

ePortfolio requirement & reality



TechEx
2015

Dr John Kertesz

Action now: Classroom ready teachers

- **Recommendation 27** - Pre-service teachers develop a **Portfolio of Evidence** to demonstrate their achievement of the Graduate level of the Professional Standards.
- **Recommendation 28** - Higher education providers and schools work together to assist pre-service teachers to develop and collect sophisticated evidence of their teaching ability and their impact on student learning for their **Portfolio of Evidence**.

Professional Knowledge

Standard 1 - Know students and how they learn

Focus area

1.1 Physical, social and intellectual development and characteristics of students

| Graduate | Proficient | Highly Accomplished | Lead |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. | Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students. |

Focus area

1.2 Understand how students learn

| Graduate | Proficient | Highly Accomplished | Lead |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | Structure teaching programs using research and collegial advice about how students learn. | Expand understanding of how students learn using research and workplace knowledge. | Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. |

Lecturers

Teaching Performance Expectations

Academic Level B: TPE Evaluation summary

Domain 1: Excellence in Student Learning and Teaching Practice (Level B academics need to report against 3 areas of activity in this Domain)

| Area of activity | Working on | For assessment in career conversation | Exceed expectations (2 points) | Meet expectations (1 point) | Not met | Evidence (Examples only – preferably linked and/or included in ePortfolio) |
|-------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------|
| 1. Develops a statement of teaching philosophy/principles | | | Develops a teaching philosophy that has been peer reviewed and feedback acted upon with explicit links to relevant learning and teaching literature. The teaching philosophy has been successfully used for a specific purpose (eg UTAS teaching citation). | Develops a teaching philosophy for a specific purpose (eg teaching merit certificate, probation portfolio) that has been peer reviewed and feedback acted upon with links to the literature. | | Teaching philosophy; Marked up versions of Teaching philosophy with feedback |
| 2. Prepares unit outlines to communicate learning outcomes, teaching & learning activities & assessment | | | Unit outline meets all UTAS requirements, is uploaded to MyLO, available prior to week 1 of Semester and includes sufficient detail to guide students and has been peer reviewed and is publicly available. | Unit outline meets all UTAS requirements, is uploaded to MyLO, available prior to week 1 of Semester and includes sufficient detail to guide students | | Unit Outline; MyLO screen shots; Links to openly available Unit Outline Student feedback; Peer feedback on UO |
| 3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions. | | | Plans for, design and conducts tutorials incorporating new or substantially revised material incorporating student centred approaches and collaborative activities. | Plans for, design and conducts tutorials incorporating new or substantially revised material | | Tutorial plans, Screen shots, lab manuals, student feedback, peer feedback |
| 4. Prepares and delivers quality lectures (face-to-face and/or online) | | | Writes/Produces new presentations of content for the f2f or online environment | Writes new lecture materials or refreshes lectures/presentations for the online environment | | Links to lecture notes; lecture recordings; peer/student feedback; |
| 5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate) | | | Unit eVALUate or individual teacher eVALUate 80% agreement | Unit eVALUate or individual teacher eVALUate at least 60% agreement with plan for improvement | | eVALUate reports, improvement plans |
| 6. Improves Student Learning outcomes | | | Works with colleagues to design evidence-based improvement to own, or colleagues' activities (within and/or beyond a unit) to develop students' learning and achievement of course level learning outcomes based on previous observations or feedback, or with reference to L & T literature | Designs new activities to develop students' learning and achievement of learning outcomes based on previous observations or feedback, or with reference to L & T literature | | Lesson plans; Screenshots from MyLO; Student feedback; Review by Unit coordinator or peer |
| 7. Undertakes peer observations of teaching | | | Engages in formal peer observation of teaching as an observer and observee; compiles a plan of action or change based on the experience of peer observation. The report and action plan is used for a specific purpose (eg teaching award, promotion application, unit or course review, scholarly writing). | Engages in peer observation of teaching as an observer and observee; compiles a plan of action or change based on the experience of peer observation | | Formal feedback; self-reflection on feedback; Action plan following POT |
| 8. Prepares and/or uses a range of learning technologies and online resources | | | Utilises technology enhanced learning at the UTAS Blended Learning Model level 3 or above and produces online resources for students that can be made available as shared or open educational resources in discipline area and/or actively shares approach to Technology enhanced learning with colleagues. | Produces online resources for students, adds to the online resources and activities available to students or produces open educational resources in discipline area UTAS BLM Level 2 or above | | MyLO screen shots, student feedback, peer review of online environment; LOR screen shot |

Objective for both....

