



## The e-Portfolio Implementations study: large – scale engagements

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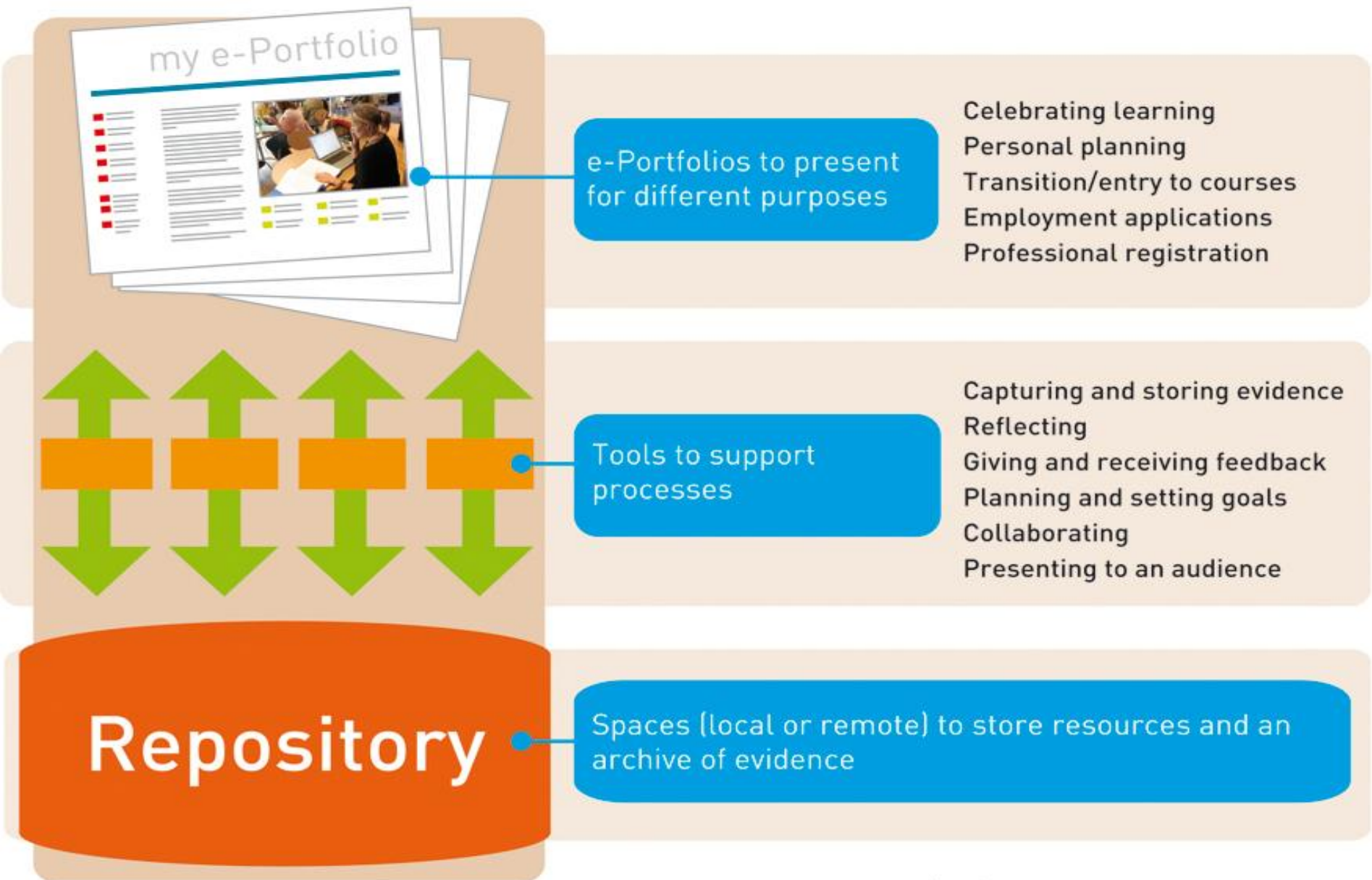
<https://sites.google.com/site/epistudy/>

