



Heutology (heutology.com) Users Guide



Foreword

Hi and welcome to Heutology,

This is the place where your learning is captured, aggregated and processed to demonstrate your knowledge and understanding as a lifelong learner.

The purpose of this User Guide is to provide you with information to maximize your accessibility to this cloud based software, designed by educators to address the shifting paradigm in education, training and “real learning”.

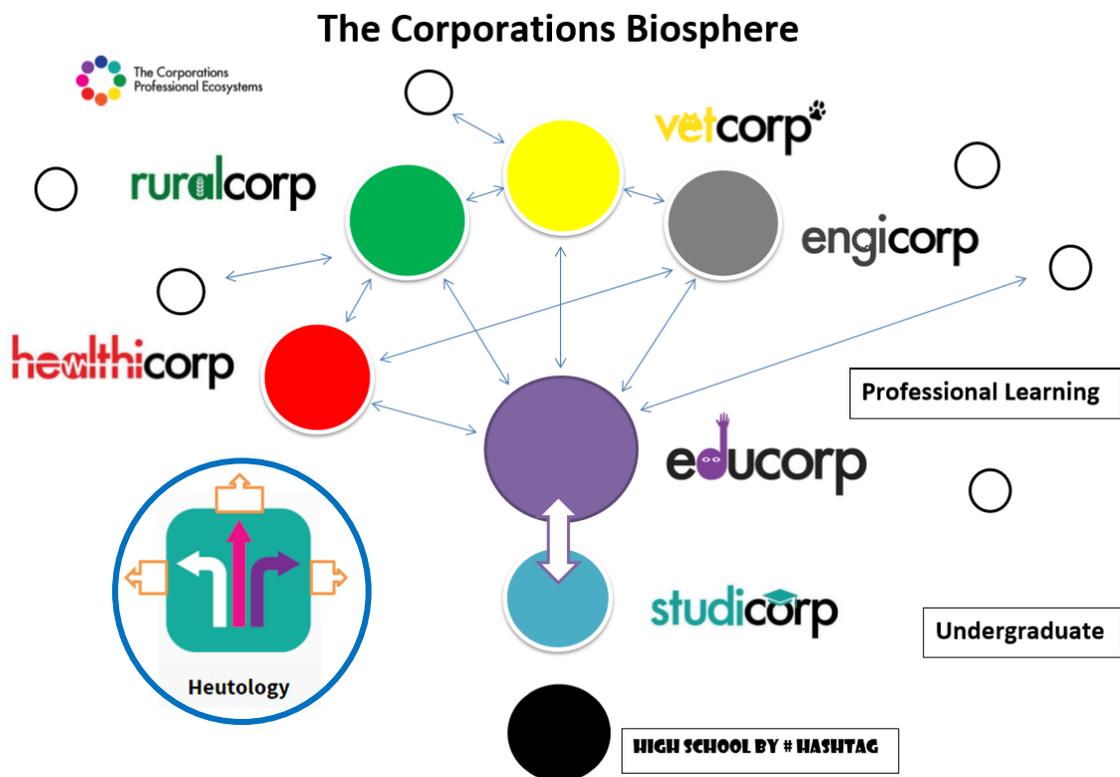
The guide will initially address each of the **features** of the website.

The design of this software is based on extensive research –

- ways of learning / thinking - pedagogy / androgogy / heutology
- instructional design – personal learning pathways
- functioning of the human brain – memory and “depth of learning”
- current learning theory – connectivism
- learner centred approach - a human process
- current professional learning practice
- needs of individuals engaged in formal and informal learning; demonstrating “CPD” Continuing Professional Development (Learning)

Where does Heutology fit into “The Corporations Biosphere”?

The vision for The Corporations Professional Ecosystems Pty Ltd includes the development of a series of Profession based ecosystems (co-operatives). Beginning with **educorponline.com, the Professional Ecosystem for Educators** and then expanding into ecosystems developed in partnership with practitioners in the field, across a broad scope of occupations - practical, purposeful, “real”. You can take your learning and connect to curated information and resources tailored to your needs and personal pathway. The diagram below illustrates the role “Heutology” plays within the biosphere, it is the **conduit**. Heutology is a record of the flow of your personal learning journey, it can be plugged into and out of ecosystems according to your needs as a learner, moving between domains or fields. Heutology will plug into more than one ecosystem at a time – **multi** membership.



The next ecosystem under construction is **Studicorp, the Ecosystem for Students**. The design of this ecosystem will be tailored to the needs of students and have communication established with EduCorp for mutual benefit.

About Us



The Corporations
Professional Ecosystems

The Corporations Professional Ecosystems Pty Ltd was established in 2013 as a response to the call to move education forward into a new paradigm. The Founders of this company are all educators, in the field, spanning from early childhood to vocational education and training – teachers and instructional designers with a view to a preferred future for learning.

Our intention is to emancipate learning from Learning Management Systems that are locked down, returning the ownership and management of self-determined learning to the learner, an open system. We have been approached to construct a “Heutology API” that can then enable system integration.

Why “The Global Goals for Sustainable Development”?

THE GLOBAL GOALS

For Sustainable Development



In September 2015, the United Nations endorsed the Global Goals to address the many challenges facing life on Earth. We have no direct affiliation with the authors and have no intention to be glib, demean the goals or use them for financial gain – merely to place the goals at the forefront of consciousness and consideration. We seek to promote the Global Goals in all endeavours.

Landing Page

If you are reading this guide you have already found your way past the landing page in one of 2 ways:

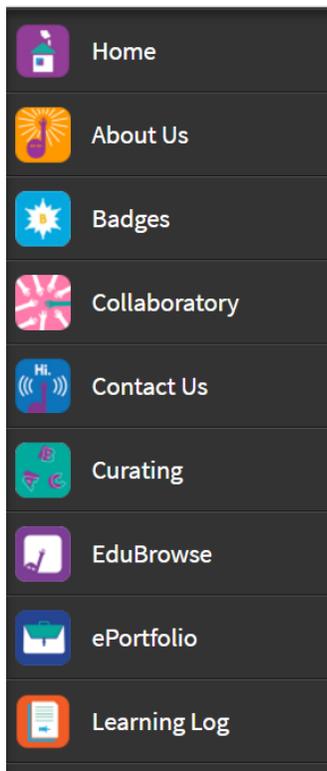
- Signed up for a **Free trial**
- **Payed** my membership



By scrolling down on the landing page you will find

- ✓ our “Welcome” Video
- ✓ An explanation of “What is Heutology?”
- ✓ The location to register via an identified social media account or solely on this site – your responses start the customization of this site to your needs.

