

Title: **Using E-portfolios to Engage the ‘Isolated’ Learner with the Lifelong Learning Agenda**

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Abstract:

Session Learning Outcomes

By the end of the session delegates will be able to:-

- Evaluate how projects can support an evidence based methodology.
- Make judgements about e-portfolio implementation for their own institution.
- Reflect on the challenges and utility of e-portfolios for their own learners.

Session Outline

The paper reports on three aspects of a JISC funded ‘DeL’ (Distributed eLearning) pilot project:

- 1) Running the project (a democratic approach?).
- 2) Agreeing the language (a consistent ‘lifelong’ portfolio versus an institution specific portfolio).
- 3) Measuring the utility (feedback from the learners and from the supporting tutors which informs the recommendations to each partner institution).

Delegates will receive a printed report of the project including a summary of the learner feedback, the tutor feedback and also the partner’s reports on the impact of the project on institutional policy.

Session Activities and Approximate Timings

We propose to use our ‘IML’ interactive audience response system to pose questions throughout the session. These questions will aim to build a picture of the participants, for example we may ask about the audience make-up (what is your role) to the extent to which similar evidence is used in the decisions to instigate comparable learning technologies within institutions.

References

Baume, C., Martin, P. and Yorke, M. (2002) *Managing Educational Development Projects*, Kogan Page, London

Morrone, A.S., Fern, J. and Hamilton, S. J. (2004) ‘Electronic Portfolios: The Triple Helix of Learning, Assessment and Pedagogy’, *Inventio*, vol. 6, issue 2. Retrieved March 15th 2006 from <http://www.doit.gmu.edu/inventio/main.asp?PID=fall04&SID=morrone&tID=1>