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An e-Book of One's Own

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Abstract
As we enter a new age of technological innovation and subsequent educational instrumentation change, there is increasing demand for innovative methods that encourage student learning experiences in virtual, online spaces. ePortfolios and e-book projects are designed and owned by students and are centered within the student's learning. They provide a structured, online space for students to learn new technological skills while intentionally integrating it with their learning experience. We have utilized the content creation platform Pressbooks for our student learners to develop and create their "e-Book of One's Own" (eBoOO). A simplified derivation of the "Domain of One's Own" (DoOO) philosophy, our intention with eBoOO was to address the high bar for digital literacy required to get started while staying true to the embodied ideology of Virginia Woolf's *A Room of One's Own*.

Keywords: ePortfolio, pedagogy, digital assessment, reflective learning, higher education

Introduction

We're never going back.

That was our sentiment when we presented at the 2023 OTESSA conference: *Reckonings and Re-Imaginings.* We wanted to explore alternatives to traditional methods of storage, submission, and reflection (things that are generally crafted by students and submitted to instructors through a learning management system). Since then, we have continued with our institutional "e-Book of One's Own" initiative. This includes use of an open publisher platform called [Pressbooks](#) that gives learners a customizable space of their own to store files and upload coursework—a system that affords students the opportunity to manage their own learning in ways that make sense to them alongside more compulsory, traditional elements. Apart from a reaffirmation that things in a post-COVID-19 world are indeed different, this practice-oriented article aims to articulate our motivations for encouraging institutional adoption of Pressbooks, and the evolving conversation regarding student use and creation of e-Books. The following article will seek to situate Pressbooks as an apt e-Book creation platform, demonstrate the ways in which such platforms and artifacts can empower student learning (in and beyond the classroom), and provide closing thoughts on process and implementation so far.

ePortfolios

As we enter a new age of technological innovation and subsequent change in educational tools, there is increasing demand for innovative methods that encourage student learning experiences in virtual, online spaces. Electronic portfolios (stylized as ePortfolios) entered the educational landscape in the mid-1990s (Farrell, 2020) and provided a wide range of usages for audiences and consumers. Enter the ePortfolio: a multi-purpose and versatile educational tool that can be used for assessment, collaboration, accountability, curriculum, and reflection (Batson et al., 2017). ePortfolios and e-Book projects are designed and owned by students and are centered within the student's learning. They provide a structured, online space for students to learn new technological skills while intentionally integrating it with their learning experience. ePortfolios provide an opportunity for students to take an active role in their learning, stimulate reflective practices, offer a non-terminal project that has no specific "end," and may be a more authentic measure of student learning (Watson et al., 2016). In ePortfolio Pedagogy: Stimulating a Shift in Mindset, Prokopetz (2022, p.1)) explained that "ePortfolios are part of a movement that aims to reimagine the way we teach and learn in internet spaces." Portfolios are not a new product to the digital landscape: Artists originally used traditional paper portfolios to showcase some of their most prized pieces. This practice extended to academics who sought to use these collections to showcase their best scholarship (Farrell, 2020). A prime driving factor for the introduction of portfolios in education included the desire for an alternative to traditional assessment types (e.g., tests and essay writing). This subsequently developed into the use of portfolios to assess and track progress, process, competency, and achievement over time (Farrell, 2020). At first, most portfolio projects were focused within teacher education programs. It was in the 1990s that other disciplines also began to take interest and use this alternative assessment form (Kahn, 2014). Coinciding with the creation of the Internet and the subsequent proliferation of technology into higher education, there was a rise in the use of ePortfolios. Starting with basic collections of work in an online space, this practice has grown to now include complex assemblages of media (text, videos, audio clips, graphic designs, etc.). Today,

portfolios are used to serve an abundance of purposes depending on the needs of the student, faculty, and institution.

