



LONG Program

Tuesday 9 October and Wednesday 10  
October

Posters

During breaks

ePortfolios, Social Constructivism and Assessment  
Stephen Bright University of Waikato

This poster outlines the potential relationship between a well-known theoretical pedagogical framework (social constructivism) and a particular eportfolio software tool (Mahara). The poster proposes that the congruence between these two elements can then provide a framework for teaching and learning activities involving eportfolios, and in particular, designing quality learning and assessment activities using eportfolios

During breaks

Managing the complexity of active engagement  
Lynn McAllister Queensland University of Technology

This poster conveys the complex nature of ePortfolio engagement, for both students and teaching staff.

During breaks

Engaging engineers in employability  
Christopher Allan, Gayle Brent & David Green Griffith University

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.