Navigation



Navigating the site:

Menu Bar

Each of the items on the Menu will take you directly to a key feature of the site.

The roles within the site you have been attributed, will determine the length of the menu bar for the user.

Breadcrumbs

Another shortcut when moving between different elements is the trail of breadcrumbs which can return you quickly to an instance in the same path.



Hashtags

There are many different types of hashtag within this system:

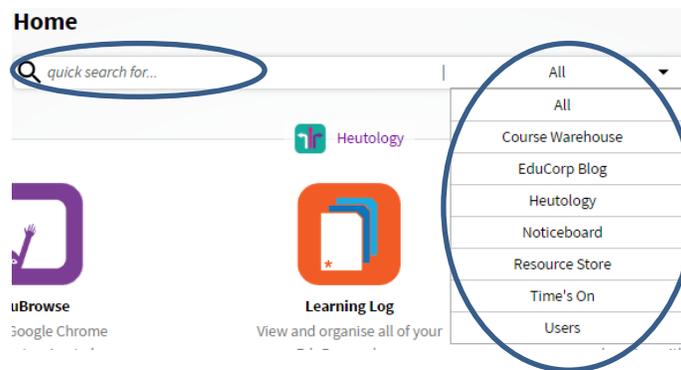
Interest Tags – these are used to personalize the site and organize information – they are applied in your account/profile and on the Edubrowse.

Organisational Tags – these can be applied when you plug your Heutology into an organization within an Ecosystem

By selecting a tag it will take you to a reference of items tagged with the same word.

Search Bar

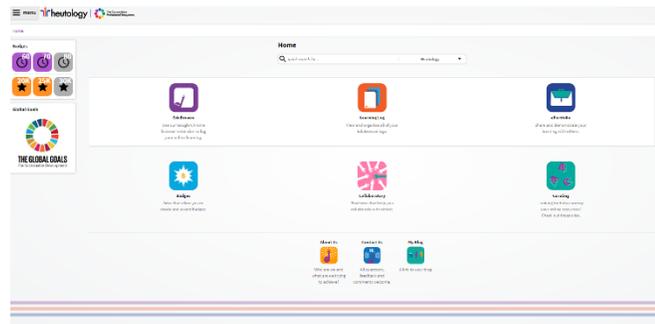
Enabling a search of the whole site or a specific section, the search bar is designed to make the locating of information quick.



Home

Make yourself right at **“home”**.

This is the place to launch into self-determined learning relevant to your personal and professional needs.



Selecting the Heutology logo on the top left side of each screen will always bring you **home**.



The **arrow** is symbolic of moving forward in the direction of your choice, this website is designed to be the shift in learning – a tool to evidence progress and growth by self selection.



My account/profile is a key element in customizing what is offered to you in the way of learning material, keeping all relevant professional information together. Personal details from the profile are embedded in other aspects of the site.

At the bottom of the home page are the **terms and conditions** of using the site and **privacy policy** –it is always wise to read these, to know your rights as a user. Next is **contact us**, the site administrators, if you find a bug or need help. There is a **feedback** link for you to leave any comments, we always like good news! **Google Translate** has been embedded so that this is truly a global cooperative and users from around the world can utilize the tools and offerings.



Contact Us

Your name
Loreyse Agnew-Green

Your e-mail address
ldgreen@bigpond.com

Subject

Message

Send yourself a copy.

[Send message](#)

We want to make it easy for you to communicate with us. We are happy to receive suggestions or be notified of any inappropriate activity.

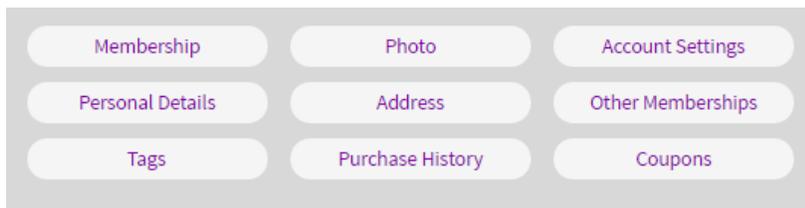
Your details are prefilled, directly from your profile.

Remember to send yourself a copy if you want to keep a record.

My account/ profile

A block on the top right of the home page customizes the site to make it “all about you”. The **thumbnail** allows an image and gives details about your highest formal qualification, organisations to which you have connected your location, membership type and current time/xP status as well as having the link to the complete profile.

Once inside the profile, your name appears at the top. The first part of the profile is **quick navigate** of the profile.



Membership

Membership Number:
Membership Created:
Membership Status:
Membership Type:
Next Renewal:

Next is the **Membership** section, which provides you with in-system information, like your membership number, date of sign up, status, type and next renewal.

All sections of the profile are **editable**.



This is where you can **cancel your membership** if for any reason you are dissatisfied.

Photo/Logo

The photo/logo allows you to upload png or jpeg **images** to your thumbnail or organization and you can add a **website url**.



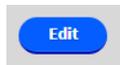
Account Settings

Email Address
User Type

Organisation

You can give as much or little away about yourself as you like. This is where you **manage your membership / profile**.

