Designing for Future Readiness

How can organisations better prepare graduates and employees for a changing and ever more competitive world?

These cards demonstrate how the tools and functionality of PebblePad can support your curricula and provide learners with a powerful way to explore, define and express their developing talents and capabilities.

The cards cover the following five learning themes and illustrate how activities can be designed in PebblePad:


Or you can view the pages in one over-arching portfolio here: http://bit.ly/PPFutureReady

The supporting ‘Which PebblePad Asset?’ poster helps you to select the PebblePad tools that best support your activities and desired outcomes.

Each theme card has a link to a supplementary portfolio which contains the complete instructions for the learning designs and some additional activity options.
EACH SET OF CARDS CONTAINS

- An introduction to the theme and a link to the supplementary portfolio
- Things to Discuss:
  
  A series of questions designed to help you to consider how the theme relates to your context.

- Three Activities including:
  
  a. The purpose of the activity
  b. Starting out (Activities 1 & 2) – an introductory activity for those who are new to PebblePad
  c. Stepping it up (Activities 1 & 2) – an addition to the introductory activity for those who want to try a bit more
  d. Striding ahead (Activity 3) – a more advanced learning design that assumes some prior knowledge

THINGS TO DO

- Choose a theme and spend some time on the discussion questions.

- Identify challenges around the theme from your own context and the learning outcomes that you would like to achieve.

- Review the sample activities and identify ideas or approaches that you might be able to adopt.

- Use the ‘Which PebblePad Asset?’ poster to consider which tool(s) might be best suited to the activity and learning outcomes that you have identified.

- If you need further ideas or guidance go to the online supplementary portfolio.
Orientation and Induction

Orientation and induction processes support a period of settling in and becoming familiar with a new culture of work and learning.

An effective orientation or induction process supports students or employees as they settle in to a new school or job and can help reduce the stress and anxiety associated with this transition.

PebblePad provides a private space for reflection as well as tools that enable mentors or peers to provide support and encouragement. Learners can keep a record of important information and reflect on their orientation or induction experiences using scaffolded templates or a personal blog. These records and reflections can be tagged and organized, helping learners make connections and identify recurring themes or concerns. These assets can be shared with a mentor or peers for comments and support, making it possible for any anxieties or problems to be identified and addressed early. The many options for collaboration within PebblePad can help learners overcome the sense of isolation and/or anxiety they may experience when starting out in a new study or work environment.
THINGS TO DISCUSS

- What scenarios particular to your context can you identify that may cause anxiety or difficulty for new members of your organisation / institution? How could you use PebblePad to create a welcoming atmosphere and help reduce feelings of isolation/anxiety?

- What opportunities for reflection throughout the orientation period do you currently provide / wish to provide?

- What opportunities for feedback and mentoring do you currently provide / wish to provide?

- Should all personal reflections be shared with a mentor or peers or should some remain private? How might you support both through your activities and help the inductee to know the difference?
Activity 1

PURPOSE

To provide new students or newly appointed staff with a safe space in which to reflect on new and transitional experiences, and to offer support through prompt and timely feedback.

STARTING OUT - LEARNING DESIGN

- Learners record and reflect on orientation/induction experiences in a blog.
- Blogs are shared with a mentor or peer who is given commenting permission.
- Settings allow particular posts within a blog to remain private, even if the blog is shared.
- The mentor / peer provides feedback.
STEPPING IT UP - LEARNING DESIGN

- Tutors/mentors organize learners into small groups using Sets in an ATLAS workspace.

- A Conversation is created and made available to each Set – students will only see responses from others in their Set.

- The Conversation may be centred around particular themes, or may simply be a collaborative space where learners can share experiences, ask questions and gain reassurance from peers.

- Learners contribute to the Conversation, prompted by thoughts or reflections from their personal blogs.

Activity 2

PURPOSE

To help learners cope with the mass of information they need to absorb during orientation – whether at university, placement or in a new job.

To enable the tutor/mentor to discover how new learners are coping with their orientation and provide timely feedback.

STARTING OUT - LEARNING DESIGN

- Learners complete an Activity template for each orientation/induction activity in which they participate. They record key information and reflections, including any questions or concerns they may have.

- The Activity assets are shared with their mentors who can add comments and respond to any issues raised.
STEPPING IT UP - LEARNING DESIGN

- Any assets created during the orientation/induction period are given a relevant tag (e.g. Orientation).

