

City University of Hong Kong's English Language E-portfolio

Using e-portfolios to enhance student-centred and reflective language learning and evidence achievements.

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The screenshot shows a web page titled "SANDY'S ENGLISH LANGUAGE PORTFOLIO". It includes a navigation menu with "Introduction", "Academic Record", "Course Work", and "Gallery". The main content area is titled "Sandy Lam" and contains a welcome message, a photo of Sandy Lam, and sections for "Academic Record" and "Self assessment".

Integrating the e-portfolio

- ❑ Setting-up the e-portfolio
- ❑ Review
- ❑ Action taken
- ❑ Future action
- ❑ Questions

Setting-up: Use of the e-portfolio

Process and product:

- ❑ Collect work (presentations & reports etc)
- ❑ Show evidence of English language competency (for future use)
- ❑ Motivate students
- ❑ Encourage reflection, assessment & revision of work or additional work (develop independent learning skills)
- ❑ Help achieve aims of course (develop language skills)
- ❑ Encourage student-centred learning
- ❑ Provide evidence of learning
- ❑ Develop technical skills

Setting-up: Functions of e-portfolio

- ❑ Who is it for?
 - ✓ Students
 - ✓ Teachers
 - ✓ Employers
 - ✓ Educational Establishments

Setting-up: e-Portfolio IMPLEMENTATION SCHEDULE

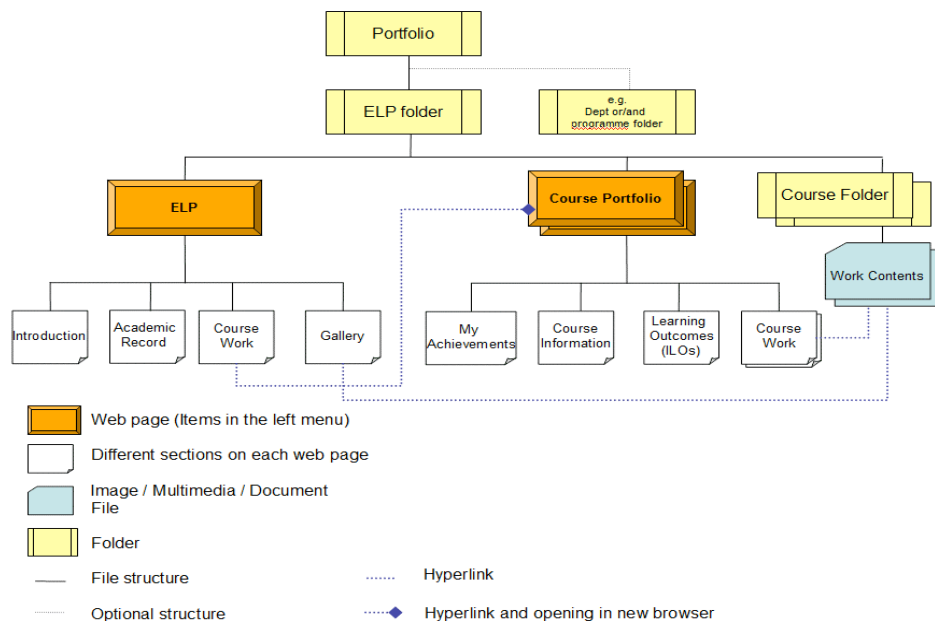
PRE-PRODUCTION		PRODUCTION			REPORT
March 2006 Collaboration	April 2006 Technical design	Summer 2005/6 2 courses	Sem.A 2006/7 5 courses	Sem.B 2006/7 5 courses	Summer 2006/7 Report
Form the team for the experiment. Agree on details of implementation plan & schedule. Confirm the expected ILOs of e-Portfolio. Set up the assessment criteria for the e-Portfolio. Confirm the template of the e-Portfolio. Design the questionnaire for feedback collection.	Design e-Portfolio template. Prepare training materials. Prepare resources for users. Arrange training with teachers. Confirm system for implementation.	<ol style="list-style-type: none"> 1. Integrate e-Portfolio to courses (Instructor briefing students) 2. Train users (teachers & students respectively) 3. Enable teachers & peer commentary 4. Apply e-Portfolio assessment 5. Collect remarkable work from students 6. Collect & process feedback from all users 7. Generate report for production stage B for review 			Compile student work. Analyze & summarize feedback from students, teachers. Collect feedback from non-participants. Generate final report for the whole application. Consolidate experience & suggestion for potential integration of e-Portfolio to all ELC courses.
		Make remedial changes for critical problems or defects	Make remedial changes for critical problems or defects		

