EUROPORTFOLIO: Thematic Report on the use of ePortfolios in Higher Education

Introduction

ePortfolios in Higher Education (HE) are emerging since the 1990s in the USA, Australia and New Zealand. Since the turn of the millennium they are also increasingly used by European higher education institutions. The reason is not only to be found in technology, even though maintaining an ePortfolio is only convenient with the appropriate technological infrastructure - a stable WLAN, a well maintained ePortfolio platform, appropriate devices for all users (students and teachers). Europe obviously also was (and partly still is) slow in making the switch from teacher-centered to learner-centered higher education practices. HE with ePortfolio means sustainable, reflective, deep learning on the basis of a rather support-intensive educational culture. It means handing over the ownership of learning to the student and rather to assess the process of learning than the product.

In Europe, there is still a huge need for exchanging information about ePortfolio implementation, good practice, teaching scenarios and competence management with ePortfolios. Europortfolio was founded in order to provide such a network for exchange.

The report was developed using the data available at the Europortfolio portal and a literature review on the topic. It aims at providing an overview on the state-of-the-art of the use of ePortfolios in HE. In addition, the report provides some insights into areas and topics that need further development.

Current number of organisations in Europortfolio with thematic impact on Higher Education on the portal

<table>
<thead>
<tr>
<th>Australia (5)</th>
<th>Latvia (1)</th>
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<tr>
<td>Austria (10)</td>
<td>Lithuania (2)</td>
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<tr>
<td>Bulgaria (3)</td>
<td>Netherlands (3)</td>
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<tr>
<td>Canada (2)</td>
<td>New Zealand (2)</td>
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</tbody>
</table>

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A detailed list of institutions with thematic impact can be found in Appendix I.

**Articles from the Europortfolio portal with thematic content**

When searching at the Europortfolio portal with the search words “higher education”, 223 search results offer a wide variety of hits - many of them institutions and initiatives (see appendix II.2). However, a range of (mostly short) articles (see annex 2) give an impression of what is trending at the Europortfolio portal concerning ePortfolios for HE. In this section we provide a brief overview of the main trends in HE found at the portal:

The main issue raised in the contributions submitted to Europortfolio is networking. Obviously, institutions (like JISC) and initiatives (like “Badge Europe!”) as well as the Europortfolio project itself and its chapters like to use the website to disseminate and report about news, conferences and events, including recordings of Webinars about the use of ePortfolios in HE.

Nowadays, the most common field for ePortfolio use is still teacher education and teacher Continuous Professional Development (CPD). Europortfolios’ portal clearly reflects this trend with an in depth article in Austrian teacher education/CPD (ePortfolio Einsatz an der Pädagogischen Hochschule Niederösterreich, in German), a case study from a Spanish Faculty of Education (Rovira i Virgili University) and a conference report (with focus on the founding of the Austrian chapter of EUROPORTFOLIO), among others. As teacher education is not
An emerging topic in HE is related to the use of ePortfolios for validation of prior knowledge/competences and/or recognition of nonformal/informal learning is a topic that is emerging. The Europortfolio portal covers this field through its competency recognition framework, to which the reader of HE articles is led by an article on the Austrian chapter founding. In HE, validation and recognition can be important for admission to universities as a project report (VALERU) shows.

When thinking about ePortfolios (not only in HE), technology and the question of how to implement it are not to be neglected. This is reflected at the Europortfolio portal, as well: An Open Webinar about “Strategies for Implementing ePortfolios in Higher Education” puts a special emphasis on this topic. Another Webinar, “Researching ePortfolios: The current state of play”, was held by the Inter/National Coalition for Electronic Portfolios lead by Darren Cambridge, Barbara Cambridge and Kathleen Blake Yancey. In spite of the strong focus on ePortfolio research, this last webinar has links to implementation as well.

A JISC study which is reviewed on the Europortfolio’s portal, stresses the topic of technology and employability, including student employability. Eurportfolio’s implementation guidelines give advice and offer best practice examples for implementation, also covering HE. In addition, the ePortfolio Self-Development Study MOOC (available from the portal as an Open Educational Resource) provides an entry point on ePortfolios for non-expert users and early adopters - including HE practitioners and policy makers - interested in starting to implement an ePortfolio for the first time or who are interested in developing their background about ePortfolios.

