# Two birds, one eportfolio: creating reusable artefacts to make learning and teaching visible

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# What are portfolios in a T&L context?

Teaching Portfolio Practice in Ireland
*A Handbook*

Editor: Ciara O'Farrell

Published: 2007
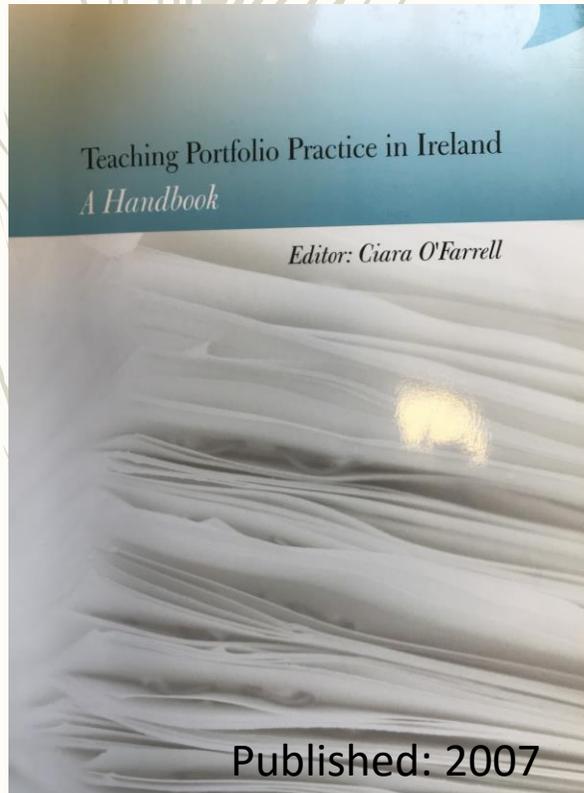
– Documentation of student learning

– Documentation of teaching/achievement

– Traditionally paper-based

– DiChallis (2005): selective and structured collection of information gathered for specific purposes and showing/evidencing one's accomplishments and growth
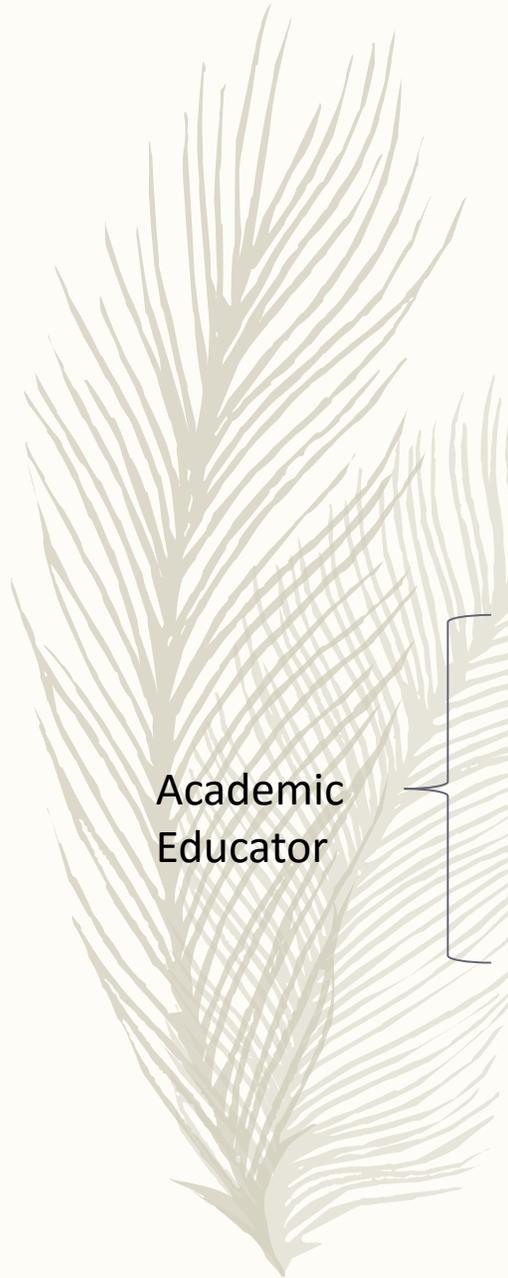
# My teaching context

Number of students – 2017/2018



Certificate ■ Diploma ■ Masters ■

- Certificate in Teaching and Learning in Higher Education (fully online)

- Diploma in Teaching and Learning in Higher Education (fully online)

- MA in Teaching and Learning in Higher Education (face-to-face)

