

## ePortfolios @ Curtin University of Technology

### Portfolios are ...

*A thoughtful, organised and continuous collection of a variety of authentic products that document a professional or student's progress, goals, efforts, attitudes, pedagogical practices, achievements, talents, interests and development over time (Winsor & Ellefson, 1995, p3).*

*By creating web portfolios, which include not only implicit links by active hyperlinks between artefacts and reflections, authors in effect synthesise the products of their learning – both for themselves and for their audiences (Kimball, 2003, pxvii).*

### Short Term Goal

To empower students to map and demonstrate their professional skills, knowledge and values through the use of electronic portfolios (ePortfolios).

### Long Term Goal

Enhance student reflection on their individual journey through the course as well as provide a solid foundation from which they can continue to reflect and build upon as professionals in the workplace.

## Key Resources

The following websites provide a valuable introduction to ePortfolios.

Dr Helen Barrett is one of the key people in the field and has been working with electronic portfolios extensively. Her website examines process, product and theory. Her whitepaper is really worth reading. Follow the online publications link from the homepage to access her article *White Paper: Researching Electronic Portfolios and Learner Engagement*. This article provides a great overview.

Dr Helen Barrett: <http://electronicportfolios.org/>

## Planning your ePortfolio

You have been asked to use PowerPoint or a website (like Google site or Wix) to develop an original ePortfolio to reflect your skill and knowledge development with specific reference to the **AITSL National Professional Standards**. The purpose of this ePortfolio is for you to continue to add to this throughout your study and hopefully when you are out teaching.

When you are designing your ePortfolio it is essential that you have a clear purpose as this will influence your design. I have identified a number of useful steps that will help you with this process.

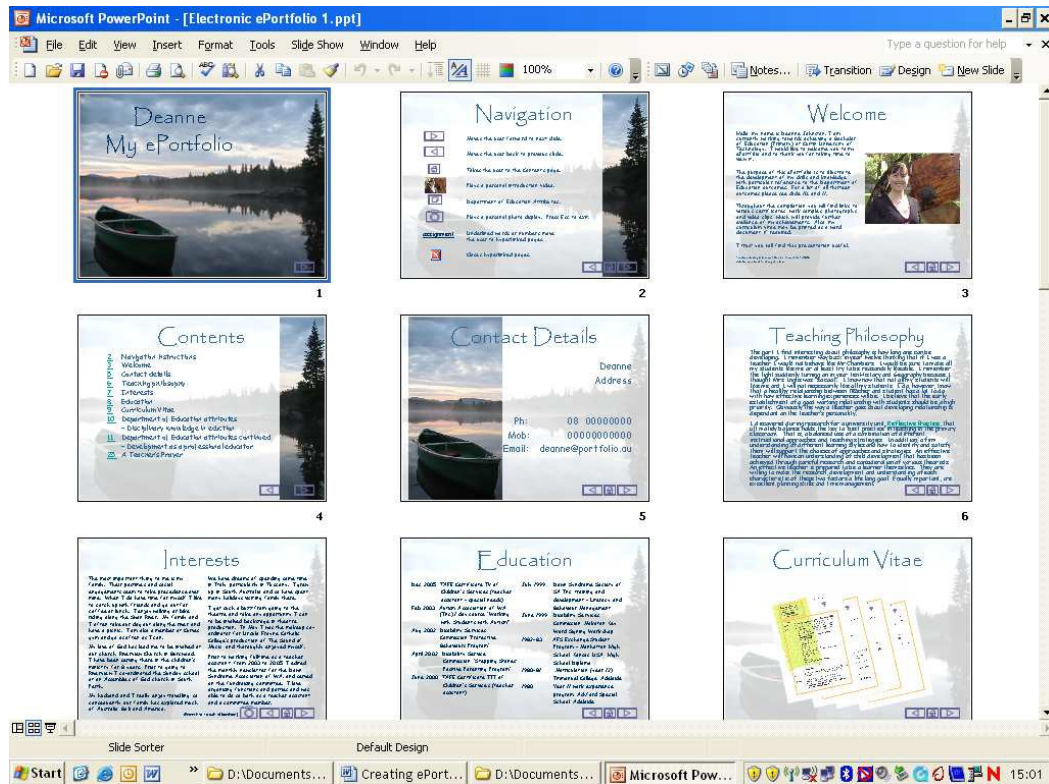
### Framework

The first thing you will need to do is **identify the dimensions** for your ePortfolio and begin to **identify your artefacts**. See Table 1 with the dimensions the students at Curtin University have used in the past. Use the table to help you to plan your ePortfolio or you may wish to use the concept mapping software program called [Inspiration](#).

