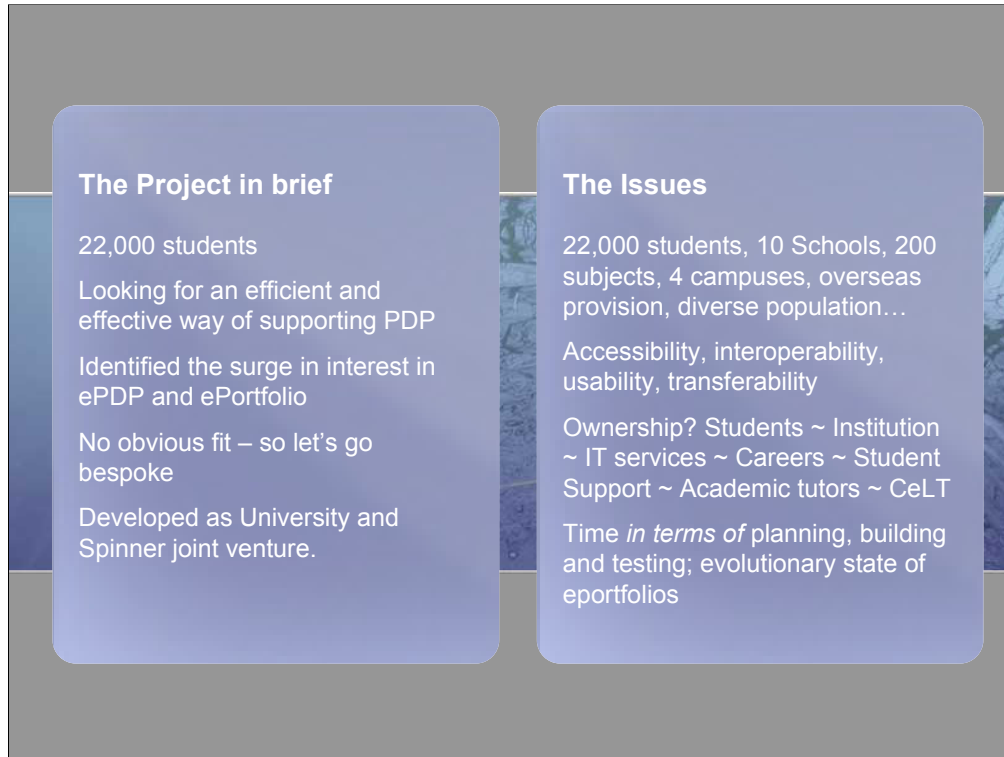


Most ePortfolio systems are designed for specific groups of students, undertaking specific courses, at particular types and are expressly concerned with students addressing a pre-described or pre-determined organisation of competencies.

Our extensive experience of working with Virtual Learning Environments led us to believe that the administrative burden involved in such an approach was not sustainable and that any approach which added to the existing teacher burden would serve only to detract from the personal tutoring element of an ePortfolio designed to support (and celebrate) the twin processes of learning and of learning about learning.