Only few full text articles on the Europortfolio portal do explicitly link some of the main functions of ePortfolios (reflection, learning, assessment) to HE, the exception is a review of an issue of the journal “Peer Review” devoted to ePortfolios. Further topics visible in the portal are research (there are many hints to articles, however, not all lead directly to the source mentioned) and ePortfolios for health care education (example: Nursing Studies).

An article that can be attributed to the history of ePortfolios is devoted to Helen Barrett who has been researching and practicing work with ePortfolios since 1991 and thus can be seen as one of the pioneers of didactics and ePortfolios. Pioneers of ePortfolios in Europe, like Serge Ravet, do not need to be covered by articles as they are active (and leading) members of the Europortfolio community and information about them can be found on their Europortfolio profile.

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Thematic content from outside the Europortfolio Portal

Having been used in HE in the USA and Australia since the 1990s, ePortfolios are of growing importance in the area of HE in Europe since the turn of the millennium, as well. In HE, ePortfolios are widely recognized as being a tool/strategy that allows for making student learning and assessment more user-centered, allowing them to manage and reflect about their own educative journey. In addition, ePortfolios help teachers to observe student's learning outputs and processes over a specific period of time (for ex.: a specific course).

Nowadays, there’s a high agreement in considering that ePortfolios can be used by the student as a method for reflective learning, collecting, and presenting evidences of learning so that the learner him/herself, her/his peers and the teacher can evaluate or accredit the development of competencies or skills defined in a specific formative curriculum.

Obviously, outside the ePortfolio portal there is a high volume of initiatives and experiences in which ePortfolios have been used in HE. A search with Google Scholar on 23 July 2015 for [ePortfolio e-portfolio "higher education"] yielded 2200 results, when the research results were limited to recent publications (since 2014), still "About 270 results" were shown. Beyond that, an specific search within the ERIC and Psycinfo databases yield 80 results for the last 10 years. It is important to note that, most of these articles are strictly related to research and/or theoretical frameworks related to the use of ePortfolios in HE. The most cited papers usually describes the main ePortfolio tipologies, its uses, the best ways of implementation according to specific purposes and the benefits and limitations of using ePortfolios in HE. See, as an examples the papers by Bernis, S. (2009). The Impact of Faculty and Staff Perceptions on Integrating ePortfolios in Higher Education Institutions; Bolliger, D. (2014): Managing Communication and Professional Development in Online Graduate Programs with Electronic Portfolios; Chatham-Carpenter, A., Seawel, L. & Raschig, J. (2010): Avoiding the Pitfalls: Current Practices and Recommendations for ePortfolios in Higher Education; Chen, H. & Black, T.C. (2010): Using E-Portfolios to Support an Undergraduate Learning Career: An Experiment with Academic Advising; Faulkner, M., Mahfuzul Aziz, S., Waye, V. & Smith, E. (2013). Exploring Ways that ePortfolios can Support the Progressive Development of Graduate Qualities and Professional Competencies; Hallam, G. & Creach, T. (2010): ePortfolio Use by University Students in Australia: A Review of the Australian ePortfolio Project; Jenson, J. & Treuer, P. (2014): Defining e-Portfolio: What it is and Why it matters; Lopez-Fernandez, O. & Rodriguez-Illera, J.L. (2009). Investigating university students’ adaptation to a digital learner course portfolio; Shepherd, C. & Peacock, S., Gordon, L., Murray, S., Morss, K. & Dunlop, G. (2010). Tutor Response to Implementing an ePortfolio to Support Learning and Personal Development in Further and Higher Education Institutions in Scotlan
One of the most relevant trends in the specialized literature is related to the use of ePortfolios for the assessment of HE students. The potentiality of ePortfolios for assessment in HE is illustrated in an Special Issue by “Assessment Update”, the review on online formative assessment by Gikandi, J.W. & Morrow, D. (2011) or the paper by O’Sullivan, A.J., Harris, P., Hughes, C.S., Toohey, S.M., Balasooriya, C., Velan, C., Kumar & R.K., McNeil, H.P. (2012). Linking Assessment to Undergraduate Student Capabilities through Portfolio Examination. The literature also stresses the relevance of ePortfolio for the recognition and validation of prior learning in HE students. See as an example the paper by Haldana, A. & Wallace, J. (2009). Using Technology to Facilitate the Accreditation of Prior and Experiential Learning in Developing Personalised Work-Based Learning Programmes. A Case Study Involving the University of Derby, UK

