WORKSHOP PLAN

1. Introduction
   - ePortfolio Special Interest Group
   - Action Research

2. Group Brainstorming
   - ... on 1, 2, 3 or all 4 questions

3. Restitution of main discussion points
ACTION RESEARCH

“Action research as disciplined enquiry [...] aims to build communities of people committed to enlighten themselves about the relationship between circumstance, action and consequence in their own situation.”

0 – THE SWISS HIGHER ED. LANDSCAPE

A mix of public institutions
• 9 Universities (state scope and national + state funding)
• 2 Federal Institutes of Technology (national scope and funding)
• 8 Universities of Applied Sciences, composed of several domain-oriented institutions (decentralised regional organization, multi-level funding, oriented toward professional education)

Differences:
• Funding (sources + amounts)
• Governance (centralised vs autonomy of faculties / departments / schools)
• Background of teachers and students
• Expectations in terms of competencies being developed

Consequences for the SIG:
1. Top-down or national strategy is impossible
2. Expectations about the ePortfolio are very different from one institution to the other
3. Available resources are unequal (lower for UAS)

Eduhub: Swiss community of HE eLearning practitioners (500 mbs)
SIG Video
SIG ePortfolio (60-80 mbs)
SIG Mobile Learning
Other SIGs

1 – A COMMUNITY...

ACTION RESEARCH METH.
• " ... made of «participants-as-practitioners-and-researchers»"

Types of participants:
• Teachers
• Teaching & learning support staff
• Learning engineers
• IT staff & decision makers
• IT infrastructure provider staff
• etc
• No typical researchers from the Science of Education fields

SIG ePortfolio
• Created in 2010 by a few participants to the Eduhub Days
• A «bureau» of 5-6 active volunteers
• An initial survey to describe the use (or lack of) portfolios in HE inst.
• 3 missions defined by the SIG members
• A variety of actions led by bureau members and/or participants
• The annual gathering of the community + workshops and presentations to wider audience
• A second survey in 2017
2A – ACTION & REFLECTION

**ACTION RESEARCH METH.**
The «participants-as-practitioners-and-researchers» concept implies that participants need to be conscious that their views and actions are having an effect on the process => need for critical self-scrutiny.

**SIG EPORTFOLIO**
Annual events are used for:
- Identifying participants and institutional needs
- Defining actions and priorities
- Validating actions and approaches to actions
- Testing and evaluating the material produced for actions
- Discussing appropriation of actions and material by the participants
- Sharing experiences

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2B – PREPARATION FOR ACTION

1. **Common ground for action**
   - ePortfolio approaches have a lot of interest for Higher Education
   - They can be used for a variety of purposes, all of them potentially useful
   - They generate a strong resistance among students and teachers
   - The tools used to implement the approaches are far from user-friendly

2. **Initial diagnosis**
   - No strong will to deploy the ePortfolio, bec. high complexity of process
   - However, various institutions made some advances and show interest, mainly through individual or small-scale initiatives

3. **Initial needs as stated by participants and survey**
   - Sharing experiences
   - Identifying technical and other barriers to adoption
   - Recommendations for low-risk implementation
2C - OVERVIEW OF ALL ACTIONS PERFORMED

<table>
<thead>
<tr>
<th>Guidelines / Strategies</th>
<th>Infrastructure / tools (technical aspects)</th>
<th>Sharing experience / tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio pre-study (AAA UNIGE.7)</td>
<td>Shibboleth module for Mahara</td>
<td>Annual national ePortfolio events - Workshops - Presentations - Discussions</td>
</tr>
<tr>
<td>Guidelines for different stakeholders (AAA UNIGE.9)</td>
<td>Study: ePortfolio core functionalities (L1 wp 1.3 + wp 1.4)</td>
<td>Annual presentation at the Eduhub days + workshops to involve members of non-SIG participants</td>
</tr>
<tr>
<td>eLearning strategy for CUS P2</td>
<td>Studies: ePortfolio advanced functionalities (L1 wp 1.5) - Lifelong identity and data management - ePortfolio Interface design</td>
<td>[Pilot ePortfolio course for teachers (in German)]</td>
</tr>
<tr>
<td>Mahara pilot service Multi-institutional Mahara service</td>
<td>ePortfolio support material (L1 wp 3.2) / Conversation Kit</td>
<td>Workshops and presentations to external publics</td>
</tr>
<tr>
<td>Evaluation of Smart Evidence functionality in Mahara</td>
<td>SELFAD (CUS P2 proposal)</td>
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2D – RESULTS OF 2017 SURVEY

1. The community gained maturity: issues and topics mentioned in answers show deeper understanding of ePortfolio potential and challenges
2. More institutions took part in the survey (23 vs 9 in 2010)
3. Answers show a (steady) rise in adoption, namely since the introduction of the multi-institutional Mahara service in 2014 (18 vs 7 in 2010)
4. Answers show more varied uses of the ePortfolio
   ▪ Learning / reflexive portfolio
   ▪ Portfolio to supervise students internships
   ▪ Assessment portfolio
   ▪ Showcase portfolio
5. Issues and needs: Mahara usability, monitoring new solutions and practices, fostering acceptance
3 - CONDITIONS FOR VALIDITY

- Focuses on practical issues identified by participants
- Relies on rigorous group reflection
- Creates formative / situated learning in & about the work place
- Empowering activity

- Small-scale interventions on the functioning of the real world
- By improving both decision-making and practice
- Affects a whole range of dimensions

Its contribution to practice and theory must be accessible to other teachers -> generalisable

BRAINSTORMING SESSION

1. Strengths and limitations of the action research model?

2. Similarities or differences of your own institutional context?

3. Interest of action research as a strategy for ePortfolio deployment?

4. Potential suitability for collective action at a local, national or international level?
ANY QUESTIONS?

COMMENTS WELCOME!

SIG EPORTFOLIO SWITZERLAND