

The Learner, the Curriculum and the Wardrobe

Wayne Barry & Lynne Burroughs

Learning & Teaching Enhancement Unit

Why did you choose this
workshop today?

Let's begin with a **metaphor**...



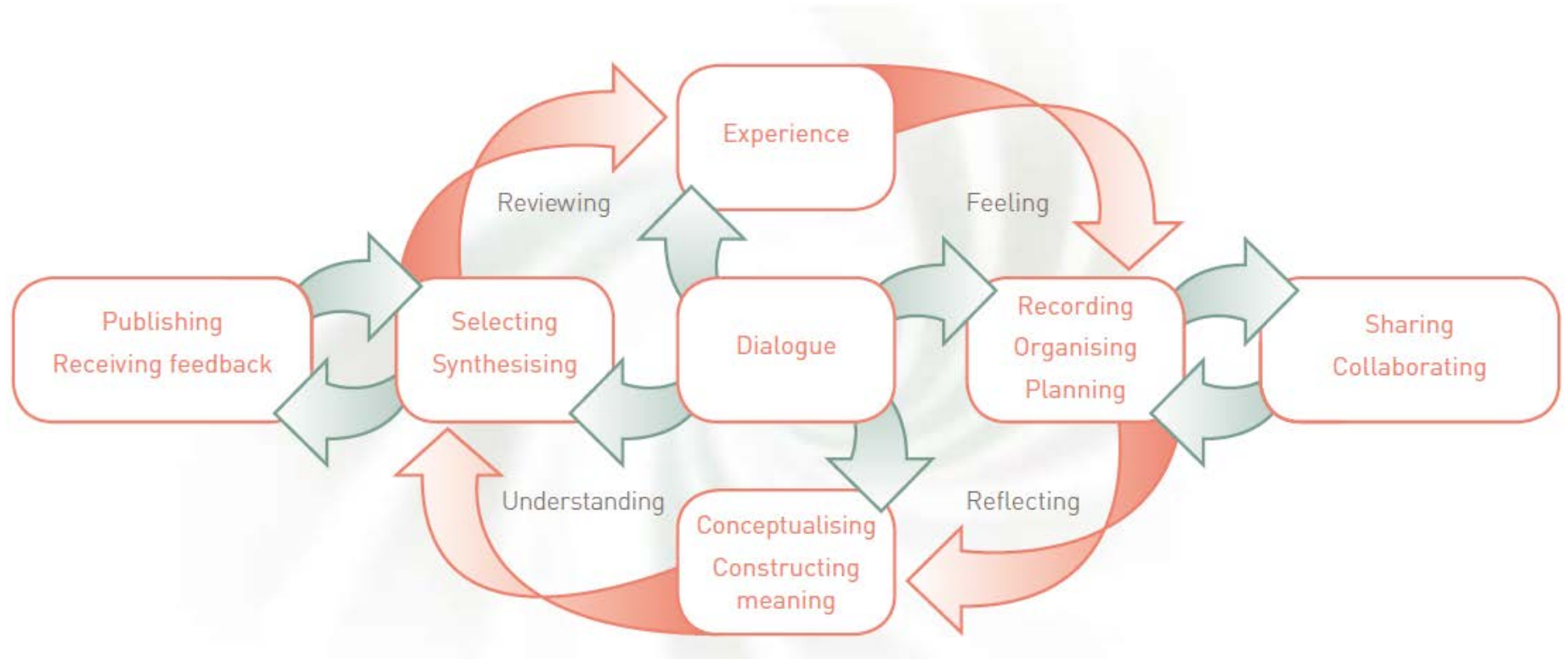
Developing learning through reflection

“We do not learn from experience. We learn from reflection on experience. Reliving of an experience leads to making connections between information and feelings produced by the experience”

(Dewey, 1933:78)



A model of e-portfolio...



