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?

- 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

- 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)

Number of students – 2017/2018

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My students wear many hats

Student
Lecturer
Teacher
Researcher
Administrator

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

Semester 1: Introducing SoTL

- 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

Semester 2: The Teaching Portfolio as a method of inquiry and of documentation

- 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

– 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.”
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/](https://eportfolio.aacu.org/research-on-eportfolio/research-categories/)

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A growing movement: international eportfolio community

AAEEL
Association for Authentic, Experiential, and Evidence-Based Learning

Connect

Welcome to the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEL). We are the international professional development organization for eportfolios for individuals and institutions.

The AAEEL eportfolio community is a vibrant area and a virtual home where you can grow, inspire others, and connect with other eportfolio professionals worldwide.

• Share your news, events, and tips.
• Connect with other eportfolio professionals.
• Find resources and tools to support your eportfolio development.
• Join our Facebook group for instant support and discussion.

AAEEL Membership

Annual Membership

$75 for individuals
$150 for institutions

Join today and become part of the eportfolio movement!

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2018 Dublin Seminar

On February 9, 2018 | BY WENDY 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 AAEEL, 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 social 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 Continued Professional Development (CPD) provision in employment); and in informal (e.g., extra-curricular) contexts

• Mobility
  - Supporting social and geographical mobility, specifically by enabling digital student data portability as envisaged by the signatories to the Gröningen Declaration, amongst others

• Presentation
  - The presentation of learning outcomes, not only by enabling individuals to
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.
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.
Student feedback

- Tyndall Lecturer
- Certificate in T&L Higher Education
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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Pathbrite: [https://pathbrite.com/#maker](https://pathbrite.com/#maker)

Pebblepad: [https://www.pebblepad.co.uk/](https://www.pebblepad.co.uk/)

AAEEBL (Association for Authentic, Experiential, and Evidence-Based Learning): [https://aaeebl.org/](https://aaeebl.org/)


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