A Domain of One's Own (DoOO)

In a similar vein, the practice of "Domain of One's Own" signifies an educational strategy wherein individuals, particularly students, are empowered to take control of their digital identities through the creation and management of personal domains. Originating from the pioneering work of Jim Groom, Martha Burtis, and Tim Owens at the University of Mary Washington (UMW), this initiative emphasizes student agency, digital literacy, and creative autonomy. By offering students the opportunity to build and curate their online presence—with their own domains—the initiative facilitates skills development in web publishing and content creation, cultivating a sense of ownership over their digital space (Groom & Lamb, 2014). In comparison to traditional ePortfolios hosted on institutional platforms, "Domain of One's Own" provides individuals with a more versatile and personally controlled space for experimentation, reflection, and the development of a comprehensive digital portfolio. This promotes a deeper understanding of digital citizenship and a heightened sense of agency (Watters, 2015).

An e-Book of One's Own

At Trent University, we have utilized the content creation platform Pressbooks for our student learners to develop and create their "e-Book of One's Own" (eBoOO). A simplified derivation of the aforementioned "Domain of One's Own" philosophy—our intention with eBoOO was to address the high bar for digital literacy required to get started while staying true to embodied ideology (a nod to Virginia Woolf's *A Room of One's Own* essay, which expounds the relationship between freedom and the material conditions and circumstances required of it). Whereas DoOO is comparable to being given a piece of land in the middle of the forest to clear and build on yourself, an e-Book of one's own is more in line with Woolf's thoughts on agency. The room is already built, it is warm and cozy. Anyone can simply move in and express themselves.

For Trent University's "e-Book of One's Own" project, a template is provided for learners to help document the products of their learning as they progress through their program. By semester and by course, students can add essays, videos, audio recordings, images (or a mix!) of any showcase work that an individual may want. Adding assignments and making reflections on learning experiences from each course helps center the student in their own learning. Rather than just submitting an assignment to a course drop box and forgetting about it, the student can put that assignment in their e-Book with all the others. We believe it will lead to deeper, more plentiful connections across courses and over the years of the program. For example, students participating in the creation of an e-Book may be able to see how key concepts in their courses connect and uncover relationships between subjects. Ultimately, students will be able to leave school with the book of their own learning journey, which may become a treasured keepsake as well as a tool for growth.

e-Books and ePortfolios can be adapted to serve the needs and goals of the student and the teacher. Functions of ePortfolios include tracking progress, facilitating reflection, encouraging collaboration, supporting student learning in an online context, and empowering the students as agents of their own learning. For faculty, these projects can serve as a creative alternative to more traditional forms of assessment and allow guidance and interaction with students in a

novel form. The efficacy and research support of ePortfolios as an effective form of teaching and learning have led The Association of American Colleges and Universities to include this instructional method in their list as a "high impact practice" (Watson et al., 2016).

However, no practice is without its downfalls. A limitation to the use of ePortfolios (and in our case, e-Books) is that they critically depend on student engagement and investment. If the goal of this practice is to create collections that map a student's educational experience across a degree, it can be difficult to promote continued adherence to developing their project. Further, this practice is the most effective when there is intentional and thoughtful implementation. Institution-wide efforts to begin and sustain this form of assessment is the most desirable route. Unfortunately, institution wide support, knowledge, and education of these projects may not be feasible, and certainly does not happen overnight. Time, resources, and effort must be taken to carefully consider the best ways to introduce and maintain the use of ePortfolios in a higher education setting. At Trent University, our plan is to offer said support via a series of value-add micro-credentials.

The "Domain of One's Own" initiatives at the University of Mary Washington (UMW) and Penn State empower students with the opportunity to explore digital tools, create content, and manage their online presence independently. Penn State's "Domain of One's Own," provides students with domains to enhance digital literacy skills and encourages them to be active creators in the digital landscape. Both initiatives exemplify a paradigm shift in education, emphasizing student agency, digital fluency, and the importance of students having control over their digital identities and content creation.

