

Evaluation of the TIP Web in Supporting Preservice Teachers to Develop Web Portfolios

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Abstract: A website named “technology integration portfolios” (TIP) was designed and evaluated in a technology course to facilitate preservice teachers to develop their own web portfolios on technology integration. The results indicated that the “examples” unit was the most frequently used as well as the most useful element of the TIP web, while the least frequently used element was “the message board” and the least useful element was “the discussion board.” Finally, recommendations were provided to improve the TIP web.

Keywords: Web evaluation, web portfolios, technology integration, teacher education

1. Introduction

Many empirical studies have reported difficulties or problems in developing web portfolios [1] [2]. To help students overcome such problems, a variety of resources or facilitators were proposed [3]. For example, web portfolio software or templates were developed as well as technical training programs were offered. In view of the strengths of computer technology, this study proposed a web site which integrated various facilitating resources to support web portfolio development. The web site named “technology integration portfolios (TIP)” and its components are displayed below.

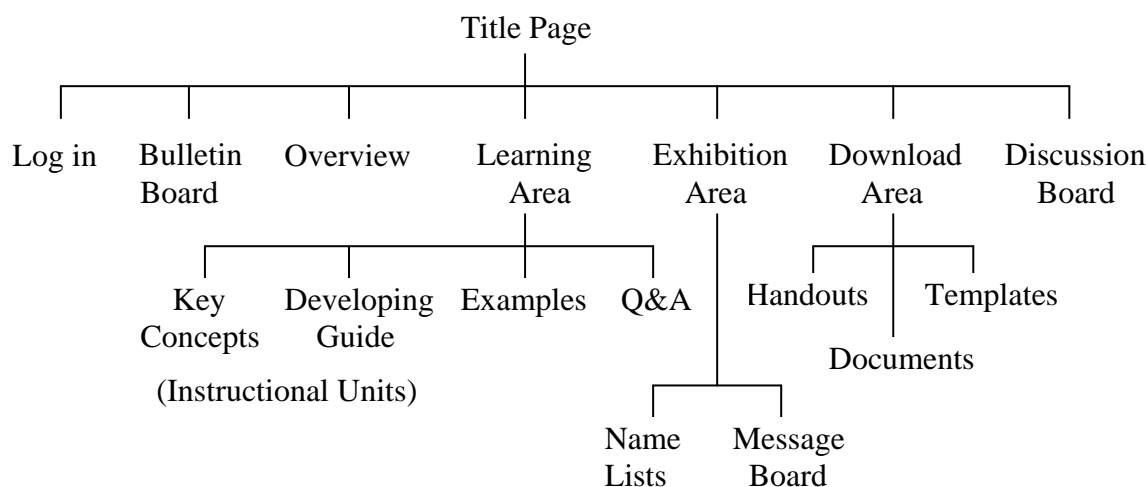


Figure 1 the component chart of the TIP web

2. Application and Evaluation of the TIP Web

The TIP Web was applied in a technology course “Computers and Instruction” for preservice teachers during the spring semester of 2007. In all, there were 77 participants. Questionnaires were developed to investigate the students’ perception on the use of the TIP web. The results are shown in tables 1 and 2.

Table 1 Percentage of Perceived Use Frequency of the TIP Web (n=77)

Use Frequency \ Element	always	usually	sometimes	seldom	never
the instructional units	33.78	27.27	29.87	6.49	2.59
the “examples” unit	57.14	27.27	9.09	6.49	0.00
the “Q & A” unit	12.99	22.08	37.66	20.78	6.49
the message board	6.49	18.18	31.17	36.36	7.79
the web templates	33.77	23.38	19.48	14.29	9.09
the discussion board	7.79	22.08	36.36	24.68	9.09

Table 2 Percentage of Perceived Usefulness of the TIP Web (n=77)

Usefulness \ Element	very much	much	some	little	none
the instructional units	29.87	36.36	27.27	6.50	0.00
the “examples” unit	64.94	25.90	7.79	1.30	0.00
the “Q & A” unit	16.88	20.78	38.96	22.08	1.30
the message board	2.60	32.47	40.26	16.88	7.79
the web templates	40.26	24.68	22.08	9.09	3.90
the discussion board	7.79	25.97	32.47	32.47	1.3

3. Discussion and Conclusion

On the whole, the results indicated that most participants had positive attitudes towards the TIP web. The “examples” unit was reported to be the most frequently used as well as the most useful element of the TIP web. A possible reason was that the unit contained evidences and artifacts which were critical in a portfolio. On the contrary, the utilization of “the message board” and “the discussion board” for group or class interaction were limited possibly due to lack of immediate feedback compared to other communication tools. It was also found that the provision of examples seemed to induce the participants to just “copy” these ready made works instead of creating their own. Future studies should address this issue so that the provision of the TIP web is not only to accelerate the accomplishment of creating portfolios but to deepen students’ understanding of professional growth.

References

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