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S1.0.A: Building a Personal Learning Environment in the Web 2.0 cloud
An Interactive ePortfolio Master Class by Helen Barrett, International ePortfolio Consultant, USA.
This workshop will focus on Web 2.0 tools that can be used to construct a PLE (Personal Learning Environment) for a variety of purposes, and provide a broader look at using these tools within the context of ePortfolios and Digital Identity. Web Aggregators/AJAX Start Pages (such as ProtoPage or NetVibes), Blogs & RSS Feeds, Social Networks, and Interactive Productivity Tools.

To fully benefit from the workshop, please bring your computer.
Setting the Stage
• Sharing our collective learning goals through the Ning community
• Setting up a web aggregator/AJAX Start Page

S1.1.A: Interoperability Workshop
Session Chair: Marc Van Coillie
The objective of this workshop is to support the efforts of publishers and users of information systems in the creation and implementation of interoperable technologies. Publishers and users of ePortfolios, digital identity, learning and HR technologies will have the opportunity to explore real life scenarios where a number of different technologies have to work together. This workshop will include interoperability demonstrations, presentations and panel discussions regarding UK Leap2 draft specification, IMS ePortfolio Netherland and HR-XL Europorio / Europass CV to increase ePortfolio user data interoperability.

S1.1.C: VRM: getting control of your data and its economic consequences.
Session Chair: Graham Sudd
VRM, or Vendor Relationship Management, is the reciprocal of CRM or Customer Relationship Management. It provides customers with tools for engaging with vendors in ways that work for both parties. During this session, we will explore how the concept of VRM is being implemented and how this could be generalised to different types of relationship, e.g. Employer Relationship Management, ePortfolios and other systems where people can exploit, including monetise, their personal data.

Confirmed speakers
• Peter Murton (mysortingoffice.com - Spam-Free email and Permission-Based Marketing)
• Bart Stevens (iChoose - RFP application)
• Davor Meersman (mass customer involvement in product innovation processes)
• John Power (Chill.i.e - VRM approach to insurance brokering)
• Anne Veen (CCE, VRM approach to recruitment of young high potentials)
• Caren Kunst (Good Care Support - VRM experiences in eHealth)

S1.1.D: Building Trustworthy Architectures Workshop
Session Chair: Jeroen Hoppenbrouwers
The workshop will explore how we can build trustworthy architectures to support user-centric services. Based on state-of-the-art technology and the final results of the major European Integrated Project TASS, tools and approaches are presented and discussed that relate to use cases in eHealth and Employability.
End-to-end Trust Architecture
If individuals must feel secure about letting their personal information be shared among parties beyond their direct observation horizon, such as in typical employability and healthcare cases, the underlying system must provide an end-to-end trust path. This involves enforcement of strict authentication, authorization, trustworthiness, and data protection requirements. The open network architecture needed for trusted personal information-sharing services needs to combine many partial solutions into one integrated seamless trustworthy system. Examples from the TAS3 Integrated Project will be used to demonstrate such an architecture, together with implementation considerations and concrete use cases from employability and healthcare organisations.

Format Description of the Workshop
The workshop will contain three brief presentations by selected panelists, followed by three discussion sessions on the topic presented and one overall panel session to conclude. All three discussions will be summarized during the workshop, so that a final document can be published shortly afterwards. This document will concisely list the yet unsolved challenges in the relevant areas, concrete activities that are being undertaken to solve some of these challenges, and proposed activities to further develop the field of trusted personal information services. It will serve as a roadmap for various associated projects and possibly to a follow-up workshop.

10:30 Introduction by Jeroen Hoppenbrouwers. What elements does such an architecture need?
11:00 David Chadwick on Trust Negotiation. Why do we need trusted architectures?
11:30 Danny De Cock on Trusted Transactions. How do portfolio systems establish trusted relationships that end-users dare to rely on?
12:00 Kick Willemsen on Trusted Services. Which technological and organisational assurances on trusted end-user data handling can we soon expect in the mainstream portfolios? Pros and cons of User-Centric Authentication Services, alternatives on the market (OpenID, SAML, CardSpace...), realizing a trustworthy service using A-Select.
12:30 Wrap-up, general discussion with and between all four presenters.

P1: Digital Identity: a 21st Century Imperative
This year the international ePortfolio conference has invited key actors to address the central issue of Digital Identity and Privacy.

User centric identity: from virtual business cards to VRM
Kuppinger, Martin
KuppingerCole

Abstract:
The threat in personalization and profiling is to know what the person really wants (personalization) or is/has (profiling). The one who knows best is the person itself.
(Managed) infoCards can transport virtually everything. They might provide profile information for personalization. A trusted identity provider might offer a service which stores profile information it retrieves from the users and provides it in a controlled way (the basic idea of user-centricism) to web sites which shall provide a personalized experience to the user.
I’m convinced that there is a business model for Identity Providers. Users might pay for a trustworthy handling of privacy information. Relying parties might pay for the ability to personalize information. There might also be approaches where the service is for free but the privacy is limited - the relying party might pay more if she learns more about the user. Both approaches might work.
VRM fits perfectly into this. It is the use of these approaches for vendor relationships, providing information for buying decisions via infocards. For me, VRM, infocards and technologies like U-Prove are the pieces of a puzzle which, when ready, shows personalization and profiling as the picture.

Comparison of personal data stores for employability and eHealth: similarities and differences
De Moor, Georges, EuroRec

S1.2.A: Building a Personal Learning Environment in the Web 2.0 cloud (part 3)
An Interactive ePortfolio Master Class by Helen Barrett, International ePortfolio Consultant, USA.
Web 2.0, an Architecture of Interaction
Collaboration: Using Interactive Productivity Tools (GoogleApps, Wikis)

Session Chair: Marc Van Coillie
The objective of this workshop is to establish the foundations of an interoperability framework for human resource management and education in a lifelong learning perspective. This will be the first activity launching the official formation of the Liberty Alliance HR-EDU SIG.
The workshop will offer participants the opportunity to debate key issues and contribute to the definition of a work plan for future activities.
The list of founding member organizations includes the following industry leaders: EIfEL, Entr’ouvert, Symlabs, iProfile.org, EuroCV.eu, StepStone. This SIG operates fully in the public domain and is open to public membership.

S1.2.C: VRM: getting control of your data and its economic consequences.
Session Chair: Graham Sadd
Part 2 of the VRM track, with a focus on business cases.

S1.2.D: Regions Meet Regions
Session Chair: Odile Wolfs
A interactive seminar and networking event where regional stakeholders meet international experts and colleagues to address the issue of regional ePortfolio strategies with Paul Wasko (Minnesota USA), Norman Longworth (University of Stirling Scotland), Rens de Groot (Calbris NL), Marij Veugelers (SURF NL), Samantha Slade (Percolab Canada), Jan Bartling (ROC-i NL), Paul Messer (Careers Wales,UK), and many more.
Please note that this event does not take place at MECC, but at La Bonbonnière Achter de Comedie 1
6211 GZ Maastricht
Thursday, 23/Oct/2008

P2: Setting the ePortfolio and digital identity scene
Session Chair: Serge Ravet
Session Chair: Marij Veuveigers
Welcome: Odile Wolfs. Province Limburg.

From ePortfolio to Digital Identity
Serge Ravet, EIfEL, France

During this session, I'll present the outcomes of the Active Identity programme, during which we explored the use of technology to support the active construction of one's identity. It will start with the reason why identity (even non-digital) is an issue specific to the modern society and explore how we can move from the ePortfolio as a 'narration' (of the past) to the e-Identity as the 'invention' of self (towards the future).

ePortfolio Research: State of the Art
Darren Cambridge *, Barbara Cambridge * 1: George Mason University, USA 2: National Council of Teachers of English, USA

That more research is needed to ground and guide the use of ePortfolios has widespread consensus. The kinds of applicable research, however, are more contested. Some policy makers and ePortfolio practitioners believe that good research must be experimental and quantitative; others know that a broader range of research approaches is appropriate for the distinctive challenges presented by ePortfolio implementation and use. Models such as transnational research and the scholarship of teaching and learning point to a research practice of the ePortfolio community that not only can guide practice but also can be integrated within practice. An example of collaboration grounded in this model of practitioner research is the Inter/National Coalition for Electronic Portfolio Research, whose members include research teams from 50 colleges and universities in the United States, Canada, England, Scotland, and the Netherlands. This presentation describes the work attitude as well as practice during this case study. At last participant store (file system) feedback and reflections they received from peers, tutors or any interested persons or entities. By way of publishing BeP, we achieved that participants know each other better and hence interaction, reflection supplying feedback has gradually increased. On the other hand individual participants were able to practice self-evaluation, i.e. their online learning process, access and use to PC and Internet, their ISE as well as group (collaborative) learning in an intercultural online learning environment.

To this end this paper that is based on the case study of ePortfolio-based feedback from intercultural collaborative online in developing countries, briefly highlights the background and objective of the case study. Subsequently, the paper scrutinizes related works and short review of literature. Next to that we discuss the role of actors and the model for the prototype ePortfolio, which we implemented in our case study. Finally we present the outcome of the case study i.e. summarized and analyzed the reflections (what we have learned as well as what participants commented on).

Lifelong Learning in the Region using ePortfolio
Theo MENSEN

Introducing ePortfolio is one of the recommendations of the Dutch Committee on Labour Market Participation reported in "Towards a future that works", published June 2008. In order to increase employability "every member of the labour force will be entitled to a digital e-portfolio, i.e. an electronic inventory of their competencies, diplomas, experience, and accreditation of prior learning (APL). This will give people a better understanding of their position on the labour market and their career prospects, and of any need they have for further training".

In addition this Committee recommended to introduce Talent Analysis and APL procedures on a large scale, with maximum use being made of the e-portfolio. The right to a periodical analysis of one's competencies and the right to APL assessment must be included in collective labour agreements, with mandatory arrangements for a "best-effort" obligation on the part of employees to undertake training.

A study on ePortfolio and digital identity strategies to enhance and empower international cooperation in developing countries
Samantha Slade *, Théo Bondolfi *

The Swiss government has commissioned a study to identify and explore how ePortfolio and digital identity strategies are being used in intergovernmental and governmental organisations and NGOs working in international development to better meet their mandates. Ynternet.org, mandated for the task, will share the preliminary results of the study carried out in partnership with international agencies and organisations.

The reality of the south is very different from the north: the needs are wide spread and urgent as identified in the Millennium Development Goals, such as governance, gender equality, health, environmental sustainability, capacity building, poverty alleviation. Civil society organisations involved in development work are gradually integrating the web into their practices and exploring how ICT may enhance economic, political and social development. Faced with the Global Digital Divide, development organisations need to leapfrog into efficient and accessible leveraging of ICT that is scalable and sustainable to better network, learn, share, collaborate and partner. The international ePortfolio and digital identity community has for the most been active in the developed countries and this study will be part of connecting this world of potential with developing areas of the world.

S2.1.A: Regions and sectors: designing eStrategies
Model for ePortfolio-based Feedback from Intercultural Collaborative eLearning in Developing Countries
Beyene, Berhanu, University of Hamburg, Germany

Synopsis
Parallel to the rapid rate of spread in wider and broader application of information and communications technology in education, the emergent use of portfolios/ePortfolio for various purposes is also predictable. One of the major promises of ePortfolio use in eLearning is to augment self-regulated learning system and particularly reflect on learning processes and performances.

Our three years of experience in eLearning in developing countries reveals that there is a growing trend in recognizing eLearning as a strategic human resource development in general and supporting the traditional education system in particular. This has created discussion and called upon research studies not only on the comparative advantage of eLearning, but also on maintaining effective feedback from intercultural collaborative eLearning so that the eLearning system can be steadily evaluated and monitored. Actors in the feedback flow are educational institutions, infrastructure (mostly, Internet) service providers and the learning society. Feedback from/to interaction among the actors can best be stored (captured) and by the use of portfolios/ePortfolios.

We initiated a case study on "ePortfolio-based feedback from collaborative intercultural eLearning in developing countries" where 87 participants (online learners) from 16 countries that spans over five continents. We offered "Principles and Tasks of Leadership" an online course for a period of 8 weeks (15 November 2007 to 15 January 2008). We classified participants into 11 working groups on the average each group consisting of eight participants. Assignments were also solved in group-on an intercultural collaborative basis. We used MOODLE as a learning management system. There were different discussion fora, chat sessions, exchange of emails, etc. within the MOODLE and one group.

To enhance intercultural collaborative online learning we designed a prototype "basic" ePortfolio (BeP) to be published by participants, so that participants shall use the BeP to edit and publish their personal profile, technology access and use (mainly PC and Internet), their Internet self-efficacy and collaborative or group work attitude as well as practice during this case study. At last participant store (file system) feedback and reflections they received from peers, tutors or any interested persons or entities. By way of publishing BeP, we achieved that participants know each other better and hence interaction, reflection supplying feedback has gradually increased. On the other hand individual participants were able to practice self-evaluation, i.e. their online learning process, access and use to PC and Internet, their ISE as well as group (collaborative) learning in an intercultural online learning environment.

A study on ePortfolio and digital identity strategies to enhance and empower international cooperation in developing countries
Narain Ramluchumun, Dr Terry Poulton, Dr Judith Ibisson, St George's University of London, UK

Abstract

Context
ePet, a generic electronic portfolio which originated from Newcastle University, has been successfully implemented as a tool to facilitate medical students at St George’s University of London (SGUL) to reflect on their development of academic, professional and clinical skills. The electronic portfolio has been developed using robust Open Source products like Zope and MySQL databases. This has made it easier to integrate with the learning environments at SGUL. The study has identified using portfolios as a tool to provide students with facilities such as templates for reflecting on educational performance for discussion with personal tutors and reflective practice assignment for General Practice (GP) and community visits. The electronic portfolio should provide a vehicle to facilitate the learners to reflect on their own performance across competencies at different stages of their course.

**Summary of Results**

Portfolios are intended to both help foster skills for independent learning and enable collection of evidence for ongoing development. This is where ePet’s open source origins have been invaluable; customisation of the portfolio to meet new requirements from staff was relatively straightforward. Due to its flexible nature, ePet has been easily adapted and further developed with the integration of new portfolio tools to meet the institutional requirements. These include facilitation of reflective practice, educational performance, discussion with personal tutors, and reflective practice assignments. Learners can record their achievements, keep reflective notes on personal learning and review significant professional or educational experiences. The institution is also using the electronic portfolio as a form of online assessment and as evidence for continuous professional development. Students are required to grant tutors access to particular sections of their portfolio so that their work can be assessed and signed off. ePet has a high level of configurability which facilitates customisation for its different curricular stages to capture the immediacy of the student learning experience. Some considerations have also been given to the fine balance between personalised independent learning and institutional control of the learner.

**Conclusions and Recommendations**

The component structure of ePet makes it an adequate tool for the design and integration of additional features, to meet future requirements, without making changes to the core of the electronic portfolio. This paper reports the experiences integrating ePet with the learning environments at SGUL and customising it for Medicine and other healthcare courses. Some key principles and guidelines derived from the initial project aims have been used to examine staff and student feedback. The evaluation of ePet also includes tools designed to monitor student access and how often particular sections of the electronic portfolio are edited. Pedagogical and technological barriers to implementation of the electronic portfolio are also considered to identify how SGUL can improve its evolution over time, with iterative evaluation of its purpose and contents.

**Using ePortfolios with health professional learners to develop their digital identities for learning and continuing professional development**

Susie Peacock 1, Jane Hislop 1, John Cleak 1, Sue Murray 1: Queen Margaret University, UK 2: Sheffield Hallam University, UK

Abstract:
ePortfolios are one of the latest tools available to educators in higher education. They have the potential to promote learning and encourage personal development by supporting (a) the learning process, (b) the product of learning and (c) the transition of learners at various stages of the lifelong and life-wide journey, for example, from learner to clinician. All three of these roles can be used to develop and extend the digital identity of the learner whether within formal education or as a qualified, practising healthcare professional (Barret & Camey 2005; Ward & Grant 2007; ISLE 2005; JISCinfonet 2008). The ePortfolio is a personal, private, learning tool that is organised and managed by the learner. The tool can be used to review and reflect on learning (Roberts et al. 2005) and support continued personal enrichment through commentary and feedback with selected individuals and/or groups in order to develop the digital identity of the learner, whenever, wherever throughout their life-wide learning journey.

The purpose of introducing ePortfolio in healthcare subjects is to encourage our learners to “develop the skills to continue building their own personal portfolio as a lifelong learning tool” (Siemens 2004). Many employers and professional societies are now expecting our graduates to be familiar with ePortfolios and ePDP/eCPD, for example, the Chartered Society of Physiotherapy, the Nursing and Midwifery Council and the Institute of Radiographers. Unfortunately, student reaction to the use of an ePortfolio for PDP, in preparation for CPD, has been ambivalent at best (Gradini and Saunders 2007; Pond 2007; Coish 2007; ISLE project 2007; Tosh et al. 2005).

This presentation draws upon our current research being undertaken as part of an international collaboration, and our combined experience of implementing ePortfolios for over three years with healthcare learners in a range of subjects across two institutions: Queen Margaret (Scotland) and Sheffield Hallam (England) Universities. Our case studies are drawn from both institutions at different levels in different programmes.

One exemplar discusses the implementation of the ePortfolio tool within the curriculum of an M.Sc. (Pre-Registration) Physiotherapy programme. The ePortfolio has been integrated within this programme in modules which seek to promote and develop lifelong learning skills necessary for CPD. Currently students are required to submit a portfolio on their learning on completion of their level 1 studies. Students carry out a critical reflective account of their learning experiences in level 1 which they submit as an ePortfolio. The students are asked to support their account with evidence of their learning experiences which they have gathered over their studies in Level 1. The students progress onto the ePortfolio in level 2 of their programme. It is hoped that by the end of the programme students will have developed a comprehensive portfolio resource which they can take with them into their working environment and use to support CPD.

