



# National VET eLearning Strategy ePortfolios Exemplar Projects Teacher Survey Report

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## WSI ePortfolio Exemplar Project - Teacher Survey Report

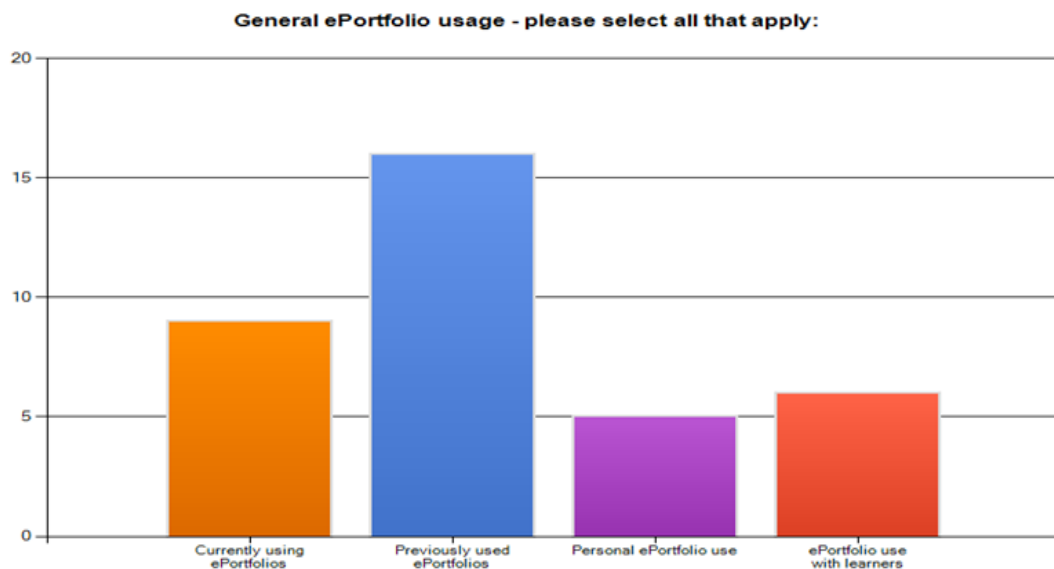
### 1. Colleges / campus locations identified by survey respondents:

- Nepean, Kingswood
- OTEN / Strathfield
- The Hills, Castle Hill
- Nirimba
- The Hills, Baulkham Hills
- Blacktown
- Mount Drutt

### 2. Teachers utilising the ePortfolio tool are predominately part time casual teachers followed by full time teachers.

Current Roles		Response Percent	Response Count
Answer Options			
Head Teacher		15.2%	5
Acting Head Teacher		3.0%	1
Full Time Teacher		24.2%	8
Temporary Full Time Teacher		9.1%	3
Part Time Casual Teacher		36.4%	12
Retiree / ex-teacher		0.0%	0
Other (please specify)		12.1%	4
<i>answered question</i>		<b>33</b>	<b>33</b>
<i>skipped question</i>		<b>0</b>	<b>0</b>

