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Building their portfolio: Using ePortfolios in teacher PD to build capacity and inform evaluation of learning technologies.

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Abstract

With the increasing focus on graduate employability within higher education, ePortfolio activities present an opportunity to work with students on reflective practice and digital fluency for lifelong learning. However, universities must invest in building teachers' capacity to confidently embed portfolio activities through the use of technologies. In this presentation, we will describe how we designed trials of two new ePortfolio platforms to build staff capacity, by incorporating these trials into courses for teaching staff and educational designers. We will also discuss the opportunities and challenges presented by such innovation projects through the lens of staff development.

Keywords: professional development, capacity-building, influencing practice

Introduction

There is increasing emphasis on the need for universities to develop students' employability; indeed, many Australian universities explicitly reference the development of graduates' employability in marketing materials (Oliver and Jorre de St Jorre, 2018). ePortfolios are increasingly used to help students develop, articulate and evidence their capabilities and professional identity (Watson, Kuh, Rhodes, Light, & Chen, 2016). However, like any other educational technology, ePortfolios must be purposefully and meaningfully incorporated into curriculum to yield these benefits (Watson, et al., 2016).

Teachers' capability in incorporating ePortfolios and embedding employability into curriculum is key to the successful and meaningful use of portfolios (Comfort and Ferns, 2014). If universities are truly committed to developing students' employability, it is incumbent upon universities to support staff and build capacity in this area.

Context for ePortfolio pilots

As part of a larger digital learning environments project, we trialled two ePortfolio platforms – PebblePad and Portfolium - over 12 months. Pilot projects were selected from a number of units and degree programs across the University. This presentation will focus on two pilot projects, involving online professional development courses undertaken by staff from our institution as well as other institutions.

The first of these, the Graduate Certificate in Higher Education (Learning and Teaching), was designed for early-career teaching staff, to develop knowledge and capabilities in learning design and delivery, and the scholarship of teaching and learning. Most new teaching staff at the University are required to undertake this course, but there is also a growing cohort of international students. Upon successful completion of the course, staff at our institution are awarded Fellowship of the HEA. This course trialled PebblePad to allow students to collate evidence of, and reflections on, their teaching practice; this portfolio formed part of their programmatic assessment across the four units of the course.

The second course, the Graduate Certificate of Digital Learning Leadership, was designed for educational designers and teachers, to develop skills in designing online learning. It consists of two units and four credentials. It is taught via FutureLearn so students are located around the world. This course trialled Portfolium to support students to gather reflections on their learning, demonstrate their practice, and articulate their professional identity.

Rationale for piloting portfolios with staff

There were several reasons for piloting the two ePortfolio platforms with staff in this way. First, it allowed us to introduce staff to the platforms while modelling good practice pedagogy. Teachers' practice is strongly influenced by their own learning experiences (Richardson, 1996) and many teaching staff have little experience in the use of ePortfolios. The value of ePortfolios is dependent on them being meaningfully embedded within curriculum (Watson, et al., 2016) so by modelling how this could be achieved, we aimed to influence teachers' future practice. Second, positioning teachers and educational designers as learners provides them with insights into the experience of students when confronted by new learning experiences and technologies, and the kinds of support they may require to navigate these. We can also model how this support may be provided, including through setting clear expectations and provision of specific resources and guidelines. Third, piloting the ePortfolio platforms with staff offered an opportunity to gather feedback from key stakeholders on usability, integration with current processes and systems, and pedagogical value. We explicitly explained to staff that we were piloting the platforms and were interested in their feedback on all aspects of the platforms so as to make a recommendation on University-wide implementation. Fourth, and relatedly, we can draw on the experiences of these staff to co-create resources to assist their colleagues in the institutional adoption of the platforms. Finally, it provided an opportunity to induct new staff into the innovation culture within the University, demonstrating the institutional support for teaching teams to innovate and experiment with new practices and technologies. It facilitated a deep collaboration between faculties and learning and teaching specialists to experiment with curriculum design and new technologies in a safe and controlled environment.

Summary

The trial of two new ePortfolio platforms provided an opportunity to develop staff capacity by embedding these platforms within courses for teaching staff and educational designers. Through these trials, we aimed to influence staff practice by modelling best practice use of portfolios and providing insights into the student experience of portfolios. The trials also allowed the collection of critical feedback from key stakeholders on the suitability of these platforms and the resources required to support University-wide adoption. In this presentation, we will share how we designed these trials to maximise staff development.

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Strategies to Improve your Digital Wellbeing Using ePortfolios – An Introduction

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1.Abstract

Digital wellbeing is an important aspect of our work and study that often takes 'a back seat' in our overloaded lives. The aim of this paper is to reflect on what Digital Wellbeing means to us and how ePortfolios can be used to achieve our life and work goals. How do we define digital wellbeing? Why is it important? How can we refresh and use our ePortfolios to improve our job prospects, engagement or collaboration with others and work life balance? What can we change in our approach when challenges overwhelm or stymie our Digital wellbeing?

2.Introduction

The aim of this article is to identify some important aspects of our digital behaviour we are able to continually adjust and adapt using ePortfolios to improve our personal, professional and collaborative wellbeing and adaptability. Development and documentation of resilient work and study strategies using ePortfolios for reflective engagement enables academics to control, foster productive relationships and structure achievements leading to improved mental, physical and work health.

3.Background

The Covid 19 pandemic is still impacting the global digital and face to face work environment in July 2020 (Williams et al, 2020), (Constandt et al, 2020). In March 2020 tertiary institutions across the world using face-to-face teaching as their educative practices, were forced by extraordinary environmental circumstances, to envisage their learning delivery, teaching collaborations and transfer work to fully online delivery and engagement.

4.Define digital wellbeing

Digital wellbeing practices can be described as the design, development and implementation of solutions to challenges by using human and computer engagement to support healthy, productive ways of working, thinking and responding to extreme social change (Diefenbach, 2018).