- Standards + Evidence + Justification + ePortfolio = Evidence of Practice
- For students = graduate and proficiency certification
- For academics = proficiency certification & promotion based on quality teaching

John Kertesz
Professional Portfolio

Demonstrating the achievement of professional academic standards in the position of Lecturer in Applied Learning

Introduction
Coded TPE framework
Focusing on best teaching practice
SOTL
UTAS & Community Service

BlackboardCollaborate

Blackboard collaborate

wikispaces
wikispaces
wikis for everyone

d2l-eportfolio1

Focusing on best teaching practice

Best practice in unit design

As a teacher-educator, I am constantly conscious of the need to manifest the professional practices I expect my students to develop; fundamental professional behaviours, such as turning up to class on time, planning lessons rather than "cuffing" them, and the timely return of marked work with appropriate formative comments. The actual manifestation of these is different to the school classrooms I was in until recently. For me, unit/lesson planning translates into putting together an online unit that demonstrates efforts to engage, and which has a progression that is clear to students. Most particularly, it means practising constructive alignment (Biggs and Tang, 2011) in an explicit fashion so that students don't feel confused about how the elements connect, or more importantly how the unit is developing their academic and pedagogical skills. Students recognize this through regular **unsolicited positive feedback** and recommendations for teaching awards such as this:

- I have studied several units with John online and of all my lecturers he stands out as being very accessible. He always responds in a constructive way to student posts and I am impressed at his dedication. He answers posts at unsocial hours and arranges webinars to suit us the working students, not worrying about his own time.

All of my units are planned, and unit outlines designed, using a UMap tool that constructively aligns all elements and attributes them against the National Professional Standards for Teachers and the ACDE Level 7 Threshold Learning Outcomes (TPE1.02, TPE1.06, 1.09, TPE1.13, TPE2.01), EAL102 and EAL112 and EAL302 are existing units that have been aligned to UMap. However, EAL302 is a new unit in 2nd Semester 2014 and was built completely using backwards design in UMap. Namely, the UMap was completed and the learning outcomes, assessments, and teaching and learning activities fully aligned before the unit outline was commenced. The applied learning summer school unit for 2014/2015, EAL322, was also designed using UMap. This constructive alignment process has been conveyed to students in an EAL112 presentation and EAL302 presentation in 2nd Semester 2014, both to educate and establish a more informed position for unit evaluations. Students are informed at the front end of units that I have worked systematically to develop the best unit that I can, and that I welcome their input for continual improvement.

Best practice teaching

I consciously actively work to create engaging learning environments in MyLO for my exclusive online students, because a welcoming visual environment serves to reduce the feeling of cold isolation on the other side of the electronic wall, and I have shared this with colleagues through the weekly Teaching Bites series initiated by the A/D T&L in 2014. At the start of each semester, my MyLO units are complete, with all content, links, and rubrics - all aligned to the UMap.

Within the units, I use a wide range of technologies to engage students and facilitate learning (TPE1.08; TPE1.11):

- Collaborate with Blackboard (TPE1.04)

ePortfolio

The requirement

Discrimination of assets









- Picture
- Document
- Blog
- Reflection
- Collection
- Folio page
- Webfolio
- Video
- Audio
- etc.

Why?

