

# Empowering learners with ePortfolios:

## Harnessing the “evidence of experience” for authentic records of achievement

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For many years, we have talked about the ways that ePortfolios can provide opportunities for learners to document their learning by making visible the knowledge, skills, and abilities that they develop in higher education.<sup>1</sup> We also know that ePortfolios can provide opportunities for learners to engage in integrative learning, particularly when faculty leverage ePortfolios to meet essential learning outcomes and transform student learning.<sup>2</sup> Recently, Bass & Eynon note that the need for integration is more critical than ever amidst calls to “unbundle” higher education.<sup>3</sup> Instead, they argue for more integrated, “rebundled” systems for learners as they move through an increasingly disintegrated digital ecosystem in higher education. One tool of such integration is the ePortfolio, yet ePortfolio can mean different things to different stakeholders, putting at risk its integrative properties.

At the recent AAEEBL Annual Meeting, a recurring theme among attendees was the lack of one definition of ePortfolio. This ties into the work of Ashley Kehoe, who calls our attention to the fact that the notion of *electronic* portfolios is redundant in a digital world, necessitating a re-thinking of the “e.”<sup>4</sup> For instance, an alternative

“e” could refer to the ability of the ePortfolio to surface (new) *evidence* of learning beyond traditional educational assignments; to showcase and make connections between learners’ unique and varied learning *experiences*; to demonstrate competencies and abilities for *employment*. All of these uses (and there are more) should empower learners as they develop their unique identities.

While empowerment is often an unarticulated learning outcome in higher education (I realize, for instance, that this is a central goal of mine in my teaching but I have never articulated it for learners in my stated learning outcomes), it seems to me that we could be more intentional with our ePortfolio work to harness the “evidence of [the learner] experience”<sup>5</sup> to empower our learners. Beyond a more altruistic goal of setting learners up for future success in their lives and careers, focusing our work with ePortfolios this way can open up new possibilities for authentic records of achievement that augment (or may even someday replace) traditional records, such as transcripts, as we aim to recognize the long history of learning across a learning career.<sup>6</sup> However, such efforts should not be undertaken in isolation – we can only be truly successful harnessing the “evidence of experience” if we do this work in a systematic

way that addresses the goals of the broader learning organization in which the ePortfolio is implemented. In this sense, we might think about all of the stakeholders (learners, instructors, advisors, administrators, etc.) in the learning organization who can be empowered in their learning using ePortfolios. While not all stakeholders may use ePortfolios themselves, making visible the evidence of learning on a campus can allow all involved to develop a better and deeper understanding of the learning goals of the institution. This stakeholders approach<sup>7</sup> is essential for transforming learning in the academy today because without shared understanding of the power of learner evidence to empower, we risk working at cross-purposes.

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In this article, I discuss the concepts that frame my thinking, consider the ways ePortfolios can provide authentic evidence that can be used for assessment, and share ideas about the potential that a design focused on pathways for learning has for empowering all learners<sup>8</sup> in the learning organization to transform higher education. I argue that we need to think carefully about the types of evidence we can make visible using ePortfolios, how that evidence is understood by stakeholders across the institution, and work collectively across our institutions to harness the evidence of experience to create more meaningful and authentic records of learning that empower our learners and stakeholders.

## FRAMING CONCEPTS

### WHAT IS THE ePORTFOLIO IDEA?

Throughout 2015, AAEEBL hosted a webinar series exploring the ePortfolio idea because there are so many

definitions and uses for eportfolios. As noted above, while no one definition emerged, there are a number of things that seem common to ways of thinking about ePortfolios as a pedagogy and set of practices. Eportfolios are most effective when they contain some reflective process or folio thinking, are learner-centered, provide opportunities for learners to be integrative in their thinking about learning, and help them to illuminate their own learner pathways as they transfer their learning between and among different learning contexts (academic, workplace, community). When implemented with these goals in mind, they provide more authentic evidence of learner achievement than other forms of assessment (like multiple choice exams) because they allow the learner to make visible the ways that their various learning experiences fit together to illuminate their unique identities.