5.What are ePortfolios?

ePortfolios can be defined as an electronic tool for collecting artefacts of evidence for a specific purpose such as accreditation in professions. Maintaining an ePortfolio is also a process or living story opportunity, whereby staff or students store, and profile digital and narrative artefacts of evidence using reflective practice and integrate feedback for a specific purpose (Fisher, 2020), (Fisher & Hill, 2017).

6. How can ePortfolios facilitate digital wellbeing?

Adapting to the new reality using ePortfolios does provide opportunities for documenting resilience using distraction and coping strategies. Strategies manifest through reflection on interpersonal support, changing tasks, learning how to teach concepts online, keeping informed, limiting media overload, work-life balance and taking frequent breaks from human computer interactions (Chan & Bonanno, 2020).

Academics have opportunities to engage in meaningful work to increase wellbeing using ePortfolios (Allen, Autin & Duffy, 2016). Articulating a reflective narrative, including digital artefacts evaluating development of resources and training for academic teachers within an

ePortfolio, integrated with evidence, feedback and literature is a beneficial strategy that could be used for formal accreditation through Teaching fellowships (Fisher, 2020), (Han et al, 2019).

Personal reflection and responses to stimuli such as flipping from face-to-face to online only teaching activities, reveal how academics have approached challenges such as digital wellbeing, personal responses and behaviour during lockdown, diverse digital work practices, collaboration and finally key lessons learned (Fisher, 2020). University staff pursuing HEA or HERDSA fellowships are able to elicit feedback from colleagues, mentors or critical friends to help them adjust their work practices, so they are productive. Some informal feedback between colleagues in faculties at our university suggests that staff who scaffolded their activities, responsibilities and maintained fitness, balanced diet and engagement with others increased their overall wellbeing. Digital wellbeing manifested by using ePortfolio technologies to journal, update their curriculum vitae or provide feedback to colleagues on their fellowships.

ePortfolios provide a technological opportunity to empower, lead and direct their engagement with other people through documentation of lessons learned in professional journeys and practice when extraordinary events impact people's lives and risks shattering their wellbeing (Allan et al, 2016). Using ePortfolios as a digital wellbeing tool enables people to avert stress responses by taking control of their digital world to achieve work and personal goals (Fisher, 2020).

Healthy practices such as positive, time limited engagement through social media, tracking progress by using an app on your phone, collaborating with colleagues in Microsoft Teams, Zoom conferencing which may include teaching online or completion of collaborative ePortfolios in virtual environments. Regular breaks from human computer interaction are also recommended. Through this change in academic work, ePortfolios emerged as an active solution to achieve digital wellbeing by documenting activities and practices that foster personal, professional and interpersonal wellbeing by switching the focus from self to group or collaborative experiences.

Conclusion

ePortfolios can be used to foster digital wellbeing by helping you focus on controlling of your work, personal challenges and autonomy over life as well as pursuit of teaching fellowships. By organising evidence, reflecting on it, supporting others and seeking feedback it is possible to achieve influence even in challenging situations. Empowerment manifests in ePortfolio reflections showing how you have adapted practice in personal, teaching and learning situations in collaboration with others. By staying digitally connected with friends, colleagues, family and supporting others you will gain more diverse feedback and resilience to continue your ePortfolio story.

(837 words)

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Digital Ethics in ePortfolio Practice

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Abstract

ePortfolio Australia's research community of practice investigated ePortfolios use for assessment across seven Health and Education Faculties. This research revealed both intended and unintended consequences. Several practice gaps came to light concerning issues of digital privacy and information security with vulnerable groups (patients, clients and children). Our work ultimately examined the impact of unintended consequences that emerged as these student cohorts engaged in building their online professional presence.

Outputs from this research include creating guidelines for students while attending placement in Canberra's health services. While necessary, guidelines only take us so far as students (and educators) also need to understand many nuanced implications of ethical decision making within the digital environment. Therefore, collaborating with other organisations (such as AAEEBL) we have developed further resources that will be useful for ePortfolio practices.

Keywords: Digital ethics, ePortfolios, ethical decision-making, eProfessionalism

Introduction

Following the ePortfolio Australia Forum in 2015, a Community of Practice (CoP) formed in 2017 to explore the consequences of ePortfolio use. The CoP spans seven Australian universities where this research was located. Our research revealed inherent intended and unintended consequences with ePortfolio implementation. While ePortfolios overall were used successfully to support reflective practice as intended, students still needed support in managing their online presence as emerging Health and Education professionals. As a result, several practice gaps came to light concerning issues of digital privacy and information security with vulnerable groups (patients, clients and children). Our work ultimately explored the potential ethical impact of unintended consequences that emerge as student cohorts engage in building their online professional presence.

Our findings suggest that universities need to be more proactive in preparing future Health and Education workers to make ethical decisions when building and maintaining their online

identities. Commonly, professional guidelines are used but students do not always understand how to apply them in the context of ePortfolios. Our research also suggests that students would not be the only beneficiaries of a unified approach to ePortfolio implementation. Indeed, support for academics and placement supervisors would also engage students in developing eProfessionalism. Therefore, the research team felt strongly that they needed to disseminate findings from the project in both academic and practice settings.

Academic Publications

Outputs from this research include a scoping review of the literature and a mixed methods study (currently under review) on how ePortfolios are used across Health and Education. Our scoping review focused on digital ethics in the use of the ePortfolio identifying primarily guidance on consent, but very limited literature on policies, student guidelines, or ethical use of information when placed online (Brown Wilson et al., 2018) Within the research paper currently under review (Kirby et al.), our results indicate that teachers and students need more support when engaging in learning and teaching activities to improve the protection of private data relating to vulnerable people. Further, the scoping review formed the basis of our approach in not only developing guidelines out of our work, but realising that other dissemination avenues needed to be pursued. As we completed our three-year study, we continued raised the profile of digital ethics through conference papers and presentations at the Australian ePortfolio Forums 2017-2019 and at the HERDSA 2019 conference in Auckland, NZ. We also presented our work at our respective universities in Australia and Ireland, which were followed up by numerous informal discussions across Australia, the UK and the US regarding the importance of ePortfolio practice. We know that the challenges of implementation do not underscore the value ePortfolios can bring a learner.