- Change your password
- Change your email
- Indicate your user type
- Join or create an organization – lock in and out
- Add your highest Education Qualification
- Suppliers add your company name



Personal Details

- First Name
- Last Name
- Education Qualification
- Company Name
- Blog URL
- ePortfolio URL
- My Employer URL
- My Curriculum URL
- My Registration URL
- My Union URL
- My LMS/CMS URL
- Twitter
- Phone Number
- Date of birth
- Profile Visibility

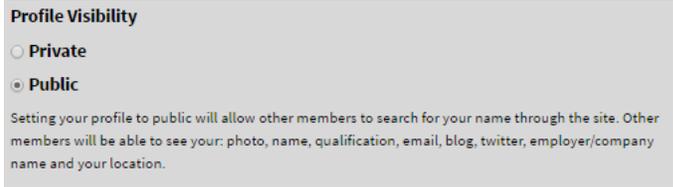
Again, provide as much or little as you like, we are an organization which has no interest in mining individual's personal details rather observing general behaviours.



By adding the specified **urls** in this list you will be able to directly access these sites from within Heutology.

We haven't built in birthday messages yet, but who knows in future developments.

Profile Visibility is where you can choose to stay at the private setting or move to having a public profile where other members can find you on site.



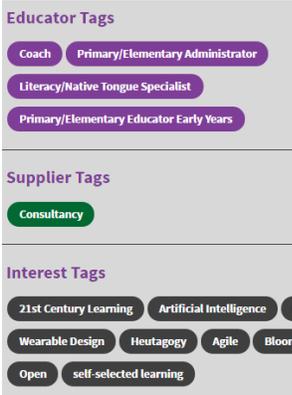
Address

- Home Address
- Postal Address
- Business Address

The reason for the 3 addresses?
Location; delivery; brand – when connected to an ecosystem

Other Memberships

Record your **membership** numbers for any other work related organisations – eg. union, USI



Tags are used extensively throughout the site to organise information to make it easily retrievable. Each is editable.

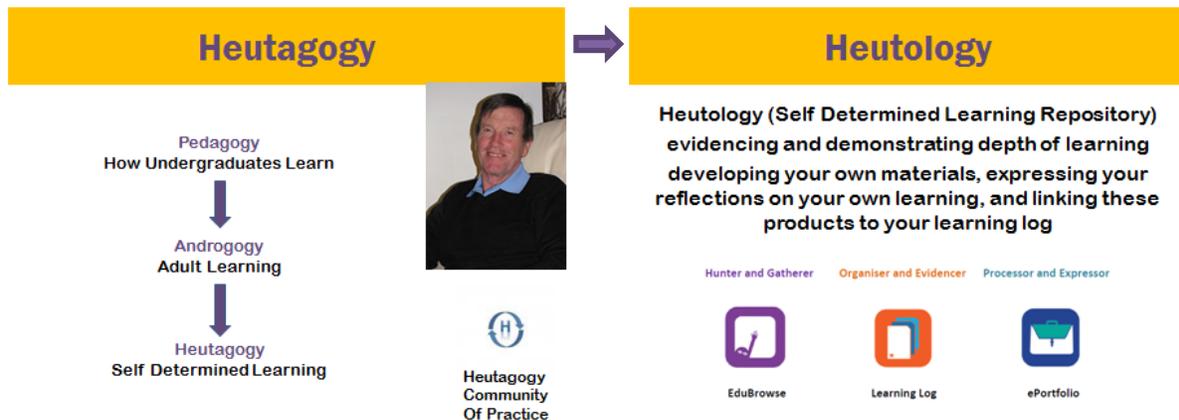


Purchase History

This only tracks onsite spending.

Heutology

The term “Heutology – a collection of self-determined learnings” is derived from the word Heutagogy, coined in 2000 by Hase & Kenyon, is learning beyond being guided or given limited options, like adaptive learning. **The learner is in the driver’s seat.**



Pedagogy, a teacher-centric approach, involves combining the skills and knowledge necessary for delivering high-quality, effective teaching, usually to young learners in a school setting.

Andragogy involves moving away from the teacher-centric approach and into a more learner-centric or collaborative learning relationship between learner, teacher and peers, usually in an informal adult learning environment.

As learners progress and mature in skill and in life, so does their approach to learning, heutagogy puts mature learners in the driver’s seat, as the final stop in the learning continuum.

Lisa Marie Blaschke writes, “in a heutagogical approach to teaching and learning... Emphasis is placed on development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today’s workforce.”

5 Heutagogical Tips to Empower Lifelong Learners Online | SchoolKeep, <https://www.schoolkeep.com/blog/educator-tips/5-heutagogical-tips-empower-lifelong-learners-online>; Date accessed: 6th November 2016

Heutology is made up of the Trilogy, three applications working together in a learning flow.

EduBrowse (as seen on the Chrome toolbar) Hunter & Collector

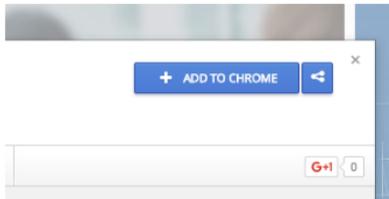
A comprehensive guide on how to activate the EduBrowse, for paid members, is embedded in the Heutology. Follow this link to EduBrowse

How do I install it?

1) Click on the link below to open the extension in the Google Chrome store.

[Download](#)

2) Click on the 'Add To Chrome' button to install the extension in your browser.



How do I use it?

Create a log entry for a single page	+
Capture all pages for a session	+
Add a tag	+
Record a reflection/comment	+
Quote/annotate	+
Highlighter colour	+
Record your questions generated	+
Create a screen capture	+
Share to EduCorp	+
Hide and show the toolbar	+

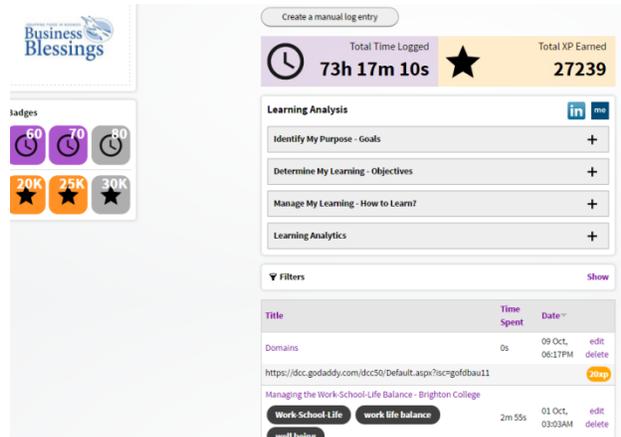
Features on EduBrowse include:

- **Mobile** tool bar, able to be relocated to the best place on the page
- A Clock to **time** learning instances, including pause, rewind and the infinity symbol,  indicating a **session** of learning where nodes/websites visited are included in the log automatically as a group.
- **Tags** – each action that is taken using the EduBrowse is rewarded in **xPs** (experience points). The subtle **gamification** of the site is designed to increase engagement. Tagging an article once read earns 5 xPs. The act of reading for up to 5mins is worth 20 xPs and so it goes.
- The speech bubble indicates a place for **reflection**, recording your thoughts or summarizing a response to: an article, video, podcast or learning object.
- Quotation Marks – where highlighted **quotes** are captured and stored as part of a learning log entry and an **automated bibliography** is generated.
- Question Mark – if during a learning instance a question arises that leads to **further inquiry**, capture it, record it and the question will be sent to the top of your Learning Log in Learning Analysis > Determine My Learning to be addressed at a later time, rather than lost.
- Images Screen captured – To capture and include **images** as part of the learning process, keep for revisiting, include in ePortfolio - **acknowledging the original source.**



- The arrow indicates **sharing** the article/ url to an ecosystem on the “Time’s On” RSS feed for xPs, to acknowledge your **contributions** to the learning of all and curate to your like interested peers.

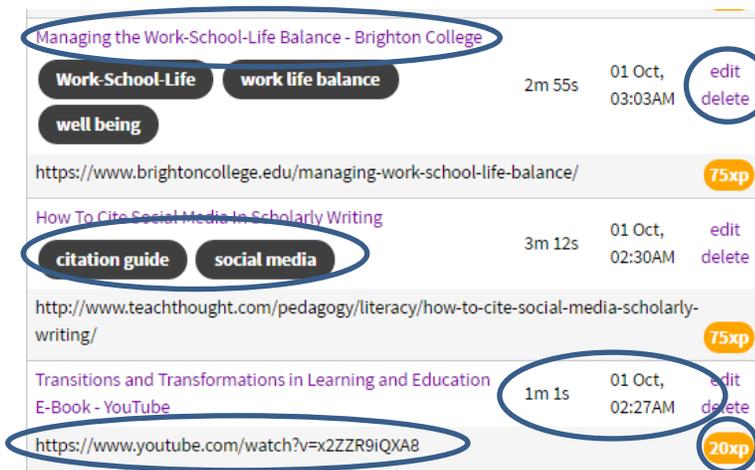
Learning Log Organiser and Evidencer



The Learning Log is a structure for **organising** self-determined learning so that it can be utilized to **evidence** the learning work, knowledge and understandings of an individual in an unlimited, but retrievable, series of learning instances. Much like the human brain, stored in the memory but never forgotten.

Learning Log Entries

As a brain’s synapses can be trimmed, so can the instances that the learner deems, upon reflection, as purpose free – **edit and delete**.



Each entry on the log has a **title** which takes the learner to an **item summary**.

As users **tag** the entries, it will enhance retrieval via filtering but will also add to the deepening of reflection in labelling and collating / curating.

Length of **processing time**, **date**, **time of ignition** and the **url reference** are all part of the Learning Log entry. As well as the attributed **xPs**, **experience points**, which can be enhanced according to the amount of time and effort put into the demonstration / evidence of understanding.

There are 2 ways to **create a learning log entry**

- Via EduBrowse – Chrome extension
- Manually – found at the top of the learning log



Create a manual log entry

Filtering the logged items

Between the Learning Analytics and the aggregated log proper, is **Filters**. By selecting “Show” a selection of ways to filter are offered: By

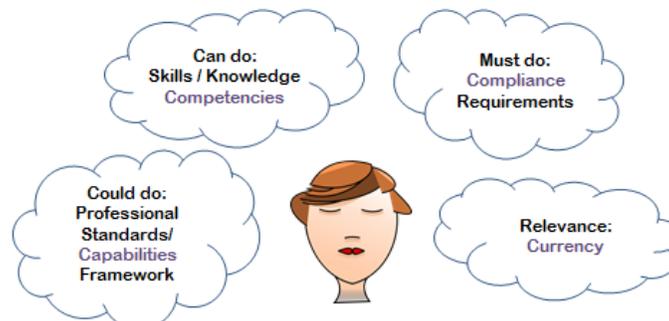
- Words in Title
- Words in url
- Date
- Personal tag
- Organisational tag

It is at this point that the system can also only display items identified as Capability, Competency, Compliance or Currency, depending on who the log is intended for, the audience.

What type of learning is this?

Educators are in a constant state of learning, capturing the real learning is the challenge, fulfilling **compliance** requirements, as determined by employers or boards of registration are “Must do” items. **Competencies** are demonstrated **evidence** of skills or knowledge being obtained, the “Can do”s. **Capabilities** are those skills / competencies that you “Could do” based on previous experience and potential. The evidencing of **Currency** is indicative of how recently learning has been updated.

Educators: Continuing Professional Development Learning



Where is the want to? Self Determination

Show deleted entries

Apply

Reset

This is also where **deleted items** can be restored as the content is saved – just in case.

Once the filtering have been selected then the user can **apply or reset** according to their need.

How To Cite Social Media In Scholarly Writing

Q quick search for... | Heutology

Edit

Share

Capability Competency Compliance Currency

Personal Tags:

citation guide

social media

Date:

1st October, 2016 - 2:30AM

URL:

<http://www.teachthought.com/pedagogy/literacy/how-to-cite-social-media-scholarly-writing/>

Time Spent:

3m 12s

Quotes:

Of course, citation style matters, and the two most popular are the APA and MLA

As media becomes more nuanced, new modalities emerge, authors use new channels to distribute their thinking--and even as the "crowd" becomes a legitimate source of information (see wikipedia, twitter, etc.), new rules for governing that

Reflection / Comments:

Very handy - Jason might like to put this up on the heutology - in the eportfolio

Global Goals:



<http://www.globalgoals.org/>

Screen Captures:



Send to an ePortfolio artefact

Quotes

Reflection / Comments

Screen Captures

ePortfolio

21st Century Learner

Send to the selected artefact

OR

Send to a new artefact

Item Summary

By selecting the logged items title (in purple) you open the **Item Summary**

An example is shown “How to Cite Social Media in Scholarly Writing”

Note, at the top and bottom of the item summary are 2 choices:

- edit
- share

Edit will take you to the back end of the item where item xP value, processing, choice of demonstrated learning, and more, can be adjust on each item.

