E-Portfolio: How to Develop?

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Abstract: *E-portfolio can advance self-coordinated learning and helping profession improvement. Medical attendants are in charge of remaining side by side of current expert information and dealing with their own vocation, proficient development and advancement, and in a perfect world, practices to help these exercises should begin amid their understudy years. Enthusiasm for electronic or e portfolios is gathering force as educationalists investigate their potential as a methodology for encouraging deep rooted learning and improving on-going individual and expert advancement. In this paper, we display an outline of e-portfolios and their application to nurture training, featuring potential advantages and contemplations of use. We contend that the e-portfolio can speak to a credible method for surveying intellectual, intelligent and full of feeling aptitudes. Moreover, the e-portfolio gives a method through which medical attendants can record and give proof of abilities, accomplishments, encounter, proficient improvement and on-going learning.*

Keywords: *E-portfolio, Developing, Students, Curriculum.*

I.   Introduction

E-Portfolios are a tool and learning process for deepening student learning. In their e Portfolios, students select evidence of their learning, reflect on that learning, and make connections between their courses, and between their academic work and other learning experiences. In many programs, students also draw connections between their academic work and the specific competencies that the program is targeting. Recent research has affirmed the efficacy of e Portfolios [1]. Administrators can also use student e Portfolios to assess the effectiveness of their curriculum. The e Portfolio resources linked in the column to the right feature documents and videos that explain how instructors can use e Portfolios to enhance student learning and success [2].Review of American Nurses Association's (ANA) Standards and Scope of Practice for Professional Nursing Development by the centralized nurse education team at Texas Children's Hospital resulted in the concept of a portfolio to enhance the professional development of the nursing staff (ANA, 2000) [3]. One of the ANA practice standards for evaluation states: ''The effectiveness of the learning activity is evaluated in relation to the learner's achievement of the educational objectives and the development of the individual nurse's portfolio, which includes documentation of ongoing professional development, career planning and continuing professional nursing development.'' The decision to develop and require all registered nurses at Texas Children's Hospital to adopt use of a nursing professional portfolio was an easy and quick one [4]. In 2001, the hospital embarked on a \$345,000,000 expansion (457,000 square feet) that required the addition of over 300 pediatric nurses. Many of the nurses recruited to staff the new acute care facility were novice nurses. The ongoing development of all members of the nursing team was identified by the Chief Nursing Officer (CNO) as a long-term priority of the nursing department. The CNO and the nursing directors viewed the use of a portfolio as a vehicle to assist in fostering the professional development of nurses, and they were very supportive of its use. Advanced education is essential to the advancement of nursing [5]. Nurses are encouraged to participate in nursing research and to incorporate findings into practice. In addition to the traditional methods used to advance the knowledge and skill level of each nurse, senior nurse leaders decided that the portfolio would also be used to facilitate their ongoing learning and career progression. Further, a portfolio would be designed to help enhance the ongoing development not only of novice nurses but also of more seasoned nurses [6].

1.1 Portfolios and e-portfolios

The word portfolio is derived from the Italian word Portare meaning "to carry" and Foglio meaning "leaf or sheet". In the current context in nursing the portfolio is an organized collection of professional work that follows the trajectory of a nurses' career that should illustrate the background, skills and expertise of the individual. A portfolio of work across time represents a collection of evidence to demonstrate skills, knowledge, attitudes and achievements; affords an invaluable snapshot of current skills; and provides students and registered nurses (RN's) with the opportunity to reflect on their professional growth and develop new goals. When viewed as a reflective document, a portfolio can promote self-directed learning, thus assisting career development and planning [7].Portfolios have been used in a variety of professional disciplines within the university setting for a number of years to encourage reflective practice in students. Nursing education is a relatively late adopter of the concept. The portfolio has also been used for the assessment of student growth and personal and professional reflection, which can be measured over time. The portfolio does not replace the CV, but provides information at a volume and depth not found in the CV. While the CV briefly lists the background, experiences and achievements of the nurse; the portfolio can provide the depth of evidence and confirmation of the competencies and expertise developed as a result of the nurse's experience and so represents a valuable adjunct to the CV. Furthermore, portfolio development is an active process involving collecting, synthesizing and organizing relevant and important items which will reflect best evidence of achievement [1,4].The e-portfolio has been defined as a self-selected multimedia presentation of students' work that provides a rich, textured view of a student's learning and development. The students collect and select appropriate materials to create a body of work that is representative of their learning over the course of their education [8]. This can be summarized as "collect, select, reflect and connect". The student chooses what they would like to submit for assessment. The e-portfolio is an electronic version of the portfolio, where a three-dimensional record of personal and professional achievement is produced in a form that is able to be made available for the scrutiny of self and others. E-portfolios are both useful and appropriate for working with students, particularly when considering that many of today's learners are "techno-savvy", "technology networked" and desirous of "completing their work entirely through use of computers". Creation of an e-portfolio can be useful at both undergraduate and postgraduate levels and advantages can include personal benefits such as developing technology skills appropriate for e-learning, encouraging more longitudinal portfolios (and thus career) development, easier storage and enhanced ability to circulate copies. Furthermore, as external pressures increase to improve the outcomes from higher education, e-portfolios offer rich and innovative possibilities for universities to provide 'work ready' graduates. Potential of e-portfolios for learning and professional development [9,5].

II.   Steps For Developing E-Portfolio

A .Know Your Purpose

E- portfolios fall into two categories: the positivist approach (using portfolios for learning), and the constructivist approach (using portfolios as learning). E-portfolio for learning is often a short-term capstone project that will be assessed summative. At the end of the year, students put selections of their work into a portfolio so a teacher can assess their learning. This is often a showcase portfolio, or a sample of students' best work. A portfolio as learning typically has an extended timeframe. This is often formative assessment, but students will also self-reflect and assess themselves. These process portfolios promote student reflection and ownership of the learning process [10].

