

Effectiveness of Student's Portfolio in ADE Programme Offered in GCETS in Punjab

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Abstract

Portfolio is a purpose full collection of student work that exhibits to the student's efforts and achievements. Purpose of the study to find the effectiveness of student's portfolio in ADE programme offered in GCETs in Punjab and to suggest the measures for the effective use of portfolio. Study was delimited to the ADE student's enrolled in session 2012-2015 in GCETs of D.G Khan division. 40 ADE students were selected as a sample from the population. A questionnaire was developed and administered to the sample. Percentage was calculated. 82.5 % students opined that students portfolios are helpful in final examination. 90% student said that student's portfolio is a reflective portfolio. 47.5% students were of the opinion that student's portfolio is not easy to prepare. 95% students opined that student's portfolio is content based. Study shows that effectiveness of portfolio is evident in the students responses.

Keywords: Portfolio, GCETs, Reflective, Effectiveness, Population, Sample, Questionnaire, Responses.

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Introduction

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. 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 are systematic, purposeful, and meaningful collections of students' work in one or more subject areas.

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.

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 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).

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).

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

Important Points in Portfolio Developing Process

- It is a challenging situation for teachers to make portfolios an integral part of their instruction. Asturias (1994, p.87) and De Fina (1992, p.14) made some suggestions to 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 representative 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 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.

Portfolio Types

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.

In 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 are not exhaustive and can be used separately or in combination. These classifications are given below appropriately.

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 portfolio could contain pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.

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.

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.

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.

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.

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.

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 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. Mathematics portfolio based on collections of open-ended students responses to extended mathematics problems. Also, portfolios proposed to use in the new primary curriculum which was put into practice in 2004-2005 school years by Ministry of National Education in Turkey can be an example for the showcase portfolio.

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

Methodology

Research study was delimited to the GCETs in the D.G Khan division. ADE students enrolled in session 2013-2015 in GCETs in D.G Kan division were the population of the study. 40 ADE students were selected randomly from the population. A questionnaire comprised 15 items developed and distributed to the sample and data was interpreted through percentage. Responses were strongly agree, agreed, uncertain, disagree and strongly disagree.

Analysis

For the analysis of the data, the data was arranged in tables as given below:-

Table 1

Item No.	Statement	Level	Frequency	%
1	Student's portfolio is a reflective portfolio.	SA	17	42.5
		A	19	47.5
		UC	2	5
		DA	1	2.5
		SDA	1	2.5
Total			40	100

90% respondents opined that portfolio is reflective portfolio. While 5% respondents are disagreed with the statements and 5% not responded.

Table 2

Item No.	Statement	Level	Frequency	%
2	Student's portfolio is content based	SA	20	50
		A	18	45
		UC	1	2.5
		DA	1	2.5
		SDA	0	0
Total			40	100

95% respondents opined that Student's portfolio is content based. While 2.5% respondents are disagreed with the statements and 2.5% not responded.

Table 3

Item No.	Statement	Level	Frequency	%
3	Students' portfolio is easy to prepare	SA	9	22.5
		A	8	20
		UC	4	10
		DA	10	25
		SD	9	22.5
Total			40	100

42.5% respondents opined that Students' portfolio is easy to prepare. While 47.5% respondents are disagreed with the statements and 10% not responded.

Table 4

Item No.	Statement	Level	Frequency	%
4	Teacher educator plays a vital role in preparation of student's portfolio	SA	16	40
		A	14	35
		UC	2	5
		DA	4	10
		SDA	4	10
Total			40	100

75% respondents opined that Teacher educator plays a vital role in preparation of student's portfolio. While 20% respondents are disagreed with the statements and 5% not responded.

Table 5

Item No.	Statement	Level	Frequency	%
5	Student's portfolio preparation is expensive	SA	21	52.5
		A	14	35
		UC	1	2.5
		DA	1	2.5
		SDA	3	7.5
Total			40	100

87.5% respondents opined that Student's portfolio preparation is expensive. While 10% respondents are disagreed with the statements and 2.5% not responded.