These personal digital spaces serve as a canvas for students to showcase academic achievements, engage in reflective practices, and navigate the evolving landscape of digital communication. More than a tool for academic display, these spaces become a medium for students to express their unique perspectives, enhance their digital literacy, autonomy, and long-term digital identity management. At UMW, personal digital spaces have empowered students to not only create digital portfolios but also experiment with diverse web tools, fostering a sense of ownership over their online presence (Groom & Lamb, 2014). Similarly, Penn State's initiative emphasizes the development of digital fluency, positioning students as active creators in the digital realm rather than passive consumers (Penn State, n.d.).

The Role of ePortfolios/DoOO in Modern Education

Simply put, a domain of one's own (DoOO) is the practice of giving space to think, write, create, and reflect: your space, not someone else's. What DoOO makes possible, in a scholastic capacity, is the cultivation of spaces that "make possible a liberating array of practices that encourage users to explore how they interact with and present themselves in an online world"; it's an ideology put into practice that gives users the conditions to express and explore (Groom et al., 2019, pp. 1–2). While the idea of an ePortfolio is slightly more confining than that of DoOO, our goal is to allow our learning community to fashion that space for themselves in ways that suit their needs: a malleable space "where placemaking and belonging are already inherent" (Martin & Sumner, 2020, p. 14). Pressbooks provides an elastic solution that equips anxious newcomers with various "ease your way into it" degrees of intensity, without inhibiting someone that might consider themselves a tech-savvy "power-user."

Showcasing Student Work and Progress/ Leveraging e-Book for ePortfolio Creation

In situating the Pressbooks platform alongside our pedagogical aspirations, our unit's goals were twofold: (a) to support students by providing access to a space that will allow them to further demonstrate and reflect upon their learning; and (b) to make sure that space could act as a presentation of artifacts, achievements, or other content that students wish to showcase. At the heart of the eBoOO ethos is the belief that the intentional act of reflecting and developing a personal meaning with the material—what Garrison (1997) would describe as self-directed learning (SDL)—is vital and that there is a need for educators to create spaces that allow for that to happen. Additionally, with Ontario's sustained interest in micro-credentials (Government of Ontario, 2020; Postsecondary Education Quality Assessment Board, 2023) being top of mind, we wanted to give our learning community more options with which they might display said accolades and credentials—alternatives that did not require an exceptional amount of time to pick up and run with—that would also communicate a commitment to learning and growth that might be of interest to future prospective employers. Trent University will make use of the planned eBoOO micro-credentials as one avenue to promote institutional support of this practice, an identified challenge of implementing ePortfolios. By showcasing the work done in the e-Books, we also showcase the micro credential itself, doubling the return on investment.

Speaking semantically, the learning management system (LMS) is chiefly equipped to do just that: manage learning. But after work is exchanged for a merit of completion, the LMS has served its functional purpose in acting as a means of transmitting work for review (a terminal process with a clear end). Rather than simply a space to upload completed assignments for posterity, the Pressbooks platform comes to students as a space ready to be curated as you would chapters in a book. Framed as an ePortfolio technology, Pressbooks combines product and process in a way that offers students a multiplicity of expression, fostering what Zuba Prokopetz referred to as "a sense of self-affirmation" (2022, p. 8). In detailing their findings about eFolio, a statewide program that makes ePortfolio software freely available to all residents of Minnesota, Darren Cambridge noted that "[in] spite of the lack of any forward-looking prompts, high impact users see planning as central to their eFolio experiences. Their portfolios are expressions of both who they've been and who they'd like to be" (2008, p. 1234). Ultimately, while we have our own ideas of what we would like to see students do with eBoOO—our hope is that they continue to surprise us by using Pressbooks in novel ways we never anticipated.

