



Sri Lakshmi Narayana Institute of Medical Sciences

Date: 06.11.2018

From
Dr.G.Jayalakshmi
Professor of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

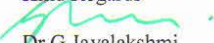
To
The Dean,
Sri Lakshmi Narayana Institute of Medical College
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Permission to conduct value-added course: Portfolios & E-Portfolios&MIC15

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: **Portfolios & E-Portfolios & CD/ME01** for II MBBS Students 01.12.2018. We solicit your kind permission for the same.

Kind Regards


Dr.G.Jayalakshmi

FOR THE USE OF DEANS OFFICE


Names of Committee members for evaluating the course:


The Dean:Dr.G.Jayalakshmi


The HOD:Dr. Abarna

The Expert: Dr.G.Jayalakshmi

The committee has discussed about the course and is approved.

Dean 
(Sign & Seal)

Subject Expert 
(Sign & Seal)


HOD

(Sign & Seal)

Dr. G. JAYALAKSHMI, BSC, MBBS, DTCO, M.D.,
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kutapakkam, Post,
Villanur Commune-Puducherry-605 002

PROFESSOR & HOD
DEPARTMENT OF MICROBIOLOGY
Sri Lakshmi Narayana Institute Of Medical Sciences
PONDICHERRY 605 002



OFFICE OF THE DEAN

Sri Lakshmi Narayana Institute Of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Circular

15.11.2018

Sub: Organising Value-added Course: Portfolios & E-Portfolios& CD/ME01.reg

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research** is organizing “**Portfolios & E-Portfolios& CD/ME01**”. The course content and registration form is enclosed below.”

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before 25.11.2018. Applications received after the mentioned date shall not be entertained under any circumstances.

Dean

Dr. G. JAYALAKSHMI, BSC, MBBS, DTCD, M.D.
DEAN

Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Agaram Kudapakam Post,
Villanur Commune Pudukkottai-605 502.

Encl: Copy of Course content and Registration form.

Course Proposal

Course Title: **Portfolios & E-Portfolios & CD/ME01**

Course Objective:

- Portfolios & E-Portfolios enable their students to record their learning and document their growth over a period of time.
- They provide students with a venue through which they can showcase their learning.
- They can be used as a tool for self-assessment, self-reflection and personal development.
- They help students focus on the process of learning rather than the end product.
- They promote deeper learning as students actively engage in the learning process.
- They empower students' voice.
- They help students develop their writing skills.
- A portfolio presents a concrete evidence of your work and achievements to
- Prospective employers.
- They assist students in locating their strengths and weaknesses and plan for future improvement.

Course Outcome: Reflection, Essay writing, E-portfolio submission, Poster Presentation & Rubric

Course Audience: II MBBS Students of 2017-18 Batch

Course Coordinator: Dr.G.Jayalakshmi

Course Faculties with Qualification and Designation:

1.Dr.G.Jayalakshmi, Professor & HOD

2. Dr.Jyayapradha, Assistant Professor

3.Dr.Naveen kumar, Assistant Professor

Course Curriculum/Topics with schedule (Min of 30 hours)

Sl No	Date	Topic	Time	Hours	Lecture taken by
1.	1.12.2018	Introduction, Main Goals Of Earlier Academic Education	4-5p.m	1	Dr.G.Jayalakshmi
2.	3.12.2018	Constructivism Based On Piaget's And Vygotsky's Assuming	4-5p.m	1	Dr.G.Jayalakshmi

3.	4.12.2018	1. Individual Or Group Performance Is Portfolio 2. <i>What Is A Portfolio?</i>	4-5p.m	1	Dr.G.Jayalakshmi
4.	5.12.2018	3. <i>Definition Of Portfolio</i> (1) Organization Of Portfolio Content (2) Determining The Purpose Of The Portfolio (3) Determining The Evidence Including In Portfolio (4) Determining Assessment Criteria:	4-6p.m	2	Dr.G.Jayalakshmi
5.	6.12.2018	4. Determining Assessment Criteria: (1) Important Points In Portfolio Developing Process (2) In Portfolio Making Process Some Necessary Steps Are;	4-5p.m	1	Dr.Jayapradha
6.	7.12.2018	Assessment Of Portfolios	4-5P.M	1	Dr.Naveen kumar
7.	8.12.2018	Variety Of Different Approaches To Grade Portfolios.	2-4p.m	2	Dr.Jayapradha
8.	9.12.2018	5. Portfolio Types (a) Personal Portfolio (b) :) Working Portfolio (c) Record-Keeping Portfolio: (d) Group Portfolio (e)) Thematic Portfolio: (f)) Integrated Portfolio: (g)) Electronic Portfolio: (h))Multiyear Portfolio:	9-12 am	3	Dr.G.Jayalakshmi
9.	10.12.2018	6. <i>Advantages And Disadvantages Of E-Portfolios</i> 1. Advantages Of Using Portfolio Assessment Methods	4-5p.m	1	Dr.Naveen kumar
10.	11.12.2018	Comparing To Portfolio Assessment	4-5p.m	1	Dr.G.Jayalakshmi

		With Standardized Testing			
11.	12.12.2018	Top 10 Types Of Assessment	4-5p.m	1	Dr.G.Jayalakshmi
12.	13.12.2018	Advantages In A Nutshell Disadvantage Of Using Portfolio	4-5p.m	1	Dr.Jyayapradha
13.	14.12.2018	Problems And Disadvantage Of Portfolio Assessment Methods	4-5p.m	1	Dr.G.Jayalakshmi
14.	15.12.2018	The Limitations Of Portfolios, Portfolio Assessment's Inherent Limitations	2-4 pm	2	Dr.G.Jayalakshmi
15.	17.12.2018	Lack Of Standardization Not Feasible For Large Scale Learning Assessment Bias	4-5p. m	1	Dr.G.Jayalakshmi
16.	18.12.2018	5 Of The Best Tools To Create Digital Portfolios & E-Portfolios In Class -Digital Portfolio Tools	4-5p. m	1	Dr.G.Jayalakshmi
13.	19.12.2018	Three Processes Are Involved In Portfolio Creation	4-5p. m	1	Dr.Naveen kumar
14.	20.12.2018	Several Web Tools Students Can Use To Create Digital Portfolios	4-5p. m	1	Dr.Naveen kumar
15.	21.12.2018	Types of Portfolios: Electronic And Paper	4-5p. m	1	Dr.G.Jayalakshmi
16	22.12.2018	Advantages of E-Portfolios & E-Portfolios Disadvantages of E-Portfolios & E- Portfolios Advantages of Paper Portfolios Disadvantages of Paper Portfolios	2.3 p.m	1	Dr.G.Jayalakshmi
17	24.12.2018	The What, Why, And How Of Eportfolios What Is An Eportfolio?	4-5 pm	1	Dr.Naveen kumar

18	26.12.2018	Types Of E portfolios	4-6 pm	2	Dr.G.Jayalakshmi
19	27.12.2018	1. Why Would You Want An Eportfolio? What Can Our Office Do For You? Content: What Goes In A Portfolio? What Do Employers Want To See? Additional Tips For Creating A Portfolio Examples Of Assessment Tools	4-6 pm	2	Dr.G.Jayalakshmi
20	28.12.2018	Types Of Assessment Results And Suggestions	4-6 pm	2	Dr.G.Jayalakshmi
		Total		30 hrs	

REFERENCE BOOKS:

1. *Richard J. Shavelson is a professor of education at Stanford University. Stephen Klein and Roger Benjamin are director of research and development and president/CEO, respectively, at the Council for Aid to Education, which owns the Collegiate Learning Assessment.*
2. A Guide to **Types of Assessment**: Diagnostic, Formative, Interim, and Summative. Aug 16, 2018.
3. Portfolios & E-Portfolios in Science Education: Issue in Purpose, Structure and Authenticity. Science Education, 76 (4), 451-463. De Fina, A. (1992).
4. Portfolio Assessment: Getting Started. New York: Scholastic Professional Books. Dochy, F. (2001).
5. The Portfolio And Its Use: Developmentally Appropriate Assessment of Young Children. Eric Digest. ED351150. Gussie, W.F. (1998).
6. Assessment of the Implementation of Portfolio Assessment in the K8 School Districts in New Jersey. Unpublished Doctoral Dissertation, Widener University. Haladyna, T.M. (1997).
7. The Use of Portfolio to Assess Student's Performance Osman BİRGIN 1 , Adnan BAKI 2 1 Research Assist. Firat University, Education Faculty, Dept.of Primary Education, Elazığ 2 Prof. Dr., Karadeniz Technical University, Fatih Education of Faculty, Sec. Dept.of Math. Edu., Trabzon

Date : 28.12.2018

From
Dr.G.Jayalakshmi
Professor of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Completion of value-added course: Portfolios & E-Portfolios &CD/ME01

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled: **Portfolios & E-Portfolios& CD/ME01 on** December 2018 II MBBS Students (batch 01) . We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind Regards,

