Balancing the Two Faces of ePortfolios:

Reflection & Assessment

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https://sites.google.com/site/dublineportfolios/

Electronic Portfolios and Digital Storytelling for Lifelong and Life Wide Learning

Key Concepts

- Definitions, Portfolios for Lifelong Learning

- Balancing the 2 Faces of ePortfolios

- Peter Ewell's 2 paradigms of assessment

- Metacognition, Reflection, Motivation & Engagement

- Future Directions in Higher Education:
  - Digital Identity Development
  - Online Branding
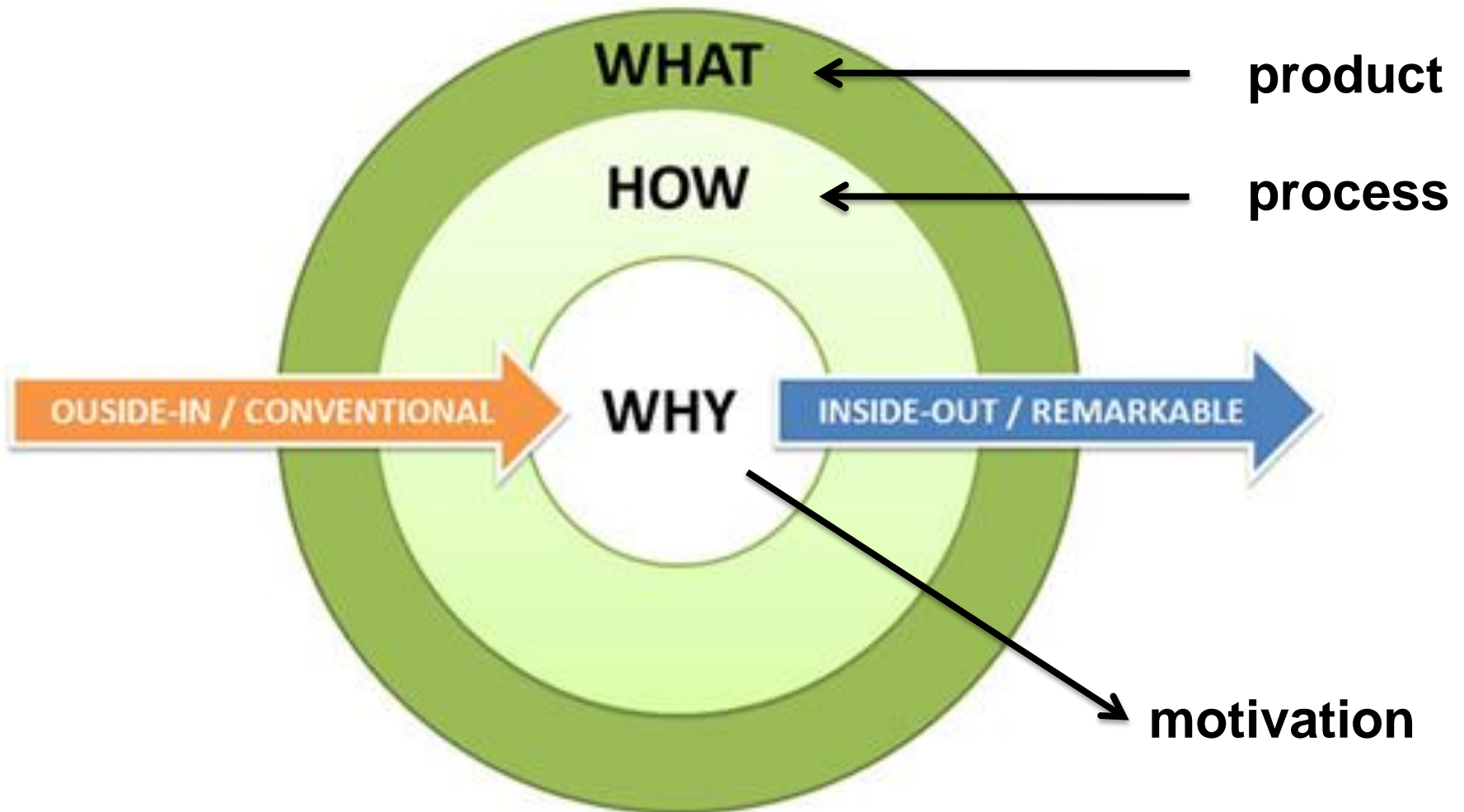 - Badges, Co-Curricular Transcripts, Personal Ledgers

Resources
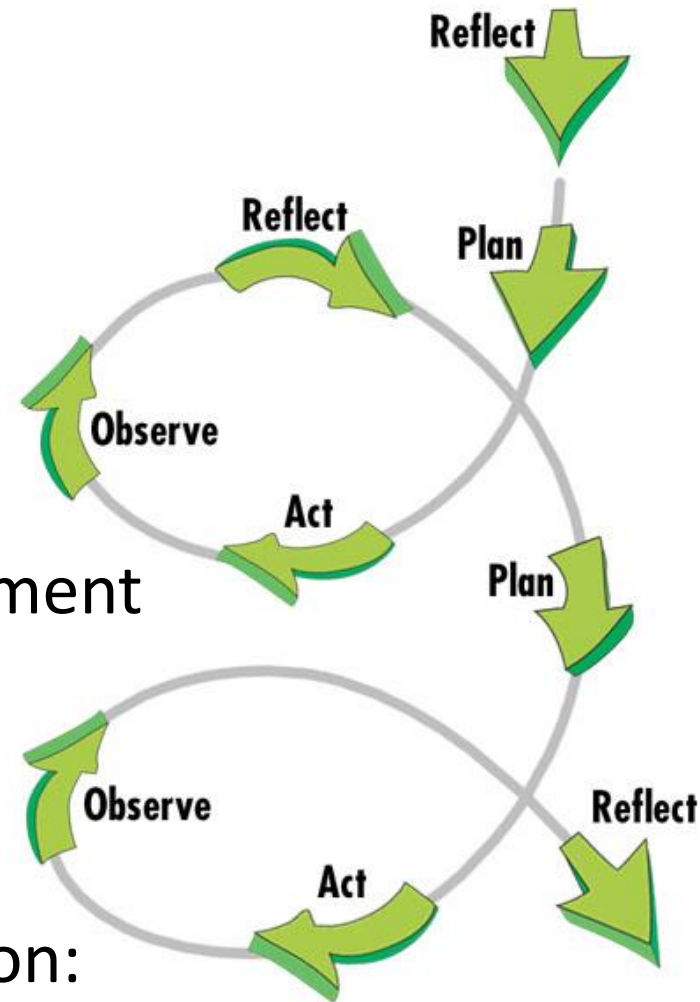
- https://sites.google.com/site/dublineportfolios/ (supporting materials)

- http://electronicportfolios.org/ (further information)

- Twitter hashtag: #eportfolios

Simon Sinek's **Golden Circle**

Audio • Video • Text • Images

WHAT?

Electronic Portfolio

Digital Repository

Workspace

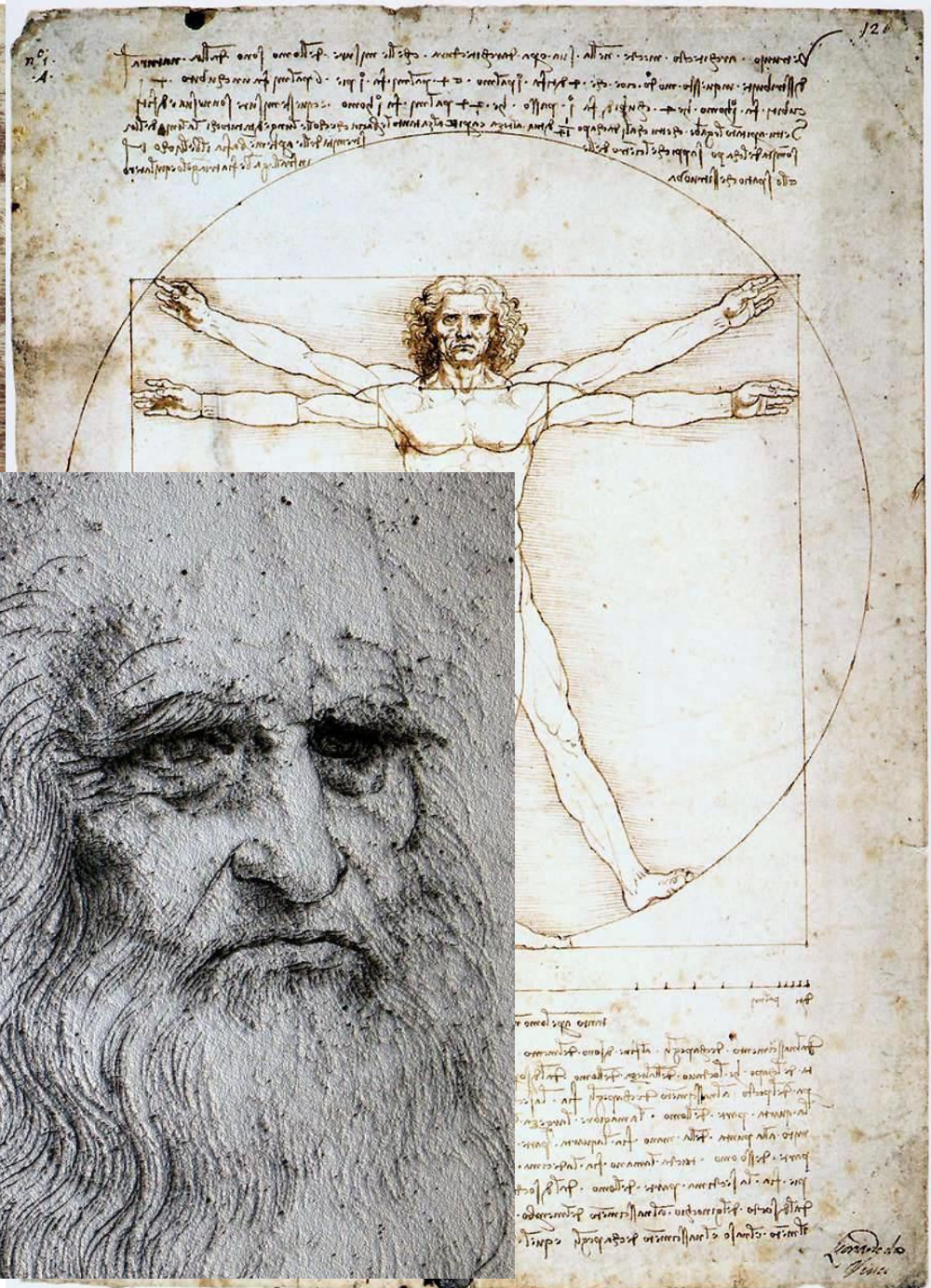**Showcase**

Specialty Case

Responsibilities

Portfolio

One Word, Many Meanings

Workspace

Showcase
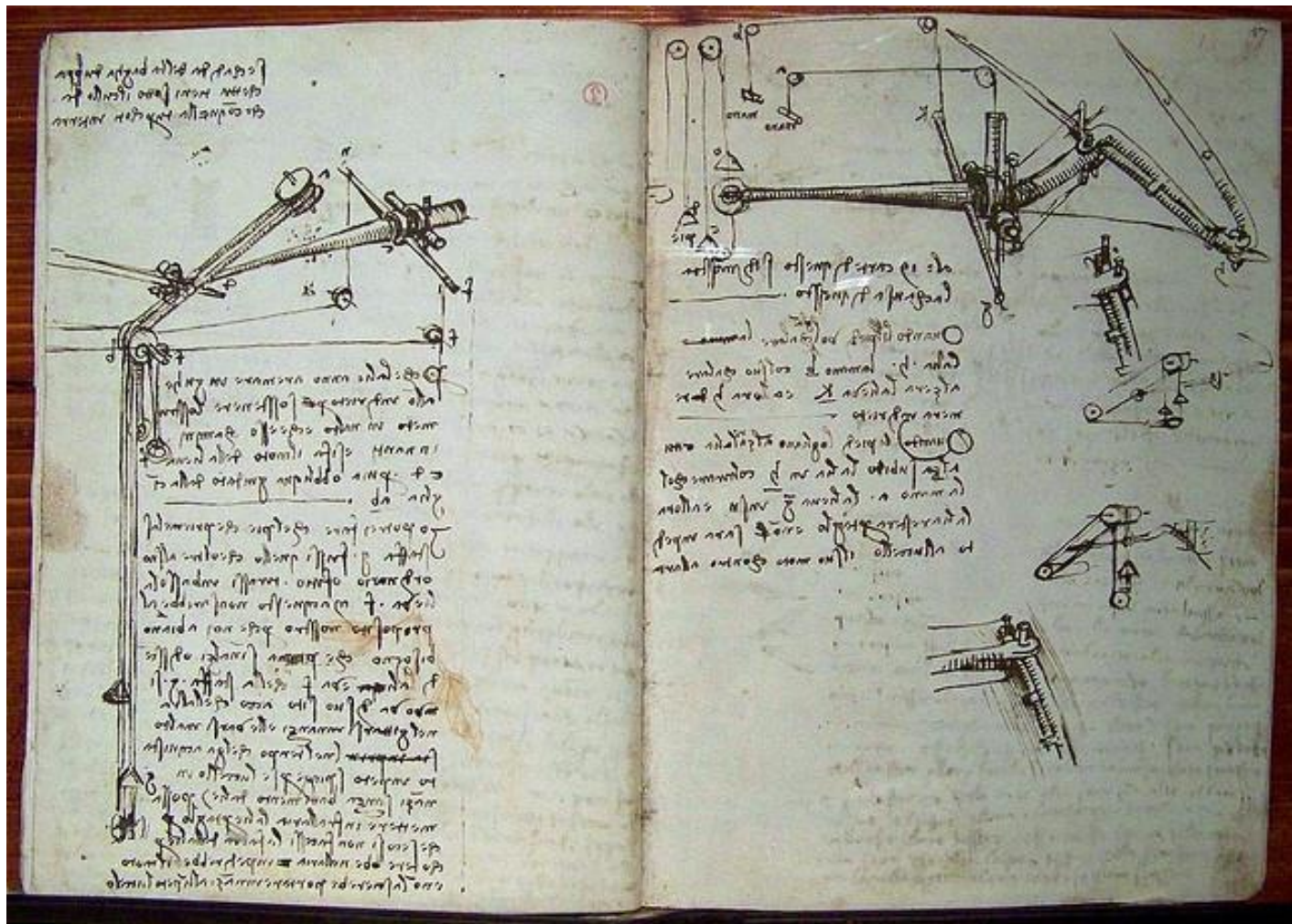
Art Work

Investments

Collection of Artifacts

Who was the first famous "folio" keeper?

