Students Monitoring and Managing their Own Learning: The E-Portfolio Initiative in the Hong Kong Institute of Education

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Centre for Learning, Teaching & Technology
Overview of the 15-minute Session

• Aims and Deliverable of the E-Portfolio Initiative

• Piloting the E-Portfolio (2010-2012)

• Supporting Conditions and Resources

• Full-Scale Implementation of the E-Portfolio Initiative

• Challenges and Issues
Aims and Deliverables
E-Portfolio in HKIEd: Main Aims

• Empower students in monitoring and managing their own learning processes and trajectories.

• Engage students in critically reflecting upon their learning and become lifelong learners.

• Create opportunities for students and staff to engage in technology-rich learning environments.

• Support students in collecting evidences of their learning throughout 4/5 years of study.

• Provide a platform for students to showcase their professional and 21st century competencies.
At the End of 4 to 5 Years

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The University of Hong Kong: 14 Dec 2012
Piloting the Student E-Portfolio
## Pilot Courses (2010 – 2012)

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Course Title</th>
<th>Time / period</th>
<th>Number of Student / Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE</td>
<td>BEd (ENG) - Practicum</td>
<td>Sem 2 2010/11</td>
<td>76 students, 15 staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem 2 2011/12</td>
<td>84 Students, 9 staff</td>
</tr>
<tr>
<td>FE</td>
<td>BEd (GS) - Practicum</td>
<td>Sem 2 2011/12</td>
<td>74 students, 13 staff</td>
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<td>FE</td>
<td>BEd (LS) - Practicum</td>
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<td>16 students, 5 staff</td>
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<tr>
<td>CL (SAO)</td>
<td>Mainland &amp; Overseas Summer Internship Challenge Programme</td>
<td>Sem 2 2010/11</td>
<td>51 students, 2 staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem 2 2011/12</td>
<td>Just open for enrollment</td>
</tr>
<tr>
<td></td>
<td>Developing your Personal and Career Pathways using e-Portfolio</td>
<td>Sem 2 2010/11</td>
<td>51 students, 2 staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem 2 2011/12</td>
<td>Just open for enrollment</td>
</tr>
<tr>
<td></td>
<td>Campus Learning Tutor</td>
<td>Sem 2 2010/11</td>
<td>6 students, 1 staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem 2 2011/12</td>
<td>6 students, 1 staff</td>
</tr>
<tr>
<td>CL (SAO)</td>
<td>Access Advanced English (CLE2128)</td>
<td>Sem 2 2011/12</td>
<td>32 students, 1 staff</td>
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<tr>
<td>LE (CLE)</td>
<td>English for General Academic Purpose (CLE1169)</td>
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<td>26 students, 1 staff</td>
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<td>LE (CLE)</td>
<td>Intermediate Putonghua (CLE2106)</td>
<td>Sem 2 2011/12</td>
<td>30 students, 1 staff</td>
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</table>
Sample of E-Portfolio

Year 4 FE Portfolio - Fall 2011

Profile Information
- First Name: WING SUM
- Last Name: TAM
- Occupation: BEG E Year 4
- Email Address: 2017427@h.k shifted

Completed Institute Forms

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>12-12-2011.pdf</td>
<td>Supervision forms</td>
</tr>
<tr>
<td>12-10-2011.pdf</td>
<td>Feedback from Placement School on Student Teacher</td>
</tr>
<tr>
<td>12-09-2011.pdf</td>
<td>Record of student teacher's activities in Placement School</td>
</tr>
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</table>

Examples of Other Evidence

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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>12-16-2011(3).pdf</td>
<td>Reflections from placement school on student teacher</td>
</tr>
<tr>
<td>12-19-2011.pdf</td>
<td>Record of student teacher's activities in Placement School</td>
</tr>
</tbody>
</table>

Teaching Plans & Materials

- Fun and Game
  - Lesson Plan 1.doc
  - Lesson Plan 2.doc
  - Lesson Plan 3.doc
  - Lesson Plan 4.doc
  - Lesson Plan 5.doc
  - Lesson Plan 6.doc
  - Lesson Plan 7.doc

- Unit Plan for the unit Fun and Game

Reflective Journal

Please click on the following Google Docs link to access my reflective journal:
https://docs.google.com/document/d/1o5RVMf5z7YTy314CyE02bRCn6y45m85GUXUjT3W/edit

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Impact of E-Portfolio

1. Students were able to document and reflect on assessment tasks captured in their e-portfolio; with the appropriate training students were able to assume responsibility/ownership for construction of their e-Portfolio entries.

