

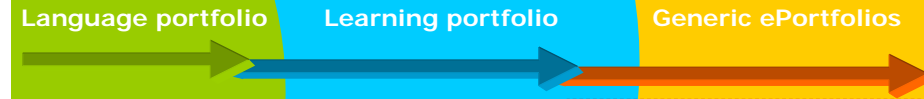


Use of ePortfolio to enhance student learning



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City University of Hong Kong
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http://www.cityu.edu.hk/edo/elearning_forum/2009/



2005-06 TDG

- pilot → 10 ELC courses
- language portfolios
- technologies

2007-09 TDG

- ELC & other disciplines like BCH, BST, DCO, EN, SA, SG and co-curricular activities
- learning portfolios
- reflection

2009-10 TDG

- ePortfolios for All: A Roadmap for Success
- 3-pronged approach: students, staff & roadmap
- Generic ePortfolio structure
- Roadmap: transition, outcomes, ideal graduate & career preparation

Note: There were other courses of different departments and colleges integrating ePortfolios into student learning and assessment activities who were not involved in our projects.



Coverage

Phase	1 st (2006-2007)	2 nd (2007-2009)
Departments	<ul style="list-style-type: none"> • English Language Centre 	<ul style="list-style-type: none"> • English Language Centre • Biology and Chemistry • Computer Studies • Public and Social Administration • English and Communication • Division of Building Science and Technology • School of Graduate Studies
Staff	2 investigators 1+9 teachers 1 RA	9 investigators 9+40+7 teachers 4 EDO staff
Students (# portfolios)	260	2333

Should we ask students
to first create an
employment portfolio?



The two-fold strategy ePortfolios + Reflection

Feedback from students

Having the experience in developing ePortfolios and learning to reflect, many students identified important factors or strategies that can help them learn better.

- Most students (65%) realise that **preparation and planning** like goal setting, action planning, knowing the course ILOs and assessment criteria, etc. are helpful for achieving better performance.

(634 students responded in Semester A & B 2007-8)

- After the portfolio development experience, students find their major achievements are in **raising the awareness in different aspects of learning (50%)**, increasing their ability to handle technical tasks (48%) and enriching their knowledge with some new concepts and ideas (40%).
- Students think that portfolio development helps them to learn better **as they have to keep reflecting on the process/during the course of learning (50%)**, have to organise their learning when going through the editorial process for the portfolio (43%) and to record their thoughts, work, dialogues and interaction with others (38%).

There are ways
to learn better!

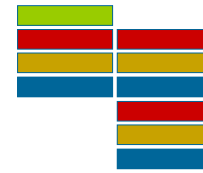


The positive effect on learning is related mainly to the practices of reflection and the process of portfolio making.

- Both **formative and summative reflection** were agreed to be important by about half of the students.
 - **56% reflection is very important during the process of learning.**
 - **46% reflective review and summary at the end of a particular course or activity is important.**
- 62% students think that **the process of developing a portfolio** is useful for learning. 34% students think the end product of the portfolio is useful for learning.



BOTH



Generic & Nesting Structure of ePortfolios

Types of Portfolios

- Learning portfolios
- Employment/Career/Professional portfolios
- Assessment portfolios
- Showcase portfolios
- Personal development portfolios
- Teaching portfolios
- Training portfolios



“These different “types” of ePortfolios reflect the fact that ePortfolios are being produced and *consumed* (used) in many different processes, or to *manage* different processes.”

Serge Ravet

<http://www.eife-l.org/publications/eportfolio/documentation/positionpaper>

Generic Structure of ePortfolios

PROFILE

Personal particulars, biography, values & beliefs, interests and hobbies etc

SUMMARY

Purpose, audience, achievements and development, reflection and future direction

SHOWCASE

Representative work & evidence

QUALIFICATION

Official recognition of achievement, qualifications, contribution and participation

Generic Structure of ePortfolios

PROFILE	Personality → Goal setting
SUMMARY	Rhetorical purpose & strategic use Achievements (outcomes, competencies, attributes & standards) Reflection (Critical thinking skills) Future direction → life long learning
SHOWCASE	Room for students (self-directed learning, belated mastery, creativity etc) Editorial and technical skills
QUALIFICATION	Standards and quality/ Benchmarking/Accreditation Participation in professional communities Contribution to other communities

Nesting Structure of ePortfolios

A “big” portfolio holding “smaller portfolios”/ artifacts



Metaphors for Reflection



Use the mirror to prompt reflection about yourself.



