

Self-Management of Learning Trajectories by Students: E-Portfolio in the Hong Kong Institute of Education

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Overview of the 20-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



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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



- Home
- Profile
- My Portfolio
- Groups
- My Views
- My Collections
- My Files
- My Blog
- My Plans
- Export

My Collections

New Collection

A Collection is a set of Views that are linked to one another and have the same access permissions. You can create as many collections as you like, but a View cannot appear in more than one collection.

CLE Courses

Edit Title and Description

Manage views

Edit Collection Access

Views: Access Advanced English (CLE2128), English for General Academic Purpose (CLE1169), Intermediate Putonghua (CLE2106)

Co-curricular Courses (SAO)

Edit Title and Description

Manage views

Edit Collection Access

Views: Building Electronic Portfolio for Your Career Development, Developing Your Personal & Career Pathways Using e-Portfolio, Mainland & Overseas Summer Internship Challenge Programme

Field Experience Teaching Practicum

Edit Title and Description

Manage views

Edit Collection Access

Views: Year 3 FE Portfolio - Spring 2012, Year 4 FE Portfolio - Fall 2012

GE Consolidation Courses

Edit Title and Description

Manage views

Edit Collection Access

Views: General Education (Consolidated Course), General Education (Consolidated Course), General Education (Consolidated Course)

My Views

Building Electronic Portfolio for Your Career Development
YEAR 2 / Sem 2

Developing Your Personal & Career Pathways Using e-Portfolio
YEAR 3 / Sem 2

Year 3 FE Portfolio - Spring 2012
YEAR 3 / Sem 2

Year 4 FE Portfolio - Fall 2012
YEAR 4 / Sem 1

Mainland & Overseas Summer Internship Challenge Programme
YEAR 3 / Sem 2

Access Advanced English (CLE2128)
YEAR 1 / Sem 2

English for General Academic Purpose (CLE1169)
YEAR 1 / Sem 2

Intermediate Putonghua (CLE2106)
YEAR 1 / Sem 2

General Education (Consolidated Course)
YEAR 3 / Sem 2

General Education (Consolidated Course)
YEAR 4 / Sem 2

General Education (Consolidated Course)
YEAR 5 / Sem 2

International Exchange
YEAR 2 / Sem 1

Piloting the Student E-Portfolio



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Pilot Courses (2010 – 2012)

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

Sample of E-Portfolio

Year 4 FE Portfolio - Fall 2011

This is my FE portfolio:

Profile Information

- First Name: WING SUM
- Last Name: TAM
- Occupation: BEEd (EL) Year 4
- Email Address: s0817427@s.ied.edu.hk



Reflective Journal

Please click on the following Google Docs link to access my reflective journal:

<https://docs.google.com/document/d/1o6RYFmzr7YTJa8fGQyG5bRCn6yd7nfQP5UT3Mlis/edit>

Completed Institute Forms

- 12-19-2011(3).pdf
Supervision forms
1.3MB | Monday, 19 December 2011 | Details
- 12-19-2011(4).pdf
Feedback from Placement School on Student Teacher
153.1KB | Monday, 19 December 2011 | Details
- 12-19-2011.pdf
Record of student teacher's activities in Placement School
259.6KB | Monday, 19 December 2011 | Details

Lesson Plan and materials 1: Fun and Game

This file consists of the lesson plan and the materials for the unit Fun and Games

Contents:

Name	Description
Fun and G...Lesson 1	Lesson plan and materials for lesson 1
Fun and G...Lesson 2	Lesson plan and materials for lesson 2
Fun and G...Lesson 3	Lesson plan and materials for lesson 3
Fun and G...Lesson 4	Lesson plan and materials for lesson 4
Fun and G...Lesson 5	Lesson plan and materials for lesson 5
Fun and G...t tense)	Lesson plan and materials for lessons on present tense
Unit Plan_ing.doc	Unit Plan for the unit Fun and Game

Completed Institute forms

Contents:

Name	Description
12-19-2011(3).pdf	Supervision forms
12-19-2011(4).pdf	Feedback from Placement School on Student Teacher
12-19-2011.pdf	Record of student teacher's activities in Placement School

Examples of Other Evidence

Contents:

Name	Description
Tick	The classroom management approach for the P.2 students. If students perform well, they will be given ticks and record on their own Tick Record Book.
Tick...stem.doc	They collect the ticks and get prizes. Prizes vary in terms of the number of ticks.

