

Authentic assessment: User feedback driving the e-portfolio process for teacher candidates

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This study describes an ongoing project that represents formative steps in the use of e-portfolios on our campus. Central to the e-portfolio design are tools for soliciting feedback from both teacher candidates who construct senior e-portfolios during their final student teaching semesters, and the reviewers who evaluate the portfolios. The presentation will describe how the perceptions of candidate users and reviewers have been used to guide revisions to an e-portfolio template and evaluation rubric, and to enhance the overall process for e-portfolio development. This initiative, which has provided our institution with an emerging body of evidence regarding the use of e-portfolios for teacher candidate assessment, has paved the way for the adoption of electronic portfolios by other programs. Both quantitative and qualitative survey data document the attitudes of users and reviewers, and additional narrative responses offer feedback and recommendations from both groups. Continued analysis of e-portfolio survey data has resulted in revisions and additions to the e-portfolio template and evaluation rubric, including the construction of a new in-house electronic portfolio system and online assessment system. In-house development provides our students with a multitude of benefits, including more accessible and user specific support in the process of developing the e-portfolio. It also results in reduced costs to the participant and institution. Additionally, the transition to an in-house e-portfolio system and online assessment system creates a more adaptable template, thereby allowing feedback, design alterations, and future research to drive future adaptations. This presentation will be led by two faculty members representing their respective departments, Special Education and Teacher Education, and a developer of the in-house e-portfolio system from Information Technology Services. The session will utilize slides, visual and audio excerpts from teacher candidate e-portfolios, and survey data. In addition, feedback from the early childhood and early childhood special education candidates and e-portfolio reviewers will be shared. Participants will 1) Learn strategies that can be used by faculty, administration, and technology staff in deciding upon a process for using an e-portfolio, 2) Become familiar with the development of an e-portfolio format, evaluation criteria, and review process for early childhood and early childhood special education teacher candidates, 3) Explore data collected from student and reviewer surveys completed during the initial phase of an early childhood and early childhood special education e-portfolio project, as well as data collected during subsequent years.