



**National  
Teaching  
Fellowship  
Scheme**



**National Action Research Network on Researching and Evaluating Personal  
Development Planning and e-Portfolio Practice**

**Your contact details:**

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**1. The context/background for your research**

PDP provision at Kent is embedded into the curriculum in each department some departments have set up skills/PDP modules, usually in the first year to help students develop their academic skills. There is a wide variety of PDP support available to Kent students, however for many students this results in PDP being 'invisible'. For the past year UELT has been supporting the introduction of an e-portfolio tool which is available to all departments to support their PDP provision and make it more visible to students. Many departments have piloted the tool and overall feedback from staff and students has been positive. As a result staff have requested more support with subject-specific PDP learning and teaching resources which they can use to support students' PDP by embedding them into academic modules or skills modules

**2. Current thinking about your research focus/question.**

There are a number of departments in Kent which are developing discreet study skills modules which aim to address PDP within them. I am interested to look closely at two or three of these modules to find out how they support PDP, if students feel that the module addresses their PDP support needs, what are the key ingredients of a successful skills/PDP module.

**3. Your initial plan**

My plan is to identify three departments (one in each faculty) to work closely with. To look closely at their study skills/PDP curricula identifying the skills that they are teaching and how the students are recording their skills development. I am particularly interested to see what the opportunities are for the progression of study skills.

**Time Line**

- End of the spring term 08 to form working partnerships with module



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convenors teaching Skills/PDP modules.

- During the summer term 08 review the study skills/PDP module curricula this will be done by analysing the study skills module outlines and teaching plans
- Academic year 2008/9 work alongside colleagues in the departments using skills modules to gather data from the students about the module, (this will include student feedback taken from focus groups and questionnaires).

#### 4. First thoughts on methodology/ies

I will use the module specifications to write a short critical review of each skills/PDP module. I plan to interview the module convenor of each module about the aims and origins of the module, the questions for this will be framed in an *appreciate inquiry* style to win the trust of colleagues and to show that this research is going to be used to promote good practice. I will get students from each group to write a short reflective piece about their study skills at the beginning and at the end of the module. Afterward these will be reviewed to look for student transformation in key areas such as:

- Students improved self-efficacy
- Students awareness of their learning style
- Students clarity of thinking about decision making (for module choices, extra curricular activities or career choices)
- Students attitude towards tutor feedback

#### 5. Key references you have identified so far.

Jackson, N. and Ward, R. (2004) A Fresh Perspective on Progress Files - a way of representing complex learning and achievement in Higher Education. *Assessment and Evaluation in Higher Education* 29 (4), pp 423-449.

Knight, P. and Yorke, M. (2003) *Assessment, Learning and Employability*. Society for Research in Higher Education and the Open University Press.

Moon, J. (1999) *Learning Journals : A Handbook for Academics, Students and Professional Development*. London: Kogan Page.