

Evaluation of E-Portfolio Projects

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Purpose of the Evaluation

The overall purpose of the study was to evaluate the use of e-Portfolios in the College of Humanities and Social Sciences (CHSS), paying particular attention to the value of e-Portfolios in supporting Personal Development Planning (PDP). In addition, it sought to ascertain specific evaluation criteria for each pilot, evaluate the extent to which each pilot performs against these criteria, and in the end make recommendations to the CHSS regarding the future development of e-Portfolios across the College.

Evaluation Key Questions

We sought to evaluate individual pilot projects with respect to:

The understanding of PDP and purpose(s) of e-Portfolios among students and staff

The usefulness of e-Portfolio to students

Integration within the curriculum

Patterns of use of e-Portfolio by students

Attractiveness and Usability of e-Portfolio for students [and staff]

Resources implications

Evaluation Context

An important aspect of lifelong learning is the learner's ability to assemble, demonstrate and reflect on the skills, knowledge of achievement they have built up during their unique learning journeys. One of the functions of e-Portfolios is to support this kind of activity.

Policy context

E-Portfolios and personal development planning have been prominent concepts in a number of national policy initiatives: See appendix 1.

Lifelong and personalised learning policy drivers propose that all learners should be able to (electronically) develop, record, repurpose and transfer a wide range of information about themselves as they progress through different levels and episodes of learning, training and employment (JISC, 2009).

Method

This evaluation used a mix of qualitative and quantitative data collection methods. The qualitative data was collected by using semi-structured interviews¹ with members of staff at the beginning of the project to clarify the objectives and details of the pilots. This data has been used to draw logic models for each pilot project.

Focus groups (4) were conducted with students from March to June. The Bristol On Line survey produced an 18% response rate (45 informant).

Results and findings

The following subject areas across the CHSS were early adaptors of PebblePad:

Nursing Studies, MSc Management of Training Development, MSc Community Education and Business Studies undergraduate degrees. Table 1 below shows more details regarding these 'pilot projects'.

¹ Questionnaire attached.

Table 1: Pilot projects key stakeholders

Lead person	School	Programme	Course	Number of students	Active Accounts ²	Staff
Anne Robertson	Health	MSc in Advancing Nursing Practice	Whole programme	15	15	10
John Bamber	Education	MSc Community Education	Professional Practice	30	32	2
Brian Martin	Education	MSc in Management of Training and Development	(Chartered Institute of Personnel & Development - CIPD)	42	17	5
Wendy Loretto	Business School	Business Studies Undergraduate degrees	Career Development Planning (For all these degrees in 2nd year)	210	190	Teaching (1) Academic related support staff (2) Secretary (1) Technical support (2)
Tony Kinder	Business School	Various programmes in the School, largely at MSc / MBA level	Dissertations	15	Information not provided	Information not provided

Patterns of PebblePad Usage

A global report from the accounts was compiled by R Chmielewski. The global report covers three main areas; usage, collaboration and type of asset used (the PebblePad tool used)

Usage

There were a total of 390 accounts held with active use of 310 accounts. The MSc MTD had the poorest uptake of only just under a third of the students utilising the PebblePad account.

Collaboration

Collaboration refers to the sharing of assets within the PebblePad community or with external sources. The students can share information and allow others to comment on their work. Sharing of work is a

² Active Account is one which has been accessed more than 3 times

feature that the majority students have done with Nursing and Education more liable to also allow comments.

Students are also publishing works in gateways which allows lecturers to access and mark or comment.

Assets used

The range and disparity of asset used reflects the differences in the course use of PebblePad. What becomes interesting is exploring the use of PebblePad by the students out with the remit of the course.

For example in the Business Studies Undergraduate degrees and the MSc MTD the main remit was CV production nevertheless activity and thought features are being utilised.

In Nursing CV was not part of the remit yet this asset was utilised by the majority of the students.

The MSc Community Education shows the most consistent use of assets and has developed proformas which may explain a more rounded usage.

The other asset used is the blog with 66 blogs being used by students

File usage also varies considerably across the 5 courses with Management of Research and Development and Innovation using 200MB and Nursing Studies using 70MB as opposed to around 1.67MB from the other courses. This may be due to the sharing of articles and programme information through PebblePad.

Results

This section discusses the results of the focus groups and Bristol on line survey on the use of and usability of the PebblePad e-Portfolio system. Overall the results reflect an extreme range of views from a genuinely pointless piece of bureaucratic nonsense to, 'it allowed me to bring together ideas of what I've studied and who I am as a person'.

