Telling the Whole Story: Using ePortfolios to Assure Quality Learning

Romy Lawson

University of Wollongong
What are we trying to achieve when we assure learning?

I've taught Snoopy to whistle
I can't hear him whistle
I said that I'd taught him, not that he'd learned
Internationally there is \textcolor{red}{pressure for significant change} in measuring quality in teaching and learning (Krause, Barrie & Scott, 2012).
How do we assure learning?

1. Write Degree LO
2. Map Degree LO
3. Collect Evidence
4. Use Evidence
5. Benchmark

Assuring Learning
OLT Strategic Priority Project: Hunters & Gatherers

Assuring Learning
OLT Strategic Priority Project: Hunters & Gatherers
Valid Data for Quality Assurance

• Although quality assurance has been recognised as a critical component of educational enhancement principles there is little consistency as to how to achieve it.

• Of more concern, is the validity of the data being used to assure quality.
Consistency

- Degree Level Learning Outcomes
- Criteria and standards - rubrics
Valid Data for Quality Assurance

• Yorke (2008) has also raised concern about adopting overall percentages as the indicator of quality.

• What does a percentage or grade point average or degree classification actually tell us;
  – which capabilities were actually assessed
  – at what level;
  – how grading was decided.
Valid Data for Quality Assurance
Whole of Course ePortfolios

• Yorke (2008) proposed that evidence can (some might say 'should') be created by students.

• Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999).
BBus Transition Process

- O week Welcome
- O week PebblePad
- Year 1 & 2 ePortfolio
- Year 1 & 2 WIL input
- Year 3 WIL Capstone
- Work Applications & Evidence

JAMES COOK UNIVERSITY
AUSTRALIA
Degree LO Evidence
BBus Course Learning Outcomes

BBUS: Course Learning Outcomes:
JCU graduates are committed to lifelong learning, intellectual development and to displaying exemplary personal, professional and ethical standards. They have an understanding of First Nations peoples, reconciliation, diversity and sustainability (in its broadest sense). They also have a sense of their place in the Tropics and are charged with professional, community and environmental responsibility. They exhibit a willingness to lead and to contribute to the intellectual, cultural and social challenges of regional, national and international communities.

In the context of a JCU graduate on successful completion of the Bachelor of Business graduates will be able to:

Knowledge

K1 Demonstrate essential knowledge necessary for a career in business related professions
K2 Synthesise underlying principles and concepts for making business decisions
K3 Critically analyse the core professional obligations, values and operations of organisations including sustainability

Skills

S1 Critically evaluate data & resources in the context of relevant academic literature
S2 Apply critical thinking to address issues in business
S3 Convey information clearly and fluently, in high quality written form appropriate for their audience
S4 Demonstrate effective oral presentation skills for academic and professional audiences
S5 Demonstrate the ability to work collaboratively

Application
Mapping of Course Learning Outcomes

This page gives you a guide to see which skills and knowledge you will be developing in which subject as you progress through your degree. Below are rough guides to which CLOs are developed in each major (but these are subject to change as the degree progresses. For accurate details please check which CLOs are included in your subject guide/outline.
Critical Thinking Skills

Limited 1 2 3 4 5 6 7 Excellent

☐ Private

Why did you score yourself this number?

☐ Private

What is your action plan for this skill?

☐ Private
S1 Rubric

S1 Critically evaluate data & resources in the context of relevant academic literature

Locate and select

Year 1: Foundation
Select relevant information/data to enable a basic analysis

Year 2: Intermediate
Selects data and resources that are appropriate in number and considered for their relevance, usefulness, currency, credibility.

Year 3: Competent
Demonstrates informed location / selection of relevant data and resources. e.g. optimum number of selected data and resources, based on recognition of their relative worth: usefulness; currency; credibility. e.g. identification of primary sources (of a theory).

Analysis of relevant data and resources

Year 1: Foundation
Demonstrates basic analysis of evidence using basic analytical techniques.

Year 2: Intermediate
Analyses evidence using appropriate analytical techniques to reveal important patterns, differences or similarities.

Year 3: Competent
Demonstrates application of appropriate analytical techniques to relevant criteria; questioning, logic; identification of bias; presentation of findings; consideration of whether evidence is sufficient, relevant, up-to-date, plausible and consistent with evidence from other sources.
Challenges

• One challenge is engaging students to continue through the core subjects and majors (Tosh, D., Light, P., Flemming K., & Haywood J., 2005).

• Staff engagement/ buy in/up skilling

• Students will be prompted to develop their portfolio throughout, but the only assessable element is in the final year of study.