Can portfolios promote quality learning?

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Overview

Background to the professional development programme
Description of research project
Findings in relation to quality learning
Three themes from findings
Professional development programme

2 year graduate programme to prepare resource teachers; learning and behaviour (RTLB)
New role required paradigm shift
Portfolio as final assessment to demonstrate the learning objectives of program
Research project

4 years of action research

Participants

Data sources
Goals for professional education

Adequate and improving domain knowledge
Ability to scrutinize tacit knowledge for its efficacy and appropriateness
Well-elaborated and evolving theory of practice
Quality learning

Deep learning

Transformational learning

Autonomy
Requirements of the professional practice portfolio

A few clearly specified criteria aligned to professional competence
Annotated sets of authentic case-based evidence
Reflective statements
Personal theory statement
Support

8 workshop days

Faculty supervision

Critical friend/peer mentor
How the portfolio promoted quality learning

Integration of theory and practice
Development of a well elaborated theory of practice
Metacognition and reflection
Self assessment and autonomy
Relevance of the context and work of the professional
Three interrelated themes