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A SUGGESTED E-PORTFOLIO MODEL FOR ELT STUDENTS AT GAZI
UNIVERSITY

M.A THESIS

by

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ABSTRACT

A SUGGESTED E-PORTFOLIO MODEL FOR ELT STUDENTS AT GAZI UNIVERSITY

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This study has been carried out to explore ELT students' perceptions, attitudes towards electronic portfolio as a learning and assessment tool, to investigate their experiences in participating electronic portfolio development process, to propose an electronic portfolio development model for educators and students, and to give them some ideas about design and implementation of electronic portfolios in the classroom. The study was conducted at Gazi University, English Language Teaching Department. The participants of the study were 26 students attending the first year of the ELT Department. In this study, we conducted electronic portfolio development project for two months. Two questionnaire were employed to elicit students' experiences, perceptions and attitudes.

The first chapter attempts to give the background to the study as well as the aim, scope, research questions and assumptions of the study. The second chapter reviews literature relevant to the subject. In the third chapter methodology of the study is presented. In this chapter the data collection techniques used in the present study are introduced and the interpretation of the need analysis and post tests are presented along with remarks on the results. Chapter four aims to present the suggested electronic portfolio development model. The fifth chapter includes a brief summary of the present study.

Key Words: Traditional Assessment, Alternative Assessment, Portfolio, Electronic Portfolio.

ÖZET

GAZİ ÜNİVERSİTESİ İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ ÖĞRENCİLERİ İÇİN BİR E-PORTFOLYO MODEL ÖNERİSİ

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Bu çalışma İngilizce Öğretmenliği Bölümü öğrencilerinin bir öğrenme ve değerlendirme aracı olarak elektronik portfolyo ile ilgili algılarını, tutumlarını ve elektronik portfolyo geliştirme süreci ile ilgili olarak tecrübelerini belirlemek, eğitimciler ve öğrencilere bir elektronik portfolyo modeli önermek, elektronik portfolyonun dizaynı ve sınıf içinde uygulanması ile ilgili fikirler vermek amacıyla yürütülmüştür. Bu çalışma Gazi Üniversitesi İngilizce Öğretmenliği bölümünde yürütülmüştür. Çalışmaya 26 adet birinci sınıf öğrencisi katılmıştır. Çalışma kapsamında katılımcılarla iki ay süreyle elektronik portfolyo geliştirme projesi gerçekleştirilmiştir. Proje öncesinde öğrencilerin değerlendirme yöntemleri, portfolyo ve elektronik portfolyo ile ilgili düşünce ve bilgilerini ölçmek amacıyla bir ön test yapılmıştır. Çalışma sonunda ise yine öğrencilerin elektronik portfolyo modeli ile ilgili düşünce ve görüşlerini belirlemek amacıyla bir son test yapılmıştır.

Birinci kısım araştırmaya yönelik genel bir zemin hazırlamak amacıyla bilgiler vermektedir. Bu bölüm aynı zamanda araştırmanın amacı, kapsamı, araştırma soruları ve varsayımları hakkında da bilgiler içermektedir. İkinci kısımda araştırmaya ilgili yapılmış literatür taraması yer almaktadır. Üçüncü bölümde araştırmanın metodu açıklanmıştır. Bu bölümde araştırmada kullanılan veri toplama yöntemleri açıklanarak, ihtiyaç analizi ve son testin sonuçları grafikleri ve yorumları ile birlikte yer almıştır. Dördüncü bölümde önerilen elektronik portfolyo modeli ayrıntılarıyla sunulmaktadır. Beşinci bölümde çalışmanın sonuçları ve ileride yapılacak çalışmalara yönelik önerileri bulunmaktadır.

Anahtar Kelimeler: Geleneksel Değerlendirme, Alternatif Değerlendirme, Portfolyo, Elektronik Portfolyo

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CHAPTER I

INTRODUCTION

1.0 Presentation

The present study addresses ELT students' perceptions and attitudes towards electronic portfolio as a learning and assessment tool. It also focuses on their experiences with participating electronic portfolio development process. The study proposes an electronic portfolio model to students and educators and attempts to give some ideas about design, development, and implementation of electronic portfolios in the classroom.

This chapter introduces the background of the study, the statement of the problem, the research questions, the assumptions of the study, and the key terms used in the study.

1.1. General Background to the Study

There has been a growing interest in the use of alternative assessment methods to traditional forms of assessment in language teaching in the past several years. In other words, language classroom assessment has shifted its focus from traditional forms of testing to the use of alternative methods of assessing. Traditional assessment tools, namely multiple choice items, may have some advantages for both the educators and the students. When used properly, traditional assessment tools can provide some useful information. (Law & Eckes, 2007: 23) They can determine how much a student has learned. Although it may be difficult to prepare traditional assessment tools, grading them is very easy. (Yaşar, 2005:1). According to Law & Eckes (2007), the other most important reason is the educators confidence in traditional assessment tools. As Hebert states in Law&Eckes (2007);

“We have devoted close to a century of experience toward the development of the form, data, and conduct of standardized testing. The content of evaluation and the explicit standards for achievement on these measures have been clearly defined.”

As to students, the traditional assessment tools do not require students to use higher order thinking skills, they only have to select an answer or recall information to obtain high grades.

It is understood from the literature that traditional assessment tools have also revealed some shortcomings. They are designed to sort and rank students from highest to lowest. They require lower-level thinking skills and ignore higher level skills which are highly valued in today's curriculum. These tools cannot tell educators whether the student knows the material or not. They also cannot tell about where exactly the students failed, what they know, and what they can do with they know. Thus, it can be concluded that traditional assessment tools may not be enough to assess multiple dimensions of language learning. In other words, they fail to assess the students' communicative competence in their second language.

Alternative forms of assessment are designed to provide a dynamic picture of students' development and to provide data that truly represents what students' capabilities are. What educators really need is information about students' integrative language ability rather than isolated pieces of knowledge and skills. To sum up, the inability to assess the full range of essential student outcomes and teachers' difficulty in using results for instructional planning have made traditional assessment inconsistent with today's learner-centered curriculum.

Portfolios are one of the widely discussed alternative assessment tools. The term portfolio has many different meaning. In the education realm, the meaning of the portfolio is determined by its use. An educational portfolio is a very personal collection of artifacts and reflections about one's accomplishments, learning, strengths, and best works.(Wyatt III& Looper, 1999 : 2). The collection is dynamic,

ever-growing, and ever-changing. It shows a student's growth, best works, or total output. The artifacts in the portfolios include writing samples, reading logs, reflections, peer comments, and teacher's feedback, among other items.

It can be said that portfolios can assist teachers in actively engaging students in learning content. They also provide an opportunity for students to monitor their own progress and to take responsibility for meeting goals. By assisting students to set specific goals and helping them see these through, the students will become motivated toward continued progress. When students begin to see their work accumulate, they begin to realize that they do have worth; they do have the ability to perform in the classroom. Moreover, as Marcocci (1998) states there can be no easier way to communicate the growth of a student to parents than through being able to show the students' works.

Paper-based traditional portfolios and electronic portfolios are very similar in many ways. The use of technology for portfolio implementation has received considerable attention lately among educators. Electronic portfolios are made more portable than paper portfolios and require less or no physical storage spaces. Moreover, electronic portfolios give the students much more flexibility because they can cross-reference works without needing to make multiple copies for different categories.(Bergman, 1998).

While traditional paper-based portfolios are limited to a much smaller audience, electronic portfolios, in contrast, provide a natural outlet to the outside world. The whole world can be the audience to students' works. The Internet, especially, provides an avenue with which the students can post everything they do.

In a nutshell, technology is assisting in changing the way teachers teach and students learn. Electronic portfolios are an excellent way to foster this learner-centered environment. Letting students use technology as a part of language learning

process may motivate them highly and make keeping portfolio a more enjoyable and meaningful process for them.

The current study focuses on the ELT students' perceptions and attitudes towards electronic portfolios as a learning and assessment tools and proposes to explore their experiences with participating an electronic portfolio development process. This study, also, aims to propose an electronic portfolio development model to educators and students.

1.2. Statement of the Problem

In the recent literature, the importance of using portfolio assessment (Şahinkarakaş, 1998; Spencer, 1999; Vani, 2000; Akar, 2001; Doğan, 2001; Subaşı, 2002; Oğuz, 2003; Gökhan, 2004; Tan, 2004; Sağlam, 2005; Türkkorur, 2005) have received great attention. There is also some importance placed on using electronic portfolio assessment in the literature. (Falls, 2001; Albert, 2006; Özyenginer, 2006; Stoddart, 2006; Demirli, 2007). However, little research has been done concerning the use of electronic portfolios with college students in an ELT environment. (Yaşar, 2005). Hence, this research is targeting this population and it is also an attempt to fill in this gap in the literature. Therefore, this study investigates ELT students' experiences in participating electronic portfolio development process and aims to explore their perceptions and attitudes towards electronic portfolio as a learning and assessment tool. The present study also proposes an electronic portfolio model for educators and students.

1.3 Scope of the Study

This study was conducted at the Department of English Language Teaching, Gazi University. 26 Turkish students attending the first grade of ELT Department of Gazi University were chosen as the participants of the study. All of the participants had attended the one year preparatory class before they came to the first grade. It can be said that all of the participants were almost at the same level of language

proficiency. The electronic portfolio assessment project was implemented in “Advanced Reading and Writing Skills” class. The objectives of the class were to enhance students’ reading comprehension and to promote students’ writing ability. The class met once a week, three hours each. The electronic portfolio development project carried on for two months. Two surveys were employed to explore the participants’ perceptions, attitudes and experiences in participating electronic portfolio development process. Adapted from Hung (2006), a 5 point Likert scale survey was administered to the class before and after implementation to obtain general information on their experiences, perceptions, and attitudes towards electronic portfolio assessment.

1.4. Research Questions

This study will explore the following research questions:

1. What are ELT students’ experiences in participating electronic portfolio development process?
2. What are the perceptions and attitudes of ELT students towards the electronic portfolio as a learning and assessment tool?
3. What problems and concerns are reported by ELT students when developing their electronic portfolios?

1.5 Assumptions

The following assumptions will be considered throughout the study:

1. Electronic portfolio assessment provides a richer picture of the students’ ability, learning, and understanding. It provides opportunities for students to take the responsibility for their own learning.
2. Electronic portfolio assessment fosters students’ motivation. Creating an electronic portfolio also enhances students’ self determination and self-advocacy. By creating an electronic portfolio the students reflect on experiences, plans for the future, makes important decisions.

3. Using technology in the classroom may help educators to meet the changing expectations of teaching and learning.

1.6. Key Terms

The four key concepts in this thesis are traditional assessment, alternative assessment, portfolio, and electronic portfolio.

Traditional Assessment: Evaluations that include standardized and classroom achievement tests with mostly closed-ended items such as multiple-choice tests, fill-in-the blanks, true-false, matching and the like that have been and remain so common in education.(Gronlund, 1998).

Alternative Assessment: Any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is an alternative to traditional forms of testing, namely, multiple choice tests. (O'Malley & Valdez Pierce, 1996)

Alternative assessment is a type of evaluation that directly evaluates learners' language skills. Different types of alternative assessment show a learner's ability to use the language. They also give learners a role in their own evaluation process. (Gottlieb,2000)

Portfolio: A meaningful collection of student work that presents the students' efforts, progress and achievement to the stakeholders. The students often play an active role in the creating, evaluation, and maintenance of their portfolios. (Law&Eckes, 2007)

The learning portfolio is a flexible, evidence-based tool that engages students in a process of continuous reflection and collaborative analysis of learning. As written text, electronic display, or other creative project, the portfolio captures the scope, richness, and relevance of students' learning. The portfolio focuses on

purposefully and collaboratively selected reflections and evidence for both improvement and assessment of students' learning. (Zubizarreta, 2004:16)

Electronic Portfolio: Digital stories of deep learning. (Barret, 2004)

An electronic portfolio is;

- a collection of authentic and diverse evidence,
- drawn from a larger archive representing what a person or organization has learned over time,
- on which the person or organization has reflected, and
- designed for presentation to one or more audiences for a particular rhetorical purpose. (NLII, 2003 cited in Barrett, 2004)

1.7. Conclusion

This chapter introduced the study by providing background information, by explaining the purposes of the study and the important terms, and by mentioning scope, research questions and assumptions of the study.

Chapter 2 will provide the theoretical background of the study through a review of the relevant literature on assessment in general and portfolios in particular. Chapter 3 will present the information concerning the methodology of the study under the following headings; setting and participants, instruments, procedures for implementation, and the researcher's role in the study. Detailed data analysis also presented in Chapter 3. In Chapter 4 the suggested electronic portfolio model is presented in detail. Finally in Chapter 5, the major findings of the study together with pedagogical implications drawn from the findings and suggestions for future studies will be presented.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature on alternative assessment, portfolios as an alternative method of assessment, and electronic portfolio assessment.

2.1 Assessment

All the time, teachers are required to make different kinds of decisions about their students; to do so, they have to plan, gather, and analyze information from different sources over time. According to Gottlieb (2006), this is the core of assessment process. Airasian (2001), confirms this fact and defines assessment as the process of collecting, synthesizing and interpreting information to aid in decision making. Thus, teachers and administrators can make decisions about students' linguistic abilities, their placement in appropriate levels, and their achievement. Assessment is defined in Airasian (2001) as the full range of procedures used to gather information about student learning, including "observations, rating of performances, projects or paper-and-pencil tests and teacher's 'value judgments' concerning the learning process. It can be concluded that the main purpose of all assessment is to gather information to facilitate effective decision making.

According to Maki, "assessment is a means of discovering – both inside and outside of the classroom – what, how, when, and which students learn and develop an institution's expected learning outcomes". (2003b:1). In this way, teachers can alter their lessons appropriately and can choose or create the instructional methods necessary to help students improve in both understanding and skill.(Banta,2003). Moreover, by assessing, teachers also can learn their students' ideas, beliefs, and attitudes. They can also determine to what extent materials and methods of

instruction were appropriate for the students. In other words, they can make adjustments in the light of these outcomes can create better learning opportunities for students. (Oğuz, 2006). Assessment should be viewed as an interactive process that engages both teacher and student in monitoring the student's performance. (Hancock,1994: 3).

Assessment can motivate students by providing feedback for their learning because students need to know that the work they do are of value. Having received meaningful and relevant feedback, the students can set learning goals for themselves easily. If assessment is done periodically and supported by meaningful feedback, students can become aware of their strengths and weaknesses.

Assessment methods are commonly classified under two broad categories: traditional assessment and alternative assessment. Traditionally, the concept of assessment is largely equated with paper-and-pencil tests. Under this traditional conception what students are assessed are purely their knowledge on topics well-defined in the textbooks and how students are assessed are administering time limited paper-and-pencil tests. Traditional assessment can be defined as evaluations that include standardized and classroom achievement tests with mostly closed-ended items such as multiple-choice tests, fill- in-the blanks, true-false, matching and the like that have been and remain so common in education. Students typically select an answer or recall information to complete the assessment.

The advantages of traditional assessment methods can be listed as;

- can have a good coverage in content,
- good for testing factual knowledge and specific skills,
- easy to design,
- easy to administer,
- easy to mark and grade,
- more objective,
- easy to analyze and report,

- well established,
- well accepted. (Hancock,1994; Aisarian, 2001)

Anderson (1998) claims that in traditional assessment, knowledge can be reached by everyone in the same way and it is seen as an objective reality. Anderson continues by saying that in traditional assessment students memorize the knowledge transferred by the text or instructor, students' attitudes towards the type of assessment is neglected, and students do not actively participate in the assessment process, and finally students' learning is only monitored and students are classified and ranked according to the ones 'who know' and 'who do not know'. In this way, learning is a passive process. Brown and Hudson (1998) have also mentioned that in traditional assessment student do not required to create any language. It can be concluded that traditional assessment neglects the meaningful, engaged learning. What does meaningful learning look like? Successful, engaged learners are responsible for their own learning. These students are self-regulated and set their own learning goals and able to evaluate their own learning. In order to have meaningful learning, tasks need to be authentic, challenging, complex, and reflective. Because traditional tests do not require students to use any productive language, it is clear therefore that traditional methods are not sufficient to assess complex and varied student learning.

Traditional assessment methods have some limitations. They narrow the curriculum to basic skills, rather than multifaceted thinking. They show that for every question there is a single correct answer and for every problem, a single correct solution.

Traditional assessment methods also can not tell about;

- What students think about material they are learning,
- How students feel about learning,
- What strategies students use,
- How students use information to make meaning of their world,

- If students verify and revise their own thinking,
- Whether students have accepted ownership for learning. (Johnson & Rose, 1997)

2.2. Alternative Assessment

Traditional ways of assessing have been widely accepted in the past. But recently there has been a growing trend towards alternative assessment. (O'Malley & Valdez Pierce, 1996; Shepard, 1989; Nitko, 2004; Hancock, 1994). According to Hancock (1994), alternative assessment is “an ongoing process involving the students and teacher in making judgments about the student’s progress in language using non-conventional strategies.” O'Malley & Pierce (1996) words that alternative assessment methods consist of any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing, namely, multiple choice test. In other words alternative assessment requires students to do something with their knowledge, such as produce a report, or give a demonstration, to do an activity that requires applying their knowledge and skills and it uses clearly defined criteria to evaluate how well the student has achieved this application. (Nitko, 2004). Alternative assessment has also labeled as ‘direct assessment’, ‘authentic assessment’, and ‘performance assessment’. Whatever these assessment methods are called, there is one important feature they share that they are all alternatives to traditional assessment methods. Some examples of alternative assessment methods are portfolios, observations, role plays, group discussions, conferences, self assessment, oral presentations, peer assessment, debates, and exhibitions. (Brown & Hudson, 1998; O'Malley & Pierce, 1996)

Alternative assessment methods refer to the type of evaluation that directly evaluates student’s ability to use the language. They give students a role in their own evaluation process. It is therefore clear that alternative assessment methods include any critical thinking or higher order skills. In this method students are assessed on what they integrate and produce rather than on what they memorize and recall. In a

nutshell, alternative assessment methods are performance-based, realistic, and instructionally appropriate.

With alternative assessment methods not only the correctness of response is measured, but also the thought processes involved in arriving at the response, and these methods encourage students to reflect on their own learning in both depth and breadth. (Maki, 2003b)

It can be said that alternative assessment usually has one or more of the following characteristics: Alternative assessment procedures:

1. provide opportunity to use of the target language for an actual purpose;
2. make students get involved in their own evaluation. Understanding how to evaluate themselves enables students to take responsibility for and self-direct some of their own learning;
3. motivate learners to learn and use the language;
4. give students chance to demonstrate what they have actually learned and how well they can use what they have learned;
5. require students to perform, create, produce (procedures, answers, or even questions);
6. use real-world contexts or simulations;
7. are often time consuming and need days to complete;
8. require scoring rubrics or scoring guides;
9. focus on processes as well as products;
10. provide information about both the strengths and weakness of students;
11. call upon teachers to perform new instructional and assessment roles;
12. encourage students to demonstrate use of higher level thinking skills and problem solving abilities;
13. require students to perform tasks represent meaningful instructional activities, rather than special test situations;
14. generate accurate and meaningful information;

15. provide a clearer view of learning. (Fischer & King, 1995: 8, Baron & Boschee, 1995:9, Herman et. al.,1992: 6).

Shepard (1989) indicates that alternative assessment is needed in the classroom because the traditional assessment methods have their own limitations. He lists these limitations as they exclude affective domain, they often tests what is easy to test, not what is important to test, they emphasize more on memorization, less on understanding, they emphasize more on lower level skills, less on higher order skills and abilities, they often test what students don't know, not what they do know, students might have test anxiety, which will affect their performance in test, they can be destructive, making students dislike learning, they emphasize more on the product, less on the process of learning, they can be hard to be an integral part of the teaching and learning.

On the other hand, it should be pointed out that alternative assessment methods also have some drawbacks. Firstly, they are time-consuming. Alternative assessment methods require too much time to design, to administer, to evaluate and to report. Therefore teachers should be cautious about the frequency of using alternative assessment methods. They also require teacher's innovation and creativity. Secondly, many resources are not available in this area, and current materials do not well reflect alternative assessment concept. Not being familiar with the new assessment method is also a drawback for both teachers and student. Therefore teachers should start using alternative assessment methods gradually. It is essential that enough guidance should be given to students. Teachers should also make clear the main purpose of employing new kind of assessment methods.

2.3. Portfolio Assessment

In recent years there has been a virtual explosion of interest in portfolios and among the alternative assessment tasks, portfolios are one of the widely discussed instruments. The concept of portfolio assessment began to attract attention around

the mid-80s. Educators were becoming more and more frustrated with the use of standardized tests as an assessment method. They believed that standardized tests do not successfully reflect a student's learning. To increase quality in the assessment methods educators and researchers started to search for the ways to measure student achievement and seek a model of assessment that would build on students' strengths rather than highlight their weaknesses. In this way, portfolio assessment emerged as an appropriate form of evaluation.

The term portfolio has its origin in the field of arts. Namely, before its entrance to the educational area, portfolios were commonly used in the field of arts where aspiring artists carry and assemble their "best" pieces and sketches in progress in order to display their talents. (O'Malley & Pierce, 1996). In other words, portfolio comes from the collections that models, photographers, and artists assemble to demonstrate their work. Artists use portfolios to reflect upon their works and to see what they have achieved. (Tierney, et. al., 1999). In the field of education portfolios have the same basic purpose: to collect students works to show their performances and achievements over time. (Airasian, 2001).

Various definitions of portfolios can be seen in the literature of education. The definition, form and content of the portfolio depend on its specific purpose. In the simplest form, a portfolio is a systematic collection of selected student work. (Airasian, 2001; Tierney et.al.,1999). Aitken & Baker (1993) also defines portfolio as a student's collection of data which shows the student's progress over time. Portfolio assessment is defined in Arter & Spandel (1992) as 'purposeful collection of student work that tells the story of the student's effort, progress, or achievement in (a) given area (s)'. All definitions seem to contain the common characteristics of collection, reflection, and selection.

Educators have the same opinion that portfolio is more authentic in that it involves of gathering multiple sources of evidence. However, as Nitko (2004: 244) expresses, portfolios are not just a collection of students' works, a writing folder into which a student's compositions for the school year are placed, or a replication of a

student's permanent record of test scores with samples of classroom work. It is a purposeful anthology of a student's work over time.(Johnson & Rose, 1997: 6). It must be systematic, organized evidence which is used by the teacher and student to measure growth of knowledge, skills, and attitudes. It is also a selection that the students must be involved. It must not only reflect teacher and school-based standards, but also student interest and individual learning styles. It can be recommended that portfolios should be designed by teachers and students.

It is clear that portfolios offer a new framework for assessment- a framework that changes the nature of classrooms and responds to demands for student empowerment. (Tierney, et. al., 1999). This framework can be described as dynamic and grounded in what students are actually doing. It can also serve as the basis to examine effort, improvement, and accomplishments. It is for this reason that values process as well as products, efforts as well as outcomes, and diversity as well as standards. Tierney et. al. (1999) sees portfolios not as objects. According to them portfolios are vehicles for ongoing assessment by students.

There are many different types of portfolios each of which can serve one or more specific purposes as part of a classroom assessment program. O'Malley and Valdez Pierce (1996:37) mentioned three basic types of portfolios: showcase portfolios, collection portfolios, assessment portfolios. Showcase portfolios display a student's best work. But they tend to focus only on finished products and therefore the process is ignored. Consequently, they may not fully show student learning over time. A collections portfolio includes all of a student's work. Namely, it contains everything that student has produced. Assessment portfolios are best used for recording student achievement for grading. They also show growth over time. O'Malley and Valdez-Pierce (1996) stated that portfolios are generally used as showcase portfolios and collections portfolios rather than assessment portfolios. They continued by saying that this may be because most teachers do not sufficient information about using portfolios as an assessment system.

2.3.1 Types of Portfolios

Through the literature different classifications of portfolios can also be seen. According to Cole, et. al. (2000:10) there are two types of portfolios: process portfolio and product portfolio. The active and basic type of portfolio is called as process portfolio. A process portfolio is used as a growth instrument and it shows growth and student learning. The product portfolio can be produced from the process portfolio. In other words, product portfolio is abbreviated form of process portfolio. It includes all materials that the student wants to share and that reflect the student's proficiency at mastering the learning tasks.

Johnson and Rose (1997: 158) mention nine basic types of portfolios: class, master subject area, learning, growth, documentation, showcase, assessment, employability, and professional. **Class portfolios** are used to record significant projects, units, trips, and guests. Teacher and students together decide the purpose of the portfolio, what to include in it, reflections about them, and some goals for the class. **Master portfolios** include materials from one subject area such as writing, literacy, mathematics, science, or social studies and usually remain in the classroom. Teachers guide students for selecting artifacts but students have ongoing responsibility and ownership of their portfolios. Known also as process portfolios and working portfolios, **learning portfolios** focus on the learning process and self-reflection and like master portfolios they remain in the classroom. **Growth portfolio** is for demonstrating growth over time. It provides comparisons between new work and previous efforts. **Documentation portfolio** includes everything a student has done during a semester or school year. It is kept for each content area or across content areas. It provides systematic, dated evidence that describe student learning without the restrictions of clearly defined scoring criteria. **Showcase portfolios** encourage student involvement and ownership. Students have the responsibility for selecting their best work. **Employability portfolios** demonstrate evidence of attainment of the skills needed to seek employment or college admission. These portfolios are tailored to meet the specific requirements of a job or a certain college. **Assessment portfolios** are kept for assessing students and therefore need to be kept

in a secure location. They must have clearly defined scoring criteria. The items will be put into the portfolio should be selected carefully because it will follow students through the grades. **Professional portfolios** are kept by administrators and teachers to share their learning, to demonstrate meeting job requirements, to reflect on their learning, teaching, or leadership, and to set future goals.

A portfolio can be made up of many different students' performances or it can be made up of a single performance. To be effective, a variety of materials should be included in portfolios, so that they give an accurate picture of the student's development. Portfolios should not contain unrelated and disorganized collections of students work. They should contain purposefully selected examples of work that is intended to show student growth and development toward important curriculum goals. Therefore, as Popham (1999: 181) stated they must be updated as a person's achievements and skills grow. Possible portfolio artifacts are listed below.

1. Work samples
2. Reading logs
3. Reflections
4. Peer's comments
5. Teacher's feedback
6. Collaborative projects
7. Letters
8. Sketches
9. Drawings and paintings
10. Snapshots
11. Videos and tapes
12. Checklists
13. Tests/scores

An important feature of portfolios is that they strengthen the relationship between instruction and assessment as a consequence of students' continuing accumulation of work products in their portfolios. Ideally, in classrooms where

portfolios are adopted as an assessment method, the continuing collection and appraisal of students' work will be the central focus of the instructional program rather than an activity that students collect their work to show teachers' supervisor and students' parents what they are learning and what is going on in the classroom. (Popham, 1999: 182)

Popham (1991) mentioned some ways to install and sustain portfolios in a classroom. Firstly he warned educators that they should make their students perceive portfolios to be collections of their own work and not merely a container for putting products in that teachers ultimately grade. For this reason, they should introduce the notion of portfolio assessment to their students by explaining the distinctive functions of portfolios in the classroom. It is worth pointing out that by this way, portfolios represent students' evolving work accurately. Tierney, et. al. (1999) names this step as 'establishing ownership'. Students must feel ownership of the portfolio, thus it represents their efforts and accomplishments and in this way students become an important force in the classroom. As well as assuming ownership of their work, students can also recognize their own strengths and needs. The second step in installing portfolios in the classroom is that deciding on what kinds of work samples to collect. Work samples that can be included in the portfolios will vary from subject to subject. Ideally, teachers and students can collaboratively determine what goes into the portfolio. The important thing is that the particular kinds of work samples to be included in the portfolio will provide opportunity for teachers to derive valid inferences about the skills and/or knowledge they are trying to have their students improve. Thirdly, students need to collect and store work samples as they are created. They can store them in a file cabinet or a storage box. In this step, students may need to get assistance from their teachers to decide whether particular products should be placed in their portfolios. Selecting criteria by which to evaluate portfolios work samples is another step in installing portfolios in the classroom. The identification of evaluative criteria- that is, the factors to be used in determining the quality of a particular student's portfolio is not a simple task, since the various products can be included in different students' portfolios. Teachers can work collaboratively with students to determine evaluative criteria. Thus they can judge

the quality of their portfolio products. Once selected, the criteria should be described with clarity to the students. Teachers should also be sure that students try to evaluate their own work based on agreed criteria. To sustain portfolios in the classroom students are needed to evaluate continually their own portfolio products. Self-evaluation can be made holistically or analytically. Students can be required to complete self- assessment sheets or evaluation cards. Teachers must not forget to have their students date such evaluation sheets or evaluation cards so that they can monitor the modifications in their self-evaluation skills.

There are numerous reasons to integrate portfolios to the classroom. First one is to document the student progress and to provide students, teachers, and the students' parents with evidence about the students' growth. The second purpose is to showcase students' accomplishments. In portfolios that are intended to showcase students' accomplishments, students typically select their best work and reflect thoughtfully on its quality. (Popham, 1999). Students' self-reflections are vital ingredient in showcase portfolios. By looking at students' self-reflections, readers can gain insights about how the learners learn. Thirdly, portfolios serve as a concrete vehicle for student-teacher, teacher-parent, parent-student discussions. (Cole, et. al., 2000). Final purpose for portfolios is the evaluation of students' status. As mentioned before to use portfolios for this purpose, there must be great standardization about what should be included in a portfolio and how the work samples should be evaluated. In other words, considerable attention should be given to scoring so that the rubrics can provide consistent results. According to Popham (1999), one portfolio can not fulfill all four functions. It can be resulted that teachers should determine their top-priority purpose and build their portfolio assessment to perform this purpose. Coppola (1999) also states other reasons to implement portfolio assessment in classroom; to reinforce a process approach writing with sharing, feedback, and revision; its communal nature for assessment, and to provide validity and reliability measures for assessment.

To sum up, portfolios are used to;

- develop a sense of process
- reflect risk taking and experimentation
- create a means for self-evaluation
- determine and set individual goals
- empower students to develop a sense of ownership
- nurture students
- foster a positive self-concept
- improve instruction
- provide real-world learning opportunities
- share information with families and other teachers

Reflection is another important aspect of portfolio assessment. Since portfolio construction centers on having students assume learning responsibility and motivating them to do their best work; thus, reflective statements must appear within the portfolio. Cole, et. al. (2000) indicates that reflections analyze and synthesize knowledge, skills, and attitudes as they develop. Reflections allow students to monitor their progress by reviewing their work throughout the year. In this way students can see how their thinking and working processes have improved. Very simply put, portfolios are self-reflected and autonomous. (Coppola,1999). Portfolios are different from other forms of assessment in that they make it possible to document the unfolding process of teaching and learning over time. (Wolf,1991). They provide directly observable products and understandable evidence related to student performance.

Brown (2004) declares that learners of all ages and in all fields of study can also benefit from the actual, hands-on nature of portfolio development, including second language students from diverse linguistic and cultural backgrounds. Portfolio assessment can offer new possibilities for making at least some of language learning more visible to students, teachers, and other stakeholders of school. Gottlieb (2000) points out that portfolios designed by second language learners can help capture the

full range of the students' competencies in one or more languages. Portfolios also enable learners to demonstrate their growth in language proficiency, including oral language and literacy development, academic achievement, attitudinal variation in terms of acculturation and learning and acquisition of learning strategies. (Gottlieb, 2000). Moya and O'Malley make a point in saying that:

Language proficiency must be viewed as a composite of many levels of knowledge, skills, and capabilities. A varied approach to measurement, including both test and nontest methods, is, therefore, needed to ascertain students strengths and weaknesses in all critical areas. Portfolio assessment encourages the use of multiple measures.

It can be concluded that second language learners should be involved in the selection and the assessment processes.

Gottlieb (1995) discusses that portfolios facilitate articulation between teachers and students, other teachers, parents, and administrators. She describes a "CRADLE" approach to portfolio development. Gottlieb divides portfolio development process into six stages as collecting, reflecting, assessing, documenting, linking and evaluation. As it is seen CRADLE stands for Collecting, encouraging **R**eflective practices, **A**ssessing the portfolio, **D**ocumenting achievement, ensuring **L**inkages, and **E**valuating portfolios. In Collecting, students collect their works and express their lives and identities with the appropriate freedom to choose what to include. In Reflecting, students engage in reflective practice through journals and self-assessment checklists. Students use the collected work to reflect on the learning process and to enhance their awareness of their learning styles and strengths. In Assessing, students take the role of assessment seriously as they evaluate quality and development over time. In other words students and teachers use the information in portfolios as an alternative assessment tool. In Documenting, students demonstrate their achievement through their portfolios, rather than through tests, grades and other more traditional forms of evaluation. Documentation portfolios serve as legal documents attesting to students' achievement. In Linking, portfolios connect students

to their teachers, parents, communities and peers. Namely, portfolios are used to build communication networks among school, home, and community. Finally, in Evaluating, portfolios require a time-consuming but fulfilling process for educational decision making. Portfolios represent the program and teaching characteristics by providing summative data for decision making.

Educators who warmly embraced portfolios regard traditional assessment methods with less than enthusiasm. It can be clear to distinguish the benefits of portfolios when they are compared to traditional assessment methods. Differences between traditional assessment methods and portfolios are delineated in Table 2.1.

Table 2.1.
Differences between Portfolios and Traditional Assessment Methods

| PORTFOLIOS | TRADITIONAL ASSESSMENT METHODS |
|---|---|
| Link assessment and teaching to learning. | Separate learning, testing, and teaching |
| Use multi-faceted activities while recognizing that learning requires integration and coordination of communication skills. | Often treat skills in isolated context to determine achievement for reporting purposes. |
| Measure each student's achievement while allowing for individual differences between students | Assess all students on the same dimensions |
| Have student self-assessment as a goal by asking students to monitor their learning | Student assessment is not a goal and seldom provide vehicles for assessing student's abilities to monitor their own learning. |
| Address improvement, effort, and achievement | Only address achievement |

| | |
|---|---|
| Engage students in assessing their progress and/or accomplishments and establishing on-going learning goals. | Are mechanically scored or scored by teachers who have little input to assessment |
| Provide opportunities to reflect upon feelings about learning | Rarely include items that assess emotional responses to learning |
| Can measure the student's ability to perform appropriately in unanticipated situations | Assess students in a predetermined situation where the content is fixed. |
| Represent the full range of instructional activities that students are engaging in their classrooms | Assess students across a limited range of assignments that may not match what students do in classrooms |
| Represent a collaborative approach to assessment involving both students and teachers | Prohibit collaboration during the assessment process |
| Provide opportunities to demonstrate inferential and critical thinking that are essential for constructing meaning | Rely on materials requesting only literal information |
| Address the importance of student's prior knowledge as a critical determinant to learning by using authentic assessment activities. | Fail to assess the impact of prior knowledge on learning by using short passages that are often isolated and unfamiliar |

(Adapted from Tierney et al., 1991; Johnson and Rose, 1997.)

