STEPS 2008-09
Strategic Teaching Enhancement Program

STEP 9: OBTL: Encouraging Students’ Reflective Practices - ePortfolio

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Ms Hokling Cheung (EDO)

Intended outcomes

At the end of this workshop, you should be able to:
- Relate reflection to an effective learning cycle
- Engage in critical reflection on your own practice
- Use strategies to facilitate student reflection
- Identify how an ePortfolio can facilitate reflection
- Identify the generic structure of an ePortfolio

This is Ray.
A typical year 1 student.
He has just finished a presentation.
Ray has submitted all assignments.
He is having an examination.
This is the last session. Cool!

He has got his grades.

Not too bad.
Now he can start enjoying the summer holiday!
But the holiday is soon over. Ray is back to school.

Attend classes, complete assignments and take examinations as usual.

Get the grades.

GPA: 2.7

Not too bad.

Time flies. Luckily, like many other graduates, Ray's CGPA is not too high but he is able to graduate.

Is Ray an ideal graduate?

What's wrong with Ray's learning cycle?

→ Attend classes
→ Complete assignments
→ Take examinations
→ Get the grades
→ Enjoy the breaks

?
What’s wrong with Ray’s learning cycle?

Yes. He is in ..

× Lack of goals

× Lack of reflection

× Lack of motivation to achieve higher

× Lack of feedback from teachers
  • for the assignments and performance
  • What does it mean by a “B” or 2.7?
  • What did he do well and what not?

× Lack of a road map for his learning, development and career.

I am here, I want to be there.

Group discussion

• As a teacher, what can I do to help Ray and students alike?

Helping students to establish an effective learning cycle

Outcomes

Reflection, Feedback & Dialogue

Extrinsic Motivation

Attend classes

Complete assignments

Take examinations

Get the grades

Enjoy the break

ePortfolio: Goals, Action Plans, Accomplishment, Reflection, Collection of Artifacts, Qualification

Activities + Outcomes

Outcomes + Goals

Goals + Actions

Ownership & Ability

Internalise

Relate
Reflection, Feedback & Dialogue

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-minute paper</td>
<td>Survey</td>
</tr>
<tr>
<td>Individual/collaborative/private</td>
<td>Blog</td>
</tr>
<tr>
<td>reflective journal</td>
<td>Attachment</td>
</tr>
<tr>
<td>Assignment plus reflection/self-</td>
<td>ePortfolio</td>
</tr>
<tr>
<td>assessment</td>
<td>GoogleApps</td>
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Question Prompts

- **Problems**
  - What was the muddiest point in today’s lecture?
  - What question(s) do you have about the material covered in today’s class?
  - How can I help you learn the concept that is giving you the most trouble?

- **Importance**
  - What was the most important (significant, crucial) thing you learned in today’s class?
  - What did you perceive to be the major purpose or objective of today’s class?
  - What do you think was the most important point or central concept communicated during today’s presentation?

- **Content**
  - Write two quiz questions about the material covered today.
  - List the key concepts from today’s class.

- **Applications**
  - What is the main application of the material we discussed today?
  - What did you learn today that you will use or apply after graduating?

Creating an 1-min Paper

- **Create an 1-min paper with Bb test/survey**
  - [https://eportal.cityu.edu.hk/bbcswebdav/institution/EDO/Bb/staff_guide/animation/1-min-paper-create/1-min-paper-create.htm](https://eportal.cityu.edu.hk/bbcswebdav/institution/EDO/Bb/staff_guide/animation/1-min-paper-create/1-min-paper-create.htm)

- **Review students’ submission results**
  - [https://eportal.cityu.edu.hk/bbcswebdav/institution/EDO/Bb/staff_guide/animation/1-min-paper-review/1-min-paper-review.htm](https://eportal.cityu.edu.hk/bbcswebdav/institution/EDO/Bb/staff_guide/animation/1-min-paper-review/1-min-paper-review.htm)
**Reflection, Feedback & Dialogue**