Student Learning

Additionally, we created guidelines for students while attending placement in Canberra's Health Services. While necessary, guidelines only take us so far. Students, as well as educators, need to understand many nuanced implications of ethical decision making within the digital environment.

Dr. Christine Slade, Kathleen Smeaton and the Library's Data, Digital Learning and Publishing Team at the University of Queensland (UQ) created a Digital Essentials module around eProfessionalism to support a student and educator to "know what is meant by eProfessionalism; to build online presence as an eProfessional, and to understand the legal, ethical and organisational rules around image-sharing" (Digital Essentials). This module, and the other Digital Essentials modules are free to use or adapt (with acknowledgement of the original UQ authorship) under Creative Commons.

Figure 1: Outline of the eProfessionalism Digital Essentials module (https://web.library.uq.edu.au/research-tools-techniques/digital-essentials/eprofessionalism)

Networks and Collaboration

To support students and educators in building their own eProfessionalism to ensure that digital ethics are adhered to, we have collaborated with other organisations to continue to raise awareness and build capacity. We have joined forces with the US-based Association for Authentic, Experiential, & Evidence-Based Learning (AAEEBL), who had also been working around digital ethics, contexualised for US and Canadian contexts. Through our collaboration with AAEEBL, Dr. Christine Slade joined the AAEEBL Digital Ethics Task Force, which has recently released Version 1 (https://scalar.usc.edu/works/aaeebl-digital-ethics-principlesversion-1/introduction-how-to-use-this-document

) of *Digital Ethics Principles in ePortfolios* (https://scalar.usc.edu/works/aaeebl-digital-ethics-principlesversion-1/index). Further, members of the CoP have participated in global online webinars (https://eportfoliosaustralia.wordpress.com/other-events/past-events/), virtual workshops (https://eportfoliosaustralia.wordpress.com/other-events/virtual-workshops/), Twitter Chats (https://aaeebl.org/2019/08/13/twitter-chats/). The challenges and unintended consequences to ePortfolio implementation should not underscore their value. We can all raise our eProfessionalism and digital ethical decision-making when curating our ePortfolios for the public-at-large.

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New Spaces of Belonging: ePortfolios, Community and Digital Placemaking

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Abstract

The shift to physically distanced yet digitally connected campuses in response to COVID-19 has highlighted the importance of student-centered technologies to engender a sense of community and belonging. This paper addresses the pedagogical and social value of ePortfolios in fostering belonging in Higher Education by investigating synergies between ePortfolio pedagogies and the cross-disciplinary fields of digital placemaking and Learning Design. It addresses the need to create critical digital pedagogies that are agnostic to the physical constraints of campus spaces and to identify the utility of place as a heuristic for improved learning outcomes and increasing learner agency among scholarly communities of peers. We argue that ePortfolios provide a transitionary space between physical and virtual learning environments that constitute a place in which students can collaborate, create and interact with agency during group inquiries; one that will be increasingly important as we confront the inherently unpredictable post-pandemic normal. Finally, the paper offers insights into spatiality for learning that achieve a balance between constructively-aligned digital spaces and opportunities for student agency, ownership and belonging.

Keywords: ePortfolios, belonging, digital placemaking, COVID-19, Technology Enhanced Learning, place, space,

Introduction

Sociologists have always been interested in the concept of belonging. In particular, they've questioned the ways that social change affects the relationship between the self and society. Belonging, as both a place-based and socially inflected construct, has a clear geospatial component: the feeling of being 'at home' as a member of a group. Scholars of innovative learning space design are increasingly shifting their attention to evidence-based theories of the ways that properties of space and place impact students' learning and their sense of belonging to a group of peers. As a result, there is now increased focus on hybrid pedagogies that move away from a binary view of learning environments as either 'real' or 'virtual' and instead consider the totality of an extended space that imbricates physical and digital environments.

We observe that the concept of *space* appears with striking frequency throughout the broader ePortfolio literature. It is clear that ePortfolio practitioners are intrinsically aware, both in theory and practice, of the possibilities ePortfolios offer for rethinking the conceptual and physical boundaries and uses of space as a mechanism for learning. *Place*, as a physical and social construct, is far less frequently invoked and is thus an area in which we determine new approaches and critical theory are needed,particularly for use by educators and administrators who seek to address the current issues of disconnection, social fragmentation and lack of belonging that the global pandemic has given rise to in Higher Education.

Belonging to space (placemaking)

The intersection of physical and digital spaces is central to the lived experience of education, even as campus administrators and scholars alike are keenly aware that students inherently value the formal interactions and social encounters of attending campus in person (French & Kennedy, 2015). Prior to Covid, scholars forecasted some of the issues we are grappling with in the current moment, with student surveys suggesting that the provision of safe digital spaces that invoked feelings of belonging and facilitated collaboration were highly valued, yet the normative experience was one where students were ultimately neutral about the ability of technology to facilitate connection with peers, tutors and lecturers (Beetham et al., 2019).

These kinds of responses show that the concept of place is therefore primary when it comes to students' interaction with learning technologies. Moreover, attempts at promoting interaction and belonging should focus on how using technology is actually "connected to the experience of being in a place" and is "a component of the experience of place," rather than on replicating or simulating experience/s of place through virtual representations of real-world spaces (Ciolfi, 2011, p. 206). Place is also a personal, individual concept in addition to denoting a geographical boundary of some kind. For this reason, ideas relating to the concept of 'placemaking' must consider the phenomenological placement of the body in space; place as the project of a unique human perspective (Sack, 1997; Tuan, 1977). As we are currently distanced from our campuses and each other, these concepts are more crucial than ever and signal a need for the return to fundamental theories of belonging, including, for example, Loader's imperative that the question of 'Who am I?' cannot be isolated from the question, 'Where do I belong?' (2006) or Antonsich's (2010) assertion that "feelings of belonging to a place and processes of self-formation are mutually implicated."

