DIGITAL TEACHING PORTFOLIO IN HIGHER EDUCATION

IMPLICATIONS FOR IMPLEMENTATION STRATEGIES

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OVERVIEW

- WHY digital teaching portfolio?
- WHAT have we done?
- WHAT have we learnt?

WHAT IS A DIGITAL TEACHING PORTFOLIO?

WHY DIGITAL TEACHING PORTFOLIO?

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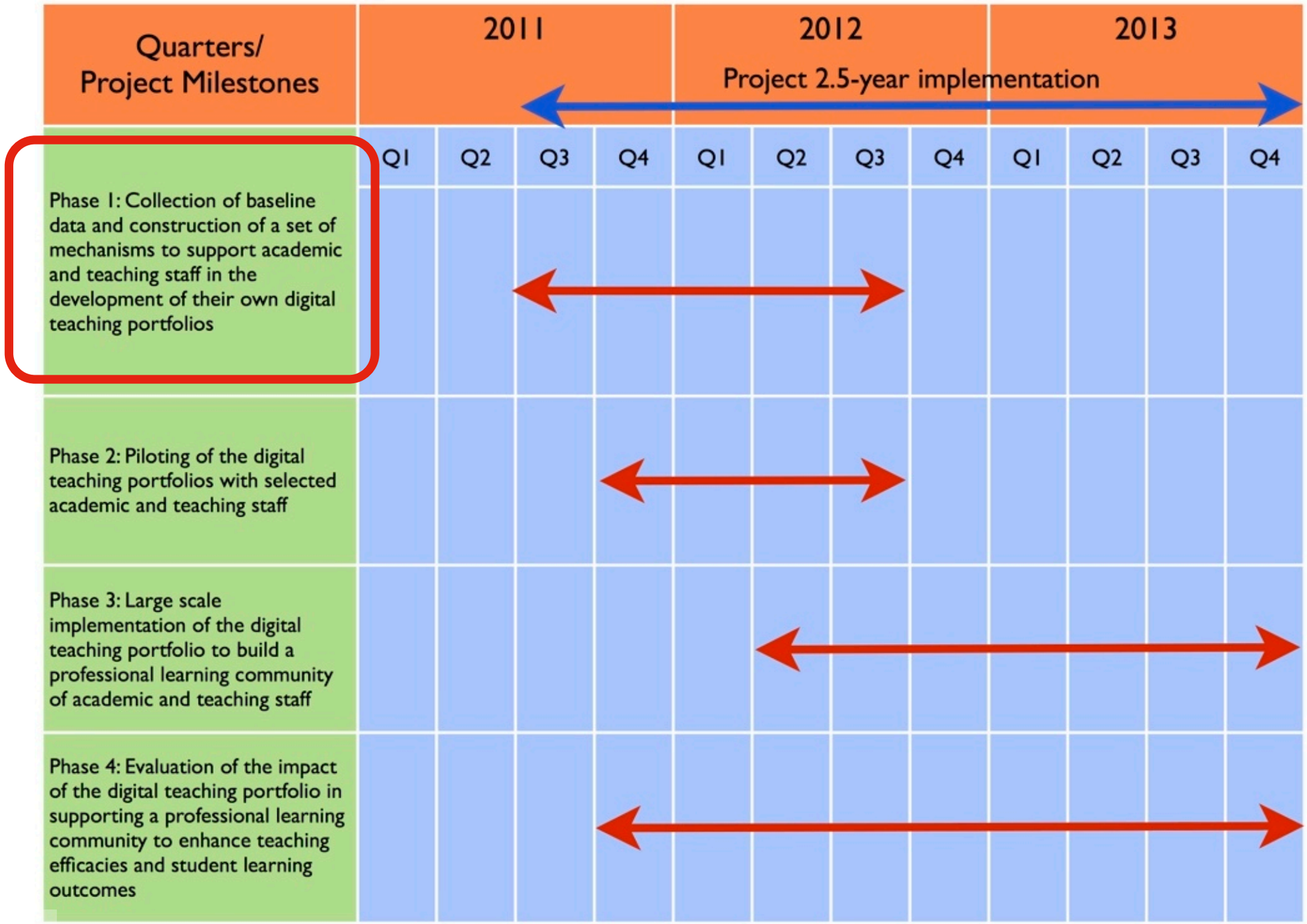
University teaching staff need to learn how to adopt a scholarly approach to teaching and how to collect and present rigorous evidence of their effectiveness as teaching staff. This involves reflection, inquiry, evaluating, documenting and communicating about teaching.

Healey (2000)

WHAT HAVE WE DONE?



*Funded by the Teaching Development Grant (TDG)

WHAT HAVE WE DONE?