A model of e-portfolio-based learning, adapted from Kolb (1984)

Types of e-portfolio...

| Type of Portfolio | Activity (Process) | | | | | | | Artefact (Product) | | | | | |
|--|--------------------|-----------|------------|----------|------------|------------|------------|--------------------|------------|-----------|----------|------------|------------|
| | selecting | assessing | organising | planning | presenting | networking | reflecting | Example | Assessment | Biography | Document | Experience | Reflection |
| Reflection Portfolio e.g. Learning, Assessment | | X | | X | | | X | X | X | | | X | X |
| Development Portfolio e.g. Personal, Professional | X | X | X | X | | X | X | X | X | X | X | X | X |
| Presentation Portfolio e.g. Employability, Showcase | X | X | X | | X | | | X | | X | X | | |

A suggested taxonomy of e-portfolios, adapted from Baumgartner (2009:42)

What do you think
the challenges are
for using e-portfolios?

Some Challenges

- **Self-Reflection Skills:** Students may need an orientation session which aims to teach them the concept of reflection and practical skills for creating meaningful contents of self-reflection;
- **ICT Skills:** Students IT skills may not be equal – divide group up into low and high level of ICT skills. For low level group, give extra time on assisting students to create e-portfolios;
- **Fair Assessment:** e-portfolio assessment should emphasize the contents rather than the appearance (i.e. high-tech features);
- **Reviewers Reliability:** a reviewer rubric should be provided so that objective feedback will be helpful for students' learning;
- **Course Characteristics:** before integrating an e-portfolio with curricula, analyse the characteristics of your course / curriculum first.

Source: Chou & Chen (2009)

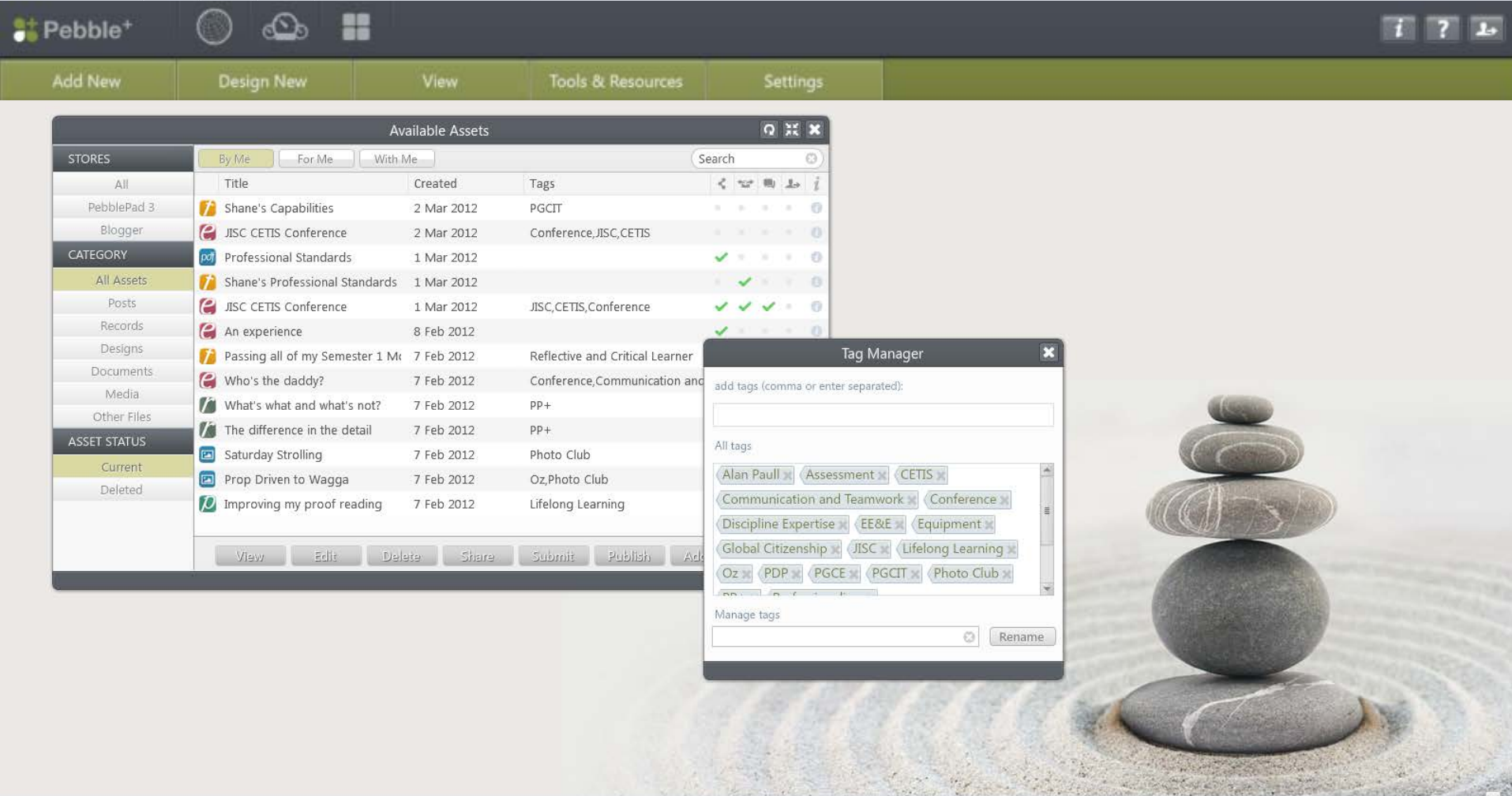
What do you think
the advantages are
for using e-portfolios?