Setting-up: Structure

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- **Introduction**
(voice & written)
- **Academic Record (Language Passport)**
 - ✓ overview
 - ✓ qualifications
 - ✓ self-assessment
- **Course Work (Language Biography)**
 - ✓ work from courses (assessments, class work, homework etc.)
 - ✓ comments from peers & teachers
 - ✓ reflections
 - ✓ edited work
 - ✓ post-course work
- **Gallery (Dossier)**
 - ✓ (selected by learner, arranged according to skills) best work

Setting-up: e-Portfolio Structure and Linkages



Setting-up: Methods for creating the portfolio

Initial design stages:

- Summer 1
(Authoring a website with Dreamweaver)
Template
- Summer 2 (Semester A)
(Portfolio templates + Blackboard portfolio editor)
✓ Template

Setting-up: Intended Learning Outcomes to add to courses.

- ❑ **The course aims to teach students how to**
 - ✓ *develop their independent learning skills*
 - ✓ *document their process of learning English*

- ❑ **You will be able to**
 - ✓ *identify your own strengths and weaknesses*
 - ✓ *evaluate others' work*
 - ✓ *interpret comments for further improvement*
 - ✓ *edit and consolidate language learning work*

Setting up: Anticipated problems

❑ What we anticipated ...

- ✓ Teachers – resistance & being technically challenged.
- ✓ Students – resistance & needing technical support.

Setting up: Teachers

- ❑ Credited hours.
- ❑ Discussed with them:
 - ✓ use of e-portfolio & ILOs
 - ✓ overall structure
 - ✓ integration in each course & TLAs
 - ✓ affects on students & teachers
 - ✓ their role (set-up, give instructions, set-up peer commentary mechanisms, guide, motivate etc.)
- ❑ Trained them as students.

Setting up: **Training Courses for Students**

1. Essential (compulsory)	How to get the e-portfolio template. How to personalize your e-portfolio. Where to upload your e-portfolio in Blackboard. How to publish your e-portfolio in Blackboard. How to share your personal e-portfolio with your teacher and peers. Where to find the supporting resources & services. Q & A.
2. Course Work	How to evidence your learning with the e-portfolio. How to put up your course work to the e-portfolio. Where to find course information and ILOs. Where to collect comments from your teachers and peers. How to post comments to your peers. Q & A.
3. Multi-media (image, audio & video)	How to edit image size, record your voice as an audio clip, take a short video clip, remove useless voice in an audio and remove useless slide in a video. How to convert the audio and video file to a specific file format. Q & A.
4. Advanced	Smart tips. Technical tips. Trouble shooting. Beautifying your e-portfolio. Q & A.

Setting-up: E-portfolio Website

□ **Website** for students, teachers and other interested parties.

- ✓ FAQs
- ✓ animated guide



Review: Student Portfolio Performance

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	Summer 2005/6		Semester A 2006/7				
	EL0411T07 Social English	EL0402T04 Current Issues	EL0221T24 Spoken Language	EL0403T04 Grammar in Use	EL0404T08 Independent Learning	EL0408T03 Pronunciation	EL0224T35 Written Language
QUALITY of STUDENTS' e-PORTFOLIO							
Level of technical skill required	Advanced Level (Used HTML, CSS and Dreamweaver)	Basic Level (Used Portfolio Creation Wizard in Blackboard)	Basic Level (Used Portfolio Creation Wizard in Blackboard)				
Number of e-portfolios submitted (86% of total students (84))	100% (16/16)	90% (18/20)	100% (20/20)	69% (11/16)	94% (16/17)	75% (12/16)	80% (12/15)

Minimum amount of course work uploaded

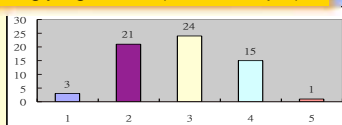
Little evidence of:

