



WHAT?

An online collection of artifacts: reflections, resources, demonstrations, and accomplishments, documenting an individual's professional progression **Can be used**

- by diverse users,
- in different contexts
- with different objectives
- Can include tools for
- Collaboration
- Feedback
- Assessment



HOW?

- Consider technology road mapping
- Establish a time frame for implementation
- Educate about the pedagogical aspect of ePortfolio use
- Scaffold the digital literacy needs of ePortfolio users
- Provide a public & a private part with freedom of choice for sharing or restricting
- Connect to the program outcomes
- Build a digital 'thinking space' to record and develop reflective skills
- Allow for printing of the ePortfolio content for job applications
- Follow the Personal Learning Plan
 - a.What will I learn
 - b.How will I learn
 - c.How well have I learned

I. "Stores and Communicates" ePortfolio type documents

- Competency
- Reflection

WHY?

- Feedback and Assessment
- (inter)Professional collaboration
- 2. "Work and Learn" ePortfolio type
- Supports CPD
- Bridges
 - theory & practice,
 - learning & accountability
 - Serves as a recruitment tool by including the CV
- Supports ξ incorporates Certification ξ Revalidation

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HOW

learning activity

- Integrate specific features into a comprehensive, customizable ePortfolio such as the:
- designation and description of the chosen

| | undertaking and completion dates CPD points awarded a personal reflection about learning goal fulfillment new learning achieved, and its impact on practice |
|--|--|
| Start ePortfolio | CONCLUSION |
| Collect documents and certificates Reflect on experiences Identify skills and competencies Set career goals Design portfolio layout Review and revise Publish ePortfolio | Portfolios evolved from a repository to an articulation of authentic learning and development fulfill professional standards show evidence of reflective practice can support reflection, assessment, and the management of learning support lifelong learning across the continuum of education from residency to retirement are based on needs and goals must be learner-centered culminate in securing a job in their field Technology facilitates interoperability data transfer reporting |

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