‘From us to you: 'ePortfolios and the emerging digital landscape: synergies, tensions and possibilities'?
Feedback from Members of the Seminar Planning Committee (including an opportunity for small group discussion).

On from here: making the most of your experience in developing our community.

All of us!
Some ingredients...

• Your words (all of them)!
• Something of our distillations… (an inevitably incomplete and possibly inaccurate characterisation)
• Some opportunities for discussion now…
• On from here…
Day 1
Some distillations...

[1] Evidence of effectiveness/business case or pedagogic case –
How far is a lit survey approach an appropriate way to answer these questions given the pace of implementation/rapid change?

- ‘we shouldn’t get too hung up on the tool itself, more about what it’s there to support’
- ‘How can we gather better / stronger evidence of the efficacy / value of e-portfolios??’
[2] Are we speaking about the same things or merely using the same words?
- Reflection
- Competency
- Eportfolio-based learning?
- ???
<table>
<thead>
<tr>
<th>No.</th>
<th>Task Description</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>to define and/or create an archive of artifacts.</td>
<td>COLLECT</td>
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<tr>
<td>6</td>
<td>to tag artifacts.</td>
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<td>21</td>
<td>to make selections for an ePortfolio rhetorically, to serve a given purpose and audience (e.g., for employability, for a graduation requirement, as part of a module).</td>
<td>SELECT</td>
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<td>4</td>
<td>to put artifacts in dialogue with each other.</td>
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<tr>
<td>16</td>
<td>to curate artifacts (e.g., contextualize and arrange).</td>
<td>CURATE</td>
</tr>
<tr>
<td>36</td>
<td>to reflect— to provide accounts of process, for instance, or to synthesize learning across both inside and outside school.</td>
<td>REFLECT</td>
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<td>7</td>
<td>to create reflective texts in various media—in video as well as in print.</td>
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<tr>
<td>9</td>
<td>to use design principles (e.g., font style and size, color, and graphics) to create ePortfolios expressing their identities and meeting the needs of purpose and audience.</td>
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<td>2</td>
<td>to create a ePortfolio for an ill-structured context.</td>
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<td>9</td>
<td>to demonstrate digital literacy.</td>
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<td>to demonstrate global citizenship.</td>
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<td>to create social media as part of the ePortfolio</td>
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<tr>
<td>16</td>
<td>to integrate various artifacts and experiences</td>
<td>INTEGRATE</td>
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NEW NOMINATIONS

--Analyze one’s own learning process & draw conclusions
--Create evidence of learning, with outcomes
  **
--Collect artifacts created in a digital landscape
--Communicate in a digital format
--Create digital self sovereign identity
  **
--Create/provide examples of disciplinary knowledge
--Assist students in telling their story of learning
--Help students take ownership of their future
--Provide evidence of prior learning
--Showcase growth over time
--Be purposeful regarding competencies
--Collect evidence demonstrating their contributions
--Show contextualization of the environment

**
--Quality and not quantity
--Process, not product
--Reflection or just a showcase?
What is the added value of eportfolios within the digital landscape?

- Digital literacy - That digital literacy is essential to be an effective online learner. Why wouldn’t you want your students to manage their online presence in today’s world?

- Digital skills aren’t just about being able to work a computer - they’re an integral part of our society now and include learning, collaborating, creativity and knowing how to stay safe in the face of so much freely available and shareable information.

- Employability - The focus on using portfolios to facilitate students transition to the workplace.
What is meant by "student ePortfolio success"? Is it success in using the eportfolio (tool/platform) or success in learning (curriculum)?

In an ideal world, curricula should be based on a strong commitment to students' development and then ePortfolios would feel as the useful tool to integrate learning experiences and personal development.

Change through metacognitive reflection?
Tension: Highly structured portfolios versus designing your own
• ‘Although I have thought about highly scaffolding ePortfolios so that we can assess the content in an academic way, but in this session there is some evidence that shows employers may start to find ePortfolios less valuable if they basically all look the same’.

Tension: Students developing generally from experiences versus planned learning evidenced by specific assessment.
• Do students get academic credit for experiences?
Over to you (>25 May 2018)…. 

• A basis for discussion…
• An analogue record…
  • Key question for you now…
  • Your priority for next week
• A shared response – what sort(s) of networks would you like to see created/stay connected to….?
RAPPORT!