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Marij Veugelers

"an update from the Netherlands higher education portfolio community with an international view"

Eportfolio Implementation Strategy in Higher Education: Juggling with Many Balls

Vienna Eportfolio Conference July 2009



UNIVERSITY OF AMSTERDAM



SURF NL Portfolio



- **SURF Foundation**

Dutch Platform organization for IT in Higher Education more than 60 institutes/universities

**Communities of practices/experts:
standardization, multimedia, gaming, sharepoint,
mathematics and eportfolio: SURF NL Portfolio**

- **Marij Veugelers**

**community manager SURF NL Portfolio expertise
group**

**project manager portfolio implementation
University of Amsterdam**

Community of Practices

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- Create a **community** around e-Portfolio
- Explore the dynamics of e-Portfolio **concept** building strategies and change management



- Develop a good story
- Learn along the way
- Walk down memory lane
- Design paths for the future



NL Portfolio



'The stimulus for life long learning'



Combining, sharing and expanding expertise

Co-operation in the educational sector, as well as in the field of employment

National and international co-operation



Dutch expert group portfolio since 2004

NL Portfolio



'The stimulus for life long learning'

➤ Website

<http://www.surfspace.nl>

- Contact persons HE institutes exchange meetings

- Involvement in e-learning projects in higher education

Activities NL Portfolio

- Own project tender 2005- 2006
- Organising meetings, special workshops
- Conferences, presentations, papers, etc

Co-operation

- In educational sector
- In the field of employment
- International UK and US



2001: an ePortfolio Odyssee ;)

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- Local (e)portfolio initiatives starting up already before millenium shift
- e-Portfolio as creed / mantra for educational change
- First collaborative project of 3 universities funded by SURF
- First workshop with Helen Barrett in the NL on different kinds of (e)portfolio use

2001 - 2002 - 2003 – 2004 - 2005 - 2006 - 2007 - 2008 - 2009 - 2010

Reflective exercise on ePortfolio

1. What kind of organization do you work for?

University – (Community) College – Other

2. What is your role in your organization?

Technical – Educational - Management – Other

3. Where does your organization stand regarding ePortfolio?

Thinking about it – Pilot stage – Scaling up – Fully implemented

Reflective exercise on ePortfolio

Some more questions: Have you ever... (yes or no)

4. supported learners in the development of (online) portfolios?
5. used (online) PDPlanning with students?
6. used a learning online portfolio as a form of assessment with learners?
7. been involved in the implementation of an institution wide online portfolio process/system?
8. kept an online reflective diary / portfolio / weblog etc. yourself?

A black and white photograph showing several construction workers on a large, curved metal structure, likely a dome or a large-scale architectural project.

Models in the NL- HE

- More than 10 years experience
- Collaborative projects in Higher Education between institutes
- Innovation/stimulating funding possibilities
- Several publications, (hand)books, websites
- International exchange (UK, USA and Eportfolio conferences since 2004)
- There is such as: "The Dutch way of..."