It is important to note that the IJEP (International Journal of ePortfolio) can be considered one of the most important journals for ePortfolio research. It’s mission is to “is to encourage the study of practices and pedagogies associated with ePortfolio in educational settings”. It’s Open Access policy makes it a low barrier resource for articles on instructional use of ePortfolios, ePortfolios and assessment and “Technology, Policy, and Management Articles”. The issues are completed by book reviews. The Top 10 downloads of articles show a majority covering use of ePortfolios in Higher Education, with an emphasis on reflective learning, the development of a student’s identity, and - again - the emergence of the use of ePortfolios in healthcare learning. Many contributors of the IJEP are based at US and Australian universities.

European ePortfolio resources are mainly clustered around the work and publications of JISC. In general, the English ePortfolio initiatives have a comparatively long tradition, and thus there is more content around many aspects of ePortfolios in education available - for almost all aspects relevant to ePortfolio use in Higher Education.

In the EURYDICE report “Modernisation of higher Education in Europe” (2014) ePortfolios are mainly discussed in the context of evaluation of prior learning (with good practice examples from the French community of Belgium, Estonia, France, Latvia, Lithuania, and the UK) and employability (good practice example from Finland).

Finally, there are also a number of doctoral dissertations focused on the use of ePortfolios in HE:


Further improvements:

● Despite the great potential of ePortfolios for assessment and competency recognition, this issue has received little attention. New resources, instruments and tools are still needed for helping teachers and/or institutions in Higher Education to implement and improve their current practices with ePortfolios.

● A further issue that should be stressed with more care is the curricular and/or didactic design for the work with ePortfolios. Theoretical bases for and good practice studies of the work with ePortfolios either as a general study companion, for developing competences or for the work in different thematic fields and disciplines are necessary companions for teachers and policy makers - not only in Higher Education.
## Appendix I. Organizations on the EUROPORTFOLIO Portal with Thematic Content

<table>
<thead>
<tr>
<th>Organization</th>
<th>Country</th>
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<tbody>
<tr>
<td>University of Queensland</td>
<td>Australia</td>
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<tr>
<td>National VET e-Learning Strategy</td>
<td>Australia</td>
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<tr>
<td>Deakin University</td>
<td>Australia</td>
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<tr>
<td>Curtin University</td>
<td>Australia</td>
</tr>
<tr>
<td>ePortfolios Australia</td>
<td>Australia</td>
</tr>
<tr>
<td>Pädagogische Hochschule Niederösterreich</td>
<td>Austria</td>
</tr>
<tr>
<td>University of Teacher Education Vienna</td>
<td>Austria</td>
</tr>
<tr>
<td>Akademie für Neue Medien und Wissenstransfer - Academy for New Media and Knowledge Transfer</td>
<td>Austria</td>
</tr>
<tr>
<td>Carinthia Tech Institute - University of Applied Sciences</td>
<td>Austria</td>
</tr>
<tr>
<td>ICL Clearing House c/o International Association of Online Engineering</td>
<td>Austria</td>
</tr>
<tr>
<td>Pädagogische Hochschule Wien</td>
<td>Austria</td>
</tr>
<tr>
<td>International Conference Interactive Collaborative Learning</td>
<td>Austria</td>
</tr>
<tr>
<td>Center for COoperative Open Learning - Federal Ministry of Education of Austria</td>
<td>Austria</td>
</tr>
<tr>
<td>Danube University Krems</td>
<td>Austria</td>
</tr>
<tr>
<td>SCAS STUDENT COMPUTER ART SOCIETY</td>
<td>Bulgaria</td>
</tr>
<tr>
<td>Center for Control and Assessment of the Quality in Education</td>
<td>Bulgaria</td>
</tr>
<tr>
<td>Association “Qualification and Career Development”</td>
<td>Bulgaria</td>
</tr>
<tr>
<td>Athabasca University</td>
<td>Canada</td>
</tr>
<tr>
<td>National Research Council of Canada</td>
<td>Canada</td>
</tr>
<tr>
<td>Hong Kong Institute of Education</td>
<td>China</td>
</tr>
<tr>
<td>Faculty of Organization and Informatics, University of Zagreb</td>
<td>Croatia</td>
</tr>
<tr>
<td>Department of Informatics University of Rijeka</td>
<td>Croatia</td>
</tr>
<tr>
<td>Croatian Society for Information and Communication Technology, Electronics and Microelectronics - MIPRO</td>
<td>Croatia</td>
</tr>
<tr>
<td>Croatian Academic and Research Network - CARNet</td>
<td>Croatia</td>
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<tr>
<td>University Computing Centre University of Zagreb</td>
<td>Croatia</td>
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<tr>
<td>SRCE</td>
<td>Croatia</td>
</tr>
<tr>
<td>Cyprus Pedagogical Institute, CPI</td>
<td>Cyprus</td>
</tr>
<tr>
<td>New Media Studies Department, Institute of Information Studies and Librarianship, Faculty of Arts, Charles University in Prague</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Centre for Higher Education Studies</td>
<td>Czech Republic</td>
</tr>
</tbody>
</table>

