ePIC 2012

The 10th International Conference on ePortfolio & Identity

London 9-10-11 July 2012

Abstracts

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S11A: Reflections on Mobile Devices Workshop (1)

Time: Monday, 09/Jul/2012: 9:30am - 10:30am

S11A: 1

Using "Free" Online Tools for ePortfolio Development

Helen Barrett

Independent consultant, United States of America

In this session we will cover major categories of free Web 2.0 tools and how they support the multiple portfolio processes that are identified in the JISC publication *Effective Practices with ePortfolios*: Capturing & storing evidence, Reflecting, Giving & receiving feedback, Planning & setting goals, Collaborating, Presenting to an audience. The tools
include: WordPress; GoogleApps; free website builder & hosting tools that include blogs, such as Weebly, Yola; open source ePortfolio tools that require a server (Mahara, OSP/Sakai).

Website: http://electronicportfolios.org/eportfolios/tools.html

S11B: Workshop: in Search of the Open ePortfolio

Time: Monday, 09/Jul/2012: 9:30am - 10:30am

S11B: 1

In Search of the Open ePortfolio - Workshop

Don Presant

Learning Agents, Canada

This interactive workshop will engage the participants in "stalking the wild ePortfolio", a mythical beast which is still more idea than fact.

Why are most ePortfolios silos for content, forcing me to adjust to their needs? Why can't they be decoupled and easily integrate the content that I have created across multiple systems? Why can't I use them more effectively to meet goals across my academic, workplace and personal lives? Who really owns my content? How can I build my identity and share my content in more robust, secure and usable ways?

A brief presentation of the barriers to an open ePortfolio ecosystem will start from the perspective of real use cases involving the open source Mahara ePortfolio in academic, professional and community contexts. It will also refer to other open source, proprietary and free "roll your own" ePortfolio systems and go further to speak more broadly to issues of ownership, identity and control over content.

With these issues in mind, participants will form theme-based working groups to suggest short term workarounds, emerging trends and long term solutions that can lead to the achievement of the vision for an open ePortfolio ecosystem.

Each group will report their findings to the wider audience and the workshop will conclude with a general discussion to integrate the findings of the groups into a cohesive whole. These findings will be written up and presented for commentary by an expert panel at the end of the day in front of the broad assembly, with lively audience participation. The results will form part of the permanent record of the conference.

S12A: Reflections on Mobile Devices Workshop (2)

Time: Monday, 09/Jul/2012: 1:30pm - 3:00pm

S12A: 1

mPortfolios: Supporting Reflection using Mobile Devices

Helen Barrett

Independent consultant, United States of America

Mobile devices (iOS, Chrome or Android) can support reflection through regular planning & goal-setting, capturing the learning moment, and metacognition (reflecting on change over time). The Learning/Reflection Process is based on a theory of Self-Regulated Learning. This session will include demonstrations of mobile apps with supporting websites, or those that include the ability to upload artifacts to Dropbox, GoogleDocs, YouTube, etc.

Website: http://electronicportfolios.org/reflection/process/

S12B: Open Badges Workshop (1)

Time: Monday, 09/Jul/2012: 1:30pm - 3:00pm

S12B: 1

Introducing Open Badges

Carla Casilli

Mozilla Foundation, United States of America

All you wanted to know about Open Badges and never dared to ask!

S12C: Workshop

Time: Monday, 09/Jul/2012: 1:30pm - 3:00pm

S12C: 1

Exploring the Intersection of e-Portfolios, Social Learning Networks and Mobile Devices to Support Deep Learning and Transitions from Classroom to Practice

Cyri Jones

Capilano University and Zen Portfolio Networks

This interactive workshop will begin by describing the social network enabled e-portfolio program at Capilano University during the 2011/2012 academic year. What worked well? What didn't? Do we still need an LMS? How does individual digital identity intersect with online groups, collaboration tools and social networks? Can we start talking about the gold (high quality student projects and effective pedagogy) instead of the bag (e-portfolios)? Is the individual e-portfolio still relevant in an age of team-based project work?

The majority of the workshop will then focus on participants creating their own "social portfolio" using a WordPress/BuddyPress-based tool, ZENPortfolios.ca Participants will have the opportunity to provide feedback that we will document in a wiki about how their schools are handling the intersection of e-portfolios, social networks and mobile devices.

Are schools and edtech staff selecting tools that best help students learn or are they perhaps unconsciously choosing the tools that best help the institution maintain its silos, preserve the status quo and job security?

How can we establish a solid, yet accessible research foundation to ensure tools are living up to their promise? A planned research program in this emerging area involving the British Columbia Institute of Technology and possible EU partners will be highlighted.

Finally, the workshop will discuss the findings of an environmental scan project conducted for the Educational Resources Acquisition Consortium (bcerac.ca), a consortium of K-12 school districts in British Columbia on how modern "digital learners" in countries around the world are finding and accessing high-quality learning resources. Can a social network-enabled e-portfolio be the anchor for student's learning resource discovery and management?

S13A: Reflections on Mobile Devices Workshop (3)

Time: Monday, 09/Jul/2012: 3:30pm - 5:00pm

S13A: 1

Tell your Story in Digital Video created with mobile devices

Helen Barrett

Independent consultant, United States of America

Description: Digital storytelling can add voice to an ePortfolio. Mobile devices are becoming powerful enough to use for editing and posting short video clips that can be embedded in ePortfolios. Learn the basics of digital storytelling using mobile devices: write the script; record the narration; capture images with the mobile camera; edit the video with low-cost software, such as Avid Studio or iMovie, which can be used to post these creations to online video sharing sites such as YouTube or Vimeo.

Website: https://sites.google.com/site/digitalstorysite/tools/mobile-devices

S13B: Open Badges Workshop (2)

Time: Monday, 09/Jul/2012: 3:30pm - 5:00pm

S13B: 1

Open Badges Competition

Carla Casilli

Mozilla Foundation, United States of America

(provisional programme)

S13B: 2

Open Badges and Mahara ePortfolios

Richard Wyles

Totara Learning Solutions Ltd, New Zealand

The "Moodle as Issuer, Mahara" as Displayer project will integrate Mozilla's new free and open source "Open Badges" software to issue, manage and display digital badges for learning across the Web. All the new software will be released as open source to Moodle, the world's leading open source learning management system, and Mahara is the leading open source ePortfolio system widely used in K12 and higher education. The Open Badges functionality will also be integrated into TotaraLMS, the corporate distribution of Moodle.

Richard Wyles, project leader of Mahara, and CEO of Totara Learning Solutions, will describe how the implementation of open badges infrastructure has the potential to be transformative for 21st century learning. Schools, not-for-profits, higher education, workplace and corporate training - all areas of learning can benefit from this initiative.

About the Open Badges project

Totara Learning Solutions won a grant for the amount of US$100,000 from the 4th Digital Media and Learning Competition, held in conjunction with the Mozilla Foundation and supported by the MacArthur Foundation. This 12-month grant from the Digital Media and Learning Competition will enable the development of badge systems in Moodle, Mahara, Totara and other third party systems using open source code to improve academic achievement, economic opportunity, civic engagement, and opportunities for lifelong learning. These funds will allow us to contribute to a robust badge ecosystem, where traditional and 21st century skills and achievements are inspired, recognized, translated across contexts, and displayed and managed across the web using Mozilla's Open Badge Infrastructure.

S13C: Pebblepad Workshop

Time: Monday, 09/Jul/2012: 3:30pm - 5:00pm

S13C: 1

Effective Assessment of Portfolio Activities.

Colin Dalziel

Pebble Learning, United Kingdom

Assessment is a major concern for institutions engaged in assessing items as dynamic and diverse as portfolios. The purpose of this workshop is to explore the affordances of portfolio assessment whilst exploring the range of features and functions needed to make it viable and valuable at scale.

In this workshop a series of assessment scenarios, drawn from existing practice, will be shared with the participants who will contribute additional needs through small-group activities resulting in two lists of requirements:

- What I want to assess

- What I need from my assessment tool

The rationale for each need will be discussed, for example – why is it pedagogically important to differentiate between submission and revision dates; or to 'pause' assessment?

Principally this is an opportunity to discuss portfolio assessment but we will also demonstrate how specific needs can be addressed through the portfolio assessment tool ATLAS or though participants own tools.

S14A: Open Session

Time: Monday, 09/Jul/2012: 5:00pm - 6:00pm

S14A: 1

Personal data ecosystems and e-portfolio

John Harrison

PIB-d, United Kingdom

The IT industry is nearing a time of major change, one that will see individuals exercising far greater control over access to, and use of, their personal data. The terminology is still in flux: some talk of 'personal data

stores', some of 'life management platforms', and yet others of 'personal information brokers'. Then there is question of how different brokers will interoperate: do we need just another platform, or a new ecosystem in which many different stakeholders both compete and cooperate ?

PIB-d Ltd has been created as a joint-venture between the UK's HE sector, and the private sector, with a remit - initially - to study the feasibility of a pilot in which new students will be invited by their university to choose a 'personal information broker (PIB)' from a managed market, and then use their broker account to (i) link to, and communicate with, multiple counterparties, both organisations (initially the university) and also other individuals (initially other students); and (ii) give explicit permission for the transmission of personal information to, and between, such counterparties. Since the personal information may include proof of qualifications and proof of legal identity, there is clear potential for PIB - and other similar schemes - to provide e-portfolio-style functionality.

In this session, John Harrison of PIB-d Ltd will describe the PIB concept, discuss current work to win commitment from key UK stakeholders (such as UCAS, Cabinet Office and the Student Loan Company), and invite debate about the way forward.

S14B: In Search of the Open ePortfolio: panel and group discussion

Time: Monday, 09/Jul/2012: 5:00pm - 6:00pm

S14B: 1

In Search of the Open ePortfolio - Expert Panel and Plenary Discussion

Don Presant

Learning Agents, Canada

The next step in "stalking the wild ePortfolio", a mythical beast which is still more idea than fact.

In this plenary session, a panel of experts will discuss the findings of an early morning workshop *(see Session S11B),* whose objective was to suggest short term workarounds, emerging trends and long term solutions that can lead to the achievement of the vision for a truly open ePortfolio ecosystem.

The panel will relate these findings to overarching issues of identity, ownership, interoperability, usability and viable business models, with lively audience participation. The results will form part of the permanent record of the conference, and should inspire new research and technological innovation.

S21A: Healthcare track

Time: Tuesday, 10/Jul/2012: 9:00am - 10:30am

S21A: 1

Fitness to practice, Shipman and evaluating the role of ePortfolios

Lola Loewenthal

Imperial College Healthcare NHS Trust, United Kingdom

Context

There is increasing public, media and political scrutiny concerning the notion of fitness to practice; as a consequence a doctor's fitness to practice is no longer assumed, instead it must be proven. In the UK the Shipman Inquiry played a key role in identifying the shortcomings of the system and calling for reform and improvements in the way fitness to practice is monitored and assessed. In order to help restore the public's faith in medicine it was considered essential that independent practitioners can demonstrate their fitness to practice not just at the point of independence but at all levels of training.

Objectives

This paper explores the role of the ePortfolio in determining if a doctor is fit to practice in the UK including when he or she should be added or removed from the General Medical Council (GMC) register. The methods of investigation used here are primarily a combination of a literature review with a critical assessment of the evidence, particularly in the light of the author's pre and post registration training experience as a medical doctor. (This is the first stage of forthcoming research interviewing stakeholders on their experiences of using ePortfolios in determining a doctor's fitness to practice.)

This paper commences with a literature review examining the meanings of competence and performance in relation to fitness to practice alongside the theory behind its definition and assessment. This is a prerequisite for then considering the current use of the ePortfolio in medical assessment including its role in GMC revalidation following recommendations from the Shipman Inquiry.

Results

A lack of consistent definitions of fitness to practice causes underlying problems for methods of assessing this. There is also limited evidence to support such methods use including restricted data on their reliability and validity. From reviewing the literature, it is concluded, that the definition of professional competence as set out by Epstein and Hundert provides one of the most comprehensive and holistic insights into the qualities required for clinical performance. Despite criticisms resulting from the Shipman Inquiry, the GMC has struggled to produce a revalidation system that avoids the traditional 'Old Boy's Club' problems. It is, however, not until the forthcoming implementation of revalidation that the changes brought about by the Shipman inquiry and the ePortfolios role in this can be fully assessed. Work Based Place Assessments (WBPAs), including multisource feedback (MSF) constitute part of the ePortfolio and will play a central role in the revalidation system. These ePortfolios have now been in place in the UK, forming part of both formative and summative assessment, for a number of years, for example as part of the UK Foundation Programme.

There is some data demonstrating ePortfolio WBPAs reliability and validity, although this is not focused on their use with fitness to practice. It is important that the potential for bias in the selection of assessors is accounted for whilst acknowledging the role of MSF in promoting teamwork and accountability. The importance of the clinical team is further demonstrated in the inter-dependence of doctors and other healthcare professionals, after becoming fit to practice independently as a consultant or principal general practitioner. Such teamwork, when appropriately considered allows for ongoing assessment and scrutiny of the physician's fitness

to practice; as can be assessed with the MSF and other ePortfolio peer assessment evaluation exercises.

Conclusion

Despite increased attention to fitness to practice, the medical profession has been slow to clarify its definition. There continues to be a lack of consensus and clarity on the definitions of competence, performance and their relation to fitness to practice. A universally consistent and accepted definition of competence is required for further evaluating and developing the role of ePortfolios in assessing fitness to practice and its evaluation.

However, the literature review of key educational concepts for fitness to practice such as competence has provided some pointers. Also, with such issues of definition and the involvement of the multi-disciplinary team in peer assessment exercises in mind, it is considered that the ePortfolio could provide an opportunity to overcome many of the criticisms set out by the Shipman Inquiry. Indeed ePortfolios could play an increasing role for assessing fitness to practice not only for UK doctors but also for healthcare professionals globally.

S21A: 2

Tracking progress in construction of subject knowledge and epistemological beliefs using Patchwork Text Assessments

ALFREDO GAITAN, **JOSEPH ADONU, MAJA JANKOWSKA**

University of Bedfordshire, United Kingdom

Most of the teaching strategies and assessments currently in use in HE typically concentrate on the achievement, by learners, of intended learning outcomes, i.e. the final state of their knowledge and skills, but little is known of the learners' prior knowledge before the start of a course. Neither tutors nor learners attempt to build on prior knowledge. However, many authors (e.g. Resnick, 1983; Glaserfeld, 1984; Schwartz, Sears & Chang, 2007) have argued that learning is strongly influenced by prior knowledge. Additionally, research on adults' beliefs about knowledge has resulted in several models (Perry, 1990, King & Kitchener, 2002, Baxter Magolda, 2004) which propose that our ideas of what counts as knowledge, how knowledge is produced and the role of authority, change over time. These systems of beliefs may determine the quality and type of learning that a student can carry out. However, beliefs about knowledge are not normally taken into account by tutors.

This project aimed to identify students' developmental changes in subject knowledge as well as epistemological beliefs that occurred during a Third Year course on Critical Social Psychology during the second semester of 2011-12. This course had already incorporated notions of experiential learning and inquiry-based learning in its pedagogy. Based on the former approach, learners were encouraged to draw on prior knowledge and experiences of a topic of their choice, at an early stage of the course, in order to facilitate a process of construction of knowledge (as opposed to assimilation of knowledge from external sources). Past experiences of delivering this course suggested that the novelty of some of the ideas and the challenging reading materials disempowered some students who felt unable to perform at the required level and in some cases opted for plagiarism. Inquiry-based learning was implemented in order to support the critical analysis through focusing the students' attention on formulating and working on questions collectively and individually. For the 2011-12 cohort, the main assessment was re-designed as a Patchwork Text Assessment (PTA), in the form of blogs (using PebblePad), and piloted as part of a JISC-funded project running in four other universities. This required the students to write short pieces during the course, including a final conclusion, instead of the traditional end-of-course essay. This type of assessment has been justified in the context of the distinction between 'surface and deep learning' (Winter, 2003). For many students, writing an essay involves a mysterious art which they cannot aspire to master, despite their strenuous efforts to follow (often unwritten) rules and the voluminous guidelines and marking criteria made

available by the tutors. Many students emulate set examples or even worse, copy from sources, often engaging in blatant plagiarism. This is because they have no sense of ownership of a process which is totally determined externally. The PTA in the course studied involved four 'patches' the first of which summarised the students' prior knowledge and experience of a topic of their choice; the following two resulted from two short phases of inquiry and the last one was a critical review of an article they presented as part of a seminar. A fifth piece was a 'final commentary' where the students reflected on the progress achieved in their construction of knowledge.

Although all the students enrolled on the course were exposed to the same learning experiences (lectures and seminars) and had to complete the assessments, including the PTA, consent forms were used to ask permission to collect and analyse the assignments. Of the 24 students initially registered on the course, 21 completed it and 19 agreed to have their PTAs included in the analysis. 11 agreed to be interviewed. The introduction of the PTA can be said to have produced some very encouraging results: very high submission rates, higher average grades (compared to previous years) and no cases of plagiarism. 11 interviews were analysed qualitatively. Some of the positive features highlighted by the students included permanent online access for students and tutors, instant access to grades and feedback (within 3 weeks of submission), a recognition that the assignment supported their learning, and that the final product was a fair represention of their final state of their knowledge, as well as the learning process. All, with one exception, had enjoyed working on the assessment! Some of the challenges revolved around the use of technology, difficulties adhering to the word count and initial confusion and anxiety generated by the new type of assessment. The analyses of the PTAs illustrate changes in subject knowledge and also some shifts in epistemological beliefs.

S21A: 3

ePortfolio & learning styles in Nursing Education

Kirsten Nielsen[1], Niels Henrik Helms[2], Birthe D. Pedersen[3]

[1]University of Southern Denmark/VIA University College, Denmark; [2]Knowledgelab, University of Southern Denmark; [3]Research Unit of Nursing, Institute of Clinical Research, Faculty of Health Sciences, University of Southern Denmark

Background

Examination of the literature shows both advantages and disadvantages in implementing ePortfolio and learning styles in Nursing Education. The students reflect on nursing practice as well as on their strengths and weaknesses, and reflecting in the portfolio increases self-awareness, personal and professional growth and critical thinking. Main barriers are concerning difficulties gaining access to computers and internet, lack of guidance in using ePortfolio, working with ePortfolio is time-consuming and risk to be given a higher priority than learning the practical craft of nursing in clinical settings. Insight into preferred learning style can be an advantage to both students and preceptors in attempt to promote students´ learning potential, but there are quite many different theoretical approaches and definitions of the concept, and reviewers call attention to the risk that teachers label students as certain types of learners and thereby reduce them to stereotypes. It is well known that learning takes place in different ways, and students having a gift for writing enjoy using portfolio, but some students do not. Therefore, the School of Nursing, VIA University College, DK wanted to intensify the differentiated guidance of students, and developed an ePortfolio which aim to facilitate four learning styles as described by Honey and Mumford. It was tested in a pilot project and now, a qualitative study of how learning is mediated in clinical education through this ePortfolio is passing off.

Purpose

The purpose of the study is to investigate the learning potentials of the ePortfolio in the clinical part of the Nursing Education, including to investigate how it is employed and whether it makes any difference to integrate a learning style approach in the ePortfolio.

Design

The study is qualitative with a phenomenological-hermeneutic design inspired by the French Philosopher Ricoeur´s theory about narrative and interpretation.

Setting and participants

The setting is a clinical course where first-year students are trainees in three hospitals and a nursing home. To attain an impression of the students´ preferred learning style 40 students answered a 40-question survey inspired of the survey of Honey and Mumford. Then they were divided into four subgroups of those with an activist, reflector, theorist, or pragmatic preferred learning style. From each group students were randomly assigned and eleven students were included.

Method

Data are generated through ethnographic fieldwork and comes from participant observations, narrative interviews, and portfolio documents. The data analysis includes three levels: naive reading, structural analysis and critical interpretation and discussion.

Conclusion

The preliminary results about how the ePortfolio is employed in clinical settings show, that it is used intentional in different ways, and that the potentials of the ePortfolio are not fully made use of. Some students use ePortfolio as a diary. Some use it weekly to plan and evaluate their learning. Some use it to manage feelings as frustration and insecurity. Some use a pedagogical tool in order to learn via reflective writing related to a competence or goal. We found no signs of ePortfolio been given a higher priority than learning practice, as described in an earlier study. The students work with ePortfolio at home or in the ward to make use of waiting time, while patients are resting. When used for a longer space of time in the ward it is in co-operation with the preceptor planning the learning process of next week. The ePortfolio contains a mandatory study plan, and there is a potential for making more individual plans, as the pedagogical tools are seldom mentioned in the plans. These tools are meant to facilitate different ways of learning, and often the students need guiding to choose a tool suitable for the purpose. When used the tools seem to support learning.

The study uncovers motivation and barriers for using ePortfolio. Students use ePortfolio, if they think it helps them to learn, if they get feedback from the preceptors, or if the preceptors ask them to. The barriers seem to be related to the students´ attitude: If they think working with ePortfolio is less important than other tasks, if they don´t expect to learn by using it, or if they feel vulnerable to preceptors reading their reflections. The final results will be published in international journals. The study will be finished in July, 2014.

S21A: 4

An eportfolio connector for US & Canadian trainees

Dana Bostrom

Association of American Medical Colleges, United States of America

Physicians make many transitions in their learning process, and must regularly provide the "proof" of their learning to authorities granting credentials. The Association of American Medical Colleges, later this year, will introduce a product that enables the learner to more easily connect and provide documentation to the appropriate authorities; track and document competencies; and demonstrate professional growth throughout his/ her career. We see this tool as a mechanism to build upon electronic portfolios individuals may have earlier in life, and an effective "home base" or "lock box" for personal information. Individuals can authorize sharing of this information to specific organizations, such as those that provide services the physician wants to use.

S21B: Identity construction

Time: Tuesday, 10/Jul/2012: 9:00am - 10:30am

S21B: 1

Reflecting on a Predicament of Professional Identity

<u>Carolyn Harkness</u>

Australian Catholic University, Australia

Background

Professional and effective early childhood teacher/educators have the opportunity to advocate, through their own teaching practices, for the development of high-quality learning communities that clearly articulate a professional teacher identity (Rodd, 2006). The Australian Catholic University, with campuses spread across four separate legislative state and territory boundaries, mandates the development of an ePortfolio within its teacher education courses. Whilst mandated, the development of the ePortfolio within the Bachelor of Education (Primary) course featured predominately in the first and final year, in preparation for the pre-service teacher's transition into the teaching profession. The introduction of a Bachelor of Education (Early Childhood and Primary) course, in 2008, afforded the opportunity to develop a coordinated approach to the development of the ePortfolio, spanning across the four years of the course and culminating in the final year. This coordination has yielded a critical focus for both the academic staff and the pre-service teachers to make creative use of a variety of Information and Communication Technologies (ICT) to demonstrate their pedagogic strengths, to identify the pre-service teacher as meeting a variety of legislated requirements for teacher registration, and to meet the University's mandated course requirements. It has also provided a platform from which to promote the professional identity of the Early Childhood teacher in a more traditional socio-political climate where teachers are still classified as those who educate children in formal school settings.

Objectives

The 'work-in-progress' aims to:

- Establish the professional identity of those who educate children in prior-formal-school-settings as Teachers.

- Encourage academic staff and pre-service teachers to consider a variety of ePortfolio platforms, ranging from internal ICT to external Web 2.0 in order to substantiate their developing professional identity to a wider, potentially global, audience.

