Using myEPORTFOLIO

myEPORTFOLIO has been designed to help you to maintain a record of the actions that you take to improve and develop your teaching. Each record has four sections to guide you through the process of documenting what you have done to improve and develop your teaching.

Reflection: This is the section where you describe the teaching opportunity/challenge that you are addressing. For example, you may want to find ways to communicate effectively with a very large class. Reflection would normally include some reference to teaching and learning theory in order to identify potential solutions to teaching and learning opportunities/challenges. This is where the FMHS hub may be useful.

Action: This is the section where you record what you did to address the opportunity/challenge that you identified in the reflection section. For example, you might have introduced an electronic response system into your large lecture class in order to increase student participation.

Evaluation: This is the section where you explain how you evaluated the impact of your intervention. For example, you may have conducted student evaluations to determine the success of your intervention. myEPORTFOLIO allows you to store evidence with your records by uploading files.

Next Steps: This is where you describe what you will do next. If you're intervention worked really well you may decide to try the intervention again. If there were issues then you may decide to make changes to the intervention.

myEPORTFOLIO Example

Record title (What makes a good teacher?)

Course XYZ, Course Title, Semester 1, 2010.

Reflection (What makes a good teacher?)

Reading through the teaching and learning hub on the qualities of a good teacher, I found that that a good teacher is creative and looks for different ways to engage students in the learning process. Whilst I have always tried to engage my students in the learning process, I teach a large first year class – 350 students in my lectures – and have found it difficult to engage my students. Reading through the teaching and learning theory in the FMHS hub I found that some lecturers have had success with engaging students by using electronic response systems – "clickers" – in lectures. I talked to colleagues and carried out some further research. Clickers seemed to be a way to engage students and so I decided to try them.

Action (What makes a good teacher?)

After a review of my content, I identified 15 key concepts that I wanted to convey to students. I decided to use the clickers after teaching students each of the main concepts. I designed a series of questions that would test students' understanding of the concepts that I had taught. The questions demanded both factual recall (had students remembered what I had told them) and more advanced cognitive skills such as understanding how a concept related to the wider body of medical knowledge.

Evaluation (What makes a good teacher?)

I asked student to complete a questionnaire that asked them about their experience with the clickers, their levels of engagement and their levels of understanding. Students responded positively reporting that the clickers worked, that they felt more engaged when using the clickers and that their understanding deepened because responding using the clickers helped them to think about whether they really understood the concepts that I was teaching.

Next steps (What makes a good teacher?)

The evaluations for this intervention were positive. I intend to increase use of the clickers in this course and to use the clickers in other courses that I teach. I will continue to evaluate this intervention.