



The University of
Nottingham



ePortfolio for Lifelong Learning Exemplifying the value of the eFramework

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The Key Outcome

We have demonstrated that the Framework has the capacity to reduce a complex problem such as ePortfolio for Lifelong Learning to the simpler terms in which it becomes capable of practical implementation

The eP RM has engaged the close interest of a key strategic national body and a key strategic international body in the practical use of the eFramework
therefore the Framework Learning more fully

Demonstrating the feasibility of eP

- The work undertaken has been very tightly focused on exemplifying the potential practical value of the Framework for ePortfolio through quick wins with high impact in particular, 2 sets of service flows:
 - 1. Planning Services in College
 - 2. The Personal Statement for HE application
- JISC ITTs could take this work forward, but other organisations have expressed an interest in proving this approach
- We have contextualised this with commissioned scenarios and use cases e.g. links to employment (QUT) and social inclusion (Learn Direct developed at their expense).

Specific Outcomes: specifications & Standards

- **Problem:** IMS LIP (UK LeaP) works but is not a sound basis for implementations because it: -
 - attempts to cover all learner information,
 - is too loosely defined;
 - is too complex
- **Solution:** ePortfolio enabled services in the Framework provide tight application profiles that can be defined incrementally (s)
- The web services developed for one service may be re-used in another service (as we will show)
- We have begun to develop bare web services for a summative assessment process within an Application Service
- These same web services can be elaborated to support a formative assessment process within a Personal Development Service

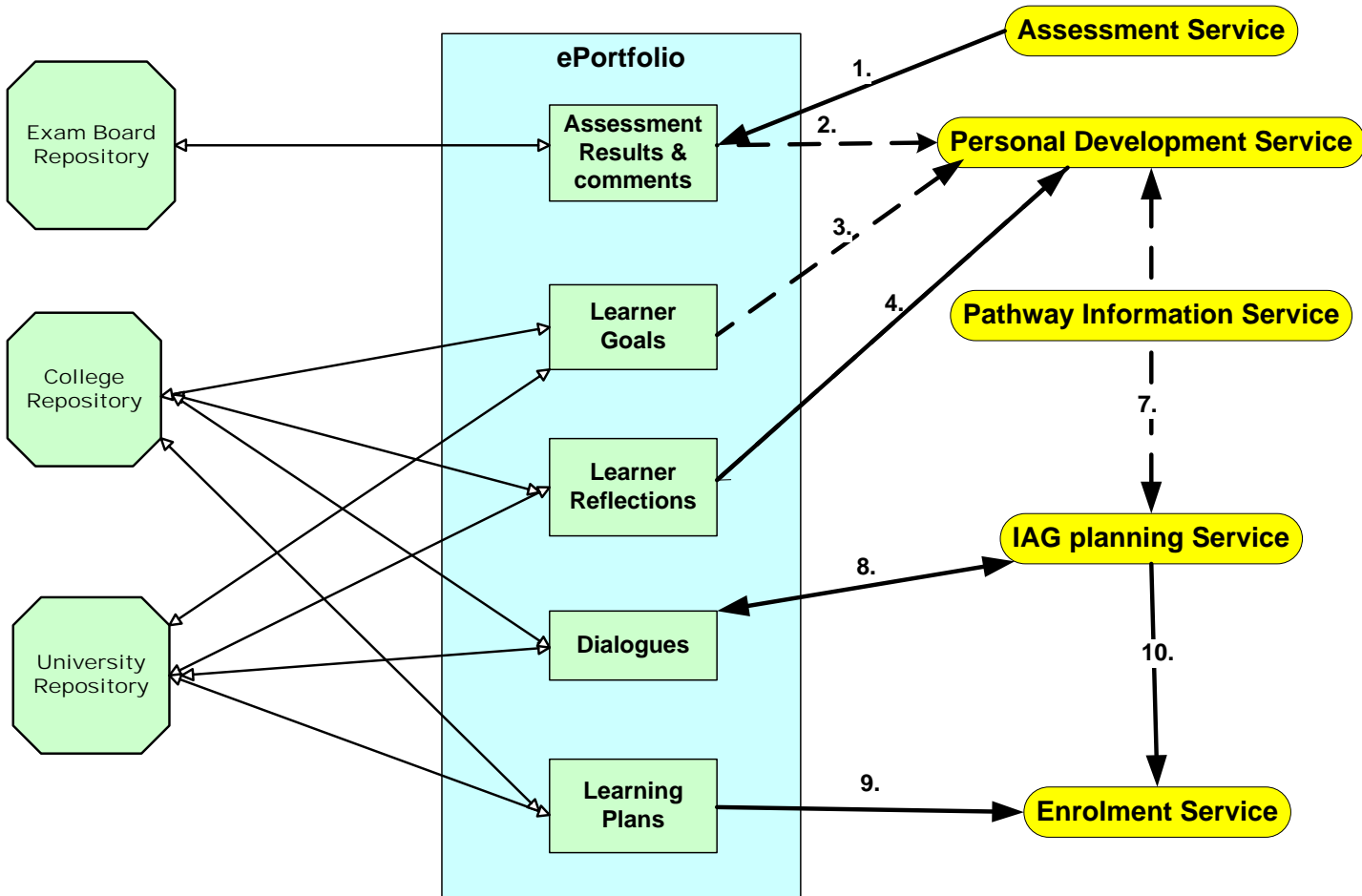
By providing bare web services that can be reused, adapted or elaborated we reduce the complexity & cost of ePortfolio for LLL

Specific Outcomes: definition & model

- **Problem:** there is no single agreed definition of ePortfolio
- **Solution:** define ePortfolio in terms of the Framework services which make use of it
- By defining the product in terms of process we propose a thin ePortfolio model that can join up many services and many repositories in many user environments: -

Thin ePortfolio

(Linked to the XCRI RM & QTI)



Specific Outcomes: sustainability

- **Question:** What happens to the Reference Model next?
- **Solution:** Reference Models should be developed for ePortfolio enabled services
- The JISC Portfolio community has done good work focused entirely on Personal Development
- By defining new Reference Models for further services we engage new communities and make fuller use of the thin ePortfolio

Our Presentation

- **We will look: -**
- **FIRST at a flow of services making up a process in a college**
- **SECOND at the “web services” that lie within a service for an HEI**
- **Third at the reuse of web services designed for summative assessment within an Application Service for formative use within a Personal Development Service in College and an HEI**

ePortfolio Initial Reference Model

**Abstract Use Case:
A chain of Services
to produce an
Individual Learning
Plan for a learner
applying to HE
through UCAS**

