PebblePad

UNIVERSITY SENIOR LEADERS ROUND TABLE

Student wellbeing, belonging, success and employability

ABOUT PEBBLEPAD

Since 2004 we've been building software that helps universities support, guide and develop students - from induction to graduation and beyond.

People

We're an ever growing band of innovators and educators, now almost 100-strong with employees based in 4 countries.

History

Since 2004 PebblePad has grown from fledgeling start-up to multinational business, sharing our unique blend of technology and educational expertise with universities across the globe.

Platform

Our Learning Journey Platform helps learners to plan for, record and reflect on learning experiences, and collect, curate, share and showcase evidence of their evolving capabilities.

Purpose

To create purposeful technology that helps educators support, guide and develop students throughout their unique learning journeys.

PEBBLEPAD IN NUMBERS

Customers
138

EMEA
Team

APAC
Team

North America
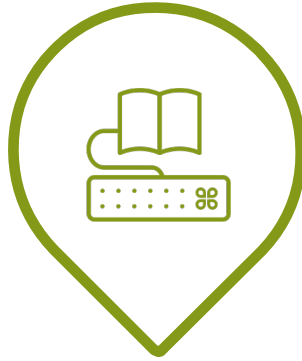**Team**

HQ

Students & Tutor Users

PebblePad

PEBBLEPAD PLATFORM HIGHLIGHTS

The numbers reflect active teaching, learning and assessment activities within PebblePad.

47% of assets =
Responses to workbooks/template

7% of assets =
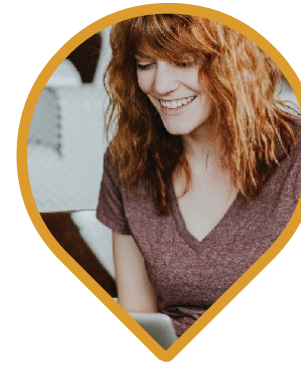Portfolio based

PebblePad

User created Assets
100M

Portfolio Pages
6M

Workbooks
7M

External Assessors
200,000

Feedback items
40,000,000

Learning Designs
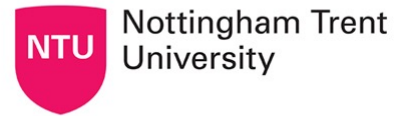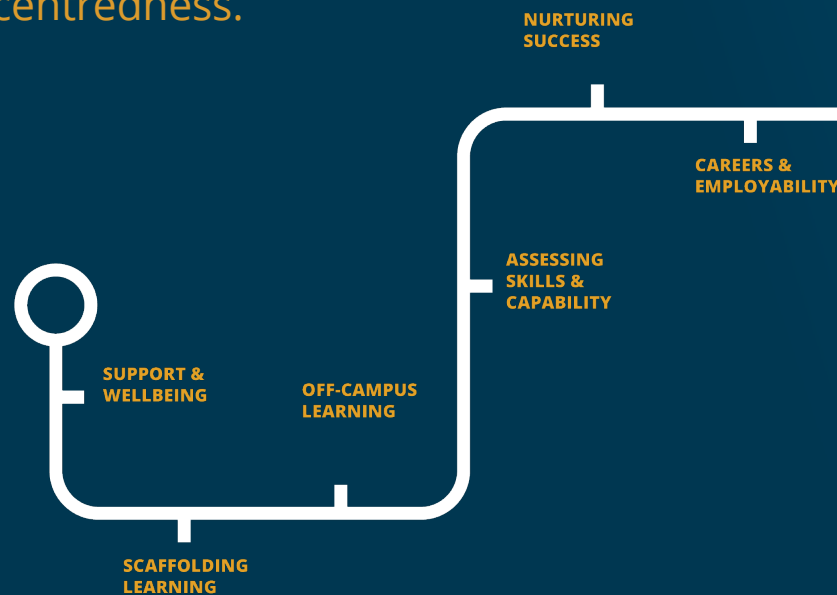**300k**

Key Clients

APAC
EMEA
North America

PebblePad

Pebblegogy

An approach to learning, teaching and assessment design that has at its core learner and learning-centredness.

NURTURING SUCCESS

CAREERS & EMPLOYABILITY

ASSESSING SKILLS & CAPABILITY

SUPPORT & WELLBEING

OFF-CAMPUS LEARNING

SCAFFOLDING LEARNING

Pebblegogy uses prompts and scaffolding to help learners:

- Plan and prepare for learning
- Record, reflect and evaluate those experiences
- Make connections across time and contexts
- Evidence to themselves and others their abilities, achievements and journey over time.

The approach helps surface the process of learning, supports comments and contributions by others, and values feedback that is iterative, incremental and dialogic.

