The Lifelong and Lifewide Learning Vision: Three Ideals for ePortfolio Practice

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Three Ideals

Authenticity

Deliberation

Integrity
This photo was taken on the 19th of February in Bangalore, one day before heading north for the middle part of my trip. This was the apex of the Art of Living Silver Jubilee celebrations. Two and a half million people from India and abroad gathered for meditation, music and lectures. This event was the largest meditation ever recorded and featured prominent politicians and spiritual leaders from around the globe including the current President of India, Abdul Kalam.

This was a big motivating force behind organizing this trip and it was a truly unique highlight. Why should I even try to describe it?
### A: Teaching Context

**Definition of Student Population used with Teacher Work Sample**

Number of students enrolled in class:
Daily instructional time available for teaching the Teacher Work Sample Unit:

**Classroom Diversity/ Individual Student Differences**

Number of ELA (English Language Acquisition) students in class:
Number of students in class with IEP's (Individual Education Plans):
Number of students on ILP's (Individual Literacy Plans):
Number of males:
Number of females:
Age range of students: ______ to _______ years of age.
Number in pull-out or supplementary programs:
Gifted:
Special Education:
Description of student medical conditions/medications that could impact learning in this te:
Other (describe):

**Patterns of Achievement**

Typical ability level, by percentage, for students enrolled in this class:
Low:
Average:
High:
Different Paradigms?

- Expressive: creative, individualized, self as authority
- Standardized: common structure set through institution, objective process of evaluation
- Barrett: Story vs. Test
Authenticity

• Finding truth through examination of what’s unique about oneself
  – Rousseau, Romanticism

• Enacting that difference through creative expression
  – Aesthetics of the self (Foucault)

• Protecting choice as a core value
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Neutrality as a Consequence

- Abandonment of “horizons of significance”
- Validation of choice as an end in itself
- Freedom of neutrality
- Procedural justice (Bellah, *Habits of the Heart*)
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Critique of Authenticity

• Expressive: Promotes a culture of atomism and narcissism
  – Self-absorption, lack of enduring commitments, disposable relationships

• Standardized: Creates the conditions that foster this culture
  – Abdication of role of institutions in cultivating shared values
Necessity of Dialog

• Without horizons of significance, how do we know which individual differences make a difference?
• Language is always dialogic (Bahktin)
• The authentic self must be defined in dialog with horizons of significance
From Dialog to Deliberation

- A portfolio is a message in a rhetorical situation
  - Audience as well as author
  - Not just expression of but also expression to
- Portfolio as a means for participation in collective decision making
- Deliberative democracy
University as Ethical Learning Organization

• Authenticity: Help students discover and document what’s important to them about learning, based on evidence
• Dialog: Put those individual articulations in conversation with organizational understanding
• Deliberation: Student inputs must have real influence on decision making
A New Role for Competencies

• Standardized: Matching performance to a pre-defined set of outcomes
• Deliberative: Capture standards all stakeholders value as enacted in practice and examining alignment of both student and programmatic performance
Competencies in Organizational Learning

- Standardized: Articulating expectations to students
- Deliberative: Means for mutually accountable connection between individual and organizational learning
- Boundary objects: “Boundary objects are objects that are both plastic enough to adapt to local needs and constraints of the several parties employing them, yet robust enough to maintain a common identity across sites” (Leigh Star 1989)
Deliberative Assessment

- Standardized: Objectivist/utilitarian
- Expressive: Subjectivist/intuitionist

(Gray 2002)

- Deliberative assessment
  - Learning complex and situated
  - Judgment based in embodied expertise
  - Students as authoritative informants about their own learning

(Yancey 1998)

- Institutional values and outcomes the result of deliberation based these sources of expertise
New Century College Competencies

- Communication
- Critical Thinking
- Strategic Problem Solving
- Valuing
- Group Interaction

- Global Understanding
- Effective Citizenship
- Aesthetic Awareness
- Information Technology
NCC Graduation Portfolio

• No predefined standard for what constitutes satisfactory performance in each competency
• Students exposed to (and assessed with) many models and standards through coursework and experiential learning
• Students redefine each competency, beginning with “official definition”
  – Synthesizing multiple perspectives
  – Integrating evidence from own experience
  – Taking ownership and planning for the future
ePortfolio outcomes

