

# Early Student Aspirations of Using ePortfolios

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## Sector Drivers

- Industry 'work ready' graduates
- Changing govt funding & reporting
- Diverse student cohorts

## Technology Advances

- Umbrellas sector drivers
- ePortfolio use one option

## Pedagogical Drivers

- Student-centred, ownership, self-regulation, autonomy, transitions (Hartnell-Young 2006)

## Professional Drivers

- Joins dots – academic study, personal development & professional life (Tosh et al. 2005)

# Value of ePortfolio Use includes...

<b>Pedagogical</b>	<b>Professional</b>
Reflective practice	Enhanced employability
Innovative assessment & feedback	Evidence of competencies
Assessing EL and WIL	Online private space
Progress towards graduate attributes	Lifelong Learning e.g. CPD

*In the end students need intrinsic motivation to embrace these values as their own*

# Conceptually what is an ePortfolio?

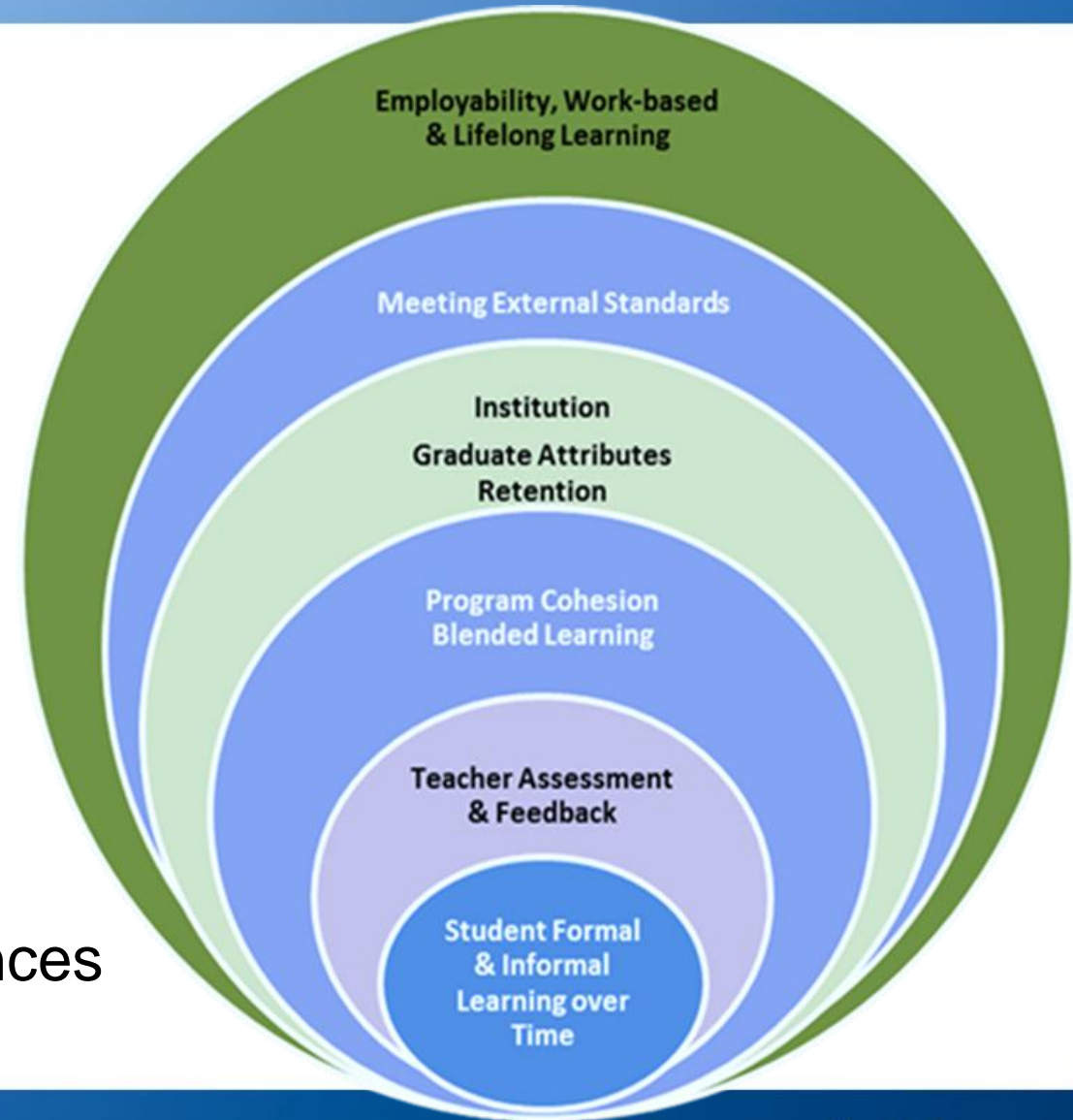
- Online repository
- Students store and share
- Informal and formal learning experiences
- Over time
- Written, visual, auditory artifacts

(Slade, Murfin & Readman, 2013)

## Involves

- capturing,
- selecting,
- reflection on and
- presenting different material for varied audiences

