
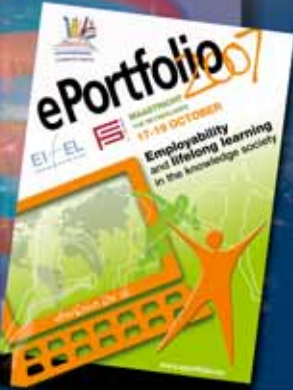


ePortfolio for 21st Century Learners

Building eStrategies for learning

Hong Kong 19-20 March 2007
Wellington 29-30 March 2007


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The worldwide ePortfolio movement

- ▶ UK – broadest use across sectors and explicit part of government policy in 2 countries
 - Wales - lifelong learning ePortfolio for 3 million citizens
 - England – one of the 3 priorities of eStrategy for learning;
 - Royal College of Nursing (350,000 members) for nurse re-accreditation
- ▶ Netherlands
 - Tertiary education and postgraduate medical education
 - Employment sector councils
- ▶ Nordic countries
 - Education and knowledge management
- ▶ Austria
 - National eStrategy policy
- ▶ Australia
 - Numerous initiatives in education. State of Victoria provides a site for the vocational sector – TAFE
- ▶ New Zealand
 - Schools, universities
- ▶ US
 - Most widespread in field of education at all levels; Minnesota State initiative
- ▶ Canada
 - Schools, universities and teacher education. Government of Quebec committed to development of ePortfolio
- ▶ Hong Kong
 - Schools, university
- ▶ France
 - Initial education, accreditation of prior learning

State of learning

Meeting the conditions for lifelong learning

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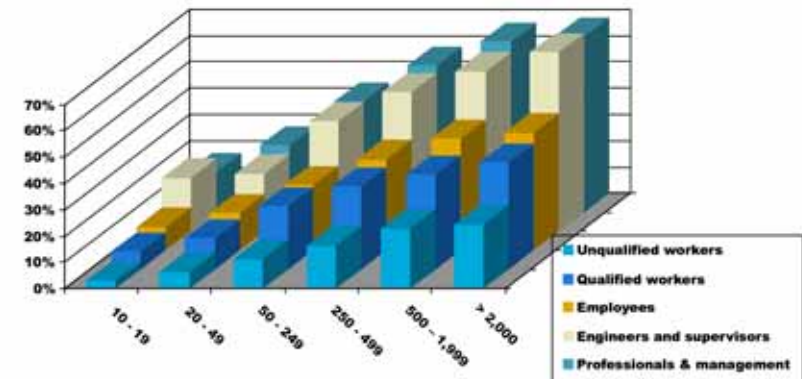
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Professional continuing education (FR)

Studies of the macro-economic returns to education estimate that increasing the average level of attainment by one year, raises the level of output per capita by between 3 and 6 per cent.

(OECD)



Source CEREQ 2002 - France

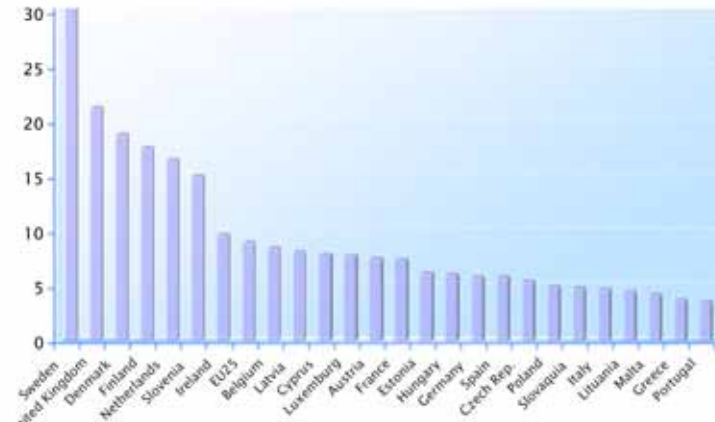




Adults involved in learning activities (EU)

"Life learned itself into existence"

