

INTERNATIONAL CONFERENCE THE FUTURE OF EDUCATION

Developing and evaluating e-portfolio for the final year project (FYP)

Dr. Chi Hung Leung

The Hong Kong Institute of Education

Department of Special Education and Counselling



7 – 8 June 2012, Florence

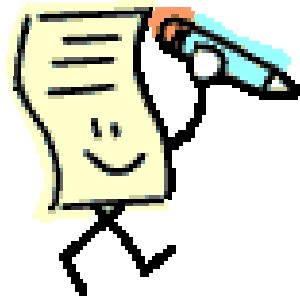
DEVELOPING E-PORTFOLIO

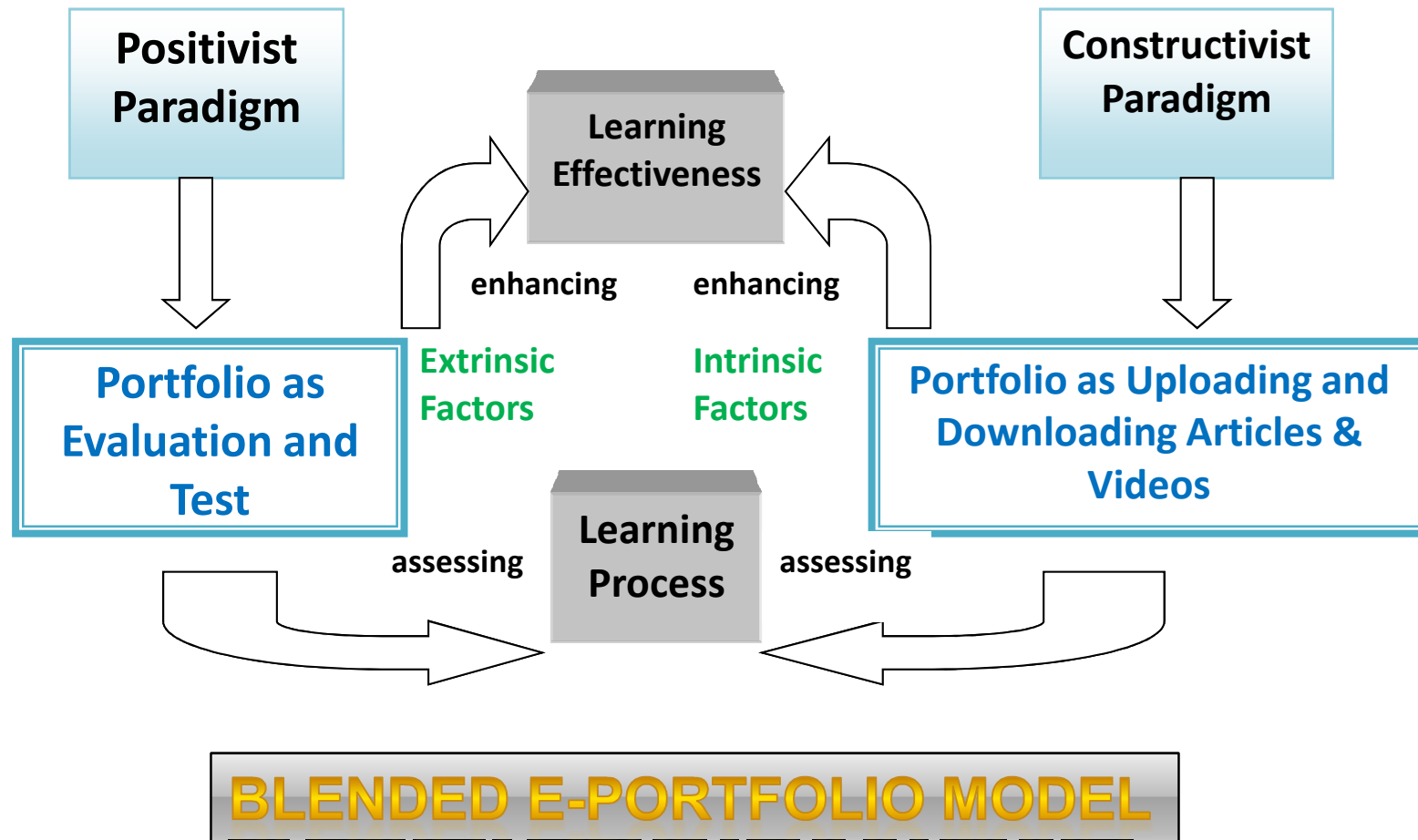
- ⊙ provides an environment where students can
 - collect their work in a digital archive
 - reflect on the learning (in either text or multimedia form)
 - set goals for future learning (or direction) to improve
 - teachers (and peers) can review the portfolio document
 - provide formative feedback to students