Another case study at a different institution draws upon the introduction of the ePortfolio for level 1 undergraduate physiotherapy learners. Tutor work with students to encourage them to actively participate in PDP through the ePortfolio and to acquire the skills necessary for them to engage with CPD upon graduation. Learners are encouraged to work with tutors to develop their IT skills and digital identity and to reflect on relevant issues such as “How to survive semester 1.” Students are asked to consider key worries and concerns about university life and study using tools such as the swot analysis, the blog and the action planner.

Through our numerous case studies in subjects such as radiography, nursing and physiotherapy, we consider:

- The role and purpose of ePortfolios in the learning environment and how this links to the expectations of the professional bodies for ePortfolios for CPD;
- A sustainable technical implementation discussing issues such as data protection and alumni access;
- The student perspective on ePortfolios;
- Issues when integrating ePortfolios into the curricula;
- Barriers to the implementation of ePortfolios.

**Attendees will leave this presentation with**

- A clearer understanding of the term and potential roles of an ePortfolio in the learning environment to support PDP and then CPD and develop lifelong digital identities;
- Examples of how the ePortfolio can be implemented within the curricula in preparation for CPD;
- Further insights into the student perspective of ePortfolios;
- Issues for consideration when planning an ePortfolio implementation;
- References and web/paper-based resources on implementing an ePortfolio developed by the team.

**Implementation of Professional Behaviour and a Digital Portfolio in medical education: using the model of Van Tartwijk**

Anne-Berit Harsmen, Robert Hulsman, AMC, The Netherlands

Abstract:

**Introduction**

Starting September 2009, as a result of the Bologna-process, the Bachelor-Master curriculum will be introduced in the Medical—curriculum of the Academic Medical Centre of Amsterdam. Part of it will be a new bachelor-programme focussing on ‘Professional Behaviour’. The programme is based on the criteria for Professional Behaviour (PB) as described in the final-terms of the eight medical schools in the Netherlands (Raaplan 2001). PB consists of three dimensions: handling tasks and work, contact with others (colleagues or patients) and self-evaluation. The plan for the implementation of the PB—programme in the Bachelor curriculum has been written and contains a description of PB in the involved courses, assignments for students and criteria for assessment. The goal of the programme is to make the student’s development in PB transparent for both students and teachers. This implies that students have to collect ‘evidence’ (documents, presentations, reflections) throughout the bachelor-phase to make their development in PB visible. Tutors coach (formatively) and later evaluate (summatively) the students on their PB in a yearly individual feedback meeting.
A digital portfolio (DPF) is considered to be the instrument to monitor the student’s PB. Using the Sakai Open Source Portfolio, students collect their own material and the feedback and evaluations they receive from the teachers. The teachers use the DPF to review the student’s materials, and to add their feedback and/or evaluation.

To prepare the large-scale implementation of the Professional Programme-programme and the Digital Portfolio, two pilot studies have been conducted in the past two years. Pilot one focused on a sample of 20% of all 350 first year students and their tutors. The second pilot focused on all 30 first year tutors and all 350 first year students involved. A third pilot, starting in September 2008, will focus on the necessary preparations for large-scale implementation in year two and three of the bachelor and will continue until September 2009.

The aims of the presentation are: first, to give an overview of important factors for implementing Professional Behaviour and the Digital Portfolio in a Medical Bachelor, and second, to present our ‘lessons learned’ during the first two pilots.

**Important factors**

As described in the model of Van Tartwijk (2003) there are three conditions for successful implementation:

1. Management: PB is initiated by policy-makers & developers of the programme and communicated to the persons involved. A project-team (supported by a fund for ICT in education) was installed to facilitate the implementation.

2. People: Students and teachers must be informed about the educational goals of PB and teachers need to get used to their new roles in coaching and evaluating the students.

3. Infrastructure: The digital portfolio is the supporting instrument for the PB-programme. Its design, and when and how the portfolio is used, is dependent on the structure of the first road. Therefore, these roads frequently connect in the implementation process.

This leads to the first important factor for large-scale implementation of portfolio: the existence of an established educational programme that is supported by the students and tutors involved.

The second important factor for successful implementation of a portfolio is its user-friendliness, meaning that its functionality and procedures are well connected with the tasks of students and teachers.

**Lessons learned**

The aim of the first pilot was to evaluate the use of the DPF and to assess the student’s initial attitude towards PB and DPF.

An evaluative survey at the end of the first pilot demonstrated that most of the students consider coaching and evaluating their PB important and regard the DPF as a suitable tool for monitoring their own professional behaviour.

At the start of the second pilot, it appeared that management support is a crucial factor for successful implementation. Guidelines were phrased about the procedures for assessment of PB using the portfolio. In the second pilot the interviews with all tutors revealed that the portfolio process can be disturbed by either the student or the teacher, disrupting the transparency and the longitudinal character of the portfolio.

The moments of using the portfolio should be well embedded in the curriculum. Also, the user-friendliness appeared to be a crucial factor; both students and teachers who had serious problems using the DPF dropped out.

**Conclusion**

The pilots so far demonstrated that the model of Van Tartwijk (2003) contains all crucial elements for successful implementation of a digital portfolio.

An inadequate implementation and lack of acceptance of the PB-programme results in ignoring the portfolio, and an insufficient user-friendliness of the portfolio can disturb the process of monitoring and assessing PB.

**S2.1.C: From ePortfolio to Digital Identity**

**Avatar ePortfolio: digital identity in synthetic worlds**

Marek Brzusiak, Leeds Metropolitan University, UK

**Abstract:**

Electronic Portfolios have been known and used for more than twenty years in education and academic circles. Since the declaration of the Lisbon Agenda in March 2000 by the European Council to foster the so-called ‘knowledge economy’, the idea of ePortfolio was exposed to a larger public. The significance of ePortfolios may increase further with the consideration of synthetic (or virtual) worlds: besides the ‘classic’ fields of application like assessment and learning, ePortfolios are also suited to craft digital identities.

This paper introduces the concept of Avatar ePortfolio, which is highly relevant to answer identity issues in synthetic worlds. Furthermore, it should play an interesting role as vehicle for social mobility among networks in virtual worlds.

Narratives can create identity as the result of a continuous communication. In a digital environment like synthetic worlds, digital storytelling engage a wide selection of different media and technical tools to ‘tell the stories’: narratives refer to a digital representation (the avatar or indirect identity). In this context, an ePortfolio can be seen as a tool to construct meaning: A process and showcase ePortfolio that tells a story, displaying identity in the digital environment. Besides that, identity is not only self-constructed, but also the result of interaction with others. Through the articulations of the audience, identity of Ego is reflected, similar to a peer review in a scientific or pedagogic environment. Such an expression is a credential to the reputation of a natural person or a digital representation (avatar).

In synthetic worlds, where authentication systems are often unreliable or not wanted (in the sense to identify the player behind his/her agent), another way of identity proof is needed: reputation. An ePortfolio is suited to provide a place of reputation transfer.

The most important step in setting up an ePortfolio is to define the purpose for the ePortfolio. When we discuss identity crafting as the general aim of an ePortfolio usage and seek reputation as a desirable outcome, therefore we have to define what identity and reputation in this context means and which elements are essential to be met.

I would suggest distinguishing this type of ePortfolio from the other forms mentioned above and call the concept “Avatar ePortfolio”.

1. Avatar ePortfolios should tell the story of the avatar, create identity (process as proof of growth or history) and collect artifacts as showcases of achievement.

2. Avatar ePortfolios should add other voices to the story to enrich and validate identity and the story told.

3. Avatar ePortfolios would include projections into the future: my goals and dreams, my view of the world and my environment. In a digital context of virtual worlds, they could include references to my other representations and the metaverse they exist.

Furthermore, the purpose of an Avatar ePortfolio would be to determine how users or avatars acted, played and improved their social skills and ties. It is an integrated part of the quest for reputation transfer and social mobility. It provides feedback to players, mentors, avatar owners and the public about the growing social network of avatars.

This type of ePortfolio design answers several difficulties of other potential identity management solutions:

1. ePortfolios in general are not site-centric and can be used for all environments without limits.

2. ePortfolios enable to display the story behind any quantitative game profiles.

3. Avatar ePortfolios are hard to fake due to the ‘review through others’ component.

4. Avatar ePortfolios can be applied to virtual worlds, ergo to describe and to craft the identity of avatars.

5. Avatar ePortfolios can collect artifacts (‘traces’) of an avatar identity from different virtual worlds, where livestream services are focused to collect digital objects (mostly content) from real individuals across the web sphere.

6. Avatar ePortfolios can focus on the aspect of roles, avoiding any connection to the direct identity of their player.

In the digital sphere, we can use reputation as a strategy to manifest reliable identity proofs and as a way to overcome site-centric concepts of social networks. The Avatar ePortfolio, which would be applied outside of any specific synthetic sphere, is based on the own told (hi)story, composed of own achievements, and validated through credentials created by others’ reviews. Reputation is an important outcome of such a tool.

**Trusting Digital Identity in the MeAggregator™ Environment**

Karsten Lundqvist, Patrick Parslow and Shirley Williams, University of Reading, United Kingdom

**Abstract:**

The MeAggregator™ is a JISC funded project, which aims to allow learners to aggregate and share learning content. This is achieved through a bespoke ontological tagging file system of distributed content. Each learner can tag content using their own tagging regime, thus enable them to create associative links to the content better than in a normal folder oriented file system. For instance in a traditional file system a resource could be known as: “C:\Documents and Settings\useMe\My Documents\MeAggregator\research\trust\doc”. In a tagging file system the user can use the same names as in a file system, but also use less obvious tags, because finding the resource again does not need an exact match of all the tags. Also by allowing semantic inference between specified tags, some searches does not need a match at all, e.g. a user is searching for resources tagged carnivore, and has tagged a resource with dog, therefore it matches the search, because a dog is a carnivore. Furthermore the content can be stored anywhere the user wants it, even being distributed all over the Internet, as content resources only need a primary location URL to be found again.
A tool like the MeAggregator™ allows the learner to create a grid of content which they use in their learning, but early in the specification phase of the project it was realised that this grid probably would contain much more than that. It would almost become a grid of who the users are; a tagged resource cloud of their digital identity. This is due to the fact that contrary to a traditional file system the user will make links which contain semantic information and associations of content. Additionally as sharing of the resources will be allowed in a peer-to-peer based network access levels are needed to control who gets to see what in the shared environment. The implemented access lev- els can both be assigned directly to resources, but also to tags enabling access levels to resources based on which tags a user has within the other users MeAggregator™ tags.

When many learners start to share content it would be useful to be able to set trust levels to resources, tags and indeed other learners and users in the “social graph”. In the present stage of the Internet this is a functionality which is non-existing; each user must make up her own mind, thus sometimes using content which is non-trustworthy or inappropriate. With a functioning trust system learners would be supported by the system making automated as- sumptions guided selections about the usefulness and correctness of content, based on the trustworthiness of the author. This functionality is critically required for enabling a context-aware approach to information searching and learning, and for providing a more secure and trusted environment.

The MeAggregator™ system provides these functionalities, and although being in a rudimentary state, indicates an alternative vision to the traditional sign-on centric view of what digital identity is and how trust in the “social graph” can be produced and consumed.

Digital Identity Supporting Personalised Progression Spaces (iCaboodle)
David Paul Sowden, University of Hull, UK

Abstract:
In common with many other Lifelong Learning Networks, the Yorkshire & Humber East Lifelong Learning Network (YHELNN) based at the University of Hull, faces several challenges in the delivery of ICT enabled services to its constituents.

The iCaboodle project addresses a number of critical issues related to enabling a personalised experience for learners. The project involves introducing a personalised, flexible framework for the delivery of services and infor- mation to learners, and the implementation of those tools, including elements of external services and content, built around a learner’s own digital identity. It therefore implements a digital identity management solution, giving a coherent and comprehensive view of the learner.

iCaboodle validates a series of widely used and mature open-source software components. This will contribute to the availability of a wide range of tested, ready to use tools, such as a personal development planner (PDP). The goal is to reduce the extensive customisation normally required by deployments of this nature and at the same time allow individual personalisation. As well as developing solutions for YHELNN, iCaboodle will also be of benefit to the UK HE and FE sectors by adding to both the toolset and body of knowledge around identity management implementa- tion.

Without the management of identity, no form of personalisation is possible. Information about an individual’s identity, their roles and their affiliations is required to provide targeted information to a learner in a personalised environment.

Partners within YHELNN make use of a variety of online Virtual Learning Environments. In addition to systems pro- vided by partners, evidence suggests that learners make extensive use of a range of external tools and services to facilitate their learning. A recent survey within the University of Hull indicated that around two thirds of learners make some use of social networking tools, with one quarter reporting that they use them for purposes directly re- lated to their learning experience. Add to this the variety of institutional systems to support learning (such as PDP, Student Information and Library Management Systems), sometimes at more than one institution, and the learner can face a significant overhead in managing the ICT enabled aspects of their learning experience.

One means of managing the ICT experience lies in establishing a multi-institutional web-based portal, or meta- portal. This provides “dashboard” views of differing learning environments, e-Portfolios, together with a range of other tools and aggregated external services and applications.

The integration of social networking tools such as delicious and elgg, used by students and educators, will be inves- tigated. The level of integration that is required or achievable will be based on early investigation of learner require- ments and technical capability. It is anticipated that a minimum level of integration could be achieved by means of RSS feeds, with richer interactions provided through the creation of portlet interfaces to appropriate social network- ing tools.

The approach provided by iCaboodle has much to recommend it at a number of levels; for the learner, it offers a coherent anchor point for part of a lifelong learning journey. For partners, it offers a shared framework to enable personalised and customisable web based content and services. Whilst a coherent and consistent interface is of- fered to learners and other constituents, the portal framework also enables flexibility of branding around this inter- face on a per-institution basis. This factor should not be ignored when designing multi-institutional systems. Distinc- tion in presentation enables a sense of location within a system itself, and often speaks to distinct, identifiable and specific local identities, needs and aspirations. The result will mean a more personalised experience for the learner, placing information and content management firmly under their control.

S2.1.D: Employability and employment

E-portfolio - a means to bridge the gap between the student’s knowledge of own competences and future job profiles
Lise Agerbaek, Knowledge Lab, University of Southern Denmark, Denmark

Abstract:
Talking to young people about their learning objectives (within a particular educational programme or in their life as such) is an intrinsic part of the part of the job, when you are introducing them to the use of e-portfolio. We have been using e-portfolios since 2004 at the Multimedia Designer Programme (MMD) at Odense Technical College. 536 students and alumni now have an e-portfolio – as well as 10 staff members.

Among teachers and staff it has been generally acknowledged that it is more difficult for a young adult to set and pursue learning objectives than we expected as we set out. Generally the students tend to be vague. Henrik e.g. writes: “I don’t have any specific dream of what I want to do after I have finished MMD. I have some ideas though. Maybe ill study on and get a bachelor degree in something like global management or even take the bachelor degree as engineer in integrated design I had planned directly after I finished high school”.

Only a few seem to be clear on what they want – Kristian e.g. writes “On the MMD I can learn a lot. Especially when it comes to such programs as Flash and Maya I can really benefit from the content of the MMD education. These programs will make me capable of making professional looking applications almost entirely by myself. I wouldn’t want that though, because I really enjoy working with others, and have hopes and plans of a career in the field of 3D production, be it in the gaming, film or commercial industry.” And they seem to adopt the learning goals presented by the teachers as their own. We are suspecting they are writing what they think we want them to hear.

So we speculated: The lack of clarity does not have to be a question of lack of will to answer our request for learning objectives. Setting and describing learning objectives does not come naturally in a world where the possibilities are vast (at least in a country as affluent as Denmark). If you select one objective you deseal all the others. If you are trying to become someone professionally – you are at the same time denying other careers.

What seems difficult for our students is to bridge that gap between their own inherited and achieved competences and the job profiles in the industry. The purpose of the e-portfolio and the MMD programme is to help the students get a clearer picture of both. But is it actually happening?

So we wanted to know, if the portfolio has any impact in this situation. We have the hypothesis that it does if for no other reason you are asked to put the word “I” and “goal” in the same sentence. But how do the students experience it?

This article describes a qualitative analysis performed as a number of focus group interviews with current students and alumni of the programme. The interviews revolve around the issue of setting and pursuing learning objectives. At the Eiffel ePortfolio 2008 conference the preliminary results of this analysis will be presented.

Employability ePortfolio: a practical approach
Dries Pruis, Lex Polman, Kenteq, The Netherlands

Abstract:
Employability ePortfolio: a practical approach

Presenters: Dries Pruis and Lex Polman, Kenteq, the Netherlands

Abstract

In the Netherlands we see three aspects which are of influence on the labour market and the employability of em- ployees. First the transit from a “production” economy to a service and knowledge economy. Secondly the change in
the work ethic, where in former days the work was most important in life, now newest generation finds other matter important as well, as a result of which the mobility of labour has increased a lot. And on the last place the way in which learning is changing. Nowadays regular education and training is no longer sufficient for a successful career. Knowledge and innovation become more and more important. That means lifelong development. Kenteq implements employability projects at several places together with other parties. The employability services can be used both by employers as well as employees. In the project “It works ePortfolio” we tested the exchange of employability data in a practical situation with different organisations and an ePortfolio.

Project Alescon
Alescon is an organisation for Sheltered Employment in the region Drenthe. Employment is no more a goal in itself but to give the employees with physical or mental limitations a place in the mainstream business and society. Each employee of Alescon begins in a sheltered workplace with training on the job. If the employee is ready, he can participate to the outside world. The people of Alescon become more and more appreciated employees in many sectors of industry.

Objective of the project
The overall objective of the project is to make the exchange of information between the information systems of the company, the school or the employability provider and a portfolio system, so that the employees get their ePortfolio filled delivered.

Project results
In the project, we want to achieve the following results:

- A good and reliable method of exchange portfolio data between companies, education and employability service providers.
- All relevant information with is already stored by one of the parties should be available in the ePortfolio of the employee.
- All results of tests, assessments and accreditation of prior learning (APL) can be exchanged with the ePortfolio.
- The employees receive a user-friendly and filled out ePortfolio.

