

Understanding the essence(s) of portfolio-based learning
University of Edinburgh – 6-8 June 2016

SELPAD: SUPPORTING REFLECTIVE THINKING PRACTICES IN VARIOUS LEARNING SITUATIONS


UNIL | Université de Lausanne


FORMATION
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UNIVERSITÉ
DE GENÈVE

Presenters:

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10' Presentation

25' Hands-on activity

15' Discussion

CONTEXT

Goal

“Offering an environment where students can produce deep reflections on their learning”

Solution

- Mahara ePortfolio

Problems

- Difficulties to understand the ePortfolio process
- Blank page syndrom
- Usability problem of the learning platform

Shallow reflection

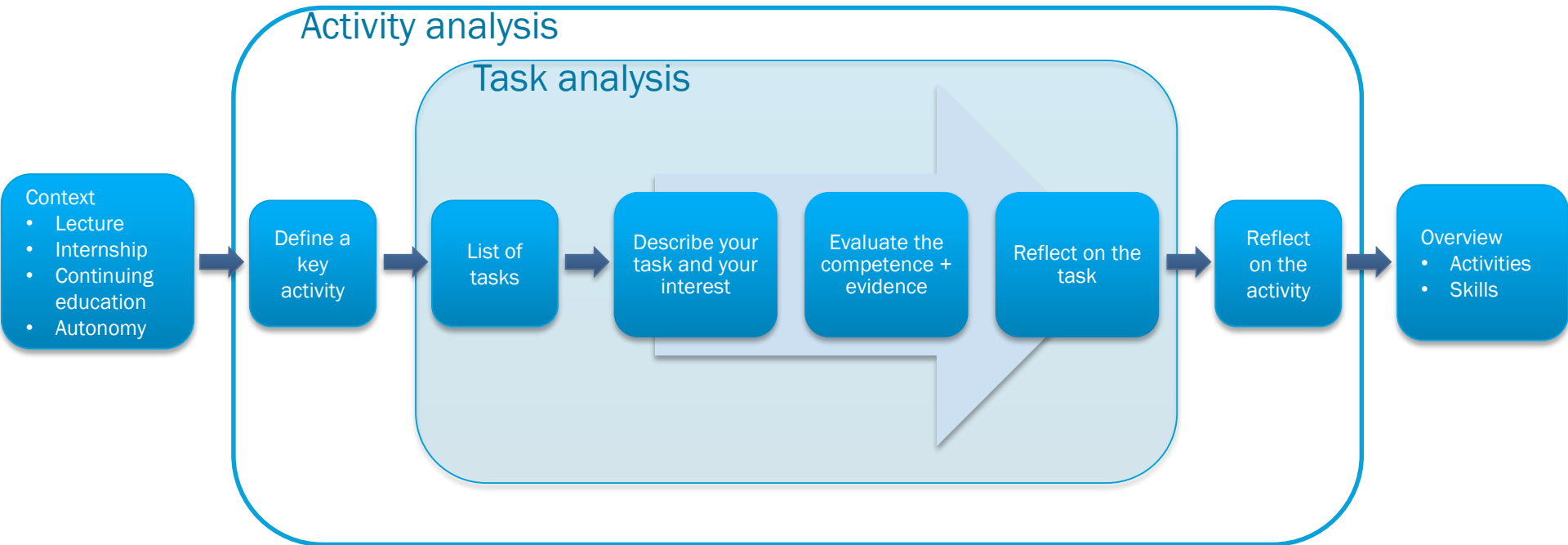
SOLUTION



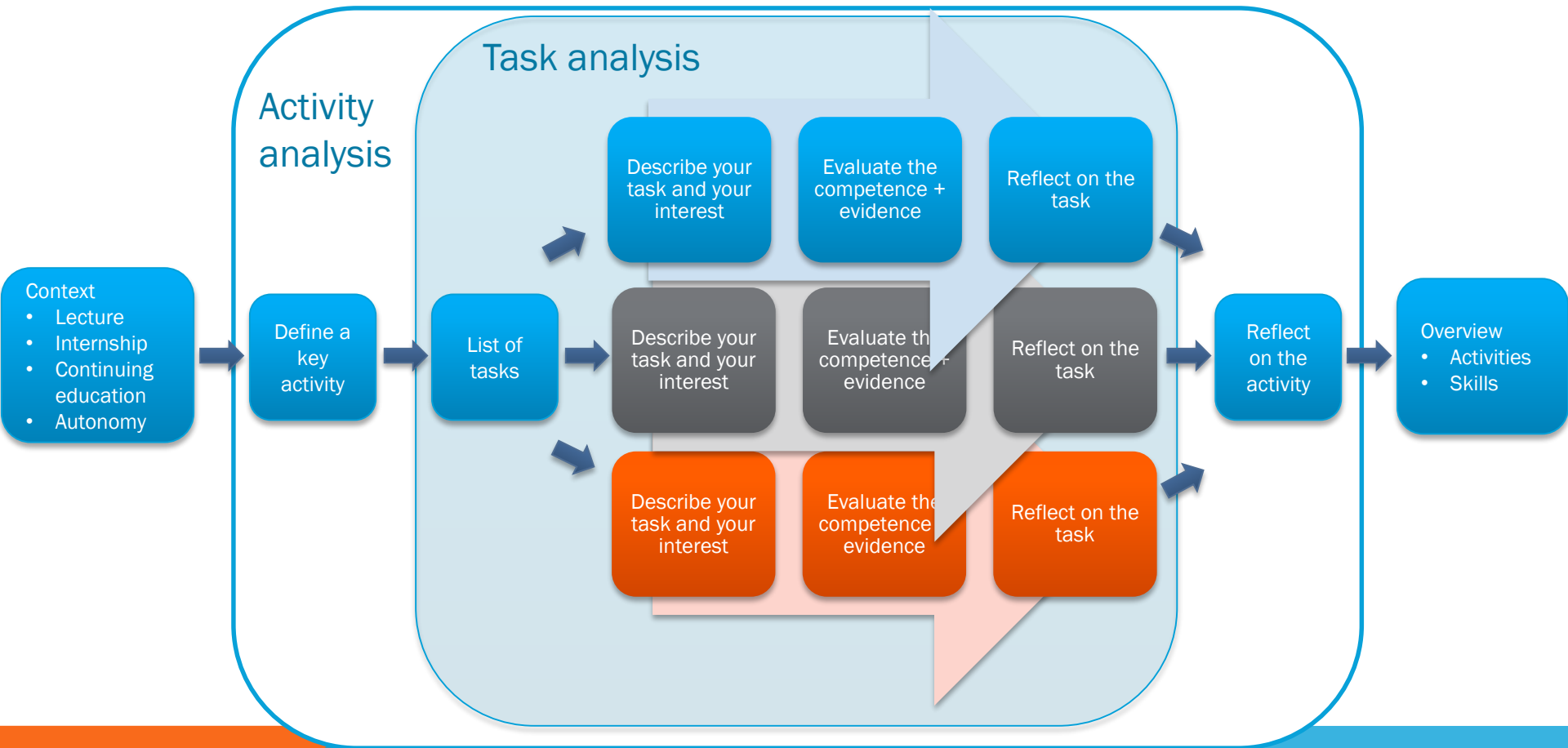
SELPAD

A tool that helps the self evaluation of one's own learning process

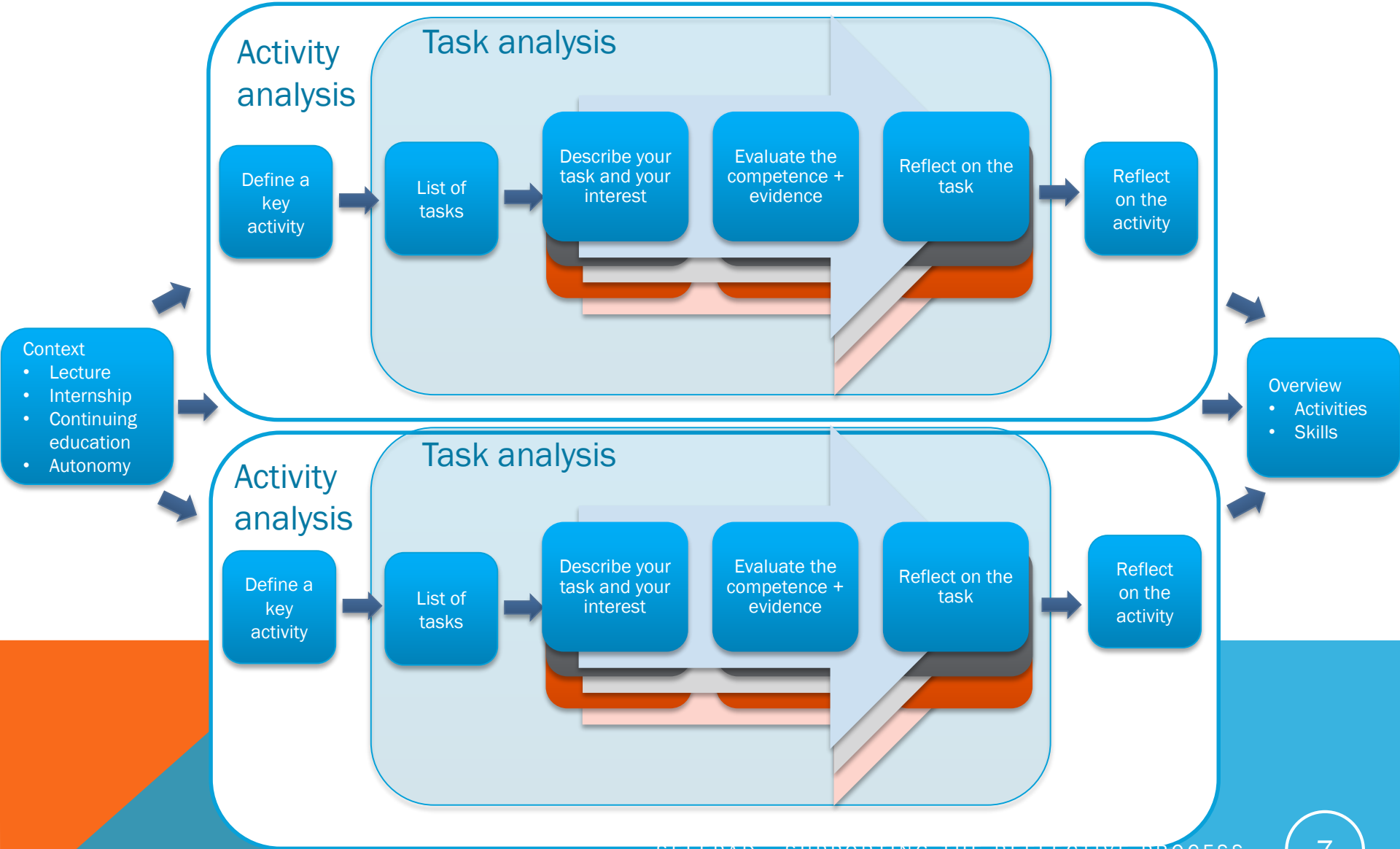
SEFPAD THINKING PROCESS



SELPAD THINKING PROCESS



SELPAD THINKING PROCESS



CONTEXT