Share is where you

can choose to share to a learning pod/ group (connected to an ecosystem), “Time’s on” feed or email a friend.

Share To:

Test Group 1

Time's On

Email

This is followed by the series of information captured by the EduBrowse. Some of these items have been added to increase depth of processing by going to the back end of the item.

The other important function found on the item summary is **send this information to an ePortfolio artefact**. Quotes, reflections and screen captures can be sent to your ePortfolio to used as a reference in expressing your understanding. It is a matter of choosing the relevant artefact or creating a new one.

Edit Learning Log

Q quick search for... | Heutology

Capability item
 Competency item
 Compliance item
 Currency item

Title
How To Cite Social Media In Scholarly Writing

URL
http://www.teachthought.com/pedagogy/literacy/how-to-cite-social-media-scholarly-

Date
 Day: 1 | Month: Oct | Year: 2016 | Hour: 2 | Minute: 30 | am

Time Spent
 0 hrs | 3 mins | 12 secs

Quotes (optional)

Of course, citation style matters, and the two most popular are the APA and MLA [Remove]

As media becomes more nuanced, new modalities emerge, authors use new channels to distribute their thinking--and even as the "crowd" [Remove]

Add another item

Personal Tags (optional)
 citation guide, social media x

Reflection/Comment (optional)
 Very handy - Jason might like to put this up on the heutology - in the eportfolio

Questions Generated (optional)

Add another item

Demonstrated Learning (Optional)

Type
- Select a value -

URL
- Select a value -

File Upload
 Add a new file
 Choose File No file chosen
 Upload
 Files must be less than 20 MB.
 Remove
 Add another item

The item "back end"

This is the value power house. Select the **edit** on the log entry or item summary.

Each logged item can be adjusted, amended, added to. **Integrity** in having this much control is a given.

*Change the Type of learning – CCCC
 Add missing information from the Title url record*

Adjust Date / time (not usually used)

Amend amount of time spent

Amend or remove or add quotes

Amend personal tags if you change your mind

Amend Reflection/Comments

Add or amend Questions Generated

Demonstrated Learning (Optional)

When demonstrating learning there is a range of choices to **respond** to the article. These choices are to provide **documentary evidence of products; or learning events;** that have been linked to the topic. They are original pieces of work generated by **you** – and uploaded or url linked.

Demonstrated Learning (Optional)

Type
- Select a value -

URL
- Select a value -

File Upload
 Add a new file
 Choose File No file chosen
 Upload
 Files must be less than 20 MB.
 Remove
 Add another item

Which goal?

- Goal 1: Digital Presentation (e.g. Prezi, Powerpoint)
- Goal 2: eBook - Book Creator
- Goal 3: eBook - Book Creator
- Goal 4: Edited Movie
- Goal 5: Infographic
- Goal 6: Infographic
- Goal 7: Journal Entry
- Goal 8: Journal Entry

Which global goals does this article reflect? (optional)

- Goal 1: No poverty
- Goal 2: Zero hunger
- Goal 3: Good health and well-being
- Goal 4: Quality education
- Goal 5: Gender equality
- Goal 6: Clean water and sanitation
- Goal 7: Affordable and clean energy
- Goal 8: Decent work and economic growth
- Goal 9: Industry, innovation and infrastructure
- Goal 10: Reduce inequalities
- Goal 11: Sustainable cities and communities
- Goal 12: Responsible consumption and production
- Goal 13: Climate action
- Goal 14: Life below water
- Goal 15: Life on land
- Goal 16: Peace and justice strong institutions
- Goal 17: Partnerships for the goals

For more information see: <http://www.globalgoals.org/>

Screen Captures (optional)

File information	Operations
<div style="border: 1px solid #ccc; padding: 2px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> Social Media Citation Goals Remove </div> </div>	Remove

Add a new file

Choose File No file chosen

Upload

Files must be less than 20 MB.
Allowed file types: png gif jpg jpeg.

Publish this log on my ePortfolio

Save

Learning Analysis

Learning Analysis

in
me

Identify My Purpose - Goals	+
Determine My Learning - Objectives	+
Manage My Learning - How to Learn?	+
Learning Analytics	+

At the top right to Linked In and About Me. These have been placed as potential reference points for you to reflect on your current circumstances and plan forward. The + at the right side opens the section.

Each type of Demonstrated Learning is allocated an xP amount according to depth of thinking and effort, modelled on **Hess' Cognitive Rigor Matrix**.

Global Goals for Sustainable Development

Identifying which goal this learning item is connected to. Up to 3 goals will be displayed in connection with the item.

*Remove Screen Captures
Copy to ePortfolio artefact*

xPs (Experience Points)

This gamified platform uses features of games as part of the user experience. What is the point of the xPs? Incremental movement through the

levels of the system are achieved every 25000xPs.

Total Time Logged
73h 13m 58s

Total XP Earned
27164

At the top of the Learning Log is the learning analysis. This is where you contemplate your **personal learning pathway**. It is a place to set goals, break them down into objectives (tasks) and then manage your learning. Notice the links in the



Agile Learning Methodology

This Agile Learning Process is used in the determining and managing of learning in a **Learner Centred** platform.

The process is out lined at left and you will recognize some of the terms embedded in the explanation of the Learning Analysis sections: **goals (epics), backlog, sprint** – the time between check-ins, **standup (check-in), review/retrospective (scrum)**.

