

## **The Power of ePortfolio Development by Di Silvestro & Nadir (2021)**

For the first time, I have been confronted with an ePortfolio. So naturally, my first impressions and thoughts were to what extent does the ePortfolio influence my learning? Furthermore, I must admit that writing and think about what I have learned and how is very time-consuming! However, after applying effort and committing myself to my ePortfolio, I have begun to understand and appreciate signification of the ePortfolio process.

I agree Klenowski et al. (2006) as cited in Di Silvestro & Nadir (2021), “that an ePortfolio is more than an electronic collection of artifacts of learning.” Through an ePortfolio, students are engaged in their learning process by reflecting on their learning experience. Students thus understand themselves in a new way, think critically, gain communicative skills, understand their ability, and increase self-awareness and self-discovery. Overall, the e-portfolio helps students track their development, create better collaboration with their peers by providing feedback, gain invaluable experience by thoroughly reflecting on their educational journey, reaffirm their commitment to education, monitor their personal growth, and engage in transformative learning by reviewing their materials.

Reading over Di Silvestro & Nadir’s (2021) article brought me new insights into the variety of benefits of an ePortfolio. An unexpected and consequently a self-logical statement is the gaining of self-confidence by creating an ePortfolio. As for my observation, after reading about the benefit of becoming more self-sufficient and believing in their ability to

reach their goal, I experienced this benefit without realizing it. Besides collecting its learning outcomes and tracking its development, the ePortfolio's ability to gain self-confidence is the most potent ePortfolio benefit. It helps for its career.

**References:**

F. Di Silvestro & H. Nadir (2021) The Power of ePortfolio Development to Foster Reflective and Deeper Learning in an Online Graduate Adult Education Program. *Adult Learning* 32(4): 154-164. DOI: <https://doi.org/10.1177/1045159520977735>