



## Abstracts





## Table of contents

1	Keynote: Mahara and the challenges of adulthood.....	4
2	Make 5 wishes: The future of Mahara.....	4
3	Community: Building a community of practice using Mahara.....	5
3.1	ECARx: Early career academic researchers' experience using ePortfolios.....	5
3.2	My Portfolio in Support of the New Zealand National Aspiring Principals Programme (NAPP).....	5
3.3	Mahara gives theology a WOW factor!.....	6
3.4	A community of practice for Australian education leaders.....	6
4	Education: Enhancing the educational experience through the use of Mahara.....	7
4.1	Benefits and issues for multi-institution Mahara sites.....	7
4.2	Learning is social with Mahara.....	7
5	Features.....	9
5.1	Bringing social networking features to Mahara.....	9
5.2	Height vs depth in the design of badge frameworks.....	9
5.3	A community of practice for Australian education leaders.....	9
5.4	Smart evidence: Improving ePortfolio quality through intervention.....	9
5.5	ePortfolios for everyone: Web accessibility in Mahara.....	9
5.6	Booklet: A meta-artefact to implement résumé-like artefacts.....	10
5.7	Upcoming features and ways you can contribute to Mahara.....	10
6	Health: Using ePortfolios with health professionals.....	11
6.1	ePortfolio, a tailored system for nursing professional development and regulatory recertification.....	11
6.2	Using Mahara as an electronic portfolio system for recording of CPD and competency for nurses.....	11
6.3	Practice makes perfect.....	11
7	Integration: Integrating Mahara with other systems.....	12
7.1	Analytics for Mahara.....	12
7.2	AUT Mahara and beyond.....	12
8	MyPortfolio: MyPortfolio.school.nz in New Zealand.....	12
8.1	Using MyPortfolio in the classroom.....	12
8.2	Where can we fit ePortfolios in a New Zealand secondary school environment?.....	12
8.3	Online moderation.....	12
8.4	MyPortfolio for Schools – Developing practice with future teachers and the University of Canterbury. .	13
8.5	Use of ePortfolios for teacher appraisal and registration.....	13
8.6	MyPortfolio in support of the New Zealand National Aspiring Principals Programme (NAPP).....	13
8.7	MyPortfolio in New Zealand schools.....	14
8.8	Benefits and issues for multi-institution Mahara sites.....	14
9	Open source.....	15
9.1	Contributing to Mahara as student.....	15
9.2	Upcoming features and ways you can contribute to Mahara.....	15
10	PD: The place of ePortfolios in professional development.....	16
10.1	Experienced teacher portfolio – Documenting your teaching practice.....	16
10.2	What should you consider when introducing educators to Mahara?.....	16
10.3	Building a Personal Learning Environment with Mahara.....	17
10.4	“ePortfolio”, a tailored system for nursing professional development and regulatory recertification.....	17
10.5	Use of ePortfolios for teacher appraisal and registration.....	18
10.6	Using Mahara as an electronic portfolio system for recording of CPD and competency for nurses.....	18
10.7	Practice makes perfect.....	19
10.8	Reflection, evaluation and action planning (REAP).....	19



---

11	School: Creating and expanding ePortfolios in secondary school.....	20
11.1	Using MyPortfolio in the classroom.....	20
11.2	Where can we fit ePortfolios in a New Zealand secondary school environment?.....	20
11.3	Mahara – Its strengths and limitations.....	21
12	Tertiary: Working with ePortfolios in tertiary education.....	22
12.1	ECARx: Early career academic researchers' experience using ePortfolios.....	22
12.2	Height vs depth in the design of badge frameworks.....	22
12.3	MyPortfolio for schools: Developing practice with future teachers and the University of Canterbury.....	22
12.4	Mahara gives theology a WOW factor!.....	22
12.5	Smart evidence: Improving ePortfolio quality through intervention.....	22
12.6	AUT Mahara and beyond.....	23



The abstracts are listed according to their primary theme and within that in the order in which they take place. The presentation titles and presenters are also mentioned under the secondary themes for a quick reference.

## 1 KEYNOTE: MAHARA AND THE CHALLENGES OF ADULTHOOD

*Mark Nichols, Open Polytechnic of New Zealand*

Wednesday, 19 March 2014, 9:45-10:45, in Rangimarie 1

It has been estimated that each internet year is the equivalent of 4.7 human years. First released in 2006, Mahara is now roughly in its early 30s. In terms of Erikson's stages of psychosocial development, if Mahara were a person, it is halfway through a very critical phase of maturity. This presentation traces the growth of the Mahara ePortfolio application from conception through delivery, infancy through to maturity. Over the years the internet landscape has changed significantly, and so far in its development Mahara has fared well. Now that Mahara has entered adulthood, it faces new challenges. How well is it placed for this stage of life?

### About Mark Nichols

Mark was instrumental in securing the funding for the initial Mahara project in 2005 and chaired the project steering committee. Since then he has been following the development of Mahara in his various roles in tertiary education in New Zealand. Currently, he is Executive Director Faculty at the Open Polytechnic.

Mark has a strong research background in the fields of online and distance learning. He is an Executive member of ascilite and Acting President of DEANZ, following some years as editor and co-editor of the DEANZ journal. He holds a Masters in Open and Distance Education (with distinction) from the Open University in the UK, and a Bachelor of Management Studies (Hons) from Waikato University. He has also recently submitted his PhD thesis to Otago University.

## 2 MAKE 5 WISHES: THE FUTURE OF MAHARA

*Plenary*

Thursday, 20 March 2014, 9:15-10:15, in Rangimarie 1

Mahara is an open source web application that has been in development since 2006. The requirements and needs of Mahara users have changed over time, and it is important for the project team to know why users are working with Mahara, and what they would like to see. Therefore, this session is about the future of Mahara.

In order to prepare this session and get the most out of it without getting lost in minute details, we ask you to make not one, not three, but five wishes of what you would like to see in Mahara in the future to achieve your goals of using the software. We would also like to hear about smaller or bigger improvements that you think Mahara could benefit from.

