

Implementation Process of ePortfolio at FH JOANNEUM

Bettina Hiller, Jutta Pauschenwein, Heimo Sandtner, Anastasia Sfiri, Barbara Porotschnig, Gabriella Ritter

ZML Innovative Lernszenarien (FH JOANNEUM GesmbH)

Key words: *ePortfolio, Knowledge management and learning, Community-building, Platforms and authoring tools*

Abstract:

This paper describes the design of Portfolio and its application at FH JOANNEUM in a range of contexts where it will be used to make learning outcomes visible and to facilitate personal development planning. The flexibility of the ePortfolio architecture is appraised and the integration with virtual learning environments is discussed. Preliminary findings from evaluation studies (feedback / data obtained from students, graduates and staff evaluations and discussions, and relevant points arising from the round table experts' discussion, Jan. 07) are summarised. Aspects of validity, reliability and manageability for the implementation of portfolios are deduced.

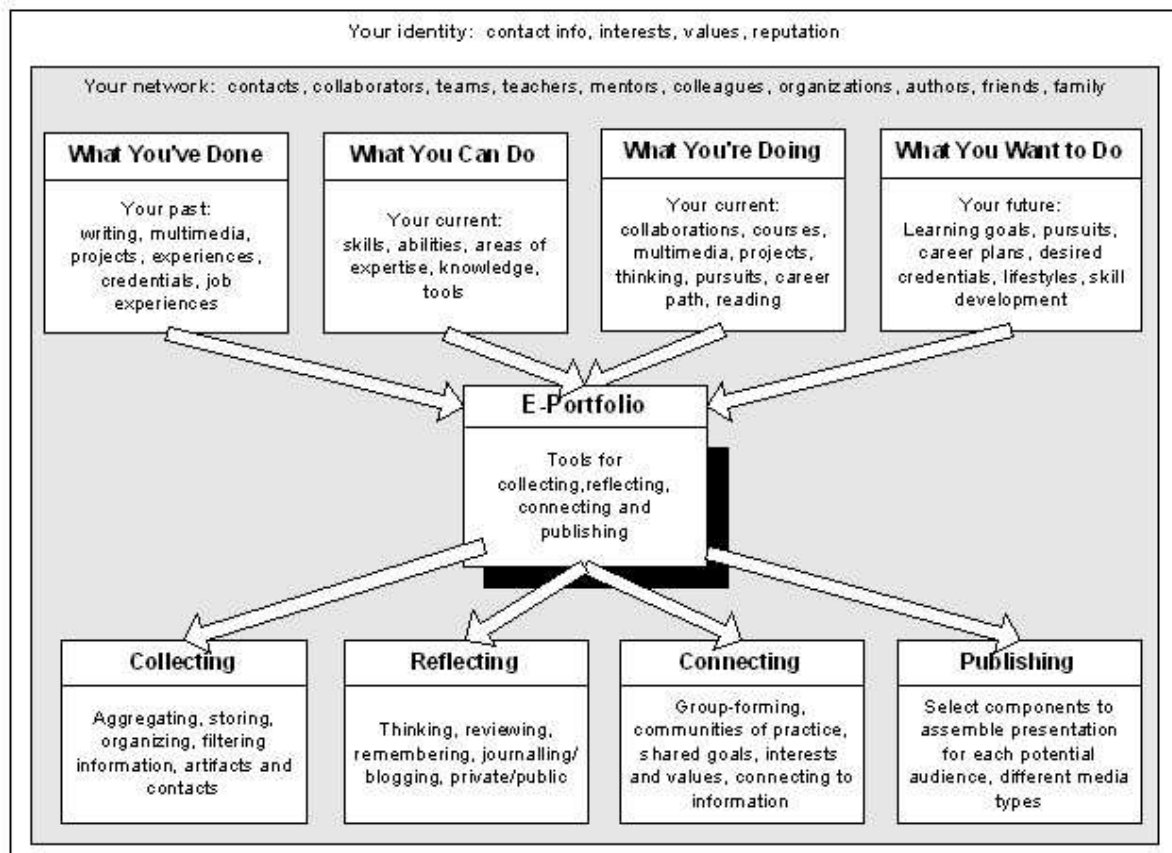
1 Background

1.1 Definition of ePortfolio

An **ePortfolio**, or **digital Portfolio**, can be seen as a type of learning record that provides actual evidence of achievement (is a collection of electronic evidence like artifacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online. ePortfolios are both demonstrations of the user’s abilities and platforms for self-expression, which can be maintained dynamically over time. There are three main types of ePortfolios although they may be referred to using different terms: developmental (e.g., working), reflective (e.g., learning) and representational (e.g., showcase)¹. A developmental ePortfolio are a record of things that the owner has done over a period of time, and may be directly tied to learner outcomes or rubrics. A reflective ePortfolio includes personal reflection on the content and what it means for the owner's development. A representational ePortfolio shows the owner's achievements in relation to particular work or developmental goals and is, therefore, selective. The three main types may be mixed to achieve different learning, personal or work-related outcomes with the ePortfolio owner usually being the person who determines access levels².

Figure 1³ shows an overview of information, contents, activities and interaction possibilities of ePortfolios:

E-Portfolio Model



Jeremy Hiebert 2006

1.2 ePortfolio Tools

The infancy of the ePortfolio field is most evident in the limited toolset available for their creation. On a basic level, any tool that allows an individual to design and publish digital content could be used for ePortfolios⁴. This need is currently being met through a variety of basic HTML editors, Web design tools, blogs and wikis, and content management systems. Software used specifically to create ePortfolios include

- The Open Source Portfolio Initiative, (OSPI) is a community of individuals and organizations collaborating on the development of the leading non-proprietary, open source electronic portfolio software available.
- Elgg, a fully featured electronic portfolio, Weblog, and social networking system.