Space, engagement, belonging and learning – physical and digital

The importance of critically evaluating the aims of hybrid digital and physical spaces has not gone unnoticed by educational researchers, who highlight the need to integrate physical space with unbound digital spaces in order to facilitate collaboration and connection with the broader scholarly community (Ellis & Goodyear, 2016; Weiss, 2007). The scholarship of physical innovative learning environments (ILE) connects the attributes, affordances and use of space by educators to scenarios in which learning outcomes and belonging are implicated through the emotional lens of geographic engagement (Cleveland, 2016; Woodman, 2016). This suggests a crucial relationship between space and the practices of teaching and learning outcomes for students, one Cleveland (2016) describes as a "geo-pedagogical experience" (p. 39). However, constructivist self-regulating aesthetics are easily disturbed through power imbalances such as surveillance, temporal constraints over access, and limited agency over use and movement through space (Cleveland, 2016; Sumner & Martin, 2020; Weiss, 2007; Woodman, 2016). These factors represent anti-belonging from an experiential standpoint, or as Cleveland (2016) suggests, barriers to geographic engagement, and must be kept in focus as educators design new hybrid experiences and learning opportunities.

ePortfolios as a Space

Space is often invoked when discussing the affordances of ePortfolio pedagogies for enabling constructivist notions of self-regulation and as a mechanism for connecting interdisciplinary scholarship with the broader social and scholarly community (Babaee et al., 2014; Lewis, 2017; Penny Light et al., 2017). Moreover, the ePortfolio space is one in which self-authorship and identify formation are invited through inherent ownership and control of a safe space for taking intellectual and social risks (Andrus et al., 2017; Buyarski et al., 2015; Buyarski et al., 2017). A space where inquiry-based learning is well- positioned to flourish in

our disconnected milieu is also one in which "students wonder aloud, share and seek input … with peers and faculty" (Matthews-DeNatale et al., 2017, p. 15). Taken together, virtual and physical spaces (and their hybrid intersection) socially produce place, belonging and learning more successfully if access, agency and flexibility are the focus from the outset.

Examining these principles through the lens of a practical group inquiry project provides a useful example of how notions of agency, ownership and self-authorship operate in the ePortfolio space. The process of students 'tuning in' to focus on the subject of their inquiry may be scaffolded through lightly templated ePortfolio pages or workbooks (Wilson & Wing, 2003). The unstructured and extensible ePortfolios space may then be used by a group of students to gather evidence and document discoveries while beginning to collate and organise (e.g. through tagging) to make meaning. Spaces may then be created as virtual 'walls' on which to pin the products of the evolving inquiry in a shared space able to be continuously accessed by each other, but also accessible to peers, teachers and external participants or interlocuters to the inquiry. During the conduct of the inquiry the students (as group and individually) may use private journaling spaces to document their learning processes and reflect upon the processes and outputs of their learning. When the students have developed the products of the inquiry to a point where they may be confidently shared, the ePortfolio space morphs again to become a virtual exhibition hall. This space becomes place through the discourse it creates, its relative permanence compared to a physical workshop space, and the agency students have to access, extend and share the environment and progress of their inquiry as they see fit.

Spatiality in pedagogical models

COVID-19 has highlighted the critical importance of well-designed hybrid learning spaces. Approaches to digital teaching and learning contexts that foreground spatiality afford the ePortfolio practitioner a more productive and engaging environment in which to foster belonging. Buchan's (2017) Dimensions Model, for example, is one such approach that highlights learning environments as complex and interconnected spatial, temporal, social and technological contexts that enable "boundary-less space" (p. 49). We argue that these models are now essential as we imagine curriculum archetypes that must engender more creative, flexible and permeable use of space as we navigate requirements for physical distancing and agility to redeploy planned curriculum into virtual spaces at short notice. Space, then, becomes a crucial factor when developing curriculum; one that must be prioritised alongside constructivist and social pedagogies that are aligned to learning outcomes and processes (Biggs, 2003; Lewis, 2017). The consideration of space in a time of disconnection, where inherent flexibility is valued, further positions the ePortfolio as a valuable site for amplifying other high-impact practices (Watson et al., 2016).

Conclusion

Our current moment provides an opportunity to reimagine the ePortfolio as a permeable, flexible and boundaryless space where placemaking and belonging are already inherent. Reimagining space and place in this way requires developing new spatial literacies that can be intentionally taken up by researchers, practitioners and students. We propose the following questions and considerations as a starting point for positioning ePortfolios as places of belonging in curriculum design:

- What invitations for students to envisage their potentiality does the space provide?
- Does the space afford geographic flexibility?
- Is the space enabling or constraining?
- How does the space facilitate learning outcomes and processes, e.g. inquiry-based learning?

- What enables permeability and rapid cycling between physical and digital in this space? i.e. if physical is unavailable, what is the digital equivalent and how do the interactions instigated in physical space continue virtually?
- Is the space owned and controlled (including who has access) by the student?
- Is access to the space restricted or timetabled?
- Does the space provide opportunities within the course, program, university and the broader community to socially produce knowledge?
- Can the space be self-authored and extended by the student?
- What power dynamics are inherent or implied in a space?
- Is the space safe? Is the space free of surveillance?

This paper deliberately poses more questions that it can answer. Instead, we leave you with an invitation to explore ePortfolios through the lens of space, one which reveals "potentiality … or imagined advantages" when activated socially as place (Meusburger et al., 2009, p. 4). We echo calls for ePortfolios to be considered as embodied curriculum and add a further suggestion that ePortfolios be designed as a space *for* the curriculum (Penny Light et al., 2017). This also facilitates opportunities, as Coleman (2018) has observed, for the rhizomatic properties of placemaking as an ontology deeply implicated in learning and self-authorship. Ultimately, we advocate for spaces that invite students to self-teach, co-create and curate in ways that deviate from teacher-centred pedagogies, and in doing so become places in "which people are not just embodied but are also socially embedded" (Sumner, 2019, p. 8).

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Portfolio Thinking: It Takes a Village

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Abstract

Moving from a paper-based nursing clinical placement tool to an online portfolio platform was not without its challenges. In the School of Nursing and Midwifery at Edith Cowan University a whole of school approach was adopted that incorporated not only the 3000 plus student body but academics, professional staff, and clinical placement administrators. This resulted in rewards that were seen and felt way beyond the technology used to support it. The adage 'It Takes a Village' was never truer in overcoming the challenges faced, however, ultimately determined the success of this story and ability to showcase the student learning journey.

