FACILITATING REFLECTIVE LEARNING THROUGH EPORTFOLIOS: STUDENTS, TEACHER & ELEARNING DESIGNER REFLECTIONS

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Outline

• Literature review
• Ethical considerations
• Case study and methods
• Key technology tools used
• Project Participants’ reflections:
  Systems
  Processes
  Actual ePortfolios
• Conclusions
Literature underpinnings: ePortfolio use in EAP

● Aygun & Aydin (2016) - key focus on the use of ePortfolios for EFL writing mainly on motivation impact - reflection-based

● Mason, Pegler and Weller (2004) - an assessment method across an Open Polytechnic for online courses not face-to-face and not a focus on EAP specific papers

● Bollinger & Shepherd (2010) again online courses not for EAP focus – students’ perceptions on ePortfolio integration in online graduate courses
Literature underpinnings: ePortfolio use in EAP

- Alawadat (2013) ePortfolio with ESL students pre-sessional learning gains (literacy), including language proficiency and assessment, and technical skills.
Literature underpinnings: Social constructivism (SC)

- emphasis on active learning as opposed to passive
- learning perceived as a socially constructed phenomena
- in this pilot study the ePortfolio was used for:
  - choosing and uploading evidence of learning,
  - reflecting on learning,
  - planning,
  - collaborating
  - and creating content
Ethical considerations

- course teacher was one of the two researchers
- no access to any data until course grades were submitted
- constantly re-iterated that it was the use of the ePortofolio that we were focusing on
- may have been a concern since the ePortfolio was used as the deposit for their assessment tasks – the researchers needed the distinction to be clear
Case study & Methods

● Participants – 8 University third year undergraduate students
● Course – EAP core skills focusing on reading and listening
● Multi-method approach used for this pilot study
● Questionnaire- based survey of participants
● Semi- structured interviews with participants
● Participants’ ePortfolio Document analysis
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Participants: Reflections

systems

processes
ePortfolios
Participants: Reflections
Systems

Students:

ePortfolio: “It was “scary” that we had control”

Screencast-o-matic: “....the interaction, if it is a small group and you have met before, and then you do the presentation and communicate with each other, you find you sort of know the people better. I did a presentation yesterday and I really enjoyed the experience”

Google docs: This was only used by the students to complete the questionnaire
Sample front page

Collection: ESLA 301 sample ePortfolio

Personal Profile

by Dilani

Alex Wong

About me

Hi, my name is Alex Wong. I grew up in Shanghai, China, with my Mum, Dad and sister. I am currently a student at Waikato University. I consider myself a self-made, workaholic but down to earth person. I like to balance professional & family life. Professional life gives you exposure, confidence & sense of achievement. I believe the fulfillment one gets from one’s work is very important for well-being. My favourite pastime is to watch English movies, reading fictions & cooking.

Educational Summary

I attended Shanghai BM high school, where I made friends and learnt some new skills for five years. I have always been interested in helping people who are handicapped in some ways. I currently attend Waikato University.

Professional Skills

- Excellent communication skills both oral & written
- Computer Skills-Word processing, PowerPoint, Excel, SPSS, NVivo
- Proven ability to plan and allocate time efficiently
- Ability to learn new tasks and information quickly
- Strong commitment to quality assurance

Contact Information

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Participants: Reflections Systems

Teacher: Prior to this, only familiar with using google docs

*Nvivo*: Learning about Nvivo took many hours

*ePortfolio*: overall using it was successful, easy to use

*Trello*: good to organise and keep track of the different tasks we were engaged with in the project

*Screencast-o-matic*: conversations - st. liked the idea that they could record and then be assessed afterwards - control
Participants: Reflections Systems

eDesigner:

- Meeting the teacher early before the start of Semester
- Matching design with teacher’s assessment requirements
- Teacher attending workshops
- Students in computer lab tutorials
Participants: Reflections
Processes: How to use?

Students:

Enjoyed sharing and working with peers and getting feedback,

Trouble using the sharing function ..so had to get help from peers,

“It was a little difficult. A classmate helped me.

“I liked it because sometimes there may be some errors
that I don’t know about. So some guys with big knowledge, I can
learn many things from them....”.
Participants: Reflections
Processes: How to use?

Students:
“I think also for the feedback from the lecturers. I think if you could put all of it on one page. Then we can open them at the same time that would be great. Because when we click the comments, we can’t see them straight away, we need to download the file”
Participants: Reflections
Processes: How to use?

Teacher:

● Reassuring the learners about their understanding of the processes
● One student - the most insecure about using the ePortfolio and was quite anxious and needed reassurance – used the most features
● That student ended up being one of two who assisted and supported the others the most.
● A learning process for me as well as for the students- new to trello, nVivo, Mahara and screencast-o-matic
Participants: Reflections
Processes: How to use?

eDesigner:

Teacher: It was very useful that the teacher followed up after the workshops for students to understand the processes.

Students: Even though they had been to the workshops and had follow up sessions with the teacher whenever they needed to sue a function - “How to?” guides were needed explaining the processes.

Guidelines - either video and/ paper guides

Booking reliable labs - computer working properly
Participants: Reflections
ePortfolio content

Students:
Overall students enjoyed using the ePortfolio,
Two said that they were excited to use the ePortfolio
They liked the idea that they had access to the ePortfolio after the course
They enjoyed getting access to their peers portfolios so that they could add feedback.
Too many things on main page “it looked complicated”.
Sample assignment Response: Language focus, presentation, self and peer evaluation

4.2 Presentation video (part 1)

Flash version 10.1 or greater is required. You have no flash plugin installed. Download latest version from here.

Recording_#1.mp4 [52.59MB]

Add comment  Details

Presentation video (part 2)

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Recording_#2.mp4 [6.8MB]

Add comment  Details

Prezi link

http://prezi.com/1mrkbqywdia/?utm_campaign=share&utm_medium=copy

4.3 self evaluation

I’m quite happy with my presentation topic, structure, etc which all the things I have prepare. I also enjoy telling people about what I find on my topic. I think most of the time I talk fluency and clear. Moreover, I have to go through all the prat and have communication with listener which I like it. However, I feel I take too much time in the presentation which I should control and justify the content of my presentation. I also feel a little bit nervous so I miss some explain the detail of some point and some pronounce of words is not very standard. All of my points is based on the article but when I talk about it, I always forget to mention these original authors.

4.4 peer feedback

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Comments (1)  Add comment  Details
Participants: Reflections

ePortfolio content

Teacher:

• Redesigning some assessment tasks collaborating with the edesigner – helped that the edesigner was an EL
• Reassuring the learners about their understanding
• One student - the most insecure about using the ePortfolio and was quite anxious and needed reassurance – used the most features
• That student ended up being one of two who assisted and supported the others the most.
Participants: Reflections
ePortfolio content

eDesigner:
• Balancing the ePortfolio design with the assessment content design – balance merge
• Initial work with the teacher was crucial
Conclusions

• Positive student engagement - language use collaboration, evaluation exploration

• eDesigner experienced EAL teacher - positive impact
• Teacher engaging in a range of technology tools not used before- exciting even though time-consuming


