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1 KEYNOTE 1: GROWING UP WITH MAHARA

Sam Taylor, Cranfield University (United Kingdom)

Thursday, 9 April 2015, 9:15-10:15, in WA224B

Southampton Solent University have been exploring the use of ePortfolios to support employability and personal development since 2008. In 2009 Mahara was chosen as the tool of choice, and a number of pilot studies were conducted to test its effectiveness in supporting developmental activities. Staff and students were both invited to contribute to the evaluation and planning stage, which in turn identified key issues that would need to be addressed.

The huge success of these pilots, and its flexible and customisable nature, led to university-wide adoption of Mahara in 2010. Since then, the use of ePortfolios has been growing at Solent University not just in numbers but also in usage scenarios by staff and students.

This talk will take you on Solent’s journey from its first steps into ePortfolio exploration, to full-scale implementation of Mahara, concluding with where we are now and what we are planning next. Live student ePortfolios will be showcased where possible, in addition to stories from staff and students about their experiences of using Mahara.

About Sam Taylor

Sam is a Learning Technologist at the Defence Academy for the United Kingdom, as part of Cranfield University. Prior to this she had been supporting the use of Mahara at Southampton Solent University in the UK since 2008. She was responsible for the development of help materials for staff and students at her university, as well as designing activities that utilise the many features in Mahara to support personal development and employability focused assessments.

Sam has presented her work at many events, including Mahara UK, MoodleMoot UK & Ireland, MoodleMoot Germany, and more recently was the keynote speaker at the MaharaMoot Barcamp in Germany last year. She does her best to keep the Mahara community posted on what she's up to by sharing news and stories via social media and her blog, and she loves to show off her lecturing colleagues' and students' live ePortfolios. She gets very excited at how inventive her colleagues and their students are year on year in their use of Mahara. She has seen the use of Mahara rise, so much so that it's now the third most used online technology at Solent (after Moodle and Turnitin which are both compulsory).

Sam is delighted to have been asked to present to you all, and to meet those in real life who she's only ever spoken to online. If you haven't seen it already, feel free to visit her Mahara ePortfolio.

2 KEYNOTE 2: KNOWLEDGE BUILDING ORGANISATIONS

Mark Osborne, CORE Education (New Zealand)

Friday, 10 April 2015, 9:15-10:10, in WA224B

"Learning is the process by which people acquire the intellectual heritage of their community. Knowledge building is the process by which new knowledge is created."

While most educational institutions have historically focused on learning, there is a growing awareness of the importance of ‘knowledge building’ in education: innovating and inventing new solutions to the challenges we’re facing. This session will focus on how organisations can combine learning and knowledge building; and the role that ePortfolios can play in the process.

About Mark Osborne

Mark is a Senior Consultant for CORE Education, who works in Future-Focused Education, particularly in the areas of Modern Learning Environments, Leadership and eLearning. To put it another way, he helps schools and centres build great spaces to learn while helping educators develop the capacity to make the most of those spaces. Mark also founded Emerging Leaders-Aotearoa, a group of several hundred educators who are committed to growing leadership capacity across the sector.

Mark’s personal mission is to turn all schools into awesomeness incubators, and he is currently completing his PhD on leadership in modern learning environments, at the University of Melbourne.
3 COMMUNITY: BUILDING A COMMUNITY OF PRACTICE USING MAHARA

3.1 Taking Mahara out of school!

Pascale Hyboud-Peron, ThinkAgency (New Zealand)

Thursday, 9 April 2015, 16:05-16:35, in WA224A

Mahara goes beyond formal learning! This presentation features Mahara use in 'real life situation', on a multi-tenanted, hosted instance.

A variety of users have explored how specific functionalities have enabled them to carry out jobs in their profession or occupation. The versatile nature of Mahara has also lent itself to create a community of users across a range of fields and activities.

The presentation will be followed with Q&A when participants can discuss the potential of creating an online community of Mahara users beyond their time in a learning institution. It will also invite participants to reflect on how ePortfolio development promotes the essential competencies necessary to stand out from the crowd in the job market.

