A 4-phase-model for the long-term use of e-portfolios

Experiences from a three-year action research project in postgraduate master courses

Presentation at ePIC 2012
»e-portfolio and identity conference«
London, July 10th, 2012
Klaus Himpsl-Gutermann
### Master programme "eEducation, MA"

- Postgraduate part-time study course, 2 years, 90 ECTS
- Target audience: Teachers in all educational sectors
- Occupational profile: Educational Technologist
- Curriculum: unitised modules of 3ECTS:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technology (6ECTS)</td>
<td>Media Pedagogy</td>
<td>Knowledge Management</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>Didactical Design (6ECTS)</td>
<td>Communication Theory</td>
<td>Corporate eLearning</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Multimedia Design</td>
<td>Psychology of Motivation and Cognition</td>
<td>Scientific Writing</td>
<td></td>
</tr>
<tr>
<td>Mediatechnological Basics</td>
<td>Digital Media Socialisation</td>
<td>Project (15ECTS)</td>
<td>Master Thesis (24 ECTS)</td>
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</tbody>
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http://www.donau-uni.ac.at/eeducation
Action Research Plan

- Taxonomy of E-Portfolios
- Evaluation of E-Portfolio Systems
- Case Study PhD Program
- eEducation: Analysis & Objectives

2007

2008

- eEducation1
- eEducation2

2009

- Alumni Interviews
- Writing of the Thesis
- Advancement in eEducation3, 4 and 5

2010/2011

PRE-DESIGN

DESIGN

RE-DESIGN
• Prototypical procedure:
  • 15h: Literature review
  • 20h: Online forum discussion
  • 10h: Face-to-face workshop with lectures and discussions
  • 15h: Collaborative online activity
  • 15h: Term paper in individual work

• Taxonomy of educational objectives: Anderson & Krathwohl 2001 (adapted from Bloom)
Virtual Learning Environment (VLE)
### Phase 1: to orientate yourself

<table>
<thead>
<tr>
<th>Problems</th>
<th>Critical for success</th>
<th>Students' strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>too less instruction, especially in attendance days</td>
<td>recurring structures, templates, examples</td>
<td>sharing incomplete portfolio views to peers</td>
</tr>
<tr>
<td>role of the journal (when to reflect what and how)</td>
<td>formative feedback of teachers</td>
<td>to align oneself with portfolios of peers</td>
</tr>
</tbody>
</table>

### Phase 2: to position yourself

<table>
<thead>
<tr>
<th>Problems</th>
<th>Critical for success</th>
<th>Students' strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>honesty of reflections</td>
<td>transparent criteria, formative assessment</td>
<td>sometimes strategic-tactical approach</td>
</tr>
<tr>
<td>different quality of peer feedback</td>
<td>appreciation of portfolio views by teachers</td>
<td>portfolio important for the self-discipline</td>
</tr>
<tr>
<td>missing feedbacks of tutors</td>
<td></td>
<td>learning to focus on the essentials</td>
</tr>
<tr>
<td>high workload</td>
<td></td>
<td></td>
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</tbody>
</table>


**Phase 3: to identify yourself**

| Problems | to maintain quality and intensity of portfolio work 
opposition in own professional context |
| --- | --- |
| Critical for success | versatility of *Mahara*
uncomplicated hosting offer for *Mahara* free of charge |
| Students' strategies | developping routines 
creating ideas for own professional context |

**Phase 4: to present yourself**

| Problems | unconscious copyright infringement 
less portfolio experience in companies |
| --- | --- |
| Critical for success | alumni activities concerning the portfolios 
social networking |
| Students' strategies | personal learning archive, making learning visible 
find new learning communities |

<table>
<thead>
<tr>
<th></th>
<th>Alumni</th>
<th>Ansichten</th>
<th>für Gruppe</th>
<th>geheime URL</th>
<th>logged-in</th>
<th>public</th>
</tr>
</thead>
<tbody>
<tr>
<td>eEducation1</td>
<td>9</td>
<td>134 (9)</td>
<td>26 (9)</td>
<td>6 (1)</td>
<td>4 (2)</td>
<td>56 (8)</td>
</tr>
<tr>
<td>eEducation2</td>
<td>18</td>
<td>389 (18)</td>
<td>284 (18)</td>
<td>23 (1)</td>
<td>16 (5)</td>
<td>76 (9)</td>
</tr>
<tr>
<td>Gesamt</td>
<td>27</td>
<td>523 (27)</td>
<td>310 (27)</td>
<td>29 (2)</td>
<td>20 (7)</td>
<td>132 (17)</td>
</tr>
</tbody>
</table>
Two Example Quotes

“[...] as soon as you know in such a case that you will publish this at some point, then there is, let’s say, self-critical thinking is restrained, of course, because you don’t say this is simply my diary that no-one will see, where I am writing things down for myself. It’s not that, you would have to somehow separate that, you would have to say, ok, I can do one part for myself, reflecting for myself alone, but I don’t really want to show this to the public, right. This is, I see some tension there [...] So probably I have, let’s say, I tended to write for a reader, not really for myself. That’s, well, looking back honestly right now, this is like a rather automatic and unconscious process, that you tell yourself, ok, this is going to be looked at, graded, so you will write what somehow, well, will give a good impression on the whole. And everything else, well, I can think about that for myself. So, well, it does have this tendency, doesn’t it.”

“And over and above this, there is this additional investment and the creation of a suitable portfolio. At least it seems to be an additional investment at first. And possibly many will only see when looking back that this investment actually pays or has paid. I don’t know whether this is always the case from the start. I was rather sceptical at the beginning. Or rather, I didn’t know this method e-portfolio at all, and it took some time until I was actually able to identify with it, and before I really used it, actually used it with more and more pleasure.”
Further information

Available in German:
Thesis about the action research project in eEducation
www.himpsl.at/diss


## Contact

<table>
<thead>
<tr>
<th>Dr. Klaus Himpsl-Gutermann, MSc</th>
<th><a href="http://www.himpsl.at">www.himpsl.at</a></th>
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</table>

### E-Portfolio at:
http://www.mahara.at

| Member of the Academic Staff Department for Interactive Media and Educational Technology Danube University Krems Dr. Karl Dorrek-Str. 30 A-3500 Krems, Austria | +43 2732 893 2368 klaus.himpsl@donau-uni.ac.at www.donau-uni.ac.at/klaus.himpsl Responsible for: www.donau-uni.ac.at/eeducation www.donau-uni.ac.at/pknm |

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