© Rjoshua / Thinkstock
Review the situation and think about the future independently.



© monkeybusinessimages / Thinkstock
As part of a course, reflection on skills and knowledge.



© Goodart / Thinkstock
As part of a study program, preparation for an internship.



© ankoosov / Thinkstock
As part of your continuing education program, expected skills and strategies.

Accommodating various scenarios:

- Autonomous learning situation
- Teacher-led scenario
- Training, field practice
- Continuous education

CHOOSE YOUR CONTEXT

OBJECTIVE AND ACTIVITIES

Share my most impressive experience

Edit title Delete this context

You have decided to enter an ePortfolio process. Why did you start this process? Provide reasons.

- Are you looking for an internship?
- Do you want to give more value to your studies?
- Do you need to outline your skills better?
- ...

Write your objective in the space below :

Share my most impressive experience with my peers

Your objective in a few words : Share my most impressiv

Reflective approach and SELFPAD's objective


SELPAD is designed to introduce you to the reflective process. This process will be continued on Mahara. For more information, you can consult the SELFPAD instruction manual.

My activities

As skills develop in multiple contexts, we advise you to actively take a 360° reflection. What have you done in recent years? Internships? Courses? Workshops? Work?... . Start by identifying 2 or 3 activities that were particularly rewarding.

List of completed activities

Organize the MVoting afternoon

 [> Go to activity](#)

+ Add a new activity

→ First steps:

1. Identify the objective
2. Read the instructions
3. Identify the relevant activities

CHOOSE THE ACTIVITY

ACTIVITY ANALYSIS - BEGINNING

Beginning of activity

1. In this activity, the first step is to identify the tasks you have had to perform in the chosen context. From there on, these tasks will guide your reflection and allow you to identify the skills and knowledge that make your profile unique.