You will receive five pieces of paper where you can jot down your wishes. Please return them to the dedicated wishing jar before you leave the venue Wednesday afternoon. And please remember to write legibly.



### 3 COMMUNITY: BUILDING A COMMUNITY OF PRACTICE USING MAHARA

#### 3.1 ECARx: Early career academic researchers' experience using ePortfolios

Misty Kirby, University of Canberra

Wednesday, 19 March 2014, 13:55-14:25, in Angus

additional theme: Tertiary

In the field of education, portfolios, and increasingly electronic portfolios, are being used as tools for assessment, reflection, and evaluation. As ePortfolios make their way into other fields and disciplines, there has not been much traction for their use in higher education for academic staff to use in their annual reviews or for promotion. The purpose of this study was to explore the ways in which four early career academic researchers (ECARs) in Education experienced ePortfolio as a tool in preparation for their annual performance development review (PDR) in an Australian university.

Our findings were:

- PDR preparation is now dynamic, relevant, authentic and ongoing.
- EPortfolios offer many affordances as both a tool and vehicle for professional growth.
- EPortfolios aid in the valuing of scholarly work and worth.

Early career academic researchers operate in different ways than many of their colleagues when these were in their early careers. Higher education in Australia has changed from previous generations. Flexible, dynamic supports are called for by some ECARs as a means of scholarship and career development support, especially in light of a press for rigorous educational research that is practical and useful for both policymakers and practitioners. For some ECARs, this support may be in the form of using ePortfolios to manage career progression and growth.

##### About Misty Kirby

Dr. Misty M. Kirby is an assistant professor of Education at the University of Canberra, Australia. She holds degrees in English, English education, educational policy, planning, and leadership. A former classroom English teacher, her passion in research revolves around academic optimism and professional identity formation, concepts nested in the ideal of better access to better quality education experiences for all students.

#### 3.2 My Portfolio in Support of the New Zealand National Aspiring Principals Programme (NAPP)

Jill Lunn and Roger Sommerville, NAPP

Wednesday, 19 March 2014, 16:05-16:35, in Angus

additional theme: MyPortfolio

NAPP uses MyPortfolio to support the leadership learning of 205 aspiring principals each year. This programme is designed to grow leadership skills so these *akonga* can step up to being principals with a repertoire of learning dispositions and leadership skills well suited to the principal's role where they must be adaptive, culturally responsive, and digitally literate as they expand their capacities as self-managing learners and leaders. *Akonga* are spread out from north of Whangarei to Invercargill.

NAPP uses portfolios, 18-19 small professional learning groups and 1 or 2 full cohort groups to encourage networking, self-reflection and coaching. This approach provides development for the individual alone, as a sharing, learning team member in a PLG (Professional Learning Group) and then as a New Zealand-wide networker.

The focus is on growing the capacity of the *akonga* and the software is there as support not there as the thing to know all about.

Journals, shared pages and forums provide the building blocks.

A NAPP Year follows a pattern like this within MyPortfolio: Prepare for application, lodge online application, grow into NAPP and MyPortfolio, exploit the portfolio / groups / networks, move on to further learning.

NAPP also has supporters of learning, *kaiarahi*, who play a vital role at the PLG level. This group of *kaiarahi* have been principals mainly in the days before the internet played a big role in schooling. We will also look at how they have developed their role in leading a PLG online as part of the support of the aspiring principals.



### About the presenters

Jill is director of NAPP and Roger is an online co-ordinator.

## 3.3 Mahara gives theology a WOW factor!

*David Bell, Trinity Methodist Theological College*

Wednesday, 19 March 2014, 16:40-17:10, in Angus

additional theme: Tertiary

1. Overview of what Trinity College was and what it has become
2. How that success has been achieved through a rigorous pursuit of implementing each iteration of Moodle and Mahara since 2010. (Out of the box with no attempt at customization.)
3. Three Mahara ePortfolio examples of the theology WOW factor: why participants feel very, very good about what the ePortfolio has enabled them to achieve.
4. Creative next steps: widening the community

### About David Bell

David began working life as a high school mathematics teacher – and has long forgotten how to manipulate equations. Then he was a Methodist minister for 33 years, and Principal for the last five. He learnt Greek and Hebrew, but the *alefbet* has given way to *InDesign*. His ultimate goal is to enjoy a Mahoodling life style.

## 3.4 A community of practice for Australian education leaders

*Helen Eddy, Principals Australia Institute*

Thursday, 20 March 2014, 11:50-12:20, in Rangimarie 1

additional theme: Features

Palnet (Principals and Aspiring Leaders Network) was built by Education Services Australia in 2011 for the Principals Australia Institute. Mahara 1.4 was selected as the base platform because of its ePortfolio functionality. However, the ePortfolio aspect has gained less traction than the group spaces and discussion forums providing places for principals to overcome the isolation of their school settings and share their ideas and experiences of challenges such as implementing the new Australian curriculum, leading change with ICT in education, and other issues.

Considerable customisation was made to the core Mahara code in the interest of facilitating collaboration:

- The homepage includes top activity feeds, and editable promotion areas.
- Forums are themed like conversations, and may be collapsed and sorted.
- An events area highlights PAI webinars and other educational events.
- The site search has filtering and sorting.
- A polls plugin was developed for quick feedback.

More recently the site has undergone a considerable upgrade process to incorporate the many improved features of Mahara 1.8 and introduce responsive theming for mobile devices, whilst still incorporating the customisations that our school principals have found attractive.

### About Helen Eddy

Helen is ICT Project Officer at Principals Australia Institute with the role of administering the Palnet website and supporting school leaders in online collaboration. She previously worked at Education Services Australia on a wide range of technical projects integrating education and ICT and was user lead in the team that built the original Palnet site in 2011. She has teaching and librarianship experience that combined with the experience of working in technical project teams, has proved valuable in her current role.



## 4 EDUCATION: ENHANCING THE EDUCATIONAL EXPERIENCE THROUGH THE USE OF MAHARA

### 4.1 Benefits and issues for multi-institution Mahara sites

*Craig Eves, Kineo Pacific*

Thursday, 20 March 2014, 13:20-13:50, in Angus

additional theme: MyPortfolio

The Mahara school and tertiary sites have been adopted by a large number of institutions in New Zealand, currently 1400 and 50 institutes respectively.