In this presentation we demonstrate how the employability ePortfolio works. We give an explanation on several underlying instruments such as: the qualification structure, the competency framework, the profession register, the accreditation of prior learning (APL) and finally the technical solution for the data exchange between the service providers in the employability repository.

In the employability sector, the personal information will refer to the competencies, awards, interests, and goals and to the current and previous activities of learners and employers. The fast emerging employability market will be greatly facilitated if this personal information can be made readily available - with the user's well-informed consent - for the related processes of job migration and employment.

Combining ePortfolios
Alexander Christmann1, Ingo Dahn ² ¹: KEVAG, Koblenz, Germany 2: University of Koblenz-Landau, Knowledge Media Institute, Germany

Abstract:
While ePortfolios are intended to be developed for a “particular purpose”, they are mostly created only from the point of view of the person which owns the ePortfolio. In this paper we discuss a business situation in which communication is needed which is to some extent formalized. We discuss how the participants in the formalized communication situation can be supported by creating an ePortfolio that can act as a tool to facilitate communication with other participants (“the intended audience”). We suggest that (organizational or individual) ePortfolios of “the audience", in our case meaning: the people who want to communicate in the formalized situation, can be taken as a starting point to develop such support. Whenever ePortfolios are used for communication, there is a chance that the communicating partners have ePortfolios describing their view of and relation to the subject of the communication. We explore how these portfolios can be combined in order to facilitate and guide communication. For this purpose we consider the case of appraisal interviews in a medium sized enterprise. We chose this case because it has a formalized communication structure, is mandatory for every co-worker and everyone has to prepare for it because of its great impact – ideal conditions for ePortfolio support. These appraisal interviews are the central management tool for defining goals and tracking and evaluating employee work performance as well as identifying strengths and weaknesses of the employees. It is also used to guide the personal development of the employees and it is the base for job development opportunities in the company. At the moment, this appraisal interview is not supported by Portfolio or ePortfolio. In preparation of the appraisal interview the reviewing senior reflects in her ePortfolio about the company’s objectives and about the work of the staff members under review. Staff members reflect on their work in the reviewing period and on their expectations for future work.

To help combining the ePortfolios of the senior and the co-worker, we introduce the concept of a Meta-ePortfolio. Such a Meta-ePortfolio contains guidelines for the structure of the ePortfolios of the staff member and the reviewing senior. Tags and categories which are predefined in the Meta-ePortfolio allow relating the corresponding parts of the ePortfolios which we want to combine. Thus Meta-ePortfolios are vehicles which allow us to finally weld the different ePortfolios of staff members and the reviewing senior together. Other examples where Meta-ePortfolios might prove to be useful include a personal development planning session of a learner with his mentor, or the preparation phase for a report. In the latter case, the Meta-ePortfolio could include the structure of the report in question. The underlying concept of the Meta-ePortfolio is to identify related parts in different ePortfolios. In order to achieve this, we describe a tool that allows characterizing ePortfolio items by their data type, categories and by a configurable set of relationships between ePortfolio items, and between ePortfolio items and external documents. While the set of data types and relations is fixed in advance, users may add categories freely, which then can be made available to other users by the system administrators. We note that using ePortfolios for recruiting is a use case that leads to similar demands – the ePortfolio of the applicants need to be combined and related to the relevant parts of the job offer.

This use case has been explored in a previous paper [1]. In this paper, we first describe how the process of appraisal interviews works. Then we show how the different ePortfolios of the co-workers and the reviewing senior are created. We suggest that the underlying business process needs not to be changed; it is merely enhanced using ePortfolio. Then we will introduce the Meta-ePortfolio and show how this concept comes into play. Then we will venture into the process and show how the different portfolios are combined.

S2.1.E: Information system architectures and technologies

PIOP: a second LEAP in Portfolio Interoperability Progress

Simon Grant1, Shane Sutherland. JISC CETIS, UK 2. Pebble Learning, UK

Abstract:
UK leaders in portfolio tools and interoperability trials (including participants in previous ePortfolio conference trials - called "plugfests") decided in December 2006 that there was a definite need for a simpler specification, easier to implement, which would greatly improve the chances of uptake, both by portfolio system developers, and by developers of other systems that might be asked to exchange portfolio information with them. Following on from UKLeAP, and considering Web 2.0, they named the initiative LEAP 2.0. LEAP 2.0 now "aims to provide a sound basis for practical interoperability between portfolio tools, and other tools dealing with the same kinds of information." It is based on the concept that portfolio information can be represented simply in terms of blobs of information ("portfoliо items") and the named relationships between them, drawn as arrows. This is the very similar to the conceptual basis of the Semantic Web and RDF, and is a much simpler foundation than in previous portfolio interoperability specifications.

What is needed to build on this approach are vocabularies for the types of portfolio item ("blob"), for metadata attached to an item, and for the types of relationship between items ("arrow"). Currently proposed item types have been developed from concepts which were evident in previous specifications. Many of the proposed metadata and relationships are shared with other more general specifications, particularly:

- Dublin Core
- Atom Syndication Format
- W3C Web Ontology Language (OWL)
- W3C SKOS
- Google Data APIs
- iCalendar

Some also come from earlier work in UKLeAP, replicated in IMS ePortfolio.

Both the item types and the relationships and metadata are defined in a hierarchical way. The hierarchy is used to avoid some of the tedious duplication of having to define everything everywhere: predicates applicable to item types, and the ranges and domains of metadata and relationships, can be inherited. But more importantly, it also provides a basis for systems to have different scope, and for extensibility. If something is not recognised by one system, or if it cannot process a more refined concept, a more general concept higher in the hierarchy can be used instead, preserving much of the information semantics. This enables what is often called "graceful degradation". This hierarchy echoes the refinement hierarchy of the Dublin Core Abstract Model.
Following an initiative from Pebble Learning and the University of Nottingham, in December 2007 the Portfolio InterOperability Prototyping (PIOP) project started with them and the University of Newcastle, all three of whom had long experience developing portfolio systems. The aim was to build a developer-friendly implementation of these concepts, and it was funded by JISC and managed through CETIS. We wanted to start with a specification that was as simple as was compatible with the scenarios in mind, and based on existing formats, so that prototyping and trials could be done relatively easily. Following independent suggestions from Scott Wilson of CETIS, and from Pebble Learning, we decided to use Atom as the basis of this. Atom covers some of the common metadata, it is easily extensible, and it is widely implemented. The PIOP project has now drafted this specification under the name of LEAP2A.

The PIOP work is relevant to two different levels of scenario. There is a small set of interoperation scenarios: firstly, bulk transfer of portfolio information; secondly, transfer of selected information supporting transitions; and thirdly, services which use small parts of the information stored elsewhere. There is also a set of scenarios of practice, covering finding providers, reflection and revision; secondly reuse of competency evidence; and thirdly the processes surrounding transition (between different educational institutions or places of work). The project partners felt that this was a good start: more can be added later if required. The practice scenarios act as reference points for comparing the meaning in practice of the information stored in the various systems.

The paper will describe the LEAP2A specification, how that specification was developed, and the results of the trials taking place in the summer of 2008. Not surprisingly, importing portfolio information has proved to be much more exacting than exporting it, and the paper will sketch out some of the import processes discussed, and give some guidance to others wanting to develop portfolio interoperability on a similar basis.

The implementation results of the E-portfolio NL Specifications
HP Kohler Kennisnet, The Netherlands

Abstract:
In the Netherlands the educational and business sectors stimulate more and the more the use of an ePortfolio. In 2005 the foundation Kennisnet started a research in how portfolio software was used and which systems were on the market. The conclusion shocked us. There were more than a hundred different systems with their own functions and data sets, ePortfolio systems in educational institutions, employment agencies and the labour market should use the same specifications so that data can be exchanged. We now know that this is a big challenge.

This presentation tells you the story about the development of the E-portfolio NL specification based on the IMS eP spec. In the last three years 15 projects were stimulated to use and test the Dutch specification. We collected all the results and difficulties to give you a good view about the position of the standard. It tells the story about the interests of the software developers, the schools, the employment agencies and the labour market. Important questions are still: How many data do we need to speak about a complete eportfolio? And who is responsible to deliver the data?

P3: Plenary - Lifelong learning ePortfolios: regional policies

S2.2.A: Multi-organisational partnerships and cooperative lifelong learning strategies in the Region
Rens de Groot, Calibris, Kees de Schipper ABU, The Netherlands

In this workshop Rens de Groot will inform us about the backgrounds, recommendations and the near future of implementing an "ePortfolio for All", one of the Recommendations of the High Level Commission on Labour Participation, and Kees de Schipper, about the ABU Commission on the Role of Temporary Work Agencies in enhancing employability.

S2.2.B: Employability and Employment

E-portfolio; use the user!
Jos Sanders, TNO, The Netherlands

Abstract:
The goal of presenting this case study is to specify the importance of using E-portfolio for employers, individuals (students as well as employees) and intermediaries (career planning) and to specifically stress the importance of involving the end-user of E-portfolio in the design process. The portfolio has to give something back to the person updating it, otherwise it is doomed.

ePortfolio are to become the new digital CV with which individuals make smooth transitions on and off the 21st century labour market. Well designed E-portfolio not only have the potency to match one's competency level to the competency level actually requested by the labour market at a certain moment in time. Also it has the potency to highlight areas of mismatch and to directly link these mismatches to training programmes, or to suppliers of education and training or coaches on the Internet. In order to become successful however the E-portfolio needs to be updated regularly by its user. Up until today however, the regular updating seems to be a problem, because whereas youngsters have no trouble chatting all day, being active in second life, faceview or hyves, the E-portfolio remains empty. Why?

In this specific case study we collected information on the use of an E-portfolio from 15 upper secondary education students in 2006 after one year of having access to the portfolio. It appeared that not one of the students had an up to date portfolio, and only three students could access their portfolio during a workshop session we held in order to see whether the portfolio would help students to match themselves to an internship or a job. We developed a demo portfolio in which we created some internetlinks. With these links students could see what kind of house or car they would be able to buy if they would enter the labour market with the diploma they were studying for.

During the workshop we also asked what kind of other stimuli students would need to continuously update their portfolio. Their ten recommendations would be at the core of our contribution, which, as stated, next to explaining TNO’s vision on E-portfolio use on the labour market, aims to stress the importance of user-involvement in designing the E-portfolio.

REGIONAL SUCCESS STARTS WITH THE INDIVIDUAL

Stefan van Hulst Brainport, Frank Melis VersionTwo

Abstract:
Opportunity for Regional ePortfolio Outreach

The south-eastern Netherlands presents a unique opportunity to leverage the region’s corporate, government, and educational infrastructure and a web 2.0 delivery system to reach 385,000 people, representing over 5% of the Dutch workforce, with ePortfolio and other employability-related resources.

Introduction to Brainport

The Eindhoven region of the Netherlands has an internationally recognized reputation for high-tech activities. Its leading role in the world of cutting-edge R&D inspired its name ‘Brainport’: the hub of a network of companies, knowledge centres, government, Brainport scores highly compared to other European regions in terms of its competitiveness, productivity, employment, R&D expenditure, innovation, and general education levels.

Brainport’s ‘footprint’ encompasses 21 municipalities that are home to 727,000 residents and 374,000 jobs. A critical mass of knowledge workers forms a complete research chain from innovation, through product development, to production and marketing.

Building a Knowledge-Based Economy

The Brainport region is home to world players in R&D including ASML, Philips, DAF, TNO and many smaller companies. Brainport’s goal is to help the region build upon this foundation to create a global innovation centre by supporting further development of knowledge-intensive manufacturing. This will require not only measures for sustainable strengthening of the economic structure but also innovative approaches to human capital development, as attracting, developing and retaining talent is a key driver of success in the region.

Innovation Raises ePortfolio to a New Level of Cooperation-Enabled Access

Old, top-down strategies to address employability have given way to new, more cooperative, flexible, and personalized approaches. The Triple Helix (employers, education and government) came together and decided that the most effective way to develop and deploy talent throughout the Brainport region is to focus on the needs of the individual. The approach: to offer each person in the region access to their own web-based, personal & professional development platform and ePortfolio. The platform is owned by the individual – employers, schools and other service providers are free to connect to the platform to share content and resources. This truly personal approach to sharing regional resources for individual benefit and is a powerful expression of the ePortfolio concept.

In cooperation with key stakeholders, Brainport has defined three criteria for implementation of its talent development strategy via the Brainport Career Centre platform:

§ Focus on the Individual - Brainport puts the individual at the centre of the development process by providing access to tools and resources they need to become fully engaged in their personal and professional development. Tools including assessments, competency management, ePortfolio, and coaching enable individuals to...
manage their development process, improve their skills, adapt to changing job requirements, and enhance their employability while they are employed and between periods of employment.

§ Talent Management Value Chain – In order to add value for individuals as well and regional employers and other stakeholders, the platform addresses relevant issues pertaining to all aspects of the Talent Management Value Chain, including matching skills with job openings across the region, integrating new hires into the workplace, developing skills and work-related competencies, and improving retention.

§ Open System – Service and content providers are allowed and encouraged to participate in the platform, providing individuals with instant access to best-in-class content and resources, independent of their employer. Knowledge is open and available to all.

Benefits of a Regional Approach to ePortfolio and Employability-Related Initiatives

With greater reach and a diversity of knowledge and resources, regional ePortfolio deployments enable greater market penetration and a deeper offering of content and support than organizational deployments. Via its web-based nature, the platform is able to create an environment that can serve individuals in the region as well as employers, schools, government, labour organisations, and other stakeholders. In this scenario, the entire community is engaged in issues pertaining to employment and employability; all participants are encouraged to be part of the solution. This approach is a potential model for other regions to develop and deploy talent, improve employability, and address long-term employment issues for the benefit of the entire region.

S2.2.C: Personal and organisational learning and knowledge management

ePortfolios at the workplace - a link between individual and organisational learning

Andreas Schmidbauer, Leeds Metropolitan University, UK

Abstract:
The significance of learning with ePortfolios in academic and educational work increases continuously. But the chances for ePortfolios at the workplace have not yet been recognized sufficiently although employees in today’s economy have to cope with a continuously growing complexity of information and knowledge.

This paper shows that learning with ePortfolios at the workplace can link individual and organisational learning through ‘reflective organisational ePortfolios’ and demonstrates further possibilities for ePortfolios in organisations like the assessment of employees and annual staff appraisals. In order to convince employers to foster ePortfolio use, advantages of competency-based learning, benefits of learner-centred environments and the capability of ePortfolios to display competencies instead of mere qualifications are presented. Issues and challenges like different educational assumptions of employees, the general ability of individuals to reflect, privacy perception, intellectual property, interoperability, the integration into corporate learning strategies, the role of superiors and the ability of management to cope with open criticism are worked out as central problems.

Finally, based on the theoretical background and challenges discussed, Personal Learning Environments (PLE’s) are presented as possible solution, whereby individual ePortfolio learning takes place – at least electronically - outside of the organisation. The theoretical concept shows that formal, informal and reflective learning processes can be linked at the workplace through organisation-hosted PLE’s connected with web-hosted individual ePortfolios.

Connections between Personal, Professional and Organisational Learning: Suggestions for Setting-up ePortfolio Support

Eva Heinrich, Sandra Dyke, Massey University, New Zealand

Abstract:
Personal learning focuses on the learning needs of the individual. Individual learning occurs in both formal and informal contexts. Our attention here is on lifelong learning and the learner as individual who sets their own directions and drives their own learning. All members of professional communities are responsible for their ongoing professional development. Professional learning is individual learning set in a professional context. The professional context provides two ingredients, the professional body that determines the requirements of the discipline and the individual members that form the professional community. Professional learning aspires to uphold the standards of knowledge and integrity set by the professional body yet is largely a personal, self-directed and self-directed undertaking. Organisational learning aims at capturing and developing knowledge that allows an organisation to adapt to its changing environment. Organisational learning is carried by individuals through organisational learning and outcomes. It is essential to connect the learning processes of individuals and to externalise their knowledge for it to become accessible on an organisational level.

The benefits of ePortfolio systems in supporting personal and lifelong learning are widely recognised. To discuss the role of ePortfolio systems in professional and organisational learning we first want to discuss the system parameters of access, ownership and duration. A common understanding of an ePortfolio system shows a web-based system that facilitates storage and reflection on a personal level and sharing of selected material within a community of learners. Based on this understanding we need to explore the concept of ownership on two levels. There is the overall system ownership that determines who controls access to the system, defines the usage parameters and has, at least on a technical level, access to all information stored in the system. The system owner defines the user community connected in the ePortfolio system and has the power of granting and revoking access. Personal ownership refers to control of individual data stored in the ePortfolio system. An essential element of ePortfolio systems is the protection of individual data from access by others, leaving it up to the individual to decide what, when and with whom to share. ePortfolios are commonly linked to the individual to the organisation. O

Professional learning refers to learning in the workplace and therefore the term refers to control of individual data stored in the ePortfolio system. An essential element of ePortfolio systems is the protection of individual data from access by others, leaving it up to the individual to decide what, when and with whom to share. ePortfolios are commonly linked to the workplace through organisational structures and the capability of ePortfolios to display competencies instead of mere qualifications are presented. Issues and challenges like different educational assumptions of employees, the general ability of individuals to reflect, privacy perception, intellectual property, interoperability, the integration into corporate learning strategies, the role of superiors and the ability of management to cope with open criticism are worked out as central problems.

Finally, based on the theoretical background and challenges discussed, Personal Learning Environments (PLE’s) are presented as possible solution, whereby individual ePortfolio learning takes place – at least electronically - outside of the organisation. The theoretical concept shows that formal, informal and reflective learning processes can be linked at the workplace through organisation-hosted PLE’s connected with web-hosted individual ePortfolios.

