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ePortfolios enabling students in the skills necessary for leadership

UTS

THINK.CHANGE.DO

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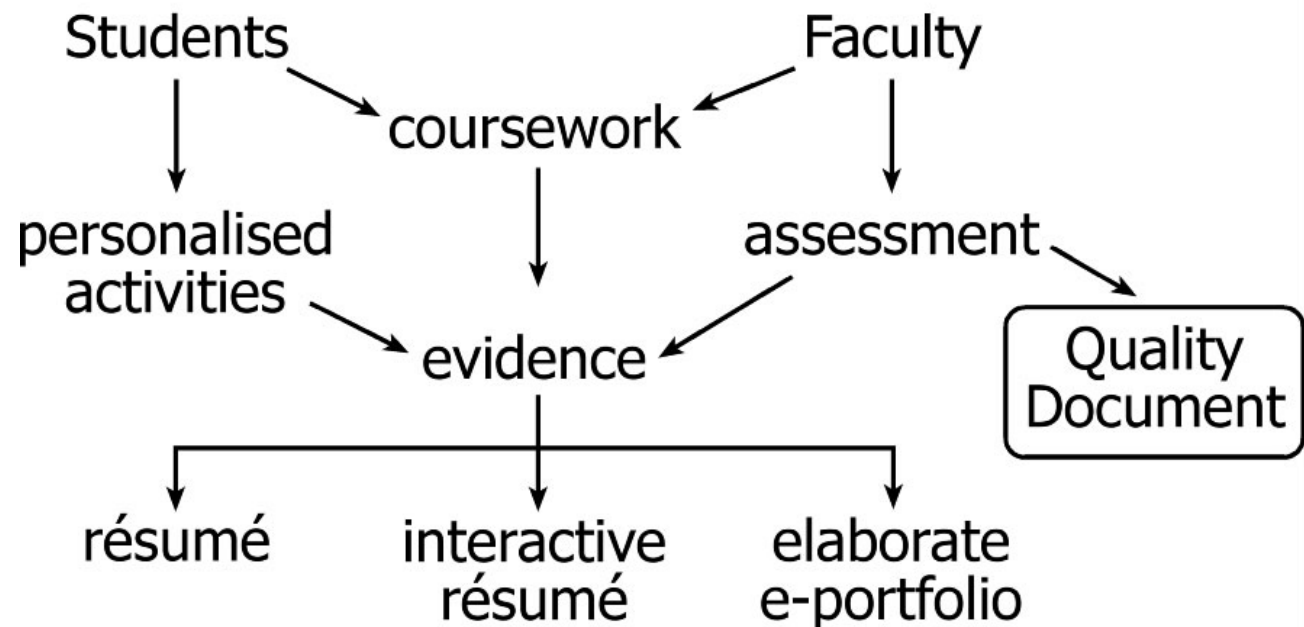
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ePortfolio process & product

What is it?

Personalised web-based container for ...



ANMC Continuing Competency Framework

Component	Requirement	Portfolio
Assessment	Annual 1. self assessment of performance in current role, against the relevant ANMC competency standards 2. professional review 3. self declaration of competence	Electronic or hardcopy to record evidence of each component
Practice Hours	A minimum of 420 hours in practice every 3 years	
CPD	Annual completion of 30 hours	

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Organisational relationships

Three integrated components:

Power and policy in health service

Relationships and the workplace

Preparing the new graduate for transition to the workplace

Core undergraduate third year subject

450 students & 3 teachers

Blended learning subject since 2006



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Student Feedback

Questions

Mean (5.0)

06 07

WBT were useful for my learning in this subject

3.6 3.7

I would have liked to have more support to use

3.1 3.5

WBT 's

I liked the flexibility offered by web-based learning

3.9 4.0

I felt that I needed more face to face classes in

3.1 3.2

order to understand some of the key ideas

in the subject

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Why Blended Learning?

Student:

Flexibility

Time

Money

As Coordinator:

The challenge of designing a web-based program that assists in adult learning

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‘Theory’ underpinning design

self-regulated learning

The processes of self-regulation (SR):

SR is from a social cognitive perspective refers to the degree to which students are able to become...

‘metacognitively, motivationally and behaviourally active participants of their own learning’

Zimmerman, 2000



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Design cont'

SR is useful framework for planning self-regulated learning (SRL) in web-based learning

- self-efficacy
- goal orientation
- student and teacher as learner

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Design cont'

Among the SLR learning processes affecting student achievement and motivational beliefs are:

- goal setting
- self-monitoring.
- self-evaluating
- task strategies
- help seeking
- time planning & management

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My learning as coordinator,

SRL can be achieved as long as the design recognises

...the physical absence of the teacher

...high achievers need are met

Kitsantas et al., 2004; Zinmmerman & Kitsantas, 1999

...that 'scaffolding' is one of **THE** most important needs in a design using SRL Dabbagh & Kitsansa, 2004; Niemi, 2003; Kauffman, 2002



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What is Scaffolding ?

