

Exploring ePortfolio Technologies

Reviewing Platforms and Approaches for Teaching, Learning & Beyond

Welcome!

We will begin shortly.

Due to our large audience please consider this a “web chat.” All microphones have been muted to reduce background noise.

To view this presentation in Closed Caption, please click on the toolbar icon.

*Please take a moment and Send us your name and your location in the Chat window to the left.



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Resources

- **Webinar Archive**
- **Teaching & Learning Information**
- **Tech specs & business model**
- **Comparison Matrix**

ePortfolio California: www.eportfolioca.org

AAEEBL: www.aaeebl.org



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POLL

Which factor is most important when considering an e-portfolio solution for your institution?

A. Inter-operability with existing campus systems

C. Assessment Capabilities

B. Pricing / Licensing

D. Teaching & Learning

E. All of the above

F. Other

(Answer in Chat window)



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Session Host:

Trent Batson, Ph.D.

Executive Director, AAEEBL

Serving on Behalf of the Global Electronic Portfolio Community

A tenured English professor before moving to information technology administration in the mid-1980s, Trent has been among the leaders in the field of educational technology for 25 years - the last 10 as an electronic portfolio expert and leader. He has worked at 7 universities but is now full-time executive director of AAEEBL.



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Shane Sutherland Development Director

An active contributor to the eportfolio community, Shane's diverse learning career evolved into a varied teaching career, ultimately working as a Principle Lecturer in Education at the University of Wolverhampton. Shane introduced PebblePad to the university in 2004 and spent 3 years as their ePortfolio Co-ordinator.



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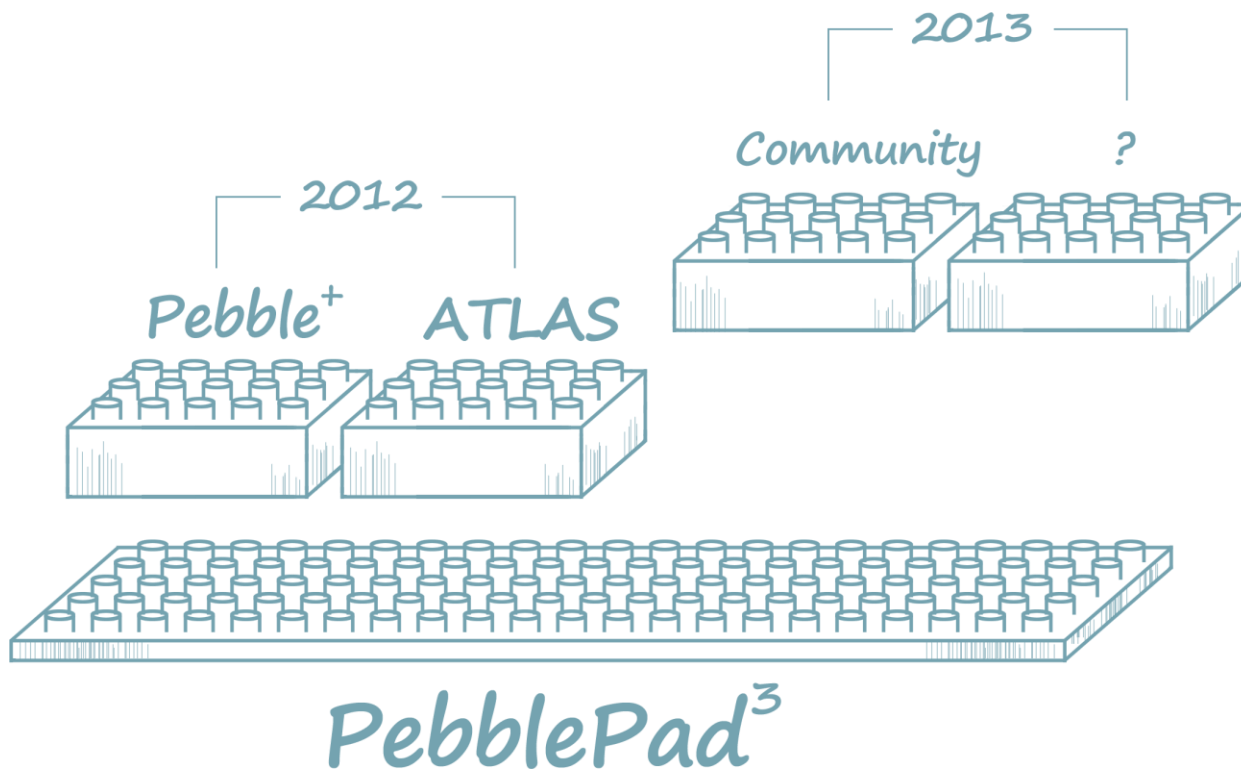
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PebblePad: *not* an eportfolio!