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Eva Heinrich, Sandra Dyke, Massey University, New Zealand

Abstract:
Personal learning focuses on the learning needs of the individual. Individual learning occurs in both formal and informal contexts. Our attention here is on lifelong learning and the learner as individual who sets their own directions and drives their own learning. All members of professional communities are responsible for their ongoing professional development. Professional learning is individual learning set in a professional context. The professional context provides two ingredients, the professional body that determines the requirements of the discipline and the individual members that form the professional community. Professional learning aspires to uphold the standards of knowledge and integrity set by the professional body yet is largely a personal, self-directed and self-directed undertaking. Organisational learning aims at capturing and developing knowledge that allows an organisation to adapt to its changing environment. Organisational learning is carried by individuals through organisational learning and outcomes. It is essential to connect the learning processes of individuals and to externalise their knowledge for it to become accessible on an organisational level.

The benefits of ePortfolio systems in supporting personal and lifelong learning are widely recognised. To discuss the role of ePortfolio systems in professional and organisational learning we first want to discuss the system parameters of access, ownership and duration. A common understanding of an ePortfolio system shows a web-based system that facilitates storage and reflection on a personal level and sharing of selected material within a community of learners. Based on this understanding we need to explore the concept of ownership on two levels. There is the overall system ownership that determines who controls access to the system, defines the usage parameters and has, at least on a technical level, access to all information stored in the system. The system owner defines the user community connected in the ePortfolio system and has the power of granting and revoking access. Personal ownership refers to control of individual data stored in the ePortfolio system. An essential element of ePortfolio systems is the protection of individual data from access by others, leaving it up to the individual to decide what, when and with whom to share. ePortfolios are commonly linked to the region in the scenario, the entire community is engaged in issues pertaining to employment and employability; all participants are encouraged to be part of the solution. This approach is a potential model for other regions to develop and deploy talent, improve employability, and address long-term employment issues for the benefit of the entire region.

S2.2.D: Implementation & scalability

The Integration of an Institution wide e-portfolio

Neal Sumner, City University, UK

Abstract:
Work in Progress: The Integration of an Institution wide e-portfolio

Introduction

City University ran an e-portfolio pilot project from November 2005 – September 2007. The university’s aim was to find a tool and a supporting team which would not simply satisfy the Quality Assurance Agency for Higher Education (QAA) expectation’s for a Personal Development Planning (PDP) element to be operation across all HEIs by 2005-06, but could also be used to:

• enhance the student approach to learning throughout their course;
• improve student skills;
• facilitate dynamic CV building;
• maintain City’s high employability record. According to the Times Good University Guide, 2008“City University London ranks fifth amongst the UK’s top universities offering graduates the best prospects following their studies.” (Cited on City University website, 2007)
build on the best practices in PDP which are already a key part of some City courses, for example, Journalism and Health Sciences. There was also some interest in using an e-portfolio to support formative and summative assessment.

This project included the evaluation and selection of a suitable e-portfolio tool and piloting it with a variety of users, both for academic and academic-related purposes. The success of this pilot resulted in the university agreeing to fund a 3 year project with 2.5 FTEs from September 2007 in order to achieve institution-wide implementation of the e-portfolio tool for both students and staff. The scope of the initial pilot has been expanded for this implementation phase to include a tie in with Personal Development Planning (PDP). Whereas the original pilot looked at how the e-portfolio tool might be used to scaffold PDP one aim of the current project is to review the effectiveness of PDP practices across the university. The proposed paper will investigate some of the overlaps between e-portfolio usage and PDP as well as demonstrating some of the ways in which the e-portfolio can be used to support and structure PDP activities.

The paper reports on the current City University project to implement the institution-wide e-portfolio (PebblePad) for both staff and students. It will describe the background to the project, the technical and organisational challenges it presents and the progress made in the integration of the e-portfolio platform with other university systems, both technical and administrative. The paper will focus in part on technical integration with other core information systems within the university. Whereas at present our e-portfolio is externally hosted with Pebble Learning by the time of the Eifel conference in October 2008 we will have moved to internal hosting and this will enable the integration of the e-portfolio with other elements of the university’s ICT network. This will include a power link created between the e-portfolio and the university VLE (Blackboard Vista 4.2.3), and also includes plans to develop links with the student record system (SITS) and the staff record system (SAP HR). The intention of this latter link is partly to facilitate the development of a staff publication and research expertise data base. Additionally the early incorporation of staff information from SAP HR records into the e-portfolio helps to foster staff expertise in using the e-portfolio tool, a necessary pre-requisite in making effective use of the technology with students. We believe that the nature and scope of this integration will be of interest to other institutions seeking to implement an institution-wide e-portfolio.

The paper will explore the strategies adopted to embed the use of e-portfolio in the programmes of the university and it will describe the various ways in which the e-portfolio is currently being used for a range of pedagogic purposes.

The paper will also discuss the wider impact of the project on the organisational culture of the institution. It will examine the roles and responsibilities of the various stakeholders in the project and how it aligns to the university’s strategies and programmes as well as how we are meeting the requirements of the national and European policy agenda in this area.

From Educational idea to implementation

Hans van Bergen 1, Carla van Haren 2, 1: Hogeschool Utrecht, The Netherlands 2: Winvision, The Netherlands

Abstract:
Track “Implementation and scaling up” From Educational idea to implementation Hogeschool Utrecht is the third largest university of Applied Sciences in the Netherlands. We offer our 35,000 students a wide range of courses spread within six principal themes/programs. The study program Education has finished the first stage of piloting with a digital portfolio system. For the coming academic year the pilot is scaling up from 100 to 4000 students. In this session we want to show the progress of choosing the system, our lessons learned throughout the pilot and the scaling up strategy. In choosing a specific digital portfolio system our educational ideas and processes were the leading factor. We have three levels of learning in the education model. The three levels are Knowledge, Competences and Products (outcome of the learning process). What was important for us in the portfolio system is that the teachers and coaches can monitor the competence development and knowledge development of the student. Some of the outcomes of the learning process (products) can be used as evidence for the progress in the learning process. For the knowledge development it is important that the students can reflect on their own learning process and can ask feedback from fellow students or reviewers. We selected the Winvision Digital portfolio system because in our opinion it supported our educational idea’s best and was also easy to use and effective in supporting the processes. As we use Microsoft SharePoint as our portal system and our students are familiar with the SharePoint user interface, a digital portfolio in that same technology was beneficial for the implementation in our university. We just finished the first pilot.

The lessons learned in the pilot are the importance of having good information for the users about how to use the system. Most important is that teachers and coaches can use the system in our didactical and educational ideas. How does the system support you in the implementation of the didactical principles. Also important was it to have simple manuals available to support the users in the system. We are now in the process of scaling up to 4000 students using the Winvision digital portfolio system. We will start with phase two in September 2008 and will share our experience with you during the ePortfolio the conference. At the end of our first results and experiences are available and we like to share them with the audience.

S2.2.E: Digital identity

Privacy model for ePortfolio
Hans van Bergen

Abstract:
Privacy model for ePortfolio

Michel ARNAUD, University Paris X, France

Abstract:
Privacy comes in many forms as anonymity, as individual identity versus public persona, as confidentiality of information about oneself or one’s activities, as control of personal data.

European Union directive 95-46 protects personal data:
Reduced retention period, data anonymity, controlled file interconnection, access for data modification and correction.

EDPS : European Data Protection Supervisor. :M. Peter HUSTINX

G29: Representatives of Member States attend meetings of the Working Party (every 2 months) set up by Article 29 of the directive.

The information systems of ePortfolios companies should be designed and implemented by taking into account the customers’ right to protection of their personal data; generally speaking, they should reconcile the right to free searching of individuals meeting a job offer requirement with effective personal data protection.

ePortfolios companies should provide alternative ways for customers to present themselves with pseudonyms (without undue obstacles).

Certificates issued by id management third parties (registration authorities, certification authorities and operators) to be used for competency assessment linked with pseudonyms.

ePortfolio and the wealth of networks: agents of change in modern society
Peter Rees Jones, JISC, United Kingdom

Abstract:
1. Background

The Problem: Governments have focused on the security of the information about people which they hold centrally. But if individuals are unable to exercise control over their personal information they are less likely to develop trust in a network or ICT system provided by an employer or a government agency and to make full use of the functionality it provides.

This abstract builds on an earlier paper on Personal Control of Personal Information provided to Governments and their agencies in UK and Australia in June 2008 which asked the following research question: “What controls should the subject of the personal information within an ePortfolio be able to exercise over the external use of their information and how may they exercise control?”

That paper focused on the role of a professional body in negotiating controls which its members can use to enforce policies for how other organisations make use of their personal data. Members who are able to control their data are more likely to make full use of networks that add value to their profession and its individual members.

2. Abstract of the Proposed Paper

“The removal of the physical constraints on effective information production has made human creativity and the economics of information itself the core structuring facts in the new information economy” [1]

Problem: how may non-professional workers be offered the benefits that the networks and systems offered by a profession makes available to its members?

Members of professional bodies typically have higher educational attainment and status than non-professional staff. An obvious intervention for Governments and the Commission is to increase the skills of the workforce and therefore the capacity of the economy to generate wealth. The paper will look specifically at the UK strategy to upskill workers in the context of the Lisbon Agenda.

Professional and non-professional staff
Sociologists see a potential conflict between membership bodies such as a profession and other workers. However there is evidence of increased cooperation between social groups within European states in the face of globalisation especially in states, such as the UK, where there are significant structural deficits in the skills of the workforce.

The paper will briefly review Health Care, where colleagues in nursing and ancillary disciplines in the UK have taken over a number of functions previously provided exclusively by doctors and assumed strategic managerial positions.

What is the role of higher education and ePortfolio in initiating and sustaining this transition? How could these successful initiatives be adapted for lower status workers more generally to the benefit of the economy and social progression?

In the 19th Century a range of educational institutions were established for workers which laid a basis for significant social change by providing learning opportunities and networks. The foundation of universities in industrial cities was a key part of this transformation of the economy and society.

The paper will focus on the potential role of universities in providing learning opportunities and networks to all members of society, in particular:

- the use of authenticated documents to accredit the value of previous experience in terms of formal achievement
- the control over their personal data required by learners to make full and extensive use of networks and systems
- the control of personal data required by learners to realise the economic value of the skills and experience in the market.

This will be contextualised by contrasting the work of Giddens[3] on reflexivity and personal development typical of the early 1990s with the contemporary debate around Benkler’s work on the wealth of networks.

What are the requirements of ePortfolio as an instrument of social production taking societies beyond the Late Modern Age?


[2] The Leitch agenda see http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm


52.3.A: Lifelong Learning in the Regions: Implementing ePortfolio

Session Chair: Paul Messer

Transforming vocational ePortfolios for enhanced employability in a UK region

Sandra Winfield, Kirstie Coolin, Angela Smallwood, Stuart Wood, Philip Harley, Nottingham University, UK

Abstract:

Background and context

The University of Nottingham Centre for International ePortfolio Development (‘the Centre’) is now engaging strongly with the world of employment. While earlier projects focussed on learner transitions between educational establishments across the city, new projects are connecting education with work, linking new partners and covering a wider geographical area through the Lifelong Learning Network (LLN), ‘LEAP AHEAD’.

Following the recommendations of the Leitch Review, the UK government is addressing major skills shortages and funding projects to promote individuals’ employability and enhance Britain’s international competitiveness in the face of changing global markets.

The LLN is brokering partnerships between education, training and employment in priority occupational sectors, negotiating new progression routes and engaging key stakeholders to increase the number of employees achieving higher-level skills through vocational higher education. The Centre is leading the technology strand, working to achieve collaboration and consensus among partners and researching and piloting tools to support vocational learners and individuals dividing their time between learning and work.

We therefore have a unique opportunity to address one of the current paradoxes of ePortfolio implementation in the UK. While the policy objective is to promote ePortfolio to support lifelong learning, most implementations have taken the form of ePortfolio systems within individual institutions. However as LLN learners need to move between institutions and sectors, institution-free, learner-owned ePortfolio tools would seem to offer a genuine lifelong learning solution. But what factors are key to introducing such technology successfully in challenging vocational settings?

Objectives

We have two major research questions:

- Which specific related-related learning processes, functionalities and tools are most helpful to vocational learners?
- How satisfactory is an institution-free ePortfolio for meeting the needs of work-based learners engaging in higher education?

We are running sponsored trials of Webfolio and PebblePad ePortfolios with a range of learners and developing ePortfolio experience among regional partners across a variety of sectors and applications. A further aim is to equip partner colleges to take fully-informed decisions about their choices of technology for the future.

An early challenge is to build cross-sector and cross-institutional partnerships around the idea of using ePortfolios to support upskilling of the regional workforce. We need to raise teachers’, trainers’ and employers’ awareness of the potential of ePortfolios to support a wide range of learning activities, while supporting users in choosing those most appropriate for their immediate needs.

This wider and more flexible view is an important objective, partly because much UK experience of ePortfolios in employment has been confined to use for assessment for National Vocational Qualifications, often a narrow, box-ticking activity involving little learner ownership.

Requirements gathering is now almost complete and we can illustrate the range of needs we have found, identify the types of users who are attracted to ePortfolios and analyse the strategies which have helped us make progress within the regional partnership.

Summary of results

- 30 pilot ePortfolio projects currently running or planned, engaging 500 users by October 2008
- Range of partners: Further Education Colleges, universities, Sector Skills Councils, schools, training providers, regional employers including small and medium enterprises (SMEs).
- Range of learners and contexts: adults in the workplace, apprentices, full-time students on vocational courses, those in a transitional phase (e.g. seeking employment or applying to higher education) and those on ‘roll-on/roll-off’ short courses.
- Priority learning activities: personal development planning, journal-writing, action planning, collecting evidence, recognising skills, communication, group projects, assessment, work placements, CV development, decision making and preparation for transition.
- Initial uptake encouraging
- Keys to success include:
  - availability of external support, including funding, to scaffold trialling of new technology
  - building a sense of community with new partners, through induction meetings and cross-institutional groups.

Interim conclusions and recommendations

In some vocational sectors understanding about ePortfolios is vague and very variable. To both define and widen expectations of what ePortfolios can help to achieve, we are identifying partners’ differing priorities and linking these to selected ePortfolio tools.

Ideally, a partner college will have a central eLearning team and draw in LLN funding to support an ePortfolio trial and form an institutional group, thus building capacity across the partnership and ensuring scalability and sustainability.

Piloting institution-free ePortfolios appeals to institutions, since they involve no hosting obligations. Furthermore, timing of the release of licenses can be flexible, to suit varying start times and differing lengths of courses for work-based learners.

Learners are gaining confidence in reflective and independent learning, guided through progressively staged activities.

Initial feedback suggests that the experience in the ePortfolio domain which practitioners are already gaining is empowering them to influence strategic decision-making in their institutions.

E-Portfolio Readiness in South East Europe

Erwin Bratengeyer 1, Georgeta Chirlesan 4, Kosta Boshnakov 4, Danijela Babic 4
1. Danube University, Austria
2. University of Pitesti, Romania
3. Chemical Technology and Metallurg, Bulgaria
4. Zamirnet, Croatia

Abstract:
The strategies and the readiness of all South East European (SEE) countries concerning ePortfolio-related activities have been investigated. The general objectives included identifying and comparing the current status of ePortfolio policies of selected countries analysing national or regional positions, engagements and strategies relative to eventual ePortfolio activities, providing case studies, best practice examples and recommendations for ePortfolio implementation in SEE countries, and initiating networking with the organisations involved in ePortfolio research and development.

To finally cover an extensive view encompassing all SEE countries a methodology was developed which enabled investigation of e-Portfolio-related activities in each of the partner countries and additionally in two neighbouring countries in a second approach. The investigations included top-down strategies and concepts as well as bottom-up initiatives. Based on criteria which allowed for including a broad range of e-Portfolio-related activities seven indicators were defined. It was looked for policies in place, stakeholders engaged, networks active, projects launched, publications available, events taking place and implementations accomplished.

It turned out that most SEE countries do not show strong involvement in e-Portfolio activities, however, the landscape looked quite heterogeneous. In Albania currently no e-Portfolio-related activities can be observed, similarly in Bosnia and Herzegovina, Macedonia, Montenegro and Serbia including Kosovo. The development of e-Portfolio usage in Slovenia is in its earliest stage but the readiness may be relatively high. In Croatia there are several implementations and also intentions to apply e-Portfolio in the course of a future e-Croatia programme. As to Romania one may say that the e-Portfolio implementation process is now on its way. In the course of this project an ambitious university-wide implementation strategy has been initiated. There are quite a few implementations in Bulgaria and several universities are using e-Portfolios and are engaged in research in this field.

A Portfolio for All: How eFolio Minnesota is supporting regional lifelong and lifewide learning efforts

Wasco, Paul, Minnesota State Colleges and Universities, Minnesota, US

Abstract:
eFolio Minnesota (www.efoliominnesota.com) was launched in 2002 by the Minnesota State Colleges and Universities (www.mnscu.edu) as an electronic portfolio infrastructure for the residents and students of the state of Minnesota (USA). This infrastructure supports almost 100,000 registered users as they engage in workforce and education activities. These users are highly diverse in their technology proficiencies, educational attainment, and in their use of the portfolio (education and/or employment). Organizations that have “adopted” eFolio Minnesota are equally diverse and represent K-12, community and technical colleges, private universities, state universities, research universities, workforce organizations, regional accreditation agencies, among other organizations. Recently, eFolio Minnesota has expanded to become eFolio World that provides opportunities for education, workforce, and other interested organizations to deploy eFolio tools within their settings. A development in this area includes discussions with the state of California on deployment of “eFolio California” in 2009. Presentation topics would include:

- Background on the Minnesota work and how it has evolved since 2002
- Data ownership—who owns “my” data.
- Role of education versus workforce organizations
- Data privacy issues/opportunities
- Support tools/organizations
- Funding and resources
- Future direction(s)
- Unique local and regional efforts

52.3.8: Personal and organisational learning and knowledge management

Digital identities in ePortfolios: the first-year experience in a higher educational institution

Susan Murray, Susi Peacock, Queen Margaret University, Edinburgh, UK

Abstract:
Introduction
ePortfolios have the potential to promote learning and encourage personal development and digital identity by supporting (a) the learning process, (b) the product of learning and (c) the transition of learners at various stages of the lifelong and life-wide journey—(Barret & Camey 2005; ISLE 2005; Ward & Grant 2007). This presentation outlines a new study, which explores first-year learners’ experience of using ePortfolios with the aim of providing grounded guidelines to support institutional implementation and assist effective student engagement in order to develop digital identities.

