



The NIE e-Portfolio Pilot: What, Why and How?

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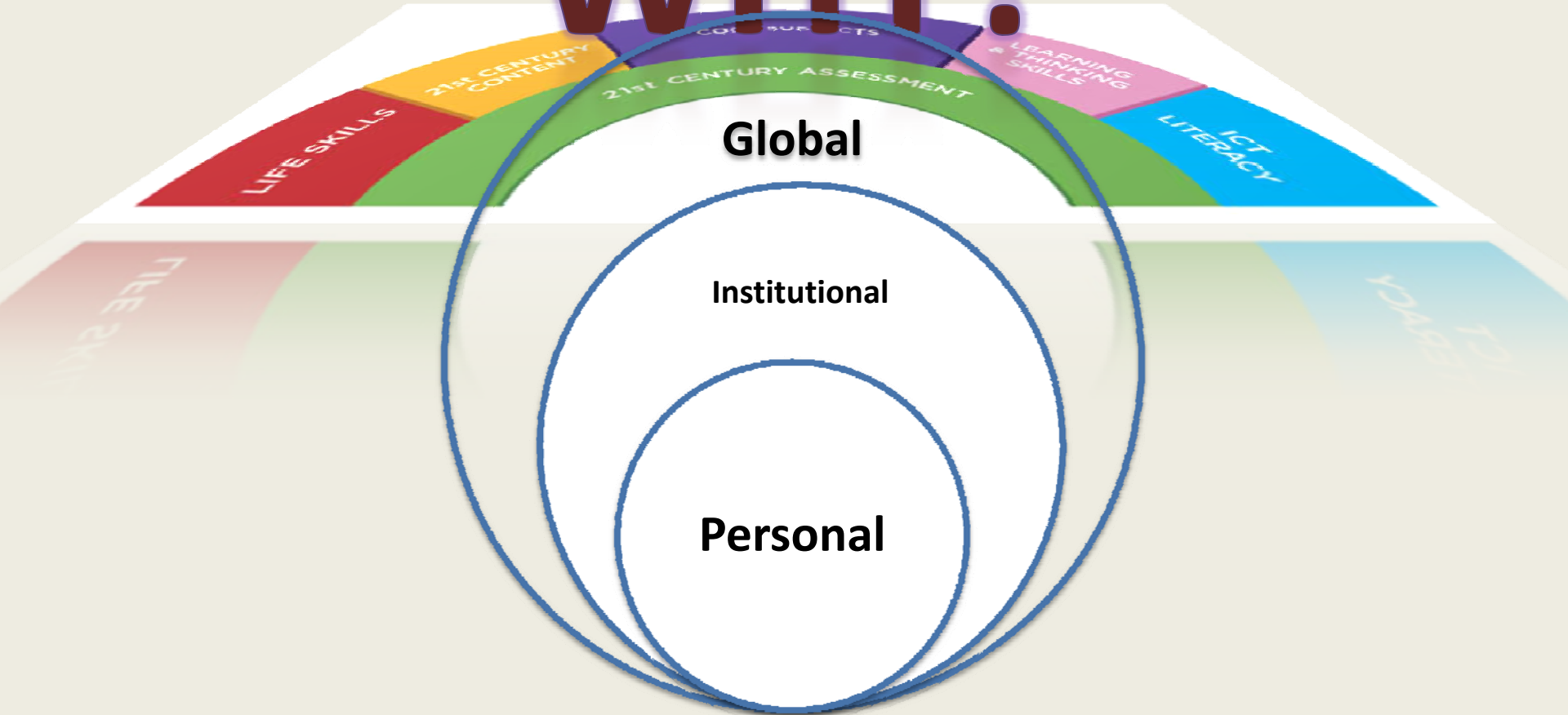
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Why E-Portfolio?

WHY?



Why the ePortfolio for students?

“We do not learn from experiences; we learn from **reflecting** on our experiences.” – John Dewey



A Powerful Tool for ...

LOOK BACK

I want to **share** my work! I want to hear what others say.
I want to learn from others!

LOOK AROUND

What are my **goals**?
How can I achieve them?
What is my future career like?

LOOK AHEAD

- ✧ Self-management
- ✧ Reflective practice
- ✧ Building connections
- ✧ Showcasing oneself
- ✧ Lifelong learning

Why the e-portfolio in NIE?



- In line with capturing students' experiences, the e-portfolio is a vehicle for:
- charting the **learning journey** of the student teacher;
- developing his/her **personal teaching philosophy** over time;
- providing evidence for the **theory-practice link** in the student teacher's learning and classroom teaching;

Why the e-portfolio in NIE?