- Learners create a Collection which is set up to organize assets based on the tag. All existing assets with this tag will appear in the Collection.

- As learners create and tag additional assets they will also be automatically added to the collection.

- The Collection is shared to a workspace so the mentor can monitor the Learners’ progress across the orientation/induction period and identify and address any apparent issues as they arise.

Activity 3

STRIDING AHEAD - ACTIVITY IN CONTEXT: TRANSITION CASE STUDIES

PURPOSE

To support students in the transition from secondary to university education.

LEARNING DESIGN

This activity is based on two case studies that each portray the experiences of a fictional student transitioning to university education.

In this activity students engage in group discussions and prepare a group presentation. In addition, each student will keep a blog where they reflect on their developing teamwork skills, the themes raised by the case studies, and their own transitional experiences.

Support and feedback is provided (by a tutor/mentor/peers) via an ATLAS workspace.

GROUP WORK
Group work & collaborative learning

Meaningful collaborative activities can contribute to the development of graduate attributes such as teamwork, problem solving and critical analysis.

The ability to work effectively in a team is a highly valued employability skill. Group work fosters active learning through the construction of collaborative knowledge and the enhancement of problem-based learning. However, surfacing and providing feedback on this learning is a key challenge for educators, as is the issue of fairly assessing individual participation and contribution.

PebblePad supports the assessment of group work processes, as well as records of individual contributions. Aspects of the whole-group process can be captured using PebblePad tools such as the meeting and action plan templates, blogs, and portfolios. These group assets can be ‘owned’ and edited by all members of the team using PebblePad’s collaborate permissions. In addition, individual group members can keep their own record of participation, reflecting on the group experience, their contributions, and the development of teamwork skills. By requiring the submission of both the group assets and the individual team member reflections on the process, tutors monitoring or assessing the group have the ability to observe the extent to which each learner has been involved in the task. All members of the group receive the feedback provided on the group assets, while each individual member receives personal and private feedback on their own reflections.
THINGS TO DISCUSS

- A successful group nurtures a sense of identity and belonging and encourages its members to share information and resources. How could your task design use PebblePad to support these ideas?

- Whilst a group task is easily presented at the end of a group project, how do you monitor and capture (or assess?) individual contributions to the group task?

- How do you identify groups that are struggling and offer support and guidance at an early stage to avoid problems later?

- Learners are not always experienced in effective teamwork and may need initial support and instruction to manage the challenges. What strategies can you offer students that will help them manage team dynamics?

- What strategies will you use to create a safe, secure environment that encourages participants to share, exchange and co-create knowledge?
Activity 1

PURPOSE

To scaffold the learner experience of managing a group project.

STARTING OUT - LEARNING DESIGN

- The group uses the Action Plan template, shared with collaborate permissions, to create a group project plan.

- This is shared with a workspace to receive feedback from their tutor/mentor.

- The group project is completed (outside of PebblePad).

- As part of the final assessment each member of the group uses a reflection template (one of the PebblePad templates or one created by their mentor/tutor) to reflect on their contribution to the group. This is shared with the workspace for feedback.
In addition to the action plan, PebblePad is used to document all group processes and activities.

A collaborative portfolio is created and used to describe the project ‘journey’. This might include the project plan(s), timelines, meeting records (using the PebblePad meeting template), photos or videos of group activities, and a summary of project outcomes.

The portfolio is shared with a workspace at the beginning of the process so that the tutor/mentor can follow the progress of the group and provide input if required.

Learners create their own personal blogs to record their contributions to the group and to reflect on the group process. These blogs are also shared to the workspace at the beginning of the process and form part of the final assessment.

Activity 2

PURPOSE

To develop higher order study skills by engaging learners in researching and interpreting information for presentation to others, and by developing ‘knowledge portfolios’ together with others in their group.

STARTING OUT - LEARNING DESIGN

- The learner cohort is divided into groups and each group is assigned a research topic associated with the key themes of the course. The task for each group is to create a portfolio which presents resources, supporting information and interpretation about their specific topic.

- Students are shown how to create an action plan to assign the tasks within the group. They plan the structure of the final portfolio presentation and record discussions about how they will present their work.