DEFINITIONS

Leonardo da Vinci's Folio

What is a Portfolio?

- Dictionary definition: a flat, portable case for carrying loose papers, drawings, etc.

- **Financial portfolio**: document accumulation of **fiscal** capital

- **Educational portfolio**: document development of **human** capital

What is a Portfolio in Education?

A portfolio is a purposeful collection of [academic] work that exhibits the [learner/worker's] efforts, progress and achievements in one or more areas
[over time].

(Northwest Evaluation Association, 1990)

+Electronic

- digital artifacts organized online combining media & interactivity (audio/video/text/images/dialogue)
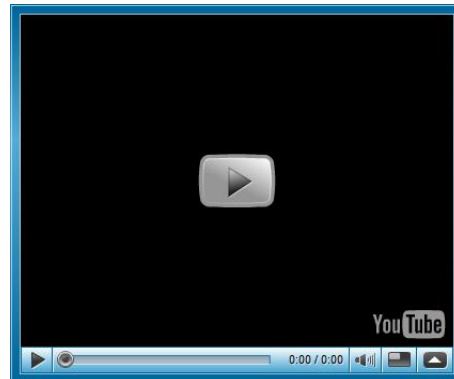
Figure 1:
Components of an e-portfolio system

E-portfolios to present for different purposes

Tools to support processes

Tool Tool Tool Tool

Space (local or remote) to store resources and an archive of evidence
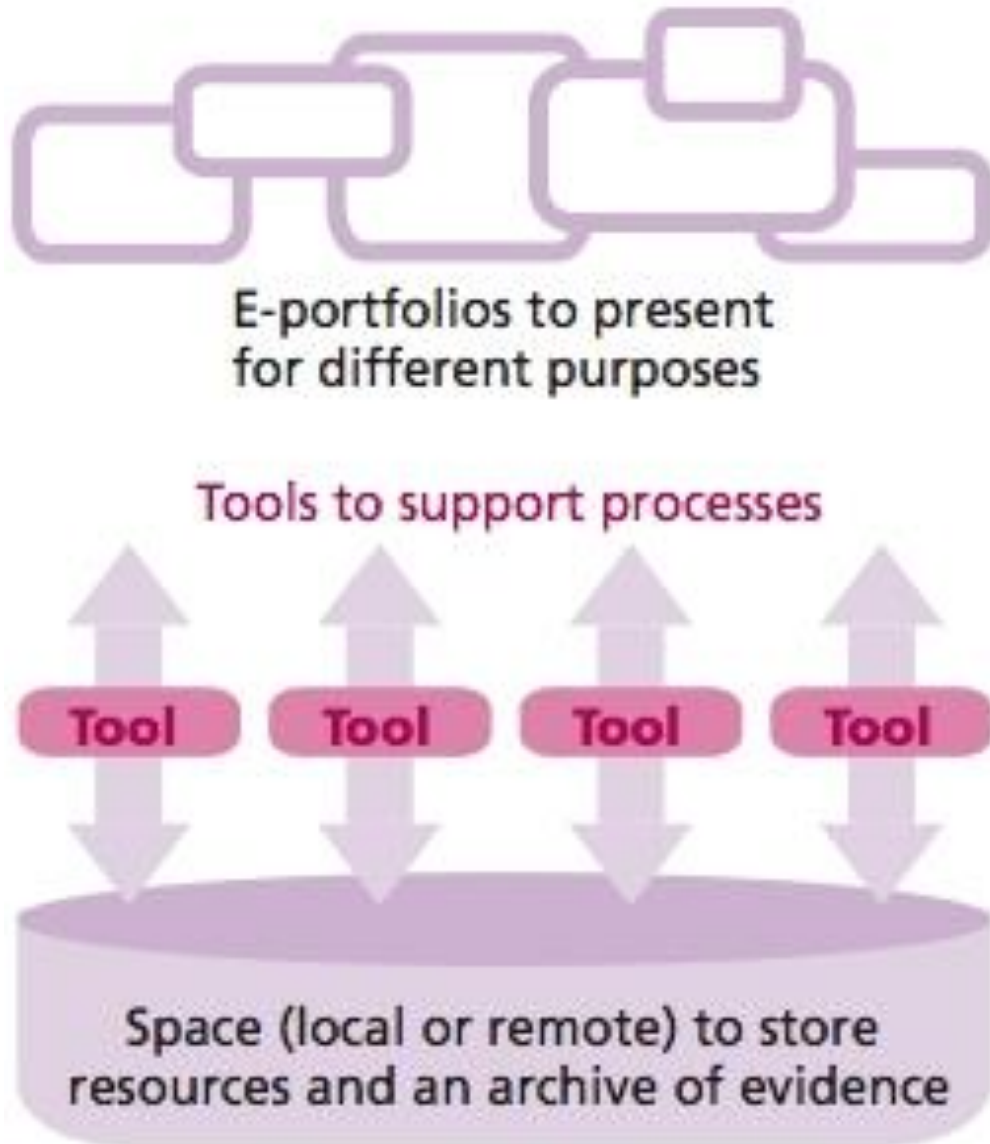
(Becta, 2007; JISC, 2008)

E-Portfolio Components

< **Multiple Portfolios for Multiple Purposes**
-Celebrating Learning
-Personal Planning
-Transition/entry to courses
-Employment applications
-Accountability/Assessment

< **Multiple Tools to Support Processes**
-Capturing & storing evidence
-Reflecting
-Giving & receiving feedback
-Planning & setting goals
-Collaborating
-Presenting to an audience

< **Digital Repository**

ΓΝΩΘΙ ΣΕΑΥΤΟΝ

WHY?

Reflection

Assessment

Guidance

Identity

Employment

Showcase

Learning

Accountability

Multiple Purposes
from Hidden Assumptions

What are yours?

• Showcase • Assessment • Learning

http://www.rsc-northwest.ac.uk/acl/eMagArchive/RSCeMag2008/choosing%20an%20eportfolio/cool-cartoon-346082.png

Hostos CC Vision

To bring about an integrated institution-wide e-Portfolio environment to maximize the **creative**, **academic**, and **professional potential** of every student.
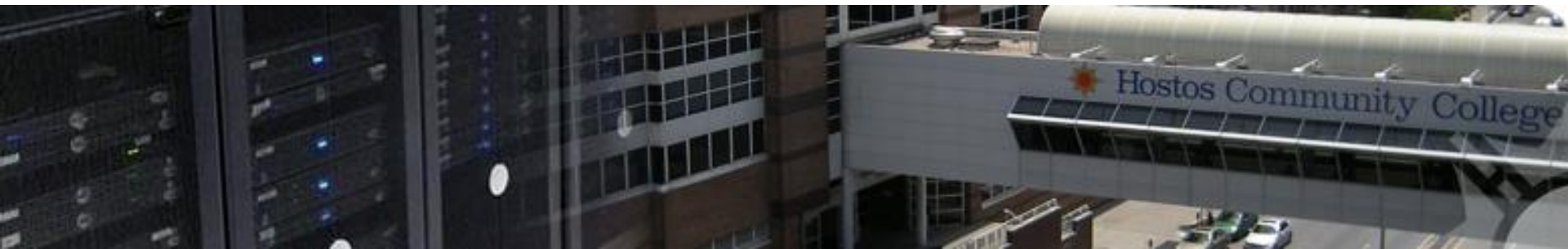
Hostos CC Mission

Encourage integrative learning by creating online learning spaces that foster **student reflection** on academic learning, personal and professional **goals**, and **career planning** to increase student performance, retention, and engagement.

Hostos Community College
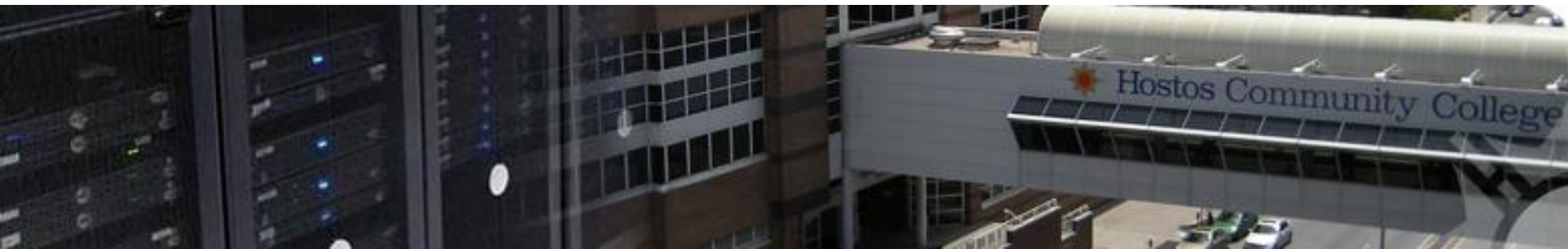
Vision statement for a university in the southern U.S.

We envision students using an electronic portfolio as an integral part of their education:
- to reflect on learning,
- to integrate their knowledge,
- to learn more deeply,
- to shape curricular choices and goals, and
- to showcase skills and accomplishments.

Northeastern University

- "...based on our read of the portfolios... the redesign transformed the program from a collection of courses into an intentionally designed learning experience... from a 'degree with a portfolio requirement' into a portfolio program whose students graduate with a collection of signature work that evidences their capabilities."

"Are we who we think we are? ePortfolios as a Tool for Curriculum Redesign." Gail Matthews-DeNatale

Purpose

- The overarching purpose of portfolios is to create a sense of **personal ownership** over one's accomplishments, because ownership engenders feelings of **pride, responsibility, and dedication**. (p.10)

- Paris, S & Ayres, L. (1994) Becoming Reflective Students and Teachers. American Psychological Association

"The portfolio is a **laboratory** where students construct meaning from their accumulated experience." (Paulson & Paulson, 1991, p.5)
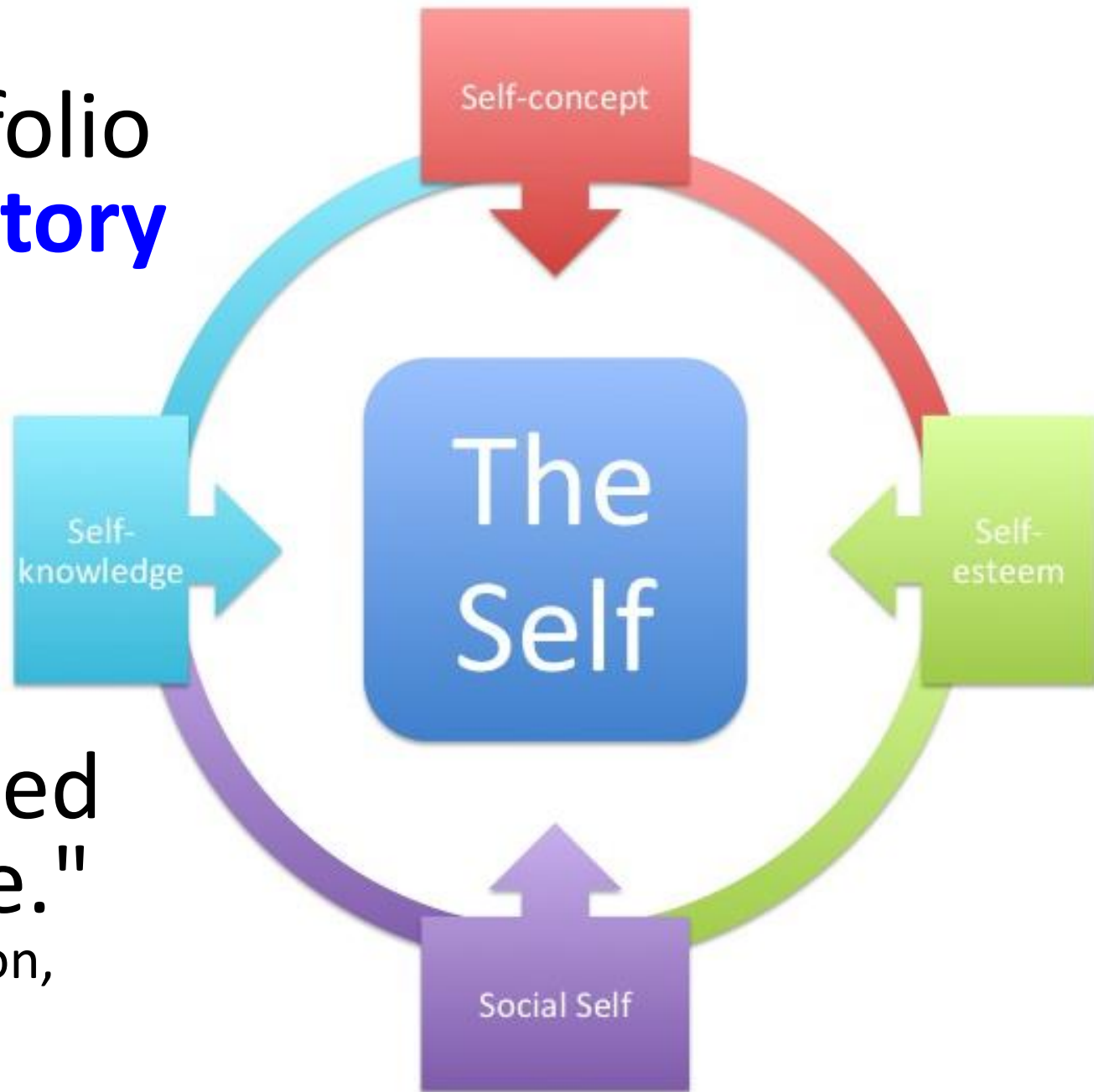
Deep Learning

- involves reflection,
- is developmental,
- is integrative,
- is self-directive, and
- is lifelong

Cambridge (2004)

"metacognition lies at the root of all learning"

"...self-knowledge, awareness of how and why we think as we do, and the ability to adapt and learn, are critical to our survival as individuals..."

