

**bPortfolios: An Overview of Blogging for Reflective Practice**  
**Seattle Pacific University**  
**School of Education**  
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As Ellis (2001) noted, **metacognition** is simply thinking about thinking. Metacognition in practice can serve as, "the critical revisiting of the learning process" (Georghiades, 2004, p. 171). **Critical reflection**, as a form of metacognition, occurs when learners construct their own narratives based of learning experiences and professional practice. As applied to professional practices, approaches that support the examination of beliefs that emerge from these practices promote the development of more flexible and intentional approaches to effective teaching and learning (Sockman & Sharma, 2008).

Web 2.0 programs (O'Reilly, 2005) including blogs and social networks are proposed as effective online vehicles for fostering critical reflection and feedback (Godwin-Jones, 2008). These programs can act as a form of **electronic portfolio** (ePortfolio) which can serve the dual role of personal reflection and program evaluation (Barrett, 2009; Yang, 2009). Blog portfolios, or **bPortfolios**, are one form of electronic portfolio well suited for enhancing the professional learning of teachers (Lumpe, Wicks, & Williams 2011; Tan, 2006). The following characteristics of bPortfolios enhance critical reflection:

1. *Social interaction* – Student share their learning reflections in an open format.
2. *Developmental* - The reverse chronological order of posts show learning growth.
3. *Organization* - Categories and tags allow students to classify their reflections.
4. *Autonomy* - Students have ownership of their personal content management system.
5. *Reflective* -Students consider which standards are being addressed and what key words best describe the post.
6. *Digital citizenship* - Students practice using social media to enhance digital reputations (Chaplin, 2011).

Barrett (2009) described how electronic portfolios can capture both the process and product of learning over time. The portfolio can be used as a workspace to document ongoing learning (process) and as a final showcase of achievements during a program (product). She proposes using blogging tools for such portfolios. Figure 1 presents an overview of Barrett's proposed eportfolio system.

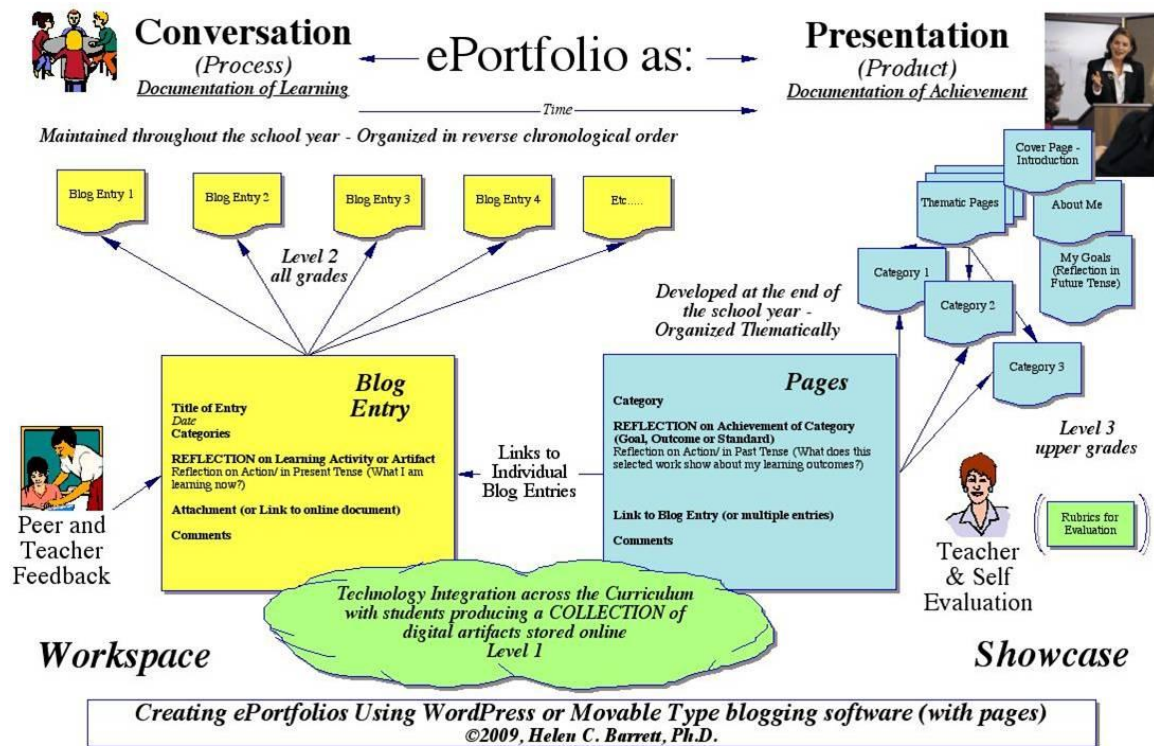
**WordPress** ([www.wordpress.com](http://www.wordpress.com)) is a freely available blogging tool that SPU's School of Education uses for electronic portfolios. Early during a degree or certification program, students sign up for a personal account on WordPress and set up a professional bPortfolio. The following screencasts are designed to help with bPortfolio setup: [4 Steps to Set up Your bPortfolio](#), [10 Questions about bPortfolios](#), and [Assessing bPortfolios](#).

As students matriculate through a program (courses, internships, etc.), reflective posts documenting learning are made in the portfolio. **Tags** of keywords from the post may be added to annotate content. Posts can be linked to standards (program, state, or national) via **categories**. Associated **artifacts** including documents, graphics, videos, or links can be linked to posts. **Meta-reflections** serving as summative reflective posts, may be written at the end of a course, internship experience, or other program activity. Peer and instructor feedback can be used for formative assessment throughout a program. Summative (end of program) evaluation of the bPortfolio are conducted by faculty with a formal scoring system using rubrics. At the end of a program at SPU, the bPortfolio can continue to serve as a professional portfolio by the educator.

Examples of Student bPortfolios

- <http://hamiltonlauren.wordpress.com/> (Masters of Arts in Teaching student)
- <http://susancarlsonsbportfolio.wordpress.com/> (Curriculum and Instruction Master's student)
- <http://rollis1.wordpress.com> (undergraduate teacher education student)

Figure 1. Balancing the Two Faces of E-Portfolios



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