

UNIVERSITY OF  
WOLLONGONG



Australian Government



Office for  
**Learning & Teaching**

# Telling the Whole Story: Using ePortfolios to Assure Quality Learning

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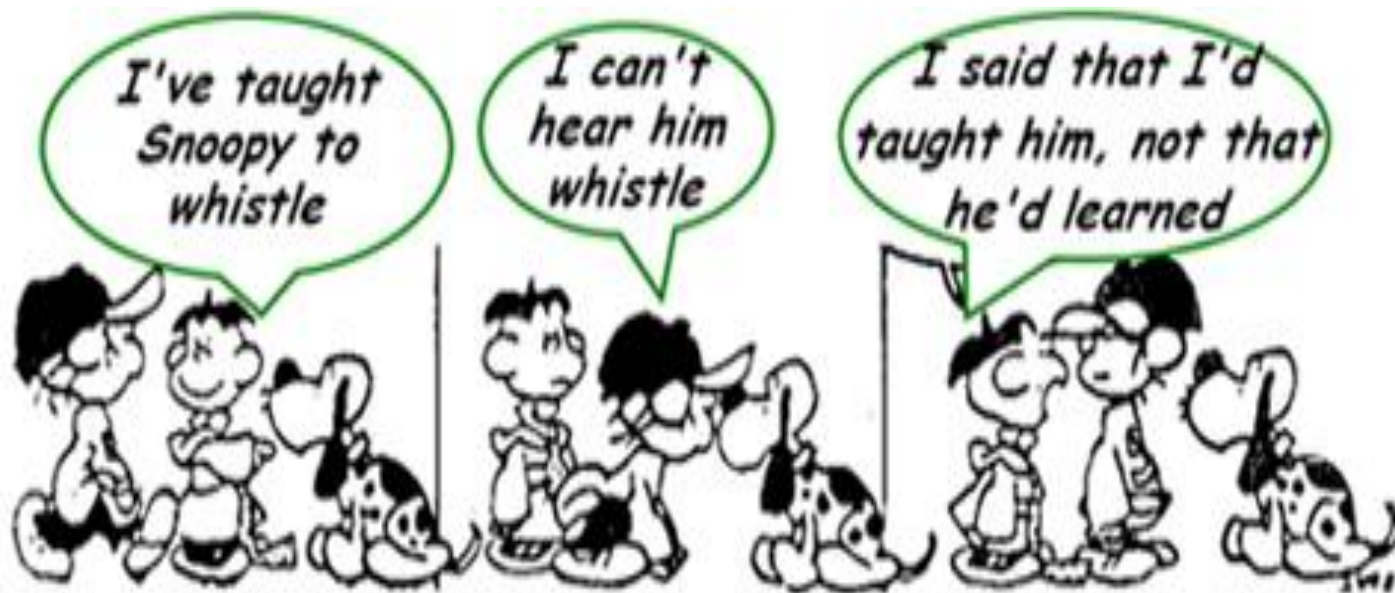
*University of Wollongong*



**ePIC 2014**  
*Evidence Based Learning*

9-10-11 JULY  
**LONDON**  
ePortfolio & Identity Conference

# What are we trying to achieve when we assure learning?





Te Pokapū Kounga Mātauranga  
mō ngā Whare Wānanga o Aotearoa

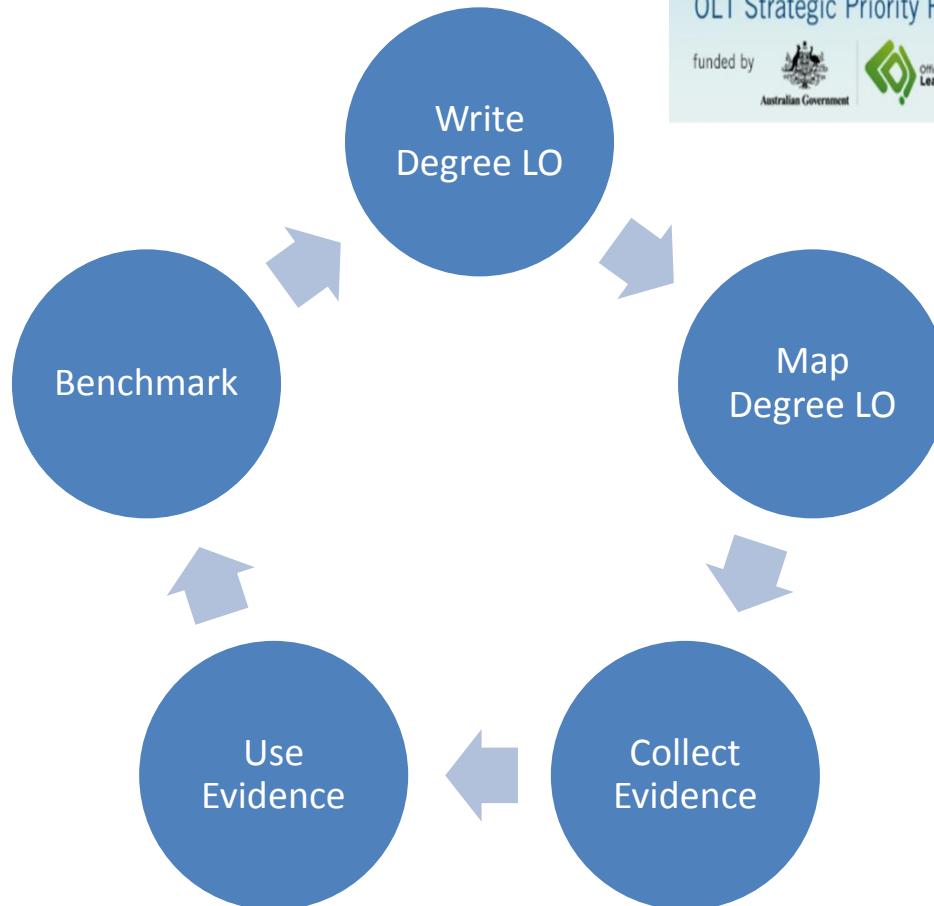
# Council for Higher Education Accreditation