This presentation will outline some of the factors that have helped make multi-institution sites to be successfully implemented including:

- Training provided
- Central funding
- Decentralised administration
- Centralised support
- Mentoring
- Feature development

The benefits to the institutions and also to the host of the service will also be outlined including

- Centralised support
- Cross institution communities
- Individualised institutions settings
- Ability to change institutions easily
- Spread costs for development, support and administration

Issues will also be identified with possible solutions to minimise these described.

Finally possibilities of having a critical mass of people with eportfolios will be explored.

#### **About Craig Eves**

Craig has provided support for eLearning technologies for clients in the Pacific region for the last five years. This includes several Mahara sites including the New Zealand school and tertiary MyPortfolio sites. His previous experience includes teaching distance education courses and developing database applications

### 4.2 Learning is social with Mahara

*Pascale Hyboud-Peron, ThinkAgency*

Thursday, 20 March 2014, 14:30-15:00, in Rangimarie 1

Sharing is one of the most powerful ways to learn. Conversations, questions, comments, feedback, and evaluation allow us to make sense of the information we access and to connect and process it to create new knowledge. A combination of formal, informal, and social learning is key to a rich, deep, collaborative learning experience.

Mahara successfully blends a personal learning space where users can create and reflect with social learning functions enabling them to participate and share with whom they want and when they want on the web.

Ongoing and timely interaction with teachers, lecturers, and assessors, but also peers, mentors and friends, individually or within a community, contribute to learner engagement and sustainability of the ePortfolio.

This presentation will feature the Mahara social networking functions friends, groups and forums and suggest a range of uses.

During the presentation participants will be invited to draw on their practice to think about and start discussing:



- The potential and / or proven benefits of social components for the Mahara user.
- Which elements of practice are conducive to developing a sharing culture and environment.
- What criteria can be set to evaluate the impact of social learning on individual learning.

### **About Pascale Hyboud-Peron**

Pascale is a MyPortfolio trainer in New Zealand schools and a facilitator supporting the adoption of an ePortfolio approach to learning. She has taught Languages in UK and New Zealand schools. She started engaging with MyPortfolio while experimenting with solutions to gather and evaluate ongoing evidence of learning.

Pascale has particular interest in investigating the use of ePortfolios as:

- A life-long learning companion for personal and professional development.
- A venue where learning is both personal and social.

A self proclaimed ePortfolio and Mahara enthusiast, she enjoys participating where and when she can to share its benefits far and wide.



## 5 FEATURES

### 5.1 Bringing social networking features to Mahara

*Yuliya Bozhko, Totara Learning Solutions*

Wednesday, 19 March 2014, 11:50-12:20, in Angus

This project is work in progress, and we would like to share it with the Mahara community to get some feedback and ideas. Totara Learning Solutions is currently working on developing new features and plugins for Mahara. Specifically, we are focusing on improving and adding various elements of social networking. This will include but is not limited to implementing Mahara activity streams with user and group status updates, adding sharing at the artefact level, and developing features that would improve user engagement with the community such as sharing ideas and asking questions.

#### About Yuliya Bozhko

Currently, Yuliya is working at Totara Learning Solutions on a project aiming to bring social networking features to Mahara. Yuliya completed her PhD in Computer Science at Massey University in 2012.

### 5.2 Height vs depth in the design of badge frameworks

*Scott Beattie, Deakin University*

Wednesday, 19 March 2014, 14:30-15:00, in Angus

primary theme: Tertiary

Please view the presentation information in the section of the primary theme.

### 5.3 A community of practice for Australian education leaders

*Helen Eddy, Principals Australia Institute*

Thursday, 20 March 2014, 11:50-12:20, in Rangimarie 1

primary theme: Community

Please view the presentation information in the section of the primary theme.

### 5.4 Smart evidence: Improving ePortfolio quality through intervention

*Misty Kirby and Shane Nuessler, University of Canberra*

Thursday, 20 March 2014, 11:50-12:20, in Angus

primary theme: Tertiary

Please view the presentation information in the section of the primary theme.

### 5.5 ePortfolios for everyone: Web accessibility in Mahara

*Jono Mingard and Julius Serrano, Catalyst IT*

Thursday, 20 March 2014, 13:20-13:50, in Rangimarie 1

Accessibility is about allowing anyone to view and interact with web content, regardless of any disabilities. As well as benefiting many types of people (blind, deaf, colour-blind, etc.) web accessibility is now required by many governments and authorities. Because of this, accessibility has been a major focus in the development of Mahara 1.9. Over the past few months we have been working to make Mahara more compliant with the Web Content Accessibility Guidelines (WCAG) 2.0 – a widely recognised international standard for accessibility.

During this presentation we will explain what web accessibility is and why it is important. We will also demonstrate some of the improvements we have made, using open source assistive technology to demonstrate how a blind person would use Mahara before and after our changes.



### About the presenters

Jono is a student at Victoria University and completed an internship at Catalyst IT this summer. He worked on improving Mahara's accessibility and learned a lot about web accessibility and open source development in the process. Since he is a tertiary student (and only recently left high school), he is fascinated by how eLearning is changing the way schools and universities work.

Julius is an accessibility advisor and tester at Catalyst IT. He evaluates and provides recommendations for Catalyst's client websites to make them more accessible to everyone, particularly to people with disabilities. He also promotes the use of free and open source assistive software.

## 5.6 Booklet: A meta-artefact to implement résumé-like artefacts

*Christophe Declercq, Université de Nantes*

Thursday, 20 March 2014, 14:30-15:00, in Angus

Statically defining fields in the Mahara résumé has led many institutions to define specific artefacts to adapt Mahara to their specific approach of skill development. To overcome this difficulty, we have developed "booklet" a new artefact for Mahara. It is a highly configurable artefact which allows designers to create a new artefact in a very short time. We only have to define tabs, then in each tab we have to define frames, then in each frame we have to define objects like textareas, dates, checkboxes or radio buttons.