### THE “EVIDENCE OF EXPERIENCE”

The relationship between evidence and identity is an important one. As an historian, I am always thinking about the ways that different types of evidence (documents, images, films, etc.) can lead us to various interpretations of the past. In her groundbreaking work on lived experience and history, historian Joan W. Scott theorized about the ways that new evidence of the visual and visceral experiences of historical agents, previously unexplored by historians, could be used to shed light on the “...dimensions of human life and activity usually deemed unworthy of mention in conventional histories.”<sup>9</sup> While Scott acknowledged the importance of making more visible the range of historical experiences that different evidence affords historians, she cautioned that it was essential to remember that, “it is not individuals who have experience, but subjects who are constituted through experience.”<sup>10</sup> In other words, we must keep in mind that our learners are subjects whose experiences shape how and what they reveal about their learning.<sup>11</sup>

Scott’s advice to historians about using the “evidence of experience” is equally relevant for us as we think about the ways that our learners document their own learning in ePortfolios. How do the educational systems that they learn in produce certain types of evidence and perhaps not others? In other words, how do courses, programs, or institutions shape learning and the evidence of learning that results? How does the use of evidence of student learning (such as learning in a co-curricular context) support transformative learning or pose challenges for us – how “real” are the learning experiences outside the

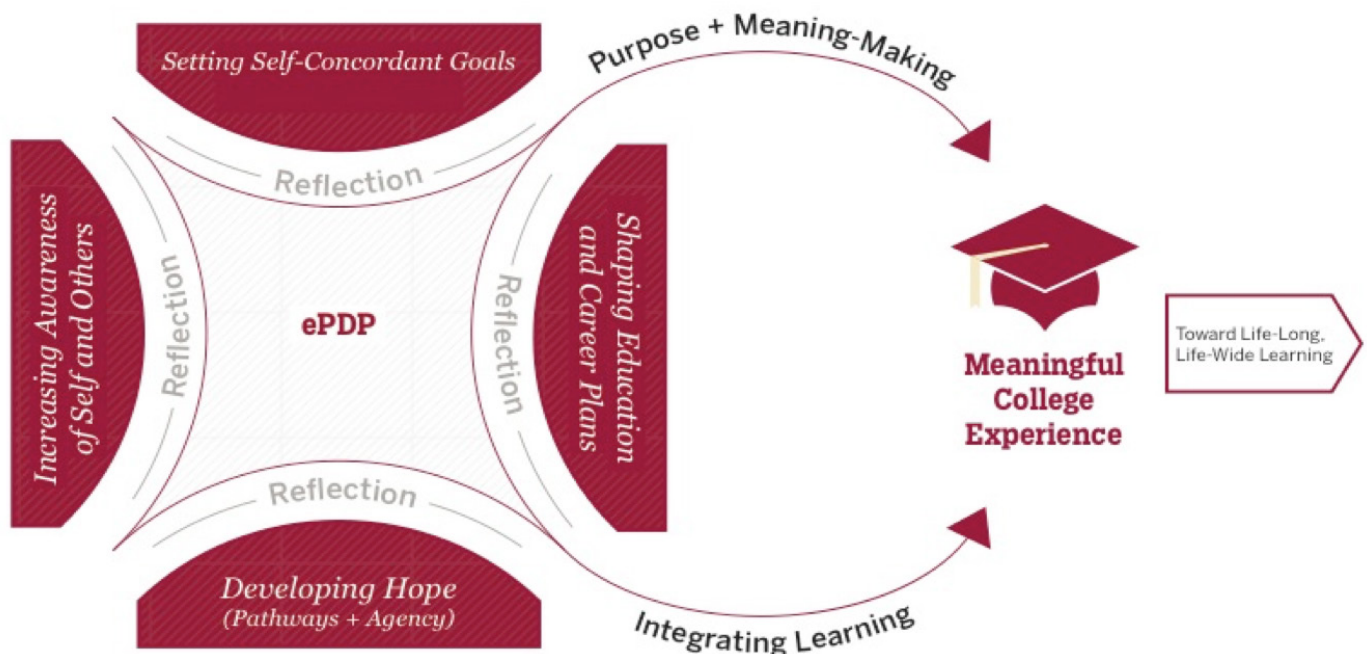
classroom? How much should they “count” for learners who are aiming to document their achievement of particular learning outcomes? Should we provide credit or not for this learning? How these questions are answered depends on both the institutional culture and perspectives on these questions from the stakeholders. For instance, faculty members in different disciplines may have contrasting responses and these may diverge still from the answers provided by Student Affairs professionals or a Dean or Provost. Indeed, this is where I think the “evidence of experience” can provide challenges for us on our campuses as we seek to empower learners. Without some shared sense of why ePortfolios are important and useful to institutions in meeting their stated priorities and

