Students’ and teachers’ perceptions about the use of ePortfolios as learning tools in the Early Years Education Degree in Mondragon Unibertsitatea

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# 0 1
Theoretical Framework
The use of Portfolios in Higher Education
The Learning Portfolio as dual goal orientation

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Next steps
Nevertheless, the use of Portfolios and ePortfolios in Higher Education is becoming commonplace (Alcaraz, 2016; Clark & Eynon, 2009; Cobos, López & Llorent, 2016; Soto, Barquín & Fernández, 2016).

In Spain is not until the beginning of the 21st century when Portfolio experiences were implemented in educational contexts (Alcaraz, 2016).

The use of Portfolios in educational contexts in Europe goes back to the 90s (Alcaraz, 2016; López, 2008).
#01. the use of Portfolios in Higher Education

There are different types of Portfolios

Klenowski (2004):
# 01. Summative assessment use
# 02. Competence certification and candidate selection use
# 03. Promotional use
# 04. Teaching and learning supportive use
# 05. Professional growth use

# 01. Learning Portfolios as processes
# 02. Learning Portfolios as products
# 03. Learning Portfolios as dual goal orientation
Unlike showcase and assessment portfolios, learning portfolios may include drafts and ‘unpolished’ work, with the focus broadened to include the process of compiling the portfolio, as well as the finished product. Reflective pieces, ongoing formative assessment and feedback are important elements of the learning process, and the overall goal is to facilitate and document learning and development over time (Klenowski, Askew & Carnell, 2006) (Scully, O’Leary & Brown, 2018:2)
Open new insights into students’ and teachers’ perceptions about the use of ePortfolios as the main learning tools. Understanding their perceptions can lead to improvements in the implementation of ePortfolios in the near future.
some general data

<table>
<thead>
<tr>
<th>population</th>
<th>enrolment</th>
</tr>
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<tbody>
<tr>
<td>Basque Country: 3 million</td>
<td>HUHEZI: 885 (face-to-face degrees)</td>
</tr>
<tr>
<td>Eskoriatza: 4,000</td>
<td>Early Years Education Degree: 259</td>
</tr>
<tr>
<td></td>
<td>EYED 1st year Group 1: 33</td>
</tr>
<tr>
<td></td>
<td>EYED 1st year Group 2: 32</td>
</tr>
</tbody>
</table>

#02. research context

Basque Country, north of Spain and southwest of France

Faculty of Engineering
Faculty of Business
Faculty of Gastronomy
Faculty of Humanities and Education [HUHEZI], Eskoriatza

Eskoriatza
# 02. research context

- **M1. Children and their development**
- **M2. Me as a teacher educator**
- **M3. Language, community & school**
- **M4. Sustainable future**
- **M5. Educational community**

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**Teachers’ training**

**Students’ training**

- **COPBL**
- **Challenge Oriented Problem Based Learning**

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**Individual Follow Up Session with the Teacher Educator:**
- ePortfolios
- Artefact sharing G1 & G2
- Individual Follow Up Session with the Teacher Educator: general assessment & ePortfolios
- Artefact sharing G1 & G2
- Individual Follow Up Session with the Teacher Educator: general assessment & ePortfolios
- Artefact sharing G1 & G2
- Individual Follow Up Session with the Teacher Educator: general assessment & ePortfolios

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**Process**

- 4 artefacts
- 6 artefacts
- 1 artefact
- 1 artefact
- 1 artefact
- 1 artefact
- 1 artefact
- 1 artefact

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**Timeline**

- November
- Christmas Holiday
- Easter Holiday
- CRA/AAEEL International Seminar

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**4 artefacts**

- ePortfolios & More
- Mondragon Universities
- Faculty of Humanities and Education Sciences
# 02. Research context

- **M1. Children and their development**
- **M2. Me as a teacher educator**
- **M3. Language, community & school**
- **M4. Sustainable future**
- **M5. Educational community**

**COPBL**
- Challenge Oriented Problem Based Learning

- **Teachers’ training**
- **Students’ training**

- **Individual Follow Up Session with the Teacher Educator**
  - **ePortfolios**
  - **Artefact sharing G1 & G2**
  - **Individual Follow Up Session with the Teacher Educator: general assessment & ePortfolios**

**Process**
- **November**
- **Christmas Holiday**
- **February**
- **Easter Holiday**
- **CRA/AAEEBL International Seminar**

**Research**
- **Theoretical framework**
- **Data collection**
- **Data analysis**

**Artifacts**
- 4 artefacts
- 6 artefacts
- 1 artefact
- 1 artefact
- 1 artefact
- 1 artefact
- 1 artefact
- 1 artefact

**ePortfolios & More**

**Mondragon Universities**

**Faculty of Humanities and Education Sciences**
#02. participants

2 teacher educators

M2. Me as a teacher educator

- teacher educator G1
- teacher educator G2

students in 1st year Early Years Education Degree

- 4 students G1
- 4 students G2
2 semi-structured interviews with teacher educators

The aim is to obtain the perceptions, feelings and information (Krueger & Casey, 2000) and reflect on the topic (Egaña, 2010; Kitzinger, 1995)

2 focus groups with students

Method located between the questionnaires and in-depth interviews, provides the researcher with, as Freebody (2003:133) states, “the best of both worlds by establishing a core of issues to be covered, but at the same time, leaving the sequence and the relevances of the interviewee free to vary around and out from the core”
## #02. data analysis

![Photo by Icons8 Team on Unsplash](https://via.placeholder.com/150)

