Program-wide electronic portfolios

Viviene A. Temple
Tim F. Hopper
Valerie Irvine
Nancy B. Reed
Kathy J. Sanford

Faculty of Education
Overview

1. Background and need
   - SITE project
   - P.E.A.R. project and behavioural approach
   - Elementary Ed. and RHED e-portfolios

2. Establishing the Elementary Teacher Prep. Competencies

3. Establishing the RHED Competencies

4. Elementary Teacher Preparation Program e-template

5. Important elements/challenges

6. Questions
Background

SITE and Situated Learning

School integrated teacher education (SITE) refers to the systematic incorporation of school experiences into the teaching and learning of core concepts within university courses.

(1) Pre-service teachers through continued participation in a school culture gradually take responsibility for teaching episodes within a lesson, and

(2) Participants in the SITE courses continually reflect on shared experiences from a school context through systematic observation, active participation and joint reflection on practice.
Findings

Through the data collected from observation and participation, interviews, listserv and journal entries, digital images, transcripts of meeting minutes, repeated measure attitudinal survey, we have recognized:

- growing confidence and competence of pre-service teachers, a greater aptitude to teach SITE methods courses.
- greater involvement of schools and teachers in teacher education, growing enthusiasm and support. Win-win experiences.
PE Lessons taught in the school
Observation in schools

Seeing and noting classrooms and schools as prospective teachers.
Language Arts in school

Involvement
Teacher role from participation

Pre-service teachers engaged in lessons with children and worked with children in small groups or one-on-one
Teaching and re-teaching

Pre-service teachers taught children in lessons they planned and practiced at the university first.
Teachers as teacher educators
Novice and experienced teachers identify and negotiate meaning

Intimacy

“Teacherly” conversations in a school context, in the moment.
Working in the school community
University “Action Research” meetings

Biweekly meetings with course instructors and researchers.
Retreats with teachers, students and instructors

Three half-day retreats with teachers and students from SITE schools
What we’re seeing

Involvement
Engaging in teaching practice in a context as students learn.

Intimacy
With context, with children, with moments of teaching and learning.

Investment
Commitment to teaching as an ongoing process that is shared across professional communities of practice.
Employers’ and students’ perceptions of electronic employment portfolios

Viviene A. Temple, Garry Allan, Brad W. N. Temple
Types and Uses

- Working
- Selection
  - presentation
  - employment

- Professional growth
- Determine program success
- Evidence of acquisition of capabilities
- Demonstrate competence to employers
  - Including technology skills
P.E.A.R. project

- Enhance student learning by bringing the program’s mission and goals to the forefront
- Facilitate development and documentation of graduate capabilities
- Secondary
  - Program review
  - Enhance employment
Advantages of electronic portfolios

- Easy to keep and review large amounts of data
- Flexible and dynamic
  - Artifacts can be presented in integrated ways
Sally S. Student  
24 Lockley Road  
Gisbarn 3094

Telephone: 9456 7890 (H) 0409 213 789 (M)  
Fax: 9456 7888  
Email: sally.student@rigby.net.au

Cover Letter

Curriculum Vitae

Response to Key Selection Criteria

Professional Competencies for Beginning Teachers of Physical Education
Behavioural Approach

STAR (R)

– Situation or Task where the student described specific situations that they were in or the task that they needed to accomplish;
– the Action they took;
– and the Results they achieved such as what happened, or what they accomplish or learnt.
– Reflection or review
Portfolio Artifact - Knowledge of many approaches to teaching and learning in Physical Education

STARR (Situation, Task, Action, Result, Reflection)

Teaching physical education is largely revolved around the way in which we interact with the students. The Reciprocal style of teaching involves learners working in a partner and offering feedback to their partner based on criteria prepared by the teacher. The observer’s role is to watch their partner perform the skill, compare their performance with a set of teaching points and then offer feedback to the student about their level of performance. The intended outcome is for students to “develop feedback and socialisation skills” (Mosston & Ashworth, 2002) as well as improving evaluation skills and enhancing independent learning. To facilitate this process the teacher needs to create modalities to communicate the subject matter. The artefact I have included is a task card for Grade 6 students. I used this task card during my teaching practicum at CAHPERD middle school. It was the first time students had seen this approach to learning, and I only used it about 6 or 7 minutes. I think that was a good decision as they were quite engaged with the task, but they weren’t overwhelmed by it. I forgot to include sample feedback on the task card and noticed that many students were not giving specific feedback. The next time I try this I will provide sample sentences and get them into practice giving feedback to me about my demonstration before sending them off to do this by themselves.
Student questionnaire & employer focus group interview

