

**Title:** E-portfolios for learning

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Illustrate and examine the e-portfolio for learning approach used within the EESL module of the PGCAP Programme
- Discuss the benefits and challenges of e-portfolios within Academic Development
- Identify and explore opportunities for e-portfolio based learning and assessment within PgCert programmes, CPD and PDP for own Academic Development activities

#### **Session Outline**

Key issues to be addressed are:

The literature shows that e-portfolios create additional opportunities for continuous tutor-learner and learner-learner dialogues (Irons 2008; Kear 2011), encourage self-direction in learning (Lamont 2007) and creative expression (Mailles-Viard Metz and Albernhe-Giordan 2010). Benefits of an e-portfolio “typically derive from the exchange of ideas and feedback between the author and those who view and interact with the e-portfolio” (Lorenzo and Ittelson 2005:3). Therefore there is a need to model these processes with academic staff, for example on PGCerts, so that they then identify opportunities to use in their own practice with their own students.

Presenters will provide an overview of e-portfolios and how they have been used for learning and assessment within the blended Postgraduate Certificate in Academic Practice and particularly within the core module Engaging and Enhancing Student Learning (EESL) offered to new academics and other professionals who support learning at the University of Salford.

The EESL module aims to introduce participants to teaching and learning in HE, and is aligned with the UK PSF. It is delivered over 10 weeks, including eight face-to-face workshops and two online weekly seminars.

Two different digital tools, PebblePad and Wordpress, have been used with the most recent cohort to explore if and how e-portfolios enable deeper and media-rich engagement and learning, under which conditions, what the challenges are and how these can be overcome. First findings of this trial using the above digital tools will be shared with conference

participants, including PGCAP participants' feedback on this experience and benefits and challenges of implementing portfolio-based learning with Academic Development provision will be discussed.

## Session Activities and Approximate Timings

Proposed structure

Please note participants will be actively engaged throughout the session and their contributions will help inform future use of e-portfolios for learning.

- What? Introduction to the use of e-portfolios for learning, engage participants in a discussion about e-portfolios (benefits and potential challenges) and capture their responses on post-it notes to be swapped among participants and discussed briefly (15 minutes)
- How? Introduce the e-portfolio approach used within the EESL module of the PGCAP, share findings of study based on data collected, analysed and evaluated from our cohort 2 and compare these with benefits and challenges highlighted earlier in the workshop by participants. Make links, identify common themes, conclude. (10 minutes)
- Now what? Discuss the way forward on how e-portfolios can be used more effectively within Academic Development provision including PGCAP and similar programmes as well as other Academic Development Activities and PDP. (20 minutes)

## References

Irons, A. (2008) *Enhancing Learning Through Formative Assessment and Feedback*. Oxon: Routledge.

Kear, K. (2011) *Online and social networking communities. A best practice guide for educators, open & flexible learning series*, Oxon: Routledge.

Lamont, M. (2007) What are the features of e-portfolio implementation that can enhance learning and promote self-regulation? [presentation] ePortfolio 2007 18th - 19th October 2007

Lorenzo, G. and Ittelson, J. (2005) *An Overview of e-portfolios*, Educause Learning Initiative Paper July 2005 [online] available at <http://www.sorteoudla.org.mx/promueve/ciedd/CR/tecnologia/AnOverviewofEPortfolios.pdf> [accessed 10 March 2011]

Mailles-Viard Metz, S. and Albernhe-Giordan, H. (2010) E-Portfolio: a pedagogical tool to enhance creativity in student's project design, in: *Procedia Social and Behavioral Sciences* 2 (2010) pp. 3563–3567, available at [http://www.sciencedirect.com/science?\\_ob=MIimg&\\_imagekey=B9853-5016P5K-R2-1&\\_cdi=59087&\\_user=10&\\_pii=S1877042810005926&\\_origin=gateway&\\_coverDate=12%2F31%2F2010&\\_sk=999979997&\\_view=c&\\_wchp=dGLbVIW-zSkWb&\\_md5=41e4d19f01158959c0f2c403bcb06c28&\\_ie=/sdarticle.pdf](http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B9853-5016P5K-R2-1&_cdi=59087&_user=10&_pii=S1877042810005926&_origin=gateway&_coverDate=12%2F31%2F2010&_sk=999979997&_view=c&_wchp=dGLbVIW-zSkWb&_md5=41e4d19f01158959c0f2c403bcb06c28&_ie=/sdarticle.pdf) [accessed 10 March 2011]