

MAKING LEARNING PERSONAL: USING PORTFOLIO ASSESSMENT TO PERSONALISE LEARNING IN A 'CAPSTONE' COURSE

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WHY PERSONALISE?

- ▶ Building on 'student centred' pedagogy encouraging self-motivated, self-regulated learners
- ▶ Recognises individuality of student learners and differing strengths, skills and competencies
- ▶ Recognises diversity of learning environments and of ways to manage learning activities
- ▶ Permits authentic assessment: 'An assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life' (Gulikers, Bastiaens, and Kirschner 2004, 69).

HOW TO PERSONALISE?

- ▶ Personalised learning often maximises use of digital learning environments
- ▶ Ranges from making learning materials available online to highly individualised support mechanisms generated using learning analytics
- ▶ Emphasis on student at the centre of the learning experience, across physical and digital learning environments *including assessment as a learning activity*

PERSONALISATION IN PRACTICE

- ▶ Background to the course: ARTS3810 International Relations Capstone (59 enrolments in 2013, 84 currently enrolled this year)
 - ▶ Diversity of cohort: students from BA, BInst, BSR&P
 - ▶ Unique nature of 'capstone' course
 - ▶ Desire to create assessment that was appropriate, authentic and personal to each student
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THE PORTFOLIO

- ▶ Written statement of 3000 words explaining how the student has attained the graduate attributes of the IR major
- ▶ Supported by a portfolio of evidence compiled by the student (no limit, creativity encouraged)
- ▶ Submitted in hard copy and assessed by rubric (available from the start of semester)
- ▶ Develops reflexivity as well as a personal account of learning


ATTAINMENT



REFLECTIONS

- ▶ Slightly higher levels of attainment than 'normal'
 - ▶ Heavy scaffolding: individual consultations; peer evaluation; a workshop on the portfolio
 - ▶ In second iteration, able to provide exemplars to guide students
 - ▶ Overall: very successful attempt at creating personal, authentic and appropriate assessment
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STUDENT EXPERIENCE PART I

- ▶ Did the portfolio assignment for ARTS3810 feel personalised, authentic and appropriate?
 - ▶ What are the drawbacks to a personalised learning approach from your perspective?
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STUDENT EXPERIENCE PART 2

- ▶ What was good about the assignment, and what was challenging?
- ▶ Did the assignment prepare you well for your future pathway? What about if you hadn't have gone into Honours, would it still be useful?