

Developing an e-portfolio to support transitions between episodes of learning

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Who we are

I convene the UK Learner Information Profiles Special Interest Group (LIPSIG).

A partnership between: -

- The Centre for Educational Technology Interoperability Standards (CETIS) &
- The Centre for Recording Achievement (CRA)

Our aim is to develop a community of teachers, managers and technologists to influence the development & implementation of policy centred upon the needs of the learner

Communicating the value added by education and training

We want to avoid a mistake made by UK HE:-

- In the 1990s UK HE “modularised” teaching making learning outcomes more transparent
- A detailed Transcript of what students achieve was developed
- BUT this has not been widely used outside Higher Education...
- ...because nobody properly considered who would use the Transcript and for what purpose.

My argument

- Transcripts provide learners with raw information about their achievement; including extra curricular achievement
- Learners need a context within which they can understand how their achievement leads toward realistic but ambitious goals
- In this way they can learn how to present their achievement e.g. to an employer or a university

A personal e-portfolio



A presentational e-portfolio

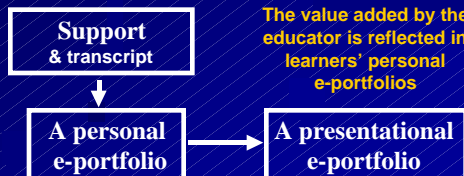
Propositions

My argument

- The educator is NOT responsible for the presentational e-portfolio...
- BUT is responsible for more than the transcript...
- the educational, personal and career development of the learner

Is this correct?

The value added by the educator is reflected in learners' personal e-portfolios



Policy Background

The Original Policy 1996

In the UK the Dearing inquiries into tertiary education recommended both colleges and universities provide a process: -

“...by which young people develop the practice of managing and taking responsibility for their own learning, as a skill they need for life, continuing through college, university and into work.”

The UK term for this process is “Personal Development Planning” (PDP)

Policy Background

e-portfolio (2003)

The Westminster Government's proposed actions over the medium term:-

E-portfolios for Lifelong Learning
 Establish the principle that all education and training organisations have the responsibility to contribute to a learner's e-portfolio for lifelong learning and support their development and progression.
 (Toward a Unified e-learning Strategy, action 33)

A portfolio would allow both summative assessment and information about personal aspirations and interests to be owned by the learner (19)

Information Model

An Information Model

Owned by the institution e.g. Transcript An official record of assessed achievement A definitive statement	Jointly owned by student & teacher A supported process a dialogue Attainments evidenced by the student An endorsement equivalent to a reference	Owned by the student "Personal Development Records" Attainments proposed by the student A claim equivalent to a letter of application
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Information Model & LIP

Realising the Model

<p>A fuller Profile of the Student</p> <p>A Diploma Supplement Owned by the institution. A narrow definitive statement of achievement</p>	<p>A Personal Development Record Jointly owned by the student and the department. A fuller picture of the person's potential & aspirations</p>	<p>CETL has mapped these domains. A "CWA" - an outline European Standard - was agreed in 2003. Are there any examples of this kind of electronic profile in current use?</p>
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Process & LIP

Transitions - the problem

How may Business and Learner processes in FE and HE be joined up to support shared learning and transitions?

Separate Institutional MIS systems

Process & LIP

The SHELL Model

An example of an administrative resource shared across FE and HE

Learners can now access resources in any college in Devon & Cornwall within days not weeks
BUT application to HE is not located

Shared continuing learner record

Process & LIP

A learner Perspective

How are learners supported in making these decisions?

Decision Points

Full lines = data transfer

E-portfolio: - scenario 1 *Process & LIP*

1. I am introduced to the use of a portfolio
2. I use the portfolio to review my goals & what I should study

Partner colleges entry programme

Enrols
Age 16
College 1
OCR

PDP

PDP

E-portfolio: - scenario 1 *Process & LIP*

3. At the end of the year when I get my results I use the portfolio to help me identify what I should study, and where
4. I decide another college better matches my needs & take my portfolio with me when I transfer

Partner colleges entry programme

Enrols
Age 16
College 1
OCR

PDP

PDP

results

Changes college

E-portfolio: - scenario 1 *Process & LIP*

5. Drawing on teachers' advice & the services available through the e-portfolio I decide to apply to University

Partner colleges entry programme

Enrols
Age 16
College 1
OCR

PDP

results

Changes college

Enrols
Age 17
College 2
BTEC

Applies Univ.

PDP

E-portfolio: - scenario 1 *Process & LIP*

5. I gain a place
6. I use my portfolio to choose my options & to introduce myself
7. The University receives full details of my qualification
8. The University supports my continuing use of e-portfolio

Partner colleges entry programme

Continuing HE PDP

Enrols
Age 16
College 1
OCR

PDP

results

Changes college

Enrols
Age 17
College 2
BTEC

Applies Univ.

Registers
1st Cycle
Year 1

PDP

Realising the vision *Process & LIP*

Nottingham City passport

"UCAS" admissions service

Nottingham University e-pars

Partner colleges entry programme

Continuing HE PDP

Enrols
Age 16
College 1
OCR

PDP

results

Changes college

Enrols
Age 17
College 2
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Applies Univ.

Registers
1st Cycle
Year 1

Outline Scenarios to stimulate development of e-portfolio

Encouraging & Supporting Transitions between episodes of learning (S1)

Age 7-11	Age 11-16	Age 16-19	1st Cycle	2nd Cycle
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Transition to Employment (S2)

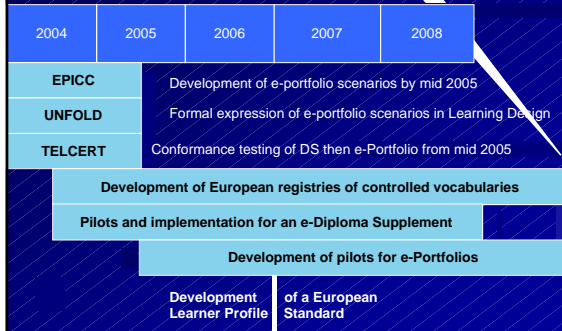
Role of careers advisors (S5)

Accreditation of Prior Experience and Learning (Scenario 4)

Continuing Professional Development (S5)

Increasingly learners will move between learning and employment throughout life as society requires workers to learn new skills, knowledge and competences throughout life which the scenarios should reflect.

Supporting implementation of e-Portfolio



We propose developing a set of scenarios to ask key questions

- “Scenarios describe typical uses of the system as narratives or stories.”
- “Use cases describe the major functions that the system will perform for the major actors, and also the goals that the system achieves for those actors along the way.”
- “Stakeholder classes define the people who care about, or who should care about, the system being developed.”

Ellen Gottesdiener; Requirements by Collaboration 2002

e-portfolios for Lifelong Learning

- Use cases have concentrated on individual episodes of learning and experience.
- A scenario should give an overview of how separate episodes may be joined up.
- Scenarios can be used critically assess and develop specifications.
- Scenarios are a means of working through questions.

Questions we should ask

How do staff in schools, colleges and universities support learners' use of e-portfolios in order that learners understand how and what they are learning and how it equips them for further study and career opportunities beyond what people from their background have traditionally considered?

How do employers support workers' use of e-portfolios so that the workforce is continually increasing its skills and the value added in an increasingly competitive global economy?

What is the role of Government in fostering the use of e-portfolio?

A practitioner led approach

The fundamental need

A means by which individuals can be supported in developing their capacity to understand how and what they are learning in order to plan for their own personal, educational and career development and in this way take responsibility for their own learning throughout life.