability, software platform or learning management system, and copyright issues to name a few -Avoid word redundancy in a sentence. Since these are all challenges that colleges and faculty must consider before proceeding with using e-portfolios to assess students’ coursework, there are relevant considerations that are necessary to be prepared and willing to plan to use these educational technology tools in their curriculum and dual credit high school and college coursework, certificate, and degree programs.

**Research Questions**

The following research questions will be examined in this study:

1. To what extent has the e-portfolio been used as a learning and assessment tool by colleges and teachers?
2. What are ~~colleges’ and teachers’~~ main advantages and benefits of e-portfolio use by colleges and teachers?
3. What are ~~colleges’ and teachers’~~ main barriers, challenges, and constraints to e-portfolio use by colleges and teachers?

Numbered list needed further indents.

**References**

Burns, Mary; Dimock, Vicki; Martinez, Danny. (2000). Combining Action and Reflection in the Classroom. *TAP Into Learning*, 3(2), 17.

Chen, Helen L., and Tracy Penny Light, (2010). *Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning*. Washington, D.C.: Association of American Colleges & Universities.

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