Some Advantages

- Ease of **access** by multiple parties;
- Ability to **monitor and track progress** anywhere, anytime;
- Opportunities for **peer interaction, group projects and collaboration** both in and beyond the course of study;
- Opportunities for **multiple feedback** (peers, tutors, supervisors, etc.);
- Encouragement of **reflective practice** and self-development;
- Facilitation of **communication between students and the learning community** to which they are affiliated;
- A **showcase** for student work;
- A **digital repository** students can take with them after their course has finished;
- Ability to offer a **course-related structure** for reflective practice;
- Online presence facilitates networking across **multiple contexts**.

Source: Clarke & Neumann (2009)



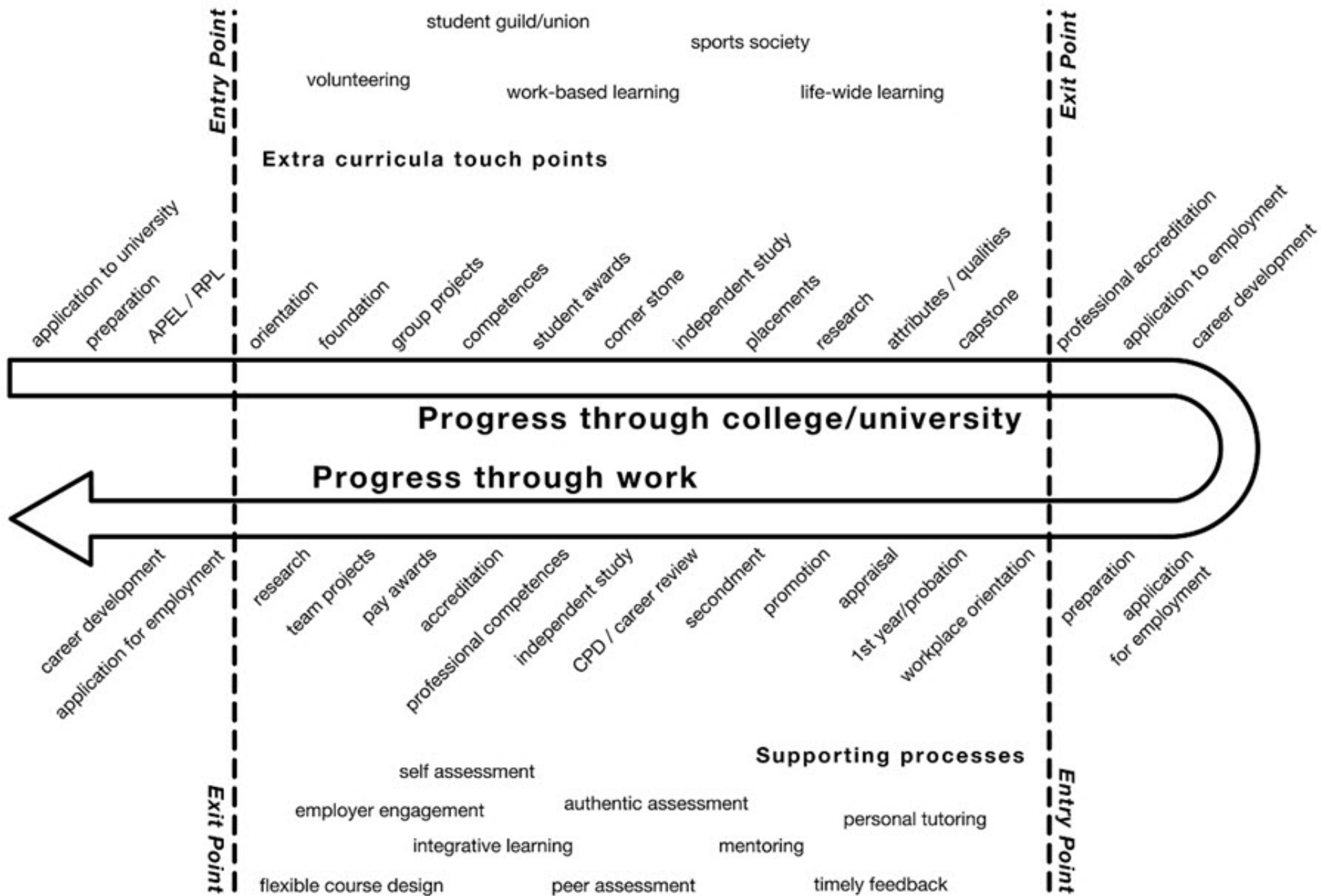
Pebble+ is the *Personal Learning Space*. It is a private and confidential space where learners record their myriad experiences, make sense of their learning, and aggregate their assets into powerful presentations which reflect their growth, knowledge and capability. Learning *in* Pebble+ is supported by structured and reflective templates and enriched by commentary and feedback from others.

