

Mahara and reflection to illustrate development of graduate attributes (LTDF)

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[Four Colleges, SRC, L&T Centre, Careers Service]

Mahara

“open-source electronic portfolio (e-portfolio)
and social networking web application”



The graphic features the Mahara logo (a green stylized 'm') and the text 'mahara Open source eportfolios (mah-mah-rah-rah) to think, to learn, to work, to grow'. Below this, there are two main sections: 'eportfolio' with a 3D cube icon and the text 'collect, reflect on and share your achievements and development online, in a space you control'; and 'networking' with a globe icon and the text 'create online communities and social network through Groups, Blogs and Forums'.



Mahara Used for:--

- Graduate Skills Programme
- Assessed reflective Diaries
- Credit-bearing Team Projects
- Specific Employment Opportunities

- > 10,000 registered users in University of Glasgow



Not used for:-

- Independent
 - e-portfolios
 - CV preparation
 - Reflection

 - *Can be private, but little evidence of Mahara being used in this way*

Project designed to produce

- **Outline templates**
- Sample e-portfolios from templates, prepared by students
- **E-portfolio templates**, available to all students and staff
- Introduction to e-portfolios and reflection
- Preparation for use of Professional Networks (“Linked In”)

How

- Staff Steering Group
- Postgraduate Co-ordinator (Louisa Campbell)
 - Worked with subset of steering group to define requirements & produce outline templates
- Students from all Colleges
 - Trained by Postgraduate Co-ordinator
 - Feedback
 - Produced e-portfolios
 - E-portfolio templates

Project Template Components

- Graduate Attributes Table
- Graduate Attributes Evidence
- Graduate Attributes – Documentary Evidence
- Graduate Attributes – Personal Development Plan
- Graduate Attributes – Reflective Learning

- Web layout – with index ‘landing page’
- Flexible

MVLS Student 1 - Graduate Attributes Table by Graduate Attributes a portfolio training resource

Navigation: home > aPortfolio > table

Graduate Attribute: **Activity Where Staff Was Challenged**

Attribute Dimension	
Effective Communicator	
Academic – Articulate complex ideas with respect to the needs and abilities of diverse audiences.	As part of an animal welfare course I took during my undergraduate degree in animal biology, I prepared a 23 page paper which discussed the welfare and ethical issues surrounding the use of genetically modified animals. The project also involved other forms of media which were geared towards various audiences, including a <i>video</i> and an oral presentation given to classmates and course instructors.
Personal – Present ideas clearly and confidently in high quality written and spoken English.	I am frequently elected as a spokesperson by my peers when involved in small group class discussions. In this role I am able to convey our derived solutions to complicated situational problems in a clear and concise manner while maintaining the attention of the broader audience of colleagues.
Transferable – Communicate clearly and confidently, and listen and negotiate effectively with others.	Through my employment as a veterinary assistant I have developed excellent communication skills with clients regarding treatment plans and discharge instructions for their animals, while working at Barfield pet hospital as part of a student job program in the summer of 2011. I received on several occasions, positive verbal feedback from clients on my professional interactions with them.
Subject Specialist	
Academic – Understand and respect the values, principles, methods and limitations of a discipline.	As an active member of the veterinary school's Clinical Club, I am a regular attendee at extra-curricular lectures on a broad range of topics. I am also involved in events hosted by the Veterinary Pathology Club and Zoological Society which inform and deepen my understanding on a wide range of topics pertaining to veterinary medicine. Recently I attended a talk by one of the UK's leading veterinary pathologists dealing with exotic species found in zoos and aquariums.
Personal – Possess a breadth and depth of knowledge within disciplinary area(s).	While I majored in Animal Biology during my previous Bachelor of Science degree I embraced the opportunity to enroll in many elective courses covering a range of topics including: computer science, programming, German language studies, classical history, philosophy and creative writing.
Transferable – Possess discipline-relevant professional skills, knowledge and competencies.	I am actively involved in the veterinary and professional clinical skills course encompassed within the BMS curriculum. Activities on this course have provided me the opportunity to practice and perfect relevant skills that I have subsequently used with great success in my work experience placements at a wide range of different veterinary practices. For instance, my training in obtaining a clinical history from veterinary clients has proven invaluable in conducting consults during my work placement at the RDSA.

