FP EUROPORTFOLIO

Newsletter 2

IN THIS ISSUE

Lifelong Learning Programme

EUROPORTFOLIO

European Network of Eportfolio Experts and Practitioners

July-August 2013

www.europortfolio.org

Building Europortfolio Together

On July 10th 2013, the last day of ePIC 2013, we had the great pleasure of welcoming 46 participants from 18 countries to the launch of Europortfolio in London. We were glad to be able to report the first steps of this new initiative, in particular the creation of the new portal and newsletter.

Thanks to the support of a number of partners who have already decided to register to the Europortfolio portal and sign the Europortfolio Charter, the new portal has already started to collect a large amount information on ePortfolio initiatives, publications and resources. Through the relationships established between many different pieces of information, we will soon be able to provide a global picture of ePortfolio and ePortfolio-related initiatives in Europe, and beyond.

We had the pleasant surprise to hear our very first newsletter quoted by Kirstie Donnelly MBE, City & Guilds Director of Product Development, during her keynote address to the conference: she agreed with the necessity to reduce the fragmentation of ePortfolio initiatives and supported our vision in taking forward the opportunities offered by Open Badges and Tin Can.

Since the London meeting, we are pleased to announce further progress. Following the publication of *Open Badges vs Tin Can* in the previous newsletter, and the active participation of Europortfolio in the Open Badges community, a work group has been established with representatives from Open Badges, Tin Can, InLOC and Europortfolio to explore the options for making those initiatives converge. You will find in this newsletter three contributions to this work group. In the Events section, you will also find the links to join the Open Badges weekly conference calls and this new work group.

All this is very encouraging for the outcomes we are committed to delivering over the next months: national and thematic reports on ePortfolio initiatives in the European countries. If you are interested to contribute, you can do so by:

- adding raw information on the Europortfolio portal (initiatives, resources, etc.)
- sending us your requirements, so that the Europortfolio portal provides the information *you* are looking for. If it is not there, it is our responsibility to make it available - with your support!

We look forward to hearing your ideas and to working with you.

Serge Ravet & Igor Balaban, Europortfolio

ePortfolios Revisited

Serge Ravet, ADPIOS

In the previous issue of the Europortfolio newsletter, *Open Badges vs. Tin Can* explored the possible convergence between two initiatives that arose from two very different contexts: the recognition of informal learning (Open Badges) and the management of formal learning/training (Tin Can[1]).

In this issue we invite you to revisit the concept of ePortfolios in light of Open Badges and Tin Can: *can Open Badges and Tin Can (xAPI) change our understanding of ePortfolios?*

In , *xAPI, Open Badges and Eportfolios* ([link](#)) Christian Glahn, suggests a model where xAPI (Tin Can) statements are used to generate Open Badges that eventually end up into an ePortfolio (c.f. the picture on the left).
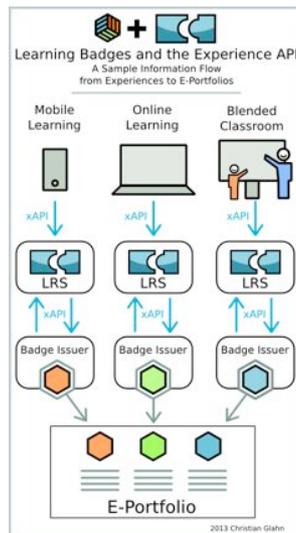
While this is a very interesting and straightforward way to connect three very different objects, what we would like to explore here is another model, less linear, where the separation between Tin Can statements, Open Badges and ePortfolios is not so strict.

The relationship between ePortfolios, Open Badges and Tin Can statements is... reflexive

An Open Badge can contain an ePortfolio, which contains Open Badges. They both contain each other: it is a reflexive relationship:

- Reflexivity 1: a Badge is delivered after examination of an ePortfolio, that is then added to the ePortfolio itself; simultaneously the ePortfolio used to deliver the badge is used a evidence [2] for the badge itself.

- Reflexivity 2: while I write a narrative in my ePortfolio, "I write a narrative" can be expressed as a Tin Can statement that can be used in my ePortfolio for a meta-narrative (but aren't all narratives connected to other narratives, making them 'meta narratives'?).

As mentioned in *Open Badges vs. Tin Can*, an ePortfolio narrative contains a number of statements such as "I did this", "I did that", so it would make sense to copy/paste Tin Can statements in the narrative, creating something akin to a semantic editor.The following picture is an attempt to represent this idea.
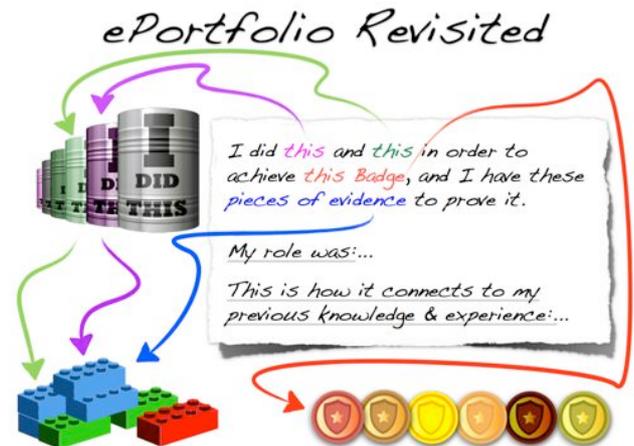
Here you can see a narrative connected to Tin Can statements, Open Badges and evidence (represented by Lego™ blocks).