• Questionnaire (n = 33, final year PE students)
  1) student’s confidence in ICT prior and after;
  2) usefulness of the learning materials;
  3) students’ confidence and skill in preparing applications for employment;
  4) perceptions of the links between the assignment and the world of work;
  5) recommendations

• Focus group
  – Perceptions strengths and weaknesses portfolios presented
  – Efficacy as an employment application tool
Findings


• Students
  – Increased confidence and competence in developing web pages and addressing the elements of a job application
  – Needed greater IT support, and hands on time
  – Felt the e-portfolio was valuable

• Employers
  – Potential of electronic portfolios to provide information about an applicant beyond what can be viewed on paper (e.g., video examples of teaching practice) is attractive
  – Doubt examining professional competencies is valuable, except as a source of evidence to address key selection criteria
  – 2-tiered systems
    • Document and present their knowledge, skills, and abilities in a working portfolio, but present that documented experience in traditional formats
Very useful assignment. Not one to hand in, collect, then store away in a box. It is practical and very useful for interviews + job hunting.
I feel this should have been implemented earlier in the degree as it is a handy tool.

Valuable tool, however I think it needs to be introduced earlier on in the course. Maybe emphasizing [in] 1\textsuperscript{st} year to start collecting and documenting artefacts...

Very useful, and better if developed over time and refined to have a polished product at the end of 4\textsuperscript{th} year.
It is amazing how bad ... people are at addressing selection criteria. So that's why I think this idea of being able to show evidence is fantastic because that's what's missing. And quite often people will write pages and pages about how wonderful they are at doing things but to actually ... get out evidence for a criteria...[exasperation] You want it there, you want it under a heading, you want it dot pointed, you want examples ...
Electronic portfolios: Elementary and RHED
Objectives of the project

To implement and evaluate program-wide electronic portfolios in the Elementary Teacher Education program and the Recreation and Health Education program. The intent of the portfolio is to:

Primary objectives
- Foster deep approaches to learning
- Integrate coursework and practicum/co-operative education placement experiences.
- Document in an authentic way
- Help students reflect upon their developing understanding of the profession and themselves as professionals

Secondary objectives
- Determine the overall success of the programs
- Provide compelling evidence of the acquisition of competencies
- Enable graduates to demonstrate their competence to potential employers
- Enable the development of information technology skills through meaningful learning tasks
Underpinning philosophy

- Competencies are needed for
  - learning, work and life
  - employer and graduate satisfaction

- Competencies are best developed when
  - they permeate the whole curriculum
  - there is integration between courses and professional placements
  - the unit objectives, teaching strategies and assessment tasks are aligned
  - there are opportunities for students to practise and
  - there is support to learn skills
  - a developmental approach is adopted
Piloting in 2 programs

RHED
Recreation and Health Education

ETE
Elementary Teacher Education

Identify Competencies

Literature

Focus Groups

Map competencies in existing program

Program adjustment?

Identify opportunities for development of competencies

Instructors identify potential E-Portfolio contributions
Mapping and embedding

- Identify and embed competencies.
- We will be answering the following questions
  - How and where is competency development provided for in the program?
  - Can students experience each competency in a variety of contexts?
  - Where will students reflect on this variation?

Student’s electronic portfolios will be a “place” where students to document and reflect upon their emerging competencies.
Ultimately students will be made aware of the BIG picture for the e-portfolio; so they can see how the portfolio relates to the program and particular competencies. This is an example of the type of thing we may move toward.