The results from the on-line survey are largely negative in nature. The qualitative data from the focus groups however provides many of the answers as to why so many students had a negative experience. The over whelming message is the lack of understanding that the students had about e-Portfolios. There was little or no conceptual understanding which meant that PebblePad was viewed as a piece of software. It is therefore not surprising that students did not understand why more efficient pieces of software were not being used. In addition they were confused about the different choices of software within the University e.g. WebCT can do all this too.

Students who grasped the concept of life long learning and portfolios of practice gave more favourable feedback. Students were generally unhappy with the quality and amount of instruction given on the PebblePad system. Despite this, they were happy with the technical support provided.

Understanding of personal development planning (PDP)

The majority of students (56%) understood what PDP was, however a minority had never heard of or gave an inaccurate definition of personal and professional development. This may reflect that three out of the four pilots involved masters students. The majority of the respondents were education and health professionals who have prior knowledge of PDP. Less than 50% of the BOS respondents had received assistance from programme tutors in furthering their understanding of PDP. This suggests that PDP is not a formal part of the curriculum in the majority of the case studies.

Usefulness of e-Portfolio

For the vast majority (85%) of students this was the first experience of using an e-Portfolio. There is a wide variation in student response dependent on their programme of study. Students who were given effective induction found the process easier, e.g., Nursing Studies and Business Studies. The results from the BOS suggest that overall a third of the students found the experience useful in reflecting and identifying skills. The programme objectives for their use influenced the degree to which the students found e-Portfolios useful. For example, business students found the CV tool “unimpressive”, whilst Nursing Studies students valued the blog and the ability to create communities of practice.

The results for the focus groups were dependent on objectives for use of e-Portfolio within the respective programmes

Integration within curriculum

From the responses of the BOS the majority (78%) of students either did not know, or did not think, that e-Portfolio was integrated into the curriculum. Further details from the focus groups suggest that students from all case studies, except Nursing, viewed the e-Portfolio as a separate activity.

Attractiveness and usability

Two thirds of the students found the e-Portfolio easy to use. In general the students with more IT knowledge found some of the features primitive, e.g, “the lack of spell check and editing features”. Further discussion in section 5

Student Suggestions Regarding Features, Technical Issues and Operational Issues

Students were asked several questions that related to whether the university should continue with e-Portfolio development and how the university should progress with any development. The results reflect two aspects of the students’ experience; firstly the students’ level of understanding of the software and the purpose within their particular course and secondly the stage the students were at within their academic career. In general MSc students were more able to see the potential value of the e-Portfolio but were also the most concerned regarding how much effort it would take and whether that would place undue pressure on their course work. The undergraduate respondents generally thought the e-Portfolio should be introduced in second year and would be more useful as they progressed through their studies

As this section is primarily designed to give direct feedback on how the university should continue implementing the system only suggestions which demonstrate understanding of the system are discussed. However the range of suggestions demonstrated a total lack of knowledge about the operating system and highlights an area of concern which requires to be addressed. The suggestions are divided into two parts; features and technical comments and how the university should operationalise e-Portfolios.

Features and Technical Issues

A reply message when you submit work

This feature was mentioned several times and there was general discussion regarding the multitude of ways in which work can be submitted at present which was perceived as confusing.

Inserting videos instead of attaching and better editing tools.

Several students were concerned about the limitation of file size uploads and were critical of the capabilities and design of the soft ware. Several suggested other single applications which could do what was required in a better way.

CV tool inadequate

One group of students used this tool as part of the course assignment and were most critical of the design and printed version of the CV.

And please

Provide better group work options

Make e-Portfolio tool accessible by alumni

Streamline the different software packages in use

Ensure ability to submit several pieces of work

Improve the command line interface

Better page navigation through either a hyperlink or as a new tab

Operational Issues

The major issue was instruction and a general lack of knowledge of how to use PebblePad. For this students would benefit from the provision of a how to guide and on-line tutorial.

Several other suggestions were given by students; a buddy system of pairing competent students with others less competent, baseline assessments of skills, using students to demonstrate how they used the e-Portfolio, small group work, and incremental learning.

Graduated use and functions

This was an interesting idea discussed in several forums that the students should only have access to part of the e-Portfolio and as new tasks are introduced more features become available. The overwhelming view was that induction and direction on the use of e-Portfolio is essential and that incremental learning is preferable

Resource Implications

The lack of knowledge of e-Portfolios evident in this study demonstrates the need for:

Tuition of staff – a coordinated programme

Tuition of students – requires time and integration into the curriculum

Increase access and availability of computers to meet demand

IT support staff to deal with inquiries

It is beyond the remit of the report to explore financial costing, nevertheless without an increase in resources the uptake and success of the e-Portfolio will be limited. There may be an economic benefit as suggested by one of the students in using the system to maintain contact with alumni for fund raising and support.