Shane Sutherland
Development Director







What is an eportfolio?

An eportfolio is a purposeful aggregation of digital items – ideas, evidence, reflections, feedback etc, which “presents” a selected audience with evidence of a person’s learning and/or ability.

Sutherland and Powell, 2007



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POLL

Do you broadly agree or disagree with my definition of an eportfolio?

Select the green check mark  for YES and  for NO from the Participants Window under the Participants list.



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ePortfolio
CALIFORNIA

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Behind any product, or presentation, lie rich and complex processes of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback

JISC, 2008

Isn't this just good learning and teaching?





What is an eportfolio system?

An **ideal** 'ePortfolio System' provides the tools to create, present, and share eportfolios. It allows users, in any of their learning identities, to selectively upload and store records of experience, learning, and ability; it allows these records to be linked, augmented or evidenced by other data sources and allows the user to integrate institutional data with their personal data.

It facilitates self-awareness, promotes reflection, supports enrichment through commentary and feedback from the recipients of shared assets. It grows, develops and matures as the user accesses it, without constraint, over time.

It provides tools for aggregating assets in multiple forms, for telling myriad stories to diverse audiences, and ensures absolute user-control over what is shared, with whom, for what purpose and for how long.

It is a personal repository; a personal journal; a feedback and collaboration system; and a digital theatre – where the audience is by invitation only.



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Assuming you broadly accept my definition of an ePortfolio System, how well does your system measure up?

On a scale of 1-10 entered into the chat area:

1=not very well 10=pretty good



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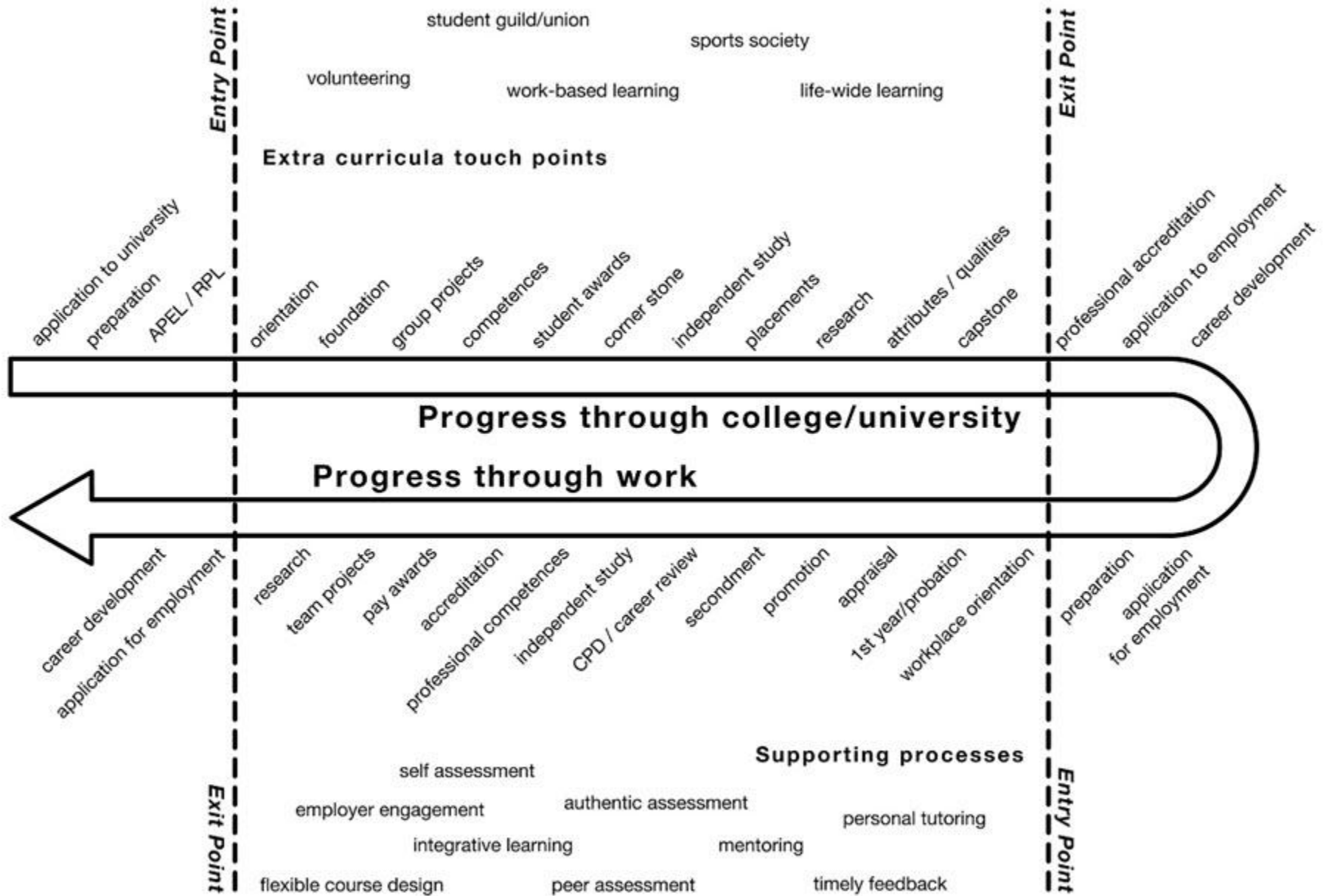
What is a Personal Learning Space?