- The group portfolios are shared to a workspace for tutor assessment and feedback.
STEPPING IT UP - LEARNING DESIGN

- The group portfolios are also shared to a workspace where all students can see the portfolios and have permission to comment on the other groups’ work.

- The tutor provides guidelines to the students about how to critique work, give constructive feedback, and make suggestions for further information or resources that may help their peers in the next stage.

- Based on this feedback each group has the opportunity to amend their original portfolio.

- The amended portfolios are assessed, either in addition to the original assessment or instead of it.

Activity 3

STRIDING AHEAD - ACTIVITY IN CONTEXT: CREATING A DESIGN PROPOSAL

PURPOSE

To maintain focus of the group work on the process rather than the product and the final presentation; to help students to become more engaged in the process and help tutors to keep track of what is happening in the group.

LEARNING DESIGN

In this activity, students are required to develop a proposal which has financial value for a client, and which is assessed both by their tutor and by an external client.

Working in small groups, students collaborate on the development of the proposal. The success of the group task is evaluated against criteria related to the assignment brief, the way in which the group worked together, and the individual contribution of each group member.

The group produces a video presentation in which they articulate how they have met the various elements of the design brief. The effectiveness of the group processes is demonstrated through records the group maintains of its meetings and decisions. Students keep a blog in which critical incidents, personal contributions and reflections on the process are recorded.

GROUP WORK
Self and peer review

Giving learners a voice in their own assessment and that of their peers develops valuable skills in reflecting upon performance and judging effectiveness.

Self or peer review activities provide learners with opportunities to engage deeply with the assessment criteria, better understand the assessment process, and develop skills in making judgments about quality. Being able to critique one's own performance or provide constructive feedback to peers are important skills in many professions. In PebblePad, tutors can scaffold these processes by creating assessment templates or rubrics for learners to use in their reviews. A range of approaches to peer review are supported from student managed peer-to-peer sharing through to tutor-managed anonymous review in an ATLAS workspace.
THINGS TO DISCUSS

● Self-review is an extension of the cycle of reflective learning. How is this currently conducted, and if it isn’t can it be integrated into your program?

● How could you use self-review as part of an assessment to ensure that the learner has considered how his/her work meets the assessment criteria?

● For peer-review, what review guidelines will you need to develop and introduce? How will you manage the complexities and attitudes related to critiquing others’ work, and what tutor support will be needed?

● Would you enable anonymity of submission and/or marker for your peer review task?
Activity 1

PURPOSE

To help students develop the ability to evaluate their own work and the work of their peers, using an assessment rubric.

STARTING OUT - LEARNING DESIGN

● The tutor creates a PebblePad template that acts as an assessment rubric and opportunity for self-assessment.

● After completing a task, learners access the template and use it to self-assess their work and award themselves a grade. They attach this self-evaluation to their asset and share both to a designated workspace for assessment.

● The tutor assesses the work and attaches their own completed template as feedback.

● Learners complete a reflective exercise about the self-assessment activity and comment on their assessor’s feedback.
In addition to the self-assessment activity, learners also share their work with a peer.

The peer uses the same assessment template to assess the learner’s work and attach a grade. The completed template is shared with the learner.

All learners complete a reflective exercise about the self & peer assessment process and outcomes.

The self and peer assessments and the completed reflection are attached to the original work and shared with a workspace for assessment.

The tutor assesses the work and attaches their own completed templates as feedback.

Activity 2

PURPOSE

To help learners begin to express themselves as ‘emerging professionals’ and develop a professional discourse.

STARTING OUT - LEARNING DESIGN

- Learners create a blog, personalising the appearance and introducing themselves, with photos, in the first post.

- Blogs are shared to a peer-review workspace. With large cohorts, learners can be placed in Sets (smaller groups).

- Learners use their blog to practise expressing and sharing ideas about their learning, relevant topics about their future profession and their practice with a peer audience. Posts can contain links, multimedia files and attached assets.

- Learners are allocated two peer blogs to follow and provide professional, constructive comments.

- Tutors/mentors provide further feedback when appropriate.
STEPPING IT UP - LEARNING DESIGN

- Learners record themselves participating in a simulation scenario. After reviewing their video, they complete a self-review template or assessment rubric and critique their performance.

- Learners share the video to a peer review workspace.

- Learners are allocated two videos to review. They provide professional, constructive comments.