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RPIC-ViP
Navreme Boheme, s.r.o.
Copenhagen Business Academy
Business Academy Aarhus
Zealand Institute of Business and Technology
Erhversakademi MidtVest
IBA INternational
Dania Academy of Higher Education
Business Academy Southwest
Roskilde University
University of Copenhagen
Aalborg University
Århus University
Københavns Erhversakademi
Nordic Portfolio Forum
University of Southern Denmark
Knowledge Lab
Lillebaelt Academy of Professional Higher Learning
University College Sjælland
Information Technology Foundation for Education (ITFE)
Tallinn University
Discendum Oy
Pistes Solidaires
European Youth Foundation
IUT 2 of Grenoble Alps University
EUNIS - European University Information Systems
Université Montesquieu-Bordeaux IV
Université de Lorraine LORIA-KIWI
Université de Lorraine
Université de Poitiers
ADPIOS
Gesellschaft für Europabildung e.V.
Landesmedienzentrum Baden-Württemberg/Karlsruhe
European Journal of Open, Distance and E-Learning
Cologne University of Applied Sciences
ILIAS open source e-Learning e.V.
htw Saar
Oldenburg University
Beuth University of Applied Sciences Berlin

Czech Republic
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Germany

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Uniwersytet Pedagogiczny im. KEN w Krakowie, Poland
Wyższa Szkoła Zawodowa w Raciborzu, Poland
AGH University of Science and Technology Centre of e-Learning, Poland
Fundacja Rozwoju Systemu Edukacji, Poland
Centre for Civic Education, Poland
AidLearn, Portugal
University of Porto, Portugal
S.C. FiaTest S.R.L, Romania
Moscow State University of Economics, Russia
Siberian Federal University, Russia
University of Belgrade, Serbia
Balkan Distance Education Network, Serbia
University of Kragujevac, Serbia
Faculty of Organisation Studies Novo mesto, Slovenia
National Education Institute, NEI, Slovenia
Ministry of Education, Science, Culture and Sport, MESCS, Slovenia
Slovenian Institute for Adult Education, Slovenia
University of Maribor, Slovenia
Open University of Catalonia, Spain
Red ePortfolio, Spain
Galician Regional Ministry of Education, Spain
CESGA, Spain
Centro de Estudios Financieros, Spain
University of the Balearic Islands, Spain
Spanish Observatory of Validation of Professional Competences (OBSERVAL), Spain
University of Lausanne, Switzerland
SWITCH, Switzerland
Haute Ecole Pédagogique du canton de Vaud (Hep-vd), Switzerland
Gymnase de Nyon, Switzerland
University of Teacher Education St.Gallen, Switzerland
Meram Centre of Counseling and Research, Turkey
Canterbury Christ Church University, United Kingdom
Merseyside Expanding Horizons Ltd, United Kingdom
Community Action Dacorum, United Kingdom
University of Nottingham, United Kingdom
Plymouth University, United Kingdom
Lifewide Magazine, United Kingdom
University of Liverpool, United Kingdom
Centre for International ePortfolio Development, United Kingdom