- 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 (∝= .95)

Perceived Usefulness for Social Benefits (∝= .90)

Ease of Use (∝= .93)

Intention to Use Portfolio (∝= .97)

Concern about Time (∝= .91)

Concern about Technology and Support (∝= .92)

Computer Efficacy (Self-Exploration) (∝= .93)

Computer Efficacy (Professional Guidance) (∝= .94)

DEMOGRAPHICS

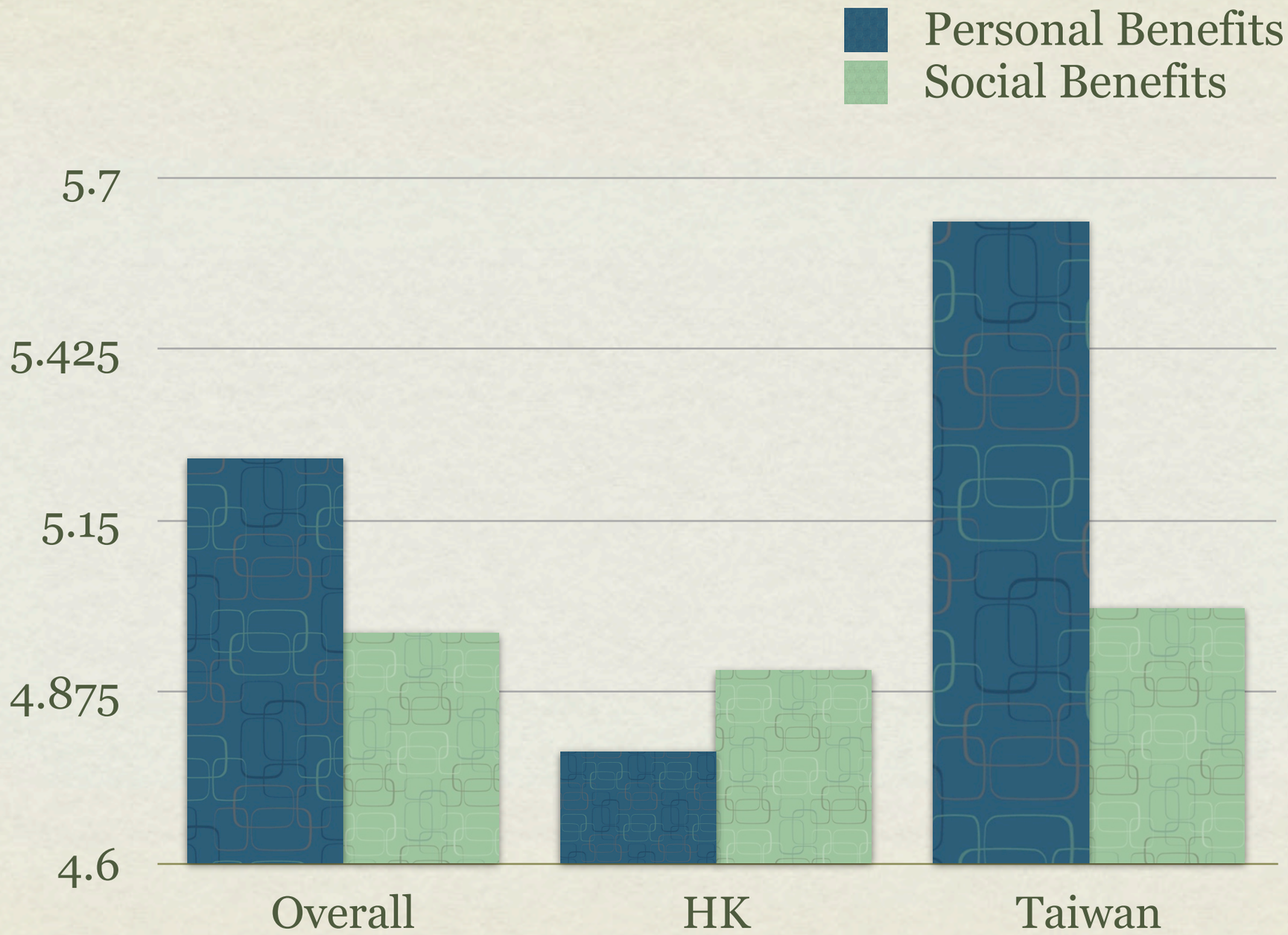
Teaching Experience (Years)

Prior Knowledge

Prior Experience

MAJOR FINDINGS

PERSONAL VS. SOCIAL BENEFITS



*Cohen's d = .81

PRIOR KNOWLEDGE & PRIOR EXPERIENCE

- Those who had Prior Knowledge reported the higher 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 = 5.65)> Self-Exploration (X = 4.48)

  *Cohen's d = .82

THINGS TO NOTE

WHAT HAVE WE LEARNT?

ESTABLISHING BUY-IN

- Prior Knowledge → Promotional Activities
- Perceived Usefulness → Promotional Activities
- Prior Experience → Hands-on Opportunities
- Professional Guidance → Accessible Support

REGIONAL CULTURE & PROGRESS OF DEVELOPMENT

Hong Kong	Taiwan
1994 Launched initiatives to promote teaching excellence in HE	1997 Launched the Information Education Infrastructure Program
2002 Urged to integrate technology for teaching and learning enhancement in HE University Grants Committee (2002)	2002 Launched national projects on the use of ICT in HE, alongside other initiatives in 12 other sectors Chang, Wang, & Chen (2009)
	1990-2011 Education technology in teaching and learning - One of the fastest growing and most productive fields of research Tseng, Chang, Tutwiler, Lin, & Barufaldi (2013)

INSTITUTIONAL POLICIES & CULTURE

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