- Investigate ways in which such digital approaches both connect key information to the pre-service teacher's own local experiences and enables clear university-wide outcomes for academic staff and students to be met (Ramsden, 1991; Augar, Raitman & Zhou, 2004; Chapman, 2008; Murphy, Casey, & Fraser, 2007).

Approach

An Action Research approach has been and continues to be used to identify and evaluate sustainable practices in a number of strategic domains within 21st century teacher education:

- A culture of collaboration – using a gradual and natural evolution of collaborative processes across the professional boundaries of the academic and the pre-service teacher.

- Engaging available ICT resources in the development of the ePortfolio that creatively charts the pre-service teacher's professional learning perspective.

- Harnessing course review synergies that support and enhance a coordinated approach to the development of a professional ePortfolio that demonstrates professional teacher standards,

meet the requirements of different state and territory teacher registration requirements, and teacher course accreditation.

This presentation will discuss the systematic analysis of the second cohort of Bachelor of Education (Early Childhood and Primary) pre-service teachers and their approach to the development of their Professional ePortfolio across the four years of their teacher-education course. There will also be a focus on the action research methodology that continues to be employed in this 'work-in-progress'.

Keywords: Workforce identity, digital technologies, collaboration, and reflective professional approaches.

References

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S21B: 2

Implications of identity negotiation research for the design of the TRAILER e-portfolio

José Janssen, Adriana J. Berlanga, Peter Sloep

Open Universiteit Nederland, Netherlands, The

The TRAILER project (Tagging, Recognition and Acknowledgment of Informal Learning ExpeRiences) aims to facilitate the identification of episodes and evidences of informal learning by the learner in any of the different spaces in which she learns (formally or informally), with the further aim to facilitate the recognition of this learning, e.g. by a tutor, employer, educational institution, in dialogue with the learner.

To this end the project will develop an Informal Learning Collector (ILC), that will allow the user to identify and collect instances of informal learning, and permit the identification of instances or groups of instances that indicate the acquisition or development of skills and competences. These tasks are going to be performed in the users personal learning network, that is to say, the set of informal and formal tools, resources and contacts that learners use to learn. Once the harvesting and tagging of the different informal learning experiences has been done, these experiences will be stored and organized in a way that they are visible and accessible to the user, and manageable, especially with regard to defining which of them are to be made accessible to others (colleagues, employer, public etc). The ILC will constitute a link between the learner's informal learning and an existing e-portfolio (e.g. Mahara, IMS portfolio, e-scape, elgg) that will be adapted to the purposes of the project.

The TRAILER project thus focuses on e-portfolio as a means to document personal development in view of communicating one's interests, competences, networks, etc., that is, as

a means for identity negotiation. This paper focuses on the question how to design an e-portfolio so that it optimally supports the identity negotiation process.

We all have an image of who we are and what we are capable of and we want others to perceive us in line with the image we have of ourselves. Theories on identity negotiation distinguish between a 'target' (the person who's identity is 'at stake') and 'perceivers' (the people who have or develop behavioural expectancies towards the target). Perceivers are not necessarily individuals, but can also be a larger organisation (e.g. an educational institution, employer organisation). Whereas perceivers strive to validate their expectancies, targets seek to verify their self-views. Target and perceiver interact in symmetric or asymmetric relationships. These theoretical notions seamlessly apply to processes like accreditation of prior learning and job interviews or evaluations.

Whereas initial studies regarding identity negotiations focused on behavioural confirmation, i.e. the way perceivers influence the behaviour of targets to confirm to perceivers' expectancies, the focus has gradually shifted to the way targets play an active role in the identity negotiation process. In this process the desire for self-verification (i.e. stabilising one's self view) tends to 'prevail' over the desire for self-enhancement. Note that this might be part of the reason why most people's online and off-line identities appear highly consistent.

This paper provides a review of research findings in the area of identity negotiation and online identities in light of the implications they hold for the design of an e-portfolio that is meant to facilitate identity negotiation.

S21B: 3

Gender Differences in ePortfolio Use in Higher Education

Ilona Buchem

Beuth University of Applied Sciences Berlin, Germany

Users of ePortfolios cannot be seen as a homogeneous group. Until recently, research on ePortfolio has paid little attention to the issue of diversity, such as gender differences, in the perceptions and uses of ePortfolios. This paper focuses on the gender perspectives on the use of ePortfolio in higher education as a didactic method supporting both the process and the assessment of research-based learning. Research-based learning is a concept referring to a variety of educational strategies linking research and teaching. In view of research results related to gender differences in perceptions and uses of ICT, most recently social and mobile media, it appears significant to consider gender-specific differences in perceptions and uses of ePortfolios and reflect on how these differences can be taken into consideration when designing ePortfolio-based educational scenarios, including supporting students in creating their own ePortfolios as part of research-based learning in higher education.

The paper presents preliminary results from qualitative, exploratory research targeted towards identifying cultural and gender differences in perspectives and uses of ePortfolios in context of research-based learning. The paper covers selected case studies related to the uses of ePortfolios for research-based learning and the Beuth University of Applied Sciences Berlin by male and female bachelor and master students with different cultural backgrounds. The purpose of this research is to generate culture- and gender-relevant research questions and preliminary results in order to spur further research in this area. The research presented in the paper is based on the theoretical positioning of research-based learning as situated learning and the discussion about the risks of ePortfolio use in context of research-based learning in higher education (Reinmann & Sippel, 2009). Reinmann & Sippel (2009) name a three main of risks of ePortfolio use in context of research-based learning in higher education. Authors argue that these risks, i.e. over-scripting, over-reflecting and over-acting, arise mainly from the fact that in context of higher education ePortfolio are assessed by lecturers and/or peers and the external assessment may lead to exaggerated compliance with rules, self-reflection and actionism. This paper empirically explores the three problematic patterns of ePortfolio use also in relation to

possible gender differences. The three patters of ePortfolio use investigated in this paper are defined as follows:

- Over-conforming as pattern of ePortfolio use is related to over-scripting describes strong adjustment to established rules and assessment criteria. Over-conforming means taking on a "strategic approach", i.e. adhering to pre-defined guidelines external requirements, at the same time neglecting personal criteria and judgments.

- Over-reflecting as pattern of ePortfolio use is related to the exaggerated reflective endeavor directed towards self-analysis. Over-reflecting means examining oneself or own situation frequently and/or in-depth, and at the same time taking a rather shallow approach to the reflection of the subject-matter at hand (e.g. course topics).

- Over-acting as pattern of ePortfolio use is related the excessive hoarding of ePortfolio artifacts. Over-acting means collecting larger numbers of artifacts as evidence of own expertise, at the same time failing to meaningfully select artifacts and relate them to own learning goals. This use pattern may hinder reflection and in-depth learning, also neglecting making mistakes as necessary elements of learning.

This paper provides not only first empirical research results on the three patterns of ePortfolio use as described above, but also explores possible gender differences related to over-conforming, over-reflecting and over-acting as patterns of ePortfolio use. The presented research results are based on qualitative investigation of selected case studies of ePortfolio uses in context of higher education. Specifically, the analysis of case studies looks into gender differences in perceptions and use patterns of ePortfolios as a didactic method supporting both the process and the assessment of research-based learning.

The paper starts with an overview of what is currently known about gender differences in relation to ePortfolio use based on the analysis of existing literature. The second section focuses on the theoretical discussion related to the risks of ePortfolio and presents some considerations about possible gender differences related to the perceptions and uses of ePortfolios in higher education. The third section presents selected case studies of ePortfolio use in context of research-based learning focusing on gender differences related both to perceptions and uses of personal ePortfolios. The final section summarizes and discuses presented research results, including recommendations on further research related to gender differences in ePortfolio use.

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S21B: 4

Constructing Digital Myself: Authenticity, Folio Thinking, and the Representation of Self

Janice Ann Smith[1], **Shoji Kajita**[2]

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At ePIC 2011 we introduced the concept of "Digital Myself" as the development of a virtual identity by using Information and Communication Technologies (ICT) to parallel and reflect the self living in the real world. We discussed the challenges of creating a mirror image entity that is as faithful as possible to the original Analog Myself regardless of the constraints of the digital environment. In our ePIC 2011 paper, we referred to the interaction of internal, external, and mirrored representations of the self as "authenticity."

External authenticity refers to how others see us in the real world, while internal authenticity represents the self we perceive ourselves to be. We can be said to be authentic from an external point of view when others accept us as who we represent ourselves to be, with our

external representation serving as a medium for others to observe aspects of our internal representation.

In the current cyber world, there are two sources of information for the mirror image representation of Digital Myself: 1) external representations of the self that have been scattered throughout the digital environment and 2) internal representations of the self that have not yet been externalized through speech or other media or perhaps not even formalized in words. Digital Myself emerges when external representations and corresponding internal representations are reconciled into one holistic mirror image of the real world Analog Myself

Our paper begins with a futuristic vision from today's popular media that imagines ways of capturing and synthesizing our cyber footprints to create a digital copy of the real world self. The realization of Digital Myself requires the identification and consolidation of digitized information originating from or pertaining to the individual, along with the maintenance of the authenticity of that information.

Current trends in authentication and application services for medicine and education point to future success in the use of ICT to consolidate vast quantities of personal information that have been digitized and made available through 21st century technology. Sampling methods employing sophisticated statistical procedures are required to sift through sets of data that are so extensive and complex that they would overwhelm traditional data management tools.

We continue our discussion by further examining the concept of authenticity and the extent to which the authenticity of Digital Myself can be realized. Individual human beings represent themselves differently according to context and audience, developing and transforming how they choose to present themselves over time. The consolidation of external representations of the self will be successful when the resulting selection of information accurately represents the diversity of data produced by an individual across time and space.

While the achievement of authenticity in Digital Myself represents an ideal, it may also present an unbearable extreme. Only the most fearless among us can endure the fierce light of truth about ourselves or want to share the fullness of that truth with colleagues, friends, and family, whether the sharing takes place during our lifetime or following our death. Reconciling external representations of self with one's internal sense of authenticity requires the willingness to know oneself and integrate potentially painful sources of self-knowledge with more positive aspects of one's identity and experience.

Adopting the strategies of folio thinking provides a way for individuals to reconcile representations of their external authenticity with their internal concept of self, which we refer to as internal authenticity. Folio thinking focuses on meta-cognitive skills such as documenting and reflecting on one's skills, strengths, and weaknesses, taking responsibility for one's own personal development, synthesizing and transferring learning about oneself to new contexts, and interacting with peers to give and receive feedback. Such meta-cognitive skills can assist individuals with reconciling external evidence of success and failure with their internal sense of self to share with selected others via Digital Myself.

It is the learning process involved in harmonizing external and internal sources of authenticity to create a mirrored image of Analog Myself in a digital environment that offers the individual a unique opportunity to develop a better self in the real world.

S21C: Implementation

Time: Tuesday, 10/Jul/2012: 9:00am - 10:30am

S21C: 1

Research Towards e-Portfolios In The Work Place: Regional Initiatives

Ronald Lievens, Charissa Freese, Ton Wilthagen

ReflecT, Tilburg University, Netherlands, The

In current, tough economic times where uncertainty prevails, there is a need for a flexible workforce to meet highly fluctuating demands for labour. Especially, technological organizations experience great fluctuations in labour demands, and at the same time these organizations are highly dependent of employees who have very specific skills and knowledge. For these organizations it is essential that employees stay in the region, after they lose their jobs, to rehire them if production levels increase. A high performing labour market that enhances mobility requires transparency of skills and competencies that are available in the region. This transparency can be created by the regional use of e-portfolios, by educational institutions, employees, and unemployed. E-portfolios improve the quality and speed of the job matching process, by identifying prior learning, acquired competencies, knowledge and skills. Participating in a regional e-portfolio system requires organizations to collaborate by using the same competency language and to share information on their employees. From the perspective of organizations a regional e-portfoliosystem may have benefits, by reducing recruitment efforts for example. However it may also have negative side-effects, such as the potential loss of valued employees to competitors.

In The Netherlands, the Dutch Committee on Labour Market Participation has concluded that the Dutch labour market is about to change drastically in two ways. First of all, there will be more work to do but fewer people available to do the work, and second, globalization will increase the requirements regarding the level of knowledge and adaptability of the workforce formulated a series of recommendations, in order to address improve the functioning of the Dutch labour market. The committee formulated several recommendations to tackle these issues, among which one which advocates the usage of e-portfolios. Every member of the labour force will be entitled to such a portfolio, as it will enhance people's understanding of their position on the labour market and their career prospects, as well as providing insight in any potential further training they might require.

The Ph.D. project we are presenting on is part of the government-funded "Let's Connect" project, where various (educational, knowledge management and business) organizations in the Brainport region ("The world's smartest region" in 2011) in The Netherlands work together to stimulate the implementation of e-portfolios. The role of our study is to establish whether the implementation of e-portfolios regionally improves the functioning of the labor market in the Brainport region, and under which conditions. We will monitor the usage of e-portfolios in the involved organizations, and measure the effects on their recruitment. Furthermore, we will look critically at how the e-portfolio ties in with a company's HR processes, and if and how it can be used to complement it as an integrated element. Several other similar case studies available in The Netherlands will also be used in the analysis. Thus, we will explore the e-portfolio concept from two different perspectives: utilizing HRM-theories and the economical perspective with regards to the labor market. An international comparison will also be a part of the research, to draw lessons from existing European initiatives and policies. Interviews and desk research will be conducted in different economic regions in different countries which are using e-portfolio systems.

In our presentation we will give an overview of the state of our research and preliminary findings from the Let's Connect project in a work in progress paper.

S21C: 2

From bottom-up to top-down: ploughing a middle furrow through the institution

<u>Sandra Winfield</u>, Kirstie Coolin, Mike Leam

University of Nottingham, United Kingdom

The University of Nottingham has for many years been home to one of the UK's recognised Centres for ePortfolio research and innovation, bringing together practice and technology, working on transitions and employability.

The University was a pioneer in the 1990s in its establishment of ePARs, one of the first institution-wide electronic eProgress file systems. This was tied to the personal tutoring system, and functionality was expanded to include a New Entrant Profile as a transition document to enable new students to introduce themselves before arriving at the University, and a Personal Evidence Database which allowed students to record and track their skills. Further work supported its use for monitoring trainee and newly-qualified teachers, encouraging use of reflective learning in the workplace. However ePARs is now very dated. An institution-wide review in early 2011 showed that the system was still in use but mainly where there was no acceptable alternative functionality available. The University has commissioned a major five-year programme of work centred on replacing the student records system and it is expected that ePARs will be turned off in the medium-term.

An increasing number of UK HEIs are adopting institution-wide ePortfolio systems, offering ePortfolios either globally to all students or to large numbers on courses in areas with specific professional competence requirements, as evidenced by the EPI study commissioned by JISC. The current generation of digitally-aware and socially-networked students increasingly expects to be offered such facilities, which not only meet student needs but can influence measurements of student satisfaction, which are in turn reflected in publicly-available data via the Key Information Set (KIS): their potential to empower the employability agenda within HEIs, highlighted by the Wilson Review in March 2012, is also something a significant set of managers within the University has understood.

ePortfolios are not new to Nottingham: a number of pilot projects were run by one of the University's HEFCE-funded Centres for Excellence in Teaching and Learning. In addition, the CIePD has carried out project work around ePortfolios and ePortfolio processes which more recently has included successful pilots within the institution.

The University is undergoing a period of significant change: a significant number of business systems have been replaced over the past three years, and technical infrastructure is being updated. From September 2012 the University VLE will have been migrated entirely from WebCT to Moodle. We saw the changes resulting from the implementation of Moodle as a further timely opportunity: at a time when every department in the institution is having to revisit its online provision in order to tailor it to the new system, we are able to offer further functionality to interface with and sit alongside it.

In terms of methodology, we have arrived at a middle way that began as a bottom-up solution and has gained top-down endorsement. The original guerilla tactics involving case studies from disconnected pockets of ePortfolio use have helped to develop the business case at departmental level, and an informal network of local champions has spread the word about how ePortfolio offers the solution to particular problems or can enhance specific experiences such as work placement. As a result, the Centre has been approached by an increasing number of units looking for an institutionally-sanctioned solution, which has in turn enabled us to gauge the level of demand and develop a body of evidence to make the case to gain senior management support. Building momentum in this way has enabled us to draw on the changing cross-departmental culture engendered by the Moodle pilots from the current academic year, and we now have agreement to provide resources to carry out managed phased pilots as an interim stage to proposed institutional rollout from 2013.

We are able to join up pockets of diverse and independent activity and draw in experience and knowledge from the Centre to run a series of managed pilots that will lead to an institutional implementation. Rather than mandating a single system, we are aiming to develop a Mahara-based 'recommended solution' while giving guidelines to academic Schools (including those in the international campuses in China and Malaysia) which have the freedom to buy other systems if they prefer and are able to fund these.

From a research viewpoint, we see this as an opportunity to test and validate the EPI model of implementation, derived from observation, in an active context: this will produce valuable findings which will be disseminated to the wider sector as they become available, and has helped to shape the overall plan for the operation.

S21C: 3

Technical and pedagogical feedback on the deployment of a regional ePortfolio. Models of the uses, analysis and perspectives

Samuel Nowakowski, **Nathalie Issenmann, Isabelle Houot, Armelle Brun**

Université de Lorraine, France

This communication presents the results and perspectives of the methodology presented last year. First we focused on the methodology and the planned strategy of the deployment of the ePortfolio and now, we detail results and conclusions.

Our aim is now to deal with the ways students professional insertion is seen and anticipated during and after academic curriculum related to the increasing number of private and public offers for digital portfolio tools.

This communication also deals with higher education institutions' strategies and policies to choose digital environments dedicated to enforce students professional insertion and formal and unformal learning validations.

Thus, we first present the obtained results from the study performed in e-insertion project supported by Professional Insertion Office and both funded by University of Lorraine and Regional Council of Lorraine. This study has concerned about 250 students (bachelor and master degrees in blended and traditional learning) and about 15 teachers (technology, human sciences and health, biology and management) which have used the ePortfolio, called Lorfolio, in their daily pedagogical uses. Lorfolio (www.lorfolio.fr) is a digital portfolio which has been developed by the Regional Council of Lorraine to be used by all the people from Lorraine for their professional insertion.

The results are of three kinds:

- -   concerning the technological profile of the students and teachers
- -   concerning the pedagogical impact of the ePortfolio
- -   concerning the model of the real uses of the ePortfolio based on the mathematical study of the log files

In this communication, we will propose to describe the cross analysis of the obtained results. What is the influence of the technological profile of the students on their use of the LorFolio? What are their main uses? What sort of model of the uses can we derive (in terms seen resources)? And, what kind of recommendation strategy can we implement knowing the users' profiles? What are the links and/or gaps between real uses and questionnaires?

Results show interesting aspects concerning users profiles and we have obtained models of the uses by applying Markov chains modeling (i.e., we have identified characteristic sequences of seen resources which have been correlated to the results of interviews and questionnaires).

Our main interesting results are based on the link we make between the different kinds of analysis. Their complementarities give us the opportunity to derive new conclusions and we are able to identify the real impact of the ePortfolio on the pedagogical uses.

As perspectives, we propose, using feedbacks from the real uses, to identify key points dealing with the implementation of such an approach and tool at local, regional or national levels. How do these models of the uses interact with the digital strategies of the higher education institutions?

More globally, is the implementation of such digital tools a strength or a weakness in the pedagogical uses?

The combination of statistical analysis, Markov models and analysis of the students and teachers practices will propose some answers and perspective for future works.

S21C: 4

ePortfolios in companies

Dries Pruis, **Lex Polman**

Kenteq, The Netherlands

Context

In the past ten years ePortfolio used in the Netherlands on a large scale in education. Today we see a trend that the ePortfolio is increasingly used in companies and organizations for the professional development of the staff. Kenteq, The centre of expertise and advice for technical craftsmanship has an intermediary role between the vocational education and companies. They promote the use of ePortfolios, because they offer several eServices for employability goals.

Objectives

We want to give an overview of various initiatives in the Dutch business community. The examples refers to lifelong learning, work based learning and organisational learning.

Summary

In our presentation we briefly show three projects in which the ePortfolio is a tool for professional development of the staff.

MentorTeq/Skills @ School

Students in vocational education must be performing a large part of their training in companies. The workplace coach of the company has access to an electronic instrument "MentorTeq", in which he can plan and assess the student during the practical part of the training. The school uses a different system for the progress of the theoretical part of the student. In the project we want to use the ePortfolio as a tool for the student to access his data from both the operating systems of the school and the company.

Let's Connect

The project Let's Connect is an innovative concept that helps companies systematically and decisively in the quest for the right person at the right place at the right time with the right qualifications. In 9 pilot companies in the Southeast of the Netherlands we implement different ePortfolios for approximately 320 employees.

The pilot companies also get access to a business dashboard, in which they have more insight into the existing quality of the staff.

On a regional scale the same standard is used in terms of competencies and job profiles in Let's Connect and provides insight into the functioning of labour markets of Southeast Netherlands. Therefor a regional labour market dashboard is developed.

SME ePortfolio

The SME ePortfolio project involves the value of an ePortfolio in the mid-sized companies. We show the success of the implementation of ePortfolios at "IJssel Technology". In this company, all employees have access to an ePortfolio in which their profile and also their competencies are recorded. The company has access to an organization portfolio, which is a representation of all portfolios of the employees. The company has so understanding of all existing competencies and can therefore plan their projects much better.

Conclusions

The presented examples of the ePortfolio implementation within the companies show that an instrument such as an ePortfolio certainly added value to companies.

S21D: Teacher Education

Time: Tuesday, 10/Jul/2012: 9:00am - 10:30am

S21D: 1

E-Portfolios in Initial Teacher Education in Singapore: A Peek into the Artefacts

Stefanie Chye, **Mingming Zhou, Woon Chia Liu, Caroline Koh**

National Institute of Education, Singapore

E-portfolios have been introduced to teacher education in the 1980s. Since then, educational researchers and practitioners cite the increasing use of portfolios as an assessment and learning tool in teacher education programs. In the domain of teacher education, the need to improve quality, attain established standards and to resolve accreditation issues have led to the increased use of e-portfolios in many European states and others around the world. With the creation of e-portfolios, student teachers can document their journey in becoming a teacher by selecting, sharing, and reflecting on artefacts such as educational philosophies, classroom management plans, unit and lesson plans, plans to meet the needs of diverse and special needs pupils, and video clips of practice teaching. They can not only showcase the best work as a professional, but also exhibit the knowledge and skills in using technology.

While many researchers have tended to focus on the products of e-portfolio and what it makes visible to teacher educators, some have focused on the benefits inherent in the processes of e-portfolio construction. For instance, Bauer and Dunn (2003) suggest that, "the real strength of the e-portfolios is the activities in which students are engaged. Through continuous reflection, accumulation and selection of artifacts, and receipt of feedback, students are developing valuable skills that will serve them as professional educators (p. 17)".

Strudler and Wetzel (2005) noted that the implementation of e-portfolio systems in teacher education programs often had multiple goals that included: (a) Documenting the journeys of student teachers; (b) Promoting or marketing student teachers for employment; and (c) Guiding students toward meeting the requirements of certification programs. In our context, we identified three major areas wherein e-portfolios show the potential value for student teacher learning and development:

(1) documenting and enhancing understanding and awareness of competencies and standards;

(2) developing reflective thinking;

(3) helping student teachers construct a professional identity.