James Gleick



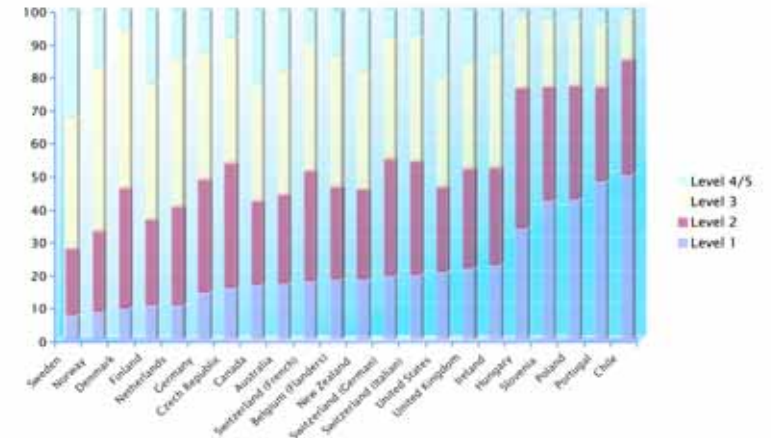
Source Eurostat 2004



Literacy levels (OECD)

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."

Alvin Toffler



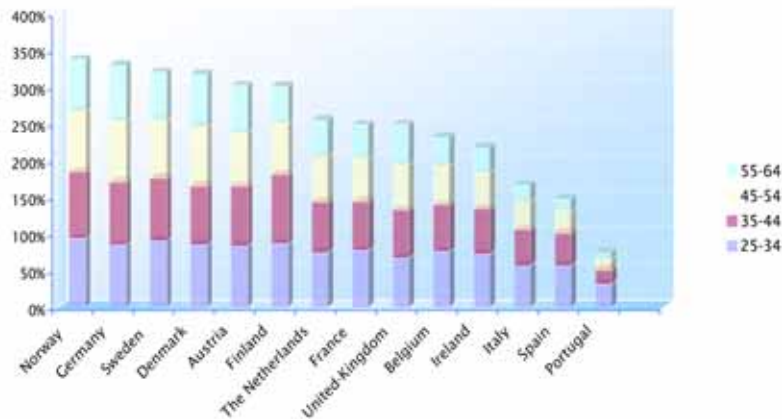
Source OECD, International Adult Literacy Survey 2000



Population with at least upper secondary education by age range*

Education is a social process; education is growth; education is not a preparation for life but is life itself

John Dewey

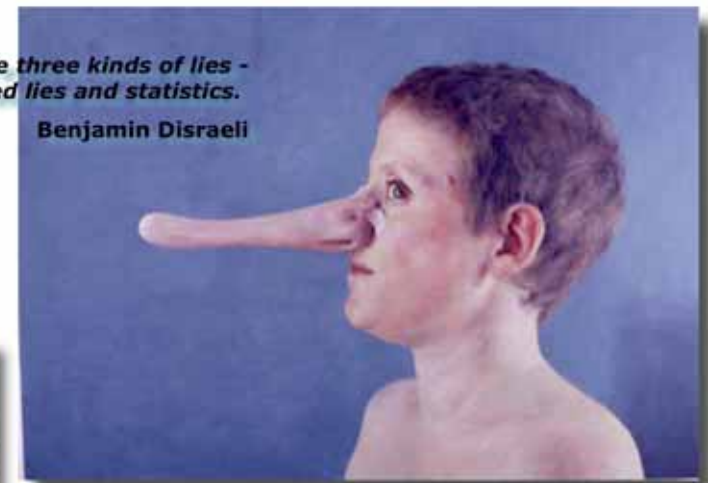


Source: Education at the Glance, Education indicators, OECD 2003



There are three kinds of lies - lies, damned lies and statistics.

Benjamin Disraeli



JENNY DUBNAU *Self-portrait as Liar*, 2005 oil on canvas



He uses statistics as a drunken man uses lampposts - for support rather than for illumination.

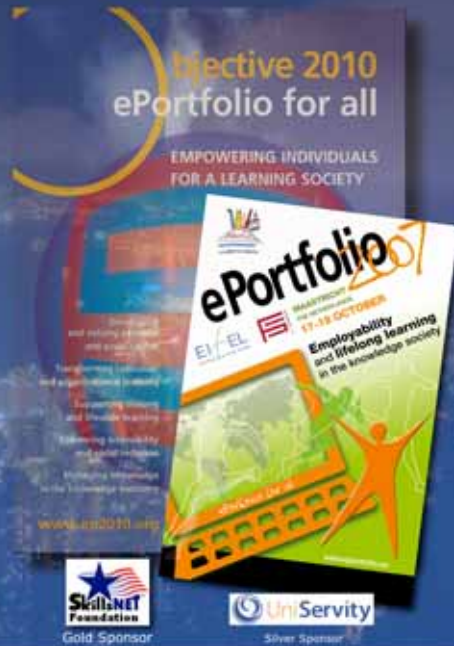
Andrew Lang





How do we learn in a knowledge economy?