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 hails from a teaching background and started engaging with MyPortfolio while experimenting with solutions to gather and evaluate ongoing evidence of learning. She now spends her time designing and organising learning experiences in various contexts, mainly outside of formal learning environments.

Pascale has particular interest in the use of ePortfolio as:

- a lifelong learning companion for personal and professional development.
- a venue where learning is both personal and social.
- a vehicle to support learning communities.

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

http://app.collxtion.com/user/pascalehyboudperon

3.2 Connecting five

Anne Stevens, HealthShare (New Zealand)

Friday, 10 April 2015, 13:55-14:25, in WA224B

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

4.1  Scaffolding ePortfolio use

Kristina Hoeppner, Catalyst IT (New Zealand)

Thursday, 9 April 2015, 11:50-12:20, in WA224A

Starting with ePortfolios at school, university or any other organization can be a daunting task. The learners often do not have experience in ePortfolio practices and could benefit from some guidance getting started. In this presentation, we will highlight benefits of using templates for ePortfolios as well as show examples to illustrate how they can be set up and deployed easily to learners.

About Kristina Hoeppner

Kristina works at Catalyst IT in Wellington and is the Mahara project lead. She supports Mahara users around the world online and face-to-face. Since joining Catalyst in June 2010, Kristina has been working in the eLearning team together with the developers supporting institutions using Moodle and Mahara to get the most out of these platforms for their purposes. Besides work, she is an avid photographer of benches and other more or less curious things.

4.2  How Open Badges scaffold a better learning design and improve ePortfolio management

Dominique-Alain Jan, Lausanne University of Teacher Education (Switzerland)

Thursday, 9 April 2015, 15:30-16:00, in WA224B

Building an ePortfolio and eLearning experience that rocks is anything but trivial: having a good learning design approach and a good command of ePortfolio methodology is essential. After three years of helping companies and educational institutions in their Mahara projects, I have become convinced that Open Badges are the key to fostering better learning design.

In my talk, I will explain how Open Badges can help to reshape the learning design to foster learners’ engagement and attainment. I will briefly outline the Open Badge architecture; and then present the framework I am using to implement Mahara and Moodle in schools and in the work place.

I will also demonstrate tools that support the Open Badges process, from brainstorming and creating new badges to the issuing of the badge by the institution, and the badge’s storage and use by the student.

About Dominique-Alain Jan

Dominique-Alain Jan is the Director of ICT and a teacher of Economics at the Gymnase de Nyon – a further education college in Canton de Vaud (Switzerland). Since 2007, he has been lecturing on new technology and eLearning methodology, encompassing Moodle and Mahara, at the Lausanne University for Teacher Education. In 2009 he worked at the Australian National University to contribute to the design, development and implementation of an ePortfolio system.

Dominique-Alain is involved in Mahara and Moodle as the official leader of the francophone users community for Mahara and with the status of ‘very helpful user’ in Moodle. His expertise in ePortfolio and eLearning enables him to travel for conferences and consulting in UK, France, Australia, New Zealand, Morocco, Switzerland, and Austria. He is also finishing a PhD degree with the Open University on the transfer of ePortfolio practices from tertiary education to the work place.

4.3  10 Ways to socialise your Mahara ePortfolio

Pascale Hyboud-Peron, ThinkAgency (New Zealand)

Friday, 10 April 2015, 13:20-13:50, in WA224A

A practical poster presenting Mahara collaborative capabilities.

The idea for this poster is to trigger and support conversation of ePortfolio development, which sits at the intersection of sense making, knowledge sharing and community building.
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 hails from a teaching background and started engaging with MyPortfolio while experimenting with solutions to gather and evaluate ongoing evidence of learning. She now spends her time designing and organising learning experiences in various contexts, mainly outside of formal learning environments.

Pascale has particular interest in the use of ePortfolio as:

• a lifelong learning companion for personal and professional development.
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A self proclaimed ePortfolio and Mahara enthusiast, Pascale enjoys participating where and when she can to share with its benefits far and wide.

http://app.collxtion.com/user/pascalehyboudperon

4.4 Increase student motivation (and reduce cheating) using Mahara

Allison Miller, Vanguard Visions (Australia)

Friday, 10 April 2015, 13:55-14:25, in WA224A

Offering education and training online means that people who live outside your geographical area, who are time poor or who cannot get to regular classes, can get a chance to study. Online learning, however, can result in some students feeling isolated. It can also increase the risk of cheating, as it can be harder to get to know your online students in the same way than those you teach face-to-face.