Helen Barrett, an early proponent of electronic portfolios, maintains that a portfolio that does not address professional teaching standards is little more than a scrapbook of "teaching stuff." In the National Institute of Education (NIE), Singapore, the Graduand Teacher Competencies (GTC) framework articulates a set of professional standards, benchmarks and goals for NIE graduating teachers. It indicates that, graduating students will have been adequately prepared to deal with the core roles of nurturing the child and quality of learning of the child; strong subject mastery and competencies related to the teaching and learning of the subject, working with and respecting others; and values pertaining to self. Hence, the development of their portfolios is expected to be in line with these standards. Along with meeting these standards, student teachers are also expected engage in a fairly large amount of reflection on their experiences. The teacher identity developed during this process is thus expected to be more solid, clear and sophisticated.

These can all be reflected by the inclusion of a variety of artefacts in an eportfolio. Student teachers can decide what and how many artefacts they want to add in. Self-selected artefacts are distinguished from self-generated artefacts in the sense that self-selected artefacts are selected from work the individual produces during the courses, field experiences and teaching

practices or internship, whereas self-generated artefacts are created specifically for inclusion in one's portfolio to demonstrate mastery of a given standard. One might, for example, take the initiative to write a reflection on what it means to be a resilient and adaptive teacher (Standard of *Personal Effectiveness in GTC*). This reflection could provide valuable insight into one's ability to analyze his or her own professional teaching capacity.

In this paper, we describe the e-portfolio processes as implemented in NIE in 2010. We provide exemplars and analyse the e-portfolios of five student teachers in two dimensions: quantity and quality. Specifically, we seek to determine 1) the types of artefacts in their e-portfolios (e.g., self-selected vs self-generated vs required) and 2) the reflective level of each artefact (high vs low). Both quantitative and qualitative forms of analyses are employed. We want to assess whether student teachers' capability of meeting GTCs (as reflected by their performance in the teaching practicum) is related to the quality and quantity of the artefacts at any level. Results are forthcoming and will be presented at the upcoming conference.

S21D: 2

How do trainee teachers use e-portfolios?

Jeanette Marie Mills

University of Bedfordshire, United Kingdom

How do Trainee Teachers use e-portfolios?

Background

This research investigated the introduction of two different e-portfolio platforms following two consecutive cohorts of students on a one year Initial Teacher Training course. The Pilot researched the implementation of the e-portfolio by focusing on the perspectives of the tutors and a sample of students on a one year course, the Postgraduate Certificate of Education (PGCE) leading to Qualified Teacher Status (QTS). This was a 38 week course with assessed placement-based experience of 98 days. For the first year of research a commercially produced e-portfolio, widely used by the University, was adopted on the course. The second year, the main study, followed a new cohort of students on the same course with the same tutors who switched to an in-house designed e-portfolio. The decision to change the e-portfolio after the first year was a direct response to the negative experience of both students and tutors.

The preliminary findings from analysis closely reflect the findings of other researchers work in relation to the implementation of an e-portfolio. In addition the findings from the Pilot suggested a clash of paradigms: tutors adopting a social constructivist teaching approach with the expectation of students constructing their own knowledge through interaction, whilst the students, in their quest to complete assessed work and evidence against an imposed set of Standards, adopting a behaviourist approach suggesting a passive acceptance of knowledge. This was the theme taken forward in the main study; the investigation into the use of the e-portfolio as a pedagogic tool from the perspective of tutors and students, whether findings continue to reflect the adoption of different paradigms and the effect of this clash on the student reflections recorded by the student on the e-portfolio and if so/not why this may be the case.

Methodology

This case study adopted a mixed method approach. Primarily a qualitative research project from interviews with qualitative and quantitative data from questionnaires. In addition, the Main Study included analysis of reflective writing carried out on the e-portfolio.

Results to date

Pilot Study - The preliminary findings from analysis closely reflect the findings of other researchers work in relation to the implementation of an e-portfolio. In addition, as stated above the findings from the Pilot suggested a clash of paradigms.

Main Study – Continued researching the perspectives of tutors and students together with the analysis of the completed e-portfolios to explore the frequency of use, what they are used for and how they are constructed for both reflective writing and completion of tasks. Preliminary analysis of data suggests that most students and all tutors were satisfied with the e-portfolio platform, in contrast to the Pilot year. All tutors were proficient users of this system with many years experience. However, during interview students reported different pedagogical approaches being adopted by tutors, this was confirmed by tutors and analysis of the interviews suggest the experience of the student was dependant on the pedagogical approach adopted by the tutor. Analysis of the interactions that took place by tutors and students on the e-portfolio give a clear indication of the peaks and troughs together with data relating to the frequency of use, dates of interaction, response to feedback and the difference between responses to tasks and reflective writing. Analysis of interview data and e-portfolios use continue to ascertain the teaching and learning approaches adopted and analysis of how the e-portfolio supported reflective writing.

Conclusion

Further analysis will determine how trainee teachers use e-portfolios, if there is a relationship between the use of e-portfolios and the development of reflective learners and if the clash of paradigms revealed during the Pilot study is still evident in the Main study.

S21D: 3

Integrative Knowledge ePortfolio: Building Teachers' Professional Identity

Liliana Barro Zecker

DePaul University, United States of America

The presentation describes preliminary findings stemming from the Integrative Knowledge Eportfolio (IKE) project in a USA Teacher Education program. The reflective stance that IKE requires is at the root of a *New Genre* which provides learners with a new way to document their intellectual journey, resulting in a new sense of themselves as learners and teachers, a new professional identity.

Backgound

Eportfolios have become commonplace in teacher education. Often, teacher candidates' eportfolios are used as a competency assessment tool (i.e., collection of assignments). However, there has been an urgent call to move beyond how-to thinking and form educators that are not as much *knowledge holders* as they are *knowledge makers,* reflective on their development and the ways in which they teach, and thus, more effective. Many teacher education programs have adopted eportfolios as a tool for reflection.

Teachers' reflective practices are frequently framed within a cognitive, critical and/or personalist/ narrative approach that encourage educators to 1) consider different educational/ developmental theories so as to look at practice from different angles, 2) think critically about the social and political aspects of education in general, or 3) reflect on their own practice to become more aware of their own identity, beliefs and professional growth, respectively. Additionally, different cognitive activities are involved in critical reflective process from simpler Recollection and Analysis to more sophisticated Critical Processing.

Novice teachers' reflective narratives are primarily focused on Recollection and Analysis; more in-depth Critical Processing is less common. It is difficult for new professionals to engage in Critical Processing due to lack of sustained experience with content and process knowledge. In other words, it is difficult to reflect critically on what does not know well. Yet, it is important to find tools to better model for novice educators how to take a thorough reflective stance that goes beyond mere recollection and results in critical thinking and, potentially, effective transformation.

Objectives

IKEs are not depositories of previously completed work. Rather, the IKE framework is intended to support learners in taking a critical stance on key learning experiences as they discover their 1) values/beliefs 2) core capacities/areas of challenge, 3) guiding concepts that inform their work, and 4) connection to valued networks and communities. As such, IKE thinking becomes a genre: a set of practices to present oneself and one's skills, qualities, achievements (Hughes, 2011).

This study was conducted in a graduate Teacher Education program at a US university. IKEs were introduced during student teaching seminars. Students were supported in the crafting of the different components of their individual IKEs: Welcome Page, Goals, Philosophical Statement, and Work Showcase. This study focuses on the processes that supported the crafting of IKEs. More specifically, we look at the scaffolds provided for students to compose Critical Reflective Narratives, the central component of IKEs.

Data come from 1) students' IKE samples, and 2) thirty exit-interview video excerpts from the Fall, Winter, Spring seminar.

The emergent results from ongoing data analysis indicate that:

-Students experienced IKE thinking and building as a different and new kind of learning and thinking tool to reflect on their work and knowledge, different from their previous reflective learning engagements, a new genre they needed to *apprehend*.

-Students experienced the IKE model--different from their preconceived notions of eportfolios as depositories of assignments) as "very revealing", a tool that gave them "a new way of looking at and portraying" themselves as teachers and people in connection to their profession and other social networks, a mechanism to chart and thus better understand their intellectual journeys and professional persona.

-The affordances of the medium (multimedia) empowered students to present their work and ideas in ways that they felt were much more representative of their knowledge than any other kind of assessments they had experienced during their previous coursework.

- The particular genre structure of the reflective narratives, with specific set of components and style, proved to be a very strong scaffold to move students beyond recollection and analysis of their experiences—typical of novice teachers—and engage them in critical processing.

Conclusions:

IKEs have tremendous potential as a tool of learning and identity building for educators. IKE processes and genre seem to be effective in supporting students' use of eportfolios as true tools of critical reflection, metacognition and, thus, professional identity development.

S21D: 4

Design and implementation of an ePortafolio learning strategy aimed at teachers training: making sense of the process of learning

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Introduction

With the strongest interest of the research group FORTE at the Rovira i Virgili University, a learning strategy with electronic portfolios was designed and implemented in order to be used in a Master level of Teachers Training Erasmus Mundusfor. An ePortfolio platform was settled up with Mahara. This tool was chosen for its adaptability with Moodle LMS and the advantages of having different elements integrated, as blogs, groups, forums, identity contruction, resume builder, social networking system and various Web 2.0 tools integrations. In this sense, this research has been guided by the research question: What are the implications of student`s identity skill development and their learning approaches with ePortfolios?

Additionally, differences in perceptions from a technical, cognitive and socio-cultural view at the beginning and end of the course are investigated. Two questionnaires were applied: a revised IPQ (Initial perceptions of ePortfolio questionnaire) to measure their initial approaches to learning and identity skill development, and a revised AEQ (Assessment experience questionnaire) to measure the perceptions of the assessment practice and its influence on learning approaches after the practical use of the ePortfolio.

Recent research shows that the way the learning and assessment environment is perceived by students affects, to a large extent, how they cope with the learning environment and their learning approaches (Lawness and Richardson 2002; Segers, Nijhuis, and Gijselaers 2006).

Also, the dimension of identity and professional development is enhanced by reflecting, creating, and designing their portfolios (MacDonald, Liu, Lowell, Tsai, &

Lohr, 2004a, 2004).

Background

An ePortfolio system seen as an eLearning environment is interpreted in this study. It is a system made of components that join together to function with the purpose of helping people acquire digital literacy and critical skills. The design of the interaction of these components is essential to develop not just an effective portfolio identity but contribute with a process of learning. It happens within a formal academic system and permeated by and informal process of learning. This process of learning may occur in a centered student learning environment.

The system mentioned was designed with the purpose of including pedagogical, technological and social rationales transversal to the components. They include the formative assessment, professional and personal life-long learning, personal learning environment and personal learning network. This Interaction is framed within a system organized by four components mainly named as Social, Teaching management, Assessment, and Learning/Personal knowledge management component. This paper will examine each of these components/ elements and how they operated in practice. The results will show the implications of this ePortfolio implementation for the learning process and assessment strategy.

Objectives: By fully embedding ePortfolio as formative assessment strategy we aim to:

- Determine the Identity skill development throughout the use of ePortafolios and its incidence in learning approaches
- Examines student´s perceptions of the assessment practices and the relationships to their learning approaches
- Create an eLearning Portfolio environment to evidence formal and informal learning.

Methods

The research techniques comprise the use of a teacher´s diary to document development, progress and difficulties in the group. Also, the application of two questionnaires, the first one applied at the beginning on the initial approaches to learning and identity skill development. The second one at the end, on perceptions of the assessment practice and its influence on learning approaches. At the same time, the project has been continuously monitored with the completion of weekly activities on assignments related with institutional educational assessment on the ePortfolio system. Each activity comprise the use of specific digital artifacts selection and the creative eLearning activities designed to be instrumental in crafting a meaningful ePortfolio identity and facilitating reflection and critical thinking. Students self-evaluated their own performance using the Mahara ePortfolio tool adapted for the experience. The use of rubrics was used as self-evaluation guide for students to assess the level of the reflection over concepts and practical work. Content analysis and source's triangulation were used as techniques for data analysis.

Learning

For educational practice, our study firstly indicates three crucial elements on this ePortfolio process: feedback, develop an ePortfolio identity, guided formative assessment. Firstly, the students acting on the feedback, this means teachers encouraging students to make explicit how they used feedback to reorient their reflections or adding value to the process of knowledge construction. Secondly developing an ePortfolio identity, it was proved the importance of including activities mainly at the beginning of the experience. Where pupils could show their previous experience, their personal identity and the goals or objectives they want to reach. This phase of the ePortfolio process was successfully managed reflecting and sharing among the course about personal perceptions of attainments, conceptual meanings, and ideas and characters that inspired everyone. The e-portafolios promotes self-regulatory learning processes, as well as a more personalized tutoring of students.

S21E: JISC Workshop

Time: Tuesday, 10/Jul/2012: 9:00am - 10:30am

S21E: 1

Using the JISC e-Portfolio Implementation Toolkit: Making implementation work

Gordon Joyes[1], Lisa Gray[2], Ros Smith[3]

[1]University of Nottingham, United Kingdom; [2]Joint Information Systems Committee, JISC; [3]GPI Solutions

This workshop offers a coherent, context-specific approach to wide-scale e-portfolio implementation, using the recently launched e-Portfolio Implementation Toolkit (JISC, 2012a). Participants will come away with increased understanding of implementation, how to identify and overcome barriers to wide-scale implementation and will be assisted in further planning by newly developed resources in the Toolkit. Combining activities with a framework for effective practice, the session will assist a range of participants: managers, those professionals supporting e-portfolio implementation as well as teaching practitioners.

Work on e-portfolios, including a range of JISC-funded projects, the e-Portfolios infoKit (JISC 2008a) and Effective Practice with e-Portfolios guide (JISC 2008b), indicate a wide range of benefits surrounding e-portfolio use in a wider range of contexts through personal development planning , the development of graduate attributes and the facilitation of innovative models of learning, teaching and assessment. However implementation can present challenges particularly across whole programmes or institutions (Joyes & Gray, 2010).

The e-Portfolio Implementation Toolkit and the accompanying publication (JISC, 2012b) have been developed as an outcome of the JISC funded e-Portfolio Implementations (ePI) study led by the University of Nottingham. The Toolkit provides guidance for practitioners and managers based on 19 UK and international case studies, over 100 examples of e-portfolio use in a wide range of contexts plus video accounts from leading UK institutions.

The workshop includes a short demonstration of the Toolkit but is primarily an interactive session. Workshop participants will have the opportunity to identify challenges relevant to their contexts and roles, assess their current position against a model that includes five principles of effective implementation before exploring what is needed to support further progress. Challenges to be explored will be those raised by participants; these could include determining the most appropriate approach, preparing for large-scale use, storage and portability, achieving the best return on investment, supporting pedagogic change and aligning e-portfolio use with institutional agendas such as student employability and graduate attributes.

Workshop outline

- Introduction and aims

- Group activity: Identifying top five challenges

- Presenter and group activity: Using the Toolkit to develop an appropriate response

- Group activity: Exploring manager and teacher perspectives on implementation

- Group activity: Where are you now? Confronting the reality of participants' current position

- Case study illustrations

- Video presentation

- Determining next steps and exploring further resources

References

JISC (2008a) *e-Portfolios infoKit* www.jiscinfonet.ac.uk/e-portfolios

JISC (2008b) *Effective Practice with e-Portfolios* www.jisc.ac.uk/e-portfolio

JISC (2012a) *e-Portfolio Implementation Toolkit* http://tinyurl.com/epImplementationToolkit

JISC (2012b) *Crossing the threshold: moving e-portfolios into the mainstream* www.jisc.ac.uk/e-portfolio

Joyes, G. and Gray, L. (2010) *The trouble with e-portfolio implementation: A threshold concepts perspective* http://tinyurl.com/7u7vnvy

S22A: Healthcare track

Time: Tuesday, 10/Jul/2012: 2:00pm - 3:30pm

S22A: 1

Championing CPD for New Graduates

Paul Askew

Chartered Society of Physiotherpy, United Kingdom

Background - context

The Chartered Society of Physiotherapy (CSP) has led a 9 month project to Champion Continuing Professional Development (CPD). This project was funded by the Union Learning Fund, which supports lifelong learning opportunities, and is itself sponsored by the Government Department for Business Innovation and Skills. The project had two main areas of focus. The first was to develop and pilot the role of Learning Champions in the workplace, and second to develop learning materials to support specific groups of CPS members –newly qualified graduates, support workers and advanced practitioners. This paper describes the development and deployment of a new dynamic package of ePortfolio resources developed to support newly qualified graduates as they start their physiotherapy career in healthcare, and though this to help embed CPD and lifelong learning at an early career stage.

Objectives – what was the problem?

Newly-qualified physiotherapy graduates have traditionally been in an advantaged position in terms of their access to learning, with early-career consolidation of their knowledge and skills being well supported through structured, work-based learning programmes. This situation has changed dramatically over recent years, with new graduates now experiencing a shortage of employment opportunities. This makes development as a newly-qualified physiotherapist difficult to secure, with many members now needing to seek employment outside the public sector and in settings where access to learning opportunities and structured CPD programmes for knowledge and skills consolidation (including clinical supervision arrangements) is often more limited. This project sought to develop specific on-line CPD resources to support newly qualified graduates in broader settings and both inside and outside the workplace.

Summary – How was it addressed?

A short list of key resources was identified following a range of information gathering exercises. This included a broad needs assessment, and was supported by workplace CPD sessions. The structure for the resources was key to providing a consistent and logical, but also flexible and accessible approach, while providing sufficient variety and interest. The resources were organised into three broad groups with a natural progression, but enabling members to start with the resources that were most relevant or interesting. The first group was guidance. This was the potential starting point and included perspectives on making the transition from student to the workplace, and becoming more employable. This also included key links to further resources. The second group of resources were tools, which related directly to the guidance. These included an on-line self-assessment profile, and a mind map of employability skills. The third set of resources were practical examples and case studies. These resources were delivered as distinct part of the CSP's online ePfortfolio of CPD resources.

Conclusions – What was learnt?

A key challenge was to provide some new, interesting and effective resources, while also aligning sufficiently with the established CPD resources that were already available, and which would support and underpin the new resources. This include some independent branding to present the materials as an integrated whole. Key success factors in the design and development of the resources were providing choice and integration. The choice was provided through the flexibility in how the resources could be approached and applied, and how they

were delivered. This helped accommodate both different learning styles and different levels of CPD development. That delivery included a range of formats: prose, diagrams, and audio-visual content. The ease of integration and alignment with other resources was enabled through the use of the common CPD online e-portfolio platform. Support was also provided for those new to the e-portfolio to outline and improve understanding of the underlying principles and the practical matters of on-line access.

S22A: 2

Benefits of eFolio Thinking Across Several University eLearning Psychology Courses

Bruno Kappes

University of Alaska Anchorage, United States of America

Introduction. eLearning assignments in university web-based courses that deliberately integrate efolio thinking skills and values might do more than simply serve to promote valuable and essential training experiences relevant to creating ePortfolio identities. eFolio thinking strategies incorporating selection, collection, reflection, connection, and assessments with instructor and peer feedback may result in greater personal engagement. It might also significantly contribute to students' overall acquisition of specific course learning outcomes, hence higher grades. These metacognitive methods as well as traditional educational assignments were statistically examined across several psychology elearning classes to examine the respective "added value" resulting from requiring specific efolio thinking assignments.

Method. Standard elearning assignments and efolio-structured assignments were analyzed across five upper and lower division psychology elearning classes. These University of Alaska Anchorage (Fall 2011) elearning courses included two large General Psychology, Abnormal Psychology, Psychology of Stress, and a Forensic Psychology course that were all independently examined. Each elearning course required students to post efolio designed weekly key concepts, provide peer feedback and produce a final semester reflection paper that deliberately exercised efolio thinking skills. All students participated in exams whereas upper division students were also required to provide a term paper and Power Point presentation. The efolio thinking assignments were designed to allow for: independent mastery, metacognitions, transfer of skills, social feedback and assessment. Table 1 below summarizes the pedagogical goals and corresponding efolio thinking with the 6 P's rubric criteria.

TABLE 1

Pedagogic Goals and Corresponding eFolio Thinking Rubric

Pedagogic Goals	eFolio Thinking – 6 P's
Engagement, Ownership	SELECT ~ Present Your Key Concept
Critical Thinking, Discrimination	COLLECT ~ Professional Examples
Personal Meaning, Relevance	REFLECT ~ Personal Examples
Understanding Relationships	CONNECT ~ Prior Learning
Ethics, Respect, Acknowledgement	REFERENCES ~ Provide Sources
Social and Teaching Presence	RESPOND ~ Peer/Instructor Feedback

Table 2 identifies the inherent skills and fundamental differences found for traditional exam demand characteristics or properties versus the attributes and qualities specific to efolio thinking

assignments. One can quickly appreciate the differences unique to each activity and the corresponding assessment attributes.

TABLE 2

Assignment Demand Characteristics Unique to Exams versus eFolio Thinking

_____

Assignments - EXAMS	Assignments – eFolio Thinking
Objective	Subjective
Timed Tests	At Your Own Pace
Speeded Tests/Placement	Power Test/Achievement
Normative/Group	Ipsative/Personal Best
Fluid Intelligence	Crystallized Intelligence
Professional	Personal Meaning/Reflection
Memory, Recall	Critical Thinking/Metacognition
Discrimination	Generalization
Specific	Summary
Interval Data	Ordinal Data
Concrete	Abstract
Instructor-Centered	Student-Centered
Accountability	Educational Development

_____

Results. Several correlational analyses were conducted across all classes to evaluate exams versus reflection papers for their predict value in determining final grades. Only the beginning classes in General Psychology 111, where 90% are non-psychology majors, showed small but significant relationships for exams yet not for their reflection papers. Whereas for all upper division courses: Abnormal, Stress and Forensic, which are predominately upper class psychology majors, the reverse was found. As seen in Table 3, exams were not a significant predictor of total grade performance at all while reflection papers scores were all significantly related across the board towards predicting final grades.

TABLE 3

Correlational Results Across Psychology Courses Predicting

Final Grades for Major Exams and Reflection Paper Assignments

_____

Courses	Final Grades	EXAM1	EXAM2	EXAM3	Reflection Paper
General Psychology-111	Total Scorer	$r = .19*$	$r = .21*$	$r = .12$	$r = .15$ n=122
Abnormal Psychology-345	Total Score	$r = -.13$	$r = .02$		$r = .33*$ n=36
Stress Management-380	Total Score	$r = -.02$	$r = .03$		$r = .44**$ n=45
Forensic Psychology-486	Total Score	$r = .20$	$r = .22$		$r = .37**$ n=41

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(Note: Two sections of General Psychology were Combined 801 n=62, 802 n=61, total n=122)
($p<.05*$, $p<.01**$)

Discussion. What is clear from this data is that objective multiple-choice exams versus subjectively written reflection papers differ in their predictive power. It appears memorization tasks that do not require much critical thinking or personal reflection were not particularly indicative of superior performance. Among several possible conclusions, perhaps since exams were open-book, open-notes, and somewhat superficial, students lacked the deeper learning, ownership and personal engagement found to exist with eFolio thinking. At the very least in this study, eFolio thinking was found to be a better predictor of final grades.