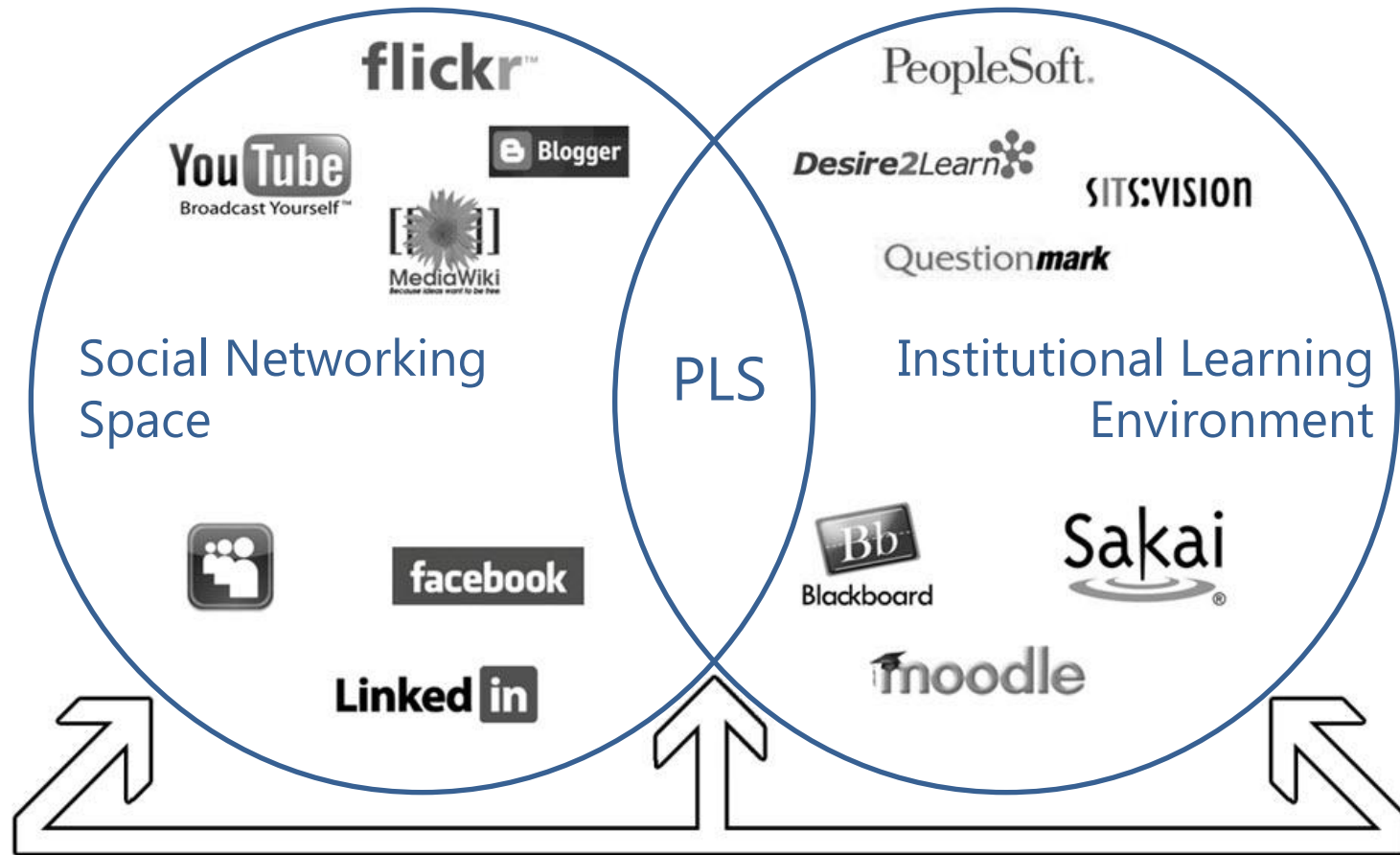
A 'Personal Learning Space' does all of the above AND facilitates the process of life-long and life-wide learning. A personal learning space has inbuilt tools and functions that generate learning as distinct from simply recording and evidencing learning. Internal wizards prompt the user to consider diverse aspects of their experiences and facilitate the process of making sense of, and learning from, these experiences to a much deeper level.

It is not assumed that learners naturally have the skills widely associated with creating a 'good' eportfolio – collecting, selecting, reflecting, interpreting, synthesising, evidencing, and presenting.

A personal learning space supports users in the development of these skills by scaffolding the process of creating meaningful assets. These skills are life-long and life-wide and their development is independent of formal learning environments and externally defined frameworks and criteria. This is what distinguishes a 'Personal Learning Space'.



