

Colloquia

Part One

Getting Going

On your tables, please introduce yourselves to everyone else....

..... who you are, where you are from and why you are here!

(Everyone has to be somewhere – Spike Milligan)

Identifying your burning question....

On your table, please identify the burning question about understanding the essence of portfolio-based learning whose answer you hope to get before leaving the seminar....



Colloquia

Part Two

Keeping Going: A Liquid Café



What is a Liquid Cafe?

- A form of collaborative inquiry using elements of a World Café activity and an Open Space Technology activity
- Builds on the assumption that colleagues are a rich source of ideas and that collaborative working is generative of new ideas



How does it work?

- Based on the 'burning questions' you identified this morning there are 10 questions to be sorted....



These are....

Table One	If the value of eportfolios is so self-evident why is there resistance to engagement from students and staff?
Table Two	Is university culture reacting against student ownership of learning?
Table Three	How do we teach students self-governance?
Table Four	How can we make learning into a journey and not a product?
Table Five	How do we move beyond out-of-date pedagogies?
Table Six	How do we keep the process simple so people will do it?
Table Seven	How do we develop communities of practice to sustain portfolio adoption?
Table Eight	Are eportfolio practices counter culture?
Table Nine	How do open badges fit into these discussions?
Table Ten	Why are we still having this discussion?

To get started...

Please go to the table whose question you would most like to get an answer.....

Please identify a Table Host who will stay at that table.

Please write on the table cloths any answers, thoughts, doodles etc.

Groundrules



- The law of two feet – if you are not learning something and not contributing something – MOVE TO ANOTHER TABLE
- Colleagues are allowed to be butterflies and bees – a butterfly moves from table to table listening in and moving on; a bee moves from table to table interjecting with what other tables are discussing



And finally.....

Return to your original table and identify the **THREE** main points that came out of your conversations.

Colloquia

Part Three

Going Forward

Clusters

From John's synthesis of the questions there are the following clusters;

- Process/product considerations
- Pedagogic considerations
- Cultural considerations
- Being evidence-based



How far are Monday'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?**

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?**

Themes for development and research

- Sharing practices
- Sharing thinking
- Developing categories of practice
- Defining research questions for individual practice
- Defining research questions for the community
- Theorising practices

Possible research models

Growing action research

- Moving from private evaluations to shared evaluated case studies
- Developing capacity to strengthen research of our own practices
- Building individual cases into collected practices

International thematic research

- Identifying select themes
- Identifying questions we can all ask or research tools we might all deploy
- Developing research teams
- Collaborative research across borders

Cluster Discussions

Please choose a cluster you would like to discuss things further with.
And you may want to join more than one discussion

Of course, you may have something else that is now your burning issue
so there is a fifth cluster....

..... None of the Above, for such colleagues.



Communities of Practice

Please spend time not only discussing the issues that are at the heart of your cluster but also whether you would like to continue to talk to each other after the seminar is over and start to build a community of practice focussed on your central issue? Of course, at the heart of any CoP is a clear purpose and you may want to identify what is the purpose of your new group?



Next Steps

So

- What are the next steps that your group needs to take?
- Who is going to take them... by when...?
- How can CRA/ AAEEBL help?
- What is the next step you are going to take individually



Reporting Back

On the 'sheets' provided could you capture the outcomes of your discussions, who is involved and what you are going to do.

After we have all arrived home we will share these with everyone else so that colleagues who were not able to stay the whole afternoon or were involved in other cluster discussions can join in.

And, as they say in Scotland

Safe Home!





Trent, Susan, John, Steve