S22A: 3

MAINPORT: an ePortfolio supporting the CPD and Lifelong Learning of Specialist Physicians

<u>Jennifer Gordon</u>, **Craig Campbell, Sandra Canniff**

Royal College of Physicians and Surgeons of Canada, Canada

Background:

The Royal College of Physicians and Surgeons of Canada (Royal College) is a not-for-profit professional organization of over 44,000 medical and surgical specialists and resident physicians. Its mission is "to improve the health and care of Canadians by leading in medical education, professional standards, physician competence and continuous enhancement of the health system." The Royal College promotes competence and lifelong learning through a Maintenance of Certification (MOC) Program – a continuing professional development (CPD) program.

Participation in the MOC Program is mandatory for admission and renewal of Fellowship in the Royal College. The main MOC Program requires 400 CPD credits over a 5-year cycle. Credits can be earned across 3 sections: Group Learning, Self-Learning, and Assessment.

MAINPORT ePortfolio Project:

A revised MOC Program came into effect in 2011, requiring a redesigned web application to support its implementation – i.e. a new MAINPORT ePortfolio.

The redesigned MAINPORT, developed through a partnership with CECity Inc., created a more effective ePortfolio tool mirroring the revisions to the MOC Program's credit system and business rules. The main goal was to transform an existing web application from primarily a CPD documentation platform into a learning space allowing the integration of CPD planning, documentation, reporting, and reflection.

A key strategy for the new MAINPORT was to simplify CPD documentation by enabling interoperability with other systems and offering automation capabilities. The new MAINPORT was also integrated within the Royal College web portal – offering a single sign-on experience for Fellows.

Initial functionality included the ability for MOC Program participants (in both English and French) to submit CPD Activities, to store incomplete activities in a Holding Area, and to access a transaction history, reports, and summary data about MOC credit totals by year and by cycle. A preliminary CPD Planning tool was available which allowed MOC Program participants to consider their learning needs, set a plan of CPD activities to meet their needs, and link CPD activities to roles in the CanMEDS competency framework – i.e. Medical Expert, Communicator, Collaborator, Manager, Scholar, Health Advocate, and Professional. Access to various online resources, training materials, and FAQs were also made available. Mobile access to MAINPORT was provided via BlackBerry and Android apps. An iPhone/iPad app is due to be available in June 2012.

Learnings to Date, Next Steps:

The redesigned MAINPORT launched into production May 24, 2011 with an updated, more user-friendly look-and-feel. As of April 30, 2012, 34,787 unique visitors had accessed MAINPORT.

MAINPORT will continue to evolve to address the changing needs of users. Next steps include development that will support a physician's lifelong learning continuum, from residency through retirement. MAINPORT is also expected to provide permission layers enabling users to expose their ePortfolio data to various audiences – i.e. for mentoring, assessment, membership, compliance purposes. A scope of practice tool will be developed so that users can describe their practice context across various practice dimensions, identify their learning needs/gaps, create a CPD plan, and reflect and record CPD activities and learning outcomes all within their ePortfolio.

An eLearning component is also being added to MAINPORT with access to online materials. MAINPORT is anticipated to be a place to "go" to learn as well as a place to "reflect and document" one's learning.

Feedback from Fellows is being summarized and has been critical to inform educational and communication strategies. It is hypothesized that with the redesigned MAINPORT – and particularly as it evolves into a more "complete" ePortfolio – that a specialist physician will further integrate lifelong learning into their daily workflow.

More information on the MOC Program and MAINPORT is available on the Royal College's website.

S22A: 4

CPD Syd and Ms Peg: using virtual identities to support learning and development in physiotherapy

Gwyneth Owen, **Nina Paterson**

Chartered Society of Physiotherapy, United Kingdom

background/context

This paper reflects on the use of virtual identities to support professional learning and development in an online personal learning space (PLS).

The Chartered Society of Physiotherapy (CSP) is the educational, professional and trade union body for 51 000 physiotherapy students, support workers and chartered physiotherapists. The Society enacts its educational role through quality assurance and enhancement of physiotherapy education, and by supporting continuing professional development (CPD). CSP members must demonstrate the outcome of their engagement with CPD to meet the demands of regulation in practice. CSP offers a variety of online and physical resources to support members' CPD including interactiveCSP (CSP's virtual community), an ePortfolio account (Pebblepad), Library & Information services, *Frontline* (fortnightly magazine), and professional/ regional networks and events.

Since its launch in 2008, the CSP ePortfolio was presented to members as a space for planning, recording and evaluating CPD. Despite being part of the membership package, only 35% of members had registered with the ePortfolio by 2010. Research conducted during 2010 highlighted members' desire for a 'one stop shop' CPD resource, and their need for support and incentives to overcome the barriers to engaging with the ePortfolio.

This feedback informed a project to create a PLS to support members' learning and development. The PLS would be accessed via the shared learning space within the ePortfolio system, and was designed to signpost members to the CSP's existing resources, provide some new materials to support learning and development. We used the shared learning space to work with groups of members to develop the new resources. The PLS was available to members on a gateway within the ePortfolio from September 2011, and formally launched in October 2011 – five months ahead of the regulator's audit of registered physiotherapists' CPD.

objectives/what was the problem?

Members' cited time and access to ICT as barriers to engaging with the ePortfolio system, yet these same members were comfortable investing time to engage with iCSP. Members engage with iCSP to gain information and support on specific issues from a community of members with similar interests. iCSP is personalized and dynamic, and the outcomes of engagement have a ready application to an individual's practice.

These reflections led us to explore the concept of creating virtual identities within the PLS to enact those qualities of iCSP that members' valued, and support members' engagement with the PLS resources. Two unique, contrasting and credible identities were created. CPD Syd is the alter-ego of the CPD adviser and reflects the concerns of CSP members who practice clinically, while Ms Peg is the virtual voice of the Education adviser and represents pedagogic theory and practice in physiotherapy.

CPD Syd and Ms Peg aim to:

- provide a running commentary on the content of the CSP's PLS;
- offer an 'e-finger on the pulse' of topical issues in physiotherapy/learning & development;
- embody 'good' practice in learning & development

Summary of results/how was it addressed?

Syd was introduced to the PLS in September 2011. S/he started blogging in September – designed to reassure visitors to the CPD webfolio by signposting to new resources & explaining how/why they had been developed. Ms Peg's focus is the development of new resources that are designed to enhance the quality of learning opportunities by supporting and developing learning providers. Her blog which started in November 2011, reflects on the progress of this work and encourages members' to engage in the development process.

A new chapter in Syd's practice opened in January 2012 which focused on HPC renewal and the audit of CPD. S/he was called to participate in the CPD audit so was able to walk alongside CSP members' in the same position. This provided opportunities for Syd to signpost members to resources/information to support their submission, and for Ms Peg to role-model mentorship best practice.

Conclusions/recommendations/what was learnt?

- Virtual identity enabled us to embody learning & development practice and provided a less formal voice to incentivize and support members' engagement with PLS;
- Use of a blog that could be shared outside the PLS provided opportunities to help members transfer between CSP website/iCSP and the PLS;
- The process of creating and embodying CPD Syd and Ms Peg enabled advisers to explore our working practices/role boundaries

S22B: Eportfolios Beyond Institutions

Time: Tuesday, 10/Jul/2012: 2:00pm - 3:30pm

Into the Void: Change as a Catalyst, presenting new opportunities to embed ePortfolios into Community and Lifelong Learning

Kirstie Coolin

University of Nottingham, United Kingdom

In times of challenging educational and technological change, there exist opportunities for ePortfolio processes to gain mainstream adoption. This paper considers how ePortfolio's central processes can deliver increasingly relevant technologies for individuals progressing through work and education, and how ePortfolio-activities may be on the cusp of being truly mainstreamed through evolutions in education, personalised technology, social media and open data.

ePortfolios have been with us now for many years, and are largely recognised in the UK HE sector, and, if not formally adopted, then certainly awareness of ePortfolios is no longer niche. Gartner's 2012 Hype Cycle illustrates ePortfolio climbing the 'slope of enlightenment', estimating mainstream adoption within 2 years. It is gratifying to see Gartner echoing the endeavours by those using and promoting ePortfolios noting

"the increasing need to define standards, such as grades and e-portfolio metadata, in the whole education community to enable the seamless mobility of students and their achievements."
Gartner Hype Cycle for Education 2012

Higher Education (HE) is also changing. The UK government's 'Students at the Heart of the System' White Paper has introduced new fee structures and resultant competition between HE institutions, the actual manifestations of which are yet to be qualified. Commentators broadly view the changes as resulting in a commoditisation of HE; students as consumers with narrowing expectations of their HE experience, largely revolving around greater student/academic contact time and employability. These new structures are forcing HE institutions to look at their teaching and learning to anticipate how student experience can be improved, including analysis of feedback, assessment, work experience and contact with academic mentors.

Transformational technologies, namely smart phones, tablet and 'always on' web access have normalised people's relationships with technology, and the personal attachments people have to their devices incorporate their use into everyday communication activities. The ubiquitous nature of personalised 'apps' and open data initiatives are pushing data access and interoperability into the public sphere, along with attendant privacy concerns.

For those conversant with the benefits of ePortfolio functions in supporting teaching, learning and community, a window of opportunity exists within this changing climate whereby decision makers are open to introducing new technologies which will help to realise enhancements in joining personalised teaching, learning and administration services for learners.

However, in promoting ePortfolio, there still remains and issue around terms. The "what is an ePortfolio?" question is raised frequently and represents an on-going pigeonholing of ePortfolios.

As actual practice has demonstrated, ePortfolio can benefit and respond to requirements within teaching and learning and well as employability and careers education. The right technologies can place the individual at the heart of their learning networks inside and outside of an education institution. Perhaps the multifarious nature of ePortfolio uses together with its problematic nomenclature is presenting a problem for true integration into lifelong learning within

education institutions. Therefore, there is a task for proponents of ePortfolio to redefine and describe its core processes couched in a language which resonate outside of the domain.

How and where the learning, teaching and community processes meet with technological advances is largely uncharted. Barratt identifies the blurring of boundaries "*between eportfolios and social networks",* and has replicated functions and processes within ubiquitous technologies such as Google Apps. Social media has had a huge impact on the democratisation of technology, a major motivation being the engaging community aspects, regular updates, feedback and activity streams available on personal devices. Barratt states that "*E-Portfolio Implementation should adopt the motivating characteristics of autonomy found in social networks*".

Social networks engage users through community. The CIePD is working currently on initiatives to encourage institutions to open up their data borders to enable students and employers to develop mutually beneficial interactions through matching of skills, placements and other opportunities, and to promote the idea of the 'learning community' as one that encompasses HE (teachers, students, tutors, administrators) and the wider locality comprising businesses, alumni, social enterprises and the 3rd sector.

Our projects use ePortfolio and community tools to support synthesis of portfolio learning and working, piecing together different learning episodes within and outside of the institution. This includes examining how other social media can be integrated so as the ePortfolio forms a part of the individual's digital toolset, rather than replacing it.

Adoption of personalised technology is moving at an incredible pace. In the near future, it is likely that big players will be providing free online spaces drawing all commonly used technologies together – rather – providing ePortfolios. How can educators be more agile in responding to what maybe around the corner?

S22B: 2

Exploring the issues of person centric portfolios beyond the institution and across multiple institutions and frameworks.

__David Sowden__

University of Hull, United Kingdom

Background

This short paper will explore the issues and concepts behind the development of an innovative toolset that integrates systems that support personalised portfolios, with the capacity to link and interact with professionally or personally developed competency frameworks.

Approach

The initial approach was to explore the direct and indirect user interactions that might occur between the various user types depending on their needs. Within the users' interaction, the technologies, standards and data types involved were outlined. This information informed the choice of a suitable technology and methods to develop an ePortfolio-type software system, which could cope with a variety of interaction processes, allowing the sharing of media rich resources (assets) between users. The use of recognised standards (LEAP2A) and Cloud technology and infrastructure allowed full interoperability of assets between systems.

Results

The results indicated that a 'person-centric' environment was required to support an individual's personal acquisition and sharing of knowledge and media rich assets throughout their lifetime. Bringing together professional experiences, references and examples of projects, along with reflective blogs as the person continues to practice.

It was essential that at its centre was a scalable, interoperable and robust access aggregator that integrated and controlled access to personal ePortfolio-type assets, where the user would have full control of securely sharing and distributing their own personal assets. The system had to integrate with, and improve on, existing systems in the areas of reporting, assessment and collaboration. As well as being available on or offline and removing the traditional ties to institutional, employer owned or regulatory body based repositories and ePortfolio-type tools or systems.

Conclusion

By taking personal ownership of all of their own assets, reflections and contributions, and understanding how these link to acquisition of competencies, either professional or personal, it assists the individual in career decisions and allows them to focus on their own professional development though collaboration and sharing of assets. In the process the individual is:

- Better able to recognise opportunity

- More aware of the trends and directions in the workplace and society

- Becomes increasingly effective in the workplace

- Able to help, influence and lead others

- Confident of their future employability

By adhering to agreed national and Europe wide standards, information is capable of being transferred easily from one system to another, reflecting the increasing mobility of the lifelong learner. This ensures that data is available wherever the person needs access and not controlled by one institution. By utilising cloud technology and modern approaches to infrastructure there are increased levels of possible sustainability in this model of approach.

S22B: 3

Social Capital: Determining a Student's e-portfolio Net Worth

Cindy P. Stevens, Michael Dunlop

Wentworth Institute of Technology, United States of America

Many schools or individual departments require student e-Portfolios. The e-portfolios are used for many different reasons including assessment, employment, internship, and/or co-op purposes. However, getting students to "buy-in" to the idea of developing an e-portfolio is a daunting challenge as most academic professionals are well aware of. In many ways students are building social capital for themselves through use of an e-portfolio. But, what exactly is the net capital worth of an e-portfolio for a student? We define social capital as it relates solely to e-portfolios. We also propose a methodology or model that can be used to determine the net worth of a student e-portfolio. We conclude by summarizing that the net worth of an e-portfolio can be broken down into heuristic patterns that add value for the student.

S22B: 4

Portfolio information: personally or institutionally managed?

Simon Grant

University of Bolton, United Kingdom

The question of who should manage different parts of a learner's information continues to challenge people. On the one hand, educational institutions need to keep records of their learners, their teaching processes, their assessments and their outcomes, so that they can issue certificates, transcripts, diploma supplements (the HEAR in the UK) and other officially certified information about learners and their achievements and attainments. On the other hand, learners have every right to manage the presentation of information about their learning to third parties (i.e. other than the educational institution itself).

This distinction has carried over into interoperability specifications. Institutional information about courses can represented using CEN MLO (EN 15982), and diploma supplement information with CEN EuroLMAI (EN 15981). SIF, HR-XML, and many IMS specifications have been built around corporate needs, while only Leap2A currently serves the individual learner.

This presentation reviews the different possible strategies for managing information that is of interest both to learners and to educational institutions or employers. Closer integration is possible, perhaps using the same specifications for information exchange, and this should benefit learners, if we can be clearer about what information is needed by bodies relating to the learner, and if we can devise a good way of indicating who needs what information for what purposes.

S22C: Implementation

Time: Tuesday, 10/Jul/2012: 2:00pm - 3:30pm

S22C: 1

On personal web log publication tool under IMS e-Portfolio standard

Kuo-Chun Hsu[1], Cheng-Han Kuo[2]

[1]Kun Shan University, Taiwan, Republic of China; [2]Kun Shan University, Taiwan, Republic of China

Portfolio features the individual estimation, presentation and introspection as well as organizational development and achievement. For the purpose of the portfolio record, individuals are able to take it as the reference resources for future self-education by doing the self- assessment and self- reflection. It could be applied to the enterprise as a standard for human resource department to evaluate the recruitment, performance and promotion. Therefore, the portability and compatibility of Portfolio are very important nowadays.

E-portfolio is able to provide a digital record of individual life, working, learning and introspecting status. By responding to the trend of Blog development and property of systematically digital storage based on the time sequence, my study brings up a standard on the basis of IMS e-Portfolio which can be applied to the individual Blog to achieve the integrated application of information exchange. This study takes advantage of the methods of RSS documentary collection and the cross-reference of

the standard tag of IMS E-Portfolio to conclude the compatibility of the platforms between Content Packaging and Knowledge Management. The technology of XSLT allows e-Portfolio to be accessed even when the users are on the off-line status and stored in any form of storage media. It can be applied and verified to the knowledge management by the packet files. Eventually, we can make the comparison of E-Portfolio application between Blog and Knowledge Management system and conclude what the benefits will be for the information exchange while putting this study into the current application.

S22C: 2

A Moveable Feast: Narratively deconstructing the transition of paper riches to the ether

Dianne Conrad

Athabasca University, Canada

It's no secret that the world of communication has changed dramatically and rapidly in a very few years. Springboarding from the introduction of computers as Web 2.0 ++ platforms that served not only as data transmitters but also as loci for intense interaction, knowledge-construction, and exchange in many media, digital users have become accustomed now to the broad range of functions available on our many electronic devices. Just about any transaction can be enacted through our mobile smartphones. Entire libraries are digitized now in order to be read during a bus ride. The conceptual and philosophical notions of "academy," bricks-and-mortar, and separation of one from one's "other" have all come under fire in the face of advancing technology. Changes in our perceptions of ourselves, our "spaces" and of public and private and the boundaries that define them are manifested each day not only on social media sites but also in more conventional media such as print, television, radio, and face-to-face conference gatherings.

At my open and distance institution, in our university-wide practice of recognizing prior learning (RPL), we have recently expanded our conventional paper portfolio process into an e-portfolio option, using an adapted Mahara platform. While the paper route is still available to students, we

are emphasizing to them the ease and portability of our new e-portfolio route, and they are responding in kind, with a good rate of take-up.

As we work through facets of our transition, however, it is becoming obvious to us that the changes in our process are broader and more multi-dimensional than we initially perceived. Of course we anticipated the foreseeable, for example, that some students would take to the new format more readily than others; that we would save money on postage; that our timelines would tighten up; that some of our assessors would adapt to the new system more happily than others.

This narrative-based presentation/paper will look holistically at the range of changes accompanying institutional transition from paper to ether. Research will gather perspectives from learners, from faculty and assessors, and from those who administer the process. The underlying question that hangs in the balance concerns the nature of the change: has the integrity of the RPL process been changed? Lessened? Strengthened? Is everything exactly the same but now different? As per the McLuhanesque world, how relative or relevant is the medium to the message?

S22C: 3

Learning from the Open: Web 3.0 Eportfolios

Lori L. Hager[1], **Joseph Ugoretz**[2]

[1]University of Oregon; [2]City University of New York

Over the last eight years, eportfolio systems have been transitioning from closed institutional platforms to more open and decentralized systems, which include a range of social media applications. The inclusion of web 2.0/3.0 approaches to learning in eportfolios has implications not only for institutions, but also how students and faculty engage with eportfolios for a variety of purposes. This paper/session will focus on implementing eportfolios in open and social platforms (specifically WordPress, but with implications for similar tools), and how different institutions are identifying and navigating the challenges and opportunities of web 3.0 eportfolios and students' learning from seeing their own place in the universe of the open, social, web.

This paper/session will present and critically explore the efficacy of employing eportfolios in a WordPress platform where the control of content, decisions about privacy, degrees of sharing, and community connections are primarily in the hands of students and faculty, rather than central administration. From the perspective of two different U.S. institutions (a large public research institution and a small honors college within a large urban university system) that are implementing web 3.0 eportfolios, we will address issues/questions of utilizing eportfolios through an open, flexible, platform that includes social networking and accessibility across classes, semesters, institutions, and communities. Our paper and session will address the challenges and results of working with faculty and students in eportfolio learning, and address the questions:

- How are collaboration, creativity, and communication fostered, enhanced, supported through eportfolio learning on the open web?

- How do students manage digital, and other identities, through eportfolios in open source and web 3.0 systems?

- How are universities dealing with issues associated with the use of social media for educational purposes (de-centralized authority)?

- How are issues of privacy, protection of research subjects, and intellectual property addressed?

- How can these issues become live questions, subject to debate and decision and deeper learning, for undergraduate students?

- S22C: 4

The Cloud and ePortfolio as a Driver for Dynamic Learning Enviornments

Thomas Kirkham

University of Leeds, United Kingdom

Clouds virtualise traditionally static servers in order to create more dynamic hosting resources which are able to respond better to demand. Cloud deployment patterns vary between environments and exist in specific forms from the public to private to even include the hybrid cloud. The process of provisioning extra resources in the cloud is known as Cloud transformations and involves techniques such as Cloud Federation, Cloud Bursting and Multi Clouds. Transformations are chosen depending on the Clouds application environment and the deployment pattern.

For the user the behaviour of cloud based computing resources go unnoticed as long as expected levels of service provision remain. The drivers of Quality and Service and cost are the main factors behind the relationship between the Service Provider and the Cloud. However, the Cloud provider presents a new dynamic to the user and service provider relationship. In data management terms the Cloud Provider who hosts the Service Providers applications has the role of a data processor. This role in EU legal terms holds implications of consent and notification of usage for the data subject.

The concept of the social cloud looks to combine the Cloud Provider into the user and service provider relationship. In this application data from the user's social interactions is used to help manage Cloud resources in terms of provision and reactions to demands. By building on existing social models effort has been made to investigate models of cloud service provisioning can be better managed to suit users in order to widen the goals of cost and QoS to include other factors such as Co-Operative models.

For the ePortfolio provider embracing the Cloud has benefits in terms of the standard cost and QoS factors. This presentation will address the key legal and data management issues when embracing the Cloud from an ePortfolio perspective. In addition the ePortfolio community can contribute greatly to the development of the social cloud. For example developing links along social lines could aid the development of ePortfolio to link domain specific implementations for example in the Medical community.

In terms of the bigger picture this approach does not seem that radical. The use of identity is increasingly being used online to join social information between domains using technologies like OAuth. But these applications have yielded only greater context in terms of user interaction with specific service providers and often pose privacy threats to the individual. The ePortfolio domain is different and more supportive of the user focused along specific process of learning which should lead to not only greater contextual data sharing but also the development of more dynamic Cloud based environments to promote learning in communities.

S22D: Parallel session

Time: Tuesday, 10/Jul/2012: 2:00pm - 3:30pm

S22D: 1

A 4-phase-model for the long-term use of e-portfolios

Klaus Himpsl-Gutermann

Danube University Krems, Austria

The paper presents a summary of the most important results of a dissertation about the e-portfolio use at the University for Continuous Education in Krems, Austria. Central to the dissertation is a 3-year action research project, which was carried out in the extraoccupational master study course, "eEducation MA", with the aim to develop, implement and, in particular, analyze an integrative e-portfolio concept for academic qualification. The research questions and design focused on the benefit and relevance of the e-portfolio for students. The final analysis, therefore, relies on qualitative interviews that were carried out with alumni from two different age groups, primarily using the Grounded Theory Methodology. Resulting from their descriptions of problem areas, critical factors as well as learning strategies, his dissertation provides direct recommendations for the implementation of e-portfolios as well as various contributions concerning the theory of e-portfolios in the form of three models. The main result of the empirical study is a 4-phase-model, which describes the long-term use of e-portfolios from the perspective of students according to four phases: "orientate yourself", "position yourself", "identify yourself" and "present yourself". Especially in the second phase, areas of conflict in the e-portfolio become noticeable between reflexive learning and the development of a "digital career identity". Apart from that, the empirical study shows that the design of the portfolio was of crucial importance in the phase of orientation and identification, and that the students encountered the most difficulties with the process of reflection.