Good Practice Discussion and Overall Recommendations

There were distinct patterns of usage by each of the pilots. In MSc Nursing studies PebblePad was fully integrated into the curriculum and in addition included hands on practice and a pedagogical model. The result was that students used all of the features even when not required to.

In MSc Community Education PebblePad was fully integrated into the curriculum but there was little hands on experience and no overall model of use. In the group discussion with the MSc community education students it was apparent that those who had grasped the concept were most enthusiastic; however a significant minority had a negative experience. Both Nursing Studies and Community Education were the most successful users of PebblePad. Business Studies used one part of PebblePad the CV and had no induction to PebblePad. The students were very critical of the CV tool and displayed no understanding of the e-Portfolio and were very negative.

It appears that the following steps are required to introduce e-Portfolios successfully:

- Hands on experience prior to starting the activity
- Assessment of students IT literacy
- Understanding by the student on the purpose of the activity
- Integration within the curriculum
- Perception by the students of the advantage of using e-Portfolio
- Conceptual model to aid students

The danger of not preparing the students is that they have a bad experience of the technology which makes further work with the students problematic. The implications are of concern to both subject areas and college as it suggests that a considerable initial input in staff and student training is required. A blanket introduction of an e-Portfolio system with a self directed learning package for students would lead to some uptake by the students. However for the full advantages of the system to be realised staff training would need to be initiated. Without staff training there is a danger that any e-Portfolio system is seen in the same way as the virtual learning environments and not as a piece of software which is owned by the students. The benefits are clear for students' personal development and life long learning. In addition there are clear benefits in the introduction of new forms of assessment.

Case Studies

Nursing Studies MSc in Advancing Nursing Practice

Background

Professional and personal development and lifelong learning are key components in postgraduate nurse education. The decision was made to create a new Masters programme which utilised the integrated facilities available within e-Portfolio to complement the educational philosophy of independent lifelong learning within nursing.

All academic staff and three secretarial staff were given access to and training on the use of PebblePad. All Masters students were given three half-day training sessions on the use of PebblePad. Two learning gateways were created, one for the submission of assessed work and one for non-assessed teaching material.

Key features of the programme are:

the creation and transmission of an educational model (the Playground Model) for the use of e-Portfolios within the subject area

the development of 20 credit, 40 credit and 60 credit e-Portfolio optional courses;

the Personal and Professional Development core course which includes educational inquiry into the key elements of an e-Portfolio, for example reflective practice, digital technologies and personal development;

the use of e-Portfolio for all programme support and communication.

Establishing Effective Practice

The implementation of PebblePad within a completely new programme provided numerous challenges and opportunities. Previous experience of e-Portfolios highlighted that pedagogy must drive the implementation of technology. Accordingly the following steps were taken:

Establish the level of IT skills among the student cohort. Students completed an IT skills questionnaire and indicated their level of competency with IT

Introduce the students to the educational philosophy concerning the use of e-Portfolios. A 2 hour lecture on e-Portfolios.

Provide students with a model to conceptualise e-Portfolio. Created a model.

Provide students with hands-on experience. Four 3 hour lab sessions

Setup special interest and support groups within PebblePad. Used the blog tool to create support groups, dementia group, digital resources and e-Portfolio group.

Conduct all programme communication through PebblePad.

Integrate the use of PebblePad within the programme by the use of forms and activities. Created feedback and learning contract forms. However some technical difficulties were encountered (eg Students had problems submitting assignments and forms to their tutors via PebblePad)

Set up learning gateways for assessment.

Provide opportunities for students to obtain credit for work submitted. Created specific course for e-Portfolios

Use e-Portfolios as a bridge between theory and practice to enable the student to plot their own personal learning routes.

The setting up of e-Portfolios requires not only commitment, time and effort but that the staff team are also on board. This necessitates teaching sessions for staff and support.

Usage report compiled by Robert Chmielewski: See appendix

My use of PebblePad - a student's experience

Journal entry from PebblePad

“As a postgraduate student returning to the nursing studies department I am finding PebblePad to be an engaging and thoroughly useful tool.

