

Moving on:

From a home-grown course-specific
Professional English e-portfolio →
To an open source system for English
learning from university entry to exit

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The ePortfolio Trilogy: Hong Kong

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Background: Milestones

- 2000-2001 – Pilot 10 students – individual webs
 - Issues: Time, privacy, 500 students! - feasibility?
- 2002-2006 – 450-700 students/year -
 - Dedicated in-house system, purpose-driven, course specific
- 2006-2007 – maintain & develop for all HKU
 - Generic system – for learner development across ¾ years at University – student eportfolio - Sakai

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Socio-cultural theory

- Learning depends on **interaction** with others & the world around us.
- Humans use **tools** & other **cultural artifacts** (**computers & language**) to act upon the world to satisfy needs & achieve goals . . .
- This **transforms** our psychological being, affects how we develop as individuals & as a society/culture.
(Vygotsky, 1987; Cross & Gearon, 2004)

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Experience reality

- engage in the **real & virtual worlds** to enhance their English communication skills unconstrained by the walls of the classroom
- extend learners' knowledge & skills in facilitated by **local & worldwide resources** & personal interaction with professionals, teachers & one another
- Enable students to **display competence** for a clear target audience
- **Reflect** on experience –enhance lifelong learning

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Motivation

- Push the learners' motivation
(course requirements)
- Enhance awareness & capability to learn
(guided process)
- Identify gap between current & future needs
(ensure gap is manageable)
- Target future goals

(Martyn, 2001; Burns & Gentry, 1998)

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Knowledge in action

" . . . knowing is in the action"

(learn vs. acquire)

"Knowing is not automatic; reflection is when we think and contributes to knowledge in action."

"We say that we learn from our mistake[s] . . . we reflect upon our action and improve."

(Schon, 1987; Bhattacharya, 2001)



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Professional English e-portfolio

- Integrate learning experience
- Construct a coherent & positive image of self appropriate to the target job or field
- Provide evidence
- Reflect on learning & achievements
- Assess & plan



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Professional English for Arts

Career Exposure Project

- 1 day in a workplace
- Direct contact pre- & post- experience
- Experiential learning in community & online – individual initiative & autonomy
(Bhattacharya, 2001; Golden, Gentry, & Burns, 1984)
- Effective reporting (oral presentation & eportfolio)
- Reflection on learning

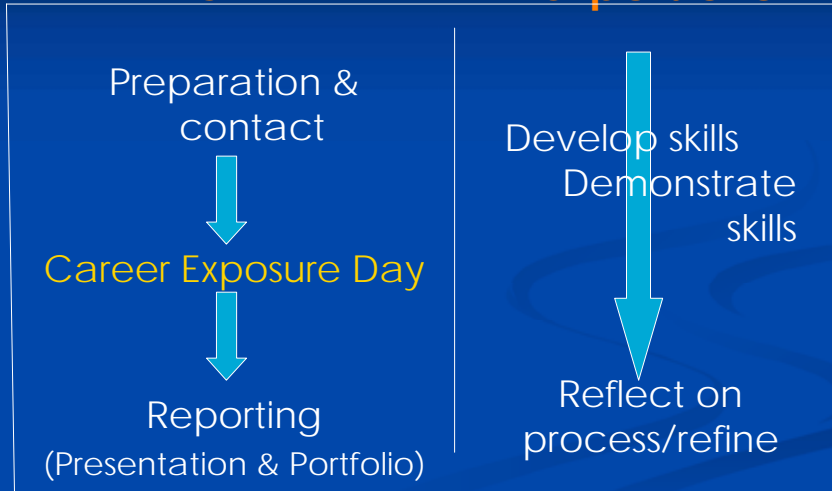
→ Learning focus

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Guided process

CEP

e-portfolio



Resources

- 👤 In the classroom & MMLC
 - teachers – instruction, feedback & encouragement/support
 - students – collaborative tasks & feedback
- 👤 In the university & community
 - web, library & collaboration with teachers
- 👤 Online
 - English Centre webs & WWW
 - eportfolio

Project overview - Microsoft Internet Explorer

Address: http://ec.hku.hk/peas/project_overview.htm

Career Exposure Project

[Project overview](#) | [Career Exposure Day](#) | [Timetable](#) | [Assessment](#)

The aim of the PEAS course is to help you prepare for the demands of using English to enter the career of your choice. The course is built around a project called the **Career Exposure Project**.