Enhancing Control and Ownership

Compared to a traditional LMS, the manipulation and facilitation of which is generally something controlled by institutional instructors and administrators, the constraints of an eBoOO are more likely to be platform specific. That being said, the autonomy that a student might lack in a traditional LMS is something they are specifically afforded with Pressbooks. We wanted to make sure that the platform we chose could operate in the liminal space of "extrinsic motivation" (Ryan & Deci, 2000) and hopefully help to position the space in a way that creates opportunities for learners to reflect and internalize their learning in more tangible and, to borrow relevant verbiage, inherently satisfying ways. eBoOO gives students the opportunity and the means to recontextualize their learning—it asks that they make functional, rhetorical, and aesthetic choices about how they are curating their work as they navigate "the pluralism of contemporary culture"— developing an understanding of "new literacies" by encouraging them to manipulate the product(s) of their learning in ways that modern society demands (Raffaghelli et al., 2020, p. 10). Any curation or experimentation is a deliberate choice made by the learner (to access,

create, code, export, etc.), giving them the opportunity to move beyond more superficial types of control. For example, the process of uploading work to the LMS has a disposable, transactional quality (completed in order to satisfy a specific objective, uploaded, and awarded a grade). Work done in Pressbooks lives in the platform; it has the advantage of collecting and producing a sort of process-oriented fecundity of student engagement: the work can be retained, remixed, published, or exported in a variety of formats based on the learners' needs. Currently at Trent University, even students that have since graduated are able to initiate their use the Pressbooks platform. Researchers have noted this beneficial interplay between ePortfolios and personal learning environments (PLEs), and perceived forms of ownership and control (Buchem et al., 2014; Shroff et al., 2013). It is with these ideas in mind that we have worked to situate Pressbooks institutionally as a democratic tool that engenders autonomy—students being able to use it for what they want, when they want, and how they want.

Pedagogical Strategies for Effective ePortfolio Integration

In the context of effective ePortfolio integration from a teacher-focused perspective, several key pedagogical strategies come into focus. The first imperative is aligning ePortfolios with learning objectives, ensuring a seamless connection between these digital repositories and the overarching educational goals of the faculty and class. Correct alignment of these not only enhances the relevance of the ePortfolios, but also serves as a guiding framework for students' academic journeys. The incorporation of reflective practices and authentic assessment methodologies emerges as another cornerstone. Encouraging students to engage in reflective practices fosters a deeper understanding of their learning experiences, while authentic assessment methods contribute to a more comprehensive evaluation of their skills and knowledge. Additionally, the integration of value-added micro-credentials provides a tangible recognition of specific competencies, acknowledging the diverse skill sets students acquire. The deliberate incorporation of these kinds of philosophies and technologies will likely require a reflective exploration of the evolving nature of teaching methodologies; educators will need to consider not just whether adaptations are necessary for the integration of ePortfolios into contemporary education programming, but also how their facilitation will impact those experiences. The holistic incorporation of such mechanisms is not something that can happen without considering how students are given the opportunity to engage with the tools at their disposal, and what obligations instructors have in facilitating that relationship.

At Trent University, one of the key benefits that we see with the initiative is that it does not necessarily have to add anything to instructor workload. A student can create an ePortfolio without adaptations to course design or delivery. As Ring and Mathieux (2002) suggested, online learning should have high authenticity, interactivity, and collaboration baked into the learning experience. This project brings all of these to a learning experience outside of the course design. A student working on their own e-Book is aligning their own educational goals with their work. This may or may not directly align with the program's educational goals per se, but the likelihood of alignment is quite high. This is just a consideration if a course design has not intentionally embedded any affordances for e-Books. In cases where course design does intend to make use of eBoOO, the alignment not only enhances the relevance of the ePortfolios, but also serves as a guiding framework for students' academic journeys. Redesigning a course to include eBoOO encourages the incorporation of reflective practices and authentic assessment methodologies into student course work, in turn fostering a deeper understanding of their learning experiences while the aforementioned assessment methods contribute to a

more comprehensive evaluation of their skills and knowledge. Using the course design to help guide learners' development of their eBoOO can only serve to enhance their experience as the design offloads some of the cognitive work a student would have to do if they were working on it on their own. Additionally, ongoing institutional support for an ePortfolio project is key to sustainability. One of our key strategies will be to offer to "value-add" eBoOO micro-credentials to students that provide a tangible recognition of specific competencies, acknowledging the diverse skill sets students acquire through the act of creating their e-Book. These extra incentives and supports aims to help sustain student interest in the project.

