Web-Based Electronic Portfolio Systems:  
Asynchronous Assessment and Accountability  

A Best Practices Presentation  

by  

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Federal accountability standards in the United States are making electronic portfolio assessment a high priority for educational organizations. Increasingly digital school environments support the development of web-based instructional systems to assess future educators’ understanding of research methodologies, evaluation practices, and technology.

Electronic portfolio assessment of teacher education students is a process which has many components. There is growing evidence that portfolio assessment is a valid measure of skill and concept attainment, and a reliable approach for predicting student achievement following graduation (Brown, 2004). Due to rapid growth in technology, e-portfolios are becoming more common in a variety of educational settings (Capraro, 2003). The e-portfolio model provides training for students on how to use technology and assists them in developing techniques to support high quality instructional programs in public schools.

Simultaneously, teacher education programs are working to capture the process of guiding the design, implementation, and assessment of candidate lessons (Mitchell, 2002). In the call for evidence-based teacher education, Dietz, M. (1995), Bartell, C.A. (1998), Gathercoal, P. et. al. (2002), Hill (2002) and many others, have documented the need for teacher educators to develop authentic and interactive means to track and measure performance-based evidence. There are over 25 different e-portfolio options in the marketplace. Some institutions have chosen to develop their own “in-house” servers. Others are using private sector companies who specialize in the process of developing and maintaining complex web-based hardware and software systems (Batson, 2002).
Faculty assessments, student and instructor interviews, and an analysis of anonymous end-of-course reviews provided information on the effectiveness of integrating e-portfolio technology. Faculty members considered the e-portfolio to be more relevant and useful than the traditional master thesis. The analysis of anonymous end-of-course reviews and interviews revealed students and professors considered the integration of the electronic portfolio system to be an effective means for student learning.

The primary objectives of the e-portfolio system presentation are: (a) to incorporate digital tools into teacher education courses; (b) to provide instructional and curricular opportunities that promote collaboration and communication; (c) to provide students with digital tools similar to the ones they use in their personal lives; (d) to determine student and faculty e-portfolio technology use satisfaction levels; and (e) to assess the impact of integrating technology into the courses on student achievement. Presentation attendees will be exposed to multiple forms of electronic portfolio products and tools, assessment strategies, student work products and reflections of the investment process involved in integrating e-portfolio systems into higher education settings.