E-Portfolio

Some reflections

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Presentation’s purpose is to:

• Consider potential of e-portfolios to impact on student learning
• Review role of e-portfolios to deal with some pressing educational issues facing RMIT
• Examine potential of portfolios to enhance self-efficacy
So what is an e-portfolio?
WHAT IS AN EPORTFOLIO? - BY KEVHICKEYUK

LETS GET AN EPORTFOLIO SYSTEM
WE CAN PRESENT STUDENTS ARTWORK TO THE WORLD ONLINE.

A STRUCTURED ASSESSMENT SYSTEM FOR SPECIFIC COURSES
STAFF AND STUDENTS CAN REFLECT ON THEIR PERSONAL DEVELOPMENT.
What principal direction do many portfolio projects take?
Shoe Box Orientation
Let’s hope this time the portfolio invokes **active learning** in the brain!
Emphasis on active learning

Passive Learning
Receiving information & ideas

Active Learning
Experience
- Doing
- Observing
Dialog
- Self
- Others
These two portfolio orientations are not mutually exclusive
RMIT’s Designated e-portfolio system is PebblePad
PebblePad is rich in capacity to:

• Support **reflective practice** through management of learning diaries
• **Monitor the mastery** of learning objectives and connect this to related evidence
• Foster **self-directed learning**
• Support **peer review** processes
• Foster processes aimed at **improving self-efficacy** (i.e. self-belief in ability to do things)
PebblePad: Rich template support for reflective practice
PebblePad: Rich support for monitoring competency development

A Program Competency Map

Lecturers and students monitor
Supports **self-directed learning cycles**

- Can create action plans
- Monitor progress of plan
- Can attach evidence of mastery

For each competency in a profile map:

- Record this as an ability I have
- Create an action plan to help me work towards this ability
- Create an action plan to help me work towards this ability based on an existing action plan
- Hide Action Plan/Ability in my Asset store

I would like to...
Sharing and Collaboration

Created in PP or imported

Multiple files
Single file

These assets form portfolio

Teacher & student control what is shared

Assessments & comments can be attached

Peer review of assets can be permitted

Current activity:
- 88 assets in your asset store
- 0 assets with deadlines/reminders
- 0 of your assets have been updated
- 8 new received/updated assets
- view your activity report
Creating your own applications
Example MB(IT) Portfolio’s **Brand You**

- **Lecturer** uses PebblePad to create form
- **Brand You Checklist of 10 questions**
- **Identifies value propositions & targets**
- **Shares current statement**
- **Updates progress regularly**
- **Lecturer feedback**
Mindset and responding to challenge of change

• Reflective practice
• Learning theory
• EB practice

Sustaining “My Brand You” statement

Using the program competency profile

Evidencing my RMIT graduate attributes

Recording progress in my eportfolio

MB(IT) e-portfolio
My Professional Development Portfolio

I explore mental models to consider how these impact on my learning
I sense changes in the World
I use these tools to foster effective responses to change
I incorporate these responses into sustaining my personal brand
I drive my learning through the profile map for my degree
To strengthen my learning I use the tools to acquire RMIT’s graduate attributes
I record this journey in my e-portfolio

Implicit theories about self and learning
Shift Happens
Accelerating Change
Reflective Practice
Evidence-Based Practice
I regularly update my “Brand You” statement to strengthen my capacity to deal with change
I regularly manage my learning using the CBOK profile for my degree and tools to demonstrate my capacity to foster an effective response
Innovative
Active and Life-long Learner
Culturally & Socially Aware
Work-ready
Global in Outlook and Competence
Environmentally Aware and Responsive
I assemble evidence of my accomplishment with reflective practice, Brand You and CBOK degree profile in PebblePad software at RMIT
it's not what
the software does.

it's what the
user does.

@hugh
What is relevance of e-portfolios to some of our pressing challenges?
What is comparative ranking of the educational experience we produce?
# RMIT National Ratings using 2010 CEQ

<table>
<thead>
<tr>
<th>Attribute</th>
<th>RMIT’s Percentile Band Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Teaching UG</td>
<td>21-40</td>
</tr>
<tr>
<td>Good Teaching PG</td>
<td>21-40</td>
</tr>
<tr>
<td>Generic Skills UG</td>
<td>21-40</td>
</tr>
<tr>
<td>Generic Skills PG</td>
<td>21-40</td>
</tr>
<tr>
<td>Overall Satisfaction UG</td>
<td>21-40</td>
</tr>
<tr>
<td>Overall Satisfaction PG</td>
<td>21-40</td>
</tr>
</tbody>
</table>

*Source: Good universities guide Australia 2011*
## Overall CES performance S1 2011

<table>
<thead>
<tr>
<th>College</th>
<th>GTS %</th>
<th>GTS Mean</th>
<th>OSI %</th>
<th>OSI Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>63</td>
<td>3.7</td>
<td>70</td>
<td>3.8</td>
</tr>
<tr>
<td>SEH</td>
<td>64</td>
<td>3.6</td>
<td>74</td>
<td>3.8</td>
</tr>
<tr>
<td>DSC</td>
<td>71</td>
<td>3.9</td>
<td>76</td>
<td>3.9</td>
</tr>
</tbody>
</table>
How might e-portfolios impact RMIT’s scores for the Good Teaching Scale (GTS)?
**Capacity to impact GTS?**

