

Capstone ePortfolio to Encourage Integration across a Degree Program

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The Bachelor of Business Program in Faculty of Business at the University of Technology Sydney has been undergoing a review process over the last twelve months. As a result of this process the Undergraduate Review Panel (URP) noted various areas for improvement in the degree including:

- A clear set of graduate attributes for the Faculty from which the learning goals and learning objectives for the degree may be derived;
- A greater integration of cross-disciplinary knowledge;
- The inclusions of the themes such as creative thinking, ethics and sustainability.

In order to address this, the panel recommended embedding the themes of creativity, ethics and sustainability in an integrative manner across the whole degree. To achieve this, students will be required to collate evidence and reflections on the ongoing themes throughout their degree in a capstone ePortfolio, which will form part of their final subject's assessment. Students will also be engaged with the graduate attributes, using the ePortfolio as a mechanism for showcasing best examples of each of the competencies students are expected to develop. This paper is a work in progress outlining the philosophy behind these recommendations and the proposed steps to achieve them.

The reasons for introducing ePortfolios in the Bachelor of Business were numerous and varied. The process will drive students to explore their own competence and achievement, it will lead to a more fulfilling learning experience through providing a mechanism to understand the integration of themes and disciplines, and it will also provide a process of selecting and recording samples of one's own work, reflecting on experiences and assembling them into a ePortfolio which is seen as profoundly important to students whilst at university and in their lifelong learning.

The ePortfolio will act as a vehicle for promoting integration across subjects, as well as a record of the students' capability for employment opportunities. Student support for developing e portfolios will be introduced in the foundation subject when students complete a weekly reflective posting. This support will continue through the core subjects and majors when students will be guided to develop their portfolio, in subjects that cover the ongoing themes. This evidence will form an e- portfolio where students self assess their progress in order to submit their best examples of competence, understanding and critical reflections. This process will be encouraged throughout all the core subjects and within each of the majors. The completed ePortfolio (referred to as a Capstone portfolio) will then form part of the "real life" activity assessment within the Capstone subjects.

The Capstone portfolio will also identify an important connection with extra-curricular activities. Throughout the degree students will be encouraged, and supported where possible, to gain relevant practical experience to better prepare for a career in business. Students will be able to further develop their knowledge and skills that complement activities directly related to the curriculum, from which experiences can be recorded in the Capstone portfolio.