



## 2018 Eportfolio Forum – Abstracts and Bios

### 2018 ePortfolios Australia Organising Committee

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Megan Duffy, Griffith University  
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### Abstracts

David Sargent, Griffith University

#### **Title: Using Behance as an ongoing tool to enhance student's industry networks and connections**

Behance is the leading online platform where graphic designers can showcase and discover creative visual work. Billed as place where the creative world can update their work in one place to broadcast it widely and efficiently, Behance is designed to remove the barriers between talent and opportunity. In our new Bachelor of Design, Behance has been introduced as the common ePortfolio submission point for all final project assessments. The purpose of this is to encourage students to build a professional portfolio over time, using works as they are created throughout their second and third year. The portfolio of works are collated over the course of a student's study and displayed publicly for ongoing comment and discovery. Students are able to leverage Behance's unique position at the epicentre of the creative community to facilitate meaningful collaboration and cross-pollination between creative individuals and organisations.



Professor Michael Sankey, Griffith University

**Design heuristics to consider when transitioning across ePortfolio systems (Mahara to Pebble Pad): Wins, losses and reflections**

In recently changing universities the author has had to transition from being a regular Mahara user to now being a regular Pebble Pad user. In making this transition there have been a number of insights gained as to the affordances, or otherwise, of each of these systems. This presentation will attempt to offer an unbiased view of each system, from the users' perspective, with a view to providing advice and guidance as to the different approaches required for each system. However, as an experienced user of an ePortfolio, the author, in making this transition, has developed a suite of design heuristics that can be adopted for use by other users' (of either system), as a way to generate, promote and maintain a significant public profile.

Dr Kinley Khamsum, Griffith University

**Implementation of Pebble Pad ePortfolios as an assessment tool in a mixed-mode Indigenous business course.**

Eportfolios are re-shaping the landscape of higher education through changes in how students learn and how faculty teach. To be considered a meaningful mechanism for the development of knowledge, ePortfolios must focus on reflection and the assessment of that reflection, and enable the creation of connections between learning experiences that happen in various contexts and environments, thus supporting deep learning. ePortfolio, using Pebble Pad, was implemented as an innovative assessment tool in an Indigenous business course - 3100AFE: Engaging with Aboriginal & Torres Strait Islander Business Communities. In this presentation we will take you through how the student learning needs were addressed by use of Pebble Pad as an ePortfolio platform, impact of its use, and the key issues - what worked and what did not, and advice for other academics who are thinking to (1) use ePortfolios as an assessment tool, and (2) use of Pebble Pad as an ePortfolio tool.

Kerry Bodle, Griffith University

### **Engaging engineers in employability**

Embedding employability is always a challenge. This poster describes an employability initiative (Professional Learning for Undergraduate Students - PLUS), details of the Engineering employability stream and how Engineering course convenors have utilised PLUS templates within Pebble Pad to embed employability-based learning in specific courses, with an overall program-based approach. Based on levels of engagement (and re-engagement) within the School of Engineering this initiative has been widely accepted. Student and staff data from specific courses has supported early indications of a successful approach, with the emphasis on improving the student experience. We expect to see continuing engagement with employability-based learning from both staff and students, based on the quality of initial work from students, and staff commitment to continuous improvement and enhancement of existing resources.

Dr Christine Slade, University of Queensland

### **Building Connections through Integrated ePortfolio Curricula**

Due to the expectations of industry to employ accomplished graduates in competitive environments, students need discipline knowledge connected with what they learn through professional development opportunities and experience. Yet curriculum in higher education tends to be compartmentalised into separate courses/units, formal or informal learning opportunities, theory versus practice, for example, so students may miss any connections between the different areas that they need for the development of their unique professional identity. ePortfolios have the potential to facilitate these connections but tend to be used in siloed ways, commonly for reflective practice and/or assessment, or accreditation requirements, or showcasing for employment. There is a need for integrated ePortfolio pedagogies across the curriculum for students, so they can ultimately develop their unique professional identity or 'personal brand'. We present a heuristic framework that identifies four key ePortfolio uses: Developmental; Collaborative; Reflective; and Showcase that can be scaffolded (exposure, immersion, competency to mastery) across the curriculum in a program of study. We envisaged that students should experience an integration of all modalities to establish personal branding and to be able to build professional connections.