Some open Source Products: ELGG (<http://elgg.net>); Open Sourceportfolio-Initiative (OSP - www.osportfolio.org), Moodle Application⁵.

1.3 Justification and goals of the ePortfolio implementation at FH JOANNEUM

ePortfolios have an edge over the traditional, paper-based variety because there is a considerable increase in the range and quality of services that can be provided to individuals (students, teachers) and FH JOANNEUM. They can create different portfolios to represent different aspects of their life to fit the needs of different audiences or employers because it combines the integration of technologies, academic coursework, field experience and other important (non-academic) skills for professional advancement⁶.

For students of FH JOANNEUM the implementation of ePortfolios focuses on two goals:

1. Learning management:

Students often perceive their courses as a series of disconnected pieces. Teachers may complain that their students do not remember material taught in a previous course. The implementation of ePortfolios enables students in making the connections between their courses. Students move through their courses, they add performances and artifacts to their ePortfolio in each course, and by the end of their study, they have electronically collected multiple instances of their work so that they can easily decide on which additional course they will delve as well on which jobs they will focus after finishing their education.

In other words, having students create an ePortfolio supports a holistic approach to learning which moves students beyond simply attaining a grade in a course to being able to clearly articulate what they have learned as well as to identify areas for improvement or further learning. This approach to learning implies that students will reflect on their own learning and by doing so will be able to better integrate their various learning experiences. ePortfolios can also aid teachers to follow the progress of their students which allows them to evaluate their own performance.

2. Professional management:

ePortfolios highlight all of a student's skill sets. Although academics are extremely important, student's work experience and extra curricular activities are also highlighted, allowing the reader to understand the different dimensions of the student⁷. ePortfolios empower individuals to connect their formal education, work experience and extra curricular activities. ePortfolios provide students with the opportunity to articulate and connect their learning in many different ways. Most importantly, their ePortfolios will allow them to not only "show" but to demonstrate concretely what they know to the world which enable students to apply to professional practice and future jobs, showing these

complete examples of their work; something much richer than the traditional CVs, particularly in times where the development of the electronic job market has seen a rise in the usage of e-portfolios (organizations can considerably cut costs by recruiting online and, due to the spread of the internet, are able to potentially find better job matches online than through conventional recruitment mediums)⁸.

