# Institutional ePortfolios Video 8: Future Plans

## Any plans to change how you use ePortfolios?

I've been thinking a lot over the last three days about where we could take this now and perhaps we begin to take the emphasis off the product a little bit. Because of how students work and how we all work – we want credit for things, but can we even push it on a stage further from that and say, well, the assessed part is important but we want to actually encourage you to take it further into that live space, that online identity, that collection of artefacts that you've created and really encourage them to keep it going when they've finished the programme.

(Dr Claire McAvinia, Dublin Institute of Technology)

We may look at ways of maybe drawing bits out and creating a different platform, and just showcasing different elements, depending on the audience you are trying to reach. So we might work with our learners in that regard. Also, we might ask them to present on their ePortfolio. We do that in another, we have an ePortfolio as part of another module. And they present their ePortfolio to the class. And I don't know why I didn't join up the dots and realise that that works very well in that group, so we might look at maybe bringing it into the post-grad group.

(Dr Fiona O'Riordan, Griffith College)

Well, one of the things that we toyed with, and I think maybe tried briefly, was having the ePortfolio as a course itself. I think I might want to revisit that. We made it like a very short course, only a small amount of credit. But it got some credit and that meant that some faculty member was responsible for the evaluation. I think that would be worth looking at again. And, I think too that there might be value in trying to structure a programme so that items are clearly destined for the ePortfolio. We encouraged faculty to tell the students which items they thought would work well in the ePortfolio. I think it might be good to actually structure assignments in each course for the ePortfolio so that students then felt like all they needed to do was import it. And I would, along with that, then encourage part of preparing an assignment so that it goes into the ePortfolio, that reflection on the assignment be part of the assignment. So that what's done for the ePortfolio is perceived by the students to be minimal. (Dr Bill Hunter, University of Ontario Institute of Technology)