Learning Forum London 2010 - Internet of Subjects Forum

ePortfolio - Key Competencies - Identity

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Foreword

During three days, the 8th international ePortfolio conference and the first Internet of Subjects Forum provided the opportunity to explore the achievements made since the first international ePortfolio conference (Poitiers, France, 2003) where we announced that "in 2010, every citizen will have an ePortfolio." Although we are not there yet, the ePortfolio is now a technology and a practice that has grown worldwide, so one could say that "in 2010, every country has one or more ePortfolio initiatives", several of them being established at local or regional levels. On the other hand, while every citizen does not yet have an ePortfolio most of those using the Internet have developed some kind of digital identity, i.e. using digital technologies to develop and showcase their identity online. This emerging practice has also revealed the flaws and limitations of the current Internet architecture: the constitutive elements of our identity are fragmented in information silos that are mostly out of our control... which also applies to many ePortfolio implementations... This is why we decided to use the opportunity of the international ePortfolio conference to launch the first Internet of Subjects Forum; our goal is to place the ePortfolio and educational practice in the global perspective of identity construction.

Those who were able to join us on day one had the opportunity to explore state of the art digital identity and ePortfolio technologies and practice through keynotes and workshops. A series of workshops run by Helen Barrett on Your Digital Self — Web 2.0 as Personal Learning Environment attracted numerous delegates wishing to use state of the art technologies to construct online identities. Those with an interest in making technologies work were able to join the Interoperability Challenge organised in partnership with JISC-CETIS.

Tuesday and Wednesday, an extensive track on ePortfolio in healthcare presented a number of case studies and research — the best papers are published by the International Journal of Clinical Skills (IJOCSS). Presentations ranged from the design and implementation of ePortfolios in the curriculum, the use of ePortfolio for self-assessment, accreditation, professional identity construction, to continuing professional development and employment. 21st century skills, essential skills and key competencies were also addressed in a number of presentations.

The final plenary session offered a moment to reflect on what we learned from this event and plan the future of ePortfolio and identity construction.

We express our warm thanks to MKM our Platinum Sponsor, JISC-CETIS and TASS for their support and to Pr Harry Owen for his support in the organisation of the healthcare track.

We wish you an interesting reading of these proceedings and look forward to seeing you at the next ePortfolio conference, London 11-13 July 2011.

Serge Ravet
EIFEL, IoS Forum
# Table of Contents

## Healthcare

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facing the Challenges of 21st Century Healthcare Education</td>
<td>11</td>
</tr>
<tr>
<td>Harry Owen, Flinders University, Australia</td>
<td></td>
</tr>
<tr>
<td>Can ePortfolios assist students’ learning in the workplace? Exploring students’ demonstration of their professional work experience through ePortfolios in the Construction Management and Nursing disciplines</td>
<td>13</td>
</tr>
<tr>
<td>Catharine Ann Simmons, Anthony Williams, Tracy Levett-Jones, William Sher, Lynette Bowen, Ning Gu The University of Newcastle, Australia</td>
<td></td>
</tr>
<tr>
<td>The professional ePortfolio - a platform to support evidence-based professional development</td>
<td>22</td>
</tr>
<tr>
<td>Luke Feeney, Steve Pitman Royal College of Surgeons in Ireland Institute of Leadership, Ireland, Bahrain and the United Arab Emirates</td>
<td></td>
</tr>
<tr>
<td>Effective embedding of ePortfolios in Medical and Dental curricula</td>
<td>29</td>
</tr>
<tr>
<td>Simon Cotterill, Paul Horner, David Teasdale, Janice Ellis, Mark Thomason, Chris Vernazza, Philip Bradley, John Peterson, Gordon Skelly, Tony McDonald, Steve Ball Newcastle University, United Kingdom</td>
<td></td>
</tr>
<tr>
<td>ePortfolios in general dental practice: validating CPD activity for improved performance</td>
<td>31</td>
</tr>
<tr>
<td>Julia O’Sullivan, Robert Morgan Royal College of Surgeons of England, United Kingdom</td>
<td></td>
</tr>
<tr>
<td>Electronic Portfolio Use as an Assessment Medium: Pharmacy Students’ Perceptions and Experiences</td>
<td>33</td>
</tr>
<tr>
<td>Kenneth Lee a,b, Michelle Kinsella a,b, Beverley Oliver c, Brian R von Konsky c and Richard Parsons a,d a School of Pharmacy, Curtin University of Technology, Bentley, Western Australia b Curtin Health Innovation Research Institute (CHIRI), Curtin University of Technology, Bentley, Western Australian Office of Teaching and Learning, Curtin University of Technology, Bentley, Western Australian School of Occupational Therapy &amp; Social Work, Curtin University of Technology, Bentley, Western Australia</td>
<td></td>
</tr>
</tbody>
</table>
Using a Capstone ePortfolio to Encourage Integration across a Degree Program
R J Lawson, University of Technology Sydney

Self-Evaluated Effects of Web-Base Portfolio Assessment for Various Student
Motivation Levels .................................................................Chi-Cheng Chang, National Taiwan Normal University, Taiwan, Republic of China

Effects of Learners’ Reflection Category and Performance on Learning for Web-
Based Portfolio Assessment ....................................................128
Chang, Chi-Cheng, National Taiwan University

