

Holistic professional learning:

e-portfolios for academic development in higher education

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e-portfolios for academic development

issues

Fragmented professional development experience

Supporting reflective practice and **career development**

Lack of understanding of **portfolio learning**

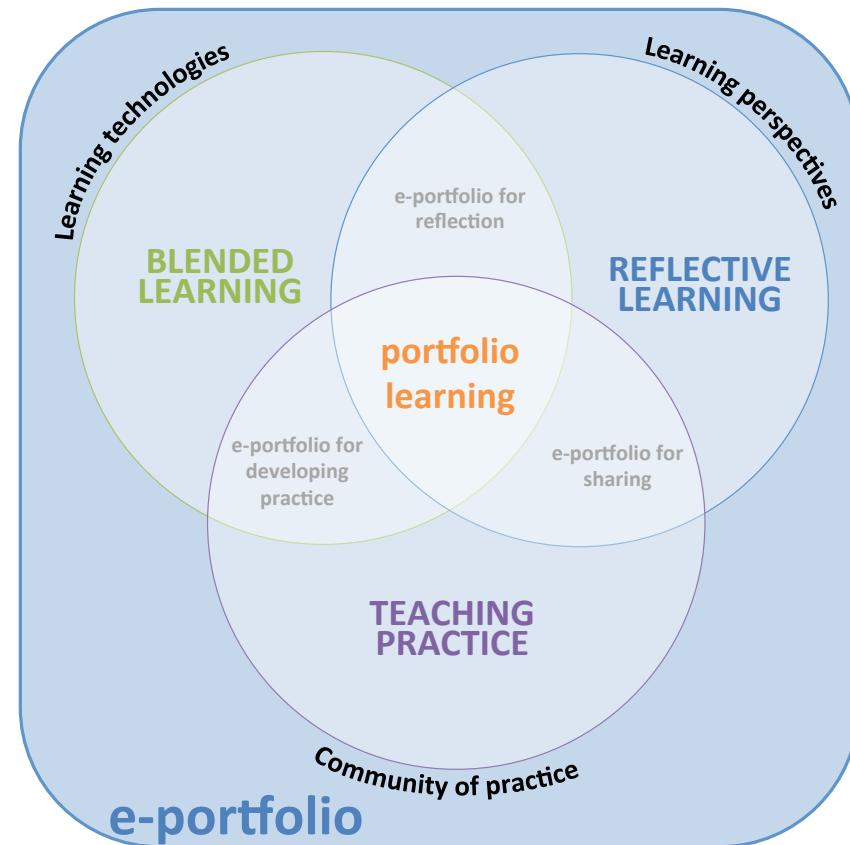


e-portfolios for academic development

redesign of academic development programs for a **blended learning** format

blended learning experience as a **model for teaching practice**

eportfolios to support **reflective practice** and model **portfolio-based learning**



background

e-portfolios for academic development

Holistic academic development (Brew & Boud, 2006)

- Personal, professional and institutional dimensions
- Diverse roles, needs and work patterns among staff.

Reflective practice (Brookfield, 1995)

- Promote critical practice and meta-learning
- Four lenses: their own experience as learners of reflective practice, learners' eyes, colleagues' perceptions, theoretical, philosophical, and research literature.

Communities of practice (Wenger, 1998)

- Social dimensions of learning
- Focus on 'practice' and 'participation'

theory

Integrative learning (Huber & Hutchings, 2004)

- Educating the whole person
- Lifelong / lifewide learning
- Integrate dimensions of learning – formal, informal, workplace, community ...



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e-portfolios for academic development

benefits

- Developing capacity for **reflective practice** and **lifelong learning** in teaching practice.
- Enabling academics to select and aggregate evidence of their **teaching development** for career progression.
- Developing understanding of portfolio learning to support **integrated learning** and development of **graduate capabilities** for students.



Foundations of University Learning and Teaching (FULT)

You will be able to:

- **Review** your teaching and/or learning practice drawing on various sources of **evidence**
- Align learning outcomes, teaching and learning activities, and assessment strategies in your context
- Demonstrate awareness of UNSW support structures and policies relevant to your learning and teaching context

practice

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.

