ePortfolio Practices at UQ
Models of Use
An ePortfolio is …

An **evolving** electronic/online resource that acts to record, store and archive the artefacts of **learning and reflection** for an individual learner. An e-portfolio has the potential to demonstrate professional and personal growth, exemplify evidence-based practice and provide a **planning space for future professional development** needs and experiences. ¹
UQ ePortfolio on boarding process

Request for Meeting  
Program Readiness  
Pedagogy (ITaLI)  
ePortfolio Configuration (eLSS)  
Training - students, tutors & staff (eLSS)  
Community of Practice

Best deployed at program level for continuity across whole program
On Boarding duration of 6 months
Current ePortfolio Practices at UQ

Developmental
Tracks student performance across chosen performance indicators over time.

Collaboration
Provides a platform for the creation of learning activities based upon student collaborative production and peer assessment.

Reflection
Develops self- and peer-reflective practices within students. This allows students to contextualise their work within their academic and professional growth.

Showcase
Provides students with a means of presenting an array of exemplary work.
Developmental

Tracks student performance across chosen performance indicators over time. This can allow for student goal-setting and tracking (student-centred), as well as effectively charting student progress against the learning objectives, skills and competencies (teacher-centred).

Use case: HLTH1000
Dr Norman Ng
First-year for all HaBS students
• 14 programs
• 6 schools

Perspectives on health, interprofessional education – collaborative practice, Australia health system within a global context
What did you do?

- A blended and flipped model requires preparation on the student’s part
- Utilising ePortfolio for weekly preparation activities
- A tool for reflective learning
- Work hand-in-hand with in-class tutorial activities
Link to Eportfolio established under “Assessments” on course Blackboard

**Tutorial Preparation and Weekly Activities Submission Instructions**

**Technical instructions and support**
- Create an ePortfolio text block (YouTube, 4m).
- Upload an ePortfolio file or document (YouTube, 3m 44s).
- Video Content Recommendations Submission to a selected assessor (YouTube, 3m 22s).
- Withdrawal and Resubmission (YouTube, 3m 21s).
- ePortfolio Reviewing results (YouTube, 3m 67s).
- ePortfolio (Chalk and Wire) student guide.

Contact the UQ Library service AskUS if you need further technical help using the ePortfolio. Phone: 334 64312.

If you encounter a problem while using the ePortfolio follow the Reporting Technical Problems with eLearning Systems guide.

After business hours support is also available from the ePortfolio software vendor. Email: support@chalkandwire.com.

**Week 1 - Tutorial Preparation and Weekly Activities Submission Link**

**Take Note:** To ensure your mark is recorded in Grade Centre, please click on the above link prior submitting your work.

**Week 1 Additional Resource**

Attached Files: [So how do you reflect.pdf](attachment:So how do you reflect.pdf) (76.987 KB)

Read the attached document to assist with the weekly activity.

**Week 2 - Tutorial Preparation and Weekly Activities Submission Link**

**Take Note:** To ensure your mark is recorded in Grade Centre, please click on the above link prior submitting your work.

**Week 4 - Tutorial Preparation and Weekly Activities Submission Link**

**Take Note:** To ensure your mark is recorded in Grade Centre, please click on the above link prior submitting your work.
Week 11 - Tutorial Preparation and Weekly Activities

Tutorial Preparation Activity

Creating a better health system
Choose one of the articles below from the International Health Systems series:
- Creating a better health system: lessons from the Netherlands
- Creating a better health system: lessons from England
- Creating a better health system: lessons from Singapore
- Creating a better health system: lessons from Norway and Sweden
- Creating a better health system: lessons from America

Review the National Health Performance Framework and think about the different indicators that are used to measure “Health System Performance”.
From your review of your chosen country’s health system from the International Health System series and the National Health Performance Framework, identify how your chosen country addresses the “Health System Performance” indicators.
Write up your responses below:

Norway has a strong and well functioning healthcare system. It allows patients to select their healthcare provider (continuity of care) and ensures capped out-of-pocket costs (accessibility). It also has government set standards of care which ensure everyone receives the appropriate care with no one being provided sub-par care (effectiveness, safety, and responsiveness). All this is achieved in a cost effective and sustainable way. This was in part achieved as a result of a smart economics and policy when Norway became an oil centre of the world. A downside is that Norwegians are taxed highly and the cost of living is high, but in return they receive enormous amounts of social support via welfare and health.
Your experiences
What were the benefits?
• Increased online engagement
• Opportunities to build rapport with students through consistent feedback provided
• Ensures to a certain degree, online resources and links have been accessed by students
• Scaffolding of learning activities
• Critical thinking and richer discussions in class
• More organic and ease of facilitation in class
• Enhanced student experience – flexibility vs structure

Some drawbacks?
• Increased workload for staff (Benefits do outweigh the drawbacks)
• It gets easier
What are your tips for other staff?