Linked to competencies identified from literature and focus groups

E-Portfolio items embedded in courses

### Table 2

**Required Artifacts for Working Professional Portfolio**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PRIMARY STANDARDS</th>
<th>NAME OF ARTIFACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 200—Foundations of Sport, Exercise, and Movement</td>
<td>1, 2, 8</td>
<td>&quot;Contributions of Physical Activity&quot; paper</td>
</tr>
<tr>
<td>HED 200—First Aid and Emergency Care</td>
<td>4, 8, 9</td>
<td>Case study analyses</td>
</tr>
<tr>
<td></td>
<td>4, 9</td>
<td>Emergency response plan</td>
</tr>
<tr>
<td>DAN 210—Dance for the Physical Educator</td>
<td>5, 8, 9</td>
<td>Self-analysis journal</td>
</tr>
<tr>
<td></td>
<td>1, 5, 8, 9</td>
<td>Videotape of movement presentation</td>
</tr>
<tr>
<td>PED 301—Early and Middle Childhood Physical Education</td>
<td>1, 2, 3, 6, 7, 1, 8</td>
<td>Unit plan including six lessons</td>
</tr>
<tr>
<td>PED 302—Middle/Adolescent-Young Adult Physical Education</td>
<td>2, 3, 4, 5, 6, 7</td>
<td>Analysis of middle school and high school teachers</td>
</tr>
<tr>
<td>PED 322—Kinesiology</td>
<td>1, 6, 7, 8</td>
<td>Self-selected teaching activity</td>
</tr>
<tr>
<td>PED 325—Physiology of Exercise</td>
<td>1, 6, 7, 8</td>
<td>Self-designed exercise program</td>
</tr>
<tr>
<td>PED 328—Legal and Administrative Aspects of Physical Education</td>
<td>1, 4, 5, 8, 9, 3, 5, 7, 9, 4, 5, 8</td>
<td>&quot;Policy and Procedure&quot; paper Risk assessment and audit Negligence case study analyses</td>
</tr>
<tr>
<td>PED 330—Motor Learning and Development</td>
<td>1, 3, 6, 9</td>
<td>Practice: Design and schedule</td>
</tr>
<tr>
<td></td>
<td>1, 3, 7, 9</td>
<td>&quot;Motor Assessment&quot; project</td>
</tr>
<tr>
<td>DAN 410—Teaching Dance</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Mini-lessons and unit plan</td>
</tr>
<tr>
<td>PED 415—Evaluation in Physical Education</td>
<td>1, 7, 8, 9</td>
<td>Test construction/administration</td>
</tr>
<tr>
<td>PED 430—Psychosocial Aspects of Physical Activity</td>
<td>2, 3, 4, 1, 2, 3, 4, 7</td>
<td>&quot;Gender Reversal&quot; paper Problem solving report</td>
</tr>
<tr>
<td>PED 435—Physical Education for Students with Disabilities</td>
<td>2, 3, 6, 7, 2, 3, 5, 8, 1, 2, 3, 5, 6, 7, 1, 2, 3, 8</td>
<td>IEP development &quot;Attitude Toward Disabilities&quot; paper Clinical teaching descriptions &quot;Disability Types&quot; project</td>
</tr>
<tr>
<td>PED 440—Modes and Models of Physical Education</td>
<td>3, 4, 5, 6, 7, 3, 4, 5, 6, 7</td>
<td>&quot;Curriculum and Instruction&quot; project Videotape of field teaching</td>
</tr>
<tr>
<td>PED 445—Gateway to the Profession</td>
<td>3, 4, 5, 6, 7, 1, 8, 9</td>
<td>Videotape of student teaching lesson Standards-based analysis of teaching competence</td>
</tr>
</tbody>
</table>
Elementary Teacher Preparation Program
Currently we are

- Developing an electronic template
- Piloting with current third year students in 4 courses in Jan
- Working toward an integrated, program long portfolio
Portfolio Artifact - Broad Knowledge and in-depth understanding of Physical Education

As part of the PE 304 Physical Education For General Classroom Teachers course I taught gymnastics and dance at Frank Hobbs Elementary School. As well as teaching gymnastics and dance content, I was experimenting with different styles of teaching. This photograph was taken during a Grade 2 creative dance class where my role was to facilitate divergent responses from a student to the challenge of creating a fun ride with our bodies. All the ideas for our roller coaster came from the student; and I was very pleased that I was able to provide open-ended questions to prompt the responses without being directive. I wasn’t really sure how a divergent approach would work with Grade 2 students, but it was fantastic. There were no two ‘rides’ in the class that were the same and it was clear students were using their imaginations. I feel confident that I could use divergent styles in my teaching.
Example of outline E-portfolio
Recreation and Health Education
BA Major in Recreation & Health Education - Cooperative Education

- An interdisciplinary program
  - fields of recreation, wellness and health promotion leadership and administration
- It provides preparation in
  - planning, implementation, evaluation and supervision of recreation, leisure, fitness, wellness and health promotion policies and programs that support social changes.
Describing competencies

Looking to the literature

Faculty and staff identified
generic and specific
competency frameworks

Parks and Recreation Competencies and Standards (BCRPA)
Public Health Nursing Competencies (PHNC)
Hertfordshire Graduate Skills Menu
Graduate Job Skills-What Employers Want and Graduates Expect (UWS)
Graduate Capabilities Matrix – A Working Document (RMIT University – Faculty of Applied Science)
Co-op Skills Acquisition Checklist (CO-OP)
Generic attributes of the University of Sydney (USyd)
Conference Board of Canada (CBC)
Directorate-General for Education and Culture - EUROPEAN COMMISSION (EC)
Describing competencies

- Drawing diverse views together
- Focus group interviews
Important Elements/Challenges

- Consideration of IT skills/confidence
  - Students
  - Instructors
  - Support

- Integration across courses
  - Getting people together
  - Embedding in courses

- Server space/estimated file size

- Permission to show evidence
  - Becoming part of the school community
Questions?