

**The Future of ePortfolio
Technology: Supporting What We
Know about Learning**

Barbara Cambridge, AAHE

Darren Cambridge, AAHE/EDUCAUSE

ePortfolio 2003

A scenario ...

Reflection: an important feature of learning

**Knowledge entails a knower,
is connected to the situatedness of the knower,
entails the knower's understanding, and
influences action.**

John Seely Brown and Paul Duguid.

The Social Life of Information.

Boston, MA: Harvard Business School Press, 2000: 119-120.

Reflection: an important feature of learning

Temporal integrative cortex --- Reflective observation

Frontal integrative cortex --- Abstract hypothesis

Concrete experience—reflective observation—abstract hypothesis—active testing

James E. Zull. *The Art of Changing the Brain*. Sterling, VA: Stylus Press, 2002.

Reflection: an important feature of learning

- Reflection-in-action:** reviewing, projecting, and revising
- Constructive reflection:** developing a “cumulative, multi-selved, multi-voiced identity”
- Reflection-in-presentation:** articulating relationships among creation, creator, and the context for the creation

Kathleen Blake Yancey. *Reflection in the Writing Classroom*. Logan, UT: Utah State University Press, 1998.

Integration: an important feature of learning

**Integration interprets, draws together,
and brings new insight.**

Glassick et al. *Scholarship Assessed*. San Francisco: CA: Jossey-Bass, 1997: 9.

Integration: an important feature of learning

Evidence entails interpretation and reflection.

Evidence is integrated and holistic.

***Evidence Guide.* Oakland, CA: Western Association of Schools & Colleges, 2002: 9.**

Social Context: an important feature of learning

A key component of creating an electronic portfolio is . . . thinking about something from a different perspective in order to gain a deeper understanding and turn that experience into new meaning and continued learning.

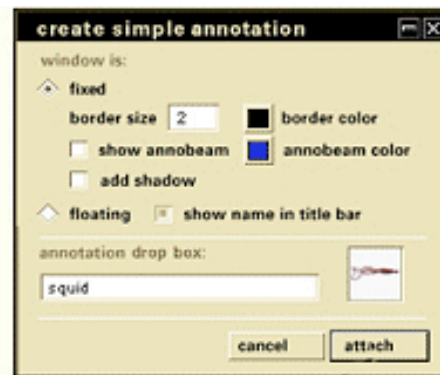
**Helen L. Chen. *Journalism & Mass Communication Education*. Winter 2003:
309-312.**

Social Context: an important feature of learning

Folio thinking foregrounds realizations about the process and context of learning.

Electronic portfolios enhance the process and evince the context.

Design Through Annotation: TK3 Author



The great live squid, which they say, few whale-ships ever beheld, and returned to their ports to tell of it.

But Ahab said nothing; turning his boat, he sailed back to the vessel; the rest as silently following. Whatever superstitions the sperm whalers in general have connected with the sight of this object, certain it is, that a glimpse of it being so very unusual, that



