

Foundations of University Learning and Teaching (FULT) – [my name] Reflective ePortfolio summary template

Please use this template to collate your final FULT reflective ePortfolio summary.

The summary does not require you to submit your entire ePortfolio for review. This submission is a scholarly summary and a synthesis of your learning from FULT. You will be reflecting *on* what you have learned and reflecting *for* future actions. The summary consists of four parts that relate to the entire FULT program:

1. Introduction to Learning and Teaching in Higher Education Reflection: Activities 1(a) and 1(b)
2. Introduction to Educational Design in Higher Education: Activities 2(a), (b) and (c)
3. Introduction to Enhancing Learning and Teaching in Higher Education: Activity 3(a) and (b)
4. Meta Reflection: Activity 4

Your personal reflections are just that – for personal use and not designed for submission. So here we ask you to refine your previously recorded reflections into shorter summaries that you submit for feedback.

Overall word length for the ePortfolio summary is **approximately 3000 words** and more information on the relevant activities is provided below.

Submit your **Reflective ePortfolio summary** using this template. Please ensure you have included all parts listed below as these provide evidence of your completion of FULT. The ePortfolio rubric will be used to provide formative feedback on your submission.

Please see **Step 1.3 ePortfolio requirements and Setting up and using your FULT ePortfolio documents** for details on how to create and use your ePortfolio.

NOTE: UNSW staff submit your portfolios in **Moodle** via the **ePortfolio summary submission** link. Non-UNSW staff please submit your ePortfolio's through the FutureLearn Assessment Course.

ePortfolio Activities

Introduction to Learning and Teaching in Higher Education

Reflection **on** learning (Approximately 300 words)

1 (a) Reflect on strategies (and/or resources) to encourage deep learning in your context, drawing from the course resources, your experience as a learner, teacher and/or designer, and discussions with your peers.

Reflection **for** action (Approximately 300 words)

(b) Propose a teaching strategy for a subject you teach (or will teach) or for one which you support with design/development, considering your experience of FULT peer observation, ideas introduced in this course and in the FULT program in general. (Approximately 300 words)

Insert your reflections (a) on learning and (b) for action here (total maximum 600 words)

Introduction to Educational Design in Higher Education

Reflection *on* learning (Approximately 300 words)

2 (a) Reflect on active blended learning drawing from the course resources, your perspective, and discussions with your peers.

Reflection *for* action (Approximately 300 words)

(b) Propose an *active blended learning* plan, based on the principles of constructive alignment which includes an aligned class learning outcome, activities, and assessment. Use the following headings as a guide to developing your lesson plan:

- Learning Outcome
- Who are the learners
- Pre-class Independent Activity (prior to class)
- In-class Collaborative Activity
- Post-Class Activity (Independent or Collaborative)
- Assessment

(c) Assessment task and rubric (Approximately 300 words)

In a course you are teaching in or are involved with supporting, review and evaluate the assessment tasks and the associated assessment rubric based on constructive alignment.

Insert your reflections (a) on learning (b) for action and (c) assessment task and rubric here (total maximum 1100 words)

Introduction to Enhancing Learning and Teaching in Higher Education

Reflection **on** learning (Approximately 300 words)

3(a) Reflect on your mini-evaluation task, drawing from the process of designing and carrying out your mini-evaluation and discussions with your peers.

Reflection **for** action (Approximately 600 words)

(b) Reflect on the three prompts below:

- discuss how your learnings from the course relate to your context and practice
- synthesise key strategies you have learned in the course to enhance your practice
- identify how evaluation (e.g. your mini-evaluation task) may contribute to enhancing learning and teaching

Insert your reflections (a) on learning and (b) for action here (total maximum 900 words)

4. Meta reflection (Approximately 300 words)

The following questions are provided as prompts to support you in writing your meta reflection:

- What are the key learning points you are taking away from the FULT program?
- What is the role of the teacher and/or designer for learning?
- What are some of the ideas or questions arising for you from the FULT peer observation experience?
- Reflecting on the experience of keeping an ePortfolio, did it support your learning in FULT? Explain why or why not.

Please also note that we're not looking for 'correct' answers, the purpose of this task is for you to summarise, consolidate, and reflect on your learning in the program.

Insert your overall reflection here (total maximum 300 words)