

International workshop
November 18-19, 2011



ePortfolios

in learning and instruction
Visions, Concepts, Experience

- ✓ ABSTRACTS
- ✓ PRESENTERS
- ✓ PARTICIPANTS

KG5/103	Friday, November 18, 2011	3-3:15 PM
<p><i>OPENING REMARKS:</i></p> <p><u>E-PORTFOLIO: WHAT? WHY? HOW?</u></p> <p><i>BRÄUER, GERD</i></p>		
Abstract	Bio Gerd Bräuer	
<p>Over the past few years, ePortfolios have gained growing recognition, but also raised dispute across the European educational pyramide. One the one hand, people seem to understand better than ever the necessity of reflective writing as an important point of orientation for dialogic inquiry, deep learning, and holistic assessment. On the other hand, many see their privacy being jeopardized by ePortfolios. In this sometimes rather hostile discussion, the actual educational potential of ePortfolios is often being ignored. ePortfolios can be applied as both starting point and container for integrating the many different digital communicative practices that are wide-spread among high school and college students and, more often than ever before, also by adult learners in the professions. These digital modes of informal learning need to be integrated more strongly in the organizational settings of formal learning in order to make better use of the rich resources of learning outside of school. What we need today are tools and modes of learning that enable everyone involved to negotiate ever and anon content and means of learning and instruction to ensure meaningfulness and depth of gained experience and knowledge.</p>	<p>I studied German Literature and Pedagogy (Teaching Diploma 1986) and received my PhD in Literary Theory in 1989 at the University of Education Zwickau. In 2004, I was granted tenure as Associate Professor of German Studies at Emory University (USA). Between 2001 and 2003, as a DAAD Visiting Professor, I started a writing center at the University of Education Freiburg/Germany. I developed continuing education courses (“advanced certificate”) on coaching writing (www.ph-freiburg.de/schreibzentrum) and on literacy management (www.international-literacy-management.org). The latter course I facilitate on behalf of the University of Applied Sciences Winterthur (Switzerland) and as part of an international consortium on literacy management (see URL above). My current research is focusing on writing and coaching strategies, reflective writing, and on ePortfolio development. More about my work and most recent publications can be found at www.literacy-management.de.</p>	

KG5/103	Friday, November 18, 2011	3:15 – 4:45 PM
<p><i>KEYNOTE CONVERSATION:</i></p> <p>WHY PORTFOLIO? WHY EPORTFOLIO?</p> <p><i>STRIVENS, JANET/BATSON, TRENT</i></p>		
Abstract	Bio Janet Strivens	
<p>A portfolio traditionally demonstrates the individual's range of talents and achievements very directly through documentation of completed projects. Sometimes this will include documentation of the process of development of a design or idea. The key features here are the diversity of the evidence and the fact that it speaks directly to an individual's capabilities, rather than these being mediated through qualifications.</p> <p>E-portfolios offer a similar functionality of storing direct evidence with even greater capacity to allow the individual to select from and cross-reference within the collection. The culture which has arisen around e-portfolios has also tended to emphasise the recording of the <u>process</u> of developing artefacts/reaching achievements, thus reflective commentary linked to such development is normally a feature of e-portfolios. Such reflection is facilitated both through the ease of making linkages and cross-references (for example, perhaps including the different stages of development of artefacts together with the thinking behind it) and through the ease of sharing the e-portfolios with others for feedback and comments.</p>	<p>I am a social scientist who has worked for nearly forty years in education, specifically higher education. I'm now an educational developer at the University of Liverpool (the term we use in the UK for those whose role is primarily working with other academic staff to improve learning teaching and assessment). I have always been driven by a fascination with the learning process, from which developed, firstly, my interest in assessment and its relation to learning and, more recently, in educational technology of all varieties. Outside my work at Liverpool I have been Senior Associate Director of the Centre for Recording Achievement for several years, which enables me to work in a consultative role with colleagues across the UK and beyond, particularly in the fields of personal development and e-portfolio practice. Most recent activities include acting as a consultant for the European Haematology Association on the development of a virtual Masterclass for trainee haematologists across Europe; and ongoing work in Pakistan building capacity to train all new teaching staff in medical colleges in learning and teaching.</p>	

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<p><i>KEYNOTE CONVERSATION:</i></p> <p><u>WHY PORTFOLIO? WHY EPORTFOLIO?</u></p> <p><i>STRIVENS, JANET/BATSON, TRENT:</i></p>		
Abstract	Bio Batson, Trent	
<p>The learning metaphor of learners following an existing path toward knowledge is defunct. The proper metaphor for learning in 2011 is exploring a field. Both professional staff at universities and students must focus on learning. As Carl Rogers has said, “in a time of stable knowledge, teach; in a time of rapidly-changing knowledge, learn.” The Bologna Process may be leading both the Bologna countries and the U. S. toward a fundamentally different educational system than we have now. Let’s discover what system <u>is</u> appropriate for this time.</p>	<p>Trent Batson, PhD, was a tenured English professor before discovering how dramatically networked computers could improve teaching writing. This discovery quickly launched Professor Batson on a new trajectory: he was able to secure a number of large grants, some as large as one million U.S. dollars. For 25 years, Batson has been considered a major leader in the world of educational technology innovation. For the past ten years, he has worked with electronic portfolios and now directs the global professional association for the field of eportfolio studies. His last university appointment was at MIT.</p>	