<table>
<thead>
<tr>
<th>GTS Item</th>
<th>Portfolio Potential?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The teaching staff are extremely good at <strong>explaining</strong> things</td>
<td>Low</td>
</tr>
<tr>
<td>• The teaching staff normally give me <strong>helpful feedback</strong> on how I am going in this course</td>
<td>Medium-High</td>
</tr>
<tr>
<td>• The teaching staff in this course motivate me to do my <strong>best work</strong></td>
<td>Medium-High</td>
</tr>
<tr>
<td>• The teaching staff work hard to make this <strong>course interesting</strong>.</td>
<td>Medium-High</td>
</tr>
<tr>
<td>• The staff make a real effort to <strong>understand difficulties</strong> I might be having with my work</td>
<td>Low-Medium</td>
</tr>
<tr>
<td>• The staff put a lot of time into <strong>commenting on my work</strong></td>
<td>Medium-High</td>
</tr>
</tbody>
</table>
What graduate attributes does this plan require us to produce?
How might e-portfolios impact RMIT’s Graduate Attributes?
Capacity to impact RMIT graduate attributes?

<table>
<thead>
<tr>
<th>Graduate Attribute</th>
<th>Portfolio Potential?</th>
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<tbody>
<tr>
<td>• Work ready</td>
<td>Medium-High</td>
</tr>
<tr>
<td>• Global in outlook and competence</td>
<td>Medium</td>
</tr>
<tr>
<td>• Environmentally aware and responsive</td>
<td>Medium</td>
</tr>
<tr>
<td>• Culturally and socially aware</td>
<td>Medium</td>
</tr>
<tr>
<td>• Active and lifelong learners</td>
<td>High</td>
</tr>
<tr>
<td>• Innovative</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Can we exploit e-portfolios to make better use of enhanced building space?
Potential to create Student Active Brains in the SAB?

• Portfolio software offers support for collaborative learning
• Likewise, provides support for peer review
Some important issues
<table>
<thead>
<tr>
<th>Ease of Implementation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In a single course</td>
<td>Moderately easy</td>
</tr>
<tr>
<td>In a capstone course as part of a professional accreditation</td>
<td>Moderately easy</td>
</tr>
<tr>
<td>Tracing work-integrated learning accomplishments</td>
<td>Moderately difficult</td>
</tr>
<tr>
<td>Across the life cycle of a degree</td>
<td>Very difficult</td>
</tr>
</tbody>
</table>
Implementation difficulty is partly a function of how many academics and others have to be coordinated for more than a year.
Assessed for academic credit?

Unless a meaningful proportion of credit points is linked to producing quality e-portfolios most students will treat the exercise as a joke!
Not tying credit points to portfolios

Means guys like these are not going to treat the exercise seriously because it is not seen as work that counts. **There is a significant limit to academic altruism**
Challenge of reflective practice

Effective portfolios demand such reflection
Constant documented reflection demands much more from students and their teachers.

Are you prepared to make this commitment?
Some other implementation issues
Is it important for eportfolios in your school to have a consistent look and feel?

How will you mediate the tension between free expression and carefully designed applications designed to facilitate learning?
Evidence suggests that students wish to separate what they see as “school work” from their more personal business and reflections.
What research is available to guide us when designing such feedback solutions?
Should your school expect the teachers to have a reflective eportfolio just as the students do?

Would practicing what we preach reveal insights that increases the probability of implementation success?
What care needs to be taken concerning the fate of student work? Portfolios increase the lifespan of student assessment artifacts.
Scale economies are needed if we are to afford the necessary support of end users.
Do your current internet & computer use policies cater for eportfolios and use of Web 2.0 tools? 

Will the explosion of social networking tools continue to pose integration challenges?
E-portfolios and Self-efficacy?
A third of our students exhibit a fixed mindset!

How should our teaching practice surmount this significant impediment to learning?
Sources of Self-efficacy Information

- Performance Accomplishments (i.e., past experience)
- Vicarious Experience (i.e., modelling by others)
- Social Persuasion (i.e., coaching and evaluative feedback)
- Physiological and Emotional States

Self-Efficacy Judgements

Behaviour / Performance
Underlying RMIT’s current strategic plan is that we will all enhance our self-efficacy
So how can portfolios be used to strengthen self-efficacy?

They offer an opportunity to systematically reflect on accomplishments and the reasons underlying personal growth.
90% of coronary bypass surgery patients are back to old behaviors after 2 years (Dr. Edward Miller, Johns Hopkins University)

What would we need to do to prevent similar regression with portfolios?
Will e-portfolios disrupt your current practice for the better?
Some starting points

- [http://www.jisc.ac.uk/elearning](http://www.jisc.ac.uk/elearning)