Kerplunk! How to not lose your marbles: Evidence, employability and ePortfolios

International Coalition of ePortfolio Research

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Image found at: https://legomypoto.files.wordpress.com/2010/09/day48v2.jpg
Introduction: INCEPR

• The Inter/National Coalition for Electronic Portfolio Research: http://ncepr.org/
  • Convenes research/practitioners to study the impact of eportfolios on student learning and educational outcomes
• Investigations @ Deakin
  • Bch of Nursing (3 year course)
  • Bch of IT (3 year course)
• Final report on IT and International studies
• Deakin still in early stages of Course Wide ePortfolio
INCEPR Cohort VII: 4 Propositions

Assessment through the lens of four propositions.

1. For meaningful assessment, interaction of pieces of evidence within an eportfolio is more important than single pieces of evidence.

2. Reflection on pieces of evidence within an eportfolio and on the eportfolio as a whole provides information for assessment that is not available by other means.

3. The material practice of eportfolio composition generates distinctive knowledge about learning.

4. Eportfolios enable meaningful comparison of student learning across institutions (and other contexts) without standardisation
Evidencing Graduates

- Courses are accredited to the Australian Qualifications Framework and accountable to the Tertiary Education Quality and Standards Agency
  - As well as discipline accreditation bodies (for example in IT we use the Australian Computer Society)
- Course must align with Deakin’s underpinning curriculum model
  - Live the Future 2020 Strategic Plan
  - Evidence generic graduate attribute within the discipline
Assessment is re-framed as an opportunity for students to create evidence of their achievement of the Graduate Learning Outcomes. All students are encouraged to curate the evidence in a portfolio - this could be an e-portfolio in CloudDeakin, a personal digital space or professional social media channels.
ePortfolios at Deakin: Types

- Evidencing learning for graduate employability
- Integrative learning and career development learning
- Sense making and the grand narrative
Research Question: INCEPR

What is core to Portfolio at Deakin University?

Image found at: https://uwsystem.courses.wisconsin.edu/d2l/eP/artifacts/context_artifact_stream.d2lFile?ou=26422&contextid=28337,28336
Initial Results: Value of Portfolios

- Pilot study in IT and Nursing 2013
  - \( n = 17, n = 14 \) participants – low numbers
- Results
  - Low value for students
  - Issue with tools
- Students and staff buy in low
  - Understanding of the need for ‘portfolio pedagogy’ low
- Since 2013 course enhancement - further exploration
Our process of inquiry

• Many questions of ‘value’
  a. How does ePortfolio work in this context?
  b. How do we translate portfolio pedagogy into a language students can understand?
  c. How do we do this within the disciplines, university and the AQF learning framework?
  d. How do we translate skills for the global perspective?
  e. How do we reflect?

• Iterative spiral
  Design Thinking - Try it out – understand local language, try again
Dashboard  My Items  Explore  Sharing Groups

What are you learning?

Filter by:  My Items  Shared Items  Subscriptions

Kate Coleman

Teaching Portfolio

What is a teaching portfolio?

One definition by Peter Selin is: "A factual description of a professor's teaching strengths and...

Modified by Kate Coleman  20 February 10:15 AM

Comment

Build your Portfolio

New Presentation
Showcase your skills and achievements for others.

New Collection
Organize ideas, discoveries, and accomplishments.

Add Other Items

1 Unread Invites

Sabrina Chakman
The Health Sciences Portfolio Program

The Health Sciences Portfolio Program

Comment
Introduction

Hi and welcome to this presentation of the 3D visual assets created for the game Compelled. You will see everything from reference images and inspiration through to the models, textures and some final animations.

Ogre
Initial Folio Documents

One Pager

Document outlining the game idea that shaped the theme of the created assets.

SIT253 Folio Project Plan

Original Project Plan for the creation of the assets. Initially I followed this but lost my way about half way through the semester. Things got a bit rushed towards the end, however looking back at the plan if I had of followed this time frame I think I would have ample time to complete the assets with more detail.

Directory_structure

The planned directory structure for the assets. This was maintained throughout the project however I finished up with 106 3DS Max files not the original 4 I thought I would.
Final Thoughts

I had a lot of fun and enjoyed myself creating this folio. I wish I had followed my original plan to create the models, but I ended up spending more time creating the assets for the game. Following along with tutorials is good but when things don't go as planned, I can get a bit frustrated. I think my textures are fairly good and don't think they would have been anywhere near as good without the tutorials.