- Baby steps - ePortfolio features to suit your course
- Consider your “ePortfolio readiness”
- Find the sweet spot
- Organise orientation or training sessions for your students and staff
- Provide clear instructions for both students and staff
Thank you!
Collaborative

Provides a platform for the creation of learning activities based upon student collaborative production and peer assessment.

eLearning Support Services:
Nathan La Burniy
Collaborative Pilot

The ePortfolio Collaborative space was piloted in 4 courses during Semester 1, 2018.

Courses included:

• TOUR7040 (105 students)
• COMU1002 (196 students)
• CHEM3013 (27 students)
• MEDI7131 (479 students)
Pilot objectives

Primary Objective:
• The principal objective of the pilot was to evaluate the feasibility of UQ ePortfolio Collaboration Space as a viable centrally supported collaborative tool.

Secondary Objectives:
• Identify positive aspects of the Collaboration Space.
• Identify areas of the Collaborative Space that require improvement.
What is the Collaborative Space?

There have been no changes.
MEDI7131 Ethics Analysis Group Assignment

Introduction
Analysis of News Items
Discussion
Conclusion

Virtues in Medicine
Positive aspects of the Collaboration Space

- Integration with Learn.UQ Blackboard.
- Fewer trouble-shooting issues than other tools eg. Blackboard wikis.
- Easier staff access for downloading and accessing student creative work.
- Discussion boards allowed teaching staff to provide feedback to group discussions.
- Provided access for mentors and project teams to keep all communication and documentation in one central location on a UQ managed platform.
- Transparency and the ability to review team progress.
- Usage statistics of each individual’s activities.
Areas for Improvement

- Students prefer instant messaging services (i.e. Facebook messenger or WeChat) over Discussion Boards.
- Students found the Check-in / Check-out function in the file library to be onerous and much prefer synchronous document sharing like that in Google Docs.
- Students also want synchronous editing of the Collaborative Portfolio.
- Improvements to Navigation to reduce unnecessary clicking.
Next steps
Reflective

Develops self- and peer-reflective practices within students. This allows students to contextualise their work within their academic and professional growth.

We do not learn from experience... we learn from reflecting on experience.

- John Dewey

Use case: MIDW3105
Susannah Brady
• The course prepares students for professional midwifery practice and their role as Midwives in supporting women in their choices in childbirth
• Woman Centred Care (WCC) is an underpinning practice philosophy
• Illusive in definition and practice application
• 38 Dual Degree program students enrolled
• Narrative pedagogy underpins learning in midwifery in developing the art of practice.
• Online learning course and I was concerned about student engagement.
• 10 Weekly video journals (5 marks each).
• eLearning assistance to assist with set up, instructions for students, task sheet and marking guide.
• Weekly feedback given, showed rapid remarkable improvement.
• ePortfolio excellent platform for loading and marking.
Used Videos to demonstrate - Reflective cycle in action
Example of video reflection
• Identity verified assessment
• Could literally “see” students reflecting and the thought processes going through their minds
• Developed an understanding on how they were going clinically
• Excellent student engagement
• Enjoyable marking!!
• Reflective practice, transferable to other courses
• Developing professional practice in line with practice standards
• Courses which require evidence base dovetailed with reflection
• Seek IT and ePortfolio development help
Showcase

Provides students with a means of presenting an array of exemplary work. This can be used by the student after graduation for professional accreditation, while seeking employment, and for establishing an academic/professional identity.

Use case: Science Students as Partners project
A/Professor Susan Rowland
Showcase

ePortfolio:

• Makes students’ learning and experience visible
• Gathers evidence/artefacts & self-narration
• Creates holistic representation of students’ abilities, strength, growth and who they are personally, professionally and/or academically
• Allows student to share
• Generates multiple showcase ePortfolios based on intended purpose and audience
• Develops online identity “Here is who I am, here is what I can do” and personal branding
Student Training

Sessions are available via the Library training page or StudentHub. Each session runs for 90 minutes and will help you build your first ePortfolio.