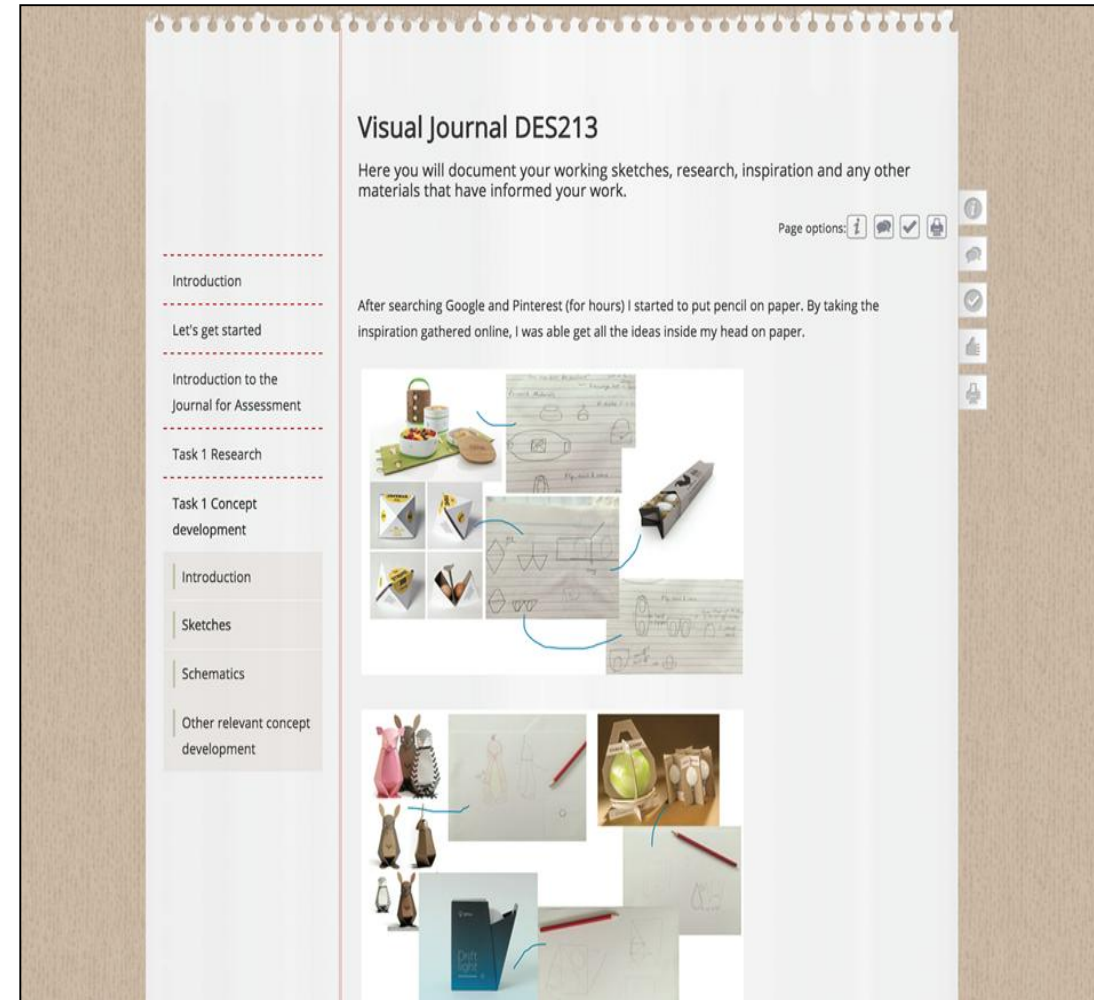
(Becta, 2007)



# Different Types of ePortfolios

For example:

- Process (Abrami & Barret 2005)
- Assessment and Showcase (Maher & Gerbic 2009)
- Personal learning space controlled by the user:
  - engage with achievements over time
  - builds self-confidence (Sutherland et al. 2011)





# USC's ePortfolio Journey

## ePortfolio Feasibility Study – late 2012

- Ask if the university community values using an eP
- Learn from other institutions
- Pick the best eP system for context
- Gain institutional buy-in and resourcing