- Because I need to be able to sort through stuff that I might accumulate over a period of 3-4 years
- I want to be able to filter search by type, not just tag
- Because I cannot predict the different forms of ePortfolio that I will build to suit my various needs.
- Because the range of artefacts I accumulate will increase based on my improving ICT skills

D2L

The reality

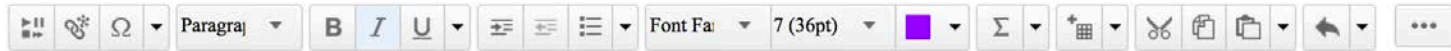
| | | | |
|--------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------|-------------------|
| <input type="checkbox"/> |  | Tarremah Evaluation Presentation ▾ | 3 March 18:20 |
| <input type="checkbox"/> |  | SIM ▾ | 3 March 10:47 |
| <input type="checkbox"/> |  | Peer Review Certificate ▾ | 3 March 10:39 |
| <input type="checkbox"/> |  | Teaching Matters-U-Map_to close the loop ▾ | 10 February 15:20 |
| <input type="checkbox"/> |  | TeachingMattersProgram2014_Web2 ▾ | 10 February 15:19 |
| <input type="checkbox"/> |  | TELTS ▾ | 10 February 15:03 |
| <input type="checkbox"/> |  | ePortfolio Poster Picture ▾ | 10 February 14:38 |
| <input type="checkbox"/> |  | ePortfolioPresentation13 ▾ | |

SCAFFOLDS FOR LEARNING

- Reflection
 - Prompts to facilitate
 - Describe / Explain/ Articulate Learning
 - What? / So what? / Now what?
 - Action plan
 - SWOT analysis

Why?

- Because students need scaffolds for learning
- Establishes consistency across different project areas and reflective behaviours
- Establishes confidence early in the use of the platform across units
- Encourages exploration for different professional uses, particularly after graduation



This is the same html editor window used for everything.

I might as well call it *Fred* or *roast chicken*

It is a blank html window...the same as a discussion board post or content entry in the webfolio



ePortfolio

The requirement

Dynamic, easy, and responsive direct linking of assets into explanatory text without diverting the attention of the reader, thus encouraging an overview of content that can then be further examined and evaluated at the discretion of the reader through accessing evidence links

- **Why?**
- Because students will be evidencing complex professional capabilities, it is almost certain that every artifact and piece of evidence will be linked in different areas throughout the ePortfolio.
- Because throughout their ePortfolio development students will improve professional attribution and thus go back and review, revise, readjust and realign.



UTAS LessonPlan

UTAS LessonPlan

A series of three lesson plans over 3 days that illustrate my strength in lesson planning.



StudyGuide Term2 2015 ...

StudyGuide Term2 2015 IELTS Class

Study Guide provided to students, so they have an overview and understanding of this progress and outcomes.



CSWE III Module A_1. C...

CSWE III Module A_1. Criteria.C.Deane



Standards for Teachers (APTS) points 2. 2 and 2.3 which describe proficiency in designing and implementing "...well sequenced learning and teaching programs... and lesson plans." (APTS). I will describe and link evidence to demonstrate my teaching strength in this area.

These standards are closely linked to 3.1 and 3.2 to create clear and achievable learning goals and outcomes by involving the learners, and 4.1 and 4.2 to create activities that engage and include every learner. I will link lesson plans to illustrate the above and then reflect on their success.

The Qld College of Teachers notes that "It is unlikely that one set of teaching standards can meet the diverse purposes to which it can be put" (Ingvarson 2002 cited in Mulcahey and Jasman 2003: 26-27.A guide to VET in Australia – State Training Services. Page 6). As a teacher of international students in the TAFE system, this rings true, as my learners bring different agendas for their presence in class and are not aiming for a singular outcome, as they would have in other VET courses, such as trades or nursing. What they do have in common is a desire for English language learning, which they can then use toward their individual study or vocational goals.

To conform with the APTS mentioned above, I need to design a teaching program that can include and address the needs of individuals within a group and yet teach the whole class. The key to this lies in inclusive teaching, but most importantly giving the learners a sense of unity, clear tasks and a sense of progress.

