

2015

2016

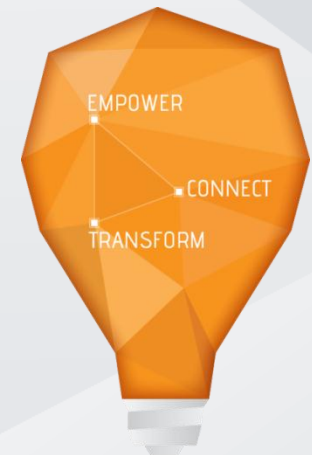
Introductory session for Year 1 students (GEFC):

# Self-assessment on Generic Learning Competencies and Introduction to Student ePortfolios

Centre for Learning, Teaching and Technology (LTTC)

<http://www.ied.edu.hk/lttc>

7 Sept 2015



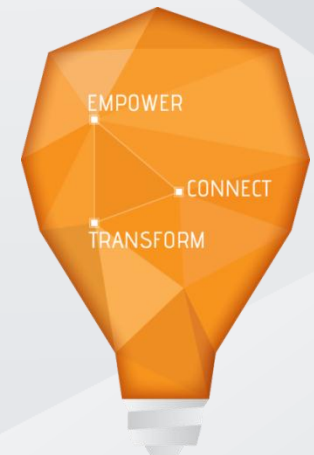
# e-LEARNING

IN HIGHER EDUCATION



# Self-assessment on Generic Learning Competencies

Miss Alexandra Ngai  
[acyngai@ied.edu.hk](mailto:acyngai@ied.edu.hk)



**e-LEARNING**  
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# Aims of the assessment



- ▶ Self-assessment instrument designed for you (HKIEd students) to reflect upon the level of your generic learning competencies.
- ▶ Provide suggestions and recommendations for the enhancement of Learning and Teaching at HKIEd.

**The Hong Kong Institute of Education**  
**Assessing Generic Learning Outcomes (Pre-test 2014)**  
**香港教育學院通用學習成果評估 (前測 2014)**

This self-assessment instrument is designed for HKIEd students to reflect upon their level of achievement of generic learning outcomes. Please read and consider each statement carefully, and choose and fill in the option that is closest to your own situation. There is no right or wrong answer to this survey. All your personal information would be kept confidential and would be used only for research purposes. If you have any questions related to the survey, please contact LTTC through email ([genval@ied.edu.hk](mailto:genval@ied.edu.hk)).

這份自我評估問卷旨在評估學生的通用學習成果上之成就。請閱讀並仔細考慮下列陳述，選出並填滿與您自己的情況最符合的答案。這些問題沒有標準答案。所有您的個人資料將會被保密並僅用於研究目的。如有關於問卷的查詢，請透過電郵 ([genval@ied.edu.hk](mailto:genval@ied.edu.hk)) 與教學科技中心(LTTC)聯絡。

**Problem solving skills (解決問題的能力)**  
 Problem solving skills refer to the ability to deal with novel problems/ tasks/situations, to plan with existing resources, to execute a plan and to monitor the process, and to reflect upon solution attempts. Please reflect on the recent problems you have attempted (e.g., facing a novel academic task, working on a new project) and evaluate your own ability in the following stages of problem solving.

解決問題的能力指面對新的問題或任務時，能夠利用現有資源制定計劃，執行計劃，並在執行時留意有否出現問題，不斷反思與調整解決方法，請回顧你最近的解題經驗。例如：解決學術上的新問題、新的研究項目，以此為基礎評估自己在下列解題階段的表现。

	Poor 差	Fair 尚可	Good 好	Very Good 很好	Excellent 優良
1. Formulate a plan before solving a problem. 在著手解決問題前，會有所計畫。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recall similar problems during planning so as to facilitate a better plan. 作計畫時，回顧相關問題以幫助更好的計畫。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Review and revise the original plan in order to handle new issues that have emerged during the implementation of a solution. 檢討及改進原計劃，以應對執行過程中出現的新問題。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prepare alternative plans in order to arrive at the best solution. 準備備選方案，藉以得出最佳的解決辦法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Critical thinking skills (批判思考能力)**  
 Critical thinking skills refer to the ability to judge in a reflective way what to do or to believe in a given context. It is a process of purposeful, self-regulatory judgment, which reasons consideration to evidence, context, conceptualizations, methods, and criteria used. Critical thinking skills are used when reading media reports about controversial social political issues, such as whether new immigrants should be entitled to equal rights (e.g., for the 6,000 HKD financial returning). Please think back to your relevant experience when interpreting media reports about these issues and evaluate how well you can do the following tasks.

批判思考能力是綜合分析判斷是非真偽的能力，是一個理智反思並作出判斷的過程。在此過程中考量證據是否充分，取證方法是是否正確，證據與論點的邏輯關係。在閱讀報章雜誌網絡上具爭議性問題時，例如關於新移民是否應該享受同等權利的問題，獨立的批判思考能力非常重要。請回顧你在閱讀相關問題報導時的經歷，評估自己在以下方面的表現。

	Poor 差	Fair 尚可	Good 好	Very Good 很好	Excellent 優良
5. Raise questions to clarify the arguments. 提出問題去澄清論點。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Substantiate the cited example with the appropriate (or necessary) source of information. 為引用的事例提供必需的資訊來源。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Defend one's position with appropriate justifications and evidence. 用適當的理由和證據為自己的立場辯護。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Identify the most important information in an article. 找出一篇文章中的最重要的資訊。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Creative thinking (創造性思維)**  
 Creative thinking refers to divergent thinking. People who think divergently are able to think from multiple perspectives and create a large amount of original ideas. They also hold flexible and practical attitude towards the ideas they created. Creative persons are able to develop rough ideas into sophisticated ones by adding details. Please reflect on your own experience at work or study and evaluate objectively how well you can do the following tasks.