Table 6

Item No.	Statement	Level	Frequency	%
6	Student's portfolio is compulsory component of ADE program	SA	22	55
		A	14	35
		UC	2	5
		DA	1	2.5
		SDA	1	2.5
Total			40	100

90% respondents opined that Student's portfolio is compulsory component of ADE program. While 5% respondents are disagreed with the statements and 5% not responded.

Table 7

Item No.	Statement	Level	Frequency	%
7	Student's portfolios are assessed by teacher educators of the university	SA	20	50
		A	16	40
		UC	2	5
		DA	1	2.5
		SDA	1	2.5
Total			40	100

90% respondents opined that Student's portfolios are assessed by teacher educators of the university. While 5% respondents are disagreed with the statements and 5% not responded.

Table 8

Item No.	Statement	Level	Frequency	%
8	Student's portfolio preparation is time consuming	SA	5	12.5
		A	5	12.5
		UC	6	15
		DA	14	35
		SDA	10	25
Total			40	100

25% respondents opined that Student's portfolio preparation is time consuming. While 60% respondents are disagreed with the statements and 15% not responded.

Table 9

Item No.	Statement	Level	Frequency	%
9	Student's portfolios are helpful in final examination	SA	20	50
		A	13	32.5
		UC	2	5
		DA	2	5
		SDA	3	7.5
Total			40	100

82.5% respondents opined that Student's portfolios are helpful in final examination. While 12.5% respondents are disagreed with the statements and 5% not responded.

Table 10

Item No.	Statement	Level	Frequency	%
10	Student's portfolios are written assignments of topics	SA	18	45
		A	14	35
		UC	2	5
		DA	3	7.5
		SDA	3	7.5
Total			40	100

80% respondents opined that Student's portfolios are written assignments of topics. While 15% respondents are disagreed with the statements and 5% not responded.

Table 11

Item No.	Statement	Level	Frequency	%
11	Student's portfolios are the collection of Photostat copies of the articles	SA	9	22.5
		A	7	17.5
		UC	5	12.5
		DA	9	22.5
		SDA	10	25
Total			40	100

40% respondents opined that Student's portfolios are the collection of Photostat copies of the articles. While 47.5% respondents are disagreed with the statements and 12.5% not responded.

Table 12

Item No.	Statement	Level	Frequency	%
12	Student's portfolio preparation increased the writing skills of the students	SA	15	37.5
		A	23	57.5
		UC	1	2.5
		DA	0	0
		SDA	1	2.5
Total			40	100

95% respondents opined that Student's portfolio preparation increased the writing skills of the students. While 2.5% respondents are disagreed with the statements and 2.5% not responded.

Table 13

Item No.	Statement	Level	Frequency	%
13	Student shows interest in portfolios preparation	SA	20	50
		A	16	40
		UC	2	5
		DA	1	2.5
		SDA	1	2.5
Total			40	100

90% respondents opined that Student shows interest in portfolios preparation. While 10% respondents are disagreed with the statements and 5% not responded.

Table 14

Item No.	Statement	Level	Frequency	%
14	Portfolio preparation is difficult for arts students	SA	19	47.5
		A	17	42.5
		UC	1	2.5
		DA	1	2.5
		SDA	2	5
Total			40	100

90% respondents opined that Portfolio preparation is difficult for arts students. While 7.5% respondents are disagreed with the statements and 2.5% not responded.

Results

After the interpretation of the data the results of the interpretations are given as under:-

1. 90% respondents opined that portfolio is reflective portfolio. While 5% respondents are disagreed with the statements and 5% not responded.
2. 95% respondents opined that Student's portfolio is content based. While 2.5% respondents are disagreed with the statements and 2.5% not responded.
3. 42.5% respondents opined that Students' portfolio is easy to prepare. While 47.5% respondents are disagreed with the statements and 10% not responded.
4. 75% respondents opined that Teacher educator plays a vital role in preparation of student's portfolio. While 20% respondents are disagreed with the statements and 5% not responded.
5. 87.5% respondents opined that Student's portfolio preparation is expensive. While 10% respondents are disagreed with the statements and 2.5% not responded.