The group of students linked to my attached lesson plan is an AMEP Level III IELTS preparation class.The students come from Indonesia, Thailand, The Philippines, Saudi Arabia, Germany, Japan and China. Their ages are between 19 and 32. The motivations of the students are similar: all are intending to

D2L

The reality

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The screenshot shows a D2L LMS interface. At the top, there is a navigation bar with 'My Home' and 'Select a unit...' dropdown. Below this is a secondary navigation bar with icons for 'Blog', 'ePortfolio', 'Locker', 'LOR', 'Wiggio', 'IT Help', 'Library Help', 'Student Help', 'FAQ', and 'Help'. The main content area features the University of Tasmania logo and the 'MyLO' logo. Below the logos, there is a 'Change Password' link. The central part of the page displays a 'Not authorised' error message with a red prohibition sign icon. The message reads: 'Error: Not authorised. You are not authorised to view the page you are trying to reach. If you believe you encountered this page in error, and that you should have access to the resource you are trying to access, contact technical support.'

ePortfolio

The requirement



Multiple concurrent secure blogs

- *Why?*
- Chronicle professional experience placements or other professional reflective journeys
- Establish constructivist learning relationships where students help each other.

D2L

The reality



- “Use the Presentation as a blog!”
- So...where are the collegial comments that inform the constructivist learning?
- Behind the “Review Presentation” button.....that is outside of the dialogue!

[Strength Analysis 2](#) > [Review Presentation](#)

Review Presentation



Strength Analysis 2

Janet Rasmus | 26 May 10:06 | Available to public users

Comments on this presentation

Add Comment

20 per page

| First Name, Last Name | Date Posted ▼ |
|-----------------------|--------------------|
| Melissa Grey | 25 May, 2015 15:30 |

Thank you for allowing me the opportunity to provide feedback for your Strength Analysis 2! I am impressed with all the Professional Development you have undertaken throughout your career to date! I like that you have identified your lack of knowledge relating to teaching standards prior to starting this subject! I notice you have not made reference to the AITSL standards - perhaps you could align these with the VET standards? And also the Nursing standards relating to CPD. I think this would strengthen your position.

And just to be picky, you might consider changing your banner, as it is impossible to read the writing over the top of the picture! (White writing on a white picture!).

Looks fabulous! Well done!

Best wishes

ePortfolio

The requirement

- Submission path and gateway
- Why?
- Because learning ePortfolios are assessed
- They need to be *submitted* for assessment
- They need to be locked so they don't change in front of the assessor



D2L

The reality

The screenshot shows a D2L user interface. At the top, there is a navigation bar with "My Home" and "Select a unit...". Below this, there is a "Change Password" link. The main content area is titled "ePortfolio My Items" and "Sharing Groups". There is an "Add" button and a "New Presentation" button. Below these, there are filter options: "Filter by: Artefacts Collections" and "Shared Unshared". A status bar at the bottom indicates "10 items shown." and "TPE Professional ePortfolio Template". A context menu is open over an item, listing the following actions: View, Subscribe to Item Activity, Edit, Copy, Share, Delete, Push, Export, Add to Collection, and Associate Learning Objective.