1. The ePI study – the context
2. The ePI study resource - the challenge
3. A threshold concepts interpretation
4. Course based and learner perspectives on e-portfolio engagement

- Why are e-portfolios important?
  - Policy context (personalised learning, PDPs by 2005/6)
  - Institutional drivers (retention and progression, widening participation, employability, reflective learning in professional disciplines)
  - Pre-Higher Education initiatives 14-19 (PLTS and the Diploma)
- But most importantly.....their potential to enhance learning
  - “Emerging and often powerful evidence from practitioners and learners of the value of developing e-portfolios....adding value to personalised and reflective models of learning”
  - Supporting transition, assessment, application, professional development, personal development planning.....

An e-portfolio is the **product, created by the learner**, a collection of digital artefacts articulating experiences, achievements and learning. Behind any product, or presentation, lie rich and complex **processes** of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback.

(JISC, 2008)



Adapted from: Hartnell - Young et al (2007) The Impact of e-Portfolios on Learning. Coventry: British Educational Communications and Technology Agency (Becta).

[http://partners.becta.org.uk/index.php?section=rh&catcode=\\_re\\_rp\\_02&rid=14007](http://partners.becta.org.uk/index.php?section=rh&catcode=_re_rp_02&rid=14007)

## What are the features of a threshold concept?

'Threshold Concepts' may be considered to be "akin to passing through a portal" or "conceptual gateway" that opens up "previously inaccessible way[s] of thinking about something" (Meyer and Land, 2003).

They represent 'troublesome' knowledge,

i.e. counter-intuitive(Perkins, 2006)



These relate to:

1. Their **PURPOSES**:
2. **LEARNING ACTIVITY DESIGN**:
3. The **PROCESSES** involved:
4. **OWNERSHIP** issues:
5. Their transformative and **DISRUPTIVE NATURE**

- For successful implementation, the purpose/s behind the use of the e-portfolios must be aligned to the particular context.
- Some contexts suit some purposes more than others and this needs to be determined by an analysis of the benefits (and costs) of the purpose in that particular context.

- This is associated with the preconceptions that:
  - There is a shared understanding an e-portfolio;
  - One e-portfolio system necessarily works in all situations;
  - After students are inducted to e-portfolio processes, for example those involved in personal development planning, they will apply this across their courses.

- There must be a conscious **design** and support of a **learning activity/activities** suited to the purpose and the context

- This is associated with the preconceptions that:
  - Users will work out how to use an e-portfolio system to suit their needs;
  - The e-portfolio implementation can be left to study skills specialists.

- The **processes** involved in the creation of the e-portfolio in the particular context must be understood and both technical and pedagogic support needs to be provided.

- This is associated with the preconceptions that:
  - Students are digital natives and so will easily adapt to using e-portfolios;
  - Users understand processes like feedback, reflective writing, selecting information, planning;
  - Tutors/ mentors know how to support their students in using e-portfolios.

- The e-portfolio processes and outcomes need to be **owned** by the student. This view leads to considering portability & choice of tool

- This is associated with the preconceptions that:
  - Bespoke technologies, i.e. PDAs and digital cameras are best for information capture in the workplace;
  - Institutional provision is enough
  - There needs to be one e-portfolio for life.

- E-portfolios are **disruptive** from a pedagogic, technological and an institutional perspective because they tend not to fit exactly within existing systems and processes.
- This has implications for the nature of the curriculum and its assessment as well as staff workload and pedagogic and technical support, particularly in novel work-based learning and life-wide contexts.