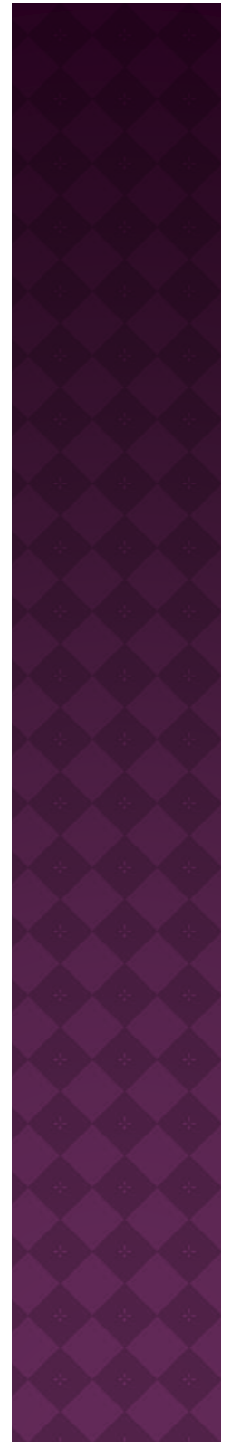
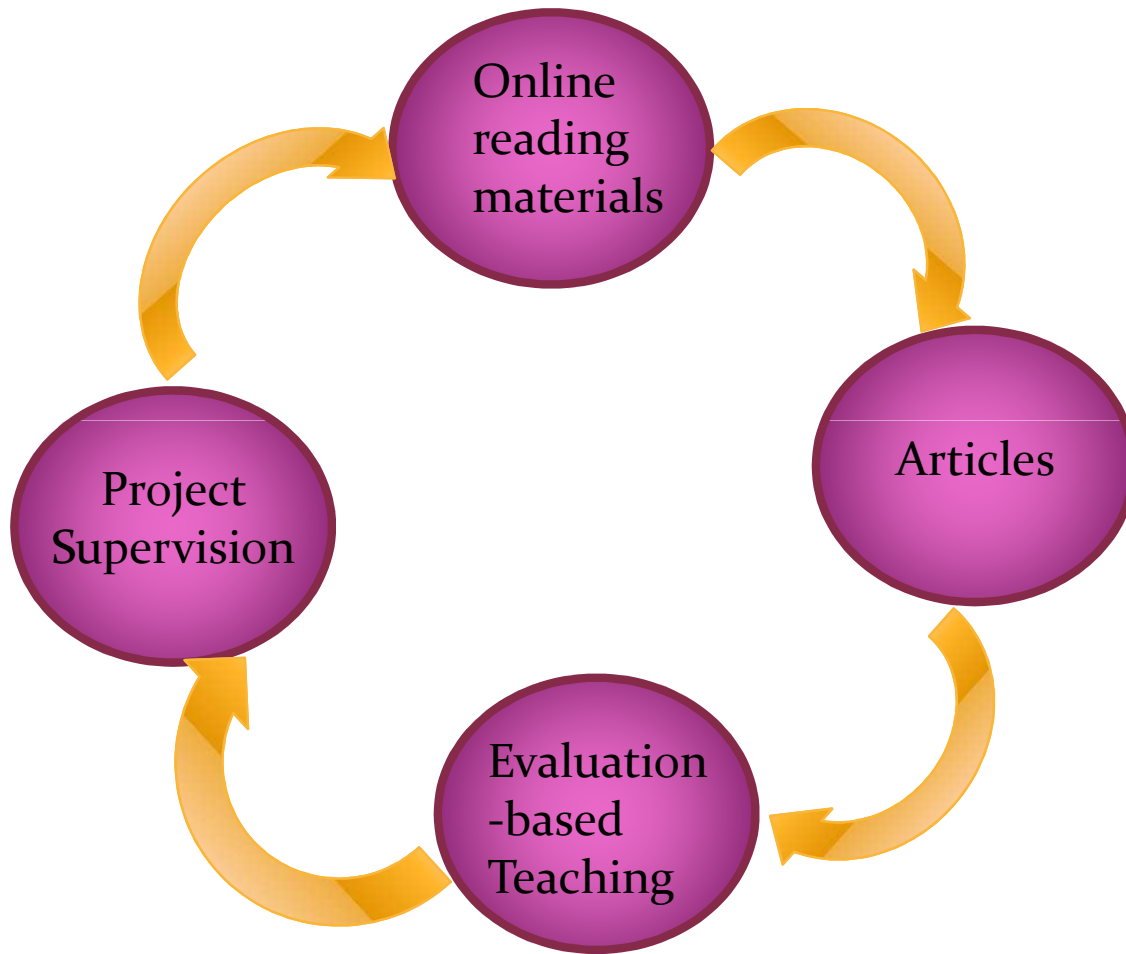
POSITIVIST PORTFOLIOS VS CONSTRUCTIVIST PORTFOLIOS

- ◉ **Positivist portfolios** - to assess learning outcomes and those outcomes are, generally, defined externally
- ◉ **Constructivist portfolios** - presents process, a record of the processes associated with learning itself