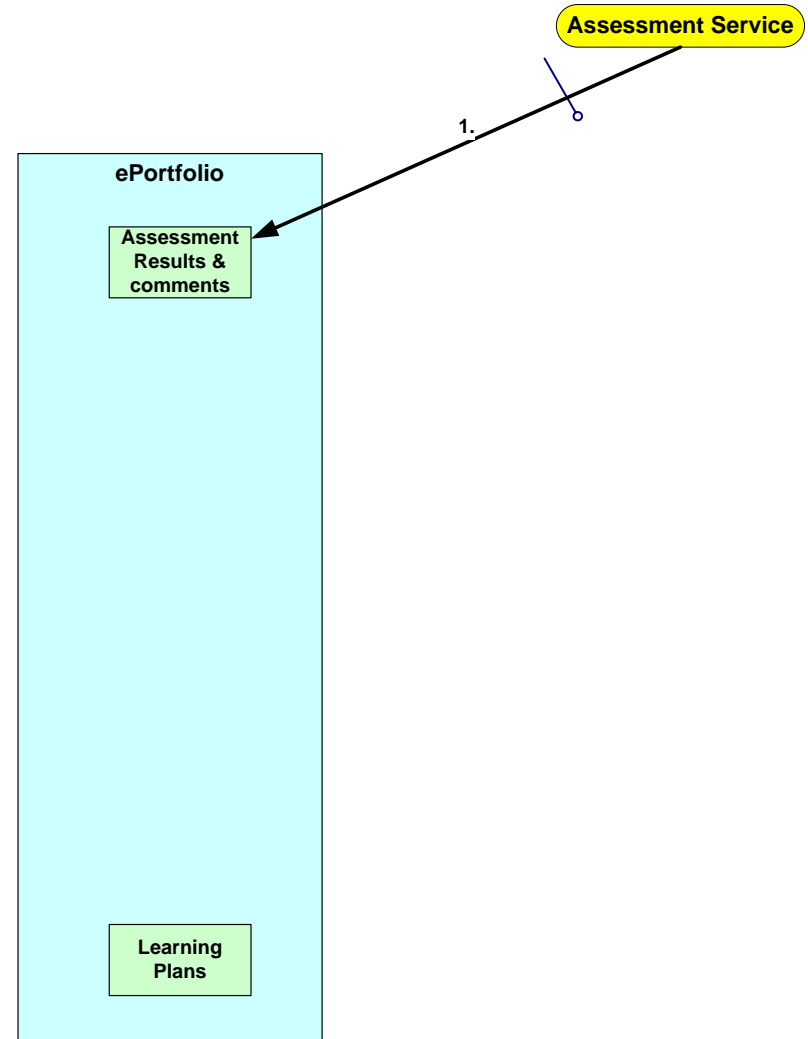
**How could a college
implement the
model?**



ePortfolio Initial Reference Model

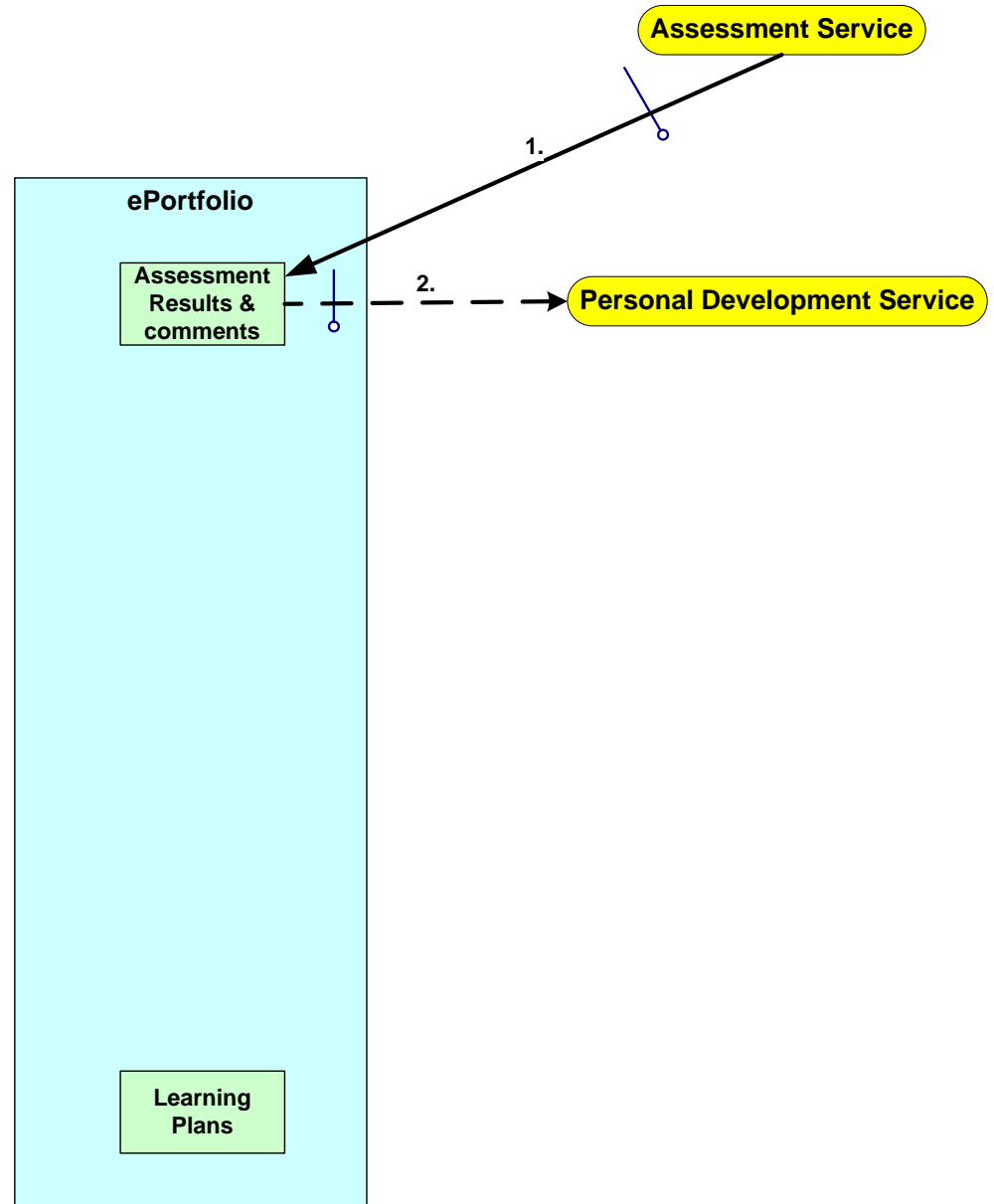
Trigger

1. An assessment result is posted to the learner through an ePortfolio.
- (The hatpin is an interface for the data to be passed into the ePortfolio)