Dr.G.Jayalakshmi

Encl: Certificates

Photographs



VALUE ADDED COURSE

1. Name of the programme & Code

Portfolios & E- Portfolios & CD/ME01

2. Duration & Period

30 hrs & Dec 2018

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Reflection, Essay writing, E-portfolio submission, Poster Presentation & Rubric - *Enclosed as Annexure- III*

6. Certificate model

Enclosed as Annexure- IV

7. No. of times offered during the same year:

1 time Dec 2018

8. Year of discontinuation: 2018

9. Summary report of each program year-wise

Value Added Course- Dec 2018					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	CD/ME01	<i>Portfolios & E- Portfolios</i>	Dr. G.Jayalakshmi Dr. Jayapradha Dr.C.Naveen Kumar	II MBBS Students	15 students DEC- 2018)

10. Course Feed Back

Enclosed as Annexure- V

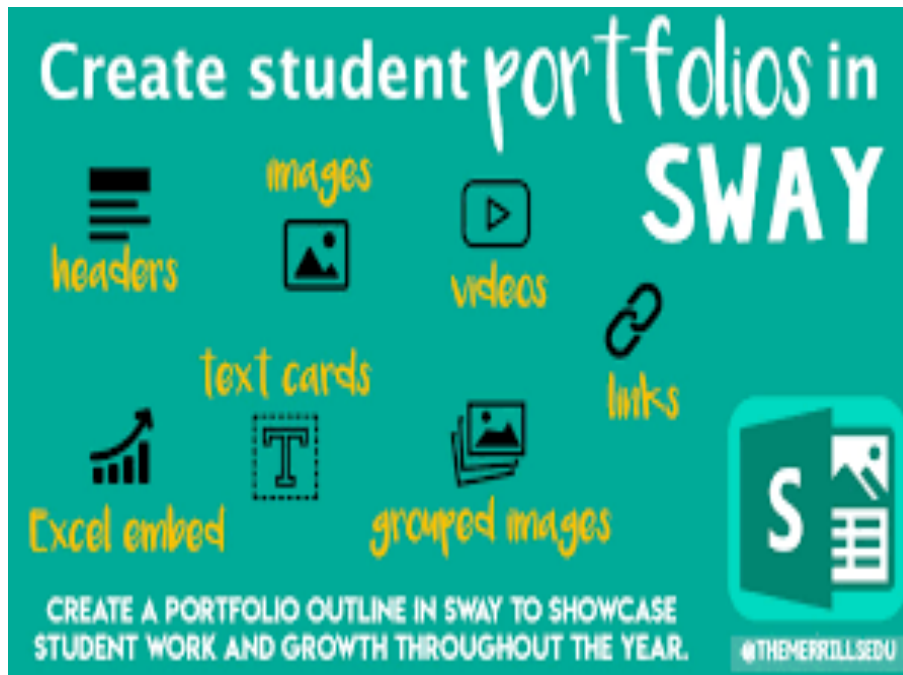
RESOURCE PERSON

1. Dr.G.Jayalakshmi
2. Dr.Jayapradha
3. Dr. V. Naveen Kumar

COORDINATOR

Dr.G.Jayalakshmi

Portfolios & E-Portfolios



PARTICIPANT HAND BOOK

COURSE DETAILS

Particulars	Description
Course Title	<i>Portfolios & E-Portfolios</i>
Course Code	CD/ME01
Topics and content of the course in the Hand book	<ol style="list-style-type: none"> 1. Introduction, Background 2. Main Goals Of Earlier Academic Education 3. Constructivism Based On Piaget's And Vygotsky's Assuming 4. Individual Or Group Performance Is Portfolio 5. What Is A Portfolio? 6. Definition Of Portfolio <ol style="list-style-type: none"> (1) Organization Of Portfolio Content (2) Determining The Purpose Of The Portfolio (3) Determining The Evidence Including In Portfolio (4) Determining Assessment Criteria: 7. Determining Assessment Criteria: <ol style="list-style-type: none"> (1) Important Points In Portfolio Developing Process (2) In Portfolio Making Process Some Necessary Steps Are;

8. Assessment Of Portfolios

9. Variety Of Different Approaches To Grade Portfolios.

10. Portfolio Types

(a) Personal Portfolio

(b) Working Portfolio

(c) Record-Keeping Portfolio:

(d) Group Portfolio

(e) Thematic Portfolio:

(f) Integrated Portfolio:

(g) Electronic Portfolio:

(h) Multiyear Portfolio:

11. Advantages And Disadvantages Of E-Portfolios

(1) Advantages Of Using Portfolio Assessment Methods

12. Comparing To Portfolio Assessment With Standardized Testing

13. Top 10 Types Of Assessment

14. Advantages In A Nutshell

15. Problems And Disadvantage Of Portfolio Assessment Methods

16. Disadvantage Of Using Portfolio

17. The Limitations Of Portfolios

18. Portfolio Assessment's Inherent Limitations

19. Lack Of Standardization

Not Feasible For Large Scale Learning Assessment
Bias

20. 5 Of The Best Tools To Create Digital Portfolios & E-Portfolios In Class -Digital Portfolio Tools

21. Three Processes Are Involved In Portfolio Creation

22. Several Web Tools Students Can Use To Create [Digital Portfolios](#)

23. Types Of Portfolios: Electronic And Paper

24. Advantages Of E-Portfolios & E-Portfolios

Disadvantages Of E-Portfolios

Advantages Of Paper Portfolios

Disadvantages Of Paper Portfolios

25. The What, Why, And How Of Eportfolios

26. What Is An Eportfolio?

An Eportfolio May Contain All Or Some Of The Following:

27. Types Of Eportfolios

28. Why Would You Want An Eportfolio?

What Can Our Office Do For You?

Content: What Goes In A Portfolio? What Do Employers Want To See?

Additional Tips For Creating A Portfolio

Examples Of Assessment Tools

29. Types Of Assessment

	<p style="text-align: center;">Results And Suggestions</p>
<p>Interactive discussion with examples</p>	<p>They can be used as a tool for self-assessment, self-reflection and personal development.</p> <p>They develop students metacognitive skills (reflective practices) and help them take control of their learning</p>
<p>Further learning Opportunities</p>	<ul style="list-style-type: none"> • Portfolios & E-Portfolios enable their students to record their learning and document their growth over a period of time. • They provide students with a venue through which they can showcase their learning. • They help students focus on the process of learning rather than the end product. • They promote deeper learning as students actively engage in the learning process. • They empower students' voice. • They are a method of self-discovery and confidence building'. <p>They help students develop personal and academic identities.</p> <p>They assist students in locating their strengths</p>

	<p>and weaknesses and plan for future improvement. They invite teachers' feedback and peers' input.</p> <ul style="list-style-type: none"> • They help students develop their writing skills. • They assist students in locating their strengths and weaknesses and plan for future improvement.
Key Competencies	<p>A portfolio presents a concrete evidence of your work and achievements to Prospective employers.</p>
Target Student	II MBBS Students (2018-219)
Duration	30hrs
Theory Session	30hrs
Assessment Procedure	Reflection, Essay writing, E-portfolio submission, Poster Presentation & Rubric

Portfolios & E-Portfolios

There are numerous benefits students will gain from incorporating Portfolios & E-Portfolios in their learning. Here is a summarized list of some these benefits based on readings



Background:

- Portfolios & E-Portfolios enable their students to record their learning and document their growth over a period of time.
- They provide students with a venue through which they can showcase their learning.
- They can be used as a tool for self-assessment, self-reflection and personal development.

- They help students focus on the process of learning rather than the end product.
- They promote deeper learning as students actively engage in the learning process.
- They develop students metacognitive skills (reflective practices) and help them take control of their learning.
- They empower students' voice.
- They are a '[method](#) of self-discovery and confidence building'.
They help students develop personal and academic identities.
They assist students in locating their strengths and weaknesses and plan for future improvement.
They invite teachers' feedback and peers' input.
- They help students develop their writing skills.
- A portfolio presents a concrete evidence of your work and achievements to
- Prospective employers.
- They assist students in locating their strengths and weaknesses and plan for future improvement.

INTRODUCTION

Recent developments and demands in science and society have deeply affected education. Especially theories such as constructivism and multiple-intelligence and new social trends such as changing labor market, information-age needs engendered to radical change in traditional approaches of learning, teaching and assessment. Since learning approach is changed, it affects assessment procedures and approaches (Fourie & Van Niekerk, 2001).

For example, ***the main goals of earlier academic education enable students to know a certain domain***. Since learning of basic knowledge was very important, behaviorist approach generally uses traditional instruction. In this instructional approach, knowledge is merely abstracted, and "learning" and "teaching" process is viewed as individual process, and "learning" is conceived as the accumulation of stimulus-response association.