Keywords (5): nursing; eportfolio; clinical; placement; WIL

What, Why and How

Portfolios as a means of recording the assessment of competence is not a new concept for nursing education and they are now widely used in an online format as a means to support work-integrated learning (Green, Wyllie, & Jackson, 2014).

The initial aim of transitioning from a cumbersome manual workbook to a streamlined online clinical tool, was to enhance the student experience, increase confidentiality, improve data retention strategies, and reduce printing costs and administration time. With these goals in mind a project team was formed with the objective of delivering and exceeding these expectations. Drawing upon extensive knowledge of expert practitioners the clinical assessment materials created in PebblePad for this purpose were a collaborative effort between the Associate Dean (Clinical), the Centre for Learning and Teaching and PebblePad Australia.

The scaffolded activities made possible within PebblePad have enabled the substantial work-place based teaching and learning content to be delivered at scale to large cohorts and clinical facilitators at the touch of button. The administration of such a change has benefitted not only the students learning journey, but the day-to-day running of the school and many individual and team roles and responsibilities.

The Village Mentality

Initially the most significant perceived benefit was to the student experience and record management. However, the application evolved to provide additional benefits specific to monitoring the quality of clinical placements, supporting student professional development and streamlining clinical placement administration processes. Implementation of the PebblePad application required extensive testing, piloting and training.

One of the biggest changes was the processing of clinical placement 'rotations' for the in-house team of dedicated administrators for this task. The team were upskilled to create Sets in ATLAS, PebblePad's assessment engine, where clinical sites and facilitators are matched with students attending placement at each specific facility. This ensures privacy and confidentially requirements are met, as each facilitator or assessor can only see the work of students, they are responsible for. However, they can also see student progression and who has completed the required skills and are able to re-assign students very quickly to different placements. This has become critical during the COVID pandemic.

University staff are now able to monitor the progress not only towards the end of clinical placements or when they had access to the paper-based workbooks but can log in anytime and provide feedback and support with clinical assessment activities. At any point, reports can be run that allow insight into student progress in real time while on placement. If students are not meeting requirements at critical times, follow-up with facilitators and support for students can be provided in order to maximise chances of student success.

The benefits of having the PebblePad integration with the LMS/VLE have been enormous. Grades are also automatically entered into the LMS gradebook, while clinical placement hours can be exported, reported on and managed. This was a task previously carried out manually by the academic which has been completely removed. A further advantage is the increased awareness to identify which students need to make up clinical placement hours and when they need to be completed.

An implementation of this magnitude may not have been so successful if it were not for the combined efforts of many parties. The willingness of various teams to adapt and change their processes to meet with the administration of the new system actually meant it not only saved them time but offered a visibility not previously available. It was a community approach including the external facilitators who attended workshops and offered suggestions for improvements and streamlining that has all factored into this success.

The story of the people involved and their approach to this project is one that is worth telling but often gets overlooked in the pursuit of purely financial rewards and technological benefits. This presentation will focus on all these points as the adage 'It Takes a Village' was never truer in overcoming the challenges faced, however, ultimately has determined the success of this story and the ability to showcase the student learning journey.

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The Digital Student: Using an ePortfolio as a digital maturity pedagogy to successfully engage online

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Abstract

Students with varying levels of digital maturity use technology as part of their academic program in higher education. The recent rapid delivery of remote teaching in response to the COVID-19 pandemic accentuated the need for students to engage effectively online. New 'digital' concepts have been introduced over time, so now we have a plethora of coined digital terms to represent aspects of digital engagement in a complicated web environment. To prevent students and educators alike from becoming digitally weary, the presenters suggest it is timely to form an integrated approach to ePortfolio use in curricula that facilitates successful engagement online.

Keywords: Digital capabilities, digital ethics, digital citizenship, digital brand, ePortfolio curriculum

Introduction

The Covid-19 pandemic saw a global scramble as higher education institutions placed their learning online in a very short timeframe. As the pandemic continues there remains uncertainty in how higher education curricula will be delivered in the foreseeable future. Students and educators are operating in a digital environment with little support or time in which to make coherent curricula decisions. Now that we have experienced several months of rapid response to online delivery during Covid-19, the big 'D' for 'digital' is more prominent than ever before.

Students are expected to successfully engage with systems and tools, have knowledge of digital citizenship/ethics, and how these factors influence their digital footprint, but they may have limited digital literacy. The question arises whether ePortfolios can be used more explicitly for developing students' digital maturity progressively over a program of study. Maturity occurs gradually, such as a child moving through adolescence into adulthood. Digital maturity is no different, with support and guidance needed to support learners in the maturing process. Yet how is the educator who is keen to use 'digital', let alone someone who is not, able to develop curricula that equips the students to be those 'digital natives' they were thought to be? It is a complicated picture of overlaps, shortcomings, and contention. Therefore, the time is ripe to consider how ePortfolio pedagogy can be used explicitly in the digital maturing process.

ePortfolios and the 'digital' suite

ePortfolio have multiple purposes in supporting student learning and graduate outcomes. As Lewis elaborates, ePortfolios are used as both a learning process and the development of a product, supporting students in meeting course requirements as well as developing their professional identity (2017). Authentic learning tasks in ePortfolios provide students with opportunities for skills development increasing digital capabilities alongside developing their digital brand or identity (Fidalgo & Thormann, 2019; Beetham, McGill, & Littlejohn, 2009). Students develop their own sense of identity 'by intentionally incorporating a range of digital learning elements' in their ePortfolio tasks and activities (Kehoe & Goudzwaard, 2015, p.350). Further, integrative learning is a mechanism where technology can be used by students to learn across the boundaries of professional, study, and personal lives, moving towards greater level of digital maturity. (Cain, Scott, Tiemeier, Akers & Metzger, 2013). Therefore, ePortfolios have pedagogical and technical capacity for developing graduate digital capabilities, empowering students to collaboratively construct knowledge that promotes self-identity in the digital environment (Kehoe & Goudzwaard, 2015).