- * feedback uploaded
- * work edited
- * additional work posted

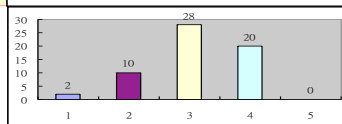
Review: Student Feedback

Strongly disagree = 1, Neutral = 3, Strongly agree = 5 (64/84 sample)

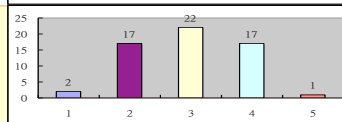
I have become more motivated to produce quality course work. (25%)



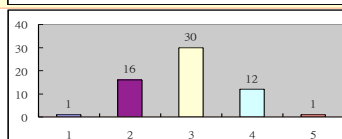
I have reflected on comments made by my teacher. (31%)



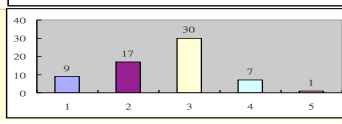
I have a better understanding of my strengths & weaknesses. (28%)



I have set goals for further improvement of my English language communication skills. (20%)



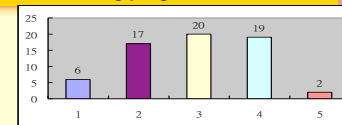
I will keep on developing my portfolio. (12%)



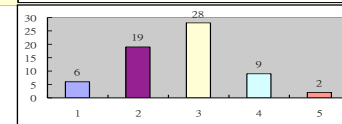
Review: Student Feedback

Strongly disagree = 1, Neutral = 3, Strongly agree = 5

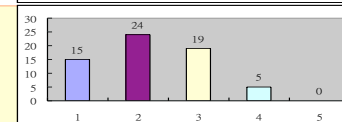
I think creating an e-portfolio is a better way to evidence learning than producing exam/assessment results. (33%)



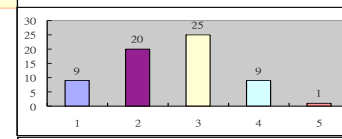
I think having a portfolio will help me with job applications/ my career. (17%)



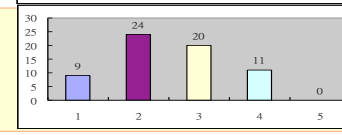
I enjoyed the process of making a portfolio. (8%)



The workload in creating the e-portfolio was acceptable to me. (16%)

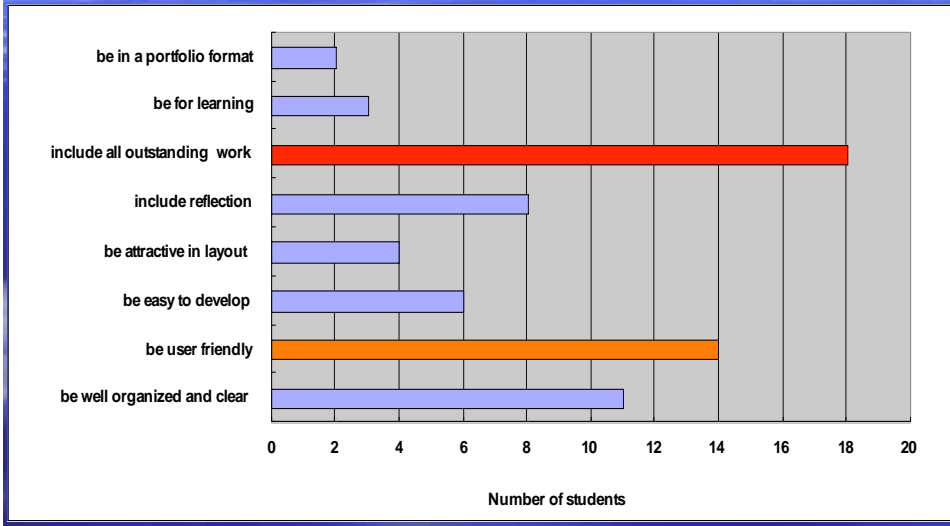


I had no problems understanding how to set-up the portfolio. (17%)



