

A Comparison of the Design, Implementation and Engagement Issues of E-Portfolios Converted From Existing Paper-Based Portfolios with Products Constructed for Virtual Use.

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Abstract

This short presentation will investigate the impact, both on the use and design of learner technology and engagement, of two distinct types of e-portfolio products: One model, covering three e-portfolios, which were designed from inception to be e-learning resources and two that were adapted from pre-existing, heavily prescribed, paper-based materials.

The presentation will provide:

- An overview and a discussion of the aims of the ‘Enhancing Learner Progression Project’ (a year-long JISC funded project) being delivered by The University of Bradford, University of Leeds and Leeds Metropolitan University

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Materials designed to be e-learning products

- Two e-portfolios designed to widen participation in HE
 - One subject specific
 - One generic
- An e-PDP and assessment tool used by under- and post-graduate nursing students

Pre-existing materials designed to formulate a paper-based portfolio

- An e-portfolio used by trainee doctors in their ‘Foundation Years Training.’
- An e-portfolio used for an existing progression into HE module.

We will discuss how the successes of these four different types of e-portfolio products are affected by their ‘origins’ in terms of:

- Their design and the views of the different professionals engaged in the e-portfolio construction process.
- The engagement of learners and teachers/mentors and the interactivity between these two groups.
- The pedagogical outcomes researched from a mid-point evaluation.
- The differing views on the ‘added value’ of the e-learning tools.
- Their ability to act as a ‘true’ assessment and PDP tool.