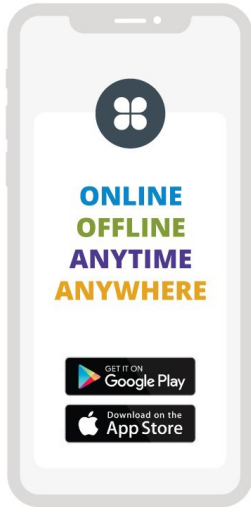**The aim is to help develop self-regulated, life-long learners for ongoing career and life success.**

PebblePad

THE ANATOMY OF THE PEBBLEPAD
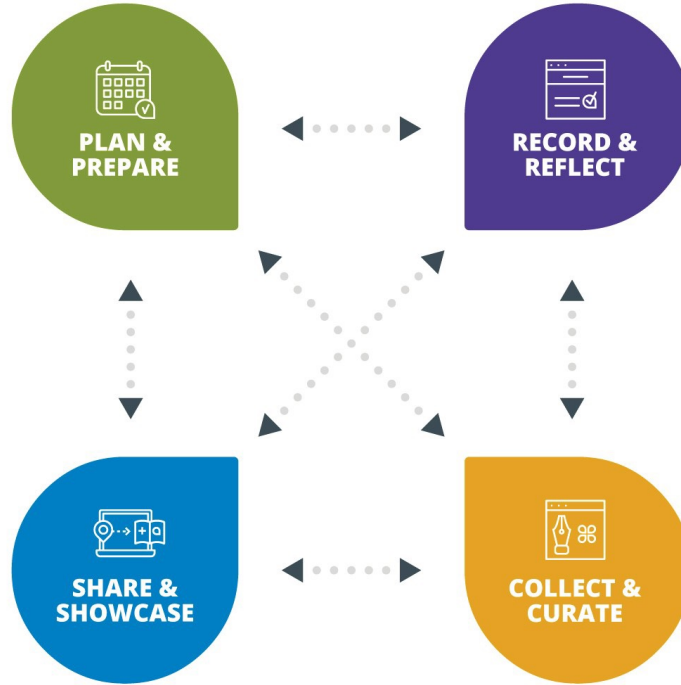
LEARNING JOURNEY
PLATFORM

PebblePocket
THE PEBBLEPAD APP

ONLINE
OFFLINE
ANYTIME
ANYWHERE

GET IT ON
Google Play

Download on the
App Store

Pebble+
THE LEARNING SPACE

Students make use of inbuilt tools and tailored resources to capitalise on each and every step of their learning journey.

PLAN & PREPARE

RECORD & REFLECT

SHARE & SHOWCASE

COLLECT & CURATE

ATLAS
THE ASSESSMENT SPACE

Educators make use of intuitive design tools to scaffold the learning journey and support authentic assessment.