Japanese case study on key-competencies for active citizenship by Internet
Learning Communities...........................................................140
Yoshiiiro Tatsuta, National Institution of Educational Research of Japan; Tomio Saku,
Internet Learning Community for Citizen, Junnichi, Yamanashi, Toyama University

Authors ...............................................................................145

Towards successful implementation of ePortfolios in blended learning .............146
Balaban, Igor; Divjak, Blazenka; Grabar, Darko; Zugec, Bojan University of Zagreb, Faculty
of Organization and Informatics Varazdin

Examining Learners’ selecting, organising, and integrating process in a knowledge
management system .............................................................154
Yang, Fu-fen & Yeh, Hui-chin

An ePortfolio system to assist teachers in evaluating students’ language learning
.........................................................................................155
Hui-Chin Yeh, National Yunlin University of Science and Technology; Taiwan, Republic of
China; Fu-fen Yang, National Yunlin University of Science and Technology; Shih-hsien Yang,
National Formosa University

ELKOPOS – E-Learning-Kompetenzportfolio: presentation and evaluation of e-
learning competencies ..........................................................157
Kristina Richter, Regina Bruder TU Darmstadt, Germany

Embarking on the Journey of ePortfolio Experience: A New Approach to Enhance
Graduate Employability ..........................................................159
Dean William Fisher, Hokling Cheung, Valerie Pickard, Yingjun Josephine Chen City
University of Hong Kong, Hong Kong S.A.R. - China

Strategy of Implementing ePortfolio at the Siberian Federal University ..........164
Olga Georgievna Smolyaninova Siberian Federal University, Russian Federation

Introduction of University-wide ePortfolio System in Japanese Perspective ....166
Takeshi Matsuda, Daihachi Hachiya Yamagata University, Japan

Making ePortfolios work for those with learning disabilities – CODA project ......170
Joel Voysey United Response, United Kingdom

Capstone ePortfolio to Encourage Integration across a Degree Program ..........172
Romy Lawson University of Technology Sydney, Australia

Cameras in Early Childhood: Tools of Communication, Voice and Reflection ......173
Eileen Elizabeth Brennan Mercy College, United States of America
Healthcare
Strategy of Implementing ePortfolio at the Siberian Federal University

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The idea of realisation of multiple-aspect authentic assessment of educational results with the help of ePortfolio and transition from “Assessment of Learning” to “Assessment for Learning” technology is very popular in Western universities and rather novel for Russian universities. The existing system of quality assessment does not satisfy the students’ and teachers’ needs at Russian universities, especially in the context of the Bologna process and the two-level system of professional training.

In this article we describe the 3-year long period of disseminating the idea of using ePortfolio method among students and teachers at the Institute of Education, Psychology and Sociology (IEPS) by introducing it to academic courses, work with students in the field of professional orientation, projecting workshops with teachers.

The innovative ePortfolio technology entered the academic process at the IEPS in 2007. We presented the opportunities of ePortfolio method to Bachelor degree students within one of the courses. We aimed at implementing the authentic system of assessment and career planning skill developing. As opportunities of one course are too limited we faced the following problems: low motivation among students, lack of cooperation with teachers of other subjects. As a result this technology did not receive support from Bachelor degree students. ePortfolios contained only extended resumes and several students’ works, mostly in Word format.

Having analyzed the problems of the first stage and after a thorough analysis of our American and European colleagues’ experience during the second stage in 2008 we presented the extended strategy of ePortfolio technology. We started implementing ePortfolio in the program of the 4 courses within IT block of disciplines for Bachelor and Master degree students.

At this stage we checked the stability of innovative changes, possibility of extending ePortfolio technology to different disciplines, prospects of integrative assessment. We assessed the competences of the staff responsible for technical support, risks and deficits of the method, practiced the sections “Start” and “Presentation” of ePortfolio. ePortfolio was launched for Bachelor degree students during the professional orientation activity that had been worked out by the teachers of IEPS for students in order to help them identify their educational and scientific priorities. By the end of the second stage we formed a team of 6 teachers. We also came to clear understanding of ePortfolio structure for Bachelor and Master degree students and prepared a model for the personal ePortfolio, 24 ePortfolios of Bachelor degree students and 9 ePortfolios of Master program students presented on the web-site of our university.

Within this research experiment we developed an organisational and methodological model for introducing the ePortfolio technology in the academic process; made the detailed description of ePortfolio structure for Bachelor and Master degree students and worked out the scheme for organising reflection process and presenting it in ePortfolio materials.

Apart from that we faced many questions to answer in future: How to include ePortfolio artifacts in the reflection development processes? How can Master degree students effectively use ePortfolio for career planning and development outside university? What is the place of teacher’s ePortfolio in the information environment and what may it contain?

During the third stage we managed to receive financial support from IREX. Our Project was devoted to developing organisational and methodological scheme for using ePortfolio in the teachers’ assessment system (assessment scheme development, motivating teachers’ professional development, auditing the existing resources, quality assurance). Teachers while working at ePortfolio take reflective position, increase their self-esteem, and define their professional problems and deficits. At present our Institute web-site contains 68 ePortfolios of Bachelor degree students, 42 ePortfolios of Master degree students and 34 teachers’ ePortfolios.
At this stage we attracted administrative resource for working out the system of assessing the artifacts presented in the ePortfolio, the system which will be stimulating for teachers and students.