

*Portfolios in
Teaching and Learning*

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Constructive Alignment

A good teaching system aligns teaching method and assessment to the learning activities stated in the objectives, so that all aspects of this system act in accord to support appropriate learning.

(Biggs, 2003)

Ideal of Higher Education: Deep Approach of Learning

“The motivation associated with a deep approach to learning is to understand ideas and seek meaning. [Students] adopt strategies that help satisfy their curiosity, such as making the task coherent with their own experience; relating and distinguishing evidence and argument; looking for patterns and underlying principles; integrating the task with existing awareness; seeing the parts of a task as making up the whole, theorizing about it; forming hypotheses; and relating understanding from other parts of the same subject, and from different subjects.”

(Prosser and Trigwell, 1999)

Portfolio in teaching and learning

A Portfolio used for educational purposes has these elements:

(1) A collection of (2) **student work** and (3) **self-reflection** (4) in the learning of a subject /course/program which (5) exhibits the student's effort and (6) achievement (7) in a learning process (8) complied **by the student** (9) with a high level of **freedom** (10) to select what should be included and how should they be organized (11) on the basis of criteria provided by the teacher (12) and allow **mutual discussion** between the student and the teacher about the learning process.

E-Portfolio

An electronic portfolio adds the following elements to a portfolio:

(1) A web-based and (2) database driven system which accepts (3) materials in electronic formats including text, graphics, audio and video (4) and allow materials to be hyperlinked.

How E-Portfolio can enhance learning? (1)

A student enjoys a lot of **freedom** in developing a portfolio and this gives the student an opportunity to **aware her role as a learner**. As she is granted with such learning freedom, she is **forced to develop her own learning strategies**. She will then be **more sensitive** to her methods of learning and the limitations of those methods. The student needs to continue to **reflect, review and revise** her learning strategies she has used in completing the portfolio learning.

How E-Portfolio can enhance learning? (2)

A student reflecting on her learning can:
(1) encourage an attitude of inquiry; (2) integrate learning; (3) discover meaning and relevance; (4) acquire voice and authority; (5) increase self-directedness and (6) connect with the world.

(Kusnic and Finley, 1993)

Additional advantages of using a portfolio that is electronic?

-Accessibility

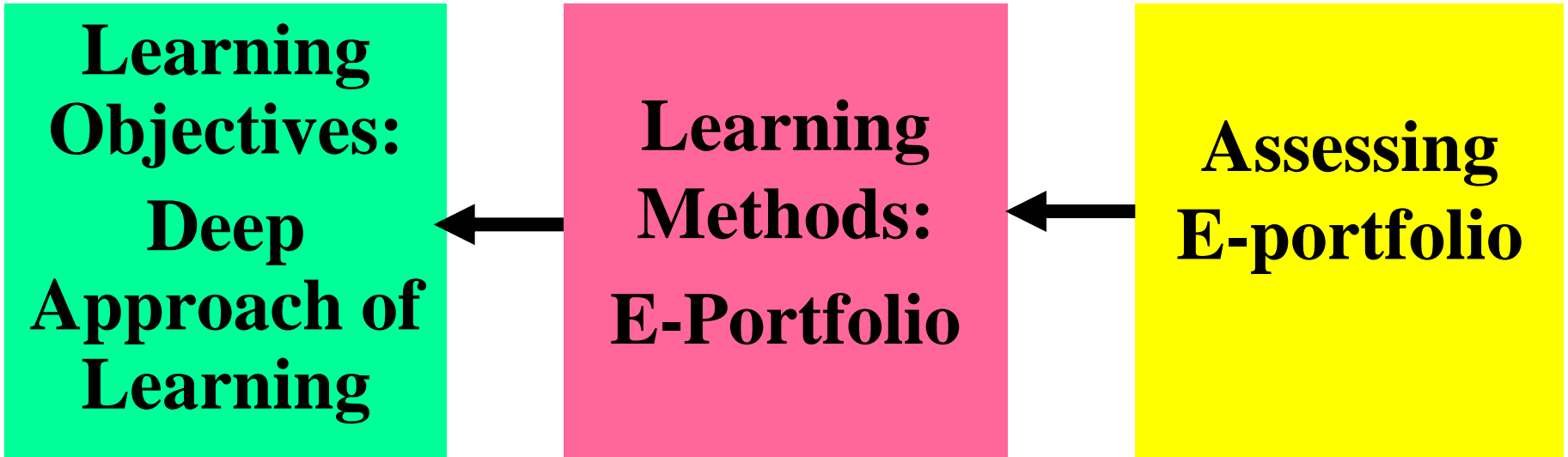
-Portability

-Durability

-interconnectivity

-Interactivity

Must we use E-portfolios for Assessment?