KG5/103	Friday, November 18, 2011	5 – 5:45 PM
<p>POSTER MARKET/PECHA KUCHA/OPEN SPACE</p> <p><i>Martin Hofmann & Andrea Christen (Switzerland), Poster Beth Klingner/Samantha Egan/Linda Anstendig (USA), Pecha Kucha Gerd Bräuer (Germany)/Stefan Keller (Switzerland), Pecha Kucha Kristina Hoepfner (New Zealand), Pecha Kucha Nadine Scholz (Germany), Poster, Pecha Kucha Alison Miller (Australia), Pecha Kucha Stephanie Dreyfürst (Germany), Poster Ursula Mulley, (Austria)</i></p>		
Abstract Scholz, Nadine	Bio Scholz, Nadine	
<p>Seit Oktober 2010 gibt es an der Technischen Universität Darmstadt das Projekt <i>dikopost</i> (Digitales Kompetenzportfolio für Studierende). Ziel des Projekts ist es, Erfahrungen über den Einsatz eines studienbegleitenden sowie in einzelnen Lehrveranstaltungen gezielt eingesetzten digitalen Kompetenzportfolios zum Bewusstmachen der Kompetenzentwicklung von Studierenden zu sammeln. Die primäre Zielgruppe sind insbesondere Lehramtsstudierende, aber auch Studierende anderer Studienrichtungen nehmen an E-Portfolioveranstaltungen teil.</p> <p>Aktuell befindet sich das Projekt in der Mitte der Durchführung und so konnten schon einige Evaluationsergebnisse erhoben werden, die sich auch auf den weiteren Projektverlauf auswirken.</p> <p>Berichtet werden können erste Erfahrungen zum aktuellen E-Portfolioeinsatz mit Mahara an der TU Darmstadt vor Ort in Freiburg. Hierbei könne auch Evaluationsergebnisse, die aus Lehrenden-, Studierenden- und Tutoreninterviews kommen, mit einbezogen werden. Des Weiteren gibt es erste Best Practice Konzepte für eine E-Portfoliobasierte Lehre.</p>	<p>Nadine Scholz (Diplom-Anglistin) ist wissenschaftliche Mitarbeiterin am dikopost-Projekt der TU Darmstadt. Sie hat an der Universität Mannheim Anglistik und BWL studiert und begann während ihres USA-Aufenthaltes, sich für Portfolios zu interessieren. Weitere praktische Erfahrungen sammelte sie im SchreibCenter der TU Darmstadt, als Übersetzerin in einer Kommunikationsagentur und als DaF-Lehrerin.</p>	

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<p><i>PECHA KUCHA:</i></p> <p><u>EMPOWERING AUSTRALIAN LEARNERS FOR A LIFE OF LEARNING</u></p> <p><i>MILLER, ALLISON (AUSTRALIA)</i></p>		
Abstract	Bio Miller, Allison	
<p>The use of e-portfolios is an 'emerging landscape' in adult education in Australia, as is the need to support lifelong learning (LLL) to support workforce development, develop employable graduates, and catering for skills gaps as people progress through their career. At the same time, improved foundation skills (language, literacy and numeracy) are required for those people not fully engaged in learning and/or working at the moment. Both the higher and vocational education sectors are facing increased regulatory pressure to demonstrate the 'quality' of their approaches to teaching and learning which an e-portfolio can support. Current e-portfolio uses include reflection/self assessment (LLL & PLP), recognition (RPL, credit/articulations, CPD, accreditation) and re-engagement (utilising all working aged Australians to fill skills shortages to ensure we maintain global/economic status). The national E-portfolios work and the E-portfolio Roadmap, which aims to support lifelong digital learner records which can enable individuals to have their qualifications electronically verified together with the work which is supporting this e.g. privacy, portability, storage, Communities of Practice etc. will also be covered.</p>	<p>Allison Miller has been involved in the Australian vocational education and training (VET) sector for more than ten years as an educator and as a project leader in e-learning. Allison is currently the E-portfolios Business Manager for the Australian Flexible Learning Framework. Her previous e-learning roles include the South Australian Innovations Coordinator, the Inclusive e-Learning (Youth) Project Manager and the E-Learning Development Coordinator for TAFE SA.</p>	

POSTER

**APPLYING E-PORTFOLIO FOR COLLABORATIVE
TEACHING**

STEPHANIE DREYFÜRST (GERMANY)

Abstract	Bio
<p>Together with a colleague (Medieval German Literature) I am planning what we call a „Schreibforschungsseminar (Writing-research-course) that centers around a medieval clerical play of Frankfurt origin (1493). The participating students (of German Literature, History or Geography) will be translating parts of the play that used to be performed in the medieval city of Frankfurt. All writing assignments will be stored and corrected via ePortfolio. The course is supposed to make the students learn more about(a) their academic writing skills(b) how to write „other texts, f.e. posters, Apps etc.(c) doing research and dealing with institutions outside of the university.</p> <p>The title of the course will be „Literary Stations In The Medieval City Of Frankfurt. Tracing the ‚Frankfurter Passionsspiel,‘ of 1493“ Every student will become a „godparent for one specific station along the route which the play used to take. Via ePortfolio the students will translate parts of the play, present historic sources that depict „their station and write descriptions of the clerical rites that took place during the play. Based on these ePortfolio texts an exhibition will be planned and curated, along with an App that is supposed to enable tourists to visit the stations of a medieval world that has ceased to exist in our modern day city.</p>	<p>Dr. des. Stephanie Dreyfürst</p> <ul style="list-style-type: none"> • 1998-2004 Studium der Germanistik, Kunstgeschichte und Musikwissenschaft an den Universitäten Frankfurt am Main und Wien • Jan.-Dez. 2006 Koordination der neu gegründeten <i>Schreibwerkstatt</i> der Germanistik an der Goethe-Universität Frankfurt • 2007-2009 Freie Redakteurin und Lektorin beim Hessischen Rundfunk; Betreuung von Synchronisationen, Lektorat von Drehbüchern und Treatments; Mitarbeit an neuen Formaten im Bereich Kinderfilm/Animation/Real • 2006-2011 Promotion in der Neueren deutschen Literaturwissenschaft, Schwerpunkt Frühe Neuzeit. • Seit Juni 2009 Koordinatorin des <i>Kompetenzzentrums Schreiben</i> für die Fachbereiche 6 bis 10 an der Goethe-Universität Frankfurt • Mitbegründerin des aus Drittmitteln geförderten Studentinnen-Netzwerks Germanistik am FB 10 • (Bei Bedarf) Schwerpunkte und Interessen: Literatur, Kunst und Musik des Mittelalters und der Frühen Neuzeit; Mediengeschichte; gender studies; kulturgeschichtliche 'Trivialitäten'; politische Klugheit; 'Exotismus'; Schreibdidaktik und literacy management.