Christine Slade, University of Queensland

### **Using ePortfolios to Strengthen Assessment Design: A response to contract cheating.**

The use of ghost writing from sophisticated contract cheating websites is a serious challenge for educational institutions. Current anti-plagiarism solutions rarely catch contract cheaters because their purchased assessment tasks are individualised rather than from matching existing sources. Slade et al. (2016) suggests strengthening the verification of a student's identity in the design of high stakes assessment tasks. EPortfolios can be a useful tool in combating contract cheating because of individualised responses, the professional practice context, completion over time, and opportunity for progress review and feedback. In this workshop, we will work in groups of 4-5 to identify potential problem areas and then redesign generic high stakes assessment tasks (other than exams) through the use of ePortfolios. At critical points each table will present to the whole group for feedback. The facilitator has run similar assessment workshops representing 16 universities and looks forward to the workshop discussion and assessment re/designs that embed ePortfolio use.

Jennifer Masters, University of Tasmania

### **Scaffolding Reflective Writing for the Portfolio of Evidence**

The 'Portfolio of Evidence' (PoE) is a requirement for every pre-service teacher in Australia. At UTAS, the concept is introduced to beginning students and is systematically embedded across units and semesters through assessment tasks. While the portfolio approach is well-aligned with teacher education, students can become over-whelmed with the perceived enormity of the task and develop the perception that the PoE is difficult and time consuming. This paper reports on an initiative to target 'reflective writing' as the key to portfolio success. The students are supported to write reflectively through a progressive workbook that breaks the process down into logical steps. This workbook culminates in a reflective report which is then submitted as a foundation artefact for the PoE. If a student can learn to reflect naturally and confidently on evidence, the process is likely to become second-nature and the PoE will become a strong representation of their learning journey.

Lenka Boorer, Griffith University

Heather Andrews, Griffith University

**Creating a space for students to collate, curate and grow through co-curricular experiences.**

The Business PLUS program includes access to a: series of career skills workshops industry mentoring programs participation in work experience and community volunteering a wide range of enrichment activities that will contribute to personal and professional growth (e.g. leadership program, student clubs and societies, seminars and networking opportunities). Once students have completed the activities in the program, students are supported to effectively demonstrate their skills and experiences to future employers. The program is administered through a Pebble pad workbook where students record details and evidence of their activities, reflect on the skills they have develop and applied, and consider how this has supported with the career decision making. These 'assets' then become authentic content for their Business PLUS portfolio.

Jodie Young, PebblPad

**ePortfolio learning design to promote Future Ready learners**

In an increasingly challenging and rapidly changing workforce, it is more important than ever that our learners are 'future ready' – armed with knowledge of the skills they possess and how those skills are transferrable and adaptable. Professional identity needs to encompass more than discipline-specific skills and knowledge, and learners may need help in explicitly developing, recognising and articulating their value. ePortfolio practice can be an effective means of supporting this. This workshop will be a practical activity-based session in which participants will be asked to consider challenges in their particular context around

- supporting learners during transitions such as orientation / induction, or WIL scenarios
- engaging learners in group work or collaborative learning tasks, self and peer review
- supporting learners in recognising and evidencing their skills, attributes and achievements and building a comprehensive narrative.

Participants will be challenged to design portfolio tasks or activities that address particular teaching and learning challenges and share their ideas with the group.



Jodie Young, PebblePad

### **Beyond the showcase: where do eportfolios fit in the HE strategic landscape?**

The benefits of eportfolios are often understood from an individual perspective, with advantages for learners, such as being able to articulate and showcase their skills and achievements, well recognised. But in making the case for eportfolio adoption within an institution it can be useful to consider the broader relevance and application to strategic goals. Following a detailed analysis of teaching and learning strategies from 50 universities across the globe, this presentation identifies common trends and offers insight on how embedding eportfolio practice into teaching and learning can help institutions deliver against their strategic goals and ambitions.