A recent study identified that the best way to reduce cheating is to increase your students’ motivation and interest in their learning (Lang 2013 via Morris, 2014). Increasing the intrinsic or ‘what’s in it for me (WIIFM)’ value of online learning provides a win-win situation for the online student, through more interaction with other people and a better learning experience as a result.

This presentation will share how Mahara can increase the intrinsic motivation in your students and therefore reduce the chances of your students cheating.

About Allison Miller

Allison has a Master in Learning & Development and has been evolved in education and training for over 20 years as an educator, change manager, and eLearning leader and innovator. Allison leads professional development and consultations which enable organisations and people to be at the leading edge of eLearning and eBusiness in their industry. Allison has worked with prominent universities, vocational education and training organisations and schools across Australia on a range of exciting eLearning projects. Allison also leads ePortfolios Australia and the Moodle-Mahara Meetups.
5 FEATURES

5.1 Rubric plugin: Assessment for / of learning in Mahara

Makato Miyazaki, Kio University (Japan)


We have developed rubric plugins for students' self-assessment for their learning. In this session, we will demonstrate how to use this plugins.

About Makato Miyazaki

Makato is a developer in Japan.

5.2 Visualising students' ePortfolios

Jawyei Wong and Shen Zhang, AUT University (New Zealand)

Friday, 10 April 2015, 14:30-15:00, in WA224A

We have recently published a plugin, which displays shared pages in an image display view on a group homepage. This plugin provides a visually attractive view, compared to the original text based page list.

Our session will review how this "Group image display" plugin was initiated and demonstrate what it looks like in a group homepage. We will also give an overview of how this plugin is being used currently at AUT.

In our presentation, we will highlight some design decision making process. We hope that by sharing the process, we will encourage a discussion on future improvements.

About the presenters

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

5.3 What's coming up in Mahara 15.04?

Aaron Wells, Catalyst IT (New Zealand)

Friday, 10 April 2015, 14:30-15:00, in WA224A

In this session, we will highlight new features of the latest Mahara version, which will be released shortly in April 2015.

About Aaron Wells

Aaron is the Technical Lead of the Mahara project team.
6 HEALTH

6.1 MyPortfolio in theory and practice
Claire Tait, Unitec (New Zealand)

Friday, 10 April 2015, 10:15-10:45, in WA224B  
additional theme: Tertiary

This presentation will showcase the use of myPortfolio within the Dip Enrolled Nursing, Mental Health & Addiction course. I was looking for digital and practical alternative to the conventional “front of class teaching” that would engage students who are traditionally a real mix of ages and abilities.

MyPortfolio has been used comprehensively during the course for class work, study resources, collaborative work, self directed learning and the presentation and submission of clinical (placement) competencies and work. Essentially, myPortfolio was used for almost every aspect of the course and was used successfully to engage students in a digital tool that was new to them but would provide them with lifelong skills and learning.

Students embraced the challenge and took pride in their work. It promoted team work, facilitated digital, online work and proved an effective and efficient way to present their clinical portfolio which had previously been done in paper form.

Mahara is the chosen platform of the Nursing Council of New Zealand, the governing body for the students post qualification.

The presentation will exhibit examples of student work (with their approval) and illustrate their journey.

About Claire Tait
Claire is a lecturer in the Department of Nursing at Unitec. She has 24 years experience working in Acute Adult Mental Health and has been teaching at Unitec for 3.5 years.

Claire co-ordinates the Mental Health and Addiction course in the Diploma of Enrolled Nursing. She is also employed as an Academic Advisor eLearning and is interested in new approaches to learning.

6.2 Kia ora and welcome to nurseportfolio.nz
Taima Campbell, Ngā Manukura o Āpōpō (New Zealand)

Friday, 10 April 2015, 11:15-11:45, in WA224B  
additional theme: PD

Since 2011, Ngā Manukura o Āpōpō - the Ministry of Health funded Maori nursing and midwifery leadership development programme, has worked in partnership with Catalyst IT on customization of the Mahara platform for use by Māori registered nurses. The aim of the project was to use this technology to support Māori nurses articulating their practice and sharing evidence about their practice with peers and portfolio assessors.

