Building a valuable digital teaching portfolio: contents, methods and implications

Dr Wang Lixun

Department of Linguistics and Modern Language Studies, HKIEd

16 Oct. 2012

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Overview

- Professional learning community
- Digital Teaching Portfolio
- Fostering ongoing enquiries on teaching and learning

The Hong Kong
Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Professional learning community

- A place where educators committed to working collaboratively in ongoing process of collective inquiry and action research to achieve better results for the students they serve.

- (DuFour, DuFour, Eaker & Many 2010)

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Professional learning community

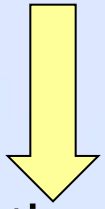
- promotes learning among individual teachers as well as to the organization's ability to function as a learning organization (Marks & Louis, 1999; McLaughlin & Talbert, 2001; van Weigel, 2002).

- provides academic and teaching staff with opportunities to carry out ongoing inquiries into their own and their peers' teaching and learning practices to engage students in their learning.

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Professional learning community

- Passive assimilation of information



- Active construction and sharing of knowledge

- (Dede, 2000)

The Hong Kong
Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Teaching portfolio

- A structured collection of evidence of a teacher's work across diverse contexts and over time and framed by deliberation and reflective writing (Shulman, 1998).

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Teaching portfolio: perceptions

- to self-assess individuals' teaching practices and strategies for developmental purposes , and to promote a culture of sharing of resources and strategies in teaching practices to enhance the professional learning community.

  (Smith and Tillema, 2001)

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Teaching Portfolio

- Encouraging individual and group reflection based on evidence
- sharing and discussion of promising practices and lessons learnt
- planning individual and group professional learning trajectory and action plan for enhancing teaching and learning

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

From Digital Learning Portfolio to Digital Teaching Portfolio

- What are your teaching philosophies?
- What are your teaching (leadership to support teaching) strategies?
- Are you able to provide evidences of the effectiveness of your teaching (leadership to support teaching)?
- What are your professional development needs and goals?
- Are you engaged in the scholarship of teaching? If so, in what ways?

(Prof. Lim Cher Ping)

The Hong Kong Institute of Education Library
For private study, non-commercial research only.
Not for publication or further reproduction.

Contents in my digital teaching portfolio

- Profile information
- Teaching Philosophy
- Self-developed T & L resources
- Promoting successful T & L strategies
- Courses I teach
- Scholarship of Teaching

The Hong Kong
Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

My digital teaching portfolio

My Teaching Portfolio - Mahar

https://mahara.ied.edu.hk/view/view.php?id=346

mahara

My new collection : My Teaching Portfolio

Edit Title | Edit Content | Edit Access

My Teaching Portfolio

Profile Information

- **Postal Address:** Department of English, The Hong Kong Institute of Education, 10 Lo Ping Road, Tai Po, N.T.
- **Business Phone:** 29487235
- **First Name:** Lixun
- **Last Name:** WANG
- **Email Address:** lixun@ied.edu.hk

My Teaching Philosophy

I am a committed teacher with a great and enduring passion for teaching. I believe that a responsible and conscientious attitude coupled with full and detailed preparation of both lectures, seminars and workshops are the cornerstone of good professional performance. Innovation too occupies a prominent place in my teaching philosophy. Sustained innovation, however, is perhaps the distinguishing feature of my work. What I teach is presented in meaningful contexts and I constantly provide exciting opportunities for students themselves to explore and experiment during their learning process. I am a strong proponent of self-regulated learning and believe that teachers nowadays should be facilitators rather than instructors. Multiple and diverse technological resources should, I advocate, be employed in the teaching of any subject, and collaborative and co-operative learning should be carefully nurtured.

I see Teaching and Learning as a Loop, as demonstrated below, and innovation is a key element in this loop.

Self-developed T&L Resources

Over the years, through various TDG projects, I have developed a series of teaching resources, including:

- An online English-Chinese parallel corpus and an English-Chinese parallel concordancing programme (http://ec-concord.ied.edu.hk) which are regularly used by students and staff in the English department and around the world for teaching, learning and research purposes. The following is a screenshot of the website homepage.

- The 'English Department Resources' (http://engres.ied.edu.hk) Homepage hosting a series of subject-specific websites. It was created under my leadership to facilitate the sharing of teaching and learning resources among colleagues and students in the Department of English.

Promoting Learner Autonomy

A group of colleagues in the English Department and Centre for Language Education formed a special interest group and worked together on a TDG project called the Autonomy Project. It aims to promote autonomy in the students at the Hong Kong Institute of Education by providing them with hands-on experience of being in a learning environment where learner and teacher autonomy are highly encouraged.