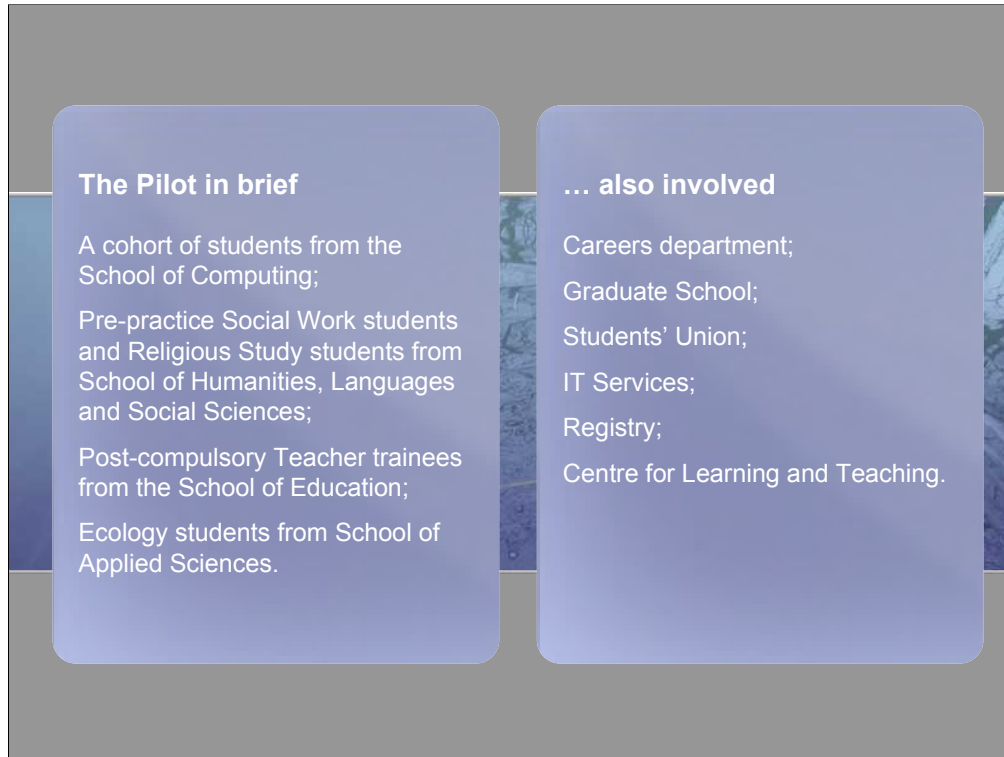


The slide above sets out the context within which we were working. Our initial brief was to provide a 'portal' which aided students' access to a diverse collection of word documents, templates, tip sheets and questionnaires. We were to make 'funky' the interface to an ad hoc collection of forms, action plans and profiles which were often anything but 'funky'.

Our research identified the surge of interest in electronic portfolios and we believed that it was possible to develop a system which was uniquely user-centric and which allowed users to record, reflect, review, discuss and share their thoughts, feelings, achievements and plans related to any aspect of their learning: formal or informal; structured or serendipitous; institutional or community.

It doesn't matter how technically clever a system is, if it is dull, uninspiring or just difficult to use then users won't be motivated to engage or to maintain engagement once any compunction is removed. This notion has underpinned the design approach to the project and led to us using Flash for the user interface - though this has not been without its critics. The critics tend to be much more comfortable with standard web pages; they're familiar with those. But the users? They love it.

Importantly the design is not just concerned with form, it's also incredibly functional. The design lends itself to use from a PDA or smart phone and users will be able to add new entries to a desktop version which will synchronise when they are next online.