KG5/103	Friday, November 18, 2011	5-5:45 PM
<p><i>PECHA KUCHA</i></p> <p><u>E-PORTFOLIO AND FACULTY DEVELOPMENT: CHARTING THE IMPACT ON TEACHING, LEARNING & CAMPUS CULTURE</u></p> <p><i>KLINGNER/EGAN/ANSTENDIG (USA)</i></p>		
Abstract	Bio Klingner, Beth Gordon	
<p>Our presentation looks at the variety of methods our ePortfolio leadership team has undertaken to encourage faculty to re-evaluate their current teaching strategies and to explore how using ePortfolios can have a positive impact on student learning.</p> <p>We take an in-depth look at the variety of ways we have reached out to faculty, from the most basic to more intimate levels. Such methods include: presenting at faculty development days, hosting teaching circle seminars focused on the pedagogical issues of using ePortfolios, selecting faculty to participate in an assessment of learning outcomes pilot, and using the University's communication tools to promote ePortfolios. The presentation also focuses on faculty reactions and feedback attained from interviews, the assessment initiative, and survey results. Some methods have been highly effective and others need adjusting. To highlight the ways Pace is using ePortfolios for integrating learning within and beyond the classroom, we report the results of several pilots undertaken this year with student interns through career services, and with student leaders through our student life division.</p>	<p>Dr. Beth Gordon Klingner is the Executive Director for Academic Technology and the Co-Director of ePortfolios at Pace University. She has designed and taught face-to-face, blended and online courses in English, Communications and Psychology. In these roles, Beth assists faculty with the pedagogical issues involved in using technology to enhance instruction. Beth is co-directing the University's ePortfolio initiative, with the support of two grants including Thinkfinity and LaGuardia Community College's <i>Connect to Learn Grant</i>. From 2004-2007, Beth was the Primary Investigator for the National Science Foundation Grant, <i>Enhancing the Mathematical Foundation of Students through Online Course Modules</i>. During the recent years Beth has led faculty workshops on a variety of topics. She has also facilitated teaching circles on Blended Learning and ePortfolios and has been invited to give numerous presentations at national conferences and other institutions. This year Beth is teaching an online graduate course on the practical, ethical and legal issues of using Web 2.0 to support Mental Health Counseling. Beth also recently co-authored a chapter in <i>Teaching Inclusively in Higher Education</i>, titled "The Technological Age of Teaching."</p>	

Bio Samatha Egan	Bio Linda Anstendig
<p>Samantha Egan is the Academic Technology Assistant at Pace University. Samantha works with ePortfolios, learning management systems, lecture capture software and other tools to help the Pace community enhance their classroom technology experience. She also helps coordinate the newly formed Mahara User Group, of which Pace is an active leader. Samantha graduated from Pace University with a BA in English literature and is currently enrolled in Pace's M.S. in publishing program.</p>	<p>Linda Anstendig is a Professor of English at Pace University, co-director of the ePortfolio Program and Executive Assistant to the Dean of Dyson College of Arts and Sciences. She has served as Associate Dean, Director of Writing Across the Curriculum, and co-director of the Pforzheimer Faculty Development Center.</p> <p>Dr. Anstendig's publications include a text book, <i>Writing through Literature</i>, and numerous refereed journal articles on writing across the curriculum, service learning, and writing with technology. Recent publications, are a chapter in <i>Designing Effective Assessment: Principles and Profiles of Good Practice</i>, eds. Trudy Banta, Karen Black, and Elizabeth Jones, a chapter in Peter Seldin's <i>Teaching Portfolios</i>, and a chapter in a book for college teachers called <i>It Really Works: Ideas from Award Winning English Teachers</i>. Since 2000 she has made approximately 20 presentations at national conferences dedicated to college writing, service learning, general education, and ePortfolio issues.</p>

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POSTER:
REFLEXIVE EPORTFOLIOS, GROUP E-PORTFOLIOS AND CAREER E-PORTFOLIOS AT THE UNIVERSITY OF TEACHER EDUCATION, RORSCHACH

CHRISTEN, ANDREA / HOFMANN, MARTIN (SWITZERLAND)

Abstract

All students of the University of teacher education in St. Gallen write an ePortfolio during each of the three years of their studies (platform: Mahara). In the first year, reflections about the future profession in the field of professional and study skills are posted (reflexive ePortfolio). In the second year, group activities concerning different professional projects are documented (4 to 6 members; for instance: gardening with school classes; group ePortfolio). In the third year, the ePortfolio contains a personal video, a personal profile, personal objectives, experiences, education, qualifications, activities and references (career ePortfolio). The career ePortfolio can be sent with an encoded short link to any employer to access.

During the poster session visitors can have a look at different ePortfolios. Information's about accompanying research results are given.

Bio Hofmann, Martin	Bio Christen, Andrea
<p>Hauptamtlicher Dozent für Mediendidaktik und Medienpädagogik; Leiter Kompetenzzentrum E-Learning, Studiengang Kindergarten und Primarschule</p> <ul style="list-style-type: none">• Studiengangsleiter im Zertifikatslehrgang (CAS) Medienpädagogik und im Zertifikatslehrgang (CAS) Informatikverantwortliche an der Volksschule sowie Leiter der Seminarreihe Medienpädagogik - Einführung und Update• Co-Leiter im Forschungsprojekt E-Portfolio• Gründungsmitglied Network Social Web Euregio (http://euregio2null.ning.com)• Mitglied der IBH-E-Learning-ExpertInnen-Community (seE-Learning, http://www.mdt.bodenseehochschule.org)• Seit 2006 Mitglied in der Schweizerischen Stiftung für audiovisuelle Bildungsangebote (SSAB, http://www.ssab-online.ch/)	<p>Dozentin für Psychologie, Pädagogik; Studienleitung CAS „Fördern in Schriftsprache und Mathematik“; Pädagogische Hochschule des Kantons St.Gallen, SHLR Rorschach</p> <ul style="list-style-type: none">• 2011:Dissertation: "Eignungsdiagnostik bezüglich Belastung und Beanspruchung bei Primarlehrberufstudierenden im 1. Studienjahr"• 2005-2011: Aufbau ePortfolio an der Pädagogischen Hochschule des Kantons St.Gallen/ Forschungsauftrag "ePortfolio"• 1998-2005: Psychologie-Studium, Universität Zürich/ZH (Sozialpsychologie, Statistik, Pädagogische Psychologie; Neurophysiologie)• seit 1998: Dozierende für Erziehungswissenschaften PHSG & SHLR• 1998-2007: Dozentin für Psychologie, Pädagogik, Didaktik, Lehrerseminar Rorschach, SHLR Zürich

