ePIC 2016
BOLOGNA 26-28 OCTOBER
Pathways to educational and social innovation

Open Badge
Trust
Blockchain
Identity
ePortfolio

http://openepic.eu
Dear Reader,

We have great pleasure in publishing the proceedings of the 14th International ePortfolio and Identity Conference — Bologna 26-28 October 2016. ePIC 2016 marked an inflection point and shed an interesting light on the journey started thirteen years ago, with the first international ePortfolio conference, in Poitiers (France). The launch of the **Bologna Open Recognition Declaration** shed a revealing light on our previous work: it makes it clear that the underpinning theme in this community is recognition.

While most other learning technology events tend to focus on the tools used to enable and facilitate (mostly formal) learning, ePIC is primarily focused on the technologies and practices that make learning and learners more visible, recognisable and valuable. If there is no such thing as an opposition between empowering learners vs. teachers, empowering communities vs. institutions, we believe that empowering teachers starts by giving teachers the means to empower learners.

Hence our journey from ePortfolios to Open Badges in relation to the exploration of identity construction, social capital and trust.

The Bologna Open Recognition Declaration sets the framework for the future conferences and our future work and from now on, ePIC will be clearly the Open Recognition Conference.

ePIC 2016 demonstrated what a conference on Open Recognition could achieve:

1. We hacked Open Badges to bring them into the next phase of their development contributing to version 2.0 of the specification;
2. Helped create badge ecosystems for refugees and humanitarian workers;
3. Supported the efforts of local community and government stakeholders to transform Bologna into a City of Learning;
4. Actively engaged with keynotes and presentations from global thought leaders to explore the boundaries for the recognition of learning and achievement across the spectrum of lifelong learning.
5. Expanded the range of participants beyond the world of academia with representatives from a wide range of sectors, humanitarian, associations, local authorities, employers, etc.

This was a first step and we hope that we will do even better in the future with the support of the Open Recognition Alliance.

Enjoy the reading, contact the authors if you want to know more or invite them to start a project. Do not forget to sign the Bologna Open Recognition Declaration and claim your badge to express and display your support.

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<td>8:30am</td>
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| 9:00am| **Hack Open Badges (1)**                                                | **Main salon** | **Nate Otto**          | If you believe that one could do much more with Open Badges that simply display them on Facebook or LinkedIn, join this session to design the Open Badge ecosystem of the future. During this first session we will:  
  • Present the Hack Open Badges programme  
  • Explore the current Open Badges issues and needs  
  • Define themes and projects To submit your project idea, use this Google form: link |
| 11:00am| Coffee Break                                                           |                |                        |                                                                                                                                                                                                          |
| 11:30am| **Keynote Session**                                                    | **Main salon** | **Serge Ravet**        | Serge Ravet, welcome address and quick introduction to the goals of Hack Open Badges and the Bologna Open Recognition Declaration  
Atish Gonsalves, Global Learning Director at Humanitarian Leadership Academy, UK: Recognition of learning, skills and experience of traditional and non-traditional humanitarian  
Milad Doueihi, Université Paris-Sorbonne, France: On trust |
| 1:30pm| Lunch Break                                                            |                |                        |                                                                                                                                                                                                          |
2:30pm  **Hack Open Badges (2)**  
Location: **Main salon**  
Chair: **Nate Otto**  
During this second session, teams will be built to start working on the design to inform the development of mockups to demonstrate the potential capabilities of Open Badge applications. If you think that we should create a competitor to LinkedIn, don’t be shy, use the collective intelligence of the participants and your design could become the next big thing!

xAPI to integrate eLearning platforms and Open Badge issuing  
Franca Fiumana\(^2\), Matteo Bertazzo\(^2\), **Federico Giacanelli\(^2\)**, Chiara Carlino\(^1\)  
1: KION Spa, Italy; 2: Cineca, Italy

4:30pm  **Celebrate Cities of Learning around a glass of wine [intro to the final session!]**

5:00pm  **Building Together Learning Cities and territories**  
Location: **Main salon**  
Chair: **Don Presant**  
Chair: **Serge Ravet**  
A public event to explore how Open Badges and Learning Playlists can contribute to create learning cities and territories.  
Keynote speakers:  
**Connie Yowell**, CEO of CollectiveShift.org; Director of Education, MacArthur Foundation, USA: **Cities of Learning**  
**William O’Keeffe**, European Commission: **EU tools and services for skills and qualifications**  
**Round table** with keynote speakers, **Francesco Errani**, City council of Bologna

6:30pm  **End of day 1**

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**Thursday, 27/Oct/2016**

8:30am  **Welcome and registration**
9:00am PR21A: Parallel session
Location: Main salon
Chair: Chiara Carlino