How can eTransformations support innovative responses to new learning needs?

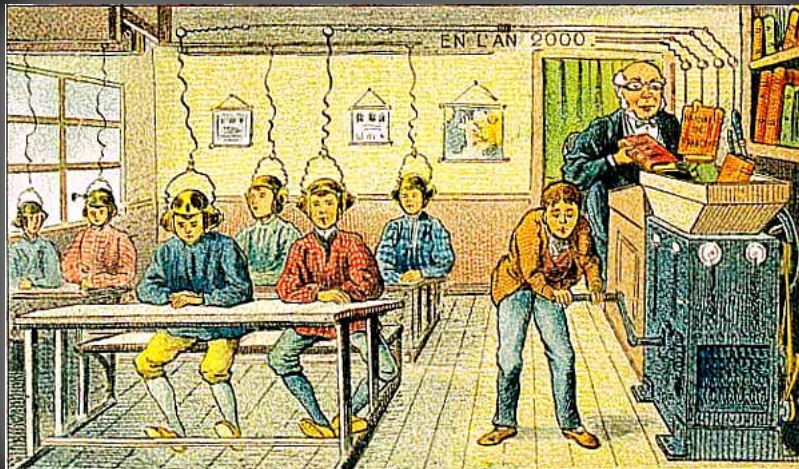


Industrial to knowledge society technologies

Industrial society	Learning society
<ul style="list-style-type: none"> ▶ Clear separation producer / consumer <ul style="list-style-type: none"> ▪ Pupil as consumer of knowledge ▶ Training / assimilation <ul style="list-style-type: none"> ▪ A series of discrete events ▪ Learning to work ▶ Mass media <ul style="list-style-type: none"> ▪ "content is king" ▪ Technologies centred on organisations / authorities ▪ Centralised design and development, top-down delivery and control ▶ Learning technology <ul style="list-style-type: none"> ▪ LMS (training management) ▪ Online multimedia & animation ▪ Consuming contents ▪ 121... 	<ul style="list-style-type: none"> ▶ Prosumption: producers and consumers merge <ul style="list-style-type: none"> ▪ Learner as a <i>producer</i> of knowledge ▶ Learning / accommodation <ul style="list-style-type: none"> ▪ Continuous and integrated process ▪ Learning is work ▶ Knowledge media <ul style="list-style-type: none"> ▪ "content is res publica" ▪ Technologies centred on people / actors ▪ Distributed co-design and co-development, multipolar aggregation, bottom-up and shared control ▶ Learning technology <ul style="list-style-type: none"> ▪ ePortfolios (learning management) ▪ System thinking & modelling ▪ Managing complexity ▪ Massively parallel...



"Continuing professional development (CPD) is not about ticking a box after attending a course, it is about **extracting learning from the workplace**"
CPD manager of the Royal College of Physicians, Canada





Learners are discoverers

- ▶ Knowledge producer (≠ consumer)
- ▶ Constructor of meaning
- ▶ Connector
- ▶ Reflector
- ▶ Creator
- ▶ Collaborator
- ▶ Experimenter
- ▶ Problem solver
- ▶ Storyteller
- ▶ System thinker – modelling literate
- ▶ Tutor, mentor
- ▶ Citizen, community activist
- ▶ Cultural literate
- ▶ ...

"What we now find is that kids don't want optimised, pre-digested information. They want to learn by doing - where they synthesise their own understanding - usually based on trying things out."

John Seely Brown

"The scandal of education is that every time you teach something, you deprive a child of the pleasure and benefit of discovery."

Seymour Papert

"Systems Thinking software like STELLA and iThink is an increasingly valuable tool for constructing understanding about all kinds of dynamic systems from natural environments to team dynamics to economic markets."