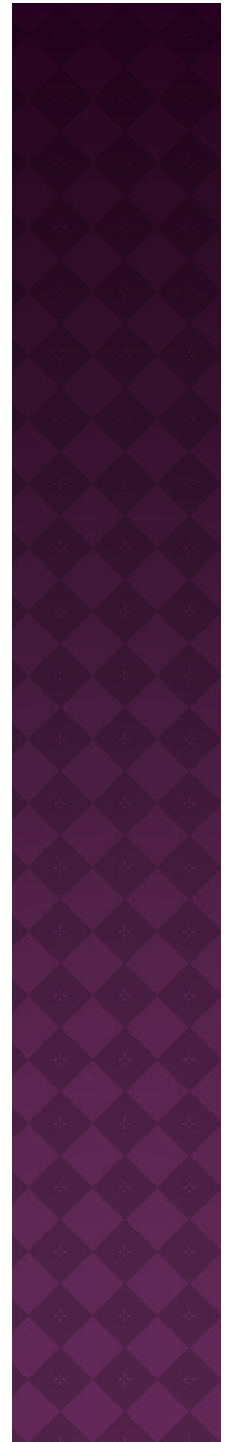
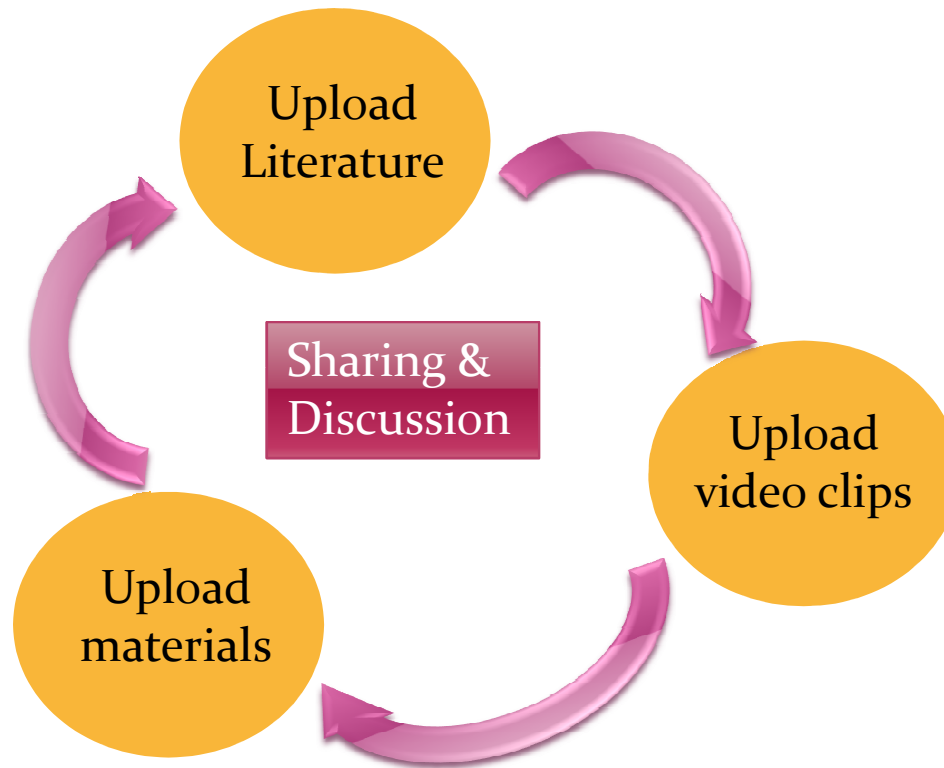




POSITIVIST E-PORTFOLIO



CONSTRUCTIVIST E-PORTFOLIO



EVALUATING E-PORTFOLIO



- ◎ Learning process
 - 2 assessment-based surveys
 - 2 True / False quizzes
 - the frequency of download and upload Learning materials

- ◎ Learning effectiveness
 - College Learning Effectiveness Inventory (CLEI)
 - Academic Self-efficacy (ASE),
 - Organization and Attention to Study (OAS),
 - Stress and Time press (STP), and
 - Class Communication (CC).

DESIGN OF STUDY

Experimental Group (SN)

Blended e-portfolio
15 ECE final year students

Week 1 Assessment-based survey (1)

Week 5 Online T/F quiz (1)

Week 6 Assessment-based survey (2)

Week 9 Online T/F quiz (2)

Week 1 – 4 Revision (1)

Week 6 – 9 Revision (2)

Online proposal feedback
Online reading materials

+

Upload materials,
literature, and video clips
for sharing and discussion

Control Group (SN)

Positivist e-portfolio
15 ECE final year students

Week 1 Assessment-based survey (1)

Week 5 Online T/F quiz (1)

Week 6 Assessment-based survey (2)

Week 9 Online T/F quiz (2)

Week 1 – 4 Revision (1)

Week 6 – 9 Revision (2)

Online proposal feedback
Online reading materials



Control Group (Non SN)

10 ECE final year students

Week 1 Assessment-based survey (1)

Week 5 Online T/F quiz (1)

Week 6 Assessment-based survey (2)

Week 9 Online T/F quiz (2)

Week 1 – 4 Revision (1)

Week 6 – 9 Revision (2)

SAMPLES OF WORK

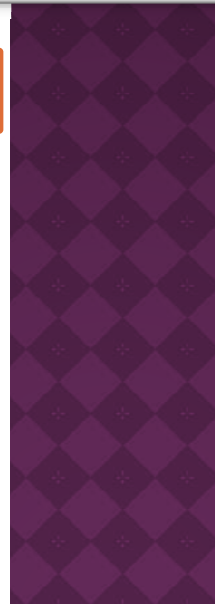
Quiz results

The screenshot shows the 'Grade Center : Full Grade Center' interface. It includes a sidebar with navigation options like 'Home Page', 'Course Information', and 'Groups'. The main area displays a table of student performance data.

