

ePortfolio Workshop



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The basics of ePortfolio for:

- enhanced teaching and learning
 - **quality assurance**
 - human capital management
 - **the future of eLearning**

What is your particular interest?

1. Introduction to ePortfolio definitions and terminology
2. Examples of ePortfolio tools and processes
3. Samples of ePortfolio tools and uses
4. Elements of ePortfolio quality
5. How to select and use an ePortfolio tool
6. eTQM College ePortfolio strategy

- “a collection of authentic and diverse evidence, *drawn from a larger archive*
- representing what a person or organization has learned over time *on which the person or organization has reflected,*
- and designed for presentation to one or more audiences *for a particular rhetorical purpose”*

* (NLII 2003 and FuturEd 2005)

In other words...

- An electronic portfolio about me...
here's what I know and can do, and here is the evidence.
- Beyond credentials of formal learning, it also includes learning that is:
 - Informal and non-formal
 - Accidental and incidental

Typically web-based (to allow access)

- **Standards-based**
 - www.chalkandwire.com
- **Blogging and social networking**
 - www.facebook.com
- **Commercial tools**
 - www.Avenet.net
- **Open Source**
 - www.theospi.org

Combination of:

- **Process**
 - Content (competencies)
 - Pedagogy (learning)
- **Product**
 - Tools (archives and eP for a purpose)
 - Services

AND

Users will be:

- **Creators**
 - Individuals
 - Communities
 - Organizations

AND Processors

- Education system
- Employers
- Change agencies, e.g. CED, career counselors

- **An ePortfolio must be:**
 - **Owned by individual / creator**
 - **Secure, with access controlled**
 - **Inclusive of all forms of learning**
 - **Transportable**
 - **Able to demonstrate ROI**

- **K-12** – demonstration of learning
- **PSE / HE** – assessment of learning
- **Lifelong learning** – continuous “reflective” learning, inventory of learning
- **Workplace** –
 - recognition of all forms of learning (PLA)
 - Human Capital Assets Management
- **eLearning** – LMS and KM, online tools, web services
- **Organizational and/ or economic development** – asset mapping, quality assurance
- **eCitizenship** – Digital identity

1. Standards-based

- learning outcomes, quality standards, human capital development

2. Showcase

- achievements, excellence, Human Capital Management, advertising

3. Social networking

- social capital development, communications, group management

- 1. Enhanced teaching and learning**
 - **Reflective learning**
 - **Authentic assessment**
- 2. Quality assurance**
 - **Learning / competence assessment**
 - **Products and services / quality standards**
- 3. Human Capital Management / digital ID**
 - **New management of learning**
 - **Social networking**

Reflective Learning

Process

1. Collection
2. Selection
3. Reflection
4. Projection
5. Presentation

Product

- Demonstration of what I/we can do
- Evidence (e.g., of competence)
- Showcase (best of..)

- **Developmental (over time, self-assessment)**
- **Proficiency (high-stakes, exit)**
- **Showcase (best works)**
- **Admission / employment (relationship to requirements)**
- **Communications (personal, sharing)**

TaskStream Directed Response Portfolio (DRF)

Home • EDU 101 • EDU 119 • EDU 132 • EDU 155 • EDU 186 • EDU 201 • EDU 219 • EDU 240

Home » EDU 201

EDU 201 (Psychology)

► [Overview of EDU 201](#)

◆ Case Study (Piaget's and Vygotsky's Theories)

► [Directions for Case Study](#)

► [Specified standards for Case Study](#)

The evidence I have provided here indicates my growing understanding of how theories can be moved into practice. Observing my cooperating teachers' teaching techniques with the lense of two leading educational theorists, provided a framework for me to analyze the effectiveness of the techniques, and determine how alternative techniques may have been applied to achieve differing results.

File Attachments:

1. **Case History** Attached is the paper I wrote applying Piaget's and Vygotsky's theories to the case histories of two teachers I observed during my student teaching.