List of completed tasks

Organize the program



Communicate the program and invite participants

Animate the event



+ Add a task

→ Within the chosen activity, Identify the tasks that had to be performed

IDENTIFY THE TASKS

TASK ANALYSIS -1

Task: Organize the program

1. Describe the task you have carried out

Describe the task you have completed as if you had to explain it to someone who does not know what it is:

B / **I** / **U** / **S** / **≡** / **≡** / **↶** / **↷**

To organize my program I had to find out who are all the people who have developed those M'Voting tools in Switzerland. After I contact all the presenters via email or by phone. I ask them if they were ok to present their tool and if yes what would be the name of their talk. When I had the ok and the from the presenters, I manage to create the program on the Web. Then I send a final email to them and asked for a confirmation.

My level of interest



In order to perform the tasks you have identified, you had to complete complex actions which required the use of varied skills. Describing a task and making it understandable for people who are not familiar with it prompts you to reflect upon your work in non-academic terms.

2. Identify skills/knowledge

3. Reflection: things to remember for my self-assessment

→ Describe the task, as if to someone who does not know it

DESCRIBE YOUR TASK

TASK ANALYSIS - 2

2. Identify skills/knowledge

In order to accomplish this task, I had to...

31-06-2016

To get inspired...

prioritise analyse understand memorize seek document find
introduce connect learn identify explain clarify interpret
support help translate read

+ Add verb

I was therefore able to...

Organise the program of a conference
Convince people to participate to contribute on an event
Identify the leader of a domain

+ Add a skill

My supporting evidence

Choose files

Done le futur >>

→ Describe which were the «actions» needed to perform and succeed in the task

→ Entrer the «competences» being demonstrated throughout the listed «actions»

LIST THE COMPETENCES AND EVIDENCES

TASK ANALYSIS - 3

1. Describe the task you have carried out >

2. Identify skills/knowledge >

3. Reflection: things to remember for my self-assessment >

Enter some points to be included in your self-assessment report:

- your strong points,
- what you particularly like
- what is important for you
- etc.
-
-

In addition to what you have gotten out of your self-assessment, what have you learned during the reflection process?

- your difficulties
- how to do the same task better in the future
- the proficiency level you wish to reach
- what you could do to get there
- etc.

B I U + [Rich text editor icons]

It was relatively not difficult for me to identify the leader of the MVoting domain here in Switzerland. I also had no problem to communicate with them

B I U + [Rich text editor icons]

My main difficulty was to obtain their ok and title. Some of them did not answer at all. All colleague told me that if I would add the key date I would have more success.

I have finished analyzing this task

Very good. You have understood the principle. Now do the same for the the other tasks you have identified.

→ Reflect upon what was learnt while doing the task in terms of:

- Knowledge
- Habilities & know-how
- Interest
- Learning method
- Difficulties
- etc.

REFLECT ON THE TASK

ACTIVITY ANALYSIS - END

Activity report

Organize the program

It was relatively not difficult for me to identify the leader of the MVoting ...

My main difficulty was to obtain their ok and title. Some of them did not ans...

Communicate the program and invite participants

A rédiger

A rédiger

Animate the event

A rédiger

A rédiger

A. Reflection: what have I learned during this activity? What do they add to my profile?

B. Reflection: How do I reformulate these elements in relation to my objective?

I have finished my self-assessment for this activity

→ Reflect upon the activity, if considered as a learning experience:

- What did you learn that is important for your profile?
- How would you reformulate this in relation to your objective?

REFLECT ON THE ACTIVITY

COMPETENCES OVERVIEW

New skill

Starting level
 Target level
 Priority
 Development strategy beforehand
 My objective
 Supporting evidence
 Sample document(s)
 Development strategy with hindsight

Skill	Starting level	Target level	Priority	Development strategy beforehand	My objective	Supporting evidence	Sample document(s)	Development strategy with hindsight
Analyser et interpréter les résultats d'un questionnaire	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communicate with a audience	2 <input type="range"/>	4 <input type="range"/>	3 <input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Concentrate	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Convince people to participate to contribute on an event	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Créer un questionnaire de besoins	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Identify a target audience	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Identify the leader of a domain	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Organise the program of a conference	<input type="range"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="range"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SKILLS OVERVIEW