Depending on the granularity of the badge, the evidence could range from a link to a single artefact, to a narrative articulating a number of pieces of evidence. The evidence for an Open Badge, like a complete qualification, could be a very large and comprehensive ePortfolio: a micro-portfolio for a micro-badge, a macro-portfolio for a macro-badge.
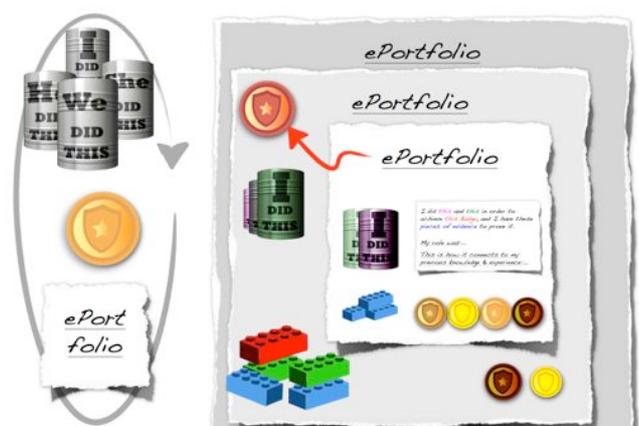
With the idea of multiple-size portfolios used to deliver multiple-size badges, an ePortfolio could be represented as an aggregation of ePortfolio-like

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[1] Tin Can, or xAPI (eXperience Application Programmer Interface) is a specification developed by the leaders of SCORM, The Sharable Content Object Reference Model: www.adlnet.gov/scorm.

[2] An Open Badge has a main set of four metadata: issuer, earner, assertion (the definition/criteria) and evidence.

entities. The metaphor that comes to mind is that of a *fractal ePortfolio*[3], i.e. whether you look at it from a distance as a whole, or close-up, you see portfolio-like structures, organised around narratives, evidence and... credentials.

Open Badges, Tin Can and Open Credentials

One of the current issues with Open Badges is that a Badge can be delivered for something as simple as "has visited the web site xyz" to a full qualification, such as *Master of Arts*. There is no agreement on a visual code that would make it obvious whether a badge refers to a fact, a skill, a competency or the mastery of a complex activity.

On the other hand, there are initiatives aiming at defining a shared representation of skills and competencies that should make it clear, e.g. when reading the metadata associated to an Open Badge, what skills and competencies have been awarded (c.f. the next article from Simon Grant: *Open Badges, Tin Can, LRMI can use InLOC as one cornerstone*).

> *An ePortfolio (electronic portfolio) is an electronic collection of evidence that shows your learning journey over time. [...] Evidence may include writing samples, photos, videos, research projects, observations by mentors and peers, and/or reflective thinking*(Helen Barrett)

While evidence mainly consisted of complex artefacts and the collection rested on the ePortfolio author, Tin Can expands the ePortfolio universe: we can now collect simple facts, and masses of them — that will probably require something like *learning analytics* to fully exploit the information collected.

While the verification of the trustworthiness of an ePortfolio was left to the reader (just like a CV!), the Open Badge Infrastructure provides a very simple, yet powerful, mechanism to automate the verification process, so the reader of an ePortfolio can check the trustworthiness of a claim without any effort.

Eventually, the work done on the definition of a common language (InLOC) to represent, facts, skills, knowledge, attitudes and competencies will facilitate the construction of one's ePortfolio around manageable and meaningful units, while providing a simple mechanism for making one's learning and competencies visible and discoverable (Open Personal Data).

To support that vision, we suggest looking at an ePortfolio as a *collection of Open Credentials*, ranging from simple facts (I, She, We did this) their combinations demonstrating the acquisition of knowledge/skills/ attitudes, then competencies (combination of knowledge + skills + attitudes) and, eventually, mastery [4] (combination of competencies and persona qualities).

The following picture is organised around 3 axes: the *collection* of ePortfolio contents, their *aggregation* into meaningful constructs, and the the *granularity* of the constructs.
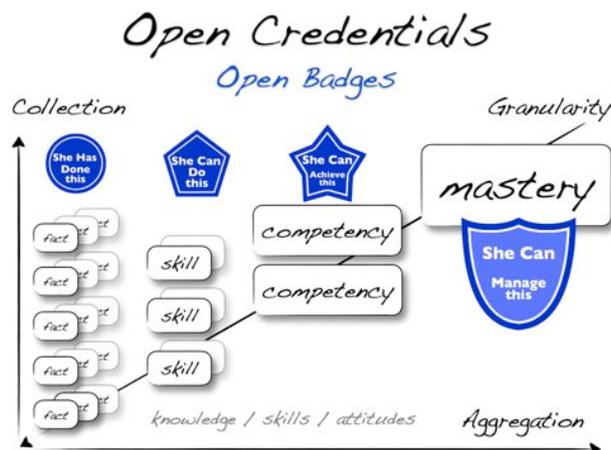
Tin Can statements (of facts) are the elementary components from which skills, then competencies and mastery can be expressed. They are not structurally different from Open Badges. An Open Badge is just one way *to make a credential visible*, it is not the credential itself that still exists without any specific or fixed graphical representation. An Open Badge, as credential, does not fundamentally differ from Tin Can statements.