I love the possibilities, the relaxed and friendly design, the structure for reflection, blogging and keeping a journal; collecting resources I've used...and watching my assets grow!

The integration of my academic learning into my current work life is one area of particular benefit. I work and study from a number of different computers but my PebblePad is accessible wherever I am. This means no matter where I am or how hectic a shift is, I can find the space to dip into my learning environment. Then, when I get home I can pick up where I left off.

Another favourite aspect is the communication between other students and tutors. As we only meet once or twice a week in person its great to be able to keep in touch. I love the blog function for this. Its friendly and creative and really works. We can support each other and ask questions. If we can't find the answer to a problem between us, tutors can add their advice. Its great to be able to share with non-PebblePad users too. When I'm working on something of interest to a colleague at work I have sent them permission to access the relevant section of my e-Portfolio. With a number of different people supporting my studies this time around I think this is an important feature.”

Deborah Halcrow MSc student 15 February 2009

Reassessing e-Portfolios

A lecturer's experience

Placing e-Portfolios at the centre of the programme has required the creation of numerous policy and information documents for staff and students. An e-Portfolio Marking Guide has also been developed in conjunction with the students and staff. This workload was greater than expected but did provide opportunities for cross fertilization between staff and students regarding how e-Portfolios should be used.

As an educator the area I have found most useful is the ability to communicate with all students on a programme and set up resources and discussions. We have yet to receive an e-Portfolio for assessment but 5 students are actively working on producing folios for assessment ranging from 20 credits to 60 credits. The most exciting development is the setting up of communities of interest within the programme e.g. e-Portfolio support group.

Dr Anne Robertson

Things we would do differently

There are at present numerous types of digital learning delivery WebCT, Wikis, email and PebblePad. At present personal preference dictates the choice and usage of each of the systems and with no clear guidelines students are then bombarded with information from a variety of sources and subsequently ignore some. It may be prudent to set up clear guidelines in future

Key points for effective practice

Establish student understanding of technical and philosophical use of e-Portfolios

Integrate activities within the curriculum

Ensure technical systems are in place

Community Education

Background

The project leader has attached e-Portfolio to the Professional Practice course. This course aims to develop students into reflective practitioners through taught and practice elements. It involves students in recording learning plans, assessments, placement reports, reflections, etc. Students were making a record of all these already and the project leader adopted PebblePad to provide a platform for them to do this on.

The project leader has populated PebblePad with forms and exercises³ that students would normally get on paper format. Activities are either required or optional. The creation of a CV is among the required activities. Developing a webpage goes beyond professional practice but the project leader has made it a required activity because of its professional development value for students. All course correspondence will be through PebblePad

Evaluation Key Questions

The evaluation sought to evaluate individual pilot projects with respect to:

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The usefulness of e-Portfolio to students

Integration within the curriculum

Patterns of use of e-Portfolio by students

Attractiveness and Usability of e-Portfolio for students [and staff]

Resources implications

Activities

The students tended to only use the e-Portfolio for the forms but some did use other features

General Findings in relation to pilot

This pilot in essence used PebblePad for an existing activity within the curriculum. The perceived advantage was that it would allow the students to have easier access and allow the students to manage their information in a more constructive manner. The major problems identified by the students were the lack of technical knowledge. The students during the course of the feedback discussion became more in favour of using the system. Many of the negative comments were based on inaccurate knowledge about PebblePad. The approach taken within education favoured more technically competent students

Suggestions for improvement

Assess IT level of students

Have hands on lab sessions demonstrating PebblePad

Clearly outline the advantages

³ All forms created by Pilots will be collated as an Appendix in the final report.

Management of Training and Development (MSc)

The use of e-Portfolios within the programme is in part to meet the requirements for accreditation for students on the programme hoping to achieve Graduate Chartered Institute of Personnel & Development (CIPD) status. More broadly the programme envisages that e-Portfolios would be one of the tools for a general transition to digital environments across the MTD programme.

E-Portfolios were presented to the students as optional tool for use in the development of a PDP plan which is a required task within the programme. After an initial introduction to e-Portfolio and PebblePad students were left to develop their own use or not of the resource.

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Resource implications

Activities

Tutors gave a general introduction of PDP and presented some examples. Students were encouraged to start writing their PDP in segments over time with PebblePad being an optional tool they could use to do so. On 12 January 2009 students submitted their PDPs. Those who had used PebblePad submitted via PebblePad.

