

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

Vuyisile Nkonki

Teaching and Learning Centre, University of Fort Hare, Alice, South Africa, 5700
E-mail: vnkonki@ufh.ac.za

KEYWORDS Alternative Assessment. Efficacy. Professional Learning Reflection. Montage

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.

INTRODUCTION

Professional Development

Professional development focuses on the effectiveness of one's professional practice, as well as on substantive problems of one's practice (Hoyle and John 1995). It seeks to appropriate and disseminate innovative ideas and practices, whilst at the same time aiming at the mitigation of the challenges of one's practices. Further, professional development involves activities aimed at keeping practitioners abreast of the developments in their fields of practice. In higher education, and for lecturers in particular, professional development encompasses a full range of activities that are formal and informal, engaging lecturers in new learning about their professional practices (Mayer and Llyod 2011). These authors further assert that professional development should be built into the day-to-day work of teaching, and that it should provide opportunities to gain an understanding of the theory underlying one's own practices.

The effectiveness of professional development depends on the interaction and confluence of teacher knowledge and beliefs, and the use thereof, to improve the content and the pedagogy

of their instruction. Desimone et al. (2013) posits that teachers' knowledge and beliefs, classroom practices, and students' outcomes explain and interact to influence the effects of professional development. This view of professional development, therefore, is concerned with how the activities undertaken by lecturers bear on students' learning outcomes. In the same vein, Guskey (2002) argues that improvement in the learning outcomes of students is what motivates teachers to change their classroom practices, as well as their attitudes and beliefs. Professional development, according to Winch (2013), culminates at the achievement of occupational capacity which encompasses professional know-how. This professional know-how comes about through the acquisition of systematic knowledge, which when updated, keeps the practitioner abreast of the developments in one's practice. This capacity is also manifested in the appreciation of the standards of excellence that apply in the rendition of services, and the manner in which these standards are understood by the recipients of the service.

The above-mentioned professional development activities, and others, are classified by Kesson and Henderson (2010) into three paradigms, namely (1) the standardised management paradigm, (2) the constructivist best practice paradigm, and (3) the transformative paradigm. The focus of the standardised management paradigm in professional development is to assist practitioners to comply with scripted and pre-

Address for correspondence:

Dr Vuyisile Nkonki

Private Bag X1314, Alice, 5700, South Africa

Telephone: 0406022704/0724437755

E-mail: vnkonki@ufh.ac.za

scribed national and institutional requirements, as well as the requirements of professional bodies and accrediting agencies. Within the constructivist best practice paradigm, professional development activities aim at appropriating and dispensing 'best practices' so that practitioners stay abreast of the developments in their respective fields. Practitioners also learn innovative ways of dealing with the substantive problems of their practices. The transformative view holds the professional development's belief that practitioners should question the underlying assumptions of their practices and their work environments. It is an approach to Professional Development and professional learning that requires a contemplative stance on the part of the practitioners who seek to improve, change and/or further develop their practices.

This research argues that traditional assessments do not really foster professional learning, and measure the extent of learning and development arising out of the insights gained from the professional development course or module. This is because traditional assessment methods assess content knowledge, and application of that knowledge in contrived situations rather than in practical real situations (Woodward 1998). Increasingly, assessment in formal professional development courses is encouraging course participants to take a reflexive stance towards their own experiences, and try to convert personal problems into more general issues. In view of this authentication of professional development, the challenge for assessment is to assess the extent to which participants contemplate on their practices, and translate the insights gained from the course into improving and further developing their practices. Indeed, traditional examinations and tests are not suitable for measuring the above competencies in authentic situations. Hence, portfolio assessment is suggested as an appropriate means of assessing professional growth and development of one's practice in real time and place.

Rowan III (2014: 641) maintains that portfolios are able to "*show development over time, the influence of feedback and assessment, the continuous reworking of student learning products based upon engagement, deepening of expectations, and student ownership, and crystallisation of learning into a coherent whole—some that is more than its parts*". Peacock et al. (2012) maintain that portfolios evoke internal and

external dialogue, which ultimately leads to the development and maintenance of professional competence and identity through the internal and external dialogue which it enables and evokes. This is because of the portfolio's ability to broaden conceptual understanding, ensure deeper and broader engagement, and infuse skills and knowledge that enable the practitioner to self-appraise and be self-critical about his or her own practice.