In what ways could you
use an e-portfolio
within your context?

Some Ideas

- Create **online forms** (or collections of forms) for your students to complete;
- Encourage students to build a **webfolio**;
- Keep a **blog**;
- Try a **peer assessment** task;
- Challenge students to **articulate a strategy**;
- Help students **identify their skills**;
- Be an **online supervisor or mentor**;
- Use a **workbook** like a course handbook;
- Develop a **course glossary**;
- Give students **time and space** to think back;
- Remind students about a **deadline**;
- Scaffold an **activity**;
- Collect **data** off campus;
- Prompt students to recognise the **graduate attributes** within your course;
- Share assessments with an **external reviewer**;
- Help students prepare for an **interview**.

Source: University of Edinburgh (2013)



The Riverland

Waikerie and a pre-service teachers experience

Latest Posts

February 2013

March 2013

April 2013

May 2013

June 2013

Week 9: Rock N' Roll in Waikerie



www.waikeriemarkets.com

Riverland Rock 'n' Roll Festival
Saturday, May 4, 9-2 pm

- Con's Pasties
- Friebe's Honey
- Jewellery
- Books
- Arts and Crafts
- Breakfast
- Barbecue
- Refreshments
- Spring Rolls
- Live Poultry
- Fresh Fruit & Vegetables
- Ice Creams
- Strawberries Galore
- Plants
- Kids Amusements

Enquiries phone Yvonne 8541 2443 or phone or text 0417 088 999 email waikeriemarkets@hotmail.com.au

Rock 'n' Roll Memorabilia and Attire Stalls

It is on for young and old in Waikerie on Saturday 4th may.

We still have a busy University assignment schedule with a History assignment (worth 50% of our final grade due).

We also have a Differentiation for Diverse learners assignment due (worth 40% of our final grade).

I will take a brake from university and I will find time to celebrate this fun event in Waikerie.

[read more...](#)

Posted by Rodney Zivkovic at 07:23 on 03 May 2013

[0 comments](#)

Week 9: The Milestone... week 9 of term 2 completed

I completed week one of term 2 and it was a successful week, even though it was full of challenges and there is still a lot for me to learn. I celebrated with Friday night drinks down at the Waikerie Hotel with Lorraine (my mentor) and Belinda (JP line manager).

