

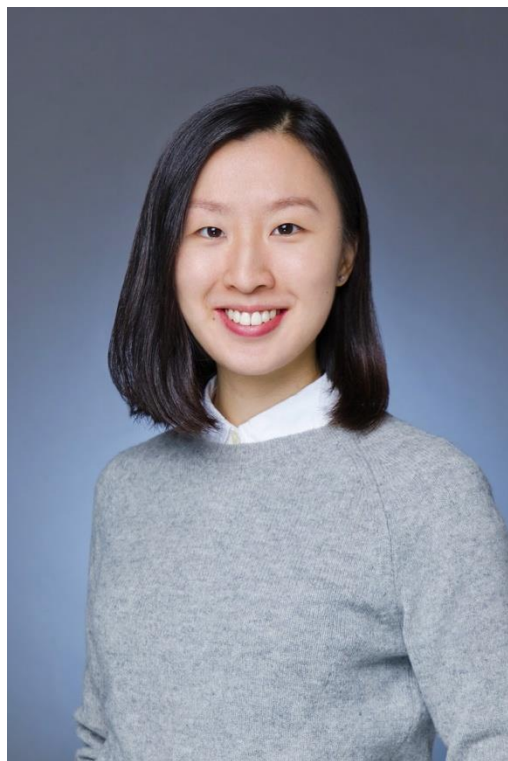


E-Portfolios as a Technology-Enabled Assessment: Surviving or Accommodating Covid-19

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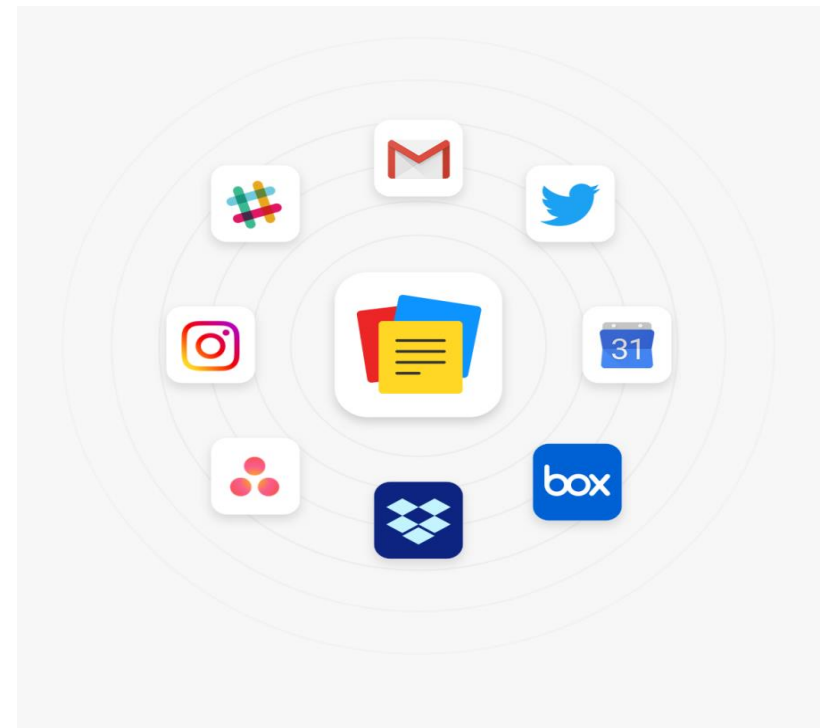


Self-Introduction



Overview

- ▶ Aim and definition
- ▶ Rationale
- ▶ Features and utilities
- ▶ Pros and cons
- ▶ Scenario 1
- ▶ Scenario 2
- ▶ Pedagogical implications
- ▶ Conclusion



Polling

- ❑ How many of you are serving in the early childhood sector?
- ❑ How many of you are serving in primary schools?
- ❑ How many of you are serving in secondary schools?
- ❑ How many of you have tried out e-Portfolios with your students?



Aim and definition

- ▶ To investigate the extent to which e-Portfolios can support teaching & learning during the pandemic and what factors may impede their implementations
- ▶ A natural successor of print portfolios (Lam, 2021a)
- ▶ A digital container for students to create, compile, curate, **reflect**, review, & showcase their artefacts (Yancey 2004, 2009)

The screenshot displays the KARUTA open source portfolio interface. At the top, the logo 'KARUTA open source portfolio' is on the left, and navigation links 'Welcome', 'Read me first!', 'My Information', 'My Evidence', 'My Life-Long Learning Skills', and 'So What!' are on the right. The main header area features the title 'My Pandemic ePortfolio' and the subtitle 'Documenting and Managing my Own Learning.' Below this is an illustration of three people interacting with a large screen displaying 'COMPETENCIES'. The interface is divided into three columns, each with a title, an icon, and a brief description:

- What Have You Done Recently?** (Icon: clipboard)
Probably a lot! Finishing courses online, helping friends, working, doing community work, learning to play an instrument, thinking about the future, zooming with your friends, or reading.
- Making Sense of All This.** (Icon: head with gear)
Using the ePortfolio rubrics, you can make sense of all these activities by evaluating your mastery of five life-long learning skills: Collecting, self-regulating, reflecting, integrating
- Managing your Own Learning for Life-Long Success.** (Icon: puzzle pieces)
The ePortfolio documentation and self-evaluation process will help you identify the results obtained so far, select areas of possible