Emma Collins, Otago Polytechnic

### **Establishing an institution community of practice**

EPortfolios commenced at Otago Polytechnic in 2014 in the School of Nursing. Now there are a number of Schools within the institution using ePortfolios, including a variety of platforms and in dynamic and interesting ways. As awareness of ePortfolios and the associated pedagogy grows, the focus is shifting from ePortfolios being a repository to being reflective of the learning journey and evidencing graduate capabilities. In 2018 a Community of Practice was established within the institution to connect colleagues who are using ePortfolios. While this community is still in its infancy, it is already proving beneficial to the members. This presentation will discuss why this was established, how it was established, and the successes we have had with the community so far.

Dr Kathryn Coleman, University of Melbourne and Associate Professor Patsie Polly, University of NSW

### **Making global connections: portfolios as sites for learning, teaching and assessment**

Through connecting participants with the wider international research community of ePortfolios, we seek to explore the big ideas for and with participants through expanding the concepts for wider research capacity across communities of practitioners. This workshop session will take you on a road trip across the globe into ePortfolio practices and pedagogies as researchers in the AAEEBL community. We will explore a range of key areas in our research, through the big ideas we see as pivotal sites of change and innovation in portfolios. The side trips will stop at ePortfolios for reflection and learning, making learning visible, learning and designing, living documents, identity, engagement and employability. We will then invite colleagues to participate in road mapping their 'go to sites' to develop a working roadmap of research across the globe that interests Australian ePortfolios practitioners and researchers to consider ways of connecting to the wider communities of practices.



Dr Kathryn Coleman, University of Melbourne and Kristina Hoepfner, Catalyst

This session is designed for participants who are already working with portfolios.

AAEEBL and AAC&U launched the Field Guide to Eportfolio late 2017. It was a collaboration of over 50 authors who brought together their expertise in the field of ePortfolios to provide those new to the subject in higher education with a quick overview of important aspects when considering working with ePortfolios. In this workshop, you will participate in activities to tackle central questions discussed in the Field Guide to further your understanding of the topics and also share your own experiences with each other. You will learn how you yourself can contribute to enriching the Field Guide with your own stories.

Having read the Field Guide is beneficial for context, but not a strict prerequisite to participate in this workshop. The Field Guide is available at <http://aaeebl.org/2017-field-guide-to-eportfolio>

Associate Professor Patsie Polly, University of NSW

### **Supporting Reflective Practice in the Sciences with ePortfolios**

Reflective practice is difficult to develop for science undergraduates. This issue comes down to what is ultimately valued in science-based disciplines. For us scientists, the technical 'doing' of the task or experiment, the quest for knowledge acquisition and 'the facts' often bypasses the idea of reflecting and then making sense of that knowledge once its acquired. Therefore, does reflective practice actually have a place in learning in the sciences? More importantly, where do we integrate this as part of our undergraduate teaching and how will it work? The Reflective Rubric UNSW and associated prompt questions was developed as part of a UNSW Teaching Fellowship project to engage academics and students in reflective practice. The process of embedding ePortfolio pedagogy and reflective practice in undergraduate coursework will be presented as a mechanism for engaging students in deep, critical thinking in three undergraduate science degree programs at UNSW Sydney.



Lana Mitchell, Griffith University

### **Evidencing Professional Development for students: Preparing for career success**

Developing students' professional identity and enhancing employability is a key role of University Programs. To help achieve this, Continual Professional Development (CPD) requirements were embedded into the Bachelor of Nutrition and Dietetics (BND). As part of multiple course assessment, BND students develop learning goals and undertake 30 hours of CPD per year, in line with the requirement for Accredited Practising Dietitians (APDs). Utilising Pebble Pad's activity log functionality, students log their hours and reflect on their learning for each activity. Value is placed on 'high impact' CPD activities, that can be used to enhance students' CVs, gain professional networks, and develop knowledge and skills in a particular area to enhance their employability in their preferred career direction. Mentoring is a fundamental component, with volunteering, networking, communication skill development and workshop attendance prioritised. Student engagement is high, valuing practical assessments that enhance professional identity and prepare them for professional requirements upon graduation.