Peter Senge



Learning vs teaching technologies

1. Designed to empower learners as **reflective producers of knowledge**, rather than consumers of pre-digested contents
2. Designed to **valorise the identity, the personal assets and the social capital** of individuals, communities, organisations and territories
3. Designed to support collaboration and interaction, **aggregation and sharing of knowledge**
4. Based on the use of **knowledge media**, rather than the delivery of pre-digested contents through mass media - true learning objects "learn" rather than "teach"
5. Leading to **accommodation**, rather than mere assimilation - transforming practices and transformed by practice
6. Require **global eStrategies** to support the eTransformation of the society:
 - learning eStrategy rather than eLearning strategy
 - learning eQuality rather than quality of eLearning

The power of technologies

The University today faces the possibility of being itself transformed by the cyberspace culture generated by its computing centres and networks. Just as the printing press spelled the demise of monastic institutions and ushered in the modern university, cyberspace may dissolve the bricks and mortar campuses of today into a de-centred knowledge culture, a networked "virtual" site of intellectual exchange that renders obsolete old ivied quadrangles as well as institutional and political borders, creating something akin to H.G. Wells's vision of a "World Brain."

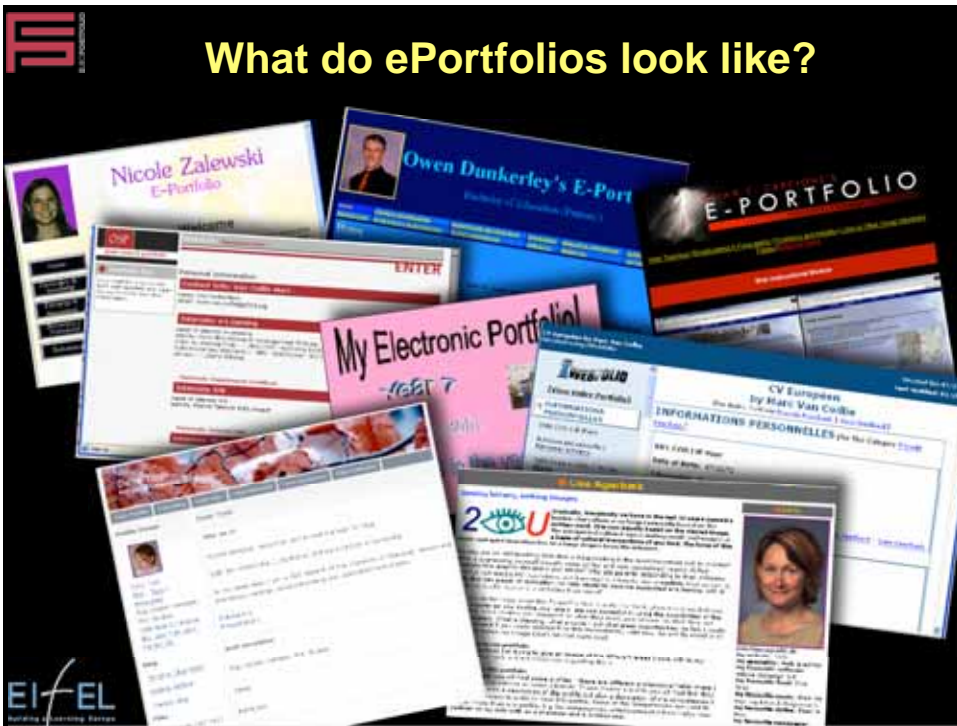
Peter Childers & Paul Delany (94)



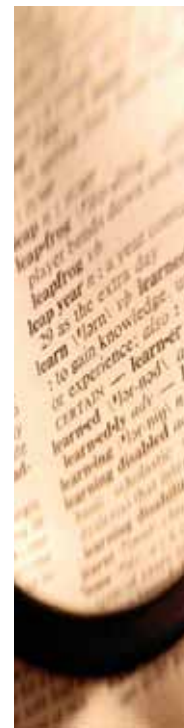
How can ePortfolios respond to the challenges of building a learning society?

The learning technology for the reflective learner, citizen, practitioner and knowledge worker





What do ePortfolios look like?



What are ePortfolios?

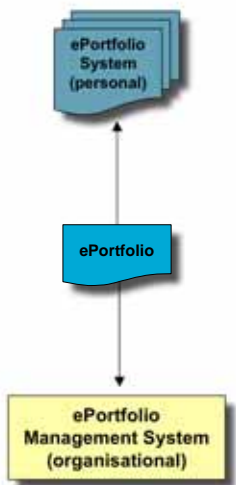
"a collection of authentic and diverse evidence, drawn from a larger archive, representing what a person or organization has learned over time, on which the person or organization has reflected, and designed for presentation to one or more audiences for a particular rhetorical purpose" (NLII, 2003).

