Personalising the eportfolio experience

pedagogy, principles and practice

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What is an eportfolio?

An eportfolio is a purposeful aggregation of digital items – ideas, evidence, reflections, feedback etc, which “presents” a selected audience with evidence of a person’s learning and/or ability.

Sutherland and Powell, 2007
What does one actually look like?

*This example is of a professional accreditation portfolio for the Association of Learning Technologists*

*This example was created by a student in the School of Art and Design at the University of Wolverhampton*

Or rather, what can one look like...
Graduate Skills

This Graduate Skills Profile contains a single set of 15 graduate skills i.e. skills that employers believe to be important attributes in the people they choose to employ.

How confident or able are you at...

Analytical skills
...being able to break something down into its constituent parts

Decision making skills
...being able to balance factors to make a decision

Enquiry & research skills
...being able to find out information from a range of sources

Independent judgement
...deciding what you believe to be an appropriate representation of an issue

Ability to solve problems
...using a range of methods and strategies to solve problems

Imagination & creativity
...approaching problems or situations using new or imaginative thinking

Numeracy
...being able to mentally manipulate figures and understand a range of formulas and conventions

Ability to use IT
...being able to use common office software like
What is an eportfolio?

Behind any product, or presentation, lie rich and complex processes of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback

JISC, 2008

Isn’t this just good learning and teaching?
What is an eportfolio system?

An ‘ePortfolio System’ allows users, in any of their learning identities, to selectively record any abilities, events, plans or thoughts that are personally significant; it allows these records to be linked, augmented or evidenced by other data sources and allows the user to integrate institutional data with their personal data.

It facilitates self-awareness, promotes reflection, supports enrichment through commentary and feedback from the recipients of shared assets. It grows, develops and matures as the user accesses it, without constraint, over time.

It provides tools for aggregating assets in multiple forms, for telling myriad stories to diverse audiences, and ensures absolute user-control over what is shared, with whom, for what purpose and for how long.

It is a personal repository; a personal journal; a feedback and collaboration system; and a digital theatre – where the audience is by invitation only.
What is a Personal Learning Space?

A ‘Personal Learning Space’ does all of the above AND facilitates the process of life–long and life-wide learning. A personal learning space has inbuilt tools and functions that generate learning as distinct from simply recording and evidencing learning. Internal wizards prompt the user to consider diverse aspects of their experiences and facilitate the process of making sense of, and learning from, these experiences to a much deeper level.

It is not assumed that learners naturally have the skills widely associated with creating a ‘good’ eportfolio – collecting, selecting, reflecting, interpreting, synthesising, evidencing, and presenting.

A personal learning space supports users in the development of these skills by scaffolding the process of creating meaningful assets. These skills are life-long and life–wide and their development is independent of formal learning environments and externally defined frameworks and criteria. This is what distinguishes a ‘Personal Learning Space’.
Situating the Personal Learning Space?
User

creates

invited to engage

Content / Activity

PLS

invited to engage

Tutor

Peer

Mentor

creates

Content / Activity

ILE
Onto some examples...

REfLECT – The Institute of Learning
Life Support - Flinders University
EPSSME – University of Wolverhampton
CogenT – University of Gloucestershire
CPD Declaration

About You
First name: Phylis  
Surname: Office  
Job Role: Lecturer  
Job Role: Teacher Educator  
Contact Hours: 21 - 23  
Work Context: FE College  
Work Context: Work-based Learning  
Subject Specialism: Foundation studies  
Subject Specialism: Team working  
Subject Specialism: Egyptian/belly dance

About your CPD

Number of required CPD hours: 26
Number of hours completed and evidenced: 29.25
Variance: +3.25

You tagged your CPD in the following areas:
Learning and Teaching: 23
Institutional Context: 4

Your CPD has been shared with one or more of your colleagues
Your CPD has not been shared with your employer

This is for the period: 01 September 2008 until 31 August 2009

If any of this information needs changing close this page and return to your CPD Record in REFLECT

About your Declaration

The information shown above is the only information that will be sent from REFLECT to the IFL, your personal portfolio records remain private and secure.

Upon sending this declaration a copy will be automatically created in your REFLECT account for you to use as future evidence. You will also receive an email confirming that your declaration has been sent.

When you are satisfied that the information displayed above is an accurate representation of your CPD for this period click send below.

Send my declaration
About You
Name: Phylis Office
Member no: AD007431
Applying for: QTLS
Application period: 1 Sep 2009 - 31 Oct 2009

Declaration of Suitability:
Your declaration of suitability has not yet been received.

Supporting Testimony
Your supporting testimony has not yet been added to your application.

Supporter
Your completed application must be endorsed by a person deemed to satisfy the Institute's criteria for supporting claims for professional development.

Supporter information:
Forename: Sue
Surname: Porter
Email address: sporter@email.com
In conclusion...

There’s never enough time...

Think of ‘eportfolio’ like ‘vehicle’... It describes a wide range of loosely related things.

Purpose is essential. So too is good L&T!

Great portfolio (stories) demonstrate a process of learning.

A PLS provides different levels of process... through scaffolding.

Ideally though you need to bring people to the PLS initially - a procession of processes!!
Progress through university

Progress through work

Supporting processes

- self assessment
- employer engagement
- authentic assessment
- integrative learning
- mentoring
- personal tutoring
- flexible course design
- peer assessment
- timely feedback

Educational and Professional Touch Points

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That’s it. The end

Any questions please?

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