In line with the main goals of the **NIE TE21**, the e-portfolio is a vehicle for:

- facilitating the integration of the **Reflective Teaching Model**;
- providing evidence for the integration of **Values, Skills and Knowledge (V³SK)**;
- providing evidence for the attainment of the **Graduand Teacher Competencies (GTCs)**.

Why the e-portfolio from a Global perspective? What's around us?

A study conducted by City University , HK showed:

- **Europe** Europass to increase transparency of qualifications/mobility of citizens
- **UK** Personal Development Planning (PDP)
- **Australia** development of graduate capabilities
- **US** reflective learning and personal development
- **Canada** Graduation Portfolio Assessment; Teacher Education Programme
- **HK** Outcomes-Based Teaching & Learning (OBTL), Student Learning Profile (SLP) & Other Learning Experience (OLE)

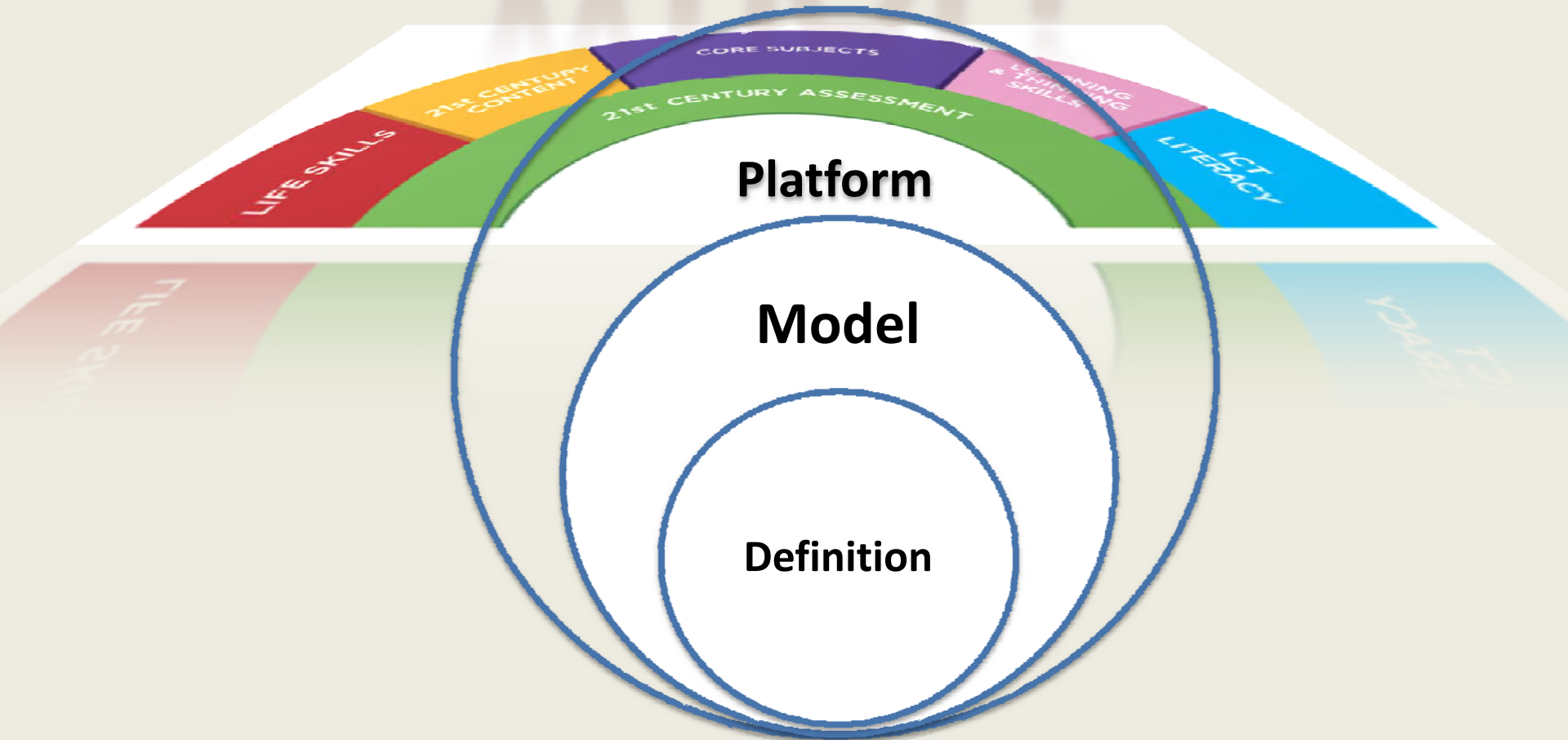


Global perspective (cont'd)

- Chou and Chen (2009) - ten separate studies on the use of e-portfolios in institutions across Asia, the US and Europe.
- Strivens (2007) - out of 71 Higher Education/Further Education Institutions surveyed in the UK, 56% had one or more electronic resources that could be described as e-portfolios.
- In the US, the 2002 National Council for Accreditation of Teacher Education Standards mandated the widespread use of e-portfolio technology across teacher education programs (Foley, 2008).

