Portfolio – a tool for learning and assessment

GUDRUN EDGREN
Portfolio

• Origin within arts
• Education, medicine and health sciences
• Learning portfolio – learning outcomes
• Assessment portfolio
• Combined
Portfolio content

• Reflection on learning experiences
• Documentation of achieved competence
PORTFOLIO 12 HP
– a tool for the attainment and demonstration of learning outcomes.

Continuous documentation and reflection within 12 categories.

1. Research process
2. Research methodology
3. Subject expertise
4. Publication
5. Teacher training and experience
6. Conference and seminars
7. National and int. cooperation with the res. community.
8. Cooperation with wider society.
9. Ethical issues
10. Career development
11. Supervision
12. Administration, organisation and leadership.
Principle of portfolio work and assessment (in Mahara)

**LEARNING PORTFOLIO (MAHARA: ”CONTENT”)**

- Journals (one per category)
  - Journal entries.

  This part is for **personal documentation and reflection**. Make a journal entry for every activity. Add a reflective or descriptive text if needed. Attach supporting documents.

  **Diary style (personal).**

  Likely to **include much more than required to demonstrate attainment of outcomes.**

**ASSESSMENT PORTFOLIO (MAHARA: ”PAGES”)**

- Display page for sharing; with supervisor, at half time, at dissertation etc.

  This is **how you share the information** in your portfolio.

  Contains your **selection** of activities and reflections within each category.

  **Presentation style**: texts need to be presentable/suitable for others to read.

  Experiences and reflective/descriptive texts **should support (progress towards) attainment** of learning outcomes in a clear and structured way.
Task 1
Different writing styles

• Expository
• Persuasive
• Descriptive
• Narrative
• Informative
• Imaginative
• Reflective
Kolb’s cycle of experiential learning

1. Concrete Experience (doing / having an experience)
2. Reflective Observation (reviewing / reflecting on the experience)
3. Abstract Conceptualisation (concluding / learning from the experience)
4. Active Experimentation (planning / trying out what you have learned)

The cycle is circular, allowing for continuous learning through experience, reflection, abstraction, and active experimentation.
Rolfe’s reflective framework

What?

Now what?

So what?
Task 2
Reflective writing

Write a short piece of reflection about an experience (seminar, meeting with someone, course, presentation) and use Rolfe’s model (or Gibbs’).

Exchange with a colleague. Is the writing reflective? Explain!

Discuss with your colleague., using the rubric described by Wald et al 2012:

Writing for your portfolio

*Write for yourself*

.....for a purpose
.....to order your thoughts
.....to connect ideas
.....to keep a record

Be as personal and private as you like!

*Write for assessment*

Select what you want to show others as a sign of achievement.

Personal but not private!