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University of Greenwich
The Development Manager Ltd.
MAPS
My Knowledge Map
Leap 2 A
e-Assessment Association
PebblePad
University of York
Higher Education Academy
CETIS
The HE5P project: Employers, HEIs and Learners working in Partnership
Research Centre for Applied Psychology, University of Bedfordshire
University of Kent, School of Computing
Buckinghamshire New University Learning Development Unit
JISC
Nottingham University
Centre for Recording Achievement
Manchester Metropolitan University
University College London
Birmingham City University
University of Sussex
University of Bolton
Stanford University
Portland State University
Catalyst for Learning: ePortfolio Resources & Research
American Institutes for Research
Institute for International Studies in Education, University of Pittsburgh
Live Text.Inc
Mahara User Group
Mozilla Foundation
AAEEBL

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Appendix II. Contributions from Portal with thematic content

II.1 All contributions to the Europortfolio portal tagged with “Higher Education”

Extracted from the portal on: 2015-07-23

Thematic Report on ePortfolio Research
Assessment of Transversal Skills – Do it the ePortfolio Way
PHD project about the use of ePortfolio in nurse's clinical education
The use of ePortfolios in Nursing Students: a Case Study from the University of Andorra
The Maturity Matrix
Teaching portfolios at University of Aarhus, Denmark
What's in the future of Mahara?
Launch of the ePortfolio Self-Development Study MOOC
Europortfolio a key partner in International Research and Evaluation Seminar
EUfolio finalizes project with international conference on ePortfolio learning
Exploring Reflection in the Social Age
A Paradigm shift for ePortfolio: Introducing the Labour Market Perspective based on three years of PhD research
Generation Z and Mobile Learning: itslearning Shares Infographic Insights
University of Toledo Launches Campuswide E-Portfolios
Validation of Competencies in EPortfolios: A Qualitative Analysis
Open Badges: exploring the potential and practicalities of a new way of recognising skills in higher education
ePortfolios and Digital Badges at University of Notre Dame
ePortfolio use in classroom increases student’s and teacher’s motivation. EUfolio pilot experiences
A giant in Nordic Portfolio, Roger Ellmin is no more
Europortfolio Portal receives another Facelift!
Thinking Beyond Me-Portfolios
BUILDING BADGES
Stephen Downes reflects on Europortfolio workshop
Europortfolio held a workshop at Online Educa
Portfolio means better study habits for nursing students in Denmark
ePortfolio Experience at Faculty of Education, Rovira i Virgili University: A Case Study

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"Spielkinder" - Aufbruch in eine digitale Lernkultur
Jisc Open Badge Design Toolkit
Video: RSC on Open Badges
LIFEWIDE MAGAZINE- How is social media being used to support PDP?
A Metacognitive Approach to Mapping Collaborative Inquiry through E-Portfolios
Webinar Recording: "E-portfolio in the classroom: examples of good practice and experience"
Beyond MOOCs: Sustainable Online Learning in Institutions
Engaging e-Portfolios in an Independent Learning Process
Social Networks and Interactive Portfolios: Blurring the Boundaries - Video
Developing e-portfolios for VET: Policy issues and interoperability
The techno-pedagogical design of ePortfolio contexts for teaching and learning in higher education: from
an evolutionary view of the models of distance education to online education.
Creating a research network for a successful e-portfolio design and implementation.
Creating a research network for a successful e-portfolio design and implementation. E-portfolio
conference 2007; Maastricht.
The E-Portfolio Paradigm: Informing, Educating, Assessing, and Managing With E-Portfolios
The Educational Potential of e-Portfolios: Supporting Personal Development and Reflective Learning
The role of e-portfolios in formative and summative assessment practices
Good practice in supporting learners throughout application to and induction in higher education, and in
the use of technology to support this
Facilitating work integrated learning (WIL) through skills-enabled e-portfolios in construction and
nursing
Personal development planning and employability
ePortfolio use by university students in Australia: Developing a sustainable community of practice
e-Portfolios What institutions really need to know
Efficient assessment of portfolios
A survey of e-pdp and e-portfolio practice in UK Higher Education
Development Issues for PDP with ePortfolios: Web Services and Skills
Mutual Feedback In E-Portfolio Assessment: An Approach To The Netfolio System
Eportfolios for Lifelong Learning and Assessment
The Future of Learning: Preparing for Change
Mighty Mahara? On the role of self-organized (languages) learning in the context of Mahara e-portfolio -
a research project description
The Annual AAEEBL Survey at Two: Looking Back and Looking Ahead
The e-portfolio implementation toolkit
VPNZ
E-portfolios –current practice
A Review Of The Literature On Portfolios And Electronic Portfolios
e-Portfolios, What do we know and what do we need to know?

