

# ACKNOWLEDGEMENTS

ePortfolios are considered “authentic assessment” learning tools. Reflecting over the process and the product built for end task, capstone, or assessment purposes can be enormously instructive. Working with contributors to edit this collection of essays; gathering advice from colleagues at both Texas Tech University and Indiana University Purdue University Columbus; bouncing ideas off members of our professional communities such as those in the fields of Computers and Writing, Writing Program Administration, Technical Communication, Rhetoric, First-Year Experience, Secondary English Education, and Assessment; discussing new directions and new emerging technologies with researchers in assessment, website design, interaction design, social media, mobile media, communication, and assessment areas; as well as working with the fabulously innovative people at The WAC Clearinghouse and Parlor Press, has been incredibly valuable to us. We want to thank Susan H. McLeod especially, the series editor, whose tireless work with our project is a model for all editors. Publishers Mike Palmquist with The WAC Clearinghouse and David Blakesley with Parlor Press have both been very generous with their feedback and time and direction. Thank you, Kathy Yancey and Barbara Cambridge and Darren Cambridge, for the amazing work you’ve done on portfolios over the years. Your work is a model for anyone and everyone working in this area. Thank you, Kanika Batra, for your editing work and support with the project. Further, we thank our anonymous peer reviewers, and we thank the many graduate students in training who reviewed and helped offer style and editing advice as part of their own coursework and development as scholars, including, specifically, Jessica Badger (Texas Tech University), Christopher Andrews (Texas Tech University), Melanie Doulton (Texas Tech University), Deborah Fontaine (Northwest Florida State College), Dan Lovejoy (Texas Tech University), Jon Ostrowski (Texas Tech University), Richard Rabil (Texas Tech University), Rhonda Stanton (Texas Tech University), and Xiling Wang (Texas Tech University). Finally, as with every project of this scope, the many students who have shared their thinking and ideas through our courses, through the courses of our contributors, through the courses cited in the scholarship of this text, and through the continuation of ideas from this collection, we are indebted and thank you. Just as the construction, presentation, and assessment of any ePortfolio is an authentic learning opportunity, the creation of this text and its continuation through Creative Commons licensing has been a wonderful learning experience. This live text will continue to grow. Please review additional examples and the on-

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