- Learners consider the feedback from their peers, write a further reflection on their skills and areas for improvement, and reflect on the peer review experience.

- The peer review option is removed from the workspace and the learners attach their reflection to their original simulation video.

- Tutors/mentors provide feedback on the whole activity.

Activity 3

STRIDING AHEAD - ACTIVITY IN CONTEXT:
COLLABORATIVE RUBRIC DEVELOPMENT FOR
PEER-REVIEW

PURPOSE

To help students gain a better understanding of the expectations of their tutor and the standards by which they are being evaluated.

LEARNING DESIGN

Often peer review falls short of the desired effect because students don’t feel qualified or comfortable “evaluating” the work of their peers. Involving them in the evaluation process by collaboratively designing an effective rubric can help alleviate their concerns. Students are provided with a sample rubric to review. Students discuss it together with the tutor to make sure they understand how to develop an effective rubric. When the tutor is confident the students understand the standards/objectives for the project for which they are designing the rubric, the students work as a class begin to identify the categories and write a description for each level.

Now that the students have thought carefully about the criteria for the project/assignment, they can complete the project and submit it for review. Using the Sets feature in PebblePad, the students are allocated into groups and the submissions are made available to the groups for anonymous review. Students provide feedback comments on their peers’ projects.
Based on the feedback received from their peers, students reflect on their project and identify any changes they will make to improve it. Once the submission has been revised, peer review permissions are removed and the assessor uses the rubric to provide summative assessment.

Work Integrated Learning

Work integrated learning experiences allow learners to make connections between theory and practice and begin to develop a sense of professional identity.

Moving beyond the academic setting and into a workplace provides the opportunity for valuable learning and skills development. Learners get to apply knowledge and practice skills in real-world settings and gain an understanding of workplace culture and practises.

With PebblePad, tutors can scaffold the WIL experience through the use of custom designed placement workbooks. The one workbook can combine placement information, requirements (such as forms and learning outcomes), and space for reflection, evidence and feedback all in one place.

When workbooks are shared with an ATLAS workspace, easy access can be provided to external supervisors in the workplace. This enables transparent and timely communication between the learner, supervisor and academic staff throughout the entire placement. This ensures that any issues are identified early and appropriate supports can be put in place.
THINGS TO DISCUSS

- If work integrated learning is a compulsory part of your program, what requirements do students need to meet in order to graduate? How might these requirements be recorded in PebblePad?

- Are there placement preparation activities that learners must complete prior to starting placement? How could you use PebblePad to facilitate these activities and ensure that requirements have been met?

- How will you ensure learners are capturing the development of general employability skills (eg. problem solving, communication) and/or professional competences?

- PebblePad allows for external supervisors to access learner submissions in ATLAS. Would this be necessary for your context? How will you support workplace-based partners to use PebblePad?

- How will you ensure that expectations are explicit and that all parties are clear about the aims of the experience and their responsibilities?
Activity 1

PURPOSE

To encourage critical reflection on what happens before, during and after a work placement.

STARTING OUT - LEARNING DESIGN

- Learners create a blog for recording and reflecting on a work placement.
- The blog is shared to a workspace before the placement begins, so that tutors can monitor pre-placement preparations and offer support as needed.
- Learners create posts periodically, with the tutor providing ongoing feedback and support as necessary.
STEPPING IT UP - LEARNING DESIGN

- Learners also share their blogs to a peer review workspace. On this workspace learners are placed in Sets of four.

- While on placement, learners are encouraged to post about challenging placement experiences and questions or concerns that have arisen. They are also required to provide peer support to the members of their Set, responding to posts in a professional and supportive manner. After placement, learners identify a number of key blog posts and peer comments, and provide a reflection on how these have contributed to their learning. This reflection is submitted for assessment.

Activity 2

PURPOSE

To scaffold the placement experience with custom designed, multi-page learning packages.

STARTING OUT - LEARNING DESIGN

- The tutor creates a PebblePad workbook to support & record pre & on-placement experiences, and post-placement reflection. The workbook could include:
  
  - Pre-placement requirements, forms and checklist
  - Induction/OHS activities and records
  - A blog placeholder
  - Placement activity forms such as client case studies, lesson plans, reflections, etc.
  - Graduate attributes/employability skills/professional competencies to be achieved while on placement, with provision for evidence to be attached.
  - Post-placement reflection on learning.