創造性思維指發散性思維。在工作、學習、生活中具有發散性思維的人常常能夠多角度考慮問題，產生大量新穎的意念。他們同時具有靈活和實幹的特點。在提出初步想法之後，他們還能夠不斷添加細節去完善最初的想法據此更完善成熟的方式。請回顧你自己的工作或學習，對自己處理以下任務的技能進行客觀評估。

	Poor 差	Fair 尚可	Good 好	Very Good 很好	Excellent 優良
9. Can follow the established ways of doing things. 能夠使用既定方式做事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Can see how other novel solutions may be useful. 能夠看到其他新穎的解決方法的可用之處。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ask many questions to clarify difficult problems. 面對難題時，提出很多問題來澄清。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Expand one's initial brainstorming to render the idea more complete and mature. 拓展自己的初步創意使其更完善、成熟。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Form03\_A



# 7 Generic Intended Learning Outcomes (GILOs) in 8 domains



- ▶ Problem solving
- ▶ Critical thinking
- ▶ Creative thinking
- ▶ Oral communication & Written communication
- ▶ Social interaction
- ▶ Ethical decision making
- ▶ Global perspectives



# Assessment & Report

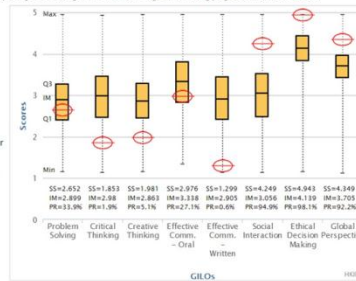
- ▶ **Entry year and Final year**
- ▶ **Report–**
  - You will receive an **Individual Report** by the 2<sup>nd</sup> Semester, for self-understanding of your strength and weaknesses

**Your Self-Perception on Generic Intended Learning Outcomes**

GILOs	Your Score	Prog. Mean Score	Instit. Mean Score	Your Percentile Rank (Institutional <sup>a</sup> )
GILO 1: Problem Solving Skills	2.652	2.844	2.899	33.9%
GILO 2: Critical Thinking Skills	1.853	2.861	2.98	1.9%
GILO 3: Creative Thinking Skills	1.981	2.794	2.863	5.1%
GILO 4(a): Oral Communication Skills	2.976	3.415	3.338	27.1%
GILO 4(b): Written Communication Skills	1.299	2.752	2.905	0.6%
GILO 5: Social Interaction Skills	4.249	3.217	3.056	94.9%
GILO 6: Ethical Decision Making	4.943	4.201	4.139	98.1%
GILO 7: Global Perspectives	4.349	3.691	3.705	92.2%

Note: <sup>a</sup>The institutional norm is based on 1272 students who took the test in the fall semester, 2012. The five-point scale is 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree for GILO 6 - GILO 7.

SS=your score, IM=institution mean score, PR=your percentile rank among your institutional peers, MIN= minimum score in your institution, Max=maximum score in your institution, Q1=first quartile of scores in your institution, Q3=third quartile of scores in your institution.



Institution, compared to your peers in HKIED, your top 3 strengths are Ethical Decision Making, Social Interaction and Global Perspective.



## GILO 1: Problem Solving Skills

Problem solving skills refer to the ability to deal with novel problems/tasks/situations, to plan with existing resources, to execute a plan and to monitor the process, and to reflect upon solution attempts.

**Compare within Peers:** Your performance is higher than 33.9% of the students in your Institution.

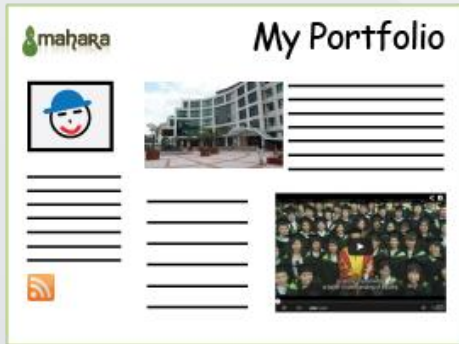
**Score Interpretation:** Your score is 2.652.

You are able to understand a novel and ill-defined problem, to list multiple approaches with existing resources and select from or integrate them, and to review the process and judge the quality of outcomes against explicitly established criteria.

## Report on GILOs– Generic Intended Learning Outcomes



# Reflect on your generic learning competencies



- ▶ According to your own experiences & with reference to the individual report, you can write **reflection and learning plans** on how to improve your generic learning competencies in your learning ePortfolio
- ▶ More information will be provided when you receive the report in the next semester





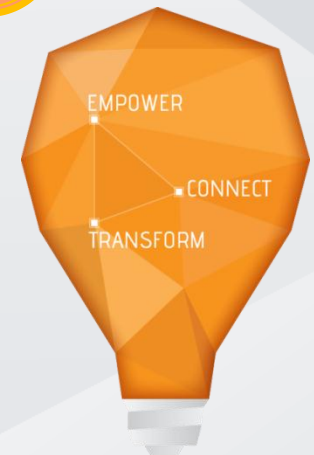
# Points to Note

- ▶ Please fill-in ONE questionnaire only for each student (There are different versions)  
只需填寫一份
- ▶ Provide your Student Number 請填寫學生編號
  - For the distribution of individual report
- ▶ Online version (in Moodle)
  - No need to do it if you have completed the paper version today
- ❖ *All information you provide will be kept confidential*



# Student ePortfolios: To document, manage and reflect your learning

Dr Vincent Hung  
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# e-LEARNING

IN HIGHER EDUCATION





# Content

- ▶ What is ePortfolio?
- ▶ Why ePortfolio?
- ▶ Implementation in HKIED
- ▶ Student examples and Demo

**Eportfolio**

**learning**  
journey  
improvement  
artifacts  
evidence  
knowledge  
inquiry  
visible future  
collaboration  
Scrapbook  
reflection  
Learning  
goals  
practice  
time  
complete  
skills  
Assessment  
eportfolio  
portfolios



# What is Learning?

Spend one minute to think about





# What is learning?



A teacher's perspective by collecting feedback from teachers and students

**LEARNING IS... - BY WHATEDSAID**

WWW.TOONDOO.COM





# From Internet

[https://www.google.com.hk/search?q=what+is+learning&source=lnms&tbm=isch&sa=X&ved=0CAgQ\\_AUoAWoVChMIxIjU3YnDxwIVBSSOCh3f6Ap1&biw=1290&bih=887#imgsrc=J5x0E2sOsmuL6M%3A](https://www.google.com.hk/search?q=what+is+learning&source=lnms&tbm=isch&sa=X&ved=0CAgQ_AUoAWoVChMIxIjU3YnDxwIVBSSOCh3f6Ap1&biw=1290&bih=887#imgsrc=J5x0E2sOsmuL6M%3A)



## Students' perspective

How to be safe working hard  
How to perform in front of an audience  
and discipline. concentrating  
thinking

learning is knowledge gained from years of study. When someone teaches you something and when you know how to do it. using scientific resources

What is learning?

education  
discovering  
getting to know  
what to do when you're older.  
learning is knowledge how to ask questions  
acquired through serious study  
to gain knowledge by studying or training.  
study about countries/language  
getting to know things about the world  
in a school  
finding out things so you can work.  
learning is when teachers learn as much from children

Inquiry to grow up to be a good person  
When someone tells you how to use something...  
and when you get to know something you never knew before  
Read