For a better understandig of the 4-phase-model the paper first describes the context of the e-portfolio implementation, the design of the virtual learning environment and the e-portfolio integration into the blended learning concept of the study course.

S22D: 2

Using the ePortfolio as a tool for student retention in postsecondary education

Louise Sauve

Télé-université / SAVIE, Canada

Abandonment and student retention are major challenges for post-secondary institutions, particularly as they face increasing challenges in maintaining their student clientele in their first year of study. In American and Canadian universities, between 20 and 25% of students drop out during their first year and 20 to 30% of those continuing abandon during their second year. "What are the measures that postsecondary institutions can place online to help their struggling students and increase student retention?"

It is in regards to this question that a research team has developed and tested an online help system, SAMI-Perseverance, with post-secondary students in which an ePortfolio tool has been integrated. This study aimed to examine how a help system offering personalized and adapted support for the difficulties experienced by students during their studies can contribute to student retention and academic success. The study was also done to examine the contribution of ePortfolios in the context of student perseverance in their studies.

During the design of the ePortfolio for the system, we wanted the collected data to serve both students and the educational personnel who support them, course after course, in their efforts to

persevere and this throughout their program of studies. The ePortfolio tools should therefore generate at least two consultation folders:

• A personalized student folder for each student (PSF) containing the following information: (1) their learning profile, (2) the results from screening tools for difficulties (learning strategies, problems with institutional and social integration, financial and familial problems, learning disabilities), (3) personal notes, (4) results from the self-assessment activities (refresher courses, skills to develop or to be perfected), (5) their personal help tools for success in their studies, (6) comment cards on their activities from the intervention personnel and (7) the presentation portfolio.

• An intervention folder (IF) for the person or persons assigned to supporting the students which contains the following data: (1) personalized folders of the students enrolled in the system which is updated when accessed by the assigned personnel, (2) the quantitative and qualitative statistics of the difficulties of the students and the means they used to alleviate these difficulties.

With the help of the PSF from SAMI-Perseverance, a student could do the following at any time: check on their progress within SAMI-Perseverance, check their results from the different screening tools, consult with help tools for achieving success in school, take notes, exchange through writing (forum) or orally (videoconferencing) with the educational personnel who are following their case. As for the educational personnel, they could: directly comment on the student's actions in their IF, provide feedback at the appropriate time, exchange in real or differed time with one or more students and provide help and support tools for achieving success in school to a student or a group of students.

The PSF and the IF of our system were created with the help of a design platform, Personn@lisa, for online courses. Several technological criteria were also taken into account when developing these two folders: simple to use, supports various file types (texts, images, audio or video files, presentation documents, hyperlinks, etc..), indexed (each trace from the user is integrated in the structure of the ePortfolio which facilitates its reading at any time), managed according to the contexts (public, private), mobile (via download in PDF format) and updated at the right time (the posted details are updated with a simple click from the users).

The testing of SAMI-Perseverance is underway with students enrolled in postsecondary education in two different learning modes (at a distance and on-campus). Currently, 280 students have completed an online questionnaire. The initial results show a high level of relevance and usefulness for the ePortfolios in helping students find ways that are susceptible in helping them resolve their difficulties.

This paper presents the context of the study, an example of a PSF and an IF as well as the testing results of the students. Some techno-pedagogical considerations to integrate these types of files into online environments will also be put forth.

S22D: 3

e-Portfolio: DIY for your professional development

Agnieszka Chrząszcz[1], **Alessandro Nistico**[2], **Marek Snapka**[3], **Karolina Grodecka**[4]

[1]AGH-University of Science and Technology, Poland; [2]Euridea, Italy; [3]RPIC VIP, Czech Republic; [4]AGH-University of Science and Technology, Poland

e-Portfolio: DIY for your professional development

Involvement in learning in lifelong perspective creates a demand for learners' support in a different sense. Independent and mostly self-directed adult learner needs on the one hand clear guidelines and flexibility on the other hand that will make his/her learning journey more effective.

In response to the demand for support and facilitation of learning for adults professionals 'Mapped' open e-learning course has been created and successfully piloted in 4 EU countries. Its aim was to give a short introduction to eportfolio for adults who take up various learning

opportunities and further guide them towards creation of their professional eportfolio. The starting point is raising awarness about on-line professional presence and gaining control over one's online activities, especially these presented and performed online. The course guides the learners further on to create their own e-portfolios and maintain them within the community.

The article will outline the measures taken to implement the course and draw on findings from Competence Surveys conducted parallely to the course piloting. It will also justify the choice for the modules selection and shortly describe the lessons learnt from their implementation.

The analyse will also include the revision of eportfolio practice in Poland, Italy, Czech Republic and Turkey in order to create a map for further developments of eportfolio.

The article will showcase the development of professional e-portfolios in 4 countries in different settings and for different adults - freelancers, corporate professionals, teachers, vocational adult students. The common denominator is their involvment in learning that takes place concurrently to their professional life and work. As such it can be demonstrated as additional asset and a way to promote oneself in a work place.

S22D: 4

A model for embedding reflective learning in ePortfolios in higher education

Mary Ryan, Michael Ryan

Queensland University of Technology, Australia

Reflection is a common expectation for learners in higher education, both informally in the hope that learners will reflect and act upon feedback provided, but also in formal assessment tasks and ePortfolios. Despite the common (and often undefined) use of the terms reflection or reflective in assessment tasks, learners are not often taught *how* to reflect, which different types of reflection are possible, or how best to communicate their disciplinary knowledge through reflection. Indeed, attempts to include reflection in assessment tasks with little or no pedagogical scaffolding generally results in superficial reflections that have virtually no impact on learning or future practice.

The development of ePortfolios cannot rely only on a 'collection' of artefacts as evidence of particular achievements. It is in the responsible management and critical reflection of one's learning journey, that deep and sustainable learning can occur. Bain, Ballantyne, Mills and Lester (2002) suggest different levels of reflection with their 5Rs framework of Reporting, Responding, Relating, Reasoning and Reconstructing. Their levels increase in complexity and move from description of, and personal response to, an issue or situation; to the use of theory and experience to explain, interrogate, and ultimately transform practice. They suggest that the content or level of reflection should be determined by the problems and dilemmas of the individual in a particular context. At the broad level, reflection includes two key elements 1) making sense of experience; and importantly, 2) reimagining and/or planning future experience. This definition is based on the belief that reflection can operate at a number of levels, and suggests that to achieve the second element (reimagining), one must reach the higher, more abstract levels of critical or transformative reflection

This paper theorises a new, transferable and customisable model for teaching and assessing reflective learning in higher education, which foregrounds and explains the pedagogic field of higher education as a multi-dimensional space. We argue that explicit and strategic pedagogic intervention around reflection, supported by dynamic resources, is necessary for successful ePortfolio implementation in higher education. This is particularly the case for students during field experience where high levels of reflection may be needed to make sense of a complex new environment. The paper highlights the pedagogical balancing act of attending to different levels of reflection as a way to stimulate focused, thoughtful and reasoned reflections that show evidence of new ways of thinking and doing. It uses data from a current project working across five university faculties (Business, Creative Industries, Education, Health and Law) to illustrate

the effects of focusing on particular levels of reflection in the pedagogical strategies used. The paper argues that while the goal of academic or professional reflection is generally to move students to the highest level of reflection to transform their learning/practice, unless higher education teachers attend to *every* level of reflection, there are specific, observable gaps in the reflections that students produce. This approach has important implications for the pedagogic activity that prepares students as they construct their e-portfolios.

S22E: Open Badges Workshop (3)

Time: Tuesday, 10/Jul/2012: 2:00pm - 3:30pm

S22E: 1

Open Badges Clinique

Carla Casilli

Mozilla Foundation, United States of America

Implement your Open Badges (provisional programme)

S23A: Healthcare track (Workshop)

Time: Tuesday, 10/Jul/2012: 4:00pm - 5:00pm

S23A: 1

Putting the Patient at The Heart of Physiotherapy Student Education: Supporting Development and Life Long Learning Using ePortfolios

Claire Hamshire, **Deborah O'Connor**

Manchester Metropolitan University, United Kingdom

Background

There are currently huge changes taking place within healthcare education and delivery. The recent White Paper suggests that care is shifting and the primary focus is on patient choice and improving efficiency of services. Using technology within the healthcare environment is one method of promoting efficient, patient centred care.

Underpinning workforce development and ultimately, improving patient care, is the process of continuing professional development (CPD). Healthcare professionals have a personal and professional responsibility to ensure that the patient is at the forefront of care and demonstrate their own skills in managing that care. To support this process it is therefore essential that a variety of methods of facilitating CPD are embedded within any undergraduate programme so that healthcare students can begin the career-long process of professional development.

Reflection is an essential skill to enhance CPD and clinical skill acquisition. Currently at Manchester Metropolitan University (MMU) there is a strong emphasis on reflective writing as a component of assessment in relation to clinical placement in Physiotherapy. However the challenge of providing a safe and secure repository for evidence and embedding reflection within curricula remains a difficult one. This study has evaluated the use of the PebblePad ePortfolio system as a tool to support CPD activities.   The use of PebblePad within the Physiotherapy curriculum aligns with the Chartered Society of Physiotherapy's focus, seeking to ensure that physiotherapy education delivers a workforce that can best meet changing patient care needs.

Objectives

The purpose of this study was to investigate if peer reviewed reflective blogs within an eportfolio could be used to encourage students to engage in the process of reflection whilst on practice placement. It is widely acknowledged that reflection is a tool that can help develop skills in insight and self-assessment which are vital for improving patient outcomes. Students that engage in CPD and reflection should therefore be more prepared to enter the workforce.

A purposeful sample of five students from the third year of the BSc Physiotherapy programme took part in the study. The students kept reflective blogs of their own experiences and commented on each others' posts to encourage depth of reflection. Comments were also added by a member of the academic team.   Participants were encouraged to blog at least once a week for the five week duration of the placement as well as after the placement had ended to evaluate their experiences. The students also created video diaries to record their experiences of using the blogs.

Summary of results

We conducted a sequential exploratory, mixed methods evaluation using both intra and inter-method mixing. This explored the students' opinions and beliefs, focusing on their experiences of using the blogs to facilitate their reflection. A thematic analysis of the blogs and videos using a framework approach and a questionnaire that included both open and closed items were utilised.

The students felt that blogging provided a safe and informal environment to explore their reflections on current practice and specific incidences of patient care. They were positive about the feedback provided by both their peers and the researcher in aiding them to add depth and scope to their reflections and evaluate action plans for their future development. All participants indicated that they would advocate blogging as a medium for improving reflective writing without the pressure of academic assessment and felt they would continue to use blogging as a tool in their future career.

Conclusions / recommendations

The results of this study suggest that students can be facilitated to engage in the process of reflection when in a supportive peer group. Higher education curricula may benefit from utilising technology and peer support to further develop student's interest and engagement with this vital skill.

This study indicated that technology can be used to facilitate the development of a reflective, problem solving practitioner focussed on providing efficient and effective patient centred care. All patients will benefit if students joining the workforce are committed to meaningful CPD and life long learning.

The session will conclude with a discussion allowing the participants to ask questions and share their experiences.

Target audience

All staff currently working within healthcare education.

S23A: 2

Supporting Healthcare Workforce Development Using Simulation and ePortfolios

Suzanne Gough, Claire Hamshire, Deborah O'Connor

Manchester Metropolitan University, United Kingdom

Introduction

The purpose of this workshop is to demonstrate how simulation activities and the Pebblepad ePortfolio can be effectively used to facilitate learning and provide a means of supporting continuing professional development (CPD) activities. The available literature and results of several projects from Healthcare programmes at Manchester Metropolitan University will be used as a starting point for debate; to enable participants to reflect on their own experiences and methods of recording CPD. Group discussions and activities will consider how simulation and ePortfolios can be used to develop a safe and capable workforce.

Format of workshop

The session will start with a brief presentation outlining the use of technologies to support healthcare workforce development. Small group activities will then allow the participants to explore the e-Portfolio by creating a variety of electronic CPD tools such as blogs and webfolios. Participants will also be shown a series of student video diaries and blogs to promote discussion on the application within their own practice.

Delegates will have the opportunity to:

·   Access Pebblepad through a guest account.

·   Explore and create a variety of CPD tools.

·   Share resources for feedback to generate further discussion.

·   Consider how electronic CPD might be used to improve patient safety through workforce development.

The session will conclude with a discussion allowing the participants to ask questions and share their experiences.

Target audience

All staff currently working within healthcare education.

Aims and Learning outcomes

The aims of the session are:

- Demonstrate engaging ways of promoting reflection and CPD through the use of simulation and an ePortfolio.

- Demonstrate how simulation learning activities can be re-purposed to both support learning and provide holistic evidence of CPD.

By the end of the session participants will have:

- Constructed a blog and used it to reflect on a learning activity/critical event/conference attendance.

- Shared their blog and given feedback to other participants.

- Constructed a webfolio.

S23B: Parallel session

Time: Tuesday, 10/Jul/2012: 4:00pm - 5:00pm

S23B: 1

ePortfolio as a tool for reflexivity and skills' communication: learn how to communicate skills

Gilles Merminod

University of Lausanne, Switzerland

This contribution will present an ePortfolio project led for two years in a multilingual and interdisciplinary Master program in public discourse and communication analysis offered by the Faculty of Arts of the University of Lausanne (Switzerland). This project – named *Learn to communicate skills* – consists in a reflection about academic skills and their transferability to the professional world. More precisely, the aim of the project is to make students aware of the importance of a reflexive learning to make their skills transferable to other contexts.

In this respect, the team in charge of the project has chosen an ePortfolio approach because it is intended to facilitate the expression and documentation of individual skills developed by students. The ePortfolio has allowed creating a learning community in order to facilitate the coordination of teaching contents, reflexive work and communication between the students engaged in the Master's program. With its reflective tone, the ePortfolio encourages students to reconsider their learning with regard to their skills and to consider the transferability and communicability in a professional perspective.

Communicating one's own skills is a relevant issue for students trained in communication. As a matter of fact, communicating about their skills reflects their skills to communicate. To deal with this specific issue, the research team has implemented some activities allowing the students to develop a reflexive learning practice, become aware of their skills and learn to communicate them efficiently. The team developed a processual device that combines various dimensions via the ePortfolio: learning awareness through the skills' development; the discursive construction of identity; the implementation in a specific mediated communicative activity.

Learning how to communicate skills implies three steps: firstly, the identification of skills, secondly, the verbalization of the skills, and thirdly the communication of these. The first step allows the students to avoid considering learning only in terms of knowledge and forces them to think also in terms of skills. Then, the second step helps the students formulate a lived but not necessarily conscious reality. In other words, it helps them express and explain their skills "for themselves". Eventually, the third step aims to help them consider their skills "for others" in an interactive and communicative way. That is, they learn to take into account the specificity of the medium, more precisely what is at stake with the activity types committed by the medium. In this sense, they acquire the ability to manage the relationship between oneself and a broader audience.

The implementation of the research project with the ePortfolio tool in a Master program has clearly helped improve the learning environment and allowed the consolidation of the program. The nature of the project (developing students' abilities to identify, verbalize and communicate the skills they have developed) has promoted a strong "involvement" of the students. One can assume that the "involvement" is motivated by a more explicit topicalization of the socio-professional issues. This dynamic has also enabled the teaching team to develop a sharper awareness of the educational issue of the program in which the students are involved.

Thus, the implementation of an ePortfolio has improved the transferability of skills through a better knowledge transmission (with a reflection about the teachers' practice) and their uses (for students were better involved in their training). Such a device plays a part in the construction of the identity of the students as reflective and independent learners. It develops their ability to develop, manage and evaluate their own learning strategies. Autonomy and reflexivity are then

called upon to reinforce the ability to transfer skills to another application domain, therefore facilitating the transition from the university to the professional world.

S23B: 2

"It's your spell-checked version of yourself": Student perceptions around (re)presenting self through eportfolio.

Lyn Lewis, **Philippa Gerbic**

AUT University, New Zealand

Following the expansion of Web 2.0 technologies and of personal and professional connections in a virtual world, identity issues have become a significant current topic and debate. The nature of an eportfolio to represent the achievements of its owner to a range of external viewers, has inevitably given rise to the question of (re)presenting the 'authentic self'.

In the field of teacher education within New Zealand universities, eportfolios are a recent innovation. In pre-service teacher education programmes eportfolios are typically used to demonstrate achievement of the 'Graduating Teacher Standards'. These standards were externally-imposed by the New Zealand Teachers Council in 2007, and provide a benchmark that is used when programmes are approved and accredited by the Council. Over the past five years, students have been using eportfolios for their storage and presentation purposes to evidence achievement against these standards prior to becoming a beginning teacher.

Eportfolios were introduced to our students in 2009 and used initially with the Graduating Teacher Standards. Since then eportfolio use has increasingly been embedded within the programme and in particular in curriculum papers, where they have been used in innovative ways as both a teaching and assessment tool.

This paper reports on findings from a research project conducted in 2010/2011 with a group of Bachelor of Education (primary) students at a New Zealand university. Our aim with the research was to investigate student perspectives of their learning through eportfolio. A qualitative approach was used based on notions of naturalistic inquiry, situated activity and a constructivist philosophy. We assumed that the students' reality was not a single external truth, but a complex, multi-facetted world and that each student shapes their understanding and develops their professional knowledge both individually and within a broader social learning context.

The participants were drawn from three consecutive cohorts extending over a 3 semester period; consequently one cohort were initial users of eportfolios with only 6 months experience, another had 12 months, and the third were more mature users, with 18 months exposure to eportfolio.

An interpretivist methodology was applied to data collected from focus groups and/or individual interviews. The subject of (re)presentation of 'self' through the digital medium was identified by the first cohort who made superficial comparisons with Facebook. However, with maturity in eportfolio use, discussion shifted to deeper levels involving discernment of the benefits and issues of (re)presenting 'self' through this specific digital medium. Three findings are reported in this paper.

Firstly, the participants identified the eportfolio as an ideal medium for use and study in teacher education as, in their experience, it was able to bridge the academic nature of university study with the professional practice of the classroom in a way that made theory meaningful. Specific assessments were embraced and classified as 'authentic' because they translated personal experience into relevant and future-focussed professional practice, while retaining academic credibility. The 'self' was engaged through experiential activity, into authentic learning.

Secondly, the nature of the visual and written digital components of their eportfolio drew on the personal self in their selection, expression and presentation for the viewer. They reported that new ways of thinking and reflecting were triggered by eportfolio activity. On the one hand they

felt a greater accountability to express 'themselves' through their work, while on the other hand, they felt they revealed to the viewer, aspects of themselves which were usually hidden behind words in traditional university academic essays. Thus, they felt that the feedback received from peers and lecturers included deeper connections with the 'self' of the eportfolio owner as well as connecting with the task.

Thirdly, they acknowledged that the presentation of their authentic self may be different with a digital format and with a written format; thus ethical issues of honesty and personal (re)presentation become more significant. This was particularly the case for graduates who might use their eportfolios when seeking employment.

These findings led us to conclude that the presentation of the 'self' through eportfolio can lead to vulnerability, thus issues of ethics and higher levels of personal accountability arise. However, the value of engaging the 'self' and considering the (re)presentation of 'self' in a format to be viewed by others has value as being authentic and particularly well-aligned with likely future professional practice in teacher education.

S23B: 3

Developments of Social Recognition System by e-Portfolio and e-Passport to Promote Social Participation

Yoshihiro Tatsuta[1], Junichi Yamanishi[2], Tomio Saku[3]

[1]National Institute for Educational policy of Japan(NIER), Japan; [2]University of Toyama; [3]Civic Learning Community by Internet

I.Outline of This Research

1. What is Civic Learning Community

　　１）Lifelong Learning Platform where a variety of generations learn

　　２）Learners can be community leader through social participation

　　３）Social platform to stock learning activities and learning experiences

2. Task

　　１）A deficiency of any system to use individual learning outcome to society.

　　２）A deficiency of any suitable educational system to use individual learning outcome to society.

　　３）The necessity of evidence based study to use individual learning outcome to society.

　４）The necessity of evidence based study of purpose not only career support but on social participation

3. Purpose of Research

1)　To verify educational effect of showcase which learner thinks social relation and social contribution reflecting himself of herself and present oneself to the others by assessments quantitatively and qualitatively

2)　Development of social participation system with social recognition of human resources for communities through granting e-Passport after evaluating personal showcases.

II.Development of e-Portfolio and e-Passport system

1.Extension of e-Portfolio system

  1) Devices for keeping to memorize such as using smartphone or face book

  2) Implementation those devices to learning platform

2. Fulfillment of functions to assess and evaluate in showcase

1) Self-assessments by 7 steps

2) Presentation of statements of learning outcomes in the terms of activity, competency, and vision.

3) Formative assessments and evaluation by some kinds of advisor.

4) Use of electronic presentation devices

3. Development of social recognition system

1) Social recognition system to use human resources in community as social capital.

2) Social recognition system organizing with regional governments, industries and academic communities.

3) Social recognition by online system

III. Experiments of high school student, graduate and adult learner

１．High school student

２．Graduate

３．Adult learner to promote community learning

IV.From Assessment To Evaluation and Recognition

1. Assessment and evaluation of showcase

  1) Formative assessment and performance assessment

  2) Self-check of key competencies

  3) Assessment of training to use showcase

2. Social recognition system

  1) Social recognition valued to adult learners who have a variety of experiences and expect any social roles.

  2) Summative assessments and new findings over personal e-Portfolio.

  3) Evaluation of community human resources based on quantitative and qualitative evidences.

V. Conclusion

1. The importance of supporting system for social participation and the issues.

2. The importance of key competency as a stock.

3. In line with the variety of community.

4. Goal to accumulated social capital and development of social community.

S23C: Implementation

Time: Tuesday, 10/Jul/2012: 4:00pm - 5:00pm

S23C: 1

An Implementation of a learning portfolio

Ryuichi Matsuba[1], **Shin-Ichiro Kubota**[1], **Makoto Miyazaki**[1,2], **Junko Nemoto**[1], **Toshihiro Kita**[1], **Katsuaki Suzuki**[1], **Hiroshi Nakano**[1]

[1]Kumamoto University, Japan; [2]Hosei University,Japan

The graduate school of instructional systems of Kumamoto University is a fully online graduate program for human resource development with professional skills and knowledge associated to deliver learning programs with ICT, so called e-Learning, in Japan. We offer all learning materials of every course in a learning management system (LMS), so that our students work out all learning activities like receiving and submitting assignments, and checking their learning results on the environment of LMS. In the program, we clarified competencies demanded to graduates, and organized a curriculum in which learners can clearly see rigid relationships among all courses on the basis of study of academic preparations from some leading institutions.

It is important to establish learner supports in both human and technological resources in online schools where all courses for academic degrees are provided by only distance learning over the Internet. Though, of course both sides are closely coordinated with each other, in the technological side, it clearly essential to establish a system to continually check their own learning information such as learning plan, goal, and progress situation by themselves. Unfortunately it seems that LMS cannot provide such systematic functions adequately, because most of the LMSs may focus on the construction of a learning environment providing the essential functionality for management of both learning materials and affiliates in the course.