ePortfolio

The requirement

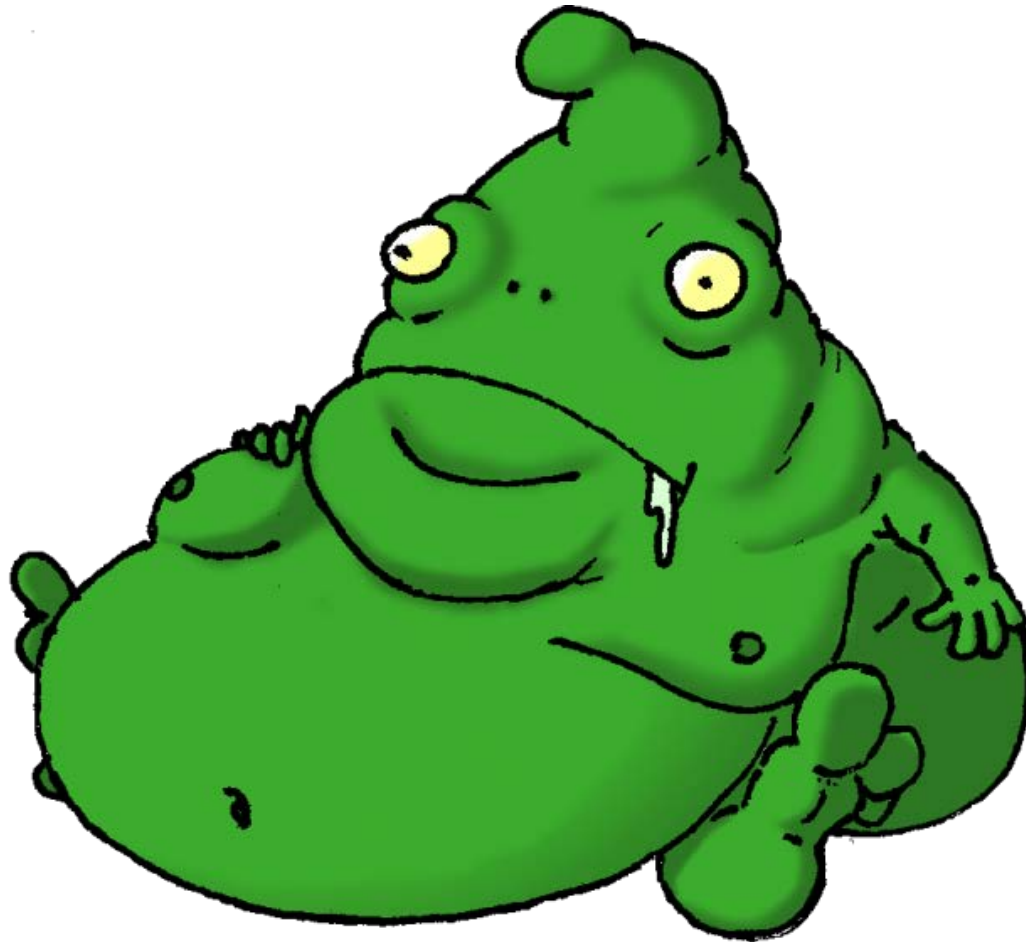
Portable

- *Why?*
- Because professional degrees don't just educate to the front door and the mortarboard, but extend professional behaviours out into internships
- Because authorities and employers are now asking not just what student know, but to evidence how they do



