



ePortfolio

We do not learn from experience... we learn from reflecting on experience.

[John Dewey]

An ePortfolio provides the opportunity for critical reflection on the *Connect* learning journey. Your ePortfolio will enable you to personalise and make visible your learning through the collection and generation of evidence or artefacts that describe your engagement with the [learning outcomes](#). As you explore the beliefs and theology that inform Lutheran education, you will be developing understandings about the nature and purpose of Lutheran education and have opportunities to reflect upon your role and contribution to your school or ECS.

ePortfolios will provide the opportunity for:

- identifying what is important in the learning journey
- sharing of change and growth over a period of time
- collaborative reflective practice as you ponder your own questions with colleagues, plan, inquire, problem-solve and grow in understandings
- personal inquiry and independent, self-directed learning
- intellectual challenge as the nature of ePortfolios allows for multidimensional and different responses to the learning outcomes
- continuous and ongoing reflection on the learning journey itself
- ongoing professional learning and career pathways as Connect is not a stand-alone experience but is tertiary accredited and can contribute towards a Graduate Certificate or Masters through Australian Lutheran College

The ePortfolio could form the basis for your professional learning plan for your first years in Lutheran education. Please submit your ePortfolio within 6 months of completing Connect Session 4 or make arrangements with your Connect regional manager.

ePortfolio guidelines

In *Connect* you will have the opportunity to choose a digital platform for recording your learning journey. The Connect induction will provide you with the opportunity to record your initial observations, wonderings and questions about Lutheran education and your role. As you progress through Connect, you will have time in each session to individually and collaboratively reflect on your learning and capture the learning in writing, with photos and videos. The learning might provide opportunities for further inquiry and professional conversations as you consider your role and contribution to Lutheran education. The [guiding questions](#) for each session provide a starting point for your reflections. The course overview includes the learning outcomes, guiding questions and related Lutheran education resources. Your reflections will form part of the learning journey recorded in your ePortfolio and provide evidence of your engagement with the learning outcomes. You will also have opportunity to share and discuss your reflections and ePortfolio with your facilitator and colleagues throughout the learning journey. This provides the opportunity for clarification, feedback and further exploration of concepts. You may also choose to collaboratively research an area of interest and provide evidence of the investigation in your ePortfolio.

The ePortfolios has two elements that are developed throughout Connect:

1. a purposeful and personalised collection of evidence, that reflects the learning journey and provides evidence of achievement of the [learning outcomes](#). The evidence may include reflections, critical analysis of readings, videos of conversations, classroom practice, action research, photos, graphics, files, PowerPoints etc.
2. a commentary that explains how the collection of evidence or artefacts demonstrates engagement with the learning outcomes. The commentary provides [critical reflection](#) and analysis of the learning and implications for your role, student learning and your future learning.

Connect learning outcomes and elaborations



Based on the learning experiences during Connect participants will be able to:

1. articulate how the learning in Connect has influenced their understanding, practice and contribution to their Lutheran school or early childhood service

Elaborations:

- Explain what has been of greatest significance and how it has changed your understandings, practice and contribution to your school or ECS.
- Identify a specific area of practice or aspect of your role and critically reflect on the insights gained through your Connect journey with reference to particular professional conversations, readings, videos.

2. analyse and describe the ways Lutheran theological perspectives can shape practices in an ECS, school or classroom.

Elaborations:

- Identify and discuss the key ideas of one of the Connect theological concepts and critically reflect on how it informs an aspect of school life or your classroom practice.

3. identify and critically reflect on questions that will inform a plan for further learning that will advance their understanding, practice and contribution to Lutheran education.

Elaborations:

- Reflect on your learning journey, your understandings, questions, wonderings, practice and growth. Review your Connect induction reflections and consider your remaining questions and needs to identify the next steps in your professional learning that will enhance your contribution to Lutheran education.

Attendance at *Connect* and the successful completion of the ePortfolio provide Accreditation to teach in Lutheran education.
Connect is the foundation for learning in *Equip 1* and *2*, which provides **Accreditation to teach Christian Studies in Lutheran education.**

Examples of evidence

The following are examples of possible evidence or artefacts that could be included in the ePortfolio to demonstrate engagement with the learning outcomes.

- critical reflections on readings or videos or professional conversations.
- a podcast to articulate the key ideas of a theological concept and the implications it has for your role and work with students
- conduct research into an aspect of Christian education at your school or ECS to analyse the foundational beliefs and areas of strength and improvement.
- a video of a professional conversation with a colleague or colleagues to consider perspectives and deepen understandings of a belief and/or practice in your school or ECS.
- a mind map to explore the relationship between a theological concept and an aspect of school life, eg describe how creation theology has implications for learning, the learner and the learning environment
- explain and justify how the learning in Connect has supported your achievement of the AITSL standards for teachers and shaped your understanding of your role in the school or ECS.



