

## Effective practice when piloting and embedding e-portfolios.

All information gleaned from the [2009 e-portfolio telling stories conference](#).

- Implement a strong staff and student support service (training, awareness, scaffolding, frameworks, etc) (Martha Jones)
- Ideally follow the [Gilly Salmon 5 stage model](#) if used in a blended or distance format. I.e. lots of upfront scaffolding and support.
- Clearly define the purpose of the e-portfolio, and aims of module to achieve outcomes. (Martha Jones)
- Provide clear step by step instructions of how to evidence e-portfolio tasks. (Martha Jones)
- Closely analyse the pedagogical framework of implementing an e-portfolio, clear evaluation is required ([Geoff Rebbeck, Thanet College](#))
- Teach staff how to reflect, implement models and frameworks to scaffold this process. I prefer the [Driscoll model](#)
- Cultivate a peer supported (coaching) model of staff engagement to learn this new type of pedagogy (Geoff Rebbeck)
- Never use the word project in a pilot, it implies short term ([Sarah Chesney, Flourish project](#))
- Start with engaging staff in the use of eportfolios for CPD and they will (hopefully) use it with their students (Geoff & Sarah)
- Obtain SMT + key practitioner “buy-in” to ensure adequate resourcing is applied to embedding, following a pilot (Geoff & Sarah)
- Promote a cascade method of rolling out effective eportfolio use by engaging with “key practitioners” initially ([Maggie Hazeldine](#))
- Create and demonstrate an authentic e-portfolio to inspire and encourage others (Sarah Chesney)
- e-portfolios highlight poor IT skills and competences (like VLEs/most of e-learning)!
- From the Flourish project F2F modules are being redesigned following change in learning behaviour. ([JISC Flourish animation](#)). Another example of effective e-learning informing/changing F2F practice.
- Blend the approach by giving staff and trainee teachers netbooks for always on net access. (Maggie Hazeldine)
- Effective F2F teaching and learning (meta cognition, reflection, feedback, group work, dialogic learning, peer support, scaffolding,) can be enhanced and improved by the use of an eportfolio tool/systems ([Julie Hughes](#)).
- Julie calls this new approach “e-portfolio based learning”, which requires effective differentiated support for all staff and students, a culture shift in promoting effective dialogue (development of the *self*) between the learning and tutor. Rapid and personalised feedback is paramount.
- To embed in an organisation with on the premise of “just good enough”! i.e. Be realistic about initial expectations of both staff and students ([Rob Ward, CRA](#))
- In order to move effective practice from pockets to mainstream, we must collaborate and share research data & themes. (Rob Ward)
- The [Higher education achievement report](#) (HEAR) will show how students (learning patterns) are changing and institutions must adapt to keep up. (Rob Ward)
- e-portfolios can; improve communication, continual feedback, peer support models, assessment methods, and reduce last minute workloads when assessing social workers’ portfolios (Samantha Osbourne)
- Use Andrea Newman’s [NUPAD reflective frameworks](#) to help scaffold staff and student learning.

- Use a simple blog tool to feedback to students on work placements. Simple , effective and preferred by (most) students. (Pritpal Sembi, Wolves Uni)
- Sadly, but in a pragmatic note a number of presenters still talked about using the “infection model” of obtaining critical mass. I.e. start by supporting the keen early adopters and they will infect others around them! (Libby Simmonds , Worcs uni)
- Don’t be tempted to allow pilots to self perpetuate, keep close tabs on all aspects, otherwise what was once clear aims and objectives become lost. (Libby Simmonds , Worcs uni)
- Communicate with all pilot stakeholders (IT team and SMT), and have a strategy to deal with the saboteurs. (Libby Simmonds , Worcs uni)
- [Promote interoperability](#) and standards driven tools to all transportation of user data freely between institutions. The new [LEAP 2a e-portfolio standard which](#) is out in August 2009 will assist this. (Lisa Grey)
- For professional CPD, make it purposeful, habitual, and record all critical incidents to build a rich picture of “me” as a professional.
- From a recent pilot that Aston University have completed they have some very positive pedagogical and practical outcomes to feed into further uptake next year (Rowena Yeats & Anne Wheeler). They are;
  - Real time formative feedback
  - Summative feedback can relapsed simultaneously
  - No restrictions on number of students
  - Helped to integrate more of a learning culture into the pilots
  - Ensure ( lot s of) ongoing support for all
  - Embed in the curriculum, do not bolt on – it’ll never work if not part of the assessed learning process.
  - Students regarded their e-portfolio space as a very different beast to the VLE. It helped explore their own learning (meta cognition, see also Julie Hughes point above).
  - External examiners loved the system, especially the learning gateways where many assets could be shared and learning assessed in a secure controlled environment.
  - Redesign assessment methods to take advantage of online learning
  - Not suitable for all, if you use the word reflection!!! But if you use terminology that appeals to the target market, then it is suitable for all! (see previous point about naysayers and saboteurs)
  - Effectively disseminate pilot stories (good & bad) to encourage greater uptake
  - Most problems faced were to do with actually using the tool and convincing the students it was indeed their own flexible personal space to utilise as they felt.
  - Can link to the VLE to create a more flexible online learning space.
  - Using simple forms/ surveys staff can get student feedback mid module.
  - Encourages sharing of effective practice
  - Promotes effective PDP with undergraduates
  - All staff that have used the system will ALL use it again.