PECHA KUCHA:
**ACADEMIC LITERACIES IN E-PORTFOLIO PRACTICE: BRIDGING
 THE GAP BETWEEN COLLEGE AND THE PROFESSION**

KELLER, STEFAN (SWITZERLAND)/

BRÄUER, GERD (GERMANY)

Abstract	Bio Keller, Stefan
<p>Two groups of student, one beginning college and the other returning students, will use a shared framework for ePortfolios as a means of learning, instruction and assessment. In Freiburg, the students learn how to bridge the gap between academic literacies learned at High School and competences required by the University. In Basel, students will contextualize professional experience within a theoretical framework provided by the University. While in Freiburg students' goal is to prepare themselves for the professional field, the goal for the students in Basel is to develop a reflective approach to their own teaching practice. The main focus of the description of this collaborative project will be on three task types: (1) "<i>Understanding Scientific Texts</i>", students summarize their understanding of a scientific text. (2) "<i>Analyzing Personal Practice at University and in the Profession</i>", students examine their own biographies as writers and/or teachers of writing. (3) "<i>New Perspectives on One's Professional Practice</i>", students design and implement a concrete academic literacy environment either for their own studies (Freiburg) or for their teaching practice (Basel). These three task-types will be initiated and supported by the following types of writing prompts: linguistic (text production), procedural (interaction) and institutional (seminar syllabus).</p>	<p>He is Chair of English Teaching and Learning at the School for Teacher Education in Basel (University of Applied Sciences Northwestern Switzerland). He educates teacher trainees both at Sek I (year 7 to 9) and Sek II level (year 9 to 12, i.e. "Gymnasium"). Prof. Keller's research is focused on competence-oriented teaching and learning in secondary and higher education, which includes the use of portfolios to foster reflective thinking. He has been a member of the International Network on Portfolio Work (www.portfolio-schule.org) since 2005 where he regularly works as a consultant and lecturer on the topic of portfolio-induced educational development processes at higher institutes of learning. He has played a vital part in establishing the (paper-based) portfolio as tool for learning, assessment and reflection at the School for Teacher Education in Basel and serves on the review board of the International Journal of ePortfolio (www.theijep.com). His most recent publications on portfolio include: <i>Competence-based English teaching in secondary education</i> (2011).</p>

<i>PECHA KUCHA:</i> E-PORTFOLIO – ERFOLGE SAMMELN LEICHT GEMACHT <i>MULLEY, URSULA (AUSTRIA)</i>	
Abstract	Bio
<p>Immer mehr Volksschulkinder benützen daheim den Computer, schreiben E-Mails und Referate und chatten mit FreundInnen, deshalb ist es von großer Bedeutung, dass sie von Anfang an das Zehnfingersystem beherrschen, Programme bedienen können und über Gefahren des Internets z. B. in sozialen Netzwerken Bescheid wissen. Das Volksschulprojekt „TOP am LapTOP“ beinhaltet die Teilbereiche T=Tasten schreiben O=Online surfen und P=Programme lernen. Der Einsatz des Computers und Laptops im Unterricht gewinnt gegenwärtig immer mehr an Bedeutung und ist ein wichtiges Thema der Medienpädagogik. Diese Wichtigkeit im Unterricht zu unterstreichen, indem Basiskompetenzen bereits in der Volksschule den Einsatz betreffend ausgebildet und geschult werden, ist ein großes Anliegen. Gerade im Schriftspracherwerb der ersten Klasse kann der Computer LehrerInnen zwar nicht ersetzen, aber in Teilbereichen, wie zum Beispiel einer zweisprachigen Alphabetisierung den Mangel an muttersprachlichen Pädagoginnen und Pädagogen kompensieren helfen. In der Gegenwart des digitalen Zeitalters kann der Beginn des sinnvollen Einsatzes nicht früh genug starten, um Kinder zu medienkompetenten Jugendlichen zu erziehen, die den Computer als nutzbringendes Arbeitsgerät und wertvolles Werkzeug kennenlernen. Die Testergebnisse des digitalen Tests „CITO“, der den Sprachstand auch von Kindern mit türkischer Muttersprache testet und des digitalen Leseverständnistests „ELFE“ sprechen eine deutliche Sprache für den Einsatz des Computers im Schriftspracherwerbsprozess.</p>	<p>Ursula Mulley arbeitet in Wien an einer Volksschule als Begleitlehrerin für Kinder mit anderen Erstsprachen als Deutsch. Sie absolvierte an der Donau-Universität Krems das Masterstudium „eEducation“ und verfasst gegenwärtig ihre Dissertation „Digitale didaktische Förderung im Deutschunterricht für Kinder mit Deutsch als Zweitsprache“.</p> <p>Ihre beiden Bücher „Neue Chancen für Kinder mit Legasthenie“ und „E-Portfolio- Erfolge sammeln leicht gemacht“ beinhalten das Thema der Medienpädagogik und des Technologieeinsatzes anhand von durchgeführten Projekten im Deutschunterricht. Die Wichtigkeit des Computers im Unterricht zu unterstreichen, indem Basiskompetenzen bereits in der Volksschule den Einsatz betreffend ausgebildet und geschult werden, ist ihr ein großes Anliegen.</p>

KG5/103/104	Friday, November 18, 2011	5:45-7:15 PM
<p><i>WORKSHOPS, PART 1</i> <i>WORKSHOP A:</i> <u>BALANCING THE TWO FACES OF E-PORTFOLIO</u> (SKYPE SEMINAR) <i>BARRETT, HELEN</i></p>		
<p><i>WORKSHOP B:</i> <u>LIVETEXT</u> <i>KALMUS, KATIE</i></p>		