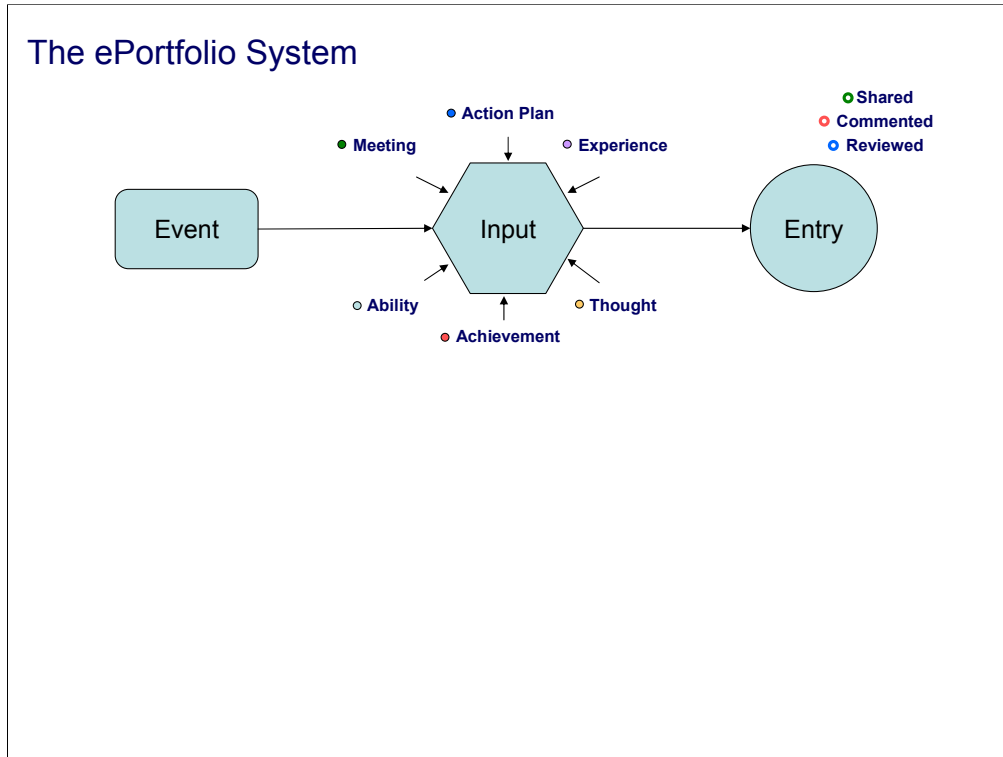


The 'pad' on the left provides broad details of the students involved in the pilot, which began on 11 October 2004. The system is being used for a variety of purposes including personal tutoring; module enhancement and support; evidencing field trip learning and, in the case of the teacher trainees, for recording all of the artefacts for their year long course and for maintaining dialogue with their community of mentors, teachers and students.

Whilst the project was sponsored by the Centre for Learning and Teaching it has necessarily drawn upon the expertise of a wide group of university stakeholders. The careers department are particularly excited by the system's ability to create very professional looking WebFolios (the output views of the ePortfolio) and hope that the aggregated evidence collected together in a student's WebFolio will help to create a positive impression in a very competitive employment market.

Of course the very act of drawing together a selection of one's evidence for a particular purpose requires an element of reflection and review. The narrative which binds the *assets* together has the potential to promote higher order thinking as each new story is constructed for each new audience.

Registry are very important stakeholders as they are custodians of the student transcript. We intend to link to the transcript dynamically to retain its authenticity and to populate the ePortfolio with key data about the individual – not to facilitate any information mining but simply to provide the user with data already held about them to prevent any unnecessary re-entry. This will be particularly helpful when constructing WebCVs.



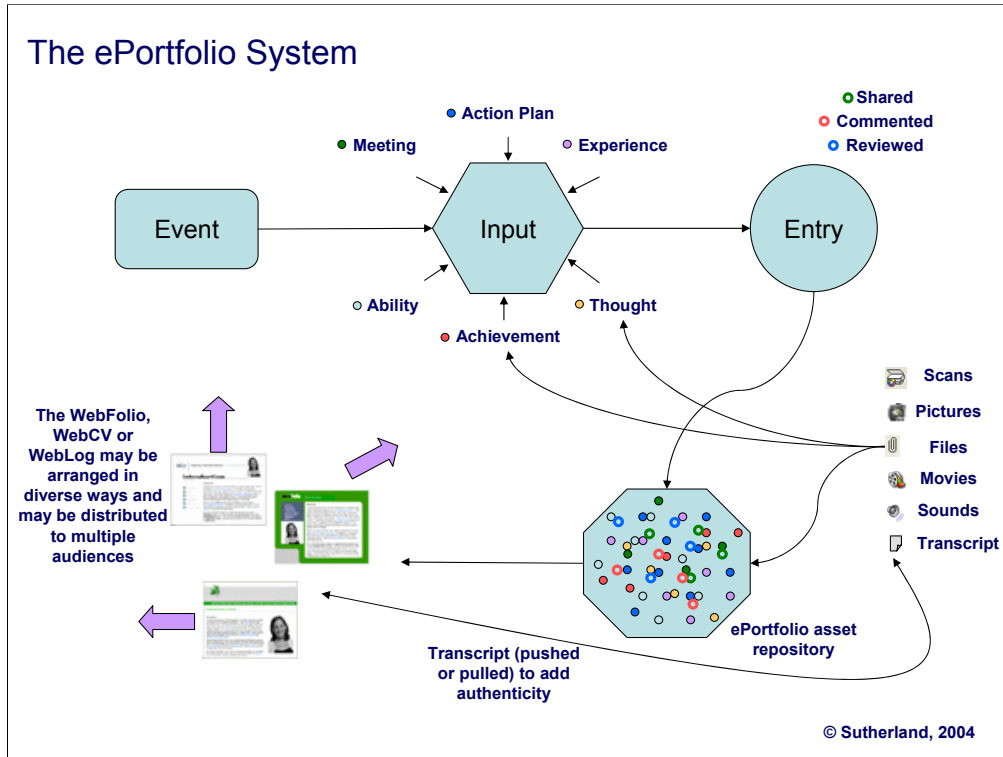
This slide begins to describe the design logic for the PACE ePortfolio system.