2. Students were able to upload evidence of their work, including reflections on the process throughout the course/programme;

3. Students, peers and academic staff were able to provide developmental feedback; and

4. Students were able to showcase their learning processes and outcomes via electronic media (i.e. text-based, graphic, or multimedia elements).

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The University of Hong Kong: 14 Dec 2012
Lessons Learnt

1. To secure staff and student buy-in;

2. To allow for staff to scaffold students by providing support and feedback as students progress through the construction of their e-portfolios;

3. To provide guidelines to students on the development, compilation and submission of portfolios - students need to be clear on the e-portfolio content criteria that need to be demonstrated;

4. To conduct workshops to support students to write reflections through the use of a reflective guide;

5. To address the issue of staff time and inclination to review and assess the artifacts within the e-portfolios; and

6. To develop e-portfolio assessment rubrics contextualized to a specific course.
Supporting Conditions and Resources
Supporting Conditions

• Professional learning sessions and walk-in clinics for students and staff;

• Partnerships with staff to co-develop the assessment tasks and learning activities;

• Staff and senior management buy-in of the initiative;

• Support resources for self-learning; and

• On-going evaluation of the implementation to refine the process.
Supporting Resources

1. Workshop resources for students and staff;

2. Guidelines on e-Portfolio Academic Ethics and Privacy;

3. Reflective Writing Guide;

4. Mahara e-Portfolio User Guide;

5. Customized E-Portfolio Templates and Views;

6. Step-to-step Guide for Using Web2.0 applications e.g. GoogleDocs;

7. Checklist for e-Portfolio (FE).
Supporting Resources: Templates

**Year 4 FE Portfolio – Fall 2011 (Template)**

Please use this TEMPLATe format as a reference for how to structure your FE Portfolio.

**Step 1: Add Your Profile Information**

Add your profile information as shown below (i.e., First Name, Last Name, Email Address) together with your photo.

Under “Occupation” add your Program and Year (see below).

**Example of “My Profile Information”**

- First Name: (Your Name)
- Last Name: (Your Last Name)
- Occupation: ECE, Year 4
- Email Address: (Your Email Address)

**Step 2: Add Your Reflective Journal**

Please refer to the attached document! Supplementary Information on Year 4 Field Experience, for 2008-2012 Cohort. It is required to pay attention to the periodic deadlines.

Upload your reflective journal in Microsoft Word format (i.e., .doc, .docs) to Google Docs, to enable your supervisor to give comments on your work. Then copy the link to the Google Docs and place it onto your portfolio. Attached below is the guide to uploading documents to Google Docs.

**How to Access Google Doc Instructions**

[Google Docs Link]

**Step 5: Add a Video of Your Teaching (Optional)**

Add a recorded video(s) of your teaching practice.

This can be added as an “External Video” block (i.e., a video you have uploaded to “My Files”), placed in your FE portfolio.

**Example of Video of Your Teaching**

[YouTube Video]

**Step 6: Add Examples of Other Evidence**

Here you can add any other evidence or additional artifacts which you wish to submit to your FE Portfolio. This can be in the form of photos, assessment instruments, student feedback, etc.

For example, you can add as “An Image” block, “File(s)” to download block, “A Folder” block, etc.

**Examples of “Other Evidence”**

- [File1.pdf]
- [File2.doc]
- [Folder1]

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Supporting Resources: Customisable Guidebook

Create View Step Two: Details

1. Assign your View a Title (i.e., My FE Portfolio – Spring 2011), description and assign any relevant tags. This view is essentially your FE Journal in which you can organize all your artifacts that you wish to include. IMPORTANT: Please keep your entire FE Portfolio in ONE SINGLE VIEW ONLY (i.e., My FE Portfolio – Spring 2011).

Create View Step Two: Details

View Title: My FE Portfolio – Spring 2011

View Description:

This is my portfolio containing evidence of my lesson plans, relevant parts of lesson plans, students work, assessment instruments, appraisal reports from my supervisor, lesson observation reports from my peers and supporting teacher; my reflective journal entries as well as excerpts of my recorded teaching practicum sessions.

Tags: Show my tags

Enter comma separated tags for this item. Items tagged with 'profile' are displayed in your sidebar.

Name display format:

Display name (Ronnie Homi SHROFF)

How do you want people who look at your View to see your name?