# My students wear many hats

Student

Lecturer

Teacher

Researcher

Administrator

Academic
Educator

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# Scholarship of Teaching and Learning (SoTL): teaching portfolio Assessment Details

## Semester 1: Introducing SoTL

Semester 2:

The Teaching Portfolio as a method of inquiry and of documentation

- Entry 1 : "A teacher affects eternity, he/she can never know where his/her influence stops"

- Entry 2 : A CAT scan of your students' learning– for example, the muddiest point /the minute paper

- Entry 3: A reader-response approach to key articles on SoTL

- Entry 4: Curriculum Design

- Entry 5: Exploring a new entry point/strategy

- Entry 6 : Documentation and Reflection on Blackboard Discussions

- Introduction and Conclusion: Contextualises the portfolio Shows development in researching/documenting your teaching and students' learning

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# Defining the eportfolio

– Batson (2002): an electronic compilation of an individual's accomplishments and completed works.

– Barrett (2005, p. 5): "uses electronic technologies as the container, allowing students/teachers to collect and organize portfolio artifacts in many media types (audio, video, graphics, text); and using hypertext links to organize the material, connecting evidence to appropriate outcomes, goals or standards."
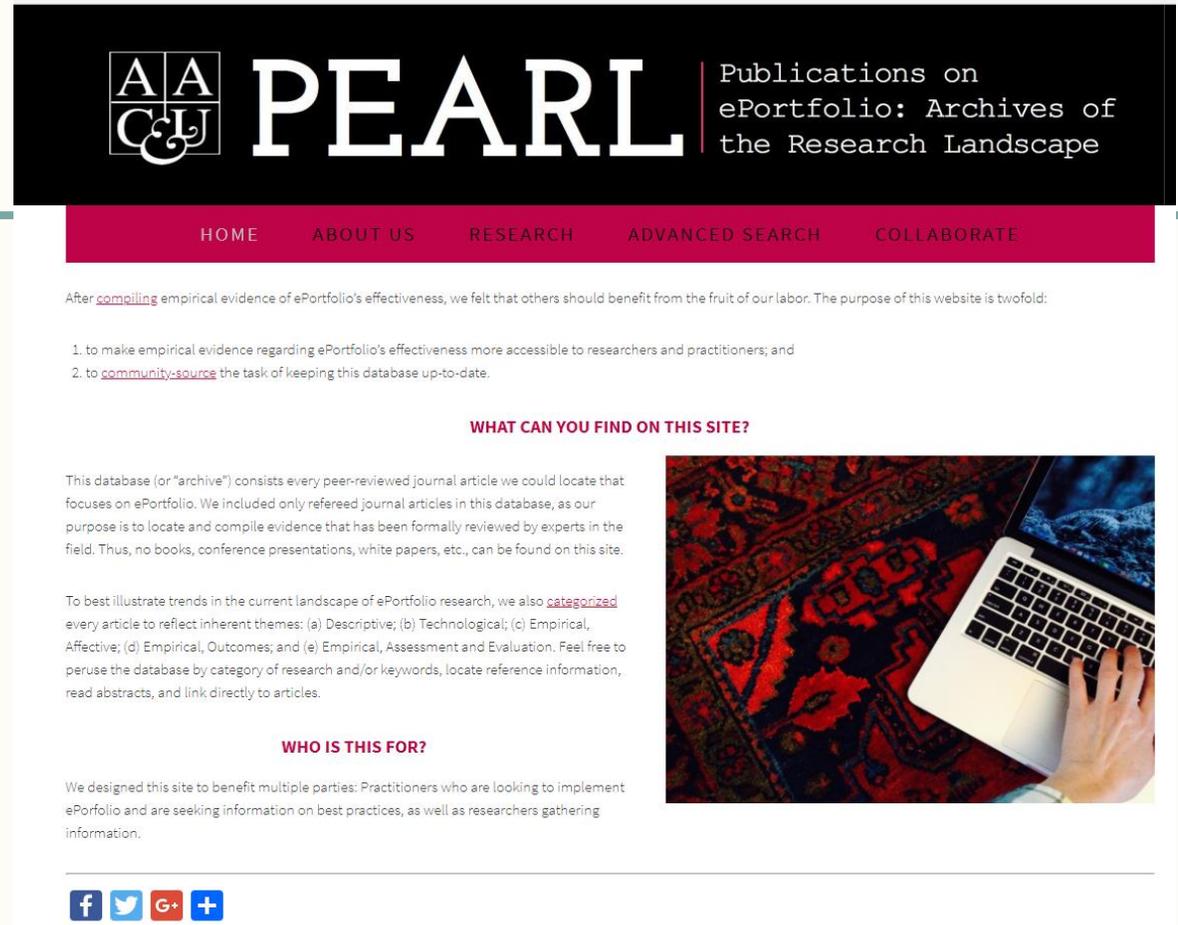


That's not how to present a folio!