The user has an experience (event) which prompts an input into the eportfolio system. The six generic input types are designed to allow for the widest possible variety of experiences, ideas, skills and achievements. Where an entry needs to be recorded using an externally specified form, for example from a professional body, this can be uploaded directly into the system or attached to a relevant entry. Once completed, an entry is stored in the ePortfolio repository for future reflection or for use as part of an aggregated collection – for instance as part of a WebFolio or a WebLog.

As well as being available for use as part of a larger collection each individual entry can be printed; or shared with a selected audience. For example an Action Plan that I record can be shared with one or more people of my choice, for a duration of my choice. I (the user) also have the facility to allow different recipients different forms of access to my record. I can allow viewing, commenting, copying or collaborating.

Each record also allows the user to add additional notes or reviews to expand or return to a point of learning. All notes or reviews can be made private.

Comments on an asset take the form of a forum – privacy is assured by participant defined permissions.



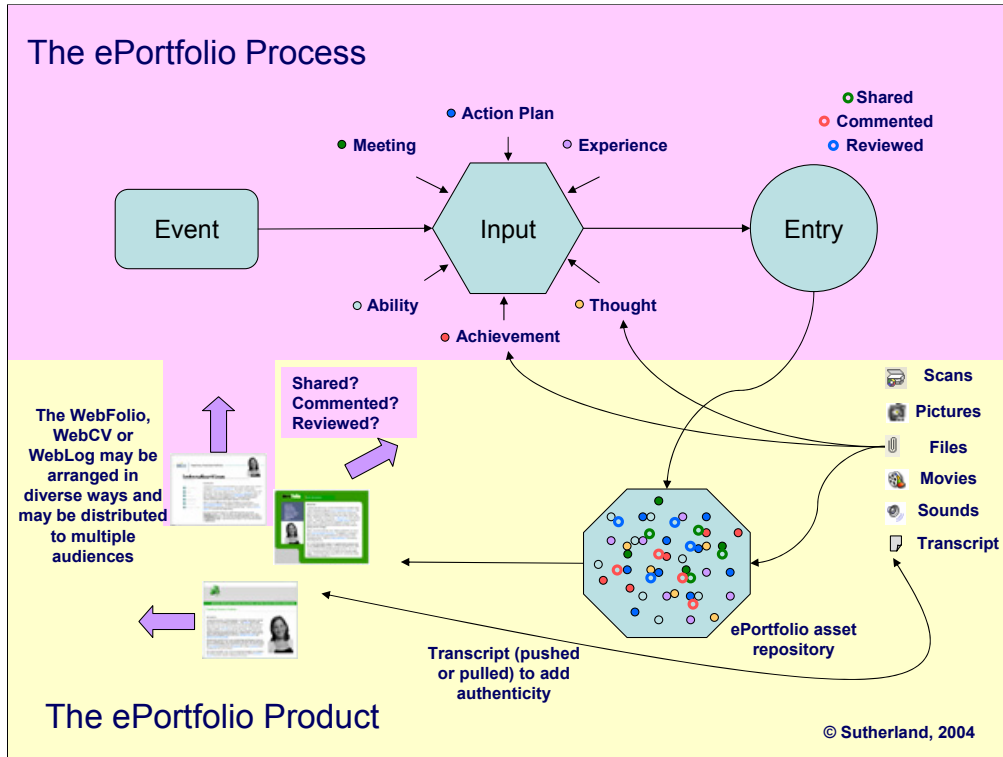
Files can be added to the system in support of any input type or can be independently added to the eportfolio repository. Files may be owned by the user or may be 'pulled' or 'pushed' by an external system e.g. the student information management system.