CREATE & DISTRIBUTE LEARNING DESIGNS

OBSERVE & SUPPORT STUDENTS

ASSESS & FEEDBACK SUBMISSIONS

ANALYSE & REPORT ACTIVITY & ACHIEVEMENT

INTEGRATION WITH EXTERNAL PLATFORMS
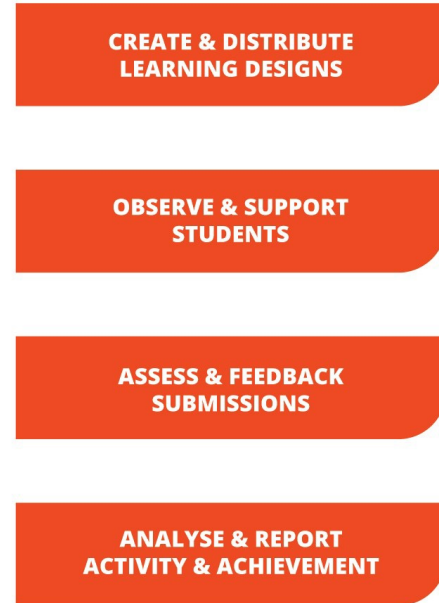
EXTRACTS FROM MAKING THE CASE

NURTURING SUCCESS

Personal Academic Tutoring
Transition

CAREERS & EMPLOYABILITY

Graduate Attributes
Capstone Portfolios
Authentic 'showcase'
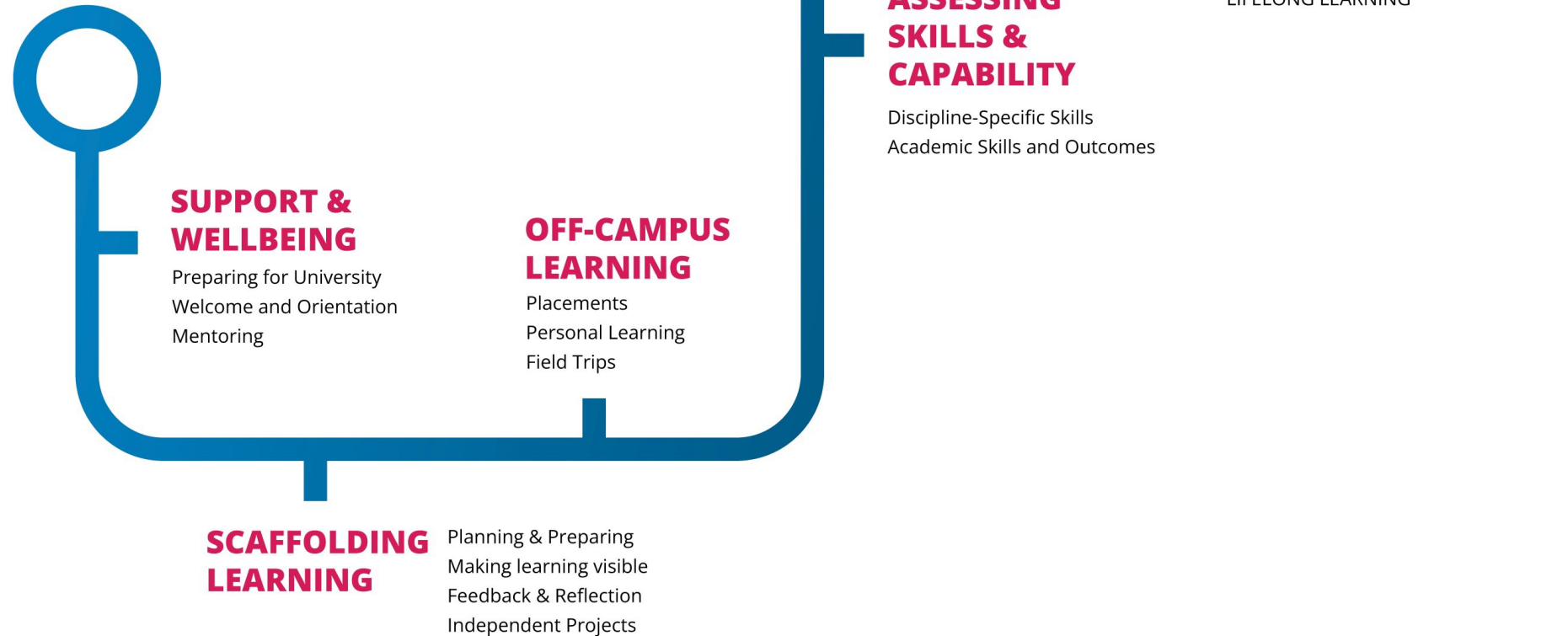LIFELONG LEARNING

ASSESSING SKILLS & CAPABILITY

Discipline-Specific Skills
Academic Skills and Outcomes

SUPPORT & WELLBEING

Preparing for University
Welcome and Orientation
Mentoring

OFF-CAMPUS LEARNING

Placements
Personal Learning
Field Trips

SCAFFOLDING LEARNING

Planning & Preparing
Making learning visible
Feedback & Reflection
Independent Projects

	Pre-enrolment	Year 1	Year 2	Placement	Year 3	Post Graduation

Authentic assessment & feedback
- Weekly reflective journal
- Student-led assessment
- Programme/synoptic assessment
- Project portfolio
- Programmatic assessment
- Group project
- Dissertation process portfolio
- Essay plan
- Self and peer review
- Lab experiments
- External assessment
- Capstone portfolio