Artifact 1 --- A lesson on 'Fun and Games'

- Lesson Pl...se 2.doc
Lesson Plan
54KB | Friday, 02 December 2011 | Details
- clue card.doc
Linguistics support for weaker students
- 27.5KB | Friday, 02 December 2011 | Details
- Weekly Ac...ties.ppt
Powerpoint for the lesson
- 1.1MB | Friday, 02 December 2011 | Details
- 2011-12-0...5.21.jpg
Student's work for the activity
- 1.1MB | Monday, 19 December 2011 | Details

Artifact 2 --- Design of a graded worksheet

- high ability.jpg
Student's work (higher ability students)
- 1.1MB | Monday, 19 December 2011 | Details
- lower ability.jpg
Student's work (lower ability students)

Reflective journal link

Completed Institute Forms

Teaching Plans & Materials

Examples of "Other Evidence"

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 multi-media elements).

Impact of E-Portfolio – Focus Group Discussions

Student Y – “It provided a clear framework or elements that you can put in your portfolio. And it is a good way for us to think what we can showcase. For example, I can put PowerPoint slides on it, which I can reflect on it. I am just doing paper-based portfolio. I think there are some limits of what I can reflect on. I made PPT for most of the lessons. But because the PPT just lasts for a short time, some key words have to be written on the board to retain classmates’ memory. I also use websites, songs and video clips. ... I have some schoolmates who are now in- service teacher who have a large pile of portfolio to send for every job application. This is not effective and efficient, and when schools look at that pile of materials, they will just shock. And e-portfolio is a way to show that we have certain competency of using the technology, which is very important nowadays.”

Student Z – “We established different folders and showed pictures and videos. And I think that is the most interesting and helpful thing. I have uploaded some pictures. Because the pictures can give anyone who visits this website a very direct and visual image, and help him/her to get the main ideas of what I have been doing.”

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.

Lessons Learnt: Focus Group Discussions

Student A - "... the timing (of introducing e-portfolio) is very important. Don't introduce things in the middle, people won't accept it. It is not about the Mahara itself, it is about the policy, the administrative procedure."

Student B – "It could start being used from year 1, for students to keep their records of their own studies, their assignments, presentations or even the documents they download from the blackboard.... Maybe some methodology courses. Because we have to do some micro-teaching. We have to design teaching materials and lesson plans. And we did make references to our own assignments of those courses. We made references to the teaching materials that we had. So maybe it would be a good one."

Student C – "And one more course, in year 2, we have to do our research, a small research about English teaching for one semester. I think that one could do with Mahara. Because it also requires to video-tape the lessons, the data, the student's works, the reflections, the presentations and final reports as well. So any course requires a similar assessment, I think they can use Mahara too."

Supporting Conditions and Resources



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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

Adding profile information of student

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 Programme and Year (see below).

Example of "My Profile Information"

- First Name: Ronnie Homi
- Last Name: SHROFF
- Occupation: Ed (EL) Year 4
- Email Address: rshroff@ied.edu.hk



Step 2 - Add Your Reflective Journal

Please refer to the attached document [Supplementary Information on Year 4 Field Experience for 2008-2012 Cohort.](#) **IMPORTANT: Be sure to pay attention to the periodic deadlines.**

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

How to Access Google Doc Instructions



[GoogleDoc...e\(2\).pdf](#)
149KB | Friday, 14 October 2011 | Details

My Reflective Journal (Sample)

Please click on the following Google Docs link to access my reflective journal:

https://docs.google.com/document/d/1EK4Xl3eUws3uG7JkZl0WdydBdka3uKfWR3CyynVZw1E/edit?hl=en_US

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 YouTube) as "Embedded Media" block (i.e. a video uploaded to "My Files"), placed in your FE portfolio.