The Portfolio as a Professional Development Tool

Given the multiplicity of disciplines and the diversity of participants, the portfolio allows for differentiation and does not attempt to standardise participants' reactions and responses to the course. The portfolio bears no attachment to particular disciplinary preferences since it is multi-disciplinary, idiosyncratic, and intellectually challenging, whilst allowing for discipline-specific customisation. The portfolio is, according to Kesson and Henderson (2010), a conceptual montage which is formed through the creative juxtapositions of disciplinary knowledge, pedagogical knowledge, practical experiences, and one's own personal journey of understanding. The possibility of assessing the application of knowledge of and insights on one's own practice is realised, since with the portfolio, participants explore a range of ideas, try out new things, and draw connections to their own professional life. This makes the portfolio a place for musing, thinking, and for playing with ideas (Savin-Baden 2008), which lecturers as assessors and course participants could use to connect assessment literacy and theory, thus acquired, to the substantive problems of their teaching, learning and assessment practices.

In assessing professional learning portfolios, Dinham and Scott (2003) emphasise the necessity for structure, commonality, and criteria in judging portfolios. However, these authors caution against too much prescription, which could stifle creativity, innovation, reflection and individualised responses. In a similar vein, Rowan III (2014) argues that poorly implemented portfolios tend to become formulaic and/or overly subjective interpretations of subject matter as opposed to authentic creations of learning that depict learning. Slater et al. (1997) found that the portfolio supports broad, integrated learning

rather than discrete skills in decontextualised settings. They further concluded that the portfolio provides a mechanism to catalogue longitudinal progress and growth in conceptions, and also provides a longitudinal and a holistic perspective of achievement.

Fernstein and Fernstein (2005) refer to the issue of professional growth, and add that portfolios review a broad range of work and study aspects of the process of that work. These processes include a disciplined way of thinking and self-regulation (Nicol and Macfarlane-Dick 2006). The benefits of a portfolio in the assessment of a professional development course in particular, are summarised by Rowan III (2014: 642) in the following way: “... [*Portfolios*] build in iterative, participatory, and action-based learning that uses formative data to make improvements and summative products to showcase outcomes”. The additional benefits of portfolio assessment lie in their ability to “provide opportunities for reflection and distillation of meaning from self-understanding” (Rowan III 2014: 643). Recent studies have reported on the efficacy of portfolio assessment. For example, Boas (2015) alludes to the power of portfolio assessment with respect to transformational learning and suggests that it taps into students’ self-awareness, risk taking in terms of trying out new things, and helps activate students’ sense of agency. Roohani and Taheri (2015) observed the impact of portfolio assessment in the enhancement of the EFL learners’ expository writing ability, and its contribution to the monitoring of the writing process. They suggest that students are able to progress in several areas of their writing ability, whilst collaborating in the process of learning writing skills.

This paper looked at the effectiveness of portfolio assessment for a module entitled, Assessment and Moderation of Students Learning, a 30 credit bearing professional development module for lecturing staff. It is delivered face-to-face, with session discussions of the readings that are posted on Blackboard, a Learning Management System.

Portfolio Development Process for the Assessors’ Course

The portfolio development process began by asking participants to describe and comment on

the methods and approaches they currently use, and the major challenges they face in the assessment of student learning. Mayer and Lloyd (2011) advise that starting with teachers’ practices invites teachers into the conversation and opens them up to critiquing, learning, and expanding their repertoire of methods and strategies. The participants were asked to use one or two of their courses for analysis and reflection purposes, drawing from insights gained from the readings and session discussions.

The portfolio development process is ongoing, with portfolio development tasks for each session of the module. Portfolio tasks required participants to reflect, react and comment on the topics of the sessions, and then draw implications of the topics for their own assessment practice, use the insights gained from the sessions to mirror their practices, highlight areas where improvements and further development of practice are sought. The portfolio development process also allows participants to implement initiatives, and document experiences with the initiatives, and suggest how they would develop the initial attempt to make it better, or what they would do differently in the future (UFH 2012). The portfolio process is designed to ensure: engagement, assimilation, reflection, transmission (reconsideration), translation, and transformation in the sense of doing things differently. The above-mentioned processes were aided and enhanced by what Fernstein and Fernstein (2005) refer to as compensatory strategies such as frank session discussions, guidelines to aid reflection, and strategic prompts in the learning guide. In a similar vein, Qvortrap and Keiding (2015) use the system’s theoretical perspective to emphasise the portfolio process. They suggest that the effectiveness of the portfolio process is in scaffolding reflection and reflexivity, as well as in producing conditions for the stimulation and observation of learning.

