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


Document Version:
Other version

Queen's University Belfast - Research Portal:
Link to publication record in Queen's University Belfast Research Portal

Publisher rights
© 2016 The Author.

General rights
Copyright for the publications made accessible via the Queen's University Belfast Research Portal is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy
The Research Portal is Queen’s institutional repository that provides access to Queen’s research output. Every effort has been made to ensure that content in the Research Portal does not infringe any person's rights, or applicable UK laws. If you discover content in the Research Portal that you believe breaches copyright or violates any law, please contact openaccess@qub.ac.uk.
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

Intentionality

Text

nominal authenticity

textuality

erosion of canon/convention

Reader

context

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

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.
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