

Implementing a multimedia e-portfolio to support learning, achievement and progression.

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**Wolsingham School and Community College**

# Session objectives



- To describe the background and progress of a school-based, multimedia e-portfolio development project.
- To describe how students have used their e-portfolios in an interview situation.
- To demonstrate student, multimedia, e-portfolios.
- To provide an opportunity for discussion.

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## The School



- School and Community College – 11 -18+
- 785 students – (130 in Year 12/13)
- Specialist Performing Arts School
- Rural Location

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# Project background



- School experience with curriculum development projects – *Progress File, Employability Skills, Key Skills, Vocational Support Programme*
- Convergent technologies – *availability of digital cameras, digital video cameras, camera phones, MP3 storage etc*
- Availability of multimedia software - *Video editing and multimedia authoring*
- Availability of affordable digital storage – *disc storage, writable CD Rom/DVD, Nas storage*

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# Careers presentations



## Need

- for Key Skills evidence (Communication : a 10 minute presentation) - 1998

## Format

- External audience
- Recorded on Video



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# End of year review interview



## Need

- To review student learning and achievement
- To provide Key Skills evidence (Action Planning - *Improving own Learning and Performance*) - 2003
- To provide Interview experience

## Format

- Professional Development File compiled - *Progress File* + and presented to an external panel in a formal, 30 minute interview

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## e-portfolio – *the drivers*



- need for evidence
- need for students to be able to 'find' and present evidence quickly in an interview situation
- need to evidence process skills

- Evidence = *portfolio*
- Process skills = *multimedia*
- 'available technology' = ICT



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# ***E-Me*** the project - 2004



- Investigate the technical and student support requirements of a video rich, multimedia, student e-portfolio;
- Investigate the potential of an e-portfolio as a Learning Transcript, a Record of Achievement and a Portfolio of work;

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# ***E-Me*** the process



- Students provided with a basic structure
- Taught how to use a multimedia authoring language
- Given a 'reason' to maintain an e-Portfolio – *the End of Year Review Interview*
- Provided with access to technical support
- Encouraged by Personal Tutor to compile and update their E-Me

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# **E-Me** development

- Small scale Pilot  
Feb 2004

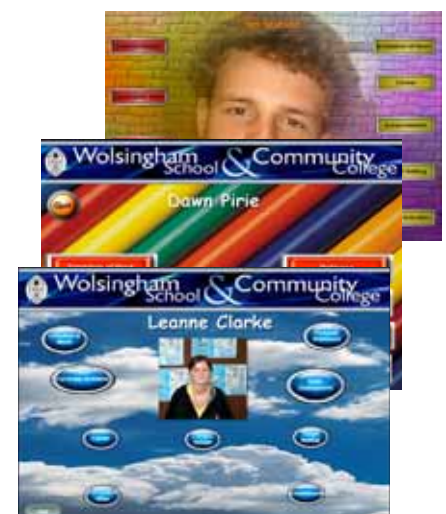


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# **E-Me** - September 2004



- All Year 12 students involved
- Integrated into PCC programme
  - Induction
  - Enrolment
  - Target setting meetings
  - Employmentability skills
  - Careers presentation
- **E-Me** Seminars – *Technician appointed*
- Presented in End of Year Review interview



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# Findings 1 – 2005



- Students were able to develop the required ICT/multimedia skills and used the tools competently;
- Students enjoyed the creative opportunity;
- The template provided a useful starting point;
- Students were proud of, and could see the relevance of e-portfolios.
- Students need to be convinced that the e-portfolio has 'value' for them;
- Interviews that allow/require student to use an e-portfolio must be carefully planned and structured – *competencies are the key?*

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## Competency based interviews



- Trend towards Competency based application forms and interviews. - rely on the premise that *past performance is the best predictor of future performance*
- **IF – employers** are to look at evidence of what an individual has done/can do it would make sense for the individual, once they know what the employer is looking for, to reflect on the evidence that they already have, and plan what they need to do to develop the skills and competencies required
- Need for an 'evidence base' – a portfolio
- A **multimedia** portfolio will provide real evidence of 'competency' to support the interview/selection process

