

The Thanet Model for e-portfolio usage

General Rules:

1. The User owns content in their Portfolio. They choose to publish it to others.
2. It is impossible to allow anyone in to share, but owners can publish out to share.
3. Activity nearly always is instigated by the User role. The manager role nearly always acts as respondent.
4. Any asset is improved by sharing it with a colleague, by seeking peer review.
5. There are few rules. What happens is in the main driven by teaching and learning episodes and as a response to events and incidents in their professional life.
6. A public Gateway will contain all published activity that is good practice to celebrate teaching achievements, subject to the authors choosing to publish.
7. Complex thinking is demonstrated in the text, but the consequences of the thinking must be simple.
8. The use of e-portfolios is to promote scholastic endeavour and raise the professionalism of users at College.

Narrative

Activity	Response
1. A user is given a Pebble Pad e-portfolio	The User first changes the password to a usual memorable word using the <i>change password</i> option on the front page. Following initial training and support from colleagues, the user adjusts the <i>settings</i> and adds photographs to personalise the portfolio. The <i>'about me' profile</i> is completed and stored as an <i>asset</i> . The user might then complete a <i>reflection</i> on 'starting a contribution to the College'. The user completes a <i>review</i> of the <i>initial assessment</i> within a month of starting teaching and shares it with the manager and an 'e-mentor' who may be known or a friend or a respected colleague, and perhaps others by choice. The user uses the information to improve an understanding of what training and support may be required.
2. A colleague visits the user's class and informally observed learning	The user receives a <i>reflection</i> from the peer observer, to which <i>rights</i> have been added <i>to comment and share</i> but not <i>edit</i> . It is improved with comment and when discussion is concluded <i>tagged</i> for annual appraisal. An <i>achievement</i> can be added and the completed discussion linked to map it against <i>personal profile</i> . The observer keeps copy and <i>tags</i> it as an observation. Both can <i>review</i> the comment and the process a month or so later for personal benefit.
3. A teacher confronts and deals with a critical incident in teaching	The user writes about is as a <i>reflection</i> . The user chooses to <i>share</i> it with a colleague and invites comments on how it was dealt with. A discussion follows. Both add to their learning through this and agree to keep the discussion saved in both portfolios. Articles are <i>tagged</i> and count towards CPD for IfL.
4. A user confronts and deals with a critical incident in their working day	The user writes about is as a <i>reflection</i> . The user chooses to <i>share</i> it with a colleague and invites comments on how it was dealt with. A discussion follows. Both add to their learning through this and agree to keep the discussion saved in both portfolios. The discussion can be used by either as part of their annual review or to support further development.
5. A user meets with their manager to discuss annual targets	The user refers to their <i>personal profile</i> and <i>shares</i> this before the face to face (f2f) meeting with the Manager. Also the User shares any previous discussion relevant and chosen by the user. Items may have been <i>tagged</i> for the purpose for ease of finding. If there are

Activity	Response
	many items, the user will group them together in a <i>Webfolio</i> . Following preparatory discussion a new <i>meeting</i> activity can be developed, some of which can be completed before the f2f meeting. After the f2f meeting with the manager this provides the deadlines and targets for the user.
6. A Tutor or other classroom worker completes activity that counts as CPD	The User completes the <i>CPD proforma</i> and <i>tags</i> it as such. Later the proformas will be aggregated into a <i>Webfolio</i> once a year and made available to the IfL. The <i>Proformas</i> may also be part of the <i>Webfolio</i> shared with the Manager.
7. A User is confronted by a pedagogical barrier or problem that affects their effectiveness	The User writes a <i>thought</i> or <i>reflection</i> , and then shares it with a peer(s) asking for thought and views. The discussion creates a temporary and ad hoc, 'ad-litem', co-mentoring situation. The user draws on the <i>reflection</i> and conclusions to change practice. The <i>asset</i> can be <i>tagged</i> as CPD, or used in discussion with the manager or kept private.
8. A User completes a course or qualification	The user completes an <i>achievement</i> record. Any Certificate is copied and <i>linked</i> to the <i>asset</i> . The <i>achievement</i> record includes a <i>thought</i> about how the <i>achievement</i> will contribute towards professional Practice, making the <i>asset</i> of value to <i>tag</i> for CPD or Annual Appraisal.
9. The user sees or reads about or completes a successful teaching activity	The user writes it up in a 'Best Practice' <i>blog</i> and publishes it to the Thanet teaching community in the Learning Curve (VLE) User community. The idea could also be published to the <i>Thanet User Gateway</i> .
10. The user benefits from a formal mentorship	The parties adopt an e-mentoring model. A <i>meeting</i> <i>asset</i> is completed for the initial physical meeting and is used to direct, record and discuss the accomplishment of <i>targets</i> . The <i>asset</i> is shared with the manager and the Mentor Supervisor in Improvements and Innovation at the completion of the time period. A <i>reflection</i> <i>asset</i> is started by the mentor and is shared between the two and remains private.
11. The user is the subject of formal Observation	An <i>Observation proforma</i> is completed by the Observer and shared with the user who can comment on the <i>Proforma</i> . The Observer shares the document with the Observer Supervisor in Improvements and Innovation. The User shares the <i>asset</i> with their Manager who adds further comment. The <i>asset</i> can be <i>linked</i> or <i>tagged</i> to CPD, Annual Appraisal etc.
12. The user is experimenting with a new method of teaching delivery	After the class the user writes up the <i>experience</i> . The <i>asset</i> is either kept private or shared with a colleague for <i>review</i> . The colleague may not be a personal friend, but is recognised by the User as having an expertise that is respected.
13. The user attends a conference or training	Any Certificate of attendance is copied in and linked to a <i>reflection</i> . If the conference has a bearing on CPD, the user completes a <i>CPD proforma</i> and links it to CPD and IfL. The <i>asset</i> can then be shared with colleagues where there is benefit in sharing, allowing colleagues to add their own <i>reflection</i> . The <i>asset</i> could be linked to annual appraisal and shared with the manager and/or Improvements and Innovation.