2.3.2 Advantages of Portfolio Assessment

Portfolio assessment provides various advantages both for teachers and students. (Zubizarreta, 2004:6; O'Malley & Valdez Pierce, 1996:35; Popham, 1999:191; Michelson & Mandel, et.al., 2004; Tierney, et. al., 1999)

The advantages of portfolio assessment can be listed as follows;

- 1) Promotes student self-evaluation, reflection, and critical thinking. Portfolios invite learners to engage in reflective thinking and take responsibility for their own learning. Self-assessment and reflection are two crucial components of portfolio assessment. (O'Malley & Valdez Pierce, 1996). Students have an important role in the selection of materials in their portfolios. Reflection helps learners to develop higher order thinking skills by prompting learners to relate new knowledge to prior understanding, to think in both abstract and conceptual terms, to understand and examine their own learning process, to determine strategies that supported their learning, to set goals for future experiences, and to see changes and development over time. O'Malley and Valdez Pierce (1996) state, "Without self-assessment and reflection on the part of the student, a portfolio is not a portfolio".
- 2) Provides opportunities for students to practice authentic language use,
- 3) Fosters intrinsic motivation, responsibility and ownership,
- 4) Shows what students can do rather than what they can not do,
- 5) Provides a richer picture of the students' ability, learning, and understanding,
- 6) Measures performance based on various, tangible, and genuine samples of student work
- 7) Links instruction and assessment,
- 8) Encourages participation and collaboration. Another crucial feature of portfolio assessment is about students' collaboration. Portfolios promote collaborative learning among students. In the portfolio assessment, students are encouraged to use their teachers and classmates as resources to facilitate learning.
- 9) Permits assessment of multiple dimensions of language learning and in this way provides flexibility in measuring and assessing how students accomplish their learning goals.
- 10) Provides a process for structuring learning in stages,

- 11) Provides opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences. Thus, it promotes student-teacher interaction,
- 12) Provides ongoing assessment of students learning,
- 13) Shows students the connections among their processes and products,
- 14) Focuses on both the process and final product of learning,
- 15) Helps teachers judge the appropriateness of the curriculum,
- 16) Monitors students' progress and improvement over time,
- 17) Can be tailored to the students' needs, interests, and abilities.
- 18) Have the potential to contribute to everybody's understanding of the student's ongoing learning in ways which are positive and grounded in reality.

These positive benefits enable students to become actively involved in assessment and learning.

2.3.3. Concerns about Portfolio Assessment

Despite the benefits it gives, portfolio assessment has also some certain deficits. Firstly, portfolio assessment requires too much time to plan, organize, and conduct assessment, especially if portfolio assessment has to be done in addition to traditional testing and assessment. In order to make portfolios more than a random collection of student work, it is necessary to develop a systematic and deliberate management system. Developing this kind of system is difficult and time consuming. Gathering all of the necessary data and work samples can also make this system bulky and difficult to manage. A lack of well-defined guidelines and a clear structure can lead both teachers and students to confusion and anxiety about the use of portfolios. Therefore, students need a lot of guidance and support throughout the portfolio process. (Butler, 2006:4)

The reliability of portfolios has also been much debated in the literature. Scoring portfolios involves the extensive use of subjective evaluation procedures

such as rating scales and professional judgment, in this way portfolio assessment is seen as unreliable. Without the reliability of the assessment in producing the same score on different occasions or with different raters, portfolio assessment may give students an impression of an inconsistent rating. (Banta, 2003; Zubizarreta, 2004). Methods of increasing the accuracy and consistency of portfolio scoring have been developed (e.g. holistic scoring, anchor papers, and rubrics) to increase the reliability of this technique however there have always been discussions about it. Therefore, it is vital that teachers make explicit how students will be evaluated in advance.

Setting clear criteria and goals is another concern about portfolio assessment. Having to develop individualized criteria can be unfamiliar at first. If goals and criteria are not clear, the portfolio can be just miscellaneous collection of artifacts that don't show patterns of growth and achievement. (Venn, 2000:258). It is suggested that each individual teacher should set their own criteria based on meeting the objectives set forth by the curriculum.

Another argument against the implementation of portfolio assessment concerns practicality. Lack of knowledge and training necessary for implementing portfolio assessment in classroom is an important problem. Teachers need to be trained in the various aspect of the approach, in order for this assessment method to be effective. Once trained and the plan implemented, there must also be follow-up training sessions through staff development.

From consideration of these issues some criteria for the successful portfolio implementation can be put forward.

1. Familiarity with the portfolio concept, including an understanding of both the process and the product of portfolio construction,
2. Clear framework and guidelines,
3. Student ownership of the portfolio,
4. Feedback during the evidence collection process,
5. Understanding of the value of the portfolio for future use,

6. Making connections between the portfolio content and the outside life of the student,
7. Consideration of the target audience.

2.4. Electronic Portfolio Assessment

In the 21st century, giving importance to individual capabilities is more important than ever. Accordingly, the expectations of teacher's roles are changing. Teachers are expected to try our new things, reflect on activities, and develop new and useful resources for future. Technology may help teachers to meet the changing expectations of teaching and learning. As teachers need to attain new skills and knowledge about teaching and assessment, new methods of teaching and assessment can be created by using technology. (Cambridge, 2004)

It is seen from the literature that over the past two decades, paper-based portfolios have been used as an alternative method for assessment and instruction. However, paper- based portfolios have some barriers like cost and logistical barriers. With digital technologies, portfolios have become digital or electronic and are commonly known as electronic portfolios. Electronic portfolios (also known as an e-portfolio, ePortfolio, efolio, digital portfolio, webfolio and so on) can be defined in many ways. Here are some definitions:

An electronic portfolio is a web-based method to save work and information about someone's educational career. (Dowling, 2000). Another definition is established by the National Learning Infrastructure Initiative (NLII, 2003 in Barrett, 2004):

An electronic portfolio is;

- a collection of authentic and diverse evidence,

- drawn from a larger archive representing what a person or organization has learned over time,
- on which the person or organization has reflected, and
- designed for presentation to one or more audiences for a particular rhetorical purpose.

Cambridge (2003) defines it as a digital repository with a purpose. According to Barrett (2000), an electronic portfolio “includes the use of electronic technologies that allows the portfolio developer to collect and organize artifacts in many formats”. Barrett (2004) also describes it as digital stories of deep learning. The principles of deep learning can be identified as reflective, developmental, integrative, self-directive, and lifelong. (Cambridge, 2004). It can be concluded that using electronic portfolio supports deep learning. Thus learning lasts beyond a course. In another definition, an electronic portfolio is defined as truly a story of learning is owned by the learner, structured by the learner, and told in the learner’s own voice. (Barrett & Carney, 2005).

In their article, Barrett and Gibson (2002) mentions Mary Diez’ (1996) conception of the portfolio as “mirror, map, and sonnet”. The mirror concerns the portfolio’s reflective nature that allows students to see their own growth over time. The map represents the portfolio’s ability to aid students in planning, setting goals, and navigating the artifacts students create and collect. Finally, the sonnet emphasizes the portfolio’s role as a framework for creative expression, encouraging diversity within a structure for thinking about work and presenting it to others.

Kahtani (1999) states that it is difficult and time consuming to keep safely students’ portfolios in compartments or other places and suggests that students use Internet to store and represent their artifacts, that is, creating electronic portfolios. Gibson & Barrett (2002) argues that once they are digital and more easily stored and searched, electronic portfolios might be used as high stakes gatekeepers, like standardized tests of today. With electronic portfolios students’ works and artifacts can be collected, stored, and managed electronically, and in this way it takes very

little and no physical space. They are also forms for reflecting on and presenting the multiple identities of students. (Hartnell & Morriss, 2007). As one teacher wrote

“Identifying skills such as teamwork, listening with empathy and understanding, interacting within the community, and being persistent, require us to value and acknowledge diverse aspects of students’ lives and interests. Students are encouraged to draw upon wider experiences that may well be found outside the school context, to create a richer picture of who they are.” (Kane, 2004:14 in Hartnell & Morriss, 2007).

It is clear therefore that electronic portfolios provide opportunities for students to identify who they are.

Electronic portfolios encourage students to become dynamic participants in their own learning. They make it easier for students to understand their own learning. (Barrett, 2006). In other words students are not merely the users of the system, they are, or should be, the authors of it. (Kimball, 2005 cited in Butler; 2006). Kimball also indicates that portfolios can balance the power between students and teachers.

It is necessary to make a distinction between electronic portfolios and Web folios. Electronic portfolios can be stored on transportable media such as, CD-ROM and memory sticks and they are not accessible from the Web. However, in general electronic portfolios are used for all digital forms of representation.

2.4.1. Uses of Electronic Portfolios

There are three main uses for electronic portfolios: for students while studying, for graduates while moving into or through the workforce, and for the institutions for program assessment or accreditation purposes. By creating electronic portfolios students have an opportunity to demonstrate their competence, develop, demonstrate and reflect on pedagogical practice, show their knowledge and skills. (Butler, 2006). The second way allows graduates to showcase their qualifications and competencies in job interviews, for appraisal, or for promotion. The third use is for

institutions. Electronic portfolios are vehicles for institution-wide reflection, learning and improvement to demonstrate institutional accountability and to show collective student progress. (Lorenzo & Ittleson, 2005a).

Hartnell-Young & Morris (2007), lists the multiple purposes for which the electronic portfolios are used as follows;

- Development planning
Students set their development goals and with the help of electronic portfolios they can define their development needs.
- Recording of continuing development
Teachers can use electronic portfolios to record the steps in the process of students' learning. By this way, it will be easier for them to see whether the learning outcomes achieved or not.
- Lifelong learning
Lifelong learners know what they know, what they have to learn, what they can do with what they know. Electronic portfolios encourage and support students to be lifelong learners. Keeping a record of their learning and achievements in a portfolio is a wonderful boost to their self-esteem.
- Performance review and promotion
The presentation of electronic portfolios provides evidence of meeting standards.
- Job application
Applicants for a position can prepare an electronic portfolio to present their skills, competences, and personal development.

Glor-Scheib (2007) identified four principles of good portfolio construction.

- Show goals, intents, and plans
- Display work and examples of progress toward goals,
- Provide evidence of accumulating feedback and subsequent reflection,

- Reveal a trail of growth and improvement based on that feedback in order to elevate goals, intents, and plans for the next cycle.

A good portfolio communicates these four things clearly to its audience.

According to Barrett (2002), electronic portfolios are new kind of container and can be developed through two ways. First way uses generic tools, such as word processing, HTML editors, portable document format (PDF), and other commonly used productivity tool software. The second way uses “information technology” customized systems approaches that involve servers, programming, and databases. By using the Generic Tools students construct their own portfolios using whatever digital storage space they have available. Using the Customized Systems approach an educational organization provides an online database environment that provides a structure and server space for learners to store and organize their portfolios. A pure Customized System does not require the students to know anything about HTML. This approach is controlled by an educational program and seems more “top-down”. On the contrary, in a pure Generic Tools approach students are required to learn and use multimedia tools and HTML. Students start with a blank slate and must construct an entirely original representation and expression of their work, resulting in unique collections that are difficult to compare from student to student.

Hartnell-Young & Morris (2007) argues that different aspects of electronic portfolios appeal to different learners. They uses Howard Gardner’s work on multiple intelligences to show how multimedia supports to multiple ways of understanding the vision, knowledge, and achievements of students. Table 2 demonstrates which aspects of multimedia can cater to specific intelligences.

Table 2.2.**How Multimedia Can Cater to Gardner's Multiple Intelligences Theory**

| Intelligence | Multimedia Contribution |
|--------------------------|--|
| Logical and mathematical | Text and data Tables and graphs Links to related documents |
| Verbal and linguistic | Text both written and oral Creative forms of expression Sound Variety of text forms, formats, fonts, and design |
| Visual and spatial | Graphics Links within the portfolio and to other sites Logos, images Creative forms of expression |
| Bodily and kinesthetic | Producer is learning by doing Ability to move through the portfolio Video and animation |
| Musical and rhythmic | Sound that captures mood, style, and feelings Video |
| Interpersonal | Photographs of self Photographs of others involved Comments about self and feedback from others |
| Intrapersonal | Reflection by self and others Planning and production entails metacognition |

| | |
|------------|--|
| | Integration of values and action through linked material |
| Naturalist | Organization of materials and links into a system of levels of information |

(Source: Hartnell-Young & Morriss, 2007)

2.4.2. Benefits of Electronic Portfolios

The benefits of electronic portfolios are many and varied. They offer all of the advantages of regular portfolios. Firstly electronic portfolios offer opportunity to assess the writing process and the product, as well as opportunities for reflection, revision, and collaboration. Since they expand writing to include creative work in sound, images, and hypertexts, they present the possibility of a new literacy, “e-literacy”. (Hung, 2006).

Since creation of electronic portfolios requires using multimedia technology skills, it is also a way to showcase technology skills. (Barrett, 2000). As Abrami and Barrett (2005) argue, electronic portfolios encourage “flexible, inclusive, and distributed evidence of learning including variable times and places for learning”. Electronic portfolios provide a ‘rich picture’ of student learning and competencies, thus facilitating authentic learning. They make students demonstrate their past learning and current learning goals. They also help students learn to manage their own professional development, and thus contribute to lifelong learning. Finally, electronic portfolios help a learning community to establish its goals and expectations. (Ahn, 2004 cited in Butler, 2006).

Throughout the entire electronic portfolio process, students are encouraged to be reflective. (Ahn, 2004 cited in Butler, 2006). Students are encouraged to reflect on their own work and their reasons for choosing certain pieces to be incorporated in their portfolio. Through reflection students can make meaning of unconnected pieces of information.

Electronic portfolios facilitate the exchange of ideas and feedback. (Lorenzo & Ittleson, 2005a). Students can receive feedback quickly and regularly throughout the process of constructing their portfolios.

Electronic portfolio creation process has also some psychological benefits for students. For those creating them, electronic portfolios foster a sense of personal accomplishment, and a feeling of satisfaction. By compiling electronic portfolios students can take a role both in the evaluation and assessment process, as they continually revisit and refine their portfolios. Students can also gain a better understanding of the assessment they are undertaking.

Another benefit of electronic portfolios is related to their maintenance. Electronic portfolios are easy to maintain, edit, and update, thus they can be constantly and easily revised. Many kinds of artifacts can be put into electronic portfolios. Students can put texts and multimedia elements such as pictures, graphics, audio, and video recordings into their electronic portfolios. As mentioned before electronic portfolios are also easy to carry, to organize, to search, to share with others and to transport into a new system. Especially, when saved to Internet, electronic portfolios are easily accessible by a number of people. In other words, electronic portfolios are viewable by a much larger audience such as students' peers, supervisors, parents, assessors, employers, and others (Ahn, 2004 cited in Butler, 2006). Because electronic portfolios do not rely on large binders full of paper, electronic portfolios are easy and efficient to store. Electronic portfolios can be standardized across the regions and countries. They have the potential to be modified according to the countries educational needs and regulations. For these reasons, electronic portfolios support lifelong learning.

Hartnell-Young & Morris (2007) lists the benefits of portfolio development for educators as follows;

- Teachers can present a wide variety of evidence, linked for easy access.

- Teachers increase skills and knowledge of digital production.
- Evidence displays a range of literacies.
- Evidence addresses a range of audience intelligences.
- Evidence can be shown to be authentic.
- The portfolio enhances the image of the teacher as an innovator.
- The teacher becomes more employable.

2.4.3. Difference Between Traditional Paper-based Portfolios and Electronic Portfolios

The same thinking about purpose, pedagogy and assessment lies behind both kinds of portfolios. However, they still have a number of characteristics that differ from each other. (Butler, 2006). Electronic portfolios:

- Use technologies such as CDs, DVDs, and the web. This allows students to collect and organize portfolio artifacts in many media types (audio, video, graphics, text, sound, animation, and pictures) (Barrett, 2006)
 - Reduce effort and time;
 - Are more comprehensive and rigorous;
 - Are easier to search, and records can be simply retrieved, manipulated, refined and reorganized;
 - Can use more extensive materials;
 - Are much smaller;
 - Are cost effective to distribute;
 - Are instantly accessible;
 - Can have an organizational structure that is not linear or hierarchical;
 - Are easy to carry, and share with peers, supervisors, parents, employers and others;
 - Allow fast feedback;
 - Showcase the technological skills of the creator;
 - Provide access to a global readership if they are based on the web.
- (Butler, 2006)

2.4.4. Concerns About the Use of Electronic Portfolios

A number of issues and challenges also arise with the use of electronic portfolios. The biggest concern shared by the educators is the question of if electronic portfolios are really the work of students or not. Namely, educators still discuss the authenticity of electronic portfolios. Another concern about the use of electronic portfolios is financial burden derived from requiring computer equipment and new training. (Hung, 2006).

Abrami and Barrett (2005) also discuss the difficulty for evaluators in judging the quantity and quality of evidence in a digital environment. It is recommended that students should be provided with the assessment criteria, before they even begin the electronic portfolio process. Challis (2005, cited in Butler, 2006 :13) argues that electronic portfolios should be a part of the whole learning process. He adds that courses may need to be restructured to accommodate electronic portfolios. Students also need to be engaged in the process. They should see that electronic portfolio system will be available long-term.

The technical knowledge required to create an electronic portfolio may also be a disadvantage for some students. Electronic portfolio software should be designed for students with multiple levels of technical skill. In his article Carliner (2005,cited in Butler, 2006) claims;

“Perhaps software for electronic portfolios could be designed to allow for more flexibility, learning a lesson from the layered user assistance provided for other types of software. Layered assistance provides people with increasing levels of flexibility and freedom as they reach more experienced levels of use.”

Since students need technology skills or adequate training to gain those skills, electronic portfolio construction process may take too much time. Students with high levels of computer experience may find electronic portfolios easy to use, but the other students without such experience may have difficulties. Moreover, technical problems with software and equipment can be very frustrating and stressful for students. Heath (2005, cited in Butler, 2006) adds that if equipment needs to be upgraded to take full advantage of electronic portfolios, the process can also be very expensive.

Tosh, Light, Fleming and Haywood (2005) claims that problems that can be encountered in electronic portfolio implementation if the needs and attitudes of the students are not taken into consideration. To motivate students, the way electronic portfolios are promoted is very important. Students should see good examples of electronic portfolios, understand their benefits, and know how they will help students to develop as learners. Students are motivated to work on their portfolios when they can see what they will get out of the experience. Carliner (2005) indicates that if educators want to foster electronic portfolios as effective learning tools for their students, they should be modeling them as viable, practical and useful. He continues by suggesting that educators should show their own portfolios to the students. Students should not see electronic portfolios as 'just another assignment'. Therefore, knowing how the electronic portfolios will be assessed is also important. With this in mind, teachers should provide clear rubrics and scaffolding for students on how to reflect so that they internalize the benefits of electronic portfolios.

How to manage the volume of data, who will have access to the electronic portfolios, the security and privacy of students' work, and copyright problems are other concerns related to the use of electronic portfolios. In other words the benefits of electronic portfolios which are mentioned before may also be issues that need to be solved they can be successfully implemented. Finally, Lorenzo and Ittleson (2005a :4) provide a list of questions that need to be considered before implementing electronic portfolios:

- Should an electronic portfolio be an official record of a student's work?
- How long should an electronic portfolio remain at an institution after the student graduates?
- Who owns the electronic portfolio?
- How should an institution promote and support the use of electronic portfolios?
- How are electronic portfolios evaluated in a manner that is both valid and reliable?
- How can institutions encourage reflection in the design and use of electronic portfolios?

2.4.5. What to Include in Electronic Portfolios

- Title: The title card includes the student's names and the academic year. It may also include a picture of the student.
- Table of contents: This is a summary of the portfolio.
- Samples of work: Include the first work and the final work to show progress.
- Short resume: This is the window into the student's life and makes the portfolio more personal.
- Student's reflective notes
- Letter to viewers
- Viewer comments box

2.4.6. Implementation of Electronic Portfolios

The successful implementation of electronic portfolios depends on several factors. Firstly introducing the concept to the students, giving them clearly articulated reasons and making them having specific goals for constructing an electronic portfolio are needed. (Butler, 2006 :15). Barrett (2006:3) added that the reasons and goals for portfolio will certainly determine the content, the creation process, and the evaluation, so it is important to have a clear sense of intended

purpose from the start. Students also need to know what types of evidence, how many pieces they should put into their portfolios, how the portfolio will be assessed, and what the requirements are for self and peer assessment.

Secondly selecting the tools that will be used to manage the electronic portfolio development process is important. There are four different options to consider which system to adopt; one designed in-house to meet institution-specific requirements; an open source system freely available over the Internet that either meets requirements as can be readily adapted; a commercially available system that the institution is willing to purchase; or using ‘common tools’ such as Microsoft Word, Internet browsers and so on, to design a portfolio that can be uploaded to the web or saved to CD-ROM. (Lorenzo & Ittleson, 2005a; Barrett, 2000). It should be taken into consideration that the system chosen to create the electronic portfolio can constrain or enhance the process and the final product.

Butler (2006), also states that an electronic portfolio system can not be implemented without consideration of how the portfolios will be assessed. Stiggins (2002 in Barrett 2006) points out that the primary purpose of electronic portfolios is to support both the assessment of learning and the assessment for learning. To put it another way, electronic portfolios can be used for both formative purposes, to facilitate student learning, and for summative purposes, to assess how much a student has learnt over a course of study. Formative assessment is the process of seeking and interpreting evidence to decide where the learners are in their learning, where they need to go and how best to get there. An example of a formative portfolio may be when it is used as a report to parents or administrators. (Ali, 2005). Formative portfolios maintained throughout a class, term or program. The primary audience for a formative portfolio is the student and often their parents in student-led conferences. The focus is on formative assessment. These types of portfolios have the potential to improve student self-esteem and can be seen as a tool to construct meaning. (Barrett, 2006). Paulson and Paulson (1991:5) state that “The portfolio is a laboratory where students construct meaning from their accumulated experiences.” They also indicate that:

“A portfolio tells a story. It is the story of knowing. Knowing about things...Knowing oneself...Knowing an audience...Portfolios are students’ own stories of what they know, why they believe they know it, and why others should be the same opinion. A portfolio is opinion backed by fact... Students prove what they know with samples of their work.”

In contrast, summative portfolios are constructed at the end of a class, term or program. These portfolios are evaluated based on a rubric and quantitative data is collected for external audiences. Summative portfolios are developed around a set of outcomes, goals or standards. They contain proof of a student’s skills while also exhibiting their range and depth. (Ali, 2005). Cooper & Love (2001) suggest three different forms of summative portfolio-based assessment:

- The competency-based portfolio. It includes samples of a student’s artifacts collected as evidence of his/her skills and knowledge.
- The negotiated learning portfolio provides the assessment of the outcomes of the negotiated learning process.
- The biographic portfolio can be seen as a record of achievement. It is a collection of work experience of a student which is collected over a period of time.

Educators agree that the best use of electronic portfolios is for summative assessment, as they make use of strategies “such as reflective inquiry, individual student and lesson narratives and professional and peer support”.

Delandshere and Arens (2003 in Butler, 2006) discuss the validity of electronic portfolios as an assessment tool. According to them, the problem lies in the differences between individual portfolio raters, and differences in understandings of what constitutes ‘evidence’ and ‘reflection’. Meeus et al (2006: 137) state that

“Portfolio only informs us about the student’s competencies in an indirect way. There is no direct observation. The indirect nature of this representation raises the question as to the validity of portfolio. To what extent is the picture painted by the student a correct representation of his or her real competencies? Students who possess a high level of media competence may gain an unfair advantage from an attractive packaging. It is the responsibility of the course tutors to use an evaluation system which prevents such practices as far as possible.”

The motivation of students when constructing their portfolios is very important. Motivation can be encouraged through enabling student decision-making, ensuring students have ownership their portfolios, and public access to and recognition of students’ artifacts over the web. Showing students good examples of past electronic portfolios and demonstrating their effectiveness in making learning gains can also increase the motivation of students. (Barrett, 2005; Tosh et al., 2005). The use of technology can also motivate students to use electronic portfolios. To do this, students should be given an opportunity to express their own voice and leave their own mark in their portfolios.

Ahn (2004, cited in Butler, 2006) states that the planning process is a key element for the successful implementation of electronic portfolios. Educators wishing to implement electronic portfolio system in their classroom should carefully plan each step. They should also critically examine how electronic portfolios will be used and then adopt software that addresses students’ needs.

According to Barrett (2002), electronic portfolio system needs to establish a culture of evidence. Evidence in an electronic portfolio is not only the artifacts that a learner places there. The other types of evidence that can be placed in a portfolio are reproductions; documents of student work outside the classroom, attestations; documentation generated about student’s academic progress, and productions; documents prepared just for the portfolios. The productions include,

Goal statements: Student's personal interpretations of each specific purpose for the portfolios.

Reflective statements: Students write as they review and organize the evidence in their portfolios.

Captions: Statements attached to each piece of portfolio evidence, articulating what it is, why it constitutes evidence of achieving specific goals, outcomes or standards and of what it is evidence. (Barton & Collins, 1997 in Barrett, 2002)

The planning and implementation of an electronic portfolio system also requires the consideration of a number of technical issues. Before a model or system can be designed, the reasons for implementing a system, who will use it and who will be its audience need to be identified. The technology skills of teachers and students, and the availability of required hardware and software resources should be considered. The other technical requirements need to be met can be listed as follows (Barret, 2000);

- A way of organizing content,
- A way of tracking student progress,
- A way of archiving and storing large amounts of data,
- How reflective pieces will be linked to artifacts,
- How assessment results will be incorporated into the electronic portfolio,
- A way of publishing the portfolio,
- How flexibility for the organization of data will be ensured,
- How security and access permissions will be met,
- How scalability will be ensured so that a large volume of users can access the system,
- How the system will ensure maximum accessibility and usability for users of all levels of skill,
- What kinds of technical support will be available for users,
- How the privacy and intellectual property of users will be protected,

- How long an electronic portfolio will exist in the system,
- How portability will be ensured, so that students can take their electronic portfolios to another institution or choose to maintain it on their own.

Barrett also mentions some pedagogical issues in electronic portfolio implementation. The first issue is about **Storage space**: To store digital artifacts, to store learner self-reflection and self-assessment on each artifact, to store feedback on each artifact from assessor(s), to store details of the assignment with criteria for assessment (rubrics)

Secondly Barrett mentions the problem of **Security**: Ability to restrict access, setting permissions to view artifact only, artifact with reflection, artifact with reflection and feedback.

The third issue is about **Linking and Grouping**: Ability to organize portfolio in a variety of ways (flexibility in organization) by standards or learning outcomes, by course, by date, by status of work (work in progress, ready for assessment, ready for publication)

Reflection is another issue that Barrett emphasizes: Ability to reflect on a specific grouping of artifacts to make a particular case (i.e., how this collection demonstrates achievement of a standard or learning goal), ability to set learning goals and future directions.

Finally the issue of **Portability**: Ability to achieve works in a portable format such as: CR-ROM, HTML or PDF Archive, DVD. Learners can take their portfolio to another institution or maintain it on their own.

Yancey (cited in Butler, 2006) summarizes the factors necessary for the successful design and construction of an electronic portfolio system by asking a series of questions:

- What is/are the purpose/s?
- How familiar is the electronic portfolio concept?
- Who wants to create an electronic portfolio, and why?

- Why electronic? Is sufficient infrastructure (resources, knowledge, commitment) available for the electronic portfolio?
- What processes are entailed? What resources are presumed?
- What skills will students need to develop?
- What curricula enhancement does the model assume or include?
- How will the portfolio be introduced?
- How will the portfolio be reviewed?

2.4.7. Barriers to Implementation

Some barriers to the implementation of electronic portfolios raised in the literature (Lorenzo & Ittleson, 2005a, 2005b; Tosh et al., 2005; Butler, 2006) can be listed as follows:

- The need for adequate hardware and software
- The accessibility of that hardware and software
- Lack of technology skills amongst students and teachers
- Technical problems with the equipment or electronic portfolio system
- The need for support when problems are encountered
- Maintenance of the hardware
- Adequate storage space and server reliability
- Demands on teachers' time
- How to use students' time efficiently
- How to overcome issues of ownership and intellectual property
- Problems with security and privacy of data
- Lack of features or of control over those features
- The need for access and permission controls
- How to transport electronic portfolios into new systems as students move on
- The need for common standards between different electronic portfolio systems.

Electronic portfolios can be powerful tool for capturing student learning, if properly implemented and used well. By constructing an electronic portfolio, students learn to apply reflective thinking to their experiences, thus generating meaning and recognizing the next steps they need to take on their learning journey.

CHAPTER III

METHODOLOGY AND DATA ANALYSIS

3.0 Presentation

This chapter presents the methodology for this study, containing four sections: 1) setting and participants, 2) instruments, 3) procedures for implementation. This chapter also reports and discusses the results derived from the questionnaire. The 5-point Likert scale was administered before and after the implementation process to elicit their perceptions and thoughts about participating in the electronic portfolio development project. The first scale consists of 4 descriptive questions about students' educational background and technological skills, and 26 statements to which the students responded with 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), 5 (strongly disagree). The second one contained 21 statements and two open-ended questions. These items were analyzed and discussed, in this chapter.

3.1 Setting and Participants

The aim of this study is to investigate English Language Teaching students' experiences with participating in the electronic portfolio development process and to find out their perceptions and attitudes towards electronic portfolio as a learning and an assessment tool. The current study also aimed to propose an electronic portfolio model to students and educators and to give some ideas about the design, development, and implementation of electronic portfolios in the classroom.

The study was conducted at Gazi University, English Language Teaching Department. The participants of the study were 26 students attending the first year of

the ELT Department. When students first enroll the department, a proficiency test was administered to measure their level of English. The students who fail in this proficiency test take English preparatory program for one year. The ones who pass the proficiency test start the first year of their education. All of the participants attended preparatory class before they came to the department. It can be said that all of the students were almost at the same level of language proficiency.

The electronic portfolio assessment project was implemented in “Advanced Reading and Writing Skills” class. The objectives of the class were to enhance students’ reading comprehension and to promote students’ writing ability. The class met once a week, three hours each.

3.2 Instruments

In this study, we conducted electronic portfolio development project for two months. Two questionnaire were employed to elicit students’ experiences, perceptions and attitudes. Adapted from Hung (2006), a 5 point Likert scale was administered to the class before and after implementation to obtain general information on their experiences, perceptions, and attitudes towards electronic portfolio assessment. (See Appendix II and III)

The first questionnaire was administered in the first semester to find out what students really know and think about alternative assessment methods and electronic portfolio assessment (See Appendix II). The questionnaire consisted of two parts. First part contained four questions about students’ educational background and their computer skills. In the second part the students marked the strengths of their agreement with the 26 items investigating students’ knowledge about assessment methods and electronic portfolio as an assessment tool. The students responded each statement with 1 (strongly agree) to 5 (strongly disagree).

After the implementation second questionnaire was administered (See Appendix III). In this questionnaire there were 21 statements exploring the students’

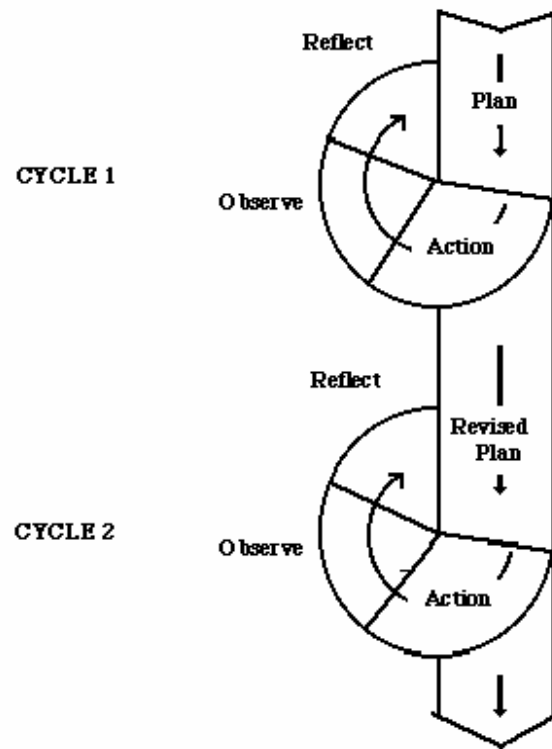
experiences, perceptions and attitudes toward electronic portfolio assessment. Like the first questionnaire students were asked to read the statements and respond with 1 (strongly agree) to 5 (strongly disagree). At the end of the questionnaire there were also two open ended questions to explore the students' feelings about the project. The students to write their opinions about this project in three words and to state the biggest problem they encountered in this project.

3.3 Procedures for Implementation

The research design for this study is Action Research. Action research is also known as participatory research and action learning. Put simply, action research is "learning by doing". A group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. In other words, we do something and we check if it has worked as expected. If it does not work, we try to do something differently.

Stephen Kemmis (1993) has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, reflect.

Figure 3.1
A Sample of an Action Research Cycle



(Adapted from Kemmis, 1993).

Before beginning the action research a need analysis carried out to find out students' knowledge and thoughts about traditional and alternative assessment, portfolio, and electronic portfolio. Students were asked to read 26 statements and to state their agreement with the statements. Then the results of the need analysis were analyzed and according to the results an electronic portfolio model was developed.

We started the action research cycle by planning an electronic portfolio development model. The procedures for developing electronic portfolios were explained to the students at the beginning of the project. The differences between paper portfolio and electronic portfolio were explained. The students got excited and

a little bit anxious for having to be exposed to a new system. The first two weeks the students were given a copy of a tutorial written by the researcher (See Appendix I) on how to create electronic portfolios and how to upload their artifacts to their portfolios. Since this system was new to the students, the tutorial was written both in English and in Turkish. The tutorial consists of the following parts: What is a portfolio? Why do we use portfolios? What is an electronic portfolio? Why do we use electronic portfolios? How do I create my electronic portfolio? In the tutorial there were also some illustrations to make the electronic portfolio construction process clearer for the students. Then, the students constructed their own electronic portfolios at a free electronic portfolio website, <http://spaces.msn.com>. Windows Live Space, also known as MSN Spaces, is Microsoft blogging and Social Networking platform. Windows Live Space is chosen for this study since it is very popular among young people and is also very simple and easy to use.

For the action part, the students started to construct their own electronic portfolios. In other words, the students act. From the third week to the end of the project, the students uploaded required assignments, self-chosen artifacts, and photos to demonstrate their ability. There were two required assignments. Firstly, the participants were asked to write an essay on the topic of “Having a Pet”. Then, they wrote an essay on the self-chosen topic. After they wrote their first essay, they revised it according to peer feedback. They made the corrections on their electronic portfolios.

In addition to two required assignments, the students were encouraged to include; diary entries, poems that they feel connected to, lyrics that they enjoyed, pictures from their lives, anecdotes happening in their lives, and hyperlinks.

After the action part a questionnaire was given to the students. The aim of the questionnaire is to reveal students’ experiences, ideas, and thoughts about the model. The students were asked to read and state their agreement about 26 statements.

When the students finished their essays, they commented on their friends' required assignments (Reflect part). Peer correction fosters a non-threatening environment and encourages students to develop monitoring skills. However, one of the major concerns about peer correction is that lower-level students are not able to find their own errors, much less those of their peers and at times they are unable to understand what other students have said and/or written. The students can also be hesitant to criticize the artifacts of their friends. For this reasons, in commenting on their friends' artifacts, they were given a peer- assessment checklists to provide some guidance to them and they were suggested to write agree or disagree on some points and explain why, point outs two or three things they liked about the essay, make specific suggestions for improving the essay. They tried to evaluate their friends' essay in terms of purpose and organization, word/sentence use, and mechanics/format. After that based on the feedback and comments they received, the students revised their essays on the computer. (See Appendix IV) The steps of the procedure can be seen in the following table.