This paper sought to shed light on the issues raised by the following research questions:

Research Questions

- How effective is portfolio assessment as an instrument for fostering and gauging professional development?
- In which aspects of professional development is portfolio assessment effective?

RESEARCH METHODOLOGY

Population and Sampling

Out of the 35 lecturers registered for the assessment course, sixteen (16) participants, who lecture in various faculties, departments and disciplines, responded to the request to participate in appraising the effectiveness of the portfolio as an assessment tool for a professional learning course. Lecturers, as course participants drew on their experiences with portfolio assessment and the portfolio development process they underwent during the course.

Research Design

In the qualitative survey design the researcher describes individual experiences and determines diversity or relevant dimensions in a topic of interest (Jansen 2010). The qualitative survey explores the views of a number of participants as expressed in their own words. The choice of the design is influenced by the increased emphasis on teacher reflection, and on teacher knowledge, as well as an attempt to bring teachers' voices to the forefront.

Data Collection

Data was collected through an open-ended questionnaire in which course participants were asked to write short narratives commenting on the effectiveness of the portfolio as an assessment instrument for the Assessment and Moderation of Student Learning module (a professional development module offered to staff). The purpose of the course is to develop lecturers' theoretical understanding of the principles and practices of assessment in order to enable them critique their present practices with a view to making informed decisions for improving student learning (UFH 2012: 7).

Data Analysis

Content analysis was used to make sense of the data (Cohen et al. 2007). This was done through the extraction of meaning units from the course participants' narratives. These themes were derived from the clustering of meaning units which were later categorised. To ensure validity and reliability, use was made of the terminology

of the participants in coding, as well as in the interpretation of the data. Also, data coding was revisited on different occasions during the data analysis, as suggested by Struwig and Stead (2001).

FINDINGS

Process Approach to Learning

The themes that emerged from the data suggested that the portfolio development process afforded the participants opportunities to engage with the authentic process approaches to learning. One of the participants maintained that it "*relates to work carried out*". In simple terms this means that the portfolio enabled the application of theory to practice. The value of assessment through a portfolio enabled one of the participants an "*opportunity to verbalise and transcribe what I do in practice*". Decomposing one's practice by articulating it is one of the key features of professional learning. The process of transcribing one's practice was assisted by "*guidelines for portfolio development [which] provided mental stimulation*" which in turn enabled the articulation of one's practice. The prompts in the portfolio development tasks trigger a flurry of thoughts about one's assessment practice.

The trying out of new ideas in a bid to further develop one's practice is captured in the assertion that the portfolio is effective in "*testing certain concepts*". In this way, incremental and cumulative learning is promoted, according to the course participants. The above process is captured in the following viewpoint expressed by one of the participants who felt that portfolios "*enhance developmental aspects of learning as opposed to eventful learning*". This view of learning relates to the view expressed by one of the participants that "*milestones towards the achievement of goals*" are tracked and monitored through portfolio assessment. Thus, the developmental trajectory of the students is discernible in the portfolio. The portfolio development process keeps "*practical and theory... intricately intertwined throughout the term*". This view suggests that integrated assessment is achieved through the use of the portfolio. Thorough engagement with the course materials through a deeper look at the implications for one's practice "*facilitates close study of the course materi-*

als". It is through this close study of the course contents that *"deep learning and practical application of knowledge, skills and experiences"* are achieved. Thus, the above processes alluded to by the participants, helped them improve on their own learning.

Improvement and Further Development of Practice

The identification of a substantive teaching and learning challenge or a gap in one's own assessment practice as a starting point in the portfolio development process enabled one of the participants to *"acknowledge challenges and improvements to be made in the course"*. This requires that course participants ask critical questions, and make justifications for their own assessment practices. For example, one of the participants pronounced that the portfolio required him to *"critically assess my style and improve where possible"*. Another participant claimed that the portfolio required him or her to *"highlight areas of improvement observed and hopes to go about improving practices"*. Thus, the portfolio points to what should be done differently. Though it is not easy to subject one's own practice to scrutiny, it does seem to provide, according to one of the participants, *"stimulation to improve on what I already do"*. Improvement of one's own practice is claimed to entail *"doing things in a slightly different way"*. This process involves a deliberate effort to *"explore alternative ways of ensuring student learning"*. It also entails the *"review [of] own practices and ... the effectiveness of own assessment techniques"*. In terms of assessing professional learning, the portfolio is according to one of the participants a *"convincing platform to reflect on and reinvent the current teaching practice"*.