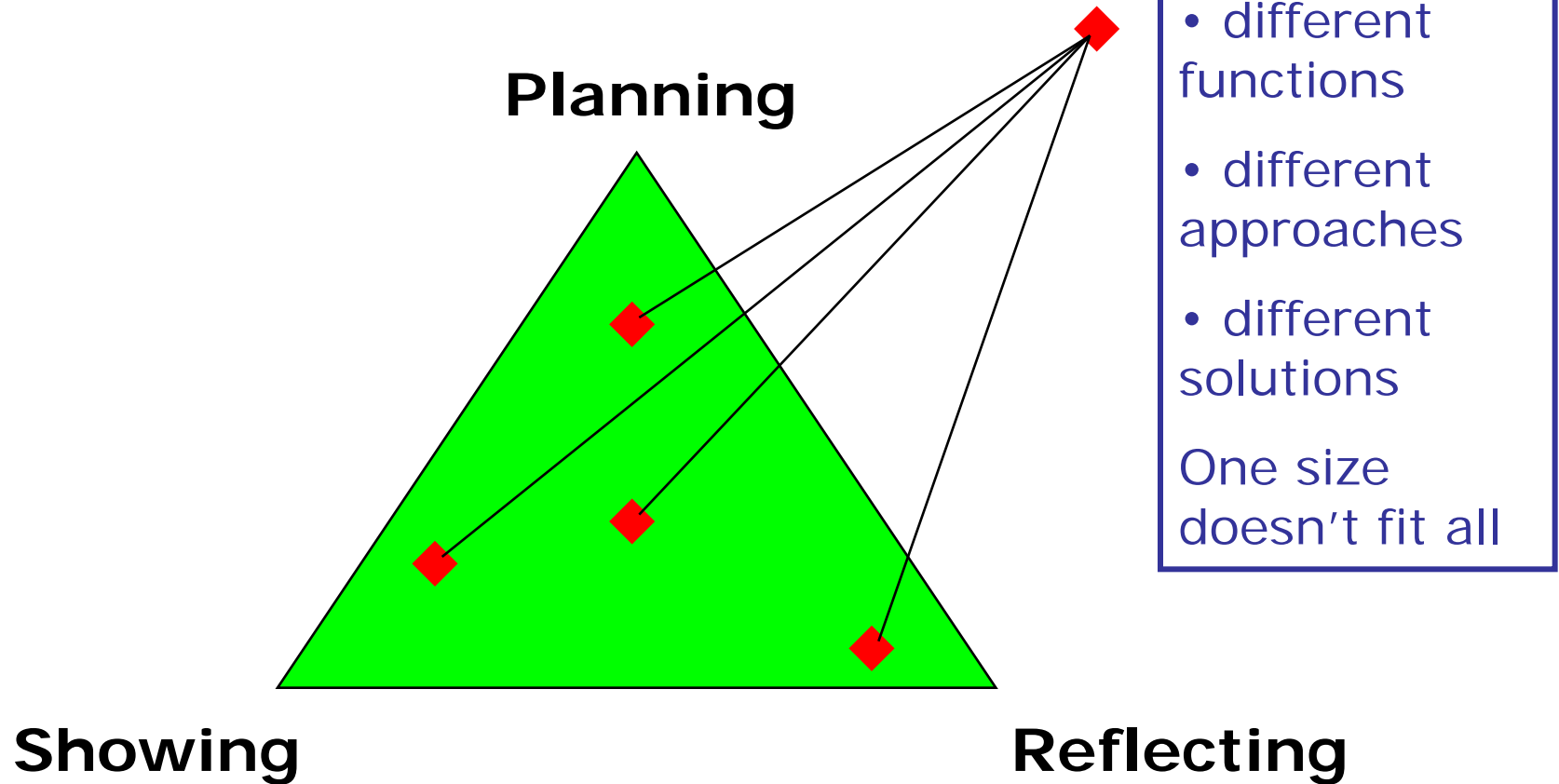


ePortfolio in Education

place and function

state of practise

Primary functions ePortfolio from student perspective Van Tartwijk

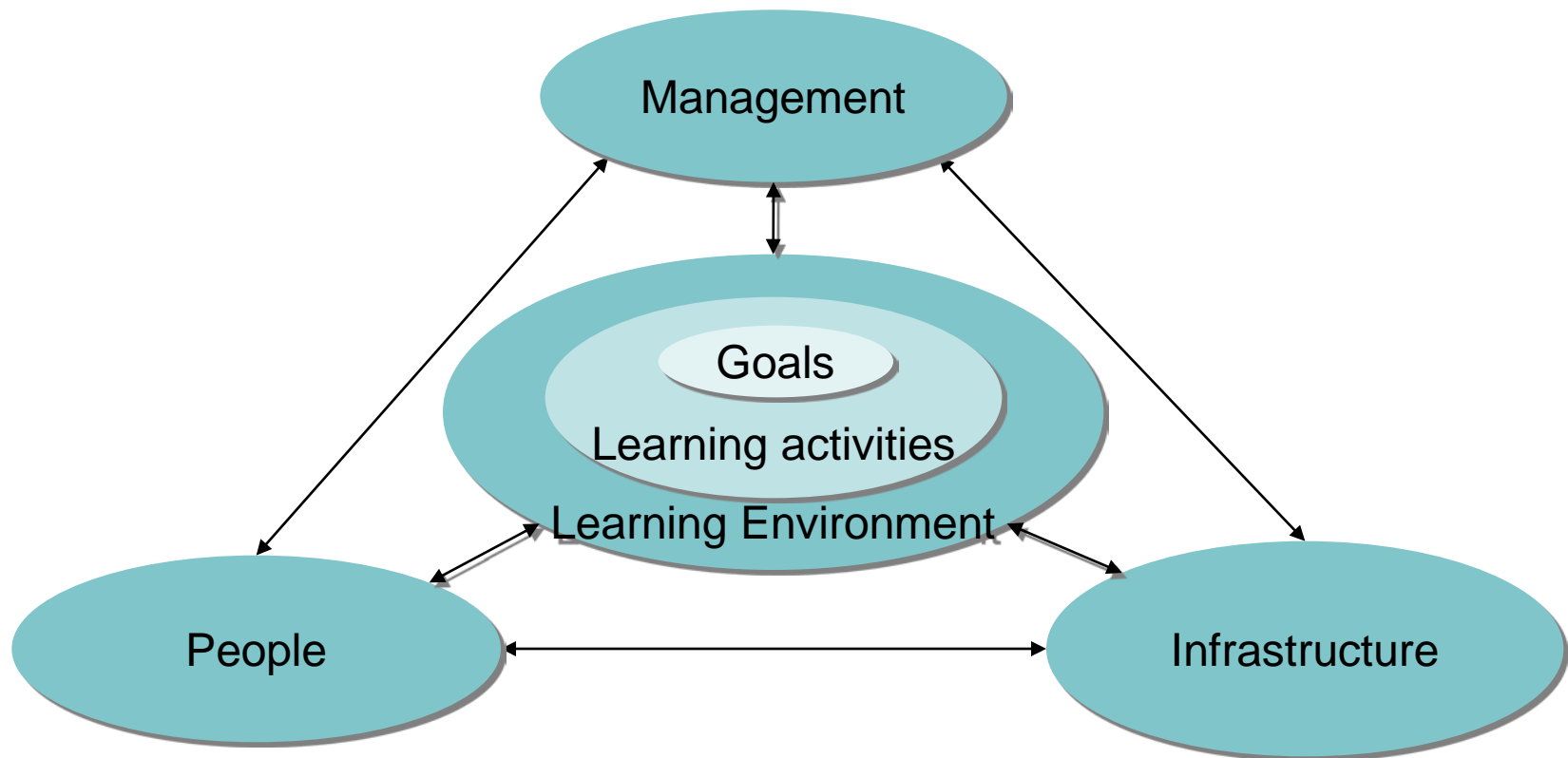




Many factors involving educational innovation



Attention areas in e-Portfolio implementation



Van Tartwijk, J., Driessen, E., Hoeberigs, B., Kösters, J., Ritzen, M., Stokking, K., Van der Vleuten, C.P.M. (2003) *Werken met een elektronisch portfolio*. Groningen: Wolter-Noordhoff.



