

# **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 ePortfolio 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



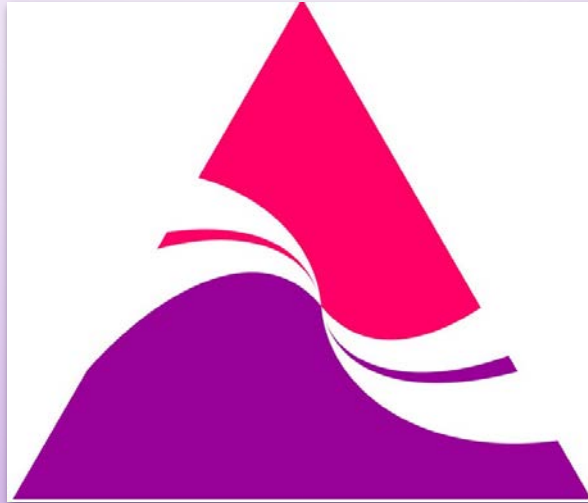
# Key Techno Tools

Tool	Students	Teacher	eDesigner
Mahara (Eportfolio)			
Trello			
Screencast-o-matic			
Google docs			
Nvivo			



# 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



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

[Dilani](#) [Settings](#) [Logout](#)

[Dashboard](#) [Content](#) [Portfolio](#) [Groups](#) [Administration](#)

## Collection: ESLA 301 sample ePortfolio

[Next page >](#)


Navigate to page:

## Personal Profile

by Dilani

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### Alex Wong



Alex and NYC by daystar297 (2008)  
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### 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 BH 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 see 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)

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Download latest version from [here](#).

📄 Recording\_#1.mp4.1 [52.59MB]

➦ Add comment

🔗 Details

## Presentation video (part 2)

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📄 Recording\_#2.mp4 [6.8MB]

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🔗 Details

## Prezi link

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[http://prezi.com/l1rrkbqywdia/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/l1rrkbqywdia/?utm_campaign=share&utm_medium=copy)

## 4.3 self evaluation

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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)

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# 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

# Reference List

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