

Developing Reflective Practice for New Academics Using an ePortfolio

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Session Learning Outcomes

- Share experiences of developing reflective practice for new practitioners.
- Discuss the introduction of the eportfolio into the PGCHE by one university as a tool for reflective practice
- Discuss the enablers and limitations of the eportfolio tool for reflective practice.
- Explore how the development of the eportfolio tool can support the development of professional identity for new academics and link to continuing professional development post-PGCHE.

'An e-portfolio is a purposeful aggregation of digital items – ideas, evidence, reflections, feedback etc, which 'presents' a selected audience with evidence of a person's learning and/or ability.'

(JISC)

Experiences of delegates

My ePortfolio experience

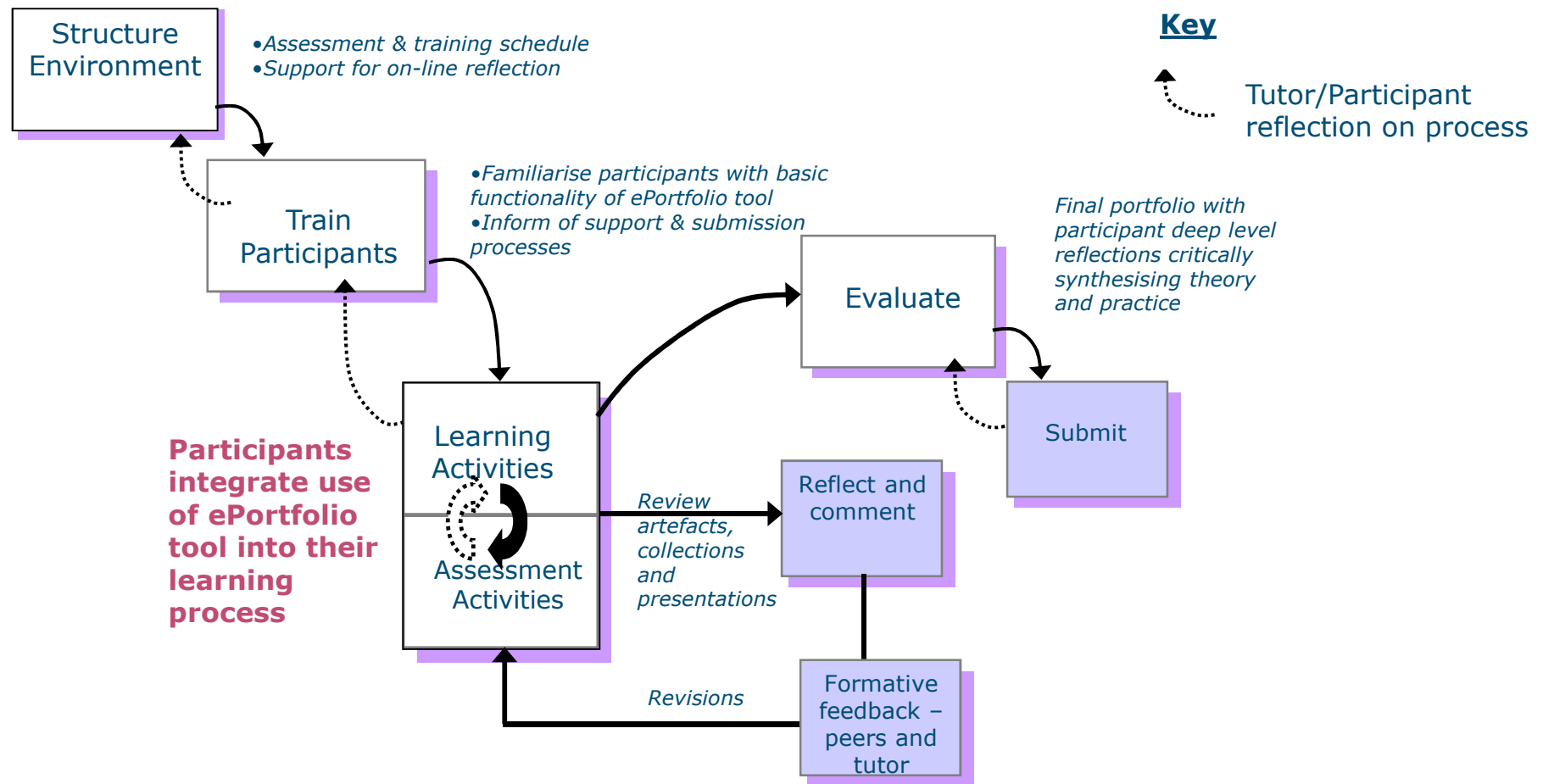
- Previous experience with ePortfolios
- PGCHE – driver to use wide range of e-tools
- New VLE with ePortfolio - pilot