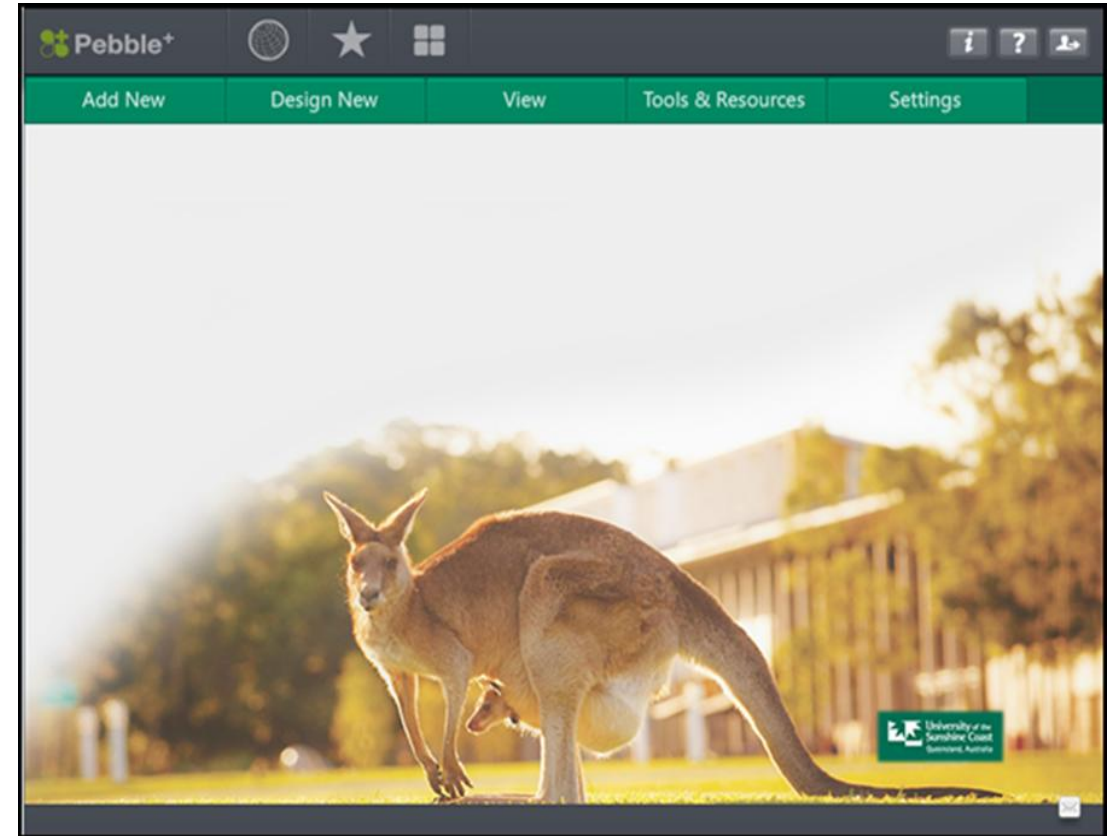
## Early Adopter Phase – 2013

- Staged implementation important to success
- Preparation for wider implementation in 2014

## University-wide Implementation Phase

– 2014-2015

- Rapid growth in ‘bread and butter’ program users
- Curriculum mapping, just-in-time training and customised resourcing
- Expansion into other areas



- Accompanied Early Adopter and Wider Implementation Phases
- Pre- & post-use surveys of students
- Some questions allowed more than one response.
- Human ethics condition – L&T staff administered surveys
- Pre survey completed after brief intro but not used software platform
- Students – 8 programs, 12 courses, 6 disciplines – TPP, undergrad and postgrad. Largest cohort – first year undergraduate



## 2013 Data Collection

- Hardcopy delivery
- L&T staff administered
- Face-to-face in classroom
- Excel spreadsheet

## 2014 Data Collection

- Online invitation in LMS + email,
- Link to survey
- Where possible in classroom
- Student mobile devices

## Analysis

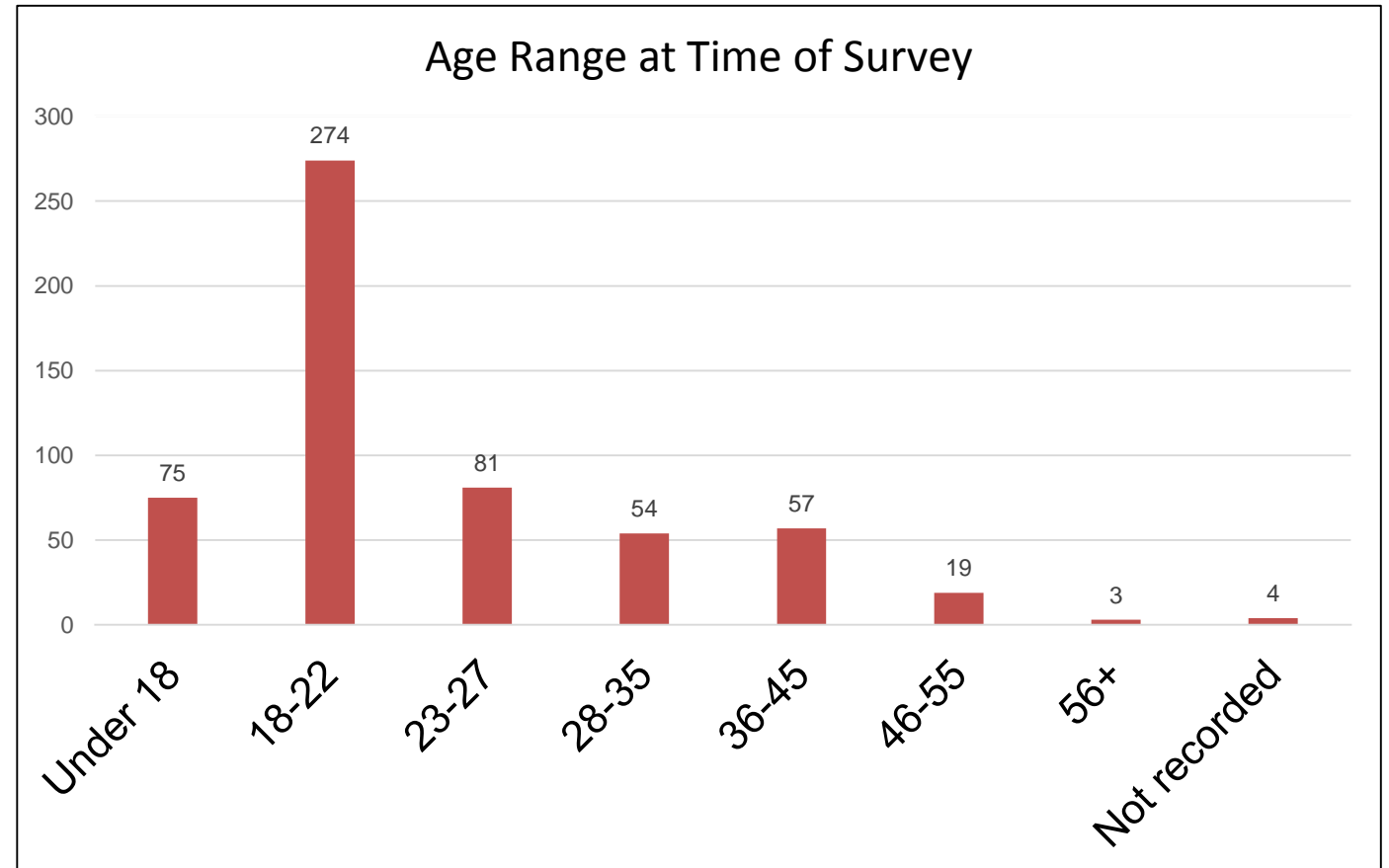
- Information Sheet
- Completed survey consent
- Survey Monkey initial analysis
- Aggregated results

