

2pm

Session 1D Bldg S07 Room 2.16

Evidencing professional development for students: Preparing for career success

Lana Mitchell Griffith University

Engaging students in their own career planning is key. This proposal outlines a project that uses ePortfolios to embed professional requirements into university assessment, making it practical and relevant to students' future careers. It allows students to take control of their own career development by conducting relevant activities and reflecting the benefit of that learning for their future careers.

2pm

Session 2D Bldg S07 Room 2.17

Supporting Reflective Practice in the Sciences with ePortfolios

Patsie Polly University of New South Wales

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.

2pm

Session 3D Bldg S07 Room 2.17

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

Dr Kinley Khamsum Griffith University

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 PebblePad, 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 PebblePad 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 PebblePad as an ePortfolio tool.

2pm

Session 4D Bldg S07 Room 2.19

Establishing an institution community of practice

Emma Collins Otago Polytechnic NZ

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.

2.20pm

Session 1E Bldg S07 Room 2.16

ePortfolios and English language learners

Christine Grimmer, John Bourke Griffith University

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.

2.20pm

Session 2E Bldg S07 Room 2.17

From Paddock to Plenary: Reimagining the WIL assessment of pre-clinical Veterinary Science students

Sam Harris and Jenny Seddon University of Queensland

This presentation will provide an overview of the pilot “reimagining” of the assessment of pre-clinical work-integrated learning placements (extramural studies) at The University of Queensland School of Veterinary Science. The School has piloted a transition from form-based assessment to a three-layered assessment approach, including student self-evaluation of skills, placement reflections and supervisor feedback, all facilitated through the adoption of the University’s ePortfolio system.

From Paddock to Plenary will outline the re-engineering process, including stakeholder management, assessment design, and student platform adoption, and provide a short overview of the obstacles encountered, lessons learned, and opportunities realised over the course of this pilot program.

2.20pm

Session 3E Bldg S07 Room 2.18

Creating a space for students to collate, curate and grow

Lenka Boorer Griffith University

The BusinessPLUS 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 PebblePad workbook where students record details and evidence of their activities, reflect on the skills they have developed and applied, and consider how this has supported with the career decision making. These ‘assets’ then become authentic content for their BusinessPLUS portfolio.

2.20pm

Session 4E Bldg S07 Room 2.19

Beyond the showcase: Where do ePortfolios fit in the HE strategic landscape?

Jodie Young PebblePad

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.

2.40pm

## Session 1F Bldg S07 Room 2.17

Exploring ePortfolio thinking: Building energy and resilience for youth in an indigenous art club

Jennifer Rowley University of Sydney

Jennifer Munday Charles Sturt University

Our 20x20 details a learning process that has successfully explored ePortfolio thinking for indigenous students in years 7-9 at a regional school in Victoria where a Koorie artist works with students to create original artworks. From their years of designing and implementing ePortfolio in higher education, both presenters understand benefit and impact of incorporating ePortfolio into a creative learning process to establish a sense of self, both cultural and future thinking for students. We outline the learning model that provides a framework around the creative act of art-making with a Koorie artist mentor, who imparts knowledge of cultural heritage, symbols and techniques whilst encouraging students to reflect on who they are, their families and backgrounds through purposeful questioning, engagement and local Aboriginal knowledge. This project aimed to investigate indigenous adolescent written reflective responses to self-discovery by utilising ePortfolio embedded in a creative arts curriculum learning model. At the conclusion of the second year we have seen a growth in confidence, energy for their future and community cultural competence in these young artists who may not have ever engaged with school, learning or future career thinking.

2.40pm

## Session 3F Bldg S07 Room 2.18

Building leadership capabilities in a postgraduate degree: Unpacking the learning process and the end product

Leanne Ngo Deakin University

This presentation aims to share how the learning process of curation, reflection and evidencing of learning outcomes were used as an approach to showcase the learning product of an assessment task through storytelling in a postgraduate Leadership unit at the Deakin Business School. In addition, we will share particular insights to the 'iterative' and 'agile' approach taken to continuous improvement of the assessment task over three trimester offerings of the unit, based on the lived experiences of a multi-disciplinary unit team. Further, discussion on the learning design and educational technology platform selected and how it was integrated, scaffolded and supported in the design, development and delivery of the unit will be presented.

2.40pm

## Session 4F Bldg S07 Room 2.19

Syndication in WordPress with RSS

Scott Huntley TAFE New South Wales

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.