mission, initiatives are put at risk. However, if we connect our ePortfolio initiatives to our broader institutional missions there is a greater chance that the evidence of learning curated by our learners will be valuable and useful to various stakeholders. And since many of our institutions are increasingly focused on providing diverse learning opportunities for students that produce evidence, we should be poised to seize this opportunity.

In their work on improving teaching and learning by making evidence of assessment more visible, Eubanks & Gliem promote enhancing course evaluation and instruction with evidence of learning from outside the traditional classroom. They argue that this allows learners

Fig. 1: IUPUI ePDP Plan. The model, being used in first-year seminars and several degree programs and co-curricular initiatives exemplifies a way to take into account the formation of learner identities as part of the curriculum. Source: Cathy Buyarski and Susan Kahn at IUPUI.<sup>12</sup>

### Conceptual Model for the IUPUI electronic Personal Development Plan (ePDP)





to document evidence of a wide range of achievements that allow them to better serve the needs of 21st century society. A richer representation of learning, they suggest, can also increase the public credibility of higher education because “authentic student achievements that are addressed to a real world audience can...add value to degrees and the granting institutions.”<sup>13</sup> Yet, how do these intentions affect the ways that learner identities are formed?<sup>14</sup>

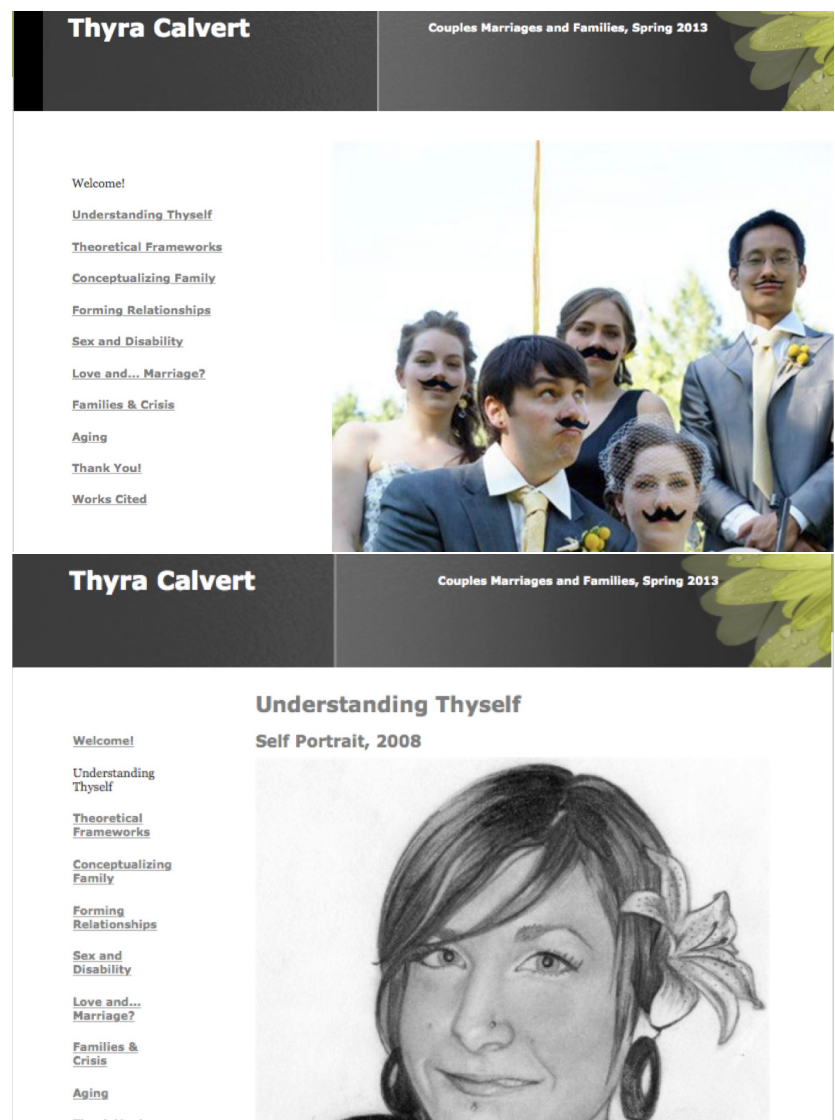
Nguyen suggests thinking about the ways that the “ePortfolio serves as a ‘living portal,’ through which students may continually re-articulate their ideas of self to others, bringing about new understandings and ethical intentions.”<sup>15</sup> We might take this a step further to include our institutional identities in the equation. How might the evidence or learning documented in ePortfolios assist us to articulate clear learning outcomes for students who choose to study on our campus versus another? How might this shared sense of purpose inform a “real world” audience about what types of learning happen on our campuses and how this sets our graduates up for success in their future learning careers? More aligned approaches to answering these questions across the learning organization are needed. We should also work to ensure that our learning designs provide opportunities for learner identity formation without constraining the ability of individual learners to be themselves, rather than just conforming to broader societal and institutional ideals about higher education. It is important, I think, to keep these issues in mind as we design ePortfolio projects aimed at transforming learning.