An ePortfolio is made of

- **Archives – Collection (accumulating)**
 - ♦ **documenting** learning achievements and **assets** (competencies, tacit and explicit knowledge, etc.) – artefacts, reflections, testimonies, etc.
 - ♦ heterogeneous, distributed
- **Views – Representation (editing)**
 - ♦ **publicising** learning achievements and assets
 - ♦ CV, accreditation file, certificate of competence, self-biographies, stories, etc.
- **Services – Exploitation of assets (managing)**
 - ♦ **valorising** learning achievements
 - ♦ reflection, cross-referencing, profile matching, peers feedback, knowledge sharing, etc.

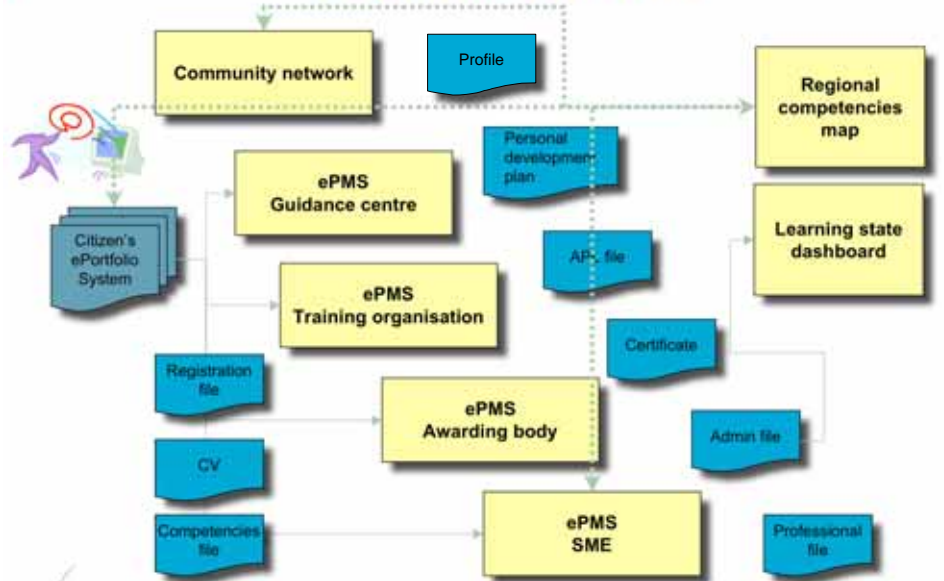
* Of a person, a community or an organisation

ePortfolios and ePortfolio systems

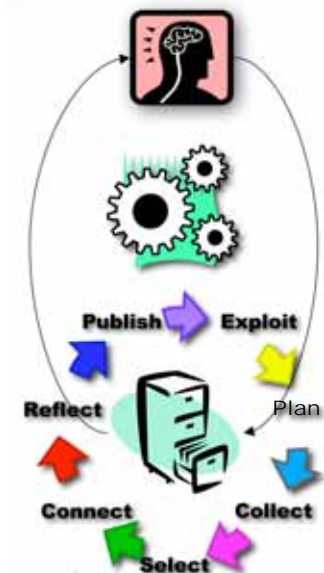


- ▶ **ePortfolio (Authoring) System**
 - a system used by a person to collect, organise, aggregate, connect and publish authentic and diverse learning outcomes to support reflective learning and practice for personal and professional development
- ▶ **ePortfolio (Document)**
 - "a collection of authentic and diverse evidence, drawn from a larger archive, representing what a person or organization has learned over time, on which the person or organization has reflected, and designed for presentation to one or more audiences for a particular rhetorical purpose"
- ▶ **ePortfolio Management System (ePMS)**
 - a system used to aggregate and connect authentic and diverse evidence of reflective learning and practice to enrich or create ePortfolios against the requirements of a specific process

Regional ePortfolio



The ePortfolio system



- ▶ An ePortfolio system is an engine designed to collect and exploit learning outcomes and assets

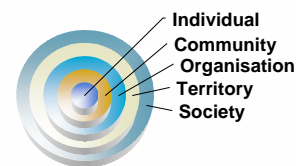
- Competencies
- Knowledge – tacit and implicit
- Networks – personal / professional / social
- Contains:
 - Learning outcomes, formal and informal
 - Reflections – *reflective practitioner*
 - Documents, reports, links
 - Plans – learning, development, quality...
 - Certificates & diplomas
 - Testimonies
 - Stories...