Activity	Response
14. The user applies for a new job	The user completes the <i>CV proforma</i> . Any asset the user has that is thought relevant to the application is identified and <i>tagged</i> . The user completes a <i>webfolio</i> , consisting of an index of relevant assets with a synoptic piece of writing explaining why the post is sought and what attributes and abilities are offered. The <i>index</i> provides the evidence. The <i>webfolio</i> is published to the <i>Gateway</i> and made available to the prospective employer by a unique url (Internet address) protected by a password.
15. A group of users wish to work on a project or issue for mutual personal professional development	One user creates a <i>Webfolio</i> with an initial contribution and a first synoptic Introduction. It is shared with colleagues or published to a unique <i>gateway</i> . Any in the group can access the <i>webfolio</i> in order to add further content and adjust the synopsis to reflect the changes. The finished <i>asset</i> can be made available in the Thanet User Library for all. Anyone, including the original authors can use the <i>webfolio</i> asset to link in with other <i>assets</i> or activities in support of their personal development.
16. A user wants to form a group of likeminded users to work on a topic over time.	A lead user completes an <i>asset</i> and chooses to share it with the group formed from a list of contacts in the <i>Thanet community</i> . Discussion can be added to the asset either as a blog or review or through the development of a <i>webfolio</i> that is published behind a password to the <i>Thanet Gateway</i> . Other users can be invited to join.
17. A group or all Users want to share good practice to support each other or to 'showcase' the College	One User creates a <i>Gateway</i> entitled 'Good Practice Store' . The Gateway has each user <i>subscribed</i> to it with attributes to publish and view. Each user via a <i>group message</i> is invited to submit at least one example of a success. The Gateway can be kept closed for users only, but opened up as a contribution to a College 'Success Story' event.

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Pebble specific terminology

Achievement	An asset that allows the user to list abilities against local criteria. Achievements can be mapped to a Profile to show development against personal targets
Assessment	
Asset	A generic term for itemised entries, either original creations or uploaded files.
Comment	One of a scale of permissions granted to interact with a published asset
Edit	One of a scale of permissions granted to interact with a published asset
Experience	An structured asset that captures a specific incident
Gateway	The top level repository where webfolios can be published with incremental permission
Group Message	The ability of Gateway 'owners to send a message to each subscriber in the group that has rights to the given Gateway
Link	The ability to join assets together on a theme for later retrieval
Meeting	A structured asset that allows for preparation and reflection on meetings and actions that flow from them
Profile	A proforma completed individually against local criteria against which targets can be set and evidence of addressing them linked.
Proforma	A locally produced form available in all accounts, containing particular questions that create a personal asset on completion.
Reflection	A structured asset that records reflection
Rights	The range of editing abilities the creator of an asset can assign when shared with others
Settings	The ability to change look, themes and colours of accounts by the owner
Share	One of the range of editing abilities the creator of an asset can assign when shared with others that allows sight and review attachments but not editing of the original asset
Subscribed	The ability of a Pebble administrator to add access rights to a Gateway from amongst the community account population.
Tagged	A marker added to any asset to help retrieval at a later time by the tag name, regardless of the type of asset.

Target	A goal set by an individual when completing conclusions to a personal profile.
Thought	A structured asset that records quick thoughts that acts as notes to self.
Webfolio	The aggregation of various assets into one indexed purposeful Web Page, normally with a synoptic review by way of explanation