

07. Using Moodle for the ePortfolio

Why use Moodle?

Several user-friendly, free online tools are accessible for students to create ePortfolios. However, we'd recommend using Moodle to avoid potential data protection concerns and ensure a universal platform accessible to all students.

To help you make the most of Moodle's features, we'll provide insights into ideal activities for key elements of the ePortfolio and how you might use them.

What's possible with Moodle?

For artifacts

1. The **'Assignment'** activity is a versatile function for students to demonstrate evidence of their learning through diverse artifacts.

They can submit various formats of their work, including files, videos, or external content links, allowing you to collect and assess a wide range of artifacts directly within the Moodle platform.



Assignment

2. **'Database'** can be useful as a collaborative space for showcasing artifacts. Students can contribute to the database, engage in peer review, and individually or collectively create a dynamic collection of their work as they learn.



Database

For reflection

1. Although a **'Forum'** is typically associated with discussions, it can be adapted for reflective purposes as well.



Forum

Its user-friendly interface makes it an approachable way to introduce structured reflection to students with specific prompts. An individual forum can be manually created for each student to give them a confidential and guided space for reflection. (It can also be password-protected.)

Example: Ask students to post their reflections on their learning process for each individual artifact or even as a retrospective entry that reflects on their learning journey over the semester. Guiding questions like the following can help them structure their responses: What challenges did they encounter and how did they try to navigate them? Or what would they do if faced with something similar in the future?

There's also the option of integrating a social or collaborative element by encouraging students to comment on each other's entries.

2. The **'Wiki'** activity provides a platform for more experienced students to engage in reflective writing. They can link pages to show their ongoing reflections on artifact planning or drafts, which they can update over time.



Wiki

Students can create individual (or collaborative) contributions by adjusting the **'Wiki mode'**."

For feedback

Feedback can take many forms. Depending on your learning outcomes, you might prioritize using a mix or focus on specific approaches. Here, we offer suggestions that highlight varied sources of feedback, each with a unique purpose: (1) **peer feedback** to foster collaborative learning, (2) **student self-reflection & feedback** for students to reflect on their learning or for you to gain insights into your teaching practices, and (3) **instructor feedback** to assess student knowledge.

1. Feedback doesn't need to come exclusively from you. The **'Workshop'** activity is designed to facilitate peer assessment and encourages active involvement from students in the formative feedback process. It allows you to customize the feedback criteria and grading strategies, such as prioritizing comments, to effectively guide students in reviewing peer submissions or even assessing their own work.



Workshop

2. With the **'Feedback'** activity, you can use this feature to prompt students to complete self-assessments at key stages to encourage reflection on their learning progress and request targeted feedback from you. You can also gather student feedback on your course through a variety of non-graded questions, such as yes/no and text responses.



Feedback

3. As an alternative, the **'Quiz'** feature is a low-stakes way to assess and track your students' understanding and progress while providing an avenue for feedback. This function goes beyond multiple-choice questions, allowing you to give feedback on open-ended responses and add images, video, or sound files as part of your questions.



Quiz

Best practice considerations

For students who are unfamiliar with the ePortfolio, the learning curve can be high and intimidating. Clear guidelines and examples, even for seemingly straightforward components, can help students understand what they should aim to achieve and feel more confident in their approach.

- Given the wide range of potential artifacts, it's important to clearly explain your expectations for artifacts, including what qualifies as one and what students should achieve.
- Choose one or two Moodle activities and use them consistently to keep the learning curve manageable for students.
- Divide the ePortfolio creation process into smaller, achievable tasks with structured guidance so that students have a clear roadmap to follow.
- Explain the purpose of artifacts or reflection entries to highlight their relevance to learning outcomes and show students what they're potentially building toward.

Example: Create a main page for your ePortfolio. This will be your introductory page. Include (1) a title, (2) a brief introduction to yourself...

- Set specific moments for students to actively engage in feedback processes and reflection, drawing insights from their own reflections, you, and/or their peers.

How can I structure the ePortfolio using Moodle?

To align with the two ePortfolio approaches [detailed in our second factsheet](#), we offer two potential options for structuring student ePortfolios. The 'TabTopics' format is ideal for curated artifacts and reflection, providing students with an existing framework via tabs to build their collection of artifacts and accompanying reflections as a final product.

Alternatively, for scaffolding and sequencing the ePortfolio, the Wiki function would be well-suited as students gradually develop a final product through smaller assignments, intermittent feedback, and reflection. Let's explore both further below.

1. 'TabTopics' in Moodle offers a straightforward layout for navigating and structuring the ePortfolio. This format can serve as a structured framework or 'template' for students. They can upload their artifacts and reflective work to designated tabs, streamlining the organization process.