Pedagogical/theoretical rationale

▶ **Pedagogical rationale**

- ▶ Pandemic / home-based learning / global educational reform (i.e. AfL) / digital revolution / e-Learning trend (Lam, 2021b)

▶ **Theoretical rationale**

- ▶ E-portfolios promote creativity, self-reflection, motivation, learner agency, & digital literacy (Aygün and Aydin, 2016; Yancey, 2019)



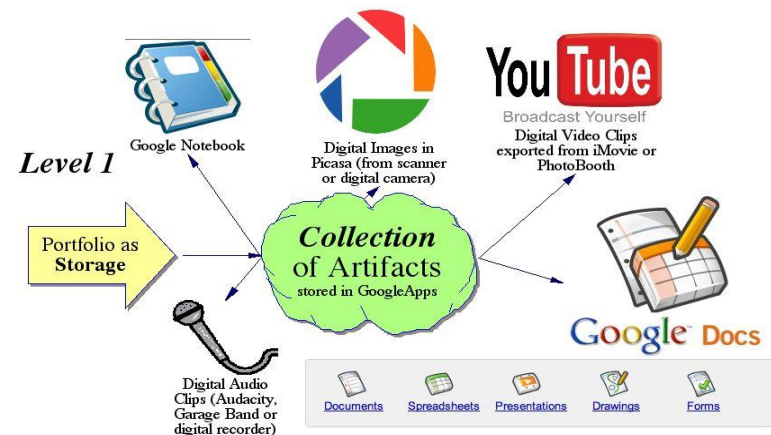
Features & utilities

- ▶ E-portfolios feature **connectivity, synchronization, multimodality & community of practice** (Lam, 2021b)
- ▶ E-portfolios as **pedagogy** (i.e. process writing; digital multimodal composing; Nicolaidou, 2013)
- ▶ E-portfolios as a tool for **learning** (e.g. self-reflection; SRL; Cheng & Chau, 2009)
- ▶ E-portfolios for **assessment** (formative assessment > summative assessment; Lam, 2021a)



Pros and cons

- ▶ Pros → space-saving, spontaneous, motivated, permanent
- ▶ Cons → issues of privacy, infrastructure (Wi-Fi, subscription fees), access to electronic gadgets, levels of computer literacy



Classroom scenario 1

- ▶ Manson, a novice teacher with 2-year teaching experience
- ▶ A CMI school
- ▶ Grade 11 students with average abilities
- ▶ Motivated but reticent
- ▶ Google Classroom as a default e-Portfolio platform
- ▶ Aims of e-Portfolio programme: **storage of assignments** and **progress check**



Challenges encountered

- ▶ Lack of IT support
- ▶ Reduced interactions in remote teaching
- ▶ E-Portfolios only for formative assessment not summative assessment (*using e-Portfolios to replace exams being a concern*)



Reflection

- ▶ Manson and his students are positive about e-Portfolios
- ▶ He will continue to use Google Classroom to expedite assignment collection and feedback provision
- ▶ He will look for more PD training in e-Assessment, like e-Portfolios



Classroom scenario 2

- ▶ Jackie, a locally trained English teacher
 - ▶ An EMI school
 - ▶ Grade 8 students with above average abilities
 - ▶ Motivated but did not perform well academically
 - ▶ Appreciated the benefits of e-Portfolios but worried about the issue of **information overload**
 - ▶ Google Classroom as an e-Portfolio tool
 - ▶ Aim of e-Portfolio programme: **online grammar instruction**
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Features of Jackie's e-Portfolio programme

- ▶ School-based
- ▶ At first, student files sorted by contents (language skills, e.g. reading, writing, listening) then sorted by cycles (exact dates) for management sake
- ▶ Inclusion of lots of interactive apps/tools, e.g. Quizlet, Kahoot, Google Forms
- ▶ Provision of online feedback (error corrections, written commentary on Google Forms)



Challenges encountered

- ▶ E-Portfolio content organization system (*sorted by contents or sorted by cycles?*)
- ▶ Students' levels of computer literacy
- ▶ Students' portfolio management skills
- ▶ Unable to give students handwritten feedback



Reflection

- ▶ Jackie is supportive of e-Portfolio approach
- ▶ She is **confident** in e-Assessment
- ▶ She will continue to explore wider applications of e-Portfolios in her work context



Implications

- ▶ **Refocus on the potentials of e-Portfolios** (e.g. peer learning, collaborative writing, high-order thinking skills)
- ▶ **Upgrade teachers' e-Assessment literacy** (e.g. acquisition of TPACK)
- ▶ **Sustain the applications of e-Portfolios** (e.g. e-Portfolios as a viable alternative alongside conventional language teaching & assessment)



Conclusion

- ▶ E-Portfolios used as a **pedagogical-cum-evaluative** tool during and beyond pandemic
- ▶ Considered a **technological-enabled assessment** tool to support formative CBA
- ▶ Able to enhance students' motivation, creativity, and metacognition
- ▶ Need to use them contextually and strategically like the two case study teachers



Selected e-Portfolio software

- ▶ **Seesaw** (<https://web.seesaw.me/>)
- ▶ **FreshGrade** (<https://freshgrade.com/>)
- ▶ **Padlet** (<https://padlet.com/>)
- ▶ **Schoology** (<https://www.schoology.com/>)



Key references

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 - ▶ Lam, R. (2021a). E-Portfolios: What we know, what we don't, and what we need to know. *RELC Journal*, <https://doi.org/10.1177/0033688220974102>
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