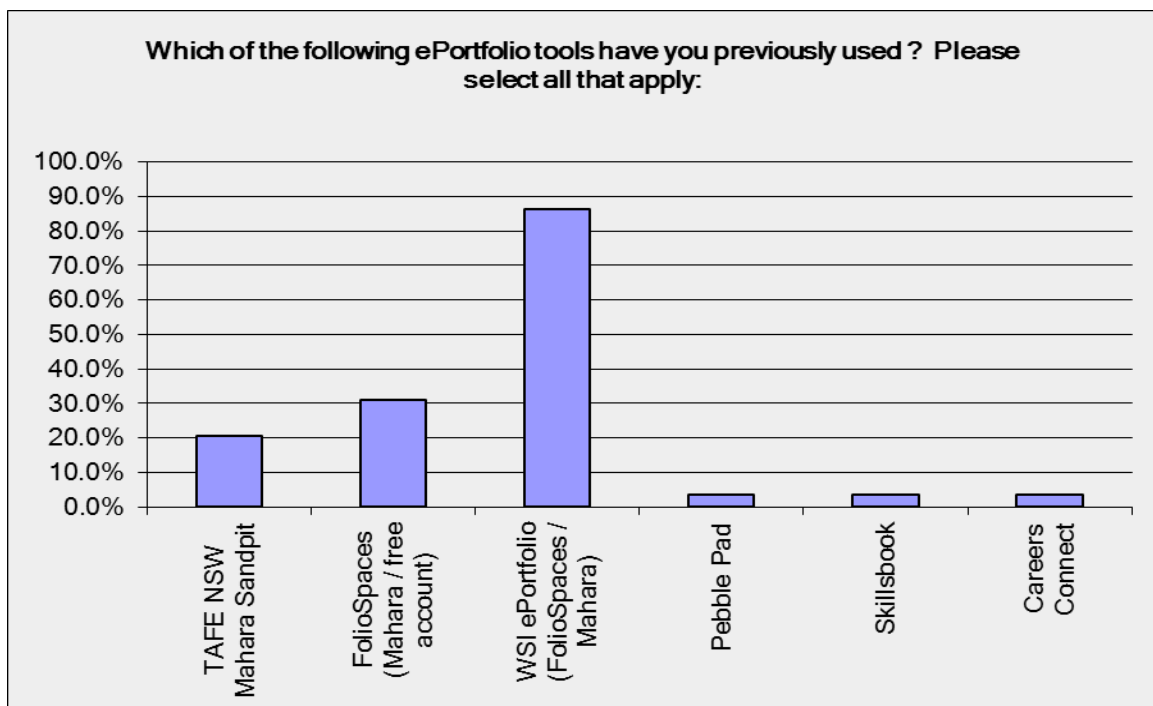
### 3. The following column graph identifies the general ePortfolio use of teachers.



4. The table identifies the length of time teachers have been using an ePortfolio tool.

How long have you been using ePortfolios?			
Answer Options	Answer Options	Response Percent	Response Count
Just started	Just started	24.1%	7
1 - 3 months	1 - 3 months	6.9%	2
3 - 6 months	3 - 6 months	10.3%	3
6 - 12 months	6 - 12 months	27.6%	8
12 - 18 months	12 - 18 months	17.2%	5
18 - 24 months	18 - 24 months	6.9%	2
More than 2 years	More than 2 years	6.9%	2
<b>answered question</b>		<b>29</b>	<b>29</b>
<b>skipped question</b>		<b>4</b>	<b>4</b>

5. Teachers identified that they had previously used the following ePortfolio tools.



6. Teacher survey respondents rated their current knowledge, skills and experience in using ePortfolio tools. From the twenty nine responses received;

- 65.5% had some experience
- 17.2% had no experience
- 10.3% rated themselves as somewhat experienced
- 6.9 % rated themselves as complete novices

<p>7. 69% of the teacher survey respondents identified an increase in their level of digital literacy and computer skills and knowledge.</p>
<p>8. Teacher survey respondents identified that ePortfolio use had enhanced their digital literacy and increased their general computer knowledge by;</p> <ul style="list-style-type: none"> <li>• Transferring information</li> <li>• Expanded on knowledge of programme capabilities including storing portfolios of work.</li> <li>• Gaining access to on-line resources</li> <li>• Attaching clips and images for webfolio</li> <li>• Sharing information</li> <li>• Increasing familiarity and confidence</li> <li>• Teaching and learning support system</li> <li>• Efficiency</li> <li>• Engaging with students</li> <li>• Diarising</li> </ul> <p style="text-align: right;">(13 teacher survey respondents skipped this question)</p>
<p>9. 31% of teacher survey respondents have developed their own personal ePortfolio.</p>
<p>10. The 31% of teacher survey respondents that had developed their own personal ePortfolio had created the portfolio for;</p> <ul style="list-style-type: none"> <li>• Personal reflection</li> <li>• Showcase work</li> <li>• RPL</li> <li>• Learning and assessment</li> <li>• Professional networking</li> </ul>
<p>11. FolioSpaces was used by the majority of teachers with personal ePortfolios.</p> <p>Other tools included;</p> <ul style="list-style-type: none"> <li>• Mahara</li> <li>• Pebblepad</li> <li>• eFolioSpaces</li> <li>• WSI ePortfolio</li> </ul> <p>Note: FolioSpaces, Mahara, eFolioSpaces and WSI ePortfolios all use Mahara ePortfolio open source software.</p>
<p>12. The majority of teacher survey respondents that had personal ePortfolios chose the ePortfolio tool following recommendation by education and training providers. Others identified that it was a requirement of a course that they were attending.</p>