In the context of a knowledge society, where being information literate is critical, the portfolio can provide an opportunity to demonstrate one's ability to collect, organise, interpret and reflect on documents and sources of information. It is also a tool for continuing professional development, encouraging students to take responsibility for and demonstrate the results of their own learning⁹. Furthermore, an ePortfolio can serve as a tool for knowledge management and it enables students' document performance through advanced web and multimedia technologies.

2 ePortfolio at FH JOANNEUM

2.1 Round Table Framework

During an internal Project of FH JOANNEUM polls, discussions and expert meetings according to the topic „Implementation of ePortfolio at FH JOANNEUM“ have been organised. The project .coordinator was the ZML-Innovative Learning Scenarios, the partners were the Study Degrees: Health Management in Tourism and Social Work. The heads of department, students, teachers and graduates were involved in the discussion processes carried via several questionnaires and interviews designed by two FH JOANNEUM graduates. The topic was analysed in detail in order to develop an appropriate concept for the ePortfolio implementation at FH JOANNEUM. A round table was the “highlight” of the projects' activities in January 2007.

The aim of the round table was to assess the benefits of the ePortfolio implementation at FH JOANNEUM, based on the above mentioned fields of studies. To optimize the accuracy of the results, several experts form various Austrian Universities were invited to present their know-how and expertise. These experts highlighted best-practice examples of already established concepts which are in use at their universities. The involved experts were (names in alphabetical order):

Bratengeyer Erwin	Department für Interaktive Medien und Bildungstechnologien, Donau Universität Krems
Ebner Martin	Zentraler Informatikdienst, TU Graz
Fritz Werner	Studiengang Informationsmanagement, FH JOANNEUM
Greller Wolfgang	E-Learning Manager, Alpen-Adria Universität Klagenfurt
Römmer-Nosseck Brigitte	Projektzentrum Lehrentwicklung, Universität Wien
Wageneder Günther	Zentrum für Flexibles Lernen, Universität Salzburg

2.2 Results

All methods used in this project (round table, questionnaires, interviews) delivered the similar results with regard to benefits and difficulties of an ePortfolio implementation. There is a significant diversity of expectations of the involved parties (head of department, teachers, students and graduates), which reflects their different points of view.

IMPLEMENTATION CONCEPT

Unfortunately, not even the experts seem to be capable of providing one concurring implementation concept, though such an opinion-leaders' common concept would have been of great impact for the ePortfolio implementation at FH JOANNEUM. Very soon, during the round table it turns out that ePortfolios had been mistaken for discussion boards and Weblogs. An ePortfolio can contain functions like discussion board and Weblogs as a tool and not the other way round.

JOB-SEARCH AND JOB-ORIENTATION

The main benefit of the ePortfolio implementation at FH JOANNEUM supposes to be the facilitation of job-orientation and increased employment chances for FHJ graduates.

Although this is a point all involved parties agreed upon, there is a high level of uncertainty among the students whether they can use the ePortfolio for a better Job-orientation.

The management of the FH JOANNEUM sees this procedure as a very effective tool for the marketing of graduates, in other words, it should mediate the appropriate jobs to appropriate people.

Students particularly appreciate the advantages of data pools and the presentation of their whole competences. But even this major advantage is legally not quite approved since it is not completely in line with data security rights in the EU.

The teachers view ePortfolio as a potential useful tool for Job-orientation, if it is accompanied by a teacher consultation. Since this kind of consultation had rarely been realised in the past (for the lack of human recourses) it remains unclear if the additional necessary manpower can be provided.

In terms of Job-search, graduates have developed and applied different strategies on their own so far. Beside usual methods (CVs) the benefits of informal communication had already been recognised and therefore, a Web based Platform is considered to be very appropriate by graduates.