We used "booklet" to generate a digital version of the "University roadmap", a professional development tool used at our university. We also defined a standard résumé for Mahara with "booklet".

The development is mainly based on the library "Pieform" used by the Mahara project to generate forms from a specific data structure. We only had to describe these data structures in a database instead of writing them in PHP.

We first presented "booklet" at the French Maharamoot in Bordeaux, France, on 6 June 2013. Currently, several universities in France experiment with our tool to built their own skill development environment. We also aim to share our work with the Mahara core developers during the hackfest.

### About Christophe Declercq

Currently, Christophe is *maitre de conférences* (assistant professor) in Computer Science at Université de Nantes in France. He manages teaching about internet certification for the university's students. His research interest includes the use of ePortfolio systems to increase employability.

## 5.7 Upcoming features and ways you can contribute to Mahara

*Aaron Wells, Catalyst IT*

Thursday, 20 March 2014, 15:30-16:00, in Rangimarie 1

primary theme: Open source

Please view the presentation information in the section of the primary theme.



## **6 HEALTH: USING EPORTFOLIOS WITH HEALTH PROFESSIONALS**

### **6.1 ePortfolio, a tailored system for nursing professional development and regulatory recertification**

*Liz Manning, Maureen Kelly and Taima Campbell, Ngā Manukura ō Āpōpō*

Wednesday, 19 March 2014, 15:30-16:00, in Angus

primary theme: PD

Please view the presentation information in the section of the primary theme.

### **6.2 Using Mahara as an electronic portfolio system for recording of CPD and competency for nurses**

*Louise Botha, ACT Health*

Thursday, 20 March 2014, 10:15-10:45, in Rangimarie 1

primary theme: PD

Please view the presentation information in the section of the primary theme.

### **6.3 Practice makes perfect**

*Anne Stevens, HealthShare and Bay of Plenty District Health Board, and Robyn Boladeras, Bay of Plenty District Health Board*

Thursday, 20 March 2014, 11:15-11:45, in Rangimarie 1

primary theme: PD

Please view the presentation information in the section of the primary theme.



## 7 INTEGRATION: INTEGRATING MAHARA WITH OTHER SYSTEMS

### 7.1 Analytics for Mahara

*Matthieu Aubry, Piwik*

Wednesday, 19 March 2014, 11:15-11:45, in Angus

Mahara offers basic statistics by default, but advanced reporting functionality is not available. By using a separate tool that integrates well with Mahara, such as the open source Piwik, Mahara administrators can benefit from a multitude of insightful analytics reports.

This presentation will showcase some examples of such analytics and how they can help:

- Understand user behavior and their interactions with Mahara.
- Increase user engagement by analysing the data and implementing changes.
- Automatically monitor over time the availability, speed, and evolution of the Mahara system.

#### About Matthieu Aubry

Matthieu is the founder of Piwik, the Open Web Analytics Platform. Matthieu leads the Piwik project from New Zealand, where he likes to spend his days coding new features from the Piwik Roadmap, and helping users and customers use Piwik effectively.

### 7.2 AUT Mahara and beyond

*Shen Zhang and Lisa Ransom, Auckland University of Technology*

Thursday, 20 March 2014, 13:55-14:25, in Angus

primary theme: Tertiary

Please view the presentation information in the section of the primary theme.

## 8 MYPORTFOLIO: MYPORTFOLIO.SCHOOL.NZ IN NEW ZEALAND

### 8.1 Using MyPortfolio in the classroom

*Sue McLachlan, Hagley Community College*

Wednesday, 19 March 2014, 11:50-12:20, in Rangimarie 1

primary theme: School

Please view the presentation information in the section of the primary theme.

### 8.2 Where can we fit ePortfolios in a New Zealand secondary school environment?

*Alan Grant, Twizel Area School*

Wednesday, 19 March 2014, 13:20-13:50, in Rangimarie 1

primary theme: School

Please view the presentation information in the section of the primary theme.

### 8.3 Online moderation

*Alan Sorensen, New Zealand Qualifications Authority (NZQA)*

Wednesday, 19 March 2014, 14:30-15:00, in Rangimarie 1

Schools now have the opportunity to present assessment materials for moderation using MyPortfolio.

I will discuss the reasons for making this change and NZQA's plans for the future, and the impact on teachers and our moderators.



### About Alan Sorensen

Alan is a Team Leader in the Assessment and Moderation Services (AMS) team, Qualifications Division, NZQA. In his role, he manages internal assessment and works with the National Assessment moderators for several subjects.

For 2014, he has been seconded from this role as a Team Leader Projects to work on 'future state' systems and processes for AMS.

## 8.4 MyPortfolio for Schools – Developing practice with future teachers and the University of Canterbury

*Christina Sands, Julie Mackey, Nicki Dabner and Niki Davis, University of Canterbury*

Wednesday, 19 March 2014, 15:30-16:00, in Rangimarie 1

additional theme: Tertiary

In 2011 the University of Canterbury became one of the first initial teacher education providers to adopt MyPortfolio (Schools) and enable future school teachers to use the same virtual environment as teachers and students in many partner schools. The UC e-Learning Lab staff have explored and evaluated the use of Mahara in several courses. This presentation will highlight some of the successes and challenges associated with the meaningful integration of ePortfolios as a professional learning and development tool for future teachers.

Underpinning the introduction of ePortfolios is a belief that future teachers need to be exposed to the technologies and opportunities that they will encounter in a rapidly changing learning environment increasingly enabled by ultra-fast broadband and mobile devices. We also believe that ePortfolios provide a sound platform for future teachers to document and reflect upon their progression towards the Graduating Teacher Standards, and later full registration.

This presentation will illustrate a range of applications including student-initiated ePortfolios, assessment portfolios, and the use of ePortfolios to document teaching practice in ways that connect associate teachers, professional studies lecturers and visiting university lecturers. The leadership of these increasingly tech savvy future teachers can provide a beacon for us all.