Table 3.1
Timeline of the Implementation Process

| Week | Activity |
|----------|--|
| Week 1-2 | Contacting the teacher and the class Explaining the purpose of the study Giving tutorials Introducing the project of the electronic portfolio to the class Helping establish electronic portfolios |
| Week 3 | Uploading first essay on “Having a Pet” |
| Week 4 | Peer feedback on the first essay |
| Week 5 | Revised first essay |
| Week 6 | Uploading second essay on self-chosen subject |
| Week 7 | Peer feedback on the second essay |
| Week 8 | Revised second essay |

(Adapted from Hung, 2006)

DATA COLLECTION AND ANALYSIS

3.4 Students' Need Analysis

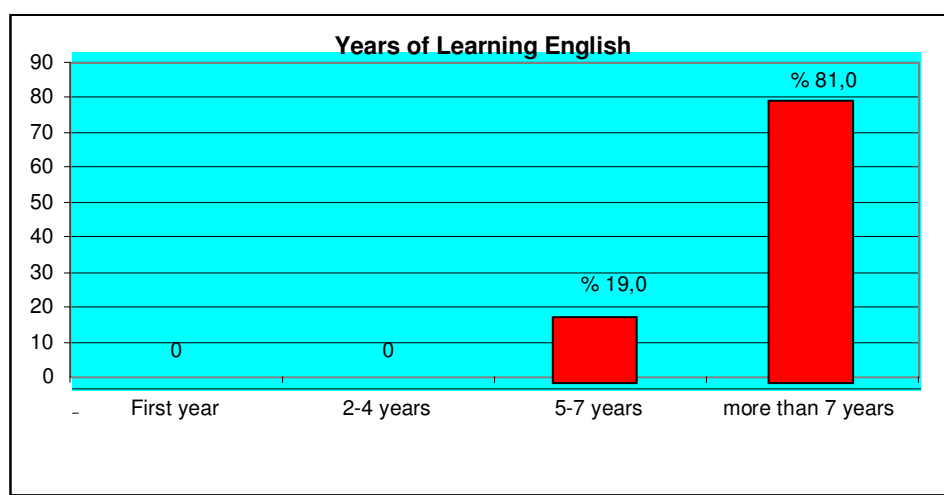
Before the implementation of the electronic portfolio development model a need analysis carried out to find out students' knowledge and thoughts about traditional and alternative assessment, portfolio, and electronic portfolio. The results of the need analysis were analyzed in this section

3.4.1 Student's Educational Background and Technological Skills

The first part of the questionnaire aims to analyze the educational and technological profile of the students. The students' year of learning English, the type of school they graduated from, their accessibility to a computer with an Internet connection and their technological skills were questioned.

1. Years of Learning English

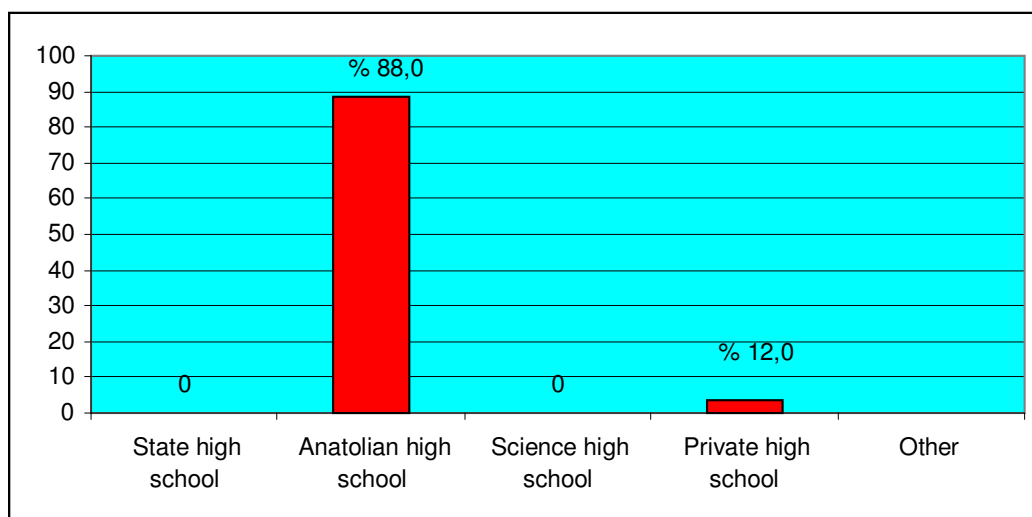
The first question is about the students' years of learning English.



It can be easily seen that 81 % of the students have been learning English for more than 7 years, while 19 % of them have been learning for 5-7 years.

2. Type of school they graduated from

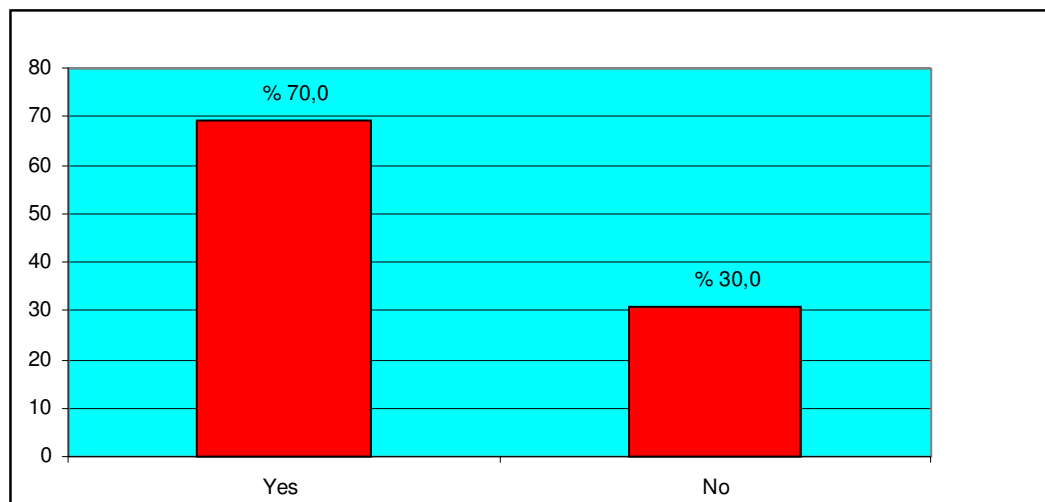
The second question is asked to find out the type of school the students' graduated from.



It is understood from the graph that 88% of the students graduated from Anatolian high school, while 8 % of them graduated from private high school.

3. Access to a computer with an internet connection

This question is asked to learn about the students' accessibility to a computer with an Internet connection.



In the graphic, it is seen that 70 % of the student have an access to a computer with an internet connection, while 30 % of them do not have an access to a computer.

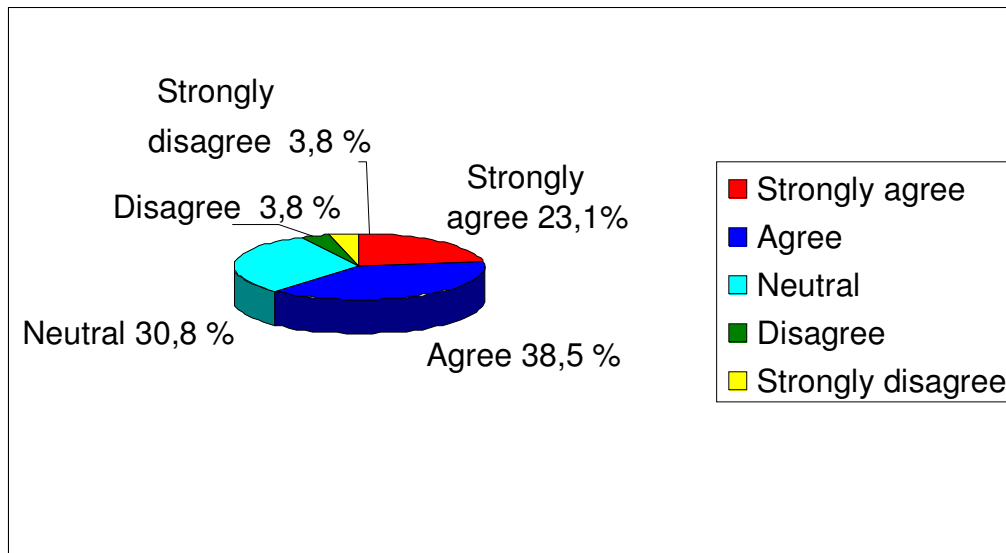
4. Technological Skills' of the Students

While 61,5 % of the students rated their technological skills as 'not being very proficient', 23 % of them see themselves as 'not being proficient', and only 15,5 % of them see themselves as 'proficient' on technological subjects.

3.4.2 Analysis And Evaluation of the Need Analysis

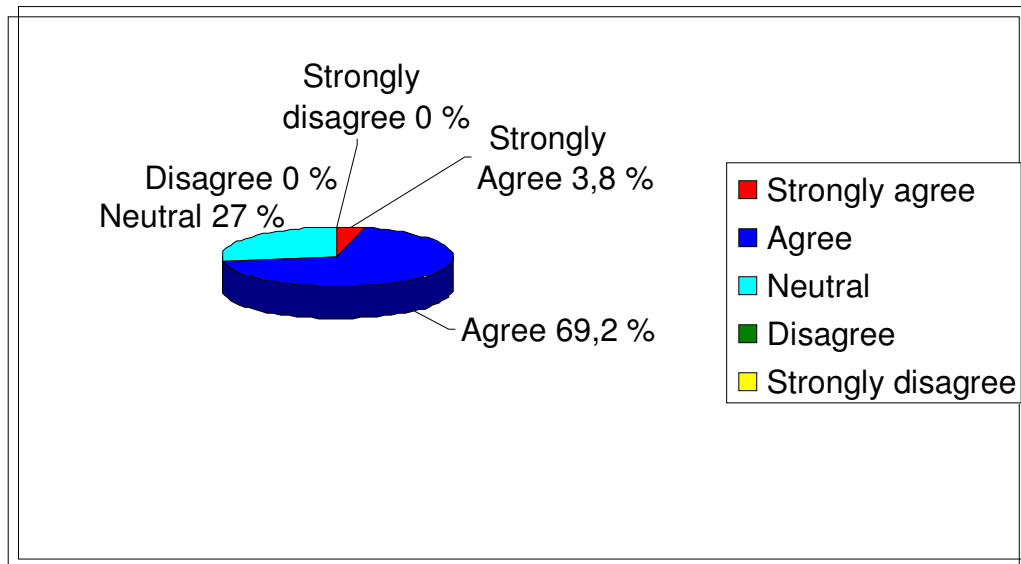
In this part there were 26 items investigating students' knowledge and ideas about traditional and alternative assessment, portfolio, and electronic portfolio.

Statement 1: I like writing in English.



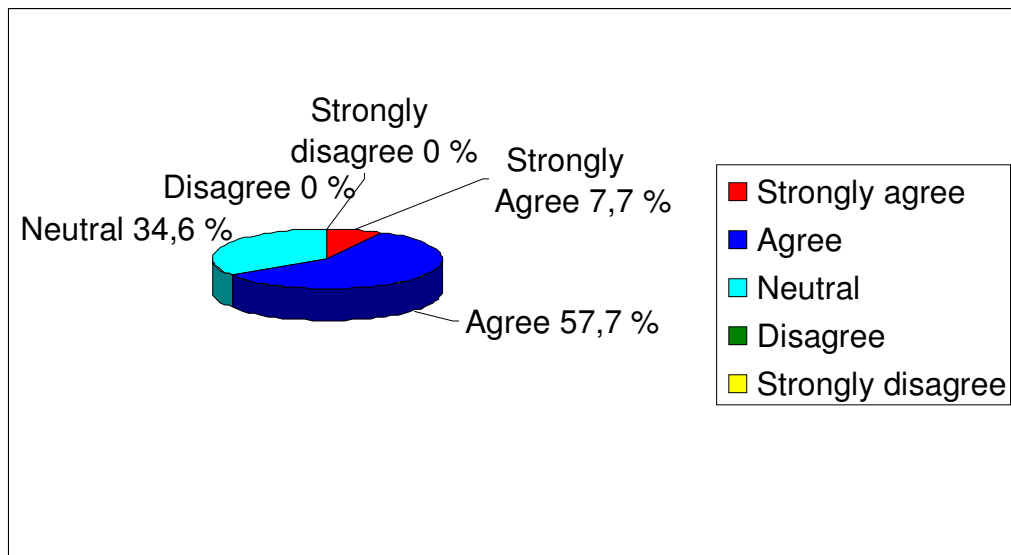
Over 60% of the students claimed that they like writing in English. (Agree; 38,5%, Strongly agree; 23,1%). Only 7,6% of them stated that they do not like writing in English. Lastly, 30,8% of the students remained undecided whether they like writing in English or not. In general, students do not like writing and many of them have such a feeling that they have mental block against writing in a foreign language. Therefore, we can conclude that these results are very advantageous to current study.

Statement 2: I am satisfied with the methods that my instructor usually assesses my language proficiency.



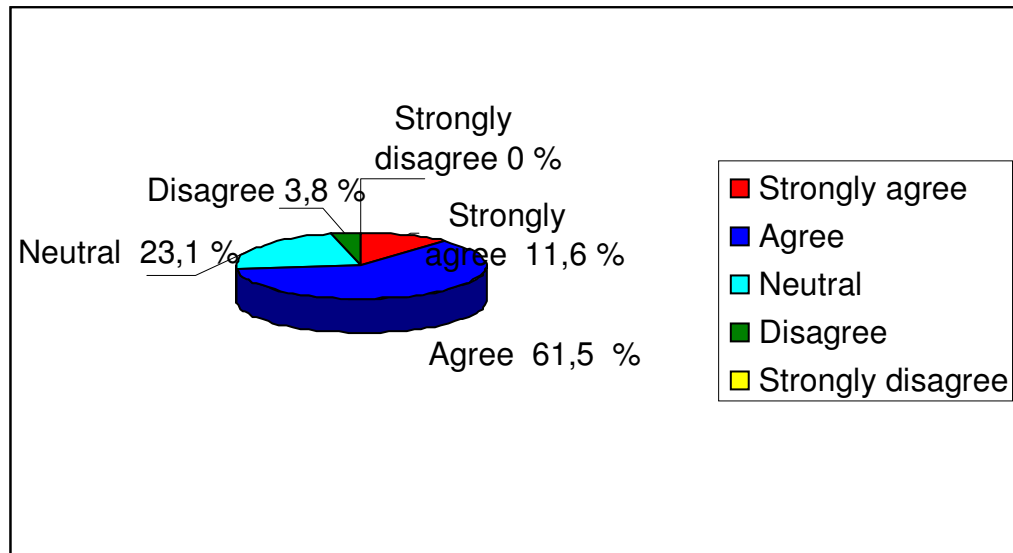
73% of the students regarded that they are satisfied with the methods that their instructors usually assess their language proficiency. (Agree; 69,2%, Strongly agree; 3,8%). While 27% of the students took a neutral stand, none of them disagreed with that statement. It can be said that most of them liked to be assessed by traditional methods.

Statement 3: On traditional assessment (paper-and-pen test) students typically select an answer or recall information to complete the assessment.



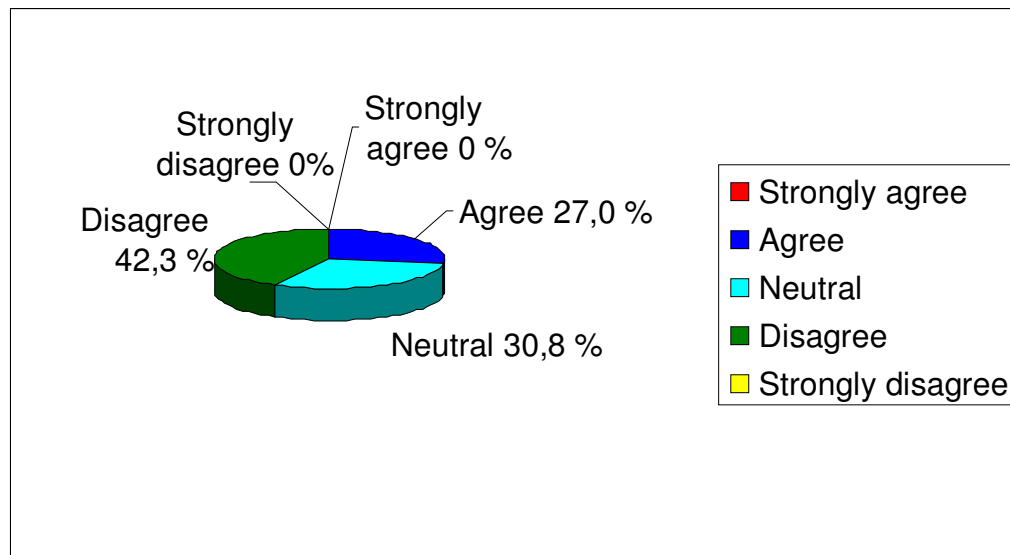
Most of the students agreed that on traditional assessment (paper-and-pen test) students typically select an answer or recall information to complete the assessment. (Agree; 57,7%, Strongly agree; 7,7). But nearly one-third of them (34,6%) were not certain about this statement.

Statement 4: On performance assessment students are asked to *perform* meaningful tasks.



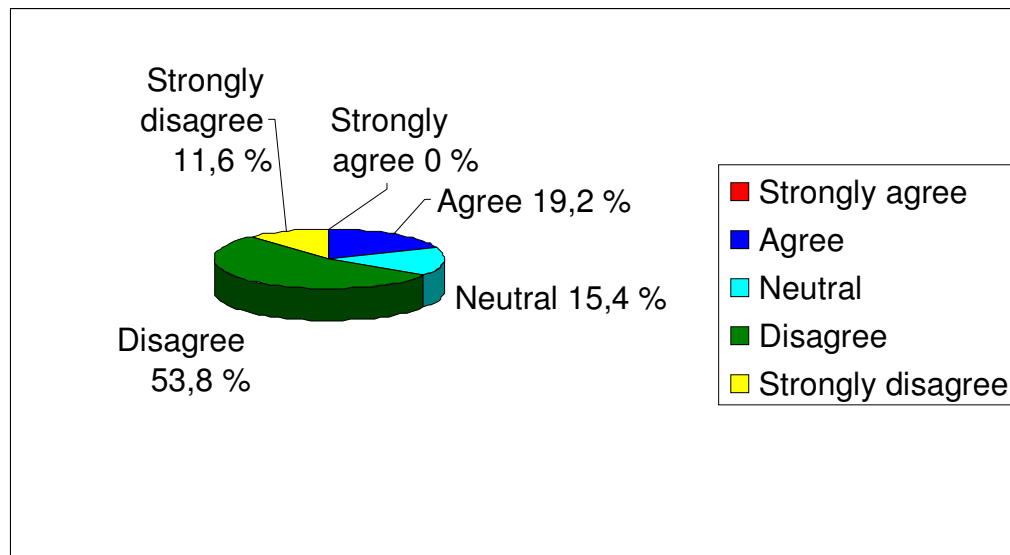
Performance assessment requires students to demonstrate what they know and what they can do in real situations. (Wiggins,1990). Supported by the literature, 73,1% of the students agreed that on performance assessment students are asked to *perform* meaningful tasks. While 3,8 % of them disagreed with that statement, 23,1% of them remained uncertain about the statement.

Statement 5: Traditional assessment is more objective, valid, and reliable than performance assessment.



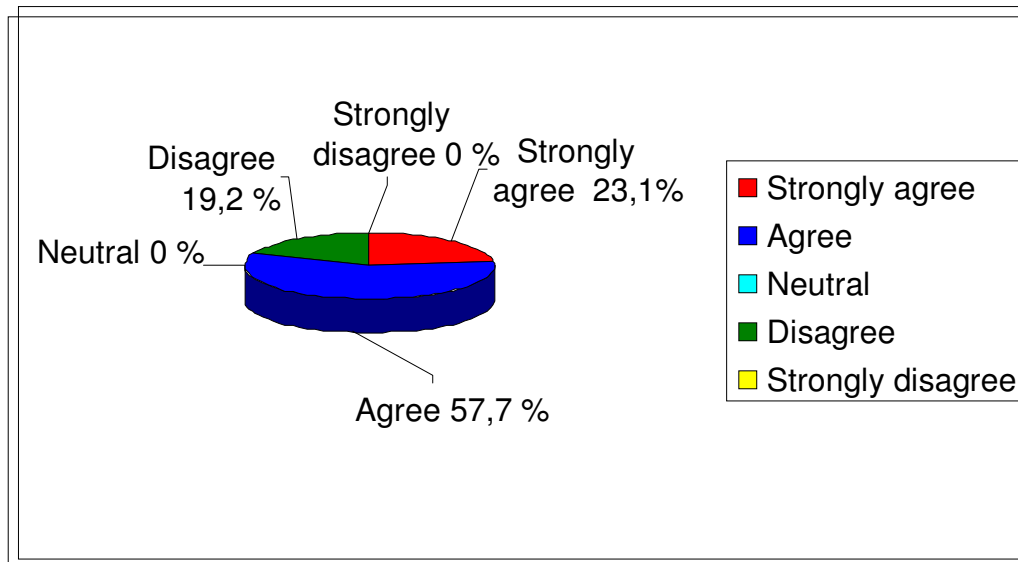
42,3 % of the students disagreed that traditional assessment is more objective, valid, and reliable than performance assessment. However, it should be noted that 27% of them agreed with that statement and approximately one-third of them remained cautious on this point (Neutral 30,8 %)

Statement 6: Traditional assessment is a better choice for assessing student learning than performance assessment.



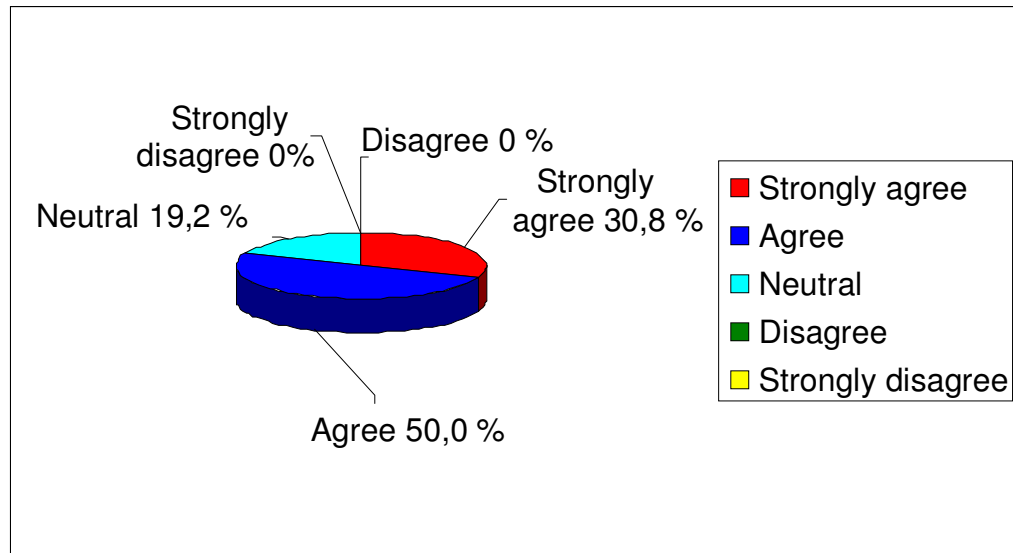
65,4% of the students did not believe that traditional assessment is more objective, valid, and reliable than performance assessment.(Disagree; 53,8%, Strongly disagree;11,6%). However, 19,2% of them agreed with that point and thought that traditional assessment is better than performance assessment. Yet, 15,4% of the students were not certain on this point.

Statement 7: Traditional assessment methods measure knowledge, not performance.



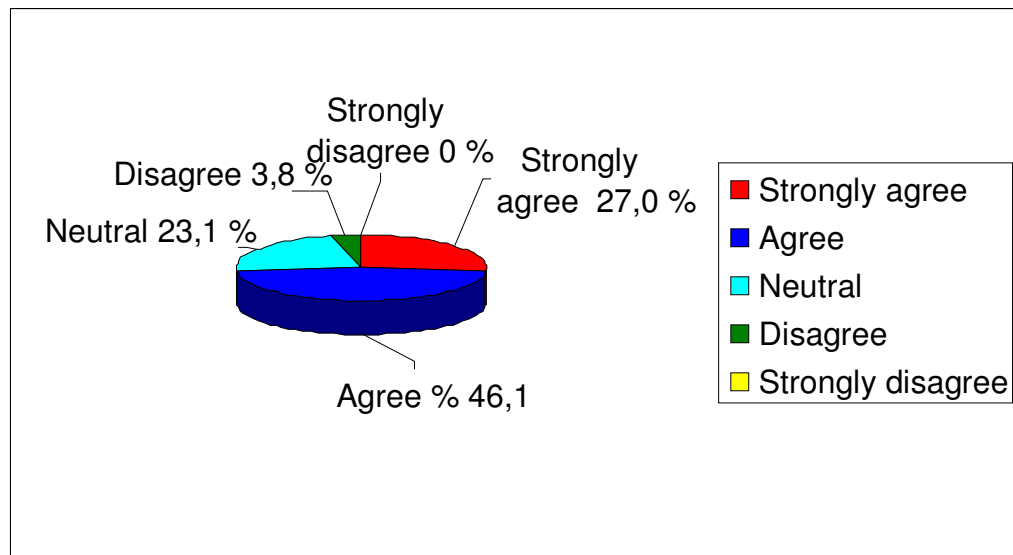
On traditional assessments, students are typically given several choices (e.g., a,b,c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application. Concurring with the literature over 80% of the students believed that traditional assessment methods measure knowledge, not performance. (Agree; 57,7%, Strongly agree; 23,1 %). On the contrary, 19,2% of them disagreed with that point.

Statement 8: Performance assessment allows students to demonstrate what they know and can do in a real situation.



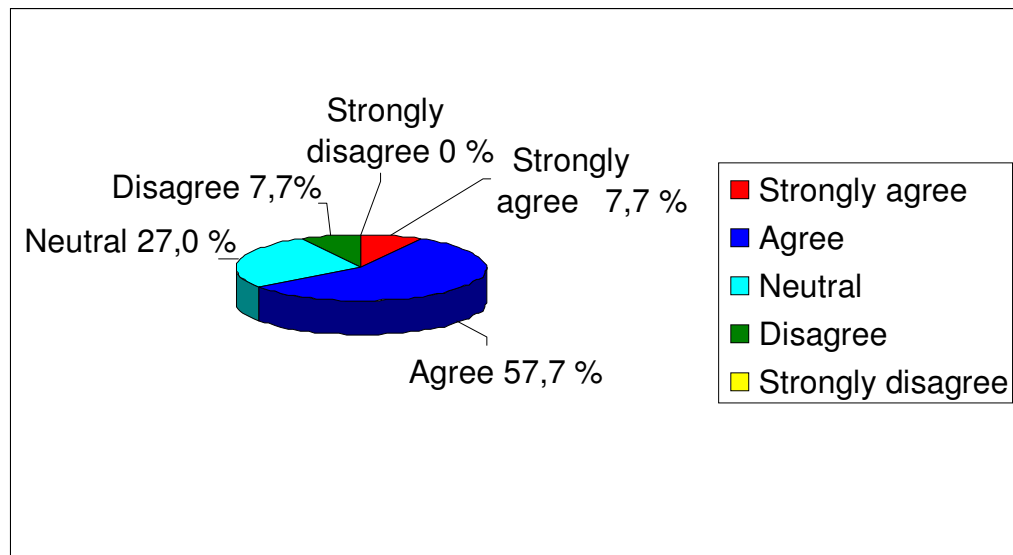
Concurring with the result of the statement 7 over 80% of the students claimed that performance assessment allows students to demonstrate what they know and can do in a real situation. (Agree; 50,0%, Strongly agree; 30,8%). But, on the other hand 19,2% of them remained undecided about this point.

Statement 9: While performance assessment promotes creativity, traditional assessment limits creativity.



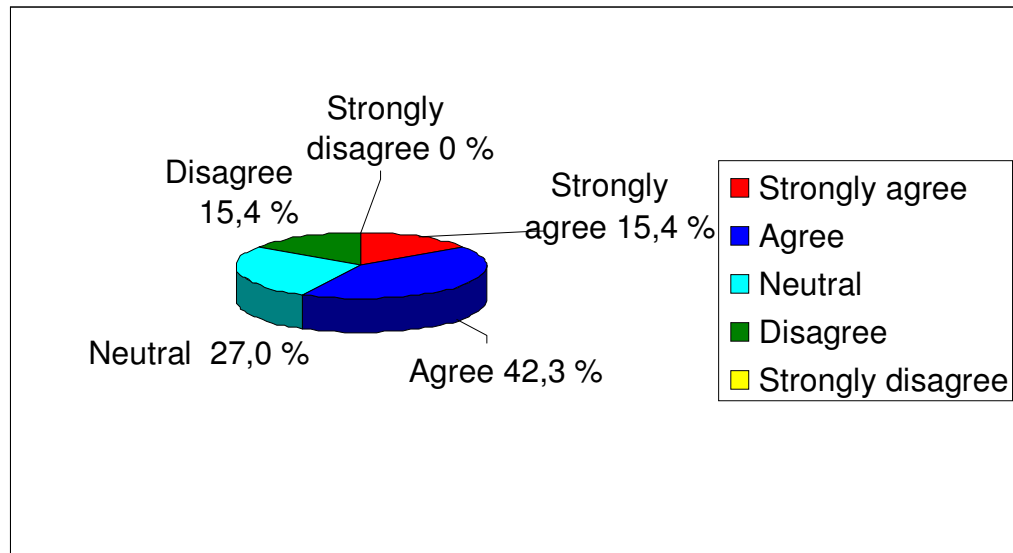
More than 70% of the students advocated that while performance assessment promotes creativity, traditional assessment limits creativity. (Agree; 46,1%, Strongly agree; 27,0%). We can conclude that most of the students are aware of the limitations of traditional exam-based assessment methods. Although most of them agreed with that point, 23,1% of them refused to take a stand on whether performance assessment promotes creativity or not. Again, 3,8% of them disagreed with that statement.

Statement 10: My instructor assesses my participation to the class collaboration with my classmates.

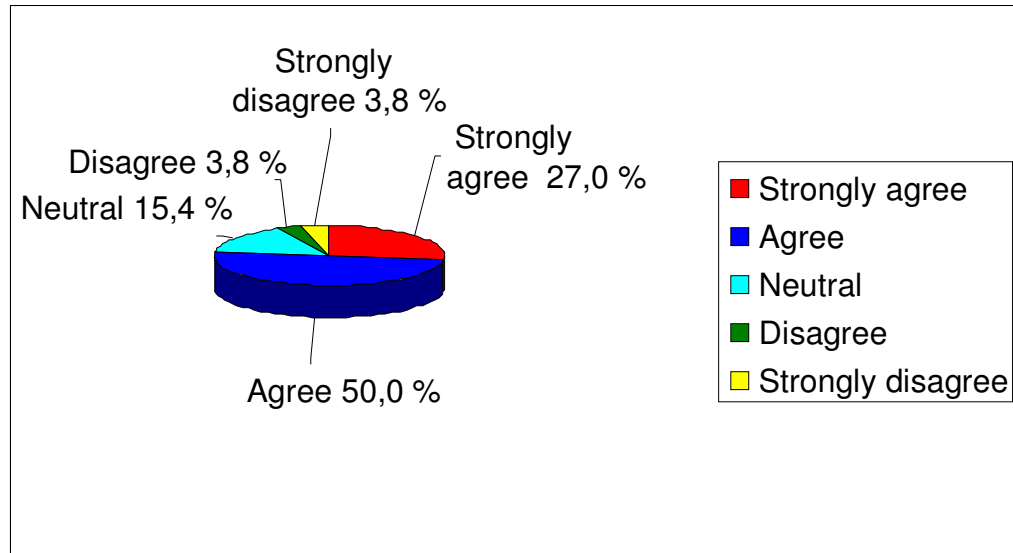


Most of the students stated that their instructors assess their participation to the class collaboration with their classmates. (Agree; 57,7%, Strongly agree; 7,7%). A minority of the students did not agree with that point and did not think that their instructors assess their collaboration with their classmates. (Disagree; 7,7%). Again, 27% of the students were not certain about this point.

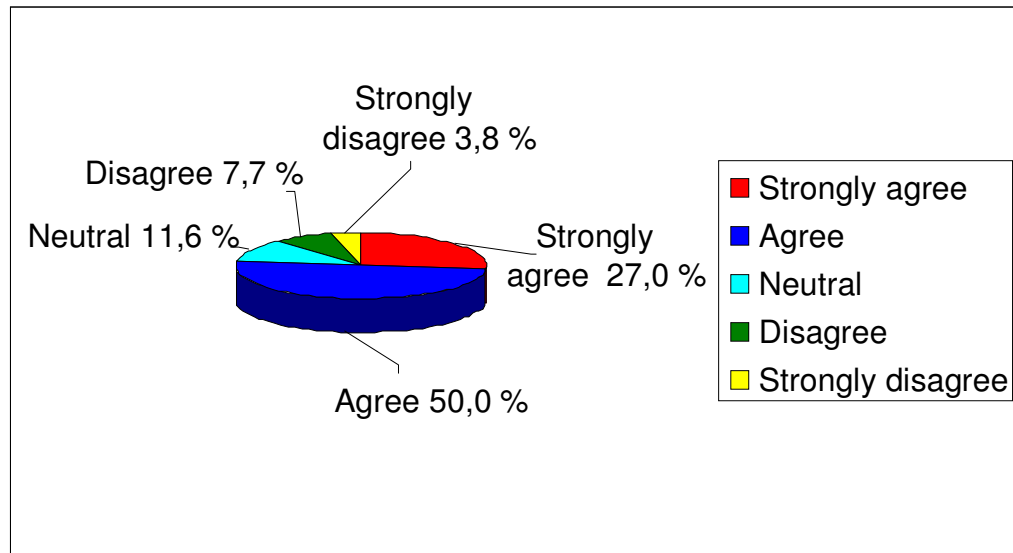
Statement 11: I would like to have more active role in the assessment process.



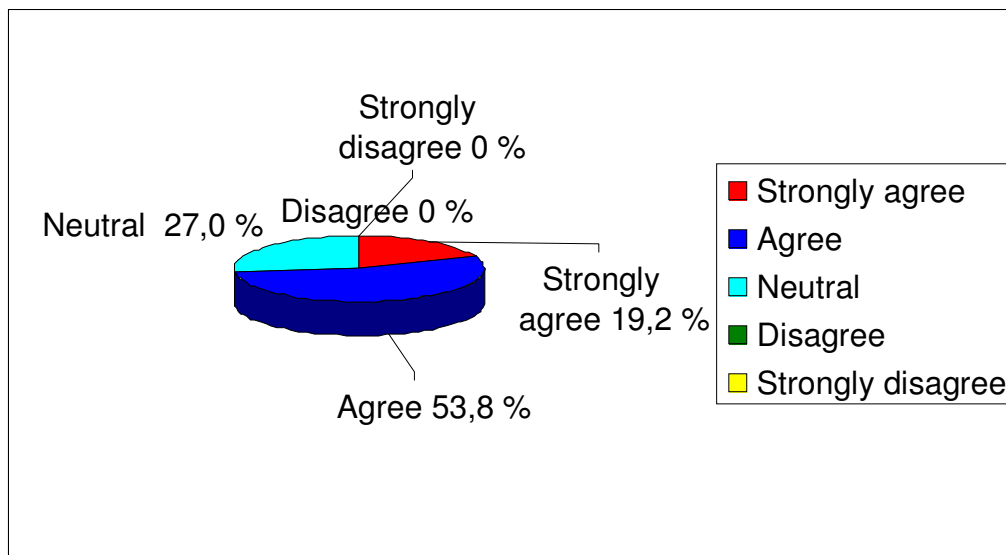
Whereas approximately 60% of the students would like to have more active role in the assessment process (Agree; 42,3%, Strongly agree; 15,4%), 15,4% of them would like to be assessed by their instructors. Moreover, 27% of the students remained cautious on this point.

