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www.eportfolio-phsg.ch

PROCESS AND PRODUCT ASSESSMENT WITH E-PORTFOLIOS IN THE FIRST ACADEMIC YEAR AT THE UNIVERSITY OF TEACHER EDUCATION, ST.GALLEN (PHSG, SWITZERLAND).

The students of the University of Teacher Education, St.Gallen (Switzerland, www.phsg.ch) document aspects of their learning process affiliated with their experiences in a practical training class during their first academic year linked with a reflective e-portfolio (the teaching profession, my personal motivation; training of my personal and social skills; media literacy). The study reports findings of two student questionnaires at the beginning and at the end of an investigation period of 21 weeks (2007/2008; N=129; process orientated assessment group, n=67,15 weekly assessed postings; product orientated assesment group, n=62, assessment of all 15 postings at the end of the investigation period; assessment by assessment scale). Students reports of attitude, interest, use, relevance, effort, learning progress, increments of learning content, choice of assessment mode, and media literacy have been compared (questionnaire, 25 items; Man Withney U-Tests; Wilcoxon signed Rank Tests). A second strategic focus has been put on the work schedule of involved professors (N=12, assessment of one posting weekly, n=6, 12-14 e-portfolios per professor; assessment of 15 postings at the end of the investigation period, n=6, 12-14 e-portfolios per professor).

The results reveal a significant increase of reported attitudes, use and relevance of the weekly assessed student e-portfolios. No differences exist between the two groups concerning interest and effort. Not as expected, the students of the process orientated assessment group report significant lower learning progress and significant lower advancement of learning content, although they report a significant higher motivation at the end of the investigation period. All students, however, would prefer the weekly assessment mode. Not surprisingly, the students of both groups rate the technical handling and the development of their media literacy while working with their e-portfolio without differences at a high, easy grade. The self reported work schedule of participating professors identifies no significant mean differences between the two assessment modes, but inter-individually not to be neglected discrepancies. Further investigation at the University of Teacher Education St. Gallen (Switzerland, www.phsg.ch) has to develop process orientated assessment of student e-portfolios and to clear the question as to what extent and under what conditions the work with an e-portfolio on a weblog enhances learning progress and the increments of learning contents based on the needs of the students (for more details: www.eportfolio-phsg.ch).

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