Previously, technical aspects of ePortfolio use for assessment were assumed, and an educator needed to be careful not to place hidden technological learning outcomes on students, that were not part of the marking rubric, but would hinder their success in completion of the task. Given, the suite of digital concepts available (Table 1) and digital expectations on students, we suggest that educators consider explicitly scaffolding digital learning outcomes that lead towards digital maturity across a program of study. In summary, the adoption of an ePortfolio pedagogy can purposefully assist students to mature in these digital concepts and skills over time, without losing other vital learning outcomes in a crowded curriculum.

Table 1: Digital terms, definitions, and key elements

'Digital' Term	Definition	Key Elements
Digital literacies or capabilities	Digital literacies are the capabilities required to thrive i.e. be an effective and responsible participant in a digital society (Advance HE)	• ICT proficiency • digital communication & collaboration • ability to analyse and synthesise material from different sources • information & media literacies • digital creation & innovation • digital identity & wellbeing. (JISC Six elements digital capabilities, 2017)
Digital systems, technologies	'Digital hardware and software *components* (internal and external) used to transform *data* into a *digital solution*.' (Australian Curriculum, 2020)	• ePortfolios, • learning management systems, • websites, • social media, • decision-making about relevance and quality.
Digital ethics	'doing the right thing at the intersection of technology innovation and accepted social values' (O'Brien 2020, p.12)	• Institutions - support and promoting awareness. • ePortfolio Creators - practice, respect author rights & re-use permissions, access to technology, privacy, content storage, cross-platform compatibility. • Platform Providers – accessibility, consent for data usage.

'Digital' Term	Definition	Key Elements
		(AAEEBL Digital Ethics Principles in ePortfolios, 2020)
Digital citizenship and footprint	'students understand human, cultural and societal issues related to technology and practice legal and ethical behavior' (Ribble, 2008, p.14)	• practicing online etiquette, • digital literacies, • understanding ethics and related law, • knowing how to stay safe online, • understanding the permanence of data. (Australian Curriculum, 2020)
Digital brand	'A strong personal brand relies on a strong online presence that communicates the brand elements and authentically reflects an individual's strengths, beliefs, and aspirations' (Jones & Leverenz, 2017, p.68)	• creating and maintaining social media and networking sites, • a personal website, • participating in blogs, • using search engine optimisation, • maintaining one authentic brand. (Labrecque, Markos, & Milne, 2011)

Developing Digital Maturity in ePortfolio Practice

This curriculum development process will involve professional conversations with stakeholders to reach consensus on the key digital elements most relevant to the program of study (Brown Wilson & Slade, 2019). Educators, with other key stakeholders, will need to identify generic and discipline specific digital capabilities and concepts the students need for study and professional life, and then prioritise these elements by importance and relevance over the years of a program. For example, Figure 1 uses health care professions as an example to map digital literacy skills, digital ethics, and digital citizenship curricula, using an ePortfolio approach, over a three-year program. Engaging in the process to embed digital maturity learning outcomes through consistent ePortfolio use, ensures that students have opportunity to digest and apply key elements of the increasingly complex digital suite of knowledge, skills and attributes they need for study and future careers, within a safe environment.

Sample Digital Maturity Curricula using ePortfolios

Towards digital maturity →

	Year One	Year Two	Year Three
Digital literacy	• Introduction to digital literacy through orientation to the tool • Skills for submitting an assessment task e.g. case study	• Collaboration and team building: skills for developing a group presentation • Skills in analysing and using digital data	• Developing a professional portfolio – skills for employability • Understand concept of eProfessionalism • Advanced literacy skills
Digital ethics	• Social media, networking and confidentiality in ePortfolios	• Storing and curating own artefacts • Use of secondary data	• Digital ethics in presenting personal branding to unknown audiences
Digital citizenship	• Being safe in a digital world - looking after yourself and others. • Awareness of digital footprint	• Strategies to address development of team in digital environment-cyberbullying and communication	• Digital identity/brand to establish professional online presence • Knowledge of digital debris and permanence of public sharing

Figure 1: Example of Using ePortfolios to Develop Student Digital Maturity

Conclusions

EPortfolios have the advantage of enabling students to curate and showcase different artefacts of their learning, and as such could be used as a tool to demonstrate 'digital' maturity over time. Therefore, by making digital expectations explicit, the student themselves can be tasked with the decision to showcase their maturing digital skills. Educators can then reward students with different levels of badges that show a trajectory towards what would be considered digital maturity in the context of their program of study. By making such criteria explicit educators could adopt a program approach to scaffolding ePortfolios for pedagogical and digital learning outcomes.

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In-depth consideration of digital ethics in using ePortfolios: Resource development by the AAEEBL Digital Ethics ePortfolio Task Force

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Abstract

The Association for Authentic, Experiential, & Evidence-Based Learning (AAEEBL) Digital Ethics ePortfolios Task Force was formed to address international concerns and calls for sector-wide support in regarding ethical questions in ePortfolio use. The rapid transition to remote teaching and learning during the COVID-19 pandemic further highlighted the imperative of understanding and engaging in digital ethics. The Taskforce recently published the *Digital Ethics Principles in ePortfolios: Version 1*, which outlines ten principles, exemplar strategies, user scenarios, and links to extra resources about issues such as inequitable access, privacy of data, representation of others, and managing one's digital footprint. Educators, students, professional staff, and others involved in ePortfolio use will find this comprehensive resource useful.

Keywords: ePortfolios, digital ethics, equity, access, privacy, consent

Introduction

The scope of digital ethics includes critical areas, such as access and equity principles, data privacy, representation of others, and managing one's digital footprint. A recent scoping review of digital ethics and the use of ePortfolio by Brown Wilson, Slade, Kirby, Downer, Fisher and Nuessler (2018) found little scholarly literature available about policies or guidelines to assist educators or students in ethical online practices. Understanding key ethical values is foundational to all successful and safe online ePortfolio activity; however, it

can be difficult for users to fully appreciate and enact the ethical nuances in behaviour online.