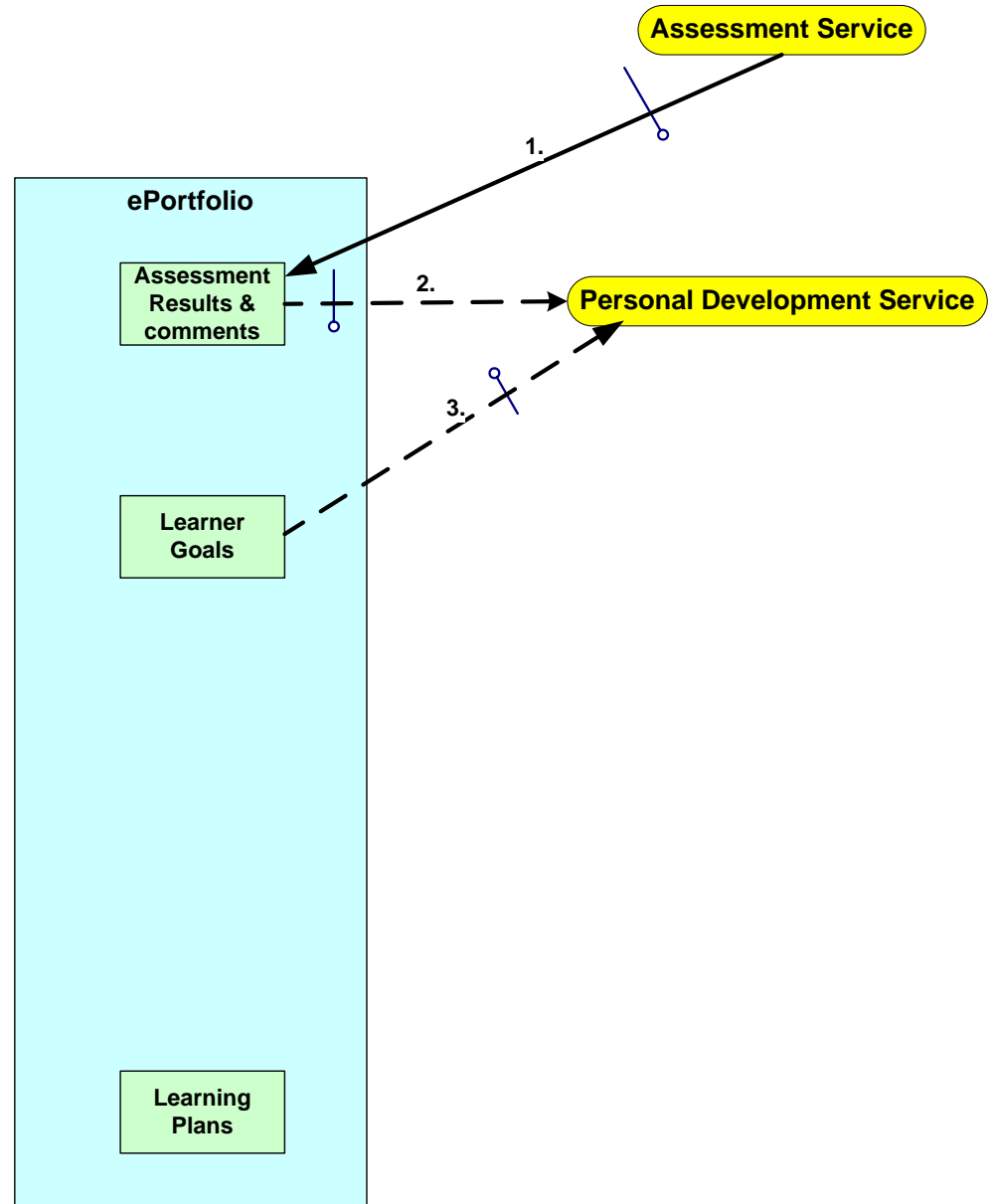
ePortfolio Initial Reference Model

2. I call this information into an ePortfolio enabled Personal Development Service.



ePortfolio Initial Reference Model

3. The PD Service fetches the information I need to review the results against my goals...

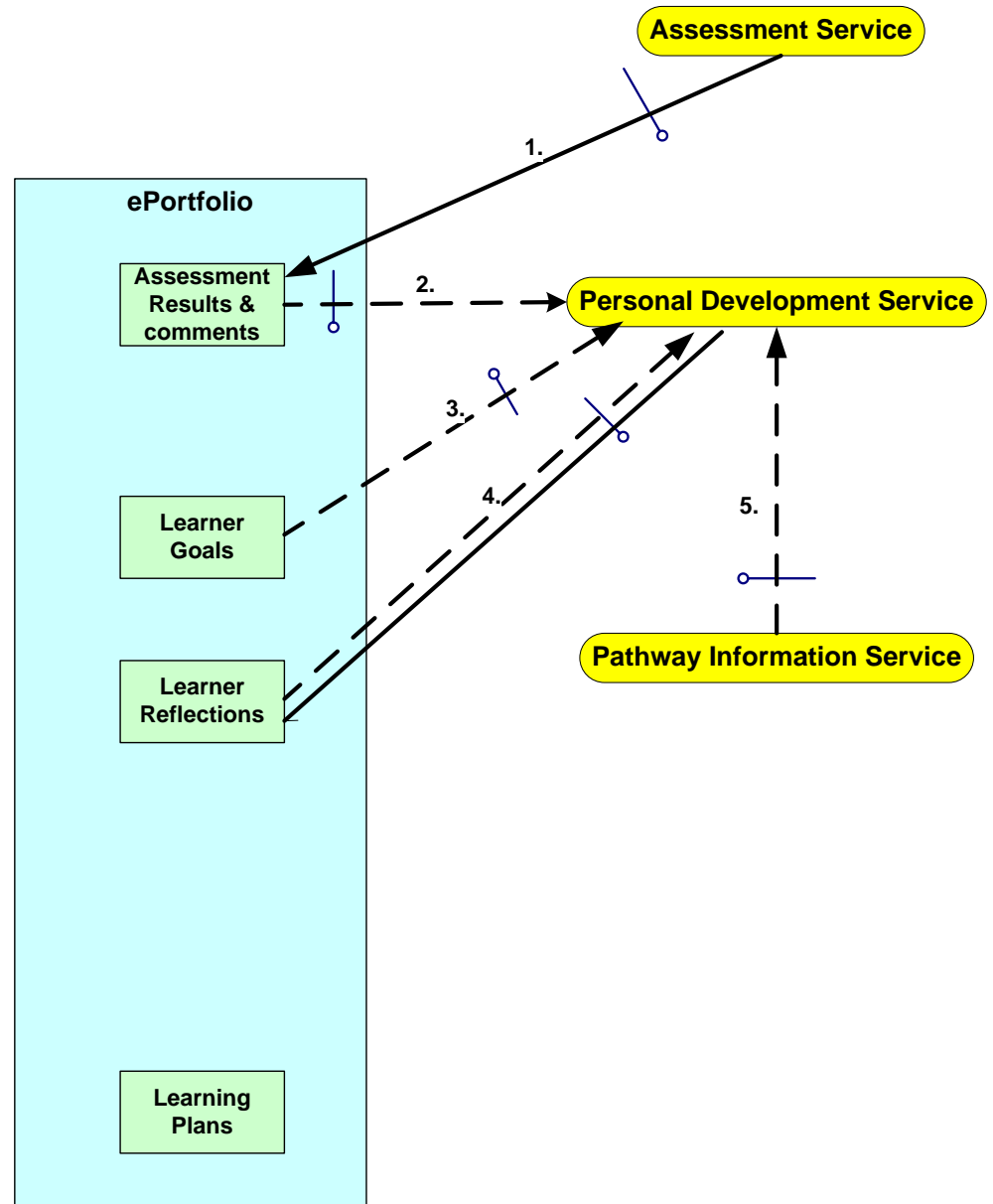


ePortfolio Initial Reference Model

3. The PD Service fetches the information I need to review the results against my goals...

4. ...in the context of past reflections...