Cancel  Back  Next

Create View Step Three: Access

1. When you have finished the description, click Next to progress to Create View Step Three.

Create View Step Three: Access

1. To assign access to a View, select type and click Add, for example Add individual users.

Add:

- Public
- Logged in Users
- Friends
- Secret URL

Search Taylor

Added:

- Timothy TAYLOR

Remove

Access settings to FE Supervisor

Clear screenshots

Instructions contextualized to FE

Step-by-step instructions

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Full-Scale Implementation of E-Portfolio
E-Portfolio in HKIEd: Four Pillars

Selected courses from the four pillars that form the students’ common learning experience would form the core e-portfolio of students.

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# E-Portfolio Timeline

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<td>Sem 1</td>
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<td>GEO</td>
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<tr>
<td>Overseas and Work Experiences</td>
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<td>Faculties, Centres, and Units (e.g. SAO)</td>
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<td>GEO</td>
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GE Foundation course

English Enhancement Course

All year 1 students taking the GE Foundation Course and English Enhancement Course are required to design, create & maintain E-portfolio to reflect upon the student-centered activities.

According to the requirements for different courses, three different templates were composed.
• All year 1 students taking the English Language Enhancement course are required to design, create & maintain E-portfolio to reflect upon the learner-centered activities.

• The English Language Enhancement portfolio includes:
  – Student profile
  – Learning plan: with different stages of learning
  – Independent Learning Activities (ILA)
  – Reflection

• The Centre for Learning, Teaching and Technology (LTTC) discussed with the coordinators of the course on the assessment task requirement of the E-Portfolio in early July 2012 for implementation in Jan 2013.

• A briefing to all course tutors on the E-portfolio implementation and support resources was conducted in late August 2012.
• All students in the GE Foundation course are required to design, create & maintain E-portfolio to link up their lectures to themes and topics of study.

• The GE portfolio includes:
  – Student profile
  – Group Project PowerPoint
  – Individual Reflection Papers

• LTTC discussed with GE Office on the needs of the Portfolio tasks in Jun 2012.

• A briefing to all GE Tutors was conducted in early Aug 2012.
GE Foundation Course: Student View demo by Hing Koong, Vincent HUNG

Profile Information
This is my first year in HKU Ed.
- First Name: Hing Koong
- Last Name: HUNG
- Official Website Address: http://www.ed.hk
- Business Phone: 2542043
- Email Address: v.hung@ed.hk

Tasks in GE View
At the end of semester 2, all year one students will be able to perform these tasks:
1. Create personal profile and a specific GE view in Mahara
2. Manage the access right of view
3. Upload the related documents (Doc, pps, and other relevant evidence) to Mahara and share it to GE tutors

My group
My group members are:
- Peter, Paul, Mary and Simon.
The title of my group project is "Account".

The aim of the project is to improve the understanding of the themes of the course related to the topics of the lectures.

We chose to study this project because of the depth, breadth, and complexity of the topics.
After some discussion, we agreed that the work will be divided among the group members.

Final Paper
The attached file is paper 3 submission which has been updated to the topics covered in the lectures. The topics covered:
- ABC
- DEF

My Papers
Here are my Paper 1 and Paper 2 submission which have reflected my understanding on the themes of the course related to the topics of the lectures.

My previous submission
- Paper 1.doc
  - 10:00 (Friday, 03 August 2012) [Details]
- Paper 2.doc
  - 10:00 (Friday, 03 August 2012) [Details]

Other Learning experiences
Highlight some other learning experiences which are related to your themes and topics.

My Reflection
- Dummy My... Reflection
  - 10:00 (Friday, 03 August 2012) [Details]

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Director of LTTC would give lecture to all GE Foundation Course students as part of the professoriate lecture series in January 2013 to explain the e-portfolio concept that would be follow-upped with workshops.

LTTC would organize about 40 sessions of e-Portfolio workshops to all year one students in the 2nd Semester of Academic Year 2012/13.

The workshops would introduce Mahara and the tools to build the E-portfolio.

The aim of the workshops is to guide students to complete the assessment tasks in the GE Foundation and English Language Enhancement courses.

LTTC has set up and maintained a Walk-in Clinic to provide just-in-time support for students working on their e-portfolio.
GE Foundation Portfolio: Implementation

Instructions contextualized to FE
Clear screenshots
Step-by-step instructions
Access settings to FE Supervisor

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Create View Step Three: Access:
1. To assign access to a View, select type and click Add, for example Add individual users.

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Challenges and Issues
Challenges and Issues

- Purpose of E-Portfolio
  - Reflection vs Assessment
  - Management of Learning vs Showcasing of Learning

- Transformation in Assessment Practices: Changes in Pedagogical Practices? Changes in Roles of Tutors and Students?

- Shared Ownership of Initiative Towards Learner Engagement to Enhance Learning Outcomes
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