Design Through Annotation: DIVER



Semantics Through Standards: IMS



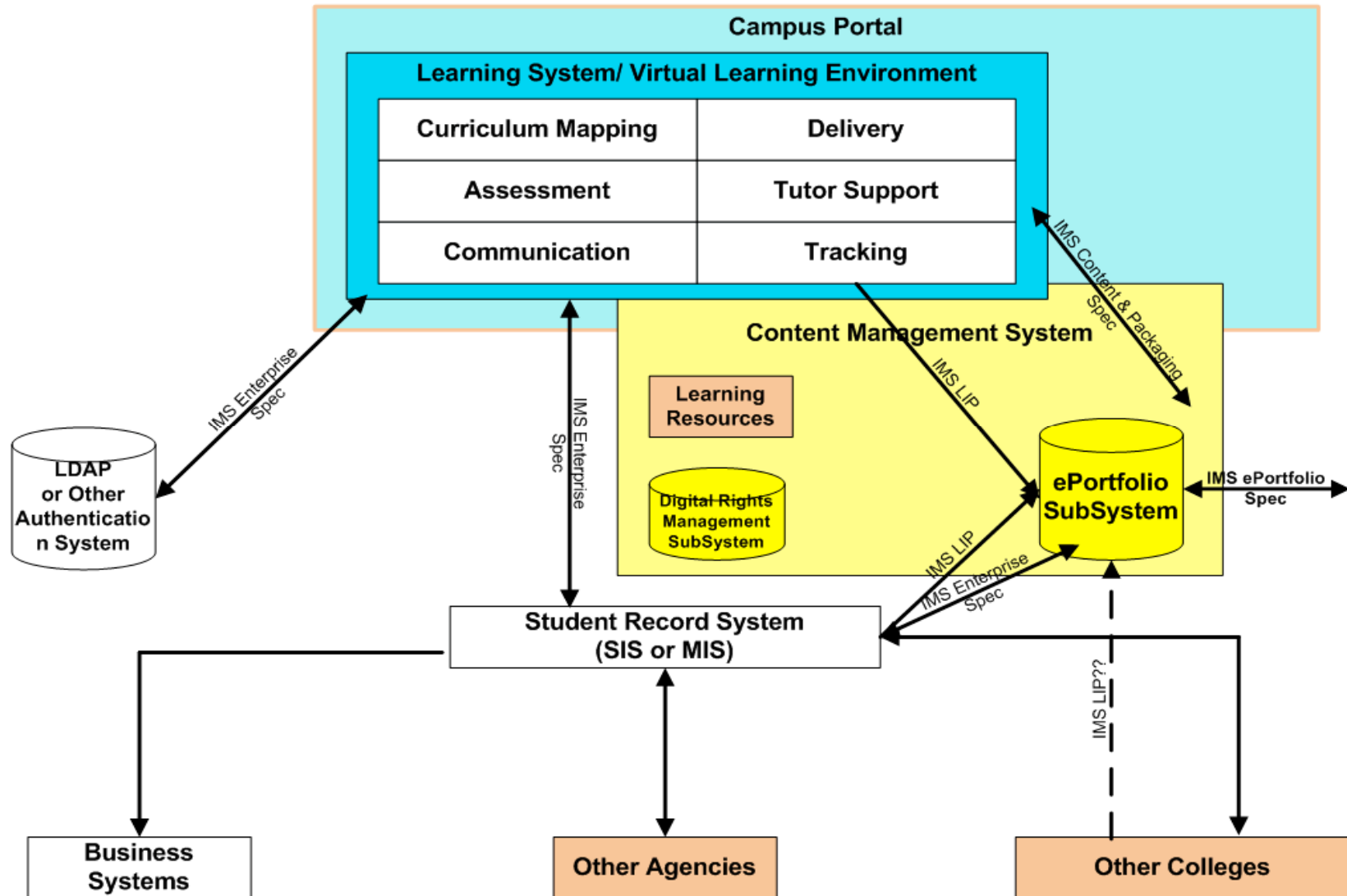
IMS Global Learning Consortium, Inc.