Statement 12a: I have information about group projects.

While 77% of the students claimed that they have information about group projects (Agree; 50,0%, Strongly agree; 27%), 7,6% of them stated that they do not. (Disagree; 3,8%, Strongly disagree; 3,8%). 15,4% of the students preferred to take a neutral stand.

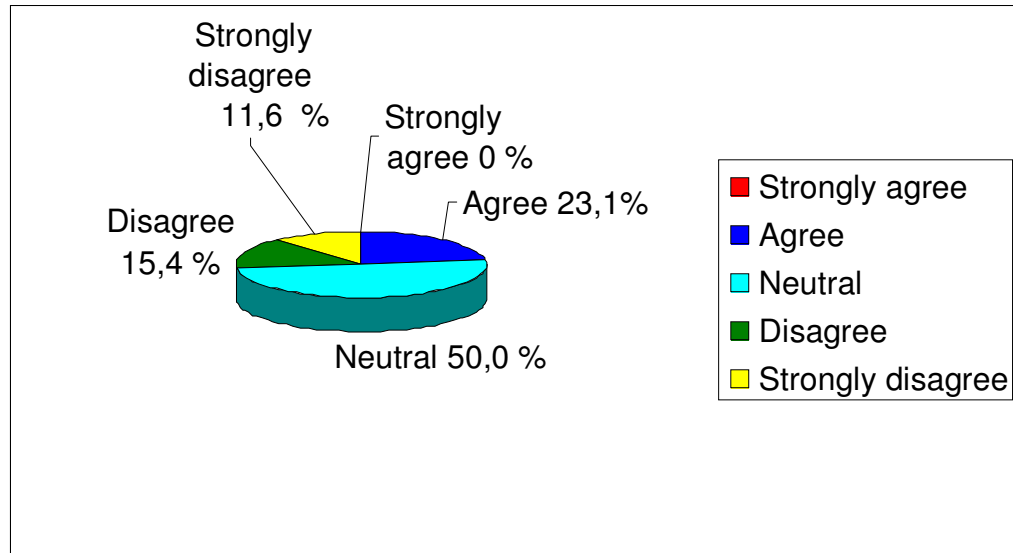
Statement 12b: I have information about presentations.

As to presentations, 77% of the students indicated that they have information about presentations. (Agree; 50,0%, Strongly agree; 27,0%). While 11,6% of the students remained uncertain about this point, 11,5% of them stated that they do not have information about presentations. (Disagree; 7,7%, Strongly disagree; 3,8%).

Statement 12c: I have information about written assignments.

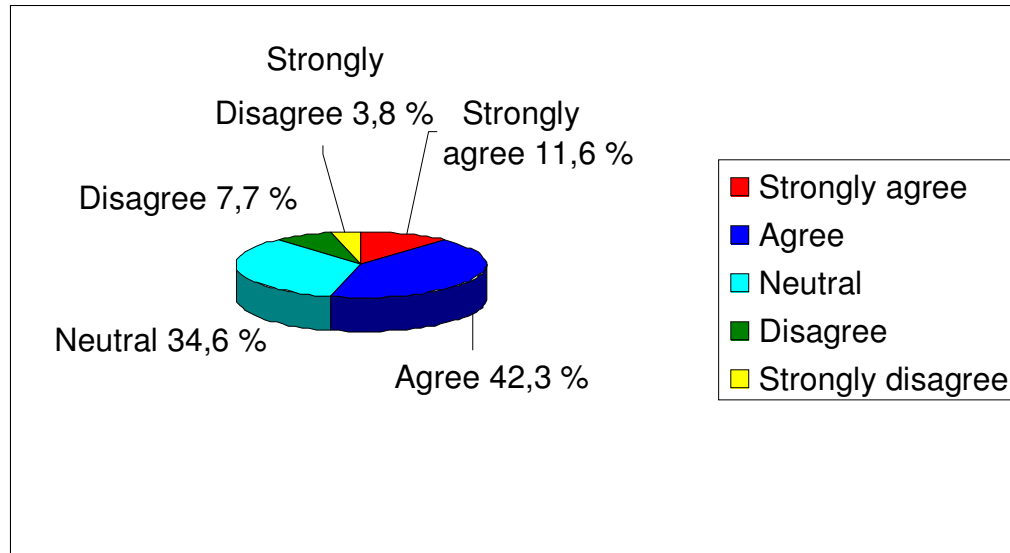
Over 70% of the students stated that they have information about written assignments. (Agree; 53,8%, Strongly agree; 19,2%), but 27,0% of them remained uncertain on this point.

Statement 12d: I have information about portfolios.

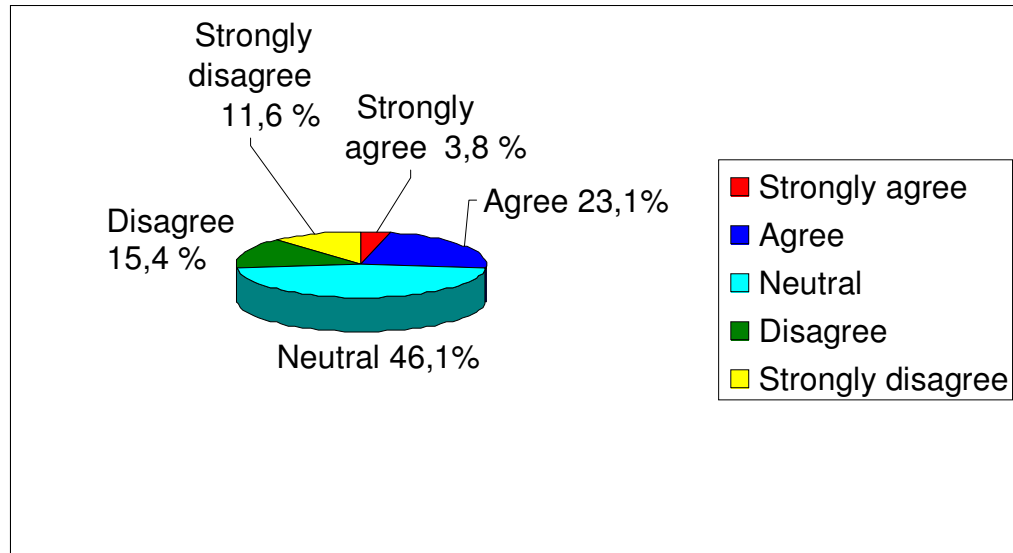


The active use of portfolio assessment has been increasingly become popular in the field of education but it is a fairly new concept in Higher Education in Turkey. (Yılmaz & Çetinkaya, 2007). Concurring with the literature, 27,0% of the students stated that they do not have information about portfolios (Disagree; 15,4%, Strongly disagree; 11,6%) and half of the students remained undecided on this point. Approximately one-fourth of the students indicated that they have information about portfolios. (Agree; 23,1%).

Statement 13: I have information about self assessment.

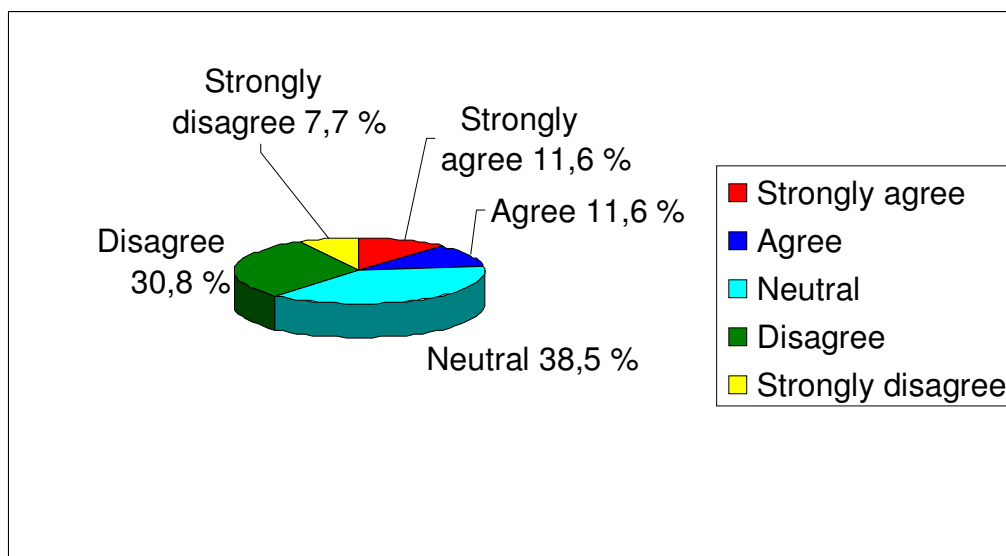


More than half of the students claimed that they have information about self-assessment. (Agree; 42,3%, Strongly agree; 11,6%). But, it should not go unnoticed that 11.5% of them disagreed with that statement (Disagree; 7,7%, Strongly disagree; 3,8%) and 34,6% of them took a neutral stand on this point. It can be said that, being a part of such a project can provide an opportunity for students to learn to monitor their own progress.

Statement 14: I have information about peer assessment.

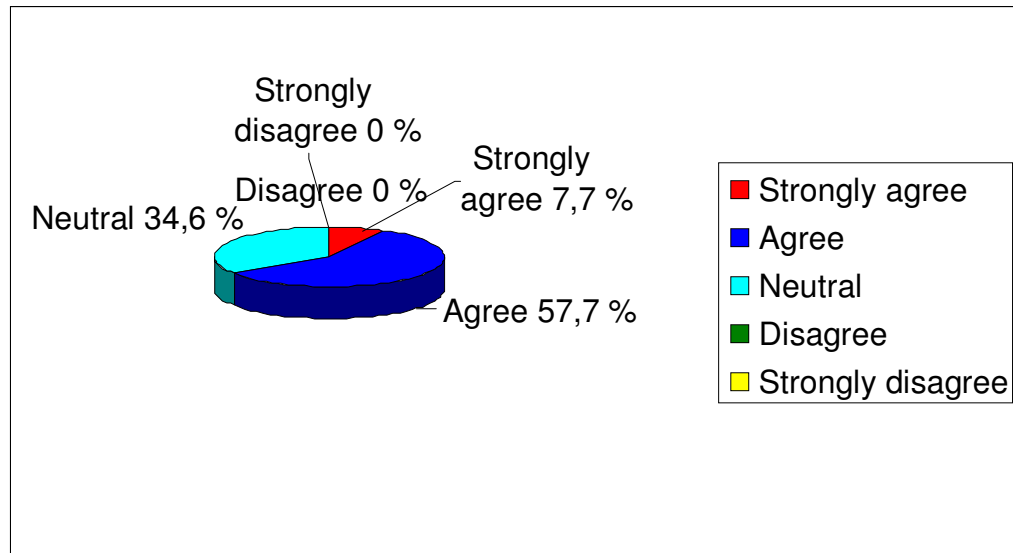
The percentage of the students who stated that they have information about peer assessment (Agree; 23,1%, Strongly agree; 3,8%) and the percentage of those who did not (Disagree; 15,4%, Strongly disagree; 11,6%) are nearly the same. 46,1% of the students preferred to remain undecided about whether they have information about peer assessment or not.

Statement 15: If I were a writing instructor I would use traditional assessment methods most of the time to assess my students' writing skills.



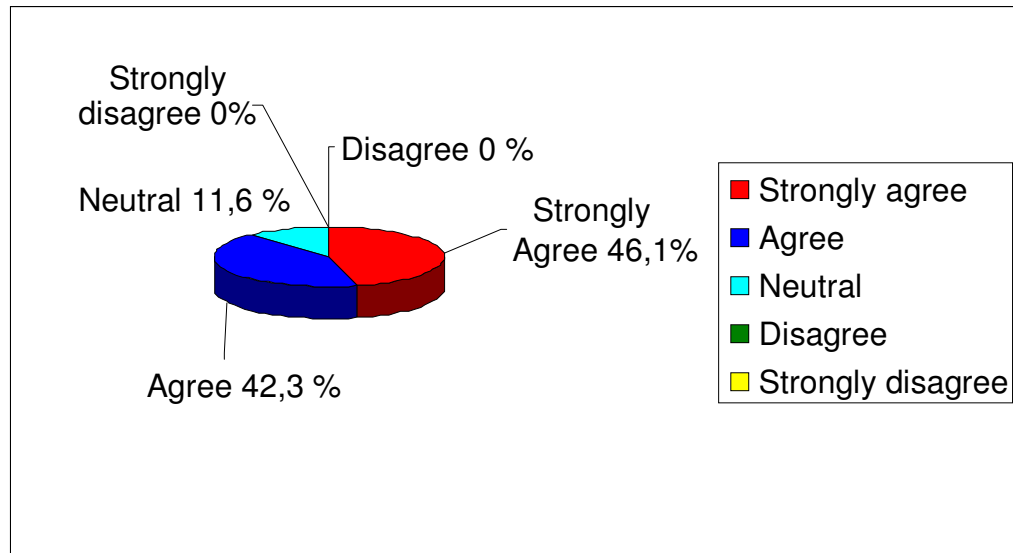
38,5% of the students claimed that if they were a writing instructor they would not use traditional assessment methods most of the time to assess their students' writing ability. But 23,2% of them had positive reactions toward using traditional assessment methods in writing class. 38,5% of the students took a neutral stand on this point.

Statement 16: If I were a writing instructor I would use performance assessment methods most of the time to assess my students' writing skills.



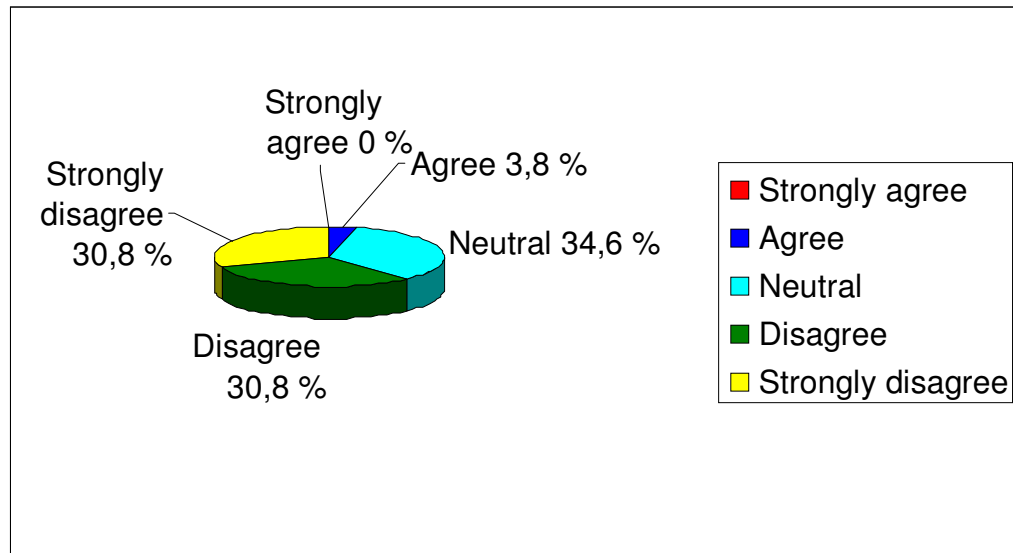
More than 60% of the students indicated that if they were writing instructor they would use performance assessment methods most of the time to assess their students' writing skills. Since performance assessment requires students to accomplish complex and significant tasks, to construct a response, create a product it can be said that the students would like to be more active in the classroom. (O'Malley&Pierce, 1996). These results also show that they are open to new assessment methods and they would like to be assessed by different assessment methods.

Statement 17: I think both traditional and performance assessment methods have a place in a well balanced program.

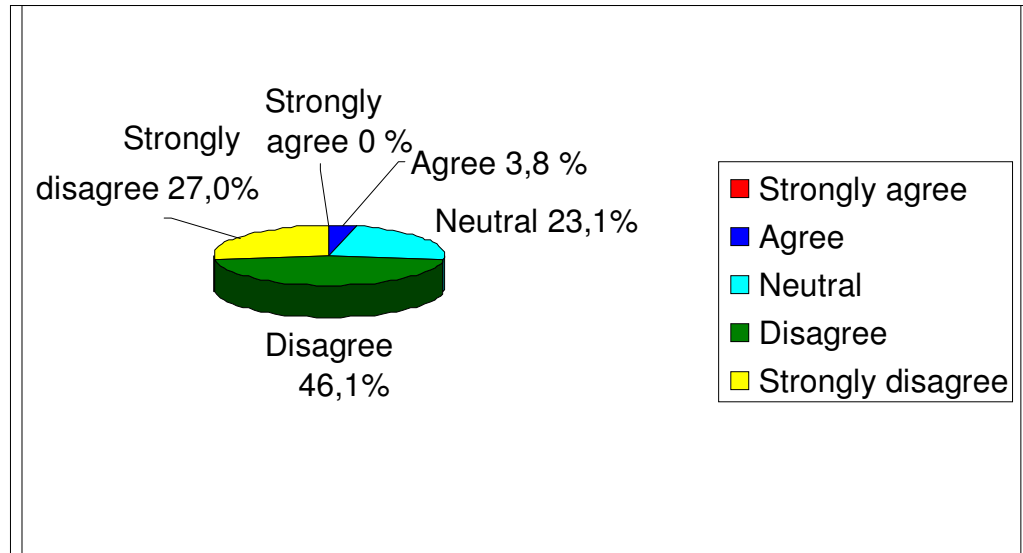


Approximately 90% of the students thought that both traditional and performance assessment have a place in a well balanced program. (Agree; 42,3%, Strongly agree; 46,1%). This is in line with the literature that educators do not have to choose traditional assessment methods and performance assessment methods and it is likely to use both of them in a well-balanced program. A minority of them preferred to remain uncertain about this point. (Neutral; 11,6%)

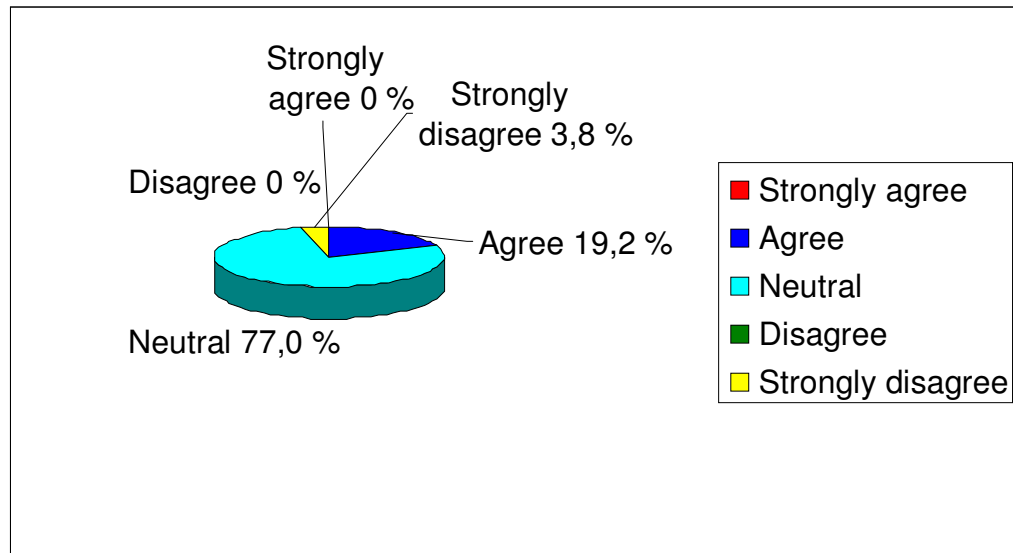
Statement 18: I have information about portfolio assessment.



While 61,6 % of the students claimed that they do not have information about portfolio assessment (Disagree; 30,8% , Strongly disagree; 30,8), only 3,8% of them stated that they know something about it. Although the results seemed to contradict with the result of statement 12 (I have information about portfolios), they revealed that the students know something about portfolios but they do not see portfolios as an assessment method.

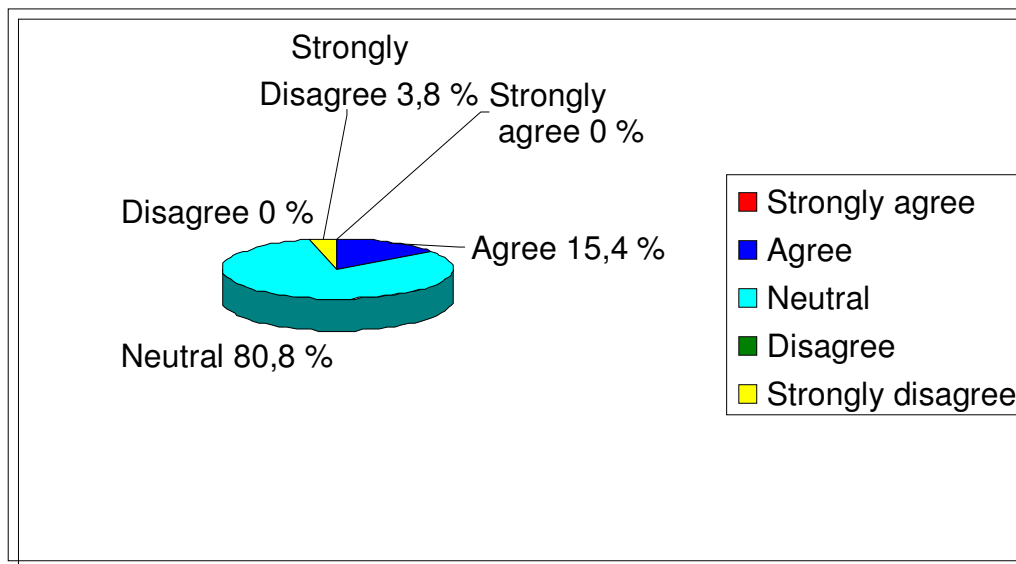
Statement 19: I have information about electronic portfolio assessment.

While 73,1% of the students claimed that they do not have information about electronic portfolio assessment, only a minority of them stated that they know something about it.(Agree; 3,8%). Since electronic portfolio is fairly new phenomena, these results are not surprising.

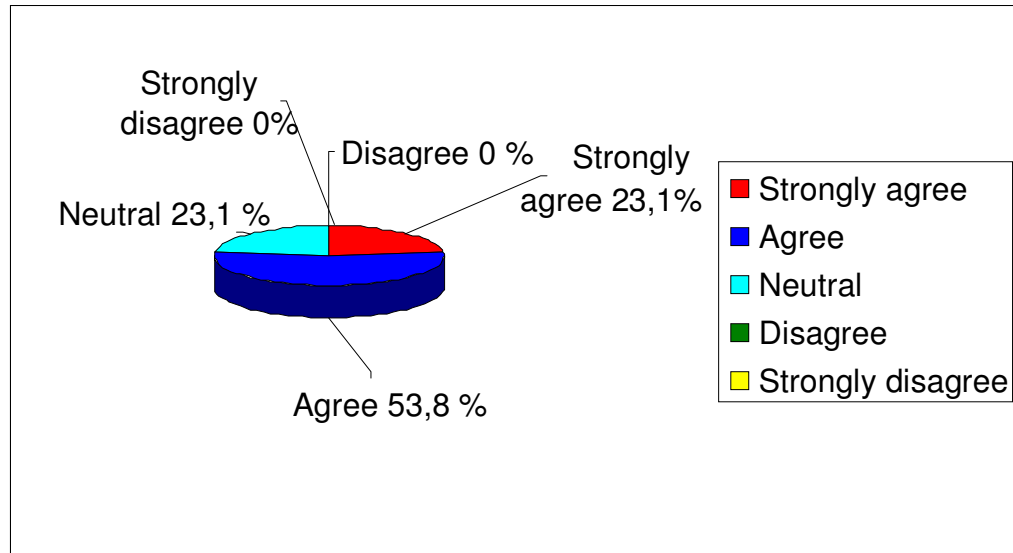
Statement 20: Portfolio is a good tool to help students learn.

Most of the students remained uncertain about whether portfolio is a good tool to help students learn or not. (Neutral; 77%). These results may spring from the fact that most of the students do not have information about portfolio assessment. Only 19,2% of them agreed with that statement.

Statement 21: Portfolio is a good tool to evaluate students' performance.

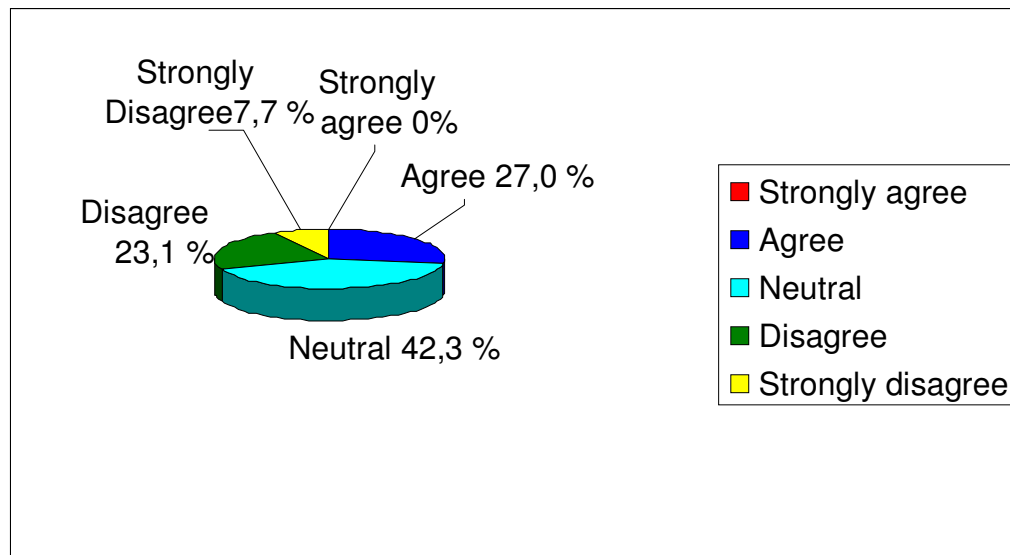


15,4% of the students agreed that portfolio is a good tool to evaluate students' performance. 80,8% of the students preferred to take a neutral stand on this statement. As mentioned before, the findings can be resulted from the students' insufficient information about portfolio assessment.

Statement 22: I would like to assess my own progress.

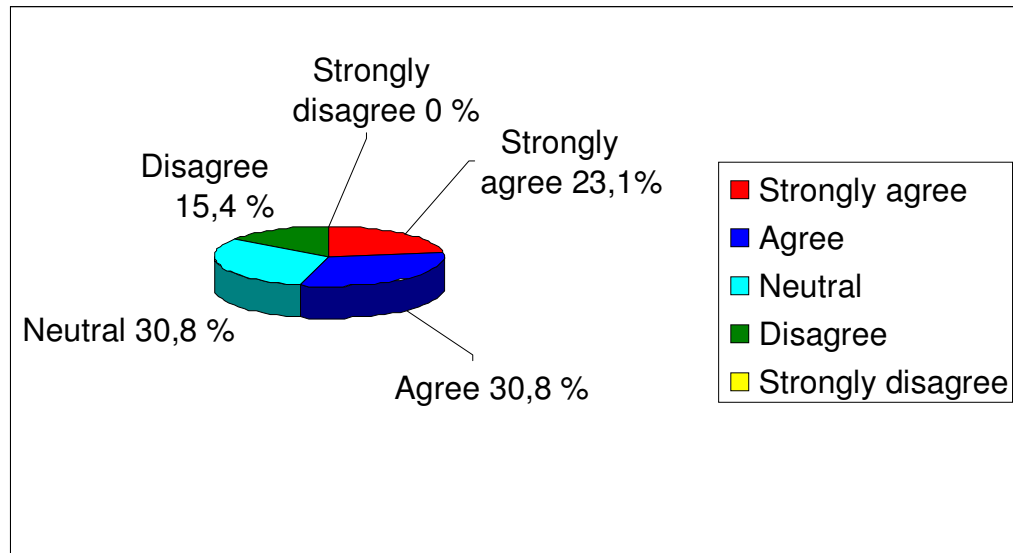
Assessing their own progress gives students the responsibility of their own learning. Most of the students seemed to understand the importance of self-assessment and claimed that they would like to assess their own progress. (Agree; 53,8%, Strongly agree; 23,1%). The rest of them were uncertain about this statement. (Neutral; 23,1%).

Statement 23: I prefer to be evaluated by traditional assessment methods (paper-and-pencil tests).



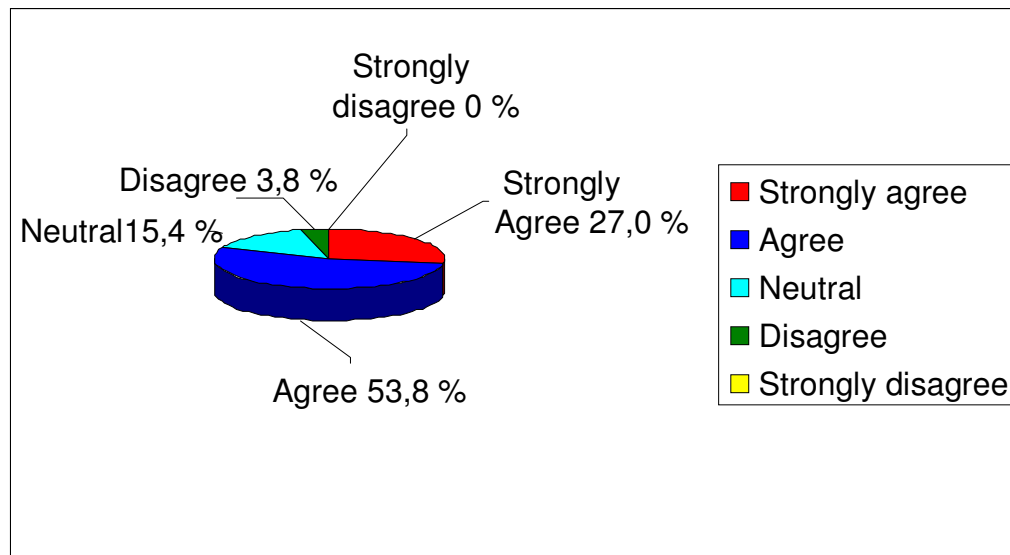
Whereas 30,8% of the students did not prefer to be evaluated by traditional assessment methods (Disagree; 23,1%, Strongly disagree; 7,7%), 27,0% of them preferred paper-and-pencil tests. Yet, it should be pointed out that more than one-third of the participants were not certain about this point. (Neutral; 42,3%).

Statement 24: I would like to receive comments from my classmates about my artifacts.



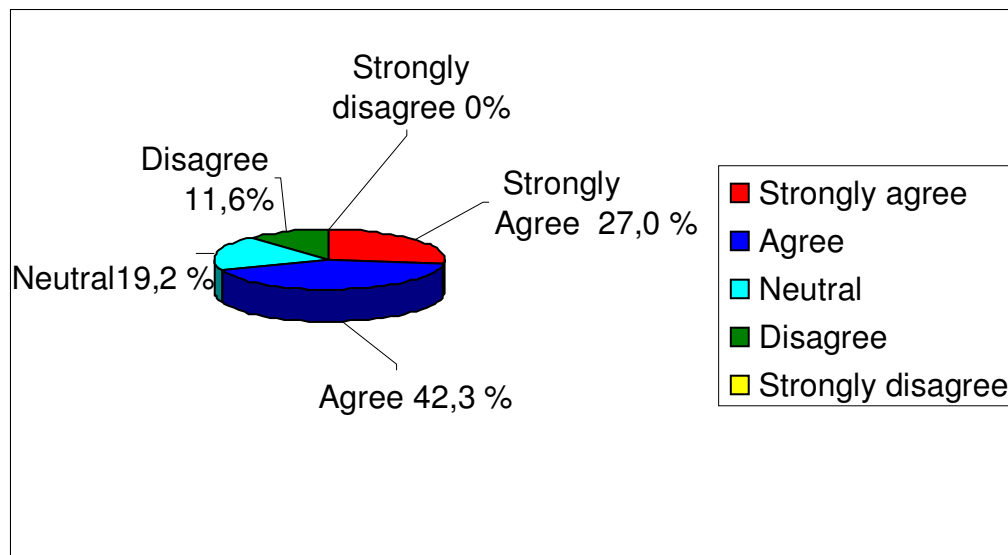
By getting feedback, students can take positive, constructive steps to improve their own writing and develop as a writer.(O'Malley& Valdez Pierce, 1996). Concurring with the literature, the results revealed that half of the students seemed to know the importance of getting feedback from their classmates. (Agree; 30,8%, Strongly agree; 23,1%). Yet, 15,4% of the students did not seem to eager for getting feedback from their classmates. This result may stem from the fact that they believed comments will not be good or will be negative. Approximately one-third of the students remained cautious on this point. (Neutral; 30,8%).

Statement 25: Using internet to present my artifacts will be helpful for me to improve my writing skill.



Most of the students agreed (53,8%) or strongly agreed (27,0%) that using internet to present their artifacts will be helpful for them to improve their writing skill. The fact that work the student portfolio is potentially available for a world audience numbering millions gives focus and motivation to the quality and accuracy of the work. Students appreciate that they must select language, presentation styles and format appropriate to their audience. It can be concluded that these factors motivate students to pay more attention to spelling and grammatical accuracy. Only 3,8% of the students were not agree with that point.

Statement 26: I would like to give my classmates comments on their artifacts.



Most of the students would like to give their classmates comments on their artifacts. (Agree; 42,3%, Strongly agree; 27,0%). Yet, 11,6% of the students did not seem to eager for this. 19,2% of them preferred to remain uncertain about giving their classmates comments on their artifacts.

