Abstract:
The AeP project has demonstrated the potential of ePortfolios to support teaching and learning activities in higher education in various ways. This paper explores the potential of ePortfolios to support student development of Graduate Attributes (GA) by considering the AeP findings in relation to factors identified as key influences on the effectiveness of GA policy implementation. Eight influential factors were identified through the National GAP project (an ALTC-funded scoping of Graduate Attribute practice in Australian universities) – conceptualisation, implementation approach, staff development, quality assurance, curriculum, assessment, stakeholders and student-centeredness. The way in which these inter-related factors are operationalised determines the extent to which each constitutes either an affordance or barrier to GA implementation. Three factors are selected for consideration in this paper in order to illustrate the potential of ePortfolios as tools to support the development of graduate attributes. Conceptualisation, assessment and student-centeredness are analysed to explicate their significance as influences on the development of GAs and to identify related ePortfolio applications or practices that are likely to constitute affordances or barriers. Participants will be invited to contribute to the discussion through sharing experiences and examples from their own educational contexts.