

eduhub days 2017

- Twitter: #eduhubdays17
- February 9 & 10, 2017
- Università della Svizzera italiana (USI)

E-assessment from vision to practice: exploring new scenarios

Semi-plenary II

Friday, February 10, 2017, 09h30 - 10h30, Red Building, Università della Svizzera italiana

Room A11

E-portfolio as a framework for formative assessment

Sabina Staub, Sebastian Jünger, Lynn Williams, PH FHNW

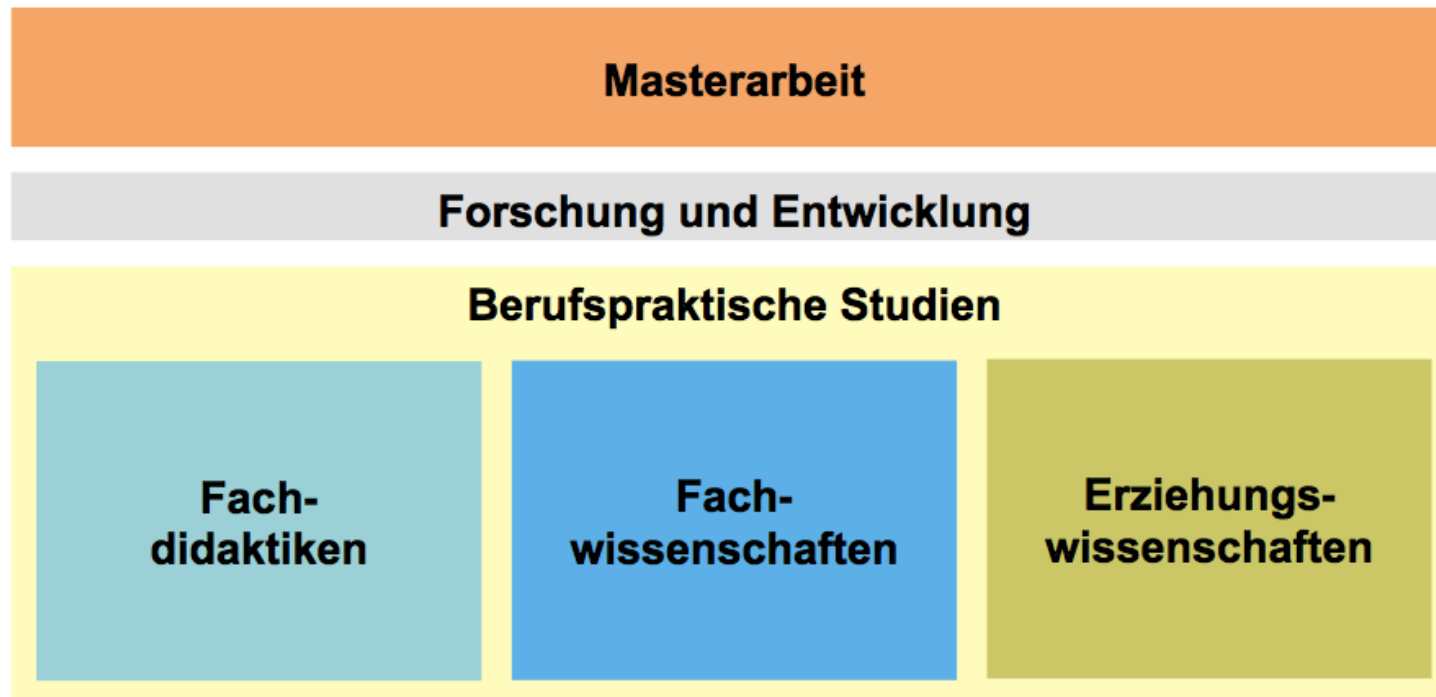
E-portfolio as a framework for formative assessment

Sabina Staub, Sebastian Jünger, Lynn Williams, PH FHNW

Overview

- *The ePortfolio as a means for reflective professionalisation: Portfolio work in a secondary teacher education programme*
- *Introducing pre-service teachers to the use of an e-portfolio: What needs to be considered? What qualitative and quantitative criteria are necessary in peer feedback settings?*
- *Introducing lecturers to the use of an e-portfolio: What are the benefits and challenges involved in giving feedback with a digital tool? How can comments be structured to support the quality of reflection and professionalisation?*

*The ePortfolio as a means for reflective professionalisation:
Portfolio work in a secondary teacher education programme*