Supports the novice learner by limiting the complexities of the learning context and gradually removes those limits (Fading) as the learners gain the knowledge, skills and confidence to cope with the complexity and mastery of the context Young, 1995

Scaffolding in web-based learning environments just like in traditional, face-to-face learning environments should eventually result in self-regulated learning and lead to more self-reliant students

Winnips, 2001; Clark & Kazinou, 2001

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The question then is what web-based pedagogical tool (WBPT) can help students become self-regulated adult learners and also be used as a scaffold for their SRL?

ePortfolio

Mahara, Sakai, Homegrown eg QUT Pebblepad

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Research or evidence to substantiate the benefits for using ePortfolios

‘most learning seemed to occur with those who had prepared the course material rather than those who received it’ Hutchings et al., 1992

‘the engaged learner, one who records and interprets and evaluates his or her own learning, is the best learner’ Yancey, 2001

Constructivist Theory – ‘learners construct their own knowledge rather than simply receive it from instructors, authors and other sources’ Jonassen, 1991; Dana & Tippins, 1996

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Research cont'

Web-based pedagogical tools (ePortfolio)

Can engage the student in complex and thought provoking tasks such as:

Self-reflection

Problem solving

Social negotiation

Increase self awareness

Self observation

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More planning needed to have ePortfolios embedded in the RN program...

- hardware and software
- support and scalability
- security and privacy
- ownership of intellectual property
- adoption
- long-term maintenance
- *assessment

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Portfolio Assessment in Organisational Relationships

Collect... Select... Reflect ... 'Connect'

LaGuardia New York)

Then self-assess using the program 'Review'

Thompson & Howard, 2007



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ailleen wyllie Menu

Professional Practice

This relates to the professional, legal and ethical responsibilities which require demonstration of a satisfactory knowledge base, accountability for practice, functioning in accordance with legislation affecting nursing and health care, and the protection of individual and group rights.

Critical Thinking and Reflection

This relates to self-appraisal, professional development, and the value of evidence and research for practice. Reflecting on practice, feelings and beliefs and the consequences of these for individuals or groups is an important professional benchmark.

Provision and Coordination of Care

This domain relates to the coordination, organisation and provision of nursing care that includes the assessment and analysis of individuals /groups, planning, implementation and evaluation of care.

Collaborative and Therapeutic Practice

This relates to establishing, sustaining and concluding professional relationships with individuals/groups. This also contains those competencies that relate to the nurse understanding their contribution to the interdisciplinary health care team.

Criteria groups form the backbone of Criteria based assessment. Each task in a subject can have many criteria, with each of these criteria being based on one of the Criteria Groups shown here to the left of screen.

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92245 Organisational Relationships > - Portfolio Development 40%

Division	Teams	
Individuals	Search	
Select to assess 412 found		
<ul style="list-style-type: none"> ADAMS, Angela AHN, Hyo-Jin ALMORA, Frances ALRESHIDI, Nahar AMARAL, Joana AN, Mija ANACLETO, James ANDERSON, Louise ANGELES, Estrellita ARUNAGIRINATHAN, Kavitha ATKINS, Claire AUNG, Sophia AWAD, Salma AYOZIE, Kevin BAE, Jeong Hee BAJIC, Svea BALAGTAS, Francis BALL, Linda BANKS, Robyn BARKER-MARRIOTT, Lea BATTY, Jade BAUTISTA, Lizbeth BAXTER, Kathleen BEATTIE, Alexandra BELDI, Kimberley BELL, Nicola BENNELL, Sarah 		<ul style="list-style-type: none"> ▲ Appropriate evidence of reading F P C D HD ▲ Clear identification of goals for your own ongoing learning and development. F P C D HD ▲ Relevant and substantial links between the evidence provided and the ANMC competencies F P C D HD ▲ Succinct description of the competency, personalised to your own practice F P C D HD ▲ Thoughtful description/analysis of any gaps in your current clinical abilities F P C D HD
Special Consideration Notes (visible to admin only)		
<input type="text"/>		Special Consideration
Feedback for student Edit		% Penalty <input type="text"/>
<div style="border: 1px solid gray; height: 40px;"></div>		Total F P C D HD
Accumulated weighted total		

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Assessment for now..

In terms of assessment, the portfolio provides the student with authentic reflective, interactive and individual features. All these attributes have advantages over examinations and computer-assisted, multiple choice exams

Chang, 2001, Open University, 2004

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USING ePortfolios as a scaffold for SRL

Stage 1: motivation by the moderators – intense. Students minimal

Stage 2: on line socialisation by the moderators – intense. Students minimal

Stage 3: information giving and receiving – students beginning to contribute. Moderators less intense.

Stage 4: knowledge construction – moderators and students work together to make new meanings

Stage 5: development – student more independent and the moderator becomes encouraging and slowly withdraws as the learner becomes more self-directed.

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The end result for students to enable leadership behaviours (process)

Positive self-esteem

Able to self-monitor

Belief in self-efficacy

Willingness to risk take

(Speedy, 2004)

Plus a 'Product' that can be used for career purposes

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Thank you for Listening.
Any questions?