## Three Main Sections of Results

- Demographics
- Attitude Towards Anticipated Use of ePortfolios
- Conceptual Understanding of ePortfolios

# Demographics

- 567 respondents
- 48% 18-22 years
- 81% female
- 95% undergrad or TPP
- 87% full-time
- 80% face-to-face



5% Innovative and designers

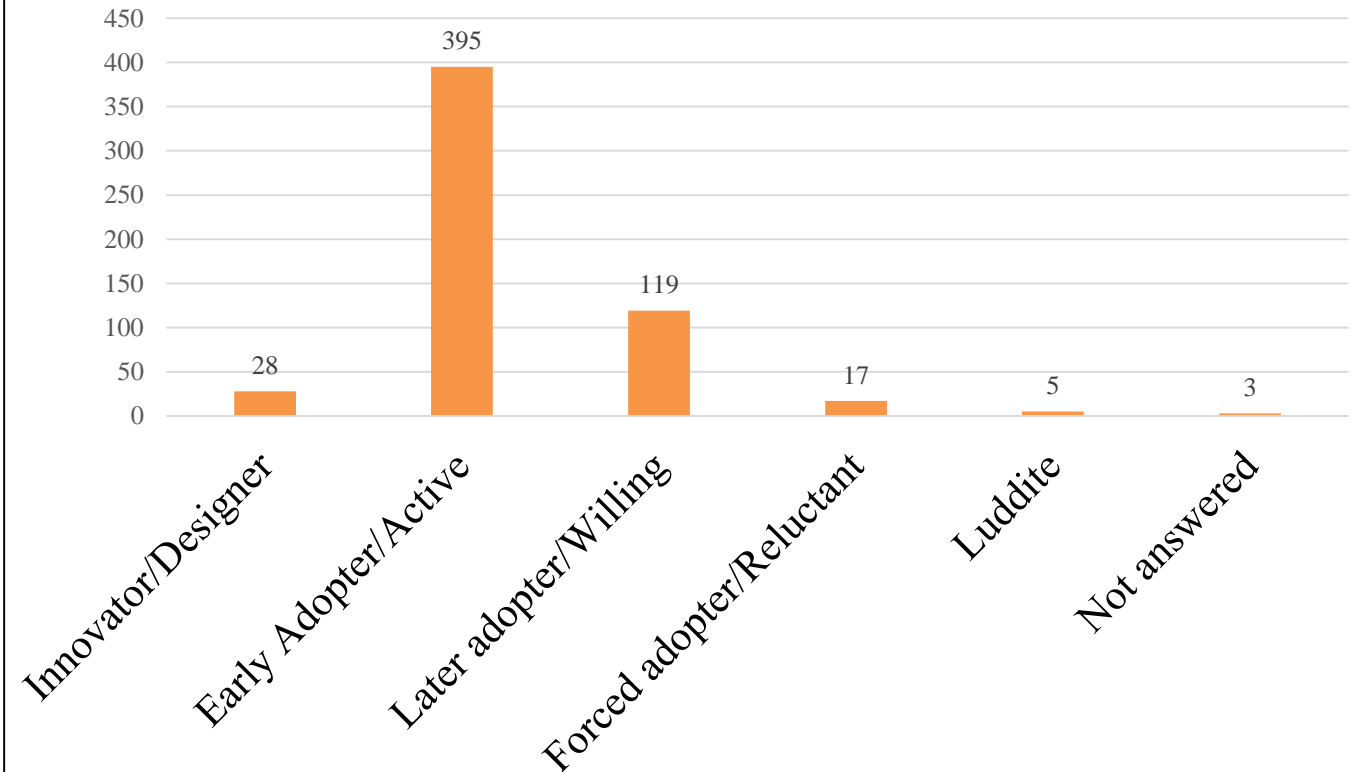
70% Early adopters/active  
computer users