An eportfolio should be owned by the individual – for life – what are the implications?
Rob Arntsen
MyKnowledgeMap, United Kingdom

Giving value to badges. An effort of introducing Badges to the Belgian labor market.
Bert Jehoul
Selor, Belgium

Open Blockchain: Experiments In Using Blockchains to Support Adult Education
John Domingue, Michelle Bachler, Chris Valentine, Kevin Quick
The Open University, United Kingdom

PR21B: Parallel session
Location: Breakout

Work Integrated Learning and ePortfolios for Developing Research Identity and Practice in the Medical Sciences and beyond at UNSW Australia
Patsie Polly¹, Jia-Lin Yang², Thuan Thai³, Julian Cox⁴, Fiona Naumann⁵, Caroline Ford⁶, Kathryn Coleman⁷
1: School of Medical Sciences, UNSW Medicine, UNSW Australia; 2: Prince of Wales Clinical School, UNSW Medicine, UNSW Australia; 3: School of Education, University of Notre Dame Australia; 4: Faculty of Engineering, UNSW Australia; 5: Faculty of Health, School of Exercise & Nutrition Sciences, Queensland University of Technology, Australia; 6: Adult Cancer Program and School of Women’s and Children’s Health, UNSW Medicine, UNSW Australia; 7: Melbourne Graduate School of Education, University of Melbourne, Australia

Digital badges, skills and social learning in Living Labs and Fab Labs
Geoffroi Garon-Épaule
UQAM, Canada

Empowering First-Year Students to Thrive in University through a Self-Regulated Career oriented ePortfolio
Aikaterini Alexiou, Fotini Paraskeva
University of Piraeus, Greece

10:30am Coffee Break

11:00am Keynote Session
Location: Main salon
Dan Hickey, Indiana University, USA: Open Badges and ePortfolios for Competency Based Education.
David Leaser, IBM, USA: How Open Badges deepen professional engagement
Peter Janzow, Pearson Acclaim, USA: Sharing Competencies through Open Badges

1:00pm Lunch Break
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<tr>
<td>2:00pm</td>
<td><strong>PR22A</strong></td>
<td><strong>Main salon</strong></td>
<td>Opening Up Professional Learning in Associations with Open Badges</td>
<td>Don Presant, Learning Agents, Canada</td>
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<td>Assessment of Learning Outcomes by Means of ePortfolios in the</td>
<td>Olga Smolyaninova, Siberian Federal University, Russian Federation</td>
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<td>The OPEN BADGE at the service of the company and training on the job</td>
<td>Barbara Ramazzotti, Marco Amicucci, Amicucci Formazione S.r.l., Italy</td>
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<td>Endorsements and Consortiums: Working Together to Strengthen Open</td>
<td>Richard West, Brigham Young University, United States of America</td>
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<td><strong>Coffee Break</strong></td>
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<td>4:15pm</td>
<td><strong>Keynote Session</strong></td>
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<td>The validation and quality assurance of open badges at the University</td>
<td>Syed Munib Hadi, Dominic Petronzi, University of Derby, United Kingdom</td>
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<td>Finding the sweet spot: Digitally connecting personal, classroom, and</td>
<td>Norman Vaughan, Mount Royal University, Canada</td>
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<td>Fostering awareness on competences and developing professional</td>
<td>Anna Serbati, University of Padova, Italy</td>
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<td>identities through an experience using ePortfolios for Master</td>
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<td>Opening minds with eportfolios: How can eportfolios enhance the</td>
<td>Orna Mary Farrell, Dublin City University, Ireland</td>
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<tr>
<td>5:30pm</td>
<td><strong>ePortfolios, Pedagogical Creativity and Open Digital Credentials.</strong></td>
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<td><strong>Chair:</strong> Kathryn Sara Coleman</td>
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<td>A round table with:</td>
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<td>• Patsie Polly, UNSW Australia</td>
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<td>• Bernard Bull, Concordia University, Wisconsin, USA</td>
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<td>• Daniel Hickey, Indiana University, USA</td>
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<td>• Carla Casilli, Connecting Credentials</td>
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<td>• Don Presant, Learning Agents, Canada</td>
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<td>• Serge Ravet, ADPIOS, France</td>
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<td>6:30pm</td>
<td><strong>End day 2</strong></td>
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<td>7:30pm</td>
<td><strong>Social Dinner</strong></td>
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<td>The social dinner will take place in the Palazzo Gnudi all dressed-up</td>
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<td>for a wonderful Italian dining experience!</td>
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**Friday, 28/Oct/2016**