The next phase proposes the establishment of a national platform - nurseportfolio.nz, for health care providers and professional organisations who wish to subscribe for the benefit of their nursing workforce. This presentation will review the journey taken so far and discuss the benefits and challenges around creating an ePortfolio site available to different organisations.

About Taima Campbell
Taima is a principal member of the Ngā Manukura o Āpōpō project team and has been shaping its concept and implementation from the start.
6.3 The CDHB's ePortfolio experience: A hop, skip and a jump into the future

Suzanne Johnson, Canterbury District Health Board (New Zealand)

Friday, 10 April 2015, 11:50-12:20, in WA224B

Canterbury DHB has been using electronic portfolios since 2014. In this presentation, we will share our experience. We will discuss the reasons for going with an electronic portfolio, outline the process that CDHB has chosen as well as share pitfalls to avoid and successes celebrated.

About Suzanne Johnson

Suzanne Johnson is a Registered Nurse and the administrator for CDHB on the Mahara site it uses.

6.4 Clinical placement ePortfolio

Tamara Page and Yvette Salamon, University of Adelaide (Australia)

Friday, 10 April 2015, 13:20-13:50, in WA224B

The Clinical Placement ePortfolio Tool was trialled for students on clinical placement during the final placement for the Masters of Nursing program in the School of Nursing, Faculty of Health Sciences. Currently, the evidence students collect whilst on clinical placement (summative assessments, objectives, attendance and achievement of competencies) are submitted via email, hard copy or a MyUni assignment. These documents are not located in one area and therefore it is time consuming to locate them and an overall picture of where the student is at in regards to competencies that may span the length of the program is not easily determined.

The Clinical Placement ePortfolio Tool allowed students to collect and upload evidence whilst physically on placement as well as safely store competency documentation required to be shown to placement providers such as CPR, drug calculations and immunisation. Additionally, this tool supported formative assessment through ongoing feedback and collaboration. Academic staff are easily able to contribute to ongoing feedback and effective formative assessment. Such a tool includes the provision of a location for students to accumulate evidence for professional registration requirements and to support achievement of professional competencies. Students are then able to export this information for their permanent records upon graduation.

About the presenters

Tammy is a lecturer and course coordinator at the University of Adelaide. Previous experience includes hospital training as a Registered Nurse at the RAH since 1984 where she was involved in clinical nursing for 19 years, evidence based practice for 2 years and the Quality Manager for 8 years. During this time she has undertaken a Graduate Diploma in High Dependency and Masters of Nursing Science. In 2014 she completed her Graduate Certificate in Higher Education and has just completed her PhD.

Yvette is a lecturer at the University of Adelaide and works at the Royal Adelaide Hospital.

6.5 Connecting five

Anne Stevens, HealthShare (New Zealand)

Friday, 10 April 2015, 13:55-14:25, in WA224B

This presentation will report on two areas:
- Our progress with regional ePortfolios for Graduate Nurses;
- How we plan to use Mahara as a passport for our midwifery staff to move between the Midland DHBs.

In 2014 we agreed on one template for the Midland District Health Boards. Only one of the five DHBs had used Mahara before, three had some experience of ePortfolios and one no experience of ePortfolios. This report will explain the process and steps we took to enable this initiative. It will also look at our outcomes and evaluations both from the graduate nurse and the assessor.
To streamline recruitment between our DHBs we intend to use Mahara as a "Passport" to hold specific evidence of competencies and professional development for our midwives. This section of the presentation will report how and why we are considering this initiative from within Mahara.

About Anne Stevens

Anne is always the one who asks the question, "Why are you doing it like that?" Finding the right solution for each situation invariably takes her on a learning journey, our organisation through change and pushes us all a little bit out of our comfort zone.

She feels very privileged to be working in an regional space across five Midland District Health Boards (BOP, Lakes, Tairawhiti, Taranaki and Waikato) where she can guide and support healthcare workers to meet their occupational bodies professional development requirements.