Rubric

The primary purpose of the ePortfolio is to share your critical reflections on your learning journey and how it has shaped your understanding and practice.

Outcome	Exceeds expectations	Meets expectations	Not yet meeting expectations
<p>Articulate how your learning in Connect has influenced your understanding, practice and contribution to your Lutheran school or early childhood service</p>	<p>Detailed evidence of engagement with and critical reflection on your learning through <i>Connect</i>.</p> <p>Descriptions and discussion of how the learning influences your practice is analytical, contextualised, insightful and supported with reference to readings and professional conversations.</p>	<p>Evidence of engagement with and critical reflection on your learning through <i>Connect</i>.</p> <p>Descriptions and discussion of how the learning influences your practice is clear and supported with reference to readings and professional conversations.</p>	<p>Evidence shows little engagement with and reflection on your learning through <i>Connect</i>.</p> <p>Descriptions and discussion of the how the learning influences your practice are limited.</p>
<p>Analyse and describe the ways Lutheran theological perspectives can shape practices in an early years' service, school or classroom.</p>	<p>Demonstrates in-depth understanding of a theological concept with astute analysis of ways it can shape practice with specific examples from your context.</p>	<p>Demonstrates understanding of a theological concept with analysis of ways it can shape practice in your context.</p>	<p>Demonstrates minimal appropriate theological understanding with general description of the ways a theological concept can shape practice.</p>
<p>Identify and critically reflect on unresolved issues or remaining questions to develop a plan for further learning that will advance your understanding, practice and contribution to Lutheran education.</p>	<p>Insightful discussion of identified unresolved issues or remaining questions and how they inform further learning.</p> <p>Detailed description of how learning plan will advance your understanding, practice and contribution to Lutheran education.</p>	<p>Discussion of identified unresolved issues or remaining questions and how they inform further learning.</p> <p>Logical description of how the learning plan will advance your understanding, practice and contribution to Lutheran education.</p>	<p>Minimal identification and discussion of unresolved issues or remaining questions and how they inform further learning.</p> <p>Limited information about how the learning plan will advance your understanding, practice and contribution to Lutheran education.</p>

Submission, assessment and sharing of ePortfolios

The ePortfolio is cumulative and demonstrates your growth over the duration of the course. Session 4 will occur in the regional office and you will provide you with time to finalise the commentary and submit your eportfolio. If you choose not to submit your ePortfolio at this time, you will have up to six months to finalise and submit your ePortfolio for Accreditation to teach in a Lutheran education. Your school Connect facilitator, regional Connect coordinator can provide support and respond to your questions.

Lutheran education communities value ongoing learning so your school or ECS Connect facilitator and principal will be able to discuss with you how your learning and ePortfolio can be shared with your community.



Critical reflection and the ePortfolio

The ePortfolio will engage you with critical reflection that differs to descriptive writing in the following ways. You will have opportunities to discuss and collaborate on your critical reflections.

Descriptive writing	Critical/analytical writing
States what happened	Identifies the significance
States what something is like	Evaluates (judges the value) strengths and weaknesses
Gives the story so far	Weighs one piece of information against another
States the order in which things happened	Makes reasoned judgements
Says how to do something	Argues a case according to evidence
Explains what a theory says	Shows why something is relevant or suitable
Explains how something works	Indicates why something will work (best)
Notes the method used	Indicates whether something is appropriate or suitable
Says when something occurred	Identifies why the timing is important
States the different components	Weighs up the importance of component parts
States options	Gives reason for the selection of each option
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order (eg. of importance)
States links between items	Shows the relevance of links between pieces of information
Gives information	Draws conclusions

Critical reflection – University of Waterloo <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

A critical reflection framework <https://www.education.vic.gov.au/Documents/childhood/professionals/support/refram.pdf>

Critical reflection https://eprints.qut.edu.au/79260/1/Critical_Reflection_-_Gowrie_Article.pdf



Connect

Further information about ePortfolios

What is an ePortfolio? <https://elearning.uq.edu.au/guides/eportfolio/what-eportfolio>

ePortfolios explained: theory and practice <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios>

Digital portfolios <https://www.qct.edu.au/professional-development/digital-portfolios-explained>

AITSL documenting evidence https://www.aitsl.edu.au/docs/default-source/general/documentary_evidence_proficient_teachers.pdf?sfvrsn=d90ce33c_0

ePortfolios <https://www.slideshare.net/eportfoliosaustralia/graduate-standards-reflection-and-eportfolios-mary-gallagher-sept-2014>

Bibliography

Chen, H., Light, T. and Ittelson, J. (2013). Documenting learning with eportfolios. San Francisco, Calif.: Jossey-Bass.

Lutheran Church of Australia (2001). The Lutheran Church of Australia and its schools Accessed November 2018 <http://www.lutheran.edu.au/download/lcaschools/?wpdmdl=141>

Zubizarreta, J. (2009). The Learning Portfolio. Hoboken: Wiley.