

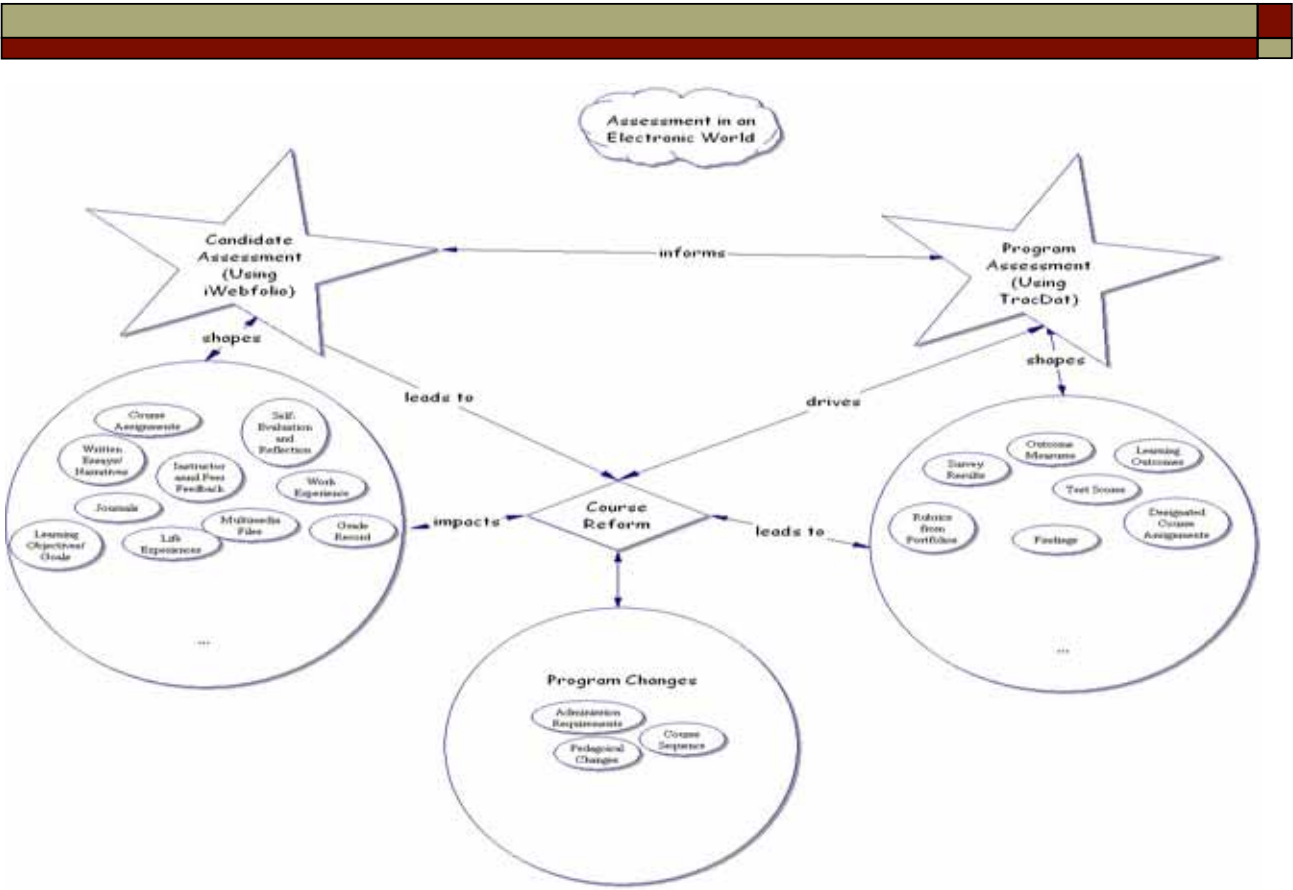
Of Tansley and Technology...

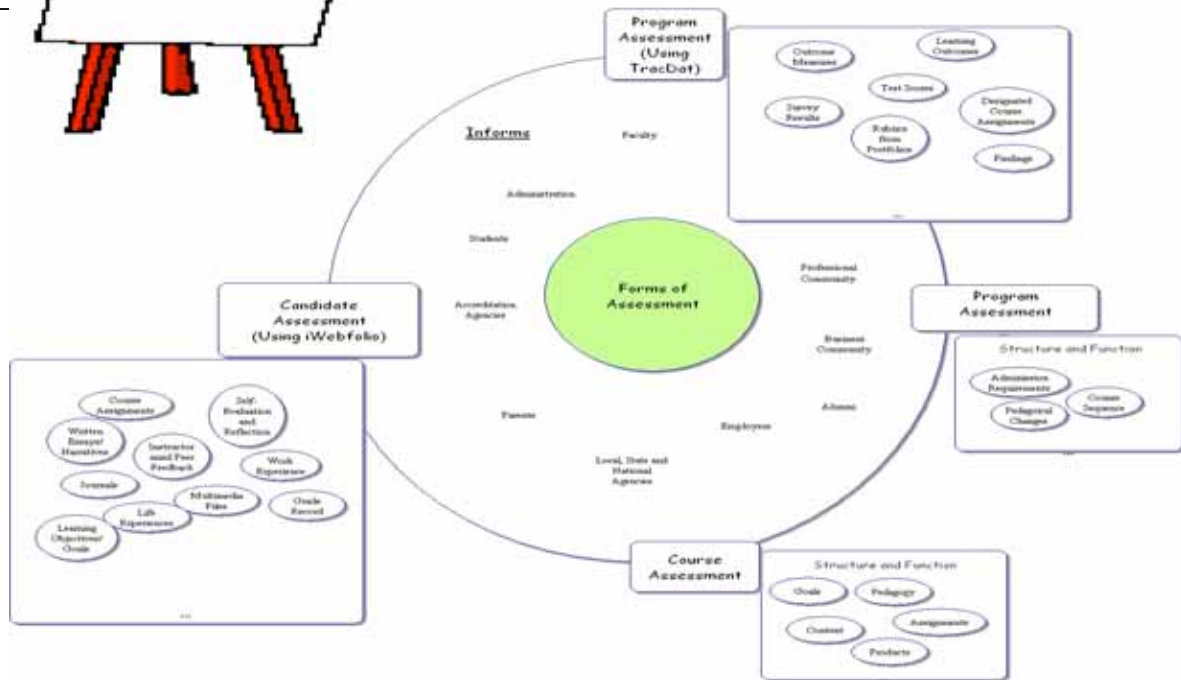
*E-Portfolios as
the foundation
of an
ecosystem*