If there were a distinction to be made, it might be the following:

- Tin Can statements focus on what you did (may be just once) and do not accredit what you will be able to do in the future.

- Open Badges focus on what you can do and accredit the fact that you will be able to do it again, now and in the future —for the duration of the Badge, if it has a limit in time.

The difference is more semantic than structural; it should not be very complicated to use Open Badges to express Tin Can statements, and vice versa.

It is why we would suggest using the concept *Open Credentials* to represent both Open Badges and Tin Can statements, leaving the person, network or organisation the choice of how to represent a credential, or not, with a pretty picture — in a future issue we will explore alternative representations of credentials (Open Badges on Steroids!).

Where to Store Open Credentials?

From what precedes, i.e the idea that ePortfolios collects Open Credentials and artefacts, where should these Open Credentials be stored? The Open Badges answer is *Backpack*, while Tin Can responds with *Learning Record Store* (LRS). Taking into consideration the similarity between the two types of records, it should not be a major problem to put them both into the same storage space, a personal data store (PDS), along with other elements of an ePortfolio, such as evidence and narratives.

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[3] Fractals are self-similar patterns, looking the same from near as from far

[4] A mastery can be recognised informally, by peers, while a qualification would be the formal recognition of a mastery.

ePortfolio Repository
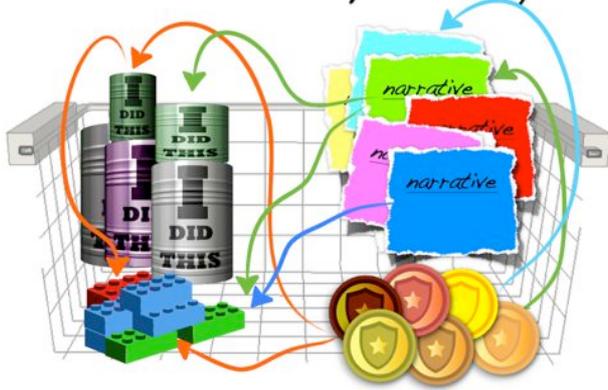
Eventually, there is another point worth further exploration: the true nature of a statement, or a badge, is that of a relationship between the person (or entity) issuing the statement, or badge, and the person (or entity) receiving it. This means, that what is stored in your personal data store or ePortfolio repository is a relationship, and if it is so, it is in its nature to be distributed over two or more places simultaneously. This is what we have tried to represent in the next picture.

Statements, badges and evidence connect ePortfolio repositories. It is these connections that will be useful in

establishing the foundation of a trust infrastructure (c.f. *Open Badges and Trust* in this issue of the newsletter)

ePortfolio Repositories
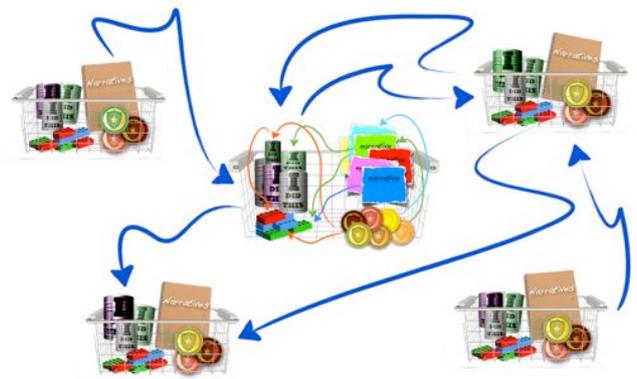
NB: this article does not intend to be prescriptive. It is just one exploration of the opportunities offered by some very interesting initiatives. Any comments, criticisms and alternative views are welcome. For that purpose you can use the Europortfolio Google group (link) or write directly to *newsletter at europortfolio.org*.

Open Badges, Tin Can, LRMI can use InLOC as one cornerstone

From Simon Grant's blog

There has been much discussion recently about Mozilla Open Badges, xAPI (Experience API, alias "Tin Can API") and LRMI, as new and interesting specifications to help bring standardisation particularly into the world of technology and resources involved with people and their learning. They have all reached their "version 1" this year, along with InLOC.

InLOC can quietly serve as a cornerstone of all three, providing a specification for one of the important things they may all want to refer to. InLOC allows documentation of the frameworks, of learning outcomes, competencies, abilities, whatever you call them, that describe what people need to know and be able to do.

Mozilla has been given, and devoted, plenty of resource to their OpenBadges effort, and as a result is it widely known about, though not so well known is the rapid and impressive development of the actual specification. The key part of the spec is how OpenBadges represents the "assertions" that someone has achieved something. The thing that people achieve (rather that its achievement) could well be represented in an InLOC framework.

Tin Can / Experience API (I'll use the customary abbreviation "xAPI") has also been talked about widely, as a successor to SCORM. The xAPI "makes it possible to collect the data about the wide range of experiences a person has (online and offline)". This clearly includes "experiences" such as completing a task or attaining a learning outcome. But xAPI does not deal with the relationships between these. If one greater learning outcome was composed of several lesser ones, it

wouldn't be natural to represent that fact in xAPI itself. That is where InLOC naturally comes in.

