

IMPLEMENTATION OF THE NIE E-PORTFOLIO IN PGDE PROGRAM

Background

In the past few years, there has been a sharp rise in the world-wide use of e-portfolios in higher education. Chou and Chen (2009) considered ten separate studies reporting on the use of e-portfolios in institutions across Asia, the US and Europe. Strivens (2007) reported that in the UK, more than half of the Higher Education/Further Education Institutions surveyed 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).

Rationale

The e-portfolio presents multiple benefits to its users. Banks (2004, p.3) viewed e-portfolios as:

- providing ‘a learner-centered rather than a course-centered view of learning’ and hence a channel for ‘learners to take ownership of their learning’;
- ‘an electronic format for learners to record their work, their achievements and their goals, to reflect on their learning, and to share and be supported in this’;

Furthermore, the e-portfolio has the advantage of providing a holistic view of the user’s development through time, since it can be reframed and presented in different ways to fulfill different objectives. For instance, it enables (i) past learning to be reviewed, (ii) future learning to be planned, (iii) authentic forms of assessment of performance using multiple sources of evidence (Banks, 2004).

Objectives of the NIE portfolio

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

- charting the learning journey of the student teacher as he/she progresses through the teacher education program;
- providing a platform for the student teacher to expose his/her personal teaching philosophy over time;
- providing evidence for the establishment of the theory-practice link in the student teacher’s content knowledge and its application in classroom teaching;
- providing an avenue for the integration of the Reflective Teaching Model;
- providing evidence for the student teacher’s integration of Values, Skills and Knowledge (V³SK);
- providing evidence for the attainment of the Graduated Teacher Competencies (GTCs).

The NIE e-portfolio model

1. The NIE e-portfolio is defined 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.*
2. The NIE e-portfolio is a Learning and Teaching portfolio which serves as a means for the student teacher to track his/her growth and experiences as a teacher and to chart his/her developmental journey. The student teacher will use the portfolio to explore, extend, showcase, and reflect on his/her personal learning. The intention of using both “Learning” and “Teaching” in the name is to highlight the purpose of the e-portfolio as one that charts development of a student teacher on his/her learning

- journey at NIE and his/her eventual professional development as a teacher, respectively.
3. The e-portfolio platform enables students to collate and combine diverse forms of digital outputs (video, audio, graphics and text) into a systematic, transferable and web-ready format. Through the platform, students can also share their work and exchange feedback with peers and tutors.
 4. In the course of the PGDE program, student teachers are to make formal presentations on a number of occasions: (i) to their NIE supervision coordinators (NIES) during their pre-practicum meeting, (ii) to their SCMs at the start of their practicum, and (iii) to their NIES and SCMs at the end of their practicum. On these occasions, student teachers are to extract materials from their developmental portfolio to construct a shorter showcase portfolio for presentation.

References

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