Situation ‘the author’ within the development and assessment of teaching portfolios

Situating the author - within the development and assessment of teaching portfolios

Dina Zoe Belluigi

ICED/ HETLASA 2016
Lecturer

Curriculum
- Student’s experience and perception
- Sources for evaluation

Portfolio
- Assessor (formal qualification)
- Reviewer (promotion/tenure/award)
- Prospective employer
Intentionality

Textuality

READER

Models of interpretation

Intentionalist

Anti-intentionalist

AUTHOR

TEXT

nominal authenticity

Intentionality

context

Textuality

erosion of canon/convention

responsiveness

Readership

accountability
Situating the author in a contemporary notion of interpretation, as:

- Ethical relation
- Situated
- With an informed sense of the possibilities and pragmatics of agency (will, intentionality)
  - Reflexivity
  - Practice-based
  - Participatory etc
Dynamic interplay of author, text, reader in the development of TP
Layers of Narration: Authorial constructions:

- Subjectivity
- Perspective
- Biography & motivation
- Experience
- Philosophical approaches as researcher/practitioner
- Knowledge constructions & lenses
- Methodological choices
Unpacking ‘layers of narration’
(makes reading apparent)

- Authorship as negotiated
- Representations = stories about the world and stories about the self
- Un-writing from within

Narrative layers of ‘always becoming’ of the psycho-social person/text (adapted from Day Sclater 2003 in Bellugi 2015)
Dynamic interplay of author, text, reader in the assessment of TP
SUBJECT: theory ↔ practice as teacher & curriculum development

IN/FORMED by texts: literature, experience, data from participants etc

Lecturer’s READING: inclusion/exclusion of their intentionality in the name of purpose/interpretation

PORTFOLIO: Lecturer’s authorial construction of the story of the subject with his/her authorial intentions

ASSESSMENT: legitimate/credible/warranted representation of thinking & practice

Animal-bite-animal schema: The dynamic interaction of author, text and reader in the teaching-portfolio
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Situating the author

- Coming to voice as the authorial self
- Questioning the authority of authorship of curriculum
  - Students as co-authors/ collaborators
  - Excavating subject-ivities of the hidden curricula
- The autonomy of the text – curriculum as autonomous/ intertextual/subject
- Readership as a means towards informed situated criticality and reflexivity