Flexible learning design
- Flipped classroom
- Challenge
- Placement prep
- Placement portfolio
- Problem-based learning
- SLICCs
- Final year project
- Group project
- Simulations
- Active blended learning
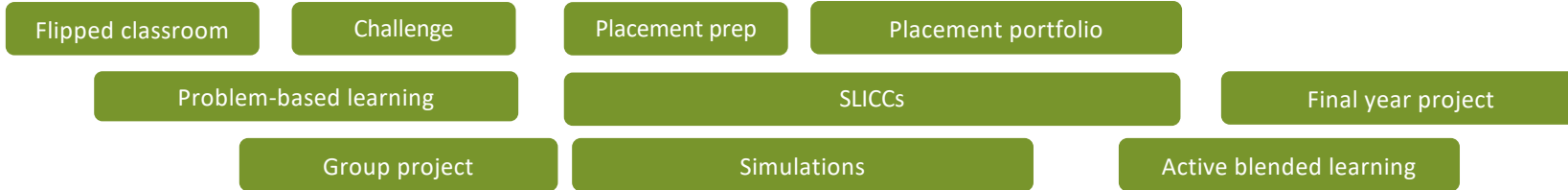
Belonging, wellbeing & success
- Equity and wellbeing
- Equitable alternatives
- Pre-arrival
- Welcome
- Personal academic tutoring
- Welcome
- First year experience
- Campus life projects
- Work ready mentoring
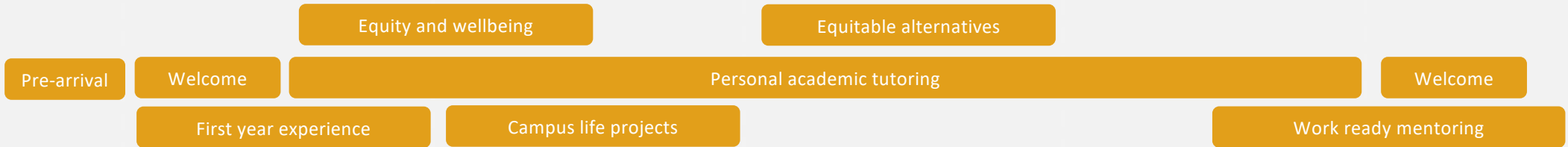
Employable & future ready
- Foundational skills
- Career self-management
- Employability framework