6.6 Performance reviews in Mahara. The individual and the institution

Jeremy FitzPatrick and Nirmal Sinha, HealthShare (New Zealand)

Friday, 10 April 2015, 14:30-15:00, in WA224B

Mahara is designed and promoted as 'owned' by the learner. So what happens when an organisation in an industry where compliance, reporting and control are rooted in 1984 wants to use Mahara for performance reviews?

Poor buy-in to the performance review process has led a health organisation to take a fresh approach to what is typically seen by staff as a chore that has no real benefit to them.

In an effort to give more power and value to both the individual and the organisation, ePortfolios are being explored. The focus is now on YOU, the staff member.

With Mahara we can make the review on-going and real-time as things change. Staff members can invite feedback from people they supervise, peers and others related to their work – thus making feedback real and meaningful! The collaborative features naturally encourage conversations.

But can Mahara (and should) give the organisation the information it wants?

• Who has started, completed the process, who has not?
• Which areas have completed their performance reviews, which haven’t?
• Compare the performance ratings of a department with others.

This presentation explores our journey of investigating the possibilities of using Mahara ePortfolios as part of the performance review process. At the time of writing we are just beginning and our path is far from clear. Whichever way we end up going, with or without Mahara we will share our learnings and reasoning.

About the presenters

Jeremy is a learning technologist for the shared services agency of five district health boards, which have a combined staff of around 14,000. His role is to embed and support eLearning for staff covering: compliance, professional development, communities of practice and ePortfolios.

His background is in web and software development but having spent most of his career in eLearning both in tertiary education and healthcare settings, Jeremy has gained a strong interest for lifelong learning. With a 3-year old son and 102-year old grandmother, he gets to see both ends of a lifetime.

Nirmal Sinha is a certificated HRINZ member, PRINCE2® and Change Management® Practitioner and experienced Human Resources (HR) professional specialising in information reporting and system improvement. He is a Massey Post Graduate with diverse experience in the delivery of a wide range of HR Services at Waikato and Nelson District Health Boards, United Nations Secretariat at New York, World Food Programme at Rome and multi-national corporations in India.

As Workforce Advisor for HealthShare based at Hamilton, Nirmal is currently supporting Midland workforce development projects as identified within the Regional Services Plan (RSP) and the Midland DHBs General Managers of Human Resources.
7 PROFESSIONAL DEVELOPMENT

7.1 Mapping professional identity through ePortfolios

*Mandia Mentis, Jayne Jackson and Wendy Holley-Boen, Massey University (New Zealand)*

Thursday, 9 April 2015, 13:55-15:00, in WA224B

Professional identity is more than skills and knowledge – it involves a process of becoming a particular kind of person through belonging to professional and interprofessional communities (Wenger 1998). EPortfolios provide a space to map this process of 'becoming and belonging' in developing professional identities.

Our session will overview how ePortfolios are used in two professional practice programmes at Massey University. We will explore the affordances and complexities of using ePortfolios in mapping professional development from formal learning programmes into ongoing communities of practice. We will overview our own professional journeys with ePortfolios, illustrating the challenges and opportunities encountered in supporting students. Suggestions for landscaping professional development using the affordances of various technologies including mobile learning tools will be provided. Examples relating to both the showcase and workspace aspects of ePortfolios will be as well as evaluation data of the programmes.

About the presenters

*Mandia* is an Associate Professor in the Institute of Education at Massey University and coordinates the postgraduate programmes in Inclusive and Special Education. She has taught at primary, secondary and tertiary levels and has worked as an Educational Psychologist both special and inclusive education settings. Her interest in Mahara focuses on using ePortfolios as a tool for professional identity development across both formal and non-formal contexts.

*Jayne* is a lecturer in initial teacher education at Massey University. Her research interests include collaborative methodologies, reading remediation, and teaching as inquiry.

*Wendy* is a lecturer on the Specialist Teaching programme at Massey University and a part-time PhD student. Her research interests include strengths-based and ecological practices, as well as supporting the professional identity and well-being of postgraduate students.