► [Show standards addressed](#)

◆ Research (Review of Resources)

► [Directions for Research](#)

- Used to create an assessment, requirement, or certification portfolio
- Users respond to articulated requirements
- Formative and summative assessment
- Reports aggregate and disaggregate data



Characteristics of ePortfolio assessment:

- 1. Alternative assessment (essays, multiple choice)**
- 2. Authentic assessment (real tasks)**
- 3. Competency-based (here's the evidence)**
- 4. Flexible assessment (PLA)**
- 5. Reflective learning (process, personalized)**
- 6. Constructivist (over time)**
- 7. Positivist (asset building)**
- 8. Complementary (to other types of assessment)**

Efficiencies

Assessment

- **Standards**
 - Intended learning outcomes
 - Quality standards
- **Rubrics and rating scales**
- **Digital evidence**
- **ICT for sorting and matching**

Digital evidence

- **Accessible**
- **Portable**
- **Examinable**
- **Replayable**
- **Reviewable**
- **Sharable**
- **Personalized**
 - **Creative**

Pros and *Cons*

1. A wealth of info for instructional decisions
 2. Effective means of communication
 3. Motivates students, promote self-assessment
 4. ICT skills learned
 5. Creativity
 6. Living document
- *Challenges of validation and verification*
 - *Tendency to want to certify all learning*

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Varied Focus

- Process (e.g., ISO)
- Product (e.g., Good Housekeeping Seal)

Varied Methods

- Internal assessment
 - Self-assessment
- External assessment
 - Peer review
 - Expert judgement

Varied Types

1. Standards-based evaluation
 - Formative
 - Summative
2. Cost-benefit / ROI analysis
3. Impact analysis (what has changed?)

Process vs. product

- Consumer-based quality assurance
- Organizational learning
- Capital assets management
- Return on assets
- Prosumption

ePortfolio as

- Process
- Product
- Organizational learning

Process

(digital tools)

- Archive / inventory / description
- Reflection
- Learning / change
- Evidence / verification

Product

(purpose-driven)

- Internal QA
- External “evidence” of quality and quality assurance

Standards are the key

- Intended learning outcomes
- Quality criteria

Examples

- **eFaculty competence standards**
- **eLearning Quality Standards**
- **ePortfolio quality standards**

ePortfolio QA Process Strengths

- 1. Learning process**
 - Self-assessment
 - Reflection
- 2. Collaborative**
 - Peer review
 - Web-based archives and artefacts
- 3. Iterative**
 - Continuous improvement
- 4. Assisted**
 - Objective professional assessment
- 5. Transparent**

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Human Capital Accounting

HCA - A method of systematically identifying, measuring and presenting information about the human resources and human capital of an organization (OECD) or nation (FuturEd)

Human Capital

- **Development**
 - Competencies (professional standards)
 - Social capital (networks and communities)
- **Management**
 - Individual knowledge / learning as an asset
 - Collective knowledge for a business or nation

This is an example of an online portfolio constructed with Avenet e-folio™. Users can easily add sections, text, and photos...and customize the site to meet the specific needs of the user.

Sites can contain a wide variety of designs and functionality including online forms, surveys and more.

Mary Jane
A Dedicated Public Servant

- Welcome!
- My Resume
- My Publications
- My Transcripts
- Personal Data
- Contact Me
- Employer Views
- Awards
- My Links

Comment Form
Please send me your comments or questions using this form.
[Continue](#)

Employer Survey
Which quality does your organization value most?

My Career Management Account



Thank you for visiting my career management account! I have organized my site to give prospective employers an easy tool to learn about my experience, training and interests. At this site you will find in-depth background data, validated education and training information, examples of some recent work product, professional references and much more.

At any point during your visit feel free to use the search tool to help direct you to topics that are of interest to you. Also, I would appreciate it if you would take a minute to send me your comments concerning this site and its contents through the contact me, comment form or employer survey sections on the navigation bar.

January 2001

Thanks again for visiting my site. I look forward to hearing from you soon about available opportunities with your organization.

Mary Jane

My Resume

Chwilio'r wefan | Search

▶

Chwiliwch yn fanwl ▶ | Advanced Search ▶

Hafan	Hyd at 16 oed	16 - 19 oed	19+ oed	Pobl broffesiynol	Cyflogwyr	Logio mewn ▶
Home	Up to Age 16	Age 16 - 19	Age 19+	Professionals	Employers	Login ▶



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daith dywysedig

Take a tour and
find out what you
need

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Royal College of Nursing (UK)

Quick Start

select a topic >

WHY would I use the LZ?
> **WHAT can I do in the LZ?**
HOW do I use the LZ?
SHOW me it in action...