Attribute – Academic, Personal, Transferable



Science and Engineering Student 1 - Graduate Attributes evidence

Example 1

Graduate Attributes evidenced: Effective Communicator, Confident, Resourceful and Responsible, Subject Specialist, Experienced Collaborator.

During my university career I have acquired a strong set of Graduate Attributes. Through presenting seminars on a wide range of topics as well as group projects, class discussions, presentations and report writing I have become an **effective communicator** as well as being **confident**. I was awarded joint top marks for my undergraduate dissertation which incorporated an in-depth report and seminar presentation. I have also produced posters and summaries of complex scientific papers aimed at school children which have further enhanced my communication skills. I have learned to be **resourceful** and take advantage of opportunities out with the core requirements for my degree course. For example, I have actively sought opportunities to interact with and improve industry reports for project reports and am comfortable in approaching members of department staff for guidance and to engage in detailed discussion about my research.

Through studying earth sciences I have gained knowledge in a wide range of subjects, however, the most impactful will I have acquired, unique to Earth Science/Geology, is geological mapping. Participating in several residential fieldtrips has further contributed to my **subject specialist** and allowed me to develop my expertise in the geology of the Western Isles of Scotland. I have also, however, gained invaluable experience which is applicable and transferable to any geological setting. During fieldtrips I have been granted unimpeded access to protected areas of geology which involves a high degree of **responsibility** and respect for the geological and country codes at all times.

Fieldtrips have also enabled me to develop excellent teamwork skills as well as the opportunity to engage with group projects and problem solving. I have been able to work closely with my colleagues and also members of the department to become an **experienced collaborator**. For example in the Honours lab project, **the aim of this project is to conduct research in a chosen field and, with the help of my supervisor, plan a strategy to carry this out. It also have the privilege to use very important and specialised analytical equipment which again requires a high degree of responsibility and trust.** This has given me the ability to listen to and learn from others points of view and knowledge as well as gaining the **confidence** to maintain my own opinions.

Example 2

Graduate Attributes evidenced: Investigative, Independent and Critical Thinker, Adaptable, Ethically and Socially Aware, Reflective Learner.

Throughout my time at the University of Glasgow, I have submitted many assignments and assessments following strict imposed deadlines. These range from essays and reports to extensive feedback on residential trips as well as undertaking independent research for my undergraduate dissertation. All of these activities have required an **investigative** attitude and extended research as well as effective time management and organisation skills. My undergraduate dissertation also allowed me to develop my skills as an **independent thinker** as it required 2 weeks of mapping research without any lecture input. This allowed me to critically assess evidence and develop my own theories and interpretation of the surrounding geology and to ultimately produce a geology map. My skills as a **critical thinker** have been further developed through this research and also through academic and critical evaluation of scientific work and journals throughout my university career. I have demonstrated **adaptability** through the study of a variety of subjects as well as in creating objectives and plans for my own research and answering these where problems are encountered. I have also worked in a variety of environments from bars and restaurants to offices and sales, demonstrating my ability to work as part of any team in any situation.

During geophysics has also made me **ethically and socially aware** with respect to human geography, where a wide range of social and political issues were raised. I studied globalisation in detail and learned about human geography as well as the physical processes linked to these such as climate change and sustainability. I have also gained a thorough understanding of environmental science throughout my university career and its implications on a global scale.

I am developing my skills as a **reflective learner** through my participation in the Honours portfolio project which requires me to conduct research in geophysics to encourage University of Glasgow students to find effective ways to articulate their Graduate Attributes. This has allowed me to critically assess my time at university and the positive skills I have acquired as well as reflect on areas I can develop further as part of my personal development plan.