### About the presenters

Christina, Julie, Nicki and Niki work in the College of Education at the University of Canterbury. Niki Davis, Professor of eLearning, heads the UC e-Learning Lab in which Julie and Nicki are researchers.

## 8.5 Use of ePortfolios for teacher appraisal and registration

*Julian Adamson, Marlborough Girls' College*

Wednesday, 19 March 2014, 16:05-16:35, in Rangimarie 1

primary theme: PD

Please view the presentation information in the section of the primary theme.

## 8.6 MyPortfolio in support of the New Zealand National Aspiring Principals Programme (NAPP)

*Jill Lunn and Roger Sommerville, NAPP*

Wednesday, 19 March 2014, 16:05-16:35, in Angus

primary theme: Community

Please view the presentation information in the section of the primary theme.



## 8.7 MyPortfolio in New Zealand schools

*Ian Munro, New Zealand Ministry of Education*

Thursday, 20 March 2014, 11:15-11:45, in Angus

An outline of the growth, evolutionary path, and educational significance of MyPortfolio in the compulsory education sector in New Zealand.

- The Ministry's involvement – when and how
- The influence of the Ministry and sector users on the interface and functionality of MyPortfolio
- Taster sessions and school implementation
- Growth and purpose
- MyPortfolio for teachers and associated professional organisations
- Its challenge from other software with an ePortfolio component
- Where it's at now
- The future

### About Ian Munro

Ian is Senior Advisor in the Student Management Systems team at the New Zealand Ministry of Education.

## 8.8 Benefits and issues for multi-institution Mahara sites

*Craig Eves, Kineo Pacific*

Thursday, 20 March 2014, 13:20-13:50, in Angus

primary theme: Education

Please view the presentation information in the section of the primary theme.



## 9 OPEN SOURCE

### 9.1 Contributing to Mahara as student

*Leo Xiong*

Thursday, 20 March 2014, 10:15-10:45, in Angus

Mahara as an open source project is all about people contributing. As part of the 2014 Catalyst Open Source Academy, I started bug fixing Mahara to learn how real world open source projects work. I will be presenting my experience as a high school student contributing to Mahara and making a difference.

#### **About Leo Xiong**

Leo was a Year 12 high school student last year and is currently applying to enrol for Computer Science at university. He became involved with Mahara in January 2014 as a student at the Catalyst Open Source Academy and was introduced to the world of open source technologies. In his spare time he programs stuff, take photos, and tinkers with electronics.

### 9.2 Upcoming features and ways you can contribute to Mahara

*Aaron Wells, Catalyst IT*

Thursday, 20 March 2014, 15:30-16:00, in Rangimarie 1

additional theme: Features

A talk in two parts:

1. Mahara 1.9 is due out in April 2014. Find out what new features and great big bug fixes are coming.
2. Mahara 1.10 needs you! It takes all kinds of people with all kinds of talents to put together an open source software project. Find out how your talents can help contribute to the future of Mahara, whether you can program or not.

#### **About Aaron Wells**

Aaron is the Technical Lead of the core Mahara project team.



## 10 PD: THE PLACE OF EPORTFOLIOS IN PROFESSIONAL DEVELOPMENT

### 10.1 Experienced teacher portfolio – Documenting your teaching practice

*Melanie Taylor, Knox Grammar School*

Wednesday, 19 March 2014, 11:15-11:45, in Rangimarie 1

Knox Grammar School utilise the Mahara ePortfolio for the teachers undertaking the ISTAA Experienced Teacher Accreditation Process. ISTAA (Independent Schools Teacher Accreditation Authority) require the teacher to address seven standards, which in total have 37 descriptors, to be given the Experienced Teacher status. Each teacher has to collate a comprehensive portfolio that addresses all aspects of their professional teaching practice. The Mahara ePortfolio is used to display the annotated evidence required for this formal teacher accreditation process.

In using Mahara the teacher is able to create an online portfolio that showcases their teaching practice. It in turn is easily shared with anyone in the school community who has access to the schools site. 2013 was the first year the ePortfolio was used instead of a hard copy submission. All five applicants successfully passed without any amendments being requested by ISTAA. It was a credit to each teacher's dedication to the process and the Mahara system in which they set up their ePortfolios. ISTAA were given guest status to log in externally to the portfolios and each assessor was able to identify the evidence needed to successfully fulfill the accreditation process.

Now the formal process is completed the teachers have an online portfolio that they can share with their colleagues and the new teachers going through the process. They now have a permanent digital record that defines and showcases their approach to the teaching profession. This presentation would show how a collection of pages and journals can be shared amongst a group of teachers but then individualised to create a unique online portfolio that in turn is shared with the wider community and education authorities.

#### **About Melanie Taylor**

Melanie is the Experienced Teacher Co-ordinator and an Instructional Coach at Knox Grammar School, Sydney, Australia. She is also the Acting Visual Arts Co-ordinator. Melanie worked in the Catholic Systemic System and Independent Schools. She has now worked at Knox for 10 years. Melanie is passionate about education and coaching and invested in engaging both students and teachers with their love of learning.

### 10.2 What should you consider when introducing educators to Mahara?

*Allison Miller, Vanguard Visions Consulting*

Wednesday, 19 March 2014, 13:20-13:50, in Angus

EPortfolios offer an excellent way for learners to manage and demonstrate their learning. However, they are not always the natural first choice eLearning tool for a lot of educators. This means introducing ePortfolio systems like Mahara can be quite alien to a lot of educators. It requires careful planning and support to ensure educators can confidently and successfully incorporate Mahara into their teaching and assessment program. Join this session to find out what you should consider when introducing Mahara to educators.

#### **About Allison Miller**

Allison has been involved in education and training for 20 years as an educator, professional development and eLearning leader. She is the director and principal consultant of Vanguard Visions Consulting, an organisation that specialises in cutting edge eBusiness, eLearning and ePortfolio solutions. Allison also leads the ePortfolios Australia professional network, the Moodle-Mahara Meetup national event, and the Digital Capability – Doing it Smarter online community.



