

# OPPORTUNITIES AND CHALLENGES: EPORTFOLIOS AS A MEANS TO ASSESSMENT FOR LEARNING

THE ASSESSMENT PROJECT, 2012

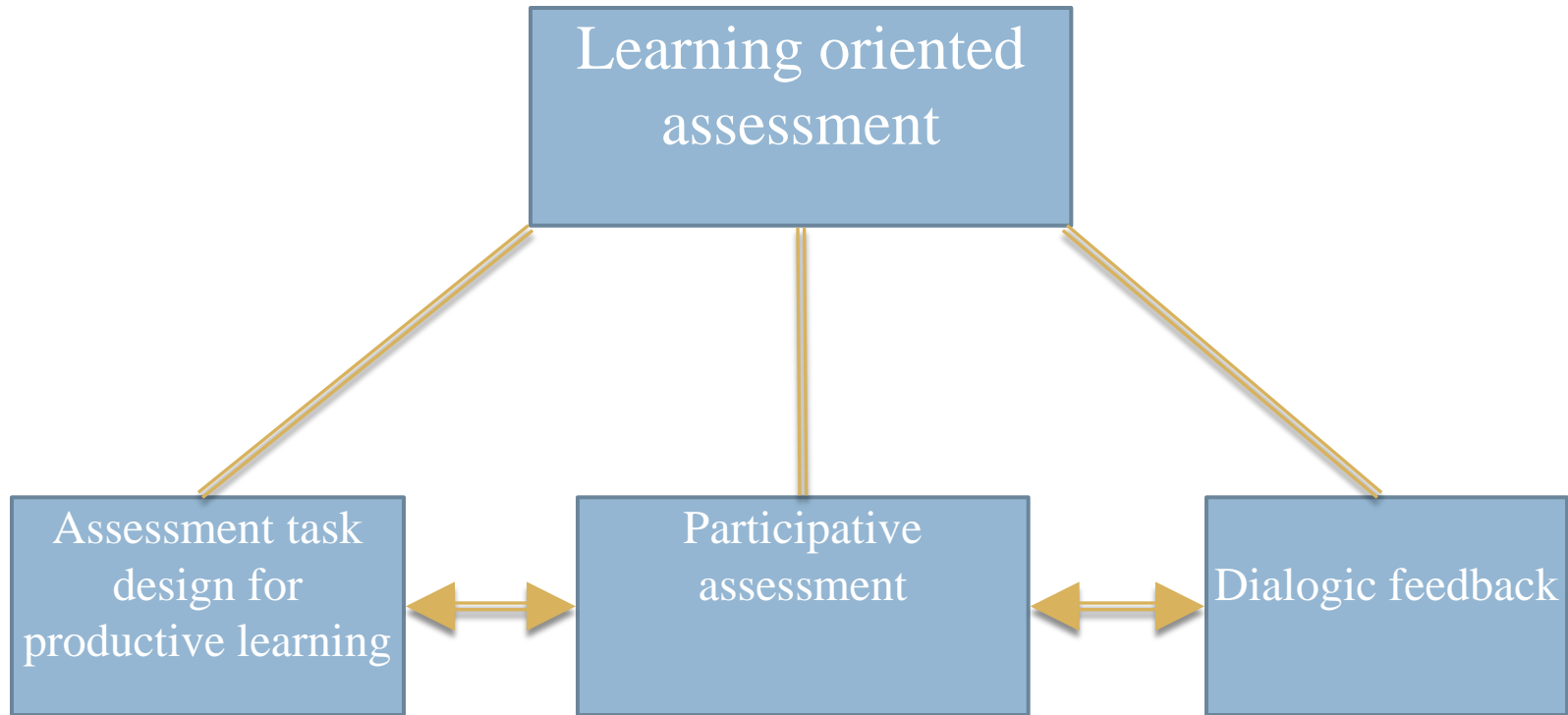
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# What are eportfolios?

- Deliberate collections of work that may provide the opportunity for reflection, self-regulation, and the demonstration of complex outcomes that have strong resonance with life-long learning (Lorenzo & Ittelson, 2005; Stefani, Mason, & Pegler, 2007)
- (e) engages with/within the digital medium

# Learning oriented assessment framework



Carless, 2007

# Eportfolio opportunities

Enhancing learning orientation	...through eportfolios
Task design for productive learning	Constructing the portfolio; selecting purposefully
Dialogic feedback	Reflection, dialogue, self-regulation
Participative assessment	Selecting purposefully; synoptic, reflective or meta-narrative component

# ...and challenges

## □ to implementation

- Technology or assessment **aversion** (some legitimate)
- **Conceptions of assessment**: students and instructors (Brown, 2009, 2011; Carless, 2011; Deneen & Brown, *forthcoming*)

