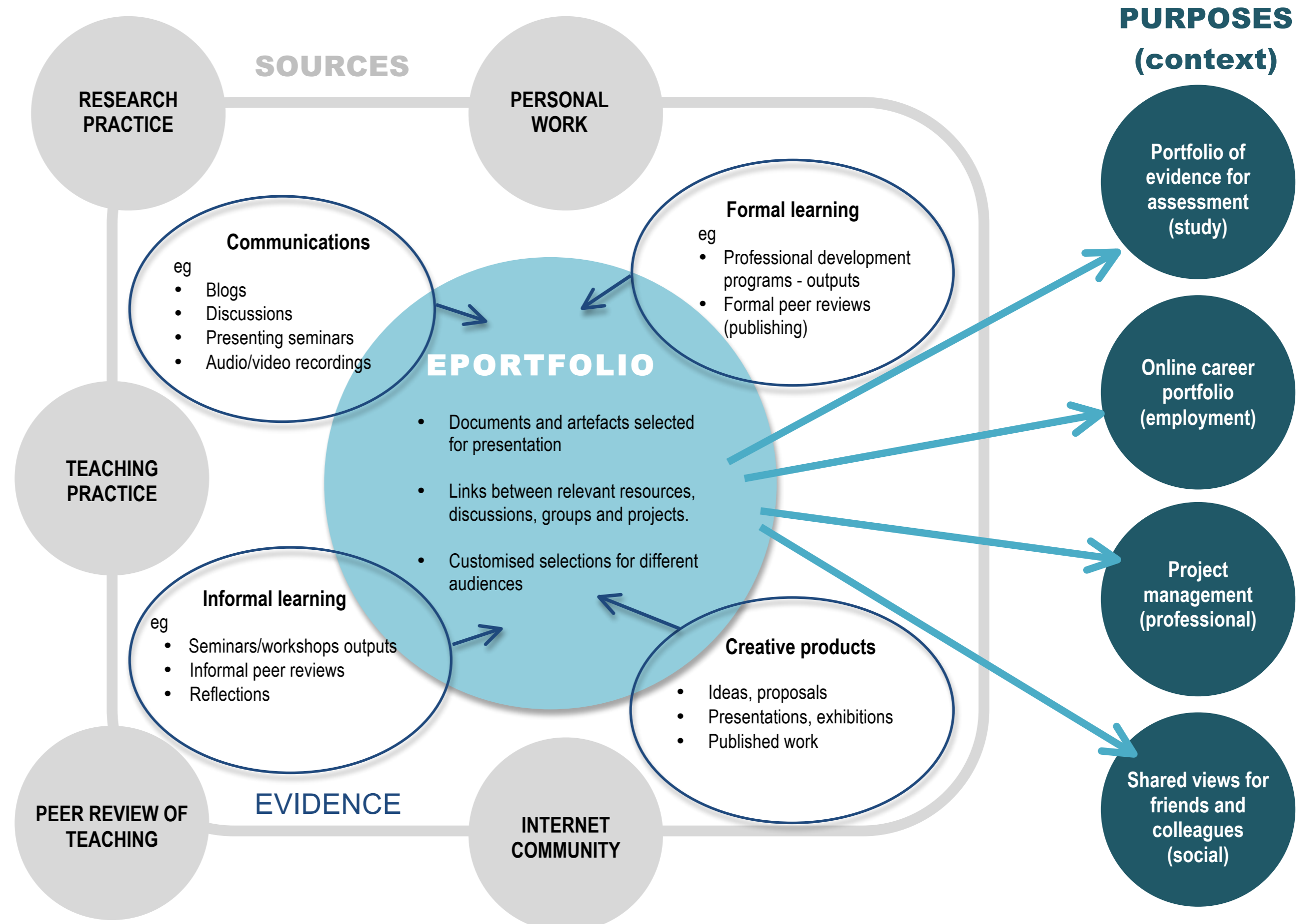


eportfolios in academic development

The use of portfolios for learning and for professional practice in creative disciplines is well-established, and there is growing momentum for use of eportfolios to integrate learning across disciplines in a range of educational contexts, including development of graduate capabilities in higher education. But teachers who are not creative practitioners may find it difficult to conceptualise the use of portfolios in learning.

At the same time, academics in higher education face increasing accountability in relation to teaching activities, and teaching performance is now an important factor in academic promotion. This has led to a burgeoning of professional development activities and programs for teachers.

The use of a learning portfolio approach to integrate teachers' own development of professional capabilities can help them to integrate their learning, develop reflective practice (Brown, 2002) and provides a model for managing portfolio-oriented learning with their own students (Klenowski, Askew & Carnell, 2006).