ePortfolio implementation process

stakeholders

and change management



2002: joining forces

- Digital University launched as collaboration of 10 universities
starts building 1 portfolio system for all
- Emerge and Apollo consortia: collaboration of several universities to exchange experiences and explore together

2001 - 2002 - 2003 - 2004 - 2005 - 2006 - 2007 - 2008 - 2009 - 2010



2003: sharing materials

- Digital University

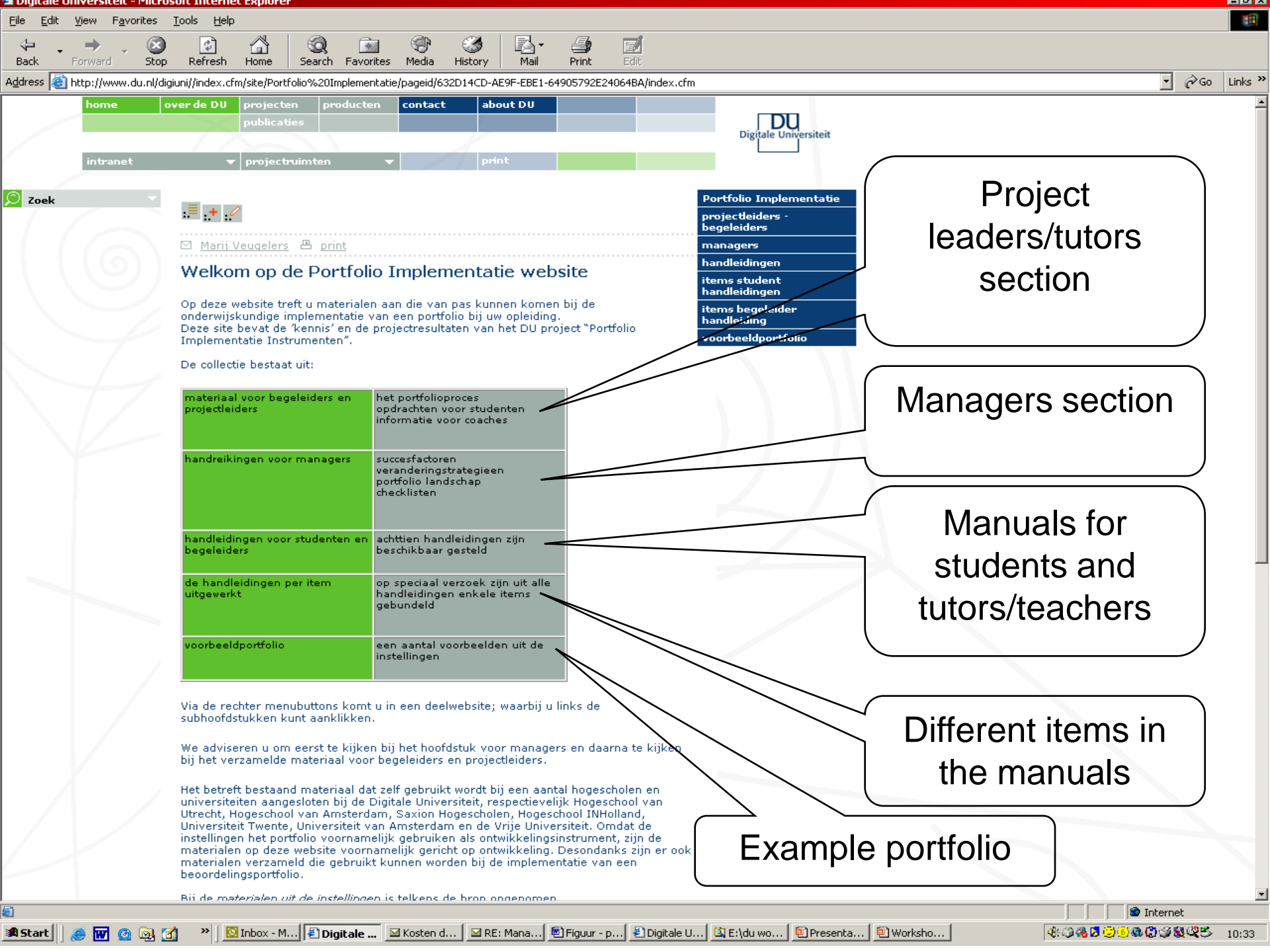
2003-2004: Portfolio implementation
instruments project

