Australian ePortfolio Symposium 2009

Tuesday 10\textsuperscript{th} February

Track Session:

Institutional issues and academic development
Mapping the ePortfolio Skill Areas of Engineers – Use in Developing Engineering Student Mobility Internationally

Professor David Buisson
Queensland University of Technology

Abstract:
Mobile students and graduates crossing international boundaries increasingly are seeking recognition of their qualification in different markets. Portability of qualifications aids mobility, access and lifelong learning, promotes employability of graduates at national and international level, leads to easier access to international opportunities, and fosters employability through increased employer understanding of what their qualifications mean.

International professional recognition of Engineers in Australia is under the Washington Accord and in Europe under the EUR-ACE system. Both are competency based accreditation systems but currently students do not have a record of engineering competencies achieved.

The STRATÉGÉ project, on engineering student and graduate mobility between the EU and Australia, is investigated the use of ePortfolio as a device to facilitate mobility of students and graduates between Europe and Australia through mapping the professional competencies required by the accreditation agencies in either region against the knowledge, skills and abilities attained by the graduates. It was proposed that a suitably developed ePortfolio would provide employers and accreditation agencies from either part of the world with a consistent information source based on like competencies that are recognised by the respective agencies. The artefacts area of the ePortfolio could be used to store the proposed Australian Higher Education Graduation Statement or the five EUROPASS documents.

This paper will present progress on the development of the ePortfolio using a student case as an example and how this suite of information and documents could provide accreditation bodies from either region with the basis to quickly assess whether graduates had the requisite competencies to be accredited as an engineer.

David Buisson
Queensland University of Technology

Professor Buisson is Assistant Dean (External Relations) of the Faculty of Built Environment and Engineering at QUT. He has responsibility for external relations of the Faculty nationally and internationally including the management of the Project Management Academy, part of a consortium of four international universities sponsored by Royal Dutch Shell.

He is an Emeritus Professor of the University of Otago where he was Pro Vice Chancellor and Dean of the School of Business. He has a PhD in Chemistry from the University of Auckland and a Master of Science from the Massachusetts Institute of Technology. He is a Sloan Fellow from MIT; Harkness Fellow (USA); Leverhulme Fellow (London) and a Fellow of the NZ Institute of Food Science and Technology and of the NZ Institute of Chemistry.

Interests include enhancing international student mobility, development of the biotechnology sector, new product development management practices in different national cultures and developments crossing business and technology.
Building communities of practice: A case study at Institutional Level

Dr Margaret Faulkner
University of South Australia

Dr Garry Allan
RMIT University

Abstract:
The AeP 2008 report confirmed that most Australian institutions are in the early stages of ePortfolio adoption to support staff and students. The report recommended steps to systematically address the disparate approaches to ePortfolio implementation that currently exists in the Higher Education sector, including building an ongoing Community of Practice with key stakeholders. This presentation outlines the approach taken by two Australian institutions in responding to the need to develop communities of practice, both within and between their organisations, as well as across the Higher Education sector.

UniSA and RMIT present their experiences to date, and outline the benefits anticipated by their recent ePortfolio collaboration across discipline areas, information technology and teaching and learning support areas. Initial judgement on the synergistic benefits attained from identifying and linking collaborative priorities will be covered, and include details on the expectation of increased resource availability and diminished implementation times resulting from inter-University collaboration. The presentation will also include a generalised roadmap of the collaborative path to be undertaken by the two institutions across 2009, with the aim that such a roadmap may be a useful guide in assisting other Universities with the prioritisation of collaborative actions.

Margaret Faulkner
University of South Australia

Margaret Faulkner is an Academic Developer in the Learning and Teaching Unit at UniSA. Her role includes coordination of UniSA’s ePortfolio pilot projects. Margaret’s research interests include curriculum development using an ePortfolio approach and evaluation of how ePortfolios can support teaching and learning. Previously, Margaret was an academic in the field of marketing and has undertaken numerous market research projects for industry and academic purposes.

Garry Allan
RMIT University

Garry is the Project Manager for Academic ICT Integration at RMIT University. In this role he has responsibility for a number of University strategic initiatives that utilise educational technologies. He led the University initiative on academic integrity and currently is undertaking a University-wide ePortfolio project. Garry’s research activity includes Web portal development for discipline-specific data storage and communication, as well as the implementation of video communication technologies using Internet protocols. In his academic capacity, he teaches principally in the field of Medical Radiations.
Guiding questions for a lecturer planning to use ePortfolios in a course

Dr Eva Heinrich and Mr John Milne
Massey University, NZ

Abstract:
There are a number of points to consider when lecturers plan to use ePortfolios as part of their courses. In this session we will present a set of guiding questions for lecturers who want to implement ePortfolios. We will discuss how we use these questions in an initiative that aims to encourage lecturers to use ePortfolios in the College of Science at Massey University, New Zealand. The guiding questions aim to support lecturers so they successfully implement ePortfolios.

The questions cover areas such as the expected benefits, support required for lecturer and students, and integration into course structures. It is within the questions on the expected benefits where the lecturer is encouraged to consider what the students will gain from the activity and how this will help their learning. Questions on support intend to ensure students can easily do the activity with few technical problems.

We use the questions in a variety of ways. They are used as a basis for a discussion with lecturers and an ePortfolio support person. This guides the discussion to get a full picture of the changes and their impact. The questions are also used in workshops.

Eva Heinrich
Massey University, NZ

Dr Eva Heinrich is a senior lecturer in computer science at Massey University in Palmerston North, New Zealand. Her main research interests are in eLearning and higher education, where she works on projects like eLearning supported assignment assessment, lifelong learning with ePortfolios, learning from writing for computer science students, or learning communities for higher education teachers.

John Milne
Massey University, NZ

John Milne is the project manager for the College of Science ePortfolio initiative at Massey University. He is an educational technology specialist.
Transitioning from print-based to digital portfolios in a Foundations of University Learning and Teaching subject for academic staff

Assistant Professor Gail Wilson and Dr Rozz Albon
Bond University

Abstract:
When and how should ePortfolios be introduced into a Foundations of University Learning & Teaching subject? This paper explores these issues in detail and identifies key elements to be considered in the decisions undertaken at one Queensland university to (a) introduce the concept of an ePortfolio early in the subject, and (b) to ask subject participants to use a widely-used digital tool, PowerPoint, to present their portfolios. The underlying theme of what constitutes appropriate professional development opportunities for staff to equip them to develop a portfolio will also be explored in this session.

Gail Wilson
Bond University
Gail is Associate Professor and Manager, Teaching and Learning Services at Bond University. She has been working with academic staff in the area of portfolios since 2000, at Charles Sturt University, the University of Western Sydney, and now at Bond University in the Foundations subject the university offers for new teachers. She was awarded a PhD in 2008 in the area of academics’ use of information and communications technology in blended learning contexts, and the provision of professional development for academic staff for teaching and learning in the online environment. Gail is an active member of the Foundations Colloquium group, and is part of the project team leading the Carrick funded project Preparing Academics to Teach in Higher Education (PATHE). Her current research is focused on the area of new learning spaces and blended learning.

Rozz Albon
Bond University
Rozz coordinates the ALTC-funded Performance Excellence Initiative (PEI) at Bond University. In this role Rozz recognises, supports and promotes excellence in teaching and learning across the university which includes assisting all academics analyse, reflect and document improvements in their teaching. Other areas of Rozz’s portfolio include teaching in professional workshops of TLS, including ALTC workshops to advance the teaching quality at Bond University. Although her research focus is on learning in teams, she is involved in assessment, use of LMS and technology in teaching and learning practices.