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Employment

Senior Lecturer

23 November 2010 - *ongoing*

I currently teach on the following courses:

Evolution of the Biosphere
Scientific Communication
Palaeobiology Analytical Project
Research Methods in Palaeobiology
Thesis (MSc Palaeobiology)
Vertebrate Palaeobiology and Evolution

Employer: Canterbury Christ Church University

Qualifications

BSc Palaeontology

31 July 2004



Introduction

Animator Curriculum Vitae

Curriculum Vitae

Animator Project Blogs

Links

Show Reel

Introduction

Welcome to David Gordon's Online webfolio. This webfolio will give you a summary of his skills and abilities and showcase them from a handy on-screen interface.



David Gordon

Animator, Customer Service Specialist and Figure Skater.

Personal Statement

I welcome you to my pebble pad Profile,

I' am a passionate and thoughtful young man. With powerful ambitions to have a thriving career as an Animator. Growing up I was a huge fan of all the old classics; Disney movies, Looney

Toons, Computer games past and present. As I've matured and through my education I have learned to appreciate these forms of media as Art.

To me, art is a powerful communication tool. It speaks our mind and heart when words alone cannot suffice. It provokes us to re-examine the world we live and and Strengthens our desire to learn and grow as people.

I believe all forms of creative ability are interesting and thought provoking. Especially when one really seeks to understand what motivates it.

As a college student I started out my Education path as a 3D designer. My spacial awareness, ability to build, construct design allowed me to find real joy in this

Workbook: CCCU Extra Award (Action Plan)

Christ Church Extra Award: Part One (Action Plan)

This is part one of your Christ Church Extra Award

Page options:    

Welcome

Part 1a: Planned Activities

Part 1b: Self Assessment

Part 1c: Goal Setting

Question One (100 words per activity)

Highlight the activities you plan to undertake. If you are blending different activities to achieve your **100 hours**, please outline the different activities.

a) Where is the experience or activity taking place?

Rainham Mark Grammar School, in Medway

b) What will you be doing?

Volunteering as Teaching Assistant, whilst also gaining teaching experience in the psychology department

c) How often will you be undertaking this activity?

This will be weekly, during term time, for 7 hours over 1 day a week.

d) When do you expect to complete your activity?

This activity will be ongoing until the end of the academic year in July.

e) How will you evidence the activity log?

This log will be evidenced through logged volunteering hours, signed off by the SENCo, who is also the head of psychology.

Workbook: CCCU Extra Award (Reflection)

Christ Church Extra Award: Part Two (Self-Reflective Submission)

This is part two of your Christ Church Extra Award

Welcome

Part 2a: Experience

Part 2b: Goals

Part 2c: Overall Reflection

Part 2d: Achievement

Part 2e: Next Steps

Page options:    

Experience (500 words approx. - 100 words per activity)

Describe in detail the experience you gained through your extracurricular activity/activities. For example, please include any events attended.

Experience

Throughout my experience I have worked as a teaching assistant with children from all secondary age groups, with a variety of special educational, and medical needs. I have also worked with many teachers, witnessing different styles of teaching, and observing both negative and positive elements which I will carry into my PGCE year. I have also worked in year 12 psychology lessons, and whilst I have not taught whole lessons, I have taught sections of lessons and carried out my undergraduate research with the class.

A particular set of lessons I remember most are with a year 7 class in German lessons. The teacher is inspirational to me, as her classroom management, even with some varying characters in the class, is impeccable. Within the class are children with muscular dystrophy, bowel problems, anger management issues, suspected ADHD, suspected ASD, as well as an incredibly low level of spelling and reading for a grammar school. To keep the attention and interest of the class, the teacher uses games which enlist a competitive streak within the class, encouraging them to learn. These games and tasks are very short, and in a fifty minute lesson, 3 or 4 can take place alongside the general classroom admin. These short bursts work well for this class because they keep their minds active, and engaged, whilst still learning.

Similarly, I have witnessed a teacher in the psychology department using games, and role play to keep year 12 minds engaged in a subject that contains a lot of detailed information, notes and worksheets for content knowledge. Observing the use of role play to recreate key studies, has led to development of my own role play structured sessions for the same class, as this helps the students to remember the information needed for their exams.