result:

Website with more than 150 documents

Toolkit for practise at institutes

2001 - 2002 - 2003 - 2004 - 2005 - 2006 - 2007 - 2008 - 2009 - 2010



Project leaders/tutors section

Managers section

Manuals for students and tutors/teachers

Different items in the manuals

Example portfolio

- Portfolio Implementatie
- projectleiders - begeleiders
- managers
- handleidingen
- items student handleidingen
- items begeleider handleiding
- voorbeeldportfolio

materiaal voor begeleiders en projectleiders	het portfolioproces opdrachten voor studenten informatie voor coaches
handreikingen voor managers	succesfactoren veranderingstrategieën portfolio landschap checklisten
handleidingen voor studenten en begeleiders	achtien handleidingen zijn beschikbaar gesteld
de handleidingen per item uitgewerkt	op speciaal verzoek zijn uit alle handleidingen enkele items gebundeld
voorbeeldportfolio	een aantal voorbeelden uit de instellingen

Welkom op de Portfolio Implementatie website

Op deze website treft u materialen aan die van pas kunnen komen bij de onderwijskundige implementatie van een portfolio bij uw opleiding. Deze site bevat de 'kennis' en de projectresultaten van het DU project "Portfolio Implementatie Instrumenten".

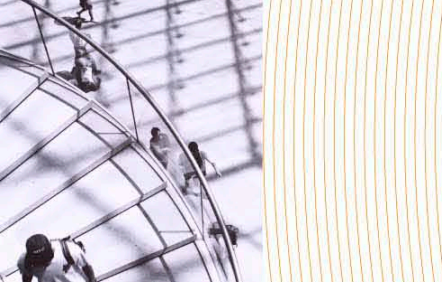
De collectie bestaat uit:

Via de rechter menubuttons komt u in een deelwebsite; waarbij u links de subhoofdstukken kunt aanklikken.

We adviseren u om eerst te kijken bij het hoofdstuk voor managers en daarna te kijken bij het verzamelde materiaal voor begeleiders en projectleiders.