As complementary to functionalities of LMS, we constructed own learning portal site in which the students can look their progress of learning, and achievement, i.e. obtained competencies, in a learning plan. We, in addition, have constructed a learning portfolio system that can display an obtained competency with learning evidences. It can be realized with use of Open Source Portfolio (OSP), particularly matrices tools of OSP, including Sakai CLE. The employment of matrices of OSP gives us two meaningful advantages: One is, of course, easy access to the evidences involved with the obtained competency, and the other is concerned with reflection of personal learning history. Though it is not easy for the learners to take control of their outcomes among courses in LMS, the portfolio system can be instrument clear the bother up. It is significant that the system enable us to carry out reflection though every course, because such multiphase reflection stimulate not only students' learning activities, but fruitful integration of knowledge.

SakaiCLE/OSP has a lot of functions and high flexibility, so that it is employed in more than hundred institutions and effectively utilized as a shared infrastructure for online learning in the world.Besides SakaiCLE/OSP, there are many ICT systems that can be adapted to portfolio learning. So institutions can employ various ICT tools not only specific ePortfolio systems like OSP, Mahara, but also LMS, a blog system, according to strategies of the institution. We have studied about practices of ePortfolio learning in some leading institutions. It was noted that there are various benefits with diversities in the purposes of the system use concerned with objectives of the institution, curriculum construction, assessment procedures of students' outcomes in a class, and so. If we compare our portfolio system with that of other institutions, we obtain some perceptions and new insights to modify the system or extend uses of that.

In the present paper, we would present our efforts for an implementation of portfolio learning that can stimulate learning activities in a graduate school of Japan, and some developed systems for establishing the learner supports in the school technologically. We   also show

some perceptions and subject of future issues obtained from a study for ePortfolio practices in some leading institutions.

S23C: 2

Mighty Mahara!? The role of self-organized learning within the context of Mahara ePortfolio.

Thomas Strasser[1], Gabriele Kulhanek-Wehlend[1], Harald Knecht[2]

[1]Vienna University of Education, Austria; [2]Mighty Mahara!? The role of self-organized learning within the context of Mahara ePortfolio.

Practical examples from student teacher courses at Vienna University of Education. A technical steeplechase or supportive methodological perspective?

Digital, self-organized learning can be considered challenging in the field of student teacher training since it represents a new cultural technique. By teaching such techniques to student teachers, new forms of control and self-control will be developed (cf. Meyer in: Meyer, et. al.)

Self-organized learning can also be seen as a strategy to include the EU's concept of Life Long Learning in teacher training sequences and a challenge for tertiary education (cf. Hornung-Prähauser, 2010).

Self-organized learning shows:

- the development towards a responsible learner, who develops self-determination, self-responsibility and autonomy in the learning process.
- the development of decision-making processes and/or autonomy in thinking and acting (e.g. the skill to know where to find a certain source of knowledge, differentiate between useful and obsolete knowledge, etc.).
- the development of learning competency.
- the support of social competency (cf. Dimai 2005 in: Hornung-Prähauser, 2010).

An evident medium to support the free choice of learning paths and learning goals (cf. Reinmann in: Meyer, p. 35) is the approach of an ePortfolio. In the context of academic discourse, it can be seen that ePortfolios imply a certain beneficiary potential: "ePortfolios can support the self-determined, self-controlled and self-responsible development of the competencies of a learner […]" (Reinmann in: Meyer, p. 35).

This demonstration seeks to illustrate the implementation process of the ePortfolio Mahara at Vienna University of Education. In the context of a scientific project, several steps are documented which were necessary in order to initiate a constant use of the portfolio in practical student teacher courses for EFL on various levels (elementary and secondary schools).

Apart from providing a brief report on the technical implementation of Mahara (and its challenging obstacles) at Vienna University of Education, the author will try to explicitly emphasize to what extent ePortfolios support personal development, social skills and professional credo among student teachers.

Furthermore, the aspect of self-organized learning within the ePortfolio-context including various asynchronous communication processes is highlighted and critically-reflected.

An additional focus of this demonstration will be on student teachers' creative outcomes concerning the use of ePortfolios in the actual classroom (i.e. how student teachers didactically implement ePortfolio-teaching-sequences for their pupils in practice in order to enforce collaborative learning using an internationally accepted tool [i.e. ePorfolios in general, not exclusively Mahara] representing the "Zeitgeist" and needs of 21st century learners including Social Media and Web 2.0 tools).

The final part of this demonstration deals with evaluative feedback of student teachers and members of the institution (i.e. Vienna University of Education) concerning the reception of user-friendliness and learning outcomes of Mahara.

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S23C: 3

UK DARE (Digital Academic Records Exchange): A Service for Secure Authentication of Academic Achievement Online

Jonathan Patrick Dempsey

Digitary, Ireland

1.   Introduction

DARE (Digital Academic Records Exchange) will facilitate the on-line delivery of secure electronic transcripts, the UK HEAR and other documents in the Cloud. The project to establish DARE is funded by the Higher Education Funding Council for England (www.hefce.ac.uk) under the Universities Modernisation Fund. It is co-ordinated by the Joint Information Systems Committee (www.jisc.ac.uk) and led by Liverpool John Moores University. Seven initial Universities will adopt the Service with Digitary as the commercial partner providing the secure document system, JISC Advance providing integration services (Nexus) and University of London Computer Centre hosting the Service.

This paper will describe the background to the project including the UK's Higher Education Achievement Report, describe the architecture and design of the Service and envisage how it will provide authentication of achievement in an ePortfolio environment, while also allowing Universities to meet their obligations in protecting the data of students and graduates.

2.   Background to the Project

UK Universities including London School of Economics, University of Cambridge and University of Manchester use Digitary implemented on-campus to replace paper graduation documents and associated manual processes with secure electronic graduation documents and automated processes. This raised awareness of the potential benefits of this approach for the sector in

general and, combined with two other initiatives, led to the funding of Project DARE under the Universities Modernisation Fund.   The first of the two initiatives is the emergence of the Higher Education Achievement Report (HEAR), which extends the European Diploma Supplement and includes information on non-curricular achievement to counter the effects of grade inflation and assist in employability.   The second is the UK Government's interest in gaining efficiencies for institutions and the Sector through the introduction of Shared Services and Cloud Computing.

3.   Architecture

Digitary applications are web based, which made it possible for them to be moved to the Cloud.

The service is deployed on high availability infrastructure with both web applications and databases replicated across physically separated hardware.

Institutions can choose how to integrate with DARE for the delivery of date The initial seven participating institutions chose to implement using web services or the ESB, as these both offer significant benefits by tightly integrating DARE with their business processes.

Institutions can opt to manage student and graduate access via the UK Access Management Federation, within DARE or in their own systems via web services.

The key document for the Service will be the Higher Education Achievement Report, which is an implementation of the European Diploma Supplement and is compliant with BS EN 15981.

4.   Service Design

Digitary implements Extensible Advanced Electronic Signatures for the issuing and authentication of long-lived secure electronic documents (XAdES-A, which is the full articulation of the applicable standard, where 'A' stands for 'archive', so enabling the authentication of documents over the long term).

All Digitary functionality that is available to institutions that implement on-campus is also available in DARE. The system is implemented as a Standard Configuration and institutions can choose to change this to meet their own policy requirements.

Institutions will have their own DARE URLs that are part of their own domain, e.g. https://verify.sheffield.ac.uk.

Students and graduates create Document Shares to enable employers and others to authenticate their documents. These are institution and document specific URLs with associated database resident characteristics. These characteristics are editable by the data subject. As standard, access by recipients using Document Shares is tightly controlled to ensure that the Higher Education Institution is meeting its Data Protection obligations.

5.   DARE in ePortfolios and Future Developments

Students and graduates who want to make their DARE documents available in their ePortfolio will create Document Shares with access permissions that they choose, ranging from 'Open' to strictly controlled. They can then copy and paste Document Shares into their ePortfolio.

Potential developments include the automation of the upload of standards-based achievement data by the systems of institutions and organisations receiving documents, such as Student Information Systems at the chosen institutions of prospective postgraduate students or human resource systems operated by graduate employers. As Document Controller, the University must satisfy itself always that this type of provision is enabled in a way that it continues to meet its Data Protection obligations.

S23D: Assessment

Time: Tuesday, 10/Jul/2012: 4:00pm - 5:00pm

S23D: 1

ePortfolios and Assessment: Design for an Authentic Program Evaluation

Judith Simons Gold

Marygrove College, United States of America

Abstract

E-Portfolios and Assessment: Design for an Authentic Program Evaluation

Conference Theme: Assessment, Recognition and Accreditation of Learning

Format: Short Paper

Background

As a faculty member in the Computer Information Systems department at a private college in Detroit, Michigan I have been selected to prepare for an accreditation visit by the Higher Learning Commission. Marygrove College is visited by the accreditation team every ten years. Receiving a passing grade from the accreditation team is of utmost importance to the College. It impacts on government financial aid to students and the College. It reflects on hiring new faculty to the institution and also, sustaining the student base.

The accreditation process has gone through many permutations, from total paper and pencil records keeping to one that is now totally electronic. The Higher Learning Commission has established specific criteria for each program assessment. With that order, it is my responsibility to design an e-Portfolio to ensure all elements of the program are addressed.

Objectives

Usability of the e-Portfolio is paramount as it will be looked at by faculty, administrators, and an outside accreditation team. The interface must be user friendly, easy to navigate and customize, in addition to being aesthetically pleasing. With those considerations in mind, it appears as if the course management tool used on campus would be prudent. Marygrove College uses Blackboard. Blackboard has e-Portfolio modules that can be incorporated with the software in place at the College. The advantages are that it is a College supported system, familiar to faculty and students, and the integrity of intellectual property and academic authenticy is ensured.

Summary

The organization process was the most difficulty element of this project. Selecting what should be included as authentic assessment examples was not an easy task. The Blackboard module was set up in the following way.

1. Mission of the College

2. Computer Information Systems Programs

    1.   Bachelor of Science Degree

    2.   Bachelor of Applied Science Degree

    3.   Computer Information Systems Courses

All specific requirements for each degree program were explained in detail. All courses were listed with appropriate prerequisites and descriptions.

The most important aspects were explaining how each course in each program meets the degree requirements, the department requirements, and the Marygrove College mission. The

documentation needed for that was presented in graphic rubric components with student work specific to each course and program objective. Also, assessment plans were included for each program and course. Every course syllabus had course goals, measurable objectives, activities, and evaluation methods to ensure each objective was met.

Conclusion

This was a daunting task, and continues to be a challenge. As the College prepares for the Higher Learning Commission visit, tweaking and updating the Blackboard module is a never ending process. Every example of all course materials and students' work must be current.

S23D: 2

Collecting, Selecting and Reflecting –Supporting student judgements in the portfolio process?

Romy J Lawson, Darrall G Thompson

University of Technology Sydney, Australia

Portfolios allow students to demonstrate competencies and reflect upon experiences, documenting academic preparation and career readiness. Creating portfolios is said to enable students to enhance their learning by giving them a better understanding of their skills, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999). The collection must include student participation in selecting contents, the criteria for selection; the criteria for judging merit, and evidence of student self-reflection (Barret, 2000). Yorke (2008) discusses that this approach poses questions about how students judge that they have satisfied the learning aims, a question which warrants the student to make a case that they merit the award in question. This presumes an ability in students to make sound judgements about their work in relation to the expected standards.

One of the core purposes of higher education is to develop the capacity for students to make judgements about their own work (Boud and Falchikov, 2007). If a graduate is not able to make their own judgements about the quality of their work, they will be ill equipped for most professional or even non-professional roles. The development of the capacity to make self-judgements about performance tends to be an assumed outcome of higher education. That is, it is taken to be part of any course without the need for specific practice; however this is rarely evident in curricula through learning activities or assessment processes (O'Donovan, Price & Rust, 2008). Research on student self-assessment has therefore suggested that explicit opportunities need to be included for the skill of self-assessing to be developed (eg. Boud, 1995). Building the capacity to make judgements needs to be an overt part of any curriculum and one that needs to be fostered (Boud and Falchikov, 2007). A skill that is vital to optimise the educational benefits of portfolios.

This paper introduces an online marking system, ReView, which facilitates the development of self-assessment in learning processes, by engaging academics and students in a deeper understanding of assessment criteria in relation to graduate attributes, and providing a mechanism to guide students through making judgements about their work using these criteria. It should be noted that ReView is not a portfolio but a tool to support portfolio development, and ownership of the system is not with the individual student but with the institution. Students make judgements on their performance in relation to the assessment criteria for each of the criteria using a sliding grading scale. Academics mark assessments directly online using ReView's data sliders in a similar fashion to the student self-assessment process. After entering their assessments, the academics are able to see how students self-assessed their work. Where there is a large variation between a student's self-assessment and the academics' grading, the academics are able to use this difference between the student's assessment and their own as a guide for feedback. Students are then able to access the academics' gradings for each criterion and overall, as well as the written feedback for the assessment task via their personal student

view to examine the academics' assessment of their work in comparison to their own self-assessment.

Boud, Brew, Lawson & Thompson (2010) found that when students were introduced to self-assessing using ReView, initially students tend to overestimate their ability students' judgements. However over time, students' judgements do converge with those of tutors with practice, which indicates that students aligned their expectations and standards to the standards applied by the academics as a result of the self-assessment and feedback system.

The authors propose that in order to support students in their portfolio learning it is vital to develop the selection element of the process by fostering judgement of criteria and standards. ReView, with its functionality to self-assess and compare judgements with those of experts, as well as its capability as a repository, demonstrates considerable utility to support portfolio learning in this endeavour.

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S23D: 3

Competence Based Assessment Considerations within ePortfolio System

Aleksandrs Gorbunovs, Atis Kapenieks, Ieva Kudina

Riga Technical University, Latvia

Usually ePortfolios connote with digital environment where people and/or organisations can display their achievements: both individual and collective ones. Nowadays employees are often asked to use ePortfolios to provide evidences of their continuous professional development and growth. More and more educational organisations all over the world break fresh ground and implement ePortfolio solutions into institutions' curriculum. ePortfolio systems play significant role to motivate learners in order to improve their competencies. Everybody awake to the fact that ePortfolio is not just a signboard which could be used to show others somebody's achievements. It might be used both for students and teachers: for students – to study, improve learning outputs, assist fellow-students, make peer and self-assessments; for teachers – to tutor learners and monitor their progress, make assessment of study process and provide necessary steps to improve curriculum. Valuation of prior learning and obtained skills becomes more important in finding of the proper learning path for learners. Lifelong learning demands to actualize these desires.

At the moment, aspiration for knowledge to meet labour market requirements and responsibility to acquire necessary competences mostly falls upon learners or depends on course attraction, keenness of teaching staff, as well as new motivating educational methods. There is lack of systems which ensure users' competence based assessment, and there are even less systems which give learner's real appropriate learning path suggestions and constructive solutions. Student's learning path depends on learning goals, i.e. competencies which are planned to achieve, and it is linked to the expected learning outcome. Each of us has our own set of competencies where almost each competence might be represented as a cluster of other competencies with their particular number of knowledge, skills and proficiency, making person's competence profile. Based on this, we can consider that learners' competences enhancement and further development might be facilitated by assessing their current level of competencies at each phase of learning, activating their group-working and critical thinking, and offering them study materials which are still missed.

This paper addresses the problem of assessing learners' competences levels and giving appropriate suggestions and probable solutions based on these assessments, as well as seeking perspective ways to make ePortfolio systems more flexible and intelligent, which would result in creation, development and implementation of new interactive ePortfolio system. The first algorithmic model was developed and prototype of such system was introduced and conducted for „Business Planning for Open Markets" course bachelor study programme students by the Distance Education Study Centre (DESC), Riga Technical University (RTU), in the autumn semester of study year 2011/2012, from 5 September 2011 to 27 January 2012. This system prototype ensured the record of competences development process, groupwork environment, peer and self assessment fields, feedback review, and possibility of sending learning suggestions to learners (at this stage by tutors only). We have found the correlation between students' activities in ePortfolio system, on one hand, and their test marks, exam results and achieved competencies, on the other hand. New system encouraged students to think critically; ePortfolio students' groups with high activity achieved better outcomes rather than inactive ones. The system made it possible to break the neck of the most complicated course themes, as well as make improvements of students' exercise works – their business plans.

The developed experimental system prototype differs from traditional ePortfolio systems by motivating approach in acquiring of competences, involvement in group-work, increasing responsibility both for own and peer achievements, and comparison of scores, study results, assessments and competence development levels along the whole course study period in two educational systems: university's study portal and ePortfolio ones. The offered ePortfolio algorithmic model ensures the collection of the data (marks and recommendations) from all assessments and opening them up for the appropriate ePortfolio group members; consequently, students have an excellent possibility to improve their outcomes and develop required competences.

To solve the problem of creating the ePortfolio expert system which would be equipped with recommendations or suggestions generation tool, the DESC RTU are going to develop new algorithmic model and launch the second prototype of interactive ePortfolio system in futher study years. However, this paper introduces also the first draft of the noted model, as well as our original considerations regarding its design and implementation.

S23D: 4

VAB: an ePortfolio used to record and assess competences of adult students (online presentation)

Achilles Kameas, Konstantina Polymeropoulou, Anthi Karatrantou, Konstantinos Togias

e-CoMeT Lab, Hellenic Open University, Greece

The Hellenic Open University (HOU) is the sole Greek state University that offers distance education to adult students. The majority of the 35.000 active HOU students are also working during their study years. All of them carry with them experiences and competences that could be used to enhance their learning performance, if only they were aware of them! The Educational Content, Methodology and Technology (e-CoMeT) Lab researches methods, techniques and services that could be offered to the HOU students, in order to help them become aware of the experiences they have gained through non-formal /informal learning and assess the competences they have acquired.

In this context, the e-CoMeT Lab participated in a European Leonardo da Vinci project called VAB: Valuing experience beyond University. The aim of the project was to raise awareness of University professors regarding the importance of non-formal /informal competences and to train them in evaluating them. The e-CoMeT Lab developed a web-based platform that offers the following services:

- Registration of professors (with their areas of expertise) and students
- Construction of student ePortfolio of experiences in a structured manner (also permitting the uploading of supporting files)
- Assessment of the ePortfolio by a specialist University professor
- Recognition of knowledge, skills and competences that the student has gained from the experience
- Coaching of the student by the professor in order to improve the experience and its outcomes

The platform and the ePortfolio were developed in close cooperation with University professors, who subsequently acted as test users and experience evaluators. The platform was tested with more than 50 University students from 5 European countries. Then a series of workshops were organized, so as to assess the efficiency and value of the approach. This paper presents:

- The web based ePortfolio platform
- Examples of its usage
- The outcomes of the research and the workshops
- The topics for future consideration that arose during the project

Overall, the design and development of the VAB ePortflio platform was considered to be a useful experience by the participants (researchers, students and University professors). Nevertheless, a few reservations were expressed regarding, among others, (a) the universal applicability of the approach, (b) the need to customize the list of knowledge, skills and competences per subject, (c) the role of University professors as evaluators or coaches, and (d) the validity of the assessment with respect to the topic of studies.

S24A: The French Challenge

Time: Tuesday, 10/Jul/2012: 5:00pm - 6:00pm

S24A: 1

Ten Key Ideas for ePortfolio Implementation in Higher Education

Jean Heutte

Mission numérique pour l'enseignement supérieur (MINES), Ministère de l'Enseignement supérieur et de la Recherche, France

During this session, the *French Ministry for Higher Education and Research* will present to a panel of experts "*Ten keys ideas for successful ePortfolio implementation in Higher Education*". Participants are invited to join the session to contribute with their experience and ideas to the implementation of ePortfolios in the French Higher Education system.

Ten Keys Ideas for ePortfolio Implementation in Higher Education

A White Paper to be published in autumn 2012

In the context of the 'competency-based' approach driven into the European higher education through the Bologna process[1], most European countries are involved in the development and promotion of ePortfolio-type approaches.

In France, the French Ministry of Higher Education and Research commissioned the *Digital Mission for Higher Education* (*Mission Numérique pour l'Enseignement Supérieur*, MINES) to draft a White Paper to promote ePortfolios and to structure and capitalise on, at national level, local ePortfolio projects and initiatives.

The general aim of the White Paper "La démarche ePortfolio dans l'enseignement supérieur français" (*The ePortfolio approach in French higher education*) is to stimulate the reflection of universities' governance teams and to involve all actual and potential ePortfolio stakeholders in the definition of an ePortfolio strategy (teachers and staff supporting students; computer scientists; human resource professionals; researchers, etc.).

The White Paper builds on a number of international reports and a survey conducted in 2012 where participants were asked to comment on a set of functional specifications related to the technical support of the implementation of ePortfolios. It feeds on the reflections of a national working group comprising experts and stakeholders involved in ePortfolio initiatives in their universities[2].

A White Paper structured around ten key ideas

The White Paper aims at providing guidance and possible paths for the implementation of an ePortfolio approach in higher education institutions. It is based on the following key ideas.

About institutional governance

1) Institutional governance must ensure the consistency and harmonisation of the diverse processes integrated in the ePortfolio process (new license, diploma supplement, Internet Certificate (C2I), Accreditation of Prior Learning (VAE), apprenticeship, orientation, employability and mobility in Europe...).

2) As ePortfolios allow for greater readability of students' unique learning paths, in particular their achievements in education and training, it is an opportunity to involve potential employers and match their expectations and needs.

About pedagogical systems

3) ePortfolio data is the outcome of intimate and complex reflective activities conducted by a student in a private and confidential space hosted by one or more HE institutions. The content,

shared with third parties and peers, in relation to academic activities or demonstration of employability, must remain under the student's entire responsibility.

4) ePortfolios are integrated in a pedagogical environment that is at the frontier of the academic and professional worlds, in the perspective of *life-long learning*.

5) A strong human support is needed to initiate the process and teach students to become increasingly autonomous. It is well beyond the technical contingencies related to the handling of a tool. Professionalisation of the coaching function is essential.

6) ePortfolios are related to *digital identities*. HE institution have the mission to develop the skills students need to manage their digital identity and to foster its growth, particularly in the academic and professional dimensions.

About the technical system

7) ePortfolios are based on a technical system that needs to be integrated into the global information system of an HE institution, to ensure consistency and comprehensiveness of approach.

8) The technical infrastructure must prevent unauthorised access and enforce individuals' privacy rights, as the contents of an ePortfolio belongs to the student. It is the student who, depending on the target audience, chooses what pieces of information are accessible.

9) The system connects the description of the training provision with the learning results and outcomes. It facilitates the publication of documents highlighting the academic curriculum of students (diplomas, diploma supplements, certificates...). Eventually, in the perspective of lifelong learning, the system should provide an authentication service for these documents.

10) The system should be interoperable, taking into account international norms and standards, existing or under development, as well as data security and trust. Functional specifications for the technical support to the implementation of an ePortfolio are available. They have been enriched after experts were invited to comment. They are intended to help institutions to select and adapt existing tools or platforms, or to develop technical infrastructures specific to the implementation of ePortfolio projects in their local contexts or to foster inter-university approaches.

A number of project descriptions are provided to illustrate the White Paper.

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[1] A series of ministerial meetings and agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications.

[2] http://www.enseignementsup-recherche.gouv.fr/eportfolio

S24B: Parallel session

Time: Tuesday, 10/Jul/2012: 5:00pm - 6:00pm

S24B: 1

Google Sites ePortfolio for integrative learning and holistic development of trainee Operating Department Practitioners: an examination of conscience

Barbara Anne Nicolls, **Shane Roadnight**, **James Ellis**

Buckinghamshire New University, United Kingdom

Context

The vision of the Bucks 2-year full time Diploma in Higher Education – Operating Department Practice (Dip HE in ODP) Programme is not only to develop professionally qualified, competent, reflective practitioners who are therefore, employment ready but also graduates prepared to adapt to the future changes which inevitably will have an impact on their lives. They will also know what to learn and how to learn it to be employable in the employment uncertain age.

