

Developing a national e-portfolio strategy

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E-Portfolio 2006, Oxford

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Vision for the e-strategy

“Each individual to maximise their potential through the personalisation of their learning and development”.

Through system-wide reform: enabled, accelerated and supported by technology

Supporting DfES strategic objectives



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'Harnessing Technology' milestones for e-portfolios

Priority 2: Ensure integrated online personal support for children and learners

- 2006: clarify policy on e-portfolios across system
- 2007: recommendations from feasibility study on how to provide integrated e-portfolios
- 2008: all learners to have a personal online learning space with the capability to support an e-portfolio

Components of existing e-portfolios

'My Learning'	Showcase or Presentation Portfolio
'My Record'	Qualification Portfolio: data, learning record
'My Progress'	Assessment portfolio: learning evidence, formative assessment
'My Journey'	Development Portfolio: PDP, CV, personal statement

Possible use scenarios

- A learner moving from school to college at age 16 presenting an e-portfolio combining qualifications data, portfolio of learning evidence, and personal learning statement/CV
- A learner 14-19 combining learning in school, college and workplace owning and using a portfolio that could be accessed by any of their tutors
- Applying to university online using e-portfolio, including applicants without normal qualifications to demonstrate their abilities
- An employer checking an applicant's qualifications and accessing evidence of their learning
- An adult continuing or returning to learning having a lifelong learning identity and e-portfolio for each new element of learning, or CPD

Work since October 2005

- undertaken an evaluation of existing e-portfolio products and services to provide richer evidence on learner and other benefits and issues;
- produced a system wide audit of e-portfolios requirements, defining the common components;
- commissioned expert view on "Scoping and Evaluating E-Portfolios"
- developed outline plans for a small number of profiling and demonstrator projects to inform the development of the e-portfolio approach in specific areas addressing particular needs whilst providing system wide benefits e.g. National Gifted and Talented Achievement Profile and 14-19 learner transcript and options development;

3 Square Report

– recommendations for way forward

Transition e-portfolios

- Take to industrial scale
- Integrate across transactions and processes
- Embed system-wide

Learning e-portfolios

- R & D
- Small scale innovation
- Capture benefits for teaching and learning
- Build and disseminate good practice

Demand

- Analyse barriers to use and issues about buy-in
- Focus on people not technology
- Create 'pull' factor

Mapping relevant programmes

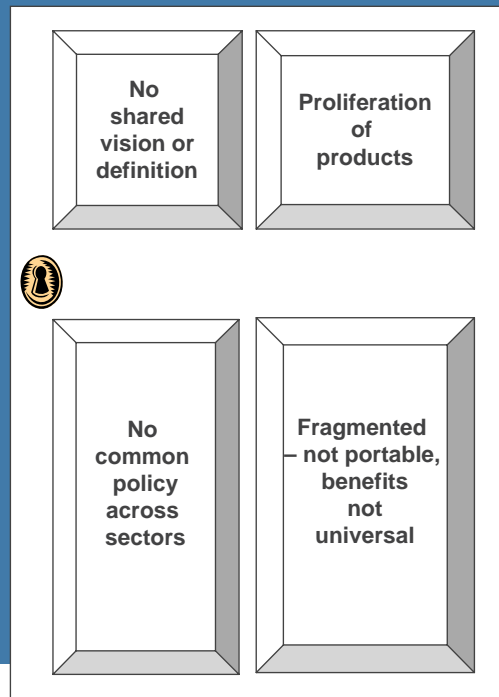
- MIAP: Common Data Definitions, Learner Registration Service
- QCA: Framework for Achievement
- NAA: modernising exams administration and systems including at 14-19 Specialised Diplomas
- Personal learning space for all schools: DfES/Becta
- Online admissions to higher education: UCAS/JISC
- DfES ISU: system architecture, identity management, data sharing and standards

System and pilot “push”:

System or pilot	Description and Function	Current/potential usage	Benefit / Impact
14-19 Transition to post-16 and HE	Wolverhampton 14-19: using Nord Anglia My I-Plan system. Nottingham Passportfolio: Transition e-portfolio for post-16 London Boroughs (Hounslow, Islington, Lewisham, Southwark). JISC/UCAS: online HE application and personal statement	15,000 (Sept 05) 3500 (May 06) Over 1 million?	Web based learning plan/CV Common base for transition Wider participation and choice
Learning	Wolverhampton University: Pebble Pad for FE lecturer training, who then use them with their students. Usage includes 'real time' learning diaries and blogs. NAGTY: pilot for gifted and talented using PebblePad	(20,000) (2 m) 10,000 (200,000) 5% of total population	Cascade and embed good practice in collaborative and reflective learning/practice Capture extended and informal learning, plan personal pathways
Assessment	Edexcel: DiDA (CD for use in assessment) City & Guilds GOLA online assessment Strathclyde University: Pebble Pad	10,000 (800,000) (60,000)	Assessment for learning Assessment when ready Will support Re-Engineering Assessment Practices in HE
Diagnostics, information and advice professional Development	Careers Wales Online: Arc/Vitality software for diagnostics Signposter: information and advice with CV service via mobile Professional CPD: 500,000 (CIPD, BMW, IFS, BCS, IfL etc) Purplepassport: pilot for: SSCs supported by DfES/DWP	250,000 + 1.5 m 1000 (85 web)	Course enquiries have risen from 1000 to 26000 a month. Engage young people and inform career choice More effective workforce Recruit/train unemployed
International	Embedded in US university systems e.g. Indiana, Minnesota for all students and staff	26,000 – 350,000	Common tools to support learning and teaching and professional practice, improving capability