Project overview

The focus of the Career Exposure Project is a one-day visit to a workplace of your own choice. We call this visit **Career Exposure Day**. On that day, you will observe the day-to-day work of an employee. We call this **work-shadowing**.

It is your responsibility to arrange your Career Exposure Day. You will first need to choose a field of employment and identify a suitable workplace. You will then **make contact** with a responsible person at the workplace by telephone or email and arrange your visit. We call the person who arranges...

Chinese terms

Would you like to know how to say Career Exposure Day, Work-shadowing, Initial Contact and Work-shadow Host in **Chinese**?

The project

The Career Exposure Project was introduced for the first time in 1999. We have made several changes to the project based on the views of students and work-shadow hosts.

Sample Student 1's Portfolio - Microsoft Internet Explorer

Address: <http://ec.hku.hk/peas/portfolios/sample1/>

Sample Student 1's Portfolio

Professional English for Arts Students

- Name: Sample1 Sample1
- Email: engctr@hku.hk
- Major of study: Philosophy and Economics

Media Playlist

- Self introduction
- Video presentation

My Documents

- 1_introduction
- 2_personal_statement
- 3_contact_record
- 4_resume
- 5_request_letter
- 6_confirmation_letter
- 7_thank_you_letter
- 8_presentation
- 9_portfolio_reflection

Technical design

Personalized portfolio web template

- individual accounts: edit & upload multimedia files
- format options
- forms to display English grades, self-assessment & goals for improvement

[Sample student portfolio](#)

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Media files

Audio and video recording:

- Online recording
- Web camera
- Headphone
- Work stations in the MMLC

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Technical support

- Assisted teachers/students in class & via email
- Teacher/student workshops
- Simplified technical guides on web
- Media files - stored in dedicated streaming server

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Teacher support

Be prepared to:

- Show how to login, edit design & upload documents
- Give detailed instructions to prepare for online sessions
- Provide class time & 'open workshops' in MMLC to prepare audio video recordings
→ student assistant

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Teacher support

Be prepared to:

- Provide instruction on appropriate content, style & expectations for different types of communication
- Prepare & facilitate learning tasks in the classroom
- Provide ongoing individual feedback & consultation in tutorials, by email, . . .
- Offer encourage & guidance in the process

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Opportunities: Student feedback

Generally positive

- Portfolio/e-portfolio reflections
- Online questionnaire
- Interview

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2005 online questionnaire

How would you describe your experience of developing your eportfolio? (12 choices)

- ~ 50%
- Worthwhile
- Challenging
- Educational
- < 10%
- Boring
- Frustrating
- Useless

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How has the use of the e-portfolio facilitated your learning?

It has helped me to:

- 68% -be more organized
- 64% -present myself more professionally
- 63% -link my personal qualities & skills to my target job
- 62% -improve my written comm. skills
- 55% -improve my oral comm. Skills
- 52% -be more systematic

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It has helped me to:

25-50%

- present myself more comprehensively
 - integrate my self-knowledge
 - be more reflective
 - express myself more concisely
 - be more independent
 - be more creative
- < 25% strive for 'excellence'

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It has raised my awareness of:

- 67% - my personal qualities, skills and characteristics
- 60 -strengths and weaknesses in speaking
- 60% -the need to link my personal strengths employers' needs & expectations
- 57% -strengths and weaknesses in writing
- 56% - better ways to present myself to employers

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Reflection

It is a good learning experience for me though we need to do quite a lot for the portfolio. We are able to learn about the formal writing skills, presentation skills, etc.

IT is motivating as we are doing something that is related to our targeted job.