## □ ...and to understanding

- **Cheerleading** (Cummings & Maddux, 2010)
- In a study of 300 published articles on eportfolios less than 5% adopted a **critical perspective** (Ayala, 2006)
- What does technology enhanced assessment **mean?** (Nicol, 2009)

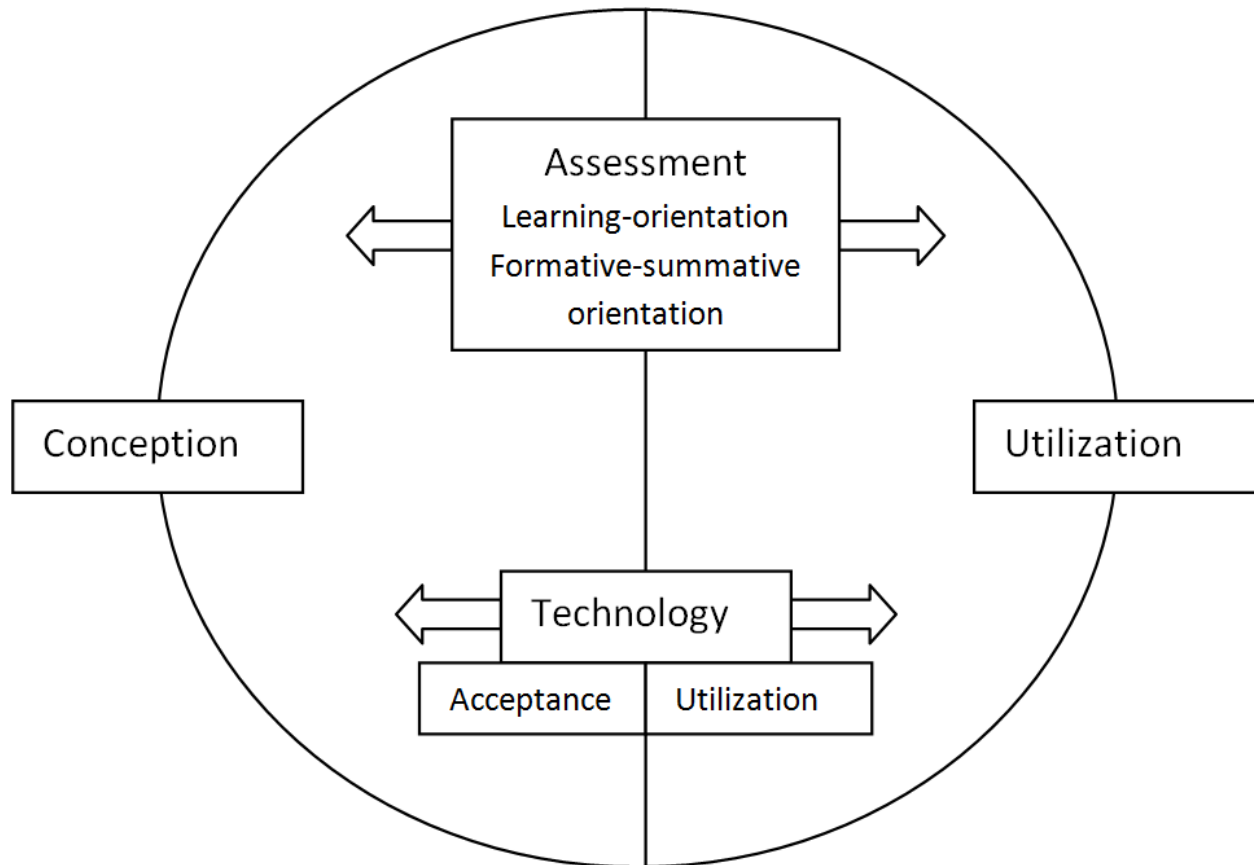
# Researching eportfolios as assessment in higher education

- Eportfolios can and do work in tertiary settings...  
(Shroff, Deneen, & Ng, 2011)
- But further research is needed
  - ▣ An overarching hypothesis: **we must understand technology and assessment for learning together**

*From conception to action: Understanding eportfolios as assessment in higher education* (General Research Fund, 2012-2014. Deneen, Carless, Brown)

- ▣ Mixed method study that triangulates student, instructor and work product around assessment and technology

# The CUTA Framework



# Three things from the pilot

1. The degree to which technology is accepted can impact LOA issues like feedback and learner engagement
2. Differing starting points in technological conception produce different utilization and understanding of course outcomes
3. Even similar COA may not result in an agreed upon outcome space if there is a discrepant acceptance of the technology.



# Looking ahead

- Larger-scale study involving eight instructors, 400+ students across five disciplines
- Informing research and practice
- Refinement of the framework; movement towards understanding broader technology enhanced assessment issues in tertiary settings



# Thank you for your time and interest

Please feel free to contact me or the research team with questions or comments.

~Chris

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