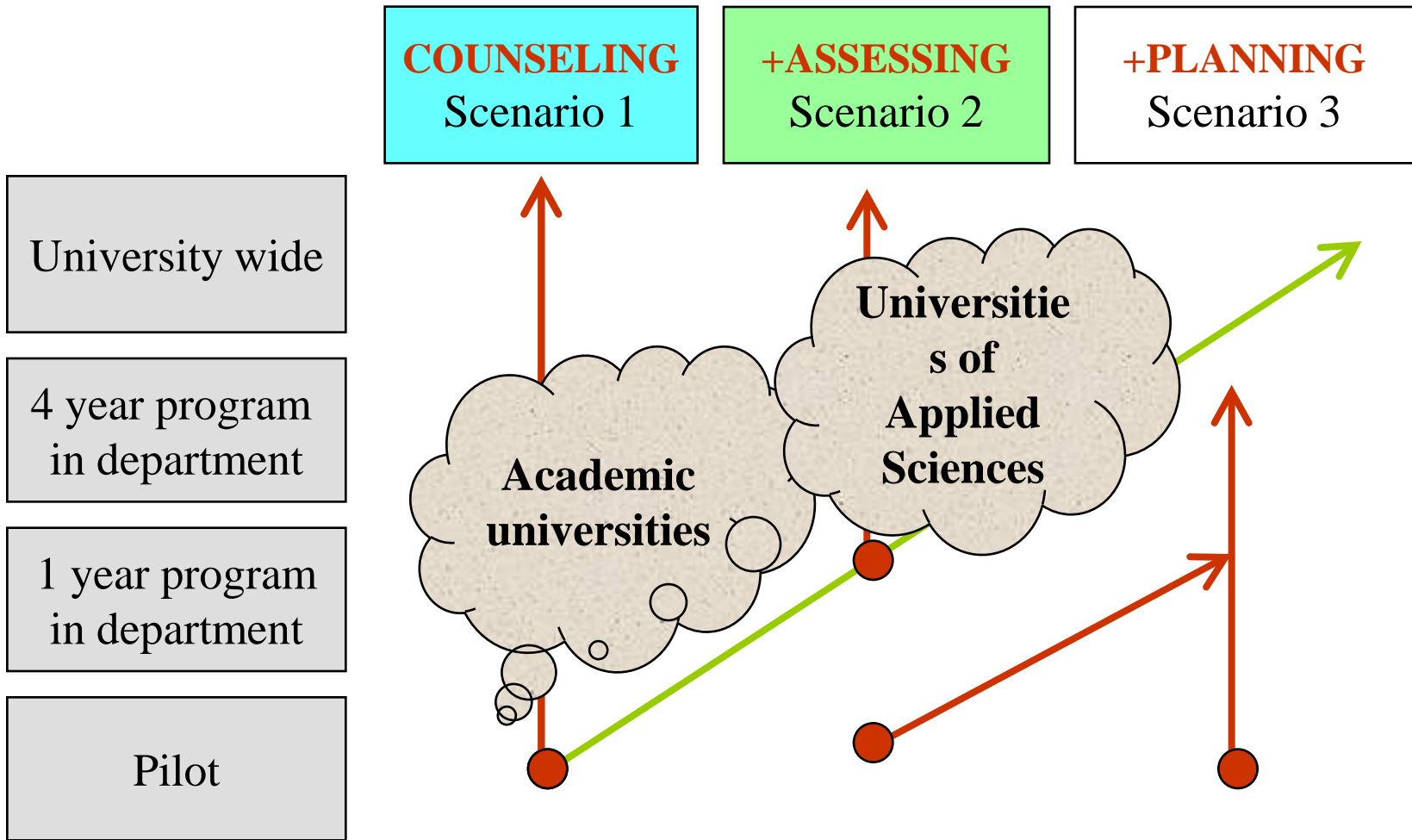
Het betreft bestaand materiaal dat zelf gebruikt wordt bij een aantal hogescholen en universiteiten aangesloten bij de Digitale Universiteit, respectievelijk Hogeschool van Utrecht, Hogeschool van Amsterdam, Saxion Hogescholen, Hogeschool INHolland, Universiteit Twente, Universiteit van Amsterdam en de Vrije Universiteit. Omdat de instellingen het portfolio voornamelijk gebruiken als ontwikkelingsinstrument, zijn de materialen op deze website voornamelijk gericht op ontwikkeling. Desondanks zijn er ook materialen verzameld die gebruikt kunnen worden bij de implementatie van een beoordelingsportfolio.

Bij de materialen uit de instellingen is telkens de bron opgenomen.