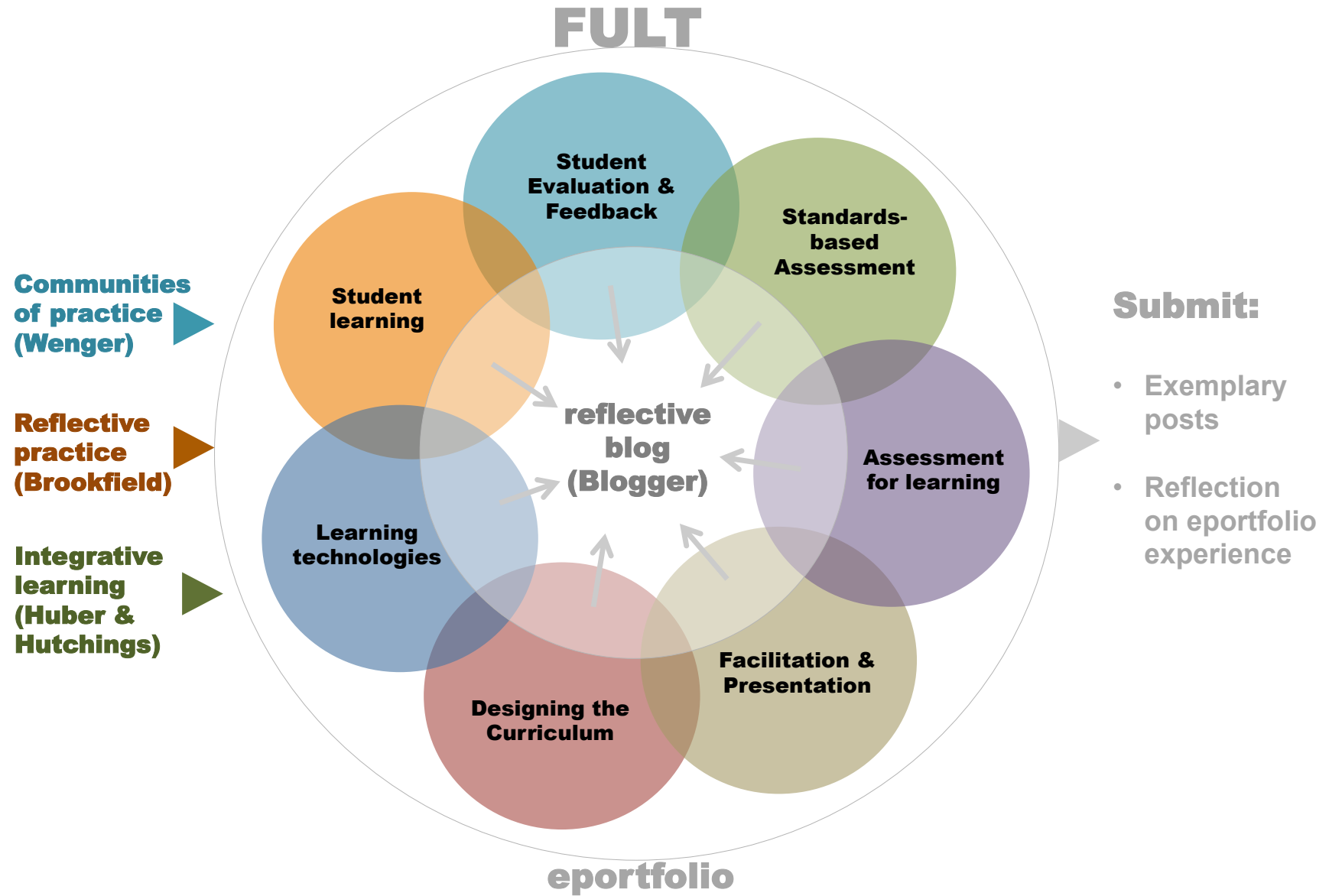
Over the month-long program they are encouraged to make several posts to their blog, and to share with other participants in their 'learning group'. They are asked to reflect on their experience and learning as they participate in the program topics.

Finally they select and submit two exemplary posts, and 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).



