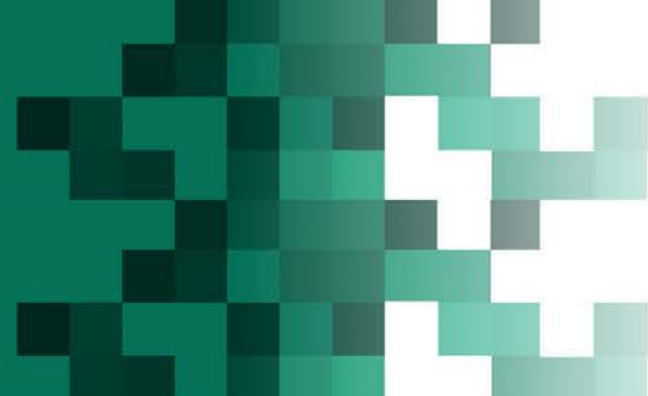


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University of the  
Sunshine Coast

Centre for Support and Advancement of Learning and Teaching



# Staff & Student Early Perceptions of Using ePortfolios

Christine Slade

Academic Developer (ePortfolios)

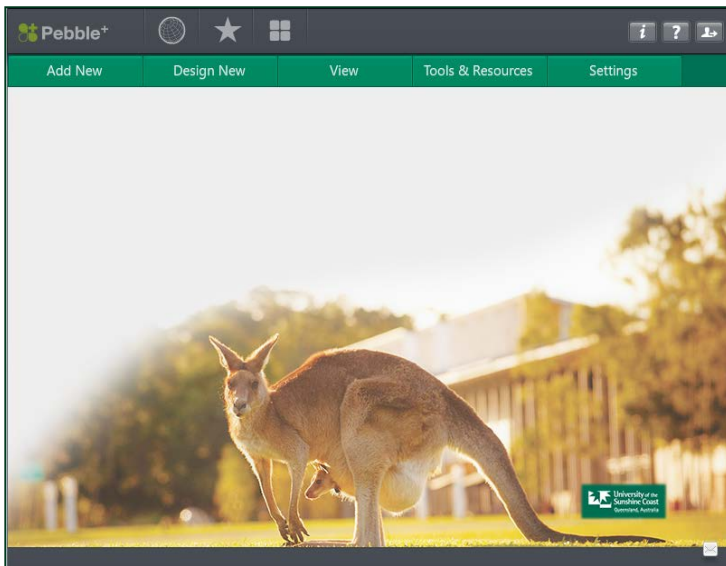
Priscilla Morton

Learning Designer (ePortfolios)

# What is an ePortfolio?

An e-portfolio is the **product**, created by the learner, a **collection of digital artefacts** articulating experiences, achievements and learning.

Behind any product, or presentation, lie **rich and complex processes** of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback (JISC 2008: 6).



Note: At USC we use the ePortfolio (eP) Platform -  
**PEBBLEPAD**

# ePortfolio Feasibility Study 2012

Ethics Approval A/12/408

## Aims:

- Investigate value in USC
- Functional requirements within our context
- Available technologies
- Project request

## Findings:

### For Students

- Pedagogical value  
e.g. reflection, assessment, feedback
- Professional value:  
e.g. accreditation, enhanced employability, competency, CPD

### For Staff

Staff want own ePortfolio for PD, PPR, continuing accreditation and career enhancement.

# Researching Functional Requirements

Criteria	Mahara	PebblePad
Corporate Look	✓	✓
Links to Blackboard	✗	✓
Facilitates the Graduate Attributes	✓	✓
Portability (LEAP2A & HTML compatible )	✓	✓
Sharing (internal, external, groups)	✓	✓
Accessibility Version (HTML only)	✗	✓
Mobile Compatible Interface	✓ (very limited)	✓
Alumni Solution	✗ (USC to provide)	✓
Support Materials Provided	✗	✓
Easy-to-learn (initial)	✓	✗ (more initial training required)
Easy-to-use	✓	✓
Fully Hosted Option	✓ (Independent vendor)	✓
Self-Hosted Option	✓	✓ (> 1000 users only)
- Aligned to USC IT infrastructure	✗	✓
- Aligned to USC expertise	✗	✓
Institutions Using	> 290 (Currently registered)	> 120

Slade, C, Murfin, K & Readman, K 2013, 'Evaluating Processes and Platforms for Potential ePortfolio Use: The Role of the Middle Agent', *International Journal of ePortfolios*, Vol. 3, No. 2, pp. 177-188.