Engagement

The concept of engagement emerged as the most dominant theme. It seems that the portfolio enables engagement with one's own practice as an assessor and engagement with the theoretical foundations of assessment in literature. Phrases such as *"engaged in the work"*, and *"serious and deliberate engagement with the module and its readings"*, attest to engagement with both the theory and practice of assessment.

Further, this engagement is taking place in and out of class. In this regard, one of the course participants affirmed that portfolio development is *"pedagogically sound as it forces learners to engage in appropriate learning activity outside class"* with all the aspects of the course rather than a select few outcomes. Thus, coverage of all the outcomes of the course, as well as in-depth focus and interrogation of the course contents is reported as one of the benefits of portfolio assessment since there is *"engagement with the various aspects of assessment as opposed to skimming and selective reading"*. Other sentiments echoed related to the appropriateness of the portfolio in terms of providing evidence of scholarship, the diverse nature of the content assessed and students' own understanding of the contents of the course.

The portfolio is the platform in which one's own ideas, and the ideas from colleagues, obtained through class discussions are integrated. It is therefore, a space for engagement with colleagues.

Self-management, Self-monitoring and-Self regulation

The narratives of the course participants suggested the effectiveness of the portfolio in terms of developing self-management, self-monitoring, and self-regulated learning competencies. One of the participants suggested *"control over learning"* as an important outcome of portfolio assessment. Feedback in the form of *"formative and diagnostic information for both the assessor and the student"* is easily accessible in the portfolio of evidence. The manner in which the portfolio development process is structured *"forces the student to work consistently as the teaching delivery proceeds"*. Preparation, readings, and portfolio development tasks for each of the sessions are pre-specified. This allows the student to pace himself accordingly. Related to the above, the possibility for students to *"manage performance in the lecture room"* is fostered and enhanced as there are pre-session readings and post-session write-ups for each of the sessions of the course. The portfolio *"serves as a compendium of everything that has been learnt"* because it is a collection of insights gained from the readings and discussions, one's personal reflections on the insights gained and implications for ones' assess-

ment practices, as well as one's experiences with the innovations, and an articulation of how one plans to do things differently. Other sentiments expressed included thoughts on how the portfolio allowed participants to self-manage their learning.

Quality Management and Assurance

The quality assurance imperative in the assessment of learning is ensured by the use of the portfolio as an assessment instrument. The views of the course participants in the quotes below suggest that portfolios are *"intended and designed to improve quality in the assessment"* of students' learning. According to one of the participants, a portfolio *"documents good teaching, at both institutional and personal levels"*. The developmental approach to quality management and assurance is seen in one participant's claim that the portfolio *"alerted [him] to various strategies that one can apply in order to meet certain assessment standards"*. Compliance with the standards of the institutions is ensured since the portfolio contains evidence of talking to, and living up to the expectations of quality.

Professional Growth and Development

The portfolio development process allows space for professional growth. Professional growth was described as characterised by enrichment, empowerment, enlightenment, and expansion of one's capacities which the experience of going through the assessment course provided.

"Enrichment through sharing ideas with colleagues on assessment strategies"

"Empowering experience because it allows them (lecturers) to reflect"

"Development of skills and competencies overlooked in traditional assessment methods"

"Enlightens the facilitator on teaching methods, their strengths and weaknesses"

The narrative as well as the evidence of claims made in the narrative of the portfolio makes it possible for the practitioners to share experiences and good practices with other colleagues. In the words of one of the course participants, the portfolio enabled the *"...exploration of growth opportunities in the academia... through showcasing good practice"*. Documentation of one's practices, and dissemination of

one's practices constitute scholarly teaching and the scholarship of teaching and learning. Thus, one not only develops one's practice through the portfolio, but also informs and contributes to the development of others' practices.

The competencies thus improved, and further developed through a professional development course are not easily forgotten as the portfolio ensures that they are applied to a particular issue that the participant will have identified. The remark that the portfolio *"...enhances the competence of the teacher for long term engagement with issues and tasks involved"* is apt in this regard.

Professional learning provides participants with a repertoire of methods, strategies, and alternative ways of going about one's practice. One of the participants alluded to this sentiment by remarking that the course *"...alerted me to various strategies that one can apply in order to meet certain standards"*. The portfolio provided an opportunity to try out some of these alternative methods and to document experiences with the trials.