B .Select Tools to Empower Students

Adding to the portfolio should be easy. It could be in your learning management system. I prefer my high school students to select the tool for their capstone portfolio. In their electronic notebook: Perhaps one of the best ways to incorporate a process portfolio is within shared notebooks using OneNote or Evernote. The new OneNote Class Notebook allows teachers and administrators see work in a process portfolio. Students can also keep a page linking to their best work [1].

C .Select a Variety of Content

In addition to print media represented by text and photos, you can use videos, screencasts, hyperlinks to student work, audio recordings, and annotated photographs. If you use only text and photographs, you're missing the authentic student voice you'd get from audio and video. Students struggling as writers could record a video journal as part of their process portfolio [11].

D. Empower Portfolio Review and Publish to an Audience

There's a reason elementary hallway is lined with student artwork—students love an audience. Privacy should always be protected and age-appropriate safeguards should be considered, but we know that an audience for final work improves engagement. As part of revision, portfolio review might include students themselves,

teachers, peers, other teachers, parents, or a global audience. Review and feedback should allow a student to grow and change. When considering publication, online is the obvious choice. But if this isn't allowed for individual students, teachers can share screenshots on the class blog. Students could also publish part or all of their work in a protected online space for parents to see [6].

E .Know Your Timeline

You can do portfolios at a certain time of year or over a long period. If you're doing them throughout the year, make sure students organize themselves to put their portfolio in a place where they can reach it any time they need it. (Students often need to be reminded about putting their work in their portfolio.). I have my students do their eighth-grade portfolios over a six-week period after they learn the keyboard. My high school students built their personal portfolio website in ninth grade and updated it again in tenth grade. Many of my students use these websites after they graduate from high school [12].

F .Empower Metacognition

How can your students reflect on their work (or think about their thinking)? Are there ways to ask metacognitive questions? There are many resources on metacognition because it's so critically important to learning, and this level of reflection should be incorporated into any portfolio of student work. For example, a writing portfolio may have students select different pieces that demonstrate how they've learned to use voice during the school year. As they write about how they improved in this ability, they're reflecting on how their thinking evolved. Metacognition lends itself to the process portion of the portfolio [13].

G .Relate Portfolios to Other Coursework

For a science portfolio, you could introduce a unit on water quality by informing students that they'll be preparing a section of their portfolio where they'll explain how water quality can be assessed. They can write their opinion beforehand while quoting the data and charts from their learning. In this example, you've told students what will be covered so they can begin with the end in mind. So at the beginning of a unit, you can share what type of evidence they'll be collecting for their portfolio, and you can relate standards to outcomes more clearly using portfolios as advance organizers [5].

H .Don't Overwhelm Students

How can you share your rubric and assignment for a long-term portfolio project without overwhelming the student? It can be upsetting to give students the entire portfolio assignment at one time. If you hand out all portfolio requirements at once, assure students that you'll be guiding them section by section. You can instead give students the portfolio assignments as needed during the year [10].

I .Link Paper and Electronic Portfolios

How will you relate online and offline portions of the portfolio? Consider linking them with a QR code. This makes it easier to grade the paper portfolio and see the online work without having to type a long hyperlink in your web browser [8].

L .Consider the Portfolio's Longevity

How will you help students preserve their portfolios for future use? They often don't consider their need for the work they've done until they're applying for jobs or want to find it later. With many schools deleting data over the summer, we promote student ownership by letting them take their portfolios with them. When the portfolio is created in an online space, students should save the files and burn them onto a CD or DVD [12].

M .Engage Teachers in Effective Portfolio Use

How will teachers learn and share best practices so that portfolios are implemented effectively? While perusing the Inter/National Coalition for Electronic Portfolio Research, I came across a finding from Clemson University (PDF) that one of their university's essential areas for improving portfolio use was "increased faculty support/buy-in." The Clemson paper notes, "Unfortunately, much of what has been done in the name of programmatic assessment has failed to engage large numbers of faculty in significant ways." [1].

Advantages and disadvantages of e-portfolios

Due to the fact that e-portfolios offer great opportunities, many advantages of e-portfolios can be mentioned. To begin with, the creation of e-portfolios demands a high degree of self-organization and self-responsibility. Therefore, pupils and also students at university increase these skills. In addition to that, computer skills are trained in the course of creating an e-portfolio. Moreover, pupils learn to be creative and they also learn how to deal with information from the web. Apart from that, audio material, videos and images

can easily be included. What is also important is the benefit that e-portfolios are accessible everywhere and they can be easily extended. Due to the fact that the pupils have to reflect their work, they probably learn more efficiently [14].The disadvantages are that some pupils might not have the technical know-how and consequently feel overchallenged [9]. Moreover, pupils might have a lack of motivation, when the teacher does not give enough information about the topic and the task. However, the e-portfolio is also not expressive when the teacher makes to many restrictions concerning the layout and the tasks of the e-portfolio, since then the e-portfolio cannot be regarded as the pupil's individual and self-organized piece of work. This problem is called 'over-scripting'. In addition to that, another problem, which is called 'over-acting', might occur. This means that the pupils just collect a vast number of pieces of work without any concept, which is not meaningful. Furthermore, the pupil's intensive reflection of their learning process can lead to a problem called 'over-reflecting', which implies that pupils only reflect their work only for the sake of their teachers [14].

III.   Conclusion

Use of a portfolio was appealing to the education team because it was seen as a tool to help provide a structure for identifying the strengths and learning needs of nursing staff. E- portfolio was in direct support of the department's philosophy of nursing, which states: Nurses must be nurtured from novice to expert. The environment in which nurses practice must support and foster accountability, professional growth, and career satisfaction.

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