Creating sustainable e-portfolio development

Marij Veugelers and Wijnand Aalderink

“an update from the Netherlands higher education portfolio community with an international view”
SURF NL Portfolio

- **SURF Foundation**
  Dutch Platform organization for IT in Higher Education

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  University of Amsterdam
  community manager SURF NL Portfolio expertise group

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  Head of Education and Communication Services
  Faculty of Economics and Business
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  steering committee SURF NL Portfolio
Agenda: what we like to share

- Create a **community** around e-Portfolio
- Explore the dynamics of e-Portfolio **concept** building strategies and change management

- Develop a good story
- Learn along the way
- Walk down memory lane
- Design paths for the future
• Question: Were you here last year at AeP1?

• Question: How many people do you know in this crowd?
  ▪ Less than 5
  ▪ 5-10
  ▪ 10-50
  ▪ Over 50
  ▪ Everyone

• Meet your neighbor in one minute:
  ▪ “What is your e-portfolio goal?”
• Local (e)portfolio initiatives starting up already before millenium shift

• e-Portfolio as creed / mantra for educational change

• First collaborative project of 3 universities funded by SURF

• First workshop with Helen Barrett in the NL on different kinds of (e)portfolio use
Primary functions ePortfolio from student perspective
Van Tartwijk

- different functions
- different approaches
- different solutions
One size doesn’t fit all
Attention areas in e-Portfolio implementation


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2002: joining forces

- Digital University launched as collaboration of 10 universities
  starts building 1 portfolio system for all

- Emerge and Apollo consortia: collaboration of several universities to exchange experiences and explore together
2003: sharing materials

- Digital University

2003-2004: Portfolio implementation instruments project

result:
Website with more than 150 documents
Toolkit for practise at institutes
Veugelers & Aalderink - Creating sustainable e-Portfolio development

Example portfolio

Different items in the manuals

Project leaders/tutors section

Managers section

Manuals for students and tutors/teachers

Different items in the manuals

Example portfolio

Wellkom op de Portfolio Implementatie website

Op deze website treft u materialen aan die van pas kunnen komen bij de onderwijskundige implementatie van een portfolio bij uw opleiding. Deze site bevat de kennis en de projectresultaten van het DU project "Portfolio Implementatie Instrumenten".

De collectie bestaat uit:

- Materiaal voor begeleiders en projectleiders
- Handreikingen voor managers
- Handreikingen voor studenten en begeleiders
- Voorbeeldportfolio

Via de rechter menubuttons kunt u in een deelwebsite waarbij u links de subthemas kunt aanklikken.

We adviseren u om eerst te kijken bij het hoofdstuk voor managers en daarna te kijken bij het verzameld materiaal voor begeleiders en projectleiders.

Het betreft bestaand materiaal dat zelf gebruikt wordt bij een aantal hogescholen en universiteiten aangesloten bij de Digitale Universiteit, respectievelijk Hogeschool van Utrecht, Hogeschool van Amsterdam, Saxion Hogeschool, Hogeschool INHolland, Universiteit Twente, Universiteit van Amsterdam en de Vrije Universiteit. Omdat de instellingen het portfolio voornamelijk gebruiken als ontwikkelingsinstrument, zijn de materialen op deze website voornamelijk gericht op ontwikkeling. Desondanks zijn er ook materialen verzameld die gebruikt kunnen worden bij de implementatie van een beoordelingportfolio.

Bij de materialen uit de instellingen is tevens de bron aangegeven.
**Digital University**

**Scenarios in e-portfolio implementation (2004)**

- **COUNSELING**
  - Scenario 1
    - University wide
    - 4 year program in department
    - 1 year program in department
    - Pilot
  - +ASSESSING
    - Scenario 2
  - +PLANNING
    - Scenario 3

**Academic universities**

**Universities of Applied Sciences**
Examples of ePortfolio concepts

- University of Amsterdam: academic skills development

- Windesheim University of Professional Education: competence based education
UvA Academic Skills Line

- self evaluation
- reflection
- feedback

curriculum

evidence
material

skills line

E-portfolio
Matrix thinking; overview

Viewing the **READ ONLY** matrix of
Click on a cell to view/revise

<table>
<thead>
<tr>
<th>PG JAAR 1</th>
<th>Studieonderdeel</th>
</tr>
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<tbody>
<tr>
<td>1. T-onderwijs</td>
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<td>2. Essay</td>
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<td>3. Verpleeghulpstage</td>
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<td>4. Blok 1.6: 3D-mens</td>
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<td>Reflectie Professioneel Gedrag</td>
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Educational goals

Student’s materials
Viewing the **READ ONLY** matrix of
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</table>

Blue cell = completed
- student’s materials and
- teacher’s evaluation
Processes in competency-focused student-centred education

Stakeholders: fellow student, coach/assessor institution/workfield, administrative staff

Key processes: 1. Learning and teaching 2. Career coaching 3. Administrative workflow

- Registered Progress
- Professional Tasks (competence based)
- Professional situations / learning environments (digital and/or physical)
- Feedback / Intervision
- Study
- Talk about progress
- Do tests
- Talk about plans
- Get schedule
- Subscribe
- Personal Activity Plan
- Take option
- Select
- Course catalogue
- Assessments
- Oriëntate
- Personal Development Plan

Technically and functionally integrated systems

Windesheim Education Standards
Dilemma

Seeking balance between “free creative learning of motivated students” and “organisatory capturing and controlling of progress files”

- Helen Barrett speaks of “poisoning the well”
- “Can standards provide freedom?” Y / N
- “Educational models, information analysis, process design and IT governance are not delivered with the software”
- “Things change here at the speed of education”
- Question:

Do you recognize the dilemma between free learning and organisational control? How do you cope with it in your e-portfolio concept?