Subject Specialist


Reflective Learner

Investigative

Resourceful & Responsible

Independent & Critical Thinker

Graduate Attributes – Evidence (case studies)



Example of Graduate Attributes - Documentary evidence

This section contains documentary evidence of the Graduate Attributes that I have highlighted in my Graduate Attributes Tools and Graduate Attributes Evidence sections and which I have developed over the course of my academic studies, work experience and extra-curricular activities. It includes academic assignments, research projects, business reports, and business consultancy projects that I have produced or been involved in.

Business report

Example B...port.doc
23.5k | Thursday, 28 October 2010 | Details

Business consultancy project

Example B...port.doc
23.5k | Thursday, 28 October 2010 | Details

Group powerpoint presentation

Example C...tan.doc
23.5k | Thursday, 28 October 2010 | Details

Extended research project

Example E...ject.doc
23.5k | Thursday, 28 October 2010 | Details

Feedback

Plan feedback | Report unactionable material | Print | Add View to wishlist

Graduate Attributes – Documentary Evidence

'Landing Page' including Reflection

Social Science Student 2 - Graduate Attributes e-portfolio

Why Mahara?

1. Graduate Attributes Table

2. Graduate Attribute Evidence

3. Graduate Attributes - Documentary Evidence

4. Certificates and awards

5. What was the point of GAS?

6. Graduate Attributes - Personal Engagement Plan

Interview clip

About me

Portfolio contents

Interview clip

Graduate Attributes - Personal Engagement Plan

Arts Student 1 - Graduate Attributes e-portfolio

ePortfolio contents

Examining graves at St Blane's churchyard, Isle of Bute

Using surveying equipment to measure depths at Skrifuklaustur; international excavation project, Iceland

1. Graduate Attributes Table


2. Graduate Attribute Evidence

3. Graduate Attributes - Documentary Evidence

What Was the Point of GAS?

Examining graves at St Blane's churchyard, Isle of Bute

Using surveying equipment to measure depths at Skrifuklaustur; international excavation project, Iceland



Arts Student 3 - Graduate Attributes E-portfolio

60 Second blog


1. Graduate Attributes table
In the course of my studies and through engagement with extra-curricular activities and work experience, I have developed a range of academic, personal and transferable skills. I have listed these skills in the Graduate Attributes Table below.
View personal Graduate Attributes table

2. Graduate Attributes Evidence
In the course of my university studies, extra-curricular activities and work experience I have developed a range of academic, personal and transferable skills, as listed in the Graduate Attributes Table on this page. This section provides detailed evidence and examples of how and where these skills have been developed (continued...)


3. Graduate Attributes - Documentary evidence
This section contains documentary evidence of the Graduate Attributes that I have highlighted in my Graduate Attributes Table and which I have developed over the course of my academic studies, work experience and extra-curricular activities. It includes academic assignments, research projects, business reports, and business consultancy projects that I have produced or been involved in. (continued...)

4. Graduate Attributes - Personal Development Plan
The table below provides an overview of the activities I have been involved in during my academic studies, extra-curricular activities and work experience which have contributed to the development of my Graduate Attributes. The table also details the areas and activities related to those Graduate Attributes that I would like to develop further. This plan has been developed with the SMART objective setting framework in mind. In other words, all of the goals listed are Specific, Measurable, Achievable, Relevant, Time-bound.
View Graduate Attributes Personal Development plan (this section is currently under construction)

5. What was the point of Graduate Attributes?
The main focus of reflecting on Graduate Attributes and the work you have completed (both academic and in a job) is that you are much more attractive to future employers. You have all the skills and the evidence you have developed throughout your working life at your command. You can link future employers to your E-Portfolio and graduate attributes.
Reflecting on your Graduate Attributes also helps you succeed in interviews. You are able to recall your reflective thinking about your graduate attributes and connect them to situations the interviewer may throw at you.
The process of E-Portfolio construction and Graduate Attributes is an ongoing, continuous process as you are always working on new skills and



