

Reflections on the partner eportfolios 2019/2020

by Alison, Kyra & Götz

1. Example: Comments on the e-portfolio *MoStNat*

- Using the potential of an e-Portfolio
- I like the cooperative nature of it
- Reflection videos seem to be rather feedback videos
- Love the podcast idea - very current and easy to access
- Reflection seems focused on the content learnt rather than reflecting on the skills developed and the impact on their future teaching
- The podcasts seem to be quite professional. I have already used them in another of my seminars to show students what podcasts can look like and what mobile devices are helpful in their own teaching.

2. Example: Comments on the video by Felicitas

- Excellent production skills
- Very engaging
- Great content and met the product brief very well
- Focus on the (linguistic) task, but not on reflection
- Was she actually aware of this?
- Does reflection occur prior to the production of the content - choosing how to present yourself, your teacher identity etc to others
- Unconscious/subconscious reflection? Influenced by others/outside factors?
Aware of how she “performs” but does she reflect on the reasons why she performs in this way?

3. Example: Developing professionally in the proPIC project (infographics by partners)

- Show respect, trust, development of professional relationships in order to be able to share reflections with other partners. This has to be developed over time!
- All infographics mention skills, personal development, identity etc - very little mentioned about products or outcomes eg website development, iBook creation etc
- We knew the rules - we knew there was more to do than just the product, we were happy to do more than just the IO. We had time and opportunities to reflect and talk as a group regularly
- As a student there is nothing comparable - we have three cohorts to reflect upon, they have just their own

Comments on the reflection process: content versus skills

- Reflective e-portfolios seem to focus heavily on content learnt rather than skills or reflection on future use of teaching and learning methods and techniques
- Video also shows great video production skills - she has developed this competence very well
- Product was prioritised over reflection - Task-Based Teaching meant the output was the focus
- How to combine the product with personal reflection and development?
Product comes first then reflection as add-on activity - this is the challenge for educators
- Reflection is less concrete, more subjective, more theoretical - lived reality

Further thoughts...

- Reflection should be a product in itself and feature from the beginning
- Should be used as “proof” of undertaking the process
- “Show your working out” - evidence. This is hard! Can be shared with others
- Public sharing - how much? Internal reflection versus putting it into a public space - not just you, your thoughts and your mentor/people who “understand” - now sharing with people you don’t know but who can make comments.
Linked with self-perception, self-identity, self-worth.
- Need to be in safe, secure, comfortable place where you can share thoughts, views, reflections - this applies to students and partners
- We ask students to do things by themselves but then share the process - contradiction

And more...

- Just because you have an e-portfolio doesn't mean you use it!
- Documentation versus reflection