LRMI ("Learning Resource Metadata Initiative") is, as one would expect, designed to help represent metadata about learning resources, in a way that is integrated with schema.org. What if many of those learning resources are designed to help a learner achieve an intended learning outcome? LRMI can naturally refer to such a learning outcome, but is not designed to represent the structures themselves. Again, InLOC can do that.

What would be chaotic would be if these three specifications, each one potentially very useful in its own way, all specified their own, possibly incompatible ways of representing the structures or frameworks that are often created to bring common ground and order to this whole area of life.

Please don't let that happen! Instead, I believe we should be using InLOC for what it is good at, leaving each other spec to handle its own area, and no one shamefully "reinventing the wheel".

Draft proposals

[...]

Read the full article at: blogs.cetis.ac.uk/asimong/ 2013/07/18/open-badges-tin-can-lrmi-can-use-inloc-as-one-cornerstone/

4

Getting acquainted with ePortfolios

A glance at some ePortfolio tutorials for beginners

Dr. Andrea Ghoneim, Donau Universität of Krems

When implementing ePortfolios in your organisation or using them with new students or course participants, short video tutorials can be helpful to introduce the uses, usage and advantages of ePortfolio and give some examples of how to benefit from organising one's experiences with an ePortfolio. We had a look at some videos in English offering a general introduction to ePortfolios.

Eportfolios for starters (CDLT. University of Cumbria, uploaded 2008. 3:04 min.)

www.youtube.com/watch?v=6B3tujXlbdk

The animated video shows student Sandra. She needs „some space where she can organise and investigate the evidence of her development". Sandra's problems – which are the problems of most students - are discussed and summarised: „Sandra needs something that can help her keep track of her work, share information with peers, showcase her teaching activities and a space where she can store her reflections about her teaching journey." As her university provides her with an ePortfolio her problems are solved.

A nice and simple introduction that may serve to explain some uses of an ePortfolio. It could be placed, for example, in a beginner's workshop or start a presentation for ePortfolio newbies.

ePortfolio – Introduction by CityU TDG (HK)

A video production of ePortfolios for all: A roadmap for success, CityU TDG (HK) funded project 2009-2011, uploaded 2010. 3:25 min.

www.youtube.com/watch?v=3E6v9lnktlM

Student Emily observes that successful candidates for summer jobs are the ones with ePortfolios. The question „What are ePortfolios" is first focused on showcase ePortfolios. After that, the uses of ePortfolios as learning and management tools are treated. In order to reduce the complex features of ePortfolios, four steps for organising ePortfolios are proposed: (1) collection of the „footprints of your life", (2) setting goals and plans „and thinking about who you are and who you want to be", (3) „Take action and reflect" on the basis of the goals and plans set before, (4) organisation of one's work and reflection within the ePortfolio. At the end of the video, Emily is the proud owner of an employment ePortfolio, a learning ePortfolio and a graduate ePortfolio. This enables her to get a good position. No wonder, she keeps reflecting and documenting her achievements in her professional portfolio. A persuasive video which can be also shown to learners for whom English is not the mother tongue as well, as the text is spoken slowly.

Mahara Eportfolios (Southampton Solent University, uploaded 2009. 2:34 min.)

www.youtube.com/watch?v=Y32NoAgN9Ik

Here, the protagonist of the video is student Alex, who is about to apply for a paid industrial placement. He looks for a solution to organise his assignments and to evidence his skills. As his university offers the ePortfolio software Mahara, all his artefacts and evidences can be collected and organised. Bella, Alex's flatmate is attracted to Alex's ePortfolio and finds out that it is equally fitting as a tool to collect, reflect and showcase her own artistic artefacts. Bella also uses the portfolio to get feedback from her tutor. Of course, Alex and Bella become happy ePortfolio users who will take their ePortfolios with them when they graduate.

ePortfolio introduction by Desire2learn Inc

uploaded 2013. 3:29 min.

www.youtube.com/watch?v=TFb0u6dl3u4

Even though this video is produced by a commercial ePortfolio provider, it could be used for introduction workshops for other ePortfolio softwares as well. The subtitle of the video „ePortfolio and you" shows the approach to the topic. The principle of an ePortfolio and its basic uses are explained, the animated video also shows what artefacts could be and how they can be organised and shared via the ePortfolio. Interaction with the ePortfolio user's audience and social learning are topics as well.

All these videos are short and can easily be embedded in a workshop or presentation. Their selection was almost random as there is an abundance of such clips online. There are, of course, resources in many more languages, just a couple of mouse-clicks away.

Do you have a video introduction or an interactive introduction you want to share with the EUROPORTFOLIO community? Please don't hesitate to let us know!

Eporfolio for the generation of trust in MOOC peer assessment

By Lourdes Guàrdia and Marcelo Maina

Actual implementation of MOOC is challenging ways in which learning should be fostered in terms of feedback and assessment. Peer support is one of the most frequently used strategies providing significant information about the learning process to a large number of participants. But there are some drawbacks regarding its effectiveness. Acceptance of peer responses and comments, and above all appraisal, relies on the knowledge of the other and the trust that it can generate.

Eportfolios are a suitable solution for building and publishing detailed and extensive accounts of educational, professional and personal trajectories. Could then ePortfolios be used to create digital identities enabling the creation of confidence among MOOC participants? We believe they could. Eportfolios can productively contribute to the development of peer learning strategies facilitating the orchestration and flow of massive courses by creating transparency and informing everyone about each other. Moreover, ePortfolios can contribute to the organisation and consolidation of groups and communities of interest (Guàrdia, Maina & Sangrà, 2013).