Last Name	First Name	Weighted Total	Total	1st Assignment	1st Test	2nd Assignment	2nd Test
CHAN	WUN KUEN	--	--	12.00	12.00		
CHOW	WING	--	--	11.00	11.00		
GUO	SHUO	--	--	11.00	9.00		
HO	SZE WAN	--	--	11.00	9.00		
HUI	KA WING	--	--	11.00	10.00		
LAM	LO CHI	--	--	10.00	9.00		
LAU	YAN TING	--	--	10.00	10.00		
LIU	SUI IN	--	--	9.00	10.00		
MA	WING YAN	--	--	11.00	10.00		
NG	KA FUNG	--	--	11.00	11.00		
NG	KAMPING	--	--	11.00	12.00		
TAM	CHING LAI	--	--	9.00	11.00		
WONG	YING KAN	--	--	11.00	11.00		
WU	SUI MAN	--	--	10.00	13.00		
YEUNG	WING CHEE	--	--	10.00	11.00		

The screenshot shows the 'Upload' window of a course management system. It features a file selection dialog, a 'Select File' section with 'Browse My Computer' and 'Browse Content Collection' buttons, and a 'Standard Options' section with checkboxes for 'Permit Users to View this Content', 'Track Number of Views', and 'Display After'.

Files uploaded



The screenshot shows the Blackboard LMS interface for a course titled '2011S1 PROJECT (02C)'. The main content area displays a list of course materials, including several PDF documents related to autism research. A context menu is open over one of the PDFs, showing options such as 'Edit', 'Adaptive Release', 'Adaptive Release: Advanced', 'Set Review Status(Enabled)', 'Metadata', 'Statistics Tracking (On/Off)', 'View Statistics Report', 'User Progress', 'Copy', 'Move', and 'Delete'. The interface includes a left-hand navigation menu with options like 'Home Page', 'Course Information', 'Staff Information', 'Course Materials', 'Discussions', 'Groups', 'Tools', 'Help', 'Tests & Surveys', and 'Course works'. The top navigation bar includes 'My Institution', 'Courses', 'Content Collection', and 'Community'.

Students' e-portfolio activities

Check the frequency of articles download

The screenshot shows the 'Course Reports' page in the Blackboard LMS. The page title is 'Course Reports' and it provides information about student activity, content usage, course standards, and course objectives. A search box is present at the top of the report area. Below the search box, there are several report options, each with a brief description and the last run date. A 'Run' button is highlighted over the 'All User Activity inside Content Areas' report. The reports listed are:

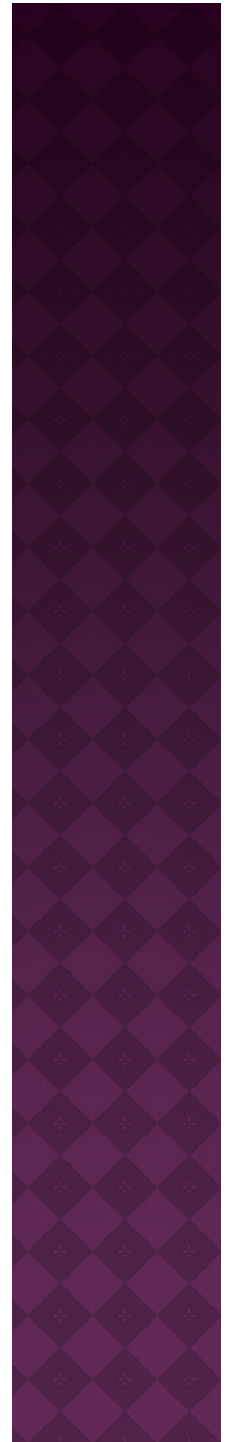
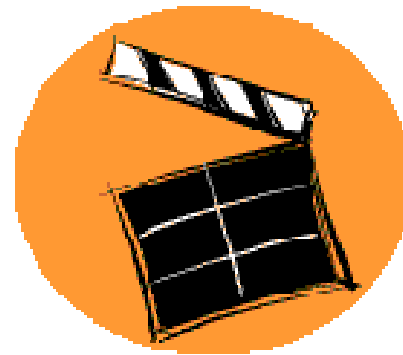
- All User Activity inside Content Areas**: This report displays a summary of all user activity. Last Run: Monday, May 21, 2012 4:04:12 PM GMT+08:00.
- User Activity in Forums**: This report displays a summary of user activity in Discussion Board Forums for the course. Last Run: Thursday, May 17, 2012 10:21:08 AM GMT+08:00.
- User Activity in Groups**: This report displays a summary of user activity in Groups for the course. Last Run: Tuesday, May 22, 2012 11:37:09 AM GMT+08:00.
- Overall Summary of User Activity**: The report displays user activity for all areas of the course, as well as activity dates, times and days of the week. Last Run: Thursday, May 10, 2012 11:06:28 AM GMT+08:00.

