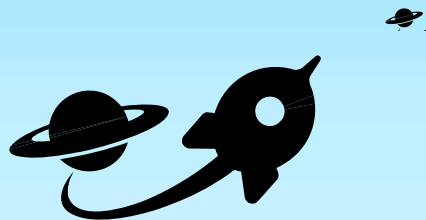


Different planets?



The Critical Need for a Shuttle Service
between Paper-Based and Electronic
Portfolio Worlds



Dave Hornblow
Senior Lecturer
School of Business
The Open Polytechnic of New
Zealand

Planet 1

- Paper-Based
- From the early 1970s
- Alan Mandell & Elana Michelson (1990). *Portfolio Development & Adult Learning*. Chicago: CAEL



Planet 2

- Electronic
- From the 1990s
- Philippa Butler (2006). *A Review of the Literature on Portfolios and Electronic Portfolios*. eCDF ePortfolio Project

Planet 1

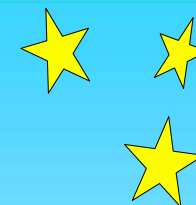
- Sinclair Community College
- College of New Rochelle
- DePaul University
- The American University
- Vermont State Colleges
- University Without Walls
- University of Alabama
- Alverno College
- Empire State College
- Ohio University
- Metropolitan State University
- College of Public and Community Service



Planet 2

- University of South Florida
- University of Alaska
- Bell College
- Bowling Green State University
- University of British Columbia
- COATT
- Kennesaw State University
- Oral Roberts University
- University of Pacific
- LaGuardia Community College
- Penn State University
- University of Oregon

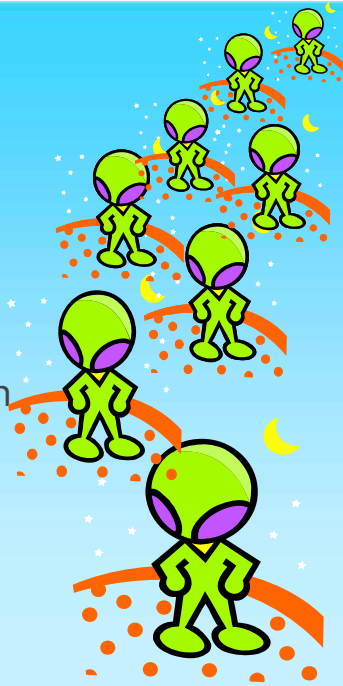
A search of ...



- Academic journals and other sources
- Fields such as business education
- Publications of significance from 2000 and beyond
- Publications of significance before 2000
- Synonyms for 'portfolio' such as 'case' and 'presentation'.

APPROACHES (Planet 1)

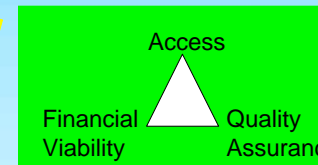
- Academic skills
- College orientation
- Personal exploration
- The meaning of education
- Careers
- Introduction to a field
- The experience of work
- Degree design



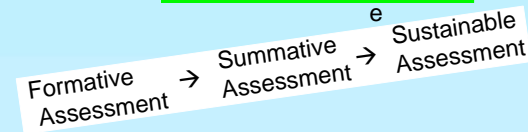
Criteria for selection (planet 1 – and planet 2?)

- Student needs
- Faculty expertise and interest
- Institutional demands

RPL → PFL



mercenaries
missionaries
misfits
multiversities



The Big 'A' –
AUTHENTICITY

There are Various models ... (planet 1 – and planet 2?)

- To fit the 'approaches'
- Adapted to particular communities of learners
- Some for groups and some for individuals
- Appropriate for different modes – ODL, extramural, class-contact, etc.
- Applicable to different types of institutions
- Some that are deliberately competitive
- Some that are deliberately collaborative

Specific examples (Planet 1)

- Sinclair Community College
- Alverno College
- University Without Walls, University of Massachusetts, Amherst
- Office of External Programs, Vermont State Colleges
- Empire State College, State University of New York

Assumptions Need to Be Surfaced



"... adults are experiential learners who typically prefer active rather than passive modes of learning." ... "these same adults are also self-directed learners who fare best when allowed to plan and direct their own learning on an individual basis." ...

"In effect, our experience indicated that only one of our two assumptions about adult learners was correct."



(Krueger, in Mandell & Michelson, 1990)

Principles of assessment (academic)



1. Credit should be awarded only for learning, and not for experience.
2. College credit should be awarded only for college level learning.
3. College credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
4. The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
5. Credit should be appropriate to the academic context in which it is accepted.

Principles of assessment (administrative)



1. Credit awards and their transcript entries should be monitored to avoid giving credit twice for the same learning.
2. Policies and procedures applied to assessment, including provision for appeal, should be fully disclosed and prominently available.
3. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
4. All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development.
5. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served and in the state of the assessment arts.

(Whitaker 1989)



Flexible learning and assessment

Planet 1

- Pre-entry considerations
- Candidate profiling
- Gathering and compiling of evidence
- Assessment
- Accreditation (if appropriate)
- Post-assessment guidance

Planet 2

- Collect
- Select
- Reflect
- Connect

*(LaGuardia
Community
College, 2007)*

(Simosko 1991)



In what ways might the electronic medium (Planet 2) assist portfolio development models from the past (Planet 1)? In what ways might it hinder good practice?

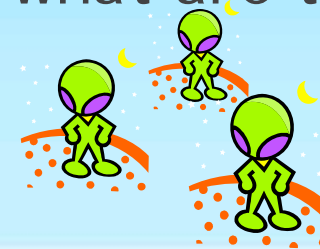
- Access will be improved for many communities of learners.
- There will be efficiencies in the way information is collected, stored, accessed, maintained, edited, and presented.
- It will save a lot of trees.
- Business models will emerge at the expense of education models?
- Options such as 'challenge testing' will be neglected?
- There will be attempts to have too few sizes fit all?
- 'Authenticity' neglect?

- Ease of tailoring for various purposes
- A definite movement from teacher- to learner-centredness
- Options relating to technological systems and support
- Ease of providing exemplars
- Portability and sharing
- Ease of reproduction – for example, multiple copies for multiple assessors
- Ease of transitions from formative to summative to sustainable assessment
- Facilitation mistaken for 'supervision' or 'teaching'?
- A drive to assess competencies overrides critical reflection?
- A burgeoning market of 'portfolios for sale'?
- A mass market at the expense of learner engagement and completion?
- More obvious issues of ownership and privacy?
- 'Help desk' issues?
- Changed roles for faculty?
- Access to the e-medium remains a privilege of the few worldwide

In what ways might the paper-based medium (Planet 1) assist ePortfolio development and assessment (Planet 2)? In what ways might it hinder good practice?

- Academic and administrative principles of good practice.
- Flexible learning and assessment options.
- Strong 'authenticity' checks.
- Structured, in-depth developmental opportunities for learners and faculty.
- Too much influence in the hands of the 'traditionalists'?
- Quality assurance and financial viability considerations at the expense of accessibility?
- Inappropriate emphasis on 'critical essays'?

- Evolution or revolution?
- Change of 'game'? Shift of paradigm?
- Technology as the answer but what are the questions?



As in portfolio development and assessment, there are needs for face-to-face and electronic dialogue between the inhabitants of Planet 1 and Planet 2.

All aboard the inter-planetary shuttle!