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# A growing movement: support of eportfolios

**Student focus:**
Assessment
Evaluation
Reflection
Employability
Life beyond university

**Staff focus:**
Faculty members may use teaching e-portfolios as a way to introduce themselves to students, document skills and accomplishments, and for critical reflection.



https://eportfolio.aacu.org/research-on-eportfolio/research-categories/

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# A growing movement: international eportfolio community

**AAEEBL**
**Association for Authentic, Experiential, and Evidence-Based Learning**

## Connect

Welcome to the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL). We are the international **professional development organization** for ePortfolio teachers and administrators.

The AAEEBL ePortfolio community of is a vibrant one and we would love to have you join us. Some ways you could connect with other ePortfolio professionals include:

- Sign up for one of our monthly EPAC Meetups *(attend live or get the recording)*
- Access one of our published resources like AePR issues, the Field Guide, or IJEP issues *(all open access, read online or download)*
- Attend our July 2018 three day conference *(our Annual Meeting in Vancouver, British Columbia)* or our Maynooth three day conference in Maynooth, Ireland)

### AAEEBL

### ANNOUNCEMENTS

📖 Conference rates for the 2018 Annual Meeting in Vancouver expire on March 31, 2018. Reserve your room now!

🇨🇦 If you are attending the July 2018 conference in Vancouver *from the United States*, you will need a valid US passport. Get information on getting a US passport at https://goo.gl/EgN5s9
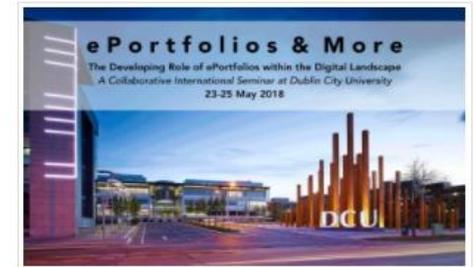
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# 2018 Dublin Seminar

ON FEBRUARY 5, 2018 / BY WENDE GARRISON

**ePortfolios & More: The Developing Role of ePortfolios within the Digital Landscape**
*A Collaborative International Seminar at Dublin City University • 23 to 25 May 2018*

Hosted by Dublin City University and facilitated by AAEEBL (the Association for Authentic, Experiential and Experience-Based Learning) and the CRA (the Centre for Recording Achievement), this second collaborative international seminar will focus upon the contributions ePortfolio technologies can bring to the wider learning and development landscape. We will particularly emphasise the relationship of ePortfolios and related technologies to:

- Learning
  - The management of learning by institutions
  - Support for increasing the agency of individuals in their roles as learners
  - Connections to systems and strategies which support such approaches to learning
- Engagement
  - Including the engagement of distributed/distance learners with formal and informal learning
- Formal and Informal Contexts for Learning
  - Support for learning and progression in formal educational environments; within workplace settings (for example as part of Degree Apprenticeships in the UK and Continuing Professional Development (CPD) provision in employment), and in informal (co and extra-curricular) contexts
- Mobility
  - Supporting social and geographical mobility, specifically by enabling digital student data portability as envisaged by the signatories to the Groningen Declaration, amongst others
- Presentation
  - The presentation of learning outcomes, not only by enabling individuals to

