DIGITAL TEACHING PORTFOLIO
IN HIGHER EDUCATION
IMPLICATIONS FOR IMPLEMENTATION STRATEGIES

Ricci W. Fong, John C. Lee, Chang Chun-yen,
Zhang Zhonghua, Alexandra C. Ngai &
Lim Cher Ping

Hong Kong Institute of Education
OVERVIEW

- WHY digital teaching portfolio?
- WHAT did we do?
- WHAT have we learnt?
“A purposeful collection of evidence, consisting of descriptions, documents and examples of what is good teaching...”

De Rijdt Tiquet, Dochy, & Devolder (2006)
WHY DIGITAL TEACHING PORTFOLIO?

The "Always Being Busy" Syndrome
University teaching staff need to learn how to adopt a scholarly approach to teaching and how to collect and present rigorous evidence of their effectiveness as teaching staff. This involves reflection, inquiry evaluating, evaluating documenting and communicating about teaching.

Healey (2000)
WHAT DID WE DO?

Examined the perceptions of digital teaching portfolio among academic and teaching staff to inform implementation strategies.

Research questions:

- How do teaching staff perceive digital teaching portfolio?
- How do staff’s teaching experience, prior knowledge, and prior experience relate to their perceptions about digital teaching portfolio?
THIS PAPER: WHO & HOW?

Who?

- 132 academic and teaching staff from two tertiary institutions (HK = 56; Taiwan = 76)

How?

- Completed a 38-item questionnaire on a 7-point Likert-type scale
- EFA, reliability analyses, correlation analysis, ANOVA and t-tests
# The Questionnaire

## Subscales

| Perceived Usefulness for Personal Benefits ($\alpha = .95$) |
| Perceived Usefulness for Social Benefits ($\alpha = .90$) |
| Ease of Use ($\alpha = .93$) |
| Intention to Use Portfolio ($\alpha = .97$) |
| Concern about Time ($\alpha = .91$) |
| Concern about Technology and Support ($\alpha = .92$) |
| Computer Efficacy (Self-Exploration) ($\alpha = .93$) |
| Computer Efficacy (Professional Guidance) ($\alpha = .94$) |

## Demographics

| Teaching Experience (Years) |
| Prior Knowledge |
| Prior Experience |
PERSONAL VS. SOCIAL BENEFITS

*Cohen’s d = .81
The more Prior Knowledge they had, the higher were their Ease of Use and Computer Efficacy (Self-Exploration)

*Cohen’s d = .64

The more Prior Experience they had, the higher were their Perceived Usefulness, Ease of Use, Intention to Use Portfolio and Computer Efficacy (Self-Exploration)

*Cohen’s d = .62
USEFULNESS, SUPPORT & USER BEHAVIOR

- Perceived Usefulness (Personal Benefits) was moderately and negatively correlated with Concern about Time and Concern about Technology and Support

- Computer Efficacy:

  Professional Guidance ($X = 4.48$) > Self-Exploration ($X = 5.65$)

*Cohen’s $d = .82$*
WHAT HAVE WE LEARNT?

ESTABLISHING BUY-IN

- Prior Knowledge → Promotional Activities
- Perceived Usefulness → Promotional Activities
- Prior Experience → Hands-on Training
- Professional Guidance → Accessible Support
<table>
<thead>
<tr>
<th>Year</th>
<th>Hong Kong</th>
<th>Taiwan</th>
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<tbody>
<tr>
<td>1994</td>
<td>1997</td>
<td>Launched the Information Education Infrastructure Program</td>
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<td></td>
<td>Launched initiatives to promote teaching excellence in HE</td>
<td>2002</td>
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<tr>
<td></td>
<td>Urged to integrate technology for teaching and learning enhancement in HE</td>
<td>Launched national projects on the use of ICT in HE, alongside other initiatives in 12 other sectors</td>
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<td>1990-2011</td>
<td>Education technology in teaching and learning - One of the fastest growing and most productive fields of research</td>
<td>1990-2011</td>
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<td></td>
<td>Tseng, Chang, Tutwiler, Lin, &amp; Barufaldi (2013)</td>
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INSTITUTIONAL POLICIES & CULTURE

- Usefulness = Extrinsic motivators???
- Institutional incentives
- Reward structures of tenure and promotion
Thank you

Ricci W. FONG
riccifong@ied.edu.hk