

11.30am

LONG Workshop 1H Bldg S07 Room 2.16

Using ePortfolios to strengthen assessment design: A response to contract cheating

Susan Rowland University of Queensland

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.

11.30am

LONG Workshop 2H Bldg S07 Room 2.17

ePortfolio learning design to promote future-ready learners

Jodie Young PebblePad

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.

11.30am

LONG Workshop 3H Bldg S07 Room 2.18

Questions from and for the field

Kathryn Coleman University of Melbourne

Kristina Hoepfner Catalyst

AAEEL 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.

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

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://aaebl.org/2017-field-guide-to-eportfolio>

1.15pm

Ideas Exchange Session 1I Bldg S07 Room 2.16

Graduate identity: Guiding students through the two worlds of university learning
Heather Pate Edith Cowan University

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 creative, 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.

1.15pm

Ideas Exchange Session 2I Bldg S07 Room 2.17

Exploring the implications of ePortfolio use with vulnerable populations
Misty Kirby Charles Sturt University, Terri Downer University of Sunshine Coast
Marie B. Fisher Australian Catholic University, Lynn McAllister QUT

How does creating online professional identities, articulating learning goals and developing reflective text in PebblePad engage 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.

2.45pm

SHORT Workshop Session 1J Bldg S07 Room 2.16

Applying personal culture symbols as a stimulus to initiate ePortfolio thinking: One activity example
Jennifer Rowley University of Sydney, Jenni Munday Charles Sturt University

Description to come...

3.30pm

SHORT Workshop Session 1K Bldg S07 Room 2.16

ePortfolio solutions for students and teachers by Cinglevue
Michelle Corby, Duwaraka Kanendran – Cinglevue

Cinglevue, through its fully integrated school management and enterprise learning platform brings a solution to the Kindergarten and Tertiary education sector embedded in daily educational practices, being used directly for learning activities and at the same time enabling creation and management of ePortfolios for students and teachers as a means to showcase their work. Virtuoso is a student centred solution enabling the personalisation of student and teacher individual work samples that can be linked to curriculum outcomes or professional standards to illustrate achievements, personal and professional learning paths. A published portfolio showcases the student's and teacher's finest works and demonstrates the value they bring to potential work places, in their learning journey. In this way, the ePortfolio will be a means of reflection and self- evaluation, whilst capturing the evidence of learning and development through a range of artefacts including work samples, videos, photographs, web links and feedback from a range of sources.

We would demonstrate the use of our ePortfolio for students and teachers and walk our participants through use case scenarios of how this would provide real life solutions for Primary and Secondary level needs. Our solutions have arisen from findings in research and case studies in schools and these would be illustrated to give participants an insight into the day to day running of a K-12 teacher using the ePortfolio with their students to

meet curriculum and assessment needs and the use by students to fulfil their creative or communication needs to illustrate their learning journey.

A very practical and realistic insight into the Primary and Secondary classroom on how an ePortfolio provides a solution to age old challenges an educator and student face in their learning journey.

2.45pm

LONG Workshop Session 2J Bldg S07 Room 2.17

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

Kathryn Coleman University of Melbourne, Patsie Polly University of NSW

This long workshop 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.

2.45pm

SHORT Workshop Session 3J Bldg S07 Room 2.18

A portfolio is like....?

Kristina Hoepfner Catalyst

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.

2.45pm

LONG Workshop Session 1F Bldg S07 Room 2.19

Facilitated unconference session – Open discussion

Allison Miller ePortfolio Australia and Digital Capability

After a day and a half of the Forum you may have as many questions as you do answers – This session is designed to allow a facilitated Q&A session where questions can be posed, discussed and / or referred on.

This time will also be used to find out if there are other areas of interest that people would like to explore further – This will lead to further discussion, while also help inform future ePortfolios Australia activities.