

Implementation and evaluation of an e-portfolio in Teacher Education

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Terminology

- journal - personal / learning
- portfolio - learning / presentation / assessment
- digital / electronic / online

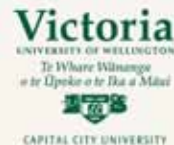


"The irony of life is that it is lived forward but understood backward"

Soren Kierkegaard (1813 - 1855)

"A **teaching portfolio** is the structured documentary history of a (carefully documented) set of coached or mentored accomplishments sustained by samples of student work and **fully realised** only through **reflective writing, deliberation, and serious conversation.**"

Lee Shulman (1994)



"Here is Edward Bear, coming downstairs now, bump, bump, on the back of his head behind Christopher Robin.

It is, as far as he knows, the only way of coming downstairs, but sometimes he feels there really is another way, if only he could stop bumping for a moment and think of it."



A. A. Milne, *Winnie the Pooh*



Recommendations

Portfolios are key tools for teacher development and they should be:

- designed to promote reflective practice
- tied to carefully articulated philosophies
- shared with colleagues
- encouraged for cooperating teachers as well as for student teachers, presenting a model of teachers as learners
- a 'bottom-up' voluntary process that is owned by teachers and not used for evaluation purposes
- Supported by enabling conditions: for example, time, materials, structure, facilitation.

Lyons, N. (1998)

An **e-Portfolio** is described as

- Selective and structured collections of information
- Gathered for specific purposes and showing/evidencing one's accomplishments and growth which are
- Stored digitally and managed by appropriate software
- Developed by using appropriate multimedia and customarily within a web environment and
- Retrieved from a website, or delivered by CD-ROM or DVD

Challis, 2005

Bachelor of Teaching Programme

- [conceptual framework](#)
- [structure](#)
- nature of the student
- digital technologies

Purpose

The portfolio is designed to assist students to evidence their progress towards:

- Integration of theory and practice
- Reflection and development of practice
- Analysis of practice in relation to theory

Ownership

- Who is it for?
- Who / what is driving it?
- Who will benefit?
- Who will see it?
- Who will decide who sees it?

Structure and Process

- digital format
 - access
 - proficiency
 - benefits
- requirements
 - [artefacts](#)
 - PDM meetings

Implementation

- Students
 - lecture
 - documentation
 - support sessions
- Staff
 - briefings

Evaluation

- Students
- Staff
- BTeach monitor's report

Students

- 66% of students found the digital format easy to use and preferred the digital format over a paper version.
- 50% of students found the portfolio a useful tool for reflecting on learning; goal-setting; linking theory to practice
- 69% of students found the PDM meetings useful for reflecting on learning; goal-setting; linking theory to practice
- 47% of students reported that they might adopt the concept of a digital portfolio in the future for their own professional learning or to support students' learning

Student comments

Collaborative discussion

'I didn't find the goal-setting easy. It was heaps easier with my PDM because she was a real person I could bounce my ideas off'

'as above with linking theory to practice - easier to talk through things like that'

'I find discussions more relevant, extending & helpful than forced reflection online'

'very useful - great discussions and support'

Reflection

'it was good for reflecting on practice because you actually had to think about what you did and why you did it. The examples on the portfolio were really helpful'

'really good format for documenting your thoughts and progress, particularly after TE'

'goal-setting is excellent and you can also access previous & future goals set'

'I found it amazing when I was reflecting about myself'

Reflection

'things required are things we were doing already in other classes'

'it seems more about saying what you want to hear, padding, than what I've actually learnt'

'I didn't remember what my goal was until I had to fill it out again'

'seemed like an extra thing that we needed to worry about'

PDM (Professional Development Mentor)

'high staff turnover and change of PDM annoying as new PDM doesn't know you'

'hard to be critically reflective with someone who is almost a complete stranger'

'PDMs would be a really useful tool if they were a person the student had more contact with'

'it was a little hard when PDMs did not seem to know who we were, and/or had never seen us teach'

'my PDM is awesome!'