Portfolio Careers Learning Clinical Guidelines Meeting Place Information Services

My Employment

My Employment is a facility for listing and describing key features of posts you have held. Once compiled this data can be sorted by type or date by selecting from the 'Sort by Type' or 'Sort by Date' buttons.

You might want to start by writing about your current position. Click on 'Select a Template' below, then on 'Employment History' from the scroll down list to create a template. Repeat this process each time you want to add a new employment record.

Select a template...

Title:	Senior Lifelong Learning Fellow
Start Date:	02-01-2002
End Date:	Present
Employer:	Royal College of Nursing
Address:	RCN Welsh Board, Ty Maeth, King George V Drive East, Cardiff
Post Code:	CF144XZ
Full-time/Part-time:	Full-time
Paid/Unpaid:	Paid
Describe work area/practice setting and main focus of work:	Working from RCN Welsh Board, as part of the UK RCN Lifelong Learning Team.
Main Duties, Responsibilities:	Developing e-learning materials for RCN members across the UK, but with specific

Other Resources

- Learning Opportunity: Building my online portfolio
- Preparing a Portfolio for PREP

RCN LEARNING ZONE

WHAT can I do in the LZ?


Develop your portfolio

1 2 3 4

- > **Action planning**
- > **Record your learning**
- > **Track your qualifications**
- > **Collect evidence**

Learning Agents

ePortfolio

SKIP SLIDE SHOW
PRINT


BASIC FACTS

LIFE AND WORK

EDUCATION AND CERTIFICATION

OCCUPATIONAL SKILLS

ESSENTIAL SKILLS

OTHER SKILLS

REFERENCES AND INFLUENCES

MORE INFO

Vince Kuzdak

Environmental Consultant

WINNIPEG, FREE PRESS, SATURDAY, MARCH 26, 2005

Letters to the Editor

Development supported

I write this letter to concur with the majority of the observations absorbed and relayed by Mr. Flood's 10-day excursion on the East Side of Lake Winnipeg.

In fact, I think he was quite conservative regarding details of the unsatisfactory conditions that many have to accept and live with on a daily, monthly and yearly basis.

I've personally witnessed many of these Third World conditions and I am very moved and concerned. However, a feeling of helplessness clouds over me.

I'm not certain of the answers at this point but my professional convictions as a Natural Resources consultant and as an aboriginal person who grew up and continues to live on the East Side leads me to support resource development.

One key point that many of us tend to forget or intentionally exclude is that we've come a long way with regards to education, sustainable development and natural resources.

It is my experience that any of the natural-resource based companies that are interested on the East Side are more than willing to work jointly with the aboriginal communities and not just at the bottom rung.

Many of the people I've worked with are genuinely committed to capacity building and assisting in other ways that would directly benefit individuals and communities who would like to move up and provide for the selves and their people.

I am very much in favour of working towards joint decision-making and revenue sharing between government, industry and the aboriginal communities. It is these common endeavours shared by leaders that will provide the vehicle to get out of poverty.

Lastly, I do not believe protecting a vast area of land supported by so few people is the answer. What does this do for the people who want employment, who want to prosper and obtain their pride back?

In my opinion, once protected always protected and opportunities for thousands of people "stranded" will be lost.

ESSENTIAL SKILLS

Reading Text
Reading and commenting on reports (see below)

Document Use

Numeracy

Writing
Writing reports and articles.

Oral Communications
See below

Working with Others
Working with peers, training recruits (see below)

Continuous Learning
Keeping up with new technology.

Thinking Skills
Problem solving

Computer Use

Lots of PowerPoint

Writing Reports

Letter to the Editor

Working in Teams

Training Newbies

MORE EPORTFOLIO STORIES

TELL A FRIEND
FEEDBACK
SEARCH

Applications

Employer for (HCA)

1. Create electronic work description
2. Receive electronic profile / inventory
3. Use computer to match

>>> ePortfolio SYSTEM

Individual (for HCM)

1. Create electronic profile / inventory
2. Compare to job or career goals
3. Use computer to do “gap analysis” for “fit” or for training efficiency