**13.** Teacher survey respondents experienced minimal difficulties with using the personal ePortfolio tool.

Some teachers identified difficulties with:

- Uploading information
- Setting up students on how to upload their assessment tasks
- Initial understanding
- Navigation
- Keeping the tool current
- Remembering different login and passwords
- Uploading individual files as folders were difficult to upload

**14.** 62.1% of teacher survey respondents had received training prior to using the ePortfolio tool.

**15.** Teacher survey respondents identified that they had received training on ePortfolios through the following sources; however they did not identify what was involved in the training that they had received;

- Professional development opportunities
- eLF course trainers
- Work colleagues

**16.** 72% of teacher survey respondents identified that the training received prior to ePortfolio use adequately met their needs.

**17.** Suggestions from teacher survey respondents regarding possible improvements to the ePortfolio training at WSI included;

- More training time prior to use

**18.** 62% of teacher survey respondents identified that they require more training in using the ePortfolio tool.

**19.** Teacher survey respondents identified the following as specific ePortfolio training needs;

- Introduction (others had identified that an introduction was received)
- Navigation
- Training session
- Set up for a group of students
- On-line tutorial support
- Time to practice with the ePortfolio tool
- Development of a professional journal/evidence log

20. 82.1 % of teacher survey respondents indicated that they were aware of how to access help and support regarding the use of WSI ePortfolios.

21. Teacher survey respondents predominately accessed help and support documentation from the eLearning Tool Kit Quick Guides for ePortfolio and through colleagues and mentors. Teacher survey respondents had accessed the following WSI help and support options;

Answer Options	Response Percent	Response Count
wsi.online@tafensw.edu.au	43.5%	10
eLearning Toolkit Quick Guides - ePortfolio	60.9%	14
WSI ePortfolio Help and Support Resources	21.7%	5
WSI ePortfolio Wikispace	30.4%	7
Learning Technologies Team Staff	47.8%	11
Colleagues / Mentors	56.5%	13
Other (please specify)	4.3%	1
<b><i>answered question</i></b>	<b>23</b>	<b>23</b>
<b><i>skipped question</i></b>	<b>10</b>	<b>10</b>

22. Teacher survey respondents suggested the following improvements and additions for the WSI ePortfolio help and support documentation and resources;

- Use of DEC user name and password
- Easier access to finding the documentation/resources available and their existence
- More teacher training / section training for development of section needs
- More teacher release time to attend PD opportunities.
- Simpler step by step instructions, including screen captures for students as they are introduced to many different technologies simultaneously
- On-line form for registering users.

23. Some teacher survey respondents had not accessed any external ePortfolio information for help and support. Those teacher survey respondents that had accessed help and support information identified the following sources.

Answer Options	Response Percent	Response Count
TAFE eCommunities Website	21.4%	6
VET ePortfolio Community of Practice	10.7%	3
Australian Flexible Learning Framework	35.7%	10
National VET eLearning Strategy	3.6%	1
FolioSpaces Website	39.3%	11
Mahara.org Website	10.7%	3
Mahara Wiki	3.6%	1
Mahara User Guides	17.9%	5
Mahara 1.4 Documentation	7.1%	2
Mahara 1.5 Documentation	7.1%	2
Mahara Community Forums	0.0%	0
Other (please specify)	25.0%	7
<b><i>answered question</i></b>	<b>28</b>	<b>28</b>
<b><i>skipped question</i></b>	<b>5</b>	<b>5</b>

#### 24. ePortfolio Use with Learners

- 67.9% of teacher survey respondents had not used the ePortfolio tool with learners
- 17.9% of teacher survey respondents were currently using an ePortfolio tool with their learners
- 14.3% of teacher survey respondents had used an ePortfolio tool but were not currently using the ePortfolio tool

