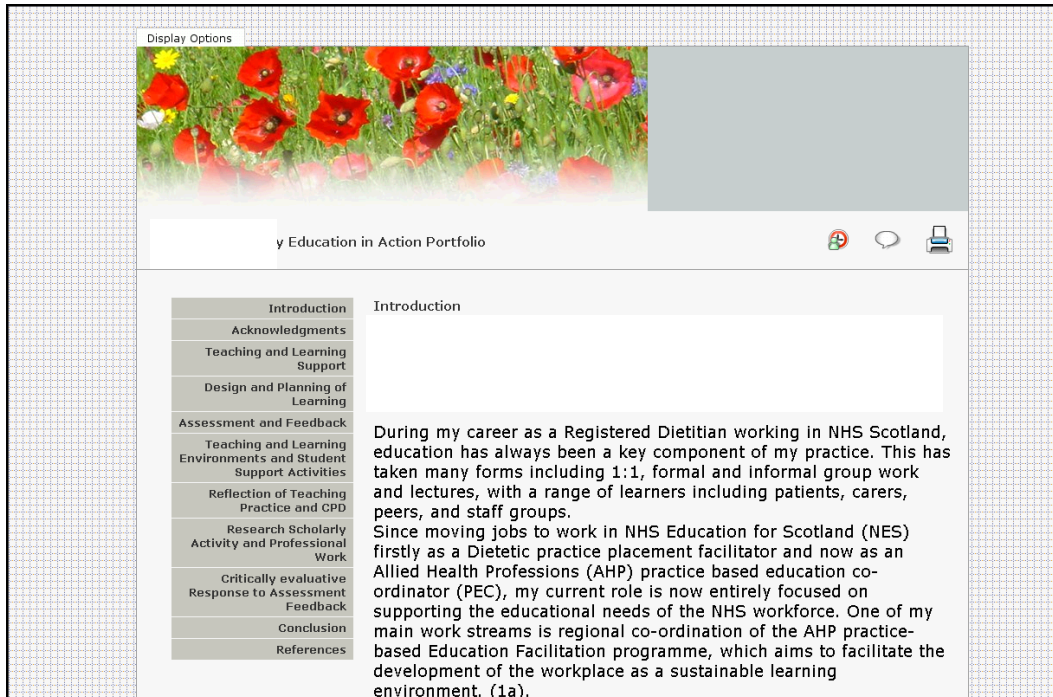


An example of a reflective webfolio completed by a master's student



The screenshot shows a webfolio interface. At the top left, there is a 'Display Options' menu. Below it is a large image of red poppies in a field. To the right of the image is a grey rectangular area. Below the image and grey area, the title 'Education in Action Portfolio' is displayed, followed by three icons: a globe, a speech bubble, and a printer. On the left side, there is a vertical navigation menu with the following items: Introduction, Acknowledgments, Teaching and Learning Support, Design and Planning of Learning, Assessment and Feedback, Teaching and Learning Environments and Student Support Activities, Reflection of Teaching Practice and CPD, Research Scholarly Activity and Professional Work, Critically evaluative Response to Assessment Feedback, Conclusion, and References. The 'Introduction' section is selected and expanded, showing the following text: 'During my career as a Registered Dietitian working in NHS Scotland, education has always been a key component of my practice. This has taken many forms including 1:1, formal and informal group work and lectures, with a range of learners including patients, carers, peers, and staff groups. Since moving jobs to work in NHS Education for Scotland (NES) firstly as a Dietetic practice placement facilitator and now as an Allied Health Professions (AHP) practice based education co-ordinator (PEC), my current role is now entirely focused on supporting the educational needs of the NHS workforce. One of my main work streams is regional co-ordination of the AHP practice-based Education Facilitation programme, which aims to facilitate the development of the workplace as a sustainable learning environment. (1a).