D2L

The reality

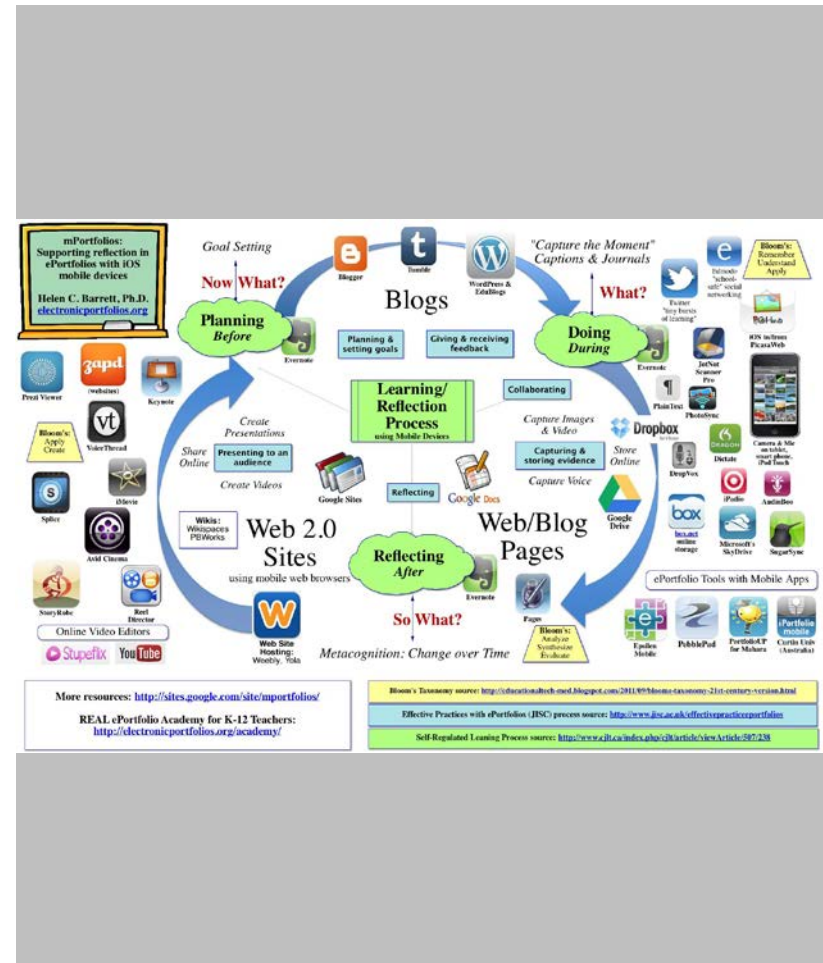


ePortfolio

The requirement

Responsive provider

- *Why?*
- Because we are paying money for an **ePortfolio**
- Because as an institution, our understanding of the technology opens up new potential
- Because the ePortfolio equation is not static – it grows and the learners help define new potential
- Because user requirement should drive development



| Their Answer | Our Response |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>From Eportfolio Expert: A user can go to the context menu of the reflection and click "Add to Presentation". This will append the reflection to the desired page. As per join discussion with Eportfolio Expert, AM and TAM We will flag this issue with the Product and Development team as the nature of this issue looks be a Usability issue</p> | <p>Eportfolio Expert comment does not address concern. The comment is not about "Add to Presentatin" which imports the Relfection html, but the linking of artefacts...Word files, spreadsheets etc. When linked these currently become "Not Authorized".</p> |
| <p>From Eportfolio Expert: The blog tool is a separate tool from ePortfolio. As per join discussion with Eportfolio Expert, AM and TAM We will flag this issue with the Product and Development team as the nature of this issue looks be a Feature Request as this is more of the overall Learning Environment Architectural enhancement request than it is specific to Eportfolio tool</p> | <p>Eportfolio Expert comment does not address concern. This denies the user the opportunity to incorporate blogs into the ePortfolio. Whilst this might be a different function, exclusion of the blog means that the ePortfolio cannot fully represent the student's learning experience and undermines the ePortfolio's utility within a learning management system.</p> |
| <p>From Eportfolio Expert: Once placed in the presentation the description can be deleted from the artefact in the Edit area As per join discussion with Eportfolio Expert, AM and TAM We will flag this issue with the Product and Development team as the nature of this issue looks be a Usability issue</p> | <p>Eportfolio Expert comment does not address concern. The comment is about searching for artefacts by type. Currently limited to name and date of construction. It does not allow the user to filter out photos, documents, etc.</p> |

Focus on the technology and its application rather than the pedagogy.

The technology is not fit for purpose

The technology is undermining the pedagogy

The technology is undermining confidence in ePortfolios as a professional learning tool

Less academics are engaging with ePortfolios.....**BUT**

There are less complaints about the technology.....**BECAUSE**

There is less demand for improvement and ePortfolios fall down the priority list

The provider says “Nobody else is complaining”

The provider is not making changes

Action now: Classroom ready teachers

Recommendation 27 - Pre-service teachers develop a **Portfolio of Evidence** to demonstrate their achievement of the Graduate level of the Professional Standards.

– **This impacts on....**

– **Accreditation**

– **Market share**

Recommendation 28 - Higher education providers and schools work together to assist pre-service teachers to develop and collect sophisticated evidence of their teaching ability and their impact on student learning for their **Portfolio of Evidence**.

– **Student employability**

– **Credibility**

Best results only with.....