6. 90% respondents opined that Student's portfolio is compulsory component of ADE program. While 5% respondents are disagreed with the statements and 5% not responded.
7. 90% respondents opined that Student's portfolios are assessed by teacher educators of the university. While 5% respondents are disagreed with the statements and 5% not responded.
8. 25% respondents opined that Student's portfolio preparation is time consuming. While 60% respondents are disagreed with the statements and 15% not responded.
9. 82.5% respondents opined that Student's portfolios are helpful in final examination. While 12.5% respondents are disagreed with the statements and 5% not responded.
10. 80% respondents opined that Student's portfolios are written assignments of topics. While 15% respondents are disagreed with the statements and 5% not responded.
11. 40% respondents opined that Student's portfolios are the collection of Photostat copies of the articles. While 47.5% respondents are disagreed with the statements and 12.5% not responded.
12. 95% respondents opined that Student's portfolio preparation increased the writing skills of the students. While 2.5% respondents are disagreed with the statements and 2.5% not responded.
13. 90% respondents opined that Student shows interest in portfolios preparation. While 10% respondents are disagreed with the statements and 5% not responded.
14. 90% respondents opined that Portfolio preparation is difficult for arts students. While 7.5% respondents are disagreed with the statements and 2.5% not responded.

Discussion

Study was to find the effectiveness of student's portfolio offered in GCETs. For this purpose 40 ADE students were selected randomly as a sample from the stakeholder GCETs of the D.G Khan division. Questionnaire was developed as a research tool for the collections of the data. Data was interpreted through percentage. 90% respondents opined that portfolio is reflective portfolio. While 5% respondents are disagreed with the statements and 5% not responded. 95% respondents opined that Student's portfolio is content based. While 2.5% respondents are disagreed with

the statements and 2.5% not responded. 42.5% respondents opined that Students' portfolio is easy to prepare. While 47.5% respondents are disagreed with the statements and 10% not responded. 75% respondents opined that Teacher educator plays a vital role in preparation of student's portfolio. While 20% respondents are disagreed with the statements and 5% not responded. 87.5% respondents opined that Student's portfolio preparation is expensive. While 10% respondents are disagreed with the statements and 2.5% not responded. 90% respondents opined that Student's portfolio is compulsory component of ADE program. While 5% respondents are disagreed with the statements and 5% not responded. 90% respondents opined that Student's portfolios are assessed by teacher educators of the university. While 5% respondents are disagreed with the statements and 5% not responded. 25% respondents opined that Student's portfolio preparation is time consuming. While 60% respondents are disagreed with the statements and 15% not responded. 82.5% respondents opined that Student's portfolios are helpful in final examination. While 12.5% respondents are disagreed with the statements and 5% not responded. 80% respondents opined that Student's portfolios are written assignments of topics. While 15% respondents are disagreed with the statements and 5% not responded. 40% respondents opined that Student's portfolios are the collection of Photostat copies of the articles. While 47.5% respondents are disagreed with the statements and 12.5% not responded. 95% respondents opined that Student's portfolio preparation increased the writing skills of the students. While 2.5% respondents are disagreed with the statements and 2.5% not responded. 90% respondents opined that Student shows interest in portfolios preparation. While 10% respondents are disagreed with the statements and 5% not responded. 90% respondents opined that Portfolio preparation is difficult for arts students. While 7.5% respondents are disagreed with the statements and 2.5% not responded. Study shows that effectiveness of portfolio is evident in the student's responses.

Recommendations

- Students must preserve the records of the portfolio.
- Student's portfolio may be used for the development of skills.
- Teacher educators may assess the student's portfolio for feedback purpose.
- Students may use portfolio as a self assessment.
- Students should prepare his/her own portfolio not coping it.
- Students must be financially assisted from the institution.
- Portfolio may encourage teacher-student conferencing.
- Portfolio may provide little diagnostic information.

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