The project team members incorporated different pedagogical strategies for autonomy in the courses they teach. These strategies include:

- Class Wikibook
- Interactive Assessment for Learning
- Language Advicing
- Peer Teaching
- Reflective Journal Writing

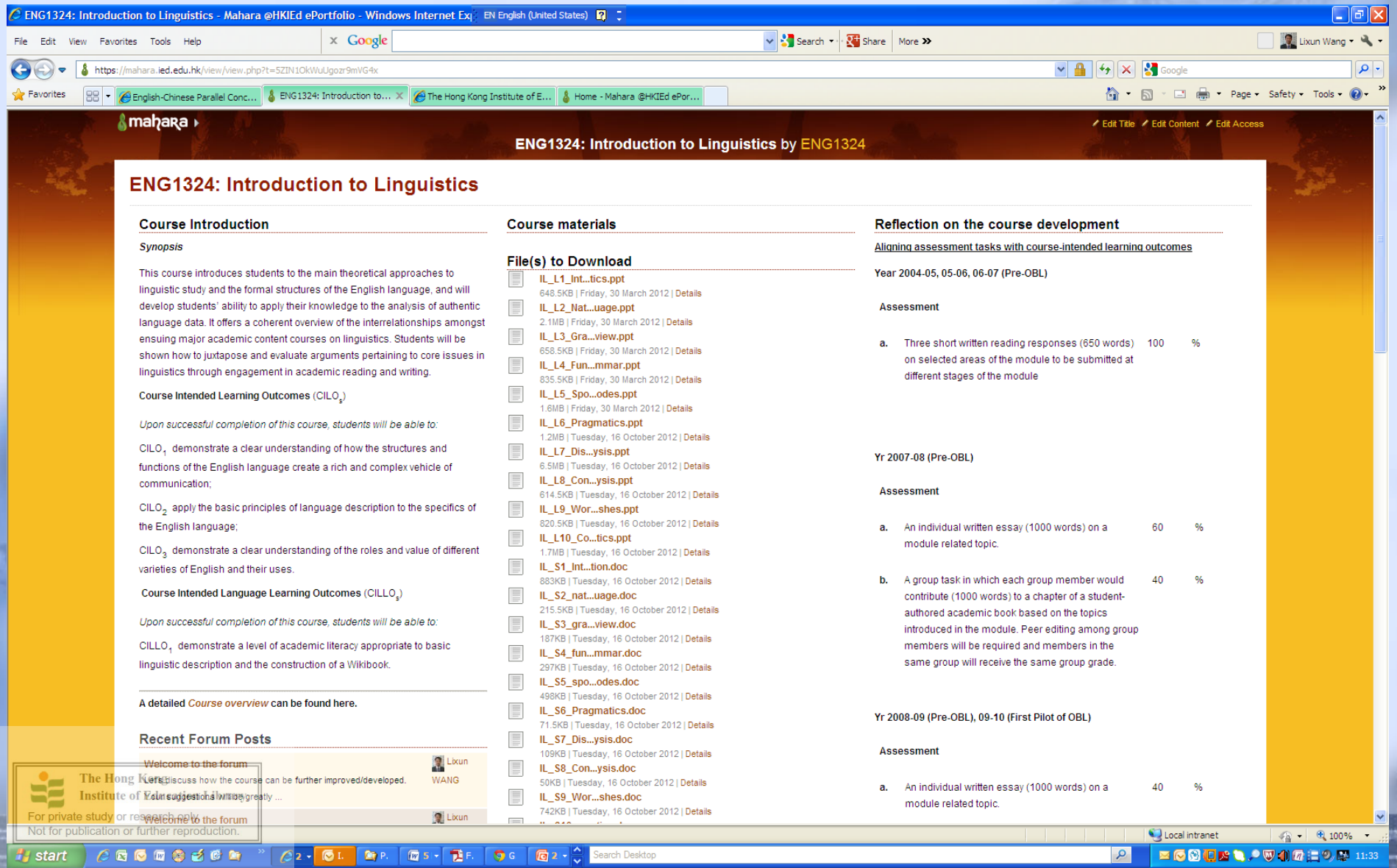
The project team members recently presented their findings at the 7th International Symposium on Teaching English at Tertiary Level held on 13-14 Oct. 2011 in the Hong Kong Polytechnic University, in the form of a colloquium (four presentations were given one by one in a 2-hour timeslot). This has been a very rewarding experience, as presenters not only disseminated their own research findings, but also learned a lot from each other. To learn more, please visit the project website: http://www.learner-autonomy.org/Home.html

Here, I would like to share with you the class Wikibook strategy that I have adopted in the BEd(EL) course 'Introduction to Linguistics', aiming to promote autonomous academic reading and writing among students.