21% Later adopters

3% Reluctant and forced  
adopters

1% Luddites

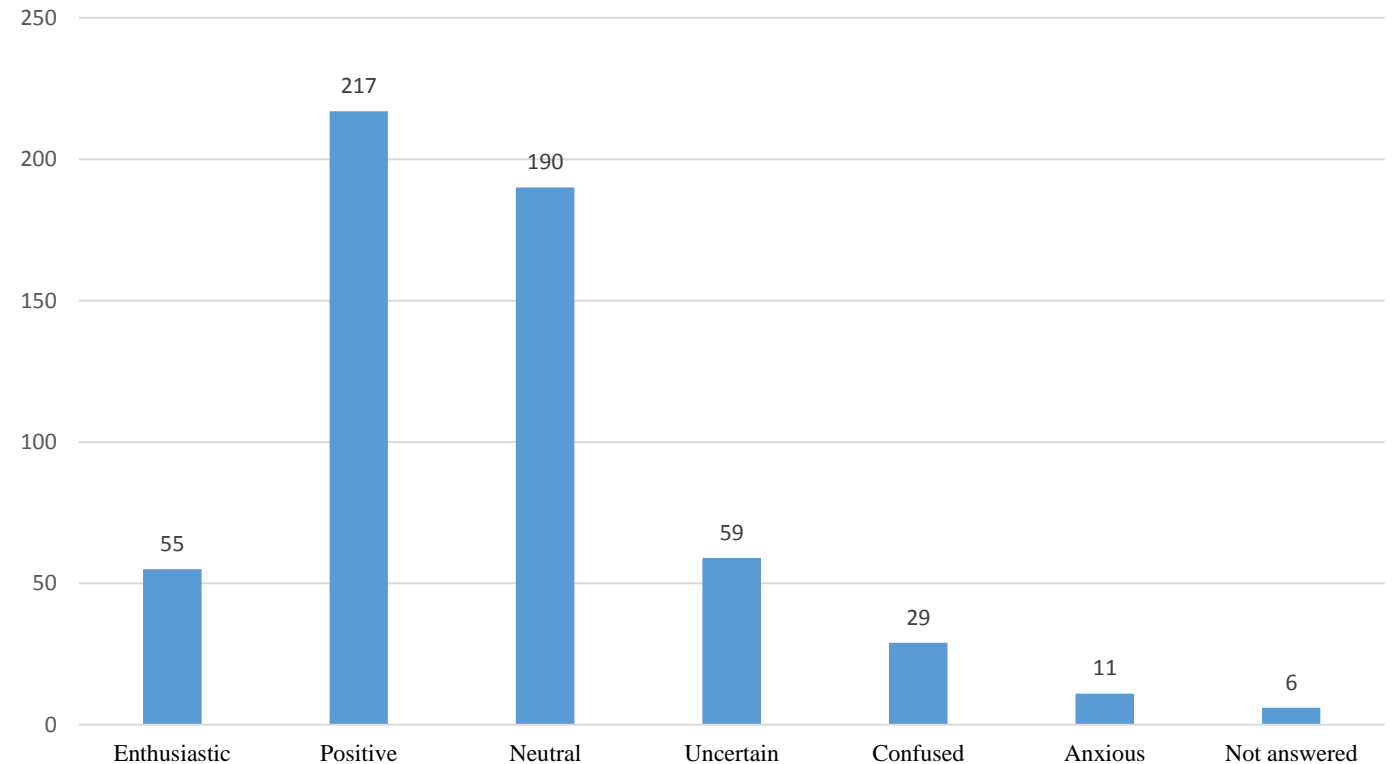
How do you rate yourself  
as a computer user?