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<td>Jacqui Speculand, Gemma Tombs</td>
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<td>DMLL, Coventry University, United Kingdom</td>
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<td>Cambridge English Open Badges - pilots for change</td>
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<td>Sarah Ellis¹, Marica Franchi²</td>
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<td>1: Cambridge English, Southern Europe, Italy; 2: CINECA</td>
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<td>E-portfolios and employability: a literature review</td>
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<td>Maria Lucia Giovannini, Alice Baldazzi</td>
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<td>University of Bologna, Italy</td>
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<td>Valorizzare e attestare le competenze nel «Sistema Portale»</td>
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<td>Angelo Saccà, Manuela Caramagna, Cristina Giraudo, Simona Perino</td>
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<td>Università degli Studi di Torino, Italy</td>
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<td>10:30am</td>
<td><strong>Coffee Break</strong></td>
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### Keynote Session

**11:00am**

**Serge Ravet**, ADPIOS, France: *Beyond Open Badges and ePortfolios*

**Phil Long**, Austin University, USA:

### Lunch Break

**1:00pm**

### Closing Keynotes, presentation of "Hack Open Badges" and "Bologna Open Recognition Declaration"

**Location:** Main salon  
**Chair:** Serge Ravet

Presentations of the hackathon results, closing remarks and discussion with:

- **Nate Otto**, Badge Alliance, USA  
- **Serge Ravet**, ADPIOS, France  
- **Don Presant**, Learning Agents, Canada  
- **And the conference delegates!**

The participants will be invited to endorse the [Bologna Open Recognition](#) declaration.

### End conference

**4:30pm**
Papers
Assessment Of Learning Outcomes By Means Of Eportfolio In The Context Of Lifelong Learning Driven By Harmonisation Of Educational Paradigm

Olga Smolyaninova
prof, PhD in Education, academician of Russian Academy of Education

Keywords: formative assessment, outcomes, ePortfolio, educational paradigm, Federal Government Educational Standard, lifelong learning

Introduction
Facing the situation of lifelong learning accumulation, presentation and evaluation of educational outcomes of students should reflect the goal and age peculiarities of their development at every step of earning and comply with the in requirements of the Federal Government Educational Standards of the Russian Federation (FGES RF). The need for reforms in education system and the search for new assessment technology stems from the demands of Russian society and the program of modernization of Russian education. As it was noticed in the Russian Federation the ePortfolio technology has been growing exponentially at all levels of education. There are numerous legislations that have been recently adopted that contribute portfolio promotion in the system of assessment of personality, and subject metasubject results. Currently, in the Russian educational practice, portfolio technology is actively used, since kindergarten and elementary school.

Agenda
However, the matter of ensuring the continuity of results on transitions between educational levels is still the main concern, which significantly complicates the possibility of estimating the dynamics of individual progress in the continuum of lifelong learning. In addition, most practical developments for ePortfolio use are casual use cases, promoted by educationaries, with all responsibility that falls on the administration and accountability is the result of a social agreement between the school and municipal departments of education and parents. Another problem is the lack of the national concept of regulation legitimization of the results of comprehensive formative assessment of educational ePortolio-based outcomes (including the expert evaluation, peer-assessment) in the lifelong learning context. However, the main problem as we feel it is the lack of a methodology of evaluation of educational results in the transformation of pedagogical paradigms in the system of continuous education in different age peculiarities.

Research
The research was conducted in the context of the project "Development of education and research center in the Krasnoyarsk Region by means of an electronic platform of longlife learning (PL2S) to support the development of human capital of Krasnoyarsk Region", which is powered by the Russian Humanitarian Science Foundation (RHSF).

Following the results of recent studies run by Russian and foreign scientists Sh.A. Amonoshvili, G.B. Kornetov, T.G. Novikov M.A. Pinskaya, O.G. Prikot, A.V. Khutorskoy, E.A. Yamburg, N. Barret, D. Cambridget, S. Rave, including our own long-term experience [5] has allowed to build a model of using a portfolio at all tiers of education, considering the targets, which are age and educational level –oriented, and consider dominant pedagogical paradigm and FGES requirements. The model of ePortfolio use at each tier of education, harmonization of educational paradigms is shown in Fig. 1. We have highlighted in bold the dominant paradigm at each level of education.

