

# ISLE

Individualised Support for Learning  
through ePortfolios



## Baselining and Models of Transformation

Lessons learnt and next steps

# Evaluation plan



- Gather baseline data for institutional aims and strategies in relation to PDP and ePortfolios from Senior Managers and institutional documentation.
- Gather student baseline demographic and attitudinal data prior to taking part in PDP activities.
- Gather staff baseline demographic and attitudinal data prior to leading or supporting PDP activities.
- Measure distance travelled by staff and students after the PDP experience.
  - Post questionnaires
  - Staff interviews
  - Tutor logs
  - PDP Practice Summaries
  - Student focus groups
- Use results on the experience of PDP and ePortfolio implementation from phase 1 to feed back into preparations for phase 2.

# PDP/ePortfolio references in institutional strategies

	AS	Ab	An	Ay	BC	DG	JW	MC	QM	UP
Teaching and Learning	*	*		*	*					
Quality enhancement		*							*	*
Operational plan							*			
PDP strategy			*		*				*	*
Employability strategy		*								
Guidance strategy	*									
E-learning strategy	*		*			*	*	*		*
ICT strategy			*	*						
Blended learning			*			*				
Widening participation/social inclusion	*	*				*				

# Tutor quotes



“As students develop there needs to be movement from extrinsic to intrinsic motivation and with that, ePortfolio supported PDP will become important. As both student and ePortfolio practice develops, the ePortfolio will become a reflection of that movement and the student will begin to feel ownership. But initially the extrinsic motivation of the students will mean that it must be linked to assessment which will provide the initial impetus”

# Tutor quotes 2



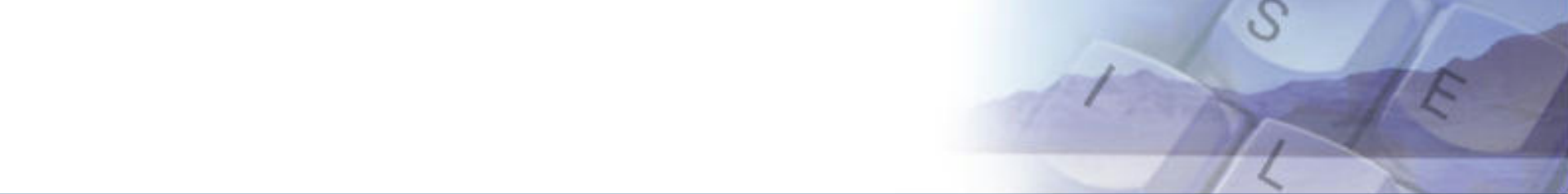
“greatest advantage is for the learner in being able to reflect on their studies as a developmental process rather than as a series of assessments that are passed and forgotten about”

“PDP helps students think about their studies in an integrated whole-life manner, as relevant to their personal and career development alongside their academic activity”

# Tutor quotes 3



“PDP helps students think about their studies in an integrated whole-life manner, as relevant to their personal and career development alongside their academic activity”



“e-Portfolios give students a specific electronic environment in which to continue PDP activities. This will probably help students to view PDP an ongoing process, rather than just a “hoop to jump through” on their courses”

# Lessons learnt from Baselining

- Agree with funding council what it is we are trying to measure
- Get understanding across the partners as to what it means
- Adopt a common approach
- Do it earlier than 10 months in

# Plans to measure and evaluate transformation



- Measure change in staff attitudes
- Measure perceived change in student attitudes and autonomy
- Pin down a senior representative and ask them!
- Look for the ‘serendipitous’ transformations
- Repeat evaluation activities individually in partners over the coming three years