What’s ?

Portoflio work with Mahara
is two things:

1. an ePortfolio and
2. a social networking system
**STUDENTS**

**ePortfolio Content**
- Make the purpose of the portfolio evident to your students. Make it clear who they are writing to and why.
- It may be useful to provide an ePortfolio template.
- Use the portfolio to help your students engage with the course intended learning outcomes.
- Decide what artifacts will serve as evidence of learning.
- Help your students understand how important reflection is for learning.
- What kind of support do you need – technical or pedagogical?

**LEARNING**

**Personal**
- Provide students with space to explore their learning preferences and styles.
- Decide whether to encourage your students to add personal goals to their portfolios.
- Decide what sort of scaffolding you will use to help students with their thinking, e.g. questions, models of reflection, prompts.
- Enable students to discover connections between theory and practice, different disciplines, etc.
- To what extent will your students be able to choose the content, and organise and personalise their portfolios?
- Design rubrics that allow your students to assess their progress.

**Social**
- Allocate time for peer and teacher feedback on ePortfolio work.
- Would it be useful to use extra Web tools in the portfolio to facilitate collaboration?
- Write student-friendly rubrics to help your students assess each other.

**TEACHERS**

**Intended Learning Outcomes (ILOs)**
- Decide which outcomes will be assessed through the ePortfolio.

**Teaching & Learning Activities (TLAs)**
- Think about how to adapt/entice your TLAs to suit ePortfolio integration.
- Put formative assessment procedures in place.

**Assessment Tasks (ATs)**
- Make it clear to your students what details are required in their portfolio to authenticate evidence.
- Will reflection form part of the evidence of learning and therefore be assessed?
- Are there clear rubrics in place for assessment?
Research findings suggest that ePortfolios can:

1. help first-year students transit from secondary schools into universities, and make their learning experience more engaging (e.g. Kift & Nelson, 2005; Riedinger, 2004).

2. encourage reflection, which is an important part of learning (e.g. Greenberg 2004; MacDonald, Liu, Lowell, Tsai & Lohr, 2004, Kember, 2000).

3. guide students to develop desired graduate attributes, outcomes or skills (e.g. Leece, 2005; McCowan & Finn, 2007).

4. facilitate communication and collaboration (e.g. Gordin, Grueneberg, Laff, Lam & Martinez, 2003; Stevenson, 2006).

5. function as an effective tool for course and program evaluation (e.g. Mason, Pegler & Weller, 2004; Lewis & Baggett, 2008).

6. function as an effective tool for professional appraisal (e.g. Halstead, 2005; Kardos, Cook, Butson & Kardos, 2009).

44% of students at Lingnan wish to use social networking software (e.g. Facebook) on the web to communicate/collaborate with other students in the course.

41% of students would like to use instant messaging/chat on the web (e.g. MSN) to communicate with lecturing and administrative staff from the course.
The diagram below of example artefacts, pages and groups illustrates how content in Mahara can be shared and reused in different contexts and for different audiences.

**Artefacts**
- Résumé
- Reflective Journal
- Image Collection
- Uploaded documents

**Pages**
- Coursework
- Professional development
- University application
- Hobby

**Groups**
- Work experience
- Year 11 Careers
- Media teachers
- Book club

*Mahara framework*

NEXT... How to **Login**
2 simple steps

Dashboard=homepage where you can see the latest activity of you and other users on Mahara. You can customise the dashboard so that you always see the items that are most important to you.
A. Profile
Can I change/customise my dashboard?
A page contains a selection of **artefacts** which you arrange and present to others. These may include:

- selected files
- résumé details
- text (your added commentary, instructions or orientation)
- journal posts
- video and audio files
- RSS feed to an external blog
- etc
1. Create a new page.
2. Copy a page from your portfolio or from another user.
3. Search your portfolio pages.
4. Edit your dashboard page.
5. Edit your profile page.
6. Edit or delete your portfolio pages.
Copy a page or collection

Copy a page

1. Click the **Copy a page** button under **Portfolio → Pages**.
2. **Search pages and collections**: If there are many pages from which you can choose, either search for a keyword in the page title or search for the author of the page.
3. **Search owners**: Search for the author of the page.
4. **Page title**: Click on the title of the page to see a preview of it before you copy it.
5. **Owner**: Click on the name of the owner to view a larger profile picture and the self-description if the owner provided one.
6. Click the **Copy page** button to copy the page into your own portfolio.
7. Edit the page as you would do any other page.
View a page

An example portfolio page. When you are the author, you can click on the Edit button and make changes.
Share
Groups

My Groups

7A Design Cycle
Ms. Daniels - Request Membership
24 members

7C Design Cycle
Ms. Daniels - Request Membership
22 members

7D Design Cycle
Ms. Daniels - Request Membership
20 members

8A Science
Aaron Metz (aaronmetz) - Open Membership
24 members

8C Science
Aaron Metz (aaronmetz), Michael Luciani (p8019) - Open Membership
26 members

8D Math
Saeed Rahman (saeedd.rahman), Aaron Metz (aaronmetz) - Request Membership, Allows submissions This group is for 8D Design Cycle support.
25 members

8D Science
Aaron Metz (aaronmetz) - Open Membership
24 members

8E Science
You are a member of this group

Create Group
Edit
Delete

Ms. Daniels
My Groups:
- 7A Design Cycle (Admin)
- 7C Design Cycle (Admin)
- 7D Design Cycle (Admin)
- 8A Science
- 8C Science
- 8D Math
- 8D Science
- 8E Science
- 6E Science
- Gr7 3D Design (Admin)
- Gr8 Audio Production (Admin)

Online users
Ms. Daniels
View students’ ePortfolios
Create and mark ePortfolio assignment

1. Turn editing on.

2. Select ‘Mahara portfolio’ from the ‘Add an activity’ menu.

3. Type your assignment name and give a description.

4. Set the available date and due date of the assignment.

5. Set ‘Prevent late submissions’ to Yes.

6. Select the maximum grade for the assignment.

7. After finishing setting, press the ‘Save and display’ button.
1. Click on the Mahara portfolio assignment activity.

2. Click on ‘**View x submitted assignments**’.

   ![View submitted assignments](image)

   - **Available from:** Tuesday, 11 October 2011, 09:45 AM
   - **Due date:** Tuesday, 18 October 2011, 09:45 AM

3. Click on a portfolio title to link to its content in Mahara.

   ![Portfolio titles](image)

4. After browsing the content, press the **Back** button (top right) to return to Moodle.

5. Click on **Grade** to assign a grade and give feedback to the portfolio.

   ![Assign grade](image)

6. Press the **Save changes** button when done. The grade and feedback will then be automatically released to the portfolio owner.
Still Puzzled?