I have also worked with teachers that the class have commented on disliking for their teaching styles, and this is concurred by the work in their books. These teachers tend to have two things in common: they use long, boring PowerPoints, and they neglect to praise good effort. I've learnt through my research into motivation that praise for effort is essential for learning: even if it is whole class praise, or praise to a classmate, it can inspire and motivate engagement in learning. Whilst I feel I already had skills in developing good lessons, these experiences have confirmed my confidence in creating interactive and engaging lessons that will inspire the students to learn.

Additionally, I have attended meetings associated with SEN pupils. Not only have these involved meeting with multi-agency professionals, but they have given me an insight into the additional help that

Webfolio: Showcase Skills

Industry Specific Skills

Skills I possess that produce outcomes

e-Learning

 Games

Examples of Games

CDRom Production

Photoshop

3D Graphics

Virtual Environments

Filming and Video Editing

Fine & Structural Artwork

Games

A selection of games for a variety of projects

I like to produce eLearning materials that have a lot of interactivity. One element of eLearning is learning through playing or perhaps employing 'gamification' of learning. Students definitely learn better when using something that engages them. I enjoy developing little games when I can see that there would be a use for them. I usually use Flash for producing games but I am starting to move towards using HTML5 / Javascript when programming interactive elements for the web.

Page options:   



Webfolio: Resources (Study Tips)

Talking 'Eds (Undergraduate)

Study tips by students for students

Page options:  



About the Talking 'Eds project

Meet the undergraduates

Main challenge (UG)

Best achievement (UG)

Taking notes (UG)

Essay writing (UG)

Revision techniques (UG)

Advice to new students (UG)

Report writing (UG)

Time Management (UG)

Michael (maths & economics)

Dan (physics)

Rachel (history)

Maria (computing & maths)

Chen Shiau (medical science)

Georgina (archaeology)

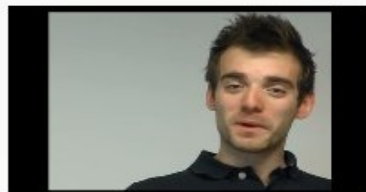
Xin (economics & accounting)

David (divinity)

Zbynek (philosophy & politics)

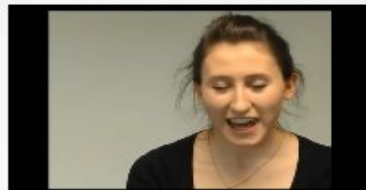
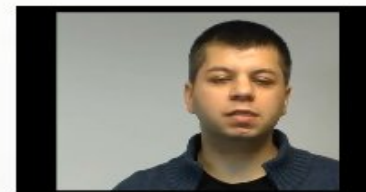
Meet the undergraduates

Advice from students in different years and different subject areas



Michael
4th year undergraduate
Maths & Economics

Dan
2nd year undergraduate
Physics



Rachel
3rd year undergraduate
History

Maria
2nd year undergraduate
Computing Science & Mathematics



Webfolio: Learning & Teaching (Activity)

The Long Walk

This is the central point of information related to the preparation, planning and engagement with the Long Walk. Please ensure you check thoroughly the information contained in each of the sections

Introduction and Overview

Long Walk update page

Group Information & Routes

Timetable of classes

Assessment Overview

Action Plan

Preparation and Planning
Webfolio

Long Walk Interactive
Research Site

Participation

Long Walk Artefact

The Walk

Food, Menu Planning and
Water

Equipment

Environmental
Considerations

Personal Wellbeing, Hygiene
& Fitness

Introduction and Overview

Page options:  

Introduction

Welcome to the Long Walk 2012 - 2013. While the walk maybe many weeks or even months away the process we will follow in this subject is a formative approach to preparation and planning that will aim to enable you to gain the most from the experience.

Central to the whole trip is the environment. You will experience and learn about the dry rain shadow regions of the snowy river, the wet montane forest of the cascade region and the lofty plateaus and alpine plains of the main range.

The site is designed to provide you with as much information as possible to aid you in your preparation as possible. BUT it does not go so far as doing it for you. Please ensure you check through it and seek clarification on anything you are unsure of.