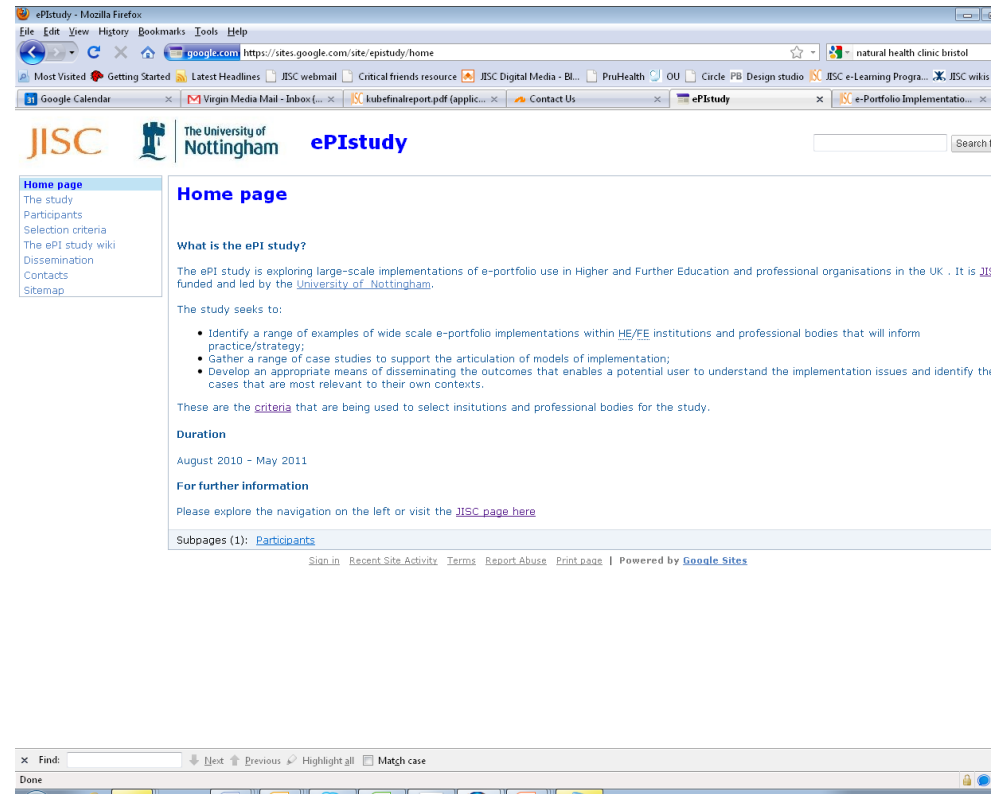
- This is associated with the preconceptions that:
  - An e-portfolio will save everyone time;
  - An e-portfolio can simply replace a paper-based portfolio system;
  - Human Resources departments/ employers and university admissions will value an e-portfolio in the application process;
  - A successful project implementation will readily transfer;
  - The curriculum and pedagogic approaches remain unaffected by the introduction of e-portfolios;
  - Information capture in the workplace is unproblematic;
  - Access by learners to e-portfolios is unproblematic.

- Guidelines/guidance will only make sense to a stakeholder if the threshold concepts are understood and the preconceptions resolved.
- Is this why the wheel has been invented so many times in the e-portfolio area?

## Implementation should not be a game of chance



- Led by Gordon Joyes and Angela Smallwood at the University of Nottingham
- August 2010 – May 2011
- Aim
  - to identify a range of wide-scale e-portfolio implementations
  - Gather a range of case-studies
  - Develop models and guidance for the wider community (ePI Toolkit)
- Involving 12 UK institutions including one professional body
- And 3 from New Zealand and 4 from Australia



- Identified selection criteria
- Invited 5 participants that we knew had established practice
  - Universities of Wolverhampton, Newcastle and Bradford; Thanet College, The Institute for Learning (IfL)
- Developed the ePI study wiki - created templates and guidance and pre-populated some of this
- Open call – 9 more participants (7 remain)
  - Universities of Northumbria, Southampton Solent, Birmingham City, Plymouth and Edinburgh, Dumfries and Galloway College, Newham College.
- Telephone call – Participants populated the wiki – telephone call etc
- Skype conferences – 3 – 4 participants.