Open Specifications for Interoperable Learning Technology

Factoring Through Standards: OKI and OSPI



Learning Infrastructure/ Managed Learning Environment



Community Through Connection: DUCP

PORTFOLIO COMMUNITY

Home Teaching Professional dev

Darren Cambridge

Home
Communities
Discussion Forums
Search
Help
Log Out

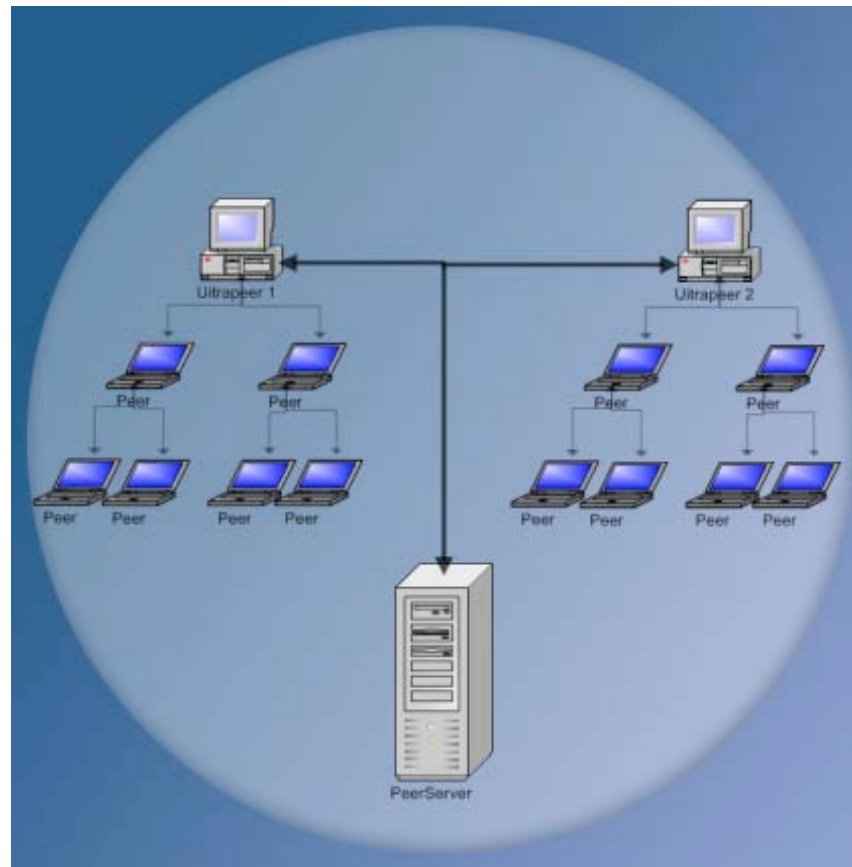
Julanna Gilbert
jgilbert@du.edu

Portfolio URL: <http://portfolio.du.edu/jgilbert>
Web Site: <http://ctl.du.edu>

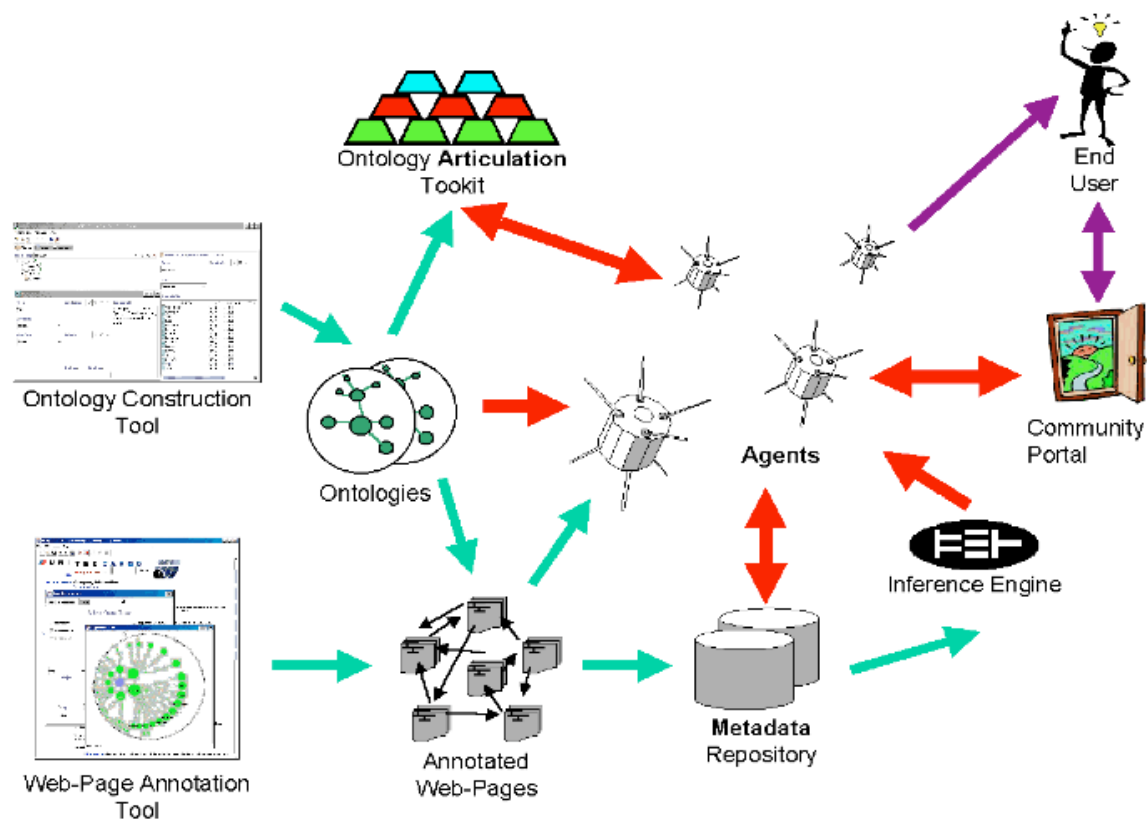
Contact Inform
Phone: 303-871-299
Fax: 303-871-7445
Address: Center for University of Denver
2150 E. Evans Avenue
Denver, CO 80208

Education

Decentralization Through P2P: LionShare



Semantics Through Decentralization: Semantic Web



Semantics Through Decentralization: Semantic Web

Human endeavor is caught in an eternal tension between the effectiveness of small groups acting independently and the need to mesh with the wider community. ... An essential process is the joining together of subcultures when a wider common language is needed. ... The Semantic Web ... lets anyone express new concepts that they invent with minimal effort. Its unifying logical language will enable these concepts to be progressively linked into a universal Web. The structure will open up the knowledge and workings of humankind to meaningful analysis by software agents, providing a new class of tools by which we can live, work, and learn.

Berners-Lee et. al. "The Semantic Web." *Scientific American.com*.

URLs

TK3

<http://www.nightkitchen.com/>

DIVER

<http://scil.stanford.edu/research/projects/diver.html>

VUE

<http://at.tccs.tufts.edu/publications/current-online-edition/16/>

Learning Record Online

<http://lro.cwrl.utexas.edu/>

IMS

<http://www.imsglobal.org/>

OKI

<http://web.mit.edu/oki/>

OSPI

<http://www.theopsi.org>

Denver Portfolio Community

<https://portfolio.du.edu/pc/index>

LionShare

<http://p2p.libraries.psu.edu/>

The Semantic Web

<http://www.semanticweb.org/>

Contact Information

**American Association for
Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036, USA
+011-(1)202-293-6440**

**[http://webcenter.aahe.org/
electronicportfolios/](http://webcenter.aahe.org/electronicportfolios/)**

**EDUCAUSE National Learning
Infrastructure Initiative
<http://www.educause.edu/nlii/>**

**Barbara Cambridge
Vice President, Fields of Inquiry
and Action
bcambridge@aahe.org**

**Darren Cambridge
Director of Web Projects
NLII Fellow
dcambridge@aahe.org**