



Institutional ePortfolios Video 1: How?

How do you use ePortfolios?

OK, well, we had three needs within the health sciences, three disciplines came together. And they each had different skills, some with ePortfolios, some with paper-based portfolios, some with competency mapping, others with building digital resources. And each discipline had a need that the other could help with. So we got together medicine, pharmacy and nursing and midwifery. The goal at the heart of it was inter-professional learning, preparing students for professional practice where they must work in health science teams. And we felt the ePortfolio was going to be a really useful tool to help us to do that.

(Dr Bettie Higgs, University College Cork)

So in the MSc in Applied eLearning, we have a module which is titled ePortfolio but it's unconventional in that it's stretched over the two years and the students compile an ePortfolio of their work and their learning journey over that time leading up to the completion of their Master's project, which is hosted on the ePortfolio or linked from the ePortfolio as well.

(Dr Claire McAvinia, Dublin Institute of Technology)

We use the ePortfolio primarily as an assessment tool on one of the modules in a post-graduate diploma with an embedded special purpose award. So one of the modules is called reflective practice and development. It's a five-credit, five ECTS credit module. And it is assessed by the ePortfolio. However, the ePortfolio draws on reflections and professional development issues and opportunities across the other modules in the programme.

(Dr Fiona O'Riordan, Griffith College)

This is in the context of the University of Ontario Institute of Technology. We were a brand new university in 2002 and we were the first laptop university in Canada. So part of what we did in the faculty of education was to require the students to create an ePortfolio of their experience with the entire programme. During the next five years, we experimented with exactly what should be in the ePortfolio, exactly how it should get there, how we would evaluate it and assess. It was a very long process and an exploration that we engaged in.

(Dr Bill Hunter, University of Ontario Institute of Technology)

Our programme, it's a BSc Education specialising in design, communication and graphics. The third and fourth years of the programme construct their ePortfolio over those last two years of the programme. And essentially, the assessment of it is built into one particular module. So we give them probably the guts of a semester and a half to put that together. In terms of the assessment, it's usually done between myself and a colleague. We give them a first cut or a first draft that they present. We give them formative feedback on that and then the second presentation is where they get their actual final marks for the work done.

(Kevin Maye, Galway Mayo Institute of Technology)