- ▶ A kind of personal assets and identity manager

Supporting

- Planned learning and unplanned learning
- Formal and informal recognition
- Employability and socialisation
- Sharing of knowledge and emotions...

What are they made of?

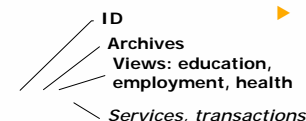


- ▶ **Public parts** – vCard, CV, blog, story, *portfolio*...
 - Anybody, potential employer...

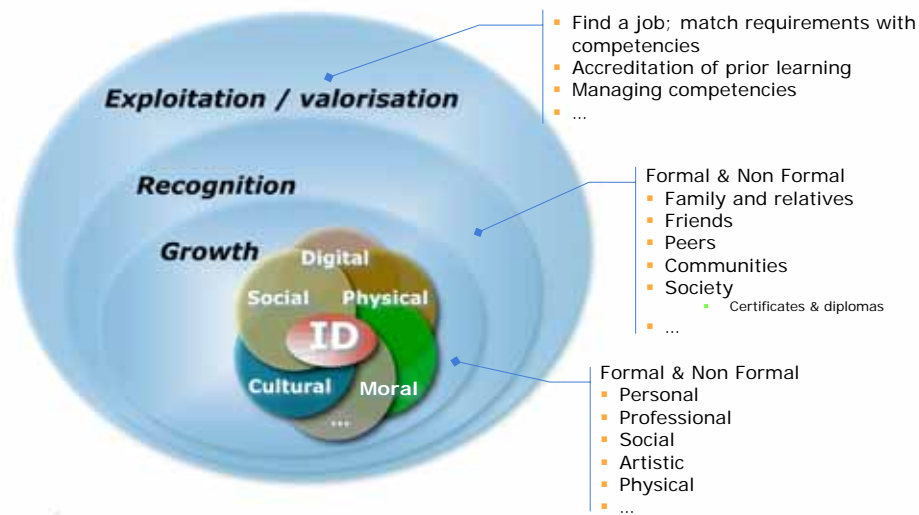
- ▶ **Restricted parts** – reflexions, accreditation file, publications, self-biography – IPR management...
 - Teacher, mentor, tutor, assessor, examiner...
 - Colleagues,, peers, social network...
 - Administrator, external verifier ...
 - Relatives, family, friends...

- ▶ **Private parts**– work in progress, obsolete products...

- ▶ **Services, transactions and processes** – for the Author and the ePortfolio managers
 - Shared access, publication, CV postings...
 - Traceability of assessment processes, knowledge management, competency management...



What can you do with them?



- Find a job; match requirements with competencies
- Accreditation of prior learning
- Managing competencies
- ...

- Formal & Non Formal
 - Family and relatives
 - Friends
 - Peers
 - Communities
 - Society
 - Certificates & diplomas
 - ...

- Formal & Non Formal
 - Personal
 - Professional
 - Social
 - Artistic
 - Physical
 - ...

ePortfolio as digital identity



- ▶ At the heart of the ePortfolio is the *digital identity*, a problematic similar to that of:
 - eHealth
 - eAdministration
 - eCitizenship

- ▶ Communities, organisations and territories exist as *aggregation of identities* – and competencies

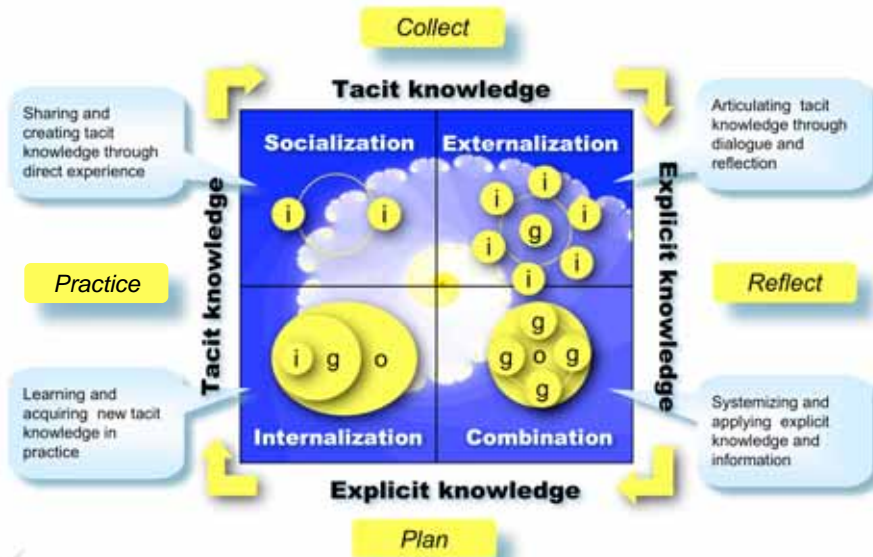
- ▶ The ePortfolio is the tool to construct one's identity within social networks – and organisations

