

Session title

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Differences in e-portfolio success!, Starting from scratch versus ready-made materials

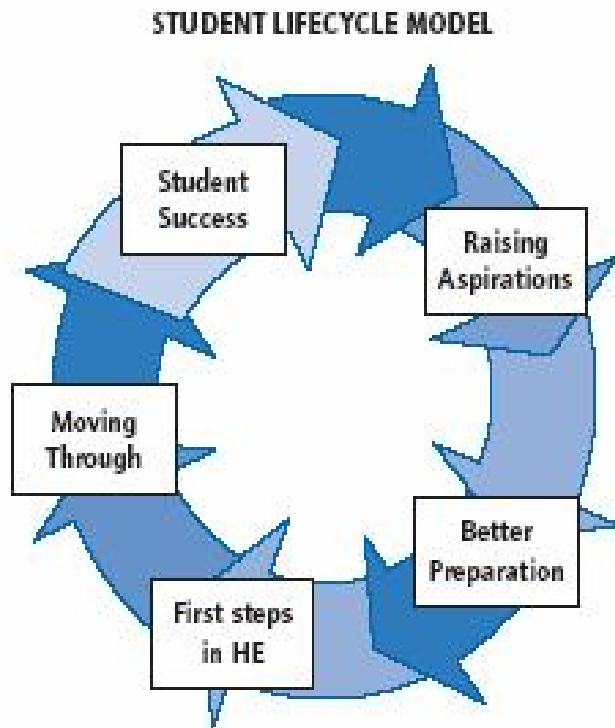
University of Leeds and University of Bradford

The ELP Project

- Universities of Bradford, Leeds & Leeds Metropolitan
- Part of JISC funded Distributed e-Learning programme (DeL)
- Exploring use of e-portfolios at various stages of transition in the student lifecycle model (Bradford 2004)



Student Lifecycle Model



- 1. Raising aspirations**
 - (from primary school age upwards, including adults)
- 2. Better preparation/pre-entry support**
 - (raising attainment to aid transition from school to higher education)
- 3. First steps in higher education**
 - (including induction programmes and assessment of key skills)
- 4. Moving through the system**
 - (supporting students)
- 5. Student success / employability**
 - (achievement and preparation for work)

Overview

	Progression into HE context	Medical context
Converting pre-existing materials / portfolios	<ul style="list-style-type: none">■ LeedsMet: Progression Module. (PebblePAD)	<ul style="list-style-type: none">■ PRHO's: Foundation Years Portfolio(Bodington)■ Clinical Sciences Development Portfolio (PebblePAD)
New e-portfolio	<ul style="list-style-type: none">■ Bradford: Personal Development Module. (PebblePAD)■ Leeds: Preparation for HE Application (Bodington)	<ul style="list-style-type: none">■ Nurses: Progress File Portfolio (Bodington)



Evaluation Methodology

■ Research population

□ Users:

- 385 FE / 6th form students.
- 67 undergraduates / postgraduate/graduates in health care (doctors, student nurses, clinical sciences)

□ Staff:

- 16 tutors
- 34 supervisors
- 7 project team members

■ Data collection methods

- Online questionnaires
- Interviews and focus groups
- Emails and critical incident logs
- Assessment of student outputs



Key Issues and Differences

- Design (Conversion vs Design)
- Assessment
- Feedback and interaction between staff and learners
- Materials
- Pedagogic implications



Design

- Involvement of supervisors/assessors/tutors in the design of e-portfolio
- Affect on frequency of feedback and learner engagement
- Feedback from tutors/supervisors
- A paper based portfolio needs to be modified to take advantage of e-tools



Assessment

- Assessment needs modification when converting
- Use of assessment forms in professional practice (PRHO's) exposed limitations of software. Forms scanned into system
- View of e-portfolio as just a filing system.
- Assessment forms for student nurses successfully created and adapted to e-learning methods.



Feedback - formative

- Formative feedback needs to be handled in a different way from paper-based, tutors have to provide comments, this was often done with trainee/student present using student login.
- Bradford & Leeds 'Preparation' module designed around remote, regular feedback that could be 'informal'.
- Nursing/FE-Leeds feedback provided remotely, timely and from multi-sources.



Feedback - summative

- Tutor attitude to assessing 'online' work.
- Those used to paper-based portfolios expressed more concern over marking 'online'
 - Authenticity of work,
 - When, Where, How tutors would mark?
 - Felt more restricted typing comments than writing them.
 - Perception that e-marking would be a greater time burden.
- Tutor comfort with technology



Materials

- Handbooks – must be rewritten
- Pre-existing materials ‘outcome centred’
- ‘Foundation Years Curriculum’-92 pages of Introduction, Instructions and Learning Outcomes transcribed to e-portfolio.
- Materials designed from scratch can be adapted and modified through course of use.



Pedagogical Outcomes

- The 'new' e-portfolio modules seemed to encourage the development and recognition of reflective skills.
- Greatest Benefit for PRHO='Track Competencies'
- Tutors have to change the way they work, particularly in terms of feedback



Conclusions

- Paper-based conversions were constrained by existing paper-based portfolios being run in conjunction.
- Involvement from both pedagogy (tutors / assessors) and technology (e-learning advisors) stakeholders.
- Implications for the nature of feedback
 - Context, nature of assessment & relationship between tutor and learner.