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<th>Coder</th>
<th>1</th>
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<th>3</th>
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<tbody>
<tr>
<td>Students G1</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Students G2</td>
<td>✔</td>
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<td>✔</td>
</tr>
<tr>
<td>Teacher educator G1</td>
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<tr>
<td>Teacher educator G2</td>
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</table>
# Data Analysis

<table>
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<tr>
<th>Experience</th>
<th>Students G1</th>
<th>Students G2</th>
<th>Teacher educator G1</th>
<th>Teacher educator G2</th>
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<tbody>
<tr>
<td>Artefacts nature</td>
<td>Personal experience</td>
<td>Follow up</td>
<td>Personal experience</td>
<td>Artefacts Follow up</td>
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<tr>
<td>Advantages or added values</td>
<td></td>
<td></td>
<td>Reflection Teacher-student relationship</td>
<td>Professional profile Reflection Self-awareness Teacher-student relationship Holistic view</td>
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<tr>
<td>Improvements</td>
<td>Consciousness Artefacts frequency</td>
<td></td>
<td>Process</td>
<td></td>
</tr>
<tr>
<td>Changes</td>
<td>Process Artefacts nature Aim</td>
<td></td>
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</tbody>
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adapted from Parker, Ndoye & Ritzhaupt (2012)
Artefacts nature
Ss1_G1: “At the beginning I didn’t know what an artefact was, there wasn’t a clear explanation from the teacher about it.”

Ss1_G2: “I like the ePortfolio now because we can go deeper on our reflections, but not at the beginning; that’s because I didn’t know what I should upload on it.”

Personal experience
Te_G2: “Overall, my personal experience it’s being very good. But at the beginning it was difficult for me to define what an ePortfolio was as well as its aim. It was hard to explain it to my students until we’d started working on it.”

All interviews and focus groups were carried out in Basque and translated by the researcher for this presentation.
Advantages or added values

Ss2_G2: “The ePortfolio makes you think about what you’ve learnt and I think that reflecting is very important to become aware of your learning. There’re thousands of situations on a day, you can learn thousands of things, but if you don’t reflect on them you aren’t aware of what you’ve learnt. So you start reviewing your day, because maybe there are very interesting things for your ePortfolio: ‘oh, this helped me doing that, and besides, it’s related to what we are working at university’. So it helps you make connections explicit.”

Teacher-student relationship

Te_G2: “The ePortfolio is a very interesting tool to get personal and learning-related information about students that you could not get from other tools. In 20 minutes in the follow up sessions we cannot deal with everything. Often, rises up a personal idea related to what they are working and it isn’t easy to share or discuss it with me in that moment. But you can put it into your ePortfolio and work it later.”

Te_G1: “In the ePortfolio we can see clearly where the students’ interests and motivations are. And that provides us the opportunity to mentor students’ learning processes in a deeper way.”
Consciousness

Ss3_G2: “It’s important to understand the ePortfolio from the beginning as a non-compulsory task, similar to a diary; even though being a compulsory task for us. Yes, it’s a university task. But it’s a useful thing, it’s a tool that we can use it and it will be useful for us. It’s better to consider it in that way. In that sense, we should be more conscious that we can use it, if not we just see it as a university task.”

Ss2_G1: “We lack that awareness.”

Process

Te_G2: “We started the ePortfolio process quite fast and I’m not sure if we all understood in the same way these aspects: what the ePortfolio’s aims were, how we could mentor the process... We had to put it into practice, that was the urgent thing. Then, we’ve seen ourselves planning and monitoring throughout the process.”
# 03. results

**Changes**

**Process**

Ss4_G2: “I think the ePortfolio is an appropriate tool, but the proposal has to change. Teachers should explain in a better way why the ePortfolio could be helpful for us. If we were conscious about it from the beginning, maybe we would have made a bigger effort.”

Ss3_G1: “It would also help us having students’ personal testimony about their own ePortfolio processes. This year it wasn’t possible, but I think it will help future students. I would be ready to explain my personal experience next year.”

**Process**

Te_G1: “I think we didn’t clearly define the ePortfolio process, so students are living an undefined situation. We’ve got work to do in this aspect.”

Te_G2: “My feeling is that we made four decisions and we started the process. But we don’t know how to mentor the process and I really think that it’s essential to discuss about the tool and the process if we are going to use it for the whole degree. And we should be able to transfer the mentoring process to our students. I think that we aren’t going to be able to do it this year.”
Both, students and teacher educators agreed that the experience was worth the effort. The ePortfolio is considered a significant tool for students to foster self-reflection about learning (Alcaraz, 2016; Scully, O’Leary & Brown, 2018; Soto, 2016). Besides, teachers believe that the ePortfolio is an important tool to know students deeply.

Explicit training with teachers and students is needed. On the one hand, it is essential to know the use and the aims of the ePortfolio in advance (Gallardo et al., 2016; Scully, O’Leary & Brown, 2018). In addition, artefacts nature has to be discussed and agreed between teachers first and after between teachers and students (Gallardo et al., 2016). On the other hand, teachers need to know how to mentor students’ learning processes and how to transfer it to their students.
#04. limitations

> The first academic year process:
  . The first experience for teachers and students

> Data limitation:
  . Just confessed perceptions, not direct observations in class

> Participants number was low:
  . Just teacher educators from a particular module, not all the modules’ teachers
  . Just focused in the Early Year Education Degree
#04. next steps

> Degree ePortfolio design

> Progress in the assessment framework

> ...


Thank you

Eskerrik asko

Go raibh maith agaibh
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