7.2 How we harness the social power of MOOCs and Open Badges for formal and informal learning within the Mahara ePortfolio

*David Bell, Methodist Church of New Zealand (New Zealand)*

Thursday, 9 April 2015, 16:05-16:35, in WA224B

This presentation will provide some answers for the following questions:

• Why do informal and social learning matter at the tertiary level?
• How do we recognise, develop and affirm the criteria for open badging?
• When and how do we use MOOCs for formal and informal learning?
• What works and what doesn't work in praxis?
• What are next steps?

About David Bell

David recently retired as Principal of Trinity Methodist Theological College in Auckland. He is now the champion for the Alumni Association project and a Fellow of the College.

The Alumni project is to develop a means for every Methodist and Uniting/Cooperating congregation throughout New Zealand to not only have a secure social network but to also have teaching and learning facilities at local, regional and national level.

Mahara is the platform of choice to enable and encourage professional development and lifelong learning for lay and ordained who have successfully completed the College's eLearning Licentiate in Ministry Studies or face-to-face NZQA Diploma courses.
7.3 Kia ora and welcome to nurseportfolio.nz

Taima Campbell, Ngā Manukura o Āpōpō (New Zealand)

Friday, 10 April 2015, 11:15-11:45, in WA224B

primary theme: Health

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

7.4 The CDHB's ePortfolio experience: A hop, skip and a jump into the future

Suzanne Johnson, Canterbury District Health Board (New Zealand)

Friday, 10 April 2015, 11:50-12:20, in WA224B

primary theme: Health

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

7.5 Performance reviews in Mahara. The individual and the institution

Jeremy FitzPatrick and Nirmal Sinha, HealthShare (New Zealand)

Friday, 10 April 2015, 14:30-15:00, in WA224B

primary theme: Health

Please view the presentation information in the section of the primary theme.
SCHOOL: MYPORTFOLIO IN THE PRIMARY CLASSROOM

Mark Ashby, Marshland School (New Zealand)

Friday, 10 April 2015, 10:15-10:45, in WA224A

At Marshland School we have successfully implemented a full BYOD programme that is supported by MyPortfolio. BYOD has promoted a love of learning for all of our students from high needs through to our GATE students. Individualised learning, collaborative feedback and home-school partnerships are all contributing to improve student achievement. One of the biggest barriers we faced was how do we ensure all of our students work gets consumed by an authentic audience.

Questions we raised were: How do we best manage websites? Blogs? Security? What control do we as a school hold? What is in place if something goes wrong? MyPortfolio, run by New Zealanders, funded by New Zealanders and consumed by New Zealand education providers, was a logical choice for us as we looked to have our students engage with the digital world.

My presentation will look to address:
- Why and how BYOD through MyPortfolio?
- Where does My Portfolio fit in the primary setting?
- How can MyPortfolio promote student reflection and feedback?
- Create vs Consume
- What is the value of an authentic audience to our learners?
- How is MyPortfolio being promoted for PLD? (NAPP 2015)
- How are Marshland staff beginning to use MyPortfolio for Teaching as Inquiry?

About Mark Ashby

Mark is currently the Year 5-8 Team Leader and Head of eLearning at Marshland School.
9 TERTIARY

9.1 Alasaili: Awakening to findings

Fa'atamali Kesi, Kendra Lafu, Merini Leiataua and Alice Enoka, AUT University (New Zealand)

Thursday, 9 April 2015, 11:15-11:45, in WA224B

The AUT Bachelor of Pasifika early childhood education adopted the Mahara ePortfolio in 2013, as one of the assessment tools for the Poto, Poto'i and Fakapotopoto (Professional Inquiry Practice) papers. The ePortfolio is emerging in early childhood education as a tool for showcasing evidence of one's professional knowledge and practice.

Our journey began in semester 2 with the purpose of assessing students' practicum tasks. Nevertheless, one has to be awaken and engaged with mind, body and spirit in order to feast on new knowledge for the individual's progression and the collective benefit. Frustration, challenges, creativity and excitement circulate in our emotional roller-coaster ride with Mahara ePortfolio. This presentation will highlight narratives of our journey from the unknown to exciting discoveries.