# What is Learning?

- ▶ *What is certain is that unless we can find a clearer way to explain learning to students so that they (could create) a (useful ) understanding of the learning process, they will be unable to thoughtfully plan, monitor and reflect on their own learning.*

(HookEd Wiki, 2012

[http://pamhook.com/wiki/What\\_is\\_Learning%3F\)](http://pamhook.com/wiki/What_is_Learning%3F)





# What is ePortfolio?

- ▶ Our definition
- ▶ Purposes
- ▶ HKIEd implementation

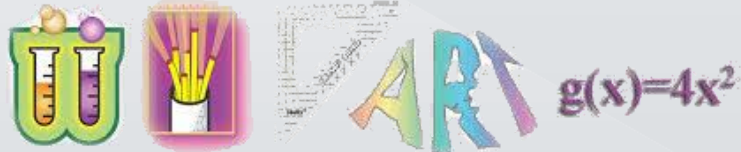


# From Portfolio to ePortfolio



## Portfolio

A collection of folders that document all your best artifacts



## ePortfolio

A digital collection of files that document all your best artifacts on the e-platform, accessible by different devices







# Literature Review

- ▶ ePortfolio is a **collection** of electronic **artifacts** integrating multimedia elements, represent the **accomplishments** of learners (Lorenzo & Ittelson, 2005)
- ▶ a digital container for learners to **collect** and **organize** their multimedia **artifacts** (Abrami and Barrett, 2005)
- ▶ not just used to store learners' artifacts digitally, ... meant to be exhibitions of learners' **progress** and **accomplishments** (Paulson, Paulson, & Meyer, 1991)





- ▶ an ePortfolio is a **collection** of digital resources as learning **evidence** to show an individual's personal **development** and **achievements** (Beetham, 2005)





# Purposes of ePortfolios

- ▶ recording students' learning process and outcomes for **assessment** (Gulbahar & Tinmaz, 2006)
- ▶ continuous reflective practices for **improvement over time** (Zubizarreta, 2009)
- ▶ enhancement of students' ability of **self-regulated learning** (Alexiou & Paraskeva, 2010)
- ▶ **demonstrating** one's achievements at any time such as job interview



# Six major types of ePortfolios

(Global Learning Consortium, 2005)



- ▶ Assessment ePortfolios
- ▶ Presentation ePortfolios
- ▶ Learning ePortfolios
- ▶ Personal development ePortfolios
- ▶ Multiple-owner ePortfolios
- ▶ Working ePortfolios

By reviewing what ePortfolio is and various purposes of ePortfolio, we conceptualized student ePortfolios for year ONE implementation in HKIEd.



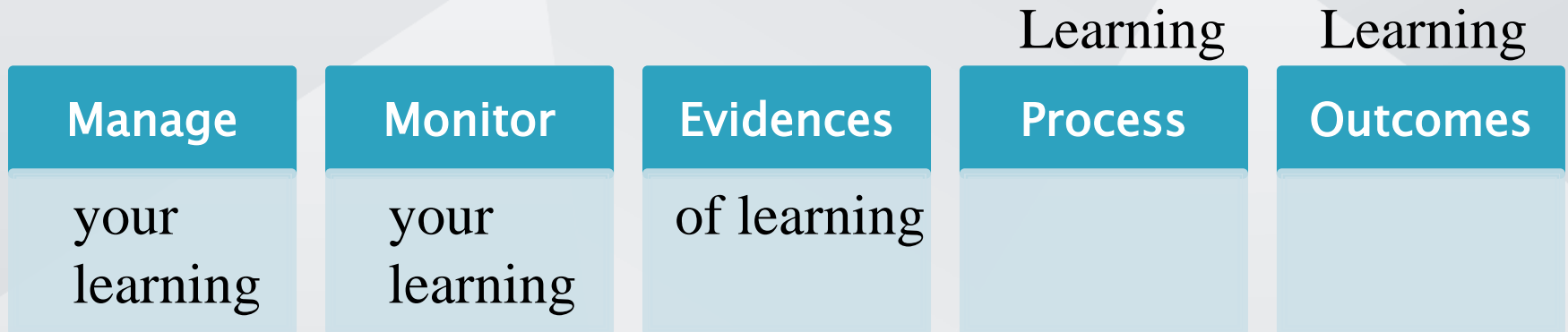


# What is a Student ePortfolio?

- ▶ ePortfolio is a purposeful collection of digital artifacts that includes **evidences** of students' learning process and **outcomes**.
- ▶ Students are expected to **manage** and **monitor** their learning with ePortfolios.



# Key words



**WHAT ARE THESE ABOUT?**



# ePortfolio helps manage your learning

Just like you record your wonderful journey to other countries

**Document** Interesting experiences along your journey

**Reflect** on Valuable tips when traveling

**Showcase** food & delights you enjoyed



Mange your learning: document, reflect and showcase



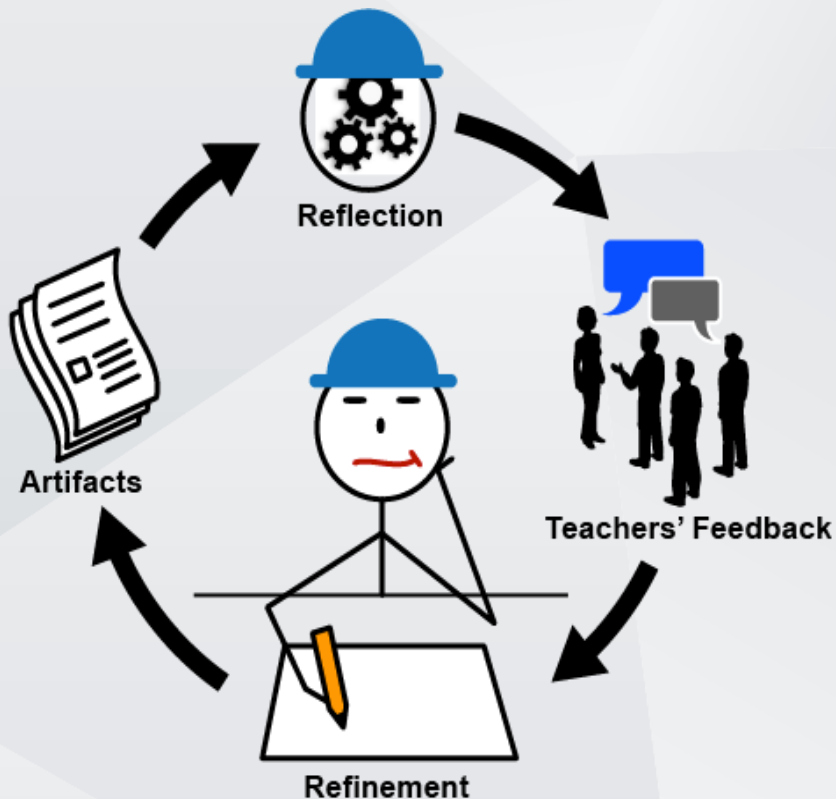
# Document your learning: Process and outcome