Format

'a digital portfolio is a great concept. I can insert electronic artefacts such as PowerPoints and digital photos which bring my experiences and learning to life'

'really good format for documenting your thoughts and progress, particularly after TE'

'digital format will be more impressive in job interviews as we are in a technological era'

'typing is harder than writing'

'easier to keep it all in one place'

'easy to edit'

Monitor's Report

- The portfolio has great potential but its purpose is not made clear enough early on; guidelines are not clear enough and PDM expectations and support vary considerably
- PDMS need staff development - what is the role, take it more seriously, act as a "mentor" not just a person who signs off.

Amendments

- Purpose
- Structure and Process
- Requirements
- Implementation

Purpose

The professional portfolio will help students to advance their learning and improve their teaching through

- collecting and using **evidence** to **critically reflect** on their learning and teaching
- **collaborating** with peers and their Professional Development Mentor (PDM) to **critically evaluate** their progress in learning and teaching
- **self directed** learning by systematically setting and reviewing personal professional goals **critically analysing** their practice in relation to theory and research

Structure and Process

- [Mahara](#) (eCDF pilot)
 - web based
 - blogs, file repository, [artefacts](#), [views](#), [groups](#), [communities](#)
- Requirements
 - [artefacts](#)
 - [collaborative reflection](#)

Implementation

- Students
 - lecture
 - CUST and TEAP tutorials
 - peer sharing & feedback
 - documentation
- PDMs
 - briefings
 - moderation
 - evaluation
 - role
 - select group
 - professional development

Where next?

References

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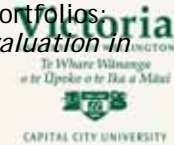
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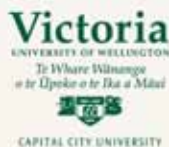
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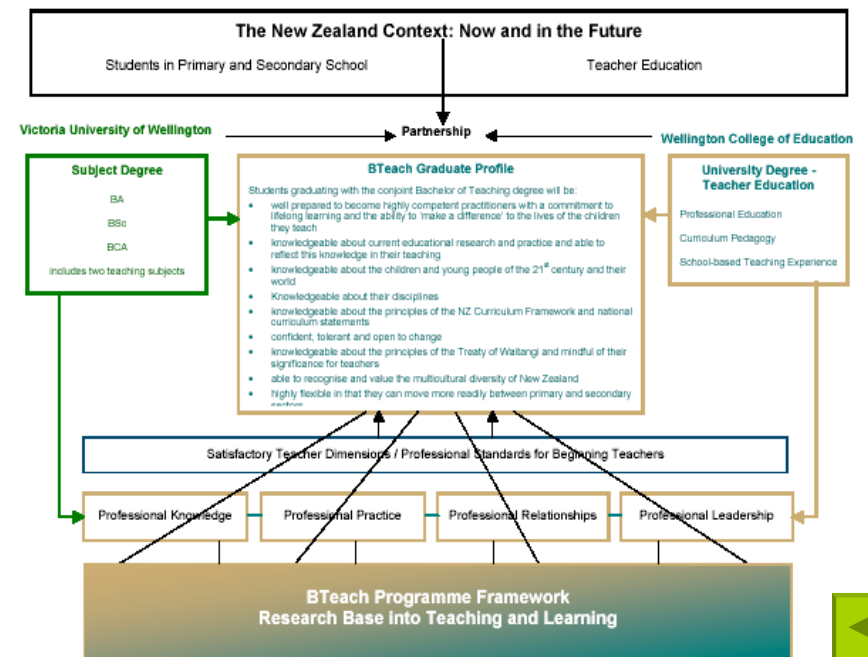
Thank you

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CONCEPTUAL FRAMEWORK



Artefacts

- Examples of possible artefacts are:
- product of CUST/TEAP learning experience/workshop
- teaching experience observation/s
- a lesson/unit plan
- photographs or video clip of a lesson
- student work
- discussion forum entry
- associate's/visiting lecturer's report
- blog journal entry



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Artefacts

Views

Communities

Evidence
Artefact
1

Evidence
Artefact
2

Portfolio
entry

Blog +
attachment

View 1

View 2

View 3

View 4

Tutor
(PDM)

PDM
community

Friends

