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- E-portfolios for learners
- E-portfolios for CEOs and managers
- E-portfolios for information technology and teaching and learning support staff
- E-portfolios for employers, professional bodies and career services

### Further reading

Joint Information Systems Committee, (2008):

- *Effective practice with e-portfolios: Supporting 21st century learning*
- *InfoKit on e-portfolios*

These are available from <http://www.jiscinfonet.ac.uk/e-portfolios>

### Acknowledgment

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The Australian e-Portfolio Project acknowledges the Centre for Recording Achievement (CRA) in the United Kingdom for their guidance in the development of the original documents resource.

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# e-portfolios

## for teachers and trainers



**e-portfolios** ... are becoming popular around the world as a tool to enhance learning and assist with personal career development. With the growing use of e-learning in education and training, many teachers and trainers want to increase their understanding of e-portfolio-based learning. This guide will introduce you to e-portfolios, their benefits, and the issues you need to consider when implementing an e-portfolio into your training and assessment.

## What is an e-portfolio?

An *e-portfolio* is a learner-driven collection of digital objects demonstrating experiences, achievements and evidence of learning. E-portfolios provide learners with a structured way of recording their learning experiences and work history.

E-portfolios can be developed quickly and easily to capture live evidence through the use of mobile phones and point-of-view devices, and can include a range of digital evidence such as audio, video, photographs and blogs.

## Understanding how e-portfolios work

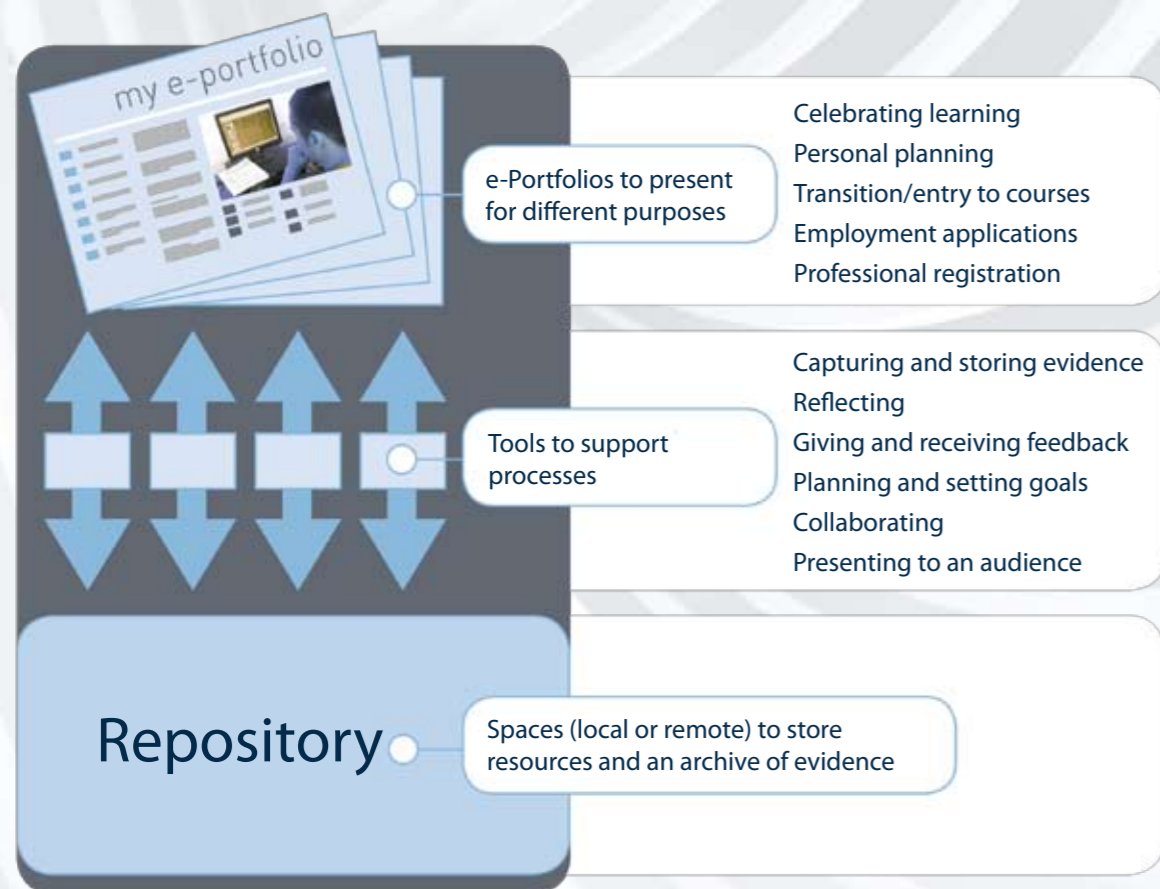


Figure 1 Adapted from Hartnell-Young et al. (2007) Impact study of e-portfolios on learning, Becta 2

## Why use an e-portfolio?

There are many different potential purposes for e-portfolios, so you need to be clear about the reasons why you want to introduce e-portfolio-based learning activities into your teaching or training.