**Using e-portfolio
to support and assess
research activities of students**

Bookmarks (Internet materials)

Bibliography (Library materials)

Learning Reflection

Grade

Case Studies

- **Law Government and Society (LGS)**
 - a broadening course on law
- **Constitutional Law of Hong Kong (CLHK)**
 - a compulsory course in the law program
- **Love Marriage Sex and Family (LMSF)**
 - an inter-disciplinary course
- **Christianity and Society (CS)**
 - an inter-disciplinary course
- **Government and Law (GL)**
 - an optional course in a Master program

Purposes of Assessment

Two Purposes:

Substantial: Demonstrates a certain level of understanding of the relevant subject matter

Evidence of Research: Demonstrates original work in the research of a selected topic which is the basis of a research paper

Principles of Assessment (1)

An **holistic** approach considering the following issues:

(1) Topic

Relevancy of the topic of the e-portfolio with the course objectives and the relevancy of the content of the e-portfolio with the selected topic

Principles of Assessment (1)

(2) Bookmarks (Internet materials)

(a) Structure of the index: depth and width

(b) Quantity

(c) Annotation

Principles of Assessment (1)

(3) Bibliography (Library materials)

(a) Categorization

(b) Quantity

(c) Annotation

Principles of Assessment (1)

(3) Learning Reflections

(a) Level of understanding

(b) Process of understanding

Grading of Assessment: A

The e-portfolio has a very clear and specific theme. The Index is rich in information in depth and in width. The links are very relevant to the selected topic. The structure of the index reflects sound understanding of the selected topic. Conceptual keywords related with the selected topic are widely used in classifying the links. The bibliography is very thick and the items included are closely related with the selected topic. Various kinds of items are included and they are categorized under the structure of the index in a balanced manner. Most of the items are well annotated explaining clearly the relevancy of the items with the selected topic. The learning reflections demonstrated that the student has put in serious effort in developing the e-portfolio and his/her thinking on the selected topic has grown in the process. The final reflection showed original or thorough understanding and thinking on the selected topic found on critical reading, analysis, review and independent judgment of relevant materials.

Grading of Assessment: B

The e-portfolio has a moderately clear and specific theme. The index is moderately rich in information in depth and in width. The links in general are moderately relevant to the selected topic. The structure of the index reflects good understanding of the selected topic. Conceptual keywords related with the selected topic are moderately used in classifying the links. The bibliography is moderately thick and the items included are in general related with the selected topic. More than just one kind of items are included and they are categorized under the structure of the index in a moderately balanced manner. Some of the items are well annotated explaining clearly the relevancy of the items with the selected topic. The learning reflections demonstrated that the student has put in effort in developing the e-portfolio or his/her thinking on the selected topic has grown in the process. The final reflection showed a moderate level of understanding and thinking on the selected topic found on reading, analysis, review and judgment of relevant materials.

Grading of Assessment: C

The e-portfolio has a general theme but not specific enough. The index satisfied the minimum requirement of the no. of links. The structure of the index is mainly classified on the sources of information. The bibliography satisfied the minimum requirement of the no. of items. At least several items are annotated illustrating the main content of the items. The learning reflections demonstrated that the student has put in a minimum level of effort in developing the e-portfolio. The final reflection showed average understanding of the selected topic but contains some errors or is vague or confused.

Grading of Assessment: D

The theme of the e-portfolio is too general. The index cannot satisfy the minimum requirement of the no. of links but has around half of the required no.. The structure of the index cannot show any clear principle of categorization. The bibliography cannot satisfy the minimum requirement of the no. of items but has around half of the required no.. Only one or two items are annotated illustrating the content of the items. There is insufficient no. of learning reflection. The learning reflections demonstrated that the student has put in an inadequate level of effort in developing the e-portfolio. The final reflection showed limited understanding of the selected topic and contains various errors or is too vague or confused.