 The interface includes a left-hand navigation menu with options like 'Home Page', 'Course Information', 'Staff Information', 'Course Materials', 'Discussions', 'Groups', 'Tools', 'Help', 'Tests & Surveys', and 'Course works'. The top navigation bar includes 'My Institution', 'Courses', 'Content Collection', and 'Community'.

VIDEO CLIPS UPLOAD

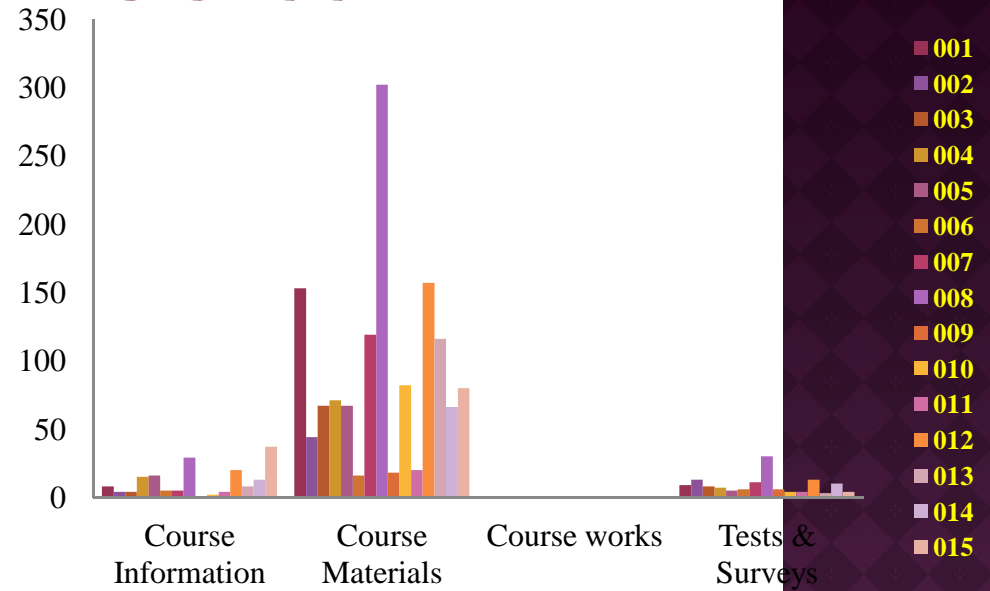
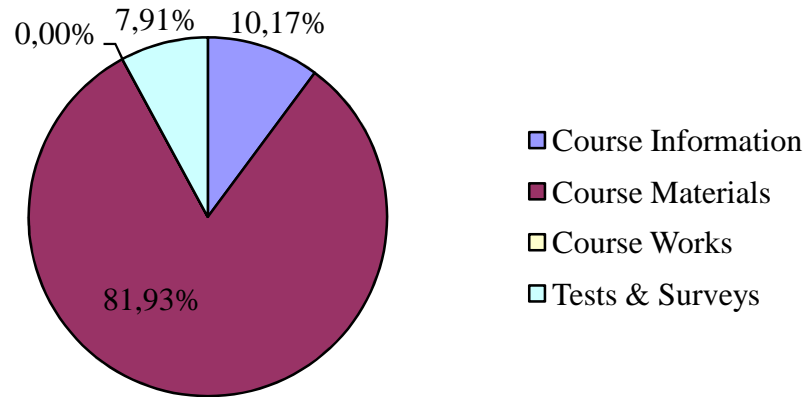
◎ [MOV08902.AVI](#)

◎ [MOV08903.AVI](#)