**Table 1: ePortfolio Dimensions and Artefacts**

<b>Dimensions</b>	<b>Supporting Documentation and Evidence/Elements/Artefacts</b>
Opening	
Introduction/Welcome	
Instructions/Navigation	
Table of Contents	
Personal Details/ Contact Information	
Interests	
Education	
Curriculum Vitae	
Teaching Philosophy	
<b>AITSLStandards:</b>	
1. Know students and how they learn. Refer to the Standard at each career stage	
2. Know the content and how to teach it	
3. Plan for and implement effective teaching and learning	
4. Create and maintain supportive and safe learning environments	
5. Assess, provide feedback and report on student learning	
6. Engage in professional learning	
7. Engage professionally with colleagues, parents/carers and the community.	
Conclusion	
Author Statements	<p>Author Statement: This ePortfolio contains my original work, unless otherwise stated.</p> <p>Permission Statement: I have obtained permission from others to showcase their work or images in my ePortfolio.</p> <p>Copyright: Excluding the CV, you must seek permission from the author to copy, print or reproduce any part of this ePortfolio.</p>

In essence, each of these dimensions could represent one PowerPoint slide per webpage. For example:



## Navigation

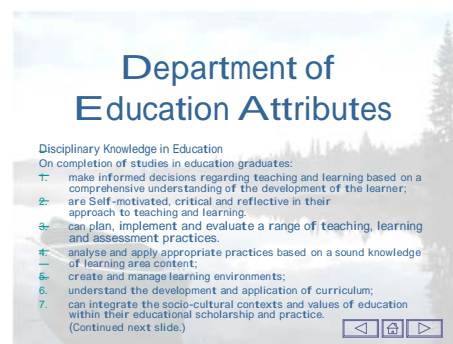
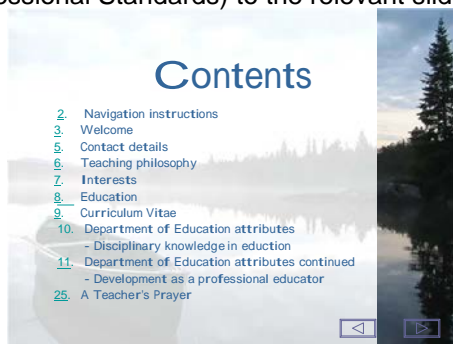
During this planning phase you will need to carefully plan your navigation. You control how the viewer will proceed through your ePortfolio. It is important that the viewer does not become lost. If using PowerPoint create personalised action buttons and remember to *remove on a mouse click*. If using a Web page design tab headings or another navigation system.

### Advance slide

- On mouse click
- Automatically after



Your ePortfolio needs to look professional - refrain from embedding animation and use subtle transitions. A first year student Deanne, chose to hyperlink her contents page, as well as each Department of Education Outcome (we are now referring to AITSL National Professional Standards) to the relevant slide.



## Storyboards

Storyboards are also an excellent way to plan your ePortfolio – design, sequence of slides, navigation and content.

## Planning your ePortfolio Structure – Story Board

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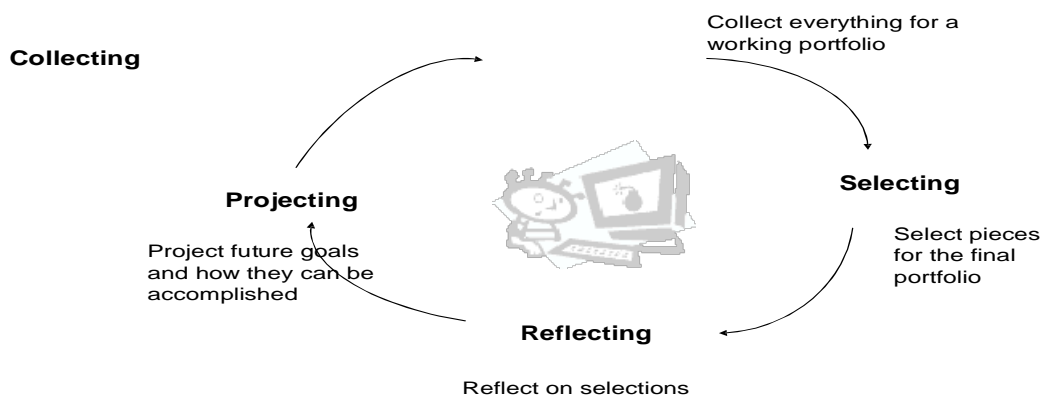