Drill and practice play an important role in this process. Also, the assessment practice is mainly based on testing basic knowledge. Because, the proof of learning generally is seen as changing the behaviors and increasing the right answer in test and changing between pre-test

and end-test in this approach, tests such as multiple-choice, true false, matching items for assessment are used.

These tests which provide less useful information about students' understanding and learning are not enough to assess higher order cognitive skills such as problem solving, critical thinking and reasoning (Romberg, 1993), not measure a students' ability to organize relevant information (Shepard, 1989), and assess what is easy to test-memorization of rote skills and procedures (Mumme, 1991).

On the other hand, the constructivism based on Piaget's and Vygotsky's assuming that students are able to acquire and socially construct their knowledge and understanding.

This approach pays more attention to students' prior learning, their problem solving skills and their collaborative learning (Baki, 1994). However, in this new environment students' learning cannot be assessed within a shorter time using multiple choices tests (Mumme, 1991; Romberg, 1993). **Therefore, it is needed a broader range of assessment tools that be able to assess the students' skills such as open-ended problem solving, and critical thinking, analyzing, reasoning, be able to apply their knowledge in new problems, and to express oral and writing.** Further, constructivist epistemology requires us to assess students' individual performance and group performance together during their learning experience (Shepard, 2000).

Nowadays, society asks for students who have cognitive skills such as problem solving, critical thinking, analyzing data, and presenting them orally and written format and so on (Dochy, 2001).

Since society request new trends, educational developments have improved towards a more powerful learning environment. For this reason, alternative assessment approaches are needed in assessing both learning process and learning outcomes.

This implies that assessment techniques should focus an assessing what students know as well as what they do not know. These recommendations can be achieved through alternative assessments measuring students' performance and developments in learning process.

One of the alternative methods in education used in the assessment of the students' individual or group performance is portfolio. Necessity of using portfolio is emphasized by many researches .According to them, portfolio gives more reliable and dynamic data about students for teachers, parents and also student himself. Also, using this assessment method in primary schools provides getting clear information about students and fulfilling their weaknesses and helps teachers planning teaching progress.

What is a Portfolio?

It is a brief (approximately 10 pages) collection of your best and most recent work, showcasing your talents, skills, and experience to a potential employer. A portfolio should provide evidence of your abilities, communicate in more depth what you can offer if hired, and be organized and designed so that you can incorporate it smoothly and effectively during the interview to compliment or enhance your responses to questions.

Teachers' attitudes in measurement and assessment applications cause many problems. For instance, up to now, being lack of pedagogical knowledge and limited in-service course prevented teachers from being qualified (İşman, 2005). Besides teachers were not given enough information and resources about how to make assessment or which materials should be used and assessment method is given to teacher's initiative.

Furthermore, common use of traditional measurement and assessment methods prevents finding out students' skills and their developmental potentials (Baki & Birgin, 2002). Teachers usually try to do their assessment activities through Bloom's (1976) theory of school learning which exists in teaching programs. However, disadvantage of this approach is that it ignores the students' different skills and developmental potentials in assessment (Çepni, 2006).

Thus as parallel to recent developments in education contemporary approaches such as constructivism and multiple-intelligences become dominant in new teaching programs in Turkey. Teachers did not have enough knowledge and experience about alternative assessment methods especially about portfolio. It is still a question that how a teacher can apply alternative assessment methods properly without having enough knowledge and experience about it. Because of this reason, portfolio assessment method as an alternative one to traditional assessment approaches becomes quite significant.

The purpose of this course was to introduce portfolio assessment method commonly used in educational contexts recently. To achieve this aim, some information of portfolio such as its definition, its developing process, the types of portfolio to be used, selection of contexts, its advantage and disadvantage were discussed in depth. Also, portfolio assessment method is compared with traditional one in terms of different aspects.

What Is Portfolio?

Although Portfolios & E-Portfolios are used in the assessment of student's performance in nowadays, they are used as a method by architects, painters, photographers and artists in showing their works. However, as portfolio has been used for different purposes

it may be different from than that of artists. It is not possible to use only one definition for portfolio.

Definition of portfolio may change according to users' purpose and way of usage.

Many researchers defined portfolio in order to explain its features. Some of them are as follows; According to Arter and Spandel (1991), portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas.

Paulson, Paulson and Mayer (1991: 60) define that portfolio is a purposeful collections of student's work that exhibits the student's efforts, progress and achievement in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection.

Grace (1992, p.1), who stresses the learning process, defines as "portfolio is a record of the child's process of learning: what the child has learned and how she has gone about learning; how she thinks, questions, analyzes, synthesizes, produces, creates; and how she interacts--intellectually, emotionally and socially-with others".

Collins (1992, p. 452) identify portfolio as "a container of collected evidence with a purpose. Evidence is documentations that can be used one person or group of persons to infer another person's knowledge, skill, and/or disposition".

Winsor and Ellefson (1995, p.68), who stress the learning process and learning product, define that "portfolio is a fusion of process and product. It is the process of reflection, selection, rationalization, and evaluation, together with the product of those processes".

Simon and Forgette-Giroux (2000, p.36) define as "portfolio is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/or peers, to assess the student's progress in the development of a competency".

De Fina (1992, p.13), who emphasizes the characteristic of portfolios, state that Portfolios & E-Portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas.

On the other hand, Birgin (2003, p.22) defines portfolio as "the assessment of some data about students' skills in one or more areas in a certain time period, regular collection of his studies and performances according to predetermined criteria.

There are some essential characteristics to the development of any type of portfolio used for assessment.

Barton and Collins (1997) state that Portfolios & E-Portfolios should be multi sourced, authentic, forms of dynamic assessment, explicit of purpose, establish a correspondence between program activities and life experiences, based on student's ownership, and multi-purposed.

Therefore, Portfolios & E-Portfolios should be on going so that they show the students' efforts, progress, and achievement over a period of time.

When the descriptions stated above, portfolio is not either the arbitrary collections or observation of student's works to be filled haphazardly.

It is important that the portfolio collections should be purposeful, systematic, the determined evaluation criteria, and take a period of time.

Thus in this course portfolio is described as a systematic and purposeful collection of the evidence which reflect the success, performance, and efforts of the students in one or more areas over a period of time.

Organization of Portfolio Content

A portfolio is not a collection of a students' work haphazardly over time. Thus, in developing a portfolio it is important to decide its' purpose, evidence consisting of portfolio, and its' assessment criteria (Barton & Collins, 1997). There is a closely related three aspects, and these aspects affect each other directly

What should be considered during the organization of the portfolio contents explained in details as follows?

- (a) **Determining the purpose of the portfolio:** The first and most significant acts of portfolio preparation are to determine the purposes for the portfolio. The purpose of the portfolio directly affects the process by which the portfolio is created. Also, the purposes of portfolio determine what kinds of items should be in it. Explicit purposes prevent the portfolio from becoming busy-work. Portfolios & E-Portfolios can be used for different purposes in education. The purpose of the portfolio can be shaped depending on the users' demands. The aim of teacher using portfolio is to assess the progress of the student over a period of time, to determine the efficiency of the teaching, to have connection with the parents of the students, to evaluate the education program, to enable schools to have contact with the commodity, to help students for self-assessment and to determine the students' weak points in learning process (Mumme, 1991; De Fina, 1992).

As a result, it has been needed to determine the purpose for the portfolio firstly so it will effect directly on the qualifications and the collections stills of items in the portfolio. During determining the purpose of the portfolio, it is very important for teachers to consult his colleagues, students, parents and school administrations. In this concern, it will help to appropriate and carry out the portfolio implementation.

Determining the evidence including in portfolio:

Considering the purpose of the portfolio, it should be determined which evidence should be collected, who will collect the works, how often they will be collected, and how they will be

assessed. Consulting students during the selection of the studies which will be filled in a portfolio is important since it enable students to have responsibility and possession feelings (Kuh, 1994). It is suggested that there has been a caption that is a statement attached to each piece of portfolio evidence that describes what it is, why it is evidence, and of what it is evidence (Barton and Collins, 1997). The caption helps students become aware of their learning as they share what they can prove they know.

There is not a strict rule for the portfolio content since portfolio has a different purpose in terms of its evidence. This means that content of portfolio can be variable depending on its users or purposes.

For instance, a portfolio organized by a student can contain a lot of visual or activity materials such as individual or group studies, his/her best studies, tests, projects, presentations, control lists, problem solutions, questionnaire, teacher comment, reading list and reviews, self-assessment/peer-assessment checklist, interview notes, course note, cd and disks. However, instead of random selection of evidence in student's portfolio, selecting of evidences which reflect the performance and products of students during learning process have an important role in learning. Because items are collected over time, its selection is important for portfolio process.

According to De Fina (1997) when decided the contents of a portfolio, two compelling factors should be kept in mind: the students' desires and the purpose for collecting each item. Ideally, the portfolio should be as student-centered as possible and the teachers facilitate, guide, and offer choices rather than inform, direct, and predetermine priorities.