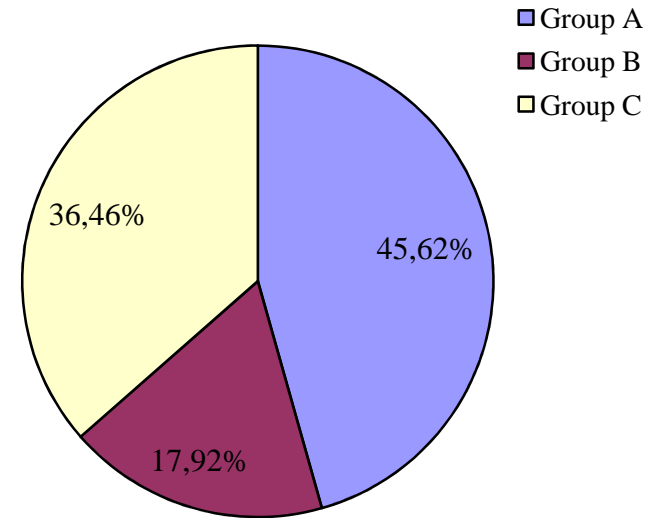


RESULTS – LEARNING PROCESS

Experimental Group (SN) Students **CLICK** on E-Learning

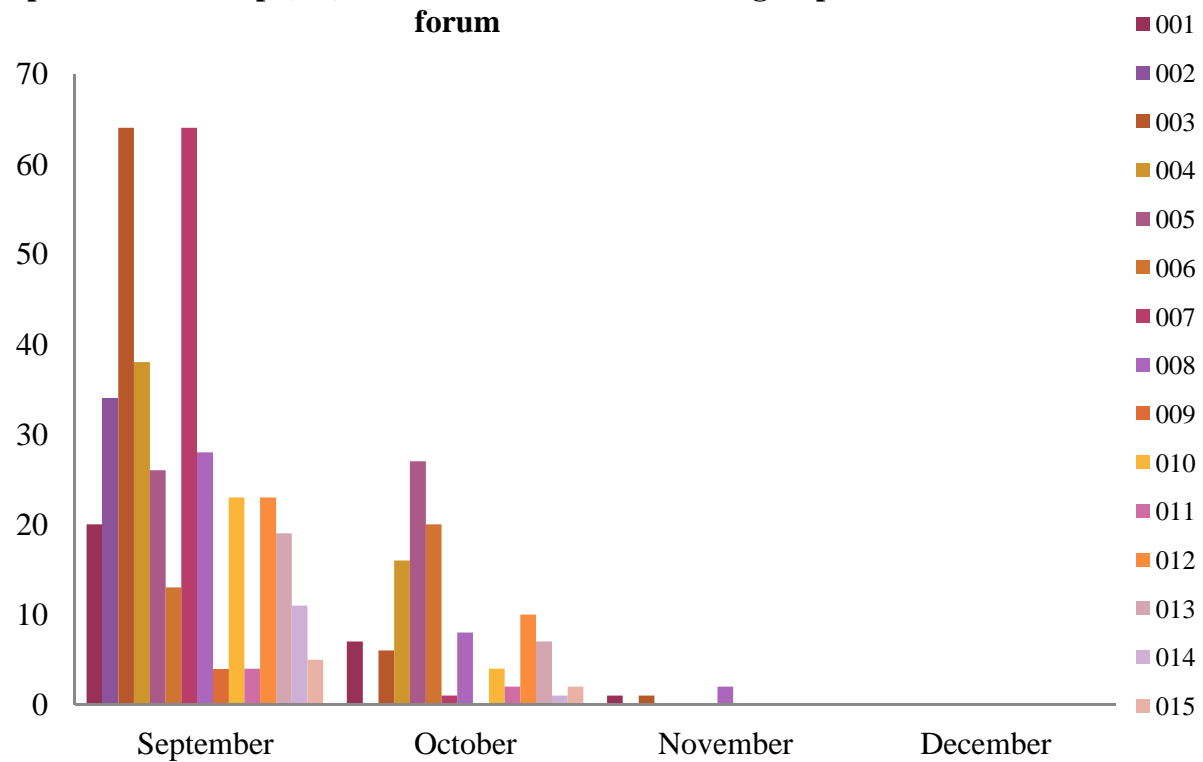


Percentage hit rate of experimental group (SN)



Percentage hit rate among 3 groups

Experimental Group (SN) students PARTICIPATED in group online forum



RESULTS – LEARNING EFFECTIVENESS

- ◉ Within-subject differences of the three groups between Time 1 and Time 2 in four subscales of CLEI