Student-Authored Wikibook Group Project

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Courses I teach



My Scholarship of Teaching

My Scholarship of Teaching - Mahara @HKIEd ePortfolio - Windows Internet Explorer

https://mahara.ied.edu.hk/view/view.php?id=5146

mahara

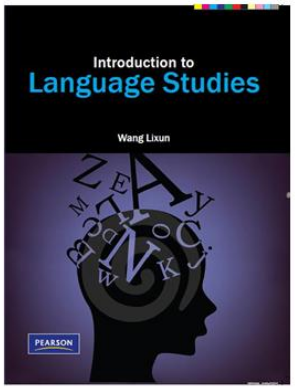
My Collection: My Teaching Portfolio | My Scholarship of Teaching

Edit Title | Edit Content | Edit Access

My Scholarship of Teaching

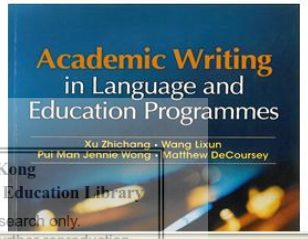
My books

Introduction to Linguistics



My book *Introduction to Language Studies* published by Pearson in 2011 has been adopted as a textbook by first year BEd(EL) and BA(LS) students in HKIEd, and feedback from students have been positive.

Academic Writing in Language and Education Programmes



My TDG projects

- *Development of Digital Teaching Portfolios to build a Professional Learning Community at the HKIEd.* (HK$1,590,000. Hong Kong Institute of Education Teaching Development Grants, 2011-2013) (Co-Investigator)
- *Promoting autonomy by employing pedagogical strategies in a language teacher education programme.* (HK$239,306. Hong Kong Institute of Education Teaching Development Grants, 2010-2011) (Co-Investigator)
- *A corpus-based online learning system: improving undergraduates' use of lexico-grammatical items in academic writing.* (HK$308,400, Hong Kong Institute of Education Teaching Development Grants, 2009-2011) (Co-Investigator)
- *English Department's Special Initiatives for Strategic Development on Outcome-Based Learning* (HK$422,830. Hong Kong Institute of Education Teaching Development Grants, 2008-2011) (Principal Investigator)
- *The Development of 'The Academic Writing Handbook for Students of Language and Education Programmes'* (HK$238,800, Hong Kong Institute of Education Teaching Development Grants, 2008-2009) (Co-Investigator)
  Online teaching and learning resources development for the Introduction to Language Studies module (HK$10,000. Hong Kong Institute of Education Departmental Teaching and Learning Fund, 2008-2009) (Principal Investigator)
- *Promoting online academic reading through Web-based blended learning in the Department of English* (HK$135,000. Hong Kong Institute of Education Teaching Development Grants, 2007-2008) (Principal Investigator)
- *Developing subject-specific websites to support online delivery of modules offered by the Department of English* (HK$222,977. Hong Kong Institute of

Scholarship of Teaching Award 2011

Videos: Interviews and my teaching activities

Interview after winning the Scholarship of Teaching Award 2011

-

A lesson I taught

Course: Introduction to Linguistics

Lesson Topic: Conversation Analysis

Medium of Instruction: English

Description:
For the first 20 minutes of the lesson, a group of 4 students were required to give an oral presentation on the framework of the Wikibook chapter

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Conclusion

- Digital Teaching Portfolios are more effective than paper-based ones
- They promote sharing, and may lead to the development of a professional learning community (but we need a critical mass)
- They motivate self-reflection
- They foster ongoing enquiries on teaching and learning
- They should be carefully considered by all academic staff
- Technical support is important
- Incentive for self-improvement is the key

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

Thank You

The Hong Kong
Institute of Education Library
For private study or research only.
Not for publication or further reproduction.

References

- Dede, C. (2000). Emerging influences of information technology on school curriculum. *Journal of Curriculum Studies, 32*(2), 281-303.
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- Marks, H. M., & Louis, K. S. (1999). Teacher empowerment and the capacity for organizational learning. *Educational Administration Quarterly, 35*(5), 707-750.
- McLaughlin, M. W., & Talbert, J. E. (2001). *Professional communities and the work of high school teaching*: University of Chicago Press.
- Shulman, L. (1998). Teacher portfolios: A theoretical activity. In N. Lyons (Ed.), *With portfolio in hand: Validating the new teacher professionalism* (pp. 23-37). New York: Teachers College Press.
- Smith, K., & Tillema, H. (2001). Long-term influences of portfolios on professional development. *Scandinavian Journal of Educational Research, 45*(2), 183-203.
- van Weigel, B. (2002). *Deep learning for a digital age: Technology's untapped potential to enrich higher education*: Jossey-Bass.

The Hong Kong Institute of Education Library
For private study or research only.
Not for publication or further reproduction.