The strategy is through the creation and development of a student-owned and controlled web-based digital space or the ePortfolio integrated within modules to help support and promote reflective approaches for evidencing the attainment of programme outcomes as well as to encourage the trainees to develop the skills to continue building their own personal portfolio as a lifelong learning tool. It is used to review and reflect on theory and practice integrated learning and support, continued personal enrichment through commentary and feedback with selected individuals and/or groups in order to develop the professional, intellectual and digital identity of the trainees throughout their two-year learning journey. Constructivism and Humanism underpin the process of documenting Evidence Based Learning in Google Sites, the ODP ePortfolio tool.

Classroom-based delivery takes place via face to face sessions at Bucks New University's Uxbridge Campus while clinical placement experiences and opportunities are arranged at NHS hospitals for students to acquire a range of essential skills enabling them to become flexible, adaptable and competent peri-operative practitioners required to be eligible for entry onto the HPC Professional Register which then feeds forward into future plans and goals. However, the difficulty to certify fitness to practice because of the expense of assessing complex achievements reliably and from various sources, limits the role of the ODP ePortfolio in the low status formative assessment. This means that the clinical placement experience and achievement of the essential skills are documented and authenticated by the mentors in the paper-based Essential Skills and Practice Assessment Documents and submitted for consideration at the Board of Examiners. Nevertheless, the 9 ODP trainees are required to record their reflections on the placement experiences and related learning in the ePortfolio.

Objective

As the early adopters of the ePortfolio for learning and the first professional course to use ePortfolios at Bucks, the ODP course team comprising the discipline specific tutors, the skills tutor from the Bucks Learning Development Unit and the Lead Mentors from the practice areas are keen to maximise the potential of this new initiative to inform future practice and make recommendations. With this in mind, a conscious effort was made in a quarterly evaluation to examine the effectiveness of the Constructivist and Humanist approaches adopted for integrative learning and holistic development of the professional and intellectual identity of the ODP trainees through the ePortfolio.

How it was addressed

The Google Sites template was amended to encourage the trainees to use the ODP ePortfolio environment as a repository for assignments and reflections supporting both theory and practice-based learning and share their experiences working as an integral part of a team of

different healthcare professionals ie; theatre nurses, anaesthetists, surgeons and radiographers in operating theatre suites within hospitals providing peri-operative care to a range of patients from emergency to elective operative needs. Moreover, Friday was the official ePortfolio day providing structured, supported time and space for the trainees to consider and document the process of their learning as well as apply reflective practice. This could not be replicated during clinical placement due to a professional requirement of 37 hours/week practice hours. At the request of the trainees and supported by the hospital based mentors, the Course Team agreed to organize a fortnightly synchronous video conference to enable the trainees to meet and exchange diverse experiences through dialogue albeit visually which was expected to be extended to the ePortfolio environment where they can express their responses, collect and organize information and plan their next steps. This process of continuous learning is based around dialogue and collaborative activity with peers reflecting Constructivist and Humanist models of learning.

The course team's series of structured observations during semester 2 will inform the focus group interview at the beginning of June and the findings will be presented at ePIC 2012 with further recommendations for improving the service in the third quarter of the Bucks 2-year full time Diploma in Higher Education – Operating Department Practice (Dip HE in ODP) Programme.

Conclusion

This presentation emphasises the role of Humanism in supporting the Constructivist approaches in the ODP ePortfolio development especially as It examines an individual's growth and development over the 2-year course.

S24B: 2

Mahara in secondary school. The introduction of an ePortfolio to foster oral skills and socialization

Lorella Giannandrea, **Marilena Sansoni**

University of Macerata, Italy

ePortfolio use, in the Italian context, is still rather limited, and this area needs further research, especially in the secondary school level. Last year a study conducted in primary schools showed that this tool was useful to increase motivation and to promote a positive attitude towards the future in order to prepare the switch to a different kind of school. We tried to present the same experience in the current school year, but the different structure of the school has created some difficulties. Specifically, only two teachers have agreed to use the ePortfolio in their discipline and then only a few disciplines (history, geography and Catholic Religion) were involved in the research experience.

In particular, the structure and the organization of topics, typical of secondary school in the Italian context, seem to affect the ability of self-management of the students, who initially met difficulties in the self-selection of artifacts. The students involved in the project have experienced different phases of familiarization with Mahara, confirming the results of the research recently published by the anthropologist M. Ito (2009). He research highlights how the online activities of young people can be categorized in three main aspects: *hanging out* (to develop social activities not integrated with each other, but in a spontaneous and unorganized way), *messing around* (to play with the media, networks and technology, without necessarily focusing on a theme or on a specific task), and *geeking out* (immersion in specific topics and creating communities of interest). The data of the research hare presented confirm that students' approach to the ePortfolio follow these three different phases.

The paper aims to show how the use of Mahara, within the disciplines of history and geography, has helped the students to change their attitude towards those disciplines and allowed them to build a more mature way of working, improving their autonomy and the ability of self-regulate their learning path.

The evidence and the artifacts produced during the year and included in the e-portfolios will be analyzed. Besides the materials included in the ePortfolio, we will analyze the results of some oral assessment tests prepared and submitted by the teacher for evaluation purposes. The coding of the records was conducted by two researchers independently and then compared. At the end of the school year a questionnaire was submitted to the classes involved in the experimentation and to a control class to appreciate the differences and changes in the comprehension of the disciplines, the study motivation, the growth of the autonomy in school activities.

The analysis of the activities and oral performances, in addition to the survey conducted through the questionnaire, shows how students have begun to customize their own paths to learning, building artifacts that seek to grasp the meaning of the whole path and the relationships that this path may have with the discipline as a whole. A comparison between teacher assessments made using traditional tools and the oral presentations conducted through the views seems to show a rise in motivation and a better performance especially for those students who showed specific difficulty in the approach to discipline. However, comparing the data of the current experimentation in secondary school with the one run last year in a primary school, we noticed a general lack of autonomy in the ability of students to focus on a specific task, especially if the task involves activities to be performed in complete freedom. Another finding, during this school year, was related to the consideration of the ePortfolio as a tool that can encourage socialization within the class; students spontaneously created support groups to help each other in the technical management of their artifacts.

The characteristics of the tools used, the look and the friendly structure were appreciated by the students and easy to use. However, in our experience, the implementation of an ePortfolio in secondary school suffers from organizational and logistical difficulties associated with the complexity of the organization of this type of school.It seems crucial to focus on organizational factors (time and space) for a process of sustainability in higher levels of school.

S31A: Assessment

Time: Wednesday, 11/Jul/2012: 9:00am - 10:30am

S31A: 1

Assessing existing skills and knowledge through eportfolios

__Allison Miller__

Vanguard Visions Consulting, Australia

People go through life continuously gaining new skills and knowledge, often through their lifewide and workplace experiences. However, when they arrive as students at our formal learning institutions we often treat them as 'empty vessels', not taking into consideration these prior skills and experiences or offering them credit towards their formal qualification.

In 2006, the Council of Australian Governments (COAG) recognised that there were many benefits for recognising existing skills, especially in existing workers, "so that wherever possible their training time is reduced" (Committee of Australian Governments, 2006, p. 4). In order to support this the Australian Commonwealth Government provided funding to the State and Territory Governments to enable the implementation of a variety of strategies to increase the number of recognition of prior learning (RPL) assessments across the Australian Vocational Education and Training (VET) sector.

Curyer et al (2007) recognised that eportfolios provide an effective way to support individuals manage their lifelong learning records. Perry (2009) recognised that eportfolios provide an effective means of supporting the evidence gathering process for recognition of existing skills/ knowledge for RPL assessment. Mobile devices such as smart pens, flip video cameras, point of view glasses/devices and mobile/smart phones, have also been touted as offering improved ways of gathering evidence for the RPL process (Miller, 2011). However, to date there are very few examples in the Australian VET sector where eportfolios are being successfully used to support RPL assessments.

This paper will present the emerging issues which appear to be preventing the wider adoption of eportfolios for RPL assessment, including the 'clunkiness' of existing eportfolio systems; the low digital literacy skills of assessors and learners to effectively capture and manage digital evidence and information; the limited view of assessment and the lack of support for lifelong learning; and the short term vision for allowing learners access to their eportfolios beyond their formal learning experience so learners cannot see the purpose of putting in the effort to establishing an eportfolio for their RPL assessment. Other barriers such as the limited time made available to undertake the RPL process and assessor's confidence in using technology or a holistic approach to RPL will also be argued.

A possible model for using eportfolios to support the RPL will be presented which would encourages the reuse and repurposing of RPL evidence for gaining employment/promotion and/ or entry into higher education etc through a proactive approach to supporting lifelong learning and the collection of evidence which support this process.

S31A: 2

„PIPE – Portfolio International Profile in Engineering" – General and specific challenges of introducing ePortfolios for assessment and accreditation in didactic-remote disciplines

Katharina Kilian-Yasin, Franziska Mueller

Pforzheim University, Germany

Background / Context

Accreditation and assessment issues have become prominently relevant in German higher education with the Bologna Process from 1999 to 2010.

In the decentralized system of higher education in Germany, the Bologna reforms have been perceived as an attempt to exert central control and as a restriction of the freedom of science and research. The result was a resistance to didactic innovation.

Many innovative learning and teaching, and assessment instruments like ePortfolio have been promoted and introduced by central learning and teaching initiatives and offered additively to regular courses but rarely made it to be integrated into mandatory courses. This applies especially to disciplines with no inherent affinity to didactics, such as engineering.

We argue that the potential of ePortfolio as an instrument for assessment and accreditation can only be exploited if it is integrated into the regular courses which are assessed and accredited.

In contrast to previous approaches, our ePortfolio "PIPE – Portfolio International Profile in Engineering" within the programme "Business Administration and Engineering / International Management" at the School of Engineering / Pforzheim University is fully integrated into regular courses.

The contribution of this paper is doublefold. First, it presents the factors with helped to make the ePortfolio introduction successful in engineering as a didactics-remote discipline. Second, it shows which important steps supported course integration and which challenges had to be overcome.

Description of "PIPE"

The study programme combines engineering and management with an international perspective. The AACSB-accredited programme meets industry demands and is highly interdisciplinary and intercultural.

"PIPE" has been structured along seven programme goals (see below: **Notes**) defined in the accreditation process and is designed to accompany students along their whole Bachelor programme with the following aims:

- Support the students` continuous process of learning and personality development with a special focus on intercultural competencies.
- Support students to develop a distinct professional and international profile and enable them to meaningfully articulate their specific qualifications towards employers.
- Enhance the visibility of the integrated interdisciplinarity, internationality and interculturality to market the study programme and its graduates.
- Support teachers in continuously reflecting and improving their teaching practice regarding the programme goals.
- Make individual learning outcomes and achievement of the programme goals at different stages visible and evaluable and thereby meet reaccreditation requirements.
- **Summary of Experiences / How were challenges addressed?**

In our experience, the acceptance of didactic innovation is enhanced when it is perceived not as an additional task but as a tool which helps overcome already existing challenges. The acceptance of "PIPE" as a learning and teaching instrument is supported by its potential as a tool for (re)accreditation which is easily visible by its structure along the programme goals.

The fit with both the university`s strategy and the interdisciplinary character of the study programme is obvious and credible.

A factor for successful course integration of "PIPE" is that its design and content is rooted in the regular course contents of the study programme.

Two professors from the faculty of engineering have introduced the ePortfolio from their own initiative instead of a central learning and teaching unit marketing the instrument from outside the discipline.

Besides our conviction that ePortfolio only can support the full achievement of the programme goals if it connects the learning experiences across all courses of the programme, without the integration into regular courses its potential for assessment and accrediation cannot be exploited.

Conclusions / Recommendations / What was learned?

When designing ePortfolios for assessment and accreditation one should be careful that the ePortfolio structure and content visibly fit the strategic aims of both study programme and university.

ePortfolio can unfold its best impacts on students` learning and be implemented for the assessment of learning outcomes if it is not only offered additively by central university facilities but primarily when it is integrated into regular mandatory courses.

Learning and teaching units should support professors who are not by discipline inherently didactic-affine to "do it themselves" rather than create additive central solutions for engineering students.

Energies should be invested to convince central decision makers of the multidimensional potential of ePortfolio. The use of the instrument cannot be mainstreamed only through best practice examples bottom-up but also needs top-down initiative and commitment to ePortfolio integration.

Notes:

Knowledge in Business and Technology, Use of Information Technology, Critical Thinking and analytical competence, Ethical awareness, Communication Skills (written and oral), Capacity for teamwork, Cross-Cultural Competence.

S31A: 3

How Can We Assess, Visualize and Scaffold Informal Language Learning? A case of informal English learning among Japanese college students

Yoshikazu Ishibashi

Yamagata University, Japan

This study aims to explore ways for building a bridge between "assessing" to "scaffolding" of informal language learning. There are 2 research questions in this study: (1) How can we assess and visualize the students' behaviour of autonomous language learning? (2) How can we scaffold the students' ability in choosing appropriate and effective language learning contents on informal learning settings? To answer the question (1) and (2), two pre-researches have been conducted. Based on the pre-researches, this study proposes the contribution of ePortfolio in the scaffolding of informal language learning.

The first part of the research analyzes the behaviour of the Japanese college students' autonomous English learning by applying Modified Grounded Theory Method (MGTA). The research reveals the relationship between the college students' autonomous English learning and the English proficiency levels. The findings of this study indicate that the proficient students or those who get more than average score of TOEIC (Test of English for International Communication) tend to choose the interactive English learning (i.e., communicating with native English speakers, attending to English conversation school) on informal learning settings. The proficient students are also likely to select the authentic English learning materials such as reading English newspapers and original works of English movies. While, the novice students or those who get less than average score of TOEIC tend to choose the less interactive English learning (i.e. translating English textbook, learning basic English grammar and vocabularies). The novice students are also likely to select the remedial learning materials such as reviewing high school English. This research visualizes and develops a model of the relationship between the autonomous English learning behaviour and the English proficiency levels.

The second part research analyzes the autonomous English learning process of the Japanese college students to explore the effective scaffolding methods by conducting focus group interview. The main findings of this part of the research reveals that autonomous English learning is facilitated by (1) motivation for improving English speaking ability, (2) English speaking and listening activity related to daily life, and (3) positive reflection and feedback of learning process. On the other hand, autonomous English learning is demoted by (1) priority for extracurricular activity (part-time job and student club or circle activity), (2) lack of monitoring and English linguistic competence, and (3) negative belief for external factor (i.e., limited English learning access because of EFL (English as a Foreign Language) context).

By considering the findings from the first and second parts of the researches, this study assesses and visualizes the Japanese college students' behaviour of informal English learning. In addition, this study explores the effective scaffolding methods for informal language learning by using an ePortfolio. Especially, this study discusses the function of ePortfolio that enables to "visualize" and "share" the informal language learning behavior and process among the ePortfolio users. How can the novice and proficient students interact with each other and learn the new language learning strategies together by using ePortfolio. This study explores the ways of using ePortfolio as "collaborative learning" rather than "individual learning record" in informal language learning settings.

S31A: 4

Collecting, Selecting and Reflecting – Supporting student judgements in the portfolio process?

Romy J Lawson[1], **Darrall G Thompson**[2]

[1]James Cook University, Australia; [2]University of Technology Sydney, Australia

ePortfolios allow students to demonstrate competencies and reflect upon experiences, documenting academic preparation and career readiness. Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999). The collection involves student participation in selecting contents; the criteria for selection; the criteria for judging merit, and evidence of their self-reflection (Barret, 2000). Yorke (2008) discusses that this approach poses questions about how students judge their achievements and requires the student to make a case that they merit the award or job in question. This presumes an ability to make sound judgements about their work in relation to criteria and expected standards.

One of the core purposes of higher education is to develop the capacity for students to make judgements about their own work (Boud and Falchikov, 2007). If a graduate is not able to do this adequately they will be ill equipped for most professional or even non-professional roles. The development of the capacity to make self-judgements about performance tends to be an

assumed outcome of higher education. That is, it is taken to be part of any course without the need for specific engagement in self-assessment; however this is rarely evident in curricula through learning activities or assessment processes (O'Donovan, Price & Rust, 2008). Research on student self-assessment has suggested that explicit opportunities need to be included for the skill of self-assessing to be developed (eg. Boud, 1995). Building the capacity to make judgements needs to be an overt part of any curriculum and one that needs to be fostered (Boud and Falchikov, 2007). A skill that the authors propose is vital to optimise the educational benefits and validity of ePortfolios.

This paper introduces web-based marking system, REVIEW[TM], which facilitates the development of self-assessment in learning processes, by engaging academics and students in a deeper understanding of assessment criteria in relation to graduate attributes, and providing a mechanism to guide students through making judgements about their work using these criteria. It should be noted that REVIEW[TM] is not an ePortfolio but a marking tool used by academics to deliver feedback on assessment tasks. Students make judgements on their performance in relation to the assessment criteria for each of the criteria using a sliding grading scale. Academics mark assessments directly online using REVIEW[TM]'s data sliders in a similar fashion to the student self-assessment process. After entering their assessments, the academics are able to see how students self-assessed their work. Where there is a large variation between a student's self-assessment and the academics' grading, the academics are able to use this difference between the student's assessment and their own as a guide for feedback. Students are then able to view the academics' gradings for each criterion and overall, as well as the written feedback for the assessment task together with a display of their progress in attribute categories that each criterion is coded to. Thereby REVIEW[TM] facilitates their reflection about the academics' assessment of their work in comparison to their own self-assessment.

Boud, Brew, Lawson & Thompson (2010) found that when students were introduced to self-assessing using REVIEW[TM], initially students tended to overestimate in criteria-based judgements about their own work. However over time, students' judgements did converge with those of tutors when given further self-assessment opportunities, which indicates that students improved their understanding of the standards applied by the academics as a result of the self-assessment and feedback system.

The authors propose that in order to support students in their ePortfolio collections, selections and reflections it is vital to develop their ability to judge their own work against criteria and standards as part of the normal assessment process in their courses of study.

S31B: Self-Directed Learning

Time: Wednesday, 11/Jul/2012: 9:00am - 10:30am

ePortfolio for Developing Students' Autonomy and Responsibility

<u>Olga Smolyaninova</u>, Ludmila Smolyaninova

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Autonomy and responsibility are the resources of the personality that determine success throughout the course of life.

In this respect the issues of pedagogical technologies involved in understanding independence and responsibility in the area of professional education become of special significance.

ePortfolio can be considered not only as the *result of documenting the educational process* (for outer audience) but the unique instrument of the student's personal development and formation of his professional autonomy and responsibility.

According to Y.Golovin autonomy is an integrated characteristic of a personality that reveals itself in the initiative, critical thinking, adequate self-assessment and responsibility for one's activity and behavior. Autonomy of a personality is connected with active thinking process, will and emotional sphere. In accordance with the position expressed by S.L.Rubinstain and B.V.Ananyev autonomy is subjective experience that has been formed in the ontogenesis. ePortfolio makes the process of storing this experience in the virtual environment more technologic and provides the mechanisms of "visualization" of professional experience development, studying personal potential, presenting achievements and supporting feedback. In their ePortfolio students present their independent opinion and demonstrate their activity that helps in developing emotional and thinking processes. The process of selecting artifacts in the ePortfolio and reflexion of the educational and professional practical work forms the ability to carry out consciously motivated activity both in educational and professional area, improve the results and overcome difficulties.

Autonomy and responsibility are very important, necessary and asked-for qualities of the employee on the modern labor market. These are the new formations of the personality characteristic of the students' age according to the psychologists E.Ericsson, D.Levinson, etc. That is why we consider psychological and pedagogical aspects of ePortfolio technology from the position of professional autonomy and responsibility formation.

Regarding *ePortfolio as of a process* one should pay attention to the fact that it is a unique resource for students' autonomous goal-setting in the process of education and autonomous construction of the students' educational trajectories, for "visualization" of the students' achievements (in their own eyes) and for correlation of the available resources and the level of the achieved professional competencies. ePortfolio technology used at all the levels of professional education allows the students to feel themselves equal subjects of the educational process responsible for accepting the goals of their future professional activity and independent in demonstrating achievements, documenting and development of professional competencies.

ePortfolio technology supports students' responsibility, self-organizing skills in defining operational activity processes of professional education by means of documenting individual achievements in different disciplines, practical work, interdisciplinary projects and research work. ePortfolio provides a student with an instrument to form professional competencies and control their level. During the process of transition from one level of education to another the student's ePortfolio may be used as *individual integrated passport of professional competencies* presenting the student's dynamic professional development.

The psychologists differentiate the three stages of autonomy which a person undergoes during the process of any activity: reproduction, search and creative stages. L.V.Vigotsky,

K.E.Bezukladnikova and A.N.Leontyeva underline the importance of the formation of all the stages of autonomy beginning from the first one, because it is the basis for developing the quality of activity. In this context the process of documenting in the student's ePortfolio in the digital format implies formation of the reproduction autonomy of the student. It activates such psychological functions as observation, comprehension, analyses and comparison. "Ideas, artifacts, thoughts and feedback" documented in the student's ePortfolio launch and support analytical thinking process, synthesis and comparison – the autonomous search is being formed. Such important professional qualities as the ability to make choice, combine and search the solution of a problem are being formed. The autonomous search function reveals itself in project and scientific work, critical essays and reflexive materials represented in the ePortfolio. Therefore we may conclude that *ePortfolio as a unique instrument of the student's personal development* that is the prerequisite of the professional development.

Institute of Education, Psychology and Sociology, Siberian Federal University has a five-year-long experience in implementing ePortfolio technology in the professional training and retraining of pedagogues. In the system of professional education ePortfolio is being used on the 3 levels:

1. Bachelor program for training teachers of developing education (Elkonin-Davidov system)
2. Master program in Educational Management
3. Post graduate training in Higher Education.

Today there are several issues that are open for discussion: how to make the link between the ePortfolio artifacts and the certain types of educational and professional activities; which reproducing prototypes of professional activity retain the students' interests; how to support the student's initiative in developing ePortfolio; how to encourage different institutions to use ePortfolio as a multi-purpose tool; how to connect professional and educational environment; and how to document the process of developing competencies by means of ePortfolio.

S31B: 2

JAISTEP portfolio system that facilitates student's self-regulation by showing learning goal and educational intention embedded into research activity

Tomohiro Nabeta[1,2], Taisuke Ogawa[1], Mitsuru Ikeda[1,2]

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One of the key concepts in quality assurance in higher education is that of helping students to acquire transferable skills and knowledge by creating one's own knowledge. If students solve problems in a controlled situation (*e.g.*, a lecture), it is sufficient to apply the skills and knowledge that the students acquired in the lecture to a problem with a fixed answer. In realistic situations, however, (*e.g.*, research at a university or work with a company) it is important to transfer the skills and knowledge to a problem that does not have a fixed answer. For example, graduate students need to identify what the problem is and then they need to identify the skills and knowledge they need to learn. Furthermore, the students should learn the necessary skills and knowledge themselves if they lack those skills and knowledge. Specifically, in a real situation, students need to design or regulate their own learning process to transfer the skills and knowledge to the problem. In short, in real situations, the students should first identify the problem, then identify the skills and knowledge needed to solve the problem, and finally learn those necessary skills and knowledge if they do not possess them. Therefore, from the perspective of higher education, it is important to help students to learn how to regulate their own learning in real situations. This study developed an e-portfolio system called JAISTEP that helps graduate students to regulate their own learning and to create knowledge by their own initiatives.

