20 April 2020

Dear Mrs. Meissner,

The purpose of this process assignment was to find five academic journals or articles to use in developing our ePortfolio. For each of the articles, we were supposed to summarize the information in a paragraph and in a second paragraph explain how we can use the information in our final ePortfolio. To do this we had to first do our research through the Heartland Community College web searches.

I contacted Jill Harper, a Heartland Community College Librarian, to help me find sources that I could use for this assignment. We went back and forth on email and made a conference on Thursday, April 16 at 3:45. At the beginning of our Zoom meeting, she asked me to explain what I needed the sources for and how many I needed. We went through the searches and emailed each other the pdf copies of each source we found. By the end of the meeting, I had a total of seven sources I could use. From these sources, I chose five that would best benefit my ePortfolio and the information I was putting in it.

My next step was to cite my sources in MLA format and write out my analysis and connections between the article and my ePortfolio. I communicated with peers and helped them do some research if they were struggling with finding sources and information for this assignment.

Thanks,

Kaiden Finck

Annotated Sources Process Assignment

Avila, Javier, et al. "Evaluation of the Free, Open Source Software WordPress as Electronic
        Portfolio System in Undergraduate Medical Education." *BMC Medical Education*, vol.
16,
        no. 1, Mar. 2016, doi:10.1186/s12909-016-0678-1.

        Javier Avalia, et al. refer to citations, focuses on finding a program that could be used to
document and support learning activities as an ePortfolio. Programs that have creative flexibility
can often be costly and may not work for every institution based on the software they own. The
authors focused on finding an ePortfolio system with many capabilities in design, without any
cost, and a program that was suitable for all software. To do this, the authors created an
ePortfolio using WordPress because of its reported capabilities as a program. The authors had 25
medical students evaluate the program during their clinical training. From these reviews, a
conclusion was made stating, "It is possible to build an advanced ePortfolio system with mobile
capabilities with the free and open-source software WordPress." With this information, the
audience can understand not all programs have to be pricey to create an ePortfolio that is
organized, unique, and user friendly.
        I can use this academic article's information in future ePortfolios I design by
understanding not all programs have to be expensive to make a website look professional and
unique. With the portfolio I am creating now, my goal is to use a program that I am not as
familiar with to increase my understanding of different software and how they work. The authors
also explained how they did this experiment by having medical students go through the
ePortfolio program to give feedback. I want to take this information and have some of my
classmates do a peer review of my portfolio. For the peer reviews, I want to find one person in
my class that is using the same program as me to help me understand all of the capabilities in
creation and design for Weebly. From their feedback, I will be able to create an ePortfolio that
represents me and my abilities.

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Gourmaj, Mourad, et al. "Teaching Power Electronics and Digital Electronics Using Personal
        Learning Environments. From Traditional Learning to Remote Experiential Learning."
        International Journal of Online Engineering (IJOE), vol. 13, no. 08, Apr. 2017, p. 18.,
        doi:10.3991/ijoe.v13i08.6840.

        Mourad Gourmaj, et al. refer to citations, starts this academic journal by stating different
learning and education styles are developing due to technological advancements over the years
and Internet popularity. New tools are being developed for students to learn information and

more technology is being integrated into schools. By learning online and using different programs students can work at their own pace and focus on understanding material step by step. Gourmaj stated, " By creating and designing their ePortfolio systems, learners can demonstrate authentic learning." Within ePortfolios, students can display their work from classes, grades, notes, and links to websites and resources. The information provided in an ePortfolio by a student allows for teachers or professors to understand each student's growth and development over the semester.

I can use this information in my ePortfolio by working to develop my artifacts into different modes and genres. On each page, I want to incorporate different styles of writing along with different modes, applying to all learners. Working with an ePortfolio lets me work at my own pace and perfect each design I create. From this ePortfolio, I want the viewers to see my development over the semester and all my hard work.

Harver, Andrew, and Kathryn Coleman. "Redesigning Learning: Eportfolios in Support of Reflective Growth within Individuals and Organizations." *Field Guide to EPortfolio*, Association of American Colleges and University, 2017, pp. 39–45.

"Field Guide to EPortfolio" is broken down into chapters based on different ePortfolio information. Chapter 5 "Learners and the Digital Era: Digital Identity, Digital Literacy, and Eportfolios", focuses on how the use of ePortfolios has expanded our knowledge of communication and multimodal building. Working through ePortfolios allows students to gain an understanding and experience in managing digital identity. The authors stated, "They master digital literacies as they negotiate multimodal artifacts in the creation of the portfolio." When creating their artifacts students learn more about themselves and metacognitive growth occurs as they reflect on their rhetorical choices. The choices they made included their agency in the creation and the sense of who they are as students in an ePortfolio.

I can use the information from this chapter by working to fully understand my digital identity and how I can alter it. In my ePortfolio, I want to focus on creating artifacts that represent me and the new information I have learned about myself throughout the semester. Whenever I go through my ePortfolio I reflect on the rhetorical decisions I made for future students to understand what multimedia is and how it is used. I also think about the changes I make for my portfolio to be organized and user friendly for students and viewers.

Ho, Susan, and John McInerney. "ePortfolio's, Should We Even Bother? A Literature View." *Achieving a 360-Degree Feedback Framework Using PebblePad in Oral Health and Dentistry.*, ELearning Services, 2017, pp. 94–101.

Susan Ho and John McInerney elaborated on how "ePortfolios can be used to: stimulate reflection, provide evidence of learning and encourage immediate feedback while being portable and easily accessible." EPortfolios are developed to showcase materials that the creator wrote or developed over time. When creating portfolios, students found issues. Some of the issues were about privacy and not being able to create unique reflection entries. Making reflections and revisions to the information within your ePortfolio is important in understanding your strengths, weaknesses, and overall achievement. When using ePortfolios, students can incorporate multimedia through the information they present.

I can use the information from Susan Ho and John McInerney by understanding the need to consistently revise my work. In my ePortfolio, I focus on making my website user friendly and easy to maneuver through. From my reflections, I understand what information needs work and how I can improve it. From the article, I'm focusing on developing each of my artifacts into the five modes of multimedia. Using each of the modes will help all kinds of learners understand and interpret my work.

Wilson, Christine Brown, et al. "International Journal of EPortfolio ." *Digital Ethics and the Use of EPortfolio: A Scoping Review of the Literature*, vol. 8, 2018, pp. 115–125.

"The International Journal of EPortfolio" focuses on how ePortfolios are creating opportunities for students to display their achievements beyond a piece of paper. Students can use multiple different programs to develop an ePortfolio that displays their information safely and privately. Some of the programs listed in the article were Google Sites, Carbonmade, and Behance. Each of these programs are free and easy to use for students to develop an ePortfolio that is professional and meets all standards of privacy. This academic journal breaks down ePortfolio ethics as making sure information provided maintains confidentiality and privacy for the creator. Eportfolios are becoming more popular and widely implemented into school settings making students use different programs and develop their information into different layouts and modes.

I can use the information from this academic journal in my ePortfolio by understanding that I have a choice on what information I include in my portfolio. After reading and analyzing this article, I feel more comfortable with the information I have decided to share with viewers. I know that our portfolios will not be published long term, but for my teacher and peers to evaluate my work I have to publish my site. Once I get feedback, I will unpublish my site and continue to work and change my ePortfolio based on the comments I received.