ANALYSIS OVERVIEW

Overview

All of my activities

AUTONOMIE
sdfdsf

Share my most impressive experience
Organize the MVoting afternoon

THCI
Faire le plan de semestre de mon cours
Last job

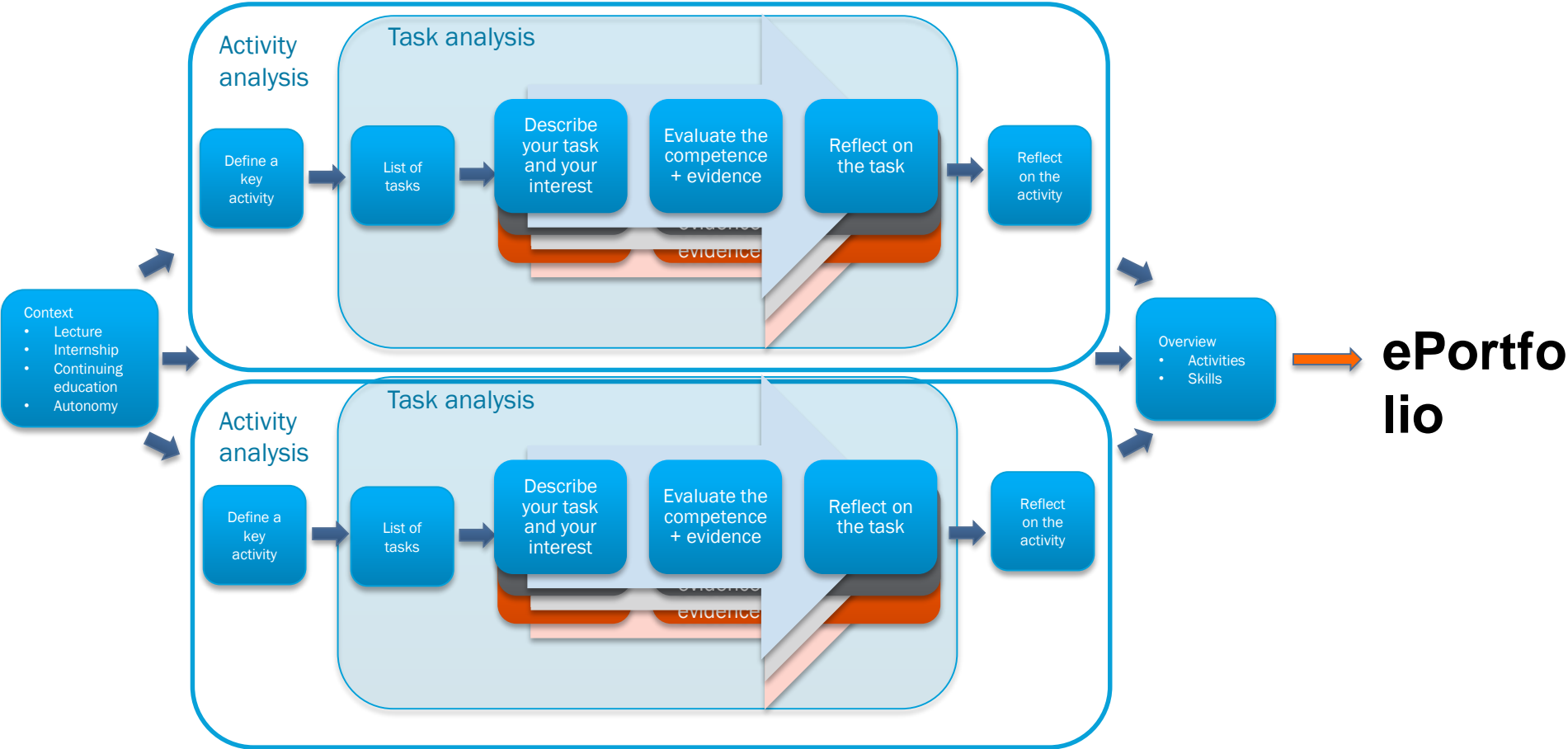
COURS
IPM
Post IPM
Projet IPM

CONTINUING EDUCATION

STAGE
Research in HCI - Métier d'étudiant
Research in HCI - Métier exploré
Research in summer HCI

ACTIVITIES OVERVIEW

SELPAD THINKING PROCESS



ANY QUESTIONS ?

COMMENTS WELCOME...
...AFTER THE HANDS-ON SESSION

HANDS-ON SESSION – 25'

1. Choose the «Autonomous» scenario →
2. Enter the given objective: «Prepare the argumentation to get a promotion»
3. Select one activity to analyse, e. g.
 - An extra-professional activity...
 - Organisation of an event
 - Serving as an association secretary or treasurer
 - Being a member in a sport team
 - A learning activity...
 - Researching an issue
 - A practical training exercise
 - A recent project...
 - Planning the project
 - Managing a conflict situation
 - Animating a meeting



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OR

Day 1 at the
seminar

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