# Staff & Student Early Perceptions of Using an ePortfolio

Ethics Approval A/12/424

## Early Adopter Phase 2013 Participants

- Masters of Midwifery
- Bachelor of Occupational Therapy (first year students)
- Plus EDU411

## University Implementation Sem 1 2014 Participants

- Masters of Midwifery – two cohorts
- Bachelor of OT – two cohorts
- Bachelor of Primary Education – first year

# Data Collection Instruments

- Pre & Post Usage Surveys for Students
- Debrief and Survey for Teaching Staff
- Focus Groups

**Attitudes towards the Use of an ePortfolio**  
*Please circle the option/s that best suit your response. Space is provided for you to write your own answers if requested.*

Q1. How do you rate yourself as a computer user?

- a) Innovator/designer
- b) Early adopter/active user
- c) Later adopter/willing user
- d) Forced adopter/reluctant user
- e) Luddite/loathe technology

Q2. Which statement/s best describe your understanding of an ePortfolio?

- a) It is an electronic tool for self-assessment, a place I can record my experiences during my course.
- b) It is an electronic version of a paper portfolio
- c) It is an electronic filing cabinet filled with examples of my course work.
- d) It is a secure electronic repository for me to collect and store evidence of my skills and knowledge attainment
- e) It is a place for me to reflect upon my learning journey – where I have come from and where I'm going – it's about the process of learning
- f) It is about evidence of skills, but there's also an opportunity to show the process and to reflect on what this means to me
- g) Other (please add your own definition)

.....

Q3. Have you had any previous experience with ePortfolios?

- a) Teaching purposes
- b) As a student
- c) Personal use
- d) Other (please specify)

.....

Q4. How do you feel about the prospect of using an ePortfolio in this course?

- a) Enthusiastic
- b) Positive
- c) Neutral
- d) Uncertain
- e) Confused
- f) Anxious

2

# Early Understandings

- Majority of students are positive towards using technology
- Age is not necessarily predictor of digital competency
- Both teachers and students are time poor – implications for ePortfolios
- Teachers and students need technological support
- Teachers also need pedagogical support to adapt

Resource:

Slade, C & Readman, K 2013, 'New Pedagogical e-spaces: Keeping pace with staff readiness', Paper for HERDSA Conference, Auckland, NZ Available:

[http://www.herdsa.org.au/wpcontent/uploads/conference/2013/HERDSA\\_2013\\_SLADE.pdf](http://www.herdsa.org.au/wpcontent/uploads/conference/2013/HERDSA_2013_SLADE.pdf)

# ePortfolio Research Collaborative

## Representatives

- OT, Education, Midwifery/Nursing, TTP, C-SALT

## Purpose

- Cross-disciplinary research about ePortfolios

## Future Plans

- Continued collection of data
- Detailed analysis
- Funding opportunities
- Dissemination



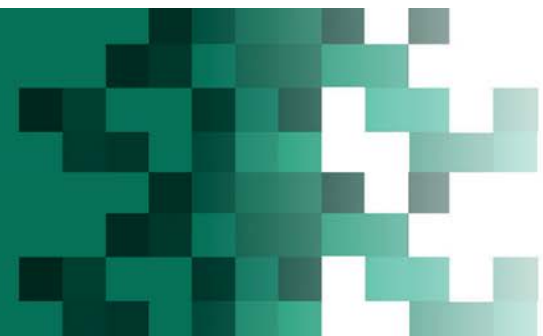


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**THANK YOU**

FOR FUTURE INFORMATION  
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