As we move forward with this project, and start to see some of these e-books come to life, there will be some interesting opportunities in the scholarship of teaching and learning (SoTL) to ask the question: is any pedagogical shift required from faculty? This could be a reflective exploration into the evolving nature of teaching methodologies; do educators even need to consider course design adaptations for the integration of ePortfolios into contemporary education experiences?

Addressing Privacy and Security Issues

Trent's access to the Pressbooks platform is provided by eCampusOntario (a post-secondary-education oriented government interest group), allowing our community to log into the platform with single sign on (SSO), meaning that students and instructors do not need to create an additional external account to use the service (they will have direct access with just their institutional log in credentials). While this makes things exceptionally convenient for our students, this means of access offers no additional security or privacy benefits beyond that convenience. In fact, users might believe that because they can so seamlessly access the platform through the institutional portal that they are being safeguarded by Trent University somehow. Our adoption of Pressbooks seems to be oddly representative of how security concerns often collide with the need to participate in digitally mediated experiences—and that, when it comes to privacy policies (PP) or terms of service (TOS) agreements, people generally do not read these things. In this case, our efforts to present an accessible platform to be used for our eBoOO initiative led us to reflect upon the complex relationship between security and agency, and locate examples that exemplified that relationship in modern, techno-social contexts.

In a 2020 survey that asked 339 teachers how often they read the TOS before introducing technologies into the classroom, researchers found that 59.6% did so less than 10% of the time (Szcyrek & Stewart, 2022). Other researchers have even gone as far as to specifically compare the time students report they spent reviewing TOS or PP with the actual time they spent as part of an experimental survey: the median time students spent engaging with their mock social networking site's policies being roughly 14 seconds (Obar & Oeldorf-Hirsch, 2020). But even for conscientious participants, or those in a position to make decisions that either situate or otherwise integrate such products and services, balancing the need to engage in society with one's principles can often prove tricky (Barth & De Jong, 2017; Norberg et al., 2007) and, in some cases, reasonably impossible (Diega & Walden, 2016; Zuboff, 2019). Regardless of how privacy-conscious an individual might be, at some point, they will need to engage with third parties. Our use of Pressbooks mitigates the commercial exposure (purchasing a domain, web hosting) and technical know-how (cPanel management, HTML and CSS knowledge) required that might otherwise hinder someone from engaging in the eBoOO process—with SSO acting

as an institutional off switch should the need arise from what ostensibly becomes "the devil you know." What's more, our downstream access to the platform would be impacted if eCampusOntario chooses to part ways with the platform. That being said, Pressbooks offers a malleable solution for such ePortfolio activities. Should students wish to delve further into the process, Pressbooks allows the user to move beyond the template and code for themselves to achieve more specific or nuanced design goals (things not included in Pressbook's assorted templates). Ultimately though, what we share and how we share it, that agency, is something that students need to negotiate and decide for themselves. An important part of that negotiation happens in the very creation of an e-Book using the platform—not just the decision to create something, but in deciding whether or not to make that space public or keep it private. Equally as important as students making such a choice is that such a choice is theirs to make in the first place.