The recent rapid transition to remote teaching and learning in response to the COVID-19 pandemic further highlighted the importance of digital ethics and their implications for all stakeholder groups. For example, some students (and staff) were unable to access a reliable internet connection and/or a computer off-campus to continue studying and teaching remotely, thereby potentially increasing equity gaps between those with access and those without. Institutionally, practical assessment issues became ethical challenges, as was apparent from the need for non-invigilated online examinations that respected students' privacy and autonomy while reducing opportunities for academic dishonesty, while instructors were forced to use tools they either had not selected and vetted or were not trained to identify or address issues of data collection and privacy inherent to those tools. At the same time, technology vendors faced increased scrutiny over student data privacy concerns.

The Association for Authentic, Experiential, & Evidence-Based Learning (AAEEBL) Digital Ethics ePortfolios Task Force 2019-20 was formed in response to international concerns and calls for sector-wide information and support about the digital ethics involved in ePortfolio use. The eleven members of the Task Force came from USA, New Zealand, and Australia, led by the University Writing at Auburn University, and supported by the AAEEBL Board.[1]

The purpose of this short paper is to outline and briefly discuss the main features of the Taskforce's recently released resource, *Digital Ethics Principles in ePortfolios: Version 1*, which is available in an online interactive format (Figure 1) as well as a downloadable full version[2].
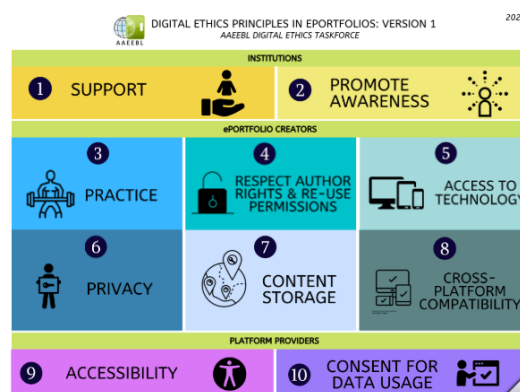

Figure 1: Interactive access to the online version

Source: https://aaeebl.org/2020/06/16/digital-ethics-taskforce/

Digital Ethics Principles in ePortfolios: Institutions, Creators, and Providers

The resource outlines ten key digital principles across three domains; institutions, ePortfolio creators, and ePortfolio providers. Each principle includes a section with strategies for applying the principle in different contexts, as well as scenarios to illustrate the application, and a list of extra resources (with links if available) related to the principle. This section

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[1] AAEEBL (2019) Task Force on Ethics and ePortfolios https://aaeebl.org/2019/09/18/taskforce-on-ethics-and-eportfolios/

[2] The full text document can be found at https://scalar.usc.edu/works/aaeebl-digital-ethics-principlesversion-1/principle-summaries-and-table-of-contents.

briefly outlines the essence of each principle and application exemplars for ePortfolio practice.

Domain 1: Institutional Responsibilities (Principles 1 & 2)

The use of ePortfolios varies across and within educational contexts. Some universities choose and support one institution-wide commercial software platform, while others use open source options. Within institutions, educators may choose another ePortfolio platform suitable to meet their course learning outcomes. No matter which platform or tool is chosen, institutions have responsibilities to support ePortfolio users, and promote awareness of digital ethical issues and appropriate responses. Principles 1 and 2 provide below provide further explanation and exemplar implementation strategies.

1. *Support students, educators, administrators, and staff who create ePortfolios through providing appropriate resources, such as:*

    - *training on folio pedagogies and assessment strategies*
    - *adequate equity funding*
    - *partnership with key student support departments*
    - *development of clear ePortfolio ethical requirements*

2. *Promote awareness of digital ethics in ePortfolio making, including:*

    - *data collection; security and management*
    - *ethical sharing and representation*
    - *digital bias; accessibility*
    - *ePortfolio security and privacy*
    - *copyright; open access*
    - *intended vs potential audiences*

Domain 2: ePortfolio Creation (Principles 3 to 8)

ePortfolio creators need to be confident ethical decision makers, especially when engaging with different audiences, which may be known or unknown. To become confident, the creators require opportunities to learn, reflect, and critically appraise the implications of different online scenarios, then decide on the most suitable action to take and finally, successfully apply these actions to different situations and audiences. ePortfolio creation principles and strategies include:

3. *Opportunities to develop and practice the digital literacies necessary to create accessible and effective ePortfolios, such as:*

    - *Knowledge of the 'what', 'why' and 'how' of ePortfolio creation*
    - *using ePortfolio tools and technologies*
    - *understanding the audience, context and constraints involved*

4. *Understanding of and respect for author rights, best practices for re-use, and representation, through:*

    - *a working knowledge of plagiarism, copyright, fair use, and licensing*

- *acknowledgement that students (or other creators) are the ethical owners of their ePortfolios and responsible for artifact use*
- *thoughtful consideration in representing others' identities and ideas, with specific information about vulnerable group representation.*

5. *Adequate <u>access to technology</u> and ePortfolio software with institutional devices, including:*

   - *recognition that students may rely on mobile phones or campus or public computers.*
   - *ensuring all technical platforms and support access accounts for students' diverse schedules.*

6. *Ultimate control over public access to user portfolios and the ability to change <u>privacy</u> settings at any time. ePortfolio users need to:*

   - *be familiar with all privacy settings in an ePortfolio system*
   - *know that ePortfolio platform interactions with third parties may impact students' rights to privacy.*

7. *Knowledge of where user <u>content is stored</u>, who has access, and how to remove it, for example:*

   - *recognising that deleting one's account does not mean your user data is removed from data repositories.*
   - *reviewing the Terms and Conditions and Privacy Policy on an ePortfolio site and seek counsel if not clear.*

8. *<u>Cross-platform compatibility</u> meaning that the user can make and view ePortfolios across any device, browser, and operating system with equitable ease of use across devices. For example, this process involves:*

   - *Consideration of all aspects of ePortfolio use across platforms and mobile operating systems, and*
   - *Ensuring students receive technical support to use the ePortfolio platform across devices.*