KG5/103	Friday, November 18, 2011	5:45-7:15 PM
<p>WORKSHOP A (SKYPE SEMINAR):</p> <p><u>BALANCING THE TWO FACES OF EPORTFOLIO</u></p> <p>BARRETT, HELEN</p>		
Abstract	Bio	
<p>This presentation will focus on the two different approaches to e-portfolio development: workspace vs. showcase, process vs. product, portfolios-as-assessment-for-learning/improvement vs. portfolios-as-assessment-for-accountability. Learning portfolios focus on reflection and strategies to support metacognition: "capturing the moment" with mobile devices, blogging/reflective journals for in-depth reflection, and digital storytelling. We will also discuss how to use of electronic portfolios as part of a comprehensive assessment management system supporting both paradigms of assessment for continuous improvement and assessment for accountability. We will focus on maintaining student-centered e-portfolios with Web 2.0 and mobile tools across developmentally progressive levels. Educators can select a minimal level of implementation (ARCHIVE: electronic storage of artifacts); a secondary level (PROCESS: documenting learning over time using a reflective journal/blog with linked artifacts); or a higher level (PRODUCT: organizing reflections and artifacts thematically in a showcase/presentation to demonstrate specific outcomes/goals/standards).</p>	<p>In 2005, Dr. Helen Barrett retired from the faculty of the College of Education at the University of Alaska Anchorage and is now living in the Seattle area. She has been researching strategies and technologies for electronic portfolios since 1991, and is often recognized as the "grandmother" of e-portfolios. She currently doing research for a book on Interactive ePortfolios to be published by the International Society for Technology in Education. Her international consulting focuses on the integration of ePortfolios for Learning and Digital Storytelling in K-12 schools and higher education.</p> <p>At the European ePortfolio Conference in Maastricht, October 2007, Dr. Barrett received the first EIFEL Lifetime Achievement Award for her contribution to ePortfolio research and development. In 2011, Dr. Barrett established the REAL ePortfolio Academy for K-12 teachers, providing online courses for individuals and assessment/planning support for K-12 institutions.</p>	

Writing Center	Friday, November 18, 2011	5:45-7:15 PM
<p>WORKSHOP B:</p> <p><u>LIVETEXT</u></p> <p>KALMUS, KATIE</p>		
Abstract	Bio	
<p>LiveText is a leading provider of ePortfolios and learning outcomes assessment technology. Based in Chicago, LiveText's comprehensive learning software has supported over 500 colleges and institutions over the past twelve years as they have implemented it to assess student growth and development throughout an academic program.</p> <p>Student learning can be evaluated and tracked on an individual basis, as well as on an aggregate basis to help programs effectively access meaningful data to determine educational effectiveness. EPortfolios are one way to capture student performance, but a course-embedded approach to assessment will also be demonstrated in LiveText.</p>	<p>Ms. Kalmus joined LiveText in 2002, when it was still a new technology startup company. She currently works on product development, specifically spending time with both prospective and current clients to determine user needs as well as future product development.</p> <p>Responsible for launching LiveText on the East Coast, Ms. Kalmus has visited hundreds of campuses, worked with numerous customers, and is well-versed in the evolving assessment needs and accreditation requirements of colleges and universities. In addition to her work on campuses, Ms. Kalmus works to create partnerships between LiveText and key higher education organizations, such as WASC, AAC&U, and other corporate partnerships. Over her years at LiveText, Ms. Kalmus has built strong relationships with key industry players.</p> <p>Katie graduated from Yale College in 1998 with a BA in History. She received her MBA from the Columbia Business School in 2010 where she focused her studies on entrepreneurship, management, and finance. She lives in New York City.</p>	

KG5/103	Saturday, November 19, 2011	9-10 AM
<p><i>KEYNOTE:</i></p> <p><u>STRATEGIEN ZUR IMPLEMENTIERUNG VON E-PORTFOLIOS AN HOCHSCHULEN</u></p> <p><i>HIMPSL-GUTERMANN, KLAUS (AUSTRIA):</i></p>		
Abstract	Bio	
<p>Der Beitrag gibt einen Überblick über mögliche Strategien zur Implementierung von E-Portfolios an Hochschulen auf Basis einer neu entwickelten Taxonomie für E-Portfolios und fasst die wesentlichen Ergebnisse einer mehrjährigen Forschungstätigkeit zusammen. Ausgehend von den drei Grundtypen der Taxonomie, nämlich Reflexions-, Präsentations, und Entwicklungsportfolio werden drei mögliche Strategien vorgestellt, wobei der Fokus auf ein Modell gelegt wird, das ein integratives E-Portfolio-Konzept auf Studiengangsebene vorsieht. Integrativ bedeutet dem ursprünglichen Wortsinn nach, dass sich das E-Portfolio einerseits gut in die bestehende Ordnung des Studiengangs – sowohl curricular als auch didaktisch – integriert, und andererseits diesem aber auch einen wesentlichen Neu-Wert hinzufügt. Das präsentierte Konzept wurde im Rahmen eines dreijährigen Aktionsforschungsprojektes im Universitätslehrgang „eEducation, MA“ an der Donau-Universität Krems umgesetzt und evaluiert. Ausgehend von einem modularisierten, kompetenzorientierten Curriculum bildet das E-Portfolio eine wesentliche Säule der virtuellen Lernumgebung und des Blended-Learning-Designs, wobei in der Verbindung von Reflexion und Assessment ein für die universitäre Weiterbildung geeigneter Weg gefunden wurde. Die Ergebnisse dieses Projektes und der abschließenden empirischen Untersuchung auf Basis von Alumni-Interviews werden auf der Tagung zum ersten Mal öffentlich präsentiert. Link zum E-Portfolio des Lehrgangs:</p> <p>http://tinyurl.com/eEducation</p>	<p>Nach dem Studium für Physik und Mathematik an der Universität Regensburg arbeitete Klaus Himpsl-Gutermann mehrere Jahre als Lehrer an höheren Schulen sowie in der LehrerInnenfortbildung. Als Absolvent des Master-Lehrgangs „Educational Technology“ wurde er im April 2007 als wissenschaftlicher Mitarbeiter am Department für Interaktive Medien und Bildungstechnologien der Donau-Universität Krems tätig. Seitdem ist er Lehrgangsleiter in den Masterstudiengängen "eEducation, MA" und "Personalmanagement und Kompetenzentwicklung mit Neuen Medien, MA", entwickelt innovative Blended Learning und Distance Learning Arrangements und unterrichtet in mehreren Kursen im Bereich der Bildungstechnologien. Sein momentaner Arbeitsschwerpunkt in Forschung und Lehre ist das elektronische Portfolio.</p> <p>Weitere Informationen und Publikationen:</p> <p>http://www.donau-uni.ac.at/klaus.himpsl</p>	