Jodie Young, PebblePad

### **Beyond the showcase: where do ePortfolios fit in the HE strategic landscape?**

The benefits of ePortfolios are often understood from an individual perspective, with advantages for learners, such as being able to articulate and showcase their skills and achievements, well recognised. But in making the case for ePortfolio adoption within an institution it can be useful to consider the broader relevance and application to strategic goals. Following a detailed analysis of teaching and learning strategies from 50 universities across the globe, this presentation identifies common trends and offers insight on how embedding ePortfolio practice into teaching and learning can help institutions deliver against their strategic goals and ambitions.

Kenneth "Scott" Huntley

### **Syndication in WordPress with RSS**

This presentation will present ideas and strategies for syndicating content in WordPress using RSS. WordPress, the popular "more-than-just-blogging" CMS, has built in powerful tools for generating RSS feeds, making filtering by author, keyword or category incredibly easy. And with a simple plugin, you can bring together multiple RSS feeds from a network of WordPress blogs (and other RSS sources) to build a portal of syndicated content. This could be a great way to gather content from students or educators into one site; student publishing their self-reflections could be pulled together into one site, filtered by topic or keyword. RSS is far from a dead technology, it's a powerful way to share and syndicate content, opening the door to exciting possibilities.

Kristina Hoepfner, Catalyst

### **A portfolio is like...**

How do you best introduce portfolios to students and academics? What language do you use? What will get their attention and make it easy for them to understand the concept of a portfolio? In this short workshop, we are going to explore metaphors used to explain what portfolios are and share these metaphors with the wider group to enrich our repertoire of methods for explaining portfolios.

Dr Helen Wozniak, Uni of Queensland Shari Bowker, Uni of Queensland

### **Building a scalable ePortfolio based assessment strategy to connect clinical learning experiences – preliminary lessons**

The development of professional expertise in medicine requires a lifelong commitment to education. During university training medical students encounter a wide variety of practical experiences making it difficult for them to monitor and evaluate their development towards clinical competence. The use of an eportfolio to collate feedback about their assessed performance can assist in making clearer connections between these experiences and aid in the transition to novice practitioners. Over the past year the University of Queensland's medical program has been refining their approach to assessment in the clinical learning environment and has trialed the use of an eportfolio to manage the delivery of workplace-based assessments (WBAs). This paper outlines the design stages undertaken as well as the roadblocks that have been navigated concluding with an overview of the key lessons that emerged during the early stages of eportfolio adoption.

Heather Pate, Edith Cowan University

### **Graduate identity: Guiding students through the two worlds of university learning**

Universities are increasingly being expected to focus on preparing students for their future degree (e.g. Australian Government, 2013b; Commonwealth of Australia, 2002; Mayer, 1992). Many students, who have just three short years to both successfully complete an academic university course and to be prepared to enter their community of practice, struggle to be able to articulate what it is they have learnt and determined how to connect it to their graduate life (Peet et al., 2011). Supporting students as they navigate between these two worlds is imperative if universities are to produce students who can think critically and creatively, and who will succeed in their future endeavours. In this session, we will discuss how embedding ePortfolios within a whole of course approach can support students develop their graduate identity and help prepare them for their future lives.



Christine Grimmer, John Bourke, Griffith University

### **ePortfolios and English language learners**

How creating online professional identities, articulating learning goals and developing reflective text in PebblePad engages international students in enhancing language proficiency and professional learning. Join us as we share the journey of our international students on a professional studies intensive program at Griffith. Our engaging story reveals the capacity of the digital portfolio to motivate international students by recognising existing professional skills and experiences, and providing a supportive platform for growing language capability.

Chris Campbell and Heidi C Blair, Griffith University

### **The role of professional staff in the implementation of an ePortfolio system**

A university-wide ePortfolio implementation is a major undertaking and requires support of all key stakeholders. At Griffith University a university-wide implementation occurring throughout 2017. One group of key stakeholders are the Blended Learning Advisors (BLAs) and the Educational Designers (EDs), who work specifically with the academics in various ways across the university. The BLAs and EDs, both centrally and in each academic group thus had a major role to play throughout the implementation. This paper will describe this important role and will also present data collected from interviews with 11 BLAs and EDs. Data was coded for emerging themes and will be presented. Findings include that the BLAs and EDs were well supported throughout the implementation and this then allowed them to work confidently and successfully with academics across the four academic groups.