I also learn to be more creative in thinking in order to make my presentation and portfolio stand out from the crowd.

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Online questionnaire

CHALLENGING . . . Quite demanding to be honest, to create a vast number of documents in little time. Making the video was especially difficult . . .

However, overall speaking, . . . I found it WORTHWHILE to work on all these because it really equips myself for career.

I never learned (and didn't know how to learn) about writing resume, letters, etc. . . . opportunities to drill on these skills, also to get feedback from teacher. . .

I also learn how to use a web-cam and a pc mic

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Issues/Difficulties

- Technical problems & skill/expertise
- Privacy/security
- Storage of data

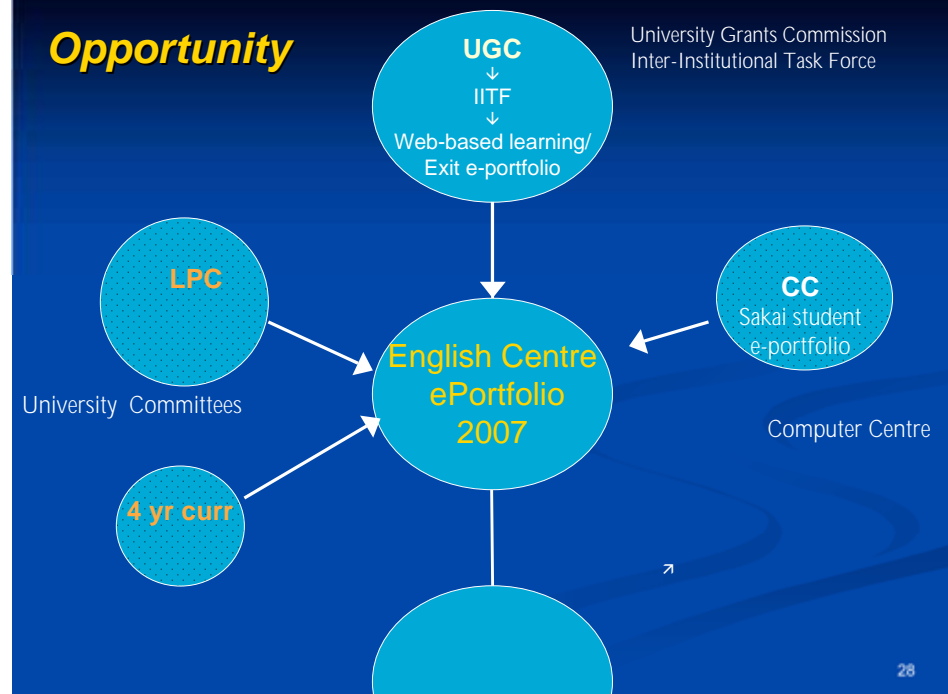
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Moving on

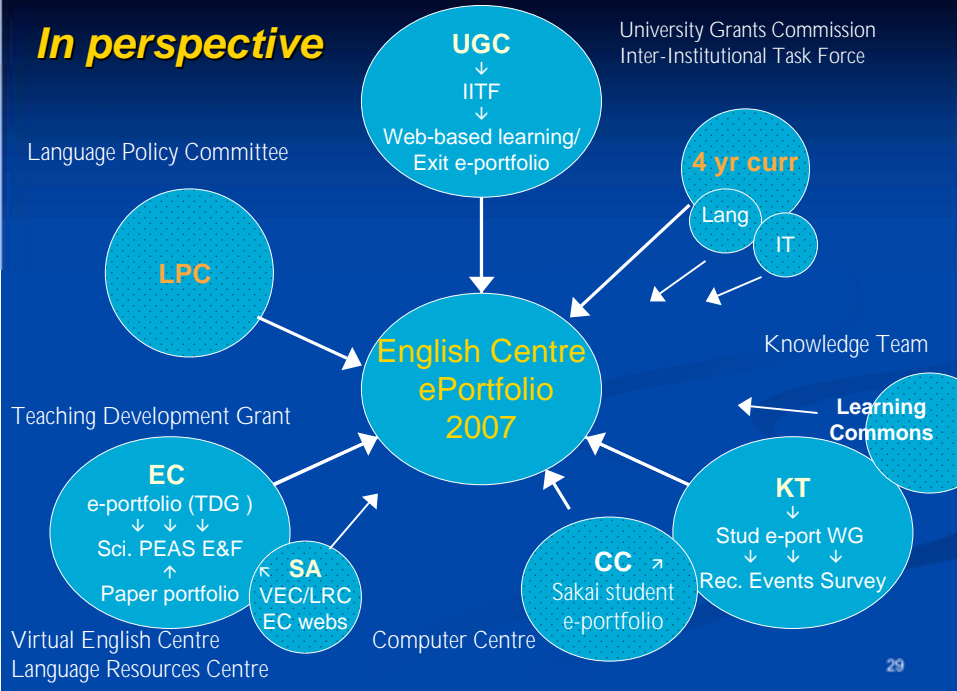
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How could e-portfolios
enhance/transform
learning & teaching of English
at HKU?