## EPORTFOLIOS, ASSESSMENT & AUTHENTIC EVIDENCE

Paying careful attention to the development of curricula that truly leverage the power of ePortfolios to transform learning in higher education is essential. For instance, the best initiatives incorporate folio thinking (reflection) into the ePortfolio design. We know that reflective practice is a learned ability. As such, intentional scaffolding of

reflective learning is needed in curricular designs utilizing ePortfolio. In addition, careful attention to where ePortfolio thinking and development is introduced and reinforced for proficiency in the wider lived experience of learners is needed. Yet it is also important to think beyond the traditional academic curriculum to include, and indeed bridge, the learning that happens in both academic and student affairs contexts. In other words, an integrative approach across the learning organization that

Fig. 2: Thyra Calvert’s ePortfolio in the Introduction Course is a good example of how learners were encouraged to think about themselves in the broader context of the SMF program. Source: Thyra Calvert.



engages the variety of stakeholders who are interested in the learning afforded by ePortfolio is needed.<sup>16</sup>

For instance, we integrated ePortfolios into the Sexuality, Marriage, and Family Studies (SMF) program where I taught previously as part of a larger curriculum redesign to ensure that our graduates met the learning outcomes for the program upon graduation. We realized that it was unrealistic to expect all faculty to use ePortfolios so planned for their introduction in a first-year course, to have them reinforced in a third-year milestone course, and for emerging proficiency to be demonstrated during the fourth year capstone course. In all instances, learners were encouraged to reflect on their learning and to make connections to learning that happened both in and outside of the classroom as they developed their abilities in the program. We observed the ways that our learners used the ePortfolio to consider and reconsider their ideas about sexuality and relationships and how these shifted and changed over time as they moved through our program.<sup>17</sup> Indeed, the ePortfolio component became a signature initiative of the program. Most importantly, the ePortfolio made visible learning and connections that were previously hidden from the instructors and empowered the learners themselves to document their learning in ways that were meaningful to them while also meeting the program's learning outcomes. This intentional integration of ePortfolio, then, ensured that we were meeting our institutional outcomes, while also allowing our learners to develop their identities in relation to our program over time.