Australian Government  
Tertiary Education Quality and Standards Agency

Internationally there is **pressure for significant change** in measuring quality in teaching and learning (Krause, Barrie & Scott, 2012).

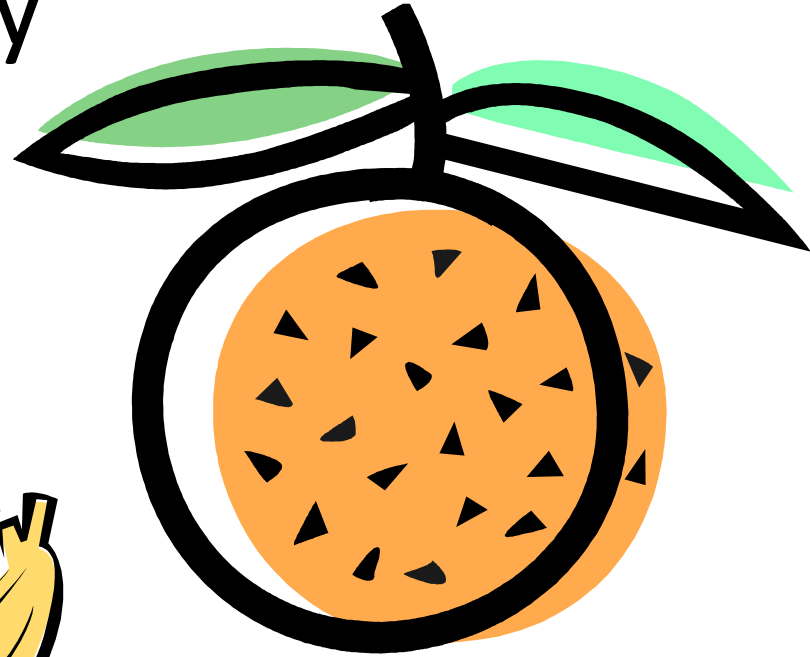
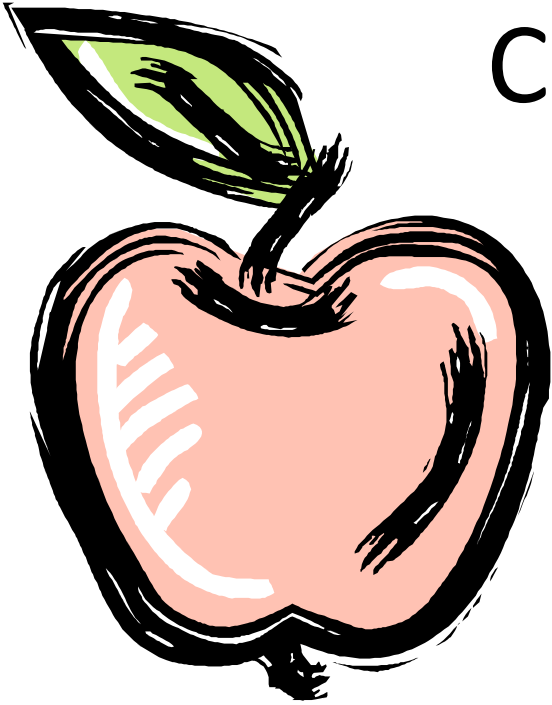
# How do we assure learning?