- The learner workbooks are shared with a workspace before the placement begins, so that tutors can monitor pre-placement preparations and offer support as needed. Workplace supervisors and assessors are given access to the learner workbooks via the workspace.
WIL STEPPING IT UP - LEARNING DESIGN

- Learners create a WIL portfolio, documenting the development of their professional skills within placement settings.
- If the learner has multiple WIL experiences, the portfolio is a cumulative record of learning and reflection.
- The learner selects aspects of their placement workbooks to include in the portfolio as evidence of their learning journey.
- The format and content of the portfolio will be informed by the requirements of the discipline/profession.
- Portfolios are shared with a workspace as part of the final assessment.

Activity 3

STRIDING AHEAD - ACTIVITY IN CONTEXT: 
ENABLING THE TRANSITION TO ADVANCED PRACTICE

PURPOSE

To develop expert practice at a high level of skills attainment. Learners are already qualified and practising professionals, who want or need to develop further skills through a blend of work-based learning and distance learning modules.

LEARNING DESIGN

PebblePad is used to help support the learner’s development from novice to expert or specialist practitioner. This means developing practice knowledge that reflects their scope of experience, while they develop autonomy in their practice. The sharing of work through PebblePad generates a community of practitioners that encourages the exchange of practices and expertise.
PebblePad is used as the space for:

- accessing tasks and content
- sharing of practice;
- undertaking formative assessment activities;
- providing peer feedback;
- evidencing learning;
- identifying areas of development;
- summative submission and summative feedback.

Employability

The ability to articulate the skills and qualities one brings to the workplace is vital to ongoing success throughout a career.

PebblePad’s scaffolded resources support the design of learning activities that bring relevant employability skills to the fore, and allow learners themselves to identify and demonstrate the extent to which they have mastered these skills. The tagging function encourages learners to get into the habit of identifying key skills and labelling the relevant evidence. This sense-making exercise serves a dual purpose of organising a learner’s work and evidencing increasing competence in their chosen field. Records of learning and achievement can be brought together into a portfolio that the learner can then continue to add to and adapt to meet the requirements for job application processes.

Once in the workforce, using PebblePad to record and reflect upon ongoing professional development activities provides an overview of how new employees have maintained and enhanced their professional skills. A professional portfolio provides a narrative of a developing career.
THINGS TO DISCUSS

● Are employability skills or graduate attributes currently mapped against the learning outcomes of your courses? If so, how are learners currently being supported in developing these and recording this development?

● How could PebblePad be used to support the development or recording of graduate attributes and/or professional competencies?

● Could the use of PebblePad streamline the processes of accreditation for the institution and the professional body? What challenges are there?

● Learners are much more engaged if staff are also using PebblePad for their own professional portfolios. How could you incorporate PebblePad into your staff development and performance management processes?

● How will you encourage learners to draw on their wider experience to demonstrate how their activities outside formal study may be relevant to the requirements of an employer?
Activity 1

PURPOSE

To support learners in evidencing graduate knowledge and skills and setting goals for their learning.

STARTING OUT - LEARNING DESIGN

- Learners tag their assets with graduate attributes, employability skills or professional standards.

- Learners create collections of evidence for each of the attributes/skills.

- The SMART Action plan is used to set learning goals based on gaps in the evidence that demonstrates their knowledge and skills.

- Learners continue to use PebblePad templates to record their learning and tag them so they will be added to the appropriate collection(s).

- Learners are encouraged to reflect on their knowledge and skill development at regular intervals and create new action plans as required.
STEPPING IT UP - LEARNING DESIGN

- Learners create a portfolio that presents evidence of their development of the graduate attributes, employability skills, or professional standards. They should include an overview of their learning journey to demonstrate how the action plans have informed their progress.

- The portfolio is shared to an ATLAS workspace for assessment and feedback.

- Tutors should encourage learners to begin creating portfolios for different audiences and purposes, such as seeking employment or applying for further study or grants, and to incorporate relevant evidence from the graduate attributes/skills portfolio.

Activity 2

PURPOSE

To provide evidence of ongoing professional development as part of the requirements for professional accreditation.

