Many authors acknowledge the significant contribution of informal learning experiences to knowledge acquisition and the competence of learners. However, unlike formal learning activities, these informal learning experiences are rarely recorded and their contribution untracked. This study was conducted to identify if an emerging technology – the xAPI (Tin Can API) – supported workplace learners to track all their learning activities to an e-portfolio, both formal and informal, and to liberate their training records.

The findings suggest a desire from learners to take ownership of their training records and that the xAPI technology may be one solution to support collection of learning activities, echoing the growing recognition in the learning and development community that management of learning records should no longer be employer-lead.

Applications of the research include the ability to record experiential learning and track competence of students in higher education, supporting career development of learners in the workplace, and supporting learners in developing nations to track their learning where they do not have access to formal education.