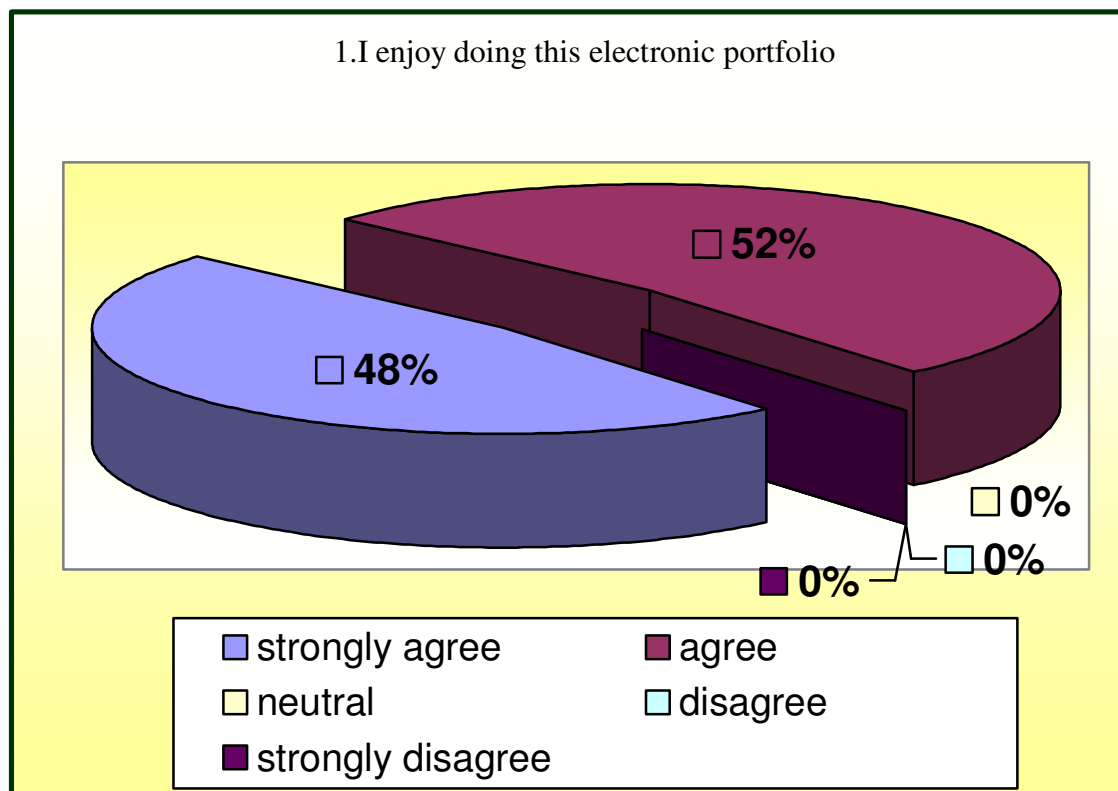
3.4.3. Final Remarks about the Students' Need Analysis:

In this part, students' knowledge level and ideas about traditional and alternative assessment, portfolio and electronic portfolio were presented in brief. From the results, it can be said that the students generally like to write in English. It can be seen that most of the students regard performance assessment as a chance for them to demonstrate what they know and can do in a real situation. It is also understood that the students do not have sufficient information about portfolio and electronic portfolio assessment but, at the same time, it appears that they are eager to learn about them and assess their own progress. The results also show that the students generally think that using internet to present their artifacts will be helpful for them to improve their writing skill.

3.5 Analysis and Evaluation of The Post-Tests

After the implementation of electronic portfolio model the students were given another questionnaire to learn about their experiences, perceptions, and ideas about the electronic portfolio development model. The results of this questionnaire were presented in this section.

Statement 1: I enjoy doing this electronic portfolio.



For statement 1, all of the students (Agree; 52%, Strongly agree; 48%) claimed that they enjoy doing this electronic portfolio. The students enjoy doing electronic portfolio because it provides them with a chance to show their work in a format that works best for them. They are not only limited to their linguistic skills

but also they can use visuals, spoken words, and actions to convey knowledge. They also thought that it is enjoyable because they can read their friends' essays. One of the students stated that he enjoys doing electronic portfolio because he has the advantage of learning new points from his friends' essays by this way.

Statement 2: According to your experience, please write one advantage of using electronic portfolio?

When students were asked about the advantages of using electronic portfolio, most of them expressed that they were able to see their friend's essays freely and compare their essays to them. Also, they mentioned that using electronic portfolio is very advantageous because they can feel a sense of accomplishment by displaying their artifacts. Here are some examples:

"... I can easily see what is going on, what my friends have done."

" I can write on the computer and correct my mistakes easily and I can design it."

"As our friends give comments on our essays on the net, I have tried to be better"

"To read comments about my essay is very helpful for me so I can improve my writing..."

"It enables me to think more carefully about my essays."

"... More people can read our essays and we can reach easily what they think about them when they comment on our essays."

"... You can share your ideas and thoughts with your friends and everybody..."

“.. My friends commented on my essay and this enables me to be aware of my mistakes that I didn't see by myself.”

Statement 3: According to your experience, please write one disadvantage of using electronic portfolio?

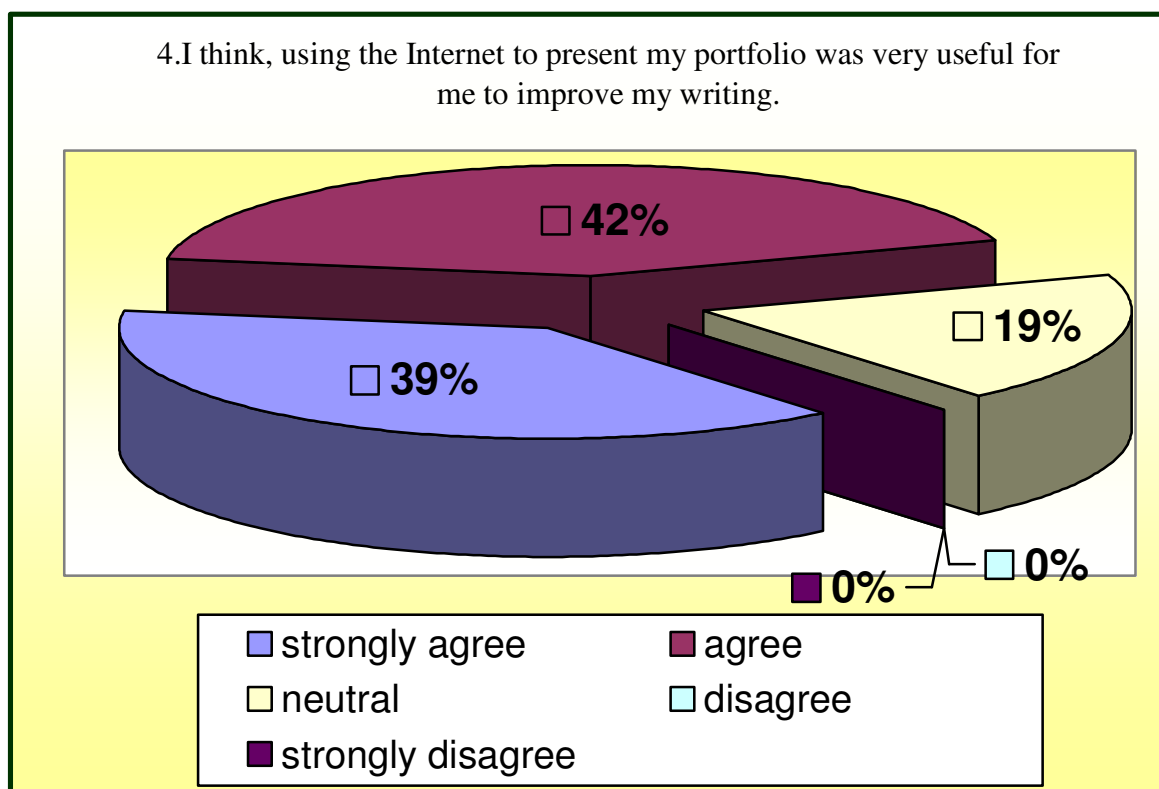
Some of the students did not find electronic portfolio suitable for the classroom use as it took a lot of time and had some boring ways as well. They, also, stated that they sometimes get bored of reviewing the essays again and again. Most of the students stated that they really enjoyed it but since they do not have a computer and good internet connection, they, sometimes, found it very difficult to be a part of this project. However, two of the students thought that there is no disadvantage. Below are also some examples:

“I don't have a computer, so it was difficult for me to add my essays to my space...”

“When my friends commented on my essays negatively, the others also saw these. It was a disadvantage for me...”

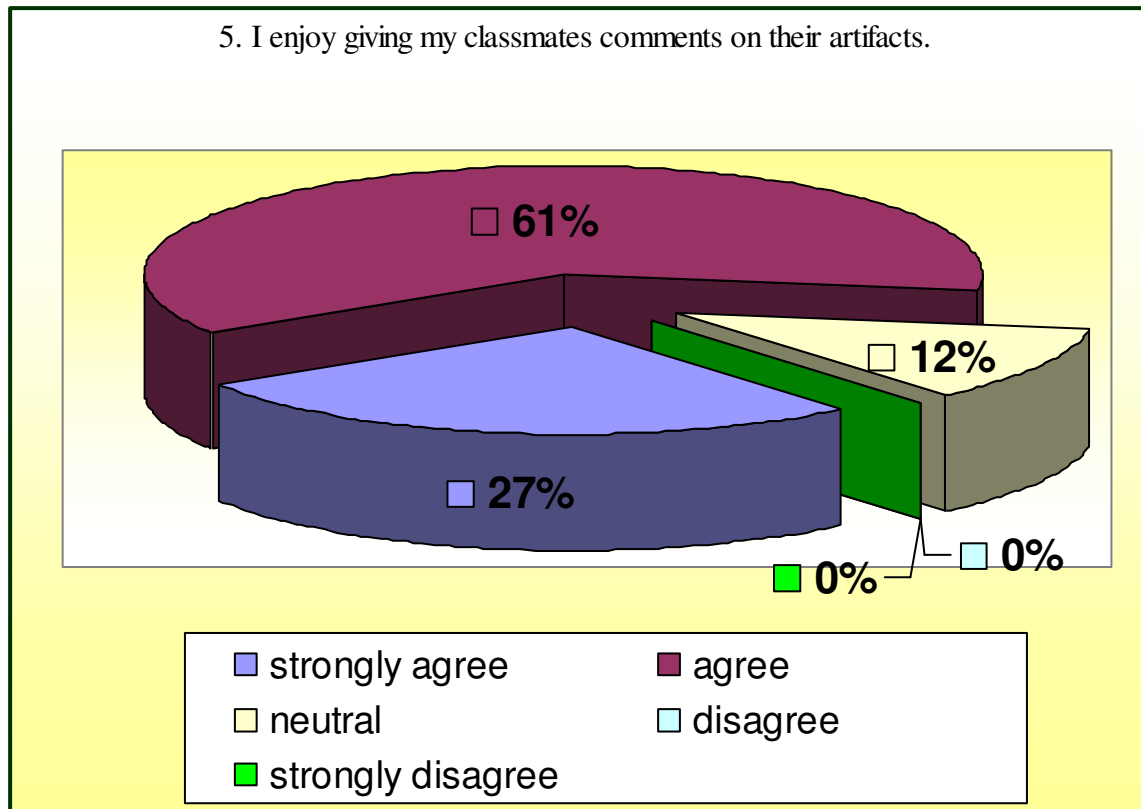
“The only disadvantage is that it is not easy to have a good enough internet connection. Therefore, sometimes I couldn't do what I should have done on time...”

Statement 4: I think, using the Internet to present my portfolio was very useful for me to improve my writing.



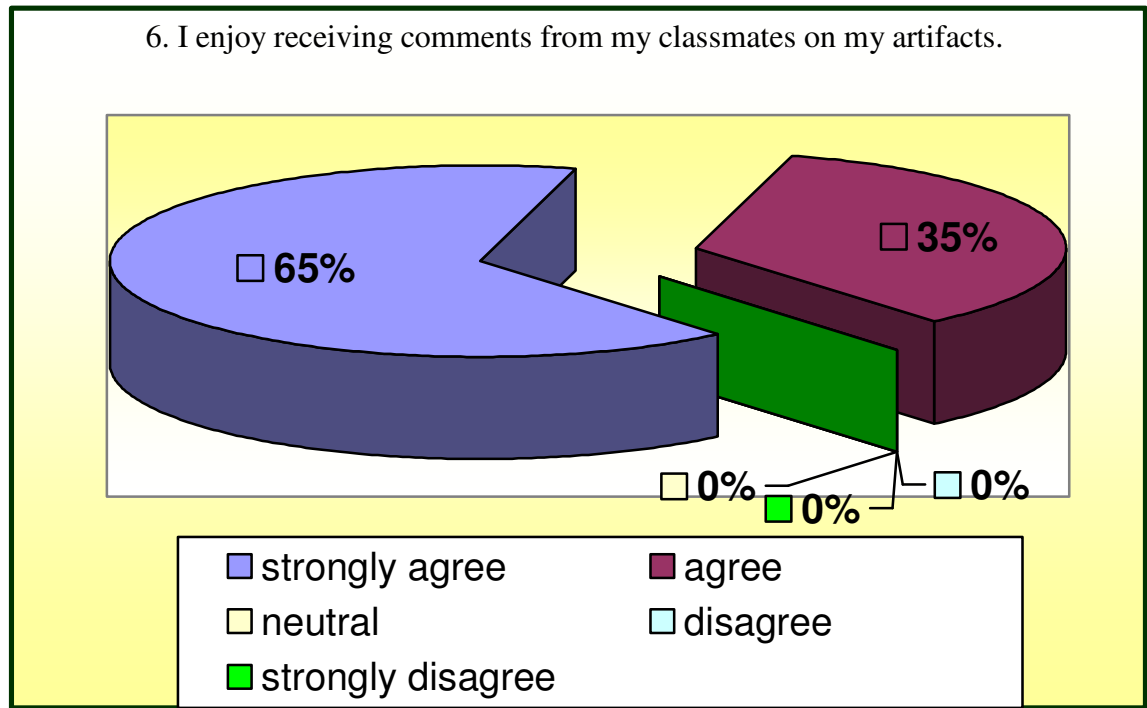
For statement 4, most of the students (Strongly agree; 39 %, Agree; 42 %) considered that using the Internet to present their portfolios was very useful for them to improve their writing. They explained their reasons as they started to write better step by step in time. Also, they stated that they could see their own and their friends' mistakes with the help of electronic portfolio process as they has a chance to compare their own writing with the others. Yet, 19 % of the students were not certain on this point.

Statement 5: I enjoy giving my classmates comments on their artifacts.



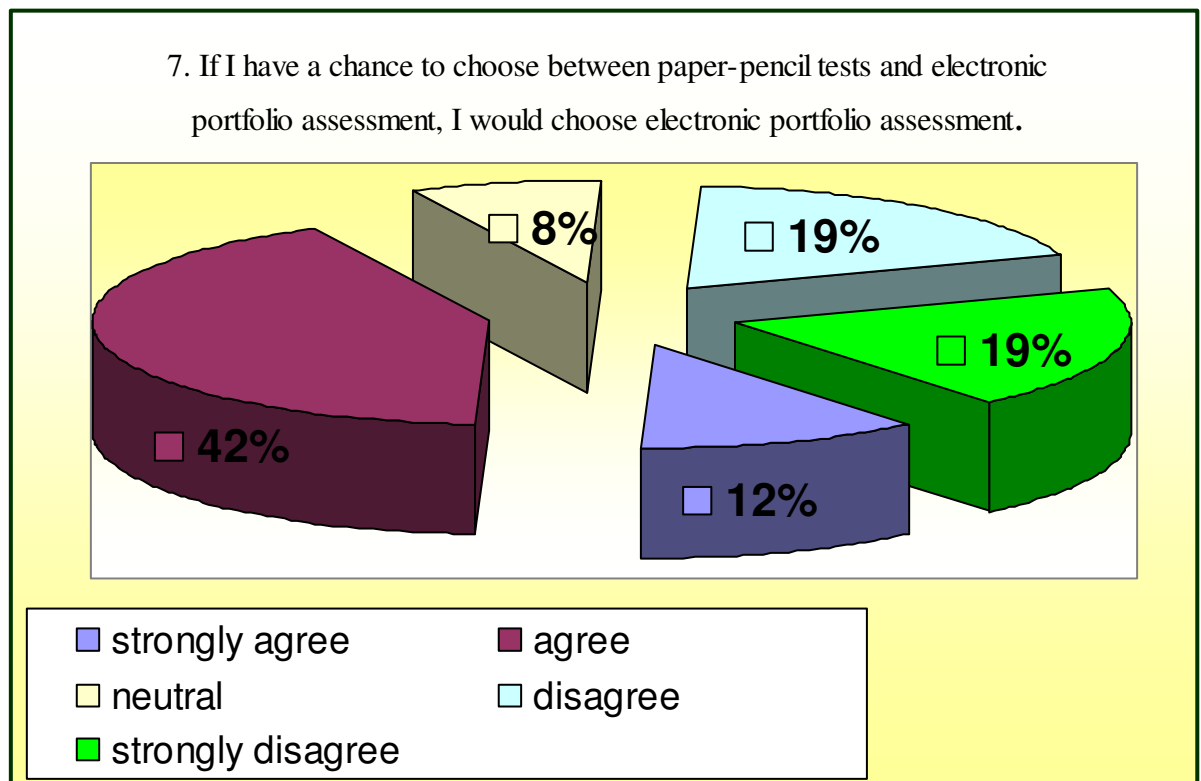
Most of the students (Strongly agree; 27 %, Agree; 61 %), stated that they enjoy giving their classmates comments on their artifacts. They explained their reasons as they can easily see where they have made mistakes; it helps them to write better essays; they can read a lot of essays and a lot of different thoughts. One of the students stated that “It’s very nice to see what my friends have done in their artifacts and to know that they will take into consideration my comments”. However, 12 % of the students remained uncertain about the statement.

Statement 6: I enjoy receiving comments from my classmates on my artifacts.



For statement 6, all of the students (Strongly agree; 65 %, Agree; 35 %) claimed that they enjoy receiving comments from their classmates on their artifacts. Most of them found enjoyable to learn their friends' thoughts about their artifacts. Also, they found it very useful to see the mistakes that they do not realize. One of the students stated that when he receives positive comments on his artifacts, he is very proud of himself and it makes him very happy.

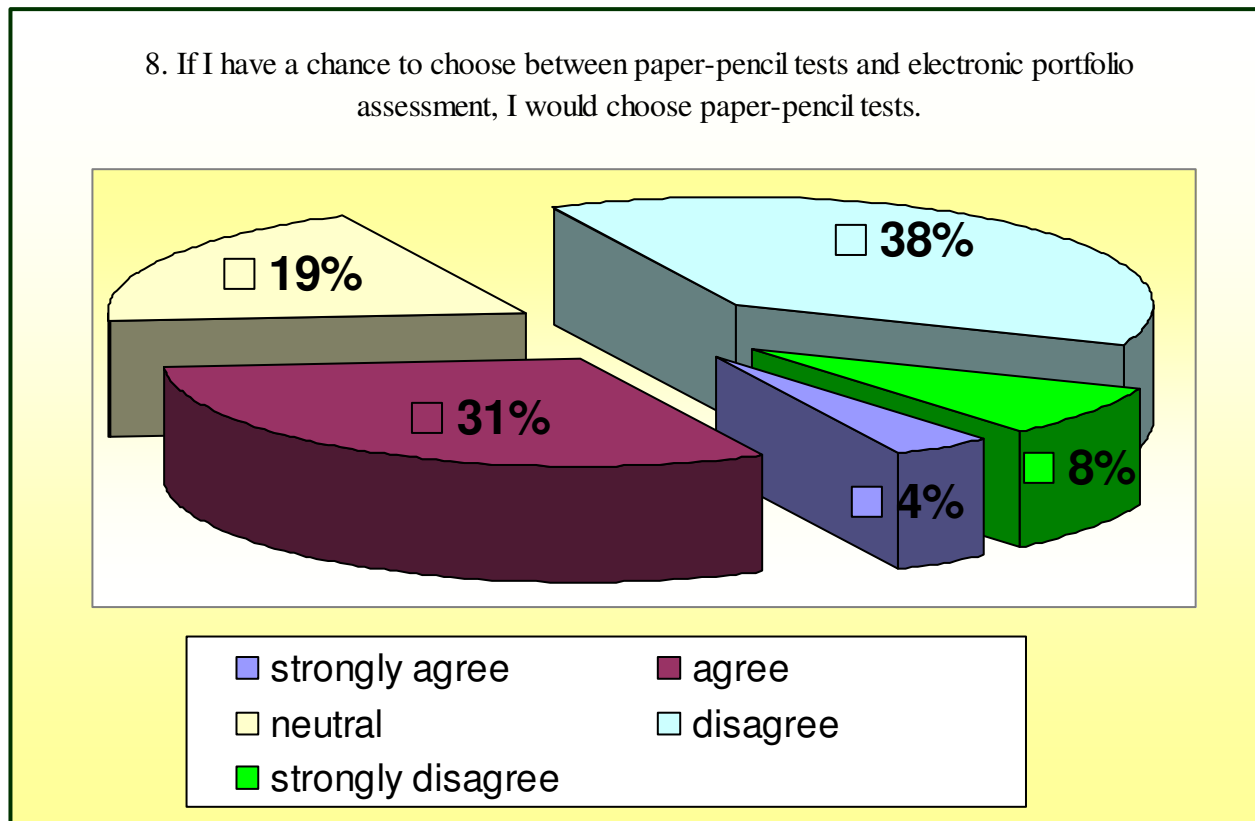
Statement 7: If I have a chance to choose between paper-pencil tests and electronic portfolio assessment, I would choose electronic portfolio assessment.



Over 50 % of the students (Strongly agree; 42 %, Agree; 12 %) stated that they would choose electronic portfolio assessment because they thought that by using electronic portfolios everyone they choose can see their essays and tell their ideas about them. One of the students mentioned that we are living in computer age and we should use computers in all parts of our lives.

However, nearly 40 % of the students (Strongly disagree; 19 %, Disagree; 19 %), disagreed with the statement. They stated that writing on the computer was very difficult for them and they do not have necessary technological skills to write essays on the computer and to upload their essays to their spaces. Also, 8 % of the students were uncertain about the statement.

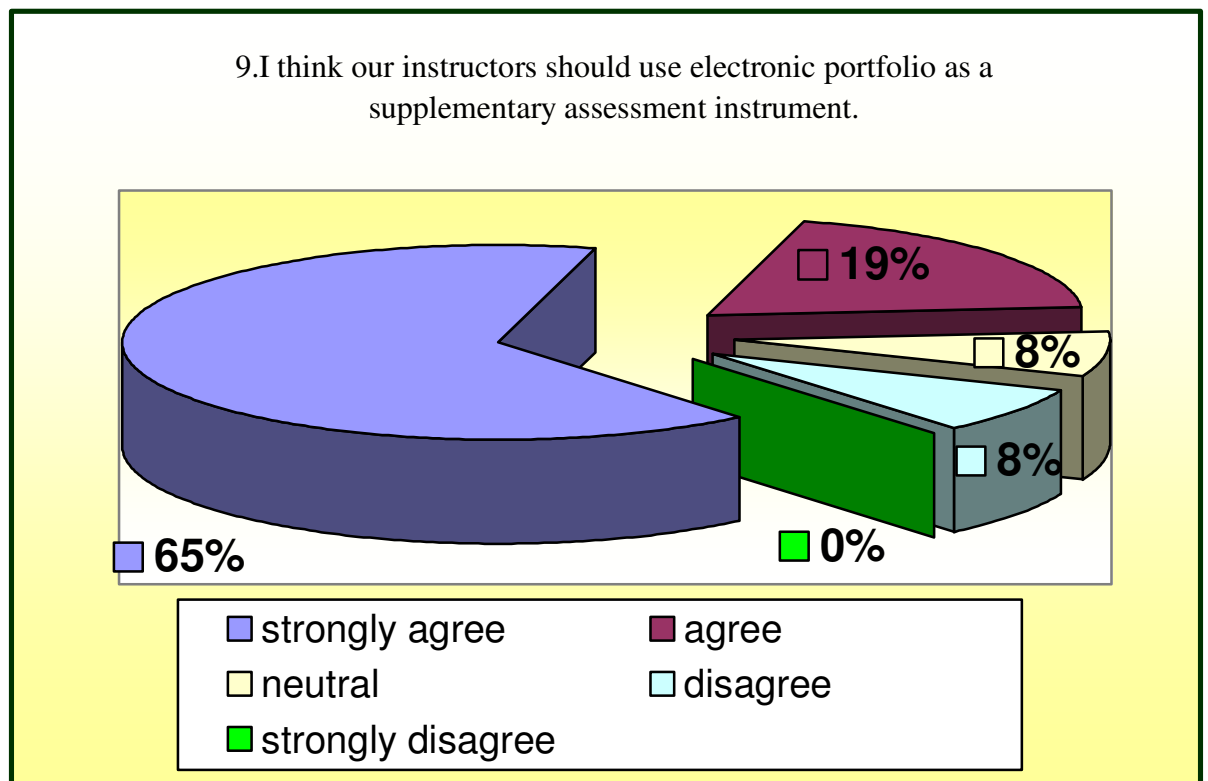
Statement 8: If I have a chance to choose between paper-pencil tests and electronic portfolio assessment, I would choose paper-pencil tests.



35 % of the students agreed with the statement and stated that they would choose paper-pencil tests. They stated that they like writing by hand and not every student have an opportunity to use computer. They, also, found electronic portfolio process time consuming and difficult to do. Some of the students claimed that they enjoy much more while they are writing with pen, it is more colorful as everybody has their own style. One of the students, also, stated that paper-pencil tests are traditional and she is accustomed to it.

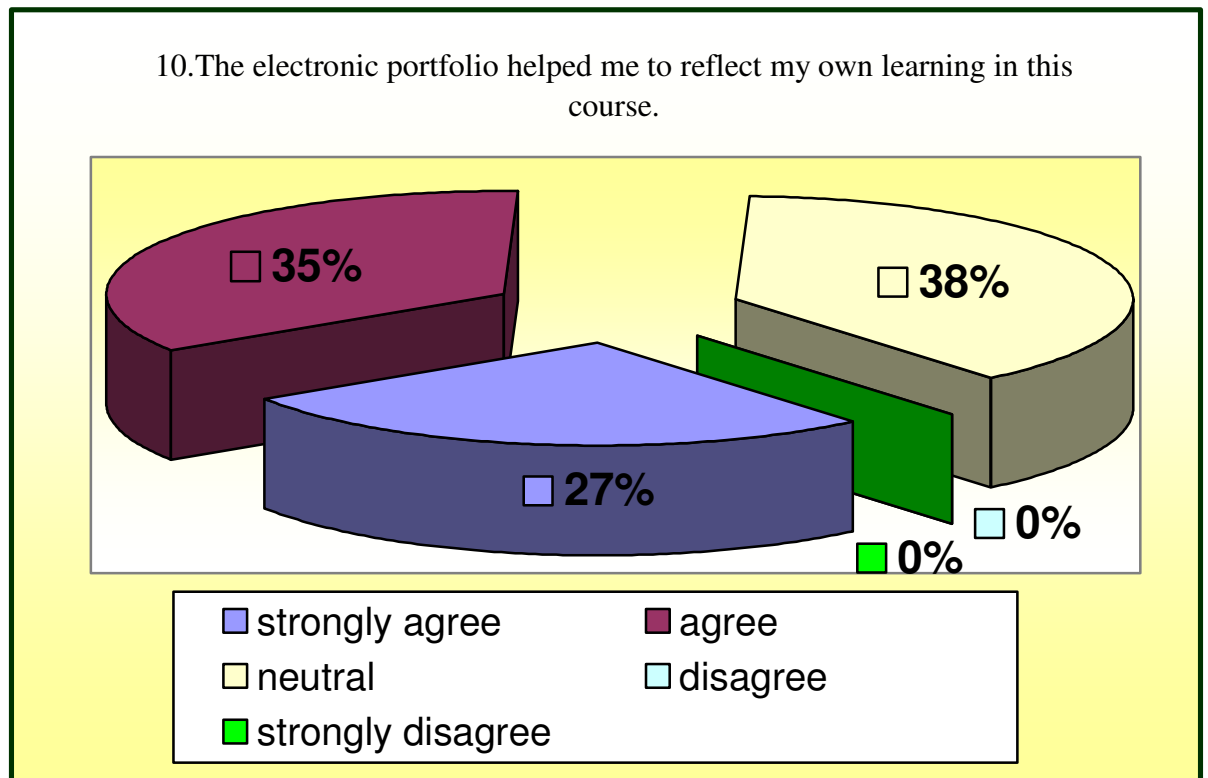
On the contrary, 46 % of the students (Strongly disagree; 8 %, Disagree; 38 %) disagreed with the statement and stated that they would choose electronic portfolio assessment. Yet, 19 % of the students remained undecided on this point.

Statement 9: I think our instructors should use electronic portfolio as a supplementary assessment instrument.



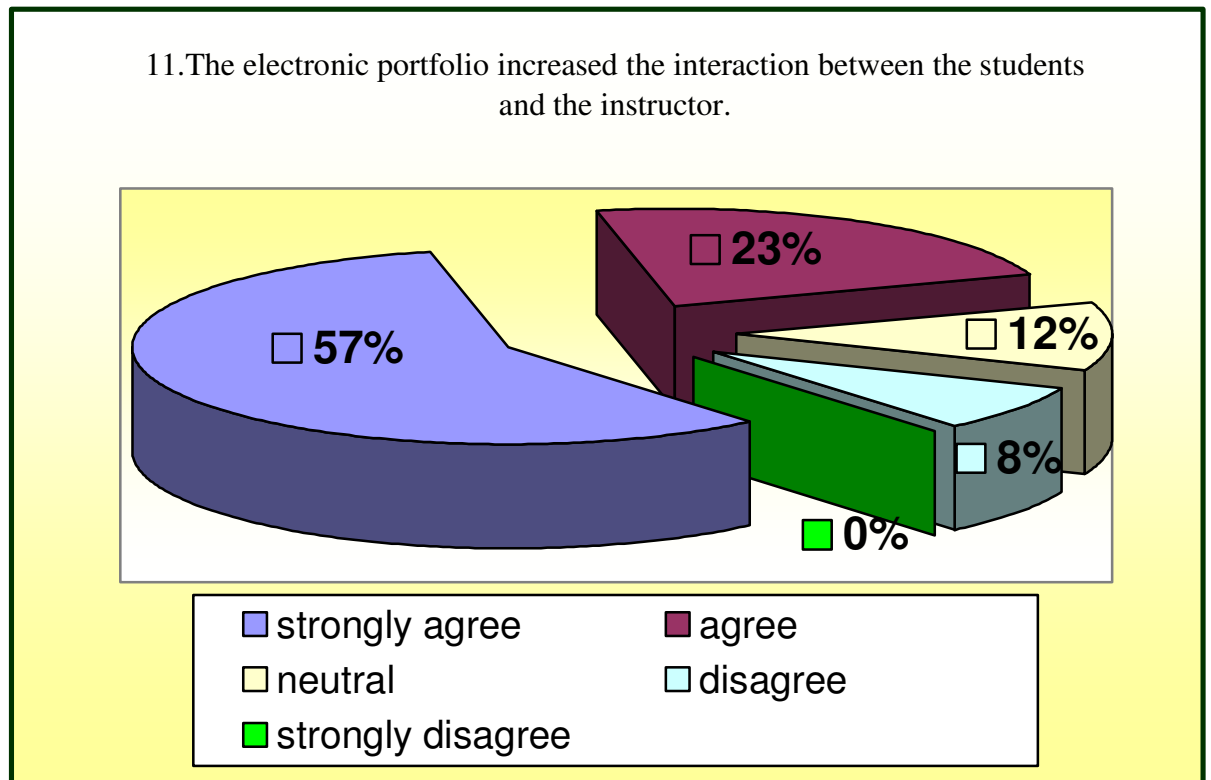
Over 80 % of the students agreed with the statement and stated that their instructors should use electronic portfolio as a supplementary assessment instrument. While, 8 % of the students disagreed with the statement, 8 % of them took a neutral stand.

Statement 10: The electronic portfolio helped me to reflect my own learning in this course.



Most of the students (Strongly agree; 27 %, Agree; 35 %) agreed with the statement and claimed that the electronic portfolio helped them to reflect their own learning in this course. Some of the students stated that electronic portfolio gave them a chance to see both their weak and strong points. However, 38 % of the students remained cautious about this statement.

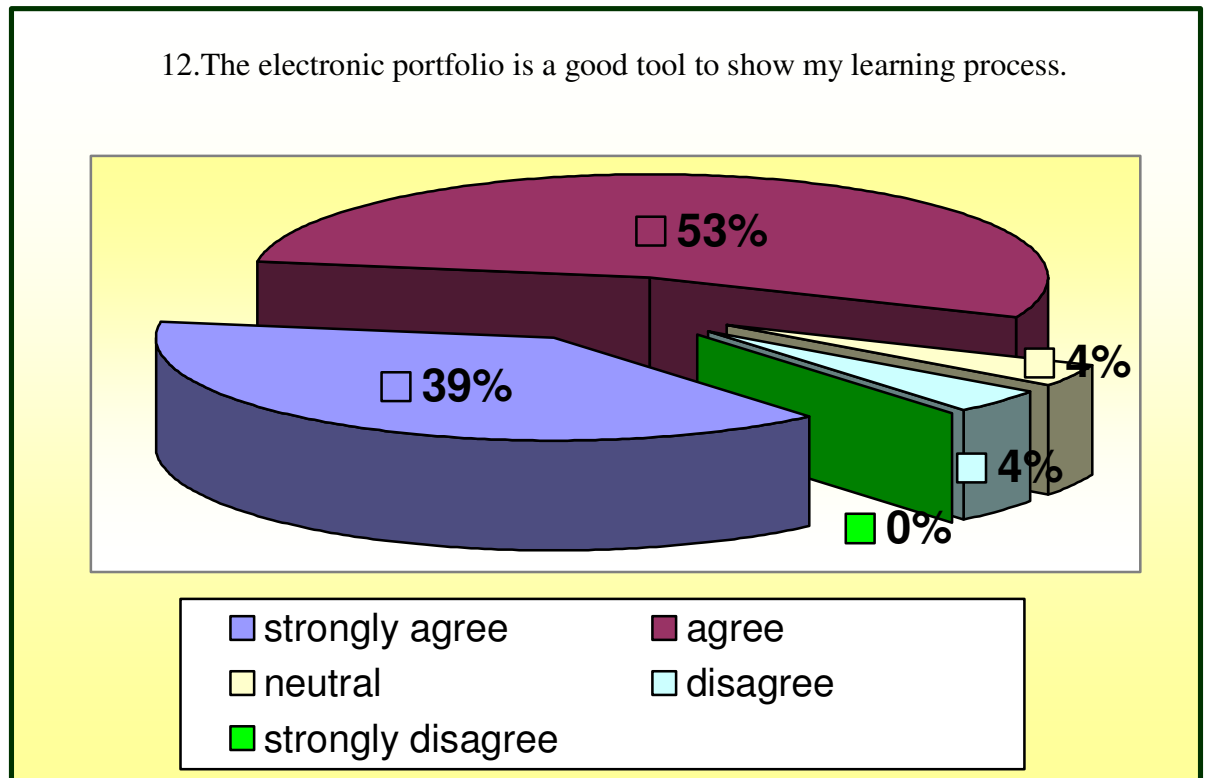
Statement 11: The electronic portfolio increased the interaction between the students and the instructor.



Most of the students (Strongly agree; 57 %, Agree; 23 %) thought that the electronic portfolio increased the interaction between the students and the instructor. While creating electronic portfolios, the instructor and students come together, conference, regularly. Conferencing created a close relationship between the instructor and the students which affected the class's atmosphere in a positive way.