- Application portfolio
- Digital capability
- Graduate attributes
- Transitional portfolio
- Employer-led projects
- Research skills framework
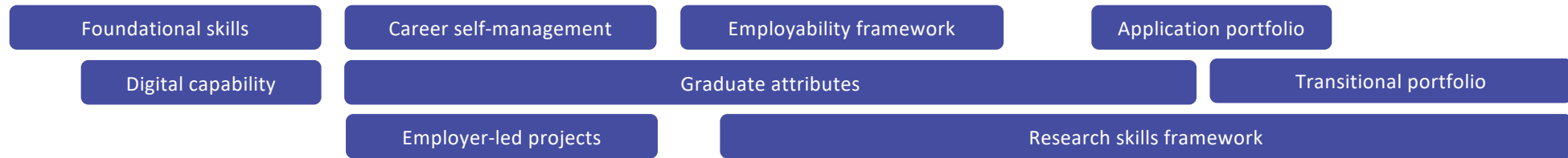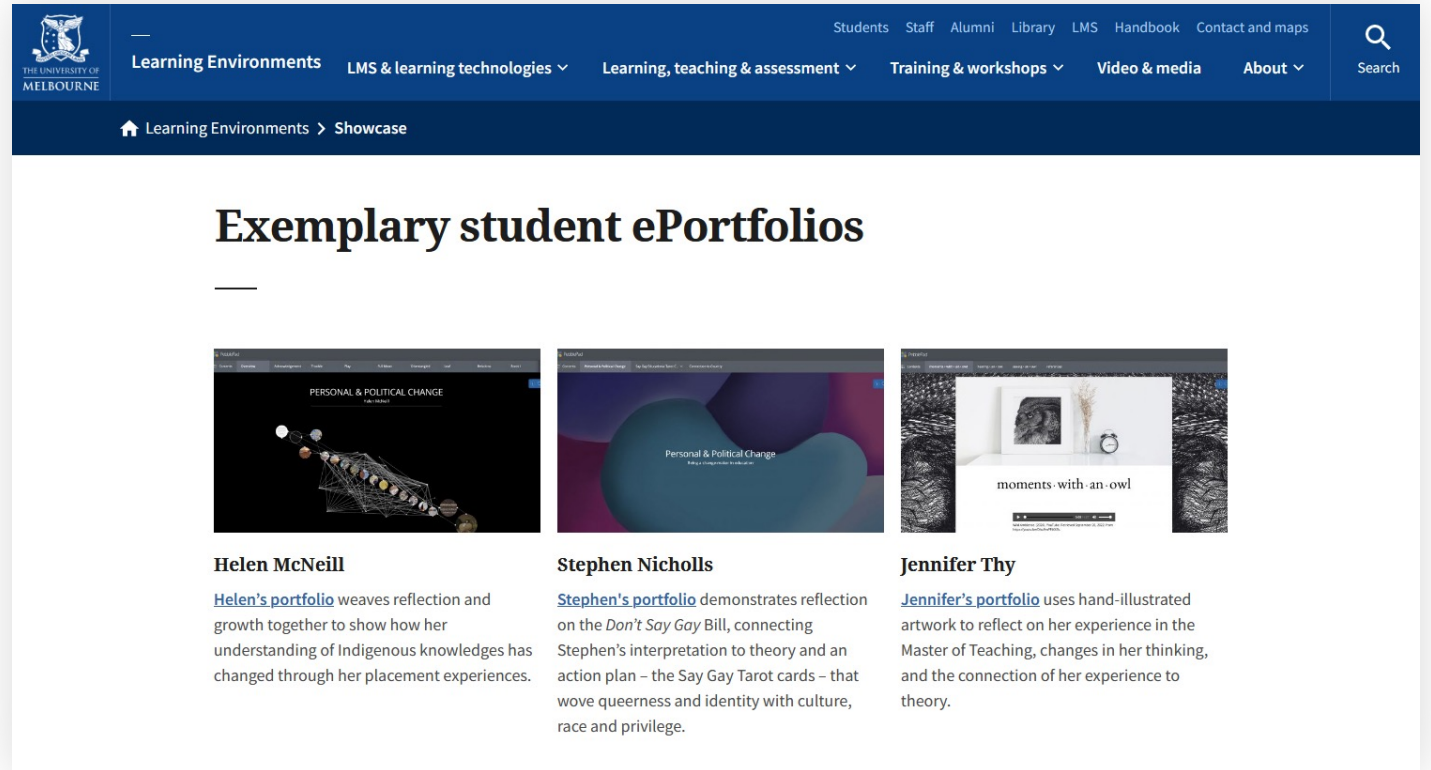
Professional identity and capability
- Work-integrated projects
- Internships and placements
- Fellowship portfolio
- Foundational values
- Developing and evidencing professional capabilities
- Continuing PD
- Career planning
- Developing professional mindset
- Professional accreditation
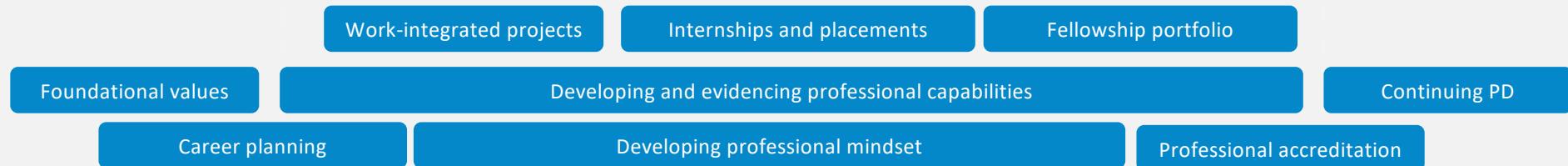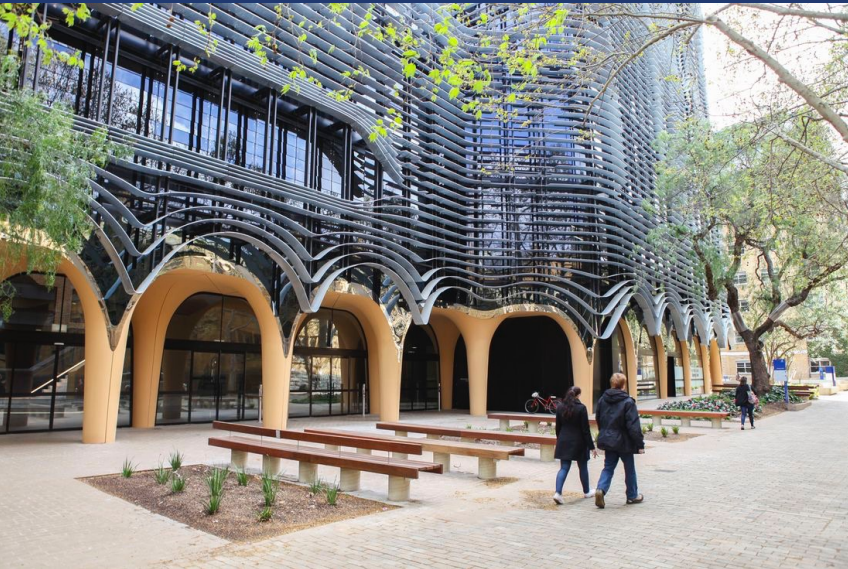
Case Study