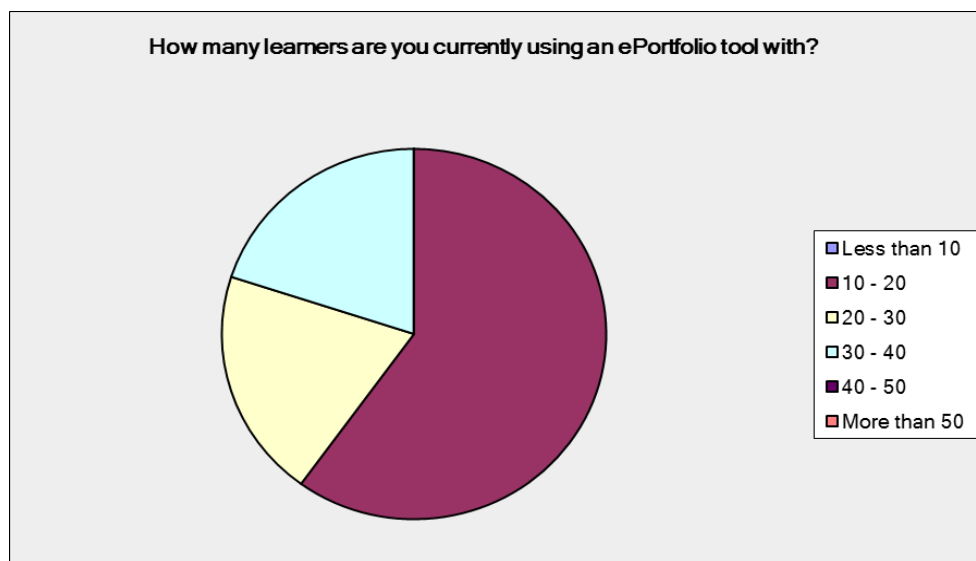
#### 25. ePortfolio Use with Learners - ePortfolio Tool Used

- 60% of teacher survey respondents currently using ePortfolio as a tool were using the WSI ePortfolio tool.
- 40% of teacher survey respondents currently using ePortfolio as a tool were using the Folio Spaces (free account)

#### 26. Influencing factors behind the choice of the ePortfolio tool being used included:

- Supported by the WCU
- Central back up
- Found that the system suited the needs of the students

#### 27. The following graph identifies the percentage of learners teacher survey respondents are currently using an ePortfolio tool with.



#### 28. Qualification/s, Course/s or Unit /s identified by teacher survey respondents where an ePortfolio tool is currently being used include;

- Certificate IV - Support
- Certificate III in Hairdressing WRH06 and SIH11 WRHHD303A, WRHHD304A, WRHHC306B, WRHHC307B, WRHCS308A, WRHCR303B, WRHCL302B, WRHCL303B, WRHCL304B
- Diploma Training & Education - TAEDEL501A
- Facilitate eLearning Diploma Business Administration - BSBSUS501A
- Develop Workplace Policy & Procedures of Sustainability
- Currently doing the eLF course

29. Teacher survey respondents identified previously using the following ePortfolio tools with their learners:

**Which of the following ePortfolio tools have you previously used with your learners? Please select all that apply:**

Answer Options	Response Percent	Response Count
TAFE NSW Mahara Sandpit	33.3%	3
FolioSpaces	66.7%	6
WSI ePortfolio	33.3%	3
Pebble Pad	0.0%	0
Skillsbook	0.0%	0
Careers Connect	0.0%	0
Other (please specify)		1
<i>answered question</i>		<b>9</b>
<i>skipped question</i>		<b>24</b>