The Europortfolio project will develop open educational resources and activities for a more all-embracing use of ePortfolios that can benefit the need of plausible and trustworthy assessment strategies strongly required by the open education movement.

Europortfolio in EFQUEL Innovation Forum

Europortfolio will present the portal and the charter at the EFQUEL Innovation Forum to be held in Barcelona the 26th and 27th of September 2013. Prof. Marcelo Maina and Prof. Lourdes Guàrdia will present Europortfolio: A network promoting cross-sectorial quality in ePortfolio design and usage among all stakeholders

The EFQUEL Innovation Forum is the leading conference for practitioners in international quality and innovation in e-learning, training and development. The 8th EIF takes place at the Open University of Catalonia (UOC) in Barcelona. - See more at: eif.efquel.org/scope-2013/#sthash.elwvxy6R.dpuf

With a new wave of e-learning emerging through recent fascinating developments such as Open Educational Resources, MOOCs and social media in learning and a decade of intense development of quality criteria, methods and management approaches it is time to extract the scientific essence: Where do we stand today in quality development in e-learning? What has proved to work well? What is the orientation for the future? Which new and emerging fields and technologies are posing new challenges to quality development?

While the past years have seen a wide adoption of traditional quality approaches in new fields, as well as the development of new quality approaches today we invite the contributions to the following topics:

- Quality in e-learning: Criteria, processes, methodologies
- Quality for new emerging technologies and pedagogies (e.g.MOOCs)
- Quality, E-Assessment and testing with e-learning

Serge Ravet, ADPIOS

Fragmentations

Unanswered question
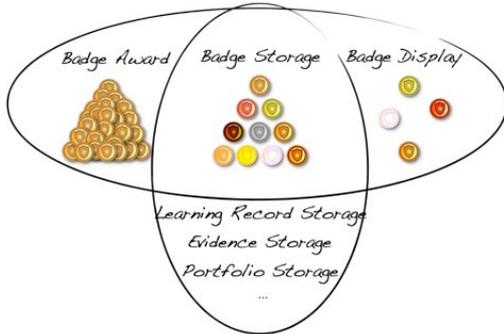
One of the issues we have to face is the fragmentation of the spaces where Open Badges, Learning Records, ePortfolio pieces of evidence and narratives are being stored.

To understand the consequences of fragmentation, let us have a look at someone reading a badge.

A potential employer (or client) reads a badge displayed on the home page of a prospective employee (or service/goods provider). The badge reader checks whether the badge is genuine, i.e. belongs to the person displaying it and who the issuer is.

If the Open Badge issuer is an organisation known by the prospective employer (or client) then everything is fine (or not!). But what if the badge is delivered by a not-so-well-known organisation? Or if it were delivered by a network of peers that are unknown to the Open Badge reader?

One solution would be to establish a network of trust, where all the different entities of the network are connected through trust relationship.

And it is precisely what Open Badges Infrastructure would be able to do if... we got rid of the fragmentation between Badge Issuer, Badge Storage (backpack) and Badge Displayer... This also applies to Tin Can Statements...

What applies to eBay, where you can be at the same time both buyer and vendor, should apply to Open Badges: we are all potential badge issuers and receivers. It is by creating a seamless environment integrating into one space all the Open Badges functionalities that we will be able to make a reality one of the promises of the Open Badge Infrastructure: the making of a trust network.

For another view on Open Badges and trust, read the excellent blog post from Carla Cassilli: *Mozilla Open Badges: building trust networks, creating value*.

We are interested in hearing your views on the on Open Badges and trust! Join the conversation in the Open Badges group:

groups.google.com/forum/?fromgroups=#!forum/openbadges
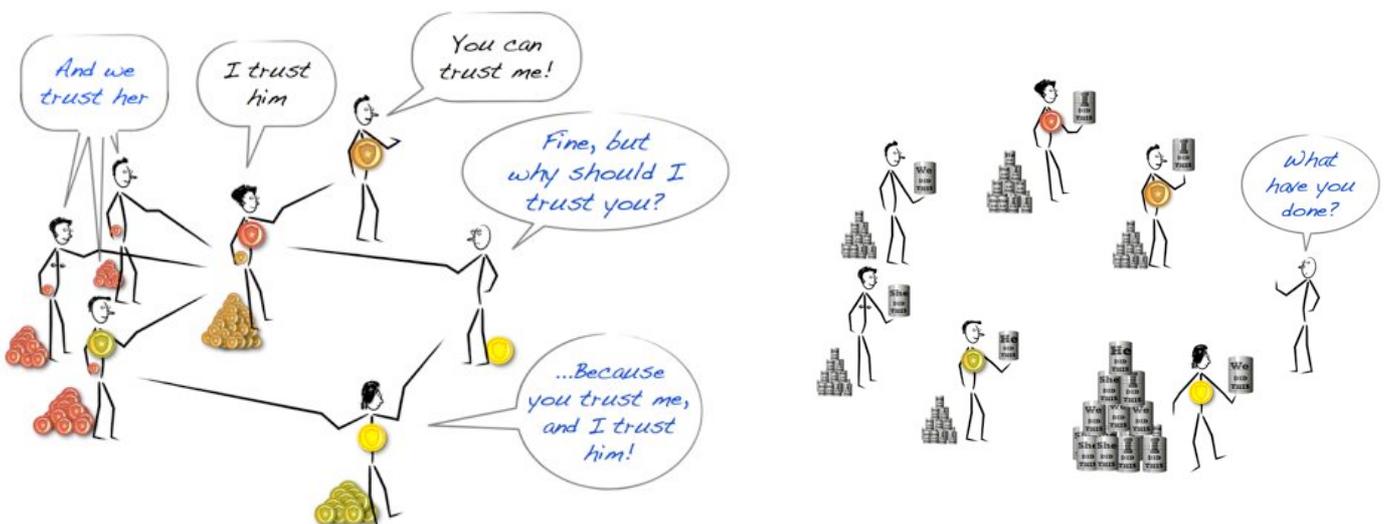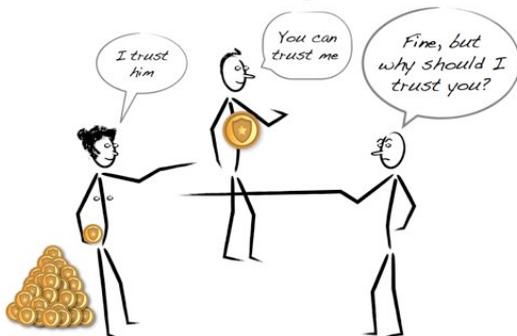
Open Badges supported by Moodle 2.5

After Totara LMS in January, Open Badges is now implemented in Moodle LMS. As of May 15, 2013, all the users of Moodle LMS have the opportunity to issue and display Open Badges.

Moodle issue two types Open Badges:

- Course badges: for course activities, like achieving successfully an assignment. By default, all teachers/tutors can issue course badges.
- Site badges: for site wide activities, like achieving successfully a set of courses. This requires special permission (role).

Badges can be delivered automatically or manually. Automatic delivery of badges is done by setting a passing grade for a quiz or an assignment in the gradebook — *Completion Tracking* must be enabled.

All the badges issued by Moodle are stored in / pushed to the Mozilla backpack.

Moodle also provides an Open Badge Displayer, so learners can display all the badges earned in Moodle and all those stored in their backpack.

More: docs.moodle.org/25/en/Badges

Mahara now Displays Open Badges

An *Open Badge Displayer* is now available in Mahara. Developed by Discendum Oy, the provider of the Open Badge Factory (openbadgefactory.com). The Mahara plugin is currently hardcoded to display Open Badges stored in the Mozilla backpack, something that might change once the backpack federation capability is available.

Following the work on the Mahara Open Badge Displayer, Discendum Oy will soon start working on an *Open Badge Issuer* plugin. This work is part of the *Open Badge Factory*, a larger project sponsored by the Finnish Funding Agency for Technology and Innovation, a cloud-based service, which enables organisations to create and manage Open Badges in a centralised repository.

Source: mahara.org/user/ajk/open-badge-displayer and link

The new look ePortfolio for trainee GPs at the Royal College of General Practitioners (RCGP).

The redevelopment is part of an ongoing improvement process to make the ePortfolio more user friendly for GPs in training. The Trainee ePortfolio is an essential tool for GP trainees as they complete their training programme and is in line with General Medical Council guidelines.

Following extensive consultation and feedback from users, the Trainee ePortfolio has been translated into cutting edge coding language, ASP.NET. The new-look also incorporates:

- a new dashboard feature for easy navigation
- the capacity for trainees and supervisors to link directly to evidence in Educational Supervisor Reports (ESRs) and an email feature allowing users to request that evidence is reviewed
- the opportunity to directly transfer information from Trainee ePortfolio to Revalidation ePortfolio once MRCGP has been achieved
- mechanisms to allow the College's dedicated ePortfolio team to easily implement new updates

NB:The Royal College of General Practitioners is a network of more than 46,000 family doctors working to improve care for patients. We work to encourage and maintain the highest standards of general medical practice and act as the voice of GPs on education, training, research and clinical standards.
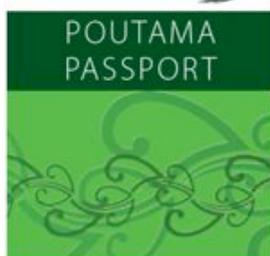
Source: link

Nurses across New Zealand can now build their competency portfolio online

Ehara taku toa i te toa takitahi, engari he toa takitini.

My success is not of my own making, but of the multitudes who support me.

Ngā Manukura o Āpōpō

POUTAMA PASSPORT

Nurses across New Zealand can now build their competency portfolio online thanks to Ngā Manukura o Āpōpō ePortfolio (NMoA) pilot project which was designed to test the concept of an open source ePortfolio system for nurses in New Zealand.

Initially aimed at Māori nurses who had not engaged in portfolio development previously and did not have access to established Professional Development and Recognition Programmes (PDRP), the system has proven to be successful and highly flexible to the needs of different nurses, and provides employers the opportunity to meet requirements for workforce competence.

"Since the pilot launch in July 12, response to the site has been strongly positive, with interest from a wide range of nursing areas", said project manager Liz Manning. "Individuals through to large organisations such as DHBs have been involved and the initial target of 20 Māori nurses on the site has been surpassed with 44 nurses registered, two of whom are Nurse Practitioners".