KG5/103/104	Saturday, November 19, 2011	10:30 AM-12 Noon
<i>WORKSHOPS, PART 2</i> <i>E-PORTFOLIOS IN EARLY, PRIMARY, AND SECONDARY EDUCATION</i>		
<i>WORKSHOP A:</i> <u>EPORTFOLIO - INDIVIDUALISATION OF LEARNING OR INDIVIDUATION THROUGH LEARNING?</u> <i>HELMETH, WOLFGANG (GERMANY)/ RAVET, SERGE (FRANCE)</i>		
<i>WORKSHOP B:</i> <u>ÜBERBLICK ZU ARTEN UND NUTZUNGSWEISEN VON E- PORTFOLIOS</u> <i>KRETTEK, HEINZ (GERMANY):</i>		

KG5/103	Saturday, November 19, 2011	10:30 AM-12 Noon
<p><i>Workshop A:</i></p> <p><u>E-PORTFOLIO -</u></p> <p><u>INDIVIDUALISATION OF LEARNING OR</u></p> <p><u>INDIVIDUATION THROUGH LEARNING?</u></p> <p><i>HELMETH, WOLFGANG (GERMANY)/</i></p> <p><i>RAVET, SERGE (FRANCE)</i></p>		
ABSTRACT		
<p>ePortfolio: a tool for individualisation of learning or individuation through learning? During this interactive workshop we will explore how ePortfolios can be used as a lifelong instrument to systematically develop the individual personality / identity. Why should we start with kids?</p> <p>During this interactive workshop we will explore how ePortfolios can be used as a lifelong instrument to systematically develop the individual personality / identity. In particular, we will discuss:</p> <ul style="list-style-type: none">- what is the difference between individualisation and individuation and how can it impact ePortfolio technologies?- how can we create an ePortfolio eco-system conducive to individuation?- what key features should an ePortfolio system provide for early-age individuation? <p>The outcome of this workshop will be used to provide recommendations for the improvement of ePortfolio technologies. NB: for a definition of individuation please visit http://en.wikipedia.org/wiki/Individuation</p>		

Bio Helmeth, Wolfgang	Bio Ravet, Serge
<p>Geboren 6.8.43, und war bereits im Laufstall an technischen Zusammenhängen interessiert. Staunend und aktiv auf Baustellen statt im Kindergarten Tralala machen. Schule war die reinste pädagogische Folter, aber meine Mutter hielt zu mir. Autodidaktisch wurde ich Entwicklungsingenieur (Elektronik) und entwickle zur Zeit ein chaostaugliches Bildungssystem, damit Individuation möglich wird.</p>	<p>Serge Ravet, Europortfolio is the creator of EIfEL (European Institute for E-Learning, 2001), Europortfolio (2004), EFQUEL (European Foundation for Quality in E-Learning, 2008) and IoS (the Internet of Subjects, 2010). He advocates a holistic view of learning and knowledge technologies, integrating individual, community and organisational learning. Combining both technological and pedagogical expertise (25 years experience in learning technologies, training and human resources development) with work experience in Europe and the USA, he is retained as learning technology expert, a consultant in a number of European projects and keynote speaker. Publications include 'Technology-based Training' (Kogan Page, 1997); 'Valider les Compétences avec les NVQs' (DEMOS, 1999); a Guide to e-learning Solutions (2001) and numerous articles on individual and organisational learning technologies, ePortfolios, competency development and recognition, quality systems. Since 2003 he has also led the organisation of international ePortfolio conferences in Europe (Poitiers, La Rochelle, Oxford, Cambridge, London, Maastricht) and beyond (Hong Kong, Melbourne, Auckland, Wellington, Quebec and Montreal). His work on ePortfolio and identity construction (Europortfolio had the objective that every citizen should have an ePortfolio by 2010!) has led him to publish The Internet of Subjects Manifesto, and launch the IoS Forum, to explore the opportunities of a world where individuals would be in full control of their personal data to lay the foundations of a society and economy based on a more balanced relationship between individuals, institutions and businesses.</p>

KG5/103	Saturday, November 19, 2011	10:30 AM-12 Noon
<p><i>WORKSHOP B:</i></p> <p>ÜBERBLICK ZU ARTEN UND NUTZUNGSWEISEN VON E-PORTFOLIOS</p> <p><i>KRETTEK, HEINZ</i></p>		
Abstract	Bio	
<p>Mahara ist eine Neuseeländische E-Portfolio-Software, die seit 2006 ständig weiterentwickelt wird. Das Workshop soll den TN einen Überblick zu Arten und Nutzungsweisen von E-Portfolios bieten, so dass sie Auswirkungen der Arbeit mit E-Portfolios auf Lernkultur und Leistungsbeurteilung einschätzen zu können, wichtige Funktionen und Einstellungen der E-Portfolio-Software "Mahara" nutzen zu können, E-Portfolios zielorientiert in den eigenen Unterricht integrieren zu können.</p> <p>Die Teilnehmer erproben die Portfolioarbeit und gewinnen eine Vorstellung von der praktischen Umsetzung. Dazu wird ein eigenes Portfolio angelegt, in dem die wesentlichen Elemente (Profil, Blog, Ansichten) genutzt werden. Good-Practice-Beispiele zeigen Erfahrungen auf und regen zu einer Diskussion der Einsatzszenarien und möglicher Perspektiven an."</p> <p>Bei Bedarf dürfen Sie gerne anpassen ;-). Für das Workshop wäre es klasse, wenn die TN einen Rechner mit Internetzugang haben und ich an einem Beamer einige Dinge zeigen kann.</p>	<p>Heinz Krettek ist Lehrer an der Annemarie-Lindner-Schule in Nagold. Als Bereichsleiter begleitet er die Schüler/innen des Berufseinstiegsjahres, unterrichtet aber auch einen Großteil seines Deputats im Berufskolleg und dem Sozialwissenschaftlichen Gymnasium.</p> <p>Seit er 1987 auf der moodlemoot in Duisburg von Mahara erfuhr, übersetzt er das German Languagepack und setzt die E-Portfolio Software im Unterricht ein. Bei Lehrerfortbildungen für das Kultusministerium Baden-Württemberg und die Akademie in Dillingen führt er regelmäßig in die Nutzung der Software ein. Interessierte dürfen seine Plattform gerne ausprobieren (http://ewiesion.com).</p>	

