

## Teaching e-Portfolio (TAG) – Lessons Learned

### Successes

- ❖ 9 interactive seminars and 2 conference workshops have been offered to assist people in creating and developing their own teaching portfolio (approximate attendance = 125 people).
- ❖ Approximately 15-20 individuals have received individualized support and training in developing their teaching portfolio.
- ❖ TAG established a Teaching Portfolio Community of Practice in September 2005; there are 44 members. Members participate in teaching portfolio learning opportunities and receive a monthly email newsletter with information relevant to teaching portfolio development.
- ❖ Increased awareness of teaching portfolios through displays at e-Learning Open House (2004-2006), UBC Town Hall (2005-2006), 2004 e-Portfolio Conference (November 19, 2004), and 2003 e-Portfolio conference (December 5, 2003).
- ❖ To our knowledge, several UBC instructors and graduate students have completed a teaching portfolio and many more are continuing to develop their portfolios, both on their own & with the support of the Teaching Portfolio Community.

### Challenges

- ❖ Instructors want to print an attractive and organized paper copy of their electronic teaching portfolio (evaluation committees are requesting paper copies; thus, the need to provide a paper version) but none of the software products currently supports this essential function.
- ❖ Making time to create and develop/update the portfolio – instructors find it challenging to progress toward completion, though they are often very motivated at the outset.
- ❖ New users found e-portfolio software difficult to customize; in the case of iWebfolio 2.0, there were few options for customizing the visual aspect of the portfolio, though this has improved in version 3.0.
- ❖ Portfolios created as a template in iWebfolio 2.0 did not transfer seamlessly to iWebfolio 3.0; this created an additional obstacle to portfolio completion/development
- ❖ Software is often focused on student portfolios and not set up for Teaching Portfolios; those who create teaching portfolios must spend extra time, as there are rarely templates for teaching portfolios available.
- ❖ Users are often concerned that a given product may not be supported by UBC in future so can be reluctant to commit to completing a portfolio using that software.
- ❖ Checking on progress in an appropriate way with users who begin work on a portfolio can be challenging, and thus it is difficult to know how many of those who begin actually complete a portfolio.

- Given that developing a teaching portfolio requires a significant investment of time, especially for experienced instructors with a large amount of material to reflect on and/or include, and that it is an iterative process (which occurs over a period of months and years), portfolio-making is a difficult task to track.