The SMF program is a good example of what Kathleen Blake Yancey calls thinking about the ePortfolio AS the curriculum.<sup>18</sup> ePortfolios that are fully integrated provide learners and teachers opportunities to think like ePortfolio makers because it encourages consideration of the purpose of the ePortfolio. This idea builds on Yancey's earlier work that outlined the need to think about the delivered, lived and experienced curricula when we are designing ePortfolio implementations.<sup>19</sup>

We might take this one step further to the institutional level to address the needs and goals of all stakeholders through an integrated approach to ePortfolios. This would allow learners to develop their identities in light

of their experience of learning as individuals in that institutional context. How might this coherence affect the “evidence of experience”? I believe that we would begin to see true transformation of learning – our institutional missions and strategies would articulate an institutional identity through which learner portfolios could provide evidence of their individualized learning in that context. This could move us beyond a “check box” approach of learners to document that they meet a set of learning outcomes toward a more meaningful picture of the various ways that learners engage both academic and student affairs contexts to develop as learners and individuals. To be successful, designers of the learning process would, of course, need to think carefully about how learning in those different contexts is assessed and for what purpose. Shared conversations between academic and student affairs about what assessment means can create cohesive alignment between ePortfolio initiatives and the institution's mission, allowing us to move beyond scenarios where learners simply deposit evidence to earn their credentials

Assessment of learning should harness the “evidence of experience” in ways that document the learning that happens in classrooms for the purposes of a grade (often what learners in higher education focus on) but also makes space for documenting other types of learning that moves beyond simply “validating” that a learner has performed a certain task (i.e., that they performed 20 hours of community service). This requires that we begin to think of assessment in new ways – we need to consider how different types of evidence of learning from a variety of

Fig. 3: ePortfolio thinking within the curriculum



contexts can be used to support our institutional goals and mission. For example, a liberal arts institution may want different types of evidence than a community college and would design ePortfolio implementations that suit them. This also involves thinking about the different purposes assessment serves on a campus for learners and the institution itself: learners may need to produce evidence of learning in the form of grades to achieve a credential, to move into further study, or even for preparing for certain careers. Institutions need to provide evidence of learning to accrediting bodies, but also to the marketplace to demonstrate that graduates have developed the abilities necessary to be successful in their careers. A more intentional and comprehensive approach to capturing the diverse evidence of learning on a campus could help to address the added pressure today for complementary records of learning that provide a more complete picture of learning in the lived or experienced curriculum.<sup>20</sup>

Thinking of assessment this way means that it “...does not just lie in the hands of faculty...we need to develop the ‘whole student’ by aligning curricular and co-curricular experiences with our institutional missions and learning outcomes.”<sup>21</sup> Yet our institutions tend to operate in silos that make it difficult to offer coordinated and integrated approaches to learning that highlight the unique missions of our campuses. Making central the evidence of student learning from across the learning contexts on our campuses “...can help create synergies between functions and roles that often operate independently of one another.”<sup>22</sup> Building on Bass and Eynon’s call for “rebundling” higher education by integrating the various elements of the digital learning ecosystem, I suggest that we apply the kind of integrative thinking that is found in the best ePortfolio curricula to the broader learning organization itself in order to foster new types of assessment practices, rooted in authentic evidence.

## DESIGNING PATHWAYS FOR LEARNING

Today we need to find ways to privilege authentic learner evidence because our learners are diverse – they do not always come to us directly from high school as they once did. The “new majority” includes older and first-generation learners, many of whom pursue credentials while also engaged in work. These learners arrive with knowledge, skills, and abilities and ePortfolios provide them with opportunities to document and demonstrate