All the best and enjoy the experience

Cheers

Munge

Overview

This webfolio, along with the attached webfolio's, detail a vast amount of information relevant to your preparation, planning, organisation, and assessment for the Long Walk

The Long Walk is a major undertaking. Adequate preparation, planning and organisation is paramount. By following the guidelines within this document and the components of the Planning and Preparation Assessment you should be adequately prepared.

Failure to follow these guidelines can result in either a poor experience on the walk, discontinuation of the walk or non attendance. It is vitally important you take steps to being adequately prepared for yours



Blog: Collaborative

Claire and Lynne's Blog - PebblePad for accrediting WBL

A blog used for working on a project together

Latest Posts

January 2014

meeting 21st January 2014

Claire and I met to discuss how we could move this project forward. Claire highlighted how the reading she had done had influenced her thinking about the revalidation of the CPD course. The goal was to have PebblePad use as the 'golden thread' throughout the CPD programme. Students would be introduced to the concept of e-portfolios in their first modules. The 'core' CPD tutors would encourage their students to use the eportfolio tool as a way of keeping in contact with the students progress so although not summatively assessed there would be student motivation to engage with PebblePad. PebblePad fits in with the new themes in the CPD programme such as encouraging students to take responsibility for their own learning.

This means that there is a second strand of use for PebblePad within the CPD for an assessed eportfolio. Lynne mentioned the use of the institutional part of PebblePad for assessment called ATLAS. This would enable staff to use PebblePad to formally assess student eportfolios. There is the possibility of using templates that are devised by staff to help students scaffold their learning. We devised an [action plan](#)

Posted by Lynne Burroughs at 21:11 on 21 January 2014

[0 comments](#)

Articles

Thanks Lynne for the light reading!

Posted by Claire Thurgate at 14:59 on 17 January 2014

[0 comments](#)

Webfolio: Learning & Teaching (Conference)



The Curriculum 2012 project is partially funded by the Australian Government through the Structural Adjustment Fund



ECU Learning Portfolio Mini Conference 2013

This conference is a wonderful chance to find out what knowledgeable academics and other users are doing with PebblePad across the university.

Page options:

About The Conference

Program Schedule

Invited Speakers

.... Introduction

.... Joint Presentation - RPS

.... Ganesh Arulampalam

.... **Christine Cunningham**

.... Lydia Edwards

.... Abigail Lewis

.... David Russell

.... John Heyworth

.... Alistair Campbell

.... J. Patten and H. Pate

Breakout Sessions

Conference ATLAS Workspace

Christine Cunningham

School of Education



Abstract

EDU2110: Teaching, Learning and Assessment is a core second year unit in the secondary teaching degree within the School of Education. This year we have introduced PebblePad as the e-platform for our major assignment. It requires all students to create an eportfolio of electronic artefacts to demonstrate their level of skills and knowledge for Australian Institute for Teaching and School Leadership (AITSL)'s National Professional Graduate Standards for Teachers. By working closely with the team of PebblePad experts at CLD, staff teaching into EDU2110 have succeeded in creating an authentic assessment

opportunity that has been reasonably smoothly implemented. In this presentation, the highs and lows of early-uptake of PebblePad is explored and celebrated.

Media

Click [here](#) for the slide pack from the conference.

A cautionary tale?

"We are taking it as a given . . . that ePortfolios have an important role to play in higher education . . . Just what that role, or roles, might be at our institution is far from decided. It is interesting to note views that ePortfolios are 'being progressively hyped . . . (and) there is a positive frenzy of experimentation' in higher education although some question their pedagogical value"

(Housego & Parker, 2009:411)



Reflection Purposeful

Accessibility Recording

Organising Developmental

Presenting

Sharing Collecting

Blogging

Progression

Synthesising

Planning

Learner

Experience

Evidence

Aggregating

Showcasing

Selecting

PebblePad

Back to the metaphor...



Any Questions?



References & Resources

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JISC. (2012, [2008]). *e-Portfolio infoKit*. Bristol, England: Joint Information Systems Committee (JISC). Available at: <http://www.jiscinfonet.ac.uk/infokits/e-portfolios/>

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