Other than that, I think the biggest obstacle I had creating the models was knowing the tools. Following along with tutorials is good but when things don't go as planned, I can get a bit frustrated. I think my textures are fairly good and don't think they would have been anywhere near as good without the tutorials.
**Staff & Student Profiles**

**Alumni Profile**

**Claudio Palmeri**

Bachelor of Information Technology (IT Security)

[Read more about Claudio Palmeri](#)

**News**

DON'T FORGET! First Year Drop-In Sessions on Monday 23 March

*Posted 13 March, 2015 2:03 PM*

After Orientation Week, and as we progress into the trimester, you may find you still have some questions about studying at Deakin... or new questions may have arisen.

We're here to help!
Graduate learning outcomes portfolio template

S333 BIT (Games Design & Development)

Student profile

Sophie McKenzie

System Information

First Name
Sophie

Org Defined ID
222291

Last Name
McKenzie

System Email
snichol@deakin.edu.au
PERSONAL STATEMENT

Over the last six years, I have developed a strong set of technical and interpersonal skills to complement my improving game development and leadership skills. The range of disciplines I have explored affords me the benefit of a broad view of game development, while my consistently high marks indicate my capacity to successfully learn and manage course material and assessment tasks. My capacity to collaborate effectively with teaching staff and fellow students is evident in the regular leadership roles I have adopted in both voluntary and assessable university-based team projects. I have completed and released one commercial title and have co-developed numerous other games. I seek to continue my development and refine my skillset through acquiring a position in the Australian games industry.
KEY SKILLS

Problem solving skills

I have managed numerous problems that have arisen throughout my degree and extra-curricular game development projects. I apply a systematic problem solving process; for example, when faced with a shortened deadline for a recent game development project, I identified the less critical features and revised the design and project scope to ensure the core elements would still be achieved.

We (myself and my co-developer) had intended to add an alien race and more dynamic environment features, but given time constraints elected to add only elements that hinted at the alien race (such as an alien temple) and a volcano that was scripted but added to the sense the world the player was inhabiting was alive and dynamic. The game was very well received by the intended audience and a larger scale version is planned.

Initiative
My name is Emily Ebbott and I am a twenty-five year old Deakin Bachelor of International Studies graduate. This profile is a platform in which you can see how my academic, professional and personal achievements have met the Deakin Graduate Learning Outcomes and how my personal and academic travel experiences has shaped me into the person I am today. This portfolio is curated for the purpose of self reflection and as a professional platform.
About Me and This Portfolio

Hello and welcome to my portfolio for the Bachelor of Arts (International Studies) program at Deakin University in Australia.

This portfolio, a project for the AIS 330 unit that completes the program, evidences how I have met the Deakin Graduate Learning Outcomes (DGLOs) over the course of my Bachelor of Arts (International Studies) degree.
Hi, my name is Sophie McKenzie and I am a lecturer within the School of Information Technology at Deakin University, Australia. I have been lecturing at Deakin since 2008. Please find below a summary of my key research and teaching skills and interests. Please feel free to contact me at sophie.mckenzie@deakin.edu.au if you have any queries.

Research Interest:
Lenses of Learning: Experiences from initial experiments

- Reflection: What does this mean? How do we engage in the correct language?
- Evidence: What does this look like? How does the context, assessment and underlying profession impact about the curation of evidence?
- Materiality: How is the ePortfolio constructed? Is there a similar way in which to construct? How does the reader impact upon viewing of a portfolio?
- Standards: How do we assess ePortfolios? How does reflection, evidence and materiality impact upon standards, if at all? What are the minimum standards?
How to not lose your marbles!

1. Community of Practice - stand on the shoulders of giants
2. Learning Design - Design learning, teaching and assessment for personalized learning and metacognition
   • Have a clear understanding of the portfolio pedagogy required
   • Design for evidenced based learning, reflection and learning-centred learning
   • Develop an understanding of the use and purpose in curriculum across different disciplines
3. Openness - grapple with standards and standardisation together
   • Have a clear understanding of what exactly are you are assessing
   • Design and develop shared examples for all stakeholders
   • Get feedback - whenever and wherever.
How to not lose your marbles!

4. **Teach** - Be explicit with students about the purpose, audience and context for value
   - Scaffold content curation and compositional devices
   - Scaffold and teach reflection, intent and creation
   - Demonstrate that the interaction of evidence in a portfolio provides information beyond a single piece of evidence
   - Teach the technology - don’t assume anything!

5. **Share** - Collaborate, present and reflect as inter/cross disciplinarians - learn from each other.
   - Build a Team of experts, stakeholders and support people

6. **Practice** - Have a portfolio and iteratively design and ‘re’ curate it.
References