- 10% Enthusiastic
- 38% Positive
- 34% Neutral
- 12% Some  
Apprehension

*Nearly half optimistic*

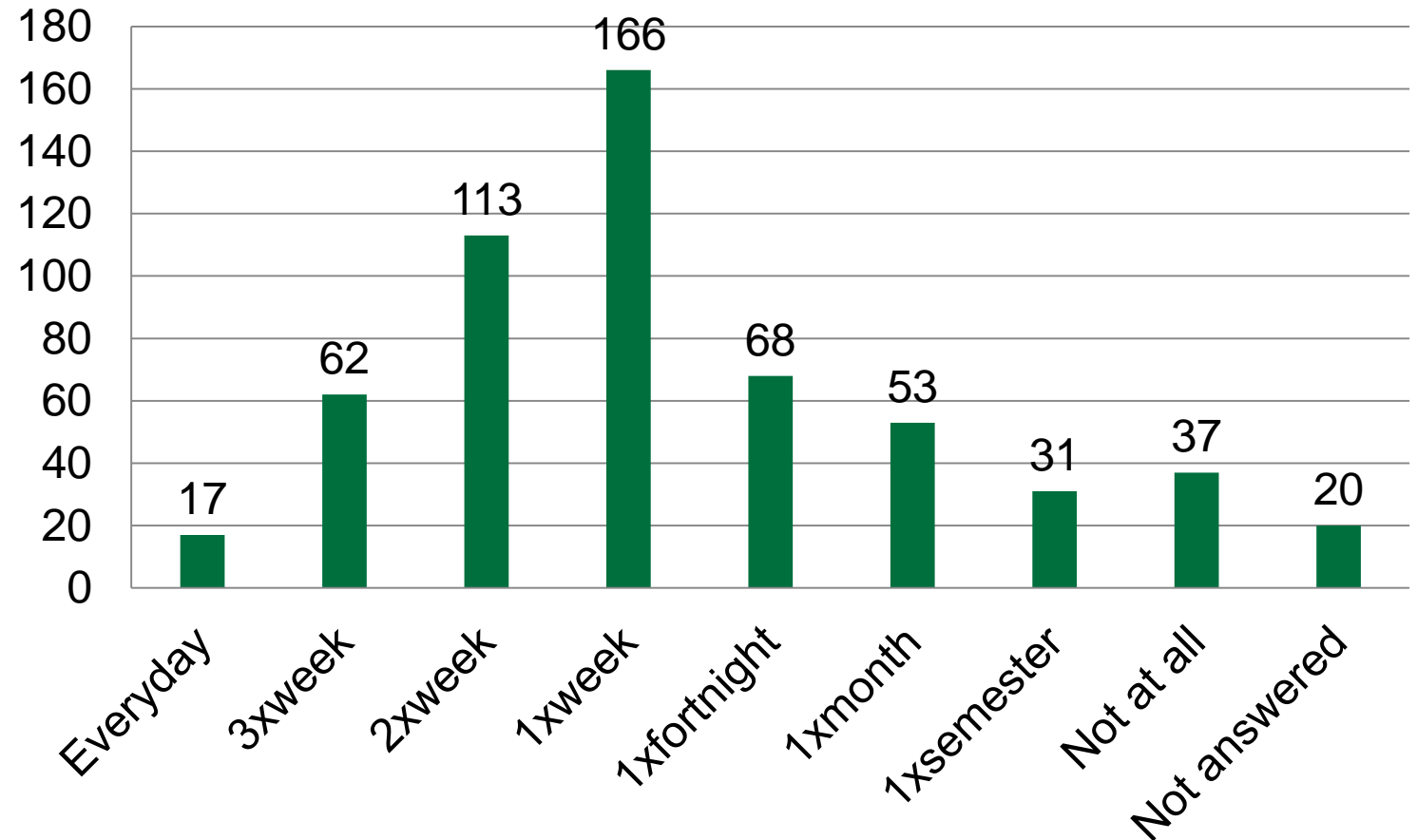
How do you feel about the prospect  
of using an ePortfolio in this course?



# Attitudes Towards Anticipated Use of ePortfolios

3 %	Every day
11%	3 x a week
20%	2 x a week
29%	1 x a week
12%	1 a fortnight
9%	1 a month
5%	1 a semester
7%	Not at all
4%	Not answered

How often do you anticipate using an ePortfolio?



