

Glossary

Active learning: “Students’ efforts to actively construct their knowledge” (Carr et al., 2014) through activities, discussions, and peer interaction.

Adaptive Comparative Judgment (ACJ): “The ACJ approach asks ePortfolio reviewers only to compare two portfolios and make one choice. Each portfolio is then compared with several others over the course of the day and each portfolio is read by more judges than in a standard holistic rubric scoring approach” (Carpenter & Labissiere, this collection).

Analytic rubric: “An analytical rubric provides a list of detailed learning objectives, each with its own rating scheme that corresponds to a specific skill or quality to be evaluated using the criterion. Analytical rubrics provide scoring for individual aspects of a learning objective, but they usually require more time to create. When using analytical rubrics, it may be necessary to consider weighing the score using a different scoring scale or score multipliers for the learning objectives” (Hall, 2014,).

Anchor ePortfolios: Examples of students’ ePortfolios that exemplify the attributes at each performance level (see Carpenter & Labissiere, this collection).

Artifact: Tangible evidence of a student’s knowledge, skills, experience, achievements, and values. ePortfolio artifacts can be work samples, media, feedback provided by supervisors, teachers, or peers, résumés, reflections, etc.

Assessment (of learning): The process of observing, evaluating, and documenting students’ performance in accordance with a set of criteria such as learning outcomes, goals, short-term objectives, and the like.

Authenticity; authentic learning/assessment: Any product or process that connects to or simulates real-world situations.

Back-end/front-end collaboration: Cooperation and coordination between IT specialists (back-end) and faculty or staff (front-end) involved in ePortfolio development, implementation, instruction, and/or assessment.

Backward design: An approach to curriculum planning in which instructors and administrators begin with learning targets (outcomes) and benchmarks, then identify the assessment tool to measure and document students’ performance as meeting or not meeting those targets, and finally plan daily classroom activities that align with those targets (Wiggins & McTighe, 1998).

Badges: “Badges ‘were created to capture learning whenever and wherever that learning occurs: formal, informal, public, private, group, individual’ and Open badges ‘can be designed to represent a small thing, such as fundamental principle or a single competency or to represent a large thing like a competency set, license, or a degree.’” (Castaño & Novo, this collection)

Calibration: The “process of peer review carried out by members of a disciplinary and/or professional community who typically discuss, review and compare student work in order to reach a shared understanding of the academic standard which such work needs to meet.” (Advance HE, 2018,).

Constructivism/Constructivist: “An approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner.” (Elliott as cited in McLeod, 2019).

Conversational Framework: The conceptualization of teaching/learning as an ongoing dialogue that supports learning through communication, adaptation, reflection, and “goal-oriented actions with feedback” (Laurillard, 2008; see Castaño & Novo, this collection).

Curation: The process of collecting, selecting, categorizing, and reflecting on artifacts.

Design thinking: A methodology for problem-solving that includes empathy, collaboration, creativity, reflection, and discovery.

Evidence-based learning/assessment: Conceptualizations, decisions, or methods based on or informed by empirical evidence.

Folio thinking/portfolio thinking: A habit of mind; “a process of exploring, establishing touchstones (artifacts, experiences), and extrapolating into one’s future based on past and present experiences” (Lutz et al., 2016)

Holistic rubric: A scoring tool that identifies three to five levels of performance and indicates the general traits for each to assess a student as a whole.

HTML: A protocol for displaying data. (Balthazor et al., this collection).

Hyperlink: A word, phrase, or image that provides direct access from one electronic document to another or from one section to another within a single document.

Inquiry-based learning/assessment: A problem-solving approach that presents learners with questions, problems, or scenarios.

Integrative learning: “Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (American Council of Colleges and Universities, quoted by Carpenter & Labissiere, this collection).

Learning path: The succession of activities and experiences that facilitates the learner’s creation of knowledge or cultivation of a particular skill.

Metacognition: Thinking about thinking; “the processes used to plan, monitor, and assess one’s understanding and performance.” (Chick, 2020).

Metafolio: “An array of resources about ePortfolio, which can feature videos, tips, walk-throughs, prompts, and suggestions concerning the what, why, and how of ePortfolios at an institution, in a program, or a course.” (Terry & Whillock, this collection).

Multimodal: Conveying meaning or imparting information through a variety of modes or multiple literacies.

Outcome-based learning/assessment/design: An approach through which instruction, assessment, and organization relate to specified learning outcomes that are both observable and measurable.

Reflection: In the framework of ePortfolio, reflection can be “the action of curation as reflection, the reflection of intent, and . . . an artifact (a piece of evidence) or something else altogether.” (Coleman et al., this collection).

Rubric: An assessment tool that identifies levels of performance and performance descriptors (see “analytic rubric” and “holistic rubric”).

Scaffolding: “. . . instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process” (Scaffolding, 2015)

SMART goals: Goals that are Specific, Measurable, Attainable, Relevant, and Time-bound (Doran, 1981).

Showcase ePortfolio: “ePortfolio as Showcase/Product - Selection/Reflection + Direction + Presentation” (Barrett, 2013).

Standards-based: Learning designed in accordance with a set of standards established/published by a recognized organization, institution, or government agency.

XML (Extensible Markup Language): “XML is a protocol for marking the structure of documents, and is designed to store, transport, and exchange data (rather than display data, like html). XML is used for organizing data of any kind in a systematic manner by creating descriptive markup tags (e.g., an essay might include tags for marking paragraphs, sentences, introductions, thesis statements, etc.).” (Balthazor et al., this collection).

Workspace: The unpublished repository of evidence (e.g., artifacts, feedback, reflections).

Workspace ePortfolio: “ePortfolio as Workspace/Process - Collection + Reflection” (Barrett, 2013).

References

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