Australian ePortfolio Symposium
7 - 8 February 2008

researching ePortfolios in education, employment + community
Group Enquiry

ePortfolio policy development

Who owns the product / who owns the data (which data?)
Institution? Student? Dependent on purpose?
Standards for interoperability?
Group Enquiry
Employability / transition into employment

Is it a process of development of learning skills and employability skills? Should this involve all parties? Is this more useful than tool itself?
Group Enquiry
Pedagogy / learning outcomes

How do we ensure that if we use eportfolios our use is informed by what we know about learning? or

How do we integrate learning objectives (graduate attributes & professional requirements), learning activities, skills & assessment into the eportfolios in a way that reflects the learning process and in a way that is meaningful and relevant for students?

Are there common pedagogical principles that underlie portfolios? Do they exist?
Group Enquiry
Transition into higher education (schools, VET)

In regards to the UK experience how have the different sectors worked together to come up with commonality and transferability for an ePortfolio?

And …

… from the Australian perspective how is the eFramework Project involving the sectors (HE, schools, VET) to find some common ground around ePortfolios?
Group Enquiry
Student experience with ePortfolios?

• Is ePortfolio a method for involving students in ‘creation’ not just discovering things – and the role of reflection in this?

• What is the responsibility for this – students and unis and academics and prof bodies re lifelong and lifewide learning? How do we engage the community?
Group Enquiry
ICT issues for ePortfolios

1.) Are the ICT issues dependent on the policies, requirements and the pedagogical use of ePortfolios? For example, issues around development vs. presentation portfolios, or, needs of different disciplines.

2.) Is the prime single ICT issue **portability** (Covering: interoperability, sustainability, access, storage) of student information in ePortfolios.
Group Enquiry
ePortfolio for academic development (for academic staff)

What’s the driver?

• Purpose (why do it? Can purpose be mandated? Should eportfolio be used primarily for individuals’ reflective purposes or as an organisational tool for measurement and marketing – or for multiple purposes?)

• How can the language of the discipline be used as a means for communicating eportfolio value in an accessible way?

Ownership – institutional ownership? Marketing tool? Mandated structure?

Rewards and benefits (intrinsic and extrinsic). How can the concept of eportfolio not be seen as yet another task?
Group Enquiry
Interoperability

- Identifying strategies for implementation/pilots
- Portability of ePortfolios
  - Set of relationships between data
  - Decisions about what will be transferred -> individual control is vital
  - Level of granularity for ePortfolio components
  - Semantics and mapping of semantics -> this needs to also include policy makers
- Developing vocabularies/shared languages/ontologies for ePortfolios
  - Relationships, mapping between communities
- Participating in the IMS ePortfolio initiative