Digital University

Scenarios in e-portfolio implementation (2004)





Scenario 1

Portfolio applied to part of the study programme

- Portfolio application is focused on a route for study career counseling or academic schooling
- Activities in this route are focused on counseling in personal development, making personal choices in the study programme and/or ethical questions
- The activities are more or less independent of other learning lines
- Not all the teachers have a counseling assignment



Scenario 2

Portfolio applied to integrated education

- Portfolio is focused on counseling and assessing
- All study activities are focused on attaining the educational qualifications
- Portfolio is integrated into all the educational activities
- All the teachers have counseling and evaluating assignments



Scenario 3

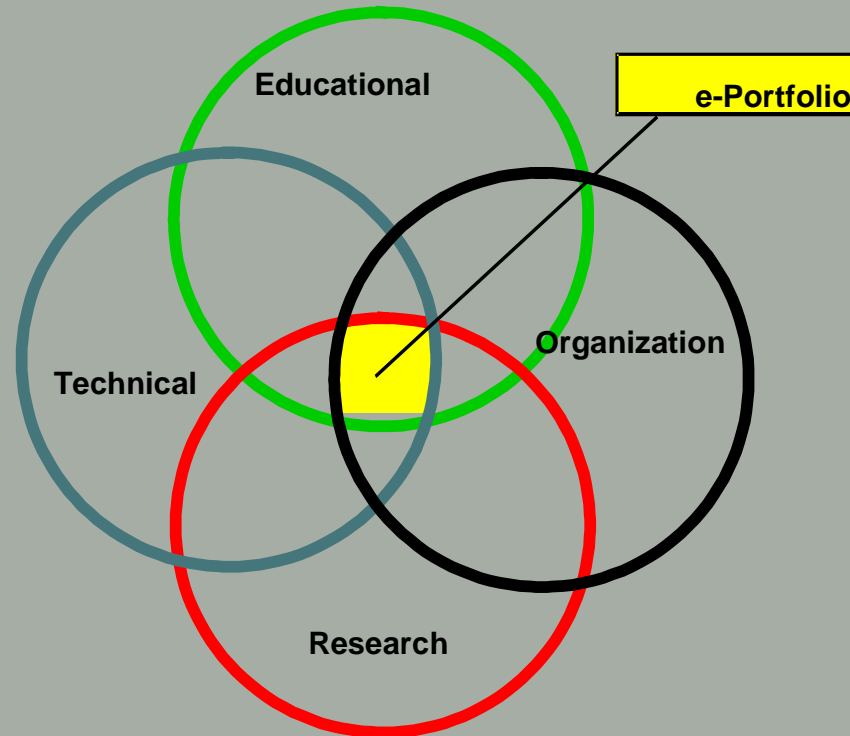
Portfolio applied to demand-steered education

- There is no study programme; the educational approach is focused on counseling and facilitating;
- The main task of the teacher is to counsel the learning process
- Students independently go through the PDCA-cycle: planning, doing, evaluating and adjusting
- Portfolio plays a central role in the learning process



