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# Portfolio landscape Dutch higher education

## **Situation 2005**

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[Wilfred Rubens](#), Utrecht University / IVLOS  
Alex Kemps, INHOLLAND University/ OKR



## Structure of presentation

- Portfolio landscape 2005
- E-Portfolio maturity model



## Approach

What did the portfolio landscape within the Dutch higher education look like in the year 2005?

Questionnaire

Response

- 6 Universities
- 18 Colleges (12 of which 'broad'-)



# Wiki with information per institution

- [http://wiki.ossite.org/index.php?title=SIG\\_NL-Portfolio:\\_Portfoliolandschap](http://wiki.ossite.org/index.php?title=SIG_NL-Portfolio:_Portfoliolandschap)



## Conclusions - general

- The portfolio is supposed to be used very diversely within institutions
- Educational programmes have a major role in the portfolio application; institutions in the technical use of portfolio
- In many cases there is a central implementation of portfolio systems
- A large number of portfolio systems is being used



## Conclusions – coaching and assessing

- Portfolio is mainly used for the students' learning (coaching, reflection, collecting)
- In a majority, no one from the professional practice is involved in the coaching
- There is a large extent of diversity in the way in which the assessment of the portfolio is organised



## Conclusions – consistency and embedding

- There seems to be a consistency between policy and practice in the use of portfolio
- Portfolio seems to fill a major function within the higher education
- There seems to be no connection between the educational concept and the degree of freedom of choice that students have
- The introduction of portfolio seems to lie ahead of the introduction of flexible, personalised education



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# E-Portfolio maturity model



## Objective e-portfolio maturity model

- Map step-by-step technology development and processes of change
- Model for portfolio landscape (positioning)
- Framework for discussion about e-portfolio development



## Points of departure

- Flexibilisation, personalisation and a 'life long learning' within HE essential
- Phasing Becta (labels)
- Five core elements



## Core elements

- **Consistency policy-practice**: match between policy-based points of departure ePortfolio and application in practice
- **ICT-infrastructure**: appropriate ICT-infrastructure available for development, storage and distribution of ePortfolios
- **Freedom of choice portfolio**: what freedom of choice do students have when using the ePortfolio
- **Freedom of choice educational programme**: what freedom of choice do students have in the set-up of their educational programme
- **Embedding curriculum**: to what extent has the ePortfolio been integrated in the curriculum



<b>Phases:</b>			<b>Model</b>		
<b>5</b> Redefinition and innovative use			Becta's categories		
<b>4</b> Network redesign and embedding					
<b>3</b> Process redesign	Description per cell			Core elements portfolio	
<b>2</b> Internal coordination					
<b>1</b> Local use					
	Consistency policy-practice	ICT infrastructure	Freedom of choice portfolio	Freedom of choice educational programme	Embedding curriculum



## Example of description

### Internal coordination

- **Freedom of choice portfolio**  
The freedom of choice in the use of the portfolio is determined at the programme level. The chosen ICT-application puts limits to this freedom of choice. In general, students are allowed to only partly determine by themselves which material they include in their portfolio.



# E-portfolio maturity model applied

<b>Phases:</b>					
5 Redefinition and innovative use			HAN		
4 Network redesign and embedding	HAN InHolland	Avans Fontys HAN HR InHolland UU UvA VU WUR	Avans Fontys HAN InHolland UvA VU WUR	HAN HR	HAN HR UU
3 Process redesign	Avans Fontys HAN Hanze HR UU UvA VU	HU	HAN UU UvA	Avans Fontys HAN InHolland VU	Avans Fontys Hanze HU InHolland UU UvA VU
2 Internal coordination	HU UvA	Hanze	Hanze HU UU	HAN Hanze HU InHolland UU UvA WUR	InHolland UU UvA
1 Local use	WUR				WUR
	Consistency policy-practice	ICT infrastructure	Freedom of choice portfolio	Freedom of choice educational programme	Embedding curriculum



## Recommendations - model

- Continue to further develop the ePortfolio maturity model (e.g. through research)
- Perform a similar scan every two years at institutional level
- Also perform the scan at educational programme level



## Recommendations – dpf-systems

- Work towards a 'service-oriented architecture'



## Recommendations – education development

- Examine how portfolio can fulfil a more prominent role in flexibilisation and collaborative learning
- Give schools and faculties much room to implement the portfolio 'custom-made'
- Involve the professional practice more in the coaching and development of portfolio
- Apply ePortfolio broader in the organisation; for example in HRM, accreditation