Review: Student Feedback

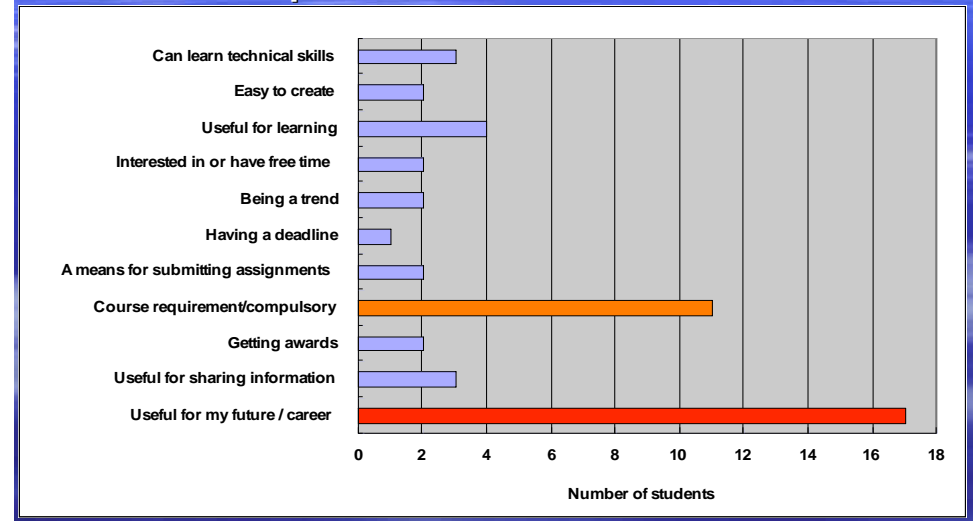
Q7. I believe a good portfolio should ...



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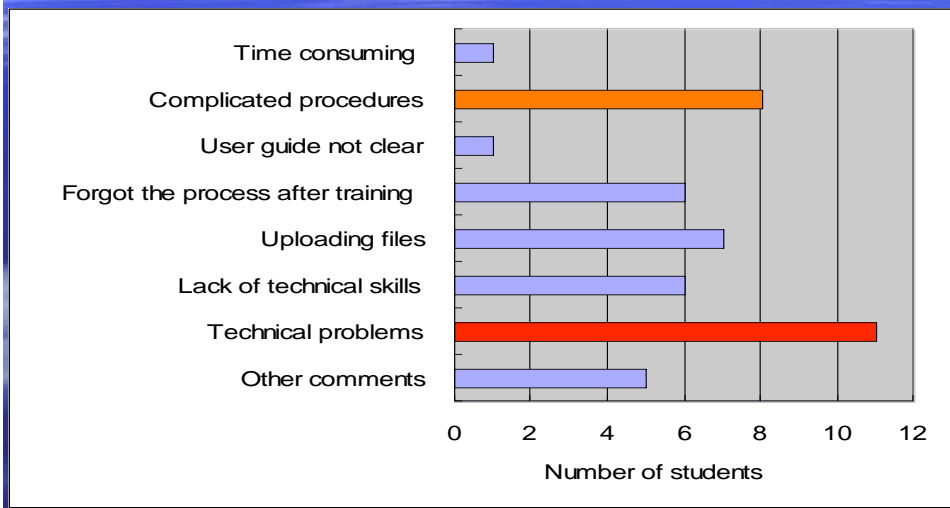
Review: Student Feedback

Q8. What can be good reasons to motivate you to create a portfolio?



Review: Student Feedback

Q9. Problems I encountered while constructing my portfolio.



Review: Student Feedback

Q10. Other comments or suggestions.

Technical – 10 comments

- ✓ It is quite good for uploading files. But there are some problems of uploading. Sometimes error may occur.
- ✓ Provide more templates.
- ✓ More guidelines should be provided.
- ✓ I think it is quite troublesome when I type data in the portfolio. All the modifying work is limited in a small window. I need to click the scroll bar button so often.
- ✓ The system is a little bit complex. The interface should be user friendly.
- ✓ Too complicated!
- ✓ Don't force people to use e-portfolio. If he is computer expert he can use it.
- ✓ Improve the user interface of e-portfolio, no need to provide the hardcopy user manual because it is too thick and not attractive.
- ✓ Not enough training on designing e-portfolio.
- ✓ More function and additional function maybe provided, such as allowing student to write their own HTML to decorate the portfolio.