Identify My Purpose – Goals

Learning Analysis

Identify My Purpose - Goals

I want to learn because ... Show SMART+ Goals

e.g. I want a promotion, I have a special interest, I want to change my occupation. Add

Only show the top 3 goals

- I want to pursue my passions and find my element in 2016 ×
- I want to collect my knowledge and understanding in an ongoing process and make it visible - quantifying it as per the ecosystem ×
- I want to be an expert on Heutagogy and Iterative Learning Methodology by 2018 ×

At the top of the section is that place to add your **goals**, “I want to learn because.....”

Once you have either completed a learner needs analysis or gathered your thoughts and begun setting your goals.

At the right, in purple, **Show Smart+ Goals** is an outline for writing a goal, which you might like to consider. These are your **epics**.

Once your goals have been formulated they will appear on the list. They can be **re-ordered** according to your priority by dragging the  on the left of each goal. It is recommended to **“Only show the top 3 goals”**, to focus on 3 goals at a time.

Mark your goal as achieved

Once a goal has been achieved, there is a box at the left to select. Once selected a line will go through the list item and it can be moved to the bottom.

I want to pursue my passions and find my element in 2016 ×

Goals can also be deleted by selecting the **red** cross.

Determine My Learning – Objectives

Once goals are determined the next step in learning management is to break the goal down into achievable tasks.

S	Specific Clearly define your goal
M	Measurable How will you know when you have completed this goal?
A	Attainable Is this realistic?
R	Relevant Does this goal match my values?
T	Timely What is a realistic deadline for this goal?
+	Positivity Focus on achieving, not preventing

Determine My Learning - Objectives (11) —

How do I achieve my learning goals? Break down your goals into small tasks.

[Create a new task](#)

Only show tasks in progress

As learner I want to Mentor others in Iterative (Agile)
 Learning Methodology: Who would benefit from using this learning method? **in progress** ▾

As a learner start recording self determined learning in the Learning Log: What are my real areas of interest? **in progress** ▾

As a learner I want to read Sir Ken Robinson's books "The Element" and "Finding my Element": What is my Element? **in progress** ▾

As learner I want to Mentor others in Iterative (Agile)
 Learning Methodology: Who would benefit from using this learning method? **in progress** ▲

Description:
 I want to use a train the trainer model to create a growing body of people able to coach/ mentor using this methodology of learning analysis and management. Once trained the individual will be credentialled and is able to train others in both the methodology and then any area of personal expertise.

Achievement Criteria:
 Given this methodology is adapted from software development methodology and has not been formally tested when completing the 5 week cycle of the learning pod then it will become clear from feedback who would benefit from using this process of learning management

Related to ePortfolio Artefact:
 Iterative (Agile) Learning Methodology

Goal: I want to be an expert on Heutagogy and Iterative Learning Methodology by 2018

[Edit](#) [Delete](#)

Determine My Learning - Objectives (11) —

How do I achieve my learning goals? Break down your goals into small tasks.

[Create a new task](#)

Only show tasks in progress

Task:
 As learner I want to Mentor others in Iterative (Agile) Learning Methodology: Who would benefit from using this learning method?

Description (optional):
 I want to use a train the trainer model to create a growing body of people able to coach/ mentor using this methodology of learning analysis and management. Once trained the individual will be credentialled and is able to train others in both the methodology and then any area of personal expertise.

Achievement Criteria (optional):
 Given this methodology is adapted from software development methodology and has not been formally tested when completing the 5 week cycle of the learning pod then it will become clear from feedback who would benefit from using this process of learning management

Goal (optional):
 I want to be an expert on Heutagogy and Iterative Learning Methodology by 2018 ▾

Related to ePortfolio Artefact (optional):
 Iterative (Agile) Learning Methodology ▾

Status:
 In Progress ▾

[Save](#) [Cancel](#)

Beginning with the first **3 goals**, **create new tasks** (objectives). This is the **backlog** of self-determined items to achieve.

Again **“only show tasks in progress”** are shown to avoid visual/ mind clutter. Each task can be re-ordered and the status changed by selecting the **down arrow** on the right. Similar to the Learning Log, each task has a **Description, Achievement Criteria** and can be **Related to ePortfolio Artefact** to show evidence of achievement. There is also the capacity to link to the **Goal** the task.

This information is entered as part of your planning process via the **edit and delete** buttons.

By selecting edit, the backend of the task is revealed.

Data is entered on an **optional** basis and only those fields entered will appear on the task.

Goal, Related to ePortfolio Artefact and Status all have drop down choices to select. **Status** is the only required item and it explains level of progress on the item – *new, in progress or completed*.

Manage My Learning – How to Learn?

Manage My Learning - How to Learn? (4)

i We recommend that you delete any unwanted learning log items once per week to keep your record well-ordered.

Review your progress.

Check-in	Retrospective
Check-in	Friday, 20th May 2016
Check-in	Friday, 13th May 2016
Check-in	Friday, 06th May 2016
Check-in	Friday, 29th April 2016

Check-in

Date:

October 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Done:

Add another item

Doing:

Add another item

Blockers:

Add another item

Review your progress.

Retrospective

Date:

October 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Use a Google Drive template:

Yes No

Google Document URL:

Copy and paste the Google Document URL into this field.

Starting with a recommendation for learning log management.

The Check-in (stand-up) is the next part of the learning process. Reflecting on your learning after a set period of time eg daily or weekly– this can be done personally or shared in a learning pod (group of 6).

The Review/Retrospective (scrum) would occur fortnightly or monthly

Preparation for a check-in/ review is similar. A check-in proforma has been provided. A **date** is selected and then a record kept of the learning that has been **done**, is in progress – **doing** and if there are any challenges or **blockers**.

During a **stand-up** this check-in is shared with others. Below is an example of a completed check-in.