### 10.3 Building a Personal Learning Environment with Mahara

*Pascale Hyboud-Peron, ThinkAgency*

Wednesday, 19 March 2014, 13:55-14:25, in Rangimarie 1

Collecting information and developing assets are two core activities of ePortfolio building. We observe, gather, absorb and connect the information we access to create our own content. With the proliferation of personal devices, apps, services and resources, it is important to develop a strategy to manage the various information streams and to archive productions.

Mahara enables users to aggregate, mix and combine artefacts created and published across a range of platforms.

This presentation is particularly relevant to Mahara users who engage in professional learning, with reference to the New Zealand Registered Teacher Criteria. It will feature Mahara's embedding and external content displaying functions and show how to enable selected iframes sources. It will also suggest a range of ways to package the information we use, manage its flow and share it purposefully with the audience we want to reach.

During the presentation participants will be invited to draw on their practice to think about and start discussing:

- The blending of formal and informal learning
- Its impact on their own learning
- Elements of practice and experience with their PLE that could be integrated in the design of an autonomous, learner centred learning experience for students.

#### About Pascale Hyboud-Peron

Pascale is a MyPortfolio trainer in New Zealand schools and a facilitator supporting the adoption of an ePortfolio approach to learning. She has taught Languages in UK and in New Zealand schools. She started engaging with MyPortfolio while experimenting with solutions to gather and evaluate ongoing evidence of learning.

Pascale has particular interest in investigating the use of ePortfolios as:

- A life-long learning companion for personal and professional development.
- A venue where learning is both personal and social.

A self proclaimed ePortfolio and Mahara enthusiast, she enjoys participating where and when she can to share its benefits far and wide.

### 10.4 “ePortfolio”, a tailored system for nursing professional development and regulatory recertification

*Liz Manning, Maureen Kelly and Taima Campbell, Ngā Manukura ō Āpōpō*

Wednesday, 19 March 2014, 15:30-16:00, in Angus

additional theme: Health

In 2012 Ngā Manukura ō Āpōpō, a Māori Nursing and Midwifery Workforce Development Programme, began a project to test the concept of an open source ePortfolio system for New Zealand Registered Nurses. Initially targeting Māori nurses who do not have access to or did not engage in Professional Development Programmes, the system quickly proved successful and highly flexible for all nurses. It enables employers to meet requirements for workforce competence and the NZ Nursing Council is utilising the system for regulatory recertification audits.

“ePortfolio” is a Moodle-compatible Mahara platform providing a customised system for carrying evidence of nursing competence. Verification, assessment and feedback processes are built into the system, with a focus on professional presentation and the Code of Conduct. It is free for all NZ nurses.

Initially developed for 'competent' portfolios, early adopters have shown it is extremely flexible for all the NZ nursing scopes, and a pilot for third-year nursing students is being planned.

The selection of a project team with significant standing and nursing expertise in the sector was vital to the success of the project. “ePortfolio”, a 2013 Learn X Gold Award winner, had a nationwide launch in June 2013.



### About the presenters

Liz, Maureen and Taima and principal members of the Ngā Manukura ō Āpōpō project team and have been shaping its concept and implementation from the start.

## 10.5 Use of ePortfolios for teacher appraisal and registration

*Julian Adamson, Marlborough Girls' College*

Wednesday, 19 March 2014, 16:05-16:35, in Rangimarie 1

additional theme: MyPortfolio

Since 2010 Marlborough Girls' College in the South Island of New Zealand has been using the Mahara ePortfolio as the central tool of its teacher appraisal system. All teaching staff have a templated portfolio in which they collect and present their goals and evidence to meet the requirements for our performance management process, and to chronicle their professional learning and development (PLD). In addition, all of our provisionally registered teachers use an ePortfolio to manage their evidence to meet the Registered Teaching Criteria. In this presentation we will share examples of our templates and discuss how staff use them. We will also discuss the PLD process that we used to introduce the ePortfolio system with staff.

### About Julian Adamson

Julian is the Assistant Principal at Marlborough Girls' College, with particular oversight of Staff Development. One of his many responsibilities has been the introduction of ePortfolios as a tool for teacher appraisals. The college is now into its fourth year of using Mahara for this purpose.

## 10.6 Using Mahara as an electronic portfolio system for recording of CPD and competency for nurses

*Louise Botha, ACT Health*

Thursday, 20 March 2014, 10:15-10:45, in Rangimarie 1

additional theme: Health

Background: National registration of Nurses commenced in 2010 with a requirement that nurses complete 20 hours of CPD (Continuing Professional Development). Nurses make a declaration that they have met the registration standards, and audits occur periodically.

Project details: A group of newly graduated nurses undertaking a transition program

- New to the professional and CPD
- The ePortfolio would be used as an assessment item at the completion of program

Challenges:

- Options available for small numbers of accounts
- Problems when portfolios hosted outside of Australia
- Policies for structure and governance
- Creating rubrics for assessment

### About Louise Botha

Louise has been having an interesting and diverse career as a nurse, midwife and educator for over 20 years. Currently, she works in Canberra, Australia, after emigrating from South Africa in 2009.

Her passion is education and she has a Graduate Certificate in Tertiary Education and a Certificate IV in Workplace Training and Assessment. She is commencing her Masters in Clinical Education this year.

In her role as an educator, she has varied interests that include creating eLearning packages, using simulation in teaching and in fact anything new and interesting!

Louise discovered Mahara whilst being a student at the University of Canberra, where she was required to submit a portfolio as evidence of her learning about assessment and evaluation. For her project Louise was asked to look at options for portfolio evidence for new graduate nurses working in a busy hospital setting.



## 10.7 Practice makes perfect

*Anne Stevens, HealthShare and Bay of Plenty District Health Board, and Robyn Boladeras, Bay of Plenty District Health Board*

Thursday, 20 March 2014, 11:15-11:45, in Rangimarie 1

additional theme: Health

This presentation will show the use of Mahara in the health sector for the submission of a portfolio demonstrating competencies to meet the Nursing Council of New Zealand's requirements for a Graduate Nurse. The assessment process by our New Zealand Qualifications Authority (NZQA) recognised assessors will also be covered.