• Demonstrate learning power or learning competencies  
  (Broadstreet 2006)
  – Key affordance of the portfolio genre  
    (Meeus, Petegem, and Looy 2006)

• Input to a community conversation about what it means to be an educated person in the 21st Century
  – Competencies are means of connection
  – Analysis of student competency essays and evidence a central feature of program review
  – Conversation involves students, faculty/staff, alumni, and community partners
The Integrity of What We Care About

- Deliberation around portfolios hinges on what individuals and institutions care about.
- Caring is a characteristic of the will, not a desire, volition, or an isolated action.
- Demonstrating what we care about requires persistence, consistency over time.
- Such consistent investments are necessary for effective deliberative democracy.
Network Self
Creating intentional connections

Symphonic Self
Achieving integrity of the whole
Networked

- Play, emergence, entrepreneurialism, flexibility, agility
- Ease, speed, low-cost integration
- Aggregation, association
- Relationships
- Collection, list, link, snapshot
- Web 2.0 and social software

Symphonic

- Integrity, commitment, intellectual engagement, balance
- Time, effort, high cost integration (author, context, audience)
- Synthesis, symphony
- Relationships between relationships
- Theory, story, interpretation, map
- ePortfolio systems, Web 1.0
Networked Examples

- Becoming teachers at the University of Wolverhampton
- Transitioning between employers with Nedcar
Blogging into a Profession

• Julie Hughes’ students in classroom placements at Wolverhampton
• Community of practice through blogging
• “Everyday theorizing”
Negotiating Transitions

- Serving automobile industry regionally
- Track competencies and communicate them to potential employers
- Plan ongoing professional development
Networked Employability

• Focus on continual learning
• Ability to adapt to change
• Flexibility and agility
• Collaboration
• Creativity
• Taking advantage of “the terrific deal” (Richard Reich)
Symphonic Examples

- Social science
  - Richard Sennett
  - Mary Catherine Bateson
- ePortfolio Practice
  - Integral self-representation with eFolio Minnesota
  - Bridging home and academic cultures at LaGuardia Community College
The Corrosion of Character

• Work and identity in the global economy
• Interviewed diverse US workers
• Moral values of long-term commitments and enduring relationships
• Alignment of the personal and professional
Rico and Enrico
Narratives are more than simple chronicles of events; they give shape to the forward movement of time, suggesting reasons why things happen, showing their consequences. Enrico had a narrative for his life, linear and cumulative, a narrative which made sense in a highly bureaucratic world, Rico lives in a world marked instead by short-term flexibility and flux; this world does not offer much, either economically or socially, in the way of narrative.

–Sennett, 30
Integrity

- Consistency and coherence over time (lifelong)
- Consistency and coherence across roles (lifewide)
- Achieved and asserted through narrative
Composing a Life

- Five unconventionally successful women
- Improvisation, interruption, redirection
- “Their own kind of integrity”
- Iterative understanding
- Requires time, craft, stepping out
If your opinions and commitments appear to change from year to year or decade to decade, what are the more abstract underlying convictions that have held steady, that might never have become visible without the surface variation?

Bateson, 15
• Used by 60,000 residents
• Most active users demographically representative
• Use across roles suggests intrinsic motivation and lifelong learning
• Integration of different life roles in single representation with user control over contents and visual design key success factor
I think it'd be difficult to separate completely, you know, who I am and what my immediate family loves are versus just me as a professional educator and nurse. ... I am not someone who's isolated to the world of professional nursing education. I also have conflicting, or competing maybe, obligations within my life that I need to balance, just as students do and other professionals do, and I think that that's a good thing, to show ... people that are reading my sites, I have other obligations in my life, and I manage to hopefully balance them all and be able to perform to the best of my ability in all those domains.

Tracy
Integrating Cultures at LaGuardia

- Recent immigrants and first-generation college students
- Bridging home and disciplinary culture
- Impact on retention, student engagement, grades
- Visual design
- Iteration
Revised Graduation Portfolio

<table>
<thead>
<tr>
<th>Authenticity</th>
<th>How has your education equipped you to identify a need and to make a difference in the world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliberation</td>
<td>Competencies as boundary objects</td>
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<tr>
<td>Integrity</td>
<td>Evidence from diverse contexts integrated into hypertextual narrative</td>
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</tbody>
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Ideas?

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