It should be remembered in the process of preparing a portfolio that each student has different cognitive, affective, psychomotor skills, different experiences, social environments and socio-economic levels. Thus, items which will be put in the portfolio should be designed to reflect each student's performance as an individual or as a group and to reflect their cognitive, affective and skills properly.

Further, portfolio assessment should be multi-dimensional and in order to make a reliable assessment, data should be collected from different sources such as student himself, teachers, student's friends and parents.

Also, it is important that students have the opportunity to choose work samples for their learning.

Simon and Forgette-Girous (2000) call for the cross-curricular sampling of items that provide evidence of the cognitive, behavioral, affective, meta-cognitive and developmental dimensions of a single but complex competence such as problem solving or effective communications.

For example, in the portfolio designed by Birgin (2003) for mathematics course in primary school 7th graders there have been “problem solving assessment form, observation form related to learning in a unit, group work observation form, parent observation form, assessment form of students’ affective dimension, assessment form for students’ ideas related to mathematics course and assessment form of students’ academic success.

However, the portfolio which was used for mathematics course in 1990 in Vermont State, in USA, consisted of only problem solving activities. In this portfolio application students have been asked to present the solutions of open-ended problems in detail. In addition, such kind of portfolio consists of “best pieces”.

Determining assessment criteria:

First, the purpose of portfolio is mentioned explicitly and then, assessment criteria of the each item in portfolio need to be explained.

It is very important to determine the criteria for assessing the portfolio.

Because an assessment criterion allows students to recognize, and select work that is considered high quality. It also allows and encourages discussions among teachers, students, and other concerning the outcomes and quality of outcomes

Assessment criteria which have been used to determine the quality of the student’s performance should be clear and easy to understand. This is quite important in terms of student to assess his own works and to be able to fulfill his weaknesses. Rubrics should be used in order to determine quality of the evidence in portfolio and to make a reliable and valid assessment.

Important Points in Portfolio Developing Process

It is a challenging situation for teachers to make Portfolios & E-Portfolios an integral part of their instruction. We can solve this problem and enable portfolio as an important learning and assessment tool.

Some of them are as follows;

- It should be consulted to teachers, students, parents and school administrations in deciding which items would be placed in it.

- It should be created a shared, clear purpose for using portfolios. Students should clearly understand what purpose of and for whom a portfolio is consisted.

It should reflect the actual day-to-day learning activities of students. Also, items in portfolio should vary and be multi-dimensional.

- It should be ongoing so that they show students' efforts, progress, and achievements over a period of time.

- Items in portfolio should be collected as a systematic, purposeful, and meaningful.

- It should give opportunities for students in selecting pieces they consider most reprehensive of themselves as learners to be placed into their portfolios, and to establish criteria for their selections. Also, it should be make students responsible for keeping their Portfolios & E-Portfolios up to date.

- It should be viewed as a part of learning process rather than merely as recordkeeping tools, as a way to enhance students' learning.

- Students can access their portfolios.

- Share the criteria that will be used to assess the work in the portfolio as well as in which the result are to be used

- Teachers should give feedback to students, parents about the use the portfolio.

In portfolio making process some necessary steps are;

- students' ideas should be taken,
- each study should have a purpose,
- assessment of studies should be clearly explained,
- the process should cover a certain time period,
- portfolio should encourage students to learn, and
- items in the portfolio should be multi-dimensional and
- should address different learning areas.
- it is virtually important that the studies in a portfolio should be designed in order to present students' performance and development in a any time period in detail.

Assessment of Portfolios

There has been no exact way or method for the assessment of portfolios. However, some different methods can be used in terms of their aims.

If the purpose of portfolio is to improve the students' learning and to diagnose his/her learning needs, then the works in the portfolio usually are determined by teachers.

Student is given feedback for his/her works by teachers and peers. These kinds of feedbacks are used to improve the students' learning

If the purpose of the portfolio is to assess the student progress over an extended period of time, and to provide evidence for grades, then the portfolio contains some standard work for everyone and the works in the portfolio are selected by students. This portfolio includes the best works of student in a term or year.

They are assessed by teachers in terms of the criteria determined before. The goal of portfolio grading is to strike a balance between product and process. In other words, a student's improvement in learning process is just as important as their ability to produce a well-shaped product which meets standard rubric-like criteria, so portfolio grading focuses on both the learning process as well as the quality of products.

Consequently, Portfolios & E-Portfolios are graded as a whole, and each item in a portfolio can be used to showcase a student's best works or provide evidence for a student's self-assessment of his or her learning process and growth.

***Variety of different approaches to grade portfolios.
that three basic approaches can be used.***

The first is to evaluate each piece of work in the portfolio and average those grades to determine the portfolio grade.

The second is to use an analytic scheme where separate grades are given for different performance.

For example, a teacher might review the portfolio and given one grade each for the problem solving ability to communicate mathematical ideas, to carry out procedures accurately, to demonstrate insight and understanding of ideas, and to apply mathematics in problem solving situations. Unlike in the first approach, this approach is based on reviewing several pieces of work in the portfolio.

This assessment strategy was used in 1992 Vermont became the first state to use Portfolios & E-Portfolios as the centerpiece of a statewide assessment of students achievement in mathematics courses. Each piece in this mathematics portfolio was rated on seven dimensions and each dimension was scored on a different 4-point scale.

The third approach to scoring students' work, when a single score is determined focusing on several dimension of performance, is termed the focused-holistic approach. This approach allows the teachers to give a single grade for all pieces contained in the portfolio such performance attributes as the student's ability to interpreted the problem and information in the problem, select and use appropriate solutions strategies, and evaluate and connect the answer to the given problem situation.

Portfolio Types

There is no an absolute description and content for portfolios. The types of Portfolios & E-Portfolios are varied according to their purpose and collected items in it. Therefore, many

researchers define different types of portfolio. For example, according to Haladyn (1997), there are five types of Portfolios & E-Portfolios that named ideal, showcase, documentation, evaluation, and class portfolio. The ideal portfolio contains students' all works. It is not given to students a grade. Thus, it is important for students to assess their own portfolio. The showcase portfolio is included only of the students' best works. It is important for students to select own works and to reflect their works.

These types of portfolio are not suitable to be assessed and graded. The documentation portfolio involves a collection of work over time showing growth and improvement reflecting students' learning of identified outcomes. This portfolio contains quality and quantity data.

The evaluation portfolio includes a standardized collection of students' work and could be determined by the teacher or, in some cases, by the student. This portfolio is suitable for grading students.

The class portfolio contains student's grade, teacher's view and knowledge about students in the classroom. This portfolio can be defined a classroom portfolio. Slater (1996) describes there types of portfolio as showcase, open-format and checklist portfolio.

A showcase portfolio is a limited portfolio where a student is only allowed to present a few pieces of evidence to demonstrate mastery of learning objectives an open-format portfolio, students are allowed to submit anything they wish to be considered as evidence for mastery of a given list of learning objectives. A checklist portfolio is composed of a predetermined number of items. Often, a course syllabus will have a predetermined number of assignments for students to complete Melograno (2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of Portfolios & E-Portfolios are not exhaustive and can be used separately or in combination. These classifications are given below appropriately;

(i) Personal portfolio:

For other students and teachers to form a more holistic view about students and to celebrate their interests, items may be included from within and outside school. The port folio could contain pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.

(b) Working portfolio: The ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work products forms.

(c) Record-keeping portfolio: This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information

(e.g., anecdotal notes, frequency index scales, narrative descriptors, behavior checklists) and progress reports that supplement traditional report cards.

(d) **Group portfolio:** Each member of a cooperative learning group contributes individual items along with group items (e.g., samples, pictures, community project) to demonstrate the effectiveness of the entire group.

(e) **Thematic portfolio:** This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to "Rational Numbers", "Force" unit, this portfolio could reflect cognitive and affective skills and their views about these units.

(f) **Integrated portfolio:**

To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.

(g) **Showcase portfolio:**

A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included. For instance, in Vermont and Kentucky, at the beginning of the 1990 years, this type of portfolio was implemented for mathematics and writing in grades 4 and 8. In both states, Portfolios & E-Portfolios are supposed to contain five to seven examples of the students' best work during the school year and scored are supposed to reflect optimum performance. Writing portfolio must contain work in number of pre-specified genres of writing.

(h) **Electronic portfolio:**

Technological advances have made electronic portfolios. However, if they are simply software databases (storage for pictures, sound, or words) they are really no different from a hanging file or milk crate. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document (Lankes, 1995). Electronic Portfolios & E-Portfolios offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios. In recent years, because of the educational opportunities supported with the technological development, electronic Portfolios & E-Portfolios are used much more. For instance, computer-based Portfolios & E-Portfolios introduced by Baki and Birgin (2004) and Korkmaz and Kaptan (2005) in their studies can be shown as examples.

(i) **Multiyear portfolio:**

Students would collect items from a cluster of grade levels over 2-, 3-, or 4-year intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be used to follow students' progress periodically during primary and secondary school and university education.