<table>
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<th>Activity</th>
<th>Tool</th>
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<tbody>
<tr>
<td>Teachers’ private feedback for an individual</td>
<td>Email/private comments</td>
</tr>
<tr>
<td>General/overall feedback to/from the whole class collectively</td>
<td>Class/Instructor’s Blog/Polling</td>
</tr>
<tr>
<td>Assessment rubrics</td>
<td>Doc/HTML</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>Wiki, Doc/comments</td>
</tr>
</tbody>
</table>

**Helping students to establish an effective learning cycle**

- Outcomes
  -Attend classes
  -Complete assignments
  -Take examinations
  -Get the grades
  -Enjoy the break

**Extrinsic Motivation**
-Relate
-Activities + Outcomes
-Outcomes + Goals
-Goals + Actions
-Internalise
-Ownership & Ability

**Opportunities for reflection occur when we:**

- Notice something new
- Have an emotional reaction to something
- Learn new knowledge/facts
- Have new experiences
- Are exposed to new ideas/thoughts
- Are exposed to different attitudes/behaviours
- Encounter problems/difficulties
To prompt the reflective thinking process we need to:

- ask ourselves or each other **PROBING** questions

**Mental activities involved in REFLECTION**

- **Looking ahead**
  - Embrace new challenges.
  - Set/revise goals and action plan. Adopt good & effective practices.

- **Query**
  - Question/seek explanations.

- **Evaluation**
  - Assess/provide evidence.

- **Problem solving**
  - Look for/examine possible solutions/alternatives.

- **Speculation**
  - Imagine if things had been done differently.

- **Responding to Feedback**
  - Critically analyse and act on feedback & comments.

**OBSTACLES THAT REFLECTION FACES**

- The effort and persistence required
- Lack of practice
- Not valuing and appreciating the importance of reflection for deep learning
- Motivation
- Knowledge of the subject matter one is reflecting on
- Reporting true reflections as opposed to giving the teachers what they want
- The physical environment, time of day, one’s mood
SCAFFOLDING STRATEGIES TO ENCOURAGE REFLECTION

1. Create opportunities for your students to reflect
2. Ask probing questions
3. Involve students in problem-solving, decision-making, finding explanations and evaluating
4. Set up systems for providing quality feedback and expecting responses
5. Set up collaborative working environments
6. Present models e.g. http://pdp.bournemouth.ac.uk/reflective_skills.html
7. The ePortfolio allows easy revisions and extensions to reflection
8. Teach students the language of reflection

Here is an extract from a student's reflective journal. Highlight all the examples that you see as 'reflective'.

"In this module we had to complete a group presentation. It was an interesting experience and I learnt many things. While preparing with my group mates for the presentation I was very quiet. I realized that I really need to work on taking more risks and not be afraid of saying something wrong. The other students in my group would give their opinions freely. Back home in my own country, I don't usually get nervous when doing group projects, so it's not just about being confident. I think the reason I felt insecure was because of the language. I was always afraid I would say something wrong or stupid. I'm now aware that to improve my English I need to focus on speaking as much English as I can, and not worry about making mistakes".

Emotions/feelings
New awarenesses/discoveries
Explanations/reasons

Metaphors to Aid Reflection

- Use the mirror to prompt reflection about yourself.
- Look for connections and relationships.
- Go deeper and analyze the details of an event, task, or experience.
- Think about how you could have done something better.
- What choices lie ahead?
- What would you do differently if you could do this again?

<table>
<thead>
<tr>
<th>METAPHORS</th>
<th>SPOKEN LANGUAGE INDEPENDENT LEARNING PROJECT</th>
<th>BCH 4039 FIELD CAMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I enjoy this activity?</td>
<td>What were/are my goals? Did I enjoy this experience? What have I learned about myself through this experience? Has anything about me changed – my values, confidence, beliefs, attitude? How will this affect how I act/think in the future?</td>
<td>Did I learn something I had not expected? What problems did I encounter? How did I try to solve them? How effective were the solutions and why? What would have happened if I did this another way?</td>
</tr>
<tr>
<td>Describe in detail what I did and say why. Did I learn something I had not expected? Did I make good choices? Did I find anything difficult in the way I tried to learn?</td>
<td></td>
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</tr>
<tr>
<td>Think about how well 1) activities link to goals, 2) goals to needs, 3) learning strategies to preferred learning styles, 4) future plans to previous learning, etc.</td>
<td>Think about how well 1) experiences link to goals, 2) goals to needs, 3) learning strategies to preferred learning styles, 4) future plans to previous learning, etc.</td>
<td>How does my work in class relate to my work in the field? How have I tried to put theory into practice?</td>
</tr>
<tr>
<td>What should I do next and why? What language resources are available?</td>
<td></td>
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Reflection is Integral to an ePortfolio