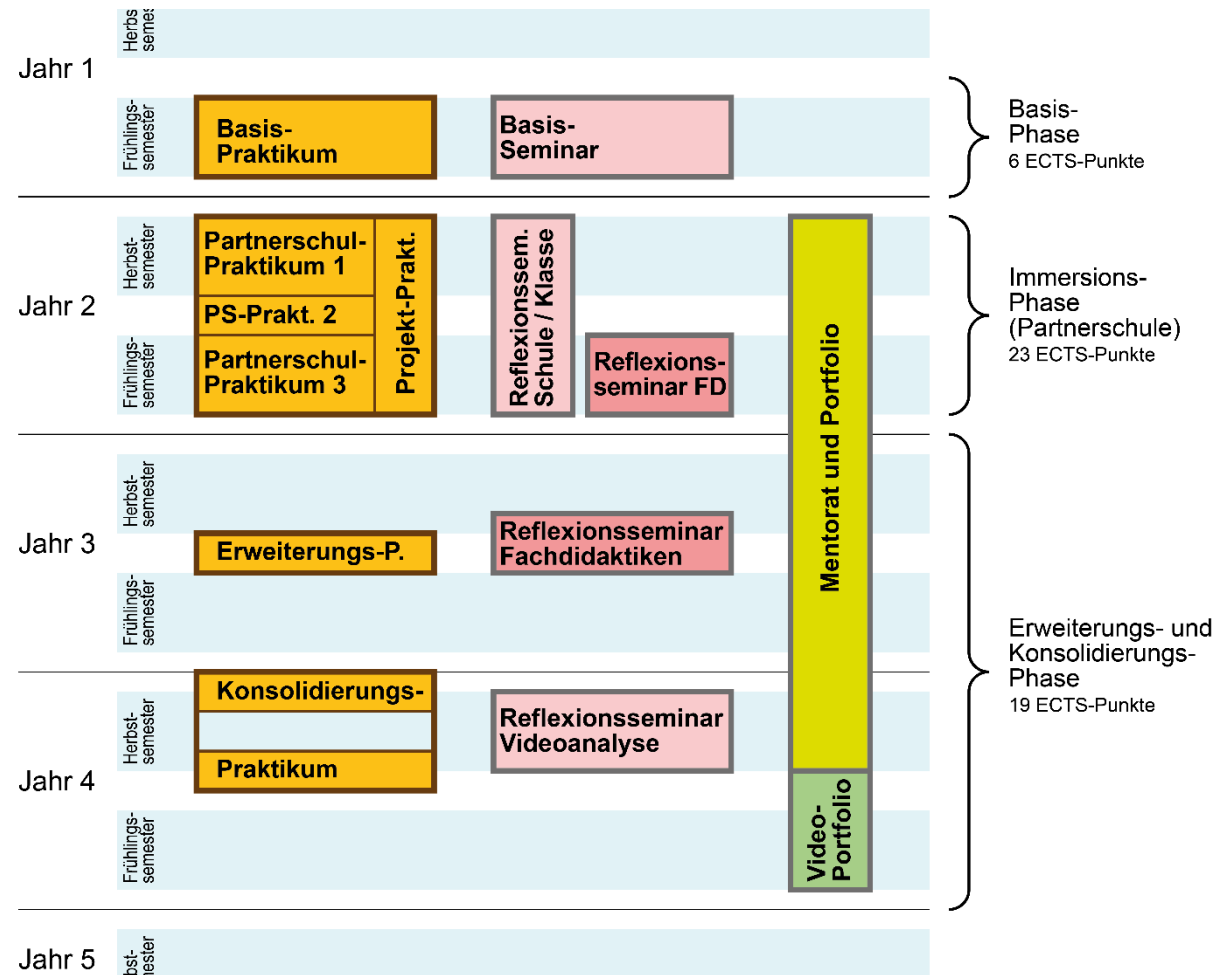


study areas teacher education programme PH FHNW (lower secondary)

The ePortfolio as a means for reflective professionalization: Portfolio work in a secondary teacher education programme

the professional development curriculum (lower secondary)

- *in the portfolio experiences and learning outcomes from placements and seminars are documented and reflected on*
- *portfolio work is embedded in compulsory mentoring*
- *frequent feedback should be provided*



*The ePortfolio as a means for reflective professionalization:
Portfolio work in a secondary teacher education programme*

theoretical references

- “assessment for learning” acknowledges that systematic feedback from the teachers to the students informs the learning and teaching process itself (Biggs 2003)
- formative e-assessment as a means of promoting self-reflection and students taking control of their own learning Whitelock (2007)
- learning as “conversational”, consisting of a series of iterative cycles of interaction between teacher/learner/peers in a variety of combinations which may make use of technologies to greater or lesser degrees (Laurillard 2007)

*The ePortfolio as a means for reflective professionalization:
Portfolio work in a secondary teacher education programme*

key strategies for formative assessment (Black & Wiliam 2009)

1. engineering effective classroom discussion, questions, and learning tasks that elicit evidence of learning;
2. providing feedback that moves learners forward;
3. clarifying and sharing learning intentions and criteria for success;
4. activating students as owners of their own learning; and
5. activating students as instructional resources for one another.

*Introducing **pre-service teachers** to the use of an e-portfolio:*

What needs to be considered?

What qualitative and quantitative criteria are necessary in peer feedback settings?



*Introducing **pre-service teachers** to the use of an e-portfolio:*

Sample: 3 pre-service teachers

Foundation: official portfolio-concept plus adapted assignment

Duration: April – September 2016

Aims: Testing e-portfolio, collecting important experiences,
considering implementation



*Introducing **pre-service teachers** to the use of an e-portfolio:*

What needs to be considered?

- Introduction to Mahara
 - Introduction to reflective writing
 - Clear obligations
 - Link to other courses?
-

*Introducing **pre-service teachers** to the use of an e-portfolio:*

What qualitative and quantitative criteria are necessary in peer feedback settings?