TIME MANAGEMENT AND USABILITY

Due to potential lack of time among teachers and students, this topic seems to be very crucial. Also the round table experts agreed that ePortfolios would be time consuming particularly in the implementation period. To achieve a high level of acceptance, benefits should be evident for all involved parties. As far as students are concerned the benefits of ePortfolio are clearly recognised. Yet, the instructors cannot see clear benefits with regard to long term didactical effects and how they will fit in their time recourses. The integration of ePortfolio into the lectures was another crucial topic, which was discussed very controversial.

While students view the combination of ePortfolio and lessons as quite important and useful it is rejected by instructors. On the one hand the instructors are concerned that technical skills could gain more impact toward professional know-how. On the other hand, they are afraid this could mean a time consuming process already suffering from lack of time.

Students worry that there will be not enough time left to deal with their ePortfolios beside their regular duties at FH JOANNEUM. Additionally, they believe that some lectures have already associations with ePortfolios' aims, which could be used without a significant (time) effort. Principally, these results were quite in line with the experiences of invited experts (Round Table), particularly in terms of ePortfolio integration into lectures. The expected objection and the reluctance of instructors were quite familiar to the experts. However, they stressed vehemently that the availability and accessibility of ePortfolios alone cannot achieve the expected outcomes.

The above mentioned statements with regard to time management depend very closely on usability as well (design and functionalities of the ePortfolio tool).

DATA SECURITY

Since students want to take advantage of all options of data polling (assessment, certificates, etc), the legal aspects of data security have to be considered with attention. Students should be able to determine which of their personal data should be accessible for the public via Internet, in order to not jeopardise the success of the project. During the round table discussion, experts have proposed an assessment for students and graduates with regard to data publishing (to sensitize them to reflect about which data should be accessible for everybody).

TOOLS

There is a variety of tools which can be used for ePortfolios' development. They range from Discussion Boards and Chats to own Profile-Creation and document up-und downloads. All of these tools are required by students. By this means, brainstorming and professional discussions primarily are targeted. But it includes also private and personal contacts among students and graduates. For this purpose, a platform including plenty of tools seems to be appropriate. Experts mentioned ELGG, Moodle and similar concepts.

Students and graduates again express the wish to link the ePortfolio (Platform) with job stock market and some kind of unofficial black board. A discussion board for information exchange in terms of vacant job positions or internship positions was quite often required. It was also asked to use such a discussion board for information exchange with instructors.

3 FH JOANNEUM ePortfolio implementation strategy

3.1 FH JOANNEUM ePortfolio implementation strategy

Based on the results of the ePortfolio project, two pillars are necessary for the successful ePortfolio implementation at FH JOANNEUM. A Community of Practice for students and graduates should be developed and within this community tools for personal ePortfolios should be provided.

COMMUNITY PLATFORM FOR STUDENTS AND GRADUATES

(Study Degrees Health Management in Tourism and Social Work)

The community platform should contain

- Communication Tools: blackboard (events and news: Jobs, vocational training, etc.), discussion board and Weblogs, chat
- Personal space for users: folder for documents / Certifications / Projects / etc.
- Virtual space for Self-presentation: CV, Foto, Contact
- Virtual space for teamwork: Group rooms: folder for documentation and several communication tools
- Informations provided by the study field: e.g. questionnaires, vacant job positions, internship positions
- Job stock market: Links to several job stock markets

ePORTFOLIO TOOL FOR STUDENTS AND GRADUATES

The Community Platform and the ePortfolio Tool will be integrated in one system, which should provide following advantages:

- Students' dates are available also when they have finished their study (with the corresponding author rights)
- The development of one new system is more efficient (in terms of hosting and financial aspects) than the development of two parallel systems
- Data and information are accessible in one system (higher usability and accessibility)
- ePortfolio Tool for Job-Search and Job-Orientation
 - ePortfolio Tool should achieve all detected crucial users' requirements
 - Design, implementation and evaluation of training courses of all interested parties

Because of the lack of experiences, the development of the ePortfolio tool seems to be more difficult than the performance of the Community Platform, although, the added value¹⁰ and impact provided by the ePortfolio tool to students and graduates should be quite higher.

