

and consider how to apply this learning in new contexts.

One of the identified gaps in Canadian research is research studies that help to explain how learners can change their conceptualizations of reflection, learning and epistemology through participation in PLAR [11]. In the study reported here, an analysis of the interviews reveals that the participants could reconceptualise experience as learning that could be recognized by the academy. They could recall key activities in the creation of e-portfolios, and their reactions to both familiar and unfamiliar concepts in the e-portfolio design process indicated a deep engagement with learning that could be applied to their future classrooms. Perhaps even more importantly, the participants described the e-portfolio design process itself *as* learning. As one participant described the process, it was “much deeper than a collection of artifacts.”

7. References

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