### **Posters**

Gayle Brent, Griffith University

### **Implementation of PebblePad ePortfolios as an assessment tool in a mixed-mode Indigenous business course.**

Embedding employability is always a challenge. This poster describes an employability initiative (Professional Learning for Undergraduate Students - PLUS), details of the Engineering employability stream and how Engineering course convenors have utilised PLUS templates within PebblePad to embed employability-based learning in specific courses, with an overall program-based approach. Based on levels of engagement (and re-engagement) within the School of Engineering this initiative has been widely accepted. Student and staff data from specific courses has supported early indications of a successful approach, with the emphasis on improving the student experience. We expect to see continuing engagement with employability-based learning from both staff and students, based on the quality of



initial work from students, and staff commitment to continuous improvement and enhancement of existing resources.

Lynn McAllister, QUT

### **ePortfolio supporting WIL: What does it take?**

This poster presents a number of strategies and processes that can guide the implementation of ePortfolio creation and curation as a support for WIL activities. ePortfolio supports reflective learning which is a critical aspect of WIL initiatives as students need to reflect in a directed way and on a regular basis to realise the learning potential of WIL initiatives. Many of the important requirements of the ePortfolio in supporting WIL are recognisable as valuable strategies when introducing any novel learning approach.

## **Biographies**

### **Heather Andrews**

With more than twelve years' experience in both private sector and tertiary education environments, Heather Andrews has expertise in graduate recruitment, career management, and student employability initiatives. Drawing on this background, she has recently led the development and launch of Griffith Business PLUS, an engagement and employability initiative at Griffith Business School through which students are supported and encouraged to get involved in - and reflect on - a range of career enhancing activities.

### **Heidi Blair**

Professor Heidi C Blair serves as the Deputy Director of Innovative Design and Development in Learning Futures at Griffith University. In her role, she led the acquisition and enterprise-wide implementation of an ePortfolio platform. Heidi leads projects to support academics in the design, development and implementation of student-centred learning experiences. She is passionate about leveraging existing tools and designing new ones to transform the experiences of learners and educators. Having taught kindergarteners to doctoral students, she has a broad understanding of learning contexts and needs.

### **Kerry Bodle**

Dr Bodle has shown leadership is demonstrated by designing and developing a pioneering Indigenous Business course in GBS. She was an innovator in adopting ePortfolios using PebblePad to assessing student's cultural capability working with First Australians. She has worked with Learning Futures in progressing the Griffith Graduate Attribute #5 'Working with First Australians, the Graduate Attributes Project Stakeholder, sponsored by the DVC (A) and a critical member for university-wide development of a Cultural Competency Framework and module to meet accreditation requirements by AACSB for Program Learning Objectives #4 relating to First People; and the Aboriginal and Torres Strait Islander Curriculum Development in Leadership Frameworks for Cultural Partnerships.

### **Lenka Boorer**

Lenka Boorer has worked in Higher Education across a number of institutions in a range of capacities including Academic Student Adviser, Lecturer/Tutor and Educational Designer. In each of the roles her focus has been on the student, creating student centred resources and learning objects which increase engagement. Lenka's ability to bring people together is reflected in the work that she does.

### **John Bourke**

John Bourke is an Educational Designer with Learning Futures, Griffith University. John is currently working with Griffith's PebblePad Implementation team and is responsible for conducting PebblePad training and supporting academics to design and implement inspiring and engaging PebblePad activities within their courses and programs. John is also involved in supporting the professional elements within Griffith to achieve success with their PebblePad goals.

### **Shari Bowker**

Shari Bowker is the eportfolio Project Officer in the Office of Medical Education for the University of Queensland where she implements the use of an eportfolio in the Doctor of Medicine program. Shari's education (B.Sc. and B.Ed.), 5 years teaching experience and a passion for learning design enables her to utilize her skills to configure, test and evaluate online assessments. She provides training and workshops for professional and academic staff to facilitate the transition to the new electronic assessment platform in order to support the wider use of an eportfolio for workplace-based assessments completed by students and assessors in the clinical environment.