- James Zull (2011) From Brain to Mind: Using Neuroscience to Guide Change in Education

QUOTE

♦ The e-portfolio is the central and common point for the student learning experience... It is a reflection of the student as a person undergoing continuous personal development, not just a store of evidence.

-Geoff Rebbeck, e-Learning Coordinator, Thanet College, quoted in JISC, 2008, *Effective Practice with e-Portfolios*

Portfolio Learning
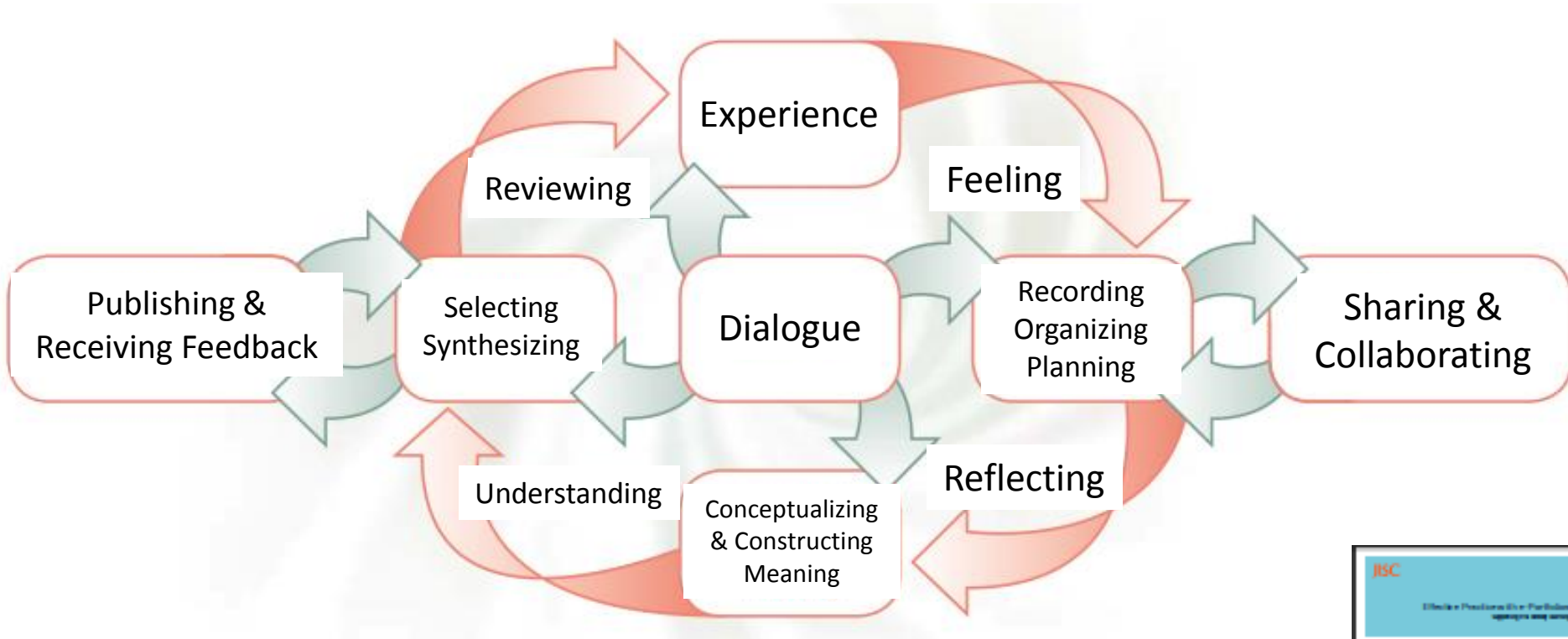
Figure 2 A model of e-portfolio-based learning, adapted from Kolb (1984)
JISC, 2008, *Effective Practice with e-Portfolios, p. 9*

E-Portfolios should allow CHOICE and VOICE!

- Individual Identity
- Reflection
- Meaning Making
- 21st Century Literacy
- Digital Story of Deep Learning

Lifelong Context for E-Portfolios

Family Archives

Informal Learning

Digital Scrapbooks of Life Experiences

Digital Documents

Digital Images & Photos

Personal Information

Digital Video & Digital Stories

Digital Archive (for Life)

Social Networks

Digital audio files

Blogger

Online Journal

Post-Retirement "Legacy" Stories

Portfolio Life

Workplace or Portfolio Career

Professional Development

Professional Portfolios

K-12 School Portfolios

Formal Education

Higher Ed/ Post-Secondary Portfolios

Employment Application

©2010, Helen C. Barrett, Ph.D.
http://electronicportfolios.org

Exploring Personal and Professional Identity

Building a Professional Online Brand

E-Portfolios in Generational Contexts

1. Family – Birth & up
2. Formal Education
   – K-12 - Schools
   – Adult/Post Secondary Education
3. Workplace – Professions
4. Retirement – Legacy

Digital Birth: Welcome to the Online World

- **Mothers with children aged under two (N=2200) that have uploaded images of their child (2010)**
- Overall – 81%
  - USA – 92%
  - Canada - 84%
  - (EU5 - 73%)
    UK - 81% France - 74% 71%
  - Australia – 84%
  - New Zealand – 91%
  - Japan - 43%

http://www.flickr.com/photos/sailbit/3329477282/

The research was conducted by Research Now among 2200 mothers with young (under two) children during the week of 27 September. Mothers in the EU5 (UK, Germany, France, Italy, Spain), Canada, the USA, Australia, New Zealand and Japan were polled.

Digital Identity
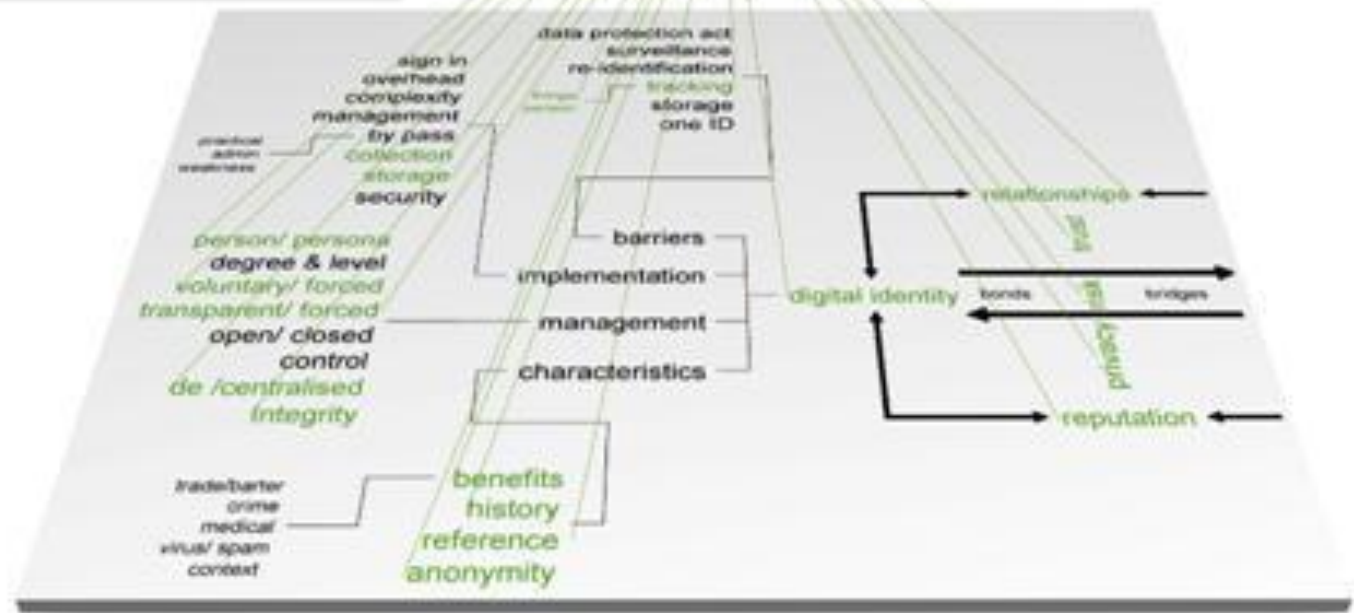
No More Resumes

Tuesday, January 24, 2012 As of 12:00 AM   New York 🌤 45° | 35°

THE WALL STREET JOURNAL. | CAREERS

TOP STORIES IN Careers

1 of 12

Meetings Are Stand-Up Jobs

For Students: Wise Words From Warren Buffett

2

CAREERS | JANUARY 24, 2012

No More Résumés, Say Some Firms

| **Article** | Video | Stock Quotes | Comments (160) |

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By RACHEL EMMA SILVERMAN

5 Reasons Why Your Online Presence Will Replace Your Resume in 10 years

1. Social networking use is skyrocketing while email is plummeting
2. You can't find jobs traditionally anymore
3. People are managing their careers as entrepreneurs
4. The traditional resume is now virtual and easy to build
5. Job seeker passion has become the deciding factor in employment

http://blogs.forbes.com/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/

Dan Schawbel, Forbes "personal branding guru"

- "Your online presence communicates, or should communicate, what you're truly and genuinely passionate about... I firmly believe that you won't be able to obtain and sustain a job without passion anymore."

- http://blogs.forbes.com/danschawbel/2011 presence-will-replace-your-resume-in-10-ye

Forbes

"Know Thyself"

ΓΝΩΘΙ ΣΕΑΥΤΟΝ

Temple at Delphi
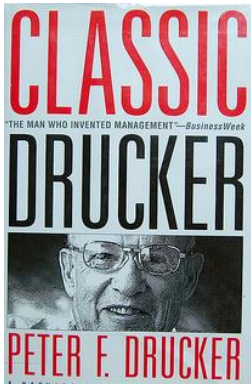
Managing Oneself

- "Success in the knowledge economy comes to those who know themselves – their strengths, their values, and how best they perform."

- *Purpose: Use ePortfolios for managing knowledge workers' career development*

- What are my strengths?

- How do I perform?

- What are my values?

- Where do I belong?

- What should I contribute?

- Responsibility for Relationships

- The Second Half of your Life

Some Basic Concepts

- *"**ePortfolio** is both **process** and **product**"*

  - ***Process****: A series of events (time and effort) to produce a result*
    - From Old French proces ("'journey'")

  - ***Product****: the outcome/results or "thinginess" of an activity/process*
    - Destination

    - *Wiktionary*

Processes

Portfolio

Collection

Selection

Reflection

Direction/Goals

Presentation

Feedback

Social Networking

Connect ("Friending")

Listen (Reading)

Respond (Commenting)

Share (linking/tagging)

Technology

Archiving

Linking/Thinking

Digital Storytelling

Collaborating

Publishing

Self-Regulated Learning

Abrami, P., et. al. (2008), Encouraging self-regulated learning through electronic portfolios. Canadian Journal of Learning and Technology, V34(3) Fall 2008. http://www.cjlt.ca/index.php/cjlt/article/viewArticle/507/238

Learning Process

planning

doing
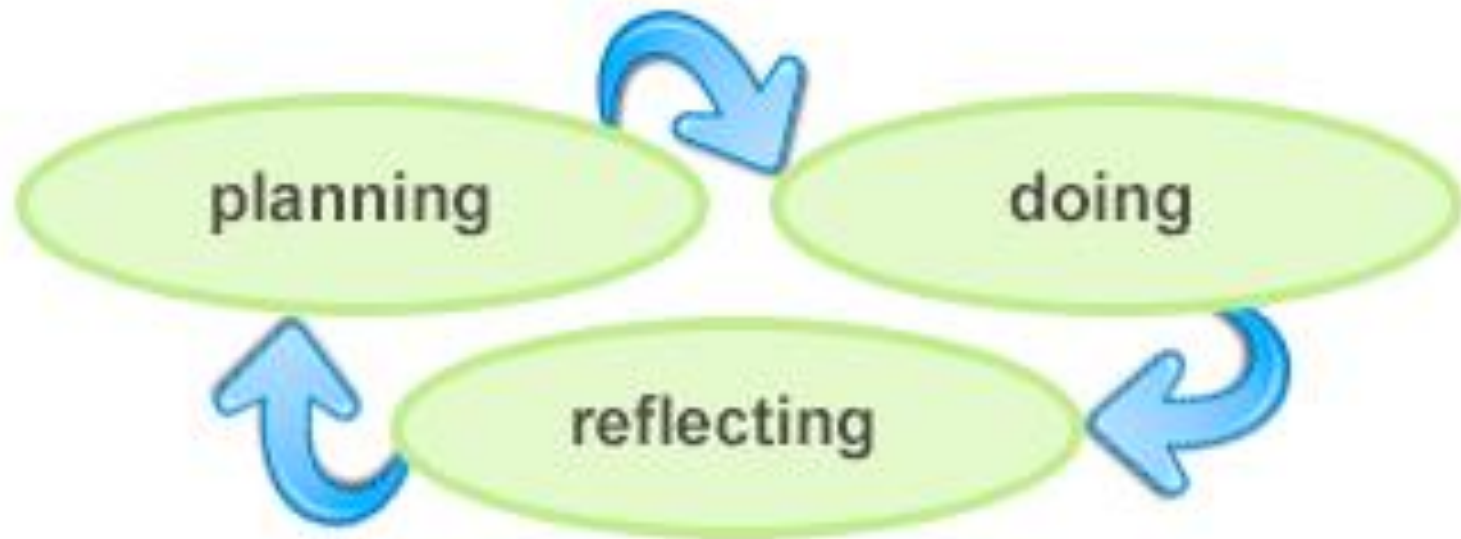
reflecting

Learning/Reflection Cycle

Goal Setting

"Capture the Moment"

before **planning**

blog

during **doing**

Why?
(double-loop learning)

Now What?