Criteria	Essential	Desirable
e-portfolio implementation : <b>Breadth</b>	A breadth of e-portfolio provision across the institution/ professional body.	Whole course/department, cross-curricular/ institution and extra-curricular use.
e-Portfolio implementation: <b>Strategy</b>	There is an institutional strategy re e-portfolios.	The institutional strategy is documented.
e-Portfolio implementation: <b>Use</b>	e-portfolio use must be established ( not just in the planning stage) and some instances are judged successful.	Successful e-portfolio use has been shared in the public domain.
e-Portfolio implementation: <b>Evaluation</b>	Evaluation of instances of e-portfolio use has been undertaken.	A systematic approach to evaluation and e-portfolio strategy review is in place.
e-Portfolio implementation: <b>Sharing</b>	Willingness and openness to share – documentation, people, processes etc.	Willingness to contribute audio, video to the study.
e-Portfolio implementation: <b>Engagement</b>	Willingness to engage in case study creation as part of a collaborative process.	Willingness to advise on the approach to dissemination to be used - the ePI infoKit.
e-Portfolio implementation: <b>Representative</b>	Cases chosen need to be representative of the types of institution, region, tool type and e-portfolio provision in the UK	-

## 1<sup>st</sup> wave 2004 - 6

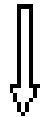
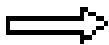
- **Creating new e-portfolio tools:** PDP driver, examples are the Universities of Wolverhampton and Newcastle, Dumfries and Galloway College (tools developed are PebblePad, ePet , Wordpress tool)
- **Use of the institutional VLE associated e-portfolio tool:** - less common approach, examples are Northumbria and Bradford who adopted the Blackboard VLE e-portfolio – Bradford moved to PebblePad use in 2007 after their initial pilot.

## 2<sup>nd</sup> wave 2007 -11

- **Use of tools developed from the 1<sup>st</sup> wave:** Examples are the University of Bradford who adopted PebblePad, IFL developed RefLect their version of PebblePad, 4 FE colleges in Scotland are using the Dumfries and Galloway College Wordpress e-portfolio. Thanet College adopted PebblePad but now use a range of e-portfolio tools for particular purposes including Infolio for students with learning difficulties and in 2010 have offered Mahara to all students for personal use.

## 3<sup>rd</sup> wave: 2009 -11

- **Use of the institutional VLE associated e-portfolio tool:** - the most common approach adopted in this 3<sup>rd</sup> wave . This involves the use of Mahara after the implementation of the Moodle VLE, examples are Universities of Edinburgh, Plymouth Surrey, Birmingham City, Southampton Solent, Newham College and also Thanet College.

e-Portfolio implementation threshold concept 	Nature of implementation 	Intra course - localised use only	Inter faculty/ school whole course use	Cross (intra) institution use	Extra curricular use	Inter institution use
<ul style="list-style-type: none"> <li>• Purpose is aligned to context to maximise benefits</li> <li>• Learning activity is designed to suit the purpose</li> <li>• Processes are supported technologically and pedagogically</li> <li>• Ownership is student centred</li> <li>• Transformation (disruption) is planned for</li> </ul>	For example, isolated lecturers integrating e-portfolios in a module or course	For example, a whole course or faculty implementation	For example, Personal Development Planning, Mapping of graduate attributes.	For example, Professional development of staff, Student volunteering activities	For example, Professional organisation e-portfolio use across the sector	

**Case study Birmingham City University Home Page URL: [www.bcu.ac.uk](http://www.bcu.ac.uk)**

<https://epip.pbworks.com/w/page/31913351/An%20overview%20of%20use%20-%20Birmingham%20City%20University>

**Table 1: Exemplars of e-portfolio use** (White= no evidence found, green = developing practice, blue = effective practice).