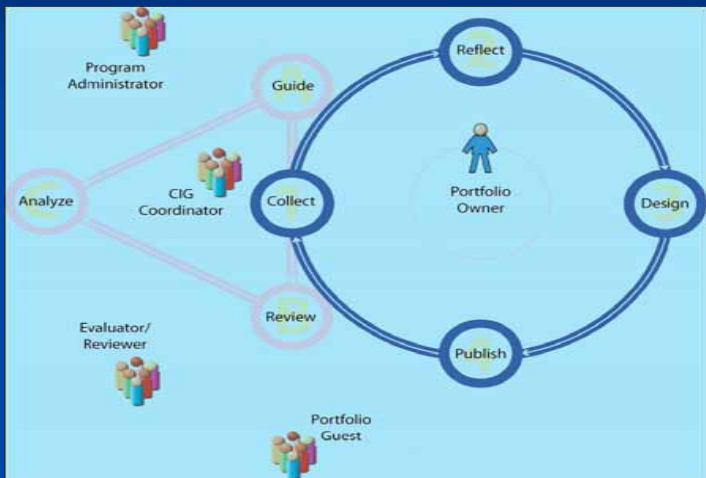
Opportunity



In perspective

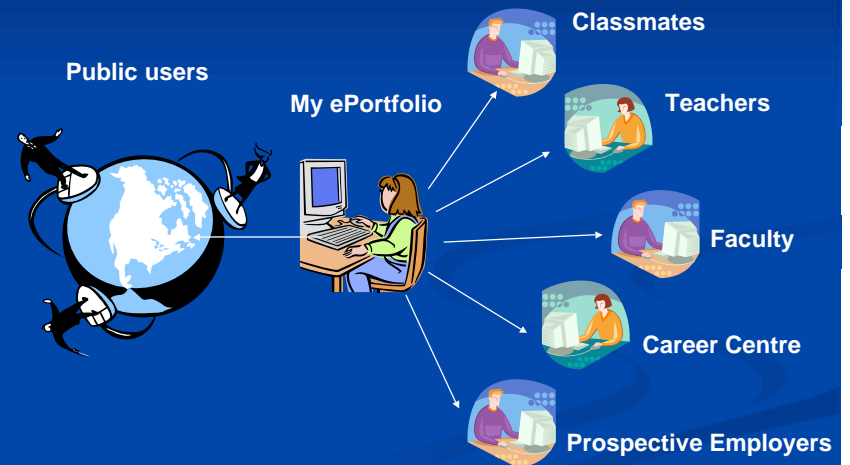


CC – Open source portfolio system (OSP 2.1)



Nam Ng & Gary Leung. CC presentation to the KT. 2006.