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JISC Studies on good practice and technology-supported approaches in recruitment and admissions’
JISC ITT: ‘Exploration of the role of e-portfolios in formative and summative assessment practices
accessed at
Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice
Effective Practice with e-Portfolios’ publication
E-Portfolio Implementations Study (ePI)
Practical ePortfolios: Embedding placement reflection and personal development processes
El estilo e-portafolio
Portafolios electrónicos y educación superior en España.
Evaluation of Learning Based on Transverse Competences Using Web 2.0 Orientations: the e-Transfolio
Portfolio electrónico: aprender a evaluar el aprendizaje
Portfolio Problematikker
E-portfolio practices in universities Espanyol State.
Portafolios electrónicos y educación superior en España: Situación y tendencias.
Towards the mature ePortfolio. Some implications for higher education
Canadian Journal of Learning and Technology - La revue canadienne de l’apprentissage et de la
technologie
Educational Scenarios with E-Portfolios
Showcase of Learning: Towards a Pattern Language for Working with Electronic Portfolios in Higher
Education. Preprint
Portfolio in Practice
Educational Potentials of ePortfolio Systems: Student Evaluations of Mahara and Elgg
First steps in using ePortfolio in a university course
EPortfolio as an Information System: The Genetic Taxonomy Approach
Evaluating an ePortfolio system: the Case of a Hybrid University Course
Using ePortfolio as Web 2.0 tool to foster reflective learning
ePortfolio as a Tool for Reflexivity and Skills’ Communication: Learn how to Communicate Skills
ePIC 2012 Proceedings ePortfolios in School Practical Studies at Vienna University of Teacher Education – from Theoretical Considerations to Practical Implementation
How do Trainee Teachers use ePortfolios?
Evaluation of Web 2.0 Tools in the e-Learning Context: Case Studies Related to Pedagogy and Usability
Opportunities and Challenges of Using E-Portfolio in Higher Education
Case Studies of Assessment ePortfolios
The integration of students' artifacts created with Web 2.0 tools into Moodle, blog, wiki, e-portfolio and
Ning
Critical Success Factors for the Implementation of the New Generation of Electronic Portfolio Systems
Case Studies of Assessment ePortfolios
E-portfolio kao nastavna aktivnost

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II.2 Selected contributions, clustered according to the keywords in the section “Articles from the Europortfolio portal with thematic content”

Publications from the EUROPORTFOLIO portal, selected from a search for “higher education”, carried out on 2015-07-23 (http://www.europortfolio.org/search/node/%22higher%20education%22). Selection criteria: thematic content that can be used directly from the portal (and excluding organizations - as they were already mentioned above). Clustering: the main focus of the contribution was used as a clustering criterion. However, a range of the selected articles would fit into additional categories, as well. The abstracts are made manually.

1- Networking

Europortfolio

About the aims and objectives of Europortfolio

Austrian ePortfolio Practitioners and Experts Networked within EUROPORTFOLIO

At the eLearning day of FH Joanneum in Graz the Austrian chapter of EUROPORTFOLIO was founded. The founding of this Chapter also is the starting signal for an exchange of information and expert’s know-how about ePortfolios in German language. The article is devoted to the ePortfolio activities and papers at the eLearning day in Graz.

Launch of Badge Europe!

London, Saturday 25 October 2014 saw the launch of Badge Europe! (acronym BEU!, pronounced “Be You”) an initiative aiming at creating the conditions for:
● Providing systematic access to the recognition of all learning, whether non-formal, informal or formal;
● Increasing the transparency, trustworthiness and quality of the recognition of learning achievements;
● Empowering individuals for more balanced relationships with institutions and authorities;
● Creating new opportunities for employment, social inclusion and learning for all.

E-Portfolios in the UK: recent work of the JISC
Formerly known as the Joint Information Systems Committee and now simply as Jisc, this body has been in the forefront of developing approaches to e-portfolio practice in the UK. Some of their key recent work is summarised in this article.

