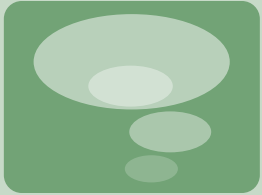


ePortfolios

**The role of reflection
in graduate online
learning and
pedagogy**

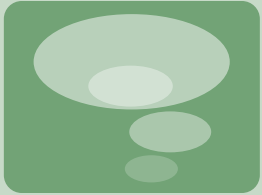
**Dr Debra Hoven
Athabasca University, Canada
ICDE/WCOL 2019
Dublin, Ireland November 3-7**

What makes an eportfolio effective?



- Curated
- Reflective
- Feedback/refinement
- A High Impact Practice (HIP)
 - Supports collaborative work
 - Improves communication skills
 - Makes connections across program and to work

What is an eportfolio? Elements?



- AKA learning portfolio, digital portfolio, web folio etc
...
- The “e” aspect:
 - Can be tagged, searched, archived, syndicated
 - Can incorporate multiple forms of media, including:
 - video
 - podcasts
 - screen shots
 - Images/graphics
 - embedded links
 - feedback facilities

The studies

- 2008: survey & trial implementation
 - Likert scale of learner perceptions of:
 - Technology used (platform etc.)
 - Experience of eportfolio creation
- 2012: eportfolio introduced as alternative to Comprehensive exams
- 2015-6 (onwards): Action research project
 - Interviews of 10 MEd graduates (initially)
 - Analysis of
 - eportfolio pages
 - Presentation recordings
 - Feedback
- 2016: eportfolio course granted full course credit



Recommendations & Responses

To peers/incoming students:

- Start early
 - Provides material that is fresh in the mind vs ...
 - Advantages of retrospective view
- On-going journalling (practice, rehearsal & scaffolding)

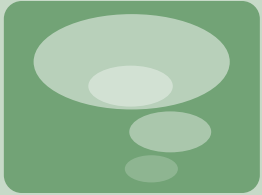


To faculty/instructors/designers:

- Separate product from process: add in more journals
- Add sample e-portfolios from other students & elsewhere (what is expected and flexibility)
- Include How-to videos (technical aspects)
- Invite attendance at presentations & make recordings available
- Provide examples of how to map learning to program competencies
- Provide early feedback on 1st draft of 1 artifact
- Provide written and oral comments from instructors

5 themes from interviews

1. Reflection (process of doing it)
2. Understandings (benefits of reflecting)
3. Strategies (used to self-elicite and document reflection)
4. Work-related or Future benefits
5. Examples given



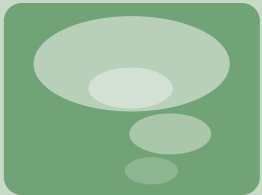
Themes with student voices 1/... 3

1. Reflection (process of doing it)

- I think of looking back on something and thinking about either different actions I would have taken or different points I would have made ...
- ... putting me in the habit of reflecting and not just times reflecting while I'm on the train or waiting in line but ...

2. Understandings (benefits of reflecting)

- I'd say that [reflection] had started in the program and then the e-portfolio kind of tied that together ... gave it a better window to view that experience with.
- ... made me realize that learning is a multidimensional process ...



Themes with student voices 2/... 3

3. Strategies (used to self-elicite and document reflection)

- I keep daily and weekly logs of what I'm doing ... as a more intentional thing, keeping logs and journals ...
- ... that kind of "what were you thinking" kind of thing or "could you explain that to me, why you think that way" ...[self-talk]



4. Work-related or Future benefits

- I've incorporated a learning journal in my work ... just to help me with that lifelong learning
- ... how does that make you feel and could you have done something different, or improved, and going forward, what are you going to do next? What's your next step? [in on-going learning journal at work]
- ... looking back at what I've done at school ... and how I want to point my career or when I look for a job, or the things I want to work on ... ways of understanding my own interests better.

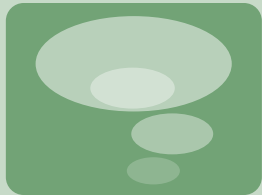
Themes with student voices 3/... 3

5. Examples given (Lifelong & Life-wide learning)



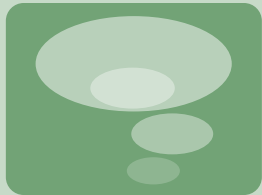
- And I think with relationships, too. Again, your partner may say or do something and now I have a different not “jump to conclusions” kind of response ...
- I’m definitely looking at, or reading the newspapers, ... and really look at both sides of an argument, keeping my own assumptions and biases in check ...

Process of evolution of eportfolio as a credit course 1/ ...4



- From an **instructional design perspective**:
 - Coursifying: scaffolding development of eportfolio using “assignments”
 - Staging the necessary elements to scaffold experience for learners:
 - Practice reflective piece
 - Formalising feedback requirements
 - Formalising 6 competency areas with sub-competencies

Process of evolution of eportfolio as a credit course 2/ ...4



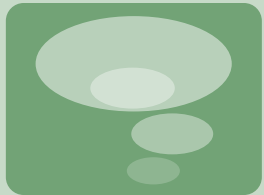
- From a **resourcing perspective**:
 - Providing list of past-student sample portfolios
 - Providing collection of past-student sample presentation recordings
 - constantly updating resources:
 - Research readings on value of eportfolios
 - Research readings on reflection
 - Examples of formal learning - workplace transitions
 - Different styles of reflection: in text, graphical, and audio/video formats

Process of evolution of eportfolio as a credit course 3/ ...4



- From a **pedagogical**/heutagogical perspective:
 - Instructor strategies:
 - Triggers for learning?
 - Learning moments?
 - “aha!” & “oh no!” moments?
 - Dig deeper:
 - What did you notice?
 - How did you perceive it?
 - What did it mean to you? Your learning?
 - How did it affect you as a learner?
 - As a professional?
- Take-aways: what do/would you do differently now?
- How has this experience affected you as a lifelong, life-wide learner?

Process of evolution of eportfolio as a credit course 4/ ...4



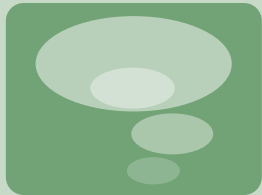
- From a **pedagogical**/heutagogical perspective (cont'd):
 - Bi-weekly synchronous Q & A seminars (recorded)
 - Peer-peer feedback & instructor-learner feedback
 - reflection (internal) tension with feedback giving and receiving (social constructivist) - Ecological constructivism (EC)
 - refinement of definition of reflection: “critical” not necessarily negative (EC)
 - introductory learning goals cf concluding summative reflections
 - co-teaching: sub-group of instructors/faculty who are interested and invested
 - introduction of mindfulness seminars, resources & practices

Reflection



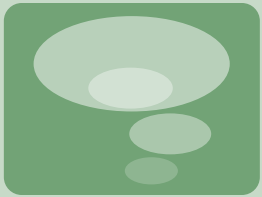
- Reflection is what happens in the interstices in our minds and being between stillness, cognition, movement, and affect (feelings, emotions and beliefs). It is where creativity and deep understanding emerges - including creativity of construal, thought, ideas, and insight. It is this embodied emergence of imagination and creativity that propels innovation and brings about transformation. (Hoven, 2020)

On-going questions ... and future research



- Tension between retrospective view vs reflective writing/journaling
- Grading? based on competencies – “to what extent has ... developed?": scaled descriptive criteria
- development of reflection: mindfulness?
- PD for educators and their use + nature of reflection that is valuable and effective

Your questions? Comments?



Thank you!

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