



## Improving Student Experience Through the Use of an e-Portfolio

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### Abstract

This paper will explore the use of PebblePad by secondary trainee teachers to support the delivery of a cohesive curriculum in a one-year PGCE course. The DfE requires providers of initial teacher education to design a developed, evidence-based curriculum and be able to demonstrate how its taught components and classroom practice are integrated (DfE, 2025). Inspection frameworks anticipate that this curriculum will be implemented, not only by university-based teacher educators, but also by school-based mentors (Ofsted, 2025). To this end all stakeholders are looking to find ways of building a collaborative learning community. In 2024-2025 we introduced the use of PebblePad to the secondary course as a collaborative project between the secondary education team and the Digital Learning team. This innovative approach was intended to enrich the learning experience of students as the workbook would allow them to make the most of the opportunities presented by their school placements. It supported them to make the links between own learning and the application and development of this knowledge whilst on placement. The paper will consider opportunities this platform provides to ensure equity of experience for all students as it can be accessed from anywhere at any time by both trainees and their tutors, allowing trainees to organise their work in a way that suits them and allows tutors check on progress and offer support when needed. However, most importantly, it allows trainees to make connections between their own learning and their school experiences in a clear and accessible way.

### Keywords

e-portfolio, collaborative project, secondary ITT, placement

### References

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### Citation:

Sheehan, H. & Besant, D. (2026). Improving student experience through the use of an e-Portfolio. *Journal of University Teaching and Learning Practice*, (1)1. <https://doi.org/10.7190/jostle.v1i1.611>