Background
Early studies indicate that the learner response to ePortfolios in the first year of study has been mixed, with a notable lack of student engagement and ownership (Barrett 2005; Cosh 2007; Gradini and Saunders 2007; Pond 2007; Tosh et al. 2005). This response may reflect confusion regarding the different roles of an ePortfolio within the learning and teaching environment; however, there has been little in-depth, longitudinal research into the learner experience of such systems to date. To substantiate this during their programme of studies, our learners will develop, collect, collate, evaluate, and present a wide range of artefacts through their individual, private ePortfolio. Such a personal, protected workspace is extremely important and valuable to our learners and will be linked and evidenced from other data sources outwith the learner’s ePortfolio, such as a student database.

Resources, reflecting learners’ digital identities held outwith the education environment may be called upon, for example, personal resources in spaces such as YouTube and Bebo, reflecting learning and experiences developed through formal and non-formal opportunities (Beetham 2005; Funk 2004; Siemens 2004). In this way, through their studies, our learners are able to maximise the use of their personal data and start to develop their first professional digital identity in their lifelong and life-wide learning journey (Cambridge 2008).

Barriers to use may include accessibility, which focuses on assisting users with disabilities to perceive, understand, navigate, interact, and contribute when encountering web 2.0 systems (W3C 1994-2008). UK legislation such as the Special Educational Needs and Disabilities Act (2001) and the Quality Assurance Agency Code of Practice (1999) have significantly impacted on the learning and teaching environment in post-16 education. ePortfolios must be accessible for all learners at all HE institutions. The characteristics of potential ePortfolio users vary widely; users will have a range of different expectations, characteristics and abilities. The characteristics of younger students are likely to be different from those of more mature students (Trinder et al. 2008). Considering this issue across a range of user groups will provide an opportunity to identify areas where ePortfolios excels at meeting the needs of a varied user group and areas where improvement may be required.

Accessibility issues also include physical access; there is likely to be disparity in the ways in which learners’ access ePortfolios. Some users will have fast broadband connections to the Internet, some will have slower, dial-up connections, and others may not have an Internet connection. Likewise, computer equipment will vary. This research will explore these factors and their impact on students’ perceptions of the ePortfolio.

Objectives
By exploring learners’ experiences of using ePortfolios, we seek to develop a deeper understanding of how the ePortfolios are used to create digital identities, how usable and accessible the ePortfolio is, and what learners’ expectations and perceptions of ePortfolio are. The study seeks to explore the changing perceptions and experiences of first year students over two academic years, focussing on the accessibility and usability of the ePortfolio. Key themes identified through a literature review will be presented together with early findings from cooperative user evaluations and interviews.

Early findings
Initial findings indicate learners like:

- the idea of having their personal materials and digital representation in one easily accessible location which links to information held within and outwith an institution’s systems;
- the flexibility of their ePortfolio being available anywhere that they can connect to the Internet.

Initial barriers identified:

- a continued preference for paper in some cases;
- computer anxiety.

Aims
The aims of the presentation are to:

- present early findings about student response to using ePortfolios in the curriculum;
- address issues raised with regards to usability and accessibility;
The Use of Evidence in ePortfolios: A Typology
Darren Cambridge, Julie Owen, Leslie Smith, Kimberly Eby, Heather Hare, Juliet Blank-Godlove, Dana Daner, & Amy Snyder, George Mason University, United States of America

Abstract:
ePortfolios can be distinguished from other ways of enacting digital identity by the use of authentic evidence. While reflective writing is central to ePortfolio learning, ePortfolios are distinguished by a strong link between reflection and evidence on which the author reflects and to which she appeals. While processes of social networking, job searching, and professional development often include information about learning and competencies, ePortfolios play a distinctive role in these processes by incorporating diverse types of evidence that document as well as describe learning and performance.

Despite the central role of evidence in ePortfolio practice, the dynamics of its use by portfolio authors is under-examined. The role of evidence is often assumed uniform: Artifacts produced by the author (or assertions about them) are connected to a competency the author claims they possess, and the evidence is either sufficient or insufficient. In fact, our research suggests that the actual use of evidence in ePortfolios is much more complex. At George Mason University, academic affairs and student affairs professionals have learned together through a three-year project as part of the Inter/National Coalition for Electronic Portfolio Research to examine the relationships among students’ curricular, co-curricular, and informal learning experiences. Ranging from first-year undergraduates to advanced post-graduates, students have composed portfolios in the context of several different courses and student activities. The preliminary results from this study, based on content analysis of the students’ portfolios, provide insight into the range of ways evidence is used.

Developing a typology, or theoretically-based classification system, will allow educators to label, organize, plan, and assess different types of portfolio-based evidence. Five frames help discriminate between and among different types of evidence. Each of these frames will be illustrated through examples drawn from student portfolios analyzed in the study. The first frame examines the agency behind who created the evidence, artifacts being created by the author, attestations created by someone else, and reproductions capturing of an ephemeral activity using technology. The second frame in this proposed typology analyzes the rhetorical function of the included evidence. For example, it examines whether the intended function of the evidence is to elucidate the author’s identity, present goals, demonstrate skills or abilities, or celebrate achievements. In considering the effects of curricular and co-curricular experiences on student learning, George Mason’s research team pays close attention to the third frame, sponsorship of learning activity. Our hypothesis is that sponsored activities can provide greater access to faculty, administrator, and peer mentoring, along with enhanced feedback and evaluation functions, resulting in more sophisticated uses of evidence indicative of deeper student learning. The third frame examines whether presented evidence originates from institution-sponsored, self-sponsored, or unsponsored activities.

The fourth frame, participation, analyzes whether the author participated in the learning activities associated with the evidence as an individual, part of a small group, or as part of a larger community or associational effort. Finally, the fifth frame references the object of the inclusion of the evidence, whether it reflects portfolio author knowledge, skills, or character dimensions.

Being able to discuss types and usage of evidence along these five presented dimensions will allow more sophisticated examination of how portfolio-based evidence demonstrates and evokes integration, learning, and engagement. More importantly, it will help educators guide learners in using evidence more intentionally and effectively in their portfolios.

More research is needed to make strong claims about the effectiveness of strategies for using these frames together. However, our analysis so far suggests some patterns. The most effective portfolios embrace the opportunity for multiplicity offered by each frame through strategies such as presenting both accomplishments and development (object), including both artifacts produced by learning activities and more symbolic multimedia (function) and spanning the curricular and co-curricular experiences (sponsorship). The use of evidence, considered from the perspective of each frame, also is chosen to align with the needs of their audience. Links are used to provide context that engages the audience in a dialogue and connects to a wider framework of knowledge. Finally, there is a match between the content of the evidence and the way it is framed in the reflective narrative of the portfolio.

References
• http://www.eife.org/publications/eportfolio/proceedings/ep06/ep06006_papers/brouwer/view

Development of “My Science Profile” in ePortfolio
Natasa Brouwer, University of Amsterdam, Faculty of Science, AMSTEL Institute, The Netherlands

Abstract:
The level of discipline specific knowledge, the level of mastering of the general and discipline specific academic skills, and the personal professional attitude describe a professional profile of each university graduate student. In traditional university bachelor programmes marks obtained in course exams describe the knowledge level of students during the bachelor as well as at the end of it. The management of the bachelor Chemistry and the integrated bachelor science program Bio-exact at the University of Amsterdam found this insufficient.

Objectives
Our aim was to develop an approach to scaffold bachelor students to become independent in the development of their personal professional academic profile and to be able to describe this profile in any stage of the study. This educational approach should correct some of the shortcomings of a non-compliance based university educational concept.

Summary of results and conclusions
The possibility to describe a professional academic profile of each student in any stage of his or her study may be seen as a good idea. However, it is not yet evident how to achieve this within an educational institution which is not organized in a competence centred way. Traditional teaching methods such as lectures usually do not give the students enough opportunity to develop or to apply their academic skills sufficiently during a course. Second, the organisation of the curriculum in separated courses lowers the relevance for a student to reflect on his/her previously finished courses which is desirable in order to stimulate ones personal development.

In the bachelor Chemistry and Bio-exact at the University of Amsterdam students develop their academic generic and subject-specific skills fully integrated with the construction of their knowledge in science disciplines. The teaching methods used naturally stimulate development and application of skills. We have developed a list of discipline relevant academic skills and each year we develop it further according to new relevant developments in this field (ECTN, 2008). The development of most academic skills within our approach proceeds in three levels. This way more than one disciplinary course is involved per academic skill.

In order to make the students aware of the developing of the academic skills in 2003 we have introduced an ePortfolio (N. Brouwer and W. Kaper, 2006) which gave the students an opportunity to collect evidence material, to reflect on the development process and to get feedback. The results were positive in the sense that in exception of one student only the students who kept up with their portfolio finished their bachelor within three years. Nevertheless most students did not appreciate the process very much and did not understand the role of the reflection in it.

To improve this in 2007 we have introduced an ePortfolio matrix (OSP portfolio of Saka) in which students regularly reflect on the development of their academic skills within the subject-specific context of compulsory disciplinary courses. Each student has the opportunity to fill the matrix also with the evidence material and reflections about other activities and get feedback on it if asked. These can be any non-compulsory course or any other activity which stimulates development of academic competences. The first results are very promising.

We could notice how difficult it is to communicate the benefits of ePortfolio properly to the students and even more difficult the teaching staff. Organizing meetings, discussions, giving credits to the students who work with ePortfolio, claiming the rules in education regulations and publishing common faculty material are still not enough to sufficiently communicate this educational concept as it is working within the more or less traditional educational structure. In 2007 we have introduced a new title for the whole process: “My Professional Academic Profile” in order to emphasise the complexity of the integration of knowledge, skills and professional attitude which are going beyond the courses and join them. Besides the usual information material we have developed colourful flyers to promote this approach in a simple way towards all the stakeholders (students, lecturers, faculty). The first reactions are very positive.
S2.3.C: Employability and employment workshop

This workshop will provide a thorough, hands-on, experience for participants wanting to learn more about the free, Web 2.0 tools available to develop career or personal e-portfolios. The focus will be on free blogging tools, WordPress and Blogger, and on dedicated, open-source e-portfolio tools such as Mahara. Free file storage options and tools will also be discussed.

Creating e-Portfolios using Blogger, WordPress and Mahara and promoting e-portfolios with ZENPortfolios

Cyri Jones
Capilano University / British Columbia Institute of Technology, Canada

Abstract:
Description: This workshop will provide a thorough, hands-on, experience for participants wanting to learn more about the free, Web 2.0 tools available to develop career or personal e-portfolios. The focus will be on free blogging tools, WordPress and Blogger, and on dedicated, open-source e-portfolio tools such as Mahara. Free file storage options and tools will also be discussed.

The workshop facilitator will showcase the features and advantages / disadvantages of the various tools. Participants will then try out the various tools to develop different versions of a personal or career e-portfolio. An emphasis will be placed on privacy protection and how to leverage some of the tools available to make selective portions of an e-portfolio available to the public and keep other portions accessible by invitation only.

This workshop will also showcase the experiences and lessons learned from five years of working with an e-portfolio program at the British Columbia Institute of Technology (www.bcit.ca) in Burnaby, Canada where approximately 600 students each year in the School of Business develop a career e-portfolio using free Web 2.0 application service provider tools such as Blogger, WordPress and Mahara. It will also showcase the experience of the e-portfolio program at the School of Business at Capilano University (www.capilanou.com) in North Vancouver, Canada. Implementation and scalability best practices will be discussed and shared.

In addition, the workshop will demonstrate how a new Web 2.0 tool, ZENPortfolios, can store and present e-portfolios in a vendor-neutral, and secure environment to help proactively match employers with employees and how students at BCIT and Capilano College are using this tool and leveraging their e-portfolios to find jobs and enhance their career. Finally, the workshop will share lessons learned from including another Web 2.0 tool, Knol, that enables students to write online, research papers using a Wikipedia style format and then have these research papers integrated to their e-portfolio.

Note: Participants will require a laptop with wireless Internet capabilities to fully be involved. They will also need to have a web-accessible email account (e.g. hotmail, gmail, company email with webmail, etc.) in order to register and use some of the tools covered.

Objectives: By the end of the workshop, participants will have a good understanding of how to use free, Web 2.0 tools for developing e-portfolios and implementing a free, secure and stable e-portfolio program at their educational institution.

Background knowledge expected of participants: Basic understanding of what is an e-portfolio and basic computer skills (using email, web browsers, etc.)

Experience of Workshop Leader: Cyri Jones, B.Sc., M.B.A., P.M.P. is a professor at Capilano University (Marketing) and the British Columbia Institute of Technology (Operations Management) in Vancouver, Canada with over 10 years of web development and consulting experience and five years experience in leading one of Canada's largest e-portfolio programs involving more than 600 students per year.

S2.3.D: Competency management, recognition & accreditation

Introducing e-portfolios to support staff professional development & preparation for teaching

Geoff Rebbeck, Thanet College, UK

Abstract:

Thanet College has a scheme to create online ‘personal learning spaces’ (e-portfolios) for all 150 teaching staff that is separate from the College’s virtual learning environment (VLE) started in September 07. We wish to share the thinking and outcomes as a case study as a model for e-portfolio introduction into an English Further Education College. In particular how does this help improve professional effectiveness and help us prepare to better support the training needs of local employers. Our case study has been reported through 3 National agencies E-portfolios places student progression centrally between the college, teachers, their own social software, and personal progress. By using e-portfolios initially for staff development teachers can prepare to use with students in one year’s time. This diversity of purpose represents a major challenge as we search for the correct fit between student requirements and the type or version of e-portfolio used. Why might reflective portfolios change tutor behaviour? They encourage the author to be a Reflective Practitioner. Rather than comply with central systems of standard behaviour the tutor now relies more on lessons considered from everyday events and incidents that happen to them, treating them as ‘learning opportunities’. They accommodate the reality of being a Lifelong Learner because they are owned by the author and therefore do not stay with the college when the author moves on. They create a record of a unique learning journey. This is personalisation of learning in its purest form so far achieved and easily better than a Virtual Learning Environment can achieve. They encourage reliance on fellow professional colleagues through the practice of co-mentoring and the development of critical friendships. Critical friends supplement primary reflection by offering an objective view of what is normally highly subjective writing, (i.e. the author writing about themselves). Virtually any reflection is improved by submitting it to third party scrutiny. Purpose includes: cession

- objective opinion seeking
- sharing burdens and successes
- cementing professional friendships
- creating a community of likeminded professionals

A major issue for the College is where the activity boundaries should be placed between VLE activities and the personalisation learning space. This pilot phase of the project has helped the College decide what aspects of the e-portfolio model meet student personal needs, what is still best catered for within the VLE and where boundaries should exist between the two. We have shared this knowledge with other colleges. We believe it is necessary to separate e-portfolios from its VLE. Justification for this is as follows:

- VLE content is owned by the college; e-portfolios by the author.
- The VLE is for communication and teaching; an e-portfolio is for wider reflection and development.
- An e-portfolio is capable of greater personalisation than the VLE
- The VLE is a more public forum than an e-portfolio, fostering a different approach from the learner.
- The usage of both will occur at different speeds.
- There is a real risk of compromising the technology, functionality and/or software in one system in order to accommodate the other.
- At the end of any course, there is often a clear institutional aim for VLE content as opposed to what will end up in e-portfolios under the control of the learner.
- The VLE is an end in itself; an e-portfolio is one part of a lifelong journey. The College has devised a Model hypothesis that we are testing.
- The e-portfolio is the central and common point for the student experience. This is where the student (not the college) stores and reflects on experiences and links to activities and achievements recorded elsewhere.
- The e-portfolio can be used for communication, teaching and learning; the e-portfolio for reflection, storage of the learning journey and personal development.
- The e-portfolio is a reflection of the student as a person undergoing continuous personal development, not a college store of evidence.
- The College must own the choice of portfolio but the student must own the content.
- Assessment stays in the VLE, but the student reflection on assessment can go in the e-portfolio.
- The e-portfolio has a life and purpose outside the college.
- Host e-portfolios beyond the reach of firewalls and web security software to allow links to other social networking software.
- Good social software will reflect all aspects of humanity, so plan to fix, mend and support content and structure rather than manage out the possibility of poor use.
The role of E-portfolio in coaching students in competence based learning

Harry Stokhof

Abstract

The role of E-portfolio in coaching students in competence based learning. The presenter of the workshop is a history teacher and study career coach at Teacher's College Groenewoud (Greenwood). He has also been a member of the E-portfolio Implementation Taskforce at HAN University and is co-author of "The Digital Portfolio Handbook for the HAN University" which will be published September 2008.

Teacher's College Groenewoud of the HAN University is one of the pioneers in the use of the e-portfolio as an important instrument for coaching and assessing students. Since 2002 students of Teacher's College Groenewoud in Nijmegen have made use of E-portfolio. The workshop is based on the experiences of teachers and students working with E-portfolio.

Competency Based Learning is the keyword in the use of the e-portfolio at HAN University and her Teachers College. Competencies are understood as an integrated combination of knowledge and understanding, skills and attitudes. A competency is the ability to adequately fulfill professional requirements that are essential for a position/role. A competent student is capable of choosing the most suitable actions and resources in order to carry out professional requirements and to achieve the results aimed at. E-portfolio has proven to be a powerful means to meet these ends.

Students learn from the start of their programme to use their e-portfolio as an important instrument for documenting their professional development, for monitoring their learning process and for showing evidence in summative competency assessments.

Because of the successful use of E-portfolio in competency based learning at Teacher's College Groenewoud, HAN University has decided in 2004 to stimulate the use of this E-portfolio. A special taskforce has worked four years now to implement our E-portfolio campus wide (see other proposal). Momentarily already over 13,000 students use the E-portfolio at HAN university and the number is still increasing.

