Unchartered Waters: what’s next for ePDP

Sue Burkinshaw
Head of Learning Enhancement and Professional Development

Michael Lawrence
Academic Manager - Learning, Teaching and Assessment Development

Dr. Maria Rodriguez-Yborra
Reader in Technology Enhanced Learning

Eleventh Residential Seminar of the Centre for Recording Achievement
24th-25th November 2011, University of Aston
Unchartered Waters: what’s next for ePDP

- Government reports on PDP
- UoB PDP 2005 framework review & trials
- 2007-10 PDP development & implementation across UoB
- 2011-13 PDP review and ePDP development & implementation across UoB
Unchartered Waters: what’s next for ePDP
## Approach 1: Table in Moodle

### Table

<table>
<thead>
<tr>
<th>Reflection: Decide on areas you need to develop</th>
<th>To develop:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skills</td>
</tr>
<tr>
<td>a1</td>
<td></td>
</tr>
<tr>
<td>a2</td>
<td></td>
</tr>
<tr>
<td>b1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning: Identify urgent and longer term needs</th>
<th>Planning: Identify urgent and longer term needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planning: Identify urgent and longer term needs</td>
</tr>
<tr>
<td></td>
<td>b2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action: Using feedback to turn planning into action</th>
<th>Action: Using feedback to turn planning into action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Location</td>
</tr>
<tr>
<td>a1</td>
<td></td>
</tr>
<tr>
<td>a2</td>
<td>c3</td>
</tr>
<tr>
<td>a3</td>
<td>c4</td>
</tr>
</tbody>
</table>

### Introducing ePDP
- Welcome to Bolton ePDP: Please read me!
- What is ePDP?
- Motivation and Moodle

### PDP Forum Post PDP related questions and answers in here.

### Help documents for ePDP design.
- Text-based documents to help you complete the ePDP
  - ePDP, ePDP
  - How to add hyperlinks
  - How to add pictures

The following Quicktime movies are for viewing on Apple Mac's
- How to begin your ePDP
- Adding content to the ePDP, table
- How to add hyperlinks to enrich in ePDP

---

### Getting Ready to present the learning contract

By Jon Westmorland, Sunday, 27 January 2008, 01:04 PM

Anyone on this site

I've been putting the finishing touches to my learning contract, all will be revealed on Wednesday. So how am I doing? It's not that bad...

I have discovered (as identified by Tanya) the essence of the project. My assignment will be a written and visual response to Walter Benjamin's "The Work of Art in the Age of Mechanical Reproduction". After many readings of Benjamin's essay, I feel as though I am finally able to isolate and research the specifics that interest me.

On Another Note

On Saturday (picked up a book which may be of interest, Visual Culture: The Reader: Visit Amazon: 10 available from 10 pounds

Synopsis from Amazon

This collection of classic essays in the study of visual culture fills a major gap in this new and expanding intellectual field. Its major strength is its insistence on the importance of those central aspects of the study of visual culture: the sign, the institution and the viewing subject. It will provide readers, teachers and students with an invaluable resource of over 30 key statements from a wide range of disciplines, including four additional essays which place the readings in their historical and theoretical context. Although underpinned by a focus on contemporary cultural theory, this Reader...
Approach 2: using Cloud tech

Using Blogs (WordPress) 1/3

Johannes Itten

Posted on October 27, 2011

One of the things that was most successful about The Bauhaus was that it had a complete course of study. This was formed by the range of lecturers. Each instructor within the Bauhaus is an artist within their own rights. The person I want to focus on is Johannes Itten.

In my earlier post I mentioned that Itten created the foundation course and a little information about that. Through further research I have continued looking into Itten's concept of teaching. He believed that every student must learn by starting with the basics, which is what the foundation course was based on. All students were required to take part and attend the classes as colour, material and composition are crucial elements in every aspect of design.

Johannes Itten's main focus was on form and colour.
Approach 2: using Cloud tech

Using Blogs (WordPress) 2/3
Approach 2: using **Cloud tech**

Using Blogs (WordPress)  3/3
Approach 3: Open source using Mahara

1. Mahara ePortfolio - An Introductory Guide
   - Mahara ePortfolio - An Introductory Guide - Navigation
   - University of Bolton (AMT) Guide to electronic Personal Development Planning

2. Create and Collect - Developing your Portfolio in Mahara
   - Create and Collect - Developing your Portfolio

3. Create a Mahara Group to network with your peers
   - How to Create a Group for Networking with your Mahara peers

4. The Mahara Tools to assist Create your View
   - The Mahara Tools - used to create your Portfolio VIEW
   - A selection of small images for use with VIEW creation activities
Examples of practice using Mahara

Example 1:
Creative Writing module
My EPDP

Profile Information

I am programme leader for the BA (Hons) Media, Writing and Production and I am developing a new Master degree in screenwriting called the Writers' Lab@Bolton. I teach screenwriting at the University of Bolton and I write scripts and screenplays. My research interests include Northern Irish films and transmedia storytelling practices:

- First Name:
- Last Name:
- Occupation: Senior Lecturer
- Industry: Media
- Email Address:

Developing my profile

After carrying out a number of exercises and activities I realise that I need to develop my teaching skills and my writing skills so that:

I gain more experience in
- Devising Master Programmes in writing
- Working with experienced writers

I gain skills in
- Writing while working full time

My Teaching

The BBC Prize

It was very exciting to win the BBC prize and to have it presented by Victoria Wood. Jane Stuart and I worked very hard to ensure that the Writers/Lab@Bolton was a success and it was wonderful to have all that hard work recognised. The project was run over a year and we trained 16 writers many of whom have gone on to get commissions and work for local production companies.