In this example, a master's student has completed a webfolio for a summative assessment of a core module which is part of a PG Certificate in Education. The student has structured the webfolio to reflect learning in key areas that have been recommended in the module descriptor for example, in Assessment and Feedback and Design and Planning of Learning. However, the student selected which areas to include and how the ePortfolios is personalised. This first page shows the student reflecting on her career to date and contextualising her learning experiences.

For each of the sections the learner links her experiences, her reading and her growing understanding of learning and teaching with appropriate evidence. The writing becomes like a structured website guiding the reader through the learner's journey, signposting to relevant experiences, readings and feedback from peer-reviewed teaching sessions.

In the Teaching and Learning Support section (see below), the learner is reflecting on the different approaches and theories to learning and her own experiences of learning in the past. She is now considering how this must impact on her experiences and expectations of learning events and what she as an educator must do in the future to provide the most effective learning experience for her students. Critically she is contextualising this for her particular working environment.

Teaching and Learning Support	Early on in the module we covered the philosophical approaches and theories of learning, and by supplementing this knowledge through reading (Atherton, 2005; Biggs, 2003; Rodgers, 2007) I became aware and recognised the fundamental shift in emphasis that has occurred in education over the past few years (Jarvis, Holford, & Griffin, 2006). This knowledge helped me make sense of both my own and contemporary colleagues initial academic learning experience which is aligned to a cognitivist and surface approach to learning, compared to the present day learners who are exposed to a much more humanist, constructivist and deep learning approach.
Design and Planning of Learning	
Assessment and Feedback	
Teaching and Learning Environments and Student Support Activities	
Reflection of Teaching Practice and CPD	Reading (Kell, 2006) and reflecting on this article (2a), I concluded that if a teacher and learner had received different academic learning experiences, this could have a negative impact on the learning experience in the workplace due to differing expectations regarding the outcome of the learning experience. Through further reflection in the context of my role (2b), I now acknowledge, in order to apply appropriate teaching techniques and achieve effective learning in the workplace, educators must be equipped with the relevant theoretical knowledge and adopt a reflective teaching approach.
Research Scholarly Activity and Professional Work	This is an important consideration for the NHS workforce, we can no longer separate the concepts of work and learning, as work requires a continual focus on learning. Today within NHS organisations, employees look to enhance their learning within the workplace as opportunities and problems create the need for new knowledge and
Critically evaluative Response to Assessment Feedback	
Conclusion	
References	

From the section 'Reflection of Teaching Practice and CPD' our learner is acknowledging that she had expertise in her subject area but that this was not underpinned by any in-depth theory about learning and teaching. Many tutors in higher education at the beginning of their professional lives have a similar experience. This student is recognising that she never really examined her approach to learning and teaching or considered if the didactic approach to learning and teaching was entirely appropriate. She continues by discussing the feedback that she has received about her teaching practices and identifies areas that she wishes to improve for the future.

Acknowledgments	
Teaching and Learning Support	Kohl states "No one starts out teaching well" and this is cited in (Ramsden, 2006).
Design and Planning of Learning	This statement reflects my position at the start of the Education in Action Module. Prior to that point I had not consciously undertaken self reflection of my teaching practice in order to inform my professional development. I realise now that I had the expertise in the subject matter being taught but I didn't have the underpinning theoretical knowledge to effectively teach the subject. This is exemplified by Rodgers (1988) where he states "The purpose of adult education is to help them learn, not to teach them all they know and thus stop them from carrying on learning."
Assessment and Feedback	
Teaching and Learning Environments and Student Support Activities	Working within an NHS Board rather than an Academic Institution limited me access to expert support in my development consequently my teaching practice was self taught.
Reflection of Teaching Practice and CPD	The module has provided me with a range of experiences offering guidance in becoming a self reflective and self directed learner in order to develop into a better teacher.
Research Scholarly Activity and Professional Work	
Critically evaluative Response to Assessment Feedback	My experiences have included classroom discussion and activity, delivery of two filmed and peer assessed teaching sessions, independent and collaborative interim activities, scholarly activity, expert and student feedback.
Conclusion	These have all contributed in enabling me to identify aspects of my teaching to be improved, and make sense of current good practice in
References	