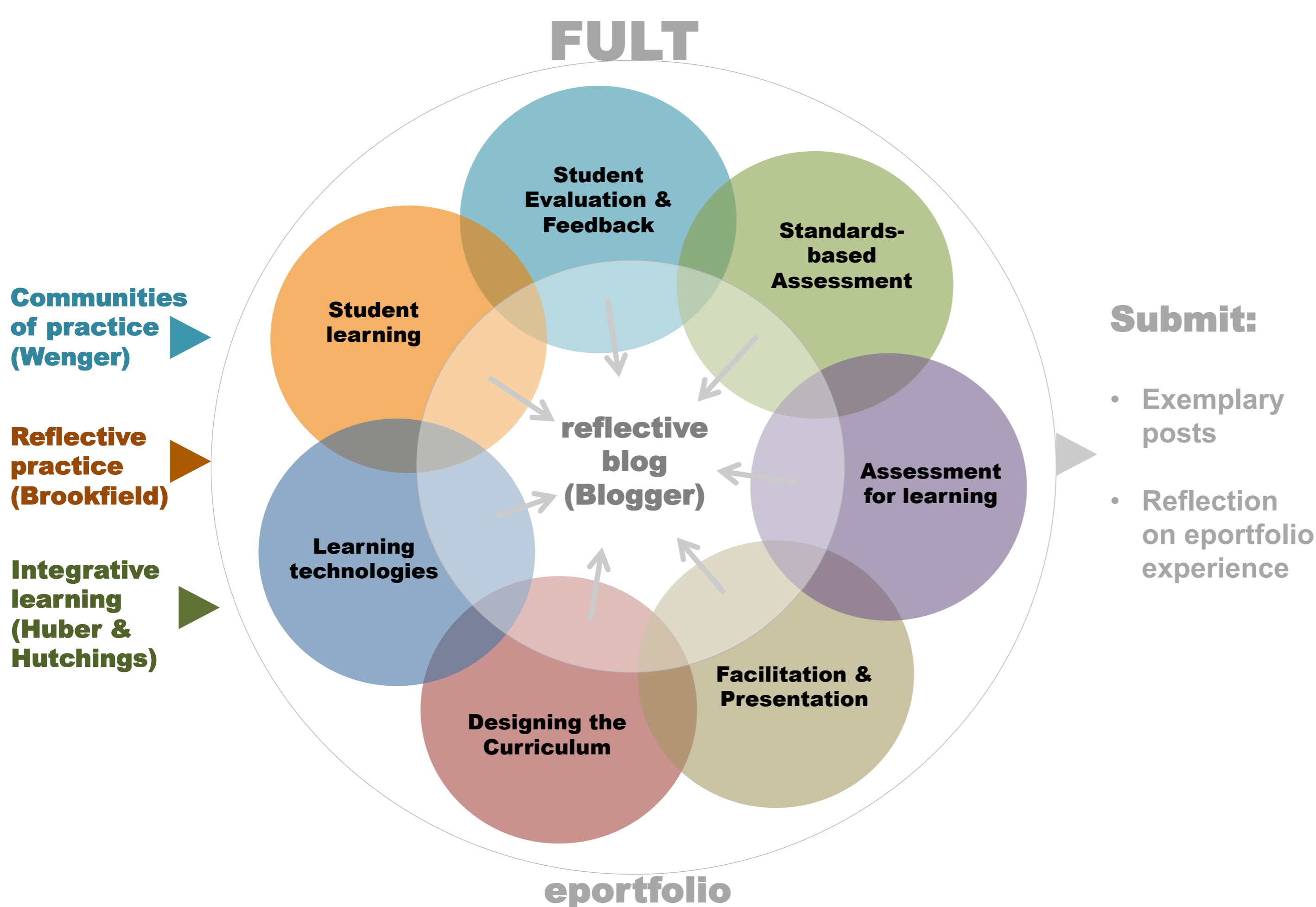
eportfolios at UNSW

At UNSW, eportfolios are being introduced into academic development programs, initially through the use of a reflective journal in blog format.

The intention is to both provide an integrated learning experience for program participants, to familiarise them with eportfolio practice, and to provide a model that they may be able to use in their own teaching context.

The pedagogical approaches underpinning the program design include reflective practice (Brookfield, 1995), communities of practice (Wenger, 1998) and integrative learning (Huber & Hutchings, 2004) – all of which can be supported by the use of eportfolios for learning (Brown, 2002; Brew & Boud, 2006).

Additionally, for accredited programs, e-portfolios provide a learner-oriented medium for ongoing assessment.



eportfolio in FULT

Participants in the blended **Foundations of University Learning and Teaching (FULT)** program are guided to set up a 'Blogger' blog, or are able to use another platform of their choice. Over the month-long program they are encouraged to make several posts to their blog, and to share with other participants in their 'learning group'. The program topics on which they are asked to reflect on their experience and learning include:

- Student learning
- Learning technologies
- Designing the Curriculum
- Facilitation & Presentation
- Assessment for learning
- Standards Based Assessment
- Student Evaluation & Feedback

Finally they are asked to select and submit two exemplary posts, and to reflect on the experience of using an eportfolio.

This eportfolio activity is being formatively evaluated with the intention of extending eportfolio activities into the Graduate Certificate of University Learning and Teaching (GCULT).

Brew, A. and Boud, D. (1996) Preparing for new academic roles: An holistic approach to development, *International Journal for Academic Development*, 1:2, 17-25.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. (pp. 296). Jossey-Bass

Brown, J.O. (2002) Know Thyself: The Impact of Portfolio Development on Adult Learning. *Adult Education Quarterly* 2002 52: 228.

Huber, M.T. and Hutchings, P. (2004). *Integrative Learning: Mapping the Terrain* (online). Stanford CA: Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching. Available from: <http://www.carnegiefoundation.org/dynamic/publications/mapping-terrain.pdf>

Klenowski, V., Askew, S. and Carnell, E. (2006) Portfolios for learning, assessment and professional development in higher education. *Assessment & Evaluation in Higher Education*. Vol. 31, No. 3, June 2006, pp. 267-286.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.