Example of Video of your Teaching



Step 6 - Add Examples of Other Evidence

Here you can add any other evidence or additional artifacts which you may 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"

- [Mock_Exam...rics.doc](#)
MOCK EXAMPLE - REFLECTIVE NARRATIVE RUBRIC
77.5KB | Friday, 16 September 2011 | Details
- [Reflectio...ria.doc](#)
I used the following rubrics to help me understand important criteria for assessing my reflective journal
35KB | Friday, 16 September 2011 | Details
- [Rolheiser...artz.pdf](#)
The results from this study found the 3R framework supported portfolio use & encouraged more in-depth, reflective thinking & writing
102.6KB | Friday, 16 September 2011 | Details

Instructions for adding reflective journal as a Google Docs link

Example of Google Docs link to reflective journal

Examples of "Other Evidence"

Full-Scale Implementation of E-Portfolio

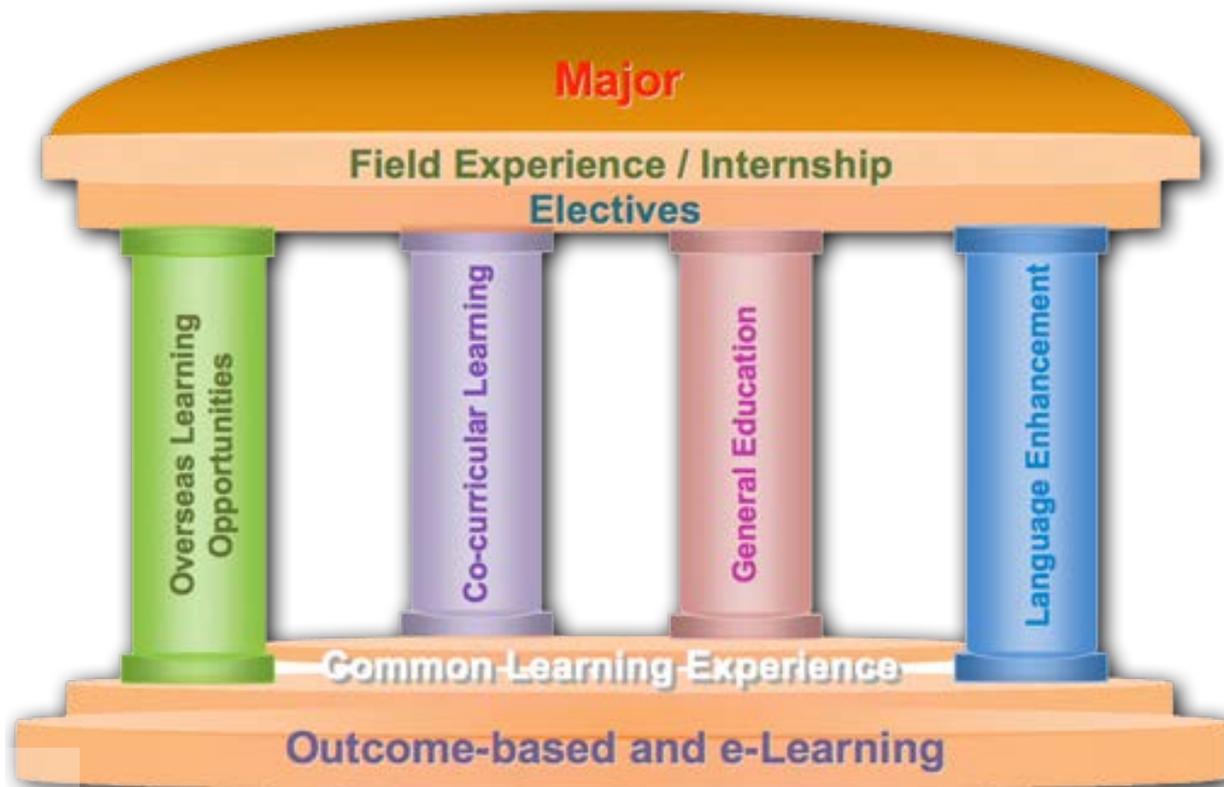


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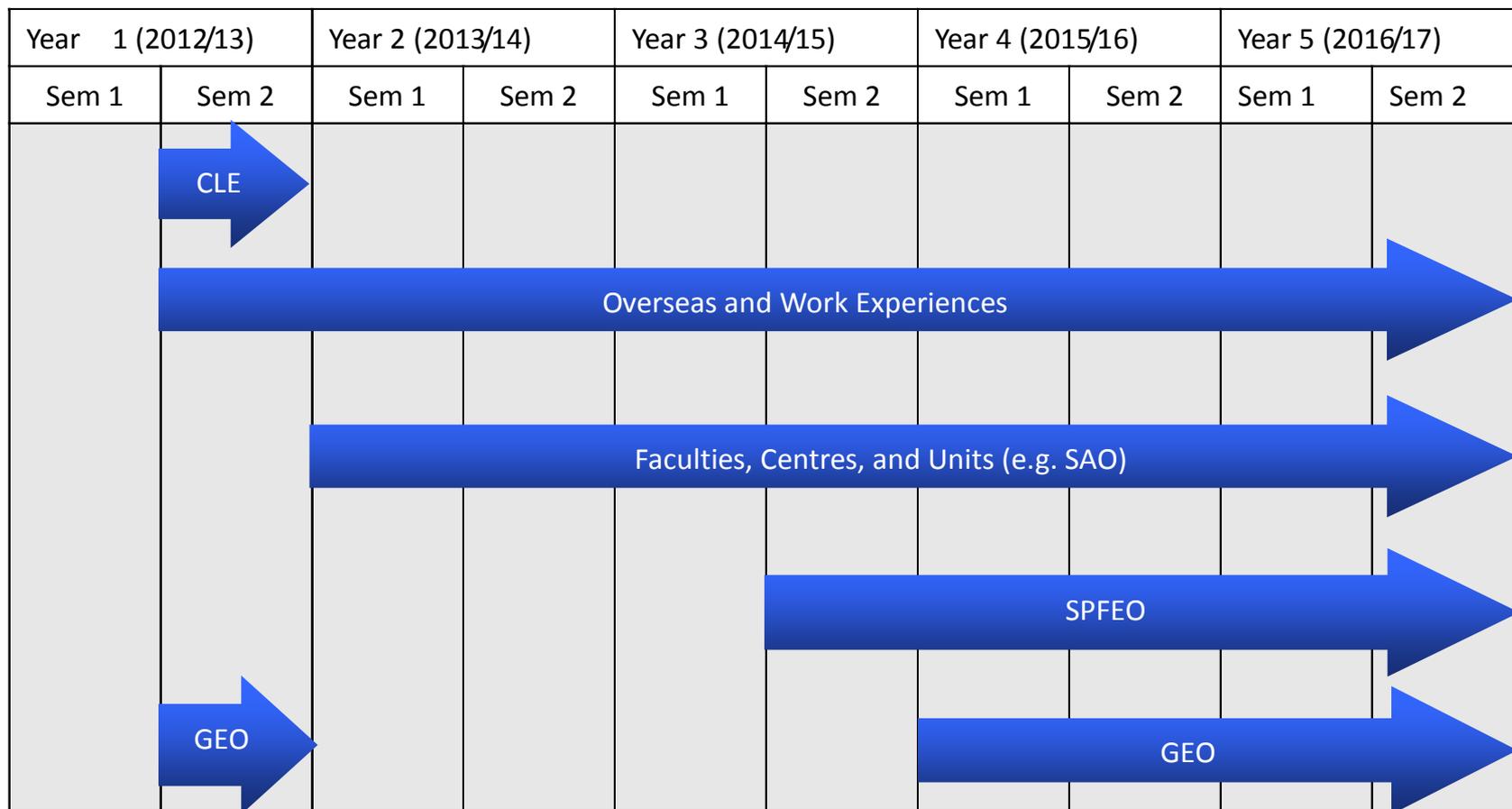
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E-Portfolio in HKIEd: Four Pillars

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



E-Portfolio Timeline



LE Implementation for Semester 2 2012/13

- 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.