The role of E-portfolio in coaching students is the main topic in the presentation. We will give some recommendations to teachers in regard to coaching students working with an e-portfolio. We have collected a number of points of interest from our experiences with E-portfolio, with possible solutions to challenges we have met in the past. We would like to address the following elements of helping students to use their e-portfolio in the learning process:

- How much structuring is necessary in working with the digital portfolio?
- What kind of coaching need students in working with digital portfolio's?
- Lessons learned

We'll especially point out the role of study career coaches in the successful use of an E-portfolio. At HAN University, every student is placed in a base group lead by a Study Career Coach. The main role of the Study Career Coach at Teacher's College Groenewoud is to coach students in their learning process to become start-qualified teachers in primary education. Study career coaches have an important task in teaching students, how to use E-portfolio for showing their competency development in the professional setting. Workplace learning is an important element of the programme at HAN University Teacher's College Groenewoud. Students collect much of the evidence in their E-portfolio as a trainee in a primary school.

In the presentation we will show demo-portfolio of students, to demonstrate how study career coaches can use the E-portfolio for coaching the student in building up his competencies. There is no specific background knowledge expected of the participants.

S2.3.E: information system architectures and technologies

BSI Standard for Submission of Digital Evidence for ePortfolio Assessment

Karim Derrick, Matt Wingfield, TAG Learning Ltd, UK

Background

In the UK there a number of companies providing Assessment ePortfolio software and services. The purpose of this is to enable individuals, schools, colleges and centres to evidence competence against assessment objectives/criteria in awarding body qualification coursework specifications. Much of the work has been focussed at the vocational end of the qualification spectrum with increasing interest in general qualifications.

Purpose and justification of standard

A major problem for Awarding Bodies has been the moderation of work collected in coursework management systems such as ePortfolios. Where ePortfolios/coursework management systems have been integrated into the assessment cycle moderators and assessors have needed to be trained in the increasingly wide variety of systems that the awarding bodies approve for the schools’ use. Awarding Body moderators then dip in and out of the variety of school/centre systems. The only benefit of this approach is that the schools and centres can choose the coursework management system that delivers the most appropriate service to the teachers and learners, in the context of the qualifications being taken.

The alternative has been for some awarding bodies, in some qualification contexts, to insist that schools and centres use a specific ePortfolio/coursework management system. Where this has happened it has been possible to provide a centralised awarding body focused interface to facilitate the work flow of assessment moderation and its management. This has obvious and immediate benefits to the awarding body who need only train their moderators on one system. Schools and centres however are constrained to use one single ePortfolio/coursework management product.

Thus the problem: how to allow schools to use whatever ePortfolio/coursework management system they wish and then how to allow the awarding body a single interface on this data.

The proposed paper will discuss a new BSI standard for describing coursework based qualifications and a standard method for transmitting ePortfolio/coursework management files and data between school/centre systems and backing awarding bodies qualification moderation systems.

Beyond Standards: Towards a Crossroads Bank for Employability Data

Vergennes, Luk Synergetics, Belgium

Universal CV : Securing your Europass CV

Marc van Coillie, EIfEL, France

Abstract

The aim of the French project CV Universel (Universal CV) is to give to the job applicant all the power to really manage its CV data sharing from his CV Hosting CV Service to over Recruitment Website.

The privacy aspect is completely based on different standards used together:

- OASIS SAML v2 to provide the Identity Federation service layer (and a Single Sign On support)
- Liberty Alliance Identity Web Service Framework v2 to provide support of secure and user centric data sharing from the different services involved.
- HR-XML Europass CV to provide a European Based CV data model compliant with HR systems.

This presentation will include:

- Presentation of the requirements for this project in order to provide more ethics in recruiting process.
- Presentation of the "privacy" aspect and non user data information that have been excluded from the Europass CV due to the potential of discrimination in the recruitment process
- Presentation of the technical standards / specifications used
- Presentation of all the open source related tools with highlight of how they could be redeployed for other communities
- Comments related to the first pilot phase and evolution perspective of this service
Abstract:
JISC is a UK body which funds a range of activities to support innovation in the use of technology in further and higher education. A range of e-portfolio related activity has been funded through the e-Learning Programme over the last few years. Lisa Gray, a Programme Manager within the e-Learning team introduces their work in this area, and discusses how e-portfolios are central to the future direction of the Programme. She discusses the rationale behind, and the importance of two new resources that have recently emerged from this work - the Effective Practice with e-Portfolios publication and infoKit.

Effective Practice with e-Portfolios [JISC 2008] synthesises key messages for an audience new to e-portfolios from a larger body of work covered by the complementary online resource from JISC - the infoKit on e-Portfolios [http://www.jiscinfonet.ac.uk/e-portfolios]. Ros Smith, writer and consultant on e-learning, outlines how e-portfolios have become so much more than ‘a space in which to record things.’ Increasingly viewed rather as the central and common point for learning, Effective Practice with e-Portfolios traces how e-portfolios are moving to the very heart of learning, and details the five key points of practice that help to make effective e-portfolio-based learning come to fruition.

The publication, which was launched in September 2008, can be ordered online at http://survey.jisc.ac.uk/eportpub

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**Abstract:**

**Building human capital during curriculum planning: a teaching team designs a student ePortfolio task**

Ruth Lang 1, Wayne Lang 2 1: Brisbane Girls Grammar School, Brisbane, Australia 2: Griffith University, Brisbane, Australia

Abstract:

An ePortfolio has the potential to offer secondary students a multi-layered learning experience that can impact beyond their immediate learning to realize outcomes across time, place and space. The initial exposure to the ePortfolio in a curriculum therefore becomes a critical learning journey for students if the ePortfolio is to be a vehicle that supports lifelong learning. The designed and delivered curriculum around the ePortfolio could be either a one-off national policy framework on the use of e-portfolios, these activities are aiming to enable a decentralised yet interconnected model for the development of e-portfolio systems and communities of practice.

**Maha - Open Source for National ePortfolio Service**

Richard Wyles

Flexible Learning Network, New Zealand

Abstract:

My Portfolio is a nationwide ePortfolio service using the Mahara open source software (www.mahara.org). All educational organisations in New Zealand are welcome to use My Portfolio. The key benefit of a learner driven environment being on a shared service environment is that pan-sector learner communities may flourish. My Portfolio brings together the benefits of leading education technology and social software in a safe education focused environment.

The paper will explore how the Mahara project has taken a different design approach to the requirement for ePortfolios to meet the need of different stakeholder groups, disciplines and pedagogies. The Mahara system is modular in design to maximise flexibility and extensibility. The My Portfolio service will continue to grow as we continue to enhance the Mahara system. Because it is open source software, other organisations also contribute to the software’s evolution. This has already started with different language packs such as Japanese, French, Portuguese, Polish and German. Mahara is being used world-wide and is a free, open source download.

The purpose of this paper is to explore how an open source solution may be widely deployed, the issues faced and feedback from individuals including faculty from several universities and students themselves.

**ePortfolio for all: the Welsh story**

Messer, Paul, Careers Wales

Presentation of the Careers Wales Progress File: an ePortfolio available to all Welsh citizens.

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**3.1.8: Regions and sectors: designing eStrategies**

Session Chair: Paul Wasko

**Herding cats: collaboratively implementing e-portfolio systems to support life-long learning in Australia**

Owen Stephen O'Neill 1, Allison Miller 1 1: e-Works, Australia 2: TAFE South Australia

Abstract:

Australia has experienced a period of sustained economic growth since the early 1990s which has resulted in skills shortages in many key industries. The Australian vocational education and training (VET) sector is responsible for accredited training and therefore plays a vital role in recognising, qualifying and improving the skills of the Australian labour force. Within this context, there is a growing interest and a number of policy drivers for the adoption and use of e-portfolios in the sector. These drivers support and facilitate lifelong learning and enhance human capital through improved employability skills and recognition of prior learning (RPL) outcomes.

There is currently no coordinated national policy regarding the use of e-portfolios in Australian education, making the task of implementing e-portfolios in the sector particularly challenging. With close links to the wider education system as well as industry and employers, a cohesive approach to e-portfolios across the VET sector is important in order to support lifelong learning. As such, the VET system’s e-learning strategy, the Australian Flexible Learning Framework (Framework) commenced a national e-portfolio project titled “E-portfolios: Managing learner information” to facilitate the implementation of interoperable e-portfolio systems in the VET sector.

Currently in its first year, the E-portfolio project is working to establish a national standards-based approach for the use of e-portfolio technologies for managing learner information. The resultant infrastructure and support is aimed at enabling the portability of learner-owned evidence of learning, to support learners to move between training and other forms of education, between jurisdictions (states and territories), and between employers and industries.

A roadmap for the implementation of interoperable e-portfolios to support lifelong learning and enhance human capital is currently being developed in collaboration with all Australian jurisdictions, key stakeholders and agencies. This e-portfolio roadmap will detail a strategy for the implementation of interoperable e-portfolio systems for the VET system.

In addition to the development of this national roadmap, additional research and trials are being undertaken in 2008 to improve our understanding of the requirements of the sector, to develop strategies for shared infrastructure, and to connect VET stakeholders to build communities of practice. Three additional research activities are currently being undertaken in these areas include:

**Learner information security study**

This study will consider the requirements for security in relation to e-portfolios. In particular, it will focus on privacy and security requirements for sensitive data including personal information and student records. The study will form the development of e-portfolio systems and the implementation of relevant standards and technologies. A trial implementation of technologies and standards to support secure management of learner information will also be undertaken.

**Trust federations for access and authentication**

This study will identify how trust federations such as the Australian Access Federation (AAF) can support the access and authentication requirements for e-portfolios. In particular, it will consider the needs of the e-portfolio owner to restrict access and explore how these needs might be met.

**Recognition of Prior Learning (RPL) support systems investigation**

An investigation will be conducted into the development and implementation of applications and systems to streamline RPL processes. The investigation will incorporate one or more RPL system trials and will be informed by a survey of RPL systems conducted in 2007.

It is expected that these activities will highlight collaborative strategies for interoperable e-portfolio systems in the Australian VET sector that will more readily support life-long learning models. Given the lack of a cohesive national policy framework on the use of e-portfolios, these activities are aiming to enable a decentralised yet interconnected model for the development of e-portfolio systems and communities of practice.
individual, technically-focused, closed task or a personalized, open experience which challenges students to think deep thinking, reflective journaling through peer review and co-operative learning. These elements are at the heart of a differentiated curriculum (Brisbane Girls Grammar School, 2008).

This case study was motivated by a recognized mismatch between the ePortfolio task developed by the ICT teaching team and the ICT imperatives in the School Strategic Design: 2008-2011. Since this is the first ePortfolio included in the curriculum at Brisbane Girls Grammar School the expectations of the task must align with the stated School ICT strategic and operational priorities.

Firstly, the curriculum planning process was monitored as a five-member ICT teaching team navigated, negotiated and constructed the parameters for the ePortfolio learning experience. The draft ePortfolio task was developed for a cohort of 15-year olds enrolled in the subject, Communication and Information Processing (CIP). The Dean of Curriculum was invited to track the planning process of this initiative with a view to serving as a critical friend (Costa & Kallick, 1993) to the teaching team.

During professional conversations with the ICT teaching team, the critical friend elected to use the Situational Leadership model (Hersey-Blanchard, 1996) in order to influence the curriculum planning process. The overarching goal was to influence the teaching team on two fronts. The first goal was to encourage the ICT teaching team to develop an e-Portfolio task that embraced the elements of next practice (Leadbetter, 2005; Hargreaves, 2005; Prahalad, 2004) and thus align with the School Strategic Design. The second goal, which, at an organizational level, potentially offered prolonged value, was the inherent human capacity-building opportunity that was available in this situation. If successful, future curriculum planning initiatives by this team of teachers was likely to be more effective and yield improved outcomes for students. The influence of these ICT teachers on their peers across other disciplines could not be underestimated. The human capital building of the ICT teaching team was likely to have positive, far-reaching consequences for the School.

Human capital is an acknowledged strategic resource for the School. The capacity of its teaching staff to improve outcomes for students underpins the School’s ability to maintain and enhance its reputation as a leading educational institution. Adopting more effective methodologies in curriculum, pedagogy and assessment; seizing a change agenda to embrace next practice in education; and capitalizing on technological innovation, Brisbane Girls Grammar School seeks to lead in the education of young women, national and internationally. The investment in developing the capacity of its ICT teaching team by the Dean of Curriculum during professional conversations is an effective leadership strategy.

In summary, this case study informs the way in which the critical friend influences the ICT teaching team to both support them in constructing a next practice educational tool for teachers via the ePortfolio task and to build the human capital of the School. The study serves as a paradigm for future school-based innovations.

EPortfolio in teacher training: From small-scale pilot to faculty-wide implementation of electronic competency portfolio.

Roelina Wierda, Ron Barendsen Noordelijke Hogeschool Leeuwarden, The Netherlands

Abstract:
Some 7 years ago the first pilots concerning the use of e-portfolios were initiated at the NHL. The e-Polio pilots more or less coincided with the introduction of competency based learning in our Institute. Students had to be assessed on the basis of competencies (and their development) rather than on predefined chunks of knowledge only. In the initial stages of competency-based learning the staffrooms were flooded with huge ringbinders, cardboard boxes filled with audio and videotapes, cd-roms, dvds etc. The idea of an online environment where all this material could be placed and assessed seemed a very alluring prospect. 4 years ago a tool – Follo by Eportarto – was chosen for a number of larger pilots. Some of the criteria involved in the choice were: stable environment with regular backups; possibility to give and record feedback within portfolio environment; possibility to share portfolio’s with internal and external viewers; possibility to certify evidence within a portfolio with a view to validity; suitability of tool for a wide range of portfolios (at least assessment, development and showcase)

The first large-scale pilots afforded very useful information, both with respect to the use of ePortfolio but maybe even more so with respect to approaches to competency based learning. Although the 7 teacher competencies – a national Dutch standard – were the starting point of the teacher training programmes, the modules, the courses and the assessments, the students didn’t experience the competencies as being central to their learning process. The reason for this was simple: most assessments still consisted of set tasks, tests, projects and traineeships. As a result the ePortfolio’s of the early days were strange collections of documents, screenshots and scans that all reflected the course-requirements rather than the student’s mastery of certain competencies. (show example of early port-
folios)

The result was demotivated students and frustrated teachers and assessors who had to wrestle their way through inaccessible and sometimes impenetrable portfolios. When some three years ago a new release of Follo offered the possibility of a kind of scaffolding a University or Institute might find useful we sensed that here might be a solution to some of the problems just described. It seemed so simple: insert the 7 SBL-competencies as scaffolding so that students can attach their own evidence to each of the competencies, thus overcoming both the problem of the student’s lack of motivation and the assessors’ frustration. However, this option opened up Pandora’s box: it turned out that every department had concocted their own interpretation of the 7 competencies and had subdivided them into self-invented sets of indicators. It turned out that there were more than a hundred different versions and interpretations of those 7 competencies. The result was that schools were confronted with dozens of different assessment criteria, students were confronted with different interpretations depending on their tutor or on the program. It culminated in a chaos of competencies. Moreover, it turned out that there were far too many indicators and that they were very often badly and vaguely phrased. This brings us to the heart of our workshop: An essential ingredient for scalability is a uniform and recognizable educational view, which has been translated into a clear and understandable frame of reference for both students and staff. This uniform frame of reference – a competency library in our case – may subsequently be used as scaffolding both for the students and for the teachers/assessors. In order to make this possible a work group consisting of representatives of the different teacher training courses sat together regularly to come to one set of indicators – or sub-competencies – for all IEC students. This process took more than a year.

The competencies were described in terms of demonstrable behaviour – how can a student otherwise come up with evidence? – and on three levels (corresponding with the three levels in which a four-year teacher training program- me is divided) This set of indicators was embraced by the management, communicated to all schools with which the NHL cooperates and handed out to students and staff. Furthermore, all assessments have been defined in terms of the shared competency-indicators. And finally this competency library was included in the template of Follo so that students can use it to scaffold their portfolios. Once this shared language had become an established fact it became easy implement the e-portfolio for over 2000 students in our Institute.

SUPPORTING ADOLESCENT LEARNERS. MOSEP COURSE FOR TEACHERS.

1 Agnieszka Chrzanowicz 2 Wolf Hilzensauer
1 PAGH CEL, Poland (2) Salzburg Research, Austria

Abstract:
The article will discuss the concept of the open course targeted at the teachers who work with adolescent learners in the transition phase. It is believed that ePortfolio can significantly contribute to the enhancement of self-esteem among the young learners as well as improve their learning skills. However, it is necessary for the teachers and vocational counsellors to develop understanding about ePortfolio and ability to support learners throughout the process of selection, presentation and reflection. The article will identify the crucial aspects of working with young learners and technology, it will also focus on potential hindrances in the ePortfolio introduction. The article will also discuss the competencies of the teachers crucial for the ePortfolio process. The article will draw on the outcomes of the pilot trainings conducted in 5 European countries and accompanying research.

