

# Orientation to the action research agenda:

## What do we know/need to know?

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# What will you be listening out for today?

- **Hints & Tips**
- **Ideas I can use**
- **Case studies that give me hope**
- **Recognition of shared challenges**
- **Some evidence to support my practice**

**How far are yesterday's questions  
researchable?**

**Questions about process**

**How do we keep the process simple so people  
will do it?**

**How do open badges fit into these  
discussions?**

**[What works / how can I make it work?]**

## Questions about pedagogy

**How do we teach students self governance?**

**How do we move beyond out-of-date pedagogies?**

**How do we make learning into a journey and not a product?**

## Theorizing: why are we doing this?

There is no such thing as *neutral* educational process. Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, *or* it becomes ‘the practice of freedom,’ the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

- Richard Shaul, Forword to Paulo Freire, (1970) *Pedagogy of the oppressed*

## Questions about culture

**If the value of e-portfolios is so self evident, why is there resistance to engagement from students and staff?**

**Is university culture reacting against student ownership of learning?**

**How do we develop communities of practice to sustain portfolio adoption?**

**Are e-portfolio practices counter culture?**

**Why are we still having this discussion?**

## Why aren't 'they' doing this?

Society does not educate the next generation in order for them to contribute to its economy. It educates them in order that they should extend and deepen their understanding of themselves and the world, acquiring, in the course of this form of growing up, kinds of knowledge and skill which will be useful in their eventual employment, but which will no more be the sum of their education than their employment will be the sum of their lives.

- S. Collini (2012) *What are Universities for?*

# Seeking to understand resistance

**What doesn't work?**

**Why not engage with e-portfolio learning?**

**What is e-portfolio compliance associated with?**

**Engaging with criticality**



## Questions about evidence

**If the value of e-portfolios is so self evident, why are we still having these discussions?**

**What is the evidence and is it persuasive?**

**What have we learnt from evaluating our practice?**