- ▶ Purposeful collection of digital artifacts of your learning experiences and achievements
- ▶ Select the best artifacts from your hard disk for your ePortfolio



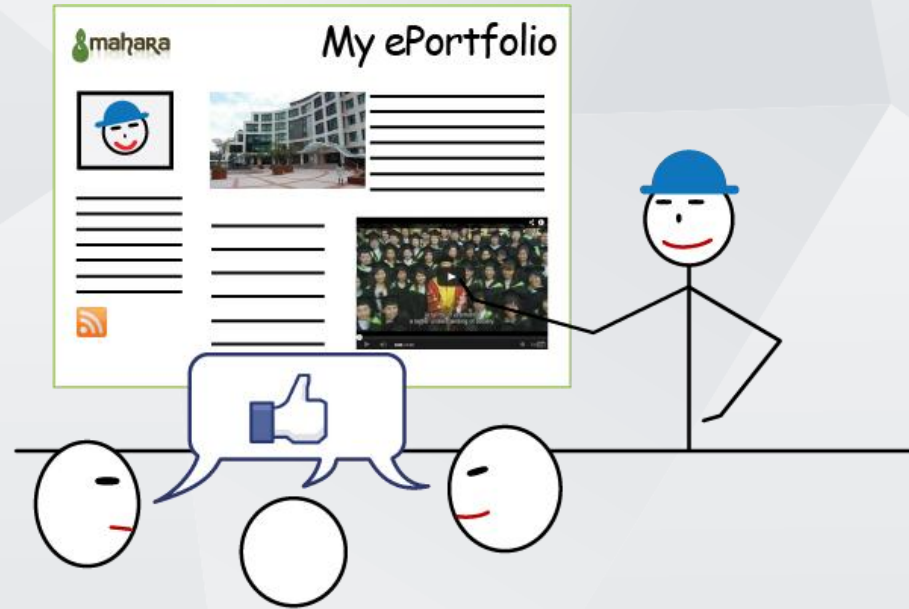
# Reflect upon your learning



- ▶ Record and monitor your learning process/outcomes
- ▶ Continuous reflection and refinement cycle of your learning



# Showcase your learning



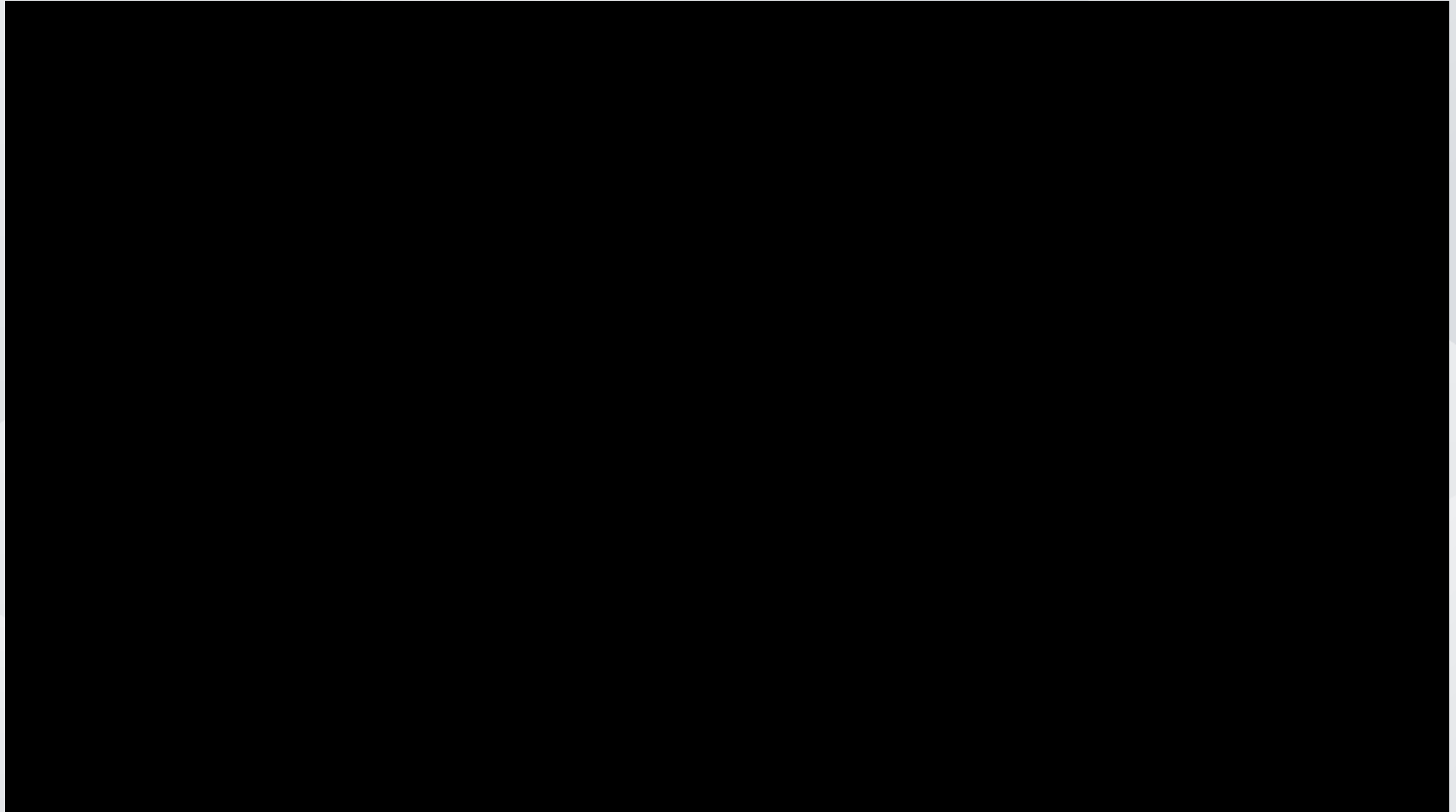
- ▶ Showcase your learning outcomes and achievements