>>> ROI

Implications

- **Individuals**
 - Develop and maintain ePortfolio
 - Take control of career
 - Develop efficient learning plans
 - Develop and maintain Digital Identity
- **Employers**
 - Complete inventory of workforce skills
 - More efficient description of work required
 - Pay for skills used not for time spent
 - Manage and target learning
- **Society at large**
 - Accurate inventory and skills gap analysis
 - Promotion of lifelong learning
 - Avoid pitfalls of credentials

New Management of Learning

- **Credentials**

- Reflect time spent in class
- Questionable proficiency
- Proxy for skills and knowledge
- Dated
- Variable quality
- Formal learning only

- **ePortfolio**

- Reflects time spent learning
- Evidence-based proficiency
- Statement of actual skills and knowledge
- “Living”
- Systematic
- All learning valued

The Future of eLearning

The ePortfolio is eLearning at its finest - the best, least complicated, most appropriate use of ICT for learning and learning management on an individual and a societal basis.

It is an elegant use of inelegant technologies using complex technological developments in simple, practical ways.

Unlike most eLearning, the ePortfolio tool is typically user-friendly and appealing, with great and immediate utility.

Future of / with the ePortfolio

- **Everyone will have an ePortfolio**
- **ePortfolio will radically transform:**
 - Management of the workforce
 - Management of learning
 - Formal education and training
 - Our understanding of “eLearning”
 - Lives of the “credentially-challenged”
- **ePortfolio can radically transform:**
 - Planning, production and marketing
 - Quality assurance mechanisms
 - Community and economic development

eCitizenship

**ePortfolio will be as
ubiquitous and
equalizing as the
Internet itself**

Your record of learning

- **Formal and other**
- **Self-managed**

Your digital identity

- **Info beyond learning**
- **Good and bad**

Must be owned by YOU.

Transforming education

- Value all types of learning – formal, informal, non-formal, accidental and incidental
- **Show learning as progress and change**
- Better forms of teaching for learning
- **Better forms of assessment of learning**
- Shifts control / responsibility to the learner
- **Improves communication between teacher and learner**

For the “educationally disadvantaged”

- It focuses on “the positive” – archiving and showcasing what a person knows and can do.
- **The outcome of an ePortfolio is “look what I’ve achieved!”**
- **Rather than being deficit-based, it is asset-based.**
 - Early school leavers
 - Skilled immigrants

- ePortfolio quality
- ePortfolio – choosing and using
 - eTQM ePortfolio strategy

Different Users, Different Focus

- **K-12**
 - Process and content
- **PSE and professional**
 - Learning and assessment
 - Certification to standards
- **Adult / workplace**
 - Education/training
 - Human Capital Management
- **Community**
 - Asset mapping
 - Learning
- **Organization**
 - Learning
 - Asset management
 - Quality Assurance
- **Business**
 - Prosumption
 - Quality Assurance

An ePortfolio **MUST**:

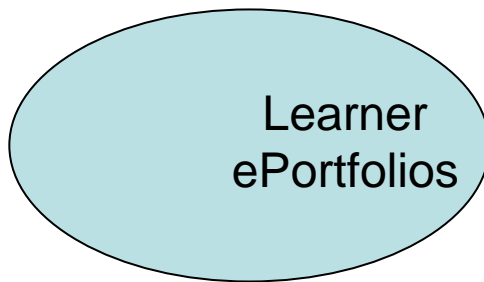
- **Be owned by individual / creator**
- **Be secure, with access controlled**
- **Incorporate all forms of learning**
- **Be transportable**
- **Demonstrate ROI**

Consumer-based Quality

- **Ownership (creation and access)**
- **Utility (effectiveness and efficiency)**
- **Flexibility and simplicity**
- **Storage and updating**
- **Content and format**
- **Processes and supports**

Consumer's Guide to ePortfolio Tools and Services

Centre for eLearning Excellence



1. eP of services and partners
2. eP services for clients

ePortfolio

5. eP for standards compliance
6. eP of eTQM eLearning

3. Faculty eP for CPD
4. eP assessment of learning

eLearning Quality Assurance

eFaculty ICT skills development and Certification

- A term used to encompass (1) tools, products and systems that can be used by (2) individuals, educators, employers and entire nations for the purposes of (3) describing, assessing, recognizing and using knowledge and skills acquired through all forms of learning (4) with evidence that is digitally created, stored and managed through (5) practices that meet quality standards to assure transportability, usability, and security.

More Information:

www.FuturEd.com

ePortfolio research and white papers



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