What?

after **reflecting**

So What?

website
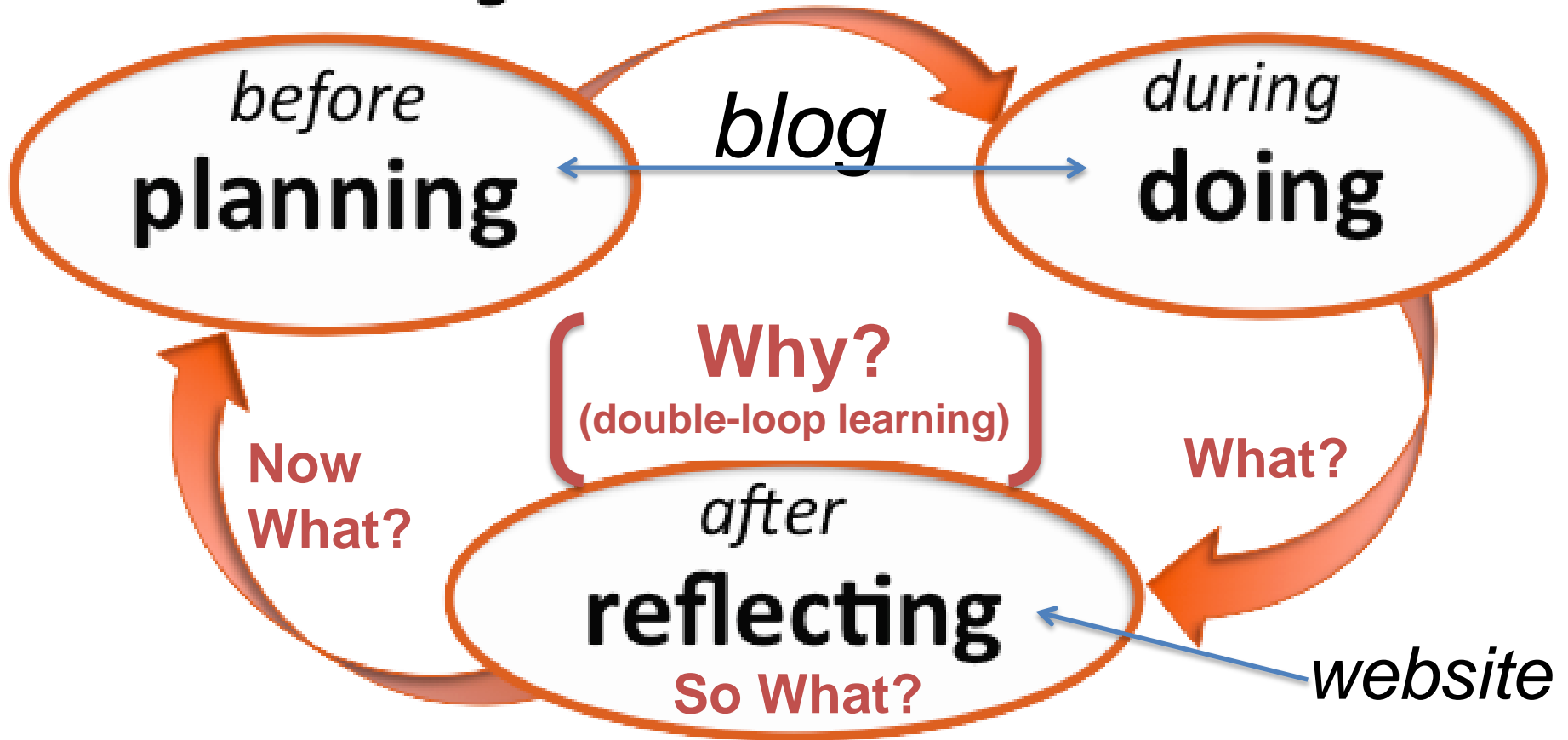
Metacognition: Change over Time

Detailed Model: Metacognition

Planning
•What is the nature of my task?
•What is my goal?
•What info/strategies do I need?

Monitoring
•Do I understand what I'm doing?
•Am I reaching my goals?
•Do I need to make changes?

Evaluation
•Have I reached my goal?
•What worked/did not work?
•What would I do differently?

Adapted from Schraw (2001)
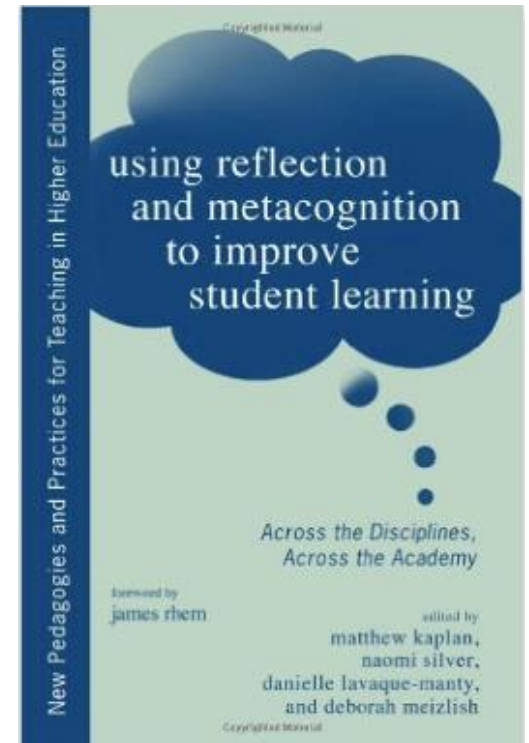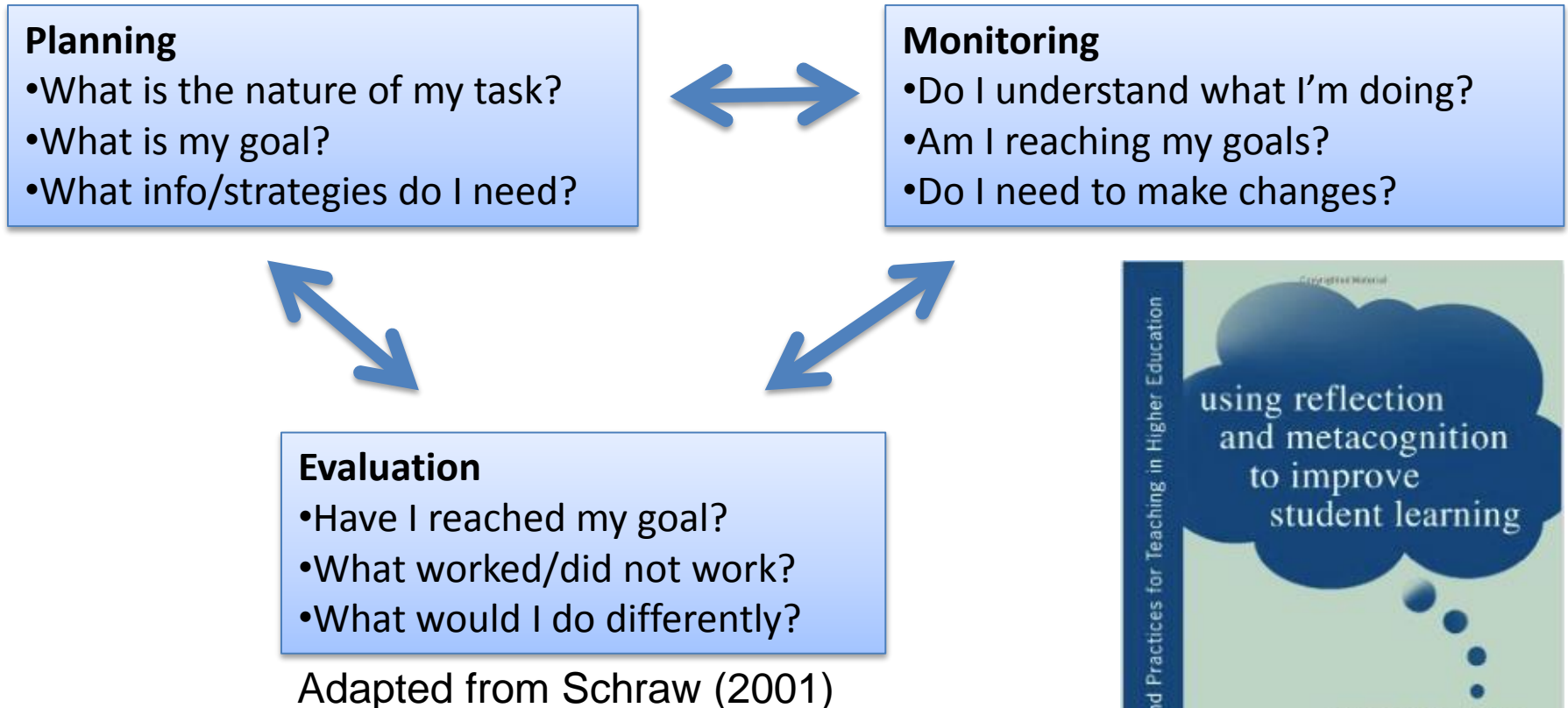
Kaplan, et.al, eds (2013*) Using Reflection and Metacognition to Improve Student Learning*. Sterling, VA: Stylus , p. 128

Android

**mPortfolios:
Supporting reflection in
ePortfolios with Android
mobile devices**

Helen C. Barrett, Ph.D.
electronicportfolios.org

Goal Setting

Blogs

Blogger

Tumblr

WordPress &
EduBlogs

Now What?

*"Capture the Moment"
Captions & Journals*

What?

Twitter
"tiny bursts of
learning"

Edmodo
"school-safe"
social
networking

Bloom's:
Remember
Understand
Apply

Planning
Before

Evernote

Doing
During

Evernote

CMC
Image
Scanner

Scanner

Camera & Mic
on tablet,
smart phone

Powerpoint
Open Office
Remote

Powerpoint
Keynote
Remote

Bloom's:
Apply
Create

*Create
Presentations*

*Share
Online*

**Presenting to an
audience**

Create Videos

Magisto -
magical video
editor

VidTrim

**Learning/
Reflection
Process**
using Mobile Devices

Collaborating

*Capture Images
& Video*

**Capturing &
storing evidence**

*Store
Online*

**Planning &
setting goals**

**Giving & receiving
feedback**

Reflecting

Capture Voice

DRAGON

Remote
Microphone

iPadio

audioBoo
beta

AudioBoo

Web 2.0
Sites

using mobile web browsers

Wikis:
Wikispaces
PBWorks

Google Sites

Google Docs

Web/Blog
Pages

Google
Drive

DropBox

box.net
online
storage

Microsoft
SkyDrive

mVideo Cut

Online Video Editors

Stupeflix

YouTube

Reflecting
After

Evernote

So What?

Metacognition: Change over Time

Web Site
Hosting:
Weebly, Yola

Bloom's:
Analyze
Synthesize
Evaluate

MaharaDroid

ePortfolio Tools
with Mobile Apps

SugarSync

More resources: http://sites.google.com/site/mportfolios/

REAL ePortfolio Academy for K-12 Teachers:
http://electronicportfolios.org/academy/

Bloom's Taxonomy source: http://educationaltech-med.blogspot.com/2011/09/blooms-taxonomy-21st-century-version.html

Effective Practices with ePortfolios (JISC) process source: http://www.jisc.ac.uk/effectivepracticeeportfolios

Self-Regulated Leaning Process source: http://www.cjlt.ca/index.php/cjlt/article/viewArticle/507/238

iOS

**mPortfolios:
Supporting reflection in
ePortfolios with iOS
mobile devices**

Helen C. Barrett, Ph.D.
electronicportfolios.org

Goal Setting

Now What?

Planning
Before

Evernote

Prezi Viewer

VoiceThread

Keynote

Bloom's:
Apply
Create

iMovie

Splice

Avid Cinema

StoryRobe

Reel Director

Online Video Editors

Stupeflix   YouTube

Create Presentations

Share Online

Presenting to an audience

Create Videos

Wikis:
Wikispaces
PBWorks

Web 2.0 Sites

using mobile web browsers

Web Site Hosting:
Weebly, Yola

Blogger

Tumblr

WordPress & EduBlogs

Blogs

Planning & setting goals

Giving & receiving feedback

**Learning/
Reflection
Process**
using Mobile Devices

Google Sites

Reflecting

Google Docs

Reflecting
After

Evernote

"*Capture the Moment*"
Captions & Journals

What?