# Video about ePortfolio



<https://www.youtube.com/watch?v=Jergk4ghSLc>





# Summary: Archive all your learning records



Reflection



Feedback



Documentation

A Valuable Learning Package



Showcase





# ePortfolios at HKIEd

Large-scale implementation starting in 2012





# Aims of ePortfolios at HKIEd, senior management policy paper

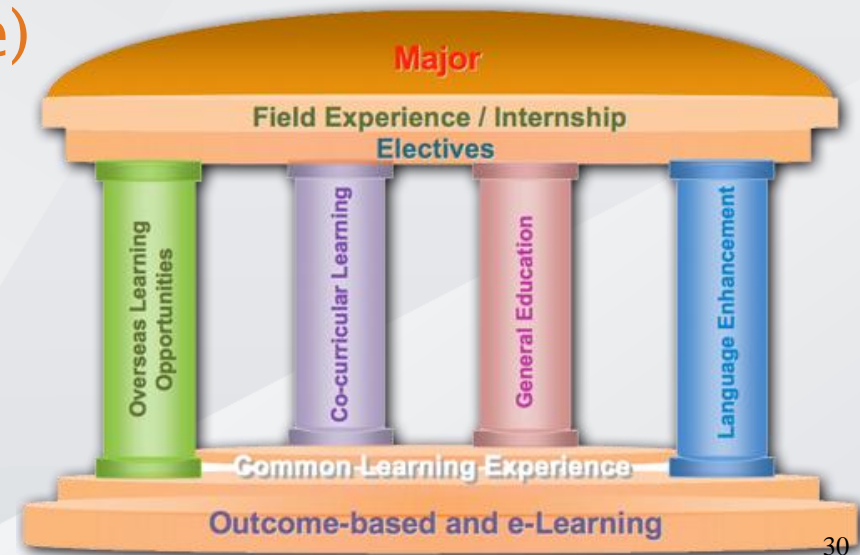
- ✓ **Monitor and manage** your own learning processes and trajectories;
- ✓ **Critically reflect** upon your learning and become lifelong learners;
- ✓ **Create opportunities** to engage in technology-rich learning environments;
- ✓ **Collect evidences** of your learning throughout 4/5 years of study;
- ✓ **Showcase** your professional and 21st century competencies.



# ePortfolio at HKIEd:

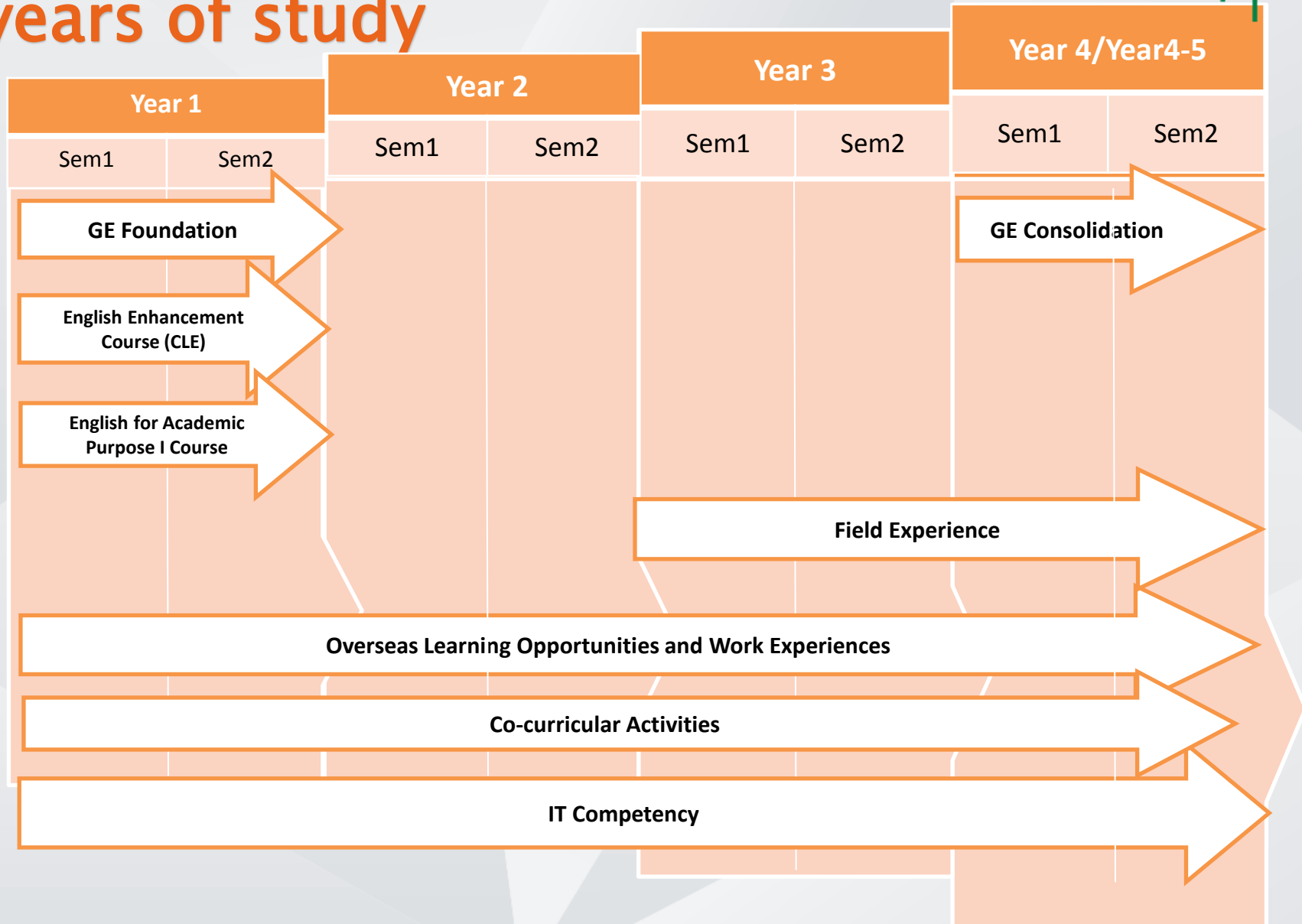
Students are required to create their ePortfolios on their common learning experiences:

- ▶ General Education
- ▶ Language Enhancement
- ▶ Overseas Learning Opportunities
- ▶ Co-curricular (and service) Learning
- ▶ Field Experience (pre-service teaching)





# ePortfolio Implementation across 4/5 years of study

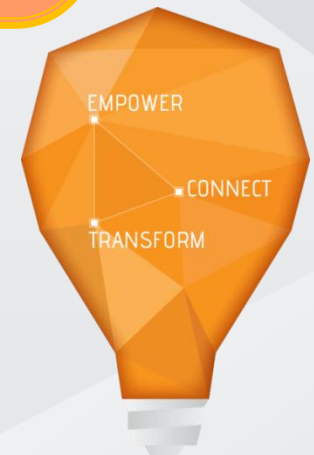




# Showcase of ePortfolio Examples & Demonstration on how to create your ePortfolio on Mahara

Mr Bruce Liu

[yeekeung@ied.edu.hk](mailto:yeekeung@ied.edu.hk)



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# ePortfolio Templates (2015/16)



# GE Foundation Course



GEFC 2015/16- Student Name - s12345678

by ePortfolio Team

This is the ePortfolio sample of General Education Foundation Course 2015/16

Welcome to my 2015/16 GEFC ePortfolio page. In this page, I have included my learning plan and reflection about my generic learning skills, my e-journals for the GEFC and my GE essay.