What about the e-portfolio?

WHAT?



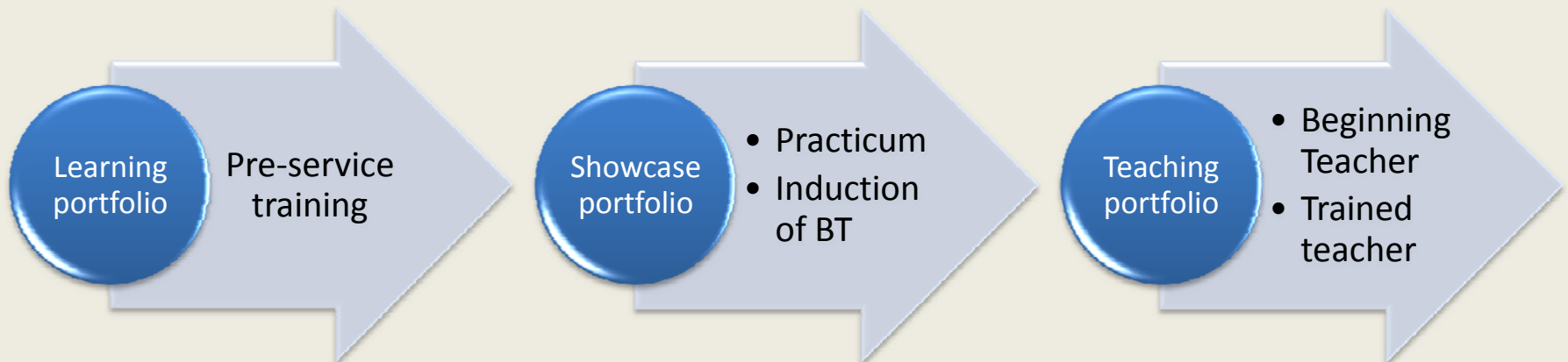
We define the developmental e-portfolio as...

an electronic collection of **authentic**
and **diverse evidence** of
a student teacher's **learning** and **achievement** over
time,
on which he/she has **reflected**
and designed for
personal **development**, as well as for
presentation to audiences for specific purposes

