

Title: Engaging staff with the UK Professional Standards Framework through e-portfolios

Presenter: Mandy Asghar
York St John University

Session Learning Outcomes

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

Appreciate the opportunities that e-portfolios provide in enhancing engagement in reflective practice

Reflect on the challenges inherent in engaging staff in using e-portfolios as a developmental tool

Collaboratively consider solutions to the challenges of staff engagement with e-portfolios

Session Outline

Key issues to be addressed are:

Recognising Academic Practice is the York St John University (YSJ) CPD framework, accredited by the Higher Education Academy from D1-D4. The framework provides opportunities for staff to gain recognition through, either a professional dialogue route or a paper route. The professional dialogue route requires participants to use an e -portfolio (mahara) as a space to bring together their thoughts, as to how they meet the criteria of the UK Professional Standards Framework. The e-portfolio is deemed to be a formative aspect of the process and contributes to the developmental nature of the recognition process. It provides a means for staff to reflect on their pedagogic practice using a range of media, with the view that reflection is enhanced as connections between electronic artifacts are made (Yancey 2009). This occurs by making sense of their portfolio as a whole either individually or through collaborative dialogue with their mentor.

Engaging staff with the notion of using portfolios, either for themselves or their students, has meet obstacles in the past at YSJ. Stefani, Mason and Pegler (2007) suggest that it is crucial to be able to demonstrate the value of maintaining an e-portfolio and that amongst the issues may be a lack of structure or templates to facilitate use. We have found that it has only been through *making* individuals use the e-portfolio for recognition that they have seen the benefit for themselves and as suggested JISC (2012) e-portfolio literate staff are as consequence more adept at designing e-portfolio learning for their own students. This session will explore the challenges of engaging staff with e-portfolios, and provide some suggestions as to how to overcome those challenges, including the importance of modeling good practice. Examples of participants' portfolios will illuminate the varied responses to the requirements to use it as a

part of the recognition process. The results of an evaluation will demonstrate the participants' views as to how, or if, it's use contributed to the development of their reflective practice.

Session Activities and Approximate Timings

Introduction: how the portfolio is used as a thinking/reflective space within our scheme 10 mins

Showcase examples of portfolios 10 mins

Using a dialogue sheet, discussion will be facilitated about: the challenges of engaging staff in using e portfolios, the benefits or constraints of using a template, whether they should be formatively or summatively assessed, and consideration of challenges within the participants' own context. 15 mins

Summary will include findings from the evaluation and future directions 10 mins

References

JISC (2012) Crossing the Threshold. Moving e-portfolios into the mainstream.

Stefani, L. Mason, R. and Pegler, C. (2007) The Educational Potential of e-Portfolios. London, Routledge.

Yancy, K. (2009) Reflection and Electronic Portfolios. In Cambridge, D. Cambridge, B. and Yancey, K. Electronic Portfolios 2.0 Emergent Research on Implementation and Impact p 5-17. Sterling, Virginia, Stylus Publishing.