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SAME ePDP in Teacher Training: an experience

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SAME ePDP in Teacher Training: an experience

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REFLECT

Dec 08 - February 2009

Trainees share WBE experiences online/blogs

November 2008

Staff training & weekly workshops for trainees

October 2008

Cohorts pilot online PDP/Troubleshooting/Min Core

September 2008

New TT trainees register with IFL/dissemination

June - August 2008

Development of Minimum Core & support materials

April 2008

IFL launches Reflect online

...back

August/September 2009

Newly employed teachers apply for QTLS via Reflect

July 2009

Inform SAME on eportfolio media for VLE

June 2009

Evaluate findings from pilot study/submit to IFL

March - May 2009

Complete assignments & online assessments

more ...

Reflective Practice for Teacher Trainees

Embedding ePDP in Teacher Training: Experiences and Challenges

Background

This poster presents and analyses the challenges faced during the implementation of an ePDP tool in the teacher training program in the School of Art, Media and Education (SAME), at the University of Bolton (UoB). This experience has provided the school with sound information using a bespoke virtual learning platform (Reflect), enabling a comparative study with another pilot currently being carried out within the school, using a different VLE. The outcome of the experience in the TT programme will inform us about the most efficient platform to be considered for full implementation of ePDP across the School.

Description of approach used

The UK government agrees that ePortfolios, through facilitating PDP and meeting the requirements of HE Progress Files, can support the quality of teaching and learning. The University recommended the use of an electronic format for PDPs to provide the benefits of a wider variety of information, "24/7" access to resources, and the ability to easily network and share information. This study relates to the experiences of a pilot ePDP from the TT program at SAME, and its implications to similar programs.

The Institute for Learning (IFL) provides a bespoke online ePDP application, Reflect, launched in April 2008. As part of IFL membership, TT students can access individual e-portfolio areas. Since September 2008, UoB Education TT trainees have accessed the eTool and contributed to peer discussion and online assessments. Over 200 students and a number of tutors have been trained, subsequently making Reflect an integral part of the PGDE program.

In line with the FE Teachers Qualifications Regulations, once trainees are employed within the sector, they can subsequently apply for 'Professional Formation' via Reflect, where they can draw from their experiences as trainees to initiate the CPD process, which will culminate in achieving Qualified Teacher status within the Lifelong Learning Sector (LLUK).

Results of work done

Although some students encountered some initial access problems, all trainees are now successfully evidencing the 'Minimum Core', as well as most of their 'Work Based Experience' (WBE) file, using this online resource. Feedback indicates that overall trainees have found the e-portfolio experience to be an invaluable learning curve that has enhanced their ICT skills and made them aware of networking opportunities within the application, and indeed within the sector.

Conclusion

The culture of ePDP in TT is rapidly changing in the UK due to the greater involvement of students and staff with technology and the availability of free valuable eResources, like Reflect. The challenge is to ensure that the eTool is fully embedded and the resulting transformation is demonstrable.

KEYWORDS: ePDP, Teacher Training, Reflect, Pebble Pad, CPD, Minimum Core, WBE

IFL

References

Lifelong Learning UK (LLUK) www.lluk.org, Institute for Learning (IFL) www.ifl.ac.uk, UoB PDP framework, SAME Local Strategic Plan 2007-08 & 2008-09, SAME Learning, Teaching & Retention Plan 2007-10