responsible and engaged citizens who are capable of complex decision making in a democratic society. We conclude the chapter by considering how documenting learning can also provide coherence for the work that students, faculty, student affairs, and assessment offices perform and how this can also inform the ways that evidence of learning from different contexts is collected via ePortfolios to support learning in an increasingly technological and globalized world.

**FOLIO THINKING AND REFLECTION: THE KEY TO DOCUMENTING LEARNING**

ePortfolios offer a framework within which students can personalize their learning experiences, and create different representations of their learning experiences tailored to specific audiences while also developing multimedia capabilities (Chen and Penny Light, 2010). Though the ePortfolio tool itself serves as a central place