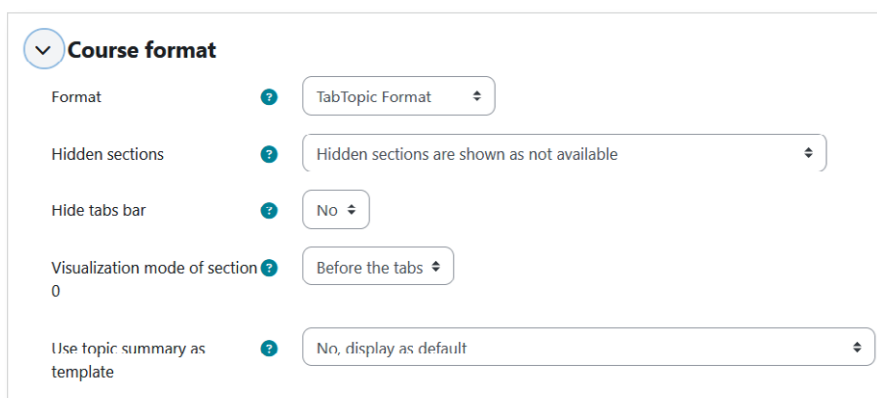
Alternatively, it can serve as a centralized hub where students access all necessary guidelines and resources to curate their artifacts and build their ePortfolios independently. Regardless of the approach you take, we'd recommend creating a separate section specifically for the ePortfolio, away from course notes or materials, to keep content organized.

How it works

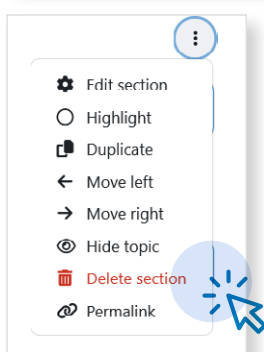
With the editing mode turned on, go to '**Settings.**' Scroll down to '**Course format.**' Beside '**Format,**' select '**TabTopic Format**' from the drop-down menu. From here, you can adjust the settings according to your preferences.

Under '**Course,**' you can add new tabs by clicking on the plus symbol (see example view below). To remove a tab, click on the desired tab and select '**Delete section.**' Set specific moments for students to actively engage in feedback processes and reflection, drawing insights from their own reflections, you, and/or their peers.

Partial view of 'Course format' settings



A screenshot of the Moodle 'Course format' settings page. The 'Course format' section is expanded, showing several settings: 'Format' is set to 'TabTopic Format'; 'Hidden sections' is set to 'Hidden sections are shown as not available'; 'Hide tabs bar' is set to 'No'; 'Visualization mode of section 0' is set to 'Before the tabs'; and 'Use topic summary as template' is set to 'No, display as default'. Each setting has a question mark icon for help.



A screenshot of the Moodle section context menu. The menu is open, showing options: 'Edit section', 'Highlight', 'Duplicate', 'Move left', 'Move right', 'Hide topic', 'Delete section', and 'Permalink'. A blue mouse cursor is pointing at the 'Delete section' option, which is highlighted in red.

Example view of TabTopic format



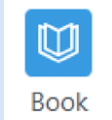
A screenshot of the Moodle TabTopic format example. The page shows a navigation bar with tabs: 'Course Materials', 'EPortfolio Welcome Page', 'Artifact 1', 'Artifact 2', 'Artifact 3', and 'Reflections'. A blue plus sign icon is visible on the right side of the navigation bar, indicating the option to add a new tab.

Please note that screenshots in this factsheet are specific to the Moodle platform at the Technical University of Munich (version 4.3 as of June 2024).

2. With the **‘Wiki’** activity in Moodle, students have the flexibility to create, add, and edit a collection of artifacts for their ePortfolios. Individual wikis can be a versatile platform for presenting drafts of an artifact, sharing student reflections, and facilitating collaborative work or feedback.



Tip: The **‘Book’** feature is a practical solution for creating multi-page resources on the ePortfolio for students, including a possible space for FAQs or a short guide on Moodle features, all while being easy to navigate with chapters and a table of contents. Despite its potential for showcasing ePortfolios, Moodle advises against granting students editing permissions for the **‘Book’** due to security considerations.



How it works

With the editing mode turned on, navigate to **‘Add an activity or resource’** and choose **‘Wiki’** from the activity menu.

Add a name to your wiki activity and include a description if you’d like.

For the wiki mode, select **‘Individual wiki’** for separate student wikis or **‘Collaborative wiki’** if you plan to have students work together.

Under **‘First page name,’** thoughtfully consider the title of the first page of the wiki as it can’t be changed after the wiki is created.

For the format setting, leave HTML as the default if you’re unsure about the other options.

Expand the other sections to tweak the settings as necessary and click on **‘Save and return to course.’**

✳ Adding a new Wiki?

▼ General

Wiki name

Description

Wiki mode

Individual wiki

First page name

▼ Format

Default format

HTML

Force format

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Questions about Moodle activities?



We’re happy to provide individual support.
Get in touch with us at info@prolehre.tum.de!