KG5/103/104	Saturday, November 19, 2011	1:45-3:15 PM
<p><i>WORKSHOPS, PART 3</i></p> <p><i>E-PORTFOLIOS IN SECONDARY AND COLLEGE EDUCATION</i></p>		
<p>WORKSHOP A: (KG5/103)</p> <p><u>E-PORTFOLIO AS A TEACHING TOOL TO GATHER, STORE AND REPORT</u></p> <p>LEIGH, GEOFF (USA)</p>		
<p>WORKSHOP B: (KG5/104)</p> <p><u>E-PORTFOLIOS, GROUP COLLABORATION & SOCIAL NETWORKS</u></p> <p>JONES, CYRI (CANADA)</p>		

KG5/103	Saturday, November 19, 2011	1:45-3:15 PM
<p><i>WORKSHOP A:</i></p> <p><u>FOLIOTEK</u></p> <p><i>LEIGH, GEOFF, (USA)</i></p>		
Abstract	Bio	
<p>Foliotek is a company dedicated to helping individuals become competent and passionate professionals. We believe this process is most effectively done using portfolio pedagogy. We also understand that the portfolio can be used for a multitude of purposes. Because of that, our products are designed to provide colleges, programs, classrooms, and individuals with the right tool set for the right portfolio purpose.</p> <p>In this workshop, you will learn how Foliotek employs the portfolio as a teaching tool to gather, store and report on a variety of information. In addition, you will learn how the portfolio is being used to assist in job placement as well as for continued growth in professional development.</p>	<p>Geoff Leigh is the Director of Product Development for Foliotek. In this role, Geoff leads product direction and implementation efforts, manages relationships with business partners, and specializes in product design and end user experience. Prior to his career with Foliotek, Mr. Leigh worked as an Education Technology Specialist for a nationally known insurance corporation where he collaborated with the research and development team. Mr. Leigh has a bachelor's degree in Education from the University of Missouri, Columbia.</p>	

KG5/104	Saturday, November 19, 2011	1:45-3:15 PM
<p>WORKSHOP B:</p> <p><u>E-PORTFOLIOS, GROUP COLLABORATION & SOCIAL NETWORKS?</u></p> <p>JONES, CYRI (CANADA)</p>		
Abstract	Bio	
<p>In this workshop, Cyri Jones, Faculty at Capilano University and the British Columbia Institute of technology and Founder of ZEN Portfolio Networks Inc. will share the experiences of these schools using a WordPress-based e-portfolio and group collaboration tool, ZEN Portfolios. He will also share the experiences of how a consortium of K-12 School Districts in British Columbia is moving towards a provincial learning commons for connected learning.</p> <p>Participants in this workshop will develop their own e-portfolio and learn about the social networking and project management features of BuddyPress, the open source tool behind the collaboration functionality in ZEN Portfolios. It is good to bring a photo or image you can use as an avatar for the e-portfolio you develop and also an image you can use for your home page.</p> <p>Topics addressed will include:</p> <ul style="list-style-type: none"> • How schools can cover the cost of their e-portfolio program to provide sustainability • How e-portfolios can be used to promote cross-disciplinary discovery, collaboration and service learning. • How mobile devices and cloud-based learning platforms and apps are challenging the foundation of our learning environments and improving student learning • How social networks and e-portfolios are merging • How to launch a campus-wide e-portfolio program • What aspects of e-portfolios should the school “own” vs. the individual <p>The importance of feedback mechanisms in place in e-portfolio systems</p>	<p>Cyri is a faculty member at the British Columbia Institute of Technology in the Operations Management Department of the School of Business and a part-time Marketing faculty in the School of Business at Capilano University. He is the founder of ZEN Portfolios, an e-portfolio and group collaboration tool. Cyri’s research interests include: student use of mobile devices, collaboration tools, e-portfolios, social networks, open source development, cross-functional teams, project-based learning, industry projects and service learning. He lives in North Vancouver, Canada with his wife and three kids.</p>	

KG5/103/104	Saturday, November 19, 2011	3:30-5 PM
<p><i>WORKHOPS, PART 4:</i></p> <p><u>E-PORTFOLIOS IN COLLEGE, PROFESSIONAL EDUCATION AND THE PROFESSIONS</u></p>		
<p><i>WORKSHOP A:</i></p> <p><u>GOOGLE SITES E-PORTFOLIO FOR PROFESSIONAL TRAINING (HEALTH)</u></p> <p><i>NICOLLS, BARBARA/ROADNIGHT, SHANE</i></p> <p><i>(UNITED KINGDOM)</i></p>		
<p><i>WORKSHOP B:</i></p> <p><u>E-PORTFOLIOS ALS VERBINDENDES ELEMENT IN DER DUALEN BERUFSBILDUNG</u></p> <p><i>DOMINIK FANKHAUSER, (SWITZERLAND)</i></p>		