Select the links to the exemplars in the table or in the Navigation on the right

Intra course - localised use	Inter/ whole course -> cross dept/ school/ faculty use	Cross institution use	Extra- curricular use
	<a href="#">Whole course use - Exemplar1.</a> <a href="#">Exemplar2</a> <a href="#">Exemplar3</a> <a href="#">Exemplar4</a>	All students and staff have access to Mahara.	Continuing professional development of staff - used on the new lecturers course. Exemplar 5

Table 1 provides an overview of implementation and links to exemplars of effective e-portfolio use. Effective use was judged using [the ePI framework](#).

**Exemplar 1 - The first use of Mahara at Birmingham City University - 2009:** New first-year undergraduate students (level 4) taking business related degrees at Birmingham City Business School, study a compulsory (15 credit weighted) module called Personal Development. This module covers all the business skills you expect to find on course of this kind: what is learning, managing your time, presentation skills, working with others, IT skills, developing written skills, numeracy and action planning. Students produce 4 views (electronic pages) using e-portfolio Mahara. One view, a view for their tutor, is used as formative assessment; the other three views, one for a potential employer, a PDP (Personal Development Planning) view and a social view are summative assessment. **Examples of these views, a student and a video of this student talking about their experience are shown in this exemplar.**

**Exemplar 2 -. Use of Mahara in Education - 2010 :** Students on the PGCE Primary and Early Years Teacher training course carry out a piece of action research on their final teaching practice designed to engage them in a critical and self critical enquiry process. The e-portfolio 'Mahara' enables students to present the results of that research as a portfolio of materials serving differing purposes. **Example of use of Mahara within the course is shown.**

# Employer View

You are here: [Home](#) » [Views](#) » [Employer View](#)

## Profile Information

- **First Name:** Katie-Marie
- **Last Name:** Swann
- **Postal Address:** Handsworth Wood,  
Birmingham,
- **Mobile Phone:** 07752\*\*\*\*\*
- **Email Address:** [katie\\_259@hotmail.co.uk](mailto:katie_259@hotmail.co.uk)

## Personal Information

**Date of birth** 24 September 1991  
**Place of birth** Northampton  
**Citizenship** British  
**Visa Status** -  
**Gender** Female  
**Marital Status** -

## Education History

Start date	End date	Qualification
		GCSEs at Roade School Sports College English Literature A* Maths A*

## An Image of Me



## Curriculum Vitae



[CV.pdf](#)

228.2KB | Wednesday, 15 December 2010 | [Details](#)

## Cover Letter

## Transfer

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## The e-portfolio implementation journey: Birmingham City University

- Mahara was introduced using the successful model adopted for implementation of Moodle in 2005.
- It was installed in 2008 for experimentation, and first formal pilot starts in Autumn 2009 in the Business School on a module entitled Personal Development involving 500 plus students in 19 groups with 14 tutors. The tutor was an established Learning and Teaching Fellow.
- Presentations to Learning and Teaching Committee, at workshops and within faculties developed interest and further volunteer tutors for pilots.
- Feedback about Mahara was gathered from these early adopters, and in March 2010 it was agreed to pay developers to enhance 'core' Mahara for the following academic year.
- In Autumn 2010 Mahara was being used in all but one faculty, and university-wide for staff development (PG Certificate in Education):

<https://epip.pbworks.com/w/page/31913362/The%20implementation%20journey%20-%20Birmingham%20City%20University>

JISC

## Effective Practice with e-Portfolios

A guide to support...

JISC infoNet - e-Portfolios - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.jiscinfonet.ac.uk/e-portfolios>

Google

you are here: [home](#) » [e-portfolios](#)

# e-Portfolios

Our infoKit covers the main drivers, purposes, processes, perspectives and issues around e-portfolios, as well as showcasing the wide range of project activity undertaken by JISC and others over the last few years, and signposting projects and research currently underway.

[view infoKit »](#)  
Start from the beginning...