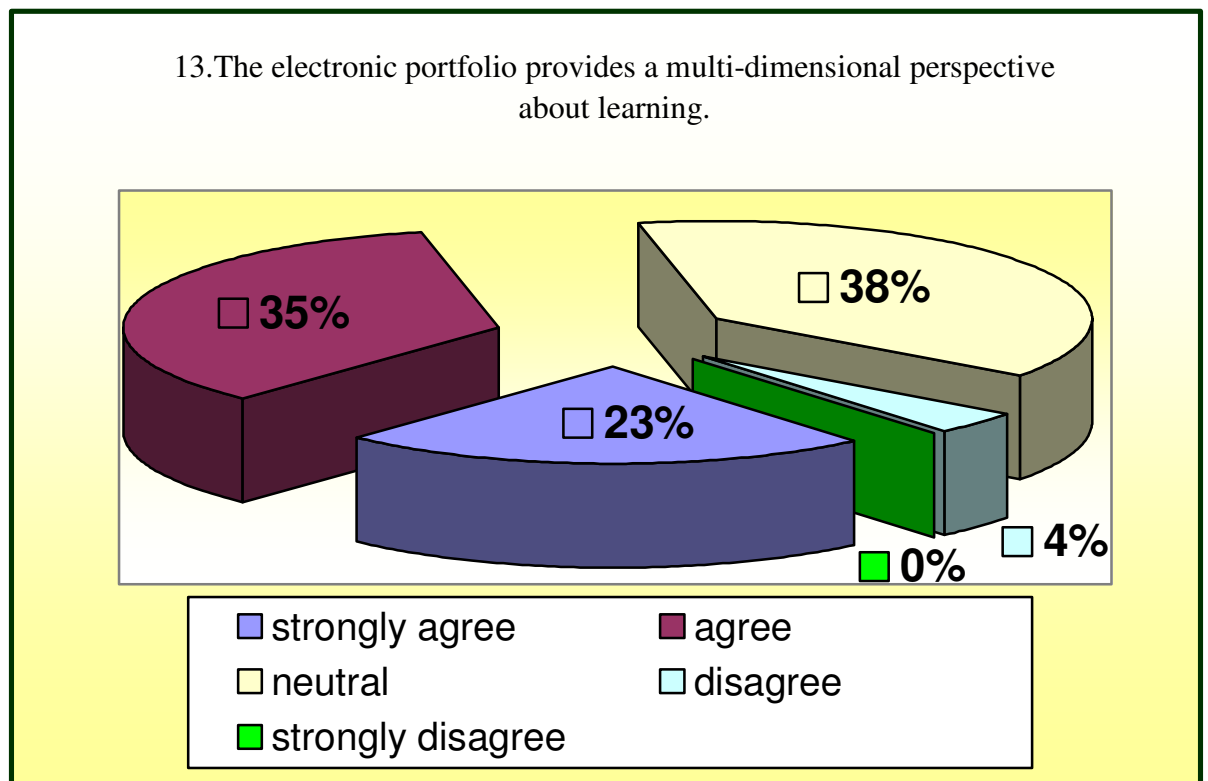
However, 8 % of the students disagreed with the statement, while 12 % of them remained uncertain on this point.

Statement 12: The electronic portfolio is a good tool to show my learning process.



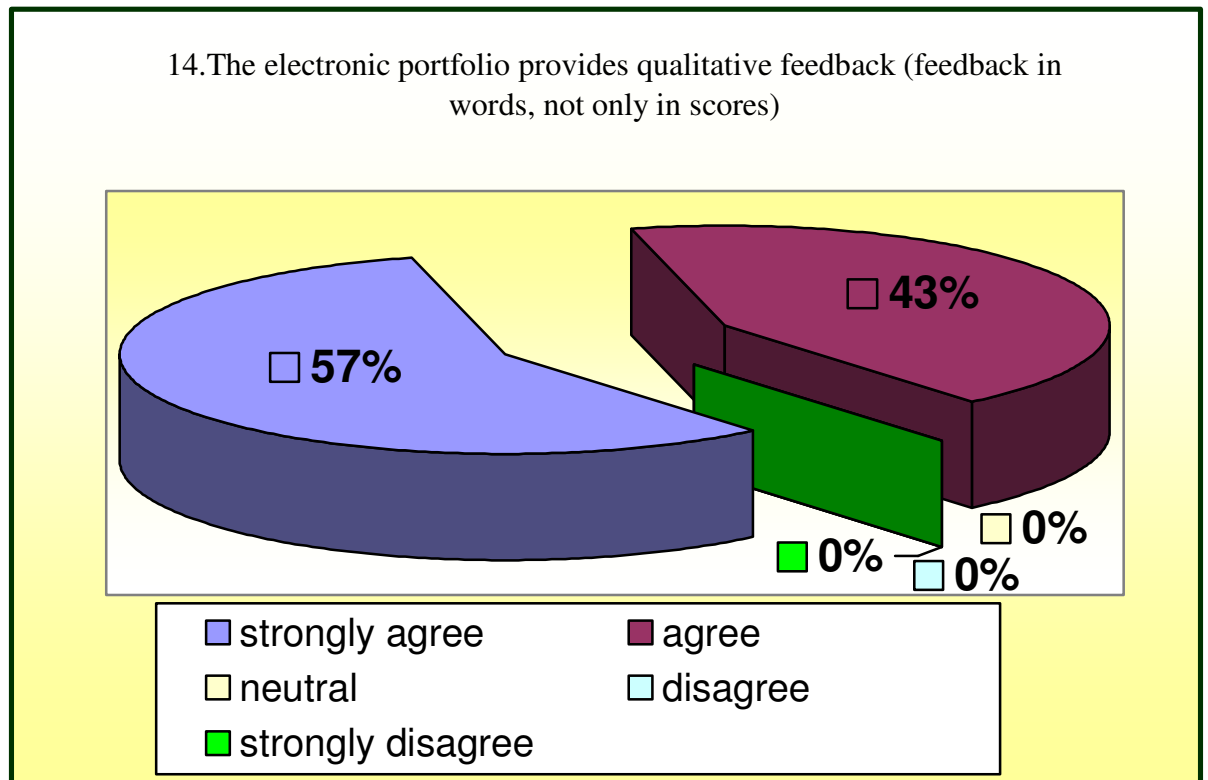
Over 90 % of the students thought that the electronic portfolio is a good tool to show their learning process. Only 4 % of the students disagreed with the statement and 4 % of them remained undecided on this point.

Statement 13: The electronic portfolio provides a multi-dimensional perspective about learning.



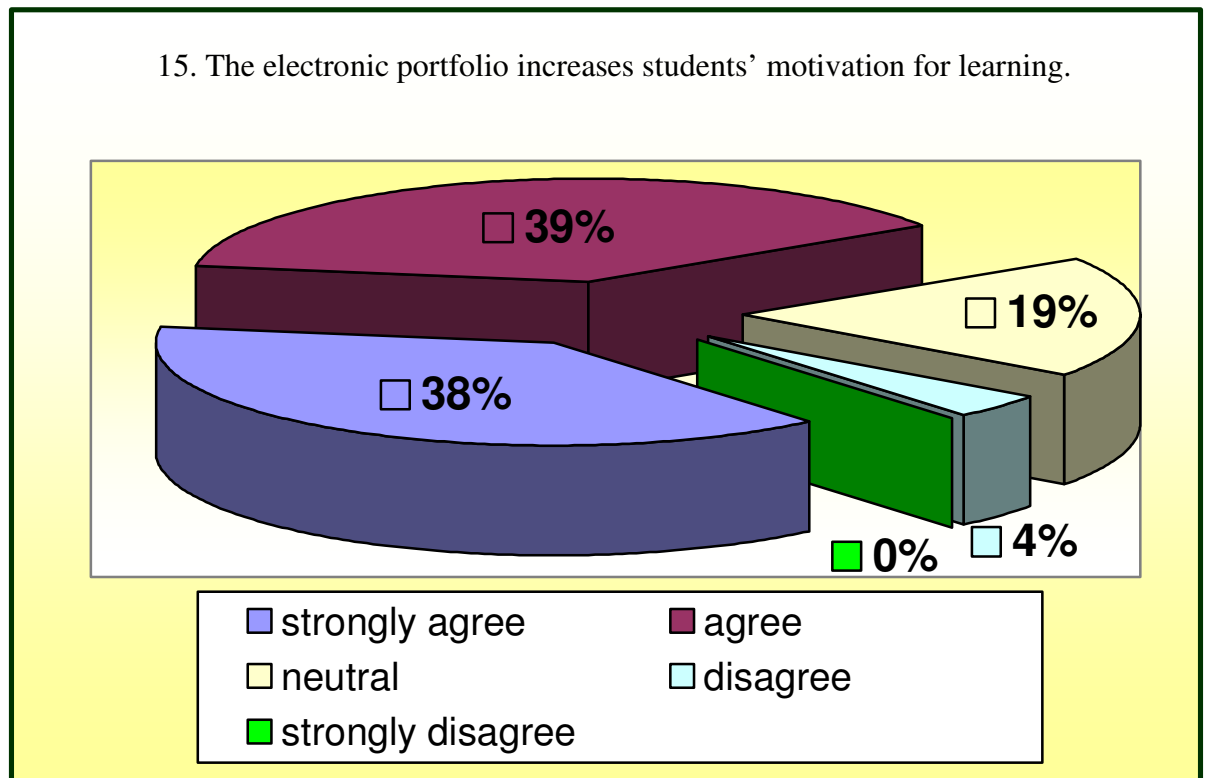
Over 50 % of the students (Strongly agree; 23 %, Agree; 35 %) agreed with the statement and stated that the electronic portfolio provides a multi-dimensional about learning. They believed that electronic portfolios enable them to express themselves and demonstrate their skills in English. However, 4 % of the students disagreed with the statement, while 38 % of them remained cautious on this point.

Statement 14: The electronic portfolio provides qualitative feedback (feedback in words, not only in scores)



All of the students (Strongly agree; 57 %, Agree; 43 %) stated that the electronic portfolio provides qualitative feedback (feedback in words, not only in scores). In this project, the students got feedback from their friends, they believed that by getting feedback in words, not only in scores, they can easily see their own weaknesses and strengths and they can learn from their friends' feedbacks.

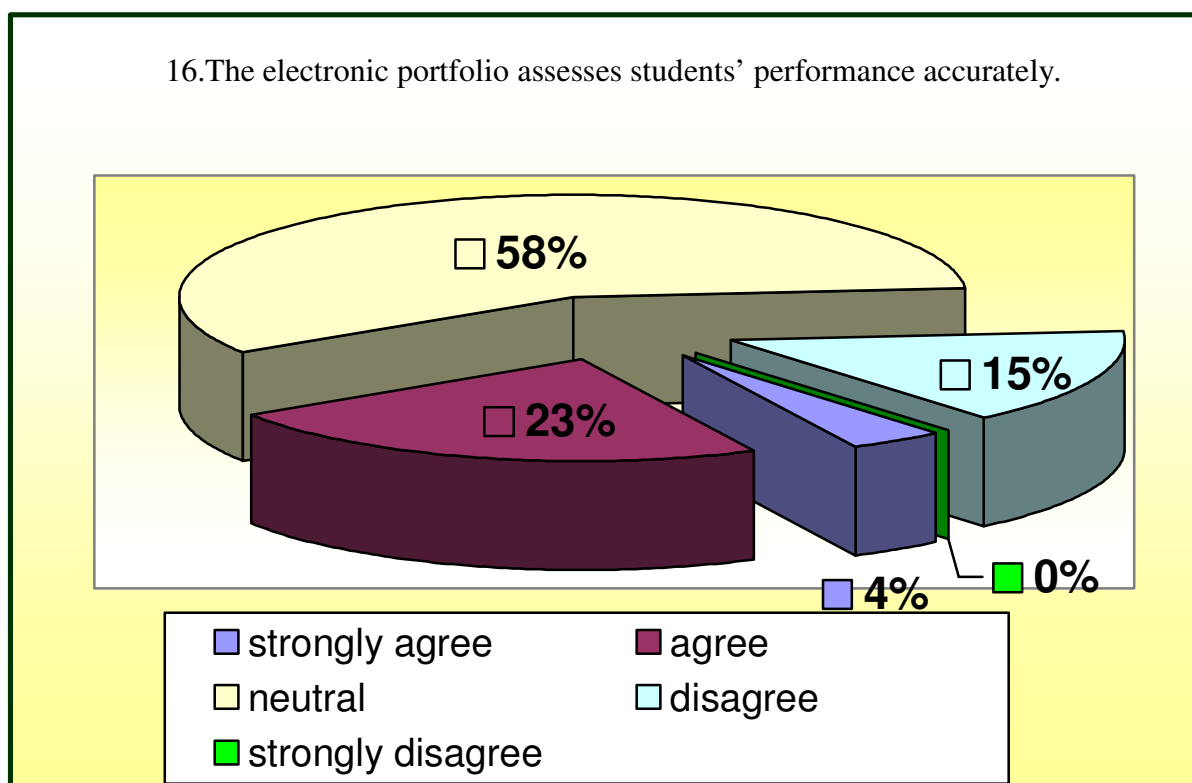
Statement 15: The electronic portfolio increase students' motivation for learning.



Nearly 80 % of the students believed that the electronic portfolio increases students' motivation for learning. They found creating an electronic portfolio process very different and enjoyable and they expressed their motivation for learning. It can be easily seen that many aspects of the electronic portfolio motivated the students and this increased motivation encouraged them to work harder and to try to become best writers they possibly could be.

On the other hand, 19 % of the students took a neutral stand on this point, while 4 % of them disagreed with the statement.

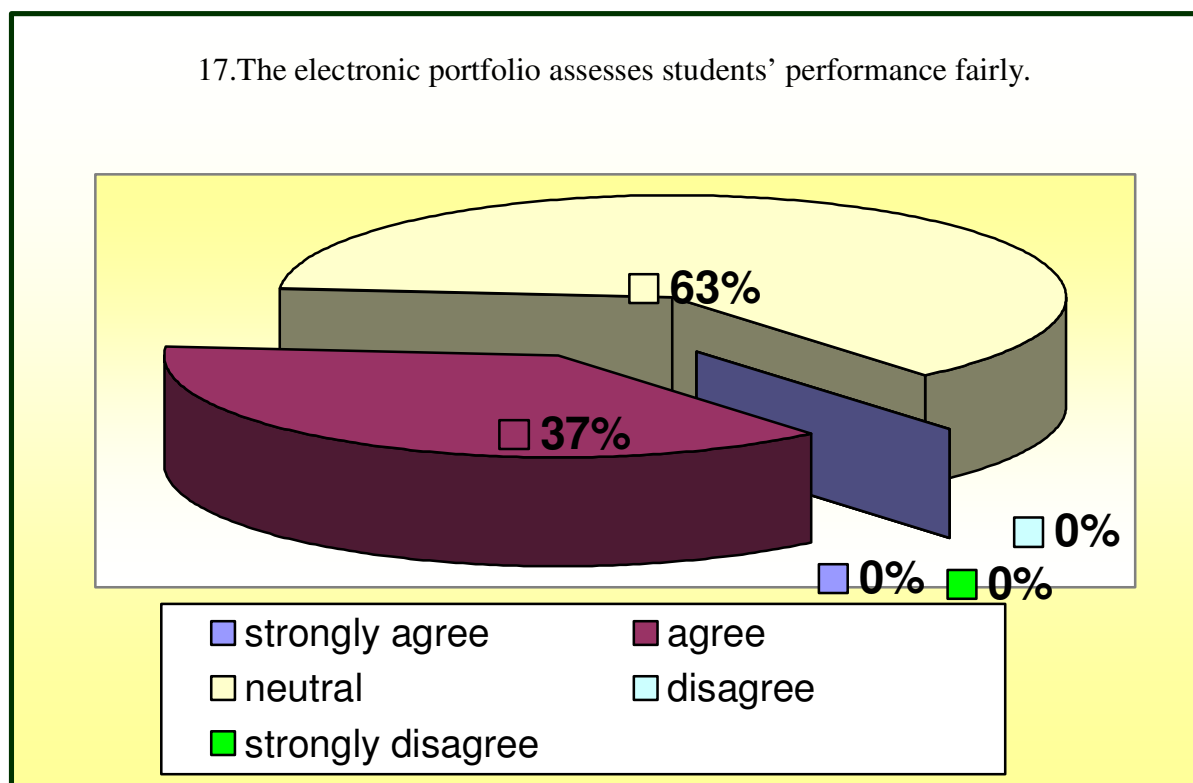
Statement 16: The electronic portfolio assesses students' performance accurately.



The students were concerned with reliability and objectivity of the electronic portfolio and did not rely on electronic portfolio as an assessment tool. For this reason, only 27 % of them (Strongly agree; 4 %, Agree; 23 %) believed that the electronic portfolio assesses students' performance accurately.

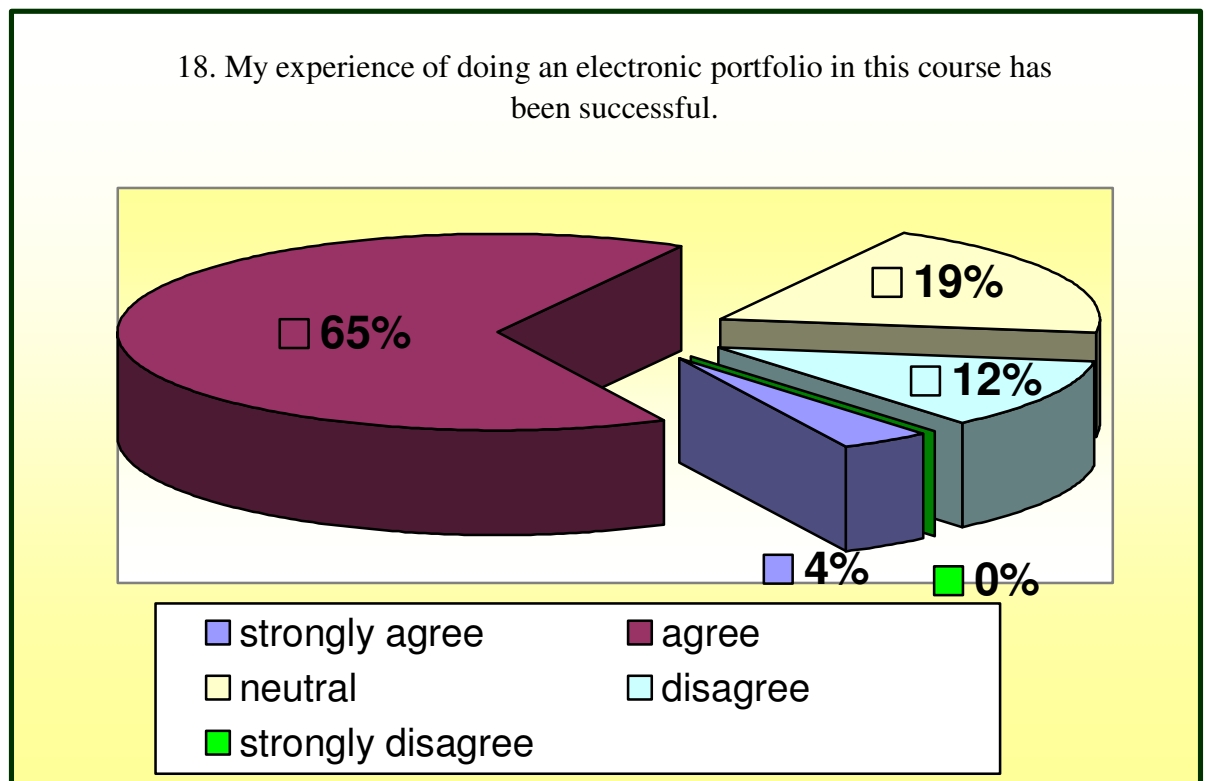
58 % of the students were not certain about this point, while 15 % of them did not agree with the statement. Those who did not rely on electronic portfolio stated that the lack of specific grading criteria made it seem less reliable.

Statement 17: The electronic portfolio assesses students' performance fairly.



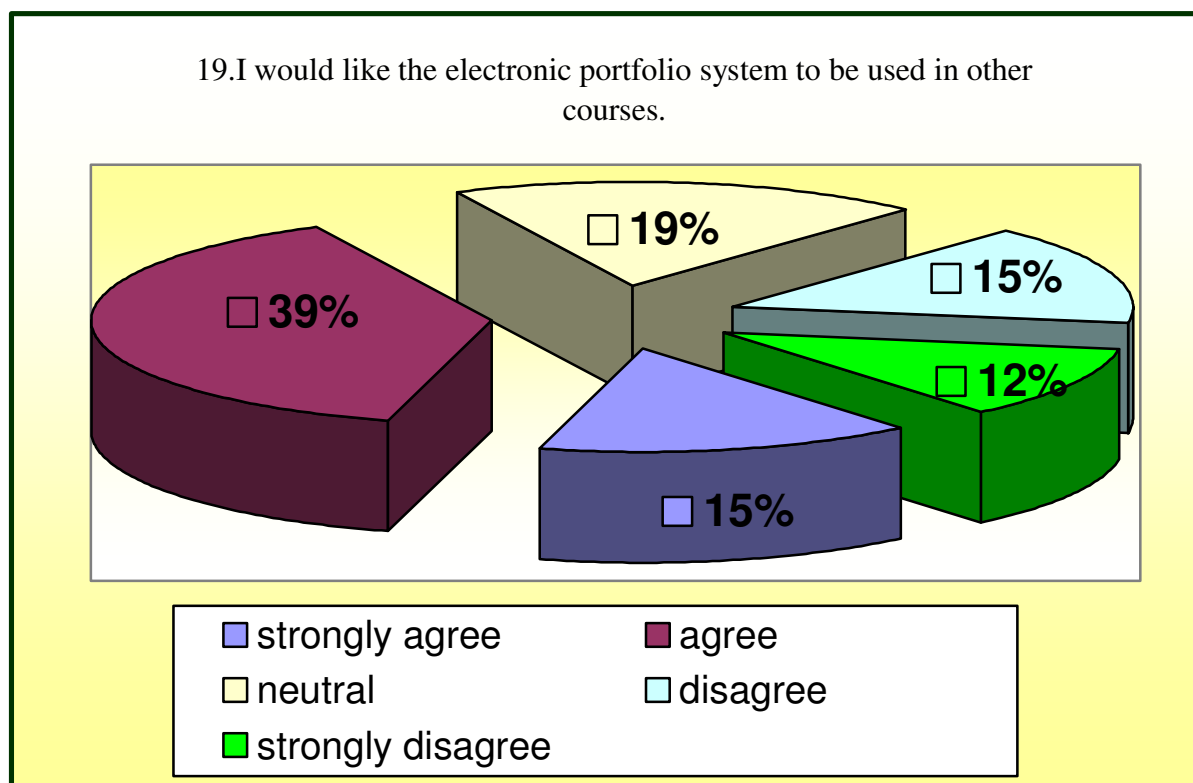
Since electronic portfolio assessment relied primarily on teachers' subjective judgment, it fell short of objectivity. Worried about this objectivity issue, the students questioned the reliability of the electronic portfolio. As a result, 63 % of them preferred remaining undecided about this point, while 37 % of them agreed with the statement.

Statement 18: My experience of doing an electronic portfolio in this course has been successful.



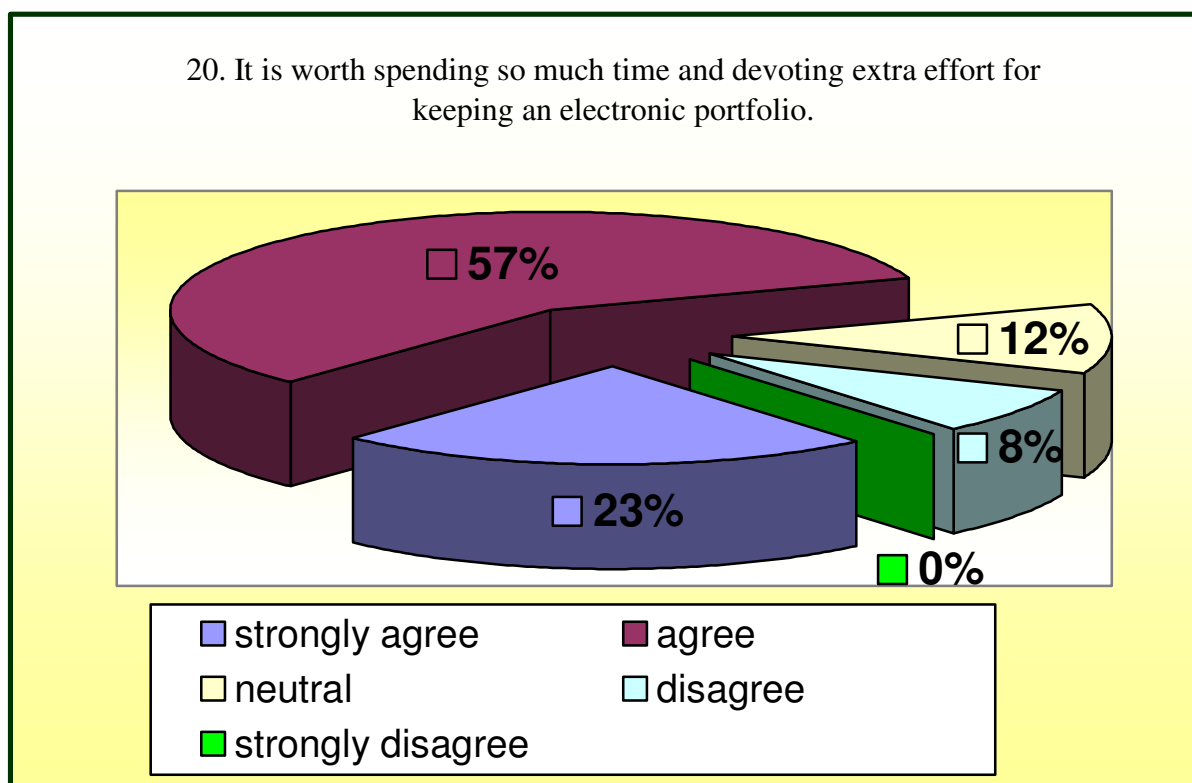
69 % of the students (Strongly agree; 4 %, Agree; 65 %) evaluated their experience of doing an electronic portfolio in this course as successful. However, 12 % of them disagreed with the statement, while 19 % of them took a neutral stand. This can be explained with the difficulty of reaching a computer with a good Internet connection.

Statement 19: I would like the electronic portfolio system to be used in other courses.



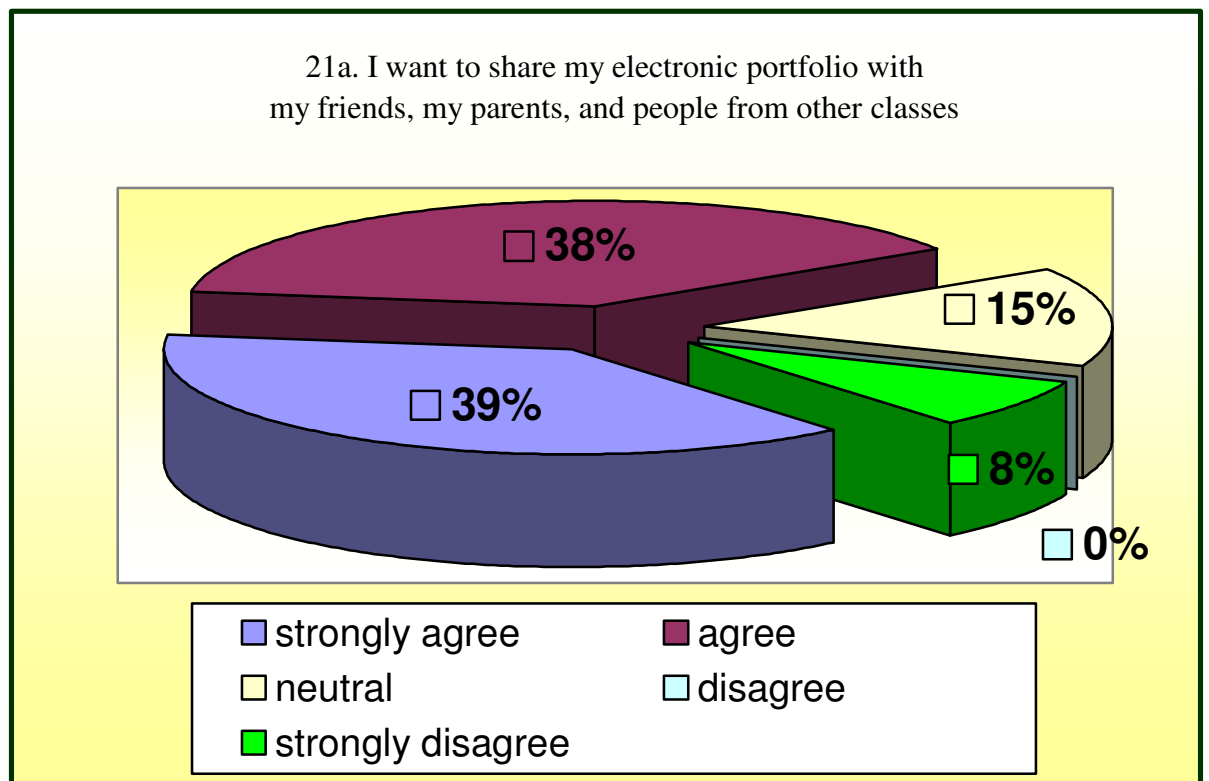
Over 50 % of the students strongly agreed (15 %) or agreed (39 %) that they would like the electronic portfolio system to be used in other courses. They mentioned that as electronic portfolio system lets them to learn in other step and see their own progress and as a result, evaluate themselves, they could also improve other courses by means of this system. Furthermore, some students stated that the electronic portfolio system encourages them to be tidier, and to study regularly which is a very useful way to learn. However, it should be noted that although more than half of the students would like the electronic portfolio system to be used in other courses, 19 % of them took a neutral stand, while 27 of them (Strongly disagree; 12 %, Disagree; 15 %) disagreed with the statement. Those who would not like the electronic portfolio system to be used in other courses did not find it suitable for all the other lessons as it was tiring and took a lot of time.

Statement 20: It is worth spending so much time and devoting extra effort for keeping an electronic portfolio.



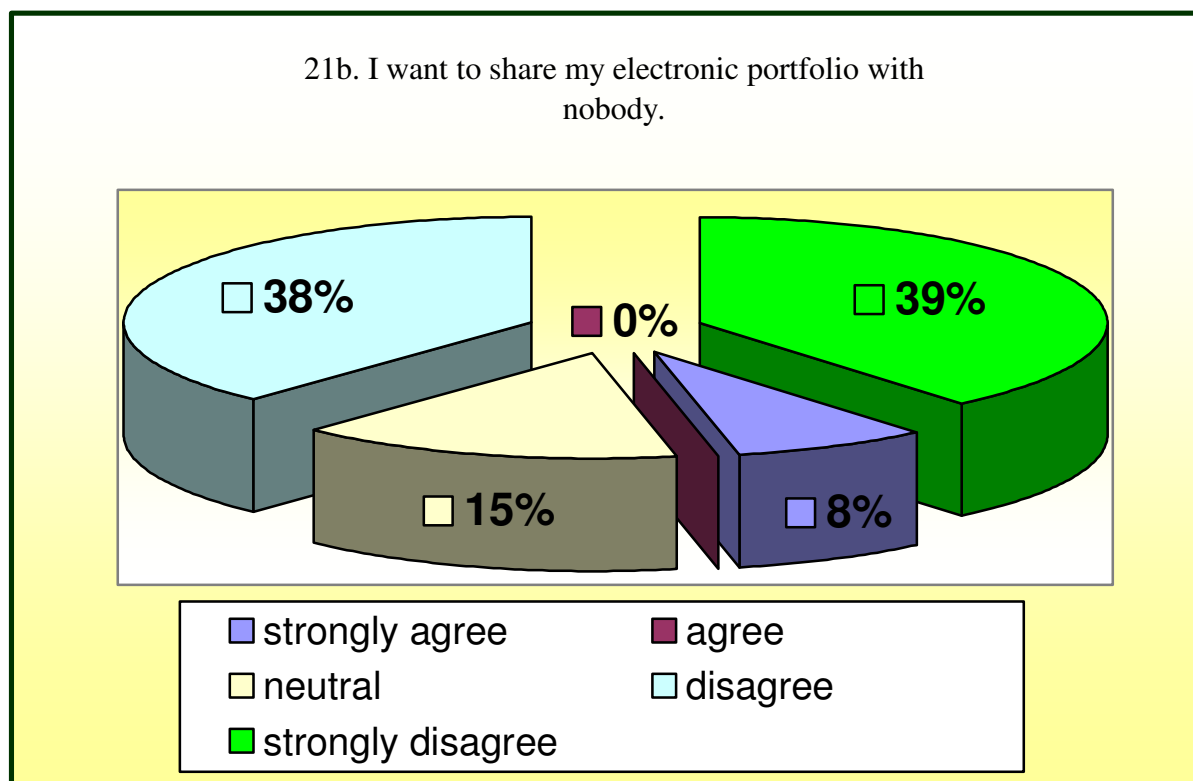
Most of the students (Strongly agree; 23 %, Agree; 57 %) thought that it is worth spending so much time and devoting extra effort for keeping an electronic portfolio, they explained their reasons by mentioning that the electronic portfolio helped them organize their learning, offered them chances for self and peer assessment, and developed their technological skills. Nevertheless, it is worth noting that although most of them agreed with the statement, some of them remained cautious. 12 % of the students were not certain whether it is worth spending so much time and devoting extra effort for keeping an electronic portfolio or not. Lastly, 8 % of them disagreed with the statement.

Statement 21a: I want to share my electronic portfolio with my friends, my parents, and people from other classes.



Over 70 % of the students (Strongly agree; 39 %, Agree; 38 %), stated that they want to share their electronic portfolios with their friends, their parents, and people from other classes. While 8 % of them did not want to share their electronic portfolios, 15 % of them were not certain about this point.

Statement 21b: I want to share my electronic portfolio with nobody.



8 % of the students agreed with the statement and stated that they did not want to share their electronic portfolios with anybody, while 77 % of them (Strongly disagree; 39 %, Disagree; 38 %) disagreed with the statement.

3.5.1. Final Remarks about Post-Tests

According to the results of the post-tests all of the students enjoy doing this electronic portfolio because they think that it provides them with a chance to show their work in a format that works best for them. They are not only limited to their linguistic skills but also they can use visuals, spoken words, and actions to convey knowledge. They also find it enjoyable because they can read their friends' essays. It is understood from the results that more than half of the students would choose electronic portfolio assessment, if they had a chance to choose. However, they find it

unreliable because of the lack of specific grading criteria and do not rely on it as an assessment tool.

It can be seen from the results that most of the students regard their electronic portfolio developing experience as successful and they also think that it is worth spending so much time and devoting extra effort to keeping an electronic portfolio.

3.6 Open-Ended Questions

The second part of the post-test consists of two open-ended questions. In this part the students were asked to write their opinions about Electronic Portfolio System and the biggest problem they encountered in this project. The results are given below.

3.6.1. Opinions about Electronic Portfolio System.

Within the three words given, some students expressed both their negative and positive feelings, and some only expressed their positive feelings. The frequency of these words is shown in Table 3.2.

Table 3.2.