About the presenters

Fa'atamali Kesi is the Practicum Leader and Lecturer for the Bachelor Pasifika Early Childhood Teaching (ECT). Her interest is around ICT / Digital technologies and has recently submitted a thesis that explores the perspectives of Samoan-born teachers about ICT in Aoga Amata (Samoan preschool). Fa'atamali adopted Mahara ePortfolio as one of the assessment tools for her papers. She includes her students in her journey to share the experience.

Kendra Lafu descent from the tropical land of Niue. She is in her last year of the Bachelor Pasifika ECT. “I have come to gain confidence in the use of Mahara as I assembled a teaching ePortfolio that will prepare me to be the best teacher.”

Merini Leiataua was born and raised in the beautiful Islands of Samoa. Currently she is completing her last year of the Bachelor Pasifika ECT. She continues to explore Mahara for her benefit and the benefit of the collective.

Alice Enoka hails from the lovely coasted Island of Samoa. She is in her 3rd year of the Bachelor Pasifika ECT. “My knowledge of Mahara has developed throughout my years of study and I hope to extend on this knowledge with the hope to influence others in my Pasifika community.”

9.2 Food for thought in using the New Zealand open source platform for ePortfolios between students

Massimo Morellato, AUT University (New Zealand)

Thursday, 9 April 2015, 11:50-12:20, in WA224B

A change in the trend on how the digital technology is used today in education is needed to help learners to shape a sense of themselves as active knowledge-builders. This presentation shows a student-centred approach adopted in the BA Event Management at the Auckland University of Technology and provides considerations and suggestions on the use of Mahara in Tertiary Education, with a focus on cognitive development and ethical practice over the training of technological features.

The small amount of time dedicated to the use of technology is a characteristic of this project. The use of Mahara not only to showcase personal work, but also to support collaborative conversations about a topic and build understanding is another characteristic.

This presentation offers some insight from the ongoing experience with Mahara and elements for open discussion on future directions.

Lecturers and tutors might find in this presentation some similarities to or inspiration for their class activities, whilst the community of developers may benefit in considering the element that could improve Mahara for facing new and old challenges in supporting education.
About Massimo Morellato

Massimo is a Lecturer at the Department of Tourism and Events at AUT. Massimo holds a PhD in Marketing and Management, a Doctor Magistrale degree in Computer Science and a Post-graduate Certification in Education and Pedagogy. Massimo has acquired extensive teaching experience at different levels of education. In Italy, he renewed didactical and educational programmes according to European Commission guidelines on Digital Competence. In New Zealand he introduced an experiential and digital-enhanced project in the BA in Event Management. His involvement in digital and mobile learning initiatives is driven by the possibility to empower students as active creators of knowledge.

9.3 Lecturers are better informed and skilled users of ePortfolio than their students – yeah right!

Lyn Lewis, AUT University (New Zealand)

Thursday, 9 April 2015, 16:40-17:10, in WA224B

This presentation will explore findings from a 2013 research project into student and lecturer perceptions of ePortfolio enhancing (or not) learning. An interesting disconnect was revealed between a cohort of primary teacher education students and their lecturers in terms of depth of understanding ePortfolio purpose, effective practice and related skill levels. An argument will be made for professional learning for lecturers particularly in constructive alignment for enhanced learning outcomes and a shift away from ePortfolio use as tool, towards a focus on its ability to support creative pedagogies for personalised learning.

About Lyn Lewis

Lyn has been involved in teacher education for many years and has used ePortfolio in her teaching since 2007. She started researching ePortfolio in the Bachelor of Education (primary) programme in 2009 and has since completed several projects, with a particular focus on student perspectives of their learning. Lyn is particularly interested in portfolio learning and is wanting to move into exploring ePortfolio for integrated learning across the breadth of a student’s study at university.

9.4 EPortfolios in the classroom: Module for teachers

Heath Sawyer, Wintec (New Zealand)

Thursday, 9 April 2015, 16:40-17:10, in WA224A

This presentation will take attendees through the ‘Eportfolios in the classroom’ module offered at Wintec via the Graduate Diploma of Information Technology in Education. The student profile for this module is varied with early childhood students, teachers in primary, secondary and tertiary doing it. In 2015 the Centre for Health and Social Practice have made ‘Eportfolios in professional practice’ a compulsory module for all students, which required a rethink, rewrite and collaboration between teaching staff in the School of Education and CHASP.