Why are e-portfolios a key component of the e-strategy?

- System Integration
- Teaching and Learning, e-maturity
- Technologies for next generation
- Strategic Leadership and understanding
- Industry-education strategic dialogue, better market



Strategic drivers

The Edinburgh Scenarios and the 'Web of Confidence' : learner-centred, system integrated, technology-enabled, socially positioned (choice, customer, personalisation, portfolio etc) - not centrally controlled

<p>Policy</p> <p>From curriculum focus towards concern with how people learn</p> <p>Personalisation, collaboration, learning to learn</p>	<p>Technology</p> <p>Web 2.0, personal information and learning environments, blogs, social software, serious games, identifiers and matching technologies</p>
<p>Socio-cultural</p> <p>From mass to individual consumers</p> <p>Cyberculture</p> <p>Social networks, mobility, portfolio approach to learning and work, personal communities</p>	<p>Environment</p> <p>Fast-changing world</p> <p>Shift in nature of knowledge, young people as knowledge creators</p> <p>Innovation and creativity</p> <p>Cognitive sciences</p>

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Transformational Trajectories

Types of	Impact	Lesson Plan MIS	Seamless transition	Collaborative & Reflective learning	Autonomous self-motivating reflective lifelong learning embedded in individual behaviour and social practice			
	Usage		Practitioner	Institution		System Wide	Individual learner with parents teachers, professionals, and employers	? All citizens
	e-portfolio	Record	PDP	Transition	Learning & Assessment	? (the future)		
	Technology	Paper based – Especially Art and Design	CD Rom	Part of learning platform utilities	Web Services	Ubiquitous e-portfolio		

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DEMOS 2006: young people as active meaning makers

- Increasing home access and use of computers, internet and digital technologies
- Research and policy tends to view young people as passive consumers rather than **active meaning makers of digital networks**
- Digital Divide - families shape the use but in working class homes it's left up to the learner
- New layer of interaction and social networking

Understand drivers for demand led market intervention

Social networking sites offering personal online space and e-portfolio features ;

<p>Myspace: social software widely used in US : In addition, to the 80m (and counting) profiles on the site there are 2m groups , 1.4m band profiles , 15m blogs , 7.3m classified listings 6.3m forum posts In the UK, there are 2.3m members (the largest user base outside the US) , 13k new UK users are joining myspace each day , the average UK session length is 21 minutes , the average UK user logs on 7 times per month. www.myspace.com</p>	
<p>Cyworld: Used by up to 90% of South Koreans age 20-30 www.cyworld.nate.com</p>	<p>Cbeebies : BBC site for early years www.bbc.co.uk/cbeebies/club</p>
<p>Facebook: 6 million registered users in US colleges and universities www.facebook.com</p>	<p>SuperClubsPlus: Personal space for primary school users : over 100,000 primary school users across the UK and around the world. www.superclubsplus.com</p>

A System Wide Approach

DfES restructuring has led to the changes in responsibilities and the creation of:

- A Chief Information Officer Group (CIOG); and within that an Information Strategy Unit
- Refocusing of the work of BECTA on the e-Strategy
- ICT Strategy Unit leading on policy on the use of technology in e.g. e-portfolios.

Possible Next Steps

- First stage evaluation reports by December 2006 on impact of e-portfolios on learning through existing pilots
- report of scoping study to identify further pilots which will function as evidence to shape and fine tune DfES policy
- launch of the strategy at BETT January 2007
- reports of feasibility studies with analysis of options to address specific needs e.g. Specialised Diplomas whilst providing system-wide benefits, by April 2007
- cost-benefit analysis and impact assessment against range of options by April 2007; and
- further pilots establishing pedagogic benefits, good practice and implementation road map from April 2007
- establish strategic architecture, publish technical, data and pedagogic standards

The wider picture

- Ministerial Submission
- Identity management and cross-government projects
- UK e-portfolios, e.g. Careers Wales
- Europe and the Europass
- International standards

Issues for discussion

- What is the evidence on e-portfolio use telling us?
- What does central government need to do?
- What should be left to the e-learning market?
- What can be left to educational sectors, regions or institutions?
- What about equity?

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