what they know, understand, and are able to do. This can be empowering for all learners because it communicates that the learning that happens in all contexts is valued. When we fail to recognize or value the diversity of experience in our learners and do not provide them with opportunities to document and reflect on what they know, we can create unintended inequities. For instance, we may privilege some learners and their experiences over others or set up situations where learners feel the need to conform to a particular standard, rather than articulate the learning as they experienced it. Instead, we can use ePortfolio practices to surface the “evidence of experience” of all of our learners and allow them to demonstrate to us who they are as learners that reflects our diverse student bodies. If we can pair the ePortfolio with traditional records of achievement to recognize this diversity of learning and apply integrated learning designs, we can begin to move toward more “open and integrative” learning experiences for all learners.<sup>23</sup> While many ePortfolio advocates recognize this and are taking steps to move toward developing systems on their campuses that are attuned to these needs it is clear that more work can be done.

## RESEARCH AND INNOVATION IN PERSONAL PATHWAYS AND PORTFOLIOS FOR LEARNING (RIPPPL)

One effort to move toward a more systematic approach that engages multiple stakeholders in ePortfolio design and implementation is my current research with colleagues in British Columbia, Canada. Our work focuses on developing approaches to ePortfolio that make central the evidence of personal pathways across contexts and sectors (K-12 > Higher Education > Workplace/Community) so that we can set learners up for success as they develop the knowledge, skills and abilities that will allow them to be lifelong learners able to contribute meaningfully to 21st century society. Our goal is to design learning that meets the needs of stakeholders across sectors by focusing on knowledge practices that learners engage in and develop that can be transferred among sectors. One instantiation of this might be learners documenting their emerging capability with a set of knowledge practices in secondary school, further developing these practices within disciplines in higher education, and then transferring that knowledge to employment and community learning contexts upon graduation.

Central to this approach is the mobilization of knowledge in ePortfolio among sectors so that stakeholders share a common language and approach to learning development. As a start, we created an early prototype of one approach for privileging learners' unique and diverse experiences in the higher education sector aimed at capturing knowledge practices related to the university strategic priorities at Thompson Rivers University. We wanted to open up space for learners to chart their own pathways through their university careers that highlights the ways that they engage in knowledge practices and that represent some level of achievement of the campus strategic priorities, through curricular, co-curricular, and extra-curricular learning at a variety of developmental levels.

At the heart of the "Pathways for Learning" model is the idea that each learner brings with them knowledge, skills, and abilities from different learning sectors and in various stages of development that shape their learning experiences on our campus.<sup>24</sup> As such, the learners themselves have the ability to document where they are along their pathway, gain recognition for their learning at each stage of development (with both credits and non-credits), and plan for new learning opportunities. Making these pathways visible allows the institution to recognize the variety of learning experiences on the campus and provides evidence useful for guiding program redesign. This authentic evidence can also allow us to work with our partners in different sectors to explore concrete ways to transfer the knowledge between and among experiences of our learners to other opportunities. This type of work requires a more integrative approach to the design not only of programs of study, but also across the entire institution<sup>24</sup> and into the workplace and community. As noted above, stakeholders across the campus have their own "evidence of experience" and it is important to consider how ePortfolios can be of value in leveraging those experiences to provide more institutional coherence. Undoubtedly, these efforts will require more innovative and holistic models for comprehensive student (and institutional) records.<sup>25</sup>

At the end of the day, work with ePortfolio practices and pedagogies should be focused on the ways that we can privilege and surface the variety of evidence that our unique learners bring to their learning. By providing them with opportunities to share and make visible their evidence of learning with us, we not only allow them to develop their unique identities, but also open up space for more

equitable learning opportunities for the diverse learners we encounter today. While this approach can create new possibilities for rethinking records of achievement, it more importantly represents a call to action for us all to ensure that we practice what we preach. We can begin to model, throughout our educational systems, the type of integrative approaches that ePortfolio enthusiasts advocate. This requires thoughtful and new approaches to managing the ways that we operate in higher education – we need to break out of our silos and work together more meaningfully and intentionally. Those of us on the front lines know that this is no easy task – but, our learners are our future and they are worth the effort.