Reflecting and improving my teaching

Although the Writers/Lab@Bolton was a success I will need to do a

My Writing

Below is an example of my writing. It's a short film that was written in 2007 and was made with the support of Screen Yorkshire. It was featured in a number of short film and animation festivals.

In the last year I have written the following scripts

Mini Cab - (120mins) A coming of age feature film about parenting and how it's impossible to get it right.

The Aviator - (10mins) A short film written with Richard Addisree a former student at the University of Bolton about a woman who believes she is a super heroine.

Amazo Bra Script

48KB | Tuesday, 26 October 2011 | Details

Developing my writing

Although I have writing experience I often find it hard to make time to work on my scripts effectively while holding down a full time job. As a result I applied for funding to Screen Yorkshire (they gave me £1,500) so that I could engage the expertise and support of a mentor. Willy Russell helped me to prioritise my time and gave me feedback to improve the quality of my work. As a result I was able to write more effectively and more quickly.

I also decided to make this short comic book using old photos of
I think you need you need to develop structure.

Here I am helping other writers again. When will I be famous?

My day job is all about solving other peoples' problems but I long to write.

So I'm putting myself through it and clocking up.
Example of practice using Mahara

Example 2: View for Engineering
Example to Create a VIEW in Mahara

**Blog - Body Dragging or Slam-dunk?**

**Body Dragging or Slam-dunk?**
The instructor shouts out – “OK Mike, Your turn now!” Once more I jump back into the Blue. The other instructor bobbing beside me hooks me in, and then hangs off the rear loop on my harness. He gives close instruction as I struggle with the beast on the end of the long lead. Trying to keep the kite at 12 o’clock is now not too bad, as long as I concentrate and don’t take my eyes off it. I gently ease it over to 11 o’clock and I get tugged through the water to the left. Not bad! Slowly bringing it back to the overhead safe position of 12 o’clock I relax a little. Now easing it over to 1 o’clock and I get dragged through the waves to the right. If I really concentrate I reckon I’m getting the hang of this!

Now, the instructor says, try to control it with only one hand on the bar, with the other arm, raised acting as a rudder, as I lie on the surface and can manage to tack to the side, steering my path through the waves. This seems to be coming together – I’m getting the feel for this now!

The instructor and boat now give chase to other students on this kite surfing course and head off to the distant coloured bands hovering above the sea to my right. I am left isolated and bobbing alone in a wide ocean, just of the Lanzarote coastline.

Lots to concentrate on! The last instructions were to see if I could control the kite without looking at it all the time – try to get a feel for it he said, rather than having to watch were it is in the sky all the time! Is it me. but whenever I distance away from the

---

**How a Nuclear Reactor Works - from the I Mech E**

**An Image**

**Energy & Environment News Feed from theengineer.co.uk**

**University of Bolton Promotional Video**
Example of practice using Mahara

Example 3: View for Engineering
Welcome to the Institution of Engineering Designers

We are the UK's only professional body representing those working in the field of Engineering Design. Our members work in a diverse range of industries that span product design, architecture, mechanical, automotive and aircraft design, design education, IT and computing.

Dilbert on Product Design

About us

Established in 1945, the Institution of Engineering Designers is the only organisation in the UK to represent those working in the many fields of engineering (and product) design.

Our members enjoy a number of benefits, from advice on professional codes of conduct to a helpful advice line. We host regular events which offer our members the chance to network with other professionals. Members also receive the Institution's bi-monthly journal – Engineering Designer.

We are committed to encouraging CPD for all our members, and support ongoing training and skills development.

We are licensed by the Engineering Council to assess candidates wishing to join the ECUK's Register of Professional Engineers and Technicians and we also accredit its training courses. Those members who achieve the appropriate academic and competence standards receive Chartered Engineer, Incorporated Engineer or Engineering Technician status.

We welcome members from any organisation that has a design function and employs design engineers. You can find out more about becoming a member of the IED here.

Engineering Design Process

Students

Student and Graduate membership with the IED is the starting point to professional registration. If you are studying design or engineering, membership of the IED will give you the opportunity to network with other students and those already working in industry. It can also help you gain professional recognition and eventually engineering council registration where appropriate.

Membership is free for full-time students and for the first year after graduation.

Some of the benefits of becoming a student member include:

- Networking via social sites such as LinkedIn and Facebook
- Access to members only online discussion forums

Design & Technology education - a letter from the D & T Association

Dear Colleague

Do you care about the future of D&T
Unchartered Waters: what’s next for ePDP

Reflection
Unchartered Waters: what’s next for ePDP

Many thanks!

Sue Burkinshaw  sfb1@bolton.ac.uk
Mike Lawrence  ml4@bolton.ac.uk
Dr. Maria Rodriguez-Yborra  mar2@bolton.ac.uk