Implementing Student Learning ePortfolio in Higher Education

by Alexandra Ngai, Vincent Hung, Bruce Liu and Cher Ping Lim

Centre for Learning, Teaching and Technology
The Hong Kong Institute of Education
Overview

- What is ePortfolio?
- Piloting the ePortfolio (2010–12)
- Full-Scale Implementation of the ePortfolio in HKIEd
- Issues and Challenges
WHAT is ePortfolio?

Purposeful collection of digital artefacts assembled and managed by a user.

- Showcasing
- Assessment
- Reflective Practices
- Professional Development
ePortfolio at HKIEd

- 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 3/4/5 years of study; and
- Provide a platform for students to showcase their professional and 21st century competencies.
## Pilot Studies (2010-12)

<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></td>
<td>BEd (GS) – Practicum</td>
<td>Sem 2 2011/12</td>
<td>74 students, 13 staff</td>
</tr>
<tr>
<td></td>
<td>BEd (LS) – Practicum</td>
<td>Sem 2 2011/12</td>
<td>16 students, 5 staff</td>
</tr>
<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></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></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>LE (CLE)</td>
<td>Access Advanced English (CLE2128)</td>
<td>Sem 2 2011/12</td>
<td>32 students, 1 staff</td>
</tr>
<tr>
<td></td>
<td>English for General Academic Purpose (CLE1169)</td>
<td>Sem 2 2011/12</td>
<td>26 students, 1 staff</td>
</tr>
<tr>
<td></td>
<td>Intermediate Putonghua (CLE2106)</td>
<td>Sem 2 2011/12</td>
<td>30 students, 1 staff</td>
</tr>
</tbody>
</table>
To secure staff and student buy-in;

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

To allow staff to scaffold students by providing support and feedback as students progress through the construction of their ePortfolios;

To address the issue of staff time and inclination to review and assess the artefacts within the ePortfolios.
Full-scale implementation

- General Education
- Subject Knowledge
- Language Enhancement
- Overseas experiences
- Co-curricular Learning Activities
- Internship Programme
- Field Experiences
Full scale Implementation-
At 1st year of undergraduate study:

- Implemented in selected core courses to engage ALL 2000 students to start building their ePortfolio AND to facilitate students to use this platform to collect learning evidences and reflective practices
- Introduced the initiatives of ePortfolio
- Provided technical support (workshops, online learning materials, walk-in clinics, hotlines)
- Provided training to student representatives to teach their classmates during their class
SUPPORT AND RESOURCES
The e-portfolio aims to display the advancement and development of students' competencies/skills, individual and collaborative growth, achievement, and learning during their undergraduate study at the Institute.

This demo will show you the basic layout and structure to showcase your learner plan, reflective and some others learning activities using Mahara build-in function.

Feel free to give me feedback! :)

Contact Me
- Business Phone: 2974 8342
- Official Website Address: http://moodle.ied.edu.hk
- Email Address: yeekeung@ied.edu.hk

About me

Welcome to my e-portfolio demo. This demo will show you the basic layout and structure to showcase your learner plan, reflective and some others learning activities using Mahara build-in function.

Feel free to give me feedback! :)

Learning Plan - v1: 18-Aug-2012

The middle section or main section for you to put your learning plan here. You should notice that the title also show what version of your learning plan with version number and date.

Then you can insert some intro texts here to describe your learning plan status or other information. The next step is insert your learning plan in MS Word format for you lecturer to download like this:

Learning Plan - v1

Learning Plan - FINAL: 1-Nov-2012

This is the second version of my learning plan since June 4. I've made some amendment in different section.

Learning Plan - Final

NEXT STEP (self-reflection)

After 2 semester and lots of learning activities, 1 but blah blah blah

The e-portfolio aims to display the advancement and development of students' competencies/skills, individual and collaborative growth, achievement, and learning during their undergraduate study at the Institute.

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Reflection and “what is the next?” with downloadable learning plan in MS PowerPoint

Student profile with contact info

Learning plan: with different stages of learning included downloadable learning plan in MS Word format

Independent Learning Activities (ILA) - Blog of student’s learning activities
CLE1169 Subject-Specific English Enhancement

by LEE, KIN YUEN 11043837

Learner Plan - Semester 1

Though independent learning activities, I hope I could make improvement on English, and also enhance my knowledge in various fields, especially knowledge related to my General Education course, as I find that there are some difficulties when I prepare my essay writing.

Learner Plan - Semester 2

CLE 1169 Subject-Specific English Enhancement (SSEE)

Independent Learner Plans

Setting goals:

What area(s) of English language use is/are your weakness(es)?

My weaknesses on English are mainly come from Writing and Listening. I cannot write an essay to convey my messages and viewpoints very clearly and without grammatical mistakes.

What you can do in English? What you would like to be able to do.

Make a list:

I can...)

Reading
get the main idea and the stance of the writer in an article.

fully understand the passage, especially when I reading academic journal.

Writing
write an essay with academic style.

write a flawless academic essay or an essay with clear thesis.

Listening
briefly understand the speaker.

get most of the points from a speaker without reading transcript.

Speaking
speak confidently.

speak without pause.