Twitter
"tiny bursts of learning"

Edmodo
"school-safe" social networking

Bloom's:
Remember
Understand
Apply

iOS to/from PicasaWeb

Doing
During

Evernote

JotNot Scanner Pro

PlainText

PhotoSync

Camera & Mic on tablet, smart phone, iPod Touch

Collaborating

Capture Images & Video

Capturing & storing evidence

Dropbox for iPhone

Store Online

Capture Voice

Dragon
Dictate

DropVox

Google Drive

box.net
online storage

Microsoft's SkyDrive

SugarSync

iPadio

AudioBoo

Web/Blog Pages

Pages

Bloom's:
Analyze
Synthesize
Evaluate

So What?

Metacognition: Change over Time

ePortfolio Tools with Mobile Apps

Epsilen Mobile

PebblePad

PortfolioUP for Mahara

iPortfolio mobile
Curtin Univ (Australia)

More resources: http://sites.google.com/site/mportfolios/

REAL ePortfolio Academy for K-12 Teachers:
http://electronicportfolios.org/academy/

Balancing the Two Faces of ePortfolios

Working Portfolio

Presentation Portfolio(s)

Digital Archive
(Repository of Artifacts)

Docs

The "Story" or Narrative

Collaboration Space

Sites

Multiple Views
(public/private)

Reflective Journal

Blog

Varied Audiences & Purposes

Portfolio as **Process**

Portfolio as **Product**

Workspace

Showcase

Balancing the Two Faces of ePortfolios

Primary Purpose: Learning or Reflection

Main Activity: Learning & Collaboration

Primary Purpose: Showcase or Accountability

Main Activity: Showcasing Achievement

Audience: Primarily Internal

Audience: Primarily External

Portfolio as **Workspace** *Process*

Interaction

Portfolio as **Showcase** *Product*

Reflection: Immediate

Selection

Reflection: Retrospective

Organization: Chronological

Direction (Goals)

Presentation

Organization: Thematic

Learning Experiences

Social Networks

Learning Outcomes or Standards

Feedback Formative Assessment FOR Learning

Reflective Journal (Blog entries over time)

Hyperlinks to supporting reflections and documents

Pages/screens organized thematically with rationale

Evaluation Summative Assessment OF Learning

Hyperlinks to digital archive

Collection of Artifacts

Multiple presentation portfolios depending on purpose and audience)

Documentation of Learning
Personal Learning Environment

Documentation of Achievement
Assessment Management System

http://electronicportfolios.org/balance/
©2009, Helen C. Barrett, Ph.D.

Structure of ePortfolio Types

- Portfolio as **Process**/ **Workspace**
  - **Organization: Chronological** – Documenting growth over time for both internal and external audiences

  - **Primary Purpose:** Learning or Reflection

    Blog - journal

  - **Reflection: immediate** focus on artifact or learning experience

- Portfolio as **Product**/ **Showcase**
  - **Organization: Thematic** – Documenting achievement of Standards, Goals or Learning Outcomes for primarily external audiences

  - **Primary Purpose:** Accountability or Employment or Showcase

    website

  - **Reflection: retrospective** focus on Standards, Goals or Learning Outcomes (Themes)

Learning is a Conversation!

E-portfolios should be more **Conversation** than **Presentation**

Because Conversation transforms!

Multiple Purposes of E-Portfolios in Education

– Learning/ Process/ Planning

– Marketing/ Showcase/ Employment

– Assessment/ Accountability
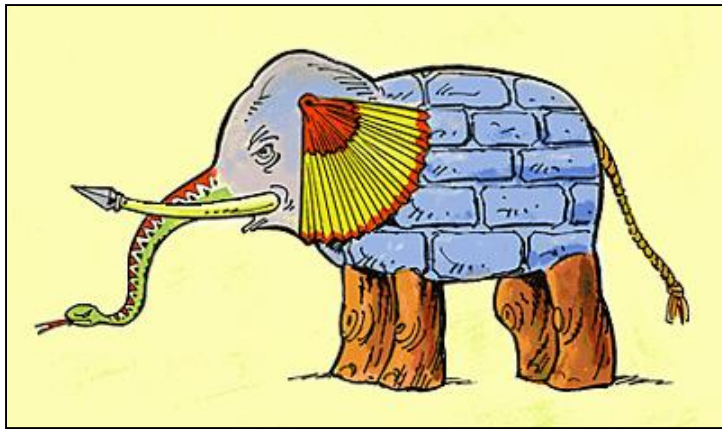
"The Blind Men and the Elephant"
by John Godfrey Saxe
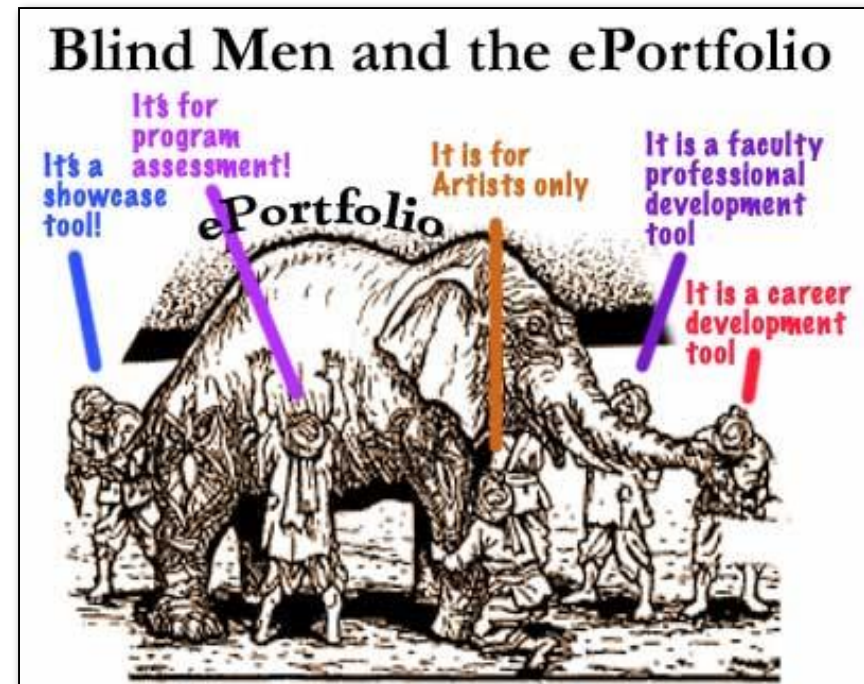
Matching Portfolio Purpose to Portfolio Tools

Purposes	Strategies Processes	Tools
Learning/Process Projects	Collection Reflection Capture Experience	Journal/Blog Productivity Tools Mobile tools?
Showcase/ Employment/ College	Selection Presentation	Website/Wiki/Social Network
Assessment/ Accountability	Evaluation (Self & Teacher) Evidence w/Rubrics	Database Excel

ePortfolio designs/strategies for different purposes

- **Learning** Portfolios
  - Organized chronologically
  - Focus of Reflection: Learning Activities & Artifacts
  - Tools: Reflective Journal (blog)
  - Faculty/peer role: Feedback on artifacts and reflection

ePortfolio designs/strategies for different purposes

♦ **Showcase** Portfolios (Employment, Self-marketing)
  - ♦ Organized thematically (position requirements)
  - ♦ Focus of Reflection: Suitability for position
  - ♦ Tools: Choice of portfolio owner – personalized web pages – digital footprint
  - ♦ Personal online branding

ePortfolio designs/strategies for different purposes

- **Assessment/Accountability Portfolios** (Summative assessment)
  - Organized thematically (outcomes, goals or standards)
  - Focus of Reflection: Achievement of Standards (rationale)
  - Tools: Assessment system with data from scoring rubrics
  - Faculty role: Evaluation

How can we help students put their signature work in a larger and more integrative context?

ePortfolio as a vital, longitudinal and integrative learning process

Randy Bass
(Georgetown University)

Addressing the Whole Student

Purposeful Self-Authorship

Formal Academic Curriculum

Learning Across Semesters

Students' Integrative ePortfolio Practice

Connecting w/ Faculty & Students

External Audiences

Learning Across Disciplines

Co-Curricular & Lived Experiences

Advisement & Academic Planning
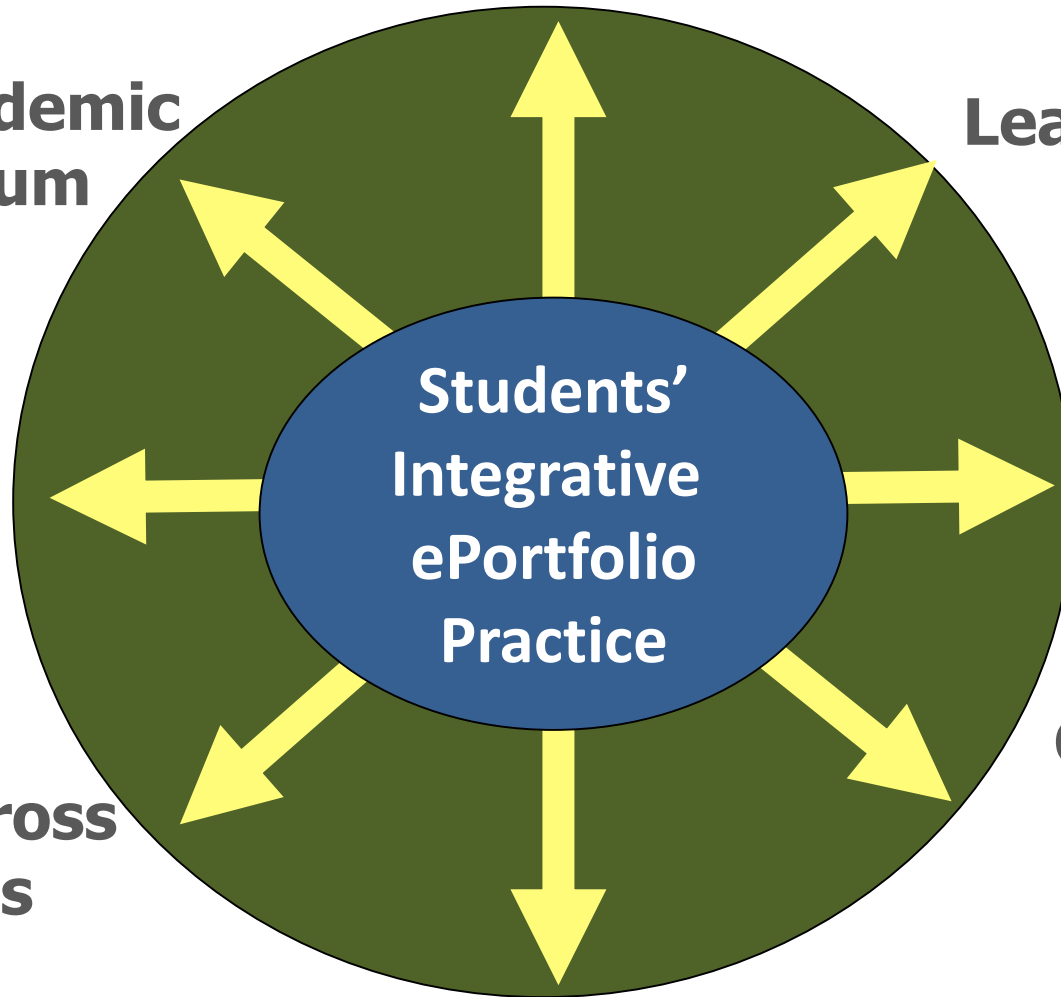
Randy Bass (Georgetown University)

Forms of Assessment

☐ **Formative Assessments**

■ Provides insights for the **teacher**

☐ **Assessment FOR Learning**

■ Provides insights for the **learner**

☐ **Summative Assessments (Assessment OF Learning** or **Evaluation)**

■ Provides insights (and data) for the **institution**

Nick Rate (2008) **Assessment for Learning & ePortfolios**, NZ Ministry of Ed

Assessment FOR Student, Faculty & Institutional Learning

Randy Bass
(Georgetown University)

Ground assessment in the authentic work of faculty & students.

Digital systems can help to make student learning visible

Two "Paradigms" of Assessment (Ewell, 2008)

	Assessment for Continuous Improvement	Assessment for Accountability
Strategic Dimensions:		
Purpose	Formative (Improvement)	Summative (Judgment)
Stance	Internal	External
Predominant Ethos	Engagement	Compliance
Application Choices:		
Instrumentation	Multiple/Triangulation	Standardized
Nature of Evidence	Quantitative and Qualitative	Quantitative
Reference Points	Over Time, Comparative, Established Goal	Comparative or Fixed Standard
Communication of Results	Multiple Internal Channels and Media	Public Communication
Uses of Results	Multiple Feedback Loops	Reporting

Ewell, P. (2008) Assessment and Accountability in America Today: Background and Content. P.170

Opportunity Cost

- The alternative you **give up** when you make a decision…

- The cost of an alternative that **must be forgone** in order to pursue a certain action

  What is the **opportunity cost** of emphasizing accountability in portfolios over reflection, deep learning, and continuous improvement?

Goal: Balance in Electronic Portfolios

Purpose

**Accountability
(Institution-Centered)** ⟵————⟶ **Improvement
(Student-Centered)
(Or Course-Centered)**
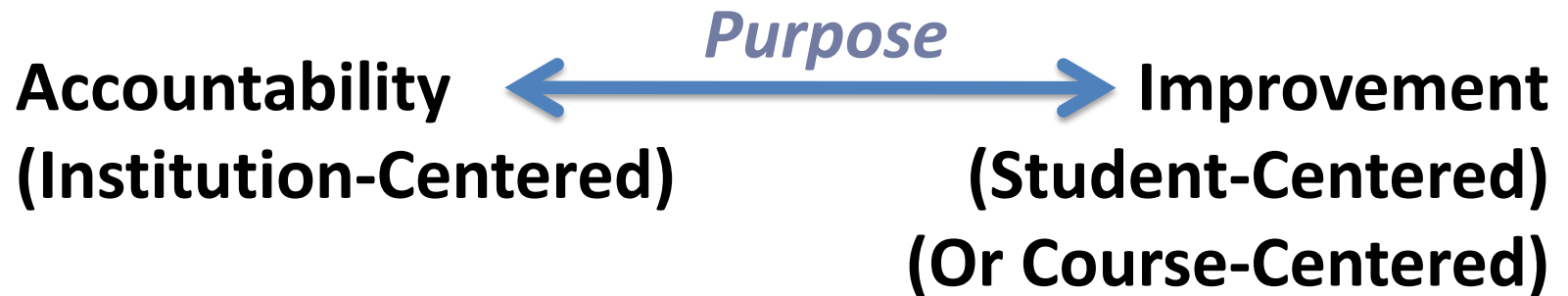
Along a Continuum

?? ??

