

# The Pentagonal E-Portfolio Model for Selecting, Adopting, Building, and Implementing an E-Portfolio

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## Abstract

Technology offers new measures for assessing learning that can, does, and will continue to, yield rich sources of data expanding the ways in which educators understand both learning mastery, and teaching effectiveness (Vendlinski and Stevens (2002).

Electronic portfolios are a unique assessment regime that can serve as a valid way to document student progress, encourage student involvement, showcase student work samples and provide a method of student learning outcomes and curriculum evaluation (Buzzetto-More, 2006). When thoughtfully implemented the benefits are numerous, serving a number of purposes and benefiting multiple stakeholders (ePortConsortium, 2003). They can be used to assess learning-outcome achievement, to diagnose curriculum deficiencies that require improvement, and by students for academic and professional promotion (Popper, 2005).

Representing a sizable commitment, the e-portfolio decision making process requires both foresight as well as a thoughtful strategy (Sweat-Guy and Buzzetto-More, 2007). This paper presents a detailed and practical model known as the Pentagonal E-Portfolio Model designed to guide the selection, adoption, building, and implementation of a successful electronic student portfolio project. The application of the model has been explored and is illustrated through the presentation of a detailed case study of one successful and ongoing electronic portfolio project used as a comprehensive assessment measure to determine degree mastery in an undergraduate business program currently undergoing accreditation with the American Association of Colleges and Schools of Business International.

**Keywords:** Electronic Portfolios, E-portfolios, Assessment, Student Learning Outcomes