### Artefacts ...

*tangible evidence that indicates the attainment of knowledge and skills and the ability to apply understandings to complex tasks (Campbell, Melenyzer, Nettles and Wyman, 2000, p 147).*

Artefacts may include essays, critiques, philosophy statements, awards, videos, photographs, lab reports, references, testaments etc. as these are all considered tangible evidence of a person's knowledge and skills.

**Supporting documentation** are elements of the portfolio such as the introduction and contents page that actually connect the ePortfolio together. They also provide valuable personal information that allow the viewer to gain a better understanding and appreciation of the individual.

Ash (2000) has introduced a useful model (Figure 1) which helps students to critically reflect upon their choice of artefact.



(Ash, 2000)

**Figure 1: A useful process when selecting artefacts**

Guidelines from Kilbane & Milman (2003, p. 62) for selecting artefacts:

1. Examine as many artefacts as possible.
2. Determine which artefacts support the [outcomes/attributes] you have chosen as the foundation of your portfolio by asking yourself the following questions about each artefact/item:
  - Does this artefact/item meet the criteria for which I am framing my portfolio? How?
  - Is this artefact/time the best example(s) I can use for demonstrating these criteria? If so, why? If not, why not?
  - Should I include this artefact/item in my portfolio? Why or why not?
3. Create a log sheet of the artefacts you wish to include in your working portfolio and relate these to how they meet the [outcomes/attributes] you have chosen as the foundation of your portfolio. You may even want to rate the items.
4. Be selective.
5. Remain focused. Keep your purpose and audience in mind when selecting artefacts.

*A portfolio without reflection is just a multimedia presentation, or a fancy electronic resume, or a digital scrapbook (Barrett, 2000).*

### Reflection Guides

Kilbane and Milman (2003, p. 63) provide the following key questions to guide formal reflection of artefacts:

1. How does this artefact demonstrate competence in a particular [outcome/attribute]?
2. Why did I include this artefact? Why is it important to me?
3. What did I learn as a result of using/creating this artefact?
4. How would I do things differently as a result of the artefact?

Brown and Irby (2001) devised a five step process for structuring and developing reflective comments:

1. **Select** the artefact.
2. **Describe** the circumstances (who, what, where, when) surrounding the artefact.
3. **Analyse** why you chose this artefact and how it demonstrates competence/knowledge of particular standards.
4. **Appraise** the artefact by examining and interpreting the 'impact and appropriateness' of [your] actions and how these relate to professional knowledge.
5. **Transform** your practice by describing how the artefact can promote changes or growth that might improve [your practice] practice.

Kimball (2003, p 22 - 25) also provides a valuable framework for reflecting upon artefacts for portfolio development.

### Explain the contexts of artefacts

- What each artefact is
- Where and why each artefact was created
- How each artefact relates to the others in the portfolio

### Explain the process by which artefacts were developed

- How the artefact was conceived and developed
- What challenges or obstacles the author encountered in creating it
- How the author overcame those challenges and obstacles

### Give an honest and convincing self assessment

- How well does the artefact fulfill its objectives, goals, and standards?
- What did the author gain or learn from the experience?
- What would the author do differently next time?

### Artefact Log Sheet

The following log sheet contains a synthesis of guiding questions identified by Kilbane and Milman (2003), Brown & Irby (2001), and Kimball (2003) to help students formulate critical reflections of their selected artefacts.

### ePortfolio - Artefact Log Sheet

Outcome/Attribute File Name/ Date	Description of Artefact	Where, why and how was it created?	What did you learn as a result of creating this artefact?	How does your evidence support growth toward the outcome/attribute?