FULT ePortfolio checklist and marking rubric

The reflective ePortfolio focuses on the FULT program learning outcomes:
1. Apply learner-centred approaches to teaching and/or design for learning in higher education.
2. Integrate current curriculum design, teaching, assessment and evaluation principles and practices in your context.
3. Develop teaching capability in face-to-face, blended and online learning contexts.
4. Critically reflect on professional practice drawing on current educational theory, institutional policy and other sources.

Checklist – use this checklist to ensure you have completed all the activities

1. Introduction to Learning and Teaching in Higher Education

   Reflection on action:-
   □ a. Strategies for deep learning

   □ 300 words

   Reflection for action:-
   □ b. Teaching strategy

   □ 300 words

2. Introduction to Educational Design in Higher Education

   Reflection on action:-
   □ a. Active blended learning

   □ 300 words

   Reflection for action:-
   □ b. Active blended learning plan

   □ 300 words

   □ c. Review of assessment task and rubric
3. Introduction to Enhancing Learning and Teaching in Higher Education

   Reflection on action:-

   □ Reflection on mini-evaluation task

   □ 300 words

   Reflection for action:-

   □ Reflection on learnings and strategies for enhancement of learning and teaching

   □ 600 words

4. Meta reflection

   □ 300 words

   □ Reference list
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Needs further development</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOLO (Biggs 2003)</td>
<td>Unanticipated extension</td>
<td>Logically related answer</td>
<td>Multiple unrelated points</td>
<td>Single point</td>
<td>Misses the point</td>
</tr>
<tr>
<td>(Reflection on action)</td>
<td>Ability to synthesise reflections on action and key learnings from the FULT program</td>
<td>Multiple learnings from the program (learning and teaching issues, educational design and enhancing learning) are identified and synthesised, together with how they relate</td>
<td>Multiple learnings from the program (learning and teaching issues, educational design and enhancing learning) are identified, together with how they relate</td>
<td>The reflection includes several learnings from the program (learning and teaching issues, educational design and enhancing learning) but they are unrelated</td>
<td>The reflection focuses on only one, or few, learnings from the program (learning and teaching issues, educational design and enhancing learning)</td>
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<tr>
<td>(Reflection for action)</td>
<td>Ability to synthesise reflections on key learnings from the FULT program for action</td>
<td>Extension of key learnings to novel/innovative/or new applications are proposed</td>
<td>Application of key learnings to future practice are clearly outlined.</td>
<td>Some demonstration of how key learnings may be applied to future practice are outlined.</td>
<td>Limited demonstration of how key learnings may be applied to future practice.</td>
</tr>
<tr>
<td>Evidence-based* reflections are drawn from multiple perspectives</td>
<td>Deep engagement with the reflective process is demonstrated and evidenced through the use of multiple perspectives (autobiographical or own lens, peers, students, literature).</td>
<td>Engagement with the reflective process is demonstrated and evidenced through the use of multiple perspectives (autobiographical or own lens, peers, students, literature).</td>
<td>Engagement with the reflective process is demonstrated through the use of more than the autobiographical or own lens perspective.</td>
<td>Engagement with the reflective process is shallow, supported with little evidence and/or limited to a single perspective.</td>
<td>No evidence of engagement with the reflective process is demonstrated.</td>
</tr>
<tr>
<td>The ePortfolio is clearly written</td>
<td>Writing is clear, concise and persuasive.</td>
<td>Writing is clear but may lack conciseness.</td>
<td>Writing is mostly clear and/or concise.</td>
<td>Writing lacks clarity and conciseness.</td>
<td>Writing and meaning is not clear.</td>
</tr>
<tr>
<td>The ePortfolio adopts a scholarly approach to its presentation</td>
<td>Critical reflection is supported by the literature, that is: Sources are exceptionally well-integrated and they support the reflective writing very effectively. Information is correctly referenced –in-text and in the reference list.</td>
<td>Reflective writing is supported by the literature, that is: Sources are well integrated and support the reflection. There are few referencing errors, and referencing conforms to one academic style (APA, Harvard, Chicago, etc.).</td>
<td>Reflective writing attempts to incorporate relevant literature, that is: Sources support some of the reflective writing, but might not be well integrated well. There are a few errors in referencing</td>
<td>There is little or no attempt to incorporate literature, that is: The paper does not use adequate research or if it does, the sources are not integrated well. Sources are either not cited correctly or are omitted/missing.</td>
<td>There is no attempt to incorporate literature.</td>
</tr>
</tbody>
</table>

* Evidence of reflective practice is provided: e.g., cited quotes from a journal or other modes of reflection, from online discussion, table discussions or other communications.