Look for connections and relationships.



Go deeper and analyze the details of an event, task, or experience.



Identify relevant and best evidence to support claims



What choices lie ahead?



Think about how you could have done something better.

Metaphors for Reflection

Probing questions designed based on the metaphors in the course, SG8001, 2008/09



How do you feel till now at the last lesson of SG8001? Try to use at least three different adjectives to describe your feelings.



What have you achieved in this course?

How would you describe your achievement?



What is/are the most remarkable thing(s) you have learnt from this course?



How do you describe your achievement in terms of the course outcomes?

Is there any evidence to support your claims related to the course outcomes?



What aspects of yourself will need to improve or enhance?

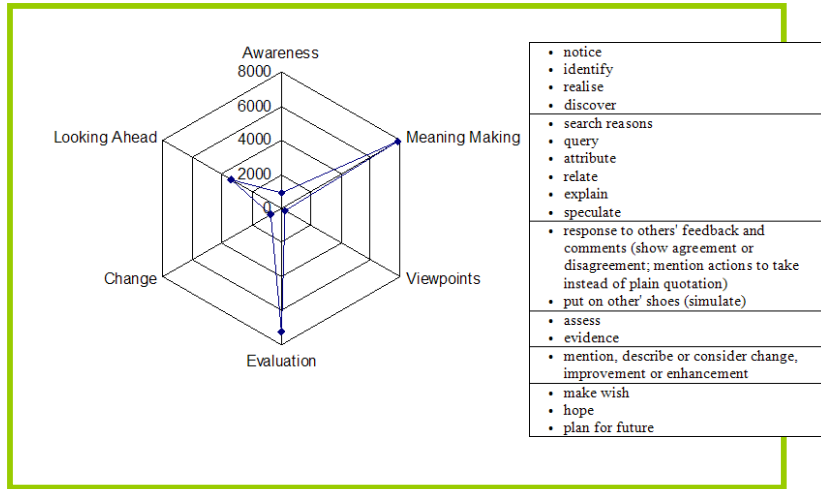
What is the concrete action plan for that?



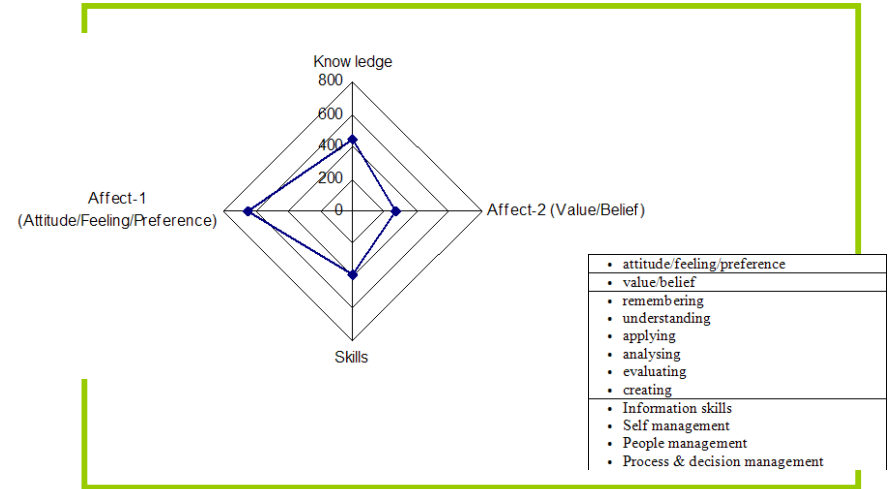
Is there anything you think you could have done better? What is it?

What are your duties, studies or else?

Reflection – mental activities



Reflection – content domains



ePortfolio pedagogies

Objectives

Outcomes

Observation

Obstacles

Opportunities

Opinions

Self-directed learning
Learning community
Life long learning

Reflection

- Discovery
- Problem Solving
- Evaluation
- Learning & Advancement

Learning management skills
IT skills
Employability skills
Generic skills
Editorial skills
Presentation skills

Assessment of

- Process
- Product/Performance
- Outcomes
- Competencies

Transitions
Documentation
Learning management
Engagement
Mentoring
Collaboration
Academic advising
Career Preparation
Whole Person Development
Accreditation

Formative reflection
Summative reflection
Formative feedback
Summative feedback