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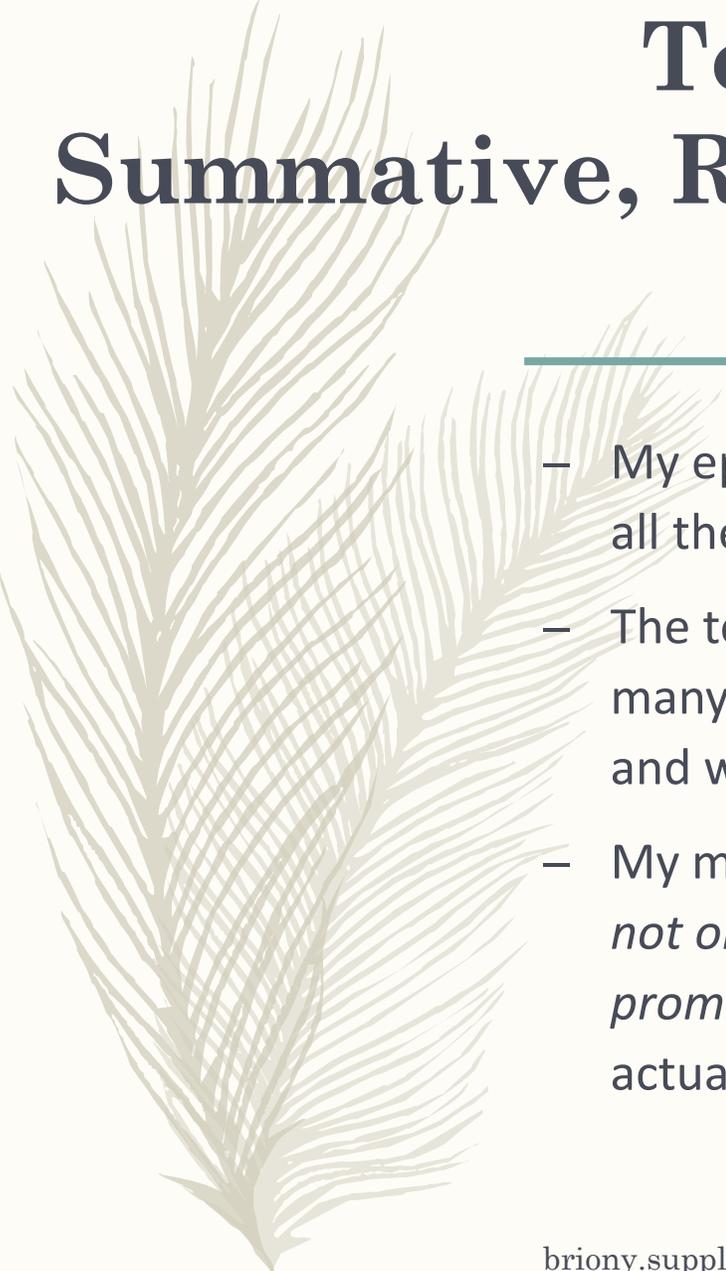
# Tenure ePortfolios: Summative, Reflective, or Showcase Tools?

Danowitz (2012)

– My eportfolio served as a summative (Hallam & McAllister, 2008) collection of all the requirements I had to fulfill during my tenure-track years at the College.

– The tenure eportfolio also served as a reflective piece (Lin, 2008) as it included many areas where I reviewed my own experiences as an instructor and librarian and what I learned from my administrative and student evaluations.

– My many responsibilities could be listed in a paper tenure file. In an eportfolio, *not only* were these responsibilities highlighted they were also showcased *prominently* by including links to film clips, social networking projects, and actual online tutorials.

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# UCC Academic promotions

A Teaching Portfolio of **no more than 20 pages\*** (inclusive of all supporting documentation). This should be reflective of the teaching approach and activity and organised in sections corresponding to the Teaching benchmarking criteria detailed below:

- Teaching and examining contribution (including details of the candidate's full timetable with module titles and codes, student numbers, times and rooms);

- Quality of teaching (including Integration of Research and Teaching);

- Leadership and Curriculum design and development; and

- Innovation and personal development in Teaching, Learning and Assessment Methodology.

\*still indicates paper-based however you can start building evidence online, much easier than individual folders for info!

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# Case study – Nicole Kidman

– Nicole Kidman is a student in the Certificate in T&L 2018

– She has completed her eportfolio assignments in Pathbrite

– She is looking to build her work for a possible promotion at UCC in the coming years.

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# Student feedback

- Tyndall Lecturer

- Certificate in T&L Higher Education

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# What has been your experience of Pathbrite this semester ?

*Pathbrite is very easy to use. Also, all my work is held in a single place, separated by modules. The interesting part is that I can easily revisit what I wrote last semester (within one or two clicks) to reconnect to an essay I might be writing for this semester. I obviously can do this from my own computer too, but having an online platform means that I could have access to that from anywhere.*

# What have you found useful about Pathbrite from a **learning perspective**?

*As I have immediate access to previous essays, I can self-critique the previous work with the knowledge gained subsequently. For example, if I review my assignment 1 from TL6003 with my now gained insights, I can critique back some of the points that might not have been clear enough at the time, or also to reflect back and see that I had an insight at the time that I didn't have a name for it.*

*I do wonder if one has a 4 year course, if all the assignments are in a single place, curiosity would lead us to revisit the previous essays/assignments. I am wondering if this would help with cross-module learning...*