Added value of ePortfolio tool should be provided through:

- profiles of competencies for students and graduates
- opportunities for students and graduates to document their skills in different learning contexts (archive of authentic/diverse evidence)
- opportunities for reflection in different learning contexts to integrate learning experiences (help students and graduates in articulate and evaluate what they have learned)

- opportunities to present different views of learning
- opportunities for a more holistic approach to learning
- a medium to collect and organize artifacts that document their performance (readily accessible electronic format online)

The integration of ePortfolio into the lectures will be important to achieve the expected outcomes. Following aspects¹¹ should convince instructors and head of departments to integrate ePortfolio into lectures:

From a pedagogical point of view portfolios are a way to teach students generic (“soft-skills”) and multidisciplinary competencies and to motivate them to have broader perspectives. Managing the own learning process moves students toward a more well-rounded and holistic understanding of learning in a wide range of competencies and learning contexts. In the context of assessment portfolios can be used to track growth (change) over time and discover opportunities for development

3.2 Next steps taken by ZML – Innovative Learning Scenarios

The next steps taken by ZML- Innovative Learning Scenarios in regard to the Implementation of the Community Platform and the ePortfolio Concept should consist in:

- Partnership building between ZML and interested FHJ study fields in order to assure financial and human resources.
- Network building and information exchange between ePortfolio project team and the ePortfolio team of fnm-austria¹²
- Network building between ePortfolio project team, graduates, students, instructors and head of departments
- Development of a tangible implementation concept based on the results of the present project
- Usability and effectiveness evaluation of several tools to develop a technical specification catalogue.
- Implementation, evaluation and consolidation of the ePortfolio Concept

References:

see Endnotes

Author(s):

Bettina Hiller, DI (FH)
Jutta Pauschenwein, Mag. Dr.
Anastasia Sfiri, BSc, MSc
Sandtner Heimo, DI, Dr.
Barbara Porotschnig Mag. (FH)
Gabiella Ritter Mag. (FH)

FH JOANNEUM GesmbH, ZML- Innovative Learning Scenarios
Eggenbergerallee 11
8020 Graz
bettina.hiller@fh-joanneum.at

-
- ¹ Gloria Martin Rogers and Julia Williams, "Building a Better Portfolio," *PRISM Online*, <http://www.asee.org/prism/january/html/building_a_better_portfolio.html> (accessed 05.01.2006).
- ² E-Portfolio Portal, University of Wisconsin-Madison, <http://portfolios.education.wisc.edu/>, (accessed, 22.12.06)
- ³ <http://headspacej.blogspot.com/2006/02/e-portfolio-model.html> (accessed, 22.12.06)
- ⁴ Web Folio Builder, TaskStream Tools of Engagement, www.taskstream.com (accessed, 14.01.07)
- ⁵ <http://eportfolios.digitalapplications.co.uk/> (accessed, 25.03.07)
- ⁶ <http://www.elon.edu/students/portfolio/> (accessed, 09.02.07)
- ⁷ <http://www.career-recruit.fsu.edu/careerportfolio/enter/login.html> (accessed, 30.03.07)
- ⁸ Technology Portfolio and Professional Development Portfolio, Wake Forest University Department of Education, www.wfu.edu/~cunninac/edtech/technologyportfolio.htm (accessed, 26.04.07)
- ⁹ Professional Learning Planner, Vermont Institute for Science, Math and Technology, www.vismt.org (accessed, 02.03.07)
- ¹⁰ Batson, Trent, "**The Electronic Portfolio Boom: What's It All About?**" Syllabus Magazine, <http://www.syllabus.com/article.asp?id=6984> (accessed, 12.12.06)
- ¹¹ Certification Program Portfolio, University of Missouri-Columbia and LANIT Consulting, <https://portfolio.c'e.missouri.edu/> (accessed, 17.04.07)
- ¹² www.fnm-austria.at