In sum, it is clear that different types of Portfolios & E-Portfolios are described by researchers in terms of their purposes and contents. Besides the Portfolios & E-Portfolios described above, it is possible to mention different types of portfolios. However, it is very difficult to make a clear distinction between these ones. On the other hand, the Portfolios & E-Portfolios mentioned above can be used separately or different Portfolios & E-Portfolios can be used together. So teachers should select proper ones and should apply them.

Advantages and disadvantages of e-portfolios

Due to the fact that e-Portfolios & E-Portfolios offer great opportunities, many advantages of e-Portfolios & E-Portfolios can be mentioned. To begin with, the creation of e-Portfolios & E-Portfolios demands a high degree of self-organisation and self-responsibility. Therefore, pupils and also students at university increase these skills. In addition to that, computer skills are trained in the course of creating an e-portfolio. Moreover, pupils learn to be creative and they also learn how to deal with information from the web. Apart from that, audio material, videos and images can easily be included. What is also important is the benefit that e-Portfolios & E-Portfolios are accessible everywhere and they can be easily extended. Due to the fact that the pupils have to reflect their work, they probably learn more efficiently.

The disadvantages are that some pupils might not have the technical know-how and consequently feel over challenged. Moreover, pupils might have a lack of motivation, when the teacher does not give enough information about the topic and the task.

However, the e-portfolio is also not expressive when the teacher makes too many restrictions concerning the layout and the tasks of the e-portfolio, since then the e-portfolio cannot be regarded as the pupil's individual and self-organized piece of work. This problem is called 'over-scripting'. In addition to that, another problem, which is called 'over-acting', might occur. This means that the pupils just collect a vast number of pieces of work without any concept, which is not meaningful.

Furthermore, the pupil's intensive reflection of their learning process can lead to a problem called 'over-reflecting', which implies that pupils only reflect their work only for the sake of their teachers.

All in all, one can say that the advantages of e-Portfolios & E-Portfolios prevail. However, it

should be noted that the teachers need to inform their pupils clearly about how to create an e-portfolio and also about the expectations they have.

Advantages Of Using Portfolio Assessment Methods

Portfolio can present a wide perspective of learning process for students and enables a continuous feedback for them (Adams, 1998). Besides this, it enables students to have a self-assessment for their studies and learning, and to review their progress (De fina, 1992). Since it provides visual and dynamic proofs about students’ interests, their skills, strong sides, successes and development in a certain time period, portfolio which is the systematic collection of the student’s studies helps assessing students as a whole (Baki & Birgin, 2004).

Portfolio is strong devices that help students to gain the important abilities such as self-assessment, critical thinking and monitoring one’s own learning (Asturias, 1994; Micklo, 1997). Furthermore, portfolio provide pre-service teacher assessing their own learning and growth, and help them become self-directed and reflective practitioners, and contribute them the individual and professional developments (Birgin, 2007; Mokhtari et al., 1996). Mullin (1998) stresses that portfolio provides teachers to have new perspective in education.

For instance, portfolio can answer these questions:

- What kind of troubles do students have?
- Which activities are more effective or ineffective?
- What subjects are understood and not understood?
- How efficient is the teaching process?.

On the other hand, portfolio assessment has many advantages comparing with standardized testing. It is shown in the Table 1 (De Fina, 1992, p. 39).

Table 1. Comparing to Portfolio Assessment with Standardized Testing

Portfolio Assessment	Standardized Testing
occurs in the child’s natural environment TM is an unnatural eve	TM occurs in the child’s natural environment TM is an unnatural eve
provides an opportunity for student to demonstrate his/her strengths as well as weaknesses TM provides a summary of child’s filatures on certain tasks TM gives hands	on information to the teacher on the spot TM provides little diagnostic information
provides an opportunity for student to demonstrate his/her strengths as well as weaknesses TM provides a summary of child’s filatures on certain tasks TM gives hands	on information to the teacher on the spot TM provides little diagnostic information
provides an opportunity for student to	on information to the teacher on the spot TM

demonstrate his/her strengths as well as weaknesses ™ provides a summary of child's failures on certain tasks ™ gives hands	provides little diagnostic information
provides an opportunity for student to demonstrate his/her strengths as well as weaknesses ™ provides a summary of child's failures on certain tasks ™ gives hands	on information to the teacher on the spot ™ provides little diagnostic information
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provides an opportunity for student to demonstrate his/her strengths as well as weaknesses ™ provides a summary of child's failures on certain tasks ™ gives hands	on information to the teacher on the spot ™ provides little diagnostic information
invites the parents to be reflective of child's work and knowledge ™ provide parents with essentially meaningless and often frightening numerical data ™ encourages teacher	student conferencing ™ forces teacher
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portfolio assessment enables measuring high-level skills with meaningful and realistic activities for students instead of measuring low-level skills in a limited-time, using multi assessment methods instead of using only one measurement method, making assessment not sometimes but continuously, and determining the student's weaknesses and strengths. Besides, it also encourages students to participate in the assessment process actively and to make an effective communication with his teacher and parents.

As portfolio assessment places student at the center of the teaching process, it enables students to direct teaching. Portfolio assessment method also has many benefits for teacher, parents and students.

Making use of Portfolios & E-Portfolios affectively largely depends on using their purpose properly.

Some of the assessment methods are presented as follows.

Top 10 Types of Assessment

- **Summative Assessment.**
- **Formative Assessment.**
- Evaluative assessment.
- Diagnostic Assessment.
- **Norm**-referenced tests (NRT)
- **Performance**-based assessments.
- Selective response assessment.
- Authentic assessment.

Advantages in a nutshell

- Portfolio provides multiple ways of assessing students' learning over time
- It provides for a more realistic evaluation of academic content than pencil-and paper tests.
 - It allows students, parent, teacher and staff to evaluate the students' strength and weakness.
- It provides multiple opportunities for observation and assessment
- It provides an opportunity for students to demonstrate his/her strengths as well as weakness.
- It encourages students to develop some abilities needed to become independent, self-directed learners
 - It also helps parents see themselves as partners in the learning process
- It allows students to express themselves in a comfortable way and to assess their own learning and growth as learners.
 - It encourages students to think of creative ways to share what they are learning
- It increases support to students from their parents and enhances communication among teachers, students and parents.

- It encourage teachers to change their instructional practice and it is a powerful way to link curriculum and instruction with assessment

In sum, portfolio assessment provides more authentic and valid assessment of students' achievement and comprehensive views of students' performances in contexts, and encourages students to develop independent and self-directed learners, and enhances communication among teacher, student and parents. It can provide opportunities for learners to demonstrate his/her weakness and strengths and for teachers to direct their teaching.

It also can encourage students to take responsibility for their own learning, and enhance student-teacher communication. In addition, portfolio assessment has a potential to demonstrate students' learning process and leaning product over time. As a result, portfolio gives detailed information about students' development in learning process to teacher, parents and students themselves.

Problems and Disadvantage of Portfolio Assessment Methods

Although using of Portfolios & E-Portfolios has some advantages and benefits in education, it has some disadvantages and burdensome. Thus, when it is developed and used, these disadvantages and burdens should be considered.

Beside the disadvantages and burdensome of portfolios, the precautions which should be taken for overcoming these disadvantages and burdens of Portfolios & E-Portfolios are explained below.

Scoring a portfolio may be seen as less reliable or fair than multiple choices test scores (Cicmanec & Viecknicki, 1994).

Why the purpose and assessment criteria of Portfolios & E-Portfolios should be explained detailed and clearly

When the specific, clear, and measurable criteria for each item are used in portfolios, the reliability of Portfolios & E-Portfolios can increase. If the purpose and assessment criteria of portfolio are not clear, the portfolio can be just a miscellaneous collection of works that can't reflect students' growth or achievement accurately. Thus, the purpose and assessment criteria of Portfolios & E-Portfolios should be explained detailed and clearly

Another ***disadvantage of using portfolio*** is very time consuming for teachers to score students' works and to assess students' performance over time in the crowded classroom (Birgin, 2006b). Therefore, it is suggested to use checklists, rubrics and digital portfolio form to reduce time for the assessment of it (Birgin, 2006b; De Fina, 1992; Lustig, 1996).

Like any other form of qualitative data, data from portfolio assessments can be difficult to analyze. To use checklists and observation lists can be facilitate to analyze process. If it is possible, designing the computer-based portfolio and electronic Portfolios & E-Portfolios for students make easier to examine the Portfolios & E-Portfolios and to give feedback to students .

When comparing students' performance and schools by considering the portfolio scores, the questions "whom did the study belong to?", "Did the student do this work with someone else or alone?" are sometimes discussed. This statement may cause anxiety about the validity and reliability of the portfolio assessment.. In this case, students' scores in Portfolios & E-Portfolios may not show their real performance.