Mahara demonstrated for the Graduate Nurse cohort that they were able to build on their existing knowledge of social media technologies in order to assemble and submit their professional portfolio in a timely manner. The integration of Mahara with Moodle enabled this cohort to collect the evidence electronically, demonstrate the building on their skills and knowledge in a clinical context in order to meet their competency at the end of the program year.

Although the skills and knowledge of assessment were familiar to the assessors, working within the Mahara environment was new. The usability of the Mahara environment enabled the assessor cohort to intuitively navigate and to communicate with the graduates in two ways; firstly to message to request additional evidence or clarify and secondly to congratulate the graduate on successful completion.

This presentation will also include the Bay of Plenty District Health Board's (BOPDHB) evaluation feedback of both the graduates and assessors. For 2014/15 the government's four objectives for health are:

- Helping families stay healthy
- Better performance
- Best use of every dollar
- A strong, and a trusted workforce.

This initiative will highlight future developments for regional use and collaboration by the five Midland District Health Boards of Bay of Plenty, Lakes, Tairāwhiti, Taranaki and Waikato.

### About the presenters

Anne has two roles that broadly cover the areas of eLearning and ePortfolios. In one role she works as eLearning facilitator for BOP Clinical School of the Bay of Plenty District Health Board. In her second role she work as Project Manager for eLearning for HealthShare.

Robyn is the co-ordinator for the Professional Development Recognition Programme (PDRP) and the Nurse Entry to Practice Programme (NETP) at the Bay of Plenty District Health Board.

## 10.8 Reflection, evaluation and action planning (REAP)

*Melanie Taylor, Knox Grammar School*

Thursday, 20 March 2014, 13:55-14:25, in Rangimarie 1

Knox Grammar School has used the Mahara ePortfolio as a platform for the whole school to communicate online. The REAP Portfolio is a point of discussion for the teacher, the Head of Department, the teacher's Instructional Coach and their colleagues. It provides an easily accessible live site for teachers to share their professional reflections and goals. It forms the basis of each teacher's professional development and allows them to develop effective strategies to achieve their goals. In 2013 225 teachers successfully completed this process.

This presentation would illustrate how KGS have created a school proforma portfolio with a number of pages that each teacher copies and completes, attaching these pages to their own profile. It will also explore how teachers have used forums and their profile pages to share information.

### About Melanie Taylor

Melanie is the Experienced Teacher Co-ordinator and an Instructional Coach at Knox Grammar School, Sydney, Australia. She is also the Acting Visual Arts Co-ordinator. Melanie worked in the Catholic Systemic System and Independent Schools. She has now worked at Knox for 10 years. Melanie is passionate about education and coaching and invested in engaging both students and teachers with their love of learning.



## 11 SCHOOL: CREATING AND EXPANDING EPORTFOLIOS IN SECONDARY SCHOOL

### 11.1 Using MyPortfolio in the classroom

*Sue McLachlan, Hagley Community College*

Wednesday, 19 March 2014, 11:50-12:20, in Rangimarie 1

additional theme: MyPortfolio

This presentation will show how we are using MyPortfolio for both staff and students in our school. Hagley Community College has been using MyPortfolio in some subject areas for a few years, and we are continually finding new uses and new ways to use it. We are still learning but can share some of the ways we use it successfully at this stage. Some topics covered will be:

- Professional development
- Student reflections, portfolios and feedback
- Moderation
- Some of the difficulties and successes we have experienced.

#### About Sue McLachlan

Sue is a Music teacher and Academic Dean at Hagley Community College in Christchurch. She has been an eLearning co-ordinator as well, helping staff and students use a range of tools in the classroom. She uses MyPortfolio and Moodle with her own students and teaches staff to use it for PLD (Professional Learning and Development) and Moderation. She is keen to work with others to find new ways of using Mahara in the classroom.

### 11.2 Where can we fit ePortfolios in a New Zealand secondary school environment?

*Alan Grant, Twizel Area School*

Wednesday, 19 March 2014, 13:20-13:50, in Rangimarie 1

additional theme: MyPortfolio

I am a fellow pilgrim rather than an expert, and I ask the question because I am still trying to find the answer. Unlike in tertiary institutions, English teachers preparing students for NCEA (National Certificate in Educational Achievement) cannot make reflective learning practices using ePortfolios part of the assessment structure of their courses. And as most secondary teachers will attest, if there are no NCEA credits linked to an activity, then it is difficult to get senior student buy-in.

Having started out with high hopes of supporting students journaling and creating learning artefacts, over the past three years, I have ended up mainly using MyPortfolio as a teaching resource to prepare reference pages for my students, probably similar to what other teachers do through Moodle and GoogleDocs. I have also used the forums with my senior classes with mixed results.

In 2014 I am looking to develop 'real' reflective ePortfolios with my Year 9s and 10s. I am still more eMuggle than eWizard, but I am happy to share where I have come from with My Portfolio, where I am heading next and to ask some questions. Hopefully, those of us using Mahara in the secondary sector can share ideas, experiences, and practical approaches in helping our students utilize ePortfolios effectively.

#### About Alan Grant

Alan is an area school secondary English teacher, who came to use My Portfolio while completing a PGDipEd in eLearning at Massey in 2010. He was really enthused by how ePortfolios could document the learning process from his experience at Massey, and was very hopeful that MyPortfolio Schools would enable him to introduce his students to similar reflective learning benefits.

Alan enjoys teaching and is convinced that ePortfolios have a place in supporting secondary students' learning about learning, however over the past three years he has had – being honest – fairly limited success. He is really interested in networking with other secondary teachers who are using MyPortfolio whether with great success or just muddling through with great intentions.



### 11.3 Mahara – Its strengths and limitations

*Richard Jones, Independent consultant, and Jill Margerison, The Southport School*

Wednesday, 19 March 2014, 16:40-17:10, in Rangimarie 1

Mahara was introduced at The Southport School, Queensland, in 2010 along with the Moodle LMS (Learning Management System). Because of the perceived need to focus on Moodle, the growth of Mahara has been organic as various teachers have taken it up for different purposes at different times.