### **Chris Campbell**

Chris works at the Centre for Learning Futures at Griffith University where she teaches into the Graduate Certificate in Higher Education. In her specific field of Digital Technologies, Chris is an emerging research leader who has been involved in numerous grants and projects around digital technologies. Her skills in implementing and trialling new technologies are documented in over 60 publications where she has conducted research in online tools in educational settings, including LAMS, Second Life and Assistive eXtra Learning Environments as well as research in technology integration, mobile learning and augmented reality. Chris has been involved in the ePortfolio implementation with regards to the university-wide evaluation of the project.

### **Kathryn Coleman**

Dr Kathryn Coleman is the Australasian representative on the Board of Directors of Association of Authentic, Experiential and Evidence Based Learning (AAEEBL) and World Council Representative for the South-East Asia Pacific Region for the International Society for Education through Art (InSEA). Her work focuses on the integration of digital pedagogies and digital portfolios for sustained creative practice and assessment. Kate is a lecturer in Visual Arts and Design Teacher Education at the Melbourne Graduate School of Education, University of Melbourne.

### **Emma Collins**

Emma Collins is Senior Lecturer in the School of Nursing at Otago Polytechnic, Dunedin, New Zealand. She has been an avid user and promoter of ePortfolios since 2013. Emma primarily teachers research and paediatric nursing as well as



supporting students in clinical practice. She is currently exploring the use of informatics in nursing and how this is reflected in undergraduate nursing education, as well as augmented reality in education.

### **Terri Downer**

**TBA**

### **Marie (Bernie) Fisher**

Marie is a senior academic, writer, teacher and Byzantine historian holding diverse undergraduate and postgraduate academic qualifications in the following: BA/BSc (ANU), GDipEd (UC), GDipHum (UNE), GCHE (ACU), MA (UNE). She is employed in a senior leadership academic role by the Australian Catholic University in the Learning and Teaching Centre, and leads the (ILAT) National Academic Induction Program at her University and teaches in the Graduate Certificate in Higher Education (GCHE). Her areas of teaching and research expertise include: IT, ePortfolios, computer systems development, education, ancient history and academic leadership. Although her teaching, research, training as well as participation in fitness pursuits keeps her busy, she enjoys the opportunity to encourage teachers to embrace ePortfolios as a dynamic rather than a static repository for artefacts.

### **Christine Grimmer**

Christine Grimmer is currently a Project Manager at Griffith English Language Institute (GELI) overseeing the implementation of a number of high level strategic initiatives of the Institute. She has had a long career in teacher development and quality as the Manager, Teaching Excellence in Learning Futures, Griffith University's academic development unit and prior to that as Coordinator of Professional Development at Renwick College, a postgraduate institute for the preparation for Special Education teachers at the University of Newcastle. Christine commenced her career in education teaching English, German and History at high school and has managed and taught in a broad range of community and adult literacy and learning programs.

### **Kristina Hoepfner**

Kristina is the project lead and community facilitator for the Mahara Project working out of Wellington at Catalyst. She has been using Mahara since 2008 when version 1.1 was all the rage. Since June 2010, she's been working as a member of the core development team at Catalyst supporting institutions around the world in implementing electronic portfolios.

### **Kenneth 'Scott' Huntley**

Kenneth Scott Huntley (please call him Scott) is an Instruction Designer for the Student Management Services Program Project at TAFE NSW and a WordPress instructor at the Parramatta College. He is interested in benefits of Open Source



Hardware and Software can have for the educational community. He is passionate about finding imaginative and innovative ways to use technology in the classroom and benefits that they may have for students and teachers alike. Scott has previously been an Invited Speaker to Moodle Moot Australia and Moodle Moot New Zealand and has presented at Word Camp Sydney.