The University of Melbourne

PebblePad

THE UNIVERSITY OF MELBOURNE

Learning Environments

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🏠 Learning Environments > Showcase

Exemplary student ePortfolios

Helen McNeill

[Helen's portfolio](#) weaves reflection and growth together to show how her understanding of Indigenous knowledges has changed through her placement experiences.

Stephen Nicholls

[Stephen's portfolio](#) demonstrates reflection on the *Don't Say Gay* Bill, connecting Stephen's interpretation to theory and an action plan – the Say Gay Tarot cards – that wove queerness and identity with culture, race and privilege.

Jennifer Thy

[Jennifer's portfolio](#) uses hand-illustrated artwork to reflect on her experience in the Master of Teaching, changes in her thinking, and the connection of her experience to theory.

Shining examples of connecting theory to practice

Portfolios from the Melbourne Graduate School of Education are "a demonstration of how potent eportfolio-based learning can be." Responding to a theme of personal and political change, students used their portfolios to document their developing reflective practice, connect theory to practice and explore their journey from student to emerging professional. The portfolios allowed each student's individual voice and approach to shine through as creative and unique responses to central theme in their coursework.

Case Study

Griffith University

Business Plus

Supporting 1400 students each year, the careers and employability initiative in the Griffith Business School, the program includes networked channels for opportunities and PebblePad for students to document and reflect on the experiences in their PebblePad workbook. The success of the initiative in the Business School has led to similar programs for the science faculty.

Queensland Conservatorium of Music

My Life as a Musician is an innovative suite of core courses offered within the Bachelor of Music program. Its purpose is to prepare graduates for work in the music industry by helping them to build an awareness of their identity as a musician, plan out their career pathway and develop a range of vocational skills that will support them as they pursue their musical aspirations. This includes finding inspiration in the career trajectories of other musicians through the development of a digital story, conducting opportunity research and developing grant applications.

Science Plus

The Science PLUS program (Professional Learning for University Students) was designed as an intensive workshop-based program with self-directed activities following each workshops. The program includes three levels of achievement - Bronze, Silver and Gold, with students receiving feedback at each milestone before progressing to the next level. Key features of the program are that it is presented in 'bite-sized' elements - which students can work on around their other study priorities - it is designed to be easy to navigate, and is action-based.

Case Study

Abertay University

Supporting Postgraduate Research

The Graduate School at Abertay has adopted PebblePad as a tool for helping Postgraduate Research Students manage and record their supervisor meetings, as well as providing a scaffolded and supported space to reflect on their professional growth and career goals.

Becoming ADEPT

The Abertay Researcher Professional Development Portfolio (ADEPT) has been designed to support PGRs in areas such as maintaining focus on professional development and career goals, identifying development and training needs and providing evidence that they have met the training requirements of their research degree. The workbook comprising the portfolio is formally reviewed by supervisors every 6 months and must be presented and formally assessed before the student will be permitted to submit a Thesis for examination

Review and co-creation

PebblePad extensively supports simulated practice and provides safe learning at the bedside, with opportunities to make and learn from mistakes, try again and move forward at their own pace. This immersive learning approach encourages critical thinking and prompts students to take ownership of their learning. Students are better prepared for clinical practice.

Case Study

Edge Hill University

Skills: Individual to Holistic

A simple self-reflection activity on careers skills has been reimagined as a university-wide initiative that uses PebblePad to support students' engagement with Graduate Attributes from enrolment to graduation and beyond.

Making Sense of Graduate Attributes

Ongoing engagement with the graduate attributes occurs through embedding information and support across the curriculum, in personal tutoring and careers advice. The result is a portfolio of evidence for each of the 20 skills with evidence of how, when and where, they have used these skills or demonstrated the attributes.

Transforming Employability

This comprehensive initiative ensures that, rather than being an afterthought, students are supported in the development of graduate attributes as part of a mindful, intentional strategy throughout their programs. From the university perspective, it has eliminated differences in understanding of the Graduate Attributes, and inconsistencies in how they were being implemented across the institution.

Case Study

Edinburgh

Edinburgh Global: Go Abroad Fund

PebblePad supports the challenge of selecting 200 successful student applicants for this funding from around 1,100 entrants, using a template submission and peer review process, which generates over 5,000 completed peer assessments. The reporting capability of PebblePad is vital in automating much of the work, allowing the entire process to be completed in just one week.

Double-Blind Marking

The very technically challenging moderated assessment workflow of Double-Blind Marking is one of the assessment moderation methods used by the University of Edinburgh for assessments over 40 credits. The entire assessment workflow is managed in PebblePad's Assessment Space, ATLAS, and allows for independent marking and reconciliation. This process is currently used in three Schools - Law, Business and Divinity – but is being rolled out across the university.

Scaffolding Reflection for 1st Year BioMedical Science Students

In this programme, eportfolio practice is used to enhance learning, with reflective activities bringing together learning from lectures and tutorials, as well feeding into assessment. A PebblePad workbook has been designed to systematically 'target the parts to capture the whole view 'of the student learning journey. Weekly reflections are themed around the week's course activities and encourage academic and personal reflection, using a reflective framework. This supports learners to understand theirs and others' reactions to particular situations, and to plan ahead for future experiences.

THE UNIVERSITY of EDINBURGH

PebblePad

Case Study

Waterloo

Embedded Portfolio Practice

"We adopted PebblePad to support academic, professional and personal development goals of learners, while encouraging them to provide evidence of their achievement of course and program outcomes and professional competencies. The university sees this implementation as a partnership with PebblePad in the support of integrative learning."