To overcome this problem, students' performance should be followed by teachers continuously and they should be required to present their works. Developing portfolio assessment criteria, rubrics, and determining the works in portfolio can be difficult for teachers at first. Moreover, organizing and assessing the portfolio and giving feedback to students can be time consuming (Stecher, 1998). Therefore, both in-service and pre-service teachers should be informed about the portfolio assessment.

One of the problems of using portfolio is to store, to handle and to control the Portfolios & E-Portfolios in the crowded classroom. Also, asking students to bring their portfolio materials to each class can be burdensome.

To overcome this problem, electronic Portfolios & E-Portfolios (e-portfolios) which easily stored, handled and controlled can be used (Baki et al., 2004; Chen et al., 2000).

Another problem of portfolio assessment is parental or community support for such a new and unfamiliar system of assessment.

Most parents is accustomed to their child receiving a letter grade on a report card at the end of a designated grading period. Such a change could be difficult for parents to accept or adjust to without considerable effort to educate them as to the nature and advantages of the new system (Thomas et al., 2005). Therefore, parents initially should be made aware of what is going to transpire with the new assessment method at the beginning of the school year. Also, at least once a month, parents should be invited in to discuss and view their child's portfolio with the teacher. Parents should be an essential part of this assessment process, and include as equal partners and stakeholders.

Consequently, the most important disadvantage of Portfolios & E-Portfolios is that its low reliability of scores. To overcome this problem, rubrics should be used in the assessments of the students' works. Moreover, portfolio assessment place new demands on teachers such as professional development time to learn portfolio, preparation time to create new materials and lessons, to produce and refine portfolio pieces.

Teachers also need additional time for reviewing and commenting on students work. Such kinds of requirements force teachers to develop themselves in their fields. However, researches show that some teachers see Portfolios & E-Portfolios as a worthwhile burden with tangible results in instruction and student motivation .

This fact is very important in terms of the application of portfolio. To cope with the possible limitations or disadvantages of portfolios, teachers who tend to use Portfolios & E-Portfolios should be educated before, assisted and supported in the portfolio application process by experts.

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To cope with the possible limitations or disadvantages of portfolios, teachers who tend to use Portfolios & E-Portfolios should be educated before, assisted and supported in the portfolio application process by experts.

The Limitations of Portfolios

Electronic collections help show the range of students' work, but are not standardized or scalable enough to be used for broad assessment purposes, write Richard Shavelson, Stephen Klein and Roger Benjamin.

The Limitations of Portfolios

Colleges have come to realize the need to assess and improve student learning and to report their efforts to students, faculty, administrators, and the public; including policy makers and prospective students and their parents.

The question is how to accomplish this. The roar of yesterday's Spellings Commission and its vision of accountability is background noise to today's cacophony of calls for more transparency and campus-based, authentic assessment of student learning. Some of the advocates for more authentic measures, such as Carol Schneider, president of the Association of American Colleges and Universities, have suggested using electronic Portfolios & E-Portfolios-- collections of a student's work products, such as term papers, research papers or descriptions, and the student's written thoughts ("reflections") about these work products and curricular experiences that are bundled together on an electronic platform. The presumed merits of portfolios, such as their supposed ability to drill down into the local curriculum, have been [extolled elsewhere](#).

Portfolios & E-Portfolios are simply not up to the task of providing the necessary data for making a sound assessment of student learning. They do not and cannot yield the

trustworthy information that is needed for this purpose. However, there are approaches that can provide some of the information that is required.

Portfolio Assessment's Inherent Limitations

There are three major reasons Portfolios & E-Portfolios are not appropriate for higher education assessment programs: They are (a) not standardized, (b) not feasible for large-scale assessment due to administration and scoring problems, and (c) potentially biased. Indeed, course grades, aggregated across an academic major or program, provide more reliable and better evidence of student learning than do portfolios.

Here's why.

Lack of Standardization

Standardization refers to assessments in which

- (a) all students take the same or conceptually and statistically parallel measures;
- (b) all students take the measures under the same administrative conditions (such as on-site proctors and time limits);
- (c) the same evaluation methods, graders, and scoring criteria are applied consistently to all of the students' work; and
- (d) the score assigned to a student most likely reflects the quality of the work done by that student and that student alone (without assistance from others).

Portfolios & E-Portfolios do not and cannot meet the requirements for standardization because by their very nature, they are tailored to each student. AAC&U's attempts at "metarubrics" are not even close to being an adequate solution to address this problem. Portfolio advocates simply ignore the evidence that valid comparisons in the level of learning achieved can only be made when students take the same or statistically "equated" measures (such as different versions of the SAT).

Without standardization, faculty and administrators at individual campuses cannot answer the fundamental questions: Is the amount of student learning and level of achievement attained by the students at our campus good enough? Could they do better, and if so, how much better? For example, are the critical writing skills of our students on a par with those of students at comparable institutions and if below, what might be done to improve their performance?

The reason that campuses using portfolio assessment cannot answer these types of questions is that determining how much learning has occurred has to be measured by comparison to some type of standardized benchmarks. For example, to assess whether seniors write better than freshmen, both groups need to respond to the same essay questions within the same time limits and have their answers mixed together before being graded by readers who do not know whether an answer was written by a freshman or senior.

The same standardization is needed to assess whether the students at one school (or in one program within a school) are more proficient (or learned more) than students at similar schools. In short, learning has to be measured by some type of standardized, controlled, and

unbiased comparison. There is no absolute scale (like weight and height) that is interpretable in and of itself.

Descriptions of scoring criteria are not sufficient to ensure comparable grading standards even when benchmark answers are used to train raters. In order to answer the good enough question, performance comparisons -- “benchmarking” -- is necessary. But benchmarking cannot occur without standardization and benchmarking is necessary to interpret differences in scores between programs within a campus and between peer campuses. Without standardization, differences might be due to variation in portfolio content, rater background and training, assistance provided to students for building their portfolios, bias (see below), and a host of other factors.

Valid interpretations of differences in scores between students, programs, and schools can only occur when the assessment is standardized. Only then can institutions monitor their students’ progress toward improving their skills and abilities relative to (a) their school’s academic standards, (b) the progress made by their classmates, and (c) the improvements in performance made by students in other programs and similar institutions. Ironically then, by eliminating the standardization that is necessary for benchmarking learning, the portfolio method prevents making the kinds of comparisons that are essential for assessing improvement.

We recognize that there are roles for portfolios. For example, they might be used to provide information about the range of tasks and activities students engage in and their views about the importance of different aspects of their education and campus experiences. This information may have heuristic value in providing possible insights into areas for improvement.

Not Feasible for Large Scale Learning Assessment

By their un-standardized nature, Portfolios & E-Portfolios (even electronic ones) are not practically feasible on a large scale. A moment’s reflection reveals why this is true. Because of their length, a single grader will typically need an hour or so to grade a single portfolio. To assure adequate score reliability, each portfolio needs at least two independent graders (and major differences between them should be resolved by a third). In addition, due to the potential interdisciplinary nature of a portfolio’s contents, raters with different areas of expertise might be needed which could lead to even more scoring time and feasibility problems.

For Portfolios & E-Portfolios to be truly authentic, they have to relate to each student’s academic major or combination of majors. Hence, different teams of graders (and most likely different scoring rubrics) are needed for students with different majors. These and related concerns preclude combining results across students with different and perhaps unique combinations of majors.

Computer technology cannot solve portfolio feasibility and reliability problems. For example, computers with natural language processing software [have been shown](#) to provide a cost-effective and accurate way to grade large numbers of student responses to essay questions and other open-ended tasks. However, these machine grading methods require

standardized prompts. They require that thousands of students respond to the same prompt and thus they are not applicable to portfolios.

Simply put, the time, content expertise, and other challenges -- and hence feasibility -- of grading Portfolios & E-Portfolios substantially exceeds that of grading constructed responses (e.g., essays) that are administered and scored under standardized conditions. Incidentally, the solution to this problem does not lie in having local faculty grade portfolios, even when justified as a professor's instructional and professional development responsibilities. The evidence is clear: in large-scale programs, portfolio assessment overwhelms faculty, and is a source of faculty resistance and low morale. Portfolio assessment, then, is simply not a feasible or practical tool for large-scale assessment programs.

Bias

A portfolio may include a photograph, videoclip, or other information about student identities. Their gender, race, ethnicity, and other characteristics also may be known by those evaluating the portfolio. This lack of anonymity may bias results.

Performance assessment, then, represents an authentic, standardized testing paradigm in which students craft original responses to real-life (criterion-sampled) tasks. For example, most state bar examinations now include tasks in which candidates are given a realistic case situation and asked to use a library to perform a typical task, such as prepare deposition questions or a points-and-authorities brief, draft instructions for an investigator, or write a letter to opposing counsel. Candidates are given a "library" of documents and told to base their answers on the information in these documents. The library might include the opposing counsel's brief, excerpts of relevant and irrelevant case law, letters, investigator reports, and other documents... just like they would review in practice. Performance tasks also have been used in credentialing teachers.

