



ePIC 2014

Evidence Based Learning

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Evidence Based Learning

The 12th International Conference on ePortfolio, Open Badges & Identity
Greenwich, 9-10-11 July 2014

We have great pleasure in publishing the proceedings of the 12th International ePortfolio and Identity Conference, an event attended in London 9-10-11 July 2014 by practitioners from 18 countries.

This year was marked with a lively debate between Alfie Kohn and Daniel T. Hickey on the issue of *intrinsic* vs *extrinsic* motivation (how the second tends to destroy the first) and its implication on Open Badge Practice.

The videos are accessible on Youtube:

- Alfie Kohn keynote: www.youtube.com/watch?v=p_98XcxJqkw
- Daniel T. Hickey responds to Alfie Kohn: www.youtube.com/watch?v=-laB8N6P4lc

The keynote addresses of Gill White, from the Chartered Institute of Personal and Development (CIPD), the leading professional body for human resources professionals, and Richard Speight, from Unison Cymru Wales, the leading public sector union in Wales demonstrated the potential for ePortfolios and Open Badges to have a positive impact on the world of work.

During the last plenary session, Stephen Downes, from the National Research Council of Canada, addressed a burning subject: *Beyond Assessment - Recognizing Achievement in a Networked World*.

You will find that these proceedings reflect the diversity and richness of ePortfolio and Open Badge initiatives happening at local, regional and national levels across all sectors of initial and continuing education.

They are organised in two main parts:

- the papers accepted for publication
- the abstracts of the contributions submitted to the conference

We hope that you will find in the proceedings the information you need to inform your actual and future projects.

We would like to thank again all the authors and presenters who came to London from across the globe, to share their enthusiasm and experience and make the ePortfolio and Open Badges a truly international community!

Serge Ravet and the ePIC Team

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Proceedings – Papers

- What reports do we need in relation to student data, faculty data and clinical supervisor data?
- How can we develop a digital story to demonstrate an integration of all courses across the Program?
- What deadlines must we have for collection of artifacts in order to achieve timely submission?

Several meetings were scheduled to reevaluate progress. A range of digital artifacts were collected by the team, using from 'best practice examples' across the Program. Measures were taken to address the gaps identified. A visually compelling eportfolio with evidence was generated and presented for accreditation.

Conclusion:

External accreditation is a rigorous task and our experience suggests that despite some challenges, which will be discussed in the presentation, eportfolio is a robust tool for extensible authentication. Through the process of evidence-based thinking and using the framework of eportfolios, we were able to showcase a richness and depth of evidence which could not have been showcased by standard methods of reporting.

This process of accreditation using an eportfolio encouraged a shared responsibility within the team to set goals and evaluate progress, ensuring timely submission of documentation in a format easy to read, as well as producing authentic evidence of achievements of key standards. This led to a favourable and positive feedback from the ASAR accreditation panel with a successful reaccreditation for next 5 years.

In addition to its role in showcasing evidence, our accreditation eportfolio also prompted an in-depth review of current practice in the eight standards specified, and identified aspects of the Program which could be improved to enhance the learning experience. This was a driver for change leading to many brainstorming sessions, enthusing the academics within the Program to contribute to Program innovations and Course redesign for increased student engagement as well as more robust assessments. Our accreditation eportfolio has now become a living, flexible document and a reference resource for the academics within the Program as well as a reference point for future annual reports which have to be submitted as a mandatory requirement for reaccreditation.

We hope that our experience serves as a useful reference and will encourage other Program Directors to explore eportfolios as a powerful tool for external accreditation.

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ePortfolio for Students' Independent Learning (Master Program Course in Business English)

Olga Smolyaninova, Elena Nazarenko

Siberian Federal University, Russian Federation

The new federal educational standard of higher professional education specifies that the graduate should master professional life-learning skills by means of using original sources, including electronic resources in the foreign language, from different areas of general and professional knowledge. Modern society needs a university graduate ready to lifelong professional development. Not only it is extremely important for the university graduate to master a set of general and professional competencies but to be prepared to acquire new knowledge and adapt to the new changing labor conditions. That is why one of the main tasks of professional education is preparing a university graduate for a future independent work in a polycultural society.

Electronic portfolio within a course in Business English allows using the working hours effectively, both in-class working hours and especially hours dedicated to independent students' work. The analysis of modern master degree programs shows that the total amount of students' independent work has grown within the latest three years and is becoming more and more important in accordance with the new federal educational standards of the third generation. Within a course in Business English the students' independent work has grown from 50% of the whole course workload to 70%.

A teacher of Business English faces the two important problems – improving students' foreign language skills and developing students' skills in independent work. We think that using modern information technologies, and in our case ePortfolio technology allow solving the both problems effectively within a course in Business English for master program students.

Information Technology in Education and Lifelong Learning Chair of Institute of Psychology, Education and Sociology, Siberian Federal University has extensive experience in using ePortfolio as a tool of electronic identification. The educational experiment on using ePortfolio in assessing the students' educational achievements began at SibFU in 2008. In 2009 we carried out the experiment on introducing ePortfolio in the teacher assessment system at IEPS SibFU. In 2012 master program students of IEPS SibFU within a course in Business English worked with their Mahara ePortfolio accounts. The laboratory work included using Europass documents as the model. The experience accumulated in IEPS SibFU allows concluding that using ePortfolio helps in developing language competencies, promotes students' skills in independent work and supports development of academic and professional mobility. Using ePortfolio stimulates motivation and responsibility in learning and makes the process of education visible to the student, helps to plan further education and makes the students' achievements visible to the prospective employers, teachers, peers/co-students and introduces the student into the European context.

A large independent students' workload is characteristic for master programs, including a course in Business English. Among the difficulties students and teachers face within the course are the following: 1)students do not know the course requirements; 2)students underestimate the role of independent work; 3)students do not have enough skills to study a foreign language independently using teacher's support; 4)students are not accustomed to get teacher's support otherwise than within a classroom face-to-face interaction. Very often students are undermotivated and do not believe it is possible for them to reach success in independent work. We think that students need pedagogical and methodological support for independent work within a master program course in Business English; ePortfolio may be the means to offer a student pedagogical and methodological support and the means of interaction between teacher and students, as well it may be used for peer-to-peer interaction.

P3: Plenary Session

Royal George Lecture - QA180

Beyond Assessment: Recognizing Achievement in a Networked World

Stephen Downes

National Research Council of Canada, Canada

If formal learning can be thought of as supporting the acquisition of a body of knowledge, informal learning can be characterized as supporting the completion of a task or objective. Formal learning may be seen as 'just in case' while informal learning can be seen as 'just in time'. From the perspective of the learner, the success of informal learning can be seen as immediate and manifest: it supports the completion of the task or objective. But how can informal learning be seen as supporting the first objective: the achievement, over time, of mastery over a field or domain of knowledge. Traditional formal learning employs exams and assignments to test achievement, and often includes process-based metrics, such as attendance time, to ensure a relevant base of experience has been obtained. And contemporary recognition of informal learning employs similar means, deploying testing and interviews to provide what is called 'prior learning assessment'. Today, though, alternative metrics are being deployed. ePortfolios and Open Badges are only the first wave in what will emerge as a wider network-based form of assessment that makes tests and reviews unnecessary. In this talk Stephen Downes will talk about work being done in network-based automated competency development and recognition, the challenges it presents to traditional institutions, and the opportunities created for genuinely autonomous open learning.