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This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use, drawing on work in philosophy, sociology, higher and adult education, and elearning research. It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios. It surveys the state-of-the-art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum, assessment, and technology. This resource is written for scholars, support staff, instructional technologists, academic administrators, and policy makers.