“...without a central focus on reflection, e-portfolios are in danger of becoming simply a collection of information rather than a mechanism for the development of meaningful knowledge.”


Some Examples of how an ePortfolio can Facilitate Reflection

- Reflecting after completing a piece of work
- Reflecting orally
- Giving and responding to feedback
- Peer evaluation as reflection
- Selecting a part of one’s work to demonstrate learning
- Demonstrating the achievement of outcomes

http://webav.cityu.edu.hk:7072/asxgen/D_EDO/portfolio/eportfolio_reflection.wmv

Types of Portfolios

- Learning portfolios
- Employment portfolios
- Assessment portfolios
- Showcase portfolios
- Personal development portfolios
- Teaching portfolios
- Training portfolios

These different "types" of ePortfolios reflected the fact that ePortfolios are being produced and consumed (used) in many different processes, or to manage different processes.

Serge Ravet
http://www.eife-l.org/publications/eportfolio/documentation/positionpaper

Generic Structure of ePortfolios
Generic Structure of ePortfolios

PROFILE
- personal particulars
- biography
- value & belief
- interest & hobbies

SUMMARY
- remember the purpose & the audience:
  - What is this portfolio to me as an audience?
  - What should I expect to see?
- My accomplishment, ability and capacity. Link your claims to “Showcase”.
- Reflection on your accomplishment and current status. Let the audience know your future directions & planning.

SHOWCASE
- support your claims with substantial information, actual & outstanding works
  - accomplishment/achievement,
    - Ideal Graduate/programme outcomes
  - knowledge & skills,
  - in reverse/chronological order, or
  - other attributes of the artifacts

QUALIFICATION
- grades/scores
- awards
- certificates
- transcripts
- professional qualification
  - officially accredited achievement of qualification
- professional membership
- contribution or participation in community services
A nesting structure of ePortfolios

- A “big” portfolio holding “smaller portfolios”/artifacts

**PROFILE**
**SUMMARY**
**SHOWCASE**
**QUALIFICATION**

A nesting structure of ePortfolios

- A “big” portfolio holding “smaller portfolios”/artifacts

**PROFILE**
**SUMMARY**
**SHOWCASE**
**QUALIFICATION**

A nesting structure of ePortfolios

**an ePortfolio = For an experience or a learning activity**

For examples:
- A learning portfolio/artifact of
  - a course
  - an exchange experience
  - a leadership scheme

A nesting structure of ePortfolios

A portfolio for used for a specific purpose and audience with most relevant and best artifacts selected from a pool of artifacts.
ePortfolio platforms and tools

- Course-based:
  - Wiki & Blog functions
- User-based:
  - Blackboard Personal Portfolio (Bbpp)
  - GoogleApps e.g. GoogleSites
  - Wetpaint.com
- Digital stories
  - Windows Movie Maker

ePortfolios

- Sample portfolios
  - Vera’s Graduate Portfolio
  - Gut’s Portfolio
- Portfolio templates
  - CTL
  - Employment portfolio
  - Sandy Wong’s Language Portfolio

Questions?

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UGC Audit 2010

- OBTL
- What kind of facilitation and support services we have provided to our students?
- In what way we make known these services to them?
- Student learning → Full learning experience
- Staff development → reflective professionals
Join us

- **ePortfolio Workshops**
  - *Develop your own ePortfolio!*
- **Roadmaps** – **Repository of Discipline Specific ePortfolio Templates**
- **ePortfolio Competition**
- **ePortfolio Commons**
- **TDG Project: ePortfolio for All: A Roadmap for Success**