Reflection

The portfolio development process allows space for evaluative reflections on one's own practices. One of the participants remarked that the portfolio is a useful tool for "self-appraisal" of one's own assessment practices. Sentiments were also expressed by quite a number of participants about the portfolio being a source of reference long after the course has been completed. The quotes below bring out and emphasise sources of reference as enabling and supporting reflective practice.

"Useful tool for referral purposes at a later date"

"Reference material which the participant can always go back to as a guide for his/her practices"

These quotations suggest that reflection is based on a body of facts or knowledge that is articulated in relation to one's own disciplinary practices, which are collected and packaged in a portfolio of evidence. They further suggest that the portfolio provides guidelines for navigating through one's practices, and acts as a directional compass for one's own practices. The *"opportunity to reflect on the theory"* suggests that theoretical insights provide the mirror through

which reflective lecturers can view their practices, as well the evaluation criteria for the appraisal of one's assessment practices. One of the students opined that, the portfolio *"assists to reflect, and identify others' learning experiences which with added input could be better identified and redirected towards effective assessment"*.

Other sentiments echoed suggested that careful consideration of the portfolio development process is key in fostering reflection. Thus, the design of the module for a professional development course will determine whether course participants use the insight gained from the course for reflection or not. The requirements of the writing of the portfolio, as well as the portfolio development tasks for each session of the module *"compel a participant to be familiar with and reflective of the contents of the materials"*. The guidelines and prompts, as well as the selected readings in the portfolio development process provided participants with a reflective sounding board and exemplars of assessment cases that provide the motivation for effecting the improvements sought by the lecturers. The quotes below talk to how reflection was enabled by the portfolio development process.

"The readings contain case studies from other institutions, and these in many ways mirror the kinds of challenges that assessors face"

"Provoked me to critically assess myself and my role in student teaching and assessment"

The process of developing the portfolio provided the course participants with the drive or the mental energy needed to scrutinise their own assessment practices.

DISCUSSION

The view held by most of the participants that portfolio assessment fosters a process and a holistic approach to learning finds support from Bamber's (2009) assertion that portfolios are a more equitable and sensitive portrait of what the students are able to do with it. Similarly, Rowan III's (2014) view of the portfolios' presentation of learning as coherent and wholesome, further confirms the findings on the effectiveness of the portfolio with regards to holistic and process learning. With respect to improvement and further development of one's assessment practice, the results of this study re-affirm Winch's (2013) notion of occupational capacity, which encompasses growth in professional know-how,

as participants of the assessment course keep abreast of the changes in their fields and appreciate the standards that apply for assessment in their respective fields. These findings link up very well with professional growth and development, and all of their expressed nuances and manifestations, which also confirm Peacock et al.'s (2012) view that portfolios lead to professional competence and identity, as well as Rowan III's (2014) view of development over time.

The engagement sentiments extrapolated and reported in the findings support Peacock et al.'s (2012) view that portfolios deepen conceptual understanding, and ensure deeper and broader engagement and self-criticism. The engagement benchmarks of Strydom and Mentz (2010) on the level of academic challenge, and enriching educational experiences are also supported by the findings of this study on enhancement, enrichment and enlightening experiences. This is because the portfolio process creates conditions for stimulation, awareness, and the exercise of agency (Boas 2015; Qvortrap and Keiding 2015) as the findings of this study have shown. The views of Slater et al. (1997) on portfolios as supporting broad integrated learning in contextualized settings find confirmation from the findings of this study about holistic rather than eventful learning. The findings on self-management, monitoring and regulation, as well as the tracking and monitoring of milestones and the developmental path support Fernstein and Fernstein's (2005) view of self-regulation, fostered by portfolio assessment which results in students' strategic and disciplined ways of thinking (Nicol and Macfarlane-Dick 2006). Self-regulated learning rests on reflexivity, which the portfolio process affords learners (Qvortrap and Keiding 2015). How the portfolio fosters collaborations and transactional learning (Roohani and Taheri 2015) is, however, not glaring in the findings, except for reference to the integration of session discussions, colleagues' ideas with one's own ideas in the portfolio narrative.

CONCLUSION

The findings of this study help in the understanding and appreciation of the effectiveness of portfolio assessment in several areas of learning whilst also developing academic competencies. This paper contributed to awareness of the significance and importance of portfolio assess-

ment in professional development courses. Its effectiveness in the critique and review of one's practices and the resultant improvements of practice in which professional growth and development is achieved, namely: enrichment, enlightenment, and empowerment are some of the ways in which professional development is achieved. This research confirms earlier and more recent studies on the effectiveness of portfolio assessment, and concludes that deeper and holistic learning is another area where portfolio assessment contributes immensely to professional development. Portfolio tasks that require candidates to reflect on learning materials and practices, as well as on standards and criteria for one's own practice give meaning and purpose to professional development. The study concludes that a process approach to learning and self-regulation are fostered by a well-thought through and an on-going portfolio development process.