By 2013, Mahara was used in half a dozen subjects across the curriculum from year 4 through to year 10. Some of this growth was spurred by the introduction of a BYOD program throughout the Senior School. During that year, it was also introduced as a vehicle for teacher portfolios in support of the Ideal Teacher program (a financial incentive program for classroom-based teachers).

The start of 2014 has seen a number of new projects underway and this presentation will use data gathered from teachers and students at The Southport School to illustrate what they see as the strengths and the limitations of Mahara as a tool to support learning.

#### **About the presenters**

Richard is an eLearning Specialist based in Karapiro Village, New Zealand. From 2010 to 2013 he was Director of eLearning at The Southport School. Richard is currently engaged in consultancy, writing and blogging about educational technology. He is the author of *Managing the Moodle 2.5 School*.

Jill teaches English and History at The Southport School and also acts as a Moodle Guide for other teachers. She has been experimenting with social collaborative projects with her Year 12 English class this year.



## 12 TERTIARY: WORKING WITH EPORTFOLIOS IN TERTIARY EDUCATION

### 12.1 ECARx: Early career academic researchers' experience using ePortfolios

*Misty Kirby, University of Canberra*

Wednesday, 19 March 2014, 13:55-14:25, in Angus

primary theme: Community

Please view the presentation information in the section of the primary theme.

### 12.2 Height vs depth in the design of badge frameworks

*Scott Beattie, Deakin University*

Wednesday, 19 March 2014, 14:30-15:00, in Angus

additional theme: Features

Directly or indirectly, the design of badging frameworks draws heavily on concepts from the gaming world, particularly methods of modelling skill advancement and career development. Use of badges in Mahara depends not only on the software to implement, but also the design of the badging system – the conceptual framework which defines the relationship between badges and shapes the motivation of badge earners.

This paper examines some of the design principles which underpin badging frameworks and challenges the level-based hierarchies of some gamification design, asking whether we should design for depth instead. Using examples from the history of tabletop and video games, we can compare examples of both design approaches and consider what each means for learners. Finally, we consider the technical design hurdles for embedding these sorts of design frameworks within Mahara's badging code and what this means for its ongoing development within the open community.

#### About Scott Beattie

Scott is the Manager of Learning Research and Evaluation at Deakin Learning Futures, Deakin University. He has a background in game-based learning and is presently working on an Office of Learning and Teaching funded project concerned with micro-credentials in tertiary education.

### 12.3 MyPortfolio for schools: Developing practice with future teachers and the University of Canterbury

*Christina Sands, Julie Mackey, Nicki Dabner and Niki Davis, University of Canterbury*

Wednesday, 19 March 2014, 14:30-16:00, in Rangimarie 1

primary theme: MyPortfolio

Please view the presentation information in the section of the primary theme.

### 12.4 Mahara gives theology a WOW factor!

*David Bell, Trinity Methodist Theological College*

Wednesday, 19 March 2014, 16:40-17:10, in Angus

primary theme: Community

Please view the presentation information in the section of the primary theme.

### 12.5 Smart evidence: Improving ePortfolio quality through intervention

*Misty Kirby and Shane Nuessler, University of Canberra*

Thursday, 20 March 2014, 11:50-12:20, in Angus

additional theme: Features

EPortfolio use has increased dramatically in the past four years at the University of Canberra. However, as students and staff engage more deeply with ePortfolios, barriers have emerged for many as they adapt to the electronic platform.

Findings from interviews with students and focus groups with staff included:



- Teachers and students need multiple approaches to training. This was an expected finding that is supported by Gillian et al. (2010) who report that staff development and support for students are critical factors to success for ePortfolio use.
- The next two findings are related to assessment, which is how ePortfolios in this university are typically used.
  - Students need to see the relevance and authenticity of the assessment to the unit's learning outcomes.
  - Students need explicit, clear instructions regarding the purpose around the ePortfolio assessment.

The purpose of our investigation is to improve the online Mahara environment for students and staff through; a) communication of competency / standards information and assessment / evidence requirements through Mahara, b) a simple process for students to link evidence to standards through the use of structured interventions, and c) improve the efficiency of the assessment process for staff.

The initial concept is to improve the quality and presentation of evidence that students are providing by reinforcing the explicit and implicit requirements through interventions (e.g. marking criteria, evidence collection guidelines, etc), integrating these interventions into the Mahara interfaces and processes.

### About the presenters

Dr. Misty M. Kirby is an assistant professor of Education at the University of Canberra, Australia. She holds degrees in English, English education, educational policy, planning, and leadership. A former classroom English teacher, her passion in research revolves around academic optimism and professional identity formation, concepts nested in the ideal of better access to better quality education experiences for all students.

Shane is an eLearning Designer at the University of Canberra, Australia. His career in higher education began in 1999 supporting the staff desktop environment of the Science, Information Technology and Engineering faculty at the Northern Territory University (now Charles Darwin University). Since then he has been involved in many aspects of ICT in the sector, from server administration, academic systems programming, to the planned integration of ICT in teaching and learning. He continues to develop professionally as a Learning Designer and Teacher, blending content, pedagogy, and technology. His goal for the future is to continue working in higher education, both teaching and supporting colleagues in the use of ICT in face to face and/or online environments.

## 12.6 AUT Mahara and beyond

*Shen Zhang and Lisa Ransom, Auckland University of Technology*

Thursday, 20 March 2014, 13:55-14:25, in Angus

additional theme: Integration

This presentation will explain how AUT students are using Mahara during their study and after they graduate, and how lecturers are supporting their students throughout this journey. We will highlight how the system is linked from AUT's Learning Management System (Blackboard) to Mahara, and how the service can be improved to better support learning and teaching activities.

A survey was undertaken and feedback will be highlighted.

Finally, we will present how the system is linked to Blackboard, using a specifically developed grouping script. It raises the challenge that we encounter in incorporating in-house development with the Mahara core code development.

### About the presenters

Lisa and Shen have been supporting students at AUT in using ePortfolios and in particular Mahara for a number of years.