2004: Bringing stakeholders and their perspectives together

Focus circles

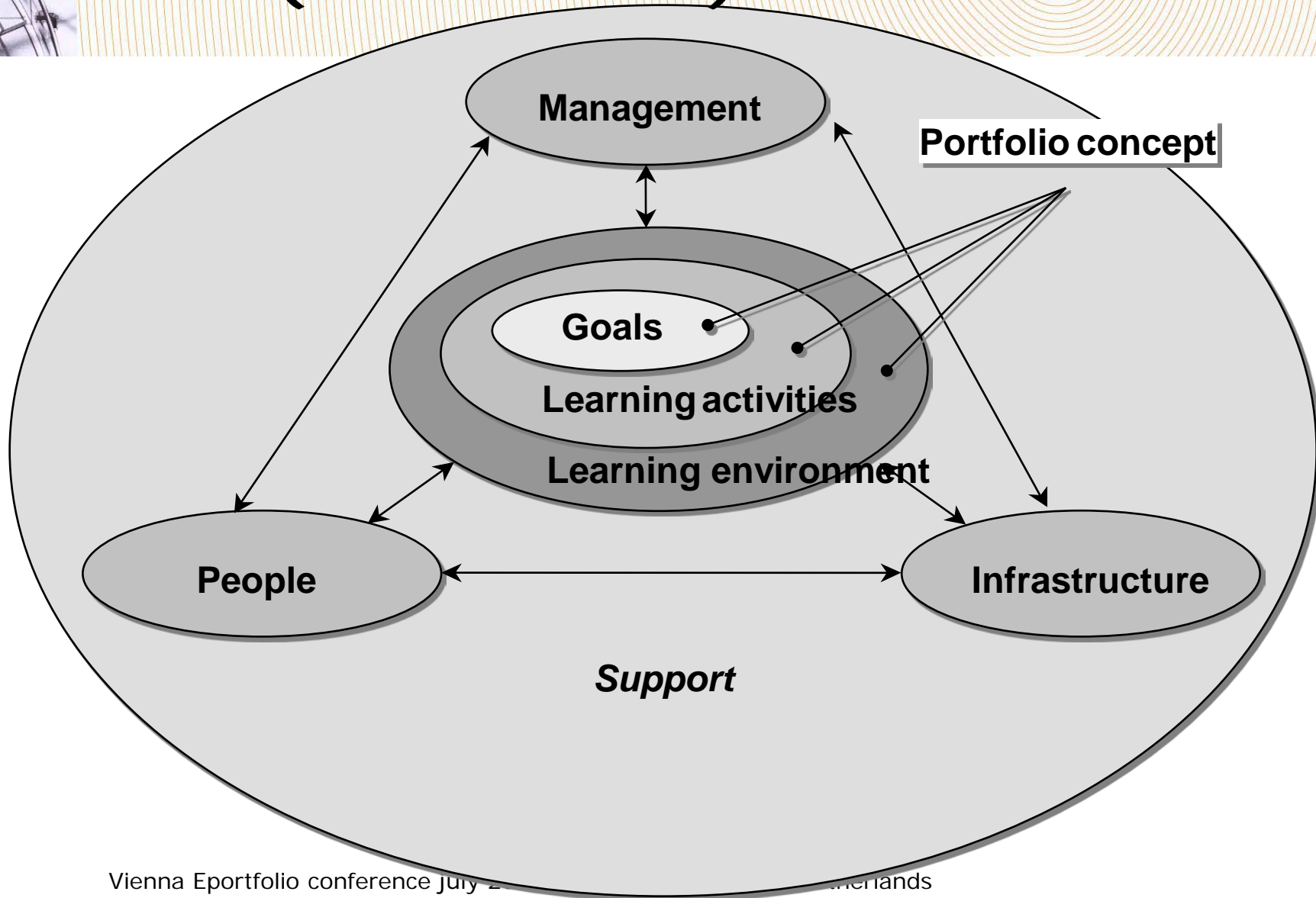


2001 - 2002 - 2003 - 2004 - 2005 - 2006 - 2007 - 2008 - 2009 - 2010

E-Portfolio attention areas in NL (2003 – 2005)

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Tender of small scale research projects

- Amsterdam Free University: Wins of **portfolio in relationship to learning environment**
- Edith Stein University of Applied Sciences: Showing **competence development in streaming media**
- Arnhem and Nijmegen University of Applied Sciences: Digital portfolio and **assessments**
- University of Maastricht: Developing a competence **profile of e-portfolio coaches**
- Utrecht University : Portfolio's (**digital and non-digital**) in clinical **working situations**
- Fontys University of Applied Sciences: e-portfolio als **bridge between university and working field** in teacher education



Checklist Portfolio learning environment

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- The portfolio has a clear status / is connected to substantial learning lines.
- Learning lines involve core competences of university graduates and not just separate skills. The objective is academic and professional education, in breadth and in depth.
- Clear levels and standards within the learning lines are communicated.
- Comparable experiences are necessary for pattern identification. Within learning lines students get sequences of varied learning experiences in authentic situations.

Checklist-part 2

- In order to enhance the self-steering process, portfolio tasks / reflection tasks are given after sequences of practical experiences (academic and / or professional).
- Students are trained to reflect upon their functioning, and requirements are being put upon pattern identification and formulation of the next step in the development ('self-steering').
- Students organize and get feedback on their functioning or products immediately after their achievements.
- Systematically students bring forward evidence for their progression on the learning lines.

The title "Checklist-part 3" is written in a bold, orange, sans-serif font. To the left of the text is a small inset image showing a person working on a large, spherical metal structure, possibly a dome or a large-scale architectural model.

- The requirements for reflection reports by students are mirrored in the requirements for tutor skills (i.e. a tutor has to be dedicated to the goal, be an expert as well as a coach).
- The performance of the tutors is part of a plan for improvement and control of the quality of educational programs: they are being trained and assessed.



Publication

Stimulating Lifelong Learning: The ePortfolio in Dutch Higher Education

October 2007

With the results of the SURF NL Portfolio projects
And overview article of ePortfolio practices in
Denmark, Germany, UK and NL

Download:

<http://www.surffoundation.nl/en/publicaties/Pages/Stimulating-Lifelong-Learning-The-ePortfolio-in-Dutch-Higher-Education.aspx>



Issues ahead

- *Educational:*
how best to improve the expertise of teachers, career coaches and student in alternative pedagogical paradigms
- *Organisational:*
scaling up ePortfolio use and link to administrative and educational stakeholders in transparent workflows
- *Technical:*
positioning Eportfolios in heart of information architecture and technical infrastructure
encouraging the use of open standards for
interoperability



Your cases



**In subgroups of 5 people (30 minutes),
use post it memo's**

- Formulate primary goal(s) for your own institution(s)
- Formulate change strategy for implementation in your institution(s)
- Lessons learned in ePortfolio-implementation: what works and why?