Digital Literacy and Training Needs (e-Books are Easier)

Having collectively experienced the coronavirus pandemic, many scholars turned their attention toward the notion of how, as a community, we might come to both embody and execute transition (in learning, in facilitation, in pedagogy; Metaxas, 2022; Zawacki-Richter, 2021; Zuba Prokopetz, 2022). For our unit (Trent Online), this meant that the experience (be it by students, or instructors) had to come in the form of a cohesive understanding of what it meant to be a part of digitally integrated learning, rather than merely "pivoting." Provincially, in the form of eCampusOntario's virtual learning strategy (VLS)—a $50 million dollar commitment to strengthening and improving Ontario's online resources in support of post-secondary education (PSE) efforts (eCampusOntario, 2021)—many of Trent's successfully funded projects came to fruition as Pressbooks.e-Books were thereby identified by our unit as a lightweight, institutionally agnostic, accessible option that would allow for our community to disseminate and (in some cases, consequently) skill up quickly in a variety of domains (Trent University, 2021). With our unit's efforts having garnered international award recognition (Trent University, 2022; 2023), we knew that we wanted eBoOO to embody the same sense of holistic literacy that we approached the VLS with—giving our community the means by which they might cultivate such understanding through the act of deliberate creation (Knaus, 2022). An approach not uncommon in makerspace-culture (an ideology and lifestyle that embraces a "learn by doing" attitude), John Dunnigan spoke of critical-making (referred to by him and his students as "thingking") as an expression of "the symbiotic relationship between making and thinking in art and design, between object and idea… It integrates multiple ways of knowing and promotes holistic reflection and learning" (2013, p. 95). As our understandings of literacy attempt to further contextualize and refine our digitally mediated understandings of communication and culture (Nichols & LeBlanc, 2021; Stornaiuolo et al., 2017), the need for meaning amidst "process for process' sake" has never been greater.

The Future of ePortfolio Pedagogy and Domain of One's Own

Our hope is that Trent University's e-Book of One's Own project adds a new element to the future of ePortfolio pedagogy, particularly in the context of initiatives like "Domain of One's Own." The opportunity for students to more easily showcase their emerging skills and abilities can help in shaping their higher education experience to better meet their own needs. As mentioned, our intention at Trent is to offer three stackable micro-credentials, weaving in incentives and rewards, to entice students to not only get started, but also sustain their efforts. We will consider incentives like digital badges and certificates as well as potential rewards that

include discounts, coupons or other swag-type prizes that could result from partnership with local businesses. The three micro-credentials will be:

- e-Book of One's Own: Foundations

- e-Book of One's Own: Community Engagement

- e-Book of One's Own: Culmination and Exhibition

Together, these micro-credentials will both represent and facilitate the educational objective of students' successful development of advanced skills in digital storytelling and e-Book creation, empowering them to effectively document and communicate their personal learning journeys while mastering multimedia and narrative techniques. As well, they will aim to serve the career objective of affording students the opportunity to equip themselves with a unique skill set in reflective narrative construction, preparing them for thoughtful pursuit of diverse roles in their fields.

These overarching objectives work in service of the following outcomes:

- **Deepening Learning and Making Connections Across Courses**: Upon completing the e-Book project, students will be able to deepen their understanding of their educational journey and make meaningful connections across various courses, fostering a holistic view of their academic experiences. This activity will serve to reinforce their program's learning outcomes across courses and years of study.

- **Reflective Thinking and Self-Assessment**: By creating the e-Book, students will develop the ability to engage in reflective thinking and self-assessment, critically evaluating their learning experiences and personal growth during their higher education journey. It also serves as a tangible artifact that they can present to potential employers, demonstrating these acquired skills.

- **Digital Literacy and Multimedia Proficiency**: Through the process of designing and producing the e-Book, students will enhance their digital literacy and multimedia proficiency, encompassing skills related to content creation, digital design, and the integration of multimedia elements into a cohesive digital publication.

Our goal is that micro-credentials will increase the return on investment in themselves and for learners by having them documenting their learning journey as they go. Having an eBoOO as a digital space for students to humanize their learning experience allows them to place themselves at the centre of the work, affording them the opportunity to make those deeper connections and take time to more meaningfully reflect as a result.