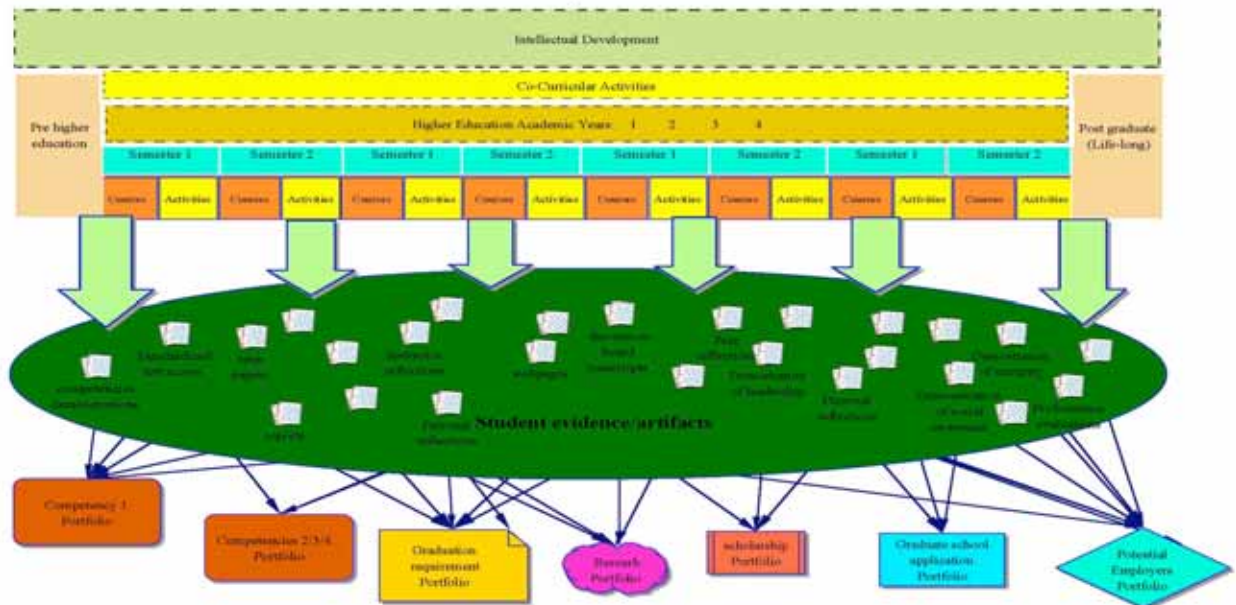
Recently overheard...

- ❑ “Instructors seem to be spending time tending to their computers...and hoping that the computers are teaching their students!”
- ❑ “If I talk to my colleagues about portfolios, they’ll think I’m being *girly*.”
- ❑ “What if I don’t really care about what my students are thinking or feeling?”
- ❑ “E-portfolios are taking over the world.”





Electronic Portfolio & Learning Relationships Concept Model





Sir Arthur George Tansley

- ❑ British ecologist who is credited with coining the term “ecosystem”
- ❑ Described natural systems as being in “constant interchange” among their living and non-living parts
- ❑ Retired from Oxford in 1937



Characteristics of an ecosystem

- ❑ Living components, physical surroundings, and the natural cycles that sustain them
- ❑ An “operating boundary”
- ❑ A role or purpose, often defined by context
- ❑ Responds to external stimuli by setting in motion one or more internal processes



Portfolios & Ecosystems – Level 1

- Students create portfolios as a means of interacting with multiple external (& internal) audiences
 - Instructors
 - Employers
 - Self



Beyond Level One

- Expanding the components
- Re-defining the surroundings, contexts, and systems
- Articulating the “operating boundary”
- Exploring multiple responses to stimuli



Components: The “living” parts

- ❑ Owners and reviewers
- ❑ Groups of reviewers (accreditation, assessment, evaluation)
- ❑ Owners expanded to include academic departments, universities, other institutions
- ❑ E-portfolios as the “rubric carrier”



Surroundings, Contexts, & Systems

- ❑ Academic settings and employers
- ❑ Internal audiences
- ❑ More than (different from) web site
- ❑ E-portfolios to make connections among surroundings
- ❑ Connections to other information systems



Operating Boundaries

- ❑ Wireless web access
- ❑ Digital representations (visual arts, music, storytelling)
- ❑ Sharing templates across institutions and levels
- ❑ Human networks



Responses to Stimuli

- ❑ Owner/Reviewer dialogue
- ❑ Learning when NOT to choose e-portfolios
- ❑ E-portfolio template as instruction
- ❑ Recruitment and retention efforts
- ❑ Assessment mandates



What's next?

- ❑ Advances in systems
- ❑ Build additional links among systems
- ❑ Clarify purposes and recognize changing purposes
- ❑ The challenge of the commonplace