

ePortfolio Needs Analysis: Programme

Purpose and context

A clear vision is essential for the successful implementation of an ePortfolio element in your course.

Why do you want to use ePortfolios?

TASK

Agree with relevant colleagues a clear vision for incorporating ePortfolios into your programme/module/course and how they will impact teaching and learning.

Will the ePortfolio need to conform to an ePortfolio approach institution-wide or be independent at the programme/course/module level?

What are the challenges and barriers to introducing ePortfolios into your programme/course/module?

Learning outcomes

How will the ePortfolio meet programme and module learning outcomes?

What do you see as the main learning outcomes of the ePortfolio?

How will the elements of the ePortfolio relate to standards and coursework?

Stakeholders

Who are the stakeholders in your ePortfolio project?

Faculty/institution

Who might be interested in ePortfolios in your institution and how could you get them involved to support you?

Have you identified an ePortfolio team or champion who will help to drive the ePortfolio project?

What strategies could you use to encourage buy-in to, and support for, your ePortfolio concept from colleagues and management?

TASK

Agree with relevant colleagues a clear vision for incorporating ePortfolios into your programme/module/course and how they will impact teaching and learning.

Students

What is the profile of your student cohort?

Are there any specific needs of students to consider such as disability, language, access to labs and devices?

How will you introduce the ePortfolio project to students?

How will you communicate the purpose, benefits to learning and student responsibility to the students?

Timeline

What is the overall timeline for the project?

How will it be broken down?

TASK

Create a timeline showing key target dates for the ePortfolio implementation.

Learning activities

How will the use of an ePortfolio enhance the current learning activities in your programme/course/module?

Could you use an ePortfolio in existing assignments or projects (in particular, assignments that have a reflective component or aim to track development across the course)?

What kinds of artefacts do you envisage the student including in their ePortfolios?

Will you require that students adhere to a specific structure/template?

TASK

Using the 'ePortfolio Learning Activities' template, consider specific ePortfolio learning activities that will enhance learning in your course.

Reflective practice

Have students been introduced to the concept of reflective practice and reflective writing?

Will students be given examples of and guides to reflective practice and writing?

Go to the Reflect page for guides, tips and ideas about reflective practice and reflective writing in ePortfolios.

TASK

Consider what elements of your course you could ask students to reflect on in their ePortfolio.

Assessment

Will the ePortfolio element be formally assessed?

If yes, will you use:

- Formative assessment – how often and focusing on what aspects?
- Summative assessment
- Self-assessment
- Peer assessment

Who will need access to review the students' work?

How does the ePortfolio assessment align with/enhance the existing assessment strategy in the module?

Do you have rubrics already developed that you could use or adapt to evaluate and provide feedback on the ePortfolios?

If the ePortfolio is not being assessed, what incentives do the students have to participate?

TASK

List the elements you would like to include in an assessment rubric for assessing an ePortfolio or assessing elements within an ePortfolio.

ePortfolio platforms

Are you familiar with any ePortfolio platforms?

Do you have any experience of using ePortfolio platforms?

Does your institution use and provide support for a specific ePortfolio platform?

Are you planning to use a specific ePortfolio platform or allow students to select their own?

TASK

Using the ePortfolio platform resources on the Plan page, complete the following tasks:

- Consider the questions to ask when selecting an ePortfolio platform.
- Review the ePortfolio platform resources in light of your own requirements.

Support

What kind of technological and pedagogical support will faculty need?

What kind of technological and pedagogical support will students need?

Have students been made aware of copyright issues and plagiarism?

TASK

List the technological and pedagogical support resources that are already available in your institution.

Identify the support resources that need to be developed.

Training

Who will need training?

What types of training will need to be provided?

How will you provide training to everyone that needs it?

TASK

Using the 'ePortfolio Training Needs Evaluation' template, identify the training requirements for the ePortfolio project.

Evaluation

Evaluating the use of a new approach or software can inform your planning for using it again.

How will you evaluate the progress of the ePortfolio implementation?

What evaluation model could you use to evaluate the use of ePortfolios in a given context?

What feedback from stakeholders will you need to gather?

What will happen to the ePortfolios when they are completed?

Do you envisage that students will have access to their ePortfolios after they graduate?

How can you help students to preserve and develop their ePortfolios for future use and employability?

TASK

Outline your expectations, targets and timelines for the ePortfolio implementation. Identify review points throughout the implementation process and make a list of things you would like to evaluate (learning, use of software, assessment).