What did you do in semester 1 to address the above problem(s) and to improve your English proficiency?

The result of ELPA and the difficulties which I come across with both in the course and in academic has addressed the problems abovementioned. Also, daily conversations in English and past experiences also help me to address the problems.

To improve my English, I had completed Independent Learning Activities (ILA) in hope of improving my English. In ILA, I mainly find learning resource online, including printed material, non-printed material and interactive material.

Feedback

Well done! This is the right link 😊

16 January 2013, 11:02 AM

Good job Mike! Keep it up!

I’m glad that you like doing grammar exercises. But do try make use of what you have practiced in your essays or you will lose the knowledge gained.

12 March 2013, 5:14 PM

Would you reflect more according to the learner plan you have set in the beginning of the semester? e.g. Have you been following the plan? How’s the result / progress? Is it a good plan or does it workable / suit your needs?

09 April 2013, 4:30 PM
GE FOUNDATION COURSE - GEE 1001

Profile Information
- First name: KIA WAI
- Last name: LEE
- Student ID: 11060668

GE Foundation Course Reflection

Topic: GEE

Course Reflection

Through the GE Foundation course I took in year 1, I gained more knowledge in English and greatly improved my English language skills. The course content and provided homework for me to think critically on different issues. Personally, I like policy and environment. Especially political issues relating to China. Therefore, I found the course relating to these topics very interesting.

To gain more knowledge in English, I chose a topic that I really like. I chose the topic of environmental issues in China. I found that the course provided me with a lot of new information. I was able to write an essay on the topic and I found the course very interesting.

I am looking forward to the GE classes as I can have more options to choose the topics that I like. I hope to have chance to write more essays about China. I will continue to improve my English skills by doing this course.

How could a new regime change China’s governance?

Michael Anti: Behind the Great Firewall of China

OEE presentation in Semester 1

Phenomenal demand and Parents’ emphasis on English: Mainland China and Hong Kong

Group mates: Huang Sinyuen (11060652)
Lee Kia Wai (11060668)
Wu Menghui (11073489)

Phenomenal demand and Parents’ emphasis on English:
Mainland China and Hong Kong

1. Introduction

In the article, factors lead to the phenomenal demand for English and issue that Chinese parents place too much importance on their children learning English in Mainland China and Hong Kong will be discussed.

2. Phenomenal demand for English

2.1 Mainland China

2.1.1 The Reform and Opening-up Policy

Benefit from the policy, China has a tremendous growth in economy. From 1978 to 2006, the average annual growth in economic of China is 8.6% (WLF, 2009). Enterprises and companies from mainland attempting to have trade with foreign partners aim for lot of markets with professional English skills. Moreover, huge amount of foreign capital's entering into China market increased the need for talents with ability of foreign languages, especially English.

2.1.2 Globalization Process

Under globalization, China has to communicate with other countries in order to survive in the growing fierce competition. English as a world language, is playing a more and more significant role in fields such as education, culture, transmission, and international transportation. English is popularized to adapt to the international environment to hold a better position in the competition.

2.1.3 Examination-oriented Education System (EOES)

Students in mainland start learning and examining English from grade three of primary school. To get high grades in a number of exams, students use lots of time to recite the spelling of words, the grammar, and a lot of important rules of English.

2.1.4 Personal Demand

With the economic development, people in mainland show great interest in travelling overseas and immigrate to English-speaking countries like the US and Australia.

2.2 Hong Kong

2.2.1 Colonization

Hong Kong was once a British colony. English becomes the official language even though the mother tongue of Hong Kong people is Chinese. Hence, the important position of English in Hong Kong established.

2.2.2 International City and Financial Center

Large numbers of residents are from overseas, such as England, Philippines and Indonesia. Chinese majority do not know Chinese need an international language. English, to communicate with others. Besides, Hong Kong has lots of trading with countries around the world. As customers are not only locals, English is the best language to communicate with trading partners.

2.2.3 Requirement for higher education

The minimum English requirement for students to enter universities in Hong Kong is level 5 in Hong Kong Diploma Examination. The university graduation requirement of English in Hong Kong is level 5 or above in the International English Language Test System (IELTS). For studying abroad, students have to apply and achieve a required standard in IELTS or TOEFL.

2.2.4 Career Perspective

Employees' level of English can increase their competitiveness. In some industries, such as business and marketing, employees emphasise particularly on staff's English communication skill. Employees, who have good grade in IELTS, will have a higher chance to be promoted.

G. 1. Parental emphasis on their children learning English

Believing English is important for future study and career, parents pay too much importance on their children learning English.
What do Students think?

✓ Able to create and manage their own ePortfolio

✓ Concern about the usefulness of ePortfolio (uploading assignment Vs for their own learning; can only be viewed by themselves)

✓ Social networking (more valuable if their work can be viewed and commented by other people; would like to explore functions on social networking and adding friends)
Key issues and Challenges

- Perceived concept of ePortfolio (portfolio for learning Vs portfolio for employment)
- To fully integrate ePortfolio into the courses (milestones; the role of tutors feedback and peer sharing)
Thank you!

Alexandra Ngai
(acyngai@ied.edu.hk)