Time – 2 comments

- ✓ Yr 2 student is preferred, cause Yr 3 student are quite busy to learn it.
- ✓ The e-portfolio is time-consuming and not useful and necessary at all.

Usefulness – 2 comments

- ✓ It's worth to keep on this activity.
- ✓ E-portfolio needs to be simple and I think it's not very useful for our career and the future.

Review: Teacher Feedback

□ I believe a good portfolio should ...

TB: "show the **process of learning** & give students the chance to think about how they can organise their learning & learn to be **proud of their achievements**"

TA: "reflect students **strengths** rather than weaknesses"

Answers referring to content

TE: "show students **best work**"
TE: "show evidence of **reflection**"

TD: "be relevant to **students, teachers and employers**"

TD: "clearly demonstrate students **learning**"

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Review: Teacher Feedback

□ I believe a good portfolio should ...

TA: "be simple and easily accessible"

Answers referring to technical side

TE: "be easy to navigate"

TD: "be accessible"

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Review: Teacher Feedback

□ What are the factors to motivate students to create an e-portfolio?

TA: "**end result**"

TA: "make it partly the **final assessment** (at the moment it does not affect the student's grade)"

TB: " *make it an **assessed part** of the course or at least award students with some credits for their hard work*"
TB: "**pride** in the product"

TE: "a course **requirement**"

TE: "see **value** of it"

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Review: Teacher Feedback

□ Problems students encountered while constructing their portfolios?

TA: "**time** – spending too much and then complaining"

TB: "forgetting after the **training**"

TC: "technical and **time** consuming"

TD: "lack of **technical** understanding"
TD: "lack of **motivation**.. one more hoop"

TE: "**technical** ... additional **workload** ... not seeing value of it"

Review: Teacher Feedback

❑ Problems I have encountered ...

TA: "**motivating** students"
TA: "**my head** around the concept"
TA: "balance of **time** on this in the class"

TB: "**persuading** them to post their work"
TB: "**students** reporting they don't see the **value** of it"

TD: "integrating portfolio with course aims"
TD: "uncertainty as to how to provide support"
TD: "being unsure of the **overall aims**"
TD: "complaints from students – **extra work**"

Review: e-Portfolios produced

❑ Summer 1

Example 1 **

Example 2 *

❑ Summer 2 & Semester A

✓ Example 1 **

Example 2 *

Example 3 *

Lessons Learned

❑ To get students to post work and reflect.

- ✓ Need to motivate them - incentives – prizes or course requirement or credit bearing or bribes!
- ✓ Students need to see the value of the e-portfolio.
- ✓ Teachers need to encourage the students.
- ✓ Teachers need to fully understand aims, value of the portfolios.
- ✓ Teachers need to be reminded to encourage students.
- ✓ Teachers need to be motivated themselves.
- ✓ Portfolios need to be technically less challenging.
- ✓ Training needs to be as simple and quick as possible.
- ✓ Time required to train students to reflect and take pride in the e-portfolio.

Action Taken

Dealing with motivation:

- ✓ Competition.
- ✓ Mid-semester meeting with teachers.
- ✓ Motivated teachers
(praise, messages, deadlines, teacher's sample, feedback & guidance)

❑ Dealing with technical issues:

- ✓ Design of new course portfolio templates
- ✓ Example 1
- ✓ Example 2

❑ Dealing with value of portfolio:

- ✓ Workshops on the whole e-portfolio.

Action: Next Steps

❑ Dealing with motivation issue:

- ✓ Workshops extended to students not on ELC courses.
- ✓ Work with students not in courses with 'self-access template'.
- ✓ Credit-bearing course for e-portfolio development.

❑ Dealing with course requirement issue:

- ✓ Work with one course & change requirements.
- ✓ Make it an ELC requirement.

❑ Dealing with value of portfolio issue:

- ✓ Find out what employers want.

Questions



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