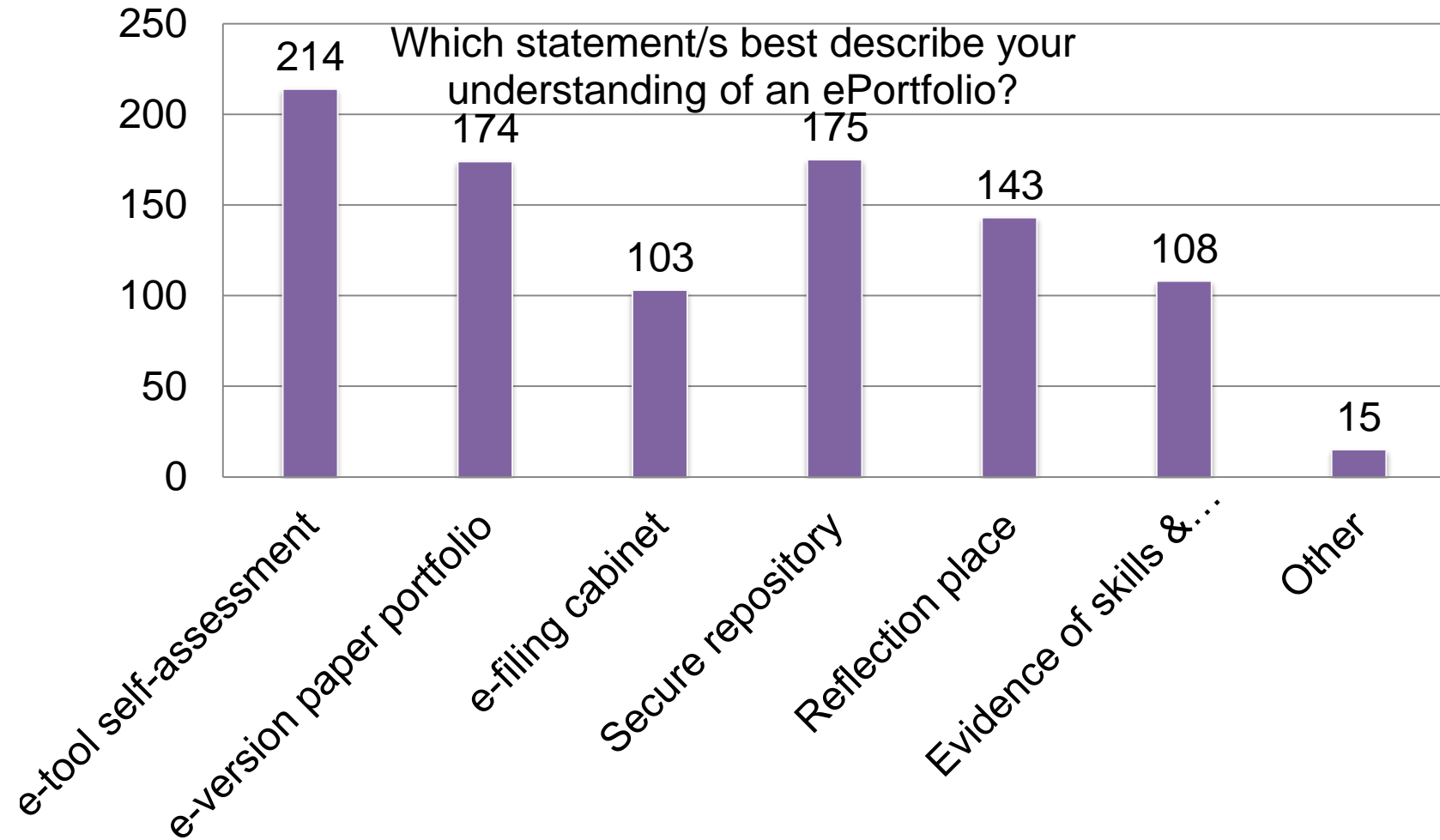
# Conceptual Understanding of ePortfolios

23% e-tool self-  
assessment

19% both e-version &  
secure repository

15% reflective place

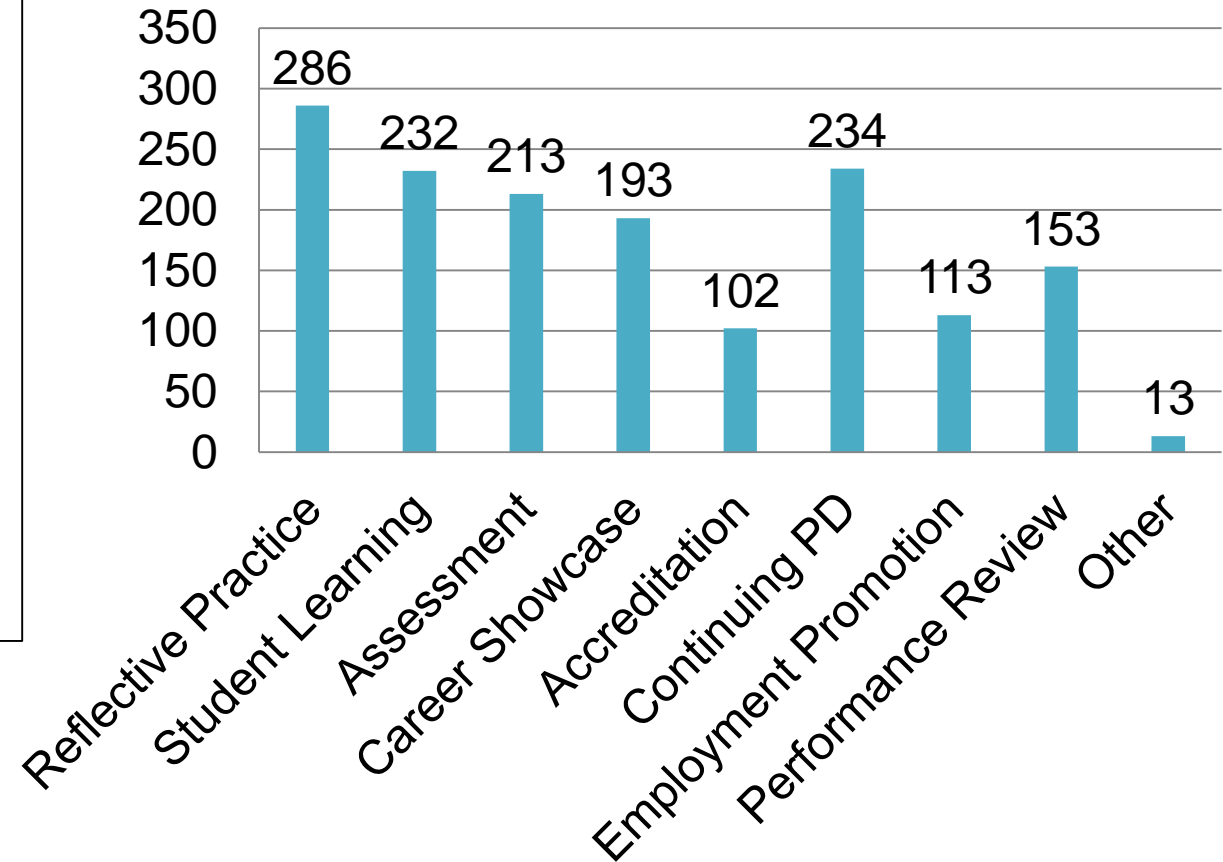
11% e-filing cabinet  
& evidence of skills