It is believed that the increasing popularity of ePortfolio is due to the combination of the classical, course-oriented e-learning with self-organized, self-oriented and lifelong learning in one solution. The European project MOSEP (more self esteem with my ePortfolio) tries to come up with some of the answers that might help teachers, vocational counsellors and learners to successfully start and develop their ePortfolio. Our newly developed pedagogical approach provides a set of self-explanatory training material, which can be used, reused and adapted according to an institution’s needs. All materials are freely and openly available via a Wiki system, which enables interaction and content creation, semantically enhanced resources, trainer guidelines and multimedia resources. MOSEP Toolkit is available for use by schools and organizations responsible for teacher training and vocational counselling:
- a study outlining the qualifications and skills required by teachers/tutors working with adolescent learners
- the MOSEP ePortfolio course for teachers/tutors and vocational counsellors
- a teacher-training package providing guidelines and assignments that teachers can use with their students
- an online forum for teachers/tutors providing help in the use of this material and in the selection, installation and implementation of an open-source e-portfolio tool for their students.
S3.1.C: Competency management, recognition & accreditation

Using ePortfolios to Evidence Qualifications BSI Standard for the Transfer of Assessment Data & Evidence B5 8518
Karim Derrick TAG Learning Ltd, UK

Abstract:

Background

There is a long history within the UK education system of using qualification coursework to validate a candidate’s knowledge, skills, understanding and capabilities within a given subject area. However, in more recent years, the validity of assessing qualification coursework has been called into question. In 2006, the UK’s Qualifications and Curriculum Authority (QCA) announced that in response to the growing concerns about the validity of coursework by 2009 ‘controlled assessments’ would replace traditional coursework in a range of high stakes qualifications including Business Studies; Classical Studies; Economics; English Literature; Geography; History; MFL; Religious Studies and Social Sciences.

Purpose and delivery of the project

The eScape Project was conceived and is now managed by the Technology Education Research Unit (‘TERU’) at Goldsmiths College in London. eScape was established as pilot project in 2004 and received funding from the then Department for Education and Skills (now the Department for Children, Schools and Families), which since 2007 has been channelled through the British Educational Communications and Technology Agency (‘BECTA’).

The initial aim of the project was to establish a reliable and quantifiable method of assessing candidates’ skills in collaboration and creativity in qualification coursework, which are ‘softer’ skills and harder to quantify through traditional assessment methods. However, as the project has progressed it has become increasing clear that it also provides a reliable and highly efficient method of delivering controlled assessments of qualification coursework.

TERU began by piloting a paper-based assessment mechanism through the context of a six hour practical examination as part of a General Certificate of Secondary Education ‘GCSE’ in Design and Technology. This model utilised a large double sided sheet of paper on to which are printed general instruction and 23 individual ‘sub-task’ boxes, each containing instructions that particular part of the assessment, and a space into which the candidate can write, draw or ‘stick’ photos to show how their ideas develop through the coursework. Each sub-task is undertaken within a set time frame, and the piece of paper is passed around a pre-defined group of candidates in order to facilitate collaboration.

This paper-based method was successfully piloted in the summer of 2004, and lead to a desire to ‘e’ enable this process. As a recognised leader in the field of assessment e-portfolios for schools, TAG Learning Ltd. (‘TAG’) was approached by TERU and asked to develop an electronic version of the paper-based model. TAG did this by utilising Personal Digital Assistants ‘PDAs’ as portable and non-intrusive candidate digital devices, which are perfect for capturing a range of evidence including written notes, drawings, photos and voice files. The PDAs are connected to a school based server via WiFi, which in turn is connected to a web-based e-portfolio that drives the delivery of the timed sub-tasks, the collaborative sharing of work and the capture of the resulting evidence assessment and moderation. The system was successfully tested with a number of centres in the summers of 2006 and 2007, once again within the context of a GCSE in Design Technology.

The project has progressed it has become increasing clear that it also provides a reliable and highly efficient method of delivering controlled assessments of qualification coursework.

The project is now well into its third phase and has been focused on implementing the system in a range of other subject areas including Science, Geography and Maths. Phase 3 has also looked at the possibilities of using supplemental communication technologies, such as 3G, and an increasing range of portable devices including mobile phones and Linux based sub-notebooks. The underlying theme of phase 3 has been to see if the system can offer a greater level of access to candidates, whilst minimising the technical impact on the schools, and a number of successful trials of the new system have been carried out in centres during the summer of 2008.

Phase 4 will commence in September 2008. It is hoped that this will be the final pilot phase for the project, and that the focus will then turn to establishing the approach adopted by the eScape assessment system as a standard and nationally accepted way to undertake controlled assessments of qualification coursework. The focus of this fourth phase will be to enlarge the number of qualifications supported by the system and number of schools using the system even further, to the point where this becomes a viable test for national adoption. At the same time, the Scottish Qualifications Authority ‘SQA’, has just agreed to pilot the eScape system in Scottish schools starting in the 2008/09 academic year. This pilot work will be coordinated by Strathclyde University.

Assessing teacher trainees with the use of a videoportfolio
Anne-Martine Gielis, Wilfried Amiradila
Instituut voor de Lerarenopleiding - Universiteit van Amsterdam, The Netherlands

Abstract:

In teacher education, e-portfolios are commonly used as a means to assess students’ competencies. Students sometimes use additional video materials to prove their competencies, but most often an e-portfolio consists only of texts. These texts have been written by students (for example self evaluations or reflections), by their coach, supervisor or mentor or by others (pupils, peers or expert colleagues). So, the portfolio contains information on students competencies from various perspectives, albeit all writer’s interpretations of students’ competencies. Video enriches the students’ interpretations by adding another perspective (that of the observer) and showing the context of the performance.

When we started using online video portfolios two years ago during a national project we expected to improve the quality of supervision, evidence and transfer in higher education, since through the use of video relevant competencies can be - literally - made visible. We anticipated that if both observed behaviour and reflection on this behaviour are part of the portfolio, more valid assessment of individual learners results. Moreover, since video recordings include rich, visual information about the practice in which the competencies are assessed, they may offer opportunities for transfer between different contexts and curricula steps.

The project that made it possible for the Graduate School for Teaching and Learning of the University of Amsterdam to develop the video portfolio started in 2006 and ended 13 months later in November 2007. The project was called ‘DiDossier’ and was partly financed by the National eLearning Programme of SURF Foundation, the Dutch national organisation for ICT use in higher education. Fourteen partners from eight Dutch universities participated in the project. The educational programmes involved teacher education, language learning, medicine, veterinary medicine and social dentistry. The main objective of the project was to determine design principles for the effective and efficient use of online video portfolios in university teaching.

The Graduate School for Teaching and Learning focussed on the assessment possibilities of video portfolios. We use a video portfolio to assess the teacher trainees. During their school practicum our students (teacher trainees) record their work on video and select video clips to be used in their video portfolio themselves. In the video portfolio, they are asked to reflect on their behaviour and interpret their actions and choices: they combine their video clips with short explanatory texts in video narratives. They then answer questions about the narrative as a whole, for example: in which competency have you improved particularly this last semester and where in the narrative do you show that?

To complete the video portfolio students add other documents (written material, photos, etc). These include the mandatory self evaluations, background information of the shown classes, future learning plans and self designed learning materials or even pupil evaluations.

We use the following assessment procedure: After the student has informed his/her assessors that the video portfolio is completed the assessors go to work. The first assessor is the primary coach of the student, the other one doesn’t know the student personally (or only at a glance). They assess the student individually, using an evaluation form.

In our project we found that the use of video portfolio supported teacher trainees and teacher educators in providing valid proof of competencies and the assessment of these. Both the coach and the other assessor (who is not involved in the guidance of the particular teacher trainee) get a valid impression of the teacher trainees’ competencies. From this year on, our video portfolio is the only assessment portfolio for our students.

In our presentation, we will focus on the results of the teacher education programme of the University of Amsterdam, one of the 14 partners, and the one in which the assessment of student competencies was a major issue. We will show some examples of video portfolios in which our students ‘tell the story’ of their lessons. I will also briefly discuss the necessary planning and IT-needs.

Using portfoliobased in competence assessment
José Eggink
Hanzehogeschool Groningen, The Netherlands

Abstract:

Traditionally education focuses on testing knowledge and skills. Recently competencies and lifelong learning have become the focus of attention. But: How do you assess competencies? How do you assess prior knowledge? We propose:

- Have students reflect on their own competencies by means of self assessment
Abstract:
Australia’s society and economy are changing in ways that will increase the importance of higher education to the nation… Our future national prosperity must be built in the competitive, knowledge-based global economy. Australia’s capacity for innovation and adaptability in industry and society will be a key to success. We will need to make the most of our ‘human capital’ – our people – by encouraging individuals to upgrade their skills and knowledge and by providing education and training opportunities for people from all backgrounds.

Review of Australian higher education discussion paper (2008)
The current government review of higher education in Australia provides the stimulus for debate on the education, economic and social policy environments to consider the future directions of the university sector and its capacity to meet, through teaching and research, the needs of both the Australian economy and the Australian community.
The proposed paper seeks to address the role of ePortfolio practice in universities within the context of the evolving federal policy agenda, with specific attention paid to a national study which has sought to map current ePortfolio activities in the higher education sector. Over the past few years, there have been emerging pockets of ePortfolio practice within Australian universities. The concept of learner-centred education has contributed to the use of ePortfolios to focus on the individual student experience, to demonstrate learning both within the academic setting and in transition to employment. Consequently, the use of ePortfolios has been principally aligned with specific discipline areas to provide evidence of competency and standards attainment, for example in teaching, medicine and nursing.
To a lesser extent, portfolio use for reflective learning, self promotion and assessment has been developed within the design and technology, engineering and psychology disciplines. Nevertheless, until recently, it had not been possible to present a comprehensive picture of the breadth and depth of practice in Australian higher education. To address this gap in research and practice, the Australian Learning and Teaching Council called for expressions of interest for a priority project to investigate ePortfolio practice in Australian universities. The project was awarded to a group of four universities: Queensland University of Technology as lead agency, The University of Melbourne, University of New England and University of Wollongong. The project, commonly referred to as the Australian ePortfolio Project, completed its investigations in mid-2008.
The stated goals of the Australian ePortfolio Project were to provide leadership in research into ePortfolio practice in higher education, which required developing an understanding of the transitional linkages between ePortfolio practice within schools, the vocational education and the community training (VET) sector and considering the policy environment that might actively inform and foster ePortfolio practice in Australia. Beyond this, the project sought to gain insights into current international initiatives and to explore the potential to establish appropriate communities of practice to support the adoption of ePortfolios in education. The Australian ePortfolio Project was informed by an extensive literature review and environmental scan which helped develop an understanding of the current national and international contexts. Data collection activities encompassed an audit of ePortfolio practice in higher education to consider the range of initiatives and the drivers for development in diverse academic institutions, augmented by case studies that examined the specific contexts where ePortfolios were being used. There was a survey of student expectations and actual student experiences with ePortfolios plus interviews with mature users of ePortfolios. Regional focus groups were conducted to better comprehend ePortfolio use in secondary education, vocational education, the professions and the wider community. Semi-structured interviews were subsequently conducted with key people who represented the professional accreditation bodies, employers and employer groups, educational policy and eLearning standards. The project team hosted a national symposium in February 2008.
The proposed paper discusses the views and understandings of the key stakeholders in ePortfolio implementation in the wider policy context of the study and considers the individual, organisational and government approaches that might support the scalability of implementation and practice within education. The authors, representing the internal project leaders and the external project reviewer, offer an evaluative perspective of the Australian ePortfolio Project to appraise the current picture of ePortfolio practice in universities and to consider the policies and strategies required to ensure that ePortfolios play an effective role in contributing to Australia’s vision to become a highly skilled, productive and competitive nation.

Indiana Jones and the Crusade for Large Scale ePortfolios: the Forgotten Questions...
Rudi Clause, Eky Foole
Avans University of Applied Science, The Netherlands

Abstract:
In this presentation we will focus on our past experiences and lessons learnt in implementing ePortfolios at Avans University. Most importantly, however, we’ll reflect on the forgotten questions, our approach and the remaining is-
sues that might help us in becoming successful in reaching our critical mass and successfully implementing large-scale ePortfolio projects.

Introduction
Avans University of Applied Science is based in the south of the Netherlands and has 18 faculties in three locations: Breda, Tilburg and ‘s Hertogenbosch. We offer 20,000 students and 2000 staff members an effective and inspiring rich learning and teaching environment, based on a social constructivist view.

Avans University aims to become a leading educational institution that produces excellent professionals, who in turn will continue to further develop themselves and their profession. For selected businesses and organisations we are the partner for knowledge development and knowledge sharing.

Avans started using digital portfolios some years ago on a small scale; primarily as a tool to enhance and assess student learning on campus. In the last couple of years, the use of portfolios has expanded not only in number, but also to new disciplines. In 2006 we started the first project focused on digital portfolios as a tool for off campus coaching of students during their internship assignments. The use of digital portfolios enabled our students to present themselves as (future) employees of a company or institution, and gave teachers and (company) coaches a better insight in their learning process during this time and to their development as future professional.

The successful start of this first project soon triggered a second project in which digital portfolios are used by faculty members as a basis for their own professional development. Building and exchanging portfolios give them more insight into available fields of expertise and actively support collaboration. Portfolios became even more important as a tool to enhance and assess student learning (on and off campus), to encourage reflection and feedback and the professional development of our staff members.

New challenges: large-scale implementation of ePortfolios
In 2008 Avans faces a new challenge: the large-scale implementation of digital portfolios. This led us to reflect on the successfess of our earlier projects and to the forgotten questions.

In our presentation we will focus on this change process and the following questions:

- How complex are the changes we ask our lecturers and students to make?
- What made us successful in earlier projects?
- What was our approach and is it applicable for this more complex change as well?
- Who are our stakeholders in this large-scale implementation of ePortfolios and what are their beliefs?
- How can we address both the small and the big issues in change?
- Most importantly: What are those elusive forgotten questions?

Our beliefs and the Pitfalls
It’s our belief that implementation for early adopters differs from large-scale implementations, which is the majority of our users. We therefore reflect on our earlier projects and on the issues that made previous initiatives successful. We’ll have to be prepared to discuss our own beliefs and really listen to the beliefs of our different stakeholders.

Even though we claim to be prepared to encounter some differences, the real challenge will be the way we’ll be able to make those differences visible and to handle will have a huge impact on the success-rate of the implementation process.

Also, we’ll have to be aware of some of the pitfalls, such as copying a ‘blueprint’ for implementation and expect it to be a successful approach for every implementation. Another pitfall would be to work with a lot of implicit ideas without making them more explicit. How will our view on learning and teaching cope with such a different implementation processes? In what ways can we use our Community of Practice ePortfolio to make it really a two-way process and turn it into a Community of Learners?

Our first experiences with large-scale implementations
Avans University has made her first steps in large-scale implementations of ePortfolios. Some of our schools did adopt ePortfolios and even got everyone (students, lecturers and administrators) working with it. We’d like to share our questions, our approach, these experiences and above all questions with the visitors of the Eifel conference.

Like Indians Jones, however, we find it a real crusade. It’s like being on an expedition: you know where you are when you start the process, you have your supplies taken care of, your maps, you may have reached your first destination, but you can still be enormously surprised when you finally reach the finish……

S3.1.E: ePortfolio Research workshop: beyond ‘good practice’
This workshop will facilitate an exploration of what is necessary to move beyond case-studies of practice to a broader research agenda around e-portfolios.

Participants will be invited to share their experience of any ‘research discourse’ which takes place among their fellow practitioners and of the kind of explanatory frameworks which practitioners typically draw on. They will also be invited to frame research questions which are significant for them and consider what sources of data might be gathered to address them. We will explore what barriers might need to be overcome to facilitate the accumulation of research findings, so that our knowledge/understanding of e-portfolio practice is seen to be developing.

S3.2.A: Learning Regions using ePortfolio: concluding session of the Regional Track
Session Chair: Rena de Groot
Feedbacks and vision statements by
- Jangui le Carpentier
- Norman Longworth
- Paul Messer
- Paul Wasko

S3.2.B: Employability and employment
Workm@p: CWI’s employabilityPortfolio
Govert Claus
Centre for Work and Income, The Netherlands
Abstract:

Last year, CWI presented the Workm@p at the ePortfolio 2007 conference. The Workm@p is a portfoliosystem which job seekers can use to find jobs, to improve their chances of getting a job and to fulfil their obligations in order to get social security benefits. It is to become the main instrument for all unemployed registered with CWI, but free to be used by all Dutch citizens looking for work.

A year has passed, and a lot has happened regarding the Workm@p, amongst others:
- a first version is in production
- usability tests have optimized the user interface
- partners have shown interest to cooperate

We also had to solve issues, amongst others:
- how to deal with data ownership?
- what will become of legacy instruments?
- how are we going to hook up partners?

This presentation shows what has become of the Workm@p, the way the e-Portfolio is implemented, the lessons learnt so far and the plans for the near future.

Introducing an E-portfolio to stimulate career skills. The company wide introduction of an E-Portfolio at the Dutch Ministry of Defence
Marleen Hink (Logica), Lcol Albert Riedstra (Ministry of Defence)
Abstract:

The Dutch MOD has performed three Pilots to research the conditions for introducing an e-portfolio to facilitate the development of career skills of the MOD employees and to support Validation of Prior Learning.

What all pilots have shown is that the E-portfolio must have a meaning for the organisation. Second finding is that for the Defence Employees Guidance is necessary for a successful introduction. Two types of guidance is needed. Training to know what is expected and examples to get inspired.

Based on the three pilots it is decided to implement the e-portfolio company wide (for 60000 employees) as the foundation of HRD processes.

ePortfolio for immigrants: modular personal portal supporting lifelong learning
Samantha Slade
Percolab, Canada
Abstract:
Most immigrants are confronted with similar challenges in their country of adoption, from learning the local language, decoding and discovering the services, institutions and local ways, attaining appropriate employment and finding one's place within a new community. In Quebec, ePortfolios are being explored as a means to help immigrants undertake the multiple challenges they face.

The online environment is owned and controlled by the immigrant and entirely adjustable to the personal context of each person. The personal portal process may begin at anytime, while awaiting the immigration process in one's country of origin, upon arrival to the new country of adoption, or by recommendation for example from a learning institution, immigration services or an employer.

The environment is in fact a personal portal "equipped" with an aggregation of tools, resources, services, information, processes, and social networks, some created by the project, others from elsewhere on the web, and others that the user wishes to create, include or connect to. The personal information in the portal is protected and confidential; the portfolio owner may choose information to make public and showcase for different audiences, from teachers, potential employers to friends and family. In this way the ePortfolio serves to capture the rich experiences and competencies of immigrants, support educational institutions in contributing to the linguistic and socio-cultural integration of immigrants and connect immigrants to each other and to their country of origin.