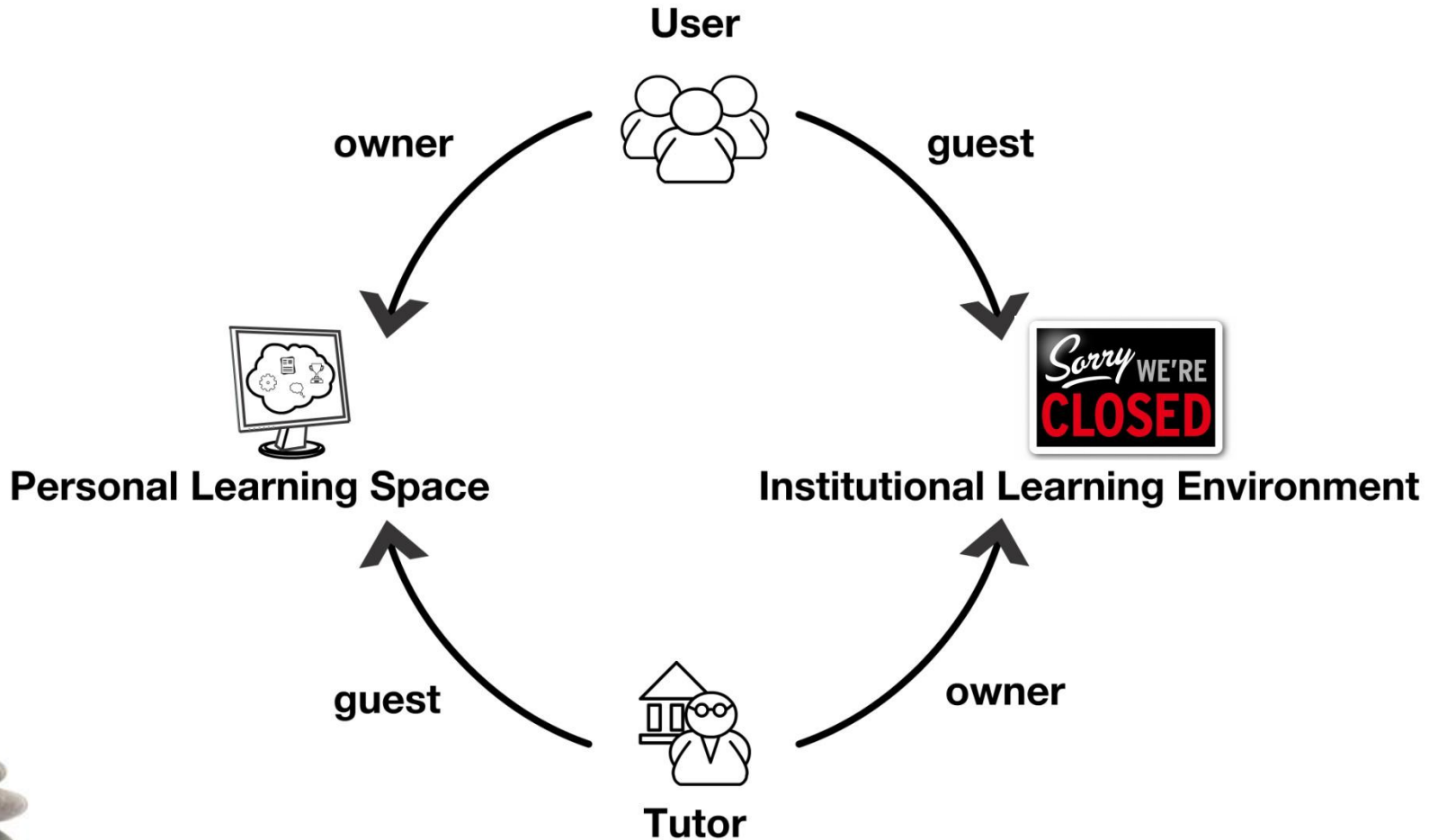


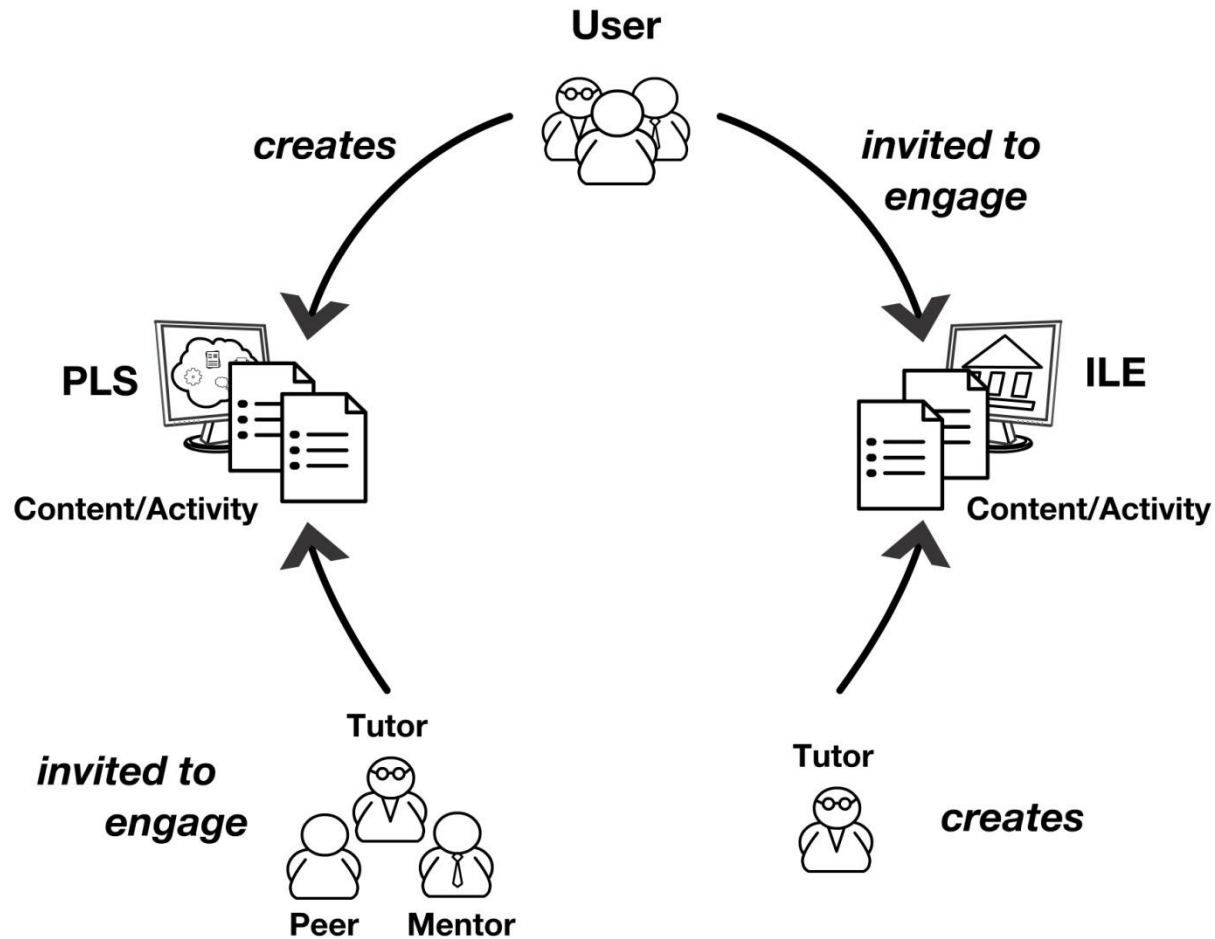


personally provided
personal content
personally controlled

institutionally provided
personal content
personally controlled

institutionally provided
institutional content
institutionally controlled







Principles of a PLS

- 1 ...supports personal learning
- 2 ...offers a safe and private space which is owned and controlled by the learner
- 3 ...is multi-purpose – but purposeful
- 4 ...supports learning wherever it happens, whenever it happens
- 5 ...helps to surface and scaffold the process of learning
- 6 ...is underpinned, and informed, by a reflective structure
- 7 ...gets people talking and helps users construct their narratives
- 8 ...can accompany learners throughout their lives and across all their activities





Useful Links

This page is a good start for finding out all [about PebblePad](#)

This short .pdf explains how things have changed in [PebblePad³](#)

See some [examples](#) created in *old* PebblePad

Find out more about [our features](#). Use our customisable comparison table.

You might find this [Making the Case](#) pack useful.