We are concerned about the suggestion to replace standardized higher education measures with electronic Portfolios & E-Portfolios as a means for assessing the effects of campus' programs and as a response to the demand for external accountability. Because of the inherent problems with portfolios, they do not and cannot provide trustworthy, unbiased, or cost effective information about student learning. This is just not in their DNA.

Gathering valid data about student performance levels and performance improvement requires making comparisons relative to fixed benchmarks and that can only be done when the assessments are standardized. Consequently, we urge the higher education community to embrace authentic, standardized performance-assessment approaches so as to gather valid data that can be used to improve teaching and learning as well as meet its obligations to external audiences to account for its actions and outcomes regarding student learning.

Read more by

[5 of The Best Tools to Create Digital Portfolios & E-Portfolios in Class -Digital portfolio tools](#)

Digital Portfolios & E-Portfolios are great teaching, learning, and assessment tools. In today's post we are focusing on the learning part and are looking at e-Portfolios & E-Portfolios from a student-centric perspective.

By definition, a portfolio, according to Arter and Spandel, 'is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas'). The key word here is 'purposeful', a portfolio is different from a folder in that it has a purpose and is guided by a number of learning objectives and expected outcomes. Without intentional planning, a portfolio becomes a mere receptacle of one's own work.

Three processes are involved in portfolio creation: collection, selection, and reflection. Each of these processes trains students in a number of skills. Together they provide students with the appropriate mindset to help them take responsibility of their learning and thrive as budding life-long learners.

There are several web tools students can use to create [digital portfolios](#). We have already reviewed a number of them over the last few years. But if you are to ask us about the ones we recommend the most, we would direct you to the following:

1- [GoogleSite](#)

This is one of the best platforms we have been recommending for teachers over the last few years. Students can use it to create and host their own digital portfolios. The site is simple and easy to use and they can set up their new website within minutes. They can create as many pages as they want, then upload their content, and share with others. [Site Help](#) has everything students need to effectively use Google Sites.

2- [Weebly](#)

This is another good website students can use to create digital portfolios. Like Google Sites, Weebly provides users with a simple drag and drop editor that allows you to design your website the way you want. No HTML or coding knowledge acquired. You simply select a template, customize it with your own content and publish it to the web.

3- [GoogleSlides](#)

Google Slides can be used to create digital portfolios in the form of a presentation. There is actually a [pre-made template](#) for that. This Portfolio template provides students with a tentative layout and structure to build their own portfolio.

4- [Seesaw](#)

Seesaw is a powerful tool to help students create and share digital portfolios. It allows them

to capture and showcase their learning in multiple formats. They can include videos, drawings, text notes, links, and several other materials to their portfolios. Teachers and parents can easily access and check students work.

5- [Evernote](#)

This is another practical option for creating digital portfolios. Students record their thoughts using notes then enhance these notes using things such as photos, audio files, links, and attachments. Evernote provides various organizational features that enable users to effectively organize their work so it can be easily searched and accessed across different devices.

Types of Portfolios: Electronic and Paper

You may want to create an electronic portfolio, also called an "e-portfolio," on the web or on a CD. Or, you may choose a more traditional, paper portfolio route of printing materials and binding your work together. Always use copies, not originals, and plan on leaving it with the potential employer.

Advantages of E-Portfolios

A major advantage is that you can share a large amount of information with many people, for example, if you are participating in a group interview. If your portfolio is online, then the website address can also be included in your resume/cover letter so potential employers can view it before the interview. An additional advantage is that this type of portfolio highlights your technical skills.

Disadvantages of E-Portfolios

A disadvantage of using e-Portfolios & E-Portfolios is the type of software used and available. Making arrangements to ensure compatible software will be available during your interview is important. In case technical difficulties do arise, bring copies of your originals to distribute.

Advantages of Paper Portfolios

Traditional paper Portfolios & E-Portfolios can be assembled to look professional and allow you to have a visual representation of your work on hand. This is crucial, as it makes viewing your portfolio accessible to anyone wishing to see it. This also allows you to appear prepared for your interview. Moreover, they are easy to update.

Disadvantages of Paper Portfolios

A disadvantage of a paper portfolio is that you don't necessarily know how many copies to bring to the interview.

It is appropriate to ask beforehand, however, how many people will be participating in the interview but make sure you explain that you want to know so that you can bring copies of your portfolio for everyone.

The What, Why, and How of ePortfolios

What is an ePortfolio?

An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. When you think about your ePortfolio and the types of evidence that it contains, it is important to think carefully about its purpose and intended audience.

An ePortfolio may contain all or some of the following:

- Files of various formats (text, pictures, video, etc.)
- Evidence related to courses taken, programs of study, etc.
- Writing samples (which might include several drafts to show development and improvement)
- Projects prepared for class or extracurricular activities
- Evidence of creativity and performance
- Evidence of extracurricular or co-curricular activities, including examples of leadership
- Evaluations, analysis and recommendations

Types of ePortfolios

Showcase/Professional ePortfolios & E-Portfolios— These ePortfolios & E-Portfolios are primarily a way to demonstrate (showcase) the highlights of a student's academic career. Great examples of showcase ePortfolios & E-Portfolios on Clemson's campus come from Health Sciences, Architecture and

Learning ePortfolios & E-Portfolios— These Portfolios & E-Portfolios are typically created by a student as part of a course as a way to demonstrate learning and the learning process. These Portfolios & E-Portfolios are often shared with other students to elicit peer feedback. Learning Portfolios & E-Portfolios support the idea of formative feedback as an essential part of the learning process.

Assessment/General Education ePortfolios & E-Portfolios— At Clemson the use of Portfolios & E-Portfolios played a substantive role in the assessment of our general education competencies. Using both formative and summative assessments feedback was provided to colleges, departments and instructors on the quality of evidence students used in their Portfolios & E-Portfolios to demonstrate our general education competencies.

Faculty

At Clemson the use of Portfolios & E-Portfolios played a substantive role in the assessment of our general education competencies. Using both formative and summative assessments feedback was provided to colleges, departments and instructors on the quality of evidence students used in their Portfolios & E-Portfolios to demonstrate our general education competencies. We will continue to analyze student evidence collected from our general education courses in the Summer Assessment Institute.

Why would you want an ePortfolio?

The American Association of Colleges and Universities recent paper titled: It Takes More than a Major: Employer Priorities for College Learning and Student Success states that “more than 4 in 5 employers say an electronic portfolio would be useful to them in ensuring that job applicants have the knowledge and skills they need to succeed in their company or organization.” ([Read the entire report online.](#)) You can also [view the highlights from 2011 Clemson University President's Advisory Board Meeting](#) where one group of corporate, industry, community and academic leaders felt that an ePortfolio provided all the right opportunities for students to develop soft skills and market themselves to any industry.

Many Graduate School programs now require a portfolio, as well. For example, the MFA Degree Program in Digital Production Arts in the Clemson School of Computing requires a digital portfolio as part of their application

What can our office do for you?

The goal of Clemson's ePortfolio office is to assist in creating and promoting your own Digital Identity or Digital Brand. Whether you are headed to Grad School, applying for jobs, starting your own business, or looking to become an independent artist, these are powerful tools. Our goal is to assist Clemson students in generating a narrative that sets them apart from their peers at other universities, using the cutting edge tools available to them, such as the Adobe Creative Cloud Suite.

Content: What goes in a Portfolio? What do employers want to see?

Things to consider: Who will view your portfolio? What skills do you want to market? What is your purpose? Does your portfolio reflect your accomplishments? Your career field? You may include:

- Projects you have worked on as a class assignment or in a job
- Reports or research summaries; relevant published articles
- Graphics/technical project print outs

- College transcript
- Awards or certificates
- Professional licenses
- Contact information for references
- Your contact information (in case the portfolio is separated from your resume/cover letter)
- NOTE: Items written or created for an employer are usually considered property of the employer; ask for permission to use these items in your portfolio

Additional Tips for Creating a Portfolio

- Quality is more important than quantity.
- Be ethical - take credit only for what you did in a project.
- Prepare when and how to introduce and discuss the portfolio in the interview.
- The first page should be sturdy - a cover is recommended.
- Proofread! Proofread! Proofread!
- Ask for feedback from professors, career services staff, professionals in your field, friends, family, etc.

Examples of assessment tools

- Research Paper Rubric.
- Checklist.
- Search Report Process Guide.
- **Evaluation** of Instruction.
- **Evaluation** of Critiques of Scientific Articles.
- **Evaluation** of Lab Reports.
- Grading Guide.
- Poster Presentation Rubric

RESULTS AND SUGGESTIONS

It is necessary to assess the students' performances as an individual or in a group during the learning process rather than assessment with traditional methods or multiple choice methods.

Portfolios & E-Portfolios are alternative assessment methods to observe students' developments and assess their performances during learning process.

Moreover, Portfolios & E-Portfolios are assessment tools based on contemporary learning approaches such as constructivist learning theory, multiple-intelligences theory and brain-based learning theory.