STARTING OUT - LEARNING DESIGN

- Learners create an Activity Log with a set target of hours or points. The Activity Log is set up to collate assets by tag, eg. ‘CPD 2017’.
- They use PebblePad to record and reflect on professional development activities as they are undertaken.
- Assets are tagged (e.g. CPD 2017) and have the appropriate hours or points added.
- The tagged assets are automatically added to the Activity Log, which keeps a cumulative tally towards the set target.
- The Activity Log can be shared with a supervisor or accreditation body.
STEPPING IT UP - LEARNING DESIGN

- Learners create a professional portfolio to demonstrate their development as professionals and include the Activity Log as a page in the portfolio.

- Other pages might include:
  - a philosophy statement,
  - a CV,
  - honours/awards,
  - research or project outcomes,
  - papers or presentations,
  - teamwork or collaboration projects

- The portfolio can be shared with individuals or published to the web to generate a URL. This can be added to online profiles, sites such as LinkedIn or to emails.

Activity 3

STRIDING AHEAD - ACTIVITY IN CONTEXT: PREPARING A PROFESSIONAL PORTFOLIO

PURPOSE

To build upon the work students have previously done creating a professional portfolio, using analysis of professional portfolios and concept mapping to create a well-structured and comprehensive portfolio.

LEARNING DESIGN

In this activity students will conduct a web search to find professional portfolios relevant to their field of study/future career. Students should identify themes found in these portfolios related to soft skills (leadership, communication, creativity, problem solving, etc.) and hard skills (degrees or certificates, foreign language proficiency, mathematics, etc.) and map these to assets in their asset store.

Once they begin to develop an idea of what evidence they already have that can be used in their portfolios, students should sketch out a portfolio structure using a concept map.
From there students can create their portfolios using drop down menus and nested portfolios with a variety of media and links to add depth. A key program learning outcome is that students identify their own learning needs based on gaps in their portfolios, and take responsibility for evaluating their personal learning and professional development through the development of their professional portfolios.

**WHAT DO YOU WANT LEARNERS TO DO?**

Record a skill, experience, reflection etc.

Create an aggregating asset e.g. collection, page, portfolio

Would a generic template work?

**YES**

That's great because the generic templates within the course/program familiarises users with them and many encourage them to use the templates independently.

Choose from:

- Action Plan
- Ability
- Achievement
- Experience
- Journal (reflection)
- What? So what (reflection)
- Structured reflection

**NO**

A simple single page 'custom' template OR A multiple page workbook.

Will the aggregating asset be displayed as a collection or a narrative?

**COLLECTION**

OK - that sounds like an activity log or collection. Collections and Activity Logs allow learners to gather assets which meet specified criteria, such as tag or date. Activity Logs also tally hours or points.

**NARRATIVE**

Would you like users to have full creative control - or are you looking to provide more structure?

**A CUSTOM TEMPLATE**

Provide lots of structure to make sure all of the presentations are uniform

How will users use this template?

One off use. A specific template used to capture a one time event or activity. ✰ Set to single use.

Might be used more than once, but you don't want users inadvertently create a new record when they should be adding to an existing record. ✰ Set to prompt before use.

A template designed to be used multiple times e.g. to structure the recording of many different skills. ✰ Set to allow reuse.

If tagging is an important part of the learning design you can add one or more tags and set the tags to cascade - meaning they are added to the user's tag collection and any assets created from this template automatically adopt the tag.

**A WORKBOOK**

Workbooks are like binders for templates. They can be used to create very complex 'booklets' which are completed by users over time - or to produce learning content that is reflected on, evidenced or added to by users.

You can also add placeholder pages to workbooks - providing a space for learners to add their own pages and, in doing so, bring some individuality to an otherwise highly structured asset.

Overall though, think of workbooks as being like templates - they are designed by one author, for use by many, and provide minimal opportunities for individual adaption.

Would you like users to have full creative control - or are you looking to provide more structure?

**OK - that sounds like an activity log or collection. Collections and Activity Logs allow learners to gather assets which meet specified criteria, such as tag or date. Activity Logs also tally hours or points.**

Start with a completely blank canvas

You could have your users create a Page which is a single-page presentation and which contains multiple media elements as well as links to other assets or items on the web.

For a chronological presentation, a blog can track development or the stages of a project over time. Blogs posts can be similar in appearance to Pages, or can be created from other PebblePad assets.

For more complex presentations choose a Portfolio which can be made up of new or existing Pages and, like a binder, can present any other Pebble+ asset as a page of the portfolio.