One of the system outputs is the WebFolio which is created through an intuitive wizard and which offers the user a wide choice of templates, colour schemes and image options. The wizard allows the user to choose any number of pages which are named according to the user's preference.

Multiple WebFolios can be created and can be shared, commented and reviewed in the same way as the individual assets.

As well as being able to share an *Output* to a person, the user is able to publish an *Output* to a place – called a Gateway. Gateways are created by a teacher and allow them to manage the WebFolios of a defined group. Where a gateway is defined by the teacher as an assessment gateway it is possible to restrict the dates between which users can either publish to, or view work on, the gateway. At the *close* date all of the assessment WebFolios are locked and archived to preserve the validity of the assessment.

Individual users will also be able to create their own gateways and invite others to publish to them. Gateways themselves can be protected by passwords and a range of permissions applied.



The top of the diagram can be conceived of as the Process part of the tool, and the bottom of the diagram, which deals with the outputs, relates to the system's Product. However, the design ideology of this system renders that view too simplistic.

Because individual entries can be shared or printed they themselves are outputs and, because the aggregated outputs (WebFolios, WebCVs, WebLogs) can be shared and feedback received upon them there is an element of process inherent.

The very act of creating an output supports the process of learning and, because the WebFolios, WebCVs and WebLogs can be shared with *collaboration* permissions they can also be socially constructed.



A meeting with a significant person

2.2 Subject Specific Outcomes

Learning Outcome	Context and Scope	Assessment
Effectively use a variety of strategies and tactics in the conduct of lessons and simulated situations and subsequently evaluate his/her performance	Teacher centred and student centred	Using PACE record:

Participation in an assessment regime

Prospects.ac.uk the UK's official graduate careers website

YOU ARE IN > Home page > Explore types of job

MY PROSPECTS ACCOUNT
 Login / Register
 Jobs by email or text
 Why should I join?

★ Where do I start?
 CAREER CENTRE

Company secretary
 choose from » job description and acti
 case study | contacts and resources

A desire to prepare for employment

A personally significant achievement or experience




This slide indicates the kinds of events that might presage an entry in the PACE ePortfolio. Some are indicative of structured, formal learning while others demonstrate that, much like a personal diary, the system has the capacity to record any personally significant event.



This is a screenshot of one of the entry pads in the PACE ePortfolio. The design of the pads lends itself to use on a PDA or smart phone. A second pad can be viewed on the left or the single pad can be stretched to provide more text space.




The first two pads show the process of sharing an asset (an asset is any record, file or aggregation with a unique identity in the ePortfolio repository).

Pad 3 shows the sticky message the user writes when sharing an asset. The message is written to help contextualise the purpose of sharing. This is how the recipient will view the message.

Pads 4 and 5 show how comments are made and read and the final pad shows the design of the review pad. Comments, notes and reviews can all be made private.