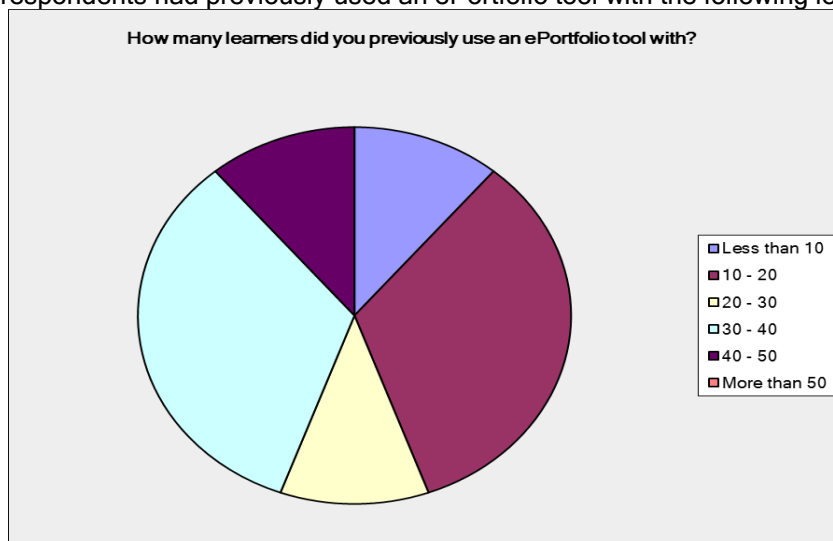
30. Teacher survey respondents identified that they were influenced in their choice of ePortfolio tool by;

- Section requirements
- Trial
- Supported by WCU

31. Teacher survey respondents identified the use of an ePortfolio previously for the following qualifications, courses or units.

- Cert 3. Hairdressing. WRHHC306B, WRHHC307B, WRHHD304A
- Certificate IV IT - General
- Certificate III in Hairdressing WRH06
- Cert IV in Fitness
- Diploma Training & Education - TAEDEL501A
- Facilitate eLearning Diploma Business Administration - BSBSUS501A
- Develop Workplace Policy & Procedure for Sustainability
- CII in Community Recreation

32. Teacher survey respondents had previously used an ePortfolio tool with the following learner numbers:





<p><b>33.</b> There were five teacher survey respondents that had identified that they were no longer using an ePortfolio tool. The respondents that were no longer using an ePortfolio tool identified that they had;</p> <ul style="list-style-type: none"> <li>• Moved away from using ePortfolio and have moved onto Wikispaces and Moodle as they have found it easier to navigate, set students up into and more user friendly for the learners.</li> <li>• Finalised the class</li> <li>• Have not integrated material for students to progress onto.</li> </ul>
<p><b>34.</b> 74.1% of teacher survey respondents acknowledged that they would be interested in using an ePortfolio tool in the future. With 25.9 % not interested in using the ePortfolio tool in the future.</p>
<p><b>35.</b> All teacher survey respondents identified that their learners had received training prior to using the ePortfolio tool.</p>
<p><b>36.</b> Of the 33 teacher survey respondents, 32 skipped the question regarding who provided the training and what the training involved, the only response given for the training and support given to learners identified Nayomie Baihn from the eLF training course. And did not explain what was involved.</p>
<p><b>37.</b> Of the 33 teacher survey respondents, 32 skipped the question regarding difficulties experienced by learners using the ePortfolio tool. The only response received was unsure of the difficulties experienced by the learner.</p>
<p><b>38.</b> Of the 33 teacher survey respondents, 32 skipped the question, the only response received identified the use of online support, documentation and resources utilised for help and support for the learners.</p>
<p><b>39.</b> Teacher survey respondents identified that they perceive the following benefits for individuals using an ePortfolio tool;</p> <ul style="list-style-type: none"> <li>• Less paperwork in general and accumulated within office spaces</li> <li>• Cost effective</li> <li>• Communication with students, teachers and resources from home or office</li> <li>• Centralised storage for large range of documents, files and images</li> <li>• Collaboration</li> <li>• Less lost paperwork</li> <li>• Easier for the teachers to set out and apply deadlines.</li> <li>• Personal record for assessment</li> <li>• Job seeking</li> <li>• Current requirements</li> <li>• Easy for teachers to access and review</li> <li>• Links to resources</li> <li>• Multimedia content that can be included.</li> <li>• Convenient access to resources, documents and files</li> <li>• Social networking</li> <li>• Professional development</li> <li>• Reduced mailing costs</li> <li>• Possible immediate feedback for students</li> <li>• Easier and cheaper for students to submit work.</li> <li>• Easier to amend work</li> <li>• Share information and work produced</li> <li>• Assessment evidence</li> </ul>