- ▶ A person can have
 - Several identities
 - Several social networks
 - Several ePortfolios





A learning organisation's ePortfolio



Adapted from Nonaka, Takeuchi, Konno & Toyama



From ePortfolio to ePortfolly

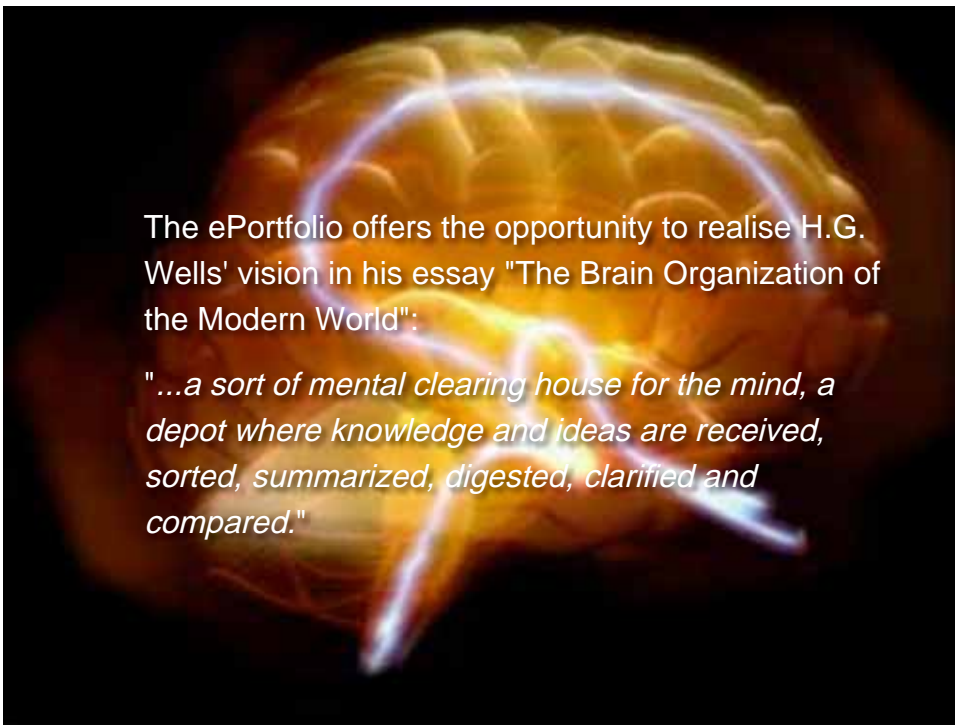
- ▶ Language
 - ▶ Logic
 - ▶ Numbers
 - ▶ Sequence
 - ▶ Details
 - ▶ Linear
 - ▶ Symbols
 - ▶ Judgemental
- (Order)



- ▶ Images
 - ▶ Music
 - ▶ Imagination
 - ▶ Holistic
 - ▶ Colour
 - ▶ Patterns
 - ▶ Emotions
 - ▶ Non-judgmental
- (Fuzzy)

"The great pleasure and feeling in my right brain is more than my left brain can find the words to tell you."

Roger Sperry
1981 Medicine Nobel prize



The ePortfolio offers the opportunity to realise H.G. Wells' vision in his essay "The Brain Organization of the Modern World":

"...a sort of mental clearing house for the mind, a depot where knowledge and ideas are received, sorted, summarized, digested, clarified and compared."

Objective 2010
ePortfolio for all

EMPOWERING INDIVIDUALS FOR A LEARNING SOCIETY

Thank you!

ePortfolio 2010

Employability and lifelong learning in the knowledge society

www.eif2010.org

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