Creating E-portfolio with OSP

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Abstract

The paper describes the usefulness of e-portfolios for students, teachers, administrators and human resource personnel for learning, assessment and employment purposes. It is important to carefully look into the theoretical underpinning of the concept of e-portfolio before implementing it. Hands on experience with the OSP platform expected to provide information about the possible use of e-portfolios.

1. Introduction to e-portfolios

Individual learners, teachers, and professionals create electronic portfolios (e-portfolios) to represent themselves, receive feedback and interact with others in the community. In recent years, the potential of e-portfolios has been extensively discussed [1],[2] as well as their technological and pedagogical underpinnings [3]. Amongst other benefits, e-portfolios provide an opportunity for individuals to:

- collect a diverse set of items called as artifacts that represent learning and experience over a lifetime.
- reflect on formal, informal and non-formal educational experiences and accomplishments to integrate and enhance learning.
- reflect on different subsets of achievements to represent different aspects of their identities and experiences.
- connect with people across multiple contexts for communication, sharing, and feedback.

The system presented in this paper, the OSP, harnesses the creative work of 'folio thinking' using a set of powerful tools that interoperate in the Sakai framework [4]. Individual learners and instructors use the electronic portfolio system as a repository to store and organize digital evidence of teaching and learning. Like a web-based file system, users can upload files of any type, organize them in folders, and then reference them in presentations or compositions they design to share with a particular audience or multiple audiences. For individual students and instructors, the portfolio system provides a convenient and accessible space and the tools to represent individual learning and competencies. Instructors can use the system to design guided reflective processes which help learners integrate and enhance what they have learned. Furthermore, it provides a set of tools to design formative and summative assessments [5].

Administrators use the enterprise e-portfolio system as a data-driven decision making and reporting tool. Configured and customized to align with institutional goals and objectives, an e-portfolio system collects real evidence of teaching and learning that can be correlated with and assessed against course, program, department, and institutional objectives. The areas in which e-portfolios could be used and its functions are as follow:

- efficiency of planning for and recording of meetings and other communications with a tutor/facilitator.
- planning and monitoring of intended learning outcomes, stating how these will be measured/achieved
- recording of important activities in a learning journal and reflecting on the process.
- opportunities for design and implementation of formative and summative assessments.
- collaboratively working on a project.
- the extent of system’s interoperability.

2. Theoretical basis for e-portfolio

A suitable model for explaining the purpose and usefulness of e-portfolios in education is the TPKC (Technological Pedagogical Content Knowledge) model. At the heart of the TPCK framework, is the complex interplay of three primary forms of knowledge: Content (C), Pedagogy (P), and Technology (T). It is important for students, teachers, managers and administrators to have full knowledge of the theoretical underpinnings and value of using portfolios to support student and teacher learning. [6].
3. Objectives for introduction of e-portfolios

Through appropriate teaching strategies such as collaborative learning, demonstration of e-portfolio materials, sharing of previous experiences etc., and by identifying each participants’ professional development needs, we aim to:

- provide an overview of the knowledge management system and a comprehensive presentation of its functions.
- demonstrate how particular features of the system may be used in a variety of contexts.
- promote collaboration and create a space for a learning community.
- demonstrate exemplary case studies of OSP use for integrative learning [7].
- tailor the use of OSP for attendees’ professional needs.
- apply appropriate pedagogical principles.

4. Expected outcomes of hands-on activities

Hands on experience with the OSP system includes:

- use the main features of the OSP system and organize artifacts to demonstrate different skills, e.g. problem-solving, communication, scientific report-writing etc. [8]
- demonstrate a basic understanding of the relevance of the OSP system to their professional practice.
- awareness of the implications of using e-portfolios for teaching, learning and evaluation.

5. Conclusion

Hands-on experience presents an opportunity to explore ways of further utilizing the potential of OSP e-portfolio system. This consequently can lead to a reflection on the implications of the ‘one-size-fits-all’ approach to the provision of e-portfolios across a range of disciplines and fields. It is thus hoped that a better understanding of the role of e-portfolios in a variety of professional practices will be acquired. A deep understanding of an e-portfolio system is necessary not only for enhancing individuals’ professional practice; it also enables them to comply with targets set by their institutions and professional units.

6. Acknowledgements

Dr. Madhumita Bhattacharya received funding under the Funds for Innovations and Excellence in Teaching for “Design and Development of a Framework for e-portfolios” from Massey University, New Zealand.

Mike Mimirinis received financial support from the International Information Science Foundation, Japan for participating and presenting at ICALT07.

Authors also acknowledge the contribution of Dr. Eva Heinrich, Dr. Ramesh Rayudu and the students who collaborated and participated in the e-portfolio project under FIET2005 award lead by Dr. Heinrich.

7. References