Access
• How to access the ePortfolio environment

Plan & Build
• Add structure and content to a new ePortfolio

Showcase
• Edit content
• Customise themes

Share
• Select how much to share and with whom
# Science Students as Partners Project

## Faculty of Science Employability Framework

<table>
<thead>
<tr>
<th>Professional literacy</th>
<th>Occupational literacy</th>
<th>Operational literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing disciplinary skills, practices and knowledge</td>
<td>Aligning your career options with your personal values and interests</td>
<td>Solving problems</td>
</tr>
<tr>
<td>Communicating and interacting with other people</td>
<td>Innovating and changing</td>
<td>Making informed decisions</td>
</tr>
<tr>
<td>Using digital technologies for work and learning</td>
<td>Tolerating ambiguity</td>
<td>Managing goals, tasks and deadlines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional literacy</th>
<th>Personal &amp; critical literacy</th>
<th>Ethical, cultural &amp; social literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognising, understanding and managing how you feel</td>
<td>Being responsible for your personal development and learning</td>
<td>Behaving ethically and responsibly</td>
</tr>
<tr>
<td>Being aware of other people’s feelings</td>
<td>Putting theory into practice</td>
<td>Taking responsibility for your actions</td>
</tr>
<tr>
<td>Helping other people and using your people skills</td>
<td>Believing in yourself and your abilities</td>
<td>Being a global citizen</td>
</tr>
<tr>
<td>Being resilient</td>
<td></td>
<td>Being culturally aware</td>
</tr>
</tbody>
</table>

Adapted from Literacies for Life by Professor Dawn Bennett (2017) [https://developingemployability.edu.au/about/](https://developingemployability.edu.au/about/)
Pre-Clinical Veterinary Skills - Dairy

- Muster cows
- Milk harvesting
- Cleaning and sanitization of dairy facilities/ equipment
- Feeding cows – mixing, hand feeding, shifting electric fences
- Feeding calves
- Drafting
- Vaccinating
- Drenching
- Dehorning calves
- Administer medications
- Pasture assessment
- Irrigation application
- Farm maintenance
- Ear Tagging
- Herd Recording
- Health and Welfare checks
- Administration duties
Student Showcase Guide

ePortfolio
Showcase Guide for students

Plan
1. Collect, identify and articulate
   • Your story, your passion, your accomplishments. Make sure you can say it.
   • Why are you doing what you do?
   • What do you believe?

2. Get started...
   1. Identify the purpose, standards and your goal
   2. Determine your target audience
   3. Collect and organise artefacts
   4. Focus structure
   5. The look and feel
   6. Privacy, copyright and ethical practices

Build
3. Develop online/digital identity
   • Build a digital identity that reflects your personality and accomplishments.
   • Show your online presence and how it relates to your personal and professional identity.

Showcase
4. Establish personal brand
   • Personal branding is how you present your uniqueness, qualities and attributes to others.
   • Capture your attributes and accomplishments that are relevant to your identity.

Share
5. Market yourself
   • Market yourself to your potential employer.
   • Use your ePortfolio as a tool to showcase your skills and accomplishments.

WHY CREATE AN ePORTFOLIO?
- A curated WHO (CV) or resume is a summary of your experience and skills, and mostly in bullet points. An ePortfolio brings the bullet points in CV to life by providing a richer and fuller picture of your experiences and abilities.
- Some employers google your name before even considering an interview, consider the value of your digital identity, personal brand and online presence. Personal branding is now becoming your reputation, qualities and attributes.
- Everyone’s ePortfolio is unique because their experiences, personalities and goals are different.
- You can use multiple ePortfolios depending on the person you want to demonstrate or intended audience.

There are a number of tools you can create your ePortfolio and there are no standard format, structure or tool. The Getting Started Guide includes some of the basic elements that you need to consider when creating your ePortfolio.

STEP 1: PLAN
- Identify your purpose, theme and target audience for your ePortfolio

An ePortfolio is a way to compile, share, promote and say “Here’s what I am here, here’s what I can do” online. It will help you to establish your online identity, and present a web-enabled version of yourself. Your ePortfolio is a representation of you. It’s your personal brand, and it shows who you are.

An ePortfolio is just that – a place where you accumulate your online stories that help you tell your story. It focuses on your achievements and experiences. It’s an opportunity to convey your personality and express the bullet points in your resume.

Your Purpose
- As you do, an online portfolio is like your personal website where you can document and evidence your skills, experiences and goals. For example,
   - To demonstrate your performance, learning and growth
   - Encourage your scholarly development of your knowledge base with reflective use of the portfolio that leads to your growth.
   - To showcase the products in your best work
   - Include an example of the best exemplifying your ability to apply relevant knowledge and skills.
   - What can you do with an ePortfolio?
   - Demonstrate competencies, experiences, skills and abilities
   - Demonstrate personal and professional growth, and improve your abilities
   - Determine a logical approach
   - Communicate goals and objectives
   - Showcase your identity and personal brand
   - Enhance career development and advancement

Your Target Audience
- Who are you targeting?
- Based on this, what advice would you give to engage the intended audience?