KG5/103	Saturday, November 19, 2011	3:30-5 PM
<p><i>WORKSHOP A:</i></p> <p><u>GOOGLE SITES E-PORTFOLIO FOR PROFESSIONAL TRAINING (HEALTH)</u></p> <p><i>NICOLLS, BARBARA/ROADNIGHT, SHANE (UNITED KINGDOM)</i></p>		
Abstract		
<p>This workshop reports the current study into exploring the role of web-based, institution-independent, student owned and controlled electronic/digital Portfolios in developing employment ready, reflective Operating Department Practitioners. Similar to other professional courses such as Nursing, Education and Medicine, the 2-year theory and practice based Operating Department Practice course requires students to create, develop and maintain a portfolio for the purpose of recording evidence of their achievement of competencies accompanied by reflections on their learning or lack of. Historically, paper-based portfolios have been the norm and tick boxes were the means of assessing achievement of competencies. However, the aspect of reflection in and on learning or the evidence of effective use of tutor feedback appeared to be missing. Perhaps e-Portfolios with the students' own identity and voices could enable the continuous dialogue between individual students and their tutors and their peers developing self-awareness, critical thinking future Operating Department Practitioners. The critical/theoretical/Action Research paradigm appeared to be the appropriate methodology for this study to enable continuous improvement both for the practitioner-researchers and the participants or the stakeholders through reflective practice. The AR cycle comprising Plan, Act, Observe and Reflect provides a way of developing professional competence by integrating received knowledge and experiential knowledge with practice. Therefore, the methodology can be justified on professional development grounds as well as on research ground which is a systematic process of inquiry: question, data, analysis and interpretation. The AR stages are followed in the construction and development of the ODP e-Portfolio using Google Sites from Defining the Portfolio Context and Goals, the Working Portfolio, the Reflective Portfolio, the Connected Portfolio and the Presentation Portfolio with each stage bringing valuable learning experiences and opportunities for reflection and collaboration. The study explores how the different elements of an e-Portfolio contribute to reflective learning.</p>		

Bio Nicolls, Barbara	Bio Roadnight, Shane
<p>Barbara Nicolls is a Senior Lecturer and Skills Development Tutor at Buckinghamshire New University. She is a practitioner-researcher focusing on technology-enhanced learning and teaching. She has been using Web 2.0 tools such as Wikis and Blogs to enhance accessibility to resources leading to improved student engagement and learning. The effectiveness has been found with students on as well as off campus which has resulted in her study into the use of institution independent, student owned and controlled and learning centered e-Portfolio systems. She is currently facilitating the embedding of Personal Development Planning (PDP) through e-Portfolios within the diverse disciplines in the University.</p>	<p>Shane Roadnight has been a professionally registered Operating Department Practitioner (ODP) for 15 years and is currently still practising. He has been Lead Mentor of the ODP training for 14 years and is responsible for Practice Development for all of the Operating Theatre staff within the hospital. He became Principal Lecturer for the ODP programme at Buckinghamshire New University in 2011 and wrote the course with the e-Portfolio element embedded in it; this was successfully validated by the Health Professions Council. The course now is being delivered to the first cohort of students in practice.</p>

KG5/104	Saturday, November 19, 2011	3:30-5 PM
<p><i>WORKSHOP B:</i></p> <p><u>E-PORTFOLIOS ALS VERBINDENDES ELEMENT IN DER DUALEN BERUFSBILDUNG</u></p> <p><i>DOMINIK FANKHAUSER, (SWITZERLAND)</i></p>		
Abstract	Bio	
<p>Am Bildungszentrum Gesundheit und Soziales Kanton Solothurn wird seit 2005 in verschiedenen Ausbildungs- und Studiengängen auf der Sekundarstufe 2 (Fachangestellte Gesundheit) und auf der Tertiärstufe (Studiengang Höhere Fachschule Pflege) mit einem ePortfolio gearbeitet. Art, Umfang, Rhythmisierung und Rahmenbedingungen unterscheiden sich je nach Bildungsgang. Diese sind kompetenzorientiert aufgebaut und finden in Schule resp. Praxis statt.</p> <p>Kompetenz verstehen wir als die Fähigkeit, Situationen erfolgreich zu bewältigen und die dazu notwendigen Ressourcen zu mobilisieren. Das ePortfolio ist das verbindende Element zwischen Schule und Praxis. Es bildet einen Knotenpunkt im Bildungssystem. Im Sinne des systemischen Denkens wird ein Instrument zur Verfügung gestellt, das Zusammenhänge sichtbar macht und unter anderem das Zusammenführen kognitiver und manueller Aspekte unterstützt.</p> <p>Die Studierenden verfassen pro Woche mindestens eine Situations- oder Ressourcenbeschreibung. Diese werden durch Berufsbildende in der Praxis und durch andere Studierende kommentiert. Im Studiengang HF Pflege wird das Erstellen und das Kommentieren von Portfolios einmal pro Semester bewertet. Zudem bieten wir den Ausbildungsbetrieben die Möglichkeit, Beobachtungen und Einschätzungen elektronisch zu verfassen. Diese Dokumentationen dienen als verbindliche Grundlage für die Praktikumsqualifikation, welche über die Plattform automatisiert erstellt wird. Die Studierenden entscheiden mehrheitlich selber über Thema, Art und Aufbau der Dokumentation. Beschreibungen können auch als Podcasts, Filme oder Scans handschriftlicher Notizen im ePortfolio abgelegt werden.</p> <p>Die explizite Beschreibung und Veröffentlichung von Teilen der handlungsleitenden Wissensstruktur, dient unter anderem einer unverzichtbaren Fähigkeit im Pflegeberuf – der Reflexionsfähigkeit. Die Lernplattform basiert auf dem OpenSource Content-Management-System Plone. Das ePortfolio wurde durch die schuleigene Entwicklungsabteilung programmiert. Das Produkt wird laufend den Bedürfnissen der User und der Entwicklung des Bildungsprogrammes anpasst.</p>	<p>Dominik Fankhauser ist Lehrer an der Höheren Fachschule Pflege und Verantwortlicher für eLearning am Bildungszentrum Gesundheit und Soziales Kanton Solothurn.</p>	

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