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# 2005/06



- Students asked to identify the competencies required for their chosen 'job'
- February (careers presentation) – self audit – skills/competencies
- Provided with examples of competency based interview questions
- July (review interview) – students provide evidence of competence using e-portfolio

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## Student perception



	2005			2006	
	Agree +	Disagree +		Agree +	Disagree +
1	65%	35%	I am <b>proud</b> of my E-Me	93%	7%
3	75%	27%	By working on my E-Me I have developed useful <b>multimedia skills</b>	90%	10%
4	58%	44%	My E-Me has helped me to <b>record</b> what I have learnt and done during the last 10 weeks	81%	19%
5	84%	18%	I <b>understand why</b> the school wants me to develop an E-Me	83%	17%
7	35%	67%	The E-Me is <b>too complicated</b> for me to use	12%	88%
8	29%	73%	I have talked to my <b>parents</b> about my E-Me	79%	19%
9	75%	27%	I will <b>continue</b> to develop my E-Me <u>even</u> if the school stopped 'nagging' me.	67%	33%
10	69%	33%	I have <b>enjoyed</b> working on my E-Me	64%	33%

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# explain how your E-Me has helped you: (2006)



- Helped me realise what I achieved/done
- Helped me think of things that will help me get the job I want
- 
- Drawn everything together from what I have done during the year.
- Helped me focus on my skills and qualities and what could be improved
- 
- It helped me to put career plans and targets into perspective
- Improved my presentation and computer skills.
- 
- It has helped me place all my evidence together
- 
- It helped me to realise which skills I have, and those I need to develop.
- It helped me to analysis my year and it's events
- 
- My E-me has helped me to prove that I am building on the competency skills which I need for my future job role. It has greatly helped me towards the end of year review, and will help me when doing future interviews

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## Employer perception



- Review interview valuable – perhaps too ‘safe’ ;
- Need to tighten up interview focus – more emphasis on competencies;
- Need to Video interview + review student performance;
- e-portfolio – valuable for students as part of the interview preparation process;
- e-portfolio helped majority of students in the interview – *some students distracted by using ICT in the interview;*
- Need for work to be done with Personnel Managers/HE on using e-portfolios in the recruitment process;

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# Demonstration



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## Findings 2 - 2006



Students:

- can use the information tools;
- need to be 'convinced' that e-portfolios will help them;
- need to be provided with opportunities to present their e-portfolio;
- need to be taught how to select 'appropriate' formats for evidence;
- need access to resources and support to enable them to record and edit video evidence;

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# Findings 3 - 2006



- E-portfolios can help students to organise their evidence and can provide a valuable focus for reflection/review;
- Need to thoroughly plan and structure the evidence collection stage ensuring that the evidence required is recorded;
- Teachers must be trained to support students if the potential of the e-portfolio is to be realised;
- Interviews that allow/require student to use an e-portfolio must be carefully planned and structured – *competencies are the key?*
- Recruitment professionals are **not ready** for e-portfolios.

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### **Learning:** *Skills development*

- Reflection, action planning/target setting
- Progression and career planning
- ICT/Multimedia/communication

### *'By-products'*

- learning and achievements structured/recorded
- Improved self-esteem and self-confidence
- creative opportunities provided
- assessment evidence compiled

## **E-portfolio**

### **Environment:**

- Reason for e-portfolio
- Learner support *inc technical*
- ICT/multimedia resources
- Explicit evidence requirements
- Integrated into curriculum
- Trained staff
- Skills/competencies valued
- Review/reflection embedded
- Opportunities to present e-portfolio



### **Process - students:**

- use ICT/multimedia skills
- select and structure evidence
- use e-portfolio to review learning
- work with teachers to reflect on their learning/achievements
- Take responsibility for their e-portfolio
- Select and organise evidence for presentation (for a purpose)

# The next stage



- Integrate e-portfolios into the work of Departments - INSET;
- Promote the e-portfolio as an instrument to support reflection;
- Investigate the feasibility of introducing an End of Year 9 Review meeting – students expected to use their e-Portfolio);
- Encourage staff/students to make appropriate use of video evidence;
- Involve more Primary School;
- Work with HRM professionals to develop the format of the review interviews;
- Obtain external funding to enable us to move the project forward;

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