Japanese version



私は、グラスゴー大学獣医学部の3年生です。今年は、養生学、獣医学、英語学、動物学の4つを専攻しており、中でも動物学に大変興味を持っています。また、英語としての国際レベルを身に、今年度は、アメリカのコーネル大学でインターンシッププログラムに参加する予定です。

高校生の時に日本の伝統文化に大変興味を持っていましたので、日本語を話すことが出来ます。

私の趣味は乗馬、サッカー、そして週末のボーリングと読書です。ほとんどの時間をボーリングと過ごしています。

今回一日楽しくお話し致します。

ENGLISH

私のプロジェクト

- ヴァンダービルト大学のインターンシップ
- 乗馬部
- ロンドン大学の動物学専攻
- 学内の研究ポートフォリオ
- 2012 コーネル大学のインターンシッププログラム
- 2011 モリス動物学専攻

個人情報

Reflection – lessons learned during project.

- **Challenging**
- **Templates will help**
 - Personalised versions

- “The most challenging part of this reflection was providing a diverse representation of each attribute from across my personal, academic, and professional experiences. I'd advise any student who wanted to build a Graduate Attributes ePortfolio to 1) **spend time thinking** about the best examples of how you've developed your graduate attributes from your diverse experiences; 2) **experiment** with how you arrange your views, and 3) **personalize** your pages with your own photos and associated materials to draw readers in.”



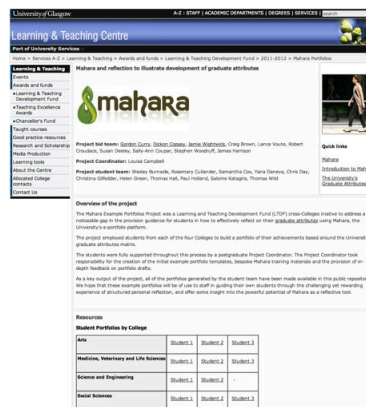
- “The greatest challenges in this project often related to the initial recognition of attributes and skills I have gained throughout my degree. However upon reflection on my time at university this became much clearer and as a result I now have much greater confidence in my abilities and in embarking on my professional career.”



- “So Mahara is not just a platform where you can store your information, it can also help with job applications, getting yourself known in the employment market and interview prep. It also gives you an idea on what people in other faculties are doing just in case it might be an interesting next step to take in your academic career. Very rarely do you get a chance to do so and that is what makes Mahara fantastic.”

- “The key benefits I have experienced from being engaged with the process of reflecting my own GAs are that I have had the opportunity to further develop some of my GAs and this is an incredible work experience that prepares you for future positions in any work field.”
- “E-Portfolio construction and Graduate Attributes is an on-going, continuous process”

Available now on Mahara and Website (details on handout)



Overview of the project

The Mahara ePortfolio Project was a Learning and Teaching Development Fund (LTD) cross-College initiative to address a recognised gap in the provision of guidance for students to how to effectively reflect on their graduate attributes using Mahara, the University's e-portfolio platform.

The project engaged students from each of the four Colleges to build a portfolio of their achievements based around the University's graduate attributes matrix.

The students were fully supported throughout this process by a postgraduate Project Coordinator. The Project Coordinator took responsibility for the creation of the initial example portfolio templates, bespoke Mahara training materials and the provision of in-situ feedback on portfolio quality.

As a key output of the project, all of the portfolios generated by the student team have been made available in the public repository, and hope that these example portfolios will be of use to staff in guiding their own students through the strategic and meaningful experience of structured personal reflection, and offer some insight into the powerful potential of Mahara as a reflective tool.

Resources

Student Portfolios by College

Area	Subject 1	Subject 2	Subject 3
Arts	Subject 1	Subject 2	Subject 3
Medicine, Veterinary and Life Sciences	Subject 1	Subject 2	Subject 3
Science and Engineering	Subject 1	Subject 2	-
Social Sciences	Subject 1	Subject 2	Subject 3

www.gla.ac.uk/learningteaching/maharaportfolios