The NIE model

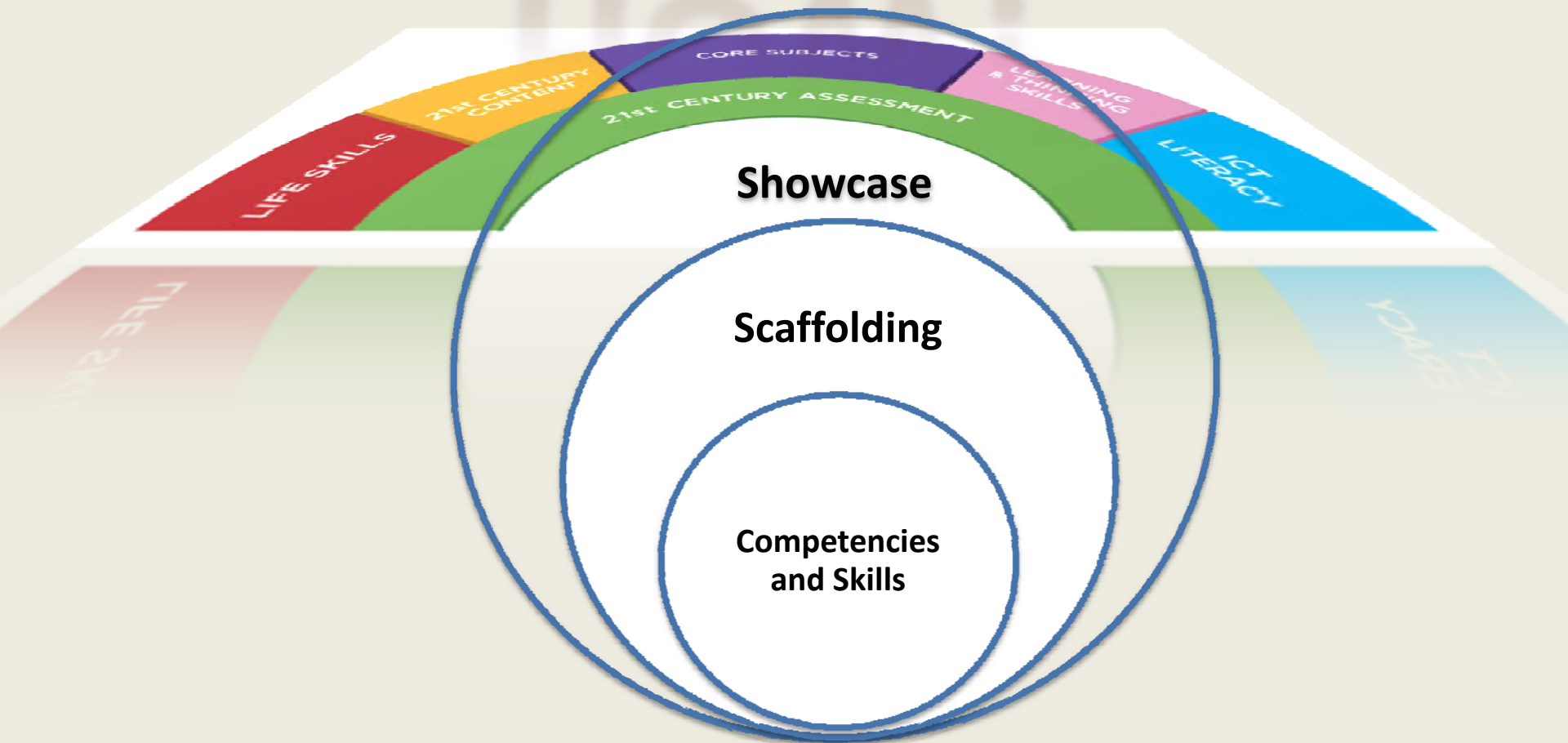


- To be referred to as the **“Learning and Teaching Portfolio”**.
- Both **“Learning”** and **“Teaching”** to highlight the continuum in its purpose to chart the development of a student teacher at NIE, his/her induction as a beginning teacher and his/her eventual professional development as a skillful teacher.



E-portfolio implementation?

HOW?





How is support and scaffolding provided to students?

How can e-portfolio assist students in showcasing their learning?

How can e-portfolio be made to reflect student's GTCs and VSKs?

THE HOW OF E-PORTFOLIO IMPLEMENTATION



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The Desire2Learn platform

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Support and scaffolding

- QFL541 - Using e-Portfolio for Learning and Teaching
- One hour weekly sessions to guide students through the e-portfolio process, implementation, practices and deliverables
- Guidance through video tutorials within e-portfolio platform
- 'Clinic' sessions by CeL for students who encounter difficulties
- 2 training sessions conducted for teaching staff by CeL

6 Sep – 12 Nov 2010

Semester	Week	Course content	Venue	Facilitators	Action by students
6 Sep – 12 Nov 2010	6/09	Introduction – the ‘why’ and ‘what’ of the e-portfolio	2-01-LT7	Caroline Koh	Attend sharing
	13/09	Sharing on V3SK & GTC	2-01-LT7	Vivien Huan	Attend sharing
	20/09	Teaching philosophy – reflections & portfolio entries	2-01-LT7	Isabella Wong	<ul style="list-style-type: none"> Attend sharing Write-up on teaching philosophy
	27/09	Reflective teaching model (1)	2-01-LT7	Isabella Wong	<ul style="list-style-type: none"> Set up personal e-portfolio Upload teaching philosophy
	04/10	Reflective teaching model (2)	2-01-LT7	Jessie Png	
	11/10 – 25/10	No formal sharing Student teachers to set up their own e-portfolio and start uploading their materials			<ul style="list-style-type: none"> Attend sharing Upload portfolio entries as requested by ES and CS tutors
	1/11	Sharing by leading practitioners on portfolio usage	2-01-LT7	Abdul Mannan Principal AMK Sec	
	8/11	What, Why & How: Creative Commons (Use and Cite Creative Commons Resources)	2-01-LT7	CeL	
	15/11	The skilful teacher	2-01-LT7	Aw Wai Lin Principal Master Teacher	
	22/11	e-portfolio management/ maintenance/ update	Self-study		



Sharing port-folio artifacts, collections, presentations with NIE community

Sharing with major stakeholders

SHOWCASING LEARNING

Sharing with NIE community

- Portfolio content:
 - (i) mandatory artefacts specified by subjects/courses, as suggested by JC course coordinators
 - (ii) Students' personal choices
- Portfolio components accessible to relevant faculty and students 'by invitation'
- NSCs' involvement in preparing student teachers for showcase presentations

Sharing with stakeholders

Student teachers are to make formal presentations on at least two occasions:

- (i) to the SCMs at the **start** of practicum (as a means of introducing themselves),
- (ii) to their SCMs at the **end** of their practicum (as a means of sharing their practicum learning journey)
- (iii) Show and tell of selected cases (in NIE)

Student teachers will be advised to consult their NSCs when preparing for these presentations.

A Short Demo...