User feedback confirms that ePortfolio is hitting the mark. "This is a fantastic tool, really easy to use and much more effective than collecting information in hardcopy. I like that I can interact with other nurses, it is easy to add to and highly transportable. Great".

ePortfolio is based within a Moodle compatible Mahara platform and is not a PDRP. The portfolio carries the nurses' evidence of competence which can then be audited or assessed if the nurse wishes or if the need arises.

Source: link More: www.ngamanukura.co.nz

Improving academic practice through technology: the Digital Patchwork Text Project

Patchwork Text Assessment is a method of assessment where students complete a series of separate small pieces of work ('patches') which are discussed with peers as each piece is produced. The final summative piece is a reflective synopsis of the learning that the individual draws from undertaking these patches and from peer feedback. Digital enhancement uses learning technologies to broaden the scope of work in each of the patches beyond text and facilitate communication between peers and tutors. It also facilitates the presentation of the final assignment by allowing links from the reflective text to the evidence provided by the patches.

ePortfolio practice is global!

This autumn Rob Ward,Director of the Centre for Recording Achievement (UK), a participating organisation in Europortfolio, will be working in Australia, and will take the opportunity to spread the word and make new connections between the Europortfolio community and those developing ePortfolio practice 'down under'.

A report on Rob Ward's experience will be published in the following newsletters!

Through a Project led from the University of Cumbria (UK) and with JISC funding, working across five Universities, and using a range of tools - blogs, wikis, learning management systems and ePortfolio/personal learning spaces, the project members concluded that:

- the Patchwork approach encourages students to engage throughout a module through the regular submission of patches from an early point. This can be particularly valuable in year-long modules where maintaining the motivation and engagement of students over such a substantial period can be challenging;

- both peer discussion and the final synoptic assignment encourage students to engage with reflection (which may not be a traditional feature within the discipline);

- the requirements of the final assignment for the selection of evidence encourages students to consider their learning and personal development (which again may be rare within a given discipline);

- technology does enhance the learning, in several ways and with different functionalities: staff and students can make use of a range of tools with similar functionalities so having the right functionality is more important than having a specific tool or configuration of tools.

More: www.recordingachievement.org/higher-education/depta-project.html

Open Badges Conference Calls

Every Wednesday, 6:00 pm CET, online

The Open Badges community meets online every Wednesday. Each session starts with an introduction of the new participants, followed by a short update on technical issues (*Questions for our dev and product teams*). The main part of the call is dedicated to the presentation of experiences. For example, August 7, *Doug Belshaw* presented the outcomes of the Web Literacy Standards initiative, *Kyle Bowen*, Director of Informatics at Purdue University, shared his insights and findings from Purdue's Passport Initiative. July 24, *Graeme Arnott* discussed his vision on Open Badges + Wikimedia UK.

When you follow the link below, you will have access to all the previous conference calls and to the links for the next ones.

Link: openbadges.etherpad.mozilla.org/openbadges-community-2

Tin Can xAPI + Open Badges

Tuesday 3 September 10:00 pm CET, online

Following the publication of *Open Badges vs Tin Can* in the previous newsletter, a work group has been established with representatives from Open Badges, Tin Can, InLOC and Europortfolio to explore the options for making those initiatives converge. A first call has already taken place; the next one is planed for Tuesday 3 September. If you are interested, please join the Google Group and contribute to the thread.

links: http://openbadges.etherpad.mozilla.org/tincan-openbadges

http://groups.google.com/forum/?fromgroups=#!topic/openbadges/lDfY5oU1kdk

There is value in self-presentation

29 August 2013, University of Southern Denmark, Odense, Denmark

An event centred on the many aspects of self-presentation will take place on August 29 2013 at the University of Southern Denmark from 9.30-16.00.

Facebook, Twitter and other self-presentation technologies as a portfolio are in the public debate discussed as a sign that we have been hit with a "narcissism epidemic". The accusation is that the only goal of self-presentation activities is to mirror oneself - and that this will limit one's vision and prevent genuine interaction with others.

But what if these technologies actually promote learning? By making it easier for learners to grasp their own development and be a witness to their own progress? What if it is actually an empowering process that opens the learner to the world?

Hanne Leth Andersen, Provost, professor at University of Roskilde, Kirsten Brohus Lund, Communication Manager at Kolding Libraries, Owner of Orator.dk and Ida Borch, lecturer at Copenhagen Business School and Ane Qvortrup Associate Professor at the Department of Cultural Sciences, University of Southern Denmark will talk about how self-presentation can create value both for individuals, for organisations and companies.

More: *knowledgelab*.dk/arrangementer/vaerdiskabende-selvfremstilling

The event takes place in cooperation with Infinit, th Nordic Portfolio Forum and Europortfolio.

ePortfolio Australia

3 October 2013, University of Canberra, Australia

Digital Identities, Footprints and Networks

2013 Eportfolio Forum aims to support our digital identities, footprints and networks through eportfolio practice with a combination of presentations, workshops, 20×20 sessions, posters and facilitated conversations on Thursday 3 October. This Forum will be complemented by Pre-Forum Workshops on Wednesday 2 October, from 9.30 am-12.30 pm & 1.30 pm-4.30 pm to allow new and experienced eportfolio supporters to gain some 'hands-on' experience with using eportfolios. More information to follow.