Feedback about how students perceive PebblePad was collected from students during the course, at the interim and final review of the e-Portfolio project conducted yearly with students, and at the Staff-Student Liaison Committee meeting. Further feedback is from external examiner comments

Tutors are tasked with setting up specific activities within the curriculum to encourage students to use e-Portfolio either for assessment or PDP, while lecturers give lectures on PDP and compare quality of work before and after the adoption of PebblePad.

Evaluative Criteria

There is no formal evaluation procedure as such. The evaluation will bring together feedback from students, external evaluator comments and quality of work.

Informal feedback is via tutors capturing students' comments during the course and twice yearly reviews of the e-Portfolio at interim and final reviews conducted live with students. There will also be information from the Staff-Student Liaison Committee meeting.

Indicators of success will be student satisfaction through feedback and the maintenance of PDP throughout the programme by all students (statistics). Another indicator of success will be quality via assessor and external examiners comments, especially the CIPD external examiner.

General Findings in relation to pilot

A course was put together giving students an opportunity to focus on and take them through using an e-Portfolio for a core purpose. But its optional nature means only some of the MTD students will take it up, not all of them.

As it stands the pressures and competition for time from other courses will probably cut down on efforts spent on the e-Portfolios with the probable results they end up being done hastily just before submission, just to meet the requirement.

Staff accept that there is a need for clearer focus and fresh thinking about the place of the component which requires a learning log, which can be created within the e-Portfolio, within the overall structure of the MTD programme. This would involve getting to grips with using e-Portfolio as a constructive tool that underpins everything else students do on the programme, with students at various points within courses encouraged to go away and engage with the PDP exercise.

For (staff) it is not yet clear where this sits in relation to all the other assessed work and that dampens the staff's enthusiasm for the programme. Once that is clarified and expected times to be spent confirmed it will make it easier for students to spend more structured times rather the ad hoc amounts today.

PebblePad is a good tool but remains geared for self-starting, self-motivated types thus resulting in take-up by a small minority. It should be perhaps be formally worked into parts of the course and be made compulsory for progression at any stage or perhaps be part of the dissertation. Too much time is spent learning it when it is not necessarily core and its continued availability is not particularly stable. It would be good to confirm the tool was going to be around for the long term and thus have people invest their time knowing it would not be in vain.

Business School and Economics – (Career Development Planning Course)

The course Career Development and Employability is a 4 ½ week, credit bearing course, that is offered to all 2nd year students taking the following degrees within the School: Business and Economics; Business and Law; Business and Accounting; Business and Geography; Business and Languages and International Business. The course aims, among other things, to develop employability skills and career development planning, and to make these skills an integrated part of the students' university education.

A course booklet that introduces students to PebblePad has been produced. Students were given a live demo and a lecture during which they were shown examples of completed tasks and how they were done. A Dummy's Guide to PebblePad was posted on WebCT for their use. Students were tasked with giving a written critique of a standard CV, then creating their own CV and an Action Plan. These aspects form the elements of assessment and were to be submitted through PebblePad.

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Resource implications

Evaluative Criteria

In order to evaluate student's engagement with PebblePad course organisers administered a course questionnaire which included questions on PebblePad. The e-Portfolios expert also administered his own questionnaire. The course lecturer would also have a chance to review the course at the Undergraduate Committee as well as the Staff Liaison Committee which she chairs.

Course organisers would really just want evaluation to reveal students' general attitude towards PebblePad, how useful they found it, what features they found particularly useful, and get their ideas about how they might use it in the future. They were also keen to find out if the use of PebblePad makes submission of assessment work easier from a student and course secretary's point of view.

General Findings in relation to pilot

The lecturer is very enthusiastic about PebblePad and considers that it increases different channels of communication, increases different ways of communication between staff as well as student-staff engagement.

Students found e-Portfolios a good way to get all their ideas together.

PebblePad does not offer the best format for designing a CV, as was evidenced by several criticisms to students' CV created in PebblePad by staff at Career Development services. The provided CV proforma is too restrictive. Further, when designing the CV students found that the format looks fine on screen but does not print as well as it looks.

Students would like e-Portfolios to be presented as a tool that has broader usage besides just as a 'CV tool' or a tool for some other task to be assessed as part of a course.

E-Portfolios should be generally available to all students, not limited to those taking certain courses.

Students do not think e-Portfolios should be assessed because not all students take PDP seriously enough to find e-Portfolios a useful tool in the early years of their degrees.

Some students intend to use their e-Portfolio to get a good placement.

More students would sign on and use PebblePad if it was well advertised to students through different media across the University, e.g., at the Student Union, WebCT, lecturers talking to students about it, etc.