5. ...taking account of pathway information about the grades I need to meet my goals.



ePortfolio Identifying Gaps

At this point I will probably want to chat informally with my friends

What did you get?
What should I do?

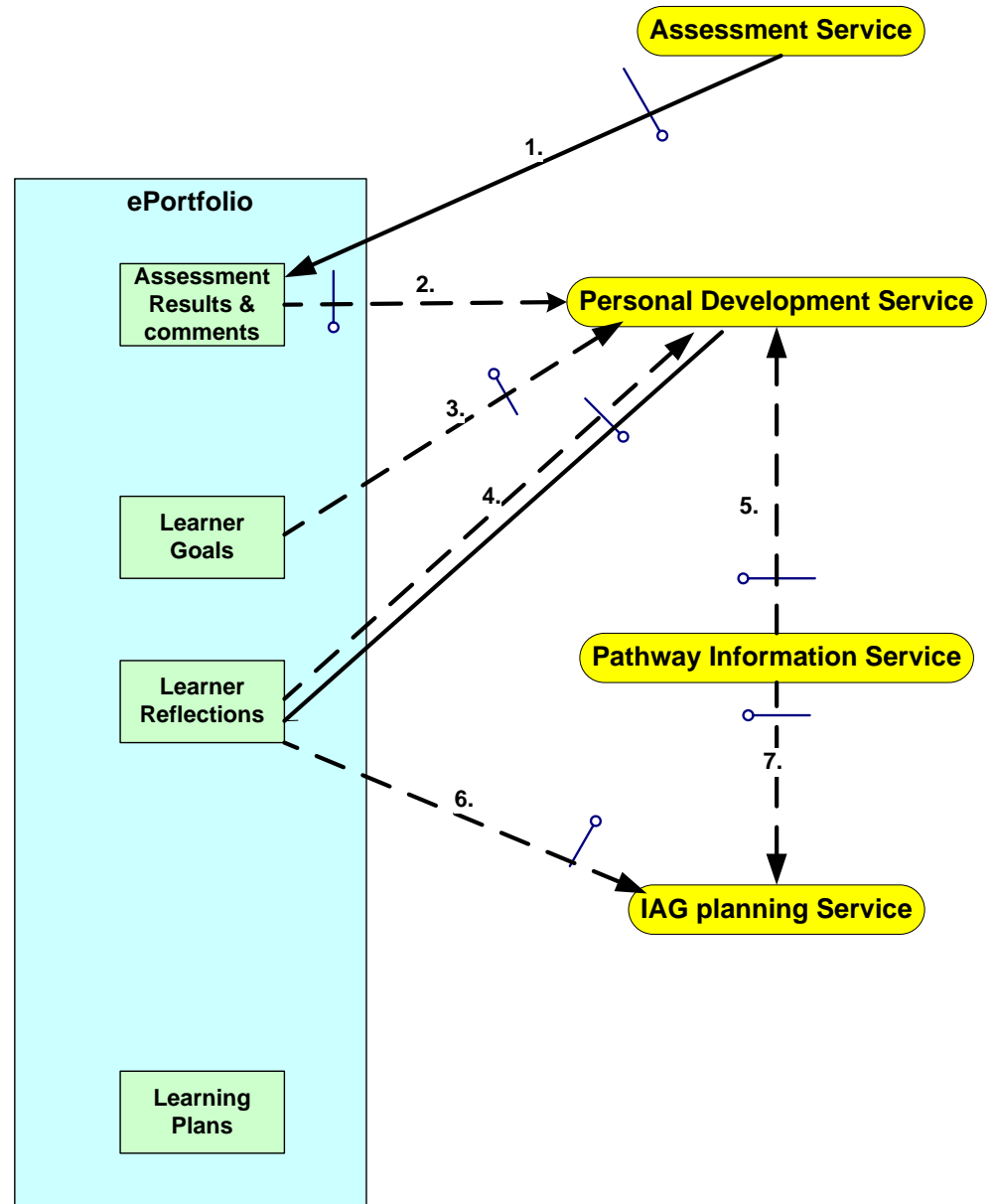
We may have a preferred service we use (say MSN)