What skills, ideas, experiences and knowledge are relevant and important to you and your intended audience or audience?

Target audience, why does it matter?
“in order for people to ‘buy into’ a product or service, they need to relate to the tone and content of the message. By striking a chord with someone, a personal connection is made.”

Laura Faith
Marketing Consultant

STEP 2: PLAN
- Collect and organise artefacts

The artefacts are the evidence that you use to display your skills, abilities, knowledge and learning. They can also be a representation of your experience, personal as well as academic and professional interests. Artefacts act as evidence of your unique skills, experiences and knowledge.

You will have made some works, projects, research papers throughout your study. UQ ePortfolio does not take an online express paper. “The Library - how to do it.” For you to do this, not only work from your study. You can also include additions from other personal experiences and experiences including personal and professional reference. The “The Library” is an online workspace for you, the course or subject, and assessors of your ePortfolio. It’s an opportunity to develop and present your personal and professional identity, and find your own audience. The following questions might help you decide which artefacts to include.

Which skill, experience or knowledge would you like to showcase?
Why include this experience? What did you learn or gain from the experience?
What document or media best represent this experience?
Building Connections through Integrated ePortfolio Curriculum

A heuristic framework that scaffolds four models of use across the curriculum in a program of study

HaBS eLearning Coordinator: Jessica Tsai
Current Trend

Technology is driving global interaction and integration

- People
- Industry
- Government
- People interaction
- Systems
- Personal branding
Personal Branding …

is how you present your uniqueness, qualities and attribute to others.

ePortfolio:
- Packages student’s attributes and artefacts together
- Allows student to share
- Conveys personality, and expand the bullet points in résumé or transcript
- Connect learning and experience
The expectations of industry to employ accomplished graduates, students need discipline knowledge connected with what they learn through professional development opportunities and experience.

Current curriculum tend to compartmentalized into separate:

• Courses/Units
• Formal and informal learning opportunities
• Theory versus practice

“It is challenging for students to connect their learning from formal and informal settings, and from theory to practice, across different contexts and over time.”

(Huber & Hutchings, 2004)
Integrative Learning

“Integrative learning is a broad term that captures a variety of integrative forms such as interdisciplinary study, service-learning, experiential learning, cooperative learning, and the blending of in class and out of class learning that could occur in almost any context” (Kuh, 1995; Newell, 1999, 2001a; Thompson Klein, 2005b)

“...making connections within a major, between fields, between curriculum, cocurriculum, or between academic knowledge and practice.” (Huber, Hutchings & Gale, 2005)

Source: https://csumb.edu/tla/holistic-wellness-integrative-learning
## Six Dimensions of Integrative Learning

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify, demonstrate and adapt knowledge gained within/across different contexts</td>
<td>The ability to recognize the tacit and explicit knowledge gained in specific learning experiences and the capacity to adapt that knowledge to new situations.</td>
</tr>
<tr>
<td>2</td>
<td>Adapt to differences in order to create solutions</td>
<td>The ability to identify and adapt to different people, situations, etc., while working with others to create positive change.</td>
</tr>
<tr>
<td>3</td>
<td>Understand and direct oneself as a learner</td>
<td>The ability to identify one’s prior knowledge, recognize one’s strengths and gaps as a learner, and know how one is motivated to learn.</td>
</tr>
<tr>
<td>4</td>
<td>Become a reflexive, accountable and relational learner</td>
<td>The ability to reflect on one’s practices and clarify expectations within oneself while also seeking feedback from others.</td>
</tr>
<tr>
<td>5</td>
<td>Identify and discern one’s own and others’ perspectives</td>
<td>The ability to recognize the limitations of one’s perspective and seek out and value the perspectives of others.</td>
</tr>
<tr>
<td>6</td>
<td>Develop a professional digital identity</td>
<td>The ability to imagine how one will use current knowledge and skills in future roles and how one will create an intentional digital identity.</td>
</tr>
</tbody>
</table>