# 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.

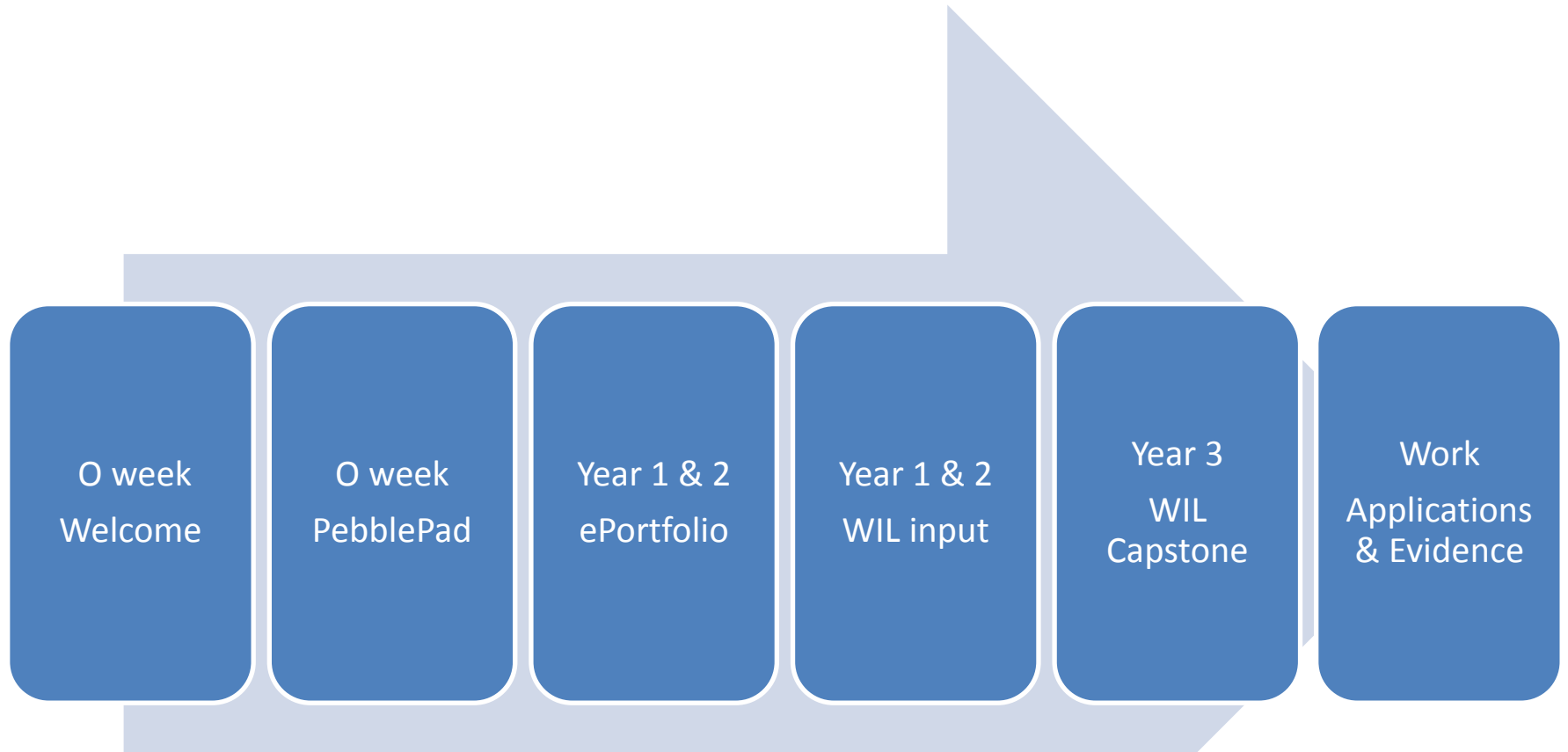
# Valid Data for Quality Assurance

## 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



# Degree LO Evidence



Friends of <sup>Ken</sup>DUNKIN

March 22, 2011

Dear Admin:  
We are pleased that you are performing a lot of good work in December and across your entire organization. Thank you very much for your commitment to the success of our organization. We are grateful for your leadership and support. We are looking forward to your continued support in the future.

Best Regards,

Ken Dunkin  
President, Friends of Dunkin'

Ken Dunkin is a former professional athlete and a current member of the Dunkin' Donuts team. He is a passionate supporter of the Dunkin' Donuts community and is committed to making a positive impact on the world. He is currently serving as the President of Friends of Dunkin', a non-profit organization that supports the Dunkin' Donuts team and the community.

*Ken Dunkin*  
President, Friends of Dunkin'





# BBus WIL



Introduction & Instructions
Where will I develop the Course Learning Outcomes?
WIL Assignment
Action Plan
Knowledge
Skills
Application
WIL Specific

## 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*





### Critical Thinking Skills

Limited 1 2 3 4 5 6 7 Excellent

Private

0 

Why did you score yourself this number?

Private

What is your action plan for this skill?

Private



- Administration
- Master of Economics
- Master of Information Technology
- Master of Professional Accounting
- Master of International Business



# 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



# 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.