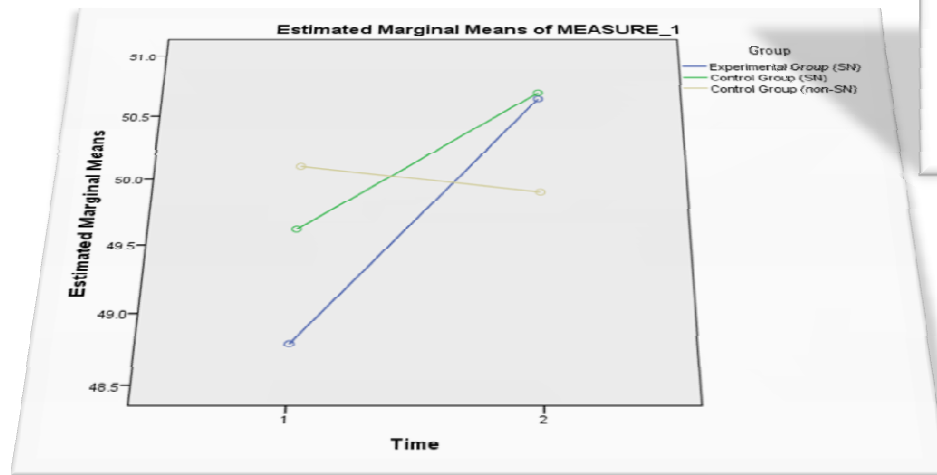


Fig.1. Time 1 & Time 2 difference of Academic Self- efficacy

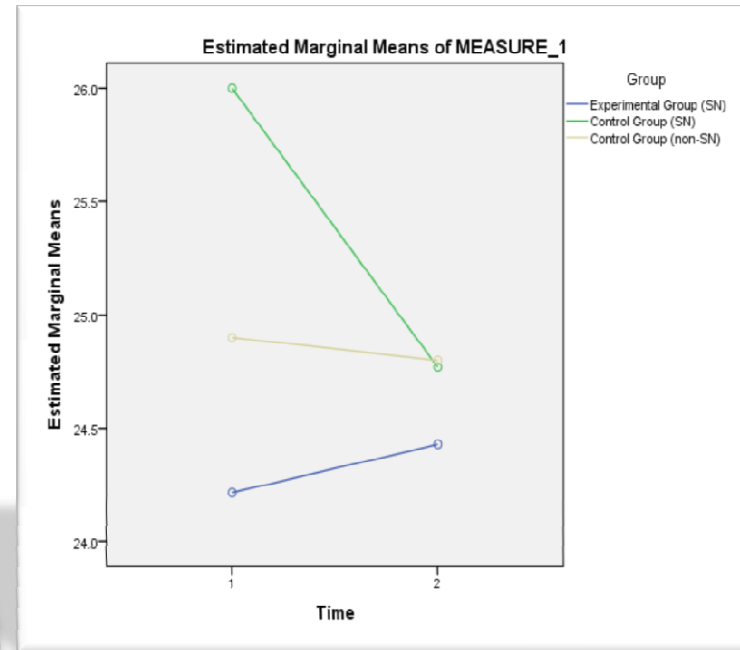
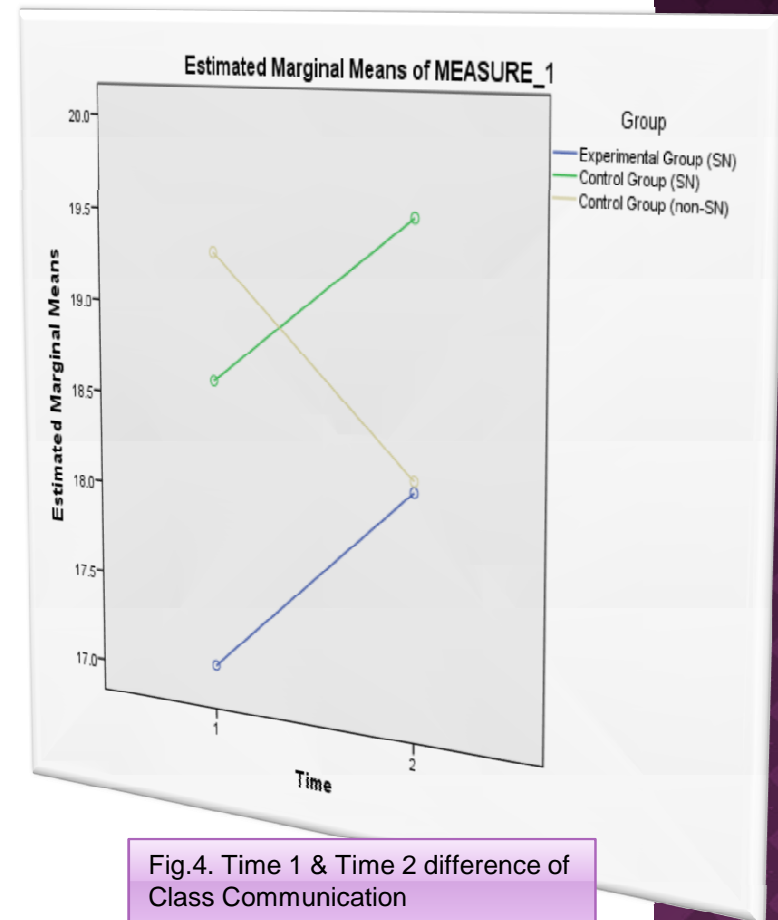
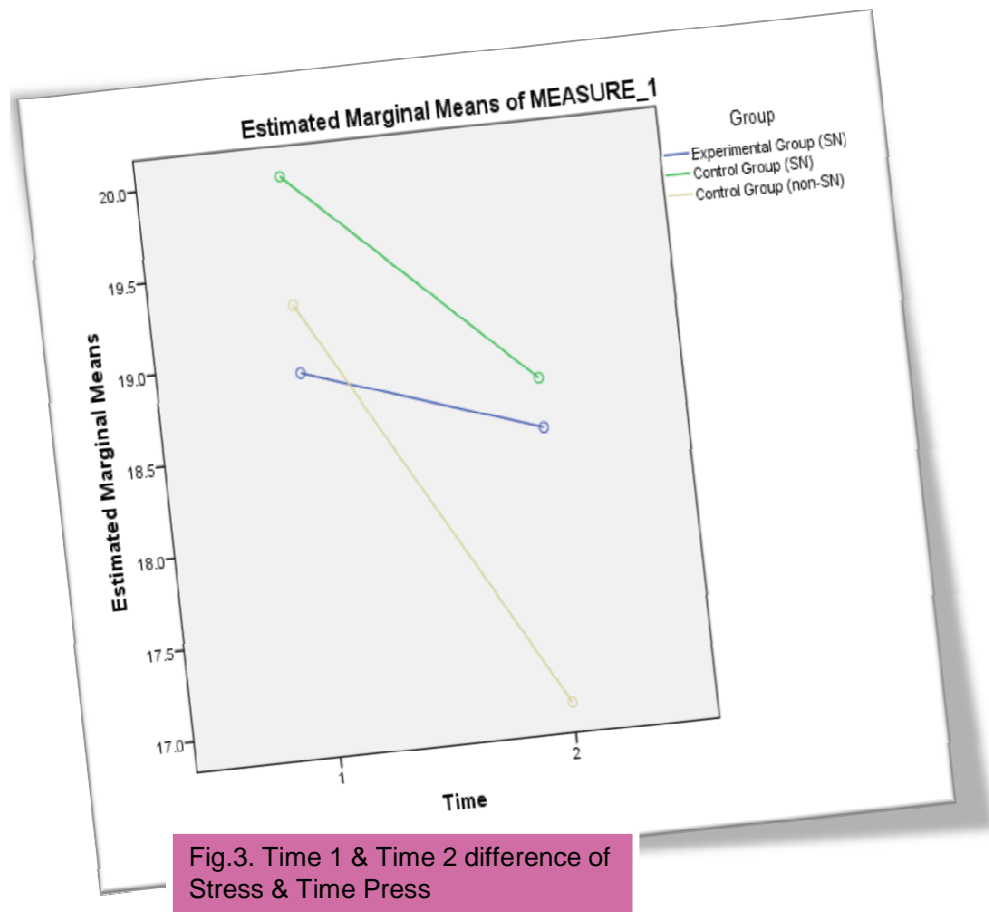