Source: Peet et al, 2011, p.12
Integrated ePortfolio Curriculum Model

**EXPOSURE**
Year 1
- Understand Discipline
  - Threshold Concepts
  - Professional Knowledge, Standards & Practices

**IMMERSION**
Year 2
- Synthesis Discipline
  - Threshold Concepts
  - Professional Skills & Competencies

**COMPETENCY**
Year 3
- Articulate & Translate
  - Threshold Concepts into Practice
  - Professional Skills & Competencies

**MASTERY**
Year 4
- Develop Professional Portfolio

- Establish personal branding & build professional connection

**Professional Education & Competencies** (Discipline Skills)
- Understand Discipline
- Threshold Concepts
- Professional Knowledge, Standards & Practices
- Synthesis Discipline
- Threshold Concepts
- Professional Skills & Competencies
- Articulate & Translate Threshold Concepts into Practice
- Professional Skills & Competencies
- Develop Professional Portfolio

**Collaboration** (People Skills)
- Cultivate Collaborative Practice
- Interprofessional Education (IPE) Foundation
- Disciplinary Collaboration
- Interdisciplinary Collaboration + Network
- Develop Collaborative Portfolio

**Self-Learning** (Learning Skills)
- Why and How to Reflect (Knowledge)
- Reflect within Discipline Context
  - (guidance)
- Incorporate Self Experience (Interact)
- Develop Reflective Portfolio

**Extra Curriculum** (Personal Skills)
- Knowledge on:
  - Professional Identity
  - Employability
  - Digital etiquette & ethics
  - Use of ePortfolio
  - Career pathway & Industry expectation
- Collection of Artefacts (curricular & extra curricular)
- Knowledge on:
  - Employability
  - Digital literacy & capabilities
  - Industry affiliation or social media
- Narrative Construction (recognize, develop & articulate common themes through professional & personal experience)
- Showcase Portfolio
Establish personal branding & build professional connection
my ePortfolio

Transfer knowledge

Professional Education & Competencies (Discipline Skills)
- Understand Discipline Threshold Concepts
- Professional Knowledge, Standards & Practices
- Synthesis Discipline Threshold Concepts
- Professional Skills & Competencies
- Articulate & Translate Threshold Concepts into Practice
- Articulate & Translate into Workforce Performance

Collaboration (People Skills)
- Cultivate Collaborative Practice
- Interprofessional Education (IPE) Foundation
- Disciplinary Collaboration
- Interdisciplinary Collaboration + Network

Self-Learning (Learning Skills)
- Why and How to Reflect (knowledge)
- Reflect within Discipline Context (guidance)
- Incorporate Self Experience (Interpret)
- Articulate & Translate Reflection

Extra Curriculum (Personal Skills)
- Knowledge on: Professional identity, Employability I, Digital etiquette & ethics, Use of ePortfolio, Career pathway & Industry expectation
- Collection of Artefacts (curricular & extra curricular)
- Knowledge on: Employability II, Digital literacy & capabilities, Industry affiliation or social media
- Narrative Construction (recognize, develop & articulate common themes through professional & personal experience)
- Showcase Portfolio

Making connections

Developmental Portfolio
- Cultivate Collaborative Practice
- Interprofessional Education (IPE) Foundation
- Disciplinary Collaboration
- Interdisciplinary Collaboration + Network

Collaborative Portfolio
- Why and How to Reflect (knowledge)
- Reflect within Discipline Context (guidance)
- Incorporate Self Experience (Interpret)
- Articulate & Translate Reflection

Reflective Portfolio
- Knowledge on: Professional identity, Employability I, Digital etiquette & ethics, Use of ePortfolio, Career pathway & Industry expectation
- Collection of Artefacts (curricular & extra curricular)
- Knowledge on: Employability II, Digital literacy & capabilities, Industry affiliation or social media
- Narrative Construction (recognize, develop & articulate common themes through professional & personal experience)
- Showcase Portfolio

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CRICOS code 00025B
Possible application of the Model

**EXPOSURE**
- Year 1
- Students articulate their current perception

**IMMERSION**
- Year 2
- Guide students with hypothetical scenario (pre-defined)

**COMPETENCY**
- Year 3
- Mentor students and prepare their exit portfolio

**MASTERY**
- Year 4
- Students refine their exit portfolio and network

CRICOS code 00025B
Summary

The integrated ePortfolio model:

• Facilitates transfer of knowledge from educators to students, and for students to make connections
• Scaffolds development of self narration
• Focuses on students building their digital professional identity or personal branding
• Provides opportunities for educators to work as partners with students
• Connects professional and personal identity that can be developed into Life Long Learning
Comments or Questions

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Nathan La Burniy
Susannah Brady (MIDW3105)
A/Professor Susan Rowland
Jessica Tsai