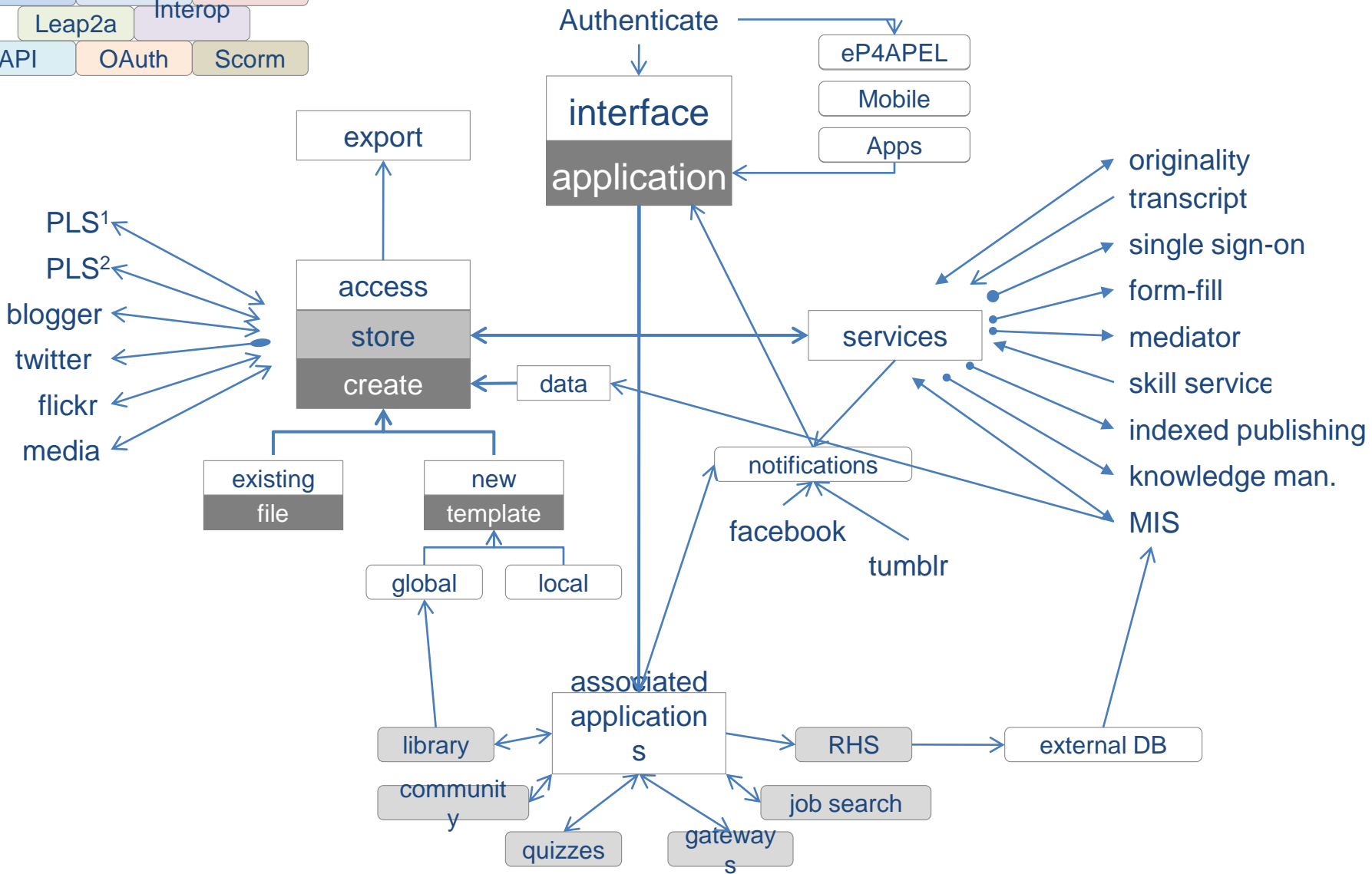
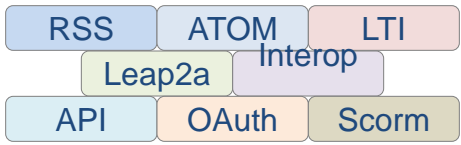
There are some nice little [videos](#) here from our community