Opportunity Cost

Goal: Balance in Electronic Portfolios

Purpose

Accountability ←————————→ **Improvement**

Highly Structured
Uniformity and Standardization
Required Assignments
Faculty Evaluation
Complexity
Checklist
Data!

Engagement
Deep Learning
Personalization
Choice and Voice
Lifelong Skills
Ease of Use
Ownership
Time
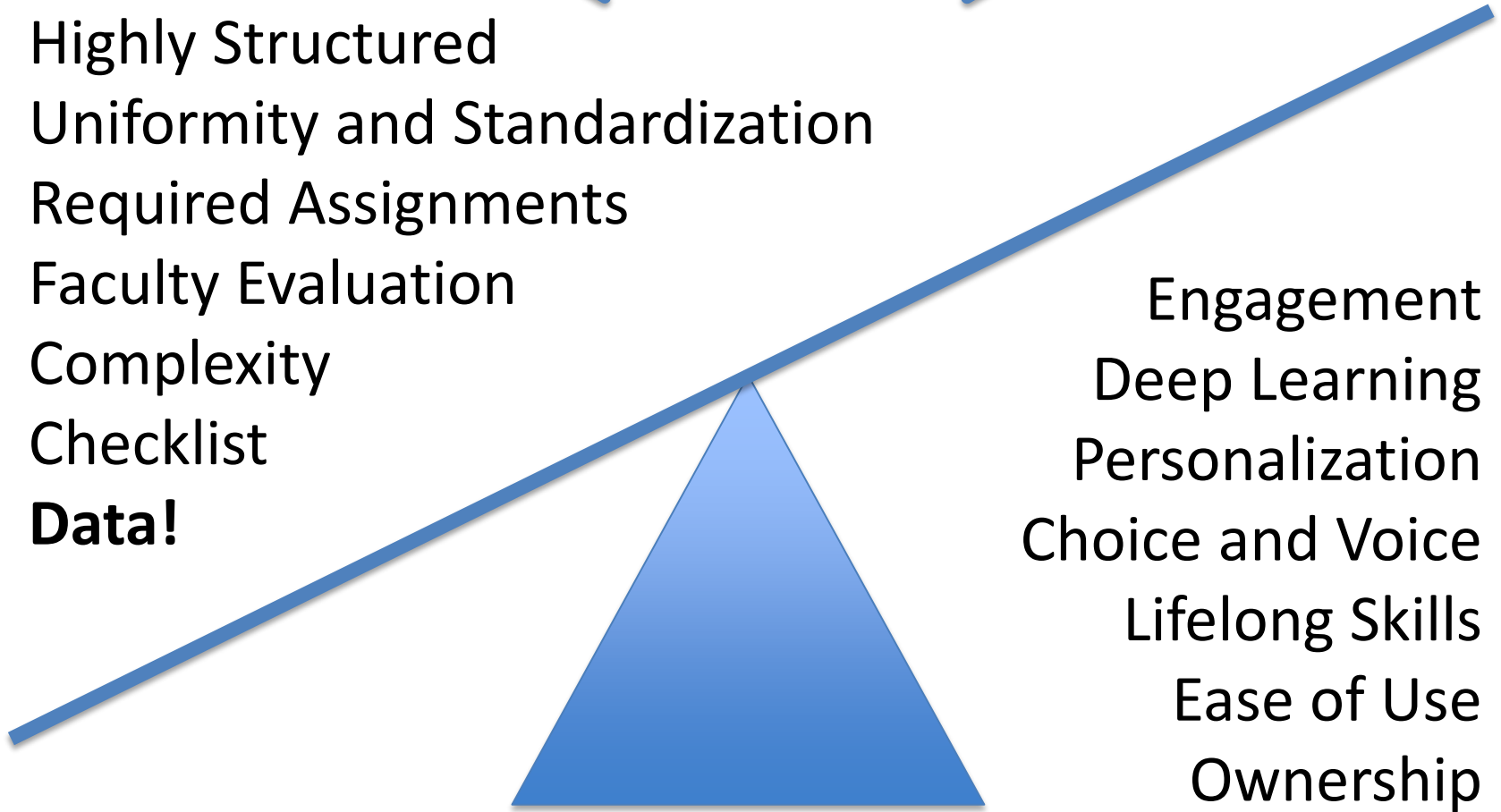
Opportunity Cost

Goal: Balance in Electronic Portfolios

Purpose

Accountability ⟷ **Improvement**

Flexible Structure
Self-Assessment & Feedback
Lifelong Learning Skills
More Social Learning
Personalization
Choice and Voice
Engagement
Story

Faculty Time
Ease of Scoring
Collection of **Data**
for Accountability
Institutional
Support
& Funding?
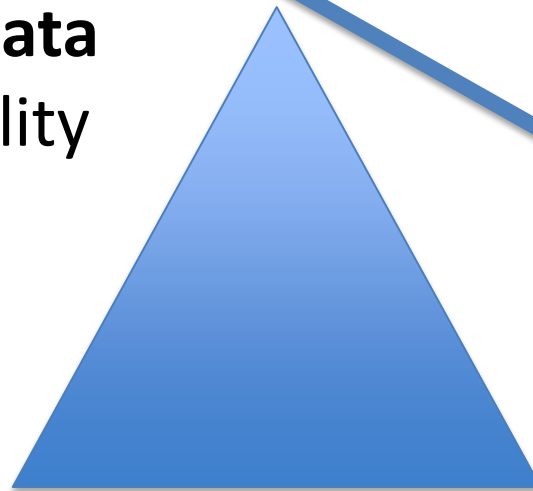
Opportunity Cost

Goal: Balance in Electronic Portfolios

Purpose

← →

Accountability

Faculty Feedback

Uniformity

Flexible Requirements

Data

Program Improvement

Improvement

Self-Assessment

Personalization

Choice and Voice

Student Engagement

Increased Achievement

Faculty Time Involvement
Complexity

Social Learning

Opportunity Cost
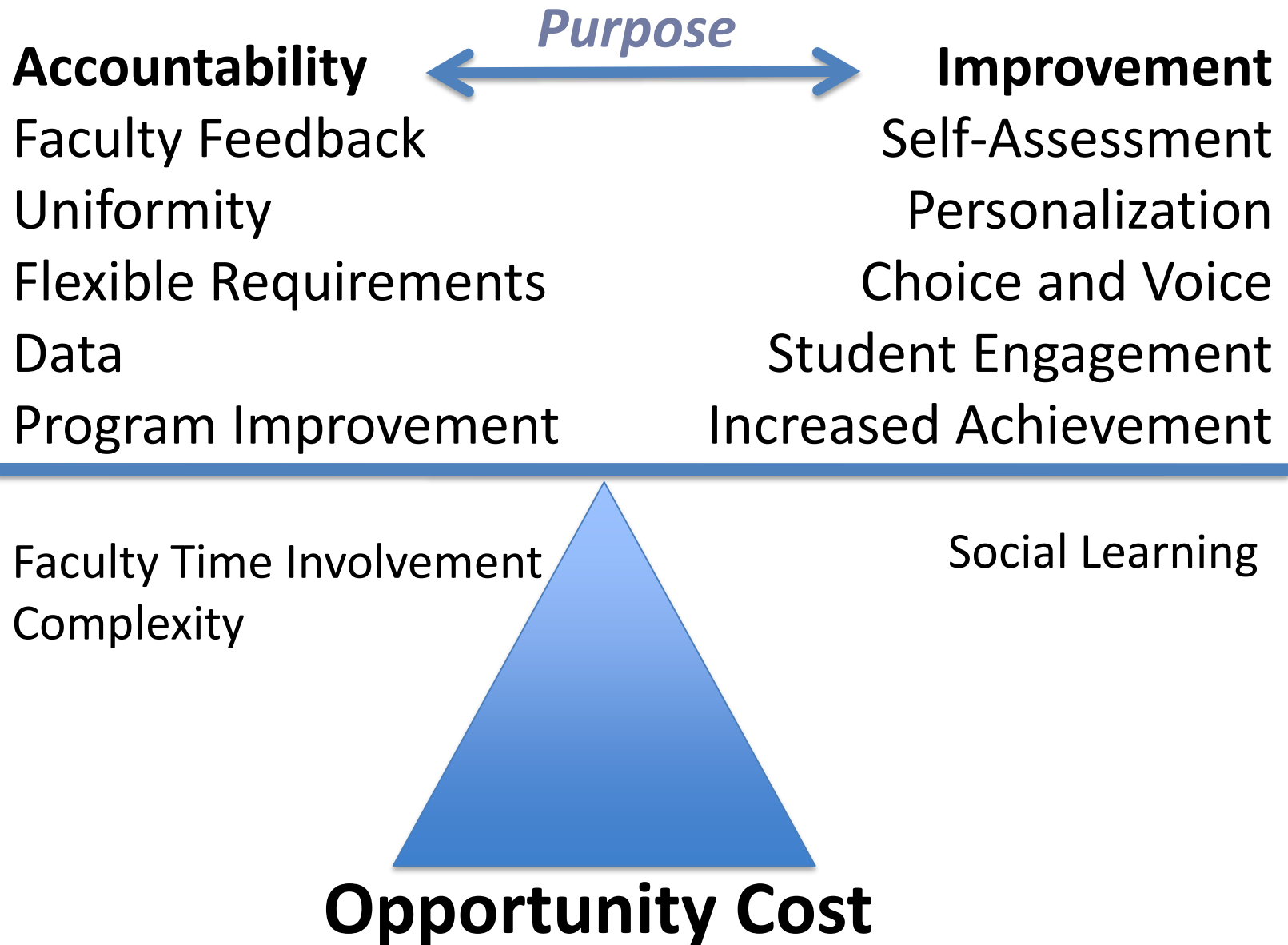
Finding Balance in E-Portfolio Implementation

Tools

▸ Use separate tools for assessment management and student e-portfolios?

  ▸ Ball State's rGrade & WSU's Harvesting Gradebook

▸ Incorporate blogging and social networking tools for interactivity and engagement

  ▸ Open Source Tools: WordPress, Movable Type, Mahara

▸ Allow embedding student Web 2.0 links, including video, into their e-portfolios

▸ Enable exporting e-portfolio to students' lifetime personal webspace

Finding Balance in E-Portfolio Implementation

Strategies

▸ Acknowledge the importance of both portfolio as **workspace** (**process**) & **showcase** (**product**)

▸ Support student **choice** and **voice** in e-portfolios

▸ Facilitate **reflection** for deep learning

▸ Provide timely and effective **feedback** for improvement

▸ Encourage student use of multimedia in portfolios for visual communication and literacy

  ▸ Digital Storytelling & Podcasting

  ▸ Picasa/Flickr slideshows

▸ Acknowledge/Encourage students' Web 2.0 digital identity

What about Motivation?

Why would a student want to put all that work into developing an ePortfolio?

How do we make it relevant?

Building my ePortfolio	Agree/ Strongly Agree
Helped me make connections between ideas	75.6%
Helped me think more deeply about course content	64.4%
Allowed me to be more aware of my growth & development as a learner	69.3%

My (ePortfolio-enhanced) course engaged me in…	Quite a Bit/ Very Much
Synthesizing & organizing ideas, information or experiences in new ways	83.1%
Applying theories or concepts to practical problems or in new situations	77.2%
My course contributed to my knowledge, skills and personal development in understanding myself	78.6%

Core Survey, Connect to Learning Project (FIPSE, Making Connections National Resource Center, LaGuardia CC

Think!

Engagement Factors?

Social networks?

ePortfolios?