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1 Trent Batson, "ePortfolios, Finally!" *Campus Technology*, 7 April 2010.; Penny Light, Tracy, Helen L. Chen, & John Ittelson, *Documenting Learning with ePortfolios: A Guide for College Instructors*, San Francisco: Jossey-Bass, 2011; Helen L. Chen & Tracy Penny Light, *Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning*, Washington: AAC&U, 2010.

2 Mary Taylor Huber & Pat Hutchings, *Integrative Learning: Mapping the Terrain*, Washington: AAC&U, 2004; Candace Reynolds & Judith Patton, *Leveraging the Portfolio for Integrative Learning*, Sterling, VA: Stylus, 2014.

3 Randall Bass & Bret Eynon, *Open and Integrative: Designing Liberal Education for the New Digital Ecosystem*, Washington: AAC&U, 2016. On "unbundling" higher education, see Jeffrey J. Selinger, *College (Un)Bound: The Future of Higher Education and What It Means for Students*, Las Vegas: Amazon Publishing, 2015.

4 Ashley Kehoe, "Exploring the 'E,'" April 20, 2015. <https://sites.dartmouth.edu/ashleykehoe/exploring-the-e/>

5 Joan W. Scott, "The Evidence of Experience," *Critical Inquiry*, 17.4 (Summer, 1991): 773-797.

6 Helen L. Chen, Lisa H. Grocott & Ashley Kehoe, "Changing Records of Learning through Innovations in Pedagogy and Technology," *Educause Review*, Monday March 21, 2016 <http://er.educause.edu/articles/2016/3/changing-records-of-learning-through-innovations-in-pedagogy-and-technology>. In British Columbia, Canada, the Ministry of Education



is striving to redesign the BC Education Plan to create an education system that “better engages students in their own learning and that fosters the skills and competencies they will need to succeed. Central to this plan is the use of ePortfolios and the Ministry is currently engaging representatives from the higher education sector in discussion to ascertain how ePortfolios, as a primary means of student assessment and achievement, might be used in decisions about acceptance to college and university programs. This is prompting interesting discussions about the value of the traditional transcript and how the ePortfolios might better inform decisions about student mobility and transfer. More details about the new plan can be found at <http://bcdplan.ca>

7 Chen & Penny Light, *Electronic Portfolios and Student Success*; Penny Light, Chen & Ittelson, *Documenting Learning with ePortfolios*.

8 In the learning organization, we ought to think about all stakeholders as learners.

9 Scott, “The Evidence of Experience,” p. 776.

10 Ibid., p. 779.

11 One of the best examples of this that I have seen is the work by Susan Kahn at IUPUI in her capstone seminar in English. In that course, her students compose different versions of their life stories, reflect on the versions, and choose one to focus on in their ePortfolio. This work demonstrates how ePortfolio pedagogy can be used to support metacognition, integrative learning, and student engagement and agency. For a discussion of the role reflection plays in ePortfolio, see Cynthia M. Landis, Susan B. Scott and Susan Kahn, “Examining the Role of Reflection in ePortfolios: A Case Study,” *International Journal of ePortfolio*, 5.2 (2015): 107-121. See also Susan Kahn, “E-Portfolios: A Look at Where We’ve Been, Where We Are Now, and Where We’re (Possibly) Going,” *Peer Review*, 16.1 (Winter 2014) and the work of the Catalyst for Learning project <http://c2l.mcnrc.org>.

12 Buyarski, C.A., Aaron, R.W., Hansen, M.J., Hollingsworth, C.D., Johnson, C.A., Kahn, S., Landis, C.M., & Pederson, J.D. (2015). Purpose and pedagogy: A conceptual model for an ePortfolio. *Theory to Practice*, 54(4), pp. 283-291

13 David Eubanks & David Gliem, *Improving Teaching, Learning, and Assessment by Making Evidence of Achievement Transparent*, NILOA Occasional Paper #24, 2015, p. 3.