Do you fancy coming along to glorious Shropshire for our 2nd [PebbleBash?](#)

We'll be at the [ePIC](#) and [AAEEBL](#) conferences in July and [ePortfolios Australia](#) in October

You can contact me here shane@pebblepad.com





What the PLS looks like?
 Sutherland, ePIC 2011

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POLL

Who intuitively thinks that assessment is incompatible with eportfolios?

YES - if you agree that there is a natural tension

No - if you think it's OK to assess eportfolios

Select the green check mark ✓ for YES and ✗ for NO from the Participants Window under the Participants list.



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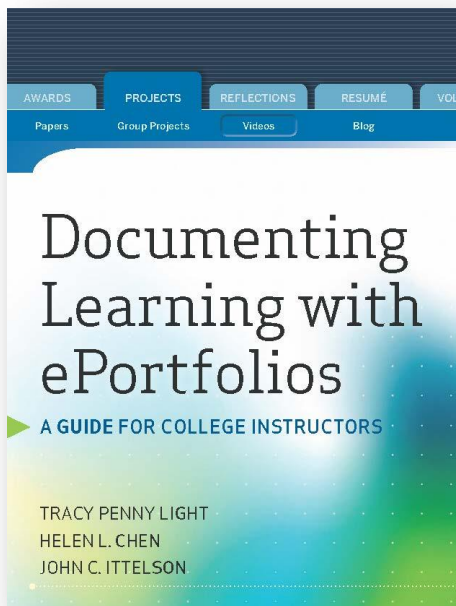


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Today's drawing winner will receive.....



Documenting Learning with ePortfolios: A Guide for College Instructors

Tracy Penny Light, Helen L. Chen, John C. Ittelson

E-portfolios perform many functions in higher education at both an institutional and student level. This book offers online instructors guidance in creating and implementing e-portfolios with their students.

<http://www.documentinglearning.com/>



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Resources from ePortfolio California



www.eportfolioca.org

PESC Academic ePortfolio Workgroup



Contribute to the development of standards for academic ePortfolio. Follow the progress!

John Ittelson, Co-Chair, PESC Academic ePortfolio Workgroup

Archived sessions from 2011 AAC&U E-Portfolio Forum



Generative Learning: Educating Students to Connect Academic Concepts with the Knowledge They Are Gaining from Real Life

Presented by Melissa Peet, University of Michigan



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Electronic Portfolio Action & Communication Community of Practice

Join EPAC <http://epac.pbworks.com>



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Join AAEEBL: Support the ePortfolio Community!

AAEEBL is a non-profit, professional organization. Our members and corporate affiliates make our vital work in the eportfolio community possible.

Go to www.aaeebl.org :

- To learn about member benefits and to join (Click on Membership.)
- To find out about the Annual Conference (Click on 2012 Conference.)
- To submit a proposal for the Annual Conference (Click on 2012 Conference.)



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2012 Conferences

2012 Annual Conference: * July 16-19, Boston Harbor World Trade Center
ePortfolios as a Catalyst for Connections: Celebrating the Curious, Creative and Capable Learner

Proposal deadline: February 3

AAEEBL Conference * February 27 – 28, Westminster College, Salt Lake City
Global Connections for Life-Long Learning with ePortfolios

Proposal deadline: February 1



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Thank you for joining us!

A Resource document is being transferred to you now.
Please take a moment to complete a quick survey.

Click on the URL link in the Chat window to go directly to
the survey now.

Thank you!

Next session: **Taskstream**

Wednesday, February 8 - 10:00AM PST | 1:00PM EST



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