# Conceptual Understanding of ePortfolios

19% Reflective practice  
15% Student learning & CPD  
15% Assessment  
7% Accreditation &  
employment promotion

What purpose do you expect an ePortfolio to service in this course?





# Conceptual Understanding of ePortfolios

23% Critical reflection

21% Evidence of competency

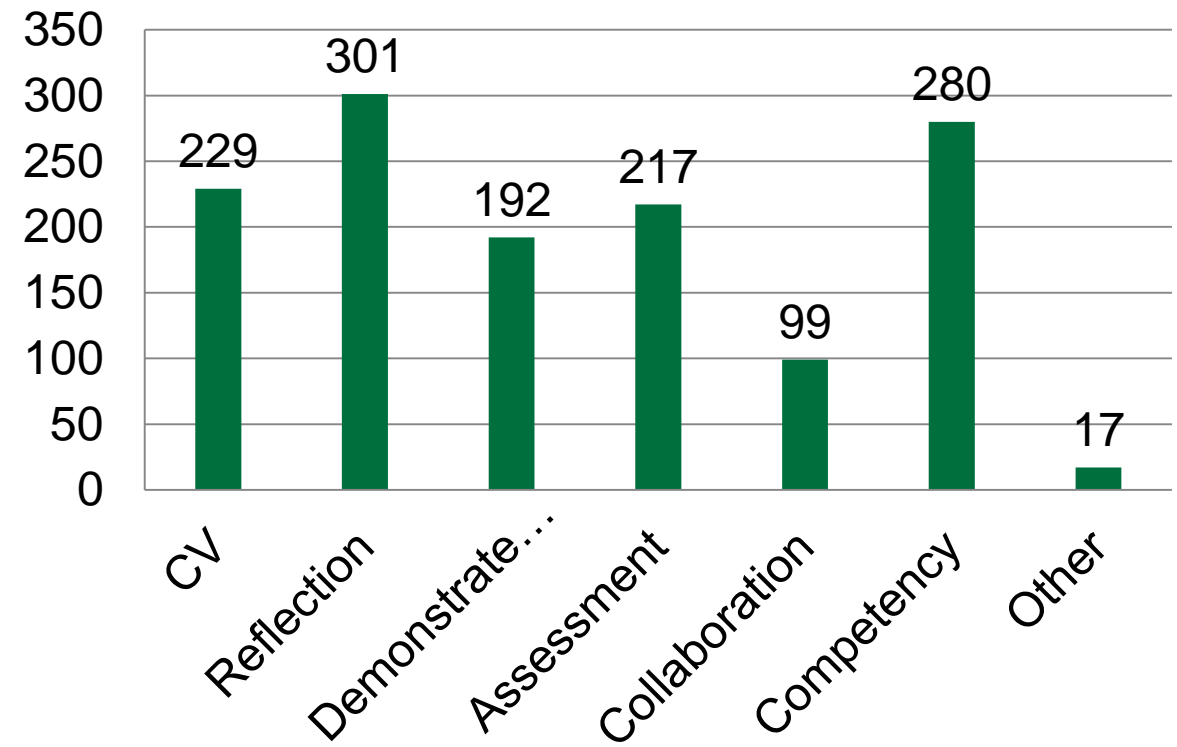
17% Create a CV

16% Submit assessment

14% Demonstrate learning to others

8% Collaboration

What would you like to be able to achieve using an ePortfolio by the end of semester?



## Perceptions of Computer Use

- 91% innovators, active early adopters or willing later adopters
- Younger and mature age included
- Caution using age as indicator of active computer use
- Suggests good foundation for introducing ePortfolios

## Feelings Towards ePortfolio Use

- 48% enthusiastic or positive
- 34% neutral

*Suggests other factors involved in translating confidence and willingness in computer use to reality of ePortfolio use*

*Early and ongoing motivational buy-in needed*

# What does this mean? - Conceptual

## Conceptual understanding of ePortfolios

- Students understand versatility of an ePortfolio
- Self-assessment rather than converting portfolio online

## Expected purposes

- Reflection, then student learning and CPD
- Submission of assessment less reported

## Anticipated outputs

- Reflection, evidence of competency

- Relative mature understanding of reflective purpose of ePortfolio
- Benefits in storing evidence
- Less about future careers, practice, accreditation, CV but majority first year students.
- Consider timing to increase emphasis on professional preparation – don't just wait to final year capstone.

Next stage – analyse data from post-use surveys.

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