Link: http://tinyurl.com/brywdpz
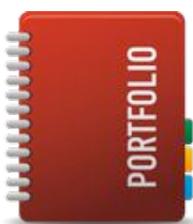
Bringing it all Together

21-22 November 2013 at Lakeside Conference Centre, the University of Aston in Birmingham, UK

The thirteenth Annual Residential Seminar of the Centre for Recording Achievement

If you are interested in ePortfolio and related activities in UK contexts, join us for 'Bringing it all together': the thirteenth Annual Residential Seminar of the Centre for Recording Achievement on Thursday 21st and Friday 22nd November 2013 at Lakeside Conference Centre, the University of Aston in Birmingham, UK

Our annual residential seminar will again aim for a heady, yet helpful, mix of links to key policy agendas and engagement with innovative and interesting practice.

The event is likely to feature:

- A focus upon lifewide learning, including emerging outcomes from work to develop
- Guidance for designing extra/co-curricular awards.
- The opportunity to participate in a collaborative survey on ePortfolio practice, and to identify and shape key questions and priorities for practitioner-led research.
- The chance to get up-to-speed with the work of Europortfolio, the new pan-european network of eportfolio experts and practitioners.
- Accounts of how the new Higher Education Achievement Report is supporting student development and planning.
- A full range of interactive seminar and workshop contributions provided by practitioners for practitioners.
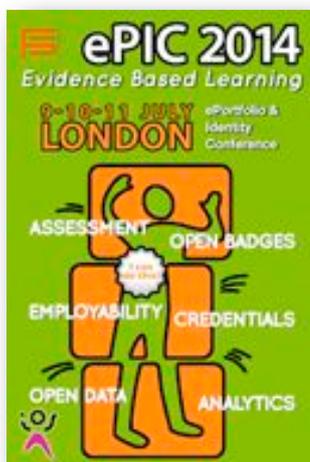
Full details and booking forms at: http://tinyurl.com/lclv5wm

ePIC 2014: Evidence-Based Learning

9-10-11 July 2014, University of Greenwich, London UK

How digital technologies transform the way we collect, organise, visualise and exploit evidence to inform future learning.

ePIC 2014, the 12th international ePortfolio and Identity Conference, is inviting authors to submit research papers, case studies, work in progress, position papers, workshops and posters in relation to *Evidence-Based Learning*.

Evidence-Based Learning covers two different and complementary perspectives:

- Evidence-Based Learning in the sense of Evidence-Based Practice as pioneered in the field of medicine and psychology.
- Evidence-Based Learning to explore the wealth of new types of evidence at our disposal to lead and transform the learning experience.

Context

The emergence of Open Badges, xAPI, Learning Analytics, MOOCs and Open Data challenges our current understanding of the potential of digital technologies to support and enhance learning, in particular ePortfolios as tools to collect, organise, interpret and make sense of evidence collected during the learning process:

- Open Badges offer the opportunity to generate trustworthy credentials that can be used to validate and further enrich ePortfolios, learning and work experiences.
- xAPI offers the opportunity to generate and collect an infinite amount of data in relation to learning processes (and beyond).
- Open Data offers the opportunity to make accessible the wealth of data generated during learning (and beyond) to encourage innovation and the generation of new services.

Learning Analytics offers the opportunity for individuals and organisations to make sense of the vast collection of data at our disposal to plan, reflect on and explore possible learning scenarios.

Call

To take into account the transformation of the technology landscape on which current ePortfolio initiatives are being built, authors are invited to address the following issues:

Evidence: how wide is the range of evidence we can collect to plan, support, assess and improve learning processes, as individual learners, professional educators, education leaders, employers and policy makers?

- **Collection**: what are the methods and technologies at our disposal to collect this potential much wider range of evidence?
- **Trust**: how to insure and verify the validity of evidence collected?
- **Visualisation**: how to represent collections of evidence to make informed decisions?
- **Interpretation**: how good are we at making sense of this range of evidence?
- Pra**c**tice : how the answers to the preceding questions should impact professional practice?
- Technologies : how the answers to the preceding questions should impact **ePortfolio** and ePortfolio-related technologies?

Open ePortfolios, Open Badges, Open Credentials, Open Identities, Open Data and Learning Analytics will be amongst the key discussions at ePIC 2014

Calendar

2014	
3 March	Deadline for submission of abstracts
31 March	Authors notification of acceptance*
9 June	Deadline for the submission of long/short papers
9-10-11 July	Conference
30 August	Deadline for the submission of the final version of the short/long papers
October	Publication of the proceedings

* Once the abstracts are accepted, authors need to register as a *presenter* in order to be included in the conference programme.

Review

All submissions will be peer-reviewed by three members of the programme committee. After acceptation of abstracts, authors will be invited to register as a presenter and submit a short/long paper that will be reviewed to be published in the ePIC 2014 proceedings under ISBN 978-2-9540144-4-9.

NB: the submission and review process is divided into 2 steps: abstracts are reviewed to select presentations for the conference, while papers are reviewed after the conference for inclusion in the publication of the proceedings. This 2 step process is designed to encourage authors to use the conference to receive feedback from peers before finalising their papers.

More information on the call at www.epforum.eu/call

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