E-portfolios, learning autonomy, and self assessment

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Session objectives

By the end of this session, participants will be able to:

1. identify new trends in language assessment in general and learners' self-assessment in particular;

2. understand and identify what E-portfolios are and what the process of creating E-portfolios involves.

3. consider ways to make E-portfolios tools for engaging and empowering adult language through making assessment an ongoing tool for monitoring their progress.

What is a Portfolio?

- Organized collection of authentic artifacts or work samples, in which the candidate systematically demonstrates his or her completion of specific assignments, competencies, and standards over time. (Johnson et al., 2006, p. 17)

- Through the use of artifacts, i.e., concrete examples of an individuals work, portfolios contain evidence of knowledge, dispositions and skills. (Brown Irby, 2001).

Types of Portfolios
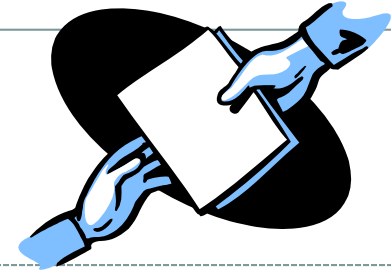
Teaching Portfolio:

This portfolio is used for pre-service teachers or for relicensure. It is a structured collection of teaching documentation with student samples.

Display Portfolio:

Showcase of a students' best work demonstrating the highest level of achievement.

Working Portfolio:

An intentional collection of work guided by specific learning objectives. Contains documents students are currently working on or have recently completed

Assessment Portfolio:

Illustrates how a student has met specific standards and learning outcomes

Portfolios for assessment

- Portfolio assessment enables instruction to be linked to assessment, promotes reflection, helps learners to take responsibility for their own learning, enables learners to see gaps in their learning, and enables learners to take risks (Ekbatani, 2000, pp. 6-7).

Portfolios typically show

- a student's best work (showcase portfolio)
- progress in learning over time (work portfolio)
- samples of different types of work.

What Should an Assessment Portfolio Include?

- Learner goals
  - Curriculum standards, unit goals, essential questions
- Guidelines for selecting materials
- Artifacts
- Teacher feedback
- Self-reflection
- Criteria for evaluating work

These items may be provided by the teacher, the student or both

What is an Artifact?

An artifact can be:

- Papers or projects of significance

- Evaluations from assignments or projects

- Recognitions and awards

- Writing samples (with reflection)

- Stories or journal entries

- Photos, drawings, home movies

- Any "electronic" evidence

What is an Electronic Portfolio?

An E-portfolio uses electronic technologies to allow teachers and students to collect and organize portfolio artifacts in many media types.

Why use an E-Portfolio with Students?

- Information is easily stored in a computer's hard drive, CD, Jump drive or other storage device.

- Creation of E-Portfolios enhances computer and technology skills. Students gain experience with crucial thinking skills and can use technology to create, select, organize, edit, and evaluate their work

- Students gain a sense of empowerment by displaying, sharing, and presenting their E-Portfolio's to teachers and the community.

Why use an E-Portfolio with Students?

- Help learns reflect on language learning to improve it

- Language passport to summarize the learners linguistic and cultural identity and competence (synthetic and informative)

- Language biography to describe in-depth language and intercultural experiences and future targets

- Dossier to collect examples of learners work (text, audio, video, graphics) shows development of proficiency over time

Files to Include in an E-Portfolio

- Text File

  o Displays student thinking

- Image

  o Conveys a message without words

- Sound

  o Shows oral communication skills (or represents a student interest or project)

- Video

  o Displays student presentations and performances
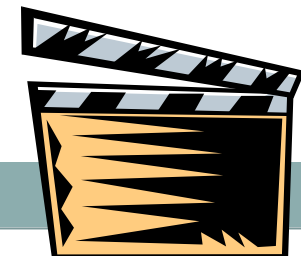
Stages in E-Portfolio Development

- Stage One: Define context and goals
- Stage Two: Collect artifacts and design
- Stage Three: Select specific artifacts and reflect
- Stage Four: Organize artifacts and finalize portfolio
- Stage Five: Package portfolio and present to appropriate audience

Assessment of E-Portfolios

A rubric is the best and most accurate tool to effectively evaluate a student portfolio

- Teachers can track students' performance
- Students know from the beginning what is expected

Common Features of Rubrics

- Focus on measuring a stated objective (performance, behavior, or quality)
- Use a range to rate performance
- Contain specific performance indicators arranged in levels describing the degree to which a standard has been met.

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