Set learning goals: Research activity in graduate school is a good example of a real situation because research problems lack fixed answers. Consequently, graduate students learn how to transfer their skills to the problem by regulating their own learning process and by evaluating what they have learned in the process. However, some students have difficulty evaluating their own learning, as they do not set learning goals. Setting learning goals needs knowledge of (1) how difficult the research task is, (2) time management, and (3) one's own skills and knowledge. Since these types of knowledge develop in accordance with research experience, students sometimes have difficulty setting learning goals. The JAISTEP system helps students to set learning goals by suggesting helpful knowledge. Namely, the JAISTEP system shows students a template of research tasks (*e.g.*, presenting a laboratory seminar), in which learning goals (*e.g.*, improving critical thinking) are suggested. Viewing the learning goals suggested by the task template, the students can set learning goals for their research in graduate school.

Educational intention of the research task: To help students to learn to regulate their own learning process it is important to show the educational intention of the research task (*e.g.*, presentation of a laboratory seminar) because the students' regulation of learning is improved if the students know the educational intent. For instance, students who need to learn critical thinking should take the opportunity to present seminars, especially if the students know that the educational intention of presenting a seminar is to improve critical thinking. In addition, the educational intention of the research tasks differs in each laboratory. For example, seminar presentation might be used in one laboratory to improve critical thinking, while another might use it to improve the students' skill in speaking to an audience. JAISTEP shows students the educational intentions of the research tasks in each laboratory. Specifically, the professors in each laboratory make a task template for the research task. They customize their laboratory's task template to reflect the educational intention. For example, the professor adds the template of sub-task that the presenter should evaluate one's own presentation after the presentation to a task template of laboratory seminar presentation, if the educational intention of the laboratory seminar presentation is to improve self-analysis. In summary, the JAISTEP system enables students and professors to share educational intentions. Based on such knowledge of shared educational intentions, the students can regulate their own learning process and create their own knowledge for career in their future.

S31B: 3

An ePortfolio as a general learning tool

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Bildungszentrum Gesundheit und Soziales, Switzerland

A theoretically founded elaboration of taking notes: publishing the contents of our internal cognitive systems to an external system.

A. Preliminaries

Learning and acting go together

Learning is acting and acting is learning

The goal of learning is „acting better next time"

If you want to improve your actions, you have to learn

If you want to improve your learning, you have to publish a portfolio

B. Theoretical foundation

A model of learning and acting based on four cognitive systems:

1. Declarative system (semantic memory)

Knowledge of concepts

Knowledge of theories

Knowledge of facts

Descriptions of episodes (stories, narratives)

Descriptions of skills (recipes)

2. Situative system (episodic memory)

Experiences with minute details (i.e. associated emotions)

Grouped by similarity*

Remembering the past

Imagining the future (constructing fictitious experiences)

*Experiences must be grouped by similarity: Learning means doing better next time. Without the similarity between experiences there would be no such next time. If we have to cope with a situation, we remember similar situations in the past, and our normal course of action is to repeat former success or, having learned in the meantime, to do better.

3. Procedural system (procedural memory)

Cognitive and sensory motor skills and habits

Executed without conscious monitoring

4. External system (external „memory")

The world (events, episodes, situations)

Resources (tools, books, internet)

Notes of others

My own notes (i.e. my portfolio)

C. Elements of learning and acting: Transitions between systems

2>4 acting transforming a vision (of what we want to do) into action

4>2 experiencing: storing an experienced event in the situative system

1>4 publishing content of the declarative to the external system

4>1 understanding: integrating new knowledge into existing knowledge

2>1 describing transforming experienciesinto (mental) stories, narratives

1>2 imagining: constructing a ficticious experience

3>4 using a skill as a resource for acting

4>3 practising a skill by using it

3>2 using mentally (without overt action)

2>3 practising mentally (without overt action)

3>3 combining minor skills to create more comprehensive skills

1>1 thinking: transforming knowledge through reflection, abstraction, deduction

D. Links between content of different systems

Knowledge in the declarative system and skills in the procedural system are linked to all groups of experiences (situations) in the situative system, where they contribute to successful coping. This is what «competence» is all about: Coping successfully with a situation by means of

resources that help in doing better. The links between situations and helpful resources should also be represented in the portfolio.

E. The Portfolio is:

A journal of stories (narratives) about our past and future (imagined) experiences, grouped into families of similar experiences.

Each story gets reflecting annotations: Learning means doing better next time. Reflection is the assessment of whether we really did better.

An encyclopedia of concepts, theories, facts and recipes, each entry linked to all situations (experiences), where it is a useful coping resource.

Entries (and links) can be revised from time to time, reflecting our changing and growing body of knowledge and skills.

F. Publishing the portfolio in an external system is important for several reasons:

Supporting our internal systems. That's what taking notes is about.

Publishing is the only way of communicating with others. And communication is the only way others can help us revise entries in the encyclopedia and reflect stories about our experiences.

And reflecting with others is the only way to illuminate the blind spots of self reflection.

S31B: 4

Digital European Language Portfolio - Adult Learner's Mean of Technologically Assisted Self-Directed English Acquisition: Transformation of Learner's Identity

Ināra Bojāre

Daugavpils University, Latvia

Introduction. Technologies become an important part of learning. Changing the way of learning impacts personal development and transformation, but digital ePortfolio supports managing one's lifelong learning in a learning society. The humanistic idea of its using, as essential tool for personal development planning, brings it nearer to the self-directed learning- SDL concept proposed by M.S.Knowles, critically developed by J.Mezirow and analysed from postmodern point of view by M.Tennant.

The European Language Portfolio- ELP broadens using of the ePortfolio by specifying the context of learning and purposes collection of evidence supporting, demonstrating reflective practice and learning of foreign languages. The relationship between learning and personal development is considered to be learning and personal development. Traditional means of learning – learning contracts are wide used in formal education. The advantage of the ELP for its using in non-formal education is containing of methodological help. At the same time, it does not exclude facilitator's instruction and collaborative activities.

So ePortfolio connects SDL, English acquisition and using ePortfolios instead of paper ones, what are the most important 21st century skills and have an impact not only on adult learner's personal development, but also transforms his or her identity. Basing on these assumptions, designing of a scale for measurement of adults' readiness to self-directed English acquisition – SDEARS in blended e-studies has been in the process. During the process, theoretically selected criteria has been compared with criteria of the ELP and empirically checked by the qualitative research. At the same time, not all data obtained by the method of narratives are already used.

The Goal of the Study. This abstract aims to present additional findings of the qualitative research. The subgoal of the analysis of the narratives is to identify nowadays' adult foreign

language learner. Hypothetically is assumed that using technological learning resources transforms learner's attitude towards them. The following tasks are planned to complete: to show unique foreign language learning experiences, make a generalized characteristic of foreign language learner and show changing his or her attitude towards learning resources.

Object and Subject. An object of the research is foreign language acquisition, the subject – learner's identity.

The base of the Study. This study consists of five written narratives given by volunteers, women aged 19 - 62, with different foreign language learning experiences. Two of them are English teachers, one is a teacher of another subject and two of them are participants of the EU project programme *Youth in Action* who had come from France and Germany and had been working at school in Latvia during one year. Two men were asked to reflect their learning experiences with foreign languages, but they did not respond to the request. The only question, asked to the participants was to describe their personal experience of foreign language learning, resulted in unique set of stories showing person's developmental adjustment to nowadays multilingual world.

Methods. The method of narratives reflecting personal foreign language learning experiences is used for obtaining data. The contextual analysis and generalization is used for their interpretation.

Results. Results of the research confirm the hypothesis about transforming learners' attitude towards resources of foreign language acquisition. Theoretical findings show:

1. There are similarities and differences between facilitation of personal development by the ELP and the concept of SDL.

2. SDL concept supplements the ELP because the planning of the process of doing tasks is more covered there. In turn SDL deals with the organization of the whole learning process, facilitates personal transformation from directed to self-directed learner.

Empirical results of the qualitative research are adult foreign language learners' unique experiences of foreign language acquisition; a generalized her characteristic what shows the transformation of learners' attitude towards using of technologically assisted learnig materials and readiness to change language acquisition habits, e.g. learning language in virtual environment; from using printed learning materials to using the computer as universal technological device for language acquisition.

Conclusion. The ELP is a suitable mean of self-directed English acquisition and for interested adult learners its digital form is recomended.

S31C: Parallel session

Time: Wednesday, 11/Jul/2012: 9:00am - 10:30am

S31C: 1

Learning Scenarios with Integrated ePortfolios. EPortfolios are nice to have but do cause inconvenience…

Stefanie Karin Brunner, **Birte Heidkamp**, **Petra Muckel**

University of Oldenburg, Germany

Learning Scenarios with Integrated ePortfolios.

EPortfolios are nice to have but do cause inconvenience…

Background

The basic idea of the constructionist learning theory (Papert 1987; Gergen & Gergen 2009) lies in assuming a parallelization of the activities while developing a product and constructing the corresponding knowledge structures. A variety of ways for understanding things, processes and correlations is offered by the activities of constructing objects and artefacts, working on empirical research projects and also problem solving in a certain given working process.

Hereby, one's personal interest and at the same time a high intrinsic motivation are considered as important factors for the promotion and success of learning processes. Within the learning situations, the focus lies on learners who are doing research and solving problems, who are creative in this process and often find solutions by communicating and exchanging ideas with other learners. Collaborative and self-directed learning are integrated as well, because talking about problems is an essential and creative element in solving problems (see Han & Bhattacharya 2001).

Conceiving learning as a reconstruction rather than as a transmission of knowledge is one of the fundamental structures of ePortfolio. Our ePortfolio work with students builds upon basic principles of this learning theory.

By developing ePortfolios within degree-programs, we intend to make visible and aware the individual competence progression and the personal development, as well for the learners themselves as for the lecturers and fellow students; but also for other target groups (as learning coaches or business companies), going beyond the academic studies – thinking the ePortfolio idea further consequently.

Problems, objectives

Practical experience shows that implementing ePortfolios, designed that way, meets some difficulties and hurdles, because the ePortfolio work is determined by certain conditions and aims which are not necessarily compatible with teaching, learning and examining in a university context without further ado.

To overcome these difficulties we prepared and implemented WordPress-based ePortfolios within three modules of different bachelor degree programmes, and we accompanied them scientifically: During university courses students were instructed in writing and constructing individual elements of their ePortfolios which combine the functions of reflection, presentation and support of the learning process under one umbrella. The students developed those elements as authors of their own individual ePortfolios and, as well, elaborated them as websites.

We describe and compare three learning scenarios in the context of the constructionist learning theory; their learning possibilities and difficulties of usage are weighted on the basis of an evaluation through students and lecturers. Reflecting our experiences we focused on the question, how to merge one of the basic ideas of the portfolio work – not to learn for the school,

but for life – with the everyday life of German universities, which seems to be determined, among others, by the orientation on marks and credit points as well as reaching as fast as possible a final degree.

What was learned?

Implementing ePortfolios in degree programs is geared to four principles which are considered as general principles for implementing eLearning tools:

(1) Technology follows content: eLearning tools are to be seen as tools in a stricter sense. Tools do have to support lectures and learners and should be adapted and customized to their needs and aims instead of vice-versa.

(2) First things first: Implementing ePortfolio work as well as ePortfolio utilities is seen as a webbased support for realizing didactical concepts. Tools and learning forms carefully have to be reflected as consequences for the organisation of learning arrangements and organisation of seminars.

(3) Cost-benefit analysis: Efforts and benefit of eLearning and ePortfolio tools must bring a return and yield a profit for teachers and learners. More teaching and learning opportunities should be introduced and opened up.

(4) Respect of individual teaching method and learning strategies: Teachers' peculiarity and their individual teaching method as well as students' peculiarity and their individual learning strategies should be respected and esteemed.

Results show that, while students at first often calculate cost and benefits of ePortfolios, it is a good recommendation to recognize all their efforts to be linked with ePortfolio work. Implementing ePortfolios should therefore esteem and value these efforts. Students do need time and support in developing their ePortfolios *within* learning scenarios of modules. Intelligent solutions for combining scientific activities and ePortfolios in a more or less organic way seem promising and will be presented. EPortfolios on the one hand may serve as a Trojan Horse for stimulating self-directed learning and implicit motivation. On the other hand there is some evidence that it could be useful to play out time, because working with ePortfolios creates growing interest and understanding of capabilities which are hidden on a first glance.

S31C: 2

An Integrated ePortfolio Plan for a Large Research University

Jeffrey D. Keith, **Danny R. Olsen**, **Tom Mallory, Kirsten Thompson, Tonya Tripp, Nathan Walton, Richard Swan**

Brigham Young University, United States of America

An integrated ePortfolio tool being designed and developed at Brigham Young University (BYU) will greatly facilitate assessment of student learning as well as our university objectives. BYU serves over 30,000 students across 12 colleges and over 50 departments offering over 400 degree-granting programs. Key components of the developing plan include:

> All applicants to BYU will be required to submit a portfolio of their best academic work, leadership, achievements and life goals. They may choose to begin a university-hosted ePortfolio years before their application date. University departments looking for gifted/talented applicants in their discipline can search portfolios at any time (with the applicant's permission). The ePortfolio tool will also facilitate applicants' ability to contact each other, blog, socialize, share insights/advice, and view each other's ePortfolio materials.

> After applicants are admitted, some university core and general education courses and majors will require the use of the ePortfolio as a portal for submitting peer-reviewed work, displaying assignments and developing a resume. The ePortfolio will also allow each artifact to be tagged and be viewable by different groups – friends, family, instructors,

classmates, others within their major (at BYU and elsewhere), potential employers, or no one. Visitors may leave comments or reviews of items, but the student has ownership and the option to delete.

The ePortfolio is integrated, sharing data via web services with the university admissions data base and the university learning management system (*BYU Learning Suite*). The BYU ePortfolio will be one of nine tabbed components in the *BYU Learning Suite* that also include: *Home, Content, Exams, Syllabus, Digital Dialog, Grades,* and *Schedule*. Data entered *once* in any component of the suite can be shared as needed with other components. Storing draft papers, getting peer reviews, revising and submitting assignments can be done from this tool.

Students will be asked to record reflections on their own learning and development. Some university courses already require a "learning journal." The ePortfolio tool will facilitate such journals and blogs and allow students to determine viewership of each entry or thread. These student reflections, combined with a multi-year sequence of learning artifacts and standardized test scores, may be the *best direct evidence of learning*. These data would be of vital importance for external assessors, faculty, parents, administration, and the students themselves concerning what they have learned and where and how they learned it. We anticipate that a good sampling of students would choose to share these reflections with some of these stakeholders. These student reflections would make valuable supplements to program exit interviews.

Although the ePortfolio is primarily intended as a student-centric, student-controlled tool, the artifacts and learning reflections that students share with their programs and the university will be evaluated with the resulting data rolled-up to determine how well the university is accomplishing its mission-related objectives. This process will work best with carefully scored assignments (using well-designed rubrics) over a multi-year period in university core courses. Both the assessments and a sampling of artifacts will be stored by the university outside of the student portfolios. The *BYU Learning Suite* already has a highly-integrated *Learning Outcomes* website with published outcomes for every course and program. Storing assessments and artifacts from ePortfolios is the next logical step in our overall university assessment plan.

Our ePortfolio plan currently calls for students to keep their portfolios and university-templated resumes for at least three years post-graduation. During that time, we will encourage graduates to move memory-intensive materials to storage elsewhere, but allow them to link the items back to a university-designed template (with the university seal), verifying their BYU affiliation. Longer-term sponsorship and hosting of their portfolios is being considered. Allowing graduates to have the ability to continue to add materials and reflections to their portfolios would help the university evaluate one of our stated core themes – "lifelong learning and service."

Although the plan outlined above is largely still in the planning and construction phase, it is underway. Some BYU departments and colleges on campus currently utilize ePortfolios in some of their assessments. The ideas above represent the good work of many people, including the *BYU Center for Teaching and Learning*, students, and faculty. The determination and funding to complete this plan may soon be realized.

S31C: 3

Flexible use of eportfolios – from dissertations to volunteering

<u>**Robert Chmielewski**</u>

University of Edinburgh, United Kingdom

At the University of Edinburgh, the PebblePad eportfolio system is available centrally to all its students and staff members.

The number of courses and programmes using the system is growing every semester. However, they do not use the system in the same way - implementations range from collecting and marking assignments online to recording reflection about extra-curricular activities.

Using two distinct examples (School of Law and Edinburgh University Students' Association), this short review demonstrates how flexible eportfolios can be, even when coping with tasks that traditionally belong to the VLE area (assignment collection).

1. School of Law – collection and digital marking of assignments on Apple iPads

During the first semester of 2011/12 the School selected PebblePad as its main assignment collection tool. This covers UG, PG, PhD and Centre for Professional Legal Studies students as well as early career and contract researchers.

Students are using PebblePad to upload and submit their assignments to relevant assignment workspaces. The School of Law is now using in total of 150 workspaces for each semester; most of those have at least five tutorial groups. Hundreds of submissions are sent during normal teaching weeks. The gateways are at their busiest around major work deadlines when over 1000 files are submitted.

Once the assignments are submitted, the gateways are locked automatically at the deadline. In order to keep the process fully digital, most markers are using iPad tablet devices to download and read/mark the assignments offline. If necessary, they can insert in-line comments by converting documents into pdf files and re-submitting them as attachments to feedback comments. All submissions appear anonymous to markers who sometimes use the grade field to indicate their progress while marking (especially when working with huge numbers of files). Many PG dissertations are double-marked with internal comments exchanged via the PebblePad's validation functionality. Once the final grades and comments have been agreed, they are released to students. Undergraduate submission are marked using a structured feedback form. All work submitted via PebblePad is also submitted to Turnitin to identify potential plagiarism.

2. EUSA Volunteering Log – logging reflection and volunteering hours

Edinburgh University Students' Association is coordinating many types of volunteering activities for students. In order to recognise students' hard work and contribution to their communities, the association has recently introduced the Edinburgh Award. Once documented, the students' achievements in this area would appear on their degree transcripts (HEAR).

The eportfolio system is being used to record and archive the details of each participant's volunteering journey. Using a log tool, students have a set goal of at least 30 hours which they need to document in detail.

There are two face-to-face sessions (one at the beginning of the process, one at the end). In between, students are recording their volunteering activities and taking part in two online self-reflective exercises (structured forms with self-assessment sections, goals and questions which are to be 'sent to' their logs).

All the logs are monitored through the gateway tool by the project supervisor.

The pilot of the award started in February 2012 (ended in April 2012) and students are officially required to carry out 30 hours of volunteering during that time. If the pilot is successful, an

expanded version will be run next year which should see volunteers log 100 hours over the course of an academic year.

Issues In Relation to the Declaration of Skills Through the ePortfolios

<u>Laurence Puissant Grosjean</u>

LISEC, France

Over the past decade, considerable efforts have been invested in the development of ePortfolio technologies and usage. For further developments in this field, the main objective at this 10th International ePortfolio and Identity Conference will be to encourage discussion between researchers and practitioners on the theoretical aspects, but also on new and innovative approaches.

This submission is expected to share the latest state of the art advances in France and practices in organizational development of "communities of practice" on the first 2100 experiments of ePortfolio.

The discussion may also concern the users' development throughout their professional development towards a sustainable employability and addressing identity practices through ePortfolio communities.

Introduction

The approach that will be discussed is based on research and will revolve around the central notion of competence. It will seek to interview those involved in the training and professionalization through a practical analysis on the usage of a new digital tool (NTIC) in experiments throughout France and, in particular, the Lorraine region. In France, five regions launched experiments with the e-portfolio.

This innovative and original tool (with it's unique format) is named Lorfolio (e digital portfolio). The presentation of abilities is the subject of this new tool and experimental analysis (which is quantitative, but also qualitative).

The very notion of skills and sub-theme of technology for skills assessment via e portfolio is questionable. What will be the added beneficial value of this new tool, or its extent in educational and professional systems, Coolin, Harley, Smallwood & Wood (2011) ? In what other ways could it be used ?

With the effects of global changes in work activities and new educational policies, the necessity of professionalized educations systems assists in the integration of all education systems.

1. Technology and analysis of competency statements (for service evaluation) in a new digital tool.

Upon the arrival of digital in the 1990's, the Porfolio reemerged as an ePortfolio. Other works refer to the issue, including those of C. Eyssautier-Bavais (2004) who explains that the electronic portfolio (e-portfolio), emerged in the early 1990s, Barrett (2001), and has certain advantages over paper portfolios which explains its use and conservation. It is more easily revisable and modifiable than their paper counterparts. It can be posted online, in whole or in part and thus be made public, which gives greater portability and better diffusion possibilities, as already shown by Baron and Bruillard (2003).

2. Description of the model, methodology, procedures, and tool that allow qualitative evaluations of academic and/or professional skills.

The origin of the project "e portfolio" concerns students, teachers and managers of institutions, as well as the knowledge taught through training organizations. But the injunctions to the professionalization (skill logic and career, adaptation to international standards, the new social demands and economic pressure on resources, etc…) cover very different situations according

to the training systems, the countries, the geography, the politics and face to face teaching practices.

The theoretical and applied research on Lorfolio is ongoing and, since 2007, are the subject of experimentation. The approach discussed is based on a study, using theoretical but also practical research, which questioned student and professional users. Total numbers: 2100 accounts created in June 2011, 15 experimental devices, 300 professionals reached, 300 notifications).

Lorfolio will be the object of an experimental analysis (quantitative, but also qualitative) of skills claimed in the heart of this new tool.

3. Articulation between skills assessment, practice (education, training).

The first experimental results question the notion, even skills and, in sub-theme, technology, for competence assessment of the ePortfolio (via the recreated look and consequential questions among a sample of 1000 individuals who participated in the experimentation.

Conclusion

In conclusion, and in regards to these first results obtained, it is necessary for the examination committee to further elaborate the conditions for assessing the competence of users, including a validation of acquired experience, a recognition of certification, a professionalism or even the derived risks (depending on goals) of users' self-evaluations.

To deal with any diversions, it will be necessary to decide which forms of instructional design and suitable devices are "favorable" (groups, individualized, blended learning ... and thus, the choice of online aids (functional, technical, educational).

In 2011, preparation of the new decree (developed by CEN Centre Européen de Normalisation) about the europeen direction of standardization of skills began (Blandin, 2011). The big questions: how will the ePortfolio be validated, are the digital tools reliable, will the ePorfolio allow training transfers, and will the notion of skills be able to move towards a common definition accepted by all? If the approach should go through a standardization (regulation process) will there be a unique, shared reference used internationally ?. Will 2012 be the year of new validation efforts using new technologies ?

S31D: Workshop

Time: Wednesday, 11/Jul/2012: 9:00am - 10:30am

S31D: 1

Mapped: your professional development with e-portfolio

Agnieszka Chrząszcz

AGH-University of Science and Technology, Poland

During this 60 minutes event participants will have the opportunity to match evidence with competences over a job advertisement to grasp the idea of evidence and finally the idea of network and ePortfolios.