Alternatively, as the resources include perspectives from a wide selection of stakeholders - learners, practitioners, employers, professional bodies and institutions - we've highlighted particular areas of interest for each to form tailored 'pathways' through the infoKit, you can access these below...

### learner...

**'who they've been and who they'd like to be'**

Learners have varied responses to e-portfolios depending upon their previous experiences, attitudes to IT, independent learning, tutor engagement and understanding of the process. Read and listen to what learners themselves say about using e-portfolios

- [Lifelong Learning](#)
- [Employability & Skills](#)
- [Learning Processes](#)
- [Supporting Assessment](#)
- [Learner Perspectives](#)

### practitioner...

### employer...

## Effective Practice with e-Portfolios

A short guide on effective practice appertaining to e-portfolios, which supports the more broadly-based infoKit, drawing out key points from established and innovative examples in further and higher education and from a number of JISC-funded projects

[Order a copy and download here »](#)

### Case Studies

The infoKit references a number of online case studies from completed JISC e-Portfolio projects. You can also access them directly »

### Soundbites and Video Clips

A number of audio and video files are embedded throughout the infoKit. You can access links to all the multimedia content here on one page »

## Related Resources

### Social Software infoKit

a practical overview of social software/web 2.0, that includes links to a number of examples and resources

### Effective Use of VLEs

aims to enable tutors to make informed decisions about the use of technology in their teaching...

## e-Portfolio implementation threshold concepts and statements of effective practice (10mins + 5mins feedback)

1. In pairs/ threes choose one or two threshold concepts
2. Consider which statements resonate with your experience - please annotate the sheet
3. Consider which statements you think are contentious - please annotate the sheet

We would like you to return your annotated sheets – we have provided a copy of this sheet to take away

## What is being revealed about the process? Social- cultural theory perspective

- Learning activities: These are ‘designed’ in courses and support is in place for students and staff
- Culture : Key role played by central units and individuals with vision in these units – they differ in each context . Middle through process adopted
- Historicity: e-portfolio developments build on and use what exists both organisationally and technologically , but adapt
- Communities: Advocates are local champions AND students. Contribution to and involvement in a wider community
- Subject: The e-portfolio is owned by the learner
- Tensions caused by :
  - Student centred technologies and processes
  - Diversity of purposes & range of stakeholders involved