Discuss with your neighbor for 3 minutes
Meeting UK-NL portfolio experts
two days in Edinburgh
Meeting UK-NL portfolio experts
two days in Edinburgh

Founding parents of NL Portfolio

Combining, sharing and expanding expertise

Co-operation in the educational sector, as well as in the field of employment

National and international co-operation
2004: Bringing stakeholders and their perspectives together

Focus circles

- Educational
- Technical
- Research
- Organization
- e-Portfolio

2005: structured inventarisation

- Preconference Educause USA implementation workshop

- Structured exploration:
  - Inventarisation of available research including gap analysis
  - Description of e-portfolio landscape
2006: exploring new grounds

- Co-operation with UK (ALT and JISC)
  expert meetings
  research conference

- E-portfolio 2007: study trip with 26 participants

- Project tender focusing on:
  - Assessment
  - Academic career development
  - Video portfolio’s
  - Portfolio coaching
2007: Working on relations outside e-portfolio circle

- Collaboration in the whole educational sector

- Collaboration with other special interest groups: video streaming, standardisation, digital didactics

- E-Portfolio 2007 and 2008 international conference in the NL
2008: working on sustainable implementation

- Start up working group “Scaling Up e-Portfolio’s” (EPAC example)

- New website SURF space

- e-Portfolio and employability is in focus
Interactive intermezzo

• Meet your neighbor:
  ▪ What is it you hope to learn in this community?
  ▪ What is it you can bring?

• Discussion for three minutes
15 instruments for community building

1. Organise a network table: definition of area, exploration of perspective

2. Define a community development project; make an action plan with reachable targets (update yearly)

4. Install “community manager”

5. Create an addressable community of experts: key players (linking pins) in institutions

6. Stimulate key players to develop a community at their own institution
6. Facilitate a dissemination website and organise activities for larger circle that is active or interested

3. Involve stakeholders from working field, other educational sectors, and tool developers (?)

5. Explore and connect to international development

7. Organise expert meetings on specific topics (e.g. service oriented architecture, assessment, e-coaching, audiovisual possibilities)

9. Capture your national e-Portfolio landscape
15 instruments for community building

11. Do a gap analysis: “What do we know? What to explore?”

12. Launch an applied research project tender: “How is this working or going to work”?

13. “Have a look in my kitchen” – visits at institutions

14. Start working groups for areas of mutual interest (e.g. scaling up issues, portfolio assessment)

15. Perform in other theaters at conferences, etc. about IT in education, Educational Quality, Life long learning, Employability, etc.
2009: What’s going on at our place now?

University of Amsterdam
IT department: vision story

University of Groningen
Faculty of Economics and Business
corporate story
UvA IT Vision

- What will be the future?
  What are the wishes for e-learning landscape in 10 years?

- Scenario thinking (warehouse or supermarket)

- Now Blackboard, Sakai communities, Sakai portfolio, assessment tool, wiki, blog
  video streaming, video conference

- University wide discussion
- Faculty discussion focused on IT and Education
ePortfolio as part of corporate story

Adding Personal Value
Our mission is to provide a stimulating and international environment for staff and students.

**part 1**

to prepare students for a career in research or a leading position in the corporate or public sector in economics, business and technology

**part 2**
to contribute to the advancement of knowledge in these fields by conducting high-quality research

**part 3**
to provide a stimulating and international environment for staff and students
Our faculty / Adding Personal Value

Adding Personal Value is

Our promise

studying and working at our faculty will contribute directly to your personal development

A requirement

for successful participation: we ask students and staff members to contribute to our knowledge community and we acknowledge them for that

Learning for life

students, alumni and staff members of our faculty are well-prepared to contribute to science and society
Where do we stand?

Trough of disillusionment: 2-5 years to mainstream adoption
• Accreditation and accountability of learning outcomes becomes more important

• Reactionary back to basics reflex in politics and public debate against modernistic experiments in education

• Co-operation across educational sector arises as result of retention problems and aging population
• Employability aspects link up with learning

• Regional ePortfolio’s are coming up

• Standardisation and interoperability is key at macro level, but may conflict with context dependent portfolio concepts at or within universities

• Chanelling the Net Generation’s web 2.0 informal learning with school provided activities and tools is challenging
Interactive intermezzo

- Do you feel connected?
- Are you ready for community building?
Contact

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Stimulating Lifelong Learning:  
The Eportfolio in Dutch Higher Education

In 2005, NL Portfolio assessed the results of national and international educational research on the effects of portfolio use. On the basis of this assessment, it identified existing gaps in our knowledge in order to ascertain what additional research is needed.

This study, carried out on behalf of the SURF Foundation, was conducted in late 2006 and early 2007 at five institutions for higher education in the Netherlands. The outcomes of this study are included in this publication.