Management of research and development and innovation

This pilot project looked at the pedagogic value of e-portfolios and whether e-portfolios are differentially beneficial to Asian students. The project leader agreed to supervise 15 *e-dissertations*, of which eight were for Chinese students. Two dissertations were for undergraduate students, seven for MSc students from the International Business and Emerging Markets programme, three were MBA dissertations, two from MSc Drug Discovery and five from MSc Management. The working assumption was that the e-portfolio platform would be easier than constructing a 15 000 page document in the traditional dissertation format, especially for people working in English as a second language. This would increase the quality of submitted dissertations as students would have a facility to present evidence in ways familiar to them, i.e., videos, etc.

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Resource implications

Activities

The project began with a group session looking at the nature of the dissertation, planning work related to that, and the technicalities relating to the use of the e-portfolio platform. In that group session the project leader went over the details of the e-dissertation assessment criteria. Students were encouraged to produce an outline structure and Gantt diagram of their work plan.

The first real work towards the dissertation began at the end of May with the dissertation being due in September. While acknowledging that different students would require different levels of support, a provisional plan for weekly supervision meetings was planned. Students were encouraged to keep a learning diary.

Evaluation criteria

Project staff would investigate, from the lecturer's perspective, the difference e-dissertations make to the time and quality of that time spent with the students. The project leader would report back to Post-graduate Board of Studies on the process and evaluation findings.

Students would be asked to keep a learning diary and the project leader will regularly ask for feedback during discussions with students. At the end a focus group or other interviews would be conducted to solicit further feedback on the e-dissertation process. This may include a special Chinese students' focus group, the purpose being to elicit feedback on the quality of the learners' experience.

High marks for the e-dissertation would be an indicator of the effectiveness of the use of e-dissertations. The project intended to cross reference e-dissertation students' marks to other students' marks, as well as correlate e-dissertation students' achievement to other courses they may be following.

The project leader would welcome external evaluation as this would be objective.

If the project reveals that e-portfolios add to the learners experience and is beneficial to staff, then the school would look to generalising the offer of the e-portfolio dissertation. The school oversees 500 dissertations a year, making these a very important component of its work.

General Findings from the pilot

Pending.

References

Sutherland, S. and Powell, A. (2007), Cetis SIG mailing list discussions [www.jiscmail.ac.uk/archives/cetis-portfolio.html] 9 July 2007

JISC (2009). E-Portfolios: an overview. Retrieved June 29, 2009, from <http://www.jisc.ac.uk/whatwedo/themes/elearning/eportfolios.aspx>

Appendix I

[DfES e-Strategy](#) (2005) proposes a personal online learning space for every learner, which will contribute to an electronic portfolio, building a record of achievement for lifelong learning

[HEFCE strategy for e-learning](#) (2005) includes an objective to encourage electronic support for describing learning achievement and personal development planning (PDP)

[DfES review of fair admissions to HE](#) (2004) includes a definition of 'fair admissions' drawing on e-Portfolios for richer applicant information

[Burgess scoping report](#) (2004) envisages all HE students using an e-Portfolio in the medium term, with students themselves as the translators and conveyors of information about their learning and achievement

[Burgess final report](#) (2007) recommends the development of a Higher Education Achievement Report (HEAR) as the main vehicle for recording student achievement, which is based on the current academic transcript, and incorporates the European Diploma Supplement.

[QCA blueprint for e-Assessment](#) (2004) proposes by 2009 all awarding bodies should be set up to accept and assess e-Portfolios

[Leitch review of skills](#) (2006) discusses the need for higher level skills for all, and the provision of a free 'skills health check'

[Guidelines for HE Progress Files](#) (2001) prepared by Universities UK, Universities Scotland, the Standing Conference of Principals, the Learning and Teaching Support Network and the Quality Assurance Agency for Higher Education. They propose the PDP element should be operational across the whole HE system and for all HE awards by 2005/6

The University of Edinburgh

Senatus Learning and Teaching Committee

23 March 2010

EUSA feedback and assessment survey (for years 1-3)

Brief description of the paper

An explanation of the EUSA Assessment and Feedback Survey for the non-final year students and the reasons for doing.

Action requested

For information.

Resource implications

Does the paper have resource implications? Yes. These are being met by EUSA.

Risk Assessment

Does the paper include a risk analysis? No.

Equality and Diversity

Does the paper have equality and diversity implications? No.

Freedom of Information

Can this paper be included in open business? Yes.

Originator of the paper

Evan Beswick
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15 March 2010