Check-in Friday, 06th May 2016

Done

- Ikigai template
- Draft of 1 pager for ALM process/ protocol
- Other learning - Integral Learning, Radical Personalisation (Katherine Prince 2014), Connecting Credentials, Webb's Depth of Knowledge (DoK), Dr. Karin Hess (Cognitive Rigor Matrix)

Doing

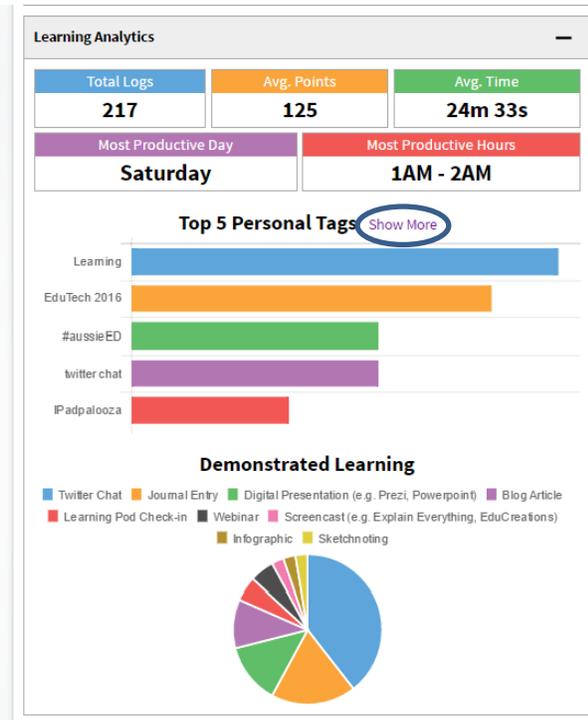
- Drafting 4 Blog Entries - Critical Analysis, S.M.A.R.T Goals, Learner centred future, Questioning

Blockers

- Nil

At the end of a **sprint**, which is a pre-determined period of time, **retrospective** is held to **review** the learning period. A **Google Drive Template** has been created to assist in this process.

Learning Analytics



The last item in the Learning Analysis, which is created according to your actions and data gathered about you and your learning.

Left is an example of the **learner profile** created from the learning log data.

Total logs

Average Points (xPs)

Average time per log

Most Productive Day

Most Productive Hours

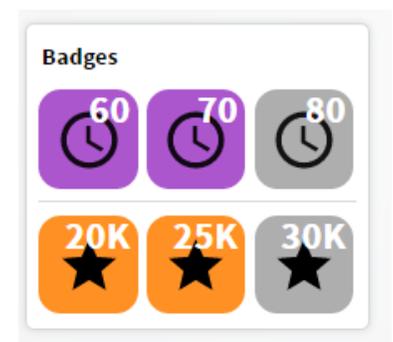
*Top 5 Personal Tags – **Show More** to see more*

Demonstrated Learning Graphic – showing most preferred learning methods

Badging

The accumulation of time spent 🕒 and xPs ★ are visually demonstrated with the awarding of **badges**.

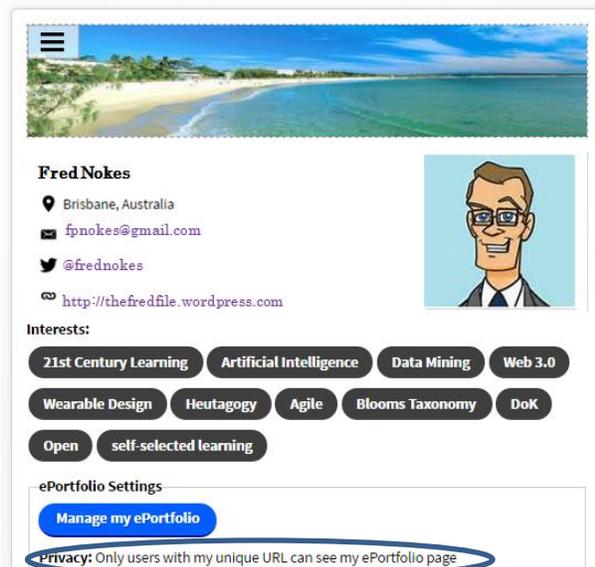
Currently the badge system quantifies this information, ready to present as part of CPD (Continuing Professional Development) / Proof of Currency requirements. Badges will in the future also indicate frequency of using particular methods of demonstrated learning and competency of using learning and demonstration tools.



ePortfolio Processor and Expressor

Once the information is captured in the learning log, it is next pushed, in a flow, to the ePortfolio. The ePortfolio displays artefacts which can be a single article or collection. The artefacts provide evidence of processing and then a place for expression.

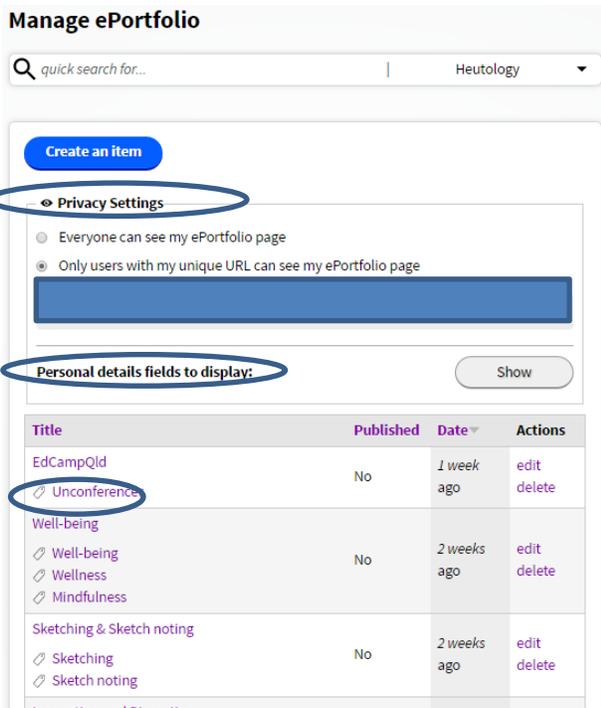
ePortfolio – Front



The Front Page includes:

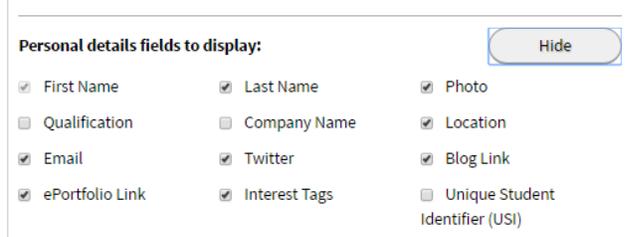
- Name*
- Location*
- Email address*
- Twitter handle*
- Interest Tags*
- ePortfolio settings*
- Manage my ePortfolio* – This enables a backend look at the ePortfolio. Underneath is the link - unique URL used for sharing your ePortfolio

The ePortfolio has a search bar. If you want to **“create an item”**.