Grading of Assessment: **Fail**

The theme of the e-portfolio is too general. The index cannot satisfy the minimum requirement of the no. of links. The structure of the index is confused. The bibliography cannot satisfy the minimum requirement of the no. of items. Items in the bibliography are not annotated. There is insufficient no. of learning reflection. The learning reflections demonstrated that the student has not put in effort in developing the e-portfolio. The final reflection showed serious mistakes or cannot demonstrate even a limited understanding of the selected topic.

	LGS	CLHK	LMSF	CS	GL
No. of students	53	176	100	45	17
No. of teachers	1	1	3	6	1
% of overall grade	25%	5%	60%	60%	10%
Objectives	S	E	S	S	E
Minimum no. of links in the index	/	/	25	25	/
Minimum no. of items in bibliography	/	/	8	8	/
Learning Reflections	1	optional	3	4	optional

S= Substantial

E= Evidence

	LGS	CLHK	LMSF	CS	GL
A	26%	43%	38%	25%	24%
B	28%	34%	54%	43%	24%
C	34%	21%	0%	16%	52%
D	10%	0%	3%	7%	0%
Fail	2%	2%	5%	9%	0%

Comments from Students (1)

“The e-portfolio allows you to do all the research to a large assignment. It forces you to categorize all sources of information, consequently you achieve a greater understanding of your topic of research by knowing where everything fits, rather than just have a whole load of reference that you list as sources at the end of an assignment. I think it is a good form of assessment because it really shows how much research and time a student has or has not put into an assignment. A student could without much effort write a paper in one night and still get good grades.”

A student in Law Government and Society

Comments from Students (2)

“I started off being very unfamiliar to the [system], but through preparing my electronic portfolio I realized that the webpage is extremely user friendly. After a few tries, playing around with the functions, I got the hang of it.

On the whole, I believe that preparing this electronic portfolio is beneficial. After all, it serves important purposes. Students have to do serious research on the topics chosen, but not simply asking for resources from friends, as the portfolio is a strong evidence.

Fairness is ensured and plagiarism is further prevented.

Furthermore, I can really organize my materials in a more logical way, so that they can be fully utilized for the paper. I have found out that in my normal practice in writing papers, I have neglected the part of organizing materials and analyzing them well before writing. This habit is proved to be not as good as preparing something like a portfolio beforehand. I will take this approach in my future papers definitely.”

A student in Constitutional Law of Hong Kong

Comments from Students (3)

“Searching websites and adding comments could broaden our vision based on what we have learnt in lecture.

It allows me to re-evaluate, re-think my attitude towards the subject.

I can write out what I learnt from the [the teachers] and can elaborate more about my feeling and what I am thinking.

It is a good record of assessment and is effective and immediate. Viewers can post up comments immediately.

A student in Law Government and Society

Comments from Students (4)

“It is a kind of self-motivated learning that enables me to choose a topic which interests me. I enjoy surfing information/knowledge on the web. During the process of planning my e-portfolio, I have a chance to have deep reflection on the subject.”

A student in Christianity and Society

Comments from Students (5)

“This is a useful tool for us to collect information (especially on the web) as nowadays most of us search information on web. Also, the description of every article can help us refresh our memory on each article during our research.”

A student in Government and Law

E-portfolio is a good form of Assessment, do you agree?

	LGS	CLHK	LMSF	CS	GL
Strongly Agree	11%	0%	2%	0%	0%
Agree	43%	0%	20%	13%	38%
Neutral	34%	32%	49%	50%	38%
Disagree	7%	34%	20%	32%	19%
Strongly disagree	5%	34%	9%	5%	5%

Issues concerning using e-portfolio as a form of assessment

- **Setting the Purpose**
- **Clear Guidelines and Instructions**
 - Most students are new to e-portfolio
- **Provide samples**
- **Weighting**
 - need to be substantial enough (25-40%)
- **Combination with other assessment methods**
- **Feedback**
- **Workload**

Reference

Biggs, John (2003). *Teaching for Quality Learning at University* (2nd edn). The Society for Research into Higher Education & Open University Press.

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