Let us consider some educational levels
The dominant paradigm at the pre-school level according to E.A. Yamburg [6] classification, is personal. Therefore, the main issue for the pre-school level student is age and individual characteristics of young children. In developing the portfolio preschooler requires constant adult support and assistance.
Fig 1. The model of ePortfolio use at each tier of education, harmonization of educational paradigms

The FGES RF places primary emphasis upon the development of the personal competencies of a child. At this stage of training is not the main task to bring all children to a unified learning result. Every child should and must have their own achievements. Children cannot be intercompared. There is no focus on the norm in the assessment and knowledge competencies at pre-school level. The only possible assessment that can be made is individual dynamics of a child, provided that in different educational programs of preschool education (N.E. Veraksa¹, M. Montessori², A.G. Asmolov³, etc.), have its own way of the outcomes formalization. However, the ePortfolio technology can be used in any educational programs of a kindergarten, given that pre-school children are engaged into the process. Then the portfolio becomes a "personal history", designed in parents and teachers joint efforts, expressing the interests, desires, dreams of the child. According to teachers, the diagnostic portfolio is an indispensable part of the individual child's development program [3]. The portfolio building for a preschooler is a preparatory stage for learning in primary school. In addition, involvement of a "close adult" - educator in individual work with the child to build up their portfolio "close adult" allows to implicitly evaluate the professional quality and competence of the teacher.

In elementary school, personal paradigm remains the dominant, which is supported by cognitive and


social constructivism. Portfolio at this stage not only is used for the presentation of personal achievements, but also for the evaluation metasubject outcomes. Metasubject outcomes include universal training activities (cognitive, regulatory and communication), which have been mastered by the student, forming the basis of the ability to learn. Portfolio allows you to identify the blind side in development of training of younger schoolchildren.

In middle and senior secondary school level portfolio primarily provides an integrated approach to the assessment of learning outcomes (subject, metasubject and personal) and provides for combination of internal and external evaluation. Is dominated by the paradigm of social constructivism, defining objectives, meanings and values of education, setting priorities in the selection of the content, where cognitive information and personal paradigms complement the cultural view and a competence – provides tool support all three above mentioned paradigms. The long-term goal of portfolio practice at school aims at facilitating student in choosing the profile, as well as to demonstrate their achievements at tertiary level enrollment. At the high school level competence and cognitive paradigms predominate. Schoolchildren are all focused on to prepare for the Unified State Examination (USE) and be enrolled in college. However, when building your ePortfolio special attention should be given to presentation of such valuable aspects project work, volunteering, competition in school subject, awards etc. as all these adds extra (+20) points to USE points when applying to college enrollment. Finally, a school graduate can submit ePortfolio along with the other valuable documents to the potential employers.

At the level of higher education Technology ePortfolio is used as a tool for personal and professional development and assessment competences formed in compliance with the new FGES and vocational standards. Over the decade our School of Education, Psychology and Sociology has been using the technology electronic portfolio for undergraduate and graduate programs level for assessment of the outcomes for disciplines, internships, in general for the modules of the educational programs, certification procedures for the employment of graduates, and career-building. To promote implementation of new assessment technologies at primary and secondary school level in the Russian Federation we have to grow the new teacher who possesses skills, knowledge of practical application of ePortfolio. ePortfolio provides for accumulation and demonstration of individual achievements of students to carry out reflection of professional trials during practices and evaluate individual progress.

Conclusions

The ePortfolio technology in the context of harmonization of educational paradigms:

• contribute accumulation, demonstration and assessment of students achievements, considering goal and age peculiarities of their development at every level of education in accordance with the new FGES;
• ensures continuity at the transitions between training stages;
• creates an open learning space;
• reflect the dynamics of the individual progress in the context of lifelong learning.
• is the product of collaboration and interfacing in the course of joint activities.

The ePortfolio technology can be used as an instrument to determine the personal teacher’s contribution to the dynamic development of the child.

Further agenda and research perspectives

For successful implementation of ePortfolio technology in the context of lifelong learning in the Russian Federation the professional community should formalize the standards of the ePortfolio, align the sections, specify what information about individual student achievements is to be use for at each stage of education.

Certain aspects should be addressed at the level of the national level:

• absence of the concept/model portfolio for school, SES and HES graduates adopted by MES of the RF;
• the absence of agreed assessment criteria approved by the professional community due to the difference in the scales of assessment, ranking of learning achievements certificates, the
methods used in various educational institutions;

- Educational institution system bound approach and exclusion networking interfacing between the owners of ePortfolios with different stakeholders of learning process (parents, employers, representatives of universities and schools) for the organization of productive dialogue, peer-assessment, expert estimation of artifacts;
- different objectives and levels of systematic use of e-technology portfolio in different Russian universities.

The vast majority of the HES RF sites do not post and/or provide free access to students portfolio that, in our opinion, would devalue the idea of an open portfolio as a technology independent expert evaluation in the professional community, a tool for personal and professional development.

References


