

Some Selected Resources about Open Source Software and Electronic Portfolios

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13 January 2005

Open Source Software

Coppola, C. and E. Neely (2004). Open Source-Opens Learning: Why open source makes sense for education. Phoenix, AC, r-smart group.

<http://opensourcesummit.org/open-source-200408.pdf>.

This whitepaper provide an accessible overview of the role and trajectory of open source software in higher education.

Wheeler, B. (2004). "Open Source 2007." *EDUCAUSE Review* 39(4): 12-27.

<http://www.educause.edu/ir/library/pdf/ERM0440.pdf>.

Wheeler outlines the economic argument for inter-institutional investment in "community source" educational software development and support.

ePortfolio Information and Research

Cambridge, B., Ed. (2001). *Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning*. Washington, DC, American Association for Higher Education.

The definitive work on electronic portfolio pedagogy and assessment, addressing rationales, describing features, and offering examples at the student, faculty, and institutional levels.

ePortConsortium (2003). *ePortConsortium Whitepaper*.

http://with.iupui.edu/WhitePaper/whitepaperV1_0.pdf.

This general overview of ePortfolios, written for higher education IT leaders by a host of experts, is particularly strong on the technical aspects of ePortfolio software and support.

Flynn, W. J. (2004). "Why Not Assess and Document All Learning?" *Learning Abstracts*. 7. **URL?**

Flynn argues that higher education institutions, especially community colleges, should provide students with documentation of what they've learned, not just the classes they've taken, and that ePortfolios provide a means for collecting, certifying, and sharing evidence of this learning.

Greenburg, G. (2004). "The Digital Convergence: Extending the Portfolio Model." *EDUCAUSE Review* 39(4): 28-37. **URL?**

Greenburg provides a useful taxonomy of typical ePortfolio applications and suggests that the philosophy behind them can be extended to address additional educational challenges.

Love, D., G. McKean, et al. (2004). "Portfolios to Webfolios and Beyond: Levels of Maturation." *EDUCAUSE Quarterly* 27(2).

<http://www.educause.edu/apps/eq/eqm04/eqm0423.asp>.

Love and colleagues describe developmental stages in the development of an "ePortfolio culture" within a college or university.

Siemens, G. (2004). ePortfolios, eLearnSpace.

<http://www.elearnspace.org/Articles/eportfolios.htm>.

Siemens' brief article provides an up-to-date overview of ePortfolios from the perspective of the eLearning community.

Yancey, K. B. (1998). *Reflection in the Writing Classroom*. Logan, UT, Utah State University Press.

Although explicitly focusing on writing instruction, this lucid and concrete book offers insight into the role of reflection in teaching and learning across disciplines and includes a chapter surveying educational research focused on reflection.

ePortfolio Examples

Gallery of Teaching and Learning, Carnegie Foundation for the Advancement of Teaching.

<http://gallery.carengiefoundation.org/>

The Gallery features excellent examples of electronic course and teaching portfolios that enact the scholarship of teaching and learning.

AAHE Electronic Portfolio Clearinghouse

<http://ctl.du.edu/portfolioclearinghouse/index.cfm>

The Clearinghouse includes searchable profiles of electronic portfolio projects at colleges and universities around the World. Individuals, campuses, and cohorts are encouraged to enter data about their work.

ePortfolio Communities

Open Source Portfolio Initiative

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

The Open Source Portfolio initiative creates and sustains leading production ePortfolio software, the Open Source Portfolio, designed to influence and reflect best practices in portfolio thinking for teaching and learning.

EPAC: The Electronic Portfolios Virtual Community of Practice

<http://webcenter.aahe.org/chef/portal/group/eportfolioscop>

EPAC is co-sponsored by AAHE and EDUCAUSE's National Learning Infrastructure Initiative (NLII). This on-line community engages in the creation, use, publication, and evaluation of electronic portfolios by creating a crucial bridge between researchers, faculty, assessment experts, and technology developers.