A case study: Nottingham Trent University

- Evidence for professional standards
- Learner owned
- Range of formats – supported with flip cameras, digital voice recorders, etc
- New programme leader – remit to inc use of technology
- Process of introduction of ePortfolio – 1 hr training, assumptions about VLE usage.
- Built into assessment: Module 1 30%; Module 2 10%
- Linking pedagogy, practice and assessment – integrated.
- Authentic evidence

ePortfolio Adoption Process



Boulton and Tepper, 2009

SEDA Spring Teaching Learning and Assessment Conference 2011



An example

- [Student Voice](#)

Lessons learnt:

- Inc training time, need for resources, web-based presentation – consideration of prior skills/usage with VLE
- Now – 1.5 hr **training, scaffolding** range of support materials for different learning styles, **formative feedback** during each module – including peer feedback, showcasing previous eportfolios.
- Development of deep level reflections - critically synthesise theory and practice 'The purpose [of reflection] is to develop professional knowledge, understanding and practice that incorporates a deeper form of learning which is transformational in nature and is empowering, enlightening and ultimately emancipatory' (Black and Plowright, 2010, p 246)
- Life-long learning – a vision.

Mandy Clark

ePortfolio for PGCertHE

[Home Page](#)

[Observations Module One](#)

[Observations Module Two](#)

[Professional Development](#)

[Meetings with Mentor Module One](#)

[Meetings with Mentor Module Two](#)

[Session Plans Module One including Design and Planning of](#)

Home Page

Welcome to my e-Portfolio

Fry *et al* (2009) reminds us that: "Students vary enormously in their financial status, social class, circumstances, age, previous experience, aspirations and ambitions, religion, ethnicity, nationality, ability, disabilities and special needs". The students I meet are certainly diverse, as are the learning environments in which I meet them. Not only are my classrooms, across the NTU campuses but in cities, towns and villages across the UK and Channel States.

I must be prepared, be ready to adjust and deliver with a student centred focus ready to meet their expectations and therefore improve their chances to progress. In many cases I am their inaugural experience of university, I am not only representing Nottingham Trent University but you could argue the culture that is Higher Education.

My purpose on this programme is clear: learn, apply, reflect and re-apply so that I can help

Introduction



Peer Observation

1.1 - Session Planning

1.2 - Teaching and/or Supporting Student Learning

1.3 - Assessment and Feedback

1.4 Learning Environments

1.5 - Micro-Teaching

1.6 - Reflections on Teaching and Reflective Journal

2.1 - Teaching Resources

2.2 - eLearning Presentation

Introduction

Welcome to  ePortfolio.

This ePortfolio contains the supporting information for completion of the Postgraduate Certificate in Higher Education at Nottingham Trent University in 2011/12.

In addition the information provided is organised into the discrete areas pre-defined by the Higher Education Academy (HEA) Professional Standards Framework (PSF). Within each area, an array of reflections, artefacts and other information provide evidence as to how the HEA PSF has been satisfied.

I hope you enjoy the presentation and welcome and comments and feedback.



Discussions: An opportunity to share the experiences of others.

- Inhibitors and enablers to using ePortfolios – what are these for new academics?
- How the ePortfolio can help to develop deep level reflections?
- Are the experiences of PGCHE participants different to other post-graduate students in developing their professional identity through the eportfolio?
- What frameworks do we need to provide for participants on the PGCHE?

Discussion and feedback – end by 11.50

Plenary

- Final questions
- Thoughts
- Planning a way forward for individuals – shared on a flip chart.
- Setting up a network of interested delegates.

10 mins 11.50-12.

References

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- Fiedler, R, Mullen, L, Finnegan, M (2009) Portfolios in Context: A Comparative Study in Two PreService Teacher Education Programs, *Journal of Research on Technology in Education*, 42 (2) 99-122
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- Mason, R, Pegler, C, Weller, M (2004) E-portfolios: an assessment tool for online courses, *British Journal of Educational Technology*, 35(6) 717-727
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