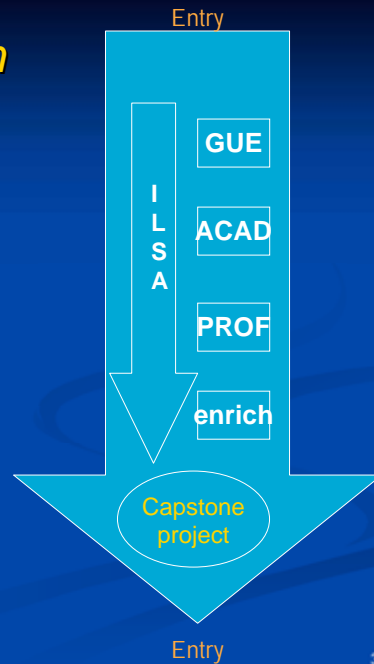
Connection



Nam Ng & Gary Leung. CC presentation to the KT. 2006.

E-portfolios – a vision

- Discipline specific
- Communication & content
- Co-assessed dept & EC



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Building on strengths & solving problems

- 📁 Take a phased approach to implementation
- 📁 Plan for problems & problem solving
- 📁 **CEP:** Monitoring, reality, increase in confidence, awareness of difficulties & problem-avoidance/solving strategies
- 📁 **Both:** planning
- 📁 **e-portfolio:** Technical – equipment/skill
Privacy/security, Storage of data

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Holistic assessment

B

Good, above average in most respects, i.e., targeted at job expectations, evidence of self-critical awareness, & effective communication.

- Content
- Communication

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Holistic assessment

B

Content:

- is generally appropriate, mostly relevant, specific & concrete re- experiences & accomplishments
- is targeted at a specific post/ field
- shows individuality & self-awareness
- demonstrates an understanding of the overall purposes of the portfolio,
- projects a generally positive professional image
- fairly reflective learning orientation.

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Holistic assessment

B

Communication:

- is fully comprehensible
- is generally clear, concise, & accurate in English usage (esp. grammar & pron.)
- displays a variety of vocabulary & grammatical structures appropriate to each document type
- usually organizational structure, intonation & stress focus attention on key points
- generally confident & professional in language & overall design

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- <http://ec.hku.hk/portfolio/?user=h0230291>
- ka man cheunga's portfolio

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Reflection

- Pre-reflection - before
- Reflection-in-action - during
- Reflection-on-action - after

(momentary or extended)

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Reflection

- Pre-reflection
 - Research the field
 - Self-assess / evidence
 - Access a workplace of interest
- Reflection- in-action
 - Participate the field
 - Reflect on experience & achievements
- Reflection-on-action
 - Self-access process & experience
 - Plan for future enhancement

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English Centre webs

- PEAS - Professional English for Arts Students: <http://ec.hku.hk/peas>
- EPC – English for Professional Communication <http://ec.hku.hk/epc>
- VEC – Virtual English Centre (& Self-access Centre) <http://ec.hku.hk/vec>
- E-portfolio homepage <http://ec.hku.hk/portfolio>

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Research study 1- exit assessment

1418 U students - 1st & 2nd yr Sts, 6 faculties

- 30% - Language proficiency exit test should be required
- 50% - International test. 30% - HK test.
- 17% - Portfolio (paper). Concerns – fair assessment, lack of oral, time, cheating. Positive: flexibility, comprehensive, all-rounded. Difficulties: awareness of portfolios.

(Berry & Lewkovicz, 2000)

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Research study 2 - exit assessment

1600 HK institutions - 1st & 2nd yr. stud. (top rank/ 3)

- 9% - Language proficiency exit test only
3 types: 58% international, 53% HK, 12% U
- 24% - Portfolio only
- 65% - Portfolio + test

- Portfolio: resume, U language scores, Uof E written introduction of self, student choice

(Berry & Lewkovicz, 2001, 2004)

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Research study 3 - employers

12 companies: multinational, public listed, SMEs

- HK test-7, International-3 (multinational), U-0
- Not familiar with portfolios
- 7/12 - portfolios with standardized test
 - 1 page summary - Concern: time - portfolio review
 - Broad view of language skills (oral + socio-cultural competence)

(Berry & Lewkovicz, 2001, 2004)

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