

0026

## **Facilitating scholarship of teaching in occupational therapy education through development of an electronic course portfolio**

Bridgett Piernik-Yoder

*UT Health Science Center at San Antonio, San Antonio, TX, United States*

Given the seriousness of the aim of occupational therapy education - to prepare occupational therapists for practice - the evaluation of teaching practices in occupational therapy education is vital. As discourse regarding the evaluation of teaching has evolved, an established definition of the standards of scholarship of teaching has emerged<sup>1</sup>. Adhering to these standards, it becomes imperative to document teaching practices<sup>2</sup>, and investigate methods that support the examination and sharing of teaching practices<sup>3</sup>. Whereas the concept of scholarship of teaching has been defined, little information is available regarding tools and processes to support scholarship of teaching.

The purpose of this poster presentation is to illustrate how course portfolios are an effective tool in documenting teaching practices to support reflective technique and invite peer review. Furthermore, the use of an electronic course portfolio to facilitate scholarship of teaching will be highlighted through demonstration of one developed for an occupational therapy course. Additionally, challenges and benefits of developing electronic course portfolios will be presented.

Learning objectives for attendees of this session are to:

1. define the scholarship of teaching.
2. describe the importance of making the teaching process visible.
3. describe how a course portfolio is one tool to facilitate the scholarship of teaching in occupational therapy education.

The need to demonstrate scholarship of teaching has been recognized throughout higher education. Whereas a clear definition of the scholarship of teaching exists, little information has been presented regarding specific strategies to support scholarship of teaching, particularly in occupational therapy education. Therefore, occupational therapy educators will benefit from an understanding of how electronic portfolios are one tool that supports this endeavor.

### References:

1. Glassick, S., Huber, M., & Maeroff, G. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.
2. Bernstein, D., Burnett, A., Goodburn, A., Savory, P. (2006). *Making teaching and learning visible*. Bolton, MA: Anker Publishing Company.
3. Fincher, R., Simpson, D., Mennin, S., Rosenfeld, G., Rothman, A., McGrew, M., Hansen, P., Mazmanian, P., & Turnbull, J. (2000). Scholarship in teaching: An imperative for the 21st century. *Academic Medicine*, 75, 887 - 894.