Europortfolio First Open Seminar- Videos and Slides
With almost 40 colleagues participating face-to-face, and a further 50 colleagues joining remotely, including from the US and Australia, the first Open Seminar of the Europortfolio network held in Barcelona on 30th April 2014 demonstrated a strong level of interest. A shared statement of aims and an insight into the five local Chapters already established, the event featured three presentations offering perspectives on e-portfolio practice.

Catalyst for Learning: ePortfolio Resources & Research
Created by 24 campuses in the Connect to Learning project the website reviewed in this article demonstrates the potential ePortfolio has to transform higher education. Developed for a broad audience, the Catalyst site helps campus leaders to meet the fast-changing needs of 21st century higher education.

2- Technology and Implementation

OPEN WEBINAR: Strategies for implementing ePortfolios in Higher Education
In this EUROPORTFOLIO webinar (held and recorded on 18th March 2014), Peter Baumgartner reviewed the state of the art of ePortfolio in the Austrian Higher Education sector. Special emphasis was put on implementation strategies and different features of ePortfolio software. See the Webinar Recording here.
**Good practice in supporting learners throughout application to and induction in higher education, and in the use of technology to support this**

Janet Strivens, Rob Ward, Steve Porter, Simon Grant

Description of a study with the following aims:
1. identify, investigate and report upon good practice in supporting learners throughout the process of application to and induction into higher education;
2. seek to establish where there are opportunities to improve support through the use of or further development of technology and through better integration of current technological solutions to provide a seamless service to the user.

**3- Validation of prior knowledge/competences**

**VALERU - Validation of Non-formal/Informal Learning in Russia**

VALERU is a TEMPUS project coordinated by the Department of Interactive Media and Educational Technologies [IMB], Danube University Krems. It addresses the validation of non-formal/informal learning (NIL) in Russian Higher Education. The article focuses on the project’s Kick-Off in Moscow in February 2014.

**4- Teacher education**

**E-Portfolio-Einsatz an der Pädagogischen Hochschule für Niederösterreich**

Article by Peter Groißböck & Gerhard Brandhofer in German for pdf-Download: Overview about the use of ePortfolios from basic education to continuous professional development at the Teacher’s University Lower Austria.

**ePortfolio Experience at Faculty of Education, Rovira i Virgili University: A Case Study**

Does ePortfolio promote a deep learning approach and self-regulation of learning for pre-service teachers in Children Education? To answer this question a learning designed ePortfolio strategy was implemented in order to cope with the demands of teachers training in the department of Pedagogy of Rovira i Virgili University. Design, tools, outcomes and lessons learnt are described in the article.

**5- Reflection, Learning, Assessment**
ePortfolios – Good Practice from US-American Colleges and Universities

“Peer Review” is a journal devoted to trends and debates in education. The topic of the issue Winter 2014 is “E-Portfolios: For Reflection, Learning, and Assessment”. As ePortfolios have become one of the most discussed innovations in higher education, this article is devoted to summarize and comment the contributions to the mentioned journal.

6- Research

**Webinar Recording - Researching ePortfolios: The current state of play**

This webinar, held on Friday 7th February 2014, led by Darren Cambridge, Babara Cambridge and Kathleen Blake Yancey, discusses the research on e-portfolios, presenting the work of the Inter/National Coalition for Electronic Portfolio Research as a model for collaborative inquiry embedded within the process of implementation that both generates new knowledge and leads to successful results.

7- Employability

**New Jisc Study in the UK**

about “Technology for Employability”: exploring how e-portfolios are being used in the higher education, further education and skills sectors, specifically in relation to developing student employability.

8- Health Care Education

**The use of ePortfolios in Nursing Students: a Case Study from the University of Andorra**

A change of the study plan accompanied by the design and the implementation of ePortfolios project has contributed to a reflection on the students’ performance as for their learning process and to the academic tutor’s orientation and guidance. The case study shows teaching and learning design, tools, outcomes and lessons learnt.

9- History

**Helen Barrett**
Short article about Helen Barrett who has been researching strategies and technologies for electronic portfolios since 1991. Even though retired from the faculty of the College of Education at the University of Alaska Anchorage she keeps being active in digital learning initiatives, such as REAL ePortfolio Academy for K-12 teachers.

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reporting date: 2015-07-31

This project has been funded with support from the European Commission.
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