Fig.2. Time 1 & Time 2 difference of Organization & Attention to Study

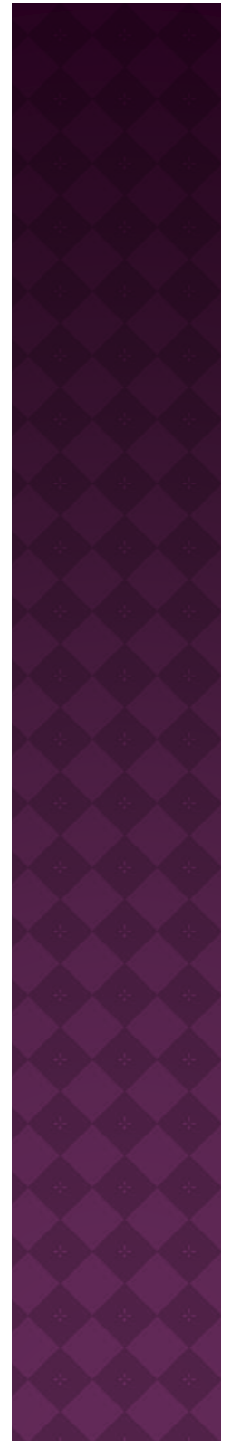


DISCUSSION

- ◎ **Learn better with evaluation-based teaching**
 - the positivistic e-portfolio provides an opportunity for students to download the reading materials
 - and to pay attention to the lecturer's revision
 - online quizzes offer an extrinsic factor to motivate students to use a positivistic e-portfolio

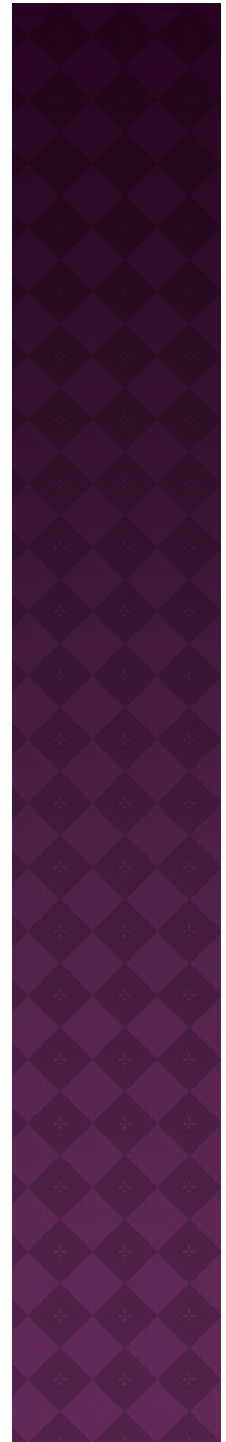


- ◎ **Learning effectiveness is intrinsically motivated by the blended e-portfolio**
 - sharing video clips and observation records within the groups) could enhance class communication and attention
 - goal planning for the project could also be promoted with better class communication



CONCLUSION

- ◎ the use of a blended e-portfolio can help
 - teachers decrease their use of exercises and/or quizzes to grade workloads,
 - provide immediate feedback on improving teaching and learning effectiveness,
 - evaluate students' learning process, and
 - motivate students to learn both intrinsically and extrinsically.



END OF PRESENTATION

THANKS FOR YOUR PARTICIPATION