- Learners have control over what they will share, how long the material is shared, and who with, even after course completion.
- Review reflections from other learners
- Aid isolated distant learners to learn and become part of a group.
- Visual portfolios
- Easier to teach larger classes
- Ability to own the resource
- Reflective tool/discussion point

40. Teacher survey respondents felt that individuals could be encouraged to use an ePortfolio tool by targeting the following points;

- Ease of use
- Having a workable home computer/accessibility
- Through their own needs and requirements such as job seeking, learning and assessment (advertise this)
- Knowledge of what it is and how it can benefit them / clear purpose and definition of benefits
- Integration of ePortfolio in all future learning, design, assessment and course materials
- Less cost
- Permanency / less likely to lose information
- Easier to update
- Relevance
- Clear guides
- The fact that it is theirs and that they have control over the information
- Teacher confidence
- Promotional tool for teachers
- Advantageous in the job market
- Greater awareness, a demonstration, taking part in a ePortfolio in class, having knowledge to know how to use them, teacher making students aware of ease of use and the range of uses
- Knowing what to do and how to do it will allow me to train students more time to set up and manage

41. Teacher survey respondents thought a broader use of ePortfolios for individuals to gather evidence for recognition or progression into higher level courses could be encouraged by;

- Education
- Promotion and demonstration
- Training for sections / beginners / higher levels
- Integration into educational practices
- Make ePortfolios part of the RPL pathway
- Highlight the benefits of using ePortfolios to gather, track and showcase student work
- Use in all qualification levels
- Higher teacher confidence in all areas to encourage and aid with student use
- Have some best practice examples
- Time given for teachers to become familiar to ePortfolios
- Sections to be encouraged through demonstration of use and advice on how they can meet the needs of their sections with ePortfolios
- Training sessions for interested students in each college
- Improved access through Wikispaces
- Positive attitudes

42. Teacher survey respondents additional comments included;

- The current platform is quite difficult to use and difficult for teachers to set up appropriately for their learners. Are there other platforms that could be used more easily? Hosting our own platform for Mahara and linking it with our current WSI Online platform would greatly ease the difficulties currently experienced with ePortfolios.
- The ePortfolio is a great idea. The difficulties in using the program turn people off. I would not use it with my students as it would be too time consuming.
- I enjoyed the small amount of ePortfolio learning that I did and look forward to being able to take up further training in future programs so I can pass this knowledge onto my students.
- I have had more experience using wikispaces.com and like its openness and accessibility; it is easy to start students in this area as they can access it easily and gradually build skills in its use. It is a useful tool outside TAFE for a range of applications. Always interested in learning about the opportunities afforded by different tools though.
- eFolios has been a great working tool for our section, while at times it would have been very easy to just fall back into using pen and paper but this is just so much more professional and being able to give ongoing feedback to the students is invaluable.
- ePortfolios would be too difficult for the majority of our students.
- Possibly direction from management about use of ePortfolio, championing those sections that trial it successfully and incorporate it into their service delivery. Nayomie is an amazing spokesperson for the tool and creates excitement whenever she speaks about it.
- ePortfolios for our students at the moment are related to 'work'. We need to find a way to make them more applicable to their everyday needs if they are going to continue to use them. Of course we need to ask ourselves is it necessary that students see that broader use if it's not their nature? Is it not enough that we utilise ePortfolio for sharing, delivering and assessing during their learning if we feel that that is of benefit? I think ePortfolios have revolutionised learning for my students. It gives them access to information, ideas and my support that they wouldn't otherwise have. In the case of my students it also develops deeper thinking as many of my students are not used to having to explain their work and attitudes to thought provocation creating deeper learning.
- The one point I would like to make is that it takes the ability to research (literally) away from the student and makes them lazy.
- I think ePortfolios are great tools for tracking, managing and displaying work. OTEN should use them more widely in the future.