e-Portfolios: -
a tool to support
the development of learners

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A tool to support the development of learners

In this presentation I will:

• Look at e-Portfolio from the perspective of the learner;

• Emphasise the importance of the processes which use and create an e-Portfolio over the product itself;

• Look specifically at a leading initiative in the UK to join up practice in schools, colleges and universities in Nottingham:

• This is taking current practice on another stage by creating an e-Portfolio for Lifelong Learning.
UK Developments

• 1984 UK Ministry of Education policy statement on Records of Achievement
• Practitioners often valued the process more than the product
• 1996 review of 16-19 qualifications recommended ‘Progress Files’
• 1997 review recommended all universities provide ‘Progress Files’ supporting ‘Personal Development Planning’ (PDP)
• 1998 - 2000 major projects to establish e-Progress Files
• 2004, major reviews of 14-19 & HE published
• Practitioner led development of e-Portfolios
Defining “Personal Development Process”

Here I will use Tomlinson’s definition of “regular, formal Personal Review, Planning and Guidance” by which 14 – 19 students:

- review and draw together their progress and achievements;
- identify the knowledge, skills and understanding they have gained from the full range of their learning;
- raise their personal awareness, understand their strengths and identify learning and development needs;
- formulate and review medium- and long-term objectives and goals, based on sound, impartial advice and guidance about the options open to them. (Recommendation 9)

UK practice is very similar to some other member states
Education Policy Drivers

- There are dips in performance at age 11 when learners move to secondary school;
- There is low participation in education in England at age 17 (often after transition to college);
- The Nottingham City Passport addresses these issues.
- Participation in HE in England is low and some social classes are under represented;
- A project led by the University of Nottingham addresses this by joining up the PDP processes in schools/colleges and the University.

The tool which enables this is e-Portfolio
Supporting transitions to HE: - Scenario A

1. I am introduced to an e-Portfolio supporting PRPG, Personal Review, Planning and Guidance (Tomlinson recommendation 9).

2. At age 16, decides what and where to continue to study (college, PRPG within an MLE).

Personal Development Processes supporting the learner:

1. I, the student, am inducted into PRPG within an MLE
2. At age 16 I decide what & where to study at college
3. I decide to apply for University
4. I register, meet my tutor and continue "PDP"

Age 14
Enters Secondary School

PRPG

Age 16
Moves to college

PRPG

Applies Univ.

Age 19
Registers @ University

PRPG

tutor

PDP

Univ MIS

Eminent 18-19 Nov. 2004
Supporting transitions to HE: - Scenario A

These integrated e-Portfolios will support integrated Personal Development Processes

- Age 14 Enters Secondary School
- Age 16 Moves to college
- Applies Univ.
- Age 19 Registers at University
- PRPG
- PRPG
- PRPG
- tutor
- PDP
- Univ MIS

Nottingham City passport
Nottingham University e-pars

EMINENT 18-19 Nov. 2004
Specifying e-Portfolio bottom-up

- Learners develop materials within a Personal e-Portfolio as part of their preparation for personal review and planning;
- The learner will share some of these materials with a mentor for formative guidance;
- The learner will draw on some of these materials in preparing a formal Presentational e-Portfolio for University admission;
- The learner will use these same materials for a different formative function; introducing herself to her University mentor;
- Each of these episodes forms a Use Case to be agreed with practitioners;
- In this way we develop a profile of an e-Portfolio founded in the requirements of practice.
The next phase of work

- The Schwartz review of UK University admissions cites this work.
- It is proposed to build this into the central admissions process for UK universities (UCAS).
- Nottingham have begun to develop detailed Use Cases of the scenario, beginning with the business processes.
- The scenarios and use cases will form part of the technical profile of this domain.
- Alongside the profile of the UK standardised version of IMS LIP.
HE 1st Cycle admissions
Business process pre-conditions

- Extended Project
- Student Self Evaluation
- 14-19 Transcript
- Reference
- Europass CV
- Other e-P objects

University 1st Cycle Admissions System

- EXPERT AGENT
- Entry Requirements
- Decision
- Recruiter
- Applicant
- Provides initial information
- Webservices call
- Webservices return
- Other interactions

e-Portfolio
(Could be held in 1 or * systems)
HE 1st Cycle admissions

1. The applicant provides a key to a presentational e-Portfolio
2. The agent calls, recovers and assesses the hard evidence against the entry criteria
3. The agent passes the assessment to the recruiter
HE 1st Cycle admissions

4. The recruiter asks the agent to fetch more information
5. This is passed to the recruiter through a tool which presents the information in a suitable form
HE 1st Cycle admissions

Except in hard sciences, most recruiters are more interested in the learner’s self assessment than in the extended project (which will be assessed).
Developing learner centred Use Cases

• Once admitted to University, the learner is likely to present a different profile to introduce herself to a mentor!

• We now need to develop Use Cases of these learner centred processes with practitioners

• European Schoolnet are providing a website for scenarios of use

• We will provide a workshop and Resource Pack

• In this way an understanding of e-Portfolio processes may be developed

• And a common technical framework developed to support and connect diverse approaches.
Conclusion: - Wider Policy Drivers

• Historically US definitions of e-Portfolio have focussed on its use for assessment.
• In Europe there is an emphasis on the formative use of e-Portfolio by learners to review, plan and present their achievement.
• In this way the processes supported by the an e-Portfolio can both:
  • increase the opportunities open to any citizen (social inclusion)
  • and help meet the need of the European economy for a highly skilled and flexible workforce (the Lisbon Process).

There is a clear role for the Commission in enabling these developments.