Empowering disenfranchised learner identities through ePortfolios

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Disenfranchised learners

• Disengaged / resistant learners
• Different to the mainstream
• Their knowledge and worlds are alienated or invisible
• Rejecting imposed truths and values
• Have strong learning capabilities and experiences
• Resources of learners are misinterpreted
Engagement is a risk

- to an individual’s identity as a learner
- to learners’ membership in a range of local, global and learning communities
- to an individual's sense of self efficacy
Working from Our Strengths
Engaging learning experiences

- Opportunity to learn rather than comply
- Engage with own and other worlds critically
- Share learners’ knowledge and experience
Engaging learning experiences

• Co-produce knowledge and its representations
• Make coding explicit
• Provide opportunities to explore different identities safely
• Articulate learner success and reasons
• Focus on learner and their workplace needs (not the educational institution)
E-portfolios have potential

- To encourage customisation of learning to learners’ contexts
- To provide ways to present visual, written and audio material
- To connect material in diverse and meaningful ways
- To provide a medium for connecting to others and trialling identities
E-portfolios have potential

- To co-produce materials (more than skill recognition)
- Represent learners’ worlds and contexts
- Used as a reference point to negotiate assessment
- For building communities of learners to help each other
Challenges

- Professional development for teachers and assessors to work with different ways of representing knowledge
- Provide opportunities to negotiate representations and interpretations of knowledge
- Mobile learning’s uptake by disenfranchised learners
- Providing accounts beyond a course
- Focus on reliable and available software and hardware
- Making space for the unexpected