The **Privacy Settings** enable you to be visible on site or not.

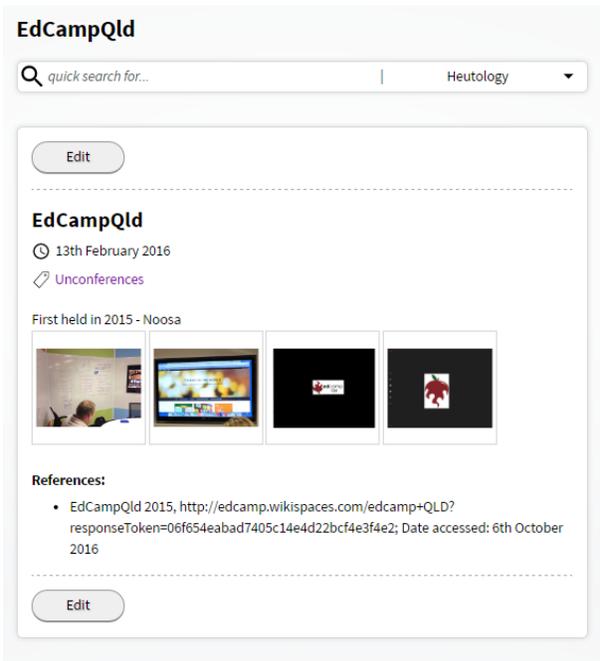
The **personal details fields** for display at the front of the ePortfolio can be selected or changed.



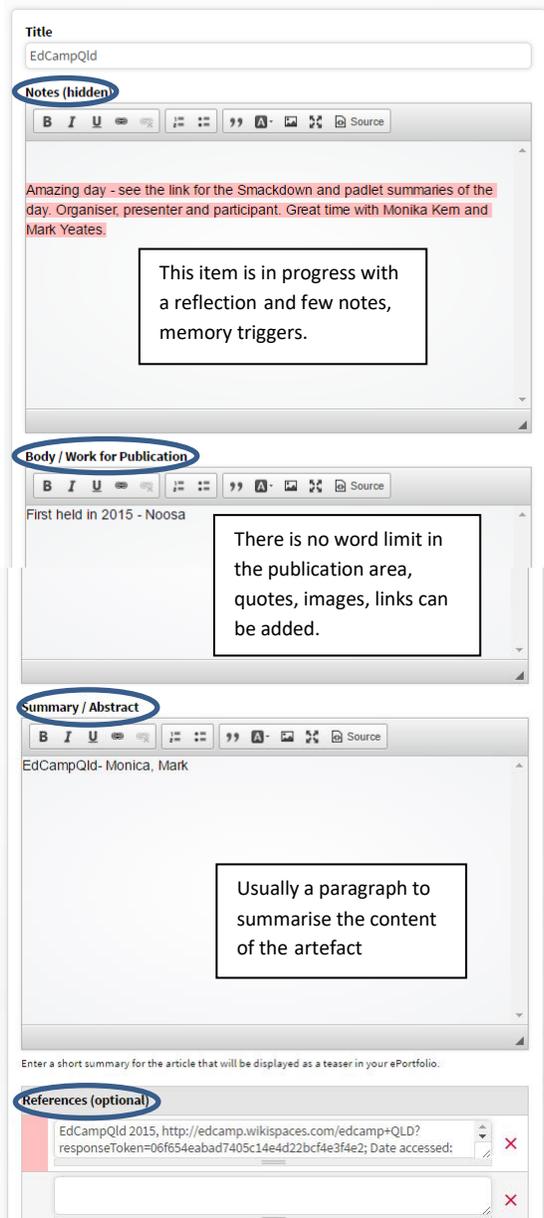
Each artefact on the ePortfolio can be **tagged**. The choice to **publish** to the front of the ePortfolio is given, and a date of use.

This is the top side of the ePortfolio Artefact.

- Title*
 - Date*
 - Tags*
 - Images*
 - Text*
 - References*
- are all on display



By selecting the editing button
The back end of the artefact is revealed.



Title
Notes (hidden) – this is where quotes and reflections come across to be considered for inclusion in the **Body / Work for Publication**, as automated.

The **Summary / Abstract** is an opportunity to provide a brief description of the content of the artefact.

The **References** section, is useful for automatically aggregating your list of content, which has been reviewed for inclusion in portfolio artefacts.

22 | Page

Add another item

Photos (optional)

File information	Operations
	<input type="button" value="Remove"/>

Add a new file

No file chosen

Files must be less than 3 MB.
Allowed file types: png gif jpg jpeg.
All other file types could be attached below

File attachments (optional)

No file chosen

Files must be less than 10 MB.

Tags (optional)

Publish to my ePortfolio
Tick this box if you would like this artefact to be displayed on your public ePortfolio page.

Further down the page, you will see **images** that can be uploaded – png, gif, jpg, jpeg – with a file size of less than 3MB. It is also possible to attach files of any type eg word doc, pdf, short video to the ePortfolio that provide further evidence of learning. The file size is limited to 10MB. With video we recommend uploading it to a service like “You tube” or “Vimeo” and then creating a link.

Frequently & Infrequently Asked Questions???

Where do I start?

We recommend the Profile as the best starting point.

Why do I need to keep the learning log tidy?

As this is an accumulative process the items on the log need to be completed and then reviewed to ensure you quality control your learning and delete items that are not relevant or no longer required.

Can I be granted xPs in Recognition of Prior Learning?

Just submit your thesis or qualification to the site administration and we will recommend how to achieve this acknowledgement.

Can I have my ePortfolio and Learning Log assessed to achieve higher qualifications?

It is our aim to next create an assessor dashboard, form partnerships with institutions of higher learning and vocational education who will assess eportfolios against a set of agreed criteria to then accredit with relevant credentials.