Researching and Evaluating Personal Development Planning and e-Portfolios

Abstract for Workshop

Names: Neil Currant[1], Peter Hartley[1], Christopher Murray[2]

Institutions: [1]University of Bradford, [2] University of Leeds

Address for correspondence: TQEG, JB Priestley library, University of Bradford, Richmond Road, Bradford, BD7 1DP

Email: n.currant@brad.ac.uk   **Tel**: 01274 235881

Title: Evaluating and Explaining Levels of Student Engagement and Disengagement with Electronic Portfolios for Personal Development Planning (PDP)

Seminar Themes: Student Learning, Student Autonomy.

Workshop – 60 minutes

Proposal

This workshop will evaluate levels of engagement/disengagement in PDP (Peters 2006) through e-portfolios (eP) by contrasting three case studies:

1. Sixth form students using PDP to help University application
2. Social Science students on a first year 'skills' module
3. Pre-Registration House Officers using PDP for professional registration purposes.

We will compare levels of engagement/disengagement across these different contexts and demonstrate/discuss/evaluate our emerging model of eP engagement (Murray 2006, Entwistle et. al. 2000). This model is designed to help practitioners plan, implement and evaluate the use of eP for PDP.

Learning outcomes

Delegates will:

- Identify and evaluate significant differences in the ways that e-portfolios can be implemented for PDP.
- Identify characteristics of different levels of student engagement with eP for PDP.

- Evaluate a general model which aims to explain different levels of student engagement with eP for PDP.
- Identify practical steps which can support and enhance student engagement with eP for PDP.

Session Outline and Activities

The workshop will include 3 activities.

1. Brief presentations of each context (20 minutes)
2. Facilitated small group discussions (20 minutes) supported by a grid developed from our eP engagement model to compare across contexts. Key questions will include:
   - How can we best explain the differences between contexts?
   - How important is technology in creating and supporting engagement?
   - How can we best evaluate the nature of engagement?
   - How important is engagement anyway?

3. Plenary to summarise group discussions and critique the emerging model of eP engagement (20 minutes)

References

Entwistle, N., Tait, H., McCune, V. (2000) 'Patterns of Response to an Approaches to Studying Inventory across Contrasting Groups and Contexts.' European *Journal of Psychology of Education*, 15:1, pp.33-48

Murray, C. (2006) 'From Application to Graduation and Beyond: Exploring user engagement in the e-portfolio process', *Presentation at EDEN Conference*, Vienna (17th June 2006) available at
http://www.leeds.ac.uk/medicine/meu/elp/publications.html

Peters, J. (2006) 'Researching Students Attitudes to Personal Development Planning', *PDP-UK Newsletter*, Issue 7 (March 2006) pp.7-8, Centre for Recording Achievement

Session plan

0 – 10 min Talk: presentation of each of the contexts and how engaged learners were in each context

10 – 25 min Discuss: Delegates to discuss in small groups the key differences in the cases or their own examples. Aim – to produce a list of key factors which help engagement or that will cause disengagement and to think about what aspects of technology help engagement.

25 – 30 min Plenary: Common themes from small group discussion, put into a word document.

30 – 40 min Talk: Present our models of engagement

40 – 50 min Act: Some sort of worksheet activity based on the models and identifying aspects from own work or for future planning.

50 – 60 min Plenary: Discuss the usefulness of the models and the question 'How important is engagement anyway?'