RECOMMENDATIONS

The study recommends advocacy and the scaling up of portfolio assessment for professional development courses located in other disciplines. For portfolio assessment to be effective, there is need for capacity development on the part of lecturers and assessors of courses that utilise them. Academic developers tasked with the training of assessors need to offer ongoing support and development in portfolio assessment.

REFERENCES

- Bamber V 2009. Development: Concepts, factors and challenges in CPD frameworks for academics. *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education*, 4(1): 4-25.
- Boas IV 2015. The Power of Portfolio Assessment. From <<https://isabelavillasboas.wordpress.com/2015/09/27/the-power-of-portfolio-assessment/>> (Retrieved on 26 October 2015).
- Cohen L, Manion L, Morrison K 2007. *Research Methods in Education*. 6th Edition. London and New York: Routledge Taylor & Francis Group.
- Desimone L, Smith TM, Phillips KJR 2013. Linking Student Achievement Growth to Professional Development Participation and Changes in Institution: A Longitudinal Study of Elementary Students and Teachers in Title I Schools. *Teachers College Record*, 115 (5): 1-46. From <<http://www.tcrecord.org>>, ID Number: 16963 (Retrieved on 21 January 2015).
- Dinham S, Scott C 2003. Benefits to teachers of the professional learning portfolio: A case study. *Teacher Development*, 7(2): 229-244.
- Fernstein L, Fernstein J 2005. Portfolio assessment and reflection: Enhancing learning through effective practice. *Reflective Practice*, 6(2): 303-309.
- Guskey TR 2002. Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3): 381-391.
- Hoyle E, John PD 1995. *Professional Knowledge and Professional Practice*. New York: Cassell.
- Jansen H 2010. The Logic of Qualitative Survey Research and its Position in the Field of Social Research Methods [63 paragraphs]. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 11(2): Art. 11, From <<http://nbn-resolving.de/urn:nbn:de:0114fqs1002110>> (Retrieved on 15 March 2015).
- Kesson KR, Henderson JG 2010. Reconceptualising professional development for curriculum leadership: Inspired by John Dewey and informed by Alain Badiou. *Educational Philosophy and Theory*, 42(2): 213-229.
- Mayer D, Lloyd M 2011. *Professional Learning: An Introduction to the Research Literature*. Melbourne: AITSL Limited.
- Nicol DJ, Macfarlane-Dick D 2006. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2): 199-218.
- Peacock S, Scott A, Murray S, Morss K 2012. Using feedback and ePortfolios to support professional competence in health care learners. *Research in Higher Educational Journal*, 16(1): 1-23.
- Qvortrap A, Keiding TB 2015. Portfolio assessment: Production and reduction of complexity. *Assessment and Evaluation in Higher Education*, 40(3): 407-419.
- Roohani A, Taheri F 2015. The effect of portfolio assessment on EFL learners' expository writing ability. *Iranian Journal of Language Testing*, 5(1): 46-59.
- Rowan III TB 2014. Academic portfolios, holistic learning, and students success in higher education. *US-China Education Review*, 4(9): 637-645.
- Savin-Baden M 2008. *Learning Spaces: Creating Opportunities for Knowledge Creation in Academic Life*. New York: McGraw-Hill.
- Slater TF, Ryan JM, Samson SL 1997. Impact and dynamics of portfolio assessment and traditional assessment in a college physics course. *Journal of Research in Science Teaching*, 34(3): 255-271.
- Struwig FW, Stead GB 2001. *Planning, Designing and Reporting Research*. Cape Town: Pearson Education South Africa.
- Strydom JF, Mentz M 2010. *South African Survey of Student Engagement: Focusing the Student Experience on Success through Student Engagement*. Pretoria: Council on Higher Education.
- UFH 2012. *HET502 Learning Guide: Assessment and Moderation of Students' Learning*. Alice: University of Fort Hare.
- Winch C 2013. Three different conceptions of know-how and their relevance to professional and vocational education. *Journal of Philosophy of Education*, 47(2): 281-298.
- Woodward H 1998. Reflective journals and portfolios: Learning through assessment. *Assessment and Evaluation in Higher Education*, 23(4): 415-423.