Reflecting on Learning


Once again the process writing an action plan has helped me analyse the steps required and determine the best way to get started on the next phase of this project

 You made this note on 21/10/2004 13:07:33 Hide when printed


Complexity

One of the dilemmas we face with WebCVs is that the output is a fairly simply artefact but the process required to draw selected information from the user and institutional data is quite complex. Our challenge is to create a simple to use system that creates powerful CVs

 You reviewed this on 21/10/2004 16:21:13 Hide when printed


Export as RTF 

One of the options we could explore with WebCVs is the provision of an export function. The completed CV could be exported in RTF format, which would render it editable on most word-processors. The user could then carry out any final editing that could not be accommodated within the template structure. The only downside is that the CV could then only be brought back into the ePortfolio as file and not as a native asset meaning it couldn't be edited or duplicated.

 **Comments about this** Hide when printed

Subject: **Your Action Plan**
 Posted by: **Colin Dalziel** on 21/10/2004 16:28:47
 I think this looks pretty comprehensive and I think it will be much easier to build now that we have learnt from building the WebFolio tool.
[Reply](#)

Subject: **Things to do**
 Posted by: **Toni Lavender** on 21/10/2004 16:32:38
 Shane, don't forget that we also need to finalise our 'Portals' system so that users can post their WebCVs; WebFolios and WebLogs to a portal as well as sharing them with individuals.
[Reply](#)

Subject: **Re: Things to do** 
 Posted by: **Shane Sutherland** on 21/10/2004 16:45:08
 You're right - but that depends on whether Colin pulls his finger out!
[Reply](#) | [Edit](#)

This screen shot provides a view of a printed asset. The inset shows a part of the asset which includes the section common to all input types 'reflecting on learning', an example note; a review, which is private i.e. people with whom the asset is shared will not see this review; and a series of comments received from people with whom I have shared this asset. The reply to the second comment has been made private and so will only be viewable by Lavender and Sutherland.

I work at the University of Wolverhampton (UoW) in the Centre for Learning and Teaching CeLT where I am the ePortfolio Project Director. Before beginning work on eportfolios, in April 2004, my role was eLearning Mentor, a role which involved me in providing support and guidance to teaching colleagues. This support was partly technical but was mainly rooted in my own teaching experience which included 4 years working at the School of Education. I have attached [my CV](#) for further career information.

One of the most challenging roles, leading up to my move to CeLT, was the development of online materials for the Post Graduate Certificate in Higher Education (PGCertHE). In this record I have included an example scheme of online activities we designed that were delivered through our own virtual learning environment - [WOLF](#). Here are two examples of content I designed for this programme - [The Teaching Wheel](#) and the [Levels of Learning model](#).

Since being with CeLT I have been involved in many exciting projects. One of the first of these was the design and delivery of a Technology Retreat. The retreat was a 1 week residential project for 10 academic staff. During the retreat delegates were required to produce effective elearning materials for online delivery. The feedback from the retreat was very positive - details of the planning and the feedback can be found [here](#). I have also presented two papers based on the retreat and have included details of one [presentation and my reflections](#) on the paper I presented at ALT-C 2004.

My current work is concerned with the development of an ePortfolio system to support the Progress File project which has resulted in the development of my ePortfolio work.

Title: Running the eRetreat
Description: The aim of the retreat was to provide an opportunity for delegates to focus their attention on the creation of interactive e-learning materials in support of a selected module or subject for which the...

This screen shot is taken from my own (first attempt!) at a WebFolio. The PACE ePortfolio provides a range of templates and a range of colour schemes. The pages are created and named as and when the user chooses though pre-defined templates can be shared by the teacher.

The narrative is central to the construction of the WebFolio and links to assets, websites or emails addresses are easily made by highlighting the text and using a drop-down list to choose the appropriate item.

The roll-over text is used to help describe a link before it is selected. This is to help the viewer make appropriate choices as they navigate the pages.

We hope to have demonstration accounts available soon (once we've satisfied the immediate needs of our core customers at Wolverhampton). If you'd like to be kept up-to-date or would like any further information on the PACE ePortfolio please contact me (Shane) at sams@wlv.ac.uk