In a VET context, an e-portfolio can assist learners with their personal development by providing an organised online space from which they may:

- develop a holistic overview of their learning, experiences and development beyond individual classes
- understand their learning and experience in terms of work-readiness
- extract evidence to demonstrate learning and their achievements
- identify skill gaps through review of and reflection on your e-portfolio content
- plan, set and review personal development targets.

E-portfolios can assist you, as the teacher or trainer, to gain a deeper understanding of your learners, enabling the provision of more tailored advice.

## Introducing e-portfolio-based learning into your training

The following questions have been compiled to help you to clarify your specific needs with regard to using e-portfolios.

### Teaching philosophy

- Do I believe in learner-centred learning?
- Am I concerned about quality learning outcomes that focus on the development of the learner as a whole person?
- Do I think about the contribution I am making to learners, building the skills they need to gain employment in a dynamic, changing world?

### Pedagogies

- Does e-portfolio use, with its emphasis on reflective practice and experience-based learning, suit my usual teaching and training approaches?
- Would professional development in alternative teaching and training approaches help me to better implement e-portfolios with my learners?
- Will the introduction of e-portfolio learning require program redesign?

### Tools for learning

- How can e-portfolios be incorporated as a useful learning activity into my teaching or training?
- How can e-portfolios assist with assessment?
- How can I motivate my learners to fully engage with the e-portfolio process?
  - External motivation, eg the e-portfolio is a mandatory part of assessment.
  - Internal motivation, eg learners see the relevance of the e-portfolio to their personal development.
  - Modelling, eg learners see that I also have my own e-portfolio.
  - What additional training or resources will my learners require to successfully engage with the e-portfolio?
    - Reflective practice training?
    - Technical (ICT) training?
    - In-class access to computers?
    - Increased learner internet access limits?

### Resourcing and support

- Do I have the time and energy required to adequately support e-portfolio implementation into my teaching or training?
- What support is available to help me implement e-portfolios into my teaching or training?
  - Learning design assistance from teaching/training and learning support services?
  - Technical (ICT) support?
  - Management and administrative support?
  - Teaching support, eg teaching and learning support services, a community of practice?
  - Assistance from my organisation's careers/employment office or student services with marketing the potential of e-portfolios to learners?
- What professional groups, networks, or collaborations are available to support my use of e-portfolios, eg drawing on organisational, national or international relationships?
- Do I think I would benefit from professional development or training to enable me to effectively implement e-portfolios into my teaching or training?

### Teaching and training programs

- What learning outcomes do I wish my learners to have?
- What are the skills required for my industry?
- Can e-portfolios really assist in the achievement of these learning goals (e-portfolios may not necessarily be appropriate in every teaching or training context)?
- How are e-portfolios currently being used in my program area/registered training organisation?
  - Will my application of e-portfolios complement approaches in other parts of the program area/registered training organisation?
  - What is the best way to introduce e-portfolios into my program area?
    - Optional?
    - Embedded?
- Should e-portfolio use be assessed?
  - If yes, should the assessment be formative or summative, or both?
  - Do e-portfolios fit in with our existing assessment approaches?
  - What will I assess - the e-portfolio itself, or the process?
  - Should I allocate grades, competent/not yet competent, or use another approach?

### Commitment

- How might my practice in e-portfolio use contribute to my own professional development?
- Can I identify an e-portfolio 'champion' who will help support innovative practice in my organisation?

## Teaching and training approaches which e-portfolios best suit

An e-portfolio is not only a product, but more importantly a process allowing learners to move beyond understanding *what* they have learned to consider *how* they have learned, and to understand the conceptual connections inherent in the creative process of learning. When they develop their e-portfolio, learners may build their understanding of the linkages between assessment and learning, with the focus changing from assessment *of* learning to assessment *for* learning.

Experience-based learning and self-reflection underpin e-portfolio practice, which can help increase a learner's engagement with the learning process itself. In turn, this also helps in the development of lifelong learning abilities and in acquiring specific knowledge and skills.