At Trent University, the online Criminology program will offer the Reflective Criminologist award for students who partake in the eBoOO program. We hope that the program-specific award will not only motivate more students in that program to participate, but also entice other programs to create their own awards. We will also consider ways of showcasing and marketing projects (and the products of it), including a potential "year's best" e-Book award round up. These incentives and rewards play a pivotal role in motivating students to actively engage with e-Books. By recognizing and rewarding exemplary work, institutions foster a culture of excellence and encourage students to curate a meaningful online presence (Groom & Lamb, 2014). Again,

these incentives not only stimulate creativity but can also contribute to the development of a deeper understanding of program learning goals.

In a world where technology encourages us to keep our learning wide, unfocused, and shallow, being able to learn with intention, deeply and with more focus, is a valuable skill. Moreover, the initiative provides students with the autonomy to shape their online identities, offering a versatile platform for showcasing academic achievements, personal growth, and creativity (Penn State, n.d.). This personalized approach to digital presence has the potential to impact higher education profoundly. The shift towards a student-owned e-book aligns with a learner-centered paradigm, emphasizing agency and self-directed learning. This transformative pedagogy not only equips students with valuable digital skills but also prepares them for a dynamic and interconnected future. Additionally, with instructor deskilling predicted to increase with the rise of artificial intelligence (Hughes, 2021), the more students can enact their own learning, the better.

Good Practices and Recommendations

You would be hard pressed to find a better source of data on ePortfolios than the previously mentioned eFolio project from Minnesota, the United States, in which access to ePortfolios was provided to all residents. Cambridge (2008) analyzed the project, which had 32,000 users at the time, and produced a series of recommendations for these portfolios to be of utmost impact. These practices include:

- **Access**: keep barriers to entry low and offer technical support.

- **Audience**: being able to connect with your target audience and cultivate that connection

- **Multi-purpose**: "layering" the uses of a portfolio can increase impact

- **Personalization**: connecting the personal narrative to the more institutional products of course assignments can increase impact

- **Collaboration**: working on an ePortfolio alongside others doing the same increases the likelihood of "sticking with it"

At Trent University, we intend to bake these recommendations into our micro credential offerings. Especially key will be the second Community Engagement micro credential which aims squarely to support all but the first bullet point above. Building a supportive infrastructure and cross-institutional community for an institutional project like this requires careful planning and collaboration. Our approach at Trent includes the following strategies:

- Establishing clear objectives and goals for the project, aligning them with the institution's mission and educational outcomes.

- Involving a diverse group of collaborators, including faculty, administrators, students, and IT professionals, in the planning and decision-making process.

- Encourage a culture of continuous learning by offering eBoOO micro-credentials

- Utilizing a user-friendly platform (Pressbooks) that aligns with the institution's needs and is accessible to all users.

- Facilitate collaboration between different departments, faculties, or even institutions to share best practices, resources, and experiences.

- Provide dedicated support services, including technical assistance and pedagogical support, to address the needs of both faculty and students.

- Encourage reflection and self-assessment within e-Book projects to enhance student engagement and ownership of their learning.

- Create opportunities for students to showcase successful ePortfolio projects and share insights with the broader academic community.

- Encourage and support research initiatives related to e-Books, examining their impact on student learning outcomes and institutional goals.

Being able to effectively implement these recommendations will put the e-Book of One's Own initiative at Trent University in a great position to be successful. As the authors of this article, and architects of the project itself, we can tell you that we greatly look forward to seeing the results of student-crafted e-Books. We look forward to seeing as many learning journeys as we are invited to share in. There is an abundance of amazing learning adventures waiting to be unleashed and we're ready for them.

Author's Contributions

Each of the authors took on the role of primary author of various sections. Names are provided in author info sheet.

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Ethics Statement

Ethical approval was not required for the reflection on practice work described by the authors in this article. An ethics review was not applicable.

Conflict of Interest

The authors do not declare any conflict of interest.

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