

Lecturers' Perspectives on the Effectiveness of Portfolio Assessment for a Professional Development Course

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ABSTRACT The paper investigated the effectiveness of portfolio assessment for a professional development course in an institution of higher learning. Framed in the interpretive framework, this research began by situating professional development course in the professional development paradigms. Using a qualitative survey design, this paper infers the effectiveness of portfolios from narratives of participants who commented on their usefulness as an assessment tool for professional development. Sixteen participants of the Assessment and Moderation course across Faculties, departments, and disciplines of an institution of Higher Learning highlighted its usefulness. When narratives were analysed, emerging themes and their resultant categories suggested their effectiveness in a number of areas in fostering a process approach to learning; including improvement in and further development of assessment practices. The study recommends the scaling up of portfolio assessment to include other professional development courses, as well as the training of lecturers on portfolio assessment.