## Profile Information (Personal Info> Profile Information)

### Profile information

Hi, I am Chan Tai Man, a year-1 students from the BEd (xxx) programme. I feel excited to join HKIEd and I hope to learn to these 4/5 years of study in HKIEd.....



- First name: ePortfolio
- Last name: Team
- Email address: eportfolio@ied.edu.hk

### Reflection and learning plans about my generic learning competencies

Generic Learning Competencies that I am good at:

- Communication Skills (written and oral)
- Social Interaction Skills

Generic Learning Competencies that I would like to improve:

- Creative Thinking Skills
- Problem-solving skills

**My reflection:** I have learnt a lot in this year in my programme... In particular, in the xxxx activity, it helped me improve my skills on xxxxxx. Besides, I have joined course this year about... that include a coursework on. It involved planning... After participating in this course, I think that... Reflection about this activity and how this related to the improvement of your skills.

Attached below the self-assessment report of my generic learning skills. As shown in the report, my score is below average compare to the students of my Programme on Global Perspectives and Ethical Decision Making. Therefore, in the coming years, I plan to join more activities related to international, e.g. from SAO or IO. I also plan to apply to the international exchange programme in the coming summer to gain some experiences and enhance my awareness of culture of different countries...

**My learning plans:** In the coming academic years, I plan to join a xxx society which I hope to participate more in activities planning... I plan to improve my skills on problem-solving skills in the coming academic years by participating in...

> Attached files

## GE Essay (Media> Folder)

### My GE Essay 2

Please see my Essay 2 below. Other essays are uploaded too as the evidence of my learning throughout the process.

#### Folder contents:

Name	Description
Essay 2	2014/15 Sem. 2 Essay 2

### eJournal 1 - 23 October 2015

Posted by Team, ePortfolio on 13 August 2013, 12:11 PM

#### DUMMY TEXT

The key purpose of the eJournal is to provide a developing and ongoing bridge between the course input (provided by lecturers and prescribed readings) and your own thoughts, reflections, ideas and questions about the input. The eJournal will constitute an individual record of the course syllabus. In contrast to the essays—which assess the level of your knowledge of issues, the assessment of the eJournal will focus on the quantity and quality of your genuine attempts to understand and think about, the course content as presented in the lectures and readings. To receive a good grade for your eJournal, you will need to submit your entries on a regular basis. Please note that the topic you choose for writing the eJournal cannot be the same as the topic you choose for Essay 1 and Essay 2. All eJournals should be submitted as part of your own individual ePortfolio (using Mahara). Tutors can then access your eJournal and provide feedback via each student's link to the ePortfolio.

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Comments (6)

### eJournal 2 - 13 November 2015

Posted by Team, ePortfolio on 13 August 2013, 12:14 PM

#### DUMMY TEXT

In order to facilitate the development of high quality attributes among graduates, our Centre and Assessment Research Centre (ARC) developed a question bank to set up questionnaires for measuring students' self-perceived achievement of GLOs. The finding of 7 GLOs, i.e., Problem Solving Skills, Critical Thinking Skills, Creative Thinking Skills, Oral and Written Communications Skills, Social Interaction Skills, Ethical Decision Making and Global Perspectives will reflect students' perceived development and achievement of generic attributes during their studies at the Institute.

The outcomes also play a critical role in balancing between equipping students for the future and enriching their current lives. Students, by achieving them, are able to understand and negotiate the competing orientations which is an important aspect of their growth and development, i.e., as part of their own life experience and their ongoing personal and social development, to be an active and engaged citizens.

All year-1 full-time undergraduate students will be invited to conduct a survey on Assessing Generic Intended Learning Outcomes (GLOs) every year and a Student Individual Report, which can help students to self-monitor their GLOs development, will be sent to each participant after then. Programme- and Institute-level reports will also be generated for the evaluation and enhancement of learning and teaching at the Institute.

Comments (0)

### eJournal 3 - 11 December 2015

Posted by Team, ePortfolio on 13 August 2013, 12:16 PM

#### DUMMY TEXT

With the key objectives of nurturing engaged and reflective learners, ePortfolio is implemented to offer a platform for students to manage, monitor and reflect upon their own learning during their study at HKIEd. Students are required to create ePortfolios to document and reflect on their formal and informal learning experiences in General Education, Language Enhancement, Co-curricular Learning and Overseas Exchange Opportunities. Students who are enrolled in teacher education programmes would also use ePortfolios for their Field Experience. Building the ePortfolio provides students with opportunities to consolidate and internalize the knowledge and skills acquired in the learning activities.

Students can build their own ePortfolio using Mahara (<https://mahara.ied.edu.hk/>). We have created the resources below and hope that this page can facilitate students in creating their ePortfolio pages. You are able to find samples, guidelines and even self-learning materials here, which help you to manage the pages on your own. If you have any questions about ePortfolio, you are welcome to contact us any time.

Comments (0)

## eJournals\* (Journals> Journal)



# English Enhancement Programme (for all Year 1 non-English Major students)



EEP 2015/16 - Student Name - s12345678

by ePortfolio Team

Template of EEP for 2015/16

## Profile Information (Personal info> Profile information)

### About me

Hi, Welcome to the ePortfolio demo. This demo will show you the basic layout and structure of an ePortfolio Page for the EEP to showcase your learner plan, reflective and learning activities using Mahara build-in function.



