

THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2018-19)

Final Report

Report due 31 May 2019

Please return by email to CUHK cdgs@cuhk.edu.hk

PART I

Project title: **“ePortfolios in Support for Academic Writing”**

Principal supervisor: **Dr. Sylwia Ejmont**

Co-supervisor(s)

Department / Unit **English Language Teaching Unit**

Project duration: **From September 2018 to May 2019**

Date report submitted: **May 30, 2019**

1. Project objectives

The project was completed by the end of December, 2018, although the students' accounts created by the Digication team will stay open until November 30, 2019.

The experience of working with an external e-portfolio platform accentuated some issues related to the technical aspects of platform integration, privacy, and security that affected the final outcome.

2. Process, outcomes or deliverables

A customized e-portfolio platform was created for the needs of two sections of ELTU2406 (Academic Writing for Contemporary China Studies) in the first semester of 2018/2019 academic year:

https://cuhk.digication.com/home_guest_digi?sid=6940&cid=0&tid=0&pid=0&

The project was completed within the proposed timeline, with somewhat mixed results. As the externally-administered platform could not be used for grading, some students did not use it as instructed.

3. Evaluation Plan

The outcomes were evaluated using online surveys and written questionnaires, administered at the very beginning of the project (Survey Monkey; written

self-appraisal) to elicit students' expectations and gauge the level of technical skill, then at the end of the semester (Post-Course Questionnaire) to gather students' responses regarding their experience with the e-portfolios.

4. Dissemination, diffusion and impact

The report was discussed during internal meetings with the ELTU director and other course coordinators, as well as the head of the e-Learning Committee.

PART II

Financial data

Funds available: \$ 807.06

Funds awarded from CDG	\$ 5,000	
Funds secured from other sources (please specify _____)	\$ 0	
Total:	\$ 5,000	

Expenditure:

Item	Budget as per application	Expenditure	Balance
25 student accounts and 1 faculty account	\$ 5,000	\$ 4,192.94	\$ 807.06
Total:	\$ 5,000	\$ 4,192.94	\$ 807.06

PART III

Lessons learnt from the project

The implementation of such an externally-supported platform shows some promise, but ideally this should be integrated into our existing LMS, which does have an e-portoflio feature, unfortunately disabled for our entire campus. Our experience indicates difficulties with platform navigation and limited student engagement due to the voluntary nature of this learning innovation. It was not ideal for providing

feedback. In the future the portfolios must be graded to incentivize student involvement and create more motivation for students to use them fully.

PART IV

Information for public access

A customized e-portfolio platform was created for the needs of two sections of ELTU2406 (Academic Writing for Contemporary China Studies) in the first semester of 2018/2019 academic year. The project was completed within the proposed timeline, with somewhat mixed results. As the externally-administered platform could not be used for grading, some students did not use it as instructed.

1. Keywords

Please provide five keywords (in the order of relevance to your project) to describe your project.

- (Most relevant) Keyword 1: e-portfolios
 Keyword 2: academic writing
 Keyword 3: Contemporary China Studies
 Keyword 4: e-learning
- (Least relevant) Keyword 5: Digication

2. Summary statistics

Please provide information, if any, in the following tables, and provide the details in Part I.

Table 1: Publicly accessible online resources (if any)
(a) Project website: <i>If a publicly accessible project website has been constructed, please provide the URL</i>
(b) Webpage(s): <i>If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) in here</i>
(c) Others (please specify): https://cuhk.digication.com/home_guest.digi?sid=6940&cid=0&tid=0&pid=0&

Table 2: Resource accessible to a target group of students (if any)

If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. CU Learning Management System (Blackboard), facebook), please specify.

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
ELTU2406	2 nd year students in CCS Program	25	Digication

Table 3: Presentation (if any)

Please classify each of the (oral/poster) presentations into one and only one of the following categories

	Number
(a) In workshop/retreat within your unit (e.g. department, faculty)	1
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

Table 4: Publication (if any)

Please classify each piece of publications into one and only one of the following categories

	Number
(a) Project CD/DVD	
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/book distributed to a limited group of audience	
(e) Conference proceeding	

(f) A chapter in a book accessible internationally	
(g) A paper in refereed journal	
(h) Others (please specify)	

3. A one-page brief write up

The aim of this innovation was to consolidate a number of separate assignments and activities into one e-portfolio on the external platform called Digication in order to enhance and deepen student learning in a writing-intensive course. The e-portfolio would act as a kind of virtual laboratory where students could create, select, edit, present, and reflect on the contents of their learning. Over the course of the semester, students would gradually accumulate a number of artifacts (such as sources, notes, drafts of paper, comments) that trace the development of their thinking on a chosen topic. It would also be a platform for submitting all written work and getting feedback, both formative and summative.

Benefits of using e-portfolios:

- 1) Encourage deep learning by including reflection on the acquisition and construction of knowledge
- 2) Guide students in the planning and managing of the course project
- 3) Facilitate the crafting of the essay project in a way that de-emphasizes the importance of one final 'product' through mindful selection and ongoing revision
- 4) Help students self-monitor their learning development by having them visualize the interconnectedness of knowledge objects and the scaffolding of skills
- 5) Encourage students to be more active in their own learning
- 6) Allow students to share and showcase their work
- 7) Provide a comprehensive assessment tool with formative feedback from teacher and peers

Overall, the final outcome of the project offered mixed results, as the students viewed the platform as extra work instead of a helpful facilitator. In the future, the e-portfolios must be more closely integrated with the existing grading system.