ePortfolio Initial Reference Model

6. An IAG planning service allows me to choose which of my reflections to make available to my advisor.

7. Pathway Info is called.

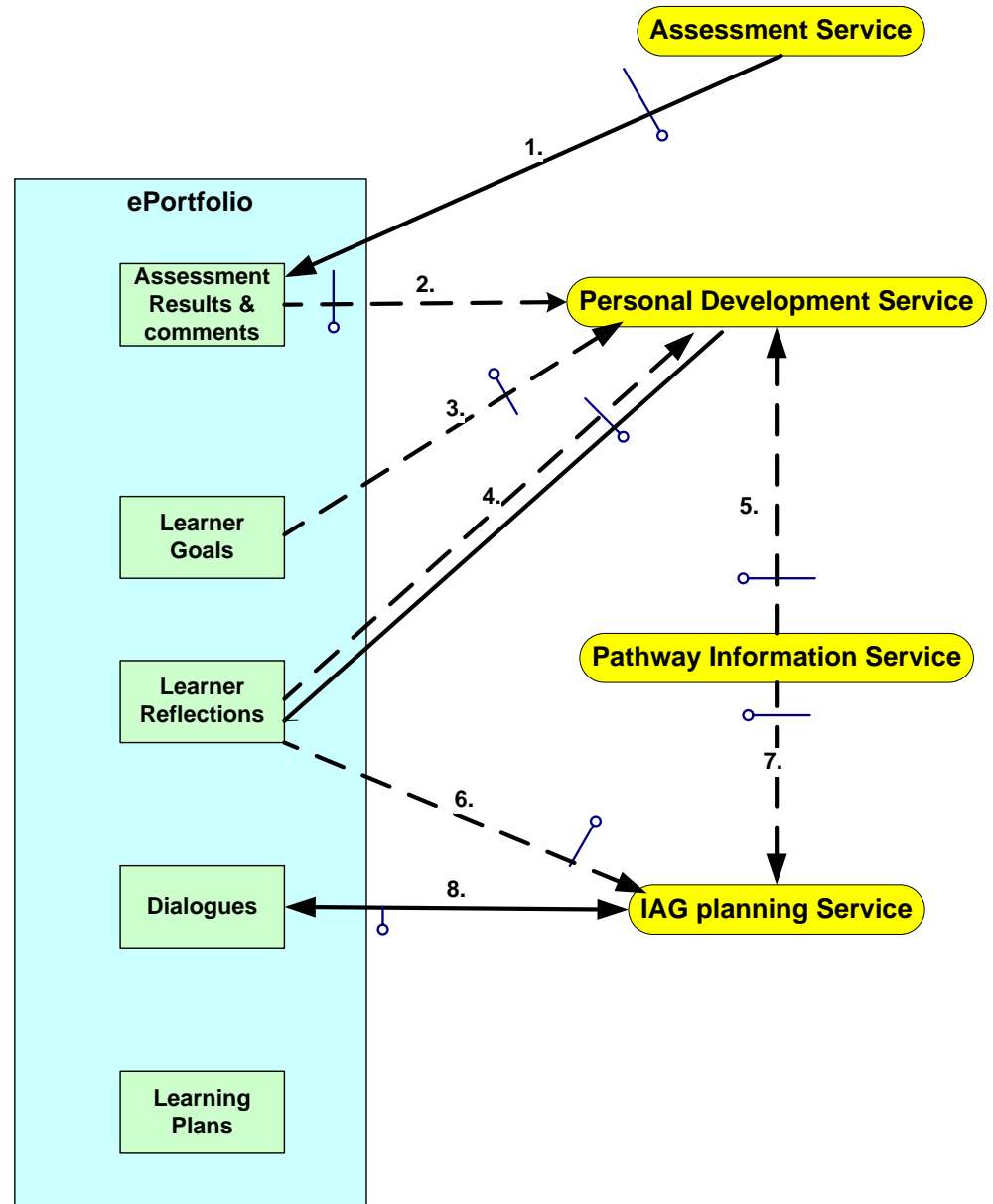


ePortfolio

Identifying gaps

8. My dialogue with my advisor is recorded

(The learner may well be accessing other advice from other sources: - how does this get into the ePortfolio?)