### **Kinley Khamsum**

Dr Khamsum Kinley currently works as a Blended Learning Advisor within the Learning and Teaching team, Griffith Business School at the Griffith University. One of the main roles of the position is to provide advice and provide training to Griffith Business School (GBS) academics to implement innovative and emerging digital and educational technologies in learning and teaching. Since early 2017 Kinley has provided training and helped GBS academics to implement PebblePad as ePortfolio and reflective journal tools in more than eight courses. Currently Kinley serves as a member of the University ePortfolio Working Party and GBS PebblePad Working Party. Kinley also collaborates with other academics across the globe on research projects and scholarly papers. He is an active member of a number of professional associations such as Australia Computer Society, IEEE Computer Society.

### **Misty Kirby**

Misty M. Kirby completed her Ph.D. at the College of William & Mary in Williamsburg, Virginia; her Master's degree, in English Education, was earned at Teachers College, Columbia University in New York City and her BA in English at William Carey College (now University) in Hattiesburg, Mississippi. She has worked as an Assistant Professor in Education at the University of Canberra and currently works in the Faculty of Arts and Education at Charles Sturt University as an academic in Teaching and Learning.

As a mobile, global citizen, she is passionate about improving students' life chances through effective education leadership and high quality, optimistic learning environments around the globe. In higher education, this means having effective leadership and support of globally aware, rigorous academic scholarship (teaching, research and service), so that students have rich, more engaging and authentic educational experiences. Conducting multi-disciplinary, national research with ePortfolios affords the opportunity to connect with scholars across the country in setting the future agenda of how we use ePortfolios in the professions.

### **Alf Kuilboer**

Dr Alf Kuilboer is a lecturer in the College of Business Law and Governance at James Cook University, Townsville and is also the First year Experience Coordinator for the Business College. He has a passion to ensure that first year students' transition into tertiary studies is an appropriate and positive experience for students from all diverse backgrounds. Aside from teaching first year subjects, Alf also teaches final year subjects specifically with WIL subjects combined with his



research concentrating on Work Integrated Learning and the strategic embedding of employability skills, (informed by industry) within the Bachelor Business degree.

### **Jennifer Masters**

Jennifer Masters is an academic and a researcher who specialises in the use of digital technologies in education. She works as an e-pedagogue in the School of Education at the University of Tasmania and is based in Launceston. Her research interests include creative and applied use of computers, informal learning and social constructivism, blended learning, flipped classrooms, mobile learning and notions of ethical digital citizenship. She has used ePortfolios in teacher education for many years as a device to represent the learning journey.

### **Lynn McAllister**

Lynn McAllister is currently the QUT Student ePortfolio programme coordinator. She has a background in teaching, librarianship, research and writing and is working towards her Doctor of Education seeking to explore the ways in which students in higher education, experience reflection through the creation and curation of portfolios, as learning.

### **Lana Mitchell**

Dr Lana Mitchell is an Advanced Accredited Practising Dietitian (AdvAPD), lecturer and First Year Coordinator in the Department of Nutrition & Dietetics at Griffith University. In addition to lecturing and research, Dr Mitchell co-coordinates a variety of Learning & Teaching projects aimed at improving student learning and employability. As part of this, she has lead the implementation of the Pebble Pad ePortfolio tool within the Bachelor of Nutrition & Dietetics degree.

### **Leanne Ngo**

Dr Leanne Ngo is an academic lead of the Learning Innovations Group in the Faculty of Business and Law, Deakin University, Australia. Leanne has over 15 years of research, teaching and academic development and support experience in the application of technology and educational design in the practice of teaching and learning and curriculum development in higher education. She was part of the leading university team of a recently completed national OLT funded project 'Realising the potential – Assessing professional learning through the integration of ePortfolios in Australian business education' (More information on project outcomes and useful resources: <http://www.buseport.com.au>). Her key research areas and work include evidencing student learning and professional capabilities using ePortfolios, designing learning experiences and spaces to maximise learning outcomes, and technology-enhanced curriculum innovations.