Please feel free to give me feedback!! :)

- First name: ePortfolio
- Last name: Team
- Email address: eportfolio@ied.edu.hk

### ILA - Task 2: My reflection about the English activity

Posted by Team, ePortfolio on 15 August 2014, 2:15 PM

I attended an English Reading Club organized by ASLLC last month. There were 7 participants from different programmes and major other in ClubEd for two hours each week. All of us enjoyed the reading and relaxing atmosphere so much. There were two parts in the first part, we discussed the special features of different text types. For example, recipes always start with ingredients followed by a step usually starts with a verb. As for academic writing, passive voice is more used than active voice. For newspapers, they usually start with the most important information. This helped us to know how to use the language in authentic contexts with different purposes so that we can read more efficiently. We also learnt some reading strategies and got the chances to practice them. Two of the most useful reading skills are skimming and scanning. The second part was reading aloud and sharing readings with each other. The most fantastic thing was that we could vote for the most interesting books. We read a few books together, discussed some interesting chapters and shared our opinions about the books. I would like to take part in this English activity again if possible because it helps to improve my literacy appreciation and reading skills.

Comments (0)

## Reflection (Journals> Journal entry)

### ILA - Task 2: Photos of the English activity



## Photos (Image OR Media> Image gallery)

### ILA Task 3: Commentary about an academic journal

Posted by Team, ePortfolio on 15 August 2014, 3:56 PM

by Ornstein and Hunkins

This commentary critiques Ornstein and Hunkins' article "Curriculum Development". They claim that most curriculum models can be divided into technical-scientific and nontechnical-scientific approach. They also argue that people who believe in subject matter usually favor technical-scientific approach while people who pay large attention on learners often prefer a nontechnical approach. However, I do not agree with their focus on the learners often prefer a nontechnical approach. Personally, I am in favor of technical-scientific approach, but I consider a learner-centered classroom is also important. A learner-centered class does not need to be determined by whether it is technical-scientific or not.

There are some elements to form a learner-centered classroom, such as the classroom atmosphere teachers create, the way teachers interact between teachers and students, the activities teachers carry out. Teachers, who focus on learners, should respect and encourage the whole-person development instead of simply their academic results. If teachers not only bear in mind to encourage the creativity but also cultivate their generic skills, but also show empathetic understanding towards their feelings, then a learner-centered class can be built. Therefore, a learner-centered class does not only depend on nontechnical-scientific approach.

During my teaching practice, I adopted Tyler Model, which belongs to technical-scientific approach, because it stresses on purpose and ensures the learning is meaningful and the activities relevant so that the educational objectives are attainable. At the same time, I maintained the class student-centered by developing task-based learning, designing different activities to cater for learners' diversity and integrating their personal experience into learning.

Comments (0)

## Commentary about an academic journal (Journals> Journal entry)



# English for Academic Purposes I

(for Year 1 English Major Students)



## English for academic purposes I - 2013/14 - Student Name - s12345678

by ePortfolio Team

### Profile information

- **First name:** ePortfolio
- **Last name:** Team
- **Official website address:** <http://www.ied.edu.hk/itc>
- **Email address:** [epportfolio@ied.edu.hk](mailto:epportfolio@ied.edu.hk)



### Introduction

'Introduction' where students write something to introduce what the page is for / about i.e. they learn how to read and write academic texts and they will submit their drafts to their tutor; when feedback comes back from their tutor, they will revise their work for the final submission; then they will also reflect on what they have learnt (so the Introduction is to talk about what the other sections are for).

### Draft



#### draft.doc

This is the draft of my essay.

15.3KB | Monday, 09 September 2013 | [Details](#)

### Final submission



#### Final.doc

This is my final version of my submission which also submit to Turnitin as well.

15.3KB | Monday, 19 August 2013 | [Details](#)

### My action in response to tutor's feedback

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### Reflection on learning

A few hundred words about student's reflection on learning .....

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Profile information

(Profile > Profile Information)



Introduction

(Text box)



Draft and final submission  
of essay

(Media> Files to download)



My action in response  
to tutor's feedback

(Text box)



Reflection on learning

(Text box)