*Introducing **pre-service teachers** to the use of an e-portfolio:*

Comment from lecturer:

Dear Peter,

It was interesting to read that you've found a method which you and your students like and which is also useful. The last sentence in particular made me smile.

I also find it interesting that clapping fosters a sense of community at secondary level. This method makes it possible to achieve lots of goals simultaneously. What more could anyone want?

Have you discussed the topic of listening to music in lessons in your methodology course? I'd be interested in finding out about this area. What do you know about it?

*Best wishes,
Sabina*

*Introducing **pre-service teachers** to the use of an e-portfolio:*

Task for peer-comments:

Write one comment for one portfolio-entry of another person:

- What is particularly interesting?
 - What questions are not answered yet?
-

Introducing **pre-service teachers** to the use of an e-portfolio:

Comment from peer:

I really like it that you involved the students in your hunt for a way of addressing disturbances in lessons. I think it's tricky, though, if you don't take up their ideas in the end and just go with your own (which they didn't seem to like in the beginning). I also remember how annoying it was as a student when teachers made you think they were letting you decide - and then went back to their own ideas in the end.

I've got the same problem with noise and handicraft lessons. I haven't found a satisfactory solution yet either. Above all I notice that I just have to be more patient than usual and wait until I've got everyone's attention. It does always work out in the end. I just wait until it's totally quiet before saying anything.

Clapping works great in primary classes. With secondary classes it's bound to be more difficult because everything's 'embarrassing' to them. Clapping is also a further noise disturbance! The question of music, smartphones, headphones and so on is also a tricky area - I can't say yet whether I'm in favour or not.

One thing's for sure: my brain nearly always feels like it's about to explode after handicraft lessons 😊

*Introducing **pre-service teachers** to the use of an e-portfolio:*

What qualitative and quantitative criteria are necessary in peer feedback settings?

- Who writes comments?
 - How often do they write?
 - Is a minimal number of comments necessary?
 - What does a comment include?
 - Does the writer react to comments?
 - Does the writer revise his text?
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*Introducing **lecturers** to the use of an e-portfolio*

Timeframe

mid-July 2016: kick-off, sign-up for those interested in the pilot project

mid- August 2016: workshop to get to know the tool (log-in beforehand!)

November 2016: exchange between mentors at partner schools

ongoing: feedback to our department by individual lecturers and students

February 2017 (planned): further lecturers on board

*June 2017 (planned): evaluation of pilot project: what further steps are needed?
how and where can we optimise our work?*

Feedback from lecturer: case study 1 (already working with e-portfolio)

- *Lecturer and the individual student engage in discussion with one another; no exchange has yet taken place among students.*
 - *Technical difficulties lead to lecturers (and students) questioning the value of the e-portfolio.*
 - *However, if the technical difficulties can be easily resolved, there is huge added value in:*
 - *the increased frequency of feedback*
 - *the permanency of the comments in one place*
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Key dimensions of mentoring programme at upper-secondary level

Duration: 1 semester

Set-up: 1 group meeting, 2-3 individual coaching sessions per student

Workload for students: 30 hours (including portfolio from beginning of studies)

Workload for lecturers: 30 hours (for a group of 10 mentees)

Sample page for mentoring presence on e-portfolio

Preparation for group meeting (information to students in advance, including welcome mail re: work with SwitchPortfolio and instruction to choose a topic to focus on, see example below)

«Suggest a topic for your own professional development which you would like to explore with your mentor. Refer to the website for relevant competence areas. Document how you explored this topic by referring to 5 central sources (readings, photos, statistics)

Further details: 3-5 texts, min./ max. number of characters to be decided by lecturer. Lecturers suggest possible topics/questions, students choose an individual focal point. Write your text for your target readership (see *Structuring your portfolio*)»

Feedback from lecturer: case study 2 (beginning work with e-portfolio Feb)

«What concerns me most ahead of implementing the e-portfolio is that students might have technical difficulties (as I did when logging on originally) and that I will need to support them here. But if the e-portfolio becomes the norm, then this will be no problem as everyone will be initiated from the outset.

One opportunity would be if the tool was introduced from the get-go. In this way, all the students' documents from their training would be collected in one place.»

Structuring the e-portfolio work in the department

Organisational principles on SWITCHportfolio:

Group for mentor orientation/exchange (Mentorat_SekII_HS16)

Sub-groups per mentor (for example: Mentorat_Fischer_HS16)

Per sub-group :

- group page (information and guidelines, relevant dates, possibly general discussion questions)*
 - individual page (one per student; access only for student, lecturer, in future possibly practice coaches in schools)*
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What can we learn from this feedback?

- *Lecturers need to be familiar with the requirements of the mentoring programme (> «content»)
.... and with SwitchPortfolio (> «tool»)*
 - *They also need reliable support for any ICT issues which arise (for students too)*
 - *They believe that consistent use of SwitchPortfolio across the board in the training programme is key*
 - *They (and their students) need a positive attitude and a willingness to enhance face-to-face encounters with digital exchanges*
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