The frequency of words used in the Electronic Portfolio Questionnaire

| | | |
|--------------------------------|-------------------------------|------------------------------|
| Enjoyable 15 | Useful 9 | Difficult 9 |
| New 5 | Acceptable 2 | Different 3 |
| Time-saving 2 | Helpful 2 | Tiring 4 |
| Exciting 8 | Creative 7 | Amusing 12 |

As can be seen in this table 12 different words were used. The most frequently used words were enjoyable (15), amusing (12), and difficult (9), while the first two words were positive, the last one was negative. This can be explained with the unavailability of the computers to the students. As it is mentioned before, the students found it very difficult tiring, as they did not have a computer with an Internet connection. If the students have an access to a computer easily, their thoughts would be changed. It can be easily seen from the table that, in general, the students tend to react positively to the electronic portfolios system, since only two negative words (difficult and tiring) were used.

3.6.2. The Biggest Problem Encountered in This Project

The biggest problem encountered in this project is the second question of the questionnaire. When students were asked to write the biggest problem they encountered in this project, they listed their problems as follows;

- To access a computer whenever they want,
- To use computer,
- To add the essays into their spaces,
- Spending too much time to write their essays on computer,
- Not having good internet connection

When we sum up the results of the electronic portfolio questionnaire as a whole, we can conclude that most of the students regard this process as useful. They state that writing essays for their electronic portfolios gave them a chance to express themselves and demonstrate their English ability. They enjoyed expressing ideas in their essays and sharing them with their friends. Participating in the project, they had to produce a number of writing entries, which thus multiplied them opportunities to demonstrate what they had learned. The main problem was it took too much time and they had problems to access to the technical equipment. Consequently, it can be concluded that the electronic portfolio development model enabled them to improve their writing ability.

CHAPTER IV

A SUGGESTED E-PORTFOLIO DEVELOPMENT MODEL

4.0 Presentation

This chapter aims to introduce an e-portfolio system to students and educators and to give educators some ideas about the design, development and implementation of e-portfolios. The suggested e-portfolio model can be used as a reflective tool which demonstrates growth over time, thus educators assess students' development over periods of time. When fully implemented, it can also demonstrate the learning process by providing concrete representations of student experiences, performances, and products.

4.1. E-Portfolio Development Model

Electronic portfolios are becoming increasingly popular with educators as a tool for maintaining and showcasing student's work. Students' e-portfolios demonstrate students' accomplishments and capabilities. With the help of technology, students develop their electronic portfolios and securely store and document their work. They can store their work digitally in many formats. They can include data as well as text, audio, video, and graphics. Electronic portfolios help students in sharing their work with a larger audience outside the classroom, motivate students and contribute to their language development. With these features, electronic portfolios are seen as an attractive alternative to traditional summative testing. Teachers who want more comprehensive way to assess their students' knowledge and skills choose electronic portfolios as an assessment method. However, the application of the electronic portfolio development and assessment system requires a systematic program and in order to establish an effective and useful

student electronic portfolio system, a set of criteria must be met. Ali (2005) offers some general guidelines for implementing electronic portfolios in a program.

Defining aim of the portfolio: The first step is to decide whether the portfolio will be used for formative evaluation or summative evaluation. This is an essential element in implementation. According to its aim, the content and organization of the portfolio will be determined. He suggests that carrying out a need analysis before beginning the electronic portfolio development process will help teachers.

Taking into account the type and extent of technology available to the students: If students do not have access to necessary hardware and software, electronic portfolio development process will be very difficult and a burden for students. He, again, suggests that need analysis should be carried out to identify students' technological needs and availability.

Taking students' consent for electronic portfolio development: If teachers want their students to actively participate in electronic portfolio development process, they have to first take students' consent. Since electronic portfolios are student-centered, the students should be involved right from the planning to the assessment.

Defining an audience for the electronic portfolio: Who are the audiences for the electronic portfolio? This question should be answered before beginning the process. As Ali (2005) states, audiences may range from parents, teachers, and administrators to relatives, and other students. If electronic portfolio is developed on Internet accessible Web site, students have to be cautious with their work since anyone can access it via internet.

Empowering students: Identifying the areas of skills that the students are intended to develop is also an essential element in implementation. Students should select work that best shows their achievement of the curriculum goals.

Involving students in peer correction or review: Peer correction or review should be an essential part of the electronic portfolio development process. Teachers essentially emphasize and encourage collaboration to promote peer interaction.

Incorporating feedback mechanisms into student electronic portfolios: Regular feedback should be given to the students so that they know if they are doing well. Giving feedback can motivate and encourage students.

Encouraging reflective practice: To raise students' metacognitive and effective awareness in learning, teachers can encourage students to reflect on their electronic portfolio experience, process, and improvement as well as overall learning experience. Reflecting on what they did and learn also makes electronic portfolios more personal and tells that how students feel about the learning process.

Evaluating the presented portfolio: At the end of the semester, the students should be informed if their electronic portfolios are satisfying or not. They should be informed if all the required contents are included; that there are no mechanical errors, that the electronic portfolio is well-organized. Various kinds of rubrics can be used for this purpose.

Electronic portfolio development brings together two different processes: multimedia development (decide, design, develop, implement, evaluate) and portfolio development (collection, selection, reflection, projection). (Barrett, 2000) Both processes are complimentary and essential for effective electronic portfolio development. Barrett suggests that when developing an electronic portfolio equal attention should be paid to these complimentary processes.

Danielson and Abrutyn (1997 in Barrett 2000) offer a process for developing a portfolio:

- Collection: Teachers and students learn to save artifacts that represent the successes and growth opportunities in their day-to-day teaching and learning. The portfolio's purpose, audience, and future use of the artifacts will determine what artifacts to collect.
- Selection: Teachers and students review and evaluate artifacts they have saved, and identify those that demonstrate achievement of specific standards. These standards should reflect the learning objectives established for the portfolio.
- Reflection: Teachers and students become reflective practitioners, evaluating their own growth over time and their achievement of the standards, as well as the gaps in their development.
- Projection: Teachers and students compare and review their reflections to the standards and performance indicators, and set learning goals for the future. This is the stage that turns portfolio development into professional development and supports lifelong learning.
- Presentation: Teachers and students share their portfolios with their peers and friends. This is the stage where appropriate "public" commitments can be made to encourage collaboration.

Multimedia development usually covers the following stages (Ivers & Barron, 1998):

- Decide/ Assess: In this stage, the focus is on needs assessment of the students and audiences, determination of the goals for the presentation and the appropriate tools for the portfolio development.
- Design/ Plan: The students organize and design their electronic portfolios. They determine audience-appropriate content, software, storage medium, and presentation sequence.
- Develop: In the third stage, the main focus is on gathering and organizing multimedia materials to include in the electronic portfolio.

- Implementation: The students present their electronic portfolios to the intended audience.
- Evaluate: In this final stage, the focus is on evaluating the electronic portfolios' effectiveness in light of its purpose and the assessment context.

As it is seen there are some stages and steps which should be covered in order to implement an electronic portfolio development and assessment model effectively. The application of these stages and the steps will be exemplified in this section and an electronic portfolio development and assessment model for a writing course.

4.1.1. Step I. Defining the Goals and Audience of the Electronic Portfolio:

An electronic portfolio without a purpose is just a multimedia presentation or a fancy electronic resume. Therefore, in this stage the primary tasks are to identify the purpose of the electronic portfolio and to establish the goals to be addressed in the electronic portfolio. To do this, teachers can examine course syllabus, they can determine their teaching goals, and they can ask students.

Identifying the audience for the electronic portfolio has a great importance because knowing the primary audience for the electronic portfolio will contribute to the decisions made about the format and storage of the electronic portfolio. Teachers should choose a format the audience will most likely have access to.

4.1.2. Step II. Taking into Account the Type and Extent of Technology Available to the Students:

To identify students' technological needs and capabilities, need analysis should be carried out before beginning the electronic portfolio development process. In this step the important questions are "What resources are available for electronic portfolio development process"? and "What hardware and software does the teacher have and how often do the students have access to it?" .

One of the key criteria for software selection should be its capability to allow teachers and students to create hyper text links between goals, outcomes, and various student artifacts (products and projects) displayed in multimedia format. The teacher should be able to select software to fit teaching goals, students' technology skills, and available equipment.

According to Barrett (2000), to begin with, students should have at least the following equipment:

- Computer. It should have audio and video display hardware.
- Scanner and/or a digital camera.
- Multimedia software program. The popular softwares used for electronic portfolio development are Microsoft Word and PowerPoint, Adobe Acrobat, digital and analog video, and WWW pages created with HTML editors like Netscape Composer and Microsoft FrontPage. The choice of software can either restrict or enhance the development process and the quality of the final product. Different software packages each have unique characteristics, which can limit or expand the electronic portfolio options.

Assessing the technology skills of the students is also very important in this step. According to the technology skills of the students, appropriate electronic portfolio software can be chosen. Some options for technology skill levels and levels of electronic portfolio software are outlined below.

Table 4.1
Technology Skill Levels

| | |
|---|---------|
| Limited experience with desktop computers but able to use mouse and menus and run simple programs | Level 1 |
| Level 1 plus proficient with a word processor, basic e-mail, and Internet browsing; can enter data into a pre-designed database | Level 2 |
| Level 2 plus able to build a simple hypertext (nonlinear) document with links using a hypermedia program such as Hyper Studio or Adobe Acrobat Exchange | Level 3 |
| Level 3 plus able to record sounds, scan images, output computer screen to a VCR, and design an original database | Level 4 |
| Level 4 plus multimedia programming or HTML authoring; can also create QuickTime movies live or from tape, able to program a relational database. | Level 5 |

(Adapted from Barrett, 2000)

The options for developing electronic portfolio are recordable CD media, ZIP disks, floppy diskettes, Internet accessible web sites, and student accessible file server.

Recordable CD Media:

Recordable CD-ROM media and associated recorders and readers are widely available and relatively affordable. To use this equipment, the students would burn their essays onto the media either with their personal equipment or at the institution's resource center. The storage capacity is high for this type of media. Recordable CD media provides relatively permanent and fairly durable storage. Besides, it is portable and provides a secure and private storage environment. But even with the most modern CD recording equipment, the recording process tends to be slow and relatively labor intensive. Moreover, CD's are easy to lose and may be damaged if not shown a reasonable degree of care.

ZIP Disk:

The ZIP disk is another widely used mature technology with relatively high capacity and excellent reliability. The easy use is one of the ZIP disk's strong points. Like the CD-ROM, it affords the user high security and privacy. In addition, they are portable and widely available. But their portability and desirability make them much more likely to get lost.

Floppy Diskette:

Floppy diskette is widely considered to be the most mature storage available with personal computers. It is also the most familiar storage media among students. It is inexpensive and practical, but it has low capacity, unreliable and easily damaged.

Internet Accessible Web Site:

An emerging trend in the development of electronic portfolios is to publish them in HTML format. With wide accessibility to the Web, many schools are encouraging students to publish their portfolios in this format. Web sites are widely

accessible and the user interface is easy to be used by students. Basic sites tend to be relatively inexpensive to be used at homes. Nevertheless, web site security tends to be very weak without high cost software and administration. They are also weak in the area of student confidentiality and there is a high potential for intellectual property violations.

Student Accessible File Server:

In networked environments, the concept of using “shared” drives is well established and with most network operating systems, controlling access is relatively straightforward. It is easy to use, relatively secure and also easy to backup for redundancy purposes. However, this type of storage is accessible only on campus because of security concerns about outside access to the campus network.

Barrett suggests six levels of electronic portfolio software.

Table. 4.2.
Levels of Electronic Portfolio Software

| | |
|--|-----------|
| No digital artifacts. Some video tape artifacts | Level I |
| Word processing or other commonly used files stored in electronic folders on a hard drive, floppy diskette or LAN server | Level II |
| Databases, hypermedia or slide shows (e.g., PowerPoint), stored on a hard drive, Zip, floppy diskette or LAN server | Level III |
| Portable Document Format (Adobe Acrobat PDF Files, stored on a hard drive, Zip, CD-R/W, or LAN server | Level IV |
| HTML-based web pages created with a web authoring program and posted to a WWW server | Level V |
| Multimedia authoring program, such as Macromedia Author ware or Director, pressed to CD-R/W or posted to WWW | Level VI |

(Adapted from Barrett, 2000)

In this model, internet accessible web site is chosen as electronic portfolio development software, because it is inexpensive, easily accessible and easy to use. Before beginning the electronic portfolio development process, some potential free portfolio websites have been searched. They have been compared and evaluated to find the most suitable to the current project. As a result, Windows Live Space has been chosen. Windows Live Space is a web site that allows users to reach out the others by publishing their thoughts, photos, and interests in an easy way. Anyone

who needs to connect to a group of people and share thoughts, information, and files with them can sign up to Windows Live Space.

4.1.3. Step III: Introducing the concept of electronic portfolio and electronic portfolio development process to class

Since electronic portfolio is a very new concept for the students, teachers should introduce the concept of electronic portfolio and electronic portfolio development process to class. The teacher should comprehensively explain what an electronic portfolio is and convey the basic steps of electronic portfolios. A tutorial can be prepared with this purpose. Providing instructional training sessions on how to construct electronic portfolios can be useful for the students.

In the current study, the students were given a copy of a tutorial written by the researcher on how to create electronic portfolios and how to upload their artifacts to their portfolios. (See Appendix I). To eliminate the anxiety derived from technical terminology and to make everything clear for the students, the tutorial was written in both Turkish and English. The tutorial included the following parts:

- 1) What is a portfolio?
- 2) Why do we use portfolios?
- 3) What is an electronic portfolio?
- 4) Why do we use electronic portfolios?
- 5) How can I create my electronic portfolio?

Modeling is very important at this stage. In the current study, the researcher created her own electronic portfolio as an example for the students. (See Appendix II) If teachers develop electronic teaching portfolios, their students will be more likely to have their own electronic portfolios.

4.1.4. Step IV: Determining the content of the Electronic Portfolio

In this stage, teacher and students can together determine the items to be included as well as the forms of the items. A simple student electronic portfolio should include;

Title; the title card should include the student's name. It may include a picture or video of the student.

Samples of work; it should include the first draft and the final draft to show progress. It may also include multiple drafts.

Short resume; this acts as a window into the student's life and makes the electronic portfolio more personal.

Student's reflective notes.

Viewer comments box.

Students can also include photos, favorite quotes, lyrics, poems and videos in their electronic portfolios.

4.1.5. Step V: Constructing electronic portfolios

After deciding the electronic portfolio content, students can build their electronic portfolios with the help of their teachers. The students should follow the instructions to create their own electronic portfolios at <http://spaces.msn.com> , a ready-made webpage that does not require high-tech skills. The participants register for an account and follow the steps to customize their own electronic portfolios. Next, they practice uploading their files from their personal computers to their electronic portfolios.

While designing their electronic portfolios student should;

- Use contrasting colors for the background and text. Background colors are good to use but often make the text hard to read.

- Insert images or graphics for clarity (when possible)
- Create a location for the teacher and other viewers to write comments to the author.

At this stage, teachers should organize teacher-student conferences periodically, because this stage is the most technical and requires some help from the teacher. Finally, students should store and present their electronic portfolios.

Table 4.3.
The Steps of Establishing Electronic Portfolio Development Model

| ELECTRONIC PORTFOLIO DEVELOPMENT MODEL | |
|--|--|
| Step I. Defining Goals and Audience of the Electronic Portfolio: | |
| <ul style="list-style-type: none"> • Identify the goals to be addressed in the electronic portfolio. To do this; <ul style="list-style-type: none"> ▪ <i>Examine the course syllabus</i> ▪ <i>Ask students to express their own learning goals</i> • Know your audience and choose a format the audience will most likely have access to. | |
| Step II. Taking into account the type and extent of technology available to the students: | |
| <ul style="list-style-type: none"> • Carry out a need analysis before beginning the electronic portfolio development process to identify students' technological needs and capabilities • Identify the resources available for electronic portfolio development. <ul style="list-style-type: none"> ▪ <i>What hardware and software do the students have?</i> ▪ <i>How often do the students have access to it?</i> ▪ <i>What technology skills do you and your students have?</i> • Select software to fit your teaching goals, students' technological skills, and available equipment. | |

Step III: Introducing the concept of electronic portfolio and electronic portfolio development process to class

- Introduce the concept of electronic portfolio and electronic portfolio development process to class.
 - *Prepare tutorials which include what an electronic portfolio is, why we use it and how the students create their own electronic portfolios. Use illustrations to make it clear.*
 - *Give brief lecture at the beginning of the semester*
 - *Provide instructional training sessions*
- Create your own electronic portfolio as an example for the students and encourage the students to take part in this process.

Step IV: Determining the content of the electronic portfolio

- Identify and determine the content of the electronic portfolio with your students (title, samples of work, short resume, viewer comment box, pictures, videos etc.)

Step V: Constructing electronic portfolio

- Be sure that every step is clear for all of the students
- Help your students to construct their electronic portfolios
- Help your students to record their portfolios to <http://spaces.msn.com>
- Control and evaluate their electronic portfolios' effectiveness in light of determined purpose. In an environment of continuous improvement, an electronic portfolio should be viewed as an ongoing learning and assessment tool, and its effectiveness should be reviewed on a regular basis to be sure that it meets the goals set.

These are the steps which should be applied in order to develop and implement electronic portfolio model effectively. The application of electronic portfolio development model requires educators have a thorough understanding of the importance and systematic of the steps which are outlined above. How to apply these steps will be exemplified in this section.

4.2. The Samples of the Suggested Model

In the first two weeks, the students were given a copy of tutorial written by the researcher on how to create electronic portfolios and how to upload their essays to their electronic portfolios.(See Appendix II) In order to clarify the main objective of the electronic portfolio system, the researcher gave a brief lecture about electronic portfolios.

Then, the students followed the instructions to create their own electronic portfolios at <http://spaces.msn.com>. There are many tools that can be used to develop electronic portfolios over the stages. But keeping the process simple by using familiar and easy-to-use software encourage the students and eliminate the anxiety derived from technology skills of the students. Therefore, Windows Live Space was chosen as software for the current study and the students have created very creative and reflective portfolios.

Some examples of the electronic portfolios are presented below.


As it is seen below Gamze's electronic portfolio is characterized by a number of different artifacts, including essays, poems, viewer comments box, and pictures. Among them some are required, while the others are self-chosen.

Spaces giriş sayfası ▾ _GaMze_ Fotoğraflar Profil Arkadaşlar Diğer ▾

GaMze

Profil

GaMze

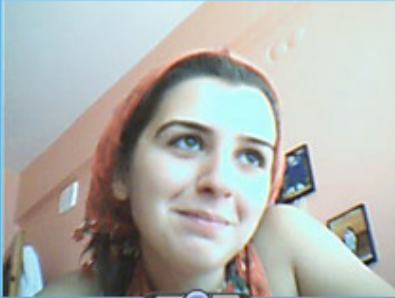


İletişim gönder

Profil ayarlarınızı gönder

Fotoğraflar

BU DA BENNN:)



köylü kızı oldumm:)

Fotoğraf 1 / 6


Yorum ekle | Yorumlar (0)

Diğer albümler (4)


| | |
|---------------|------|
| 09 Eylül | |
| bebilerimMM:) | (15) |
| 22 Ağustos | |
| canlanMMM | (23) |
| 05 Şubat | |

Arkadaşlar

Ortak alan (2)




GunCHA




Bilge Aksoy


Tanıdık (4)




GunCHA



qübra



Bilge Aksoy



esnabetul

Konuk defteri

Ziyaret ettiğiniz için teşekkürler 😊

Yorum ekle

^^GÜLCİN^^

16 Ağustos 01:20

kız manyak olmuş eferinnin 😊😊 ellerine sağlık

Blog

15 Mart

essay

THE ENEMY OF OUR HEALTH

Many harmful effects of smoking were shown with statistics. But people still continue smoking. They begin to smoke for many reasons.

First of all, stres is the basic reason of smoking. People who work until late time or who have problems with their wives or husbands think that they will be relaxed by smoking. Being under pressure of metropolitans is also one of the reasons of smoking. Because people have to struggle with a lot of things in their daily life. For example; traffic jam, queues, thefts, purse-snatching etc.

Most smokers consist of adolescents. One of the important reasons of that is imitation of their parents. Parents are models of their children. So, they want to imitate everything what they do. Teenagers are more curious about smoking than adults. Because they believe smoking is a sign of being an adult.

Desire to be accepted to a group is another reason of smoking. People, especially adolescent, who want to prove themselves in a group begin to smoke. They are lonely and they have passive characters. Therefore; smoking is a means of joining a group.

As a result; parents must be careful about their behaviours when they are near their children. They should be good models for them. Because of smoking, four million people die every year in the world. Only solution of stopping these deaths is giving up smoking.

15:30 | Yorum ekle | Yorumları oku (1) | İletişim gönder | Saad Bağırlı | Zeynep Nafise Görüntüle (5)

25 Ağustos

GÖZLERİM GÖZLERİNDE

GÖZLERİM GÖZLERİNDE

Hep böyle çocuksu mu bakar senin gözlerin?
Hep böyle içinde uzak bir ışık mı yanar?
Bakışlarında beni dinlendiren bir şey var;
Kıyısındaymış gibi ensakin denizlerin...
Bir yelkenliyim şimdi ben senin limanında
Fırtınalardan geldimsende dinleniyorum.
Bu huzur, bu sessizlik hiç bitmesin diyorum;
En eşsiz dakikalar sürsün senin yanında...
Hiç yumma gözlerini, ışığın eksilmesin,
Gündüzüm aydınlığım, ipek böceğim benim!
Güz bahçemde açılmış o son çiçeğim benim!
Yorgun kalbim seninle elem nedir bilmesin;
Ayırma gözlerimden çocuksu gözlerini,
O sakın o yalansız, o kuytu gözlerini
-UMİT YASAR OĞUZCAN-

21:35 | Yorum ekle | İletişim gönder | Saad Bağırlı | Zeynep Nafise Görüntüle (5)

As Gamze, Ayhan also tries to enrich his electronic portfolio by uploading some pictures and including some self-chosen artifacts. Ayhan regards this process as enjoyable, useful, and creative.

Species giriş sayfası | ayhan adı kullanıcının ... | Fotoğraflar | Profil | Arkadaşlar | Diğer

Aracılar

ayhan adı kullanıcının alanı

Profil

ayhan



İletişim gönder

Profil ayarlarını göster

Dosyalar

Ortak klasörler

Dünyaya paylaşılan klasörler



Ortak

Arkadaşlar

Ortak olan (4)



muhamme... sezer

Tümü (10)



eren aygün muhamme...



umut_68_87 idris



sezer esnobetul



Burak zeksit

Blog

26 Mart

for negroes

> > When I born, I black.
> > When I grew up, I black.
> > When I got sick, I black.
> > When I scared, I black.
> > When I sick, I black.
> > And when I die, I still black.
> >
> > And you white people,
> > When you born, you white.
> > When you grow up, you white.
> > When you get in sick, you red.
> > When you died, you blue.
> > When you scared, you purple.
> > When you sick, you green.
> > And when you die, you grey.
> >
> > And you calling me colored??
> >
> > "Wednesday, 26 March 2008 and now voted by 10 as the Best Blog of 2008."

02:14 | Yorum ekle | İletişim gönder | Sabit Boğazcı | İzleme notlarını görüntüle (0) | Bloga at

electricity

Have you ever thought happen, if we didn't have electricity. what would happen without it.how could we solve our heating, lightening problems.It has many benefits in our life, moreover, there are so many benefits that it a necessity for us.

If you think just a little you see that many things work with electricity.for example, computers, mobile phones, televisions, radios, frons, fridges etc....let's take computer up. many works we did are connected to it. we are preparing assignments, writing and sending via Inernet.

one of the most impotant side ofelectricity is lightening. If it weren't for, we couldn't do anything at nights. everywhere would be dark and there was nothing to do except sleeping.

mobile phone is a part of our life in recent years. If somebody comes and take the whole mobilephones, does anything charges? i think, yes...

think a saturday evening in your home. assume that your sister is drying her hair with hair dryer, your brother is playing game at computer, your father is watching a football match excitedly, your mother is making ready a cake and you are doing very important homework which you have to finish in time. then the electricity is cut off for an hour.

If an hour out makes our life very bad, what will happen without it?

01:02 | Yorum ekle | Yorumları oku (1) | İletişim gönder | Sabit Boğazcı | İzleme notlarını görüntüle (0) | Bloga at

aaa

meleklerim



From the third week to the eighth week the students uploaded their required essays and self-chosen artifacts to their electronic portfolios to demonstrate their ability. There were two required essays. First, an essay about “Having a Pet”. The students were asked to write about the advantages and disadvantages of having a pet.

Spaces giriş sayfası
umut adlı kullanıcının a...
Fotoğraflar
Profil
Arkadaşlar
Blog
Araçlar

Blog

Tarih

Girdiler

Özet

Temmuz 2008

Haziran

Mayıs 2008

Nisan 2008

Mart 2008

Yazdır

11 Mart

importance of pets

PETS MUST BE FUNNY

Getting pets for the children affects their life in the future in a positive way. There are numerous long-term benefits which teach children important life lessons such as discipline, patience, kindness and attentiveness.


Pets teach kids to be responsible. Children can learn the importance of responsibility at an early age by acting as a caretaker for a pet. Fish are important because children can play a large role in caring for them. However, other pets that require more attention like a cat or dog can help much more. They can present an ideal opportunity for parent and child to bond while caring for the pet together. Showing children what it means to be responsible for another creature's survival can result in teaching important traits such as patience, love and friendship.

Children can learn love, gratitude, fun companionship without their parents thanks to the pets. Pets prepare kids for life situations. Having a pet at home can be an effective way to help prepare children for real life scenarios. For example, pets can ease the transition of having to share mom and dad's attention with a new brother or sister by demonstrating how much fun new playmates can be, as well as what is involved in caring for another.

Pets are very important creatures which prepare the kids into life. They can help children in many aspects by improving their personal traits. So every child should have a pet in their house


15:28 | Yorum ekle | Yorumları oku (3) | İletti gönder | İzleme notlarını görüntüle (0) | Bloga al

Yorumlar (3)




muhammet demir
20 Mart 14:20
(<http://cid-a5aceddased62803.spaces.live.com/>)

please avoid rehashing your sentences



dogan demirci
19 Mart 14:53
(<http://dogandemirci.spaces.live.com/>)

hi umut; I could easily understand what you are thinking about children's having a pet in spite of the fact that sometimes it is clear that you had some difficulty in explaining some points. Maybe you can try some other ways when you can't find anything to say to make the readers understand what you think clearly. If you keep these in mind, I think your essays will be better than ever.



özlem
17 Mart 19:36
(<http://ozlem236.spaces.live.com/>)

hi umut. I have read your essay, it is fine but sometimes, I had difficulties understanding your opinions. thank you

Bu dönemde yayımlanan tüm girdileri görüntüle

Spaces giriş sayfası
Ölkü adlı kullanıcının a...
Profil
Arkadaşlar
Blog
Araçlar

Blog

Tarih

Girdiler

Ozet

Temmuz 2008

Haziran 2008

Mayıs 2008

Nisan 2008

Mart 2008

12 Mart

A FAVOR FOR YOUR CHILDREN

A FAVOR FOR YOUR CHILDREN

Mothers and fathers, if you want your children to change in a good way surprisingly, why don't you try to buy a pet for them. You will see long-term results of it.


Firstly, most of children want to have pets. So they insisted on having them and generally, parents don't like buying pets. But you make your children happy and teach them responsibility, buying a pet. Children like pets as their friends; so they become really happy with them. They learn having responsibilities as they are feeding and cleaning them on their own.

Responsibilities help people to mature easily. And the responsibility of caring for a pet is really beneficial for children. Generally children get bored easily. For example, while they are playing with their dolls, they can be fed up with them. They can sometimes get bored with their parents. In such situations, their lovely pets run for their help and provide them good time. Another benefit of pets is that children develop a feeling of compassion for a living creature other than themselves. I think this is very important. I believe children should have some time with pets. They learn about them and then they behave in a good way towards them and all the other creatures. I wish I had had more time with pets, because I have some problems with touching them.

In short, a pet has many benefits for children. It helps your children mental and physical developments. If I were you I could buy a pet for my child immediatly.

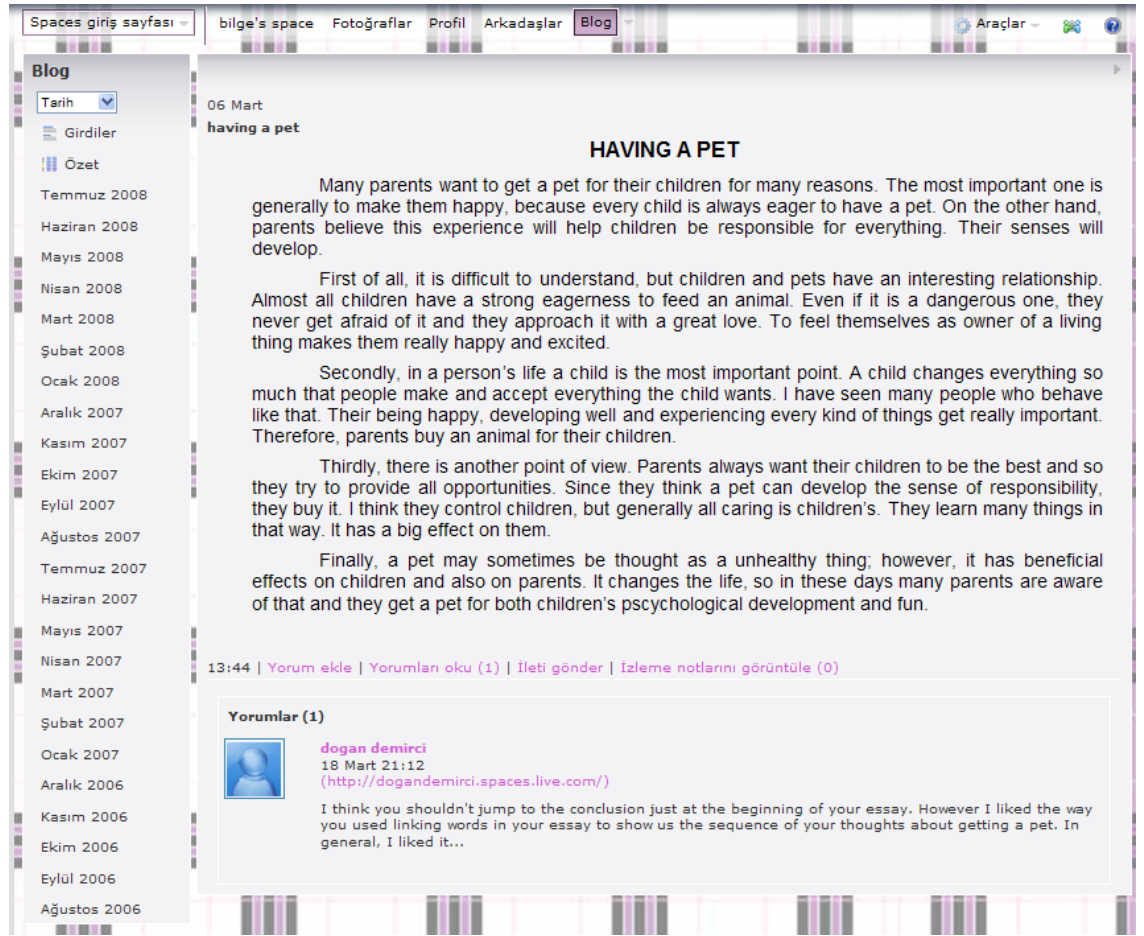
18:13 | Yorum ekle | Yorumları oku (1) | İleti gönder | İzleme notlarını görüntüle (0)

Yorumlar (1)



dogan demirci
18 Mart 18:32
(<http://dogandemirci.spaces.live.com/>)

Hi Ölkü, I think the beginning of an essay shouldn't be something like yours. You had better not give some advice just at the beginning of your essays. If you want to recommend something, I think it is better if you mention about it in the end. However I liked the end of your essay. In general, you organized the things you support very well.




Then, they wrote an essay on a self-chosen topic. In addition to these two required essays, the students were also encouraged to include self-chosen works, such as diaries, poems, lyrics, favorite quotes and pictures from their lives.

Below Doğan's electronic portfolio is seen. For the self-chosen essay, he selected the essay on the topics of *The Benefits of Lessons Taken in High School* with the heading "Do You Have Better Answers?". Putting time and effort in writing his essays, he expected that others could read and comment on them.

Spaces giriş sayfası d.d Fotoğraflar Profil Arkadaşlar Diğer Araçlar

Profil
doğın demirci




İleti gönder

Meslek: öğrenci
Yaş: 20
Bölge: ankara
Profil ayrıntılarını göster

Profil
Blog
Konuk defteri
Fotoğraflar
Listeler
Arkadaşlar

Fotoğraflar
that's me



S6300684
Fotoğraf 1 / 13
Yorum ekle | Yorumlar (0)

Diğer albümler (1)

that's me
28 Mayıs (13)

Blog
25 Mart
essays going on...

DO YOU HAVE BETTER ANSWERS?

Disagreement is going on whether the lessons we take in high schools will have some benefits or not: while some supports the benefits and advantages of the courses, the others stand just the opposite of this opinion. As a result, focusing on a definite course and considering it the most useful subject for our future needs becomes a lot more complicated.

We sometimes decide which course may be more useful in the future life, but this one also changes from person to person. Despite this, if I were to be asked to answer which courses are more important, I would say three courses and give the English course priority. First of all, studying English is necessary to everyone because we live in an English-speaking world. If we do not learn English, we will have trouble communicating with others. Frankly speaking, it is highly essential to know the language for communication. Suppose that you travel to another country for some reasons; how can it be possible to communicate with the local people and go around that country without even reading the signs showing the ways, the places? The answer is easy: impossible. After that kind of a trip, you swear not to go to a country where English or any other languages are used as a daily language. Not only English is important for getting in touch with someone, but it is also used while most of the textbooks, novels and newspapers are written in some big countries.

English is primarily used as the foreign language in this country. Therefore you can feel the difference of knowing English wherever you go. For example, when you are applying for a job, they ask you if you have the ability to speak English. Besides, as I looked at the "Employment" section in newspapers, I see that most of the jobs require an applicant who can speak English fluently and can write very well. Therefore, we can easily say that English is essential to all careers. It is not just for English teachers or

Konuk defteri
Ziyaret ettiğiniz için teşekkürler!
Yorum ekle

Güncelleştiril...

engin adlı kullanıcının alanı
GöKHAN
hilal adlı kullanıcının alanı
===SULTANI LEVLAK===
SANADIR YANGINLARIN EN GÜZELİ
Şan adlı kullanıcının alanı
Diğer...

When the students finished each essay, they were given a peer assessment checklist to guide them to give comments to their friends' essays. After that, they revised their essays according to peer feedback.

Below Sezer's electronic portfolio is seen. Sezer stated that it is very nice to be given comments by lots of people on what he has written. He thought that it encouraged him to write more well-organized essays.

The screenshot displays a web browser interface for a user named 'sezer'. The top navigation bar includes links for 'Spaces giriş sayfası', 'sezer adı kullanıcının ...', 'Profil', 'Arkadaşlar', 'Blog', and 'Diğer'. The main content area features a blog post titled 'BENEFITS OF HAVING A PET' dated '11 Mart 2008'. The post text discusses the benefits of having a pet for a child, emphasizing the importance of responsibility, learning, and compassion. Below the post, there are three comments from users SAM9, dogademirci, and coken, each with a profile picture and a timestamp.