## Course perspective of e-Portfolio engagement by different stakeholders

Course view A

Internal  
institutional  
stakeholders

External  
stakeholders

Communities  
- Peers

Institutional Support Services

Learner/s  
with access to  
an e-portfolio

In course  
e-portfolio use

Student view A

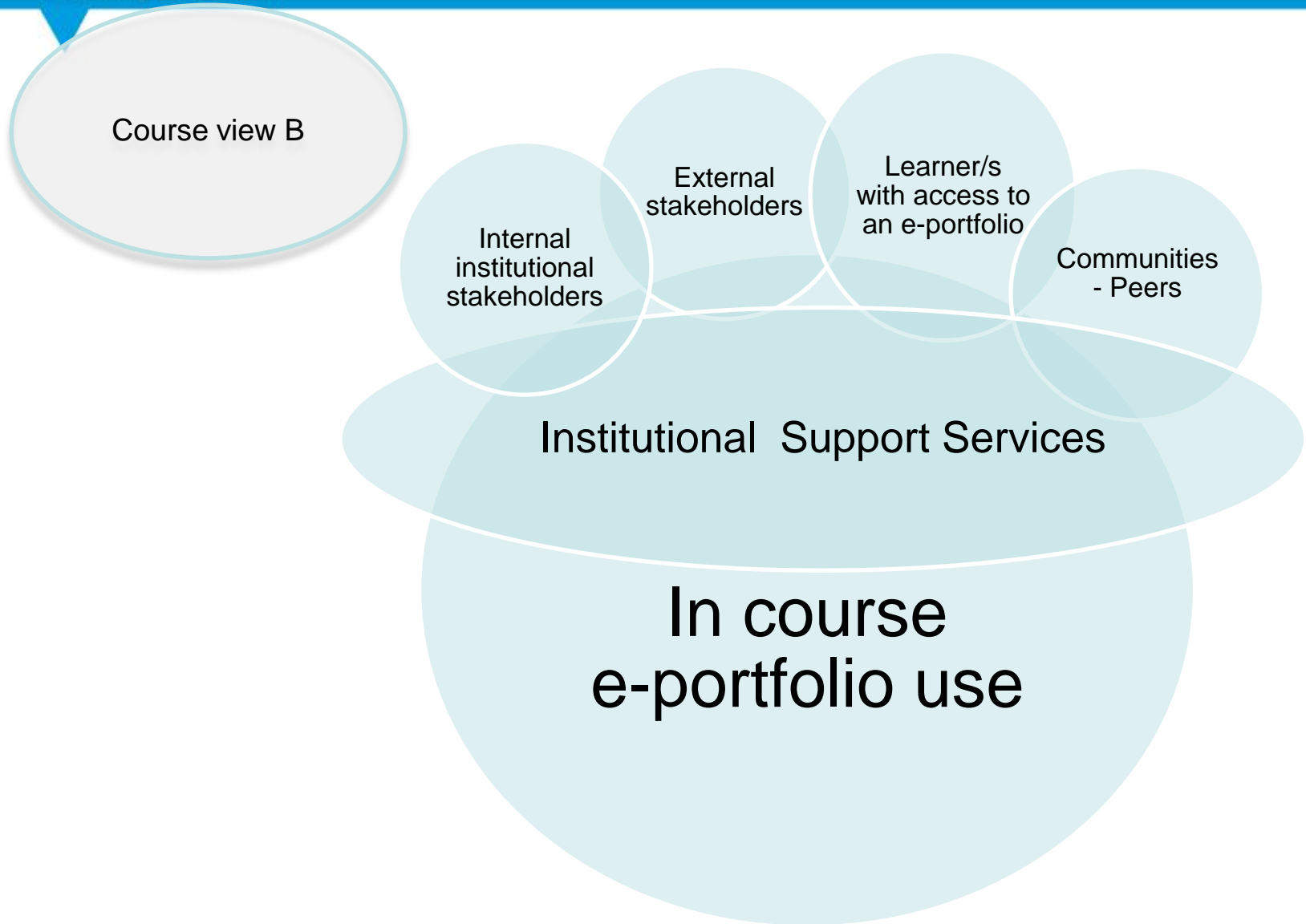
Internal institutional stakeholders

External stakeholders

Communities  
- Peers

Institutional Opportunities (Courses and Activities) and Support Services

The  
learner's e-portfolio



Student view B

Internal  
institutional  
stakeholders

External  
stakeholders

Communities  
- Peers

Institutional Opportunities (Courses  
and Activities) and Support Services

The  
learner's e-  
portfolio

- In groups of 4 or 5 consider the models A and B of e-portfolio engagement - the course and learner perspectives
- 1. Consider the differences between the course view and the learner views. What might these different views reveal? Who is in a position in an institution to engage with both views?
- 2. Consider the potential challenges offered by these engagements by different stakeholders and the strategies that might need to be in place to manage these.
- 3. Consider how effective these models are for supporting a dialogue about strategic planning – how might they be improved ?

- Importance of strategic funding
- Importance of the central unit and key champion/s
- Organic middle through processes – a journey
- Volunteerism
- Thoughtful and timely engagement with stakeholders
- Student voice as evidence of impact

## RISKS

- Evidence of senior managers changing focus impacting on implementation
- This implementation process tends not to provide key data for senior managers – a concern in the current economic climate
- Potential to become victims of success

- The materials used within this presentation can be found on the dissemination page on the website. These are early DRAFT materials - updated versions will be made available on the website by the end of May 2011.
- <https://sites.google.com/site/epistudy/>