Portfolio assessment enables students to reflect their real performance, to show their weak and strong domains and to observe student's progress during the learning process and encourages students to take responsibilities for their own learning.

Since portfolios enable collecting information from different sources such as students' parents, friends, teachers, and himself, it provides teachers to have reliable information about students.

They are important tools for assessment of students' learning products and processes. Different theoretical and applicable researches show that portfolios can be used both as learning and assessment tools (Birgin, 2007; Ersoy, 2006; Klenowski, 2000; Kuhs, 1994; Norman, 1998).

Thus, portfolios have a potential which enables students to learn during assessment and to be assessed during learning (to assess for learning and to assess of learning).

Therefore, it should be exactly applied in primary education for different courses such as Science and Technology, Mathematics, Social Science to observe the students' progress during the learning process and to provide the required assistance depending on their performances.

During the preparation of a portfolio, first of all, it is necessary to determine a purpose for the portfolio, to plan its items by covering the students' different skills and learning dimensions (cognitive, emotional, and psychomotor) and to explain its assessment criteria clearly.

In addition, it should be considered that there are different extents to which portfolios have a restricted usage. It should be used as computer-based portfolios and electronic portfolios to decrease the problems such as carrying, reaching, and saving portfolios. Considering this situation, it decreases the burden in crowded classes in Turkey.

Effective use of the portfolio as a learning and assessment tool

depends on the knowledgeable and experienced teachers who apply them on a large scale. However, some researches (Birgin, 2003; Çakan, 2004; Özsevgeç et al., 2004; Yiğit et al., 1998) emphasized that teachers don't have enough knowledge and experience about portfolio assessment methods and other alternative assessment methods.

Thus, it is very important to teach pre-service teachers about using an assessment tool of the portfolio which has a great potential in the Turkish education system during their education and to introduce it for teachers with the help of in-service courses.

In this context, pre-service teachers, who will be the runners of the new education program and is a teacher of the future, should have experiences about contemporary

assessment methods such as portfolio during their education so they will be apply it theirs courses in future.

It should be sent to teachers the materials explained in details with examples for the portfolio assessment methods which are to be used in the new primary curriculum, and comprehensive in-service courses should be held supported with professional staff.

Ministry of National Education should serve an electronic online service through which teachers can make examine and share different materials and examples about portfolio

The school masters should arrange different occupational development activities with the new education program so that teachers can be master themselves in terms of professional development and be apply the contemporary methods in their courses and,should take some measures to encourage implementation of the new program.

Besides, the school masters should inform parents and students during the process of applying portfolio and organize the meetings for parents regularly. In these meetings, parents should be wellinformed about the portfolio assessment and importance of it for both teachers and students.

In sum, although portfolio is an important tool for the assessment of the students'performance, it is not intensity cure for removing the measurement and assessment problems in Turkish education system. So it is not completely true to leave the traditional assessment methods aside, and accepts the new assessment ones. Besides using portfolio assessment method, using the other assessment methods will enable more reliable information about students.

As a result, it should not be forgotten that using both alternative and traditional assessment methods in proper time may be very useful.

VALUE ADDED COURSE**Portfolios & E-Portfolios &CD/ME01****4. List of Students Enrolled December- 2018**



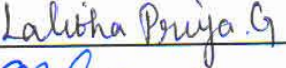
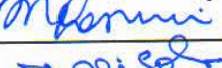
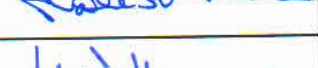
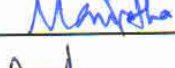




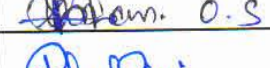
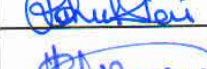

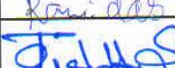

II MBBS (BATCH 2017-18)		
Sl. No	Name of the Student	Roll No
1	KEVIN RAHUL.S	U17MB315
2	KURRI BHARGAV REDDY	U17MB316
3	LALITHA PRIYA.G	U17MB317
4	MAGESHWAR.G.V	U17MB318
5	MALLI SOHAN	U17MB319
6	MANVITHA GOTTUMUKKALA	U17MB320
7	MEDEMPUDI REETHIKA JYOTHI	U17MB321
8	MINGAM RUMI	U17MB322
9	PRASANNA.B	U17MB346
10	PRAVEEN.V	U17MB347
11	SHABAN OS	U17MB370
12	RAHUL RAI	U17MB355
13	RICHI SWARN	U17MB356
14	RINI DAS	U17MB357
15	RISHABH SUMAN	U17MB358

RESOURCE PERSON**COORDINATOR**

SRI LAKSHMI NARAYANA INSITUTE OF MEDICAL SCIENCES

Attendance List

Date:01.12.2018

S.no.	Roll. No.	Students Name	Signature
1	U17MB315	KEVIN RAHUL.S	
2	U17MB316	KURRI BHARGAV REDDY	
3	U17MB317	LALITHA PRIYA.G	
4	U17MB318	MAGESHWAR.G.V	
5	U17MB319	MALLI SOHAN	
6	U17MB320	MANVITHA GOTTUMUKKALA	
7	U17MB321	MEDEMPUDI REETHIKA JYOTHI	
8	U17MB322	MINGAM RUMI	
9	U17MB346	PRASANNA.B	
10	U17MB347	PRAVEEN.V	
11	U17MB370	SHABAN OS	
12	U17MB355	RAHUL RAI	
13	U17MB356	RICHI SWARN	
14	U17MB357	RINI DAS	
15	U17MB358	RISHABH SUMAN	



RESOURCE PERSON

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COORDINATOR

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Villanur Commune Puducherry-605 502



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION AND RESEARCH

Assessment and Evaluation

Annexure – III

1. Essay Writing
2. Rubric
3. Self Reflection
4. Submission of E- portfolio Dec-2018 & Feb 2019

Assessment and Evaluation

Short Essay Question:

1. Classify different types of Portfolios
2. Highlights of advantages and disadvantages of portfolios
3. Limitations of portfolios and e-portfolios
4. E-portfolios of advantages and disadvantages

Rubric

Self Reflection

Submit a reflection, how you are going to submit for 2 months course program.

Submission of E- portfolio for the month of Dec-2018

All of you prepare a poster incorporating all Aspects of portfolios & E-portfolios for poster presentation



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION AND RESEARCH

EVALUATION

Name of the II MBBS Student: **CHARAN VARMA C.A** ROLL NUMBER: **V18MB275**

WRITE A RUBRIC OF THE PROGRAM ON PORTFOLIO AND E PORTFOLIO.

I am a second MBBS student who attended the value added course on Portfolios & E portfolios. The session was conducted nearly two months with four faculties involved.

The session covered all the objectives like need of the portfolios, types, advantages and disadvantages, how to write and ended with evaluation also

I found the session was very interesting with many inputs and the necessity to write E - Portfolios which is one of the most expected out of the students.

This will help us in documenting all the facts day by day, understanding the concepts and the necessity to create Portfolios and E portfolios in every one's life time. The session was very interesting with practical methodology of teaching.

The lectures were taken by using the following TLM like Didactic lectures, power point presentation, discussions in small groups, and creations of records in E portfolio form with all the events conducted as day to day basics.

I expect such a VAC to be conducted in future for as to learn all the techniques involved and which will be very useful to us.

C.A. Charan

Signature of the Student

Evaluation done by:

Dr. G. Jayalakshmi

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Osuda, Agapattin Kudapakkam, Post,
Villanur, Coimbatore, Puducherry-605 502.

8/10

Student Feedback Form- ANNEXURE VCourse Name: *Portfolios & E- Portfolios*Subject Code: **CD/ME01**

Name of Student: _____ Roll No.: _____

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

SI. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear					
2	Course contents met with your expectations					
3	Lecturer sequence was well planned					
4	Lectures were clear and easy to understand					
5	Teaching aids were effective					
6	Instructors encourage interaction and were helpful					
7	The level of the course					
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 – Outstanding; 4 - Excellent; 3 – Good; 2– Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Date:

Signature

Student Feedback Form- ANNEXURE V

Course Name: *Portfolios & E- Portfolios*

Subject Code: MIC15

Name of Student: *Magushwar G.V* Roll No.: *V17MB318*

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear					✓
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned					✓
4	Lectures were clear and easy to understand					✓
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful					✓
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5 ✓

* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

No suggestions.

Date: *28.12.2018*

Magushwar G.V
Signature



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research

(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that LALITHA PRIYA. G has

actively participated in the Value Added Course on **Portfolios & E-Portfolios** held during

December 2018 Organized by Sri Lakshmi Narayana Institute of Medical Sciences,

Pondicherry- 605 502, India.

Dr.G. Jayalakshmi

RESOURCE PERSON

Dr. G. JAYALAKSHMI, BSC, MBE, DCC, M.D.,
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