Bringing it to the wall (10 minutes)

Walk around and discuss



Lessons learned - Evaluation



Lessons Learned in e-Portfolio Implementation

LESSON 1: Pedagogy comes first

LESSON 2: Clear definition of goals and results is important

LESSON 3: Maintaining multiple stakeholders perspectives is vital

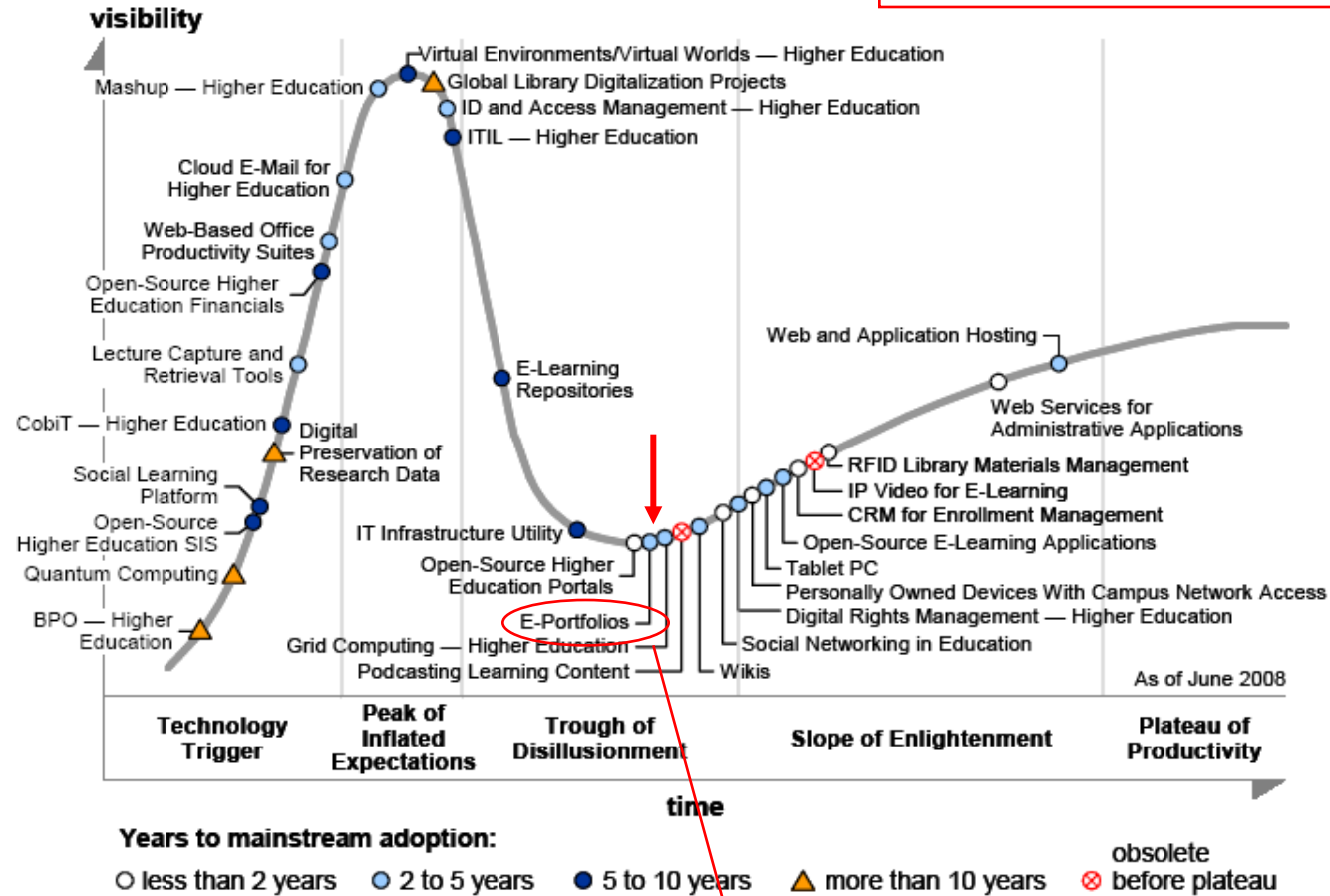
LESSON 4: Support by management is crucial

LESSON 5: Functional and technological support is also crucial

LESSON 6: Technical choices matter too

Figure 1. Hype Cycle for Higher Education, 2008

Where do we stand?



Trough of disillusionment: 2-5 years to mainstream adoption

Contact

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