Initially the presentation will be a show and tell to give attendees an overview of the content and experiential use of ePortfolios, then progress to a critique and design activity where attendees can help the presenter improve his delivery and help themselves by forming strategies for staff development in their own setting.

About Heath Sawyer

Heath Sawyer is an academic staff member in the School of Education at Waikato Institute of Technology (Wintec) in Hamilton. He teaches on the Graduate Diploma of Information Technology (Level 7) and Certificate of Adult Teaching (Level 5) programmes.

In particular he teaches the pedagogy and skills behind ePortfolio use for teachers as a professional development tool and for students. Heath is a previous National Facilitator for MyPortfolio Schools, the Mahara instance for New Zealand Schools and avid Mahara user himself.
9.5 **MyPortfolio in theory and practice**  
*Claire Tait, Unitec (New Zealand)*  

**Friday, 10 April 2015, 10:15-10:45, in WA224B**  

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

9.6 **Mahara support at AUT**  
*Shen Zhang and Lisa Ransom, AUT University (New Zealand)*  

**Friday, 10 April 2015, 11:15-11:45, in WA224A**  

AUT has been using Mahara since 2008. Over the years we have supported lectures and students in different disciplines spread across 3 campuses.

This presentation will explain the work that CfLAT (Centre for Learning and Teaching) does supporting lecturers using Mahara. It includes developing help resources, helping lecturers in student training and developing plugins. We will share our experience of different approaches for support – including the use of templates and activity sheets.

It will also showcase students ePortfolio pages – demonstrating how Mahara has been used in different disciplines. An ongoing case study of recent adoption from two departments will be shared. Staff were encouraged to start using Mahara for their own Professional Development portfolio and to experience how students use it.

Lastly, our discovery of the potentials of some features in Mahara will be presented. We would also like to bring some discussions on where we would wish Mahara to look at developing.

*About the presenters*

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

9.7 **Our journey into MyPortfolio**  
*Miriam Laidlaw, Unitec (New Zealand)*  

**Friday, 10 April 2015, 11:50-12:20, in WA224A**

During this presentation I will give a brief overview of our journey into MyPortfolio at Unitec. From deciding which platform we were going to support as our main ePortfolio, to getting the contracts signed, getting single-sign-on set up with our Moodle site, running a pilot, and then extending it out to everyone. The sort of training and support we are providing, and the introduction of the Practice Passport for staff to track their professional development. I will go over the things we have learned along the way, and relate some of the teacher experiences during the pilot. We have just released it into the wild, and so our journey is still continuing!

*About Miriam Laidlaw*

Miriam works as an Academic Advisor at Unitec, with a focus on eLearning. She is one of the team who provide support and training for Moodle, MyPortfolio (Mahara), and a range of other online platforms that are supported at Unitec.

9.8 **Clinical placement ePortfolio**  
*Tamara Page and Yvette Salamon, University of Adelaide (Australia)*  

**Friday, 10 April 2015, 13:20-13:50, in WA224B**  

Please view the presentation information in the section of the primary theme.
10 USABILITY: SUS – EASE OF USE EVALUATION IN 10 SIMPLE QUESTIONS

Stephen Bright, University of Waikato (New Zealand)

Thursday, 9 April 2015, 11:15-11:45, in WA224A

How do you find out what your users think about the ease of use of your new software tool? The System Usability Scale (SUS) is a ten-item questionnaire administered to users for measuring the perceived ease of use of software, hardware, cell phones and websites. It’s become an industry standard with a long history of use. With only ten questions to answer (using Likert scales) it’s easy to administer and collate the data. As well, consistent results can be gained from a surprisingly small sample size requirement. Two classes of users trialling two ePortfolio software tools were surveyed using a modified version of the SUS questionnaire. The survey produced some interesting results.

About Stephen Bright

Stephen is an eLearning designer at the University of Waikato. He has been a user of Mahara for the last five years and is currently a Mahara administrator for his institution.