Domain 3: ePortfolio Providers' Responsibilities (Principles 9 & 10)

There are legal, cultural, and moral obligations in providing ePortfolio platforms, particularly in terms of accessibility requirements and consent to store data. Educators also need to ensure that their pedagogical content enables all students to have an equal learning opportunity. Related principles include:

9. *All ePortfolio platforms and pedagogy should be thoroughly vetted for <u>accessibility</u> according to the standards identified by one's culture, government, or profession, through:*

   - training for educators, administrators, and staff so they understand accessibility standards, and
   - preparing students to practice accessible design for diverse ePortfolio viewers

10. *They have <u>consent to collect and store data</u> from ePortfolio creators, and:*

- clearly identify and explain how ePortfolio platform providers plan to collect and use student data, opt out options, and how they will inform institutions and users of changes to their licensing agreements, and
- are aware of and comply to government regulations regarding data use and privacy

Conclusions

As institutions around the globe turn to technology to support instructional continuity, educators and learners use ePortfolios to assess learning effectively in authentic contexts and to gauge personal and cohort progress. However, all stakeholders, from learners to vendors, continue to grapple with digital ethics issues. This set of principles supported by application examples offers practical guidance as the world prepares for a different teaching and learning future.

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Supporting pre-service teachers to develop their professional identity through scaffolded portfolio tasks

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Abstract

A pre-service teacher education course has a dual purpose. It provides knowledge for teaching, but it also transforms the learner from student into a teacher. This change of identity is not a sudden transition that happens at graduation, rather it is embedded throughout the course. A curriculum unit at the University of Tasmania uses PebblePad workbooks to scaffold students to write, speak and think like teachers. These assessment tasks contribute to the student's Portfolio of Evidence that is built progressively. In this paper we explain how we use scaffolded portfolio tasks to develop pre-service teachers' professional voice, identity and confidence.

Keywords: Pre-service teacher education, teacher identity, PebblePad, scaffolding

Introduction

In teacher education, from the very first day, we make a point of addressing our learners as 'pre-service teachers' rather than 'students' to emphasize their transition into the profession. This transformation, however, is not automatic and cannot simply be assumed. In this paper we address the notion that teacher professional identity can be fostered through tasks designed to encourage pre-service teachers to consider themselves as teacher, and write, speak and think from a teacher perspective.

Background

Professional identity is central to a teacher's practice; their beliefs, values and principles shape how they conduct themselves in their work and how they interact with the community (Sutherland, Howard & Markauskaite, 2010). Further, the concept of self as a professional (Fraser, 2018) nurtures commitment, resilience and the motivation that is needed for sustained professional engagement.

The switch of identity from student to teacher can be difficult for pre-service teachers (Flores, 2020). Walkington (2005) identified activities that encourage students to explicitly build upon and challenge their existing experiences and beliefs that help to form teacher identity. Furthermore, Sutherland, Howard and Markauskaite, (2010) suggested that a deliberate process of helping students to develop a 'teacher's voice' is likely to facilitate a shift in thinking. This process includes asking students to communicate their ideas as a professional. In this context, rather than using third person and academic style, they need to

speak or write with authority using first person voice. Additionally, they must learn to embed theory, provide expert opinions, and be reflective and thoughtful.

The Study

The curriculum unit, "Introduction to Humanities and Social Sciences Education" is scheduled in the second semester, second year of the four-year Bachelor of Education. In earlier units, students explored academic writing, learnt the difference between casual and formal styles, practiced genres of writing, including reflective writing, and the use of first, second and third person. They also learnt how to use PebblePad and began building their Portfolio of Evidence.

The Humanities and Social Sciences (HASS) unit continues this progression by developing students' professional voice through assessment tasks. Students work through six assessment tasks in PebblePad workbooks with sequenced response pages containing guiding questions, hints, links to resources and modelled construction (for example, see Figure 1). The tasks progress from simple to complex and include targeted opportunities for students to demonstrate their emerging pedagogies.

History Mystery Box

Using the fields in this workbook, explain to other teachers how you would use three (3) objects in your History Mystery Box to stimulate children's curiosity about what's in the box, teach the process of historical inquiry and get them interested in learning about Australian History. Here is an example of a History Mystery Box submission to help you.

Background Planning

Take this information from the Australian Curriculum website.

Year/Grade	
AC History Topic	
Inquiry Question	

Explain how you would use this primary source to teach historical inquiry.

Word count: 0 (Min 200)

Figure 1: A page from a PebblePad workbook

Discussion

We support learners' development by providing scaffolding (Vygotsky,1978) in the form of support structures to guide them to the next stage of their development, from student to graduate teacher. This guidance throughout the workbooks is subtle, yet persistent and deliberate. An email exchange between the unit coordinator and a pre-service teacher highlighted how an assessment task is designed to develop students' 'professional voice'. The student queried that an exemplar in the workbook modelled a narrative description of a teaching activity, rather than a table or bullet points that might be used in a lesson plan. In her response, the lecturer explained that while teaching content was required, the format of the description was also significant:

> We want you to start talking about what you would do in this classroom situation and why you would do it…we want to hear your 'professional voice' coming through. This is the sort of communicating you will be doing when you become a teacher rather than academic writing.

The advantage of completing these tasks in a PebblePad workbook is that the pre-service teachers' responses to each task, along with marker feedback, are stored in the student's PebblePad Asset Store for the duration of the course and in their Alumni account after graduation. Not only do we aim to build graduate teachers' professional identity, these workbooks have a practical application as evidence in a graduate portfolio which must be submitted as part of the Graduate Teacher Performance Assessment for teacher accreditation.

Conclusion

By second year of their four-year degree, pre-service teachers are in a liminal state of identity, at the threshold of their new career. It is at this point that many struggle to make the identity transition from student to teacher, and this is reflected in their writing. By carefully explaining the purpose of writing tasks and using e-portfolio tasks to scaffold assessment responses with exemplars, we work to support pre-service teachers' transition into the teaching profession. The accumulative e-portfolio provides pre-service teachers with valuable evidence that captures the development of their professional identity from student to teacher.

References

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