### **Heather Pate**

Heather is a Senior Learning Designer working in the Centre for Learning and Teaching at Edith Cowan University. Heather works with Pebble Pad and has been involved in developing portfolio solutions to a number of Schools around the

university in order to support student learning. Coming from a background in Teaching English as a Second language, Heather has ten years' experience in coordinating English programs and has run international teacher training programs through face-to-face and online learning programs. Heather currently works predominantly with the School of Science, looking at ways students can be supported throughout their program of study to develop their ability to recognise and articulate their knowledge, skills and achievements. She is particularly interested in professional and student identity and the effect identity has on language use.

### **Patsie Polly**

Patsie is a UNSW Scientia Education Fellow and Associate Professor in Pathology, within the School of Medical Sciences, Faculty of Medicine. A recognised nationally and internationally as a medical research scientist, leading teacher and innovative education researcher, she has infused her extensive medical research experience into the classroom by strategically integrating adaptive lessons, ePortfolio pedagogy and collaborative communities of practice to allow her students to learn these career-relevant skills. Patsie has expertise in authentic assessment, course and program-wide ePortfolio implementation/use within science-based degree programs at UNSW Sydney to facilitate student reflective practice and professional skills development. As a UNSW Teaching Fellow (2016-2017), Patsie has led ePortfolio use and implementation by engaging academic colleagues as a UNSW lead and invited investigator on cross-institutional projects addressing teacher professional development. Patsie has been recognised with numerous institutional/national teaching awards, nominations and multiple peer-reviewed research outputs in ePortfolio use and outcomes.

### **Michael Sankey**

Professor Michael Sankey is the Deputy Director Learning Transformation at Griffith University. He is also the Vice-President of the Australasian Council on Open Distance and eLearning (ACODE). As part of this later role, Michael is the Director of both the ACODE Inter-institutional Benchmarking Summit program and the ACODE Learning Technologies Leadership Institute. He is an active member of ASCILITE, HERDSA and the IVLA and researchers and presents regularly on technology enhanced learning and teaching, educational design, academic development and multimodal learning.

### **David Sargent**

David Sargent is Creative Director of Liveworm, a work integrated learning design studio within the Queensland College of Art, Griffith University. Liveworm operates as a working design studio with students engaging with a large range of 'real world' projects for not-for-profit, cultural, educational and small to medium commercial clients [www.liveworm.com.au](http://www.liveworm.com.au)

### **Christine Slade**

Dr Christine Slade (PhD GC Prof Learning PFHEA) is a Lecturer in Higher Education in the Institute for Teaching and Learning Innovation (ITaLI) at the University of Queensland, where she is the academic lead for assessment. As part of this role, Christine is the Learning Advisor for the ePortfolio for WILs project, particularly focusing on pedagogical outcomes for students. She has participated in the Australian ePortfolio Forum since 2012 and recently presented at the AAEEBL ePortfolio conference in the USA. Prior to this work, as the Academic Developer (ePortfolios) at the University of the Sunshine Coast, Christine was responsible for the university-wide ePortfolio implementation (2014-2015), which was preceded by an Early Adopter Phase (2013) and an ePortfolio Feasibility Study (2012). Christine's work is highly regarded in the international ePortfolio community and she has published widely in the sector.

### **Helen Wozniak**

Dr Helen Wozniak is the Academic Lead Assessment in the Office of Medical Education for the University of Queensland Medical Program. She has 30 years' experience as a clinician (orthoptist) and an educator in health and higher education environments. Her teaching excellence and use of innovative e-learning strategies were recognized with the awarding of four university and national teaching awards. Helen has remained abreast of scholarship of teaching and learning throughout her career with over 40 peer reviewed publications. She has research experience spanning a range of teaching and learning fields including clinical supervision, technology-enhanced learning and educational design. Her PhD, researching the transition that health professionals experience as they return to study using online learning environments, was awarded the Pro-Vice Chancellor's Prize for the most outstanding Doctor of Philosophy thesis.

### **Jodie Young**

Jodie Young is as an Implementation Consultant for Pebble Pad, working with education institutions and professional bodies across Australia to support their implementation of the personal learning platform. Prior to this role she worked in the Vocational Education and Training sector, with over 20 years' experience in teaching adult ESL Learners, and leadership in curriculum and assessment design.