

Can't Engage, Won't Engage –

The Impact of Staff and Student
E-Literacy on using electronic
portfolios.

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The ELP Project

- Universities of Bradford, Leeds & Leeds Metropolitan
- Part of JISC funded Distributed e-Learning programme (DeL)
- Exploring use of e-portfolios at various stages of transition in the student lifecycle model (Bradford 2004)



Overview

Progression into HE context	Medical context
<ul style="list-style-type: none">■ LeedsMet: Progression Module. (PebblePAD)■ Bradford: Personal Development Module. (PebblePAD)■ Leeds: Preparation for HE Application (Bodington)	<ul style="list-style-type: none">■ PRHO's: Foundation Years Portfolio(Bodington)■ Clinical Sciences Development Portfolio (PebblePAD)■ Nurses: Progress File Portfolio (Bodington)
<ul style="list-style-type: none">■ Tutors■ Students	<ul style="list-style-type: none">■ Supervisors (in hospitals)■ Students / trainees■ HE staff

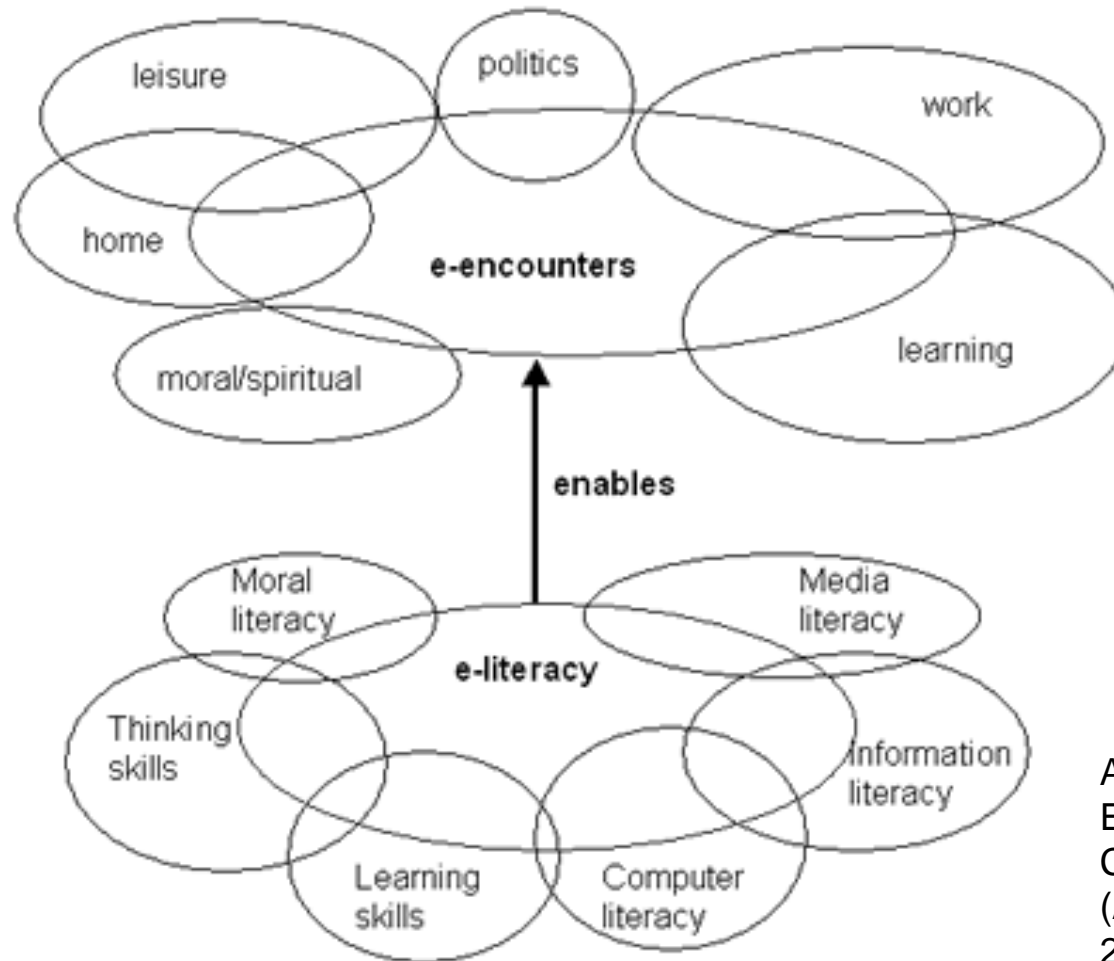


Purpose of e-portfolios

- Students:
 - to encourage reflection and deeper learning based on prior experiences.
- Staff:
 - to encourage student reflection and learning through formative feedback using the e-portfolio as well as assessing student learning on completion.



E-literacy



A. Martin, "Essential E-literacy"
Connected No. 9
(Autumn 2003) pp.
22-24

Key Areas for Students

- 16-19 context: Can't
 - Thinking Skills, e.g. collating evidence
 - Learning Skills, e.g. reflection
- Low engagement is caused by the activities for which the e-portfolio is being used.
- Difficulties with technology and ICT literacy, although present, have less impact.



Key Areas for Staff

- Can't
 - ❑ In some staff, lack of ICT literacy.
 - ❑ Students like getting formative electronic feedback but in this case they miss out and can affect engagement.
- Won't
 - ❑ Resistance to change
 - ❑ Staff not always sure of how best to use technology with teaching and learning.



Conclusions

- Often the biggest impact on student e-learning is their thinking / learning skills not their IT skills.
- Formative feedback did not work effectively in the eP system.
- Staff attitudes and aptitudes can be a significant barrier to student learning using e-portfolios.
- Staff need support and training in how to use the technology effectively for teaching and learning.
- Staff need to have time to learn how to effectively use the technology.