BENEFITS OF HAVING A PET

There are many beneficial effects of a child having a pet. If your child has a pet, he/she will have a good personality thanks to the pet.

As the first and the most important effect it is possible to say that the child matures by accepting the responsibility of caring a pet. To give responsibility to your child makes your child to have more regular life and enables your child to be happy as he/she knows that he/she can achieve something in his/her life if he/she wants. This helps your child learn what he/she should do or not in his/her life when he/she is in his early ages.

The second is that the child learns to get comfort from a nonparental source. Your child should learn that as long as his/her life, it is not possible to have you or to live together with you. Therefore, he/she should know that the only way to tackle your problems is not your parents' help. Moreover, it's necessary for him to learn that parents don't live just for it. By dealing with his/her pet, while he/she learns to have responsibilities, his pet will make him/her happy and give him/her the comfort when he/she becomes happy.

In addition to these two, as the third and the last one we can say that the child develops a feeling of compassion for a living creature other than himself/herself, which is really important for all human beings. Actually, it is compassion that makes people valuable. If noone has compassion for noone, how can people love each other and live together in the world? His/her pet gives your child the ability of having compassion for other living creatures except for himself/herself or his/her family. His/her pet prevents him/her from being selfish and unthoughtful for others.

Now, mull it over in your mind, if you do not want to buy a pet for your child, try not to be the cause of the fact that your child becomes deprived of all these good features. Instead, encourage him/her not to become cruel, selfish and irresponsible.

Sezer Dayı

09:54 | Yorum et | Yorumları oku (3) | İletişim | İletişim notlarını görüntüle (0) | Blogu al

Yorumlar (3)

SAM9
27 Mart 20:09
(http://garciaaznet.spaces.live.com/)

SEZER OLUM BURDA PASO GAVURCA YAZIYO 81 HALT OKUYANIZIM TÜRKİYE VERİSTİYOMU NE ZAMAN ÇIKAR =))))

dogademirci
18 Mart 11:22
(http://dogademirci.spaces.live.com/)

If i were in your shoes, I would prefer not to begin writing essay with simple sentences. Despite this beginning, I liked your way of organizing your thoughts and I didn't see spelling mistakes while reading. And when I read your essay, I could easily understand that you didn't spend too much time on it.

coken
17 Mart 21:24
(http://coken236.spaces.live.com/)

sezer i loved your essay and your thoughts, but you could have explain your ideas more clearly

On the contrary Zeynep stated that she was disappointed by the quality of the feedback she received. She observed that her friends' feedback failed really evaluate her essays. That is, most, if not all, feedback from her friends was complimentary rather than critical.

Spaces giriş sayfası
zeynep adlı kullanıcının... Fotoğraflar Profil Arkadaşlar **Blog**
Araçlar

Blog
Tarih
Girdiler
Özet
Temmuz 2008
Haziran 2008
Mayıs 2008
Nisan 2008
Mart 2008
Şubat 2008
Ocak 2008
Aralık 2007
Kasım 2007
Ekim 2007
Eylül 2007
Ağustos 2007

12 Mart
MORE THAN A PET


There are many beneficial effects of a child having a pet.Sometimes it can make a child do the things and teach some things that his family can't.Therefore having a pet is very important in a child's life.

First of all the child meatures by accepting the responsibility of caring for a pet.For an example my parents bought a bird for me 8 years ago since i love animals,and since then i have been caring for it because while buying it mom said 'i won't care for it,you should take care of it if you really want' and i accepted.Because of him i have learnt a lot of things about birds and i have learnt to care with such a small thing,how to feed him,what he likes,etc.He is the first thing that needs me,love,care.And also i need him of course,he belongs to me,to my life,to my childhood.Secondly,the child learns to get comfort from a nonparental source.Everybody gets happy when with family,but it is also important to feel the same happiness,the same peace from a nonparental source.I feel myself peaceful when i watch or care with my little bird with a surprise that comes from seeing him as an example of the God's miracle.He is so innocent and friedly that i can't bother about anything when with him.Thirdly and lastly,the child develops a feeling of compassion for a living creature other than himself.As the time passes the child becomes dependent on the pet since it is under his responsibility.It becomes just like a kid,the child can not give it up because it has a huge part in his life.When it dies,the child feels that he lost not only a pet but also a friend that loves and needs him.

Every child has the right to experience the peace and happiness of having a pet.It has a large part in a child's life.It can be a faithful friend,a little child,a good listener that the parents may not be.Don't deprive your child of experiencing this pleasure.


15:59 | Yorum ekle | Yorumları oku (2) | İletici gönder | İzleme notlarını görüntüle (0)

Yorumlar (2)



dogan demirci
20 Mart 00:16
(http://dogandemirci.spaces.live.com/)

As far as I know, you write well in general and this one is one of those in which you explain your ideas easily and comprehensibly. I have nothing to say except for congratulating you:)



nur
18 Mart 11:27
(http://cid-77e61851faddee33.spaces.live.com/)

dear zeynep i really like your essay especially giving example from your own childhood supported your opinion clearly but i don't understand your sentence which there are two since in.

Briefly, the electronic portfolio can be developed and presented in various forms of electronic multimedia. In this model internet accessible web site is chosen. Because it is very easy to be used by the students and also accessible. Keeping the process simple by using familiar software will motivate the students and also encourage them to take part in the process. When used in conjunction with appropriate software solutions, electronic portfolio can showcase the students' achievements and growing capabilities in using technology to support their own lifelong development.

CHAPTER V

CONCLUSION

5.0 Presentation

In the 21st century valuing individual capabilities is becoming more important than ever. Individuals are now more responsible for managing their own development. Technology is also assisting and contributing to the changing expectations of new teaching and learning environment. (Hartnell-Young & Morris, 2007). Electronic portfolios are an excellent way to foster this learner centered environment. They are also an exceptional way to store and organize student work. There is more flexibility with these kinds of portfolios than with the traditional paper-based portfolios. As it can be seen in the current study, numerous computer hardware devices and software programs can assist in making the electronic portfolio as versatile and useful as possible. In her book, *Electronic Student Portfolios*, Ash (2000) states that an electronic student portfolio integrates authentic learning, assessment, and technology to provide a more accurate portrait of the student as a learner. She continues by saying that “.... It showcases the student’s progress in meeting standards,, and mastering the technological skills essential for success in both school and life.” It can be said that the implementation of electronic portfolios in the classroom is an exciting educational innovation. This offers students an authentic way to demonstrate their accomplishments and allows the students to take responsibility for their own work. (Lankes, 1995). To sum up, electronic portfolios offer many advantages to the assessment and accomplishments of students and will most undoubtedly grow in prominence as an educational tool for the information age.

This study investigated the ELT learners’ experiences with participating in the electronic portfolio development process and their attitudes and perceptions of electronic portfolios as an assessment and learning tool. The current study also aimed to propose an electronic portfolio model to students and educators and to give some

ideas about the design, development, and implementation of electronic portfolios in the classroom.

The electronic portfolio development project was implemented in an ELT class of 26 students in Gazi University for 2007-2008 spring semester. The students were asked to submit two required essays, one is about “Having a pet”, chosen by the instructor, and the other is about self-chosen topic. Meanwhile, they were also invited to take part in peer- assessment by pointing out their friends’ strengths and weaknesses. They try to improve their writings by dispatching feedback on their friends’ essays in their electronic portfolios. They were given an example of peer assessment checklists.

Before and after the electronic portfolio development project, two surveys, adopted from Hung (2006), were administered to explore the 26 students’ reactions, attitudes, perceptions, and experiences with electronic portfolio development process. The data were gathered from multiple sources in multiple ways, including surveys, documents in the electronic portfolios, such as required essays and self-chosen artifacts, open-ended questionnaires, peer assessment checklists, and e-mail correspondences.

This study revealed that all of the students enjoy participating in the electronic portfolio development project. First, they believed that electronic portfolios helped them to reflect their own learning in this course. Specifically, the electronic portfolios gave them a chance to see their both strong and weak points.

Second, they regarded the electronic portfolios as an enhancement for student-teacher, student-student interaction. Through sharing their opinions and personal experiences with their teachers and friends, they learned to use their teacher and friends as a source to facilitate their learning. Third, they noted that creating and developing an electronic portfolio process was an interesting and enjoyable process. In addition, they expressed their motivation for learning. Fourth, they maintained that they regarded their electronic portfolio development process as successful.

Later, they perceived that using Internet to present their electronic portfolios was very useful for them to improve their writing. They stated that they could see their own and their friends' mistakes and tried to improve their writing. Next, they were convinced that the electronic portfolios helped them to take more responsibility in writing. Particularly, realizing that their work was going to be publicized for a wider audience, they took greater pride and responsibility in writing their essays. Then, they recognized that giving and receiving comments from their friends on their artifacts were very useful for them. Specifically, it helped to foster a learning community where they shared peer feedback more efficiently. Lastly, they believed that the electronic portfolios gave them a chance to show what they could do with they had already learned, and to demonstrate their abilities in English. Accordingly, based on the above-mentioned benefits, it can be summarized that the students perceived portfolios positively as a learning and assessment tool.

In spite of their positive perceptions of the electronic portfolios, the students also mentioned about some challenges and concerns. First, they stated that to access a computer with a good Internet connection was a big problem for them. Second, they were concerned that developing electronic portfolios took a great deal of time. Especially, some of the students stated that they were not good at using computers and it was very time-consuming for them to upload their essays and give peer feedback. Third, some of the students regarded peer assessment as difficult on account of their uncertainty, insufficient ability, and misconception of peer assessment. They claimed that they felt themselves obligated to detect and find some errors on their friends' artifacts.

5.1. Suggestions for Future Research

This study aimed to make some contribution to the investigation of students' experiences, attitudes, and perceptions of participating electronic portfolio development process. Despite some shortcomings, it is hoped that the findings will help educators who plan to use electronic portfolios in their classrooms. This study has also some suggestions for further studies. Below there are some recommendations for further investigation into electronic portfolio assessment.

Firstly, the current study explored the ELT students' perceptions, attitudes and experiences with electronic portfolio development process. Further studies could investigate the teachers' beliefs and attitudes toward using electronic portfolios as an assessment and learning tool in their classrooms.

Secondly, this study focused on 26 ELT students at Gazi University. Therefore, the findings of the study can not be generalized for all ELT students. However, conducting the same study with more subjects at different levels may help to find out additional aspects of students' attitudes toward electronic portfolios as an assessment and learning tool.

Thirdly, in this study an internet accessible web site was used to develop electronic portfolios. Further researches could use the other options such as recordable CD media, ZIP disks, and floppy diskettes. Namely, the overall format of the electronic portfolios may be changed by using different software.

Fourthly, the current study focused only on writing skills. Future studies could include the other skills, reading, listening, and speaking skills since it is possible to make recording and videotaping on electronic portfolio websites.

Finally as Tosh (2003 cited in Hartnell-Morris, 2007) states

“Many view the e-portfolio as the future of learning, a powerful aid for personal development.”

It is also believed that the implementation of electronic portfolios can facilitate learning and assessment strategies in ELT classrooms. Moreover, most educators agree that developing an electronic portfolio has created an opportunity for students to plan and reflect their own learning and their own growth.

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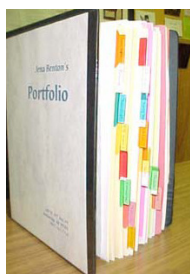
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APPENDICES
APPENDIX I
TUTORIAL
CREATING ELECTRONIC PORTFOLIO

We would like to invite you to participate in the electronic portfolio assessment project. In this tutorial, you will find some specific steps on creating your own electronic portfolio. Please read it carefully and follow the instructions.

1) What is portfolio?

Portfolio is purposeful collection of work that demonstrates efforts, progress and achievement in one or more areas [over time]



2) Why do we use portfolios ?

Portfolio provides a richer picture of student performance than can be gained from more traditional, objective forms of assessment.

According to Paulson & Paulson "A portfolio tells a story. It is the story of knowing. Knowing about things... Knowing oneself... Knowing an audience... Portfolios are students' own stories of what they know,

why they believe they know it, and why others should be of the same opinion.”

3) What is an Electronic Portfolio?

An e-portfolio is a web-based, dynamic, database driven collection of (digital) artifacts for assessment. Electronic portfolio is a personal on-line space. You may know it as personal newsletter, personal website, or blog. Many users write something about themselves in their portfolios and then invite other users to give them feedback.

4) Why do we use electronic portfolio?

- *The web “is everywhere”. It is certainly becoming more and more so, and the tendency, particularly at Higher Education level, is for more and more students to have web access and a relatively high level of literacy.*
- *Database can be accessed quickly and easily from any internet-worked computer.*
- *Data can be stored in less space.*
- Sound, pictures, graphics, videos can be used.
- It increases computer skills.
- Data can be easily updated and maintained.
- It promotes active learning. Students take the responsibility of their own learning.

5) How do I create my electronic portfolio?

It is very easy. Please follow these steps.

- a) Apply for a Hotmail account at www.hotmail.com. Write down your username and password.

(www.hotmail.com sayfasına giderek kendinize bir e-mail adresi alın ve kullanıcı adınız ile şifrenizi not edin.)

- b) Go to <http://spaces.msn.com>. Click “sign in” to establish your portfolio webpage.

(Daha sonra <http://spaces.msn.com> adresine gidin. Portfolionuzu oluşturmak için “oturum aç” ı tıklayın.

- c) Enter your Hotmail/Windowslive account username and password.

(Giriş yapabilmek için Hotmail ya da Windowslive kullanıcı adınızı ve şifrenizi girin.)

- d) You will be directed to the next page. (see Figure 1). On this page, click “your space” and you will see your own portfolio. (see Figure 2). Now, you can start editing your portfolio.

(Açılan yeni sayfada “Alanınız” kısmını tıklarsanız, portfolyonuzu görebilirsiniz.Şimdi portfolyonuzu düzenlemeye başlayabilirsiniz.)

- e) For example, if you click “edit profile”, you can add a profil picture, and enter information about yourself. (age, location, occupation, interests etc.). To add photo, you should click “share photos”.

Örneğin; “profil düzenle” modülüne tıklayarak profil fotoğrafı ekleyebilir ya da kendinizle ilgili yaş, yerleşim yeri, meslek vs. gibi bazı bilgileri girebilirsiniz. “Fotoğrafları paylaş” menüsünden portfolyonuza istediğiniz kadar fotoğraf ekleyebilirsiniz.

- f) To send invitation mail to your friends click “invite friends”.

(Arkadaşlarınızı davet etmek için “Arkadaşları davet et” menüsünü kullanabilirsiniz.)

- g) Click “ add blog entry” to upload your assignments. (see Figure 3).

(Ödevlerinizi sayfanıza yüklemek için “ Blog Girdisi Ekle” menüsünü kullanabilirsiniz.)

- h) After you finish editing, your portfolio is established.

(Portfolyonuzu düzenleme işlemini bitirdikten sonra, portfolyonuz tamamlanmış olacak.)

- i) When you click “your space” , you can see your portfolio webpage. Jot down the URL and email it to esna_b@hotmail.com.

(“Alanınız” menüsünü tıklayınca portfolyonuzun son halini görebilirsiniz. Son olarak lütfen URL adresini (örneğin <http://cid-4f3e69ff66f972a0.spaces.live.com/>)

not edin ve mailime gönderin. esna_b@hotmail.com.

APPENDIX II

Sevgili arkadaşlar,

Bu anketin sonuçları “İngilizce Öğretmenliği Bölümü Öğrencileri İçin Bir e-Portfolyo Model Önerisi” konulu yüksek lisans tezinde kullanılacaktır. Lütfen cümleleri dikkatle okuyunuz ve dürüst bir şekilde yanıtlayınız. Yardımlarınız için şimdiden teşekkür ederim.

Esna Betül Tonbul

Name:

Student Number:

E-mail:

1) How long have you been learning English?

- a. this is my first year ()
- b. 2 to 4 years ()
- c. 5 to 7 years ()
- d. more than 7 years ()

2) Type of school you graduated from:

- a. state high school ()
- b. Anatolian high school ()
- c. science high school ()
- d. private high school ()
- e. other ()

- 3) Do you have access to a computer with an Internet connection where you live?

a. Yes

b. No

- 4) On the scale of 1-5 (with 5 being very proficient) how would you rate your technology skills?

1

2

3

4

5

1: Strongly agree 2: Agree 3: Neutral 4: Disagree 5: Strongly disagree

| No | Item Description | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | I like writing in English | | | | | |
| 2 | I am satisfied with the methods that my instructor usually assesses my language proficiency. | | | | | |
| 3 | On traditional assessment (paper-and-pen test) students typically select an answer or recall information to complete the assessment. | | | | | |
| 4 | On performance assessment students are asked to <i>perform</i> meaningful tasks. | | | | | |
| 5 | Traditional assessment is more objective, valid, and reliable than performance assessment. | | | | | |
| 6 | Traditional assessment is a better choice for assessing student learning than performance assessment. | | | | | |
| 7 | Traditional assessment methods measure knowledge, not performance. | | | | | |
| 8 | Performance assessment allows students to demonstrate what they know and can do in a real situation. | | | | | |
| 9 | While performance assessment promotes creativity, traditional assessment limits creativity. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 10 | My instructor assesses my participation to the class collaboration with my classmates. | | | | | |
| 11 | I would like to have more active role in the assessment process. | | | | | |
| 12 | I have information about the following assessment instruments; | | | | | |
| | Group projects | | | | | |
| | Presentations | | | | | |
| | Written assignments | | | | | |
| | Portfolios | | | | | |
| 13 | I have information about self assessment. | | | | | |
| 14 | I have information about peer assessment. | | | | | |
| 15 | If I were a writing instructor I would use traditional assessment methods most of the time to assess my students' writing skills. | | | | | |
| 16 | If I were a writing instructor I would use performance assessment methods most of the time to assess my students' writing skills. | | | | | |
| 17 | I think both traditional and performance assessment methods have a place in a well balanced program. | | | | | |
| 18 | I have information about portfolio assessment. | | | | | |
| 19 | I have information about electronic portfolio assessment. | | | | | |
| 20 | Portfolio is a good tool to help students learn. | | | | | |
| 21 | Portfolio is a good tool to evaluate students' performance. | | | | | |
| 22 | I would like to assess my own progress | | | | | |
| 23 | I prefer to be evaluated by traditional assessment methods (paper-and-pencil tests) | | | | | |
| 24 | I would like to receive comments from my classmates about my artifacts. | | | | | |
| 25 | Using internet to present my artifacts will be helpful for me to improve my writing skill. | | | | | |
| 26 | I would like to give my classmates comments on their artifacts. | | | | | |

APPENDIX III

POST TEST

Name:

Date:

1: Strongly agree 2: Agree 3: Neutral 4: Disagree 5: Strongly disagree

| No | Item Description | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | I enjoy doing this electronic portfolio. Why? | | | | | |
| 2 | According to your experience, please write one advantage of using electronic portfolio? | | | | | |
| 3 | According to your experience, please write one disadvantage of using electronic portfolio? | | | | | |
| 4 | I think, using the Internet to present my portfolio was very useful for me to improve my writing. | | | | | |
| 5 | I enjoy giving my classmates comments on | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | their artifacts. Why? | | | | | |
| 6 | I enjoy receiving comments from my classmates on my artifacts. Why? | | | | | |
| 7 | If I have a chance to choose between paper-pencil tests and electronic portfolio assessment, I would choose electronic portfolio assessment. Because..... | | | | | |
| 8 | If I have a chance to choose between paper-pencil tests and electronic portfolio assessment, I would choose paper-pencil tests. Because..... | | | | | |
| 9 | I think our instructors should use electronic portfolio as a supplementary assessment instrument. | | | | | |
| 10 | The electronic portfolio helped me to reflect my own learning in this course. | | | | | |
| 11 | The electronic portfolio increased the interaction between students and the instructor. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 12 | The electronic portfolio is a good tool to show my learning process. | | | | | |
| 13 | The electronic portfolio provides a multi-dimensional perspective about learning. | | | | | |
| 14 | The electronic portfolio provides qualitative feedback (feedback in words, not only in scores) | | | | | |
| 15 | The electronic portfolio increase students' motivation for learning. | | | | | |
| 16 | The electronic portfolio assesses students' performance accurately. | | | | | |
| 17 | The electronic portfolio assesses students' performance fairly. | | | | | |
| 18 | My experience of doing an electronic portfolio in this course has been successful. | | | | | |
| 19 | I would like the electronic portfolio system to be used in other courses. | | | | | |
| 20 | It is worth spending so much time and devoting extra effort for keeping an electronic portfolio. | | | | | |
| 21 | I want to share my electronic portfolio with my friends, my parents, people from other classes | | | | | |
| | Nobody | | | | | |

Write, in 3 words, your opinions about Electronic Portfolio System.

.....

.....

.....

The biggest problem I encountered in this project is

.....

...

.....

Thank you for your cooperation

Esna Betül TONBUL ☺ ☺ ☺

APPENDIX IV

PEER EVALUATION

Purpose and Organization

1. S/he stated her or his purpose clearly.
2. S/he organized her or his thoughts.
3. The essay has a beginning, middle, and end.
4. S/he chose words that helped make her or his point.

Word/Sentence Use

1. S/he used some new vocabulary.
2. S/he wrote complete sentences.
3. S/he used correct subject-verb agreement.
4. S/he used the past tense correctly.

Mechanics/ Format

1. S/he spelled words correctly.
2. S/he used capitals to start sentences.
3. S/he used periods and question marks correctly.
4. S/he indented paragraphs.

This piece of writing was:

The part I liked best was:

This piece can be improved by:

APPENDIX E

SAMPLES OF ELECTRONIC PORTFOLIOS

Spaces giriş sayfası ▾ _GaMze_ Fotoğraflar Profil Arkadaşlar **Blog** ▾ Araçlar ▾

Blog

Tarih ▾

Girdiler

Özet

Temmuz 2008

Haziran 2008

Mayıs 2008

Nisan 2008

Mart 2008

Şubat 2008

Ocak 2008

Aralık 2007

Kasım 2007

Ekim 2007

Eylül 2007

Ağustos 2007

15 Mart
essay

THE ENEMY OF OUR HEALTH

Many harmful effects of smoking were shown with statistics. But people still continue smoking. They begin to smoke for many reasons.

First of all, stres is the basic reason of smoking. People who work until late time or who have problems with their wives or husbands think that they will be relaxed by smoking. Being under pressure of metropolitans is also one of the reasons of smoking. Because people have to struggle with a lot of things in their daily life. For example; traffic jam, queues, thefts, purse-snatching etc.


Most smokers consist of adolescents. One of the important reasons of that is imitation of their parents. Parents are models of their children. So, they want to imitate everything what they do. Teenagers are more curious about smoking than adults. Because they believe smoking is a sign of being an adult.

Desire to be accepted to a group is another reason of smoking. People, especially adolescent, who want to prove themselves in a group begin to smoke. They are lonely and they have passive characters. Therefore; smoking is a means of joining a group.

As a result; parents must be careful about their behaviours when they are near their children. They should be good models for them. Because of smoking, four million people die every year in the world. Only solution of stopping these deaths is giving up smoking.

15:30 | [Yorum ekle](#) | [Yorumları oku \(1\)](#) | [İleti gönder](#) | [İzleme notlarını görüntüle \(0\)](#)

Yorumlar (1)

 **Bilge Aksoy**
16 Mart 15:06
(<http://bilgeaksoy88.spaces.live.com/>)

even if you write about wrong topic, I think your thoughts about smoking are the ones that everybody should know and apply. I could understand your writing easily. maybe you can develop some vocabularies.. :)

Spaces giriş sayfası
ayhan adlı kullanıcının ...
Fotoğraflar
Profil
Arkadaşlar
Blog
Araçlar

Blog

Tarih

Girdiler

Özet

Temmuz 2008

Haziran 2008

Mayıs 2008

Nisan 2008

Mart 2008

Yazdır

26 Mart

electricity

Have you ever thought happen, if we didn't have electricty. what would happen without it.how could we solve our heating, lightening problems.it has many benefits in our life, moreover, there are so many benefits that it a necessity for us.

if you think just a little you see that many things work with electricity.for example, computers, mobile phones, televisions, radios, irons, fridges etc...let's take computer up. many works we did are connected to it. we are preparing assignments, writing and sending via inernet

one of the most impotant side of electricity is lightening. if it weren't for, we couldn' do anything at nights. everywhere would be dark and there was nothing to do except sleeping.

mobile phone is a part of our life in recent years. if somebody comes and take the whole mobile phones, does anything changes? i think, yes...

think a saturday evening in your home. assume that your sister is drying her hair with hair dryer, your brother is playing game at computer, your father is watching a football match excitedly, your mother is making ready a cake and you are doing very important homework which you have to finish in time. then the electricty is cut off for an hour.

if an hour cut makes our life very bad, what will happen without it?

01:02 | [Yorum ekle](#) | [Yorumları oku \(1\)](#) | [İleti gönder](#) | [İzleme notlarını görüntüle \(0\)](#) | [Bloga al](#)

Yorumlar (1)



Burak
31 Mart 21:31
(<http://brkcoban.spaces.live.com/>)


I agree with you it is a good essay.

Speces giris sayfası
Ayşegül adlı kullanıcı...
Fotoğraflar
Profil
Arkadaşlar
Diğer
Araşlar

Ayşegül adlı kullanıcının alanı

Profil

Ayşegül Akitürk



İleti gönder

Meslek: maslesef öğrenci

Yaş: 20

Bölge: Ankara

BİK

Profil ayrıntılarını göster

Fotoğraflar

Fotoğraf albümü yok.

Blog

08 Mart

How Much Significant Can It Be?

HOW MUCH SIGNIFICANT CAN IT BE?

We, creatures thinking may not be able to realize the effects of the events all the time. There can be some other different reasons or results that we can't notice behind these events. It is the same in the relation between parents and children. I mean that this general truth, children never ceasing having lots of desires and parents trying to fulfil all of them, may not be just that which you deem; in contrast, it may be more. No doubt; of many wishes of children, one is having a pet which surely has long-term results astonishing us. Though parents may suppose that they are getting pets for obvious reasons such as children's desires, it is surely more of them.

To begin with, the initial cause for parents' getting pets is that children are so willing to have them that parents can't refuse. It is declared that those aged between 3-12 are very keen on having pets. They just want to deal with something that concerns them. Even children aged 3 or 4, who are trying to distinguish the environment and identify the objects also become keen on pets. Children elder than those, just wanting to deal with something that concerns them, are keen on pets, either; as a result the parents buy pets in order to make their children happy, which is what exactly the parents try to do, in my opinion. Thirdly, it is the duty of parents to teach their children about responsibility in order that they might be ready for being answerable.

It is not just what you deem; it is more as we mentioned before. For example, by letting their children have a pet, not only do parents perform their duty, but also children mature by taking on the responsibility of caring for a pet, which will be favourable to them for their whole lives. Children also develop a feeling of compassion for a living creature other than themselves and learn that they should protect the animals and respect to the lives of animals. Lastly children learn to get comfort from a nonparental source, the pets. Parents, especially working ones are not always in deep contact with their children, which may cause the little to feel alone and desperate. Therefore, these sources that comfort them sound very beneficial on that point. I mean that even if they cant talk, they easily keep silent and listen to what their fellows are complaining of.



In conclusion, we can have difficulty in realizing the real causes and results of the events we experience, as we do in having pets. Maybe a pet is significant as much as you have never thought till now.

Ayşegül AKITÜRK
101

13:24 | Yorum ekle | Yorumları oku (1) | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0)



Arkadaşlar

Ortak olan (13)






Bilge Aksoy
nazlı


Tümü (39)



devut
91

ümit
özlem

gamze
Bilge Aksoy

nur
sezer

Konuk defteri

Ziyaret ettiğiniz için teşekkürler!

Yorum ekle

Spaces giriş sayfası
Ayşegül adlı kullanıcı...
Fotoğraflar
Profil
Arkadaşlar
Blog
Araçlar

Blog

Tarih

Girdiler

Özet

Temmuz 2008

Haziran 2008

Mayıs 2008

Nisan 2008

Mart 2008

Şubat 2008

Ocak 2008

Aralık 2007

Kasım 2007

Ekim 2007

08 Mart

How Much Significant Can It Be?

HOW MUCH SIGNIFICANT CAN IT BE?

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To begin with, the initial cause for parents' getting pets is that children are so willing to have them that parents can't refuse. It is declared that those aged between 3-12 are very keen on having pets. They just want to deal with something that concerns them. Even children aged 3 or 4, who are trying to distinguish the environment and identify the objects also become keen on pets. Children elder than those, just wanting to deal with something that concerns them, are keen on pets, either; as a result the parents buy pets in order to make their children happy, which is what exactly the parents try to do, in my opinion. Thirdly, it is the duty of parents to teach their children about responsibility in order that they might be ready for being answerable.

It is not just what you deem; it is more as we mentioned before. For example, by letting their children have a pet, not only do parents perform their duty, but also children mature by taking on the responsibility of caring for a pet, which will be favourable to them for their whole lives. Children also develop a feeling of compassion for a living creature other than themselves and learn that they should protect the animals and respect to the lives of animals. Lastly children learn to get comfort from a nonparental source, the pets. Parents, especially working ones are not always in deep contact with their children, which may cause the little to feel alone and desperate. Therefore, these sources that comfort them sound very beneficial on that point. I mean that even if they cant talk, they easily keep silent and listen to what their fellows are complaining of.


In conclusion, we can have difficulty in realizing the real causes and results of the events we experience, as we do in having pets. Maybe a pet is significant as much as you have never thought till now.

Ayşegül AKITÜRK

101

13:24 | Yorum ekle | Yorumları oku (1) | İletici gönder | İzleme notlarını görüntüle (0)

Yorumlar (1)



GunCHa
18 Mart 11:53
(<http://cid-919400ef9651a0ce.spaces.live.com/>)

I think it was written good, but some grammar mistakes, the introduction began good from general things to specific I like this.

Spaces giriş sayfası bilge's space Fotoğraflar Profil Arkadaşlar Diğer

Kategoriler
Kullanımda olan kategori yok.

Profil
Bilge Aksoy
İleti gönder
Profil ayarlarını göster

Özel liste
Henüz hiçbir liste öğesi eklenmedi.
İleti gönder
Arkadaşına söyle

bilge's space

Fotoğraflar
Fotoğraf albümü yok.

Arkadaşlar
Ortak olan (16)
Tümü (18)

Kitap listesi
Henüz hiçbir liste öğesi eklenmedi.

Arşivler
Temmuz 2008
Haziran 2008
Mayıs 2008
Nisan 2008
Mart 2008
Şubat 2008
Ocak 2008
Aralık 2007
Kasım 2007
Ekim 2007
Eylül 2007
Ağustos 2007
Temmuz 2007
Haziran 2007
Mayıs 2007
Nisan 2007
Mart 2007
Şubat 2007
Ocak 2007
Aralık 2006
Kasım 2006
Ekim 2006
Eylül 2006
Ağustos 2006

Güncelleştiril...
Kansu adlı kullanıcının alanı
ESRA
HaYaT FaNi ÖlÜm Anı
Sevcan adlı kullanıcının alanı
Windows Live alanı
Diğer...

Blog
26 Mart
essay 2

MUSIC EFFECT

There is a general belief about music, which I agree with: "our soul is fed by music." Music has a great effect on both psychologic condition and daily life. I think our mood usually takes on a shape according to the music that we listen to in the morning. On the other hand, music helps people develop themselves and cope with many kinds of problems.

Firstly, music is used in treatment of many diseases. It can change people's mood immediately. For example, Mozart's music is effective for health problems from Alzheimer to even acne. This type of music also helps people who have problems psychologically. According to a search, a student who had difficulty in learning and hyperactivity problem started to join general speaking activities after several treatments.

Another area that music is used is development of intelligence. Scientists benefit from music in education very well. They make some research about effects of music on students. They divide 90 male students whose age are between 6-15 into two groups. While the students who are in one of the groups are taking lessons for playing violin, the others don't take. Finally it is seen that thanks to music, the students' math intelligence

Spaces giriş sayfası bilge's space Fotoğraflar Profil Arkadaşlar **Blog** Araçlar

Blog

Tarih Girdiler Özet

Temmuz 2008
Haziran 2008
Mayıs 2008
Nisan 2008
Mart 2008
Şubat 2008
Ocak 2008
Aralık 2007
Kasım 2007
Ekim 2007
Eylül 2007
Ağustos 2007
Temmuz 2007
Haziran 2007
Mayıs 2007
Nisan 2007
Mart 2007
Şubat 2007
Ocak 2007
Aralık 2006
Kasım 2006
Ekim 2006
Eylül 2006
Ağustos 2006

26 Mart
essay 2

MUSIC EFFECT

There is a general belief about music, which I agree with: "our soul is fed by music." Music has a great effect on both psychologic condition and daily life. I think our mood usually takes on a shape according to the music that we listen to in the morning. On the other hand, music helps people develop themselves and cope with many kinds of problems.

Firstly, music is used in treatment of many diseases. It can change people's mood immediately. For example, Mozart's music is effective for health problems from Alzheimer to even acne. This type of music also helps people who have problems psychologically. According to a search, a student who had difficulty in learning and hyperactivity problem started to join general speaking activities after several treatments.


Another area that music is used is development of intelligence. Scientists benefit from music in education very well. They make some research about effects of music on students. They divide 90 male students whose age are between 6-15 into two groups. While the students who are in one of the groups are taking lessons for playing violin, the others don't take. Finally it is seen that thanks to music, the students' math intelligence and total IQ develop.

Thirdly, music is a helper for the artists who are busy with other types of art. For example, a painter draw his pictures according to the music he listens to.


As a result, we see that music is a part of our lives that we can't leave. We are effected by it in many areas and we should know it's worth.

19:54 | [Yorum ekle](#) | [Yorumları oku \(2\)](#) | [İleti gönder](#) | [İzleme notlarını görüntüle \(0\)](#)

Yorumlar (2)

 **dogan demirci**
31 Mart 10:50
(<http://dogandemirci.spaces.live.com/>)

Hi bilge; I think you tried to express your thoughts in good order, but I could easily understand that you wrote your essay especially the third paragraph very quickly and carelessly although, to some extent, your way of telling the story seems good. The last two paragraphs don't seem good; think over them more!

 **özlem**
29 Mart 12:06
(<http://ozlem236.spaces.live.com/>)

have a good day bilge, i liked your your topic.however; you could have written much in conclusion paragraph. tahank you

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emel

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Arkadaşlar
Ortak olan (6)




özlem
emel

Tümü (9)




emel
(adsız)




ömer
nur




Bilge Aksoy ünzile




mavissh
esnabetul

Blog
26 Mart
HEALTHY HABITS FOR CHILDREN
HEALTHY HABITS FOR YOUR CHILDREN

Establishing good habits in the childhood will lead to a healthy adulthood,so every parent wants their children to have healthy adulthood. In order to achieve this , you must be a positive role. If you are practicing healthy habits, it is a lot easier to convince children to do this.

Exercises is essential for healthy living too. You should get the whole family active. You should plan times for everyone to do something together. You can walk, ride bikes, go swimming,etc. Everyone will benefit from the exercises very much. Previousl, children used to spend much more times outdoors, running,playing with their friends; but now unfortunataley , they spend most of their times at home playing computer games . you should engourage physical activites that children really enjoy. You should have some tricks to make your children do what you want. For example;one of the most common