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# Do you think you will be able to use any of the artefacts that you created from the cert portfolio in other contexts?
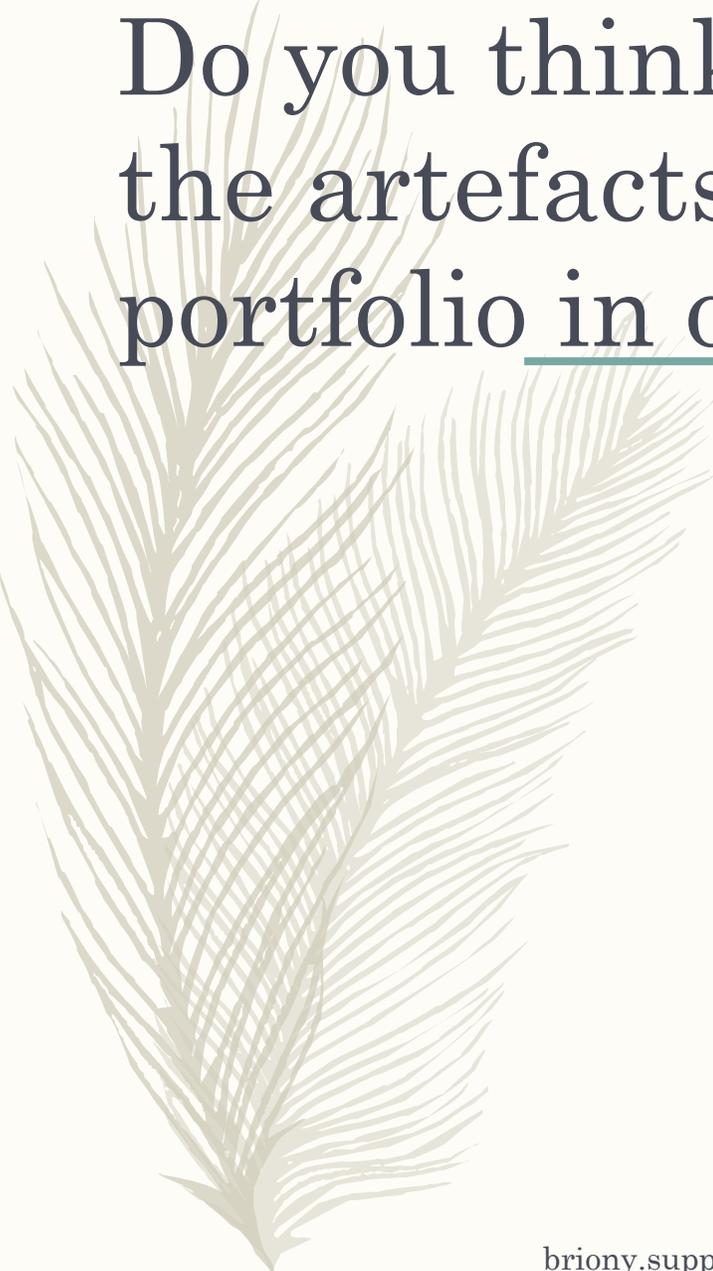
*My ePortfolio on Pathbrite is pinning different ideas in a single place, and forming a bigger picture that I would love to revisit, reflect upon and apply in a different context, for example, helping shape T&L in Physics and Engineering.*

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# Advantages: What specific benefits do e-portfolios offer over traditional portfolios in the tenure and promotion process?

– Ease of Use: E-portfolios are easily accessed and updated.

– Allow for archival information.

– Allow for more creativity in the process.

– Allow the user to import PDF files, video, photos or any other multimedia enhancements.

– Easily shared.

– Time Elements: Faculty can update and refine throughout the year

– Easily accessible

– Not limited to showing accomplishments one year at a time.

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# Disadvantages

- Privacy concerns must be considered. E-portfolios contain personal and sensitive information, therefore, privacy is essential.

- If a faculty member is not familiar or comfortable with technology, they may be at a disadvantage.

- Support and training needed.

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# Questions? Comments?

Danowitz, E. S. (2012). On the Right Track: Using ePortfolios as Tenure Files. *International Journal of ePortfolio*, *2*(1), 113-124.

Martino, C. (2015). SUNY Buffalo State Faculty and Administrator Perceptions of Using Electronic Portfolios for Promotion and Tenure Reviews. Public Administration Master's Projects. Paper 9.

O'Farrell, C. (ed) (2007). Teaching Portfolio Practice in Ireland: A Handbook. Dublin: HEA.

Pathbrite: https://pathbrite.com/#maker

Pebblepad: https://www.pebblepad.co.uk/

AAEEBL (Association for Authentic, Experiential, and Evidence-Based Learning):

https://aaeebl.org/

Online Postgraduate Certificate in Teaching and Learning in Higher Education:

https://www.ucc.ie/en/media/support/cirtl/PGCertONLINE_2017.pdf

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