14 The “Formation by Design” project at Georgetown University considers how the university of the future could be designed with learners at the center to address some of the forces transforming higher education. The project is exploring a number of high impact practices to meet its goals <http://futures.georgetown.edu>. Other universities are explicitly exploring the ways that ePortfolios can be used to shape learner identities. For instance, see the ePortfolio program at Loyola University where students are encouraged to develop their digital identities as a “holistic representation of who you are, personally, professionally, and academically” [http://luc.edu/experiential/ePortfolio/ePortfolio\\_Pedagogy.shtml](http://luc.edu/experiential/ePortfolio/ePortfolio_Pedagogy.shtml). At the University of Central Oklahoma, the Student Transformative Learning Record (STLR) is being implemented to help students to document the ways that they “grow and transform through both academic and non-academic experiences while at the University of Central Oklahoma (UCO).” <http://UCO.edu/central/to/STLR/>, and the University at Buffalo has redesigned their General Education curriculum to incorporate ePortfolios to allow students to make connections across their learning and to enable them to prepare for “life, career and citizenship in a diverse and dynamic world” <http://Buffalo.edu/us curriculum/overview.html>.

15 Celeste Knowles Nguyen, “The ePortfolio as a Living Portal: A Medium for Student Learning, Identity, and Assessment,” *International Journal of ePortfolio*, 3, 2 (2013), p. 135. Other authors have written about identity development and ePortfolios. For instance, see Kathleen Blake Yancey, “Reflection and electronic portfolios: Inventing the self and reinventing the university. In D. Cambridge, B. Cambridge, & K. Yancey, (Eds.), *Electronic portfolios 2.0* (pp. 5-16). Sterling, VA: Stylus, p. 5-16; Helen Barrett, *REAL ePortfolio academy for K- 12 teachers*. Retrieved from <http://electronicportfolios.com/academy/index.html>; Darren Cambridge, *ePortfolios for lifelong learning and assessment*. San Francisco, CA: Jossey-Bass, 2010. On learners and self-authorship, see Marcia Baxter-Magolda, “Self authorship as the common goal of 21st century education,” in M. Baxter Magolda & P. King (eds.), *Learning Partnerships: Theory and Models of Practice to Educate for Self-Authorship*, Sterling, VA: Stylus, 2004: 1-36.

16 Penny Light, Chen & Ittelson, *Documenting Learning with ePortfolios*, p. 27

17 For a further discussion of the capstone course, see Caron De Santis and Toni Serafini, “Classroom to Community: Reflections on Experiential Learning and Socially Just Citizenship” in Tracy Penny Light, Jane Nicholas & Renee Bondy (Eds) *Feminist Pedagogy in Higher Education: Critical Theory & Practice*, Waterloo: WLUP, 2015:87-112.

18 Kathleen Blake Yancey, “What ePortfolios Have to Teach (all of) Us: A Practice of Curation, an Invisible Curriculum, and Cataloguing-as-Assessment,” AAEEBL Annual Conference, August 2016.

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

20 Chen, Grocott & Kehoe, “Changing Records of Learning.”

21 Platt, S. & S. Sayegh, “Student Learning Outcomes Alignment though Academic and Student Affairs Partnerships,” NILOA, 2015. <https://illinois.edu/blog/view/915/265459>

22 George Kuh, Stanley O. Ikenberry, Natasha A. Jankowski, Timothy Reese Cain, Peter T. Ewell, Pat Hutchings & Jillian Kinzie, *Using Evidence of Student Learning to Improve Higher Education*, San Francisco: Jossey-Bass, 2015, p. 197.

23 Bass & Eynon, *Open and Integrative*.

24 <http://www.tru.ca/learning/students/pathways-students.html>

25 Bass & Eynon, p.7.

26 Chen, Grocott & Kehoe. The collaborative work between AACRAO and NASPA to develop a diverse set of models for institutions wishing to implement a comprehensive student record holds promise for this thinking <http://www.aacrao.org/resources/record>. Other institutions are exploring the ways that digital badges can provide different types of records of learning and how these might be paired with ePortfolios. One such example can be found at Notre Dame University <http://ePortfolio.nd.edu>