

# **ePortfolio pedagogies – evidencing student learning across learning spaces - learning place**

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The QUT Student ePortfolio has been available to students for over ten years. During that time there has been a noticeable shift in emphasis from ePortfolio as ‘tool’ to ePortfolio as a learning approach or pedagogy. Using a qualitative mixed method, the ePortfolio team has gathered evidence from both academics and students which indicates that ePortfolio pedagogy effectively supports student centred assessment activities which show how students meet course learning outcomes across disciplines at QUT. In recent years, Higher Education institutions have increasingly been required to ensure students acquire generic or non-technical expertise as well as discipline specific knowledge and skills, in order to meet government and employer expectations (Hancock, et al 2009). At QUT, there has been a growing focus on practical and workplace professional aspects of courses which assist QUT graduates to meet these ‘real world’ expectations. Learning activities such as virtual work placements and work integrated learning involving real world and authentic assessment tasks and critical reflective practice have been designed to give students the opportunity to develop and document broad learning acquisition, incorporating previous learning and expertise, in both discipline and non-technical areas. Currently, QUT ePortfolio pedagogies challenge students to draw together learning from diverse ‘spaces and places’ and to build evidence of how they meet their course learning outcomes. Academics recognise that these assessment tasks provide evidence that students are meeting unit/course learning outcomes.