Supporting Assessment & Feedback Off-campus

PebblePad supports an online Master of Social Work graduate program with 150 students and 150 external assessors. A workbook facilitates authentic, direct measures of assessment, and includes self-assessment, peer, and faculty feedback processes. The 150 external professionals are easily and securely provided access to the student's capstone project for assessment.

Enhancing Co-operative Learning

At Waterloo, co-op students alternate study terms with work terms and graduate with up to two years of paid work experience. PebblePad workbooks are used to support learners during their internship and help them prepare for, make sense of and evidence work based learning experiences, and are a useful means of keeping students on track with their projects and connected with their supervisor.

Case Study

SLICCs Student-Led, Individually Created Courses

University of Waterloo / The University of Edinburgh

One Brilliant Idea

Conceived at the University of Edinburgh (UoE), Student-Led, Individually-Created Courses offer a reflective learning and assessment framework for students to gain academic credit for experiential learning. The SLICCs framework is highly flexible and can recognise diverse types of experience and all levels of study from pre-honours to PhD-level courses

International Collaboration

The University of Waterloo, with assistance from UoE, has also adopted the model of SLICCs, beginning with recognition of student leadership in Engineering.

Co-creation

Introducing models of co-creation can be challenging for both students and instructors, but a spirit of learning together – cross-institutional, collegial and student-educator perspectives – engenders support and ownership.

PebblePad

Case Study

Leeds University

UNIVERSITY OF LEEDS

Curriculum Redefined

The Curriculum Redefined project at Leeds University is claimed to be the biggest and most exciting educational change programme happening in the world right now. This 10-year University-wide project will fundamentally review and refresh all undergraduate and taught postgraduate programmes to develop an active curriculum that prepares students to be global citizens, ready for the future world of work.

Promoting belonging, enhancing wellbeing, and supporting student success are key ingredients of the Leeds experience.

PebblePad

Leeds University

"PebblePad is a key partner in supporting the delivery of our ambitious strategy for student education. We have worked together to develop   and deploy a solution to support an institution-wide approach to deliver academic personal tutoring.

Alongside this we are developing the use of PebblePad to enhance student education with 35 different applications across assessment, student success, curriculum delivery and career development, with a further 20 projects in the pipeline."

The Big Hug

PebblePad supports wellbeing and success via Welcome Week workbooks, independent study workbooks for 'studying in the pandemic' and Academic Personal Tutoring (APT) workbooks to chart the students' journey across their years of study.

Applicant to Alumni

2,000 Access to Leeds applicants use PebblePad to record their learning and experiences and to demonstrate the development of their study skills to gain a university place. At the other end of the journey, Leeds alumni use PebblePad workbooks to mentor graduating students.

Surfacing Skills

Whether in medicine, law, business or design, PebblePad is being used by students to plan for, make sense of, and evidence their learning. More broadly it is there for the institution-wide Surfacing Skills project, to support the Jisc Digital Capability framework, and for careers and employability projects helping students confidently demonstrate their future-readiness.

PebblePad

IMPLEMENTATION MATURITY GRAPH

This diagram will help you to reflect on different aspects of your implementation. The 'spokes of interest' are loosely arranged in four major areas as this will help you analyse both specific and general areas of strength, and will help you identify those with potential for development.

This diagram is likely to be most valuable when completed again and again over time providing you with a histogram of the progress and success of your implementation.