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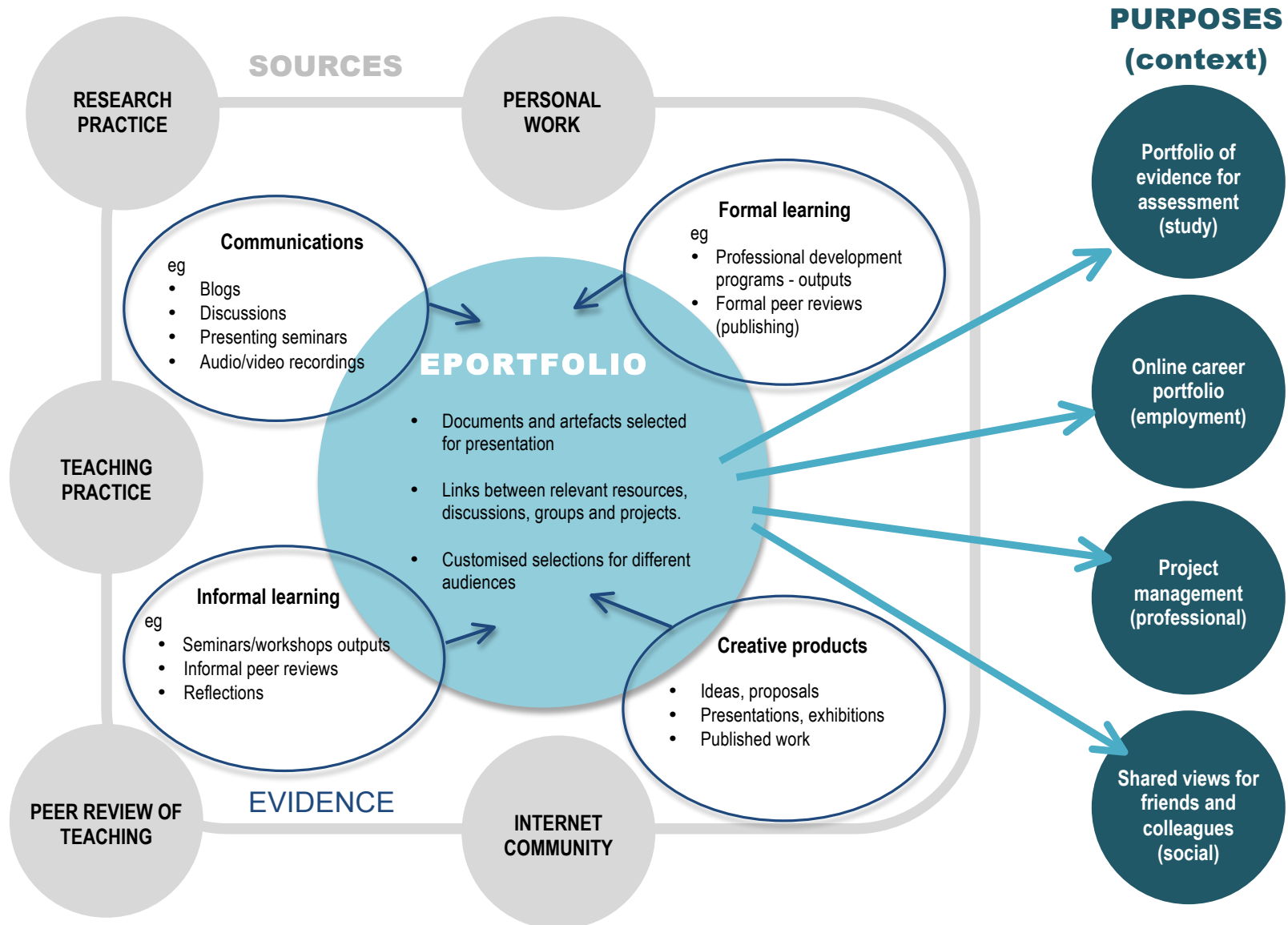


e-portfolios for academic development

dimensions

- **context**
(personal, professional, institutional)
- **role/stage**
(early career/mid-career ... professional/
academic ... teaching/research focus)
- **portfolio purpose**
(reflection, evidence, assessment, showcase)





e-portfolios for academic development

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references



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