

Title: **Learning From Experience: using an e-portfolio to support learning in a professional course for new HE lecturers**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the impact on students of using an e-portfolio for shared reflections, formative feedback and assessment
- Consider the learning opportunities for students and the course team on using familiar learning activities in a different learning medium

Session Outline

Key issues to be addressed are:

This discussion paper tells the story of how an e-portfolio was introduced into a postgraduate professional course for lecturers in higher education. The ethos behind this introduction was to give the course participants the opportunity to experience an e-portfolio for reflection and assessment. In addition it is anticipated that by providing the course participants with a personal digital space to store records of achievement and reflections on their own practice, there will be evidence of longer term benefits to the staff and the institution. Staff and student reactions to the use of an e-portfolio for both formative and summative purposes will be discussed, including the tensions and challenges created by introducing a new digital medium.

This case study is part of a wider JISC funded project, *Flourish: the ecpd project*. The strategy for integration and implementation of the e-portfolio follows an iterative approach, broadly based upon [Users and Innovation Model](#) . The research has been conducted as action research, with its principles of collaboration and a cyclical approach to improving effective practice through enquiry and action (Noffke & Somekh 2005). An appreciative inquiry approach was adopted within our action research framework and shaped the design of an online survey and focus group schedules, which were the primary methods of gathering our data.

Whilst a majority of the participants appreciated the activities designed, such as a patchwork text assignment and the reflective writing, the reaction to using the e-portfolio was mixed. Despite one of the learning outcomes for the course specifically referring to e-learning, there was a feeling that the e-portfolio added an unnecessary additional layer of learning.

This research is ongoing and the course team have already implemented a number of changes to the introduction and support for the e-portfolio, following analysis of the data.

Session Activities and Approximate Timings

The session will start with a presentation of the paper (15mins)

Activity one (10mins)

Sharing experiences of introducing a new technology with the aim of enhancing learning – discussion of challenges and strategies for overcoming these.

Return to presentation and analysis of data collected (10 mins)

Activity two (10 mins)

Discussion of where next and wider context for practitioners who want to introduce similar activities with their students or colleagues

References

JISC (2007) Users and Innovation Model.

http://www.jisc.ac.uk/media/documents/programmes/capital/u&i_townmtgoct06_model_cv.pdf
accessed 27/03/09

Noffke, S. & Somekh, B. (2005) Action Research, in B. Somekh & C. Lewin (Eds.) Research Methods in the Social Sciences. London: Sage.