PebblePad
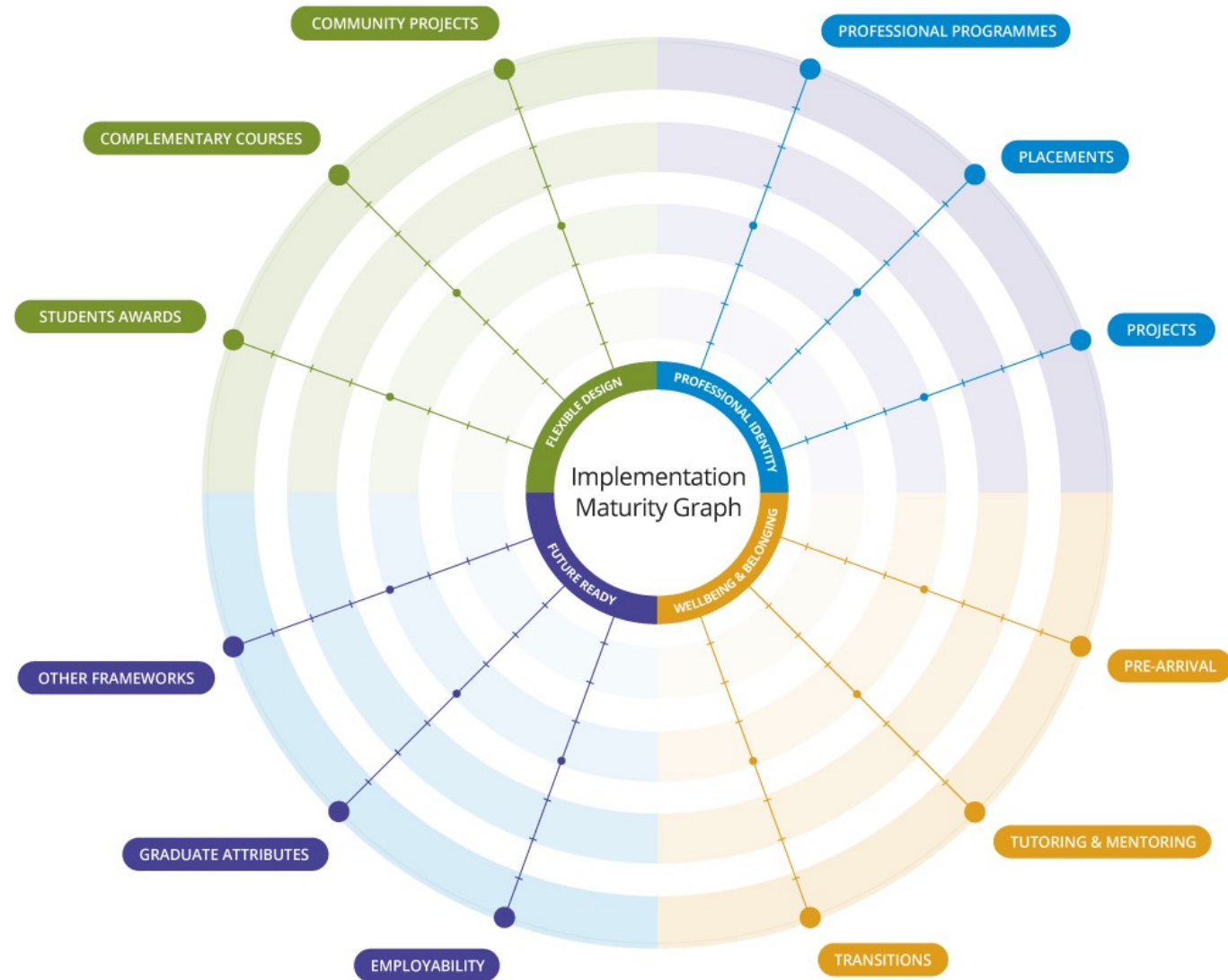
Learning & Teaching Priorities

We interviewed more than 100 teaching and learning staff at UK Higher Education institutions to find out what they believe the next three years holds for them. Their key areas of focus:

- **Embedded Employability**
- **Authentic Assessment Approaches**
- **Partnerships & Co-Creation**
- **Inclusive Use Of Technology**
- **Wellbeing**

Have these priorities evolved or changed ?

PebblePad

Assessment trends

A principle-led approach to feedback and assessment

[As a post-pandemic response to the pivot to online assessment,] Jisc, the UK-based leader in digital learning advice and research, has released a set of Principles of Good Assessment and Feedback [to guide future practice in the online environment]. The 7 principles are:

Principle 1. Help learners understand what good looks like

Principle 2. Support the personalised needs of learners

Principle 3. Foster active learning

Principle 4. Develop autonomous learners

Principle 5. Manage staff and learner workload effectively

Principle 6. Foster a motivated learning community

Principle 7. Promote learner employability

These 7 principles provide a sound framework for practitioners to use in the design of learning teaching and assessment.

What does good assessment and feedback practice look like ?

PebblePad

Customer testimonials

Griffith University

"Enables our 50,000 students to connect their learning experiences across their entire degree from day one through to graduation."

University of Edinburgh

"Portfolios stand out as little jewels of creativity and, most importantly, they can be designed by any user, without the need for specialised skills."

Nottingham Trent University

"As evidenced through a wide variety of uses, PebblePad provides support for innovative, progressive curriculum design."

Portland State University

"PebblePad offers authentic assessment opportunities to help students master and demonstrate essential skills to future employers."

University of Sydney

"A fabulous tool for students to start thinking about professional self – it helps them to build a professional identity because it's purposeful."

University of Birmingham

"PebblePad helps our students get the most out of their experiences by engaging them in a range of interactive activities from skills development workbooks to placement portfolios."

University of Liverpool

"Offers the flexibility to easily create competency frameworks that are truly fit for purpose.

University of Waterloo

"The goal setting and reflective practice facilitated by PebblePad made students more responsible for their own skill development."

PebblePad

How to get in touch

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