This ePortfolio project under construction is being developed via a partnership of five organisations in Quebec and will be officially launched in 2009.

53.2.C: Personal and organisational learning and knowledge management

Dancing around the Maypole
Shane Sutherland 1, Lee Davies 1
1: Pebble Learning, UK 2: Institute for Learning, UK

Abstract:
A maypole is, essentially, a big stick with ribbons on it. As such it is perhaps emblematic of the situation in the UK's Learning and Skills sector where up to 300,000 teachers are required by legislation to record their Continuing Professional Development (CPD) and the Institute for Learning (IfL) has the challenging task of making the stick inviting enough to dance around.

The legislation requires that teachers record a minimum of 30 hours CPD; the IfL provides the mechanism by which teachers register, progress through to Licensed Practitioners and remain in 'good standing'. In addition to its regulatory role the IfL has developed a model of teacher professionalism which is used to develop policies and tools to support a teacher's CPD planning. In an effort to bridge the competing demands of regulation on the one hand and professional development on the other, the IfL envisaged an online system which would facilitate the easy reporting of aggregate experience through a seamless interface with the membership system.

For the regulatory side of its business the institute wanted a system that allowed members to easily report the extent and nature of their CPD and which allowed the IfL’s Professional Development Officers to:

- monitor the quality and effectiveness of CPD;
- offer feedback, support and guidance;
- access (with consent) individually constructed accounts of learning and sense-making.

Most importantly, for personal learning and development, the Institute required a tool that had to:

- promote reflection;
- be private and secure;
- allow members to use the system for multiple ‘external’ purposes – especially for those members in fractional posts;
- promote confident and competent use of technology in the sector.

Working with Pebble Learning, the CPD team at the IfL helped develop a bespoke version of PebblePad. Called REFLECT the tool incorporates new wizards for recording CPD activities, a CPD journal that aggregates experience over time and webservives that share information between the membership database and the user’s REFLECT account. These services also allow the user to submit records of learning and experience directly to the membership system whilst protecting their wider archive of learning and reflective artifacts.

This case study will explore the design and principle of the new CPD tools, explain how they work alongside other tools already common to PebblePad and illustrate how the formal submission process is supported. A number of institutional case studies will be drawn upon to illustrate how the system has been introduced across England. In particular these will highlight the emergent valences for individuals working in multiple institutions and for institutions themselves who will seek to benefit from the use of a single tool by all practicing teachers.

This conference falls 6 months after the introduction of the tool and one year before the first formal submissions are required by members. As well as describing the design intent and translation into practice this case study will draw upon usage statistics and examples of teacher use (with appropriate permissions) to attempt an early analysis of data hoping to elicit whether the IfL has been successful in masking the stick with ribbons and persuading its practitioners to merrily dance.

ePortfolios for Developing Research Skills in ICT Engineering Disciplines
Dolors Sala
Universitat Pompeu Fabra, Spain

Abstract:
Being a good researcher means mastering the highest level of thinking abstraction in order to be able to advance the current state of the art of a particular field. Each research problem is inherently different and unique and thus the process towards solution is generally different. A good research methodology cannot be described with general templates or recipes instead it is the right combination of creativity, self-driven and well-structured exploration of knowledge applied with good criteria, persistency, accuracy and rigorousness. In applied research, the problem may be able to borrow from existing approaches or solutions from other applications or disciplines. These type of problems are very common in the Information and Communication Technologies (ICT) area. Still, these problems need the same methodology in defining, isolating and formalizing the problem to match well with potential solutions and in defining the appropriate solution adoptions and extensions to the new scenario.

The ICT area is a highly dynamic and very multidisciplinary field. Not only research quality matters but timeliness is also important. Nowadays, a real progress and impact in the research community and industrial sector is only possible in highly efficient teams taking advantage of experts of many disciplines. In this context, the training and capabilities a good researcher must have is not only being a good individual research contributor but also a good team contributor in a highly qualified team.

A framework to develop these capabilities is the focus of this paper. It identifies first the general competences of researchers needed to the individual, then the individual attitudes to a good researcher and later the learning and training environment necessary to develop and the ePortfolio structure follows next.

The portfolio framework is designed to nurture the necessary freedom to exploit technical creativity while doing research but in a guided environment to adopt best practices. The framework promotes two principles. First, the framework is to be a natural work environment for the student, introducing minimal overhead to the normal way of working. Second, the framework is to be an instrument for discussion, collaboration and communication between student and supervisor. In this environment the student and tutor operate as a team in the development of a real research topic which is the one selected for the student master or PhD thesis. The student must take into account that the structure of the portfolio conditions the ability to provide feedback and the quality of this same feedback. So competences to be considered in this portfolio quality and dimension.

The first period of work is when the portfolio becomes more important for competences development. At a later stage, it becomes a natural collaboration environment adapted to the team participants for their own use to address their targeted problem. Hence, the mentoring focus is taken in the development phase. It emphasizes the development of critical thinking which includes building technical expertise in the subject, building capacity of analysis and synthesis promoting the persistence in maturing knowledge, and building the technical creativity and high level abstraction thinking.

Some premises have to exist in order for this framework to work. The student must be willing to share his method of working, must be committed to improve working methodology (not only expertise) and must be open to receive feedback on some personal attitudes related to basic research methodology. Although this sounds trivial and a given in principle, the unconsciousness is not always prepared for this change. In fact, the same awareness, willingness and commitment to review, criticism and continuous improvement defines this person with appropriate attitudes to be a good profile for a research career. Hence, the framework can help in discussing career goals and professional interests based on the thinking of the student shown in his organizational structure and attitudes.

The above mentioned competences are being developed by construction and development of more general competences using research oriented instruments to build the appropriate research profile. Hence the concrete basic competences emphasized in the portfolio instruments are: technical reading, written communication (and the importance of) informal written, technical written, social learning, and time management. With this basis, the student develops and plans his portfolio and autonomously grows it beyond these competences with time. We have experienced that
this framework is a good tool for mentoring and providing feedback and results in an effective learning experience and collaboration research environment.

**Initiating Teacher Lifelong Learning through the Development of e-Portfolio Processes**

**Victor McNair**, **Gillian Stewart**

1. University of Ulster, UK
2. Belfast Education and Library Board, UK

Abstract:

The Teacher e-Portfolio for Northern Ireland (Te-PNI) is a multi-agency pilot project in which up to 200 trainee and serving teachers are undertaking various e-portfolio-based assessments with the aim of identifying the principles, standards and processes needed for a career-long, career-wide teacher e-portfolio. The agencies, working under the umbrella of the Te-PNI, include the Department of Education (NI), the University Council for the Education of Teachers in Northern Ireland (UCETNI), the Regional Training Unit (RTU), the General Teaching Council for Northern Ireland (GTCNI), Northern Ireland’s Local Education authorities (Education and Library Boards) and C2K.

In pursuing its aim, the project team is identifying the key developmental issues in relation to supporting professional development throughout the teaching life-cycle. Eventually, the pilot will lead to a basis for e-portfolio procurement for all of Northern Ireland’s 26,000 teachers.

As teachers’ careers progress, their professional development needs and expectations change. Typically, there are differences in language used to support development; changes in emphasis (for example, from the acquisition of skills to the application of these skills in specific school-based contexts); differences in the nature and purpose of evidence to support claims for professional development, and changes in the nature and purposes of assessment. In this paper, we examine two challenges for this project. The first challenge is essentially technical and focuses on the provision of a set of tools and processes that are flexible enough to cater for all forms of professional development yet ensure that key processes such as reflection, competence development and collaboration are embedded in a recognisable and consistent format. As an example of the nature of this challenge, we examine one transition point, the movement from initial Teacher Education (ITE) to the teachers’ first (Induction) year of teaching. The professional development processes in these phases differ in two ways. There is an expectation that student teachers will emerge from ITE with a wide range of competences; whereas in Induction, there is a sharp focus on specific and school-directed competence areas. Also, in ITE, competences tend to be generic, whereas in Induction, they tend to be driven by the needs of the school and therefore vary greatly from school to school. The second challenge we examine in this paper is cultural and focuses on the well-established processes that have been the subject of collaboration between support agencies, schools and teachers and how these can be supported through e-portfolio processes.

In terms of a developmental model, the transition from ITE to Induction provides an example of the issues the project faces in the wider professional context. Institutions have specific priorities and processes that may not be directly matched to the long-term professional needs of their students. While the technical issues can be addressed relatively simply, the cultural changes needed in teacher lifelong learning are more complex to address. Using this transition point as a model, we examine the policy, developmental and process issues relating to changes needed if teacher lifelong learning is to be supported through e-portfolios, and argue that there needs to be a triangulated developmental approach to such changes, involving policy directives, change agents and technical support. The paper outlines how a developmental model is being constructed in Northern Ireland and the challenges that remain. These include:

1. The interoperability challenges that could become potential barriers to authentic career progression;
2. The role of statutory bodies in supporting a teacher e-portfolio (should teachers have the freedom to choose where, when and how to present their professional development)?
3. The development of standards, protocols and guidance in supporting professional lifelong learning for teachers?

Based on evaluations of the work undertaken this year (2007-08), we place these challenges in the context of possible future developments and suggest key priorities in the form of a “Developmental Road Map” which highlights key directions and provides a framework for debate among the agencies as to what these directions should be. In a national and European context where e-portfolio development is still, generally, focused on institutions, this project provides a model that has the potential to serve not only teachers, but other professionals.

**53.2.D: Healthcare**

**The Holy Grail of the m-portfolio**

Paul Horner, Simon Cotterill

Newcastle University, UK

Abstract:

At the ePortfolio 2006 conference in Oxford, we presented our position paper entitled “Towards the m-portfolio”. This included case studies of using mobile technologies to access ePortfolios, alongside some insights into the mobile technologies market and where this market is likely to take us. Mobile technologies have moved forward considerably since our initial position paper. However, the developments in ePortfolio access through these mobile technologies is still very much in its infancy, and it could even be argued that this has not advanced far beyond where we were two years ago in Oxford.

At Newcastle University, we have been involved in a number of pilots to test how PDAs could be used to access and update ePortfolio records in collaboration with the CETL4HealthNE[II]. These studies have involved using PDAs over wireless networks in which the ePortfolio users are accessing their live online portfolio via a handheld computer.

To achieve this, style sheets needed to be rewritten to allow the ePortfolio to be viewed on a tiny screen resolution, graphics needed to be removed and pages with lots of text needed to be abridged in order to make pages load more quickly. In addition to this, some tools needed to be rewritten because the mobile version of Internet Explorer available on our PDAs did not support JavaScript.

Once we had managed to overcome these initial barriers, other obstacles presented themselves. In a study involving medical students on placement at the James Cook University Hospital (JCUH) in Middlesbrough, we discovered that in Windows CE most settings were stored in RAM memory, which meant that as soon as the PDA’s battery ran out the machine lost its internet settings and could no longer connect to the hospital without the password being re-entered by a member of staff.

The advances in mobile technology mean that many of the barriers faced previously should no longer be an issue. 3G connectivity means that a wifi network is no longer required; even though the coverage available means that we cannot rely on this, particularly in rural areas[III]. The utilisation of flash memory by Windows Mobile 5 and 6 also means that the issue of battery life is no longer as prevalent as in our study at JCUH.

In our JISC funded EPICS-2 project, we are taking forward our work to develop and pilot a mobile ePortfolio. The offline m-portfolio will store the ePortfolio data locally on the mobile device. This information will be synchronised at the user’s request when a connection is available using a web service. The progress that has been made on ePortfolio interoperability specifications[v] means that a standards-based web service is being written to achieve this synchronisation.

Essentially, this mobile portfolio needs to be available offline as well as online; it needs to be able to interact with an online portfolio, store the information locally, be easily added to any mobile device and be usable enough to be accessed using a tiny screen resolution, and be completed using a mobile telephone’s number keypad.

Until these conditions are met, the m-portfolio won’t exist. A mobile portfolio cannot be separate from an online ePortfolio, but even with the advances in mobile connectivity, in order to reduce cost and provide total coverage it must be available offline. We are a long way from achieving this, and several other portfolios are already further towards this goal than we are, but we are moving in the right direction. We will present our research, and show examples of pilot work and discuss the key barriers and challenges together with our approach to addressing them.


[iii] http://maps.vodafone.co.uk/coverageviewer/web/default.aspx (accessed 20th June 2008) provides a map of Vodafone’s 3G coverage. Coverage is excellent in metropolitan areas, but in more remote rural locations it is generally quite poor.


[v] Newcastle University are active partners in the Portfolio Interoperability Prototyping (PiOP) Project, http://wiki.cetl.ac.uk/Portfolio_interoperability_prototyping (accessed 20th June 2008). The work conducted by the PiOP partners is likely to form the basis of any web service used to synchronise the m-portfolio.

**BUILDING A RESEARCH PROGRAMME ON AN E-PORTFOLIO EVIDENCE-BASE**

Claire Tochel, Alex Haig, Karen Beggs

NHS Education for Scotland, UK

Abstract:

Background
In 2005 NHS Education for Scotland (NES) launched a pilot e-portfolio for 400 postgraduate trainee (Foundation) doctors. Following an external evaluation (BECTA, 2007) it expanded to support all Foundation doctors in Scotland, and has spawned a number of bespoke versions for over 25,000 healthcare professionals across the UK in medicine, dentistry and pharmacy.

The Scottish Foundation e-portfolio supports trainees throughout their training. It provides a mechanism to ensure that all relevant assessments, training records, educational agreements and required declarations give evidence of competency for GMC registration and satisfactory completion of Foundation Programmes. It also documents evidence of reflective practice and provides the trainee with a range of options for recording personal development tailored to their own preference. This wealth of information facilitates NES’s duty to improve education and training for future doctors by monitoring trainees’ progress; evaluating whether services continue to meet users’ educational needs, thus allowing further development where required.

A comprehensive review of all published evidence on the effectiveness of portfolios (Tochel et al, 2008) revealed a large volume of work worldwide, but significant gaps with regard to generalisable messages from high quality research.

**Objective**

To establish a robust, prospective research programme which will explore what can be learned from the extensive data entered into a well-established portfolio in widespread use.

**Phase I**

As the Scottish Foundation e-portfolio has grown substantially and been adapted to changing specifications since its inception, the format of the data it contains is complex and will be challenging to analyse. An important first step therefore is to provide a detailed and accurate baseline of use, highlighting areas which provide scope for further investigation. This in-depth audit of use from August 2007 to July 2008 is currently underway. It will demonstrate to what extent the e-portfolio is being used as intended across Scotland and to explore the internal validity of submitted data.

Anonymised data is being collated and monitored against nationally agreed standards for trainees. This includes the appropriate sign-off of clinical competencies (Work Placed Assessments, Supervisor’s Report); submission of regular self- and peer-review (Multi-Source Feedback) and adequate use of reflective learning tools (Educational Log, Personal Development Plan, Significant Event Analysis). Correlation between the various assessment tools conducted during each post and trainee’s end of year assessment will also be investigated.

**Phase II**

This detailed analysis will formulate and prioritise research questions of interest to explore the educational implications of Foundation trainees’ learning processes as they prepare for specialist training. Ethical approval will be sought as appropriate to underpin a prospective research programme which ultimately supports the ongoing delivery of sound patient care.

This project is now in progress; the paper will report the findings of phase I and the development of phase II.

**References**


**Building an E-portfolio To Look In, Out and Beyond**

**Christopher Murray**

The University of Leeds, UK

**Abstract:**

**Background**

The School of Medicine at the University of Leeds has been involved in two major e-portfolio developments:

- Pilot Foundation Year e-portfolio: Through the JISC funded Enhancing Learner Progression project (ELP) the School, in conjunction with the Yorkshire Deanery and a local hospital, developed and piloted the first Foundation Year E-portfolio for trainee doctors.

- Electronic Progress File: Through TIFF funding the School developed an e-portfolio tool within the VLE system to support progression, the recording of achievement and to underpin personal developing planning (PDP) for all medical students undertaking the MBChB undergraduate course at the University of Leeds. Owing to a number of developments, including: an institutional change of the VLE system, an approaching curriculum change in 2010 and changes to structure of recruitment, training, and professional development within the NHS, the Progress File and its associated processes now need to be redesigned and restructured.

There is also a growing recognition that medical students are entering a more competitive job market and will constantly need to be able to recognise, record and articulate their clinical and non-clinical skills through electronic systems.

The school is in the process of developing and creating a new e-portfolio system. This is intended not only to support the developmental, career management and teaching needs of students but also to provide a robust portfolio for 400 postgraduate trainee doctors.

**Objectives**

- Link the key findings of the evaluations carried out to the development of the new e-portfolio and present a template for e-portfolio development
- Explore linkages between the Foundation Years and MBChB e-portfolios
- To support Learning and Teaching and assessment within the MBChB
- To enabling evidencing of competencies across two curricula
- Introduce career management more explicitly into the processes of recognising, recording and articulating encouraged by e-portfolio usage

**Summary of results**

From existing evaluation results the developing template will highlight:

- A typology of student engagement with e-portfolio tools and the factors influencing usage:
  - Relevance
  - Technology/Design
  - Audience
  - Assessment
- The relationship between undergraduate and postgraduate curriculum and how learning outcomes and developing competencies can be evidenced and supported through e-portfolio facilitation
- The role of the supervisor within the e-portfolio process and how an active role can be encouraged

**Challenges To Be Addressed**

Building on the results from the typology of engagement a ‘progress to date’ on the following issues will be presented:

- Competency mapping between the undergraduate outcomes ‘Tomorrows Doctors’ and the postgraduate outcomes ‘The New Doctor’
- Enabling students to recognise the importance and need to develop non-clinical skills
- The blending of the e-portfolio into the learning and teaching, assessment and PDP process
- The role of the tutor/supervisors
- How to support tutor/supervisors
- How to use the e-portfolio tool to support the transition process

**P5: ePortfolio agenda 2010**

**Session Chair: Maureen Layte**

Action planning for achieving Objective 2010 - ePortfolio for All!