Similarities in Process

- Major differences:
  - **extrinsic** vs.
  - **intrinsic** motivation
- Elements of True (Intrinsic) Motivation:
  - **Autonomy**
  - **Mastery**
  - **Purpose**

Daniel H. Pink

author of the *New York Times* bestseller
A Whole New Mind

DRIVE

The Surprising Truth
About What Motivates Us
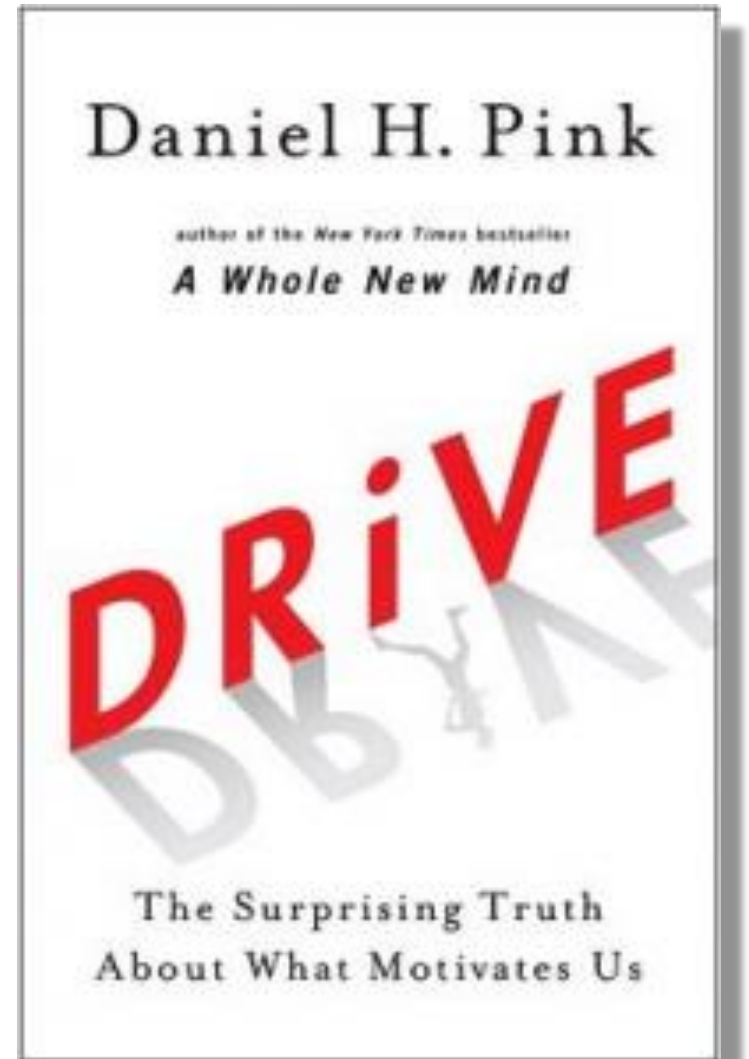
Pink's Motivation Behavior

Type X - Extrinsic

- fueled more by extrinsic rewards or desires (Grades?)

Type I – Intrinsic

- Behavior is self-directed.

X

I

Successful websites = Type I Approach

- ♦ People feel good about participating.

- ♦ Give users autonomy.

- ♦ Keep system as open as possible.

- Clay Shirky

Autonomy & ePortfolios

—Choice

—Voice

—Sharing

—Feedback

—Immediacy

Mastery & ePortfolios

- Exhilaration in Learning

- Sports? Games?

- Compliance vs. Personal Mastery

- Open Source movement (Wikipedia vs. Encarta)

- Make a contribution

Mastery & ePortfolios

http://www.flickr.com/photos/track27/4317041893/
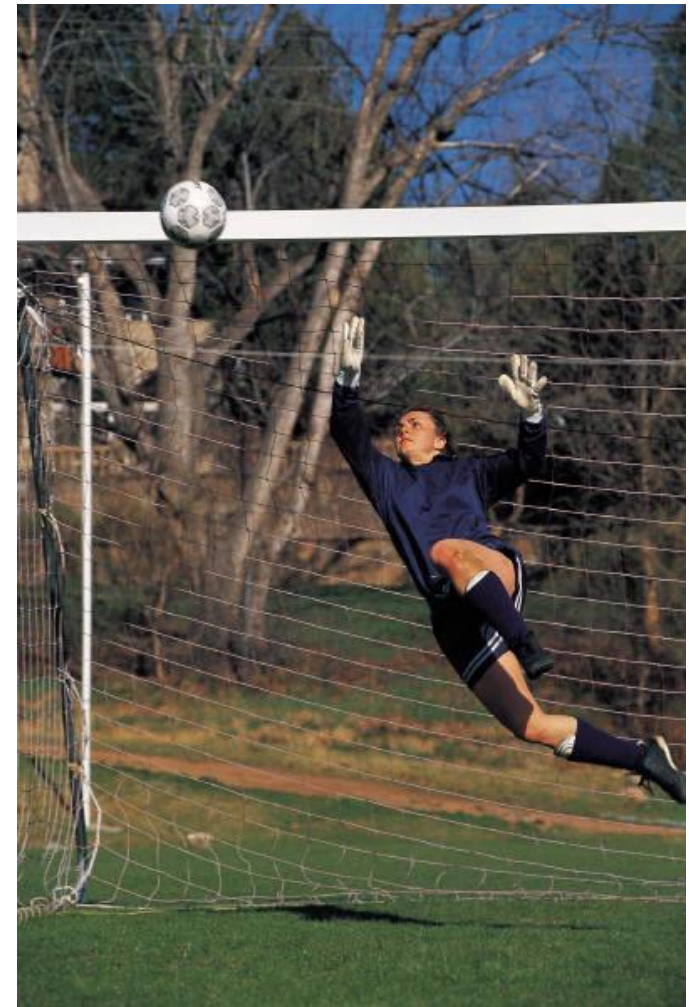
- ePortfolio:
  - **Flow**
  - Showcasing Achievements
  - Increased self-awareness and self-understanding

"Only **engagement** can produce **Mastery**."
(Pink, 2009, p.111)

USE E-PORTFOLIOS TO DOCUMENT MASTERY
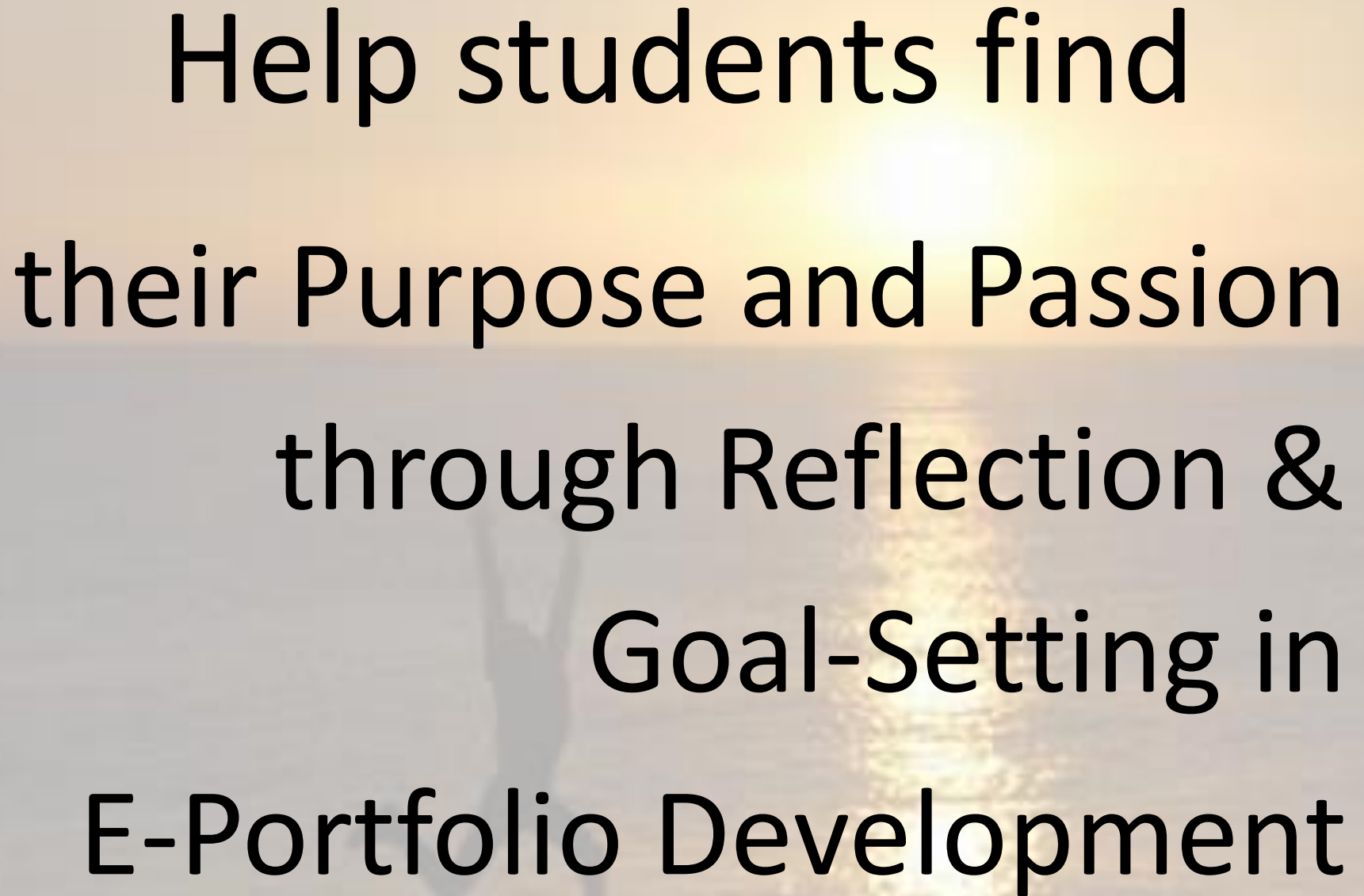
Purpose & ePortfolios

- Relevance

- Big picture

- Engagement

http://www.flickr.com/photos/pchow98/3981943951/
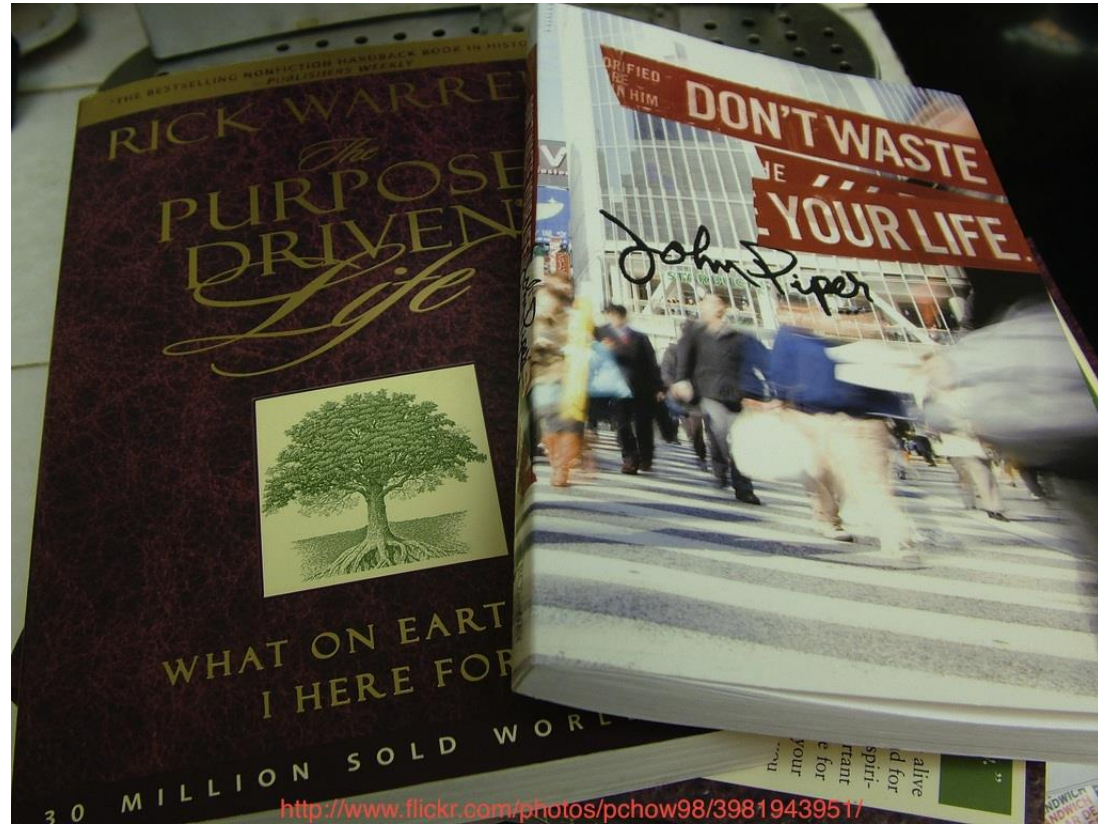
Because Purpose and Passion Co-Exist

Help students find their Purpose and Passion through Reflection & Goal-Setting in E-Portfolio Development

Design Principles:
a Vision worth Working Toward

Learner-centered
Engagement & Empowerment

Networked
Community, mentorship & porous boundaries

Integrative
Integration from the inside out
Connect what has not been connected

Adaptive
Institutional learning

Randy Bass
(Georgetown University)

ePortfolios: Not a Magic Bullet Questions that need asking

- **Are ePortfolios really student-centred?**

- Is an ePortfolio just another way of getting a grade?

- Is ePortfolio just another way of "reporting up"?

- If ePortfolios are used for learning assessment, are you prepared to assess for <u>prior</u> learning?

- If it is a tool for transition:
  - What happens when a student brings an ePortfolio to your institution, say from high school?
  - Will your students want to keep their ePortfolios after they graduate?
  - Will you do this as a favour, or a deliberate strategy?

- **Are they too much work?**

Don Presant, Learning Agents

Benefits of ePortfolios

Designed for learning and development

More supportive, flexible than Web 2.0 tools; good for RPL

Personal control and privacy

Not at the mercy of social media business models

Integrated public/private use

Archive, reflective chamber, showcase, recognition tool

- **Employer acceptance**

  - **2015**
- **AACU survey**

College transcript

Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas

45%

Very 9%

Very/fairly useful

80%

Very useful 36%

Very/fairly useful

EVIDENCE OF SOFT SKILLS IS KEY

e.g. "effective communication, applied skills, evidence-based reasoning, and ethical decision-making"

learning agents inc.

INTEGRATE INTO EVERYDAY ACTIVITIES

Open Badges, CCR, ePortfolios
Friends...with benefits?