Template: <https://mahara.ied.edu.hk/view/view.php?t=DjR53mATgzPobGqYvhnI>





# Creating Student ePortfolios: How?



# Introduction to Mahara:

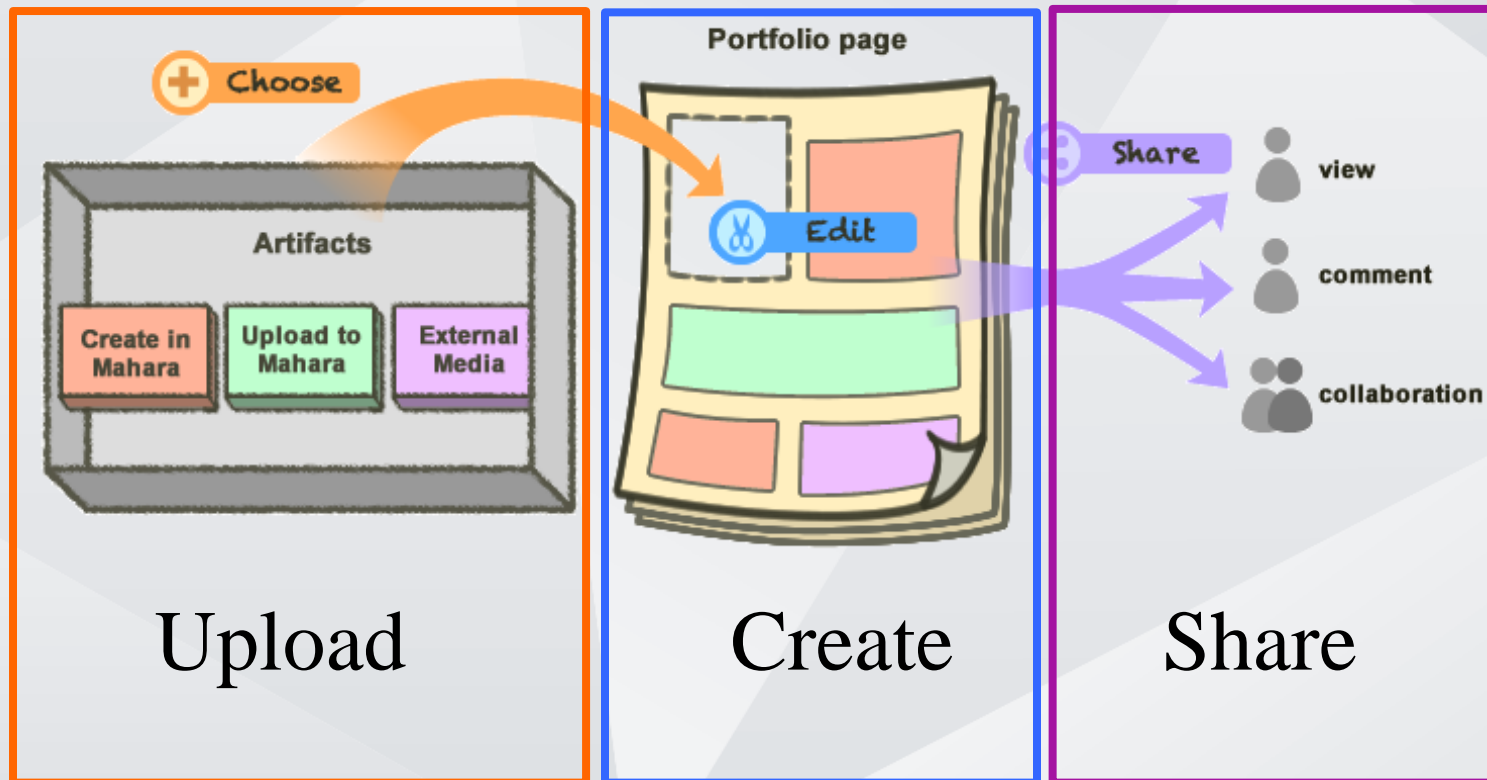
## A platform to create ePortfolios





# Create your own ePortfolio

- ❖ Work flow of building ePortfolio pages in Mahara (similar workflow in other platforms)







# Create your own ePortfolio

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- ❖ Step 1: Set up your personal profile
- ❖ Step 2: Upload your digital artifacts
- ❖ Step 3: Create a new Page: template and layout
- ❖ Step 4: Add artifacts to your Page
- ❖ Step 5: Write reflection to link up artifacts,  
learning goal and outcomes
- ❖ Step 6: Share your ePortfolio Page

No matter on what ePortfolio platforms



# Mahara (ePortfolio Platform)



<https://mahara.ied.edu.hk/>

- ▶ Log-in with your student account





# Resources and Support





# Guideline on creating secret URL

<https://mahara.ied.edu.hk/view/view.php?id=11313>

- ▶ Learn how to share your ePortfolio page with others using the secret link

Create Secret URL

Submit Secret URL to Moodle



# Self-learning on ePortfolios




## Mahara Resource Page

Team, ePortfolio's Profile

Member of HKIED

### What is ePortfolio?

Da Vinci's ePortfolio



The screenshot shows a video player with a play button in the center. The video frame displays a 'DA VINCI SHOWCASE' with a portrait of Leonardo da Vinci and various text elements. Below the video, there is a caption and a Youku video link.

Da Vinci's ePortfolio in Youku


Here is the Youku video link:  
[http://v.youku.com/v\\_show/id\\_XNjEzMTM5NzI2.html](http://v.youku.com/v_show/id_XNjEzMTM5NzI2.html)

### ePortfolio online community

Join our ePortfolio online community to share your ePortfolio and receive more tips about using ePortfolios! 😊

### User Guide for students

For all student



ePortfolio User Guide

Online Course: Video tutorials on building ePortfolios

For FE student

English Version | 中文版

### Resources for students

General Education Foundation Course - Yr 1

Template | Layout Instruction

Create Secret URL

Submit Secret URL to Moodle

### English Enhancement Programme - Yr 1

Step-by-step User Guide for EEP | Template | Layout Instruction

How to share your ePortfolio via Group

- **The aims of using ePortfolios**
- **Step-by-step guides** on building your ePortfolio in Mahara (*ePortfolio User Guide, Video Tutorials*)
- **Support resources**  
e.g. Templates, FAQs, ePortfolio online community



# Support: LTTC Website

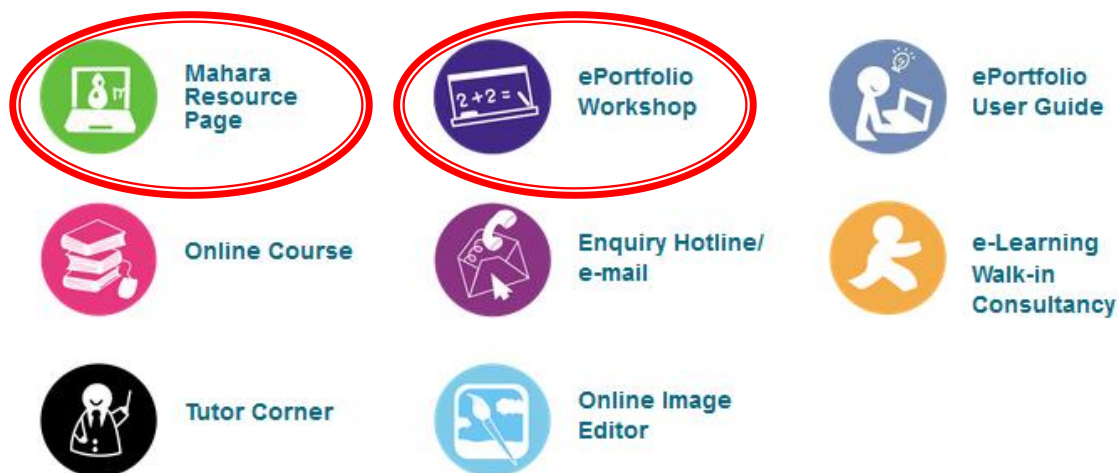


LTTC ePortfolio Page: <http://www.ied.edu.hk/lttc/ePortfolios>

## Student ePortfolios



## Resources





# Support



- ▶ **ePortfolio Workshops**
- ▶ **Enquiry Hotline: 2948 7047**
- ▶ **Email: [lttc@ied.edu.hk](mailto:lttc@ied.edu.hk)**





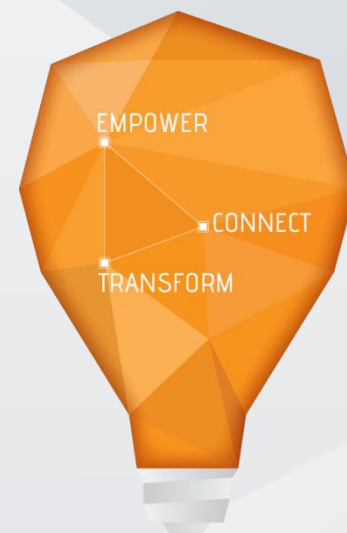
Questions?



Come to visit our website at  
**<http://www.ied.edu.hk/lttc>**

Student ePortfolios:

<http://www.ied.edu.hk/lttc/ePortfolios>



Centre for Learning, Teaching and Technology

**e-LEARNING**  
IN HIGHER EDUCATION