LE Portfolio Template

e-Portfolio Demo

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.

About me

Hi, 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!! :)

Contact Me

- **Business Phone:** 2948 8342
- **Official Website Address:** <http://itc.ied.edu.hk/?p=497>
- **Email Address:** yeekeung@ied.edu.hk

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 text 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 4-June. I've make some amendment in different section.....

[Learning Plan -Final](#)

NEXT STEP (self-reflection)

After 2 semester and lots of learning activities. I feel..... 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.

This demo will show you the basic layout and structure to showcase your learner plan, reflective and some others learning activities.



[Self-reflection.ppt](#)

Independent Learning Activities

- **TV - BBC : Sherlock, Series 1** in Yee Keung LIU's Blog on 20 July 2012, 11:43 AM
- **Book - The Girl With the Dragon Tattoo** in Yee Keung LIU's Blog on 20 July 2012, 11:41 AM
- **Movie - The Dark Knight Rises** in Yee Keung LIU's Blog on 20 July 2012, 11:37 AM

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

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

GE Implementation for Semester 2 2012/13

- 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 Portfolio Template

GE Foundation Course: Student View demo

Students may choose how to structure their portfolio, provided they can fulfill the requirements of the marking criteria.

There are many possible activities which students can write about in a portfolio. As samples, a few are listed below, but students should not feel limited to any of these formats.

Profile Information

This is my first year in HKIEd.

- **First Name:** Hing Keung, Vincent
- **Last Name:** HUNG
- **Official Website Address:**
<http://itc.iied.edu.hk/?p=585>
- **Business Phone:** 29487040
- **Email Address:** vhung@iied.edu.hk

Tasks in GE View

At the end of semester 2, all year one students will be able to perform three 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, ppt and other relevant evidences) to Mahara and share to GE tutors

My group

My group members are :

Peter, Paul, Mary and Simon.

The title of my group project is "abcdedfg".

We chose to study this project because abcd adel, bdins. diom;sf. s sspnfs ss.

After some discussion, we agreed that dje.swe swie.s geis s.sd.jsis..

Here is the PowerPoint for my final presentation.

My PowerPoint

dummy ppt.pptx
41.1KB | Wednesday, 01 August 2012 | [Details](#)

Final Paper

The attached file is paper 3 submission which has linked up to the topics connected to the lectures. The topics cover:

- 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.docx
10.5KB | Friday, 03 August 2012 | [Details](#)

Paper 2.docx
10.5KB | 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 ...r 3.docx
11.9KB | Friday, 03 August 2012 | [Details](#)

Student profile with contact info

Group Project PowerPoint

Individual Reflection Papers

GE Foundation Portfolio: Implementation

- 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

Create View Step Two: Details

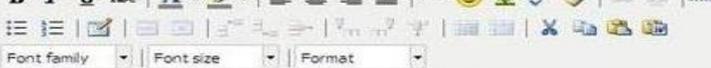
1. Assign your View a Title (i.e., My FE Portfolio – Spring 2011), description and assign any relevant tags. This view is essentially your FE Journal in which you can organize all your artifacts that you wish to include. **IMPORTANT:** Please keep your entire FE Portfolio in **ONE SINGLE VIEW ONLY**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

Instructions contextualized to FE

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

Clear screenshots

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

Step-by-step instructions

Create View Step Three: Access

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

Access settings to FE Supervisor

Allow copying

Check this box if you would like the people who can see your view to be able to make their own copies of it.

- Add Public
- Add Logged In Users
- Add Friends
- Add Secret URL

Added

Timothy TAYLOR Remove

From:

To:

Challenges and Issues



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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

THANK YOU

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