An ePortfolio for Every Australian/New Zealand Citizen? 
An Exploration …

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Outline

Setting the scene
Questions for thought
Group discussions
Summary and Closing
The ‘traditional’ learner

Pre-school
Primary
Secondary
Tertiary
Work
Course
Work
Course
...


The ‘traditional’ learner

Pre-school
Primary
Secondary
Tertiary
Work
Course
Work
Course

Tertiary is all we focus on
4 out of 80 years?
5% of lifelong?
How many % of all learning opportunities do we cover with our focus on formal learning?
What about a learner with a less conventional path?
Should we change our focus from …

A tertiary, institutional ePortfolio provision

Something that caters for
- Every citizen
- In every phase of their lives
- For all aspects of their learning
Why would we want to do this …

Because we are educators

We know how beneficial ePortfolio support for lifelong learning can be

Because our governments ask us to

Tertiary Education Strategy of the New Zealand Ministry of Education demands: “Success for all New Zealanders through lifelong learning”

Australian Department of Education, Employment and Workplace Relations: Skills Board Australia, ‘BIG Skills’ Conference

Because it can help in tough economic times

Look at the NedCar example in the Netherlands
What others have done …

Regional ePortfolio approaches

NedCar in the Netherlands
Careers Wales

Snippets from the European ePortfolio movement
Regional ePortfolio approaches – NedCar

*(based on information by Synergetics, http://synergetics.be, and presentations at ElfEL events)*

Car manufacturer, biggest employer in Limburg region

Challenge to reduce workforce from 3000 to 2000

Introduced personal employability ePortfolio, standards based

Focus on developing mobile, competency aware employees

Enables matching of competencies and opportunities across the region
Regional ePortfolio approaches: Careers Wales
(https://www.careerswales.com)

“Developing people through lifelong career planning”

Careers information, advice and guidance

Contributes to the Welsh Assembly Government's Lifelong Learning Agenda

E-progress file as online development portfolio
  Self-exploration
  Recording of achievements, skills and experience
  Planning and target setting

Starts from end of compulsory schooling

Covers individuals in education, work and outside work
Snippets from the European ePortfolio movement

ELfEL: “An e-portfolio for every European citizen by 2010”

Some countries on the way: UK, Netherlands
Others fairly active: Denmark, Germany, Austria
The rest: Just starting to explore?

Digital identities

The individual is in charge of a federated system of data and connections

Work on authentication, authorisation, privacy, trust, …

‘Internet of people’, towards ‘acting social subjects’ in full control of their digital identity (Serge Ravet, ELfEL)
How would a wider Australian/New Zealand ePortfolio approach look …

ePortfolio system access provided to everyone at birth?
Systems at national, state or regional levels?
Public systems or private providers?
Focus on specific skills or generic development?
Drive by the individual or some agency?
Where to from here…

That is the question we want to explore today!
What do you think?

1. Has our focus been too narrow?
2. Do you support an ePortfolio for every citizen?

Take 5 minutes and discuss this with two or three colleagues sitting around you and be prepared to comment on your discussion.
What do you think (2)?

1. How can we advance a national ePortfolio system?
   - issues we need to address?
     • Access
     • Ownership
     • Boundaries
     • Support
     • Technical

Form into groups and discuss the questions on the handout for one of the above issues.
Access…

- Who gets access? (citizens, residents…)
- When does one get access? (birth?)
- should access be an automated process? (who kicks it off?)
- What happens at death? (who inherits?)
Ownership…

• Who owns content?
• Who owns the process/system and who pays?
• Who prevents misuse?
• Who is the moral guardian?
Boundaries...

- Who are the stakeholders?
- What should be the boundaries of use?
- Should the focus be on individuals or groups?
- Is the emphasis on showcase or development?
Support…

- What support is required?
- Who funds learner support?
- Who is responsible for providing support?
- What role do educational institutions play?
Technical…

• Who hosts it?
• How is it implemented?
• What is the economic model behind it?
• How do we deal with technical developments?
Plenary discussion:

Consider the key points raised in the discussion;

What are your views about moving further – how do we advance ePortfolios?

Should this be a shared effort across Australia/NZ or done independently and why?

What would/should be the next steps?
A glimpse into the future that ePortfolios might bring;

• **Students’ education will be much more personalised with an emphasis on their own opinions and thoughts having equal weighting to those of their teachers. The use of technology has impacted upon teaching, learning, and the assessment of learning. There are new understandings about the nature of learning and students are far more aware of how ‘they learn best’. There is an increasing global dimension to life, learning and work. Students are far more aware of themselves, their strengths, and their weaknesses.**

• *(Webster, 2008 as cited in AeP report, p65.)*