Experienced Learning

Formal Learning

Personal Life Experience -past -current

PLAR/RPL

Work Experience -past -current

Open Courses, PD

Accredited Experiential Learning

Approved Co-Curricular. Activities

Unapproved Co-Curricular Activities

Thesis / Capstone Project

Degree Courses

Co-Curricular Record

ePortfolio/Passport

Academic Transcript

Don Presant, Learning Agents

Open Badges

Small pieces...loosely joined

Personal Learning Environment

ePortfolio

Artefact Artefact

Story

Story

Badge

Social Media

Badge

Backpack
(Passport)

Badge

Badge

Badge

Badge

Badge

Claim

Campus Portals

WIL

Careers

CCR

Badge
Platform

Badge

Badge

Badge

Badge

Outside
Community

Badges

Institution
LMS, SRS

•**Other institutions**
•**Trainers**
•**Open learning**
•**Employers**
•**Volunteer organizations**

Don Presant
With assistance
from @szerge

Serge Ravet, ADPIOS

WHAT NEXT FOR BADGES?

OPEN BADGES + BLOCKCHAIN / BIT OF TRUST

@bryanMMathers

THOUGHT: SERGE RAVET

Personal Ledger, a lifelong and lifewide inventory of my assets
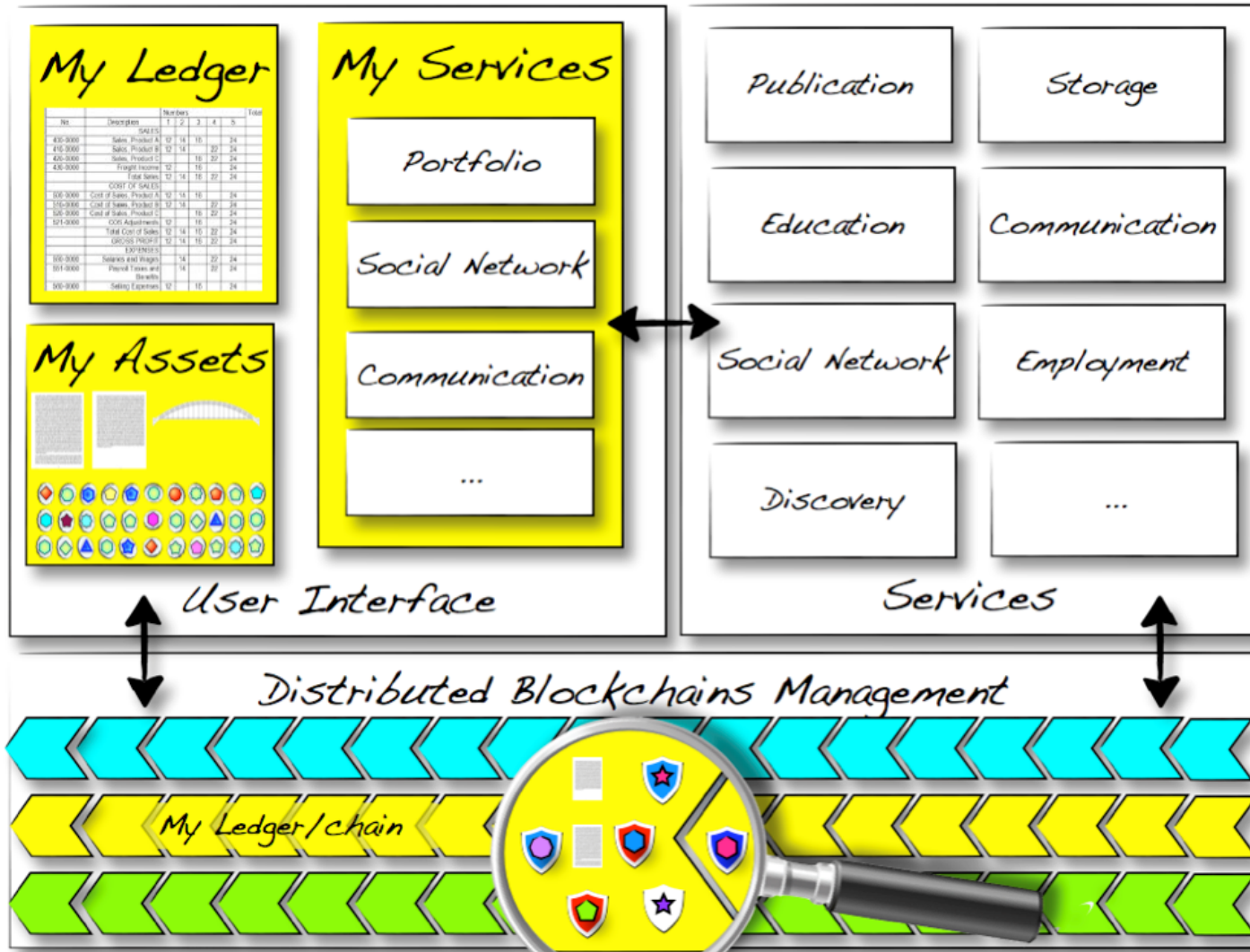
Serge Ravet, ADPIOS

For more information

http://www.europortfolio.org

http://openepic.eu

http://www.aaeebl.org

Upcoming ePortfolio Conferences

- Center for Recording Achievement Understanding the essence(s) of portfolio based learning. A collaborative international seminar, the University of Edinburgh 6-8 June 2016

- AAEEBL Annual Conference - Boston, MA USA 1-4 August 2016

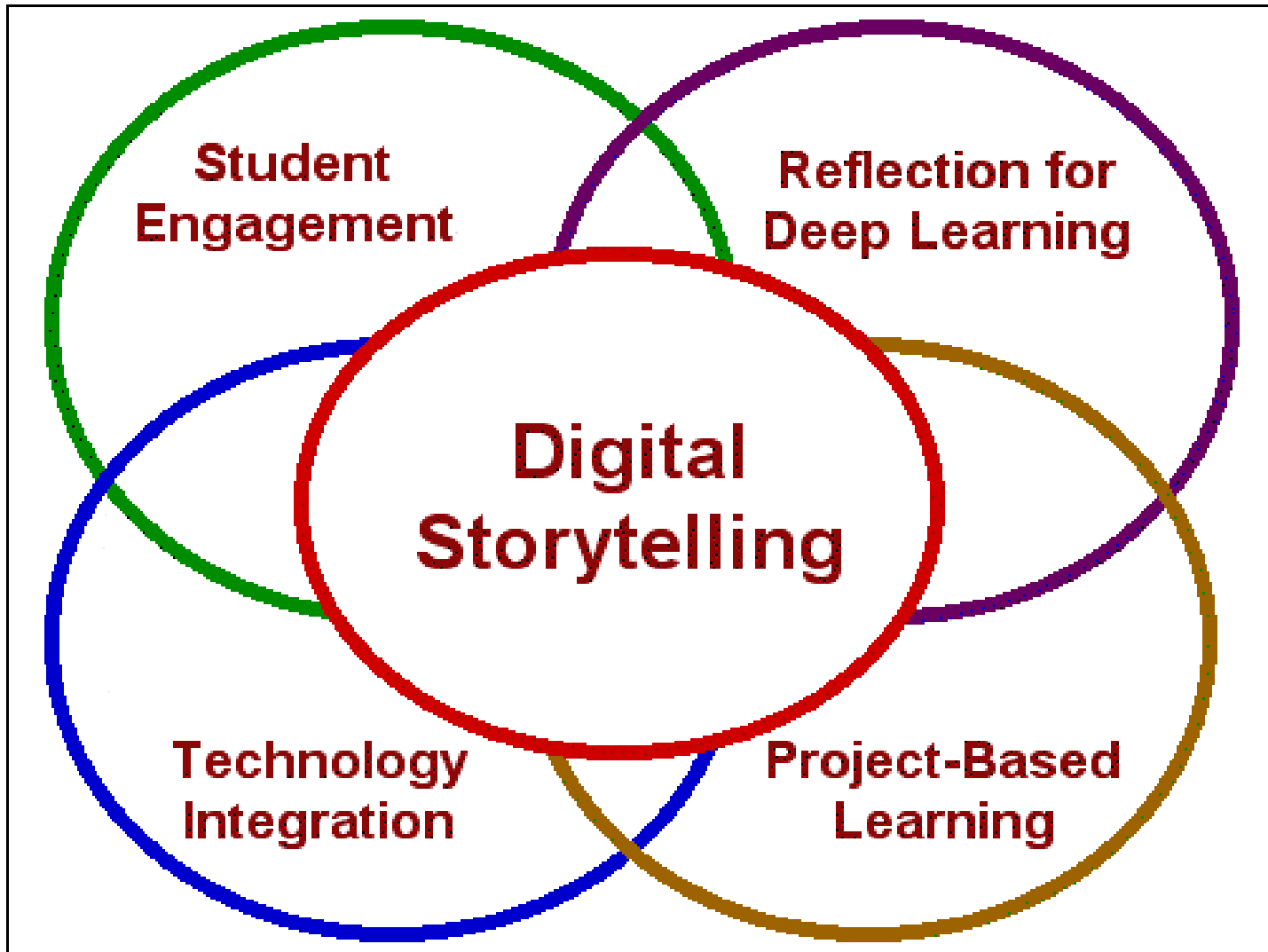- EPIC Annual Conference – Bologna, Germany 27-29 October 2016

Tuesday Workshop

Know Thyself: Reflection and Self-Assessment in ePortfolios to Support Lifelong Learning
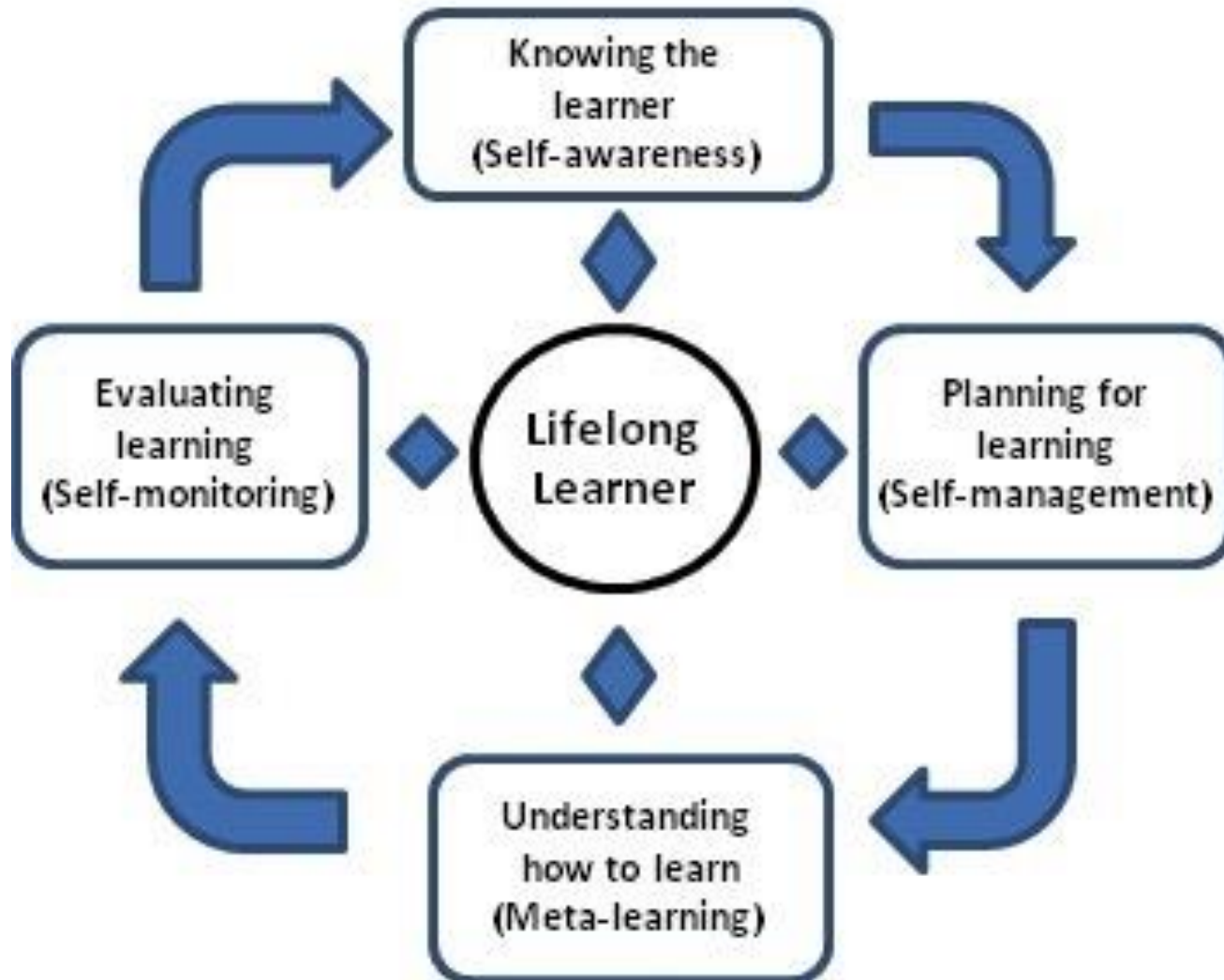
Wednesday Workshop

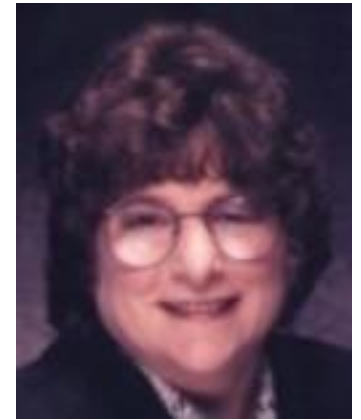**Digital Identity through Digital Storytelling in ePortfolios**

My Final Wish…

E-portfolios become dynamic **celebrations & stories of deep learning** across the lifespan.

Thank You!

DR. HELEN BARRETT

@EPORTFOLIOS

https://sites.google.com/site/dublineportfolios/

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http://electronicportfolios.org/

http:*//slideshare.net/eportfolios***

https://sites.google.com/site/mportfolios/