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
**Models of interpretation**

- Intentionalist
- Anti-intentionalist

**author**

- Nominal authenticity
  - Intentionality

**text**

- Context
- Textuality
- Erosion of canon/convention

**reader**

- 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 Belluigi 2015)
Dynamic interplay of author, text, reader in the assessment of TP
The dynamic interaction of author, text and reader in the teaching-portfolio.

**SUBJECT:** theory ↔ practice as teacher & curriculum development

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

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

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

**Lecturer’s READING:** inclusion/exclusion of their intentionality in the name of purpose/interpretation
Animal-bite-animal schema:
The dynamic interaction of author, text and reader in the teaching-portfolio.
Animal-bite-animal schema:

The dynamic interaction of author, text and reader in the teaching-portfolio.
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