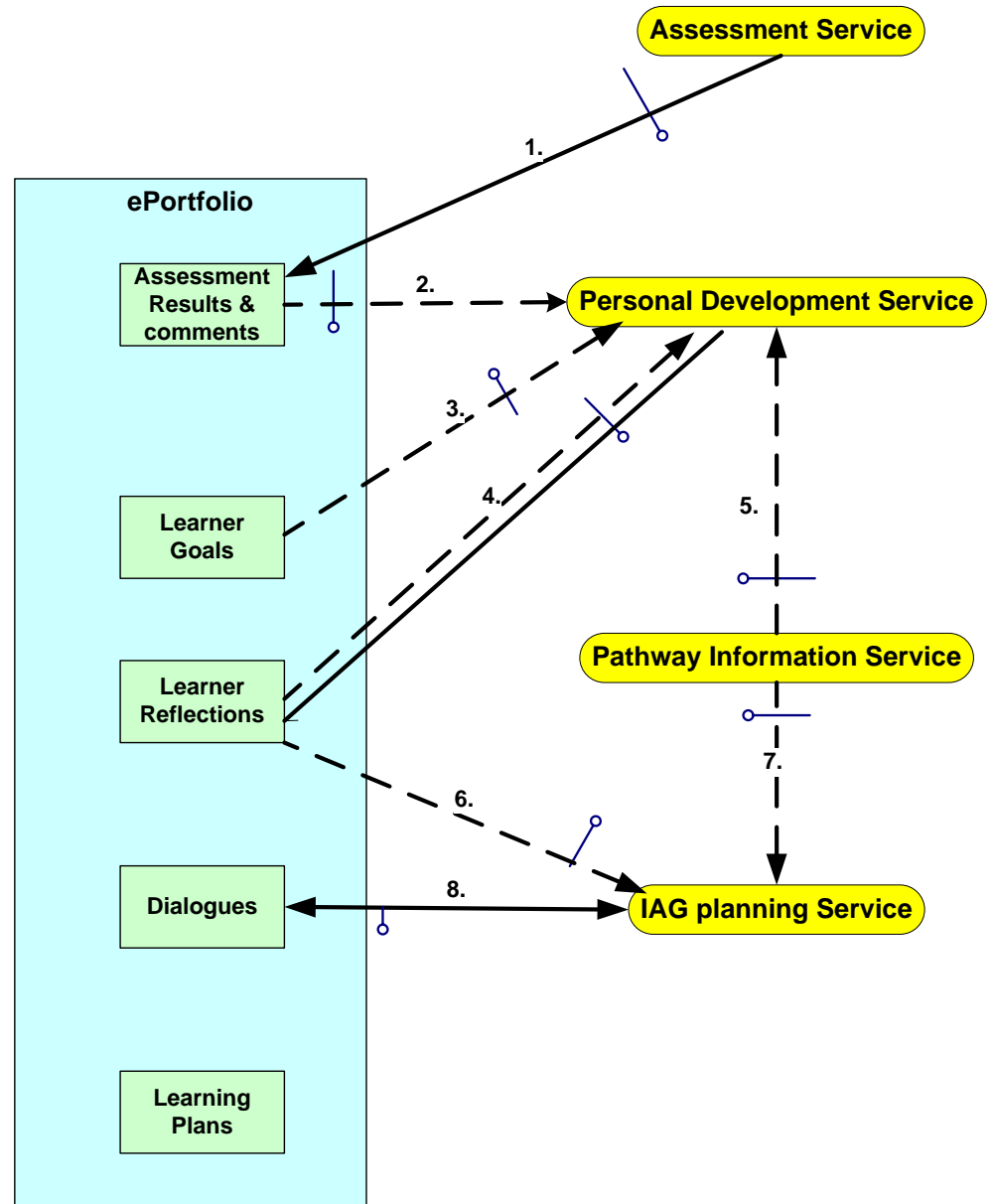


ePortfolio Initial Reference Model

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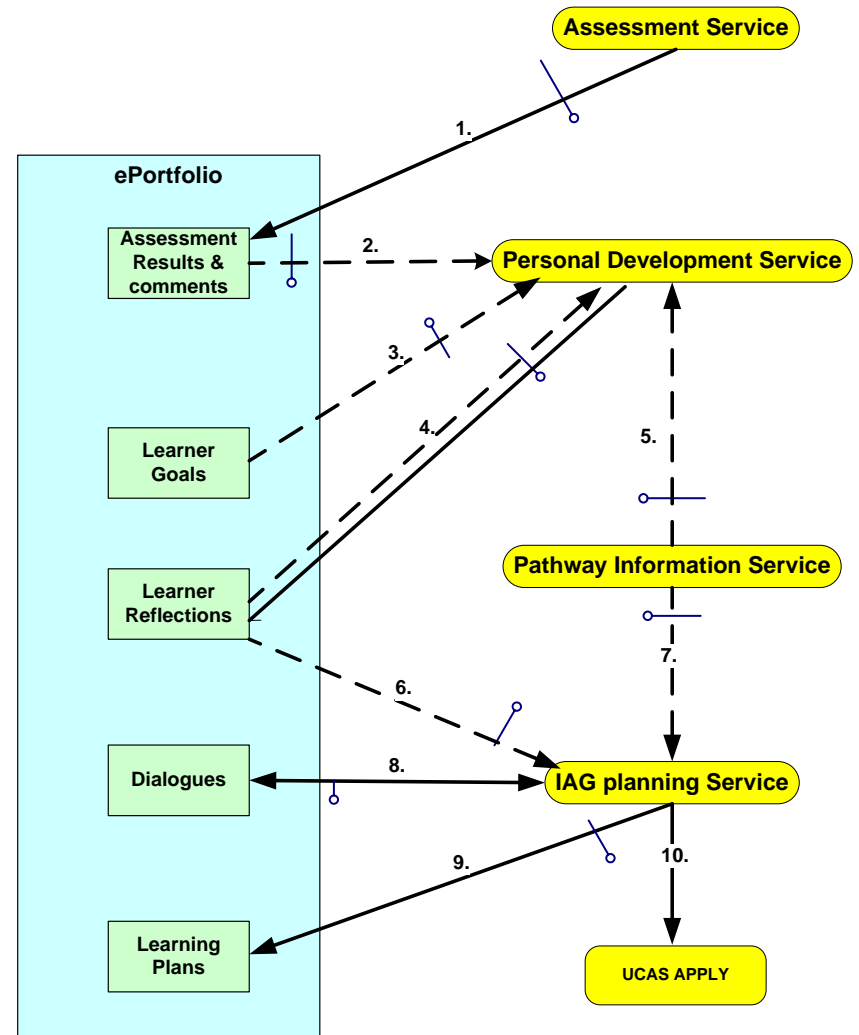
9. I negotiate a formal learning plan with my advisor



ePortfolio Initial Reference Model

9. I negotiate a formal learning plan with my advisor.

10. I carry through the plan and apply to HE



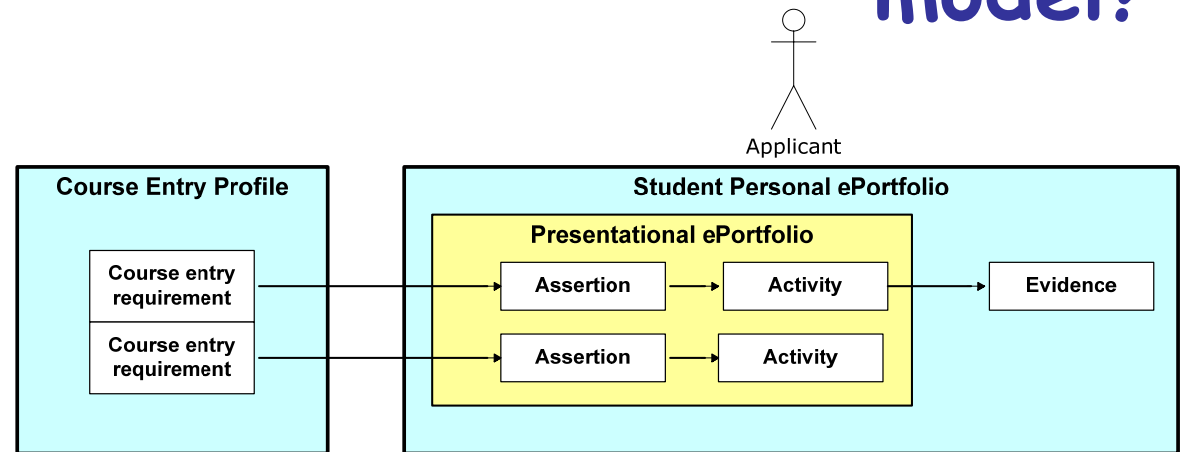
Drilling down to web services

- One of the actions in the plan is to develop a Personal Statement.
- The ePortfolio Reference Model will demonstrate a set of web services within the application to HE process.
- The web services help the applicant draw on their ePortfolio to complete the Personal Statement (and a referee to add comments).

Drilling down to web services

- The applicant selects a course
- WS1 Course entry requirements populate a blank template
- WS 2 helps the applicant draw down material from the eP
- WS 3 helps the applicant link to evidence in the eP

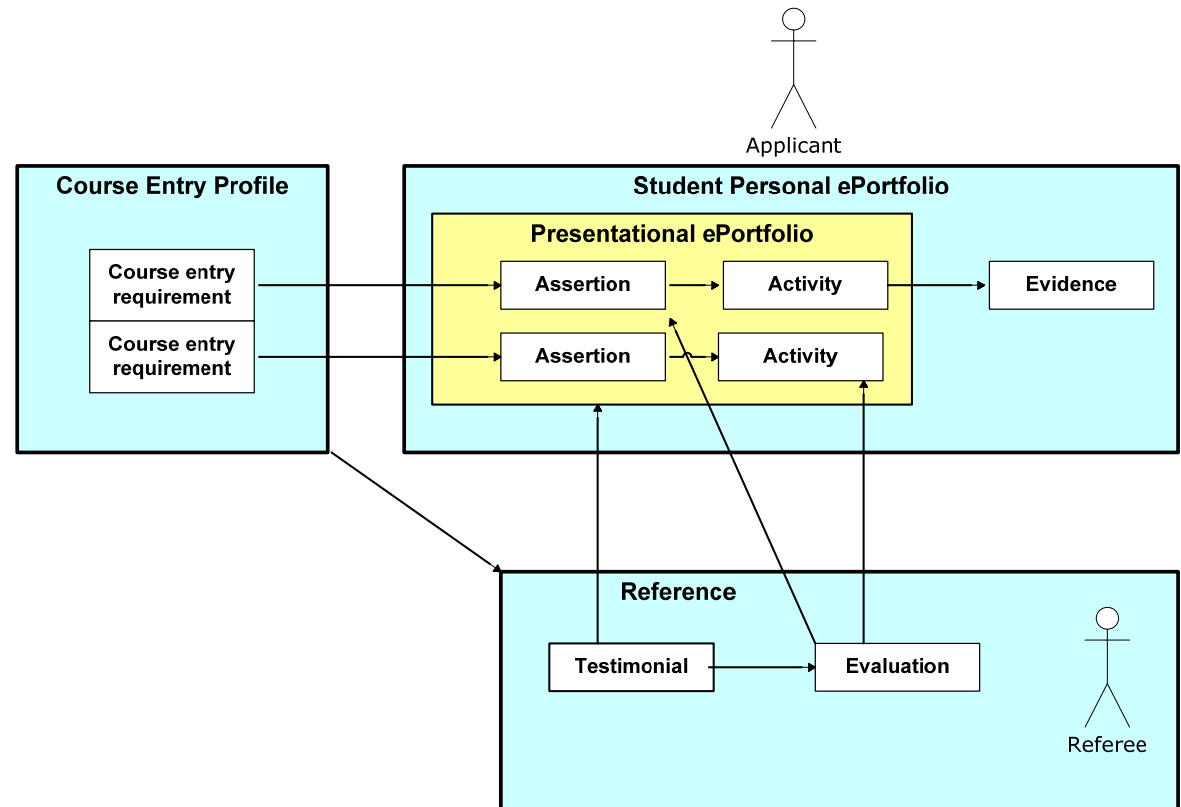
How could an HEI implement the model?



ePortfolio Initial Reference Model

Presentational eP: Personal Statement

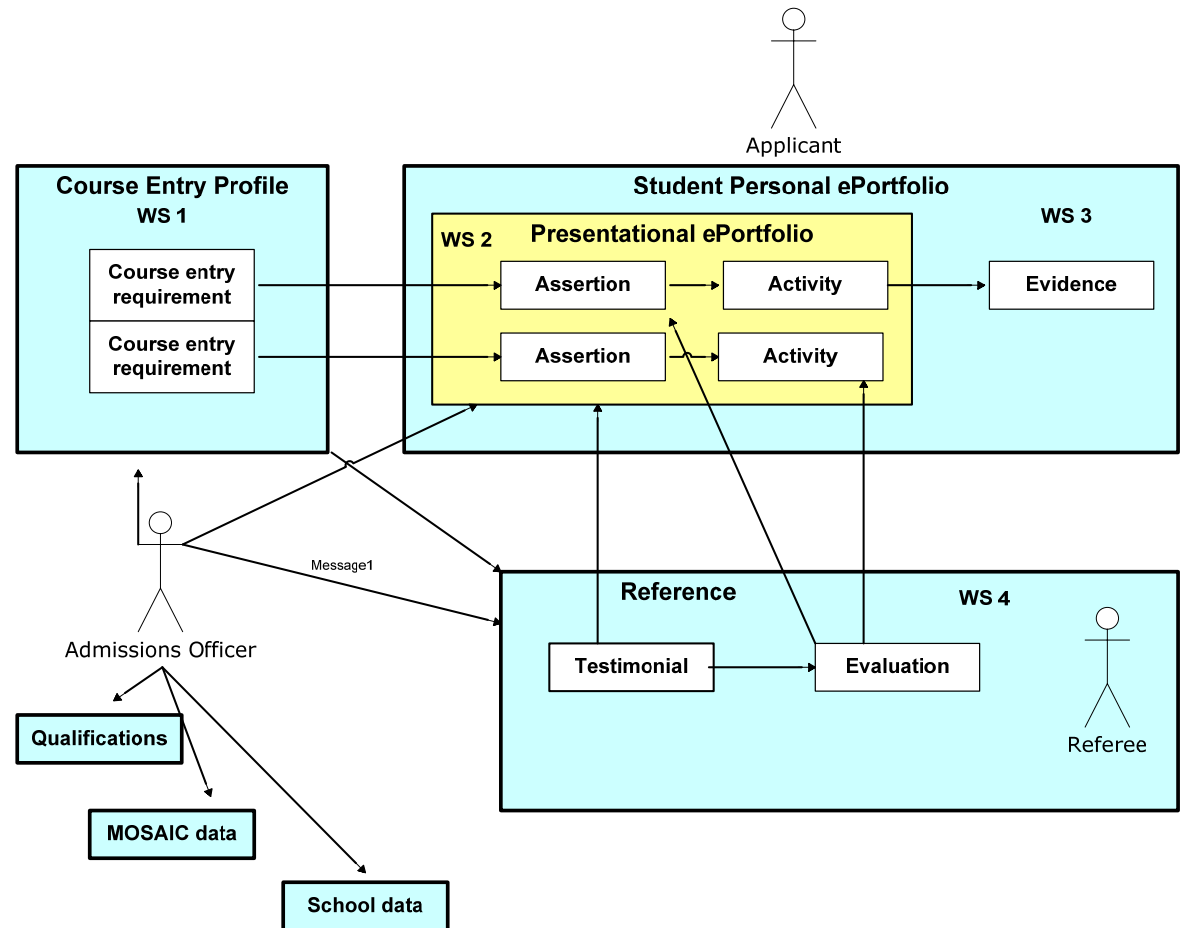
- WS 4 allows a referee to add comments



ePortfolio Initial Reference Model

Overview of the Summative Process

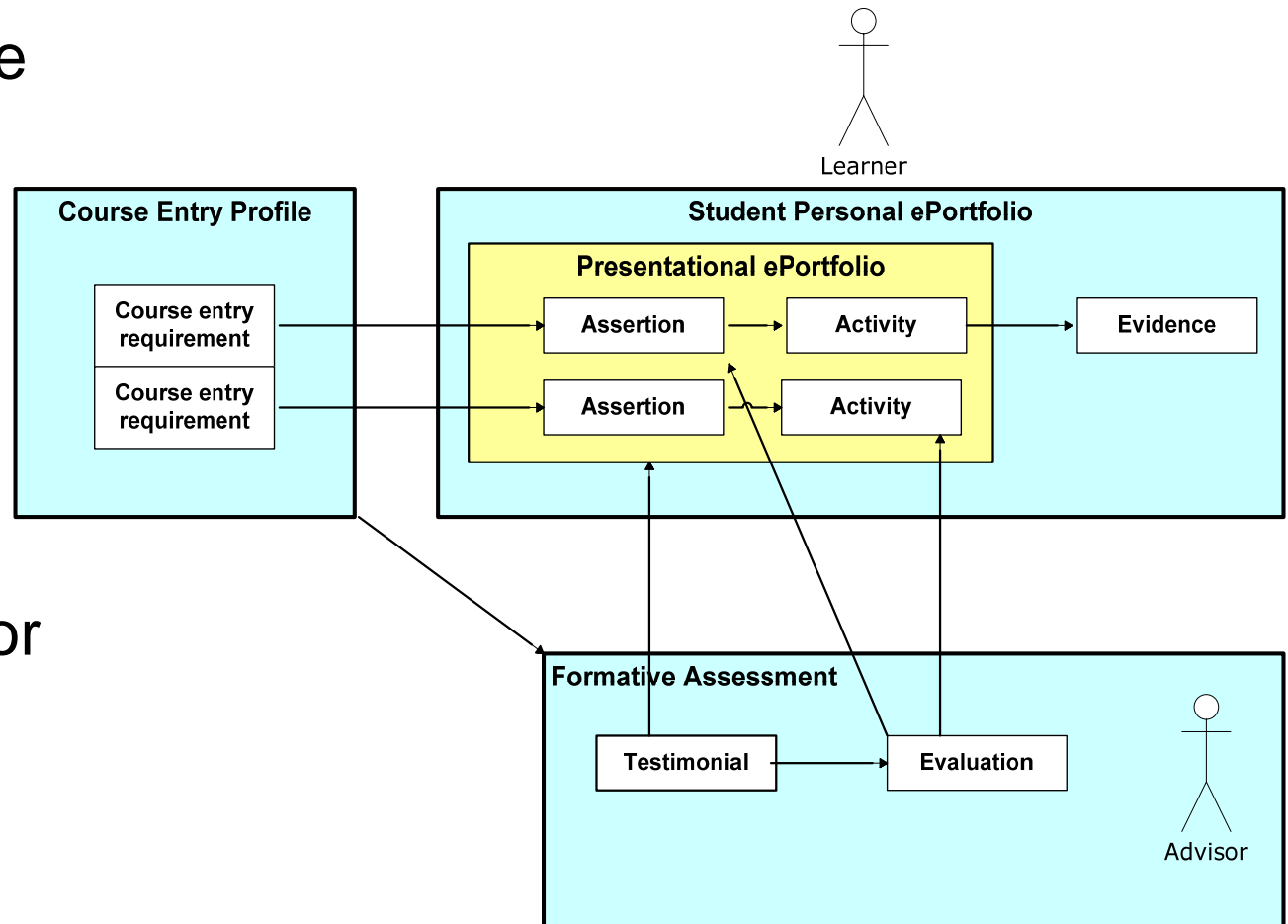
- Other web services will be specified to repurpose the information so that an admissions officer can make effective use of richer information at no extra cost in terms of staff time



Formative re-use for Personal Development

The Learner has undertaken a diagnostic exercise to map himself to an HE course.

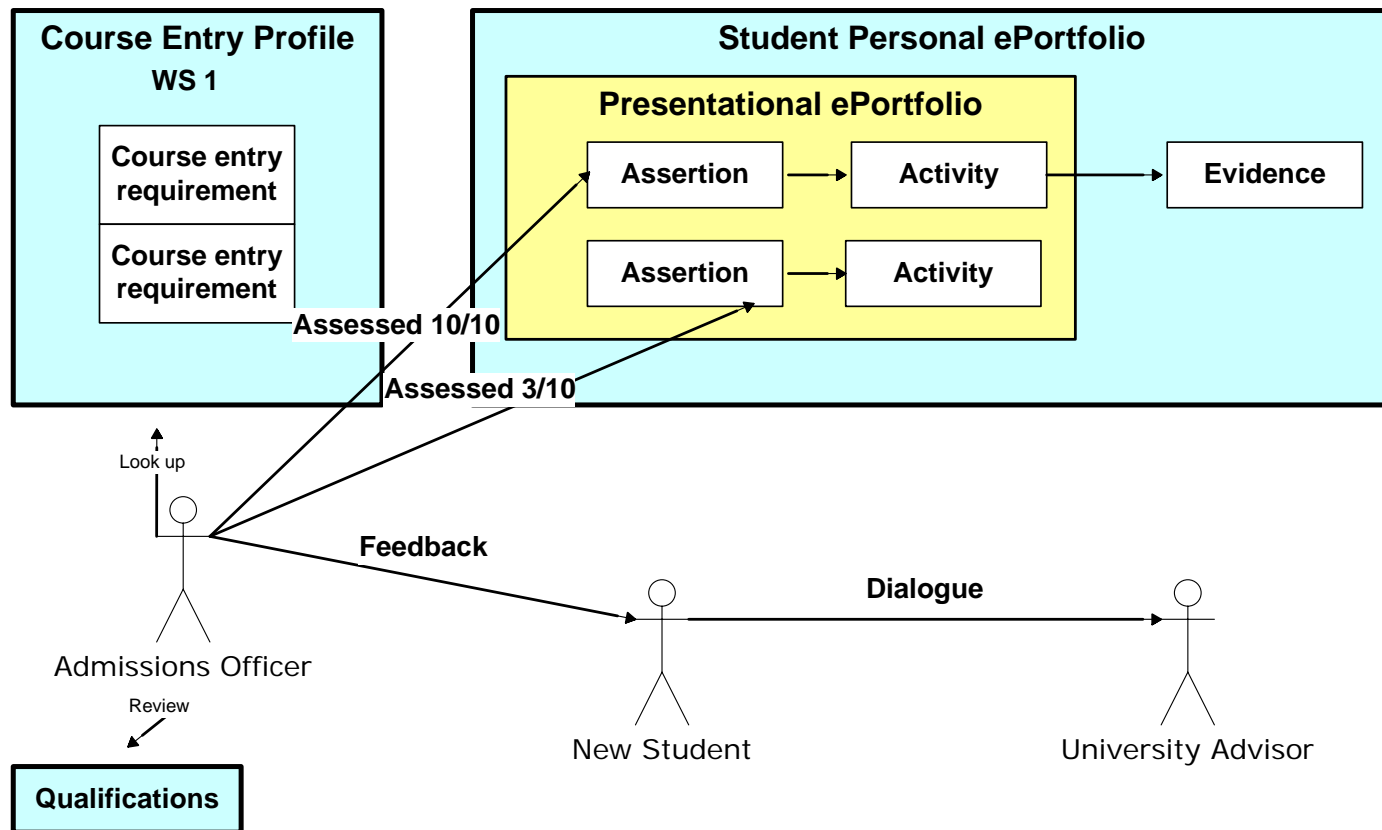
The same web services can be used formatively for trial applications which the advisor assesses.



Induction to HE

- In the application process the Personal Statement is used summatively to make a decision
- In colleges the Personal Statement can be used diagnostically or formatively by the student and their advisor, as we will show
- It could also be used for formatively for induction to HE.

What are the web services within an Advice Service helping a new student understand feedback from the summative assessment?



Outline of the extension

- A final version of the matrix capturing stakeholder priorities for service development
- Web service demonstrations of the summative use of the Personal Statement for HE application....
 - re-useable for formative use in college.
 - Providing feedback for all applicants...
 - Including induction to HE

Outline of the extension

- Engagement with communities beyond PDP
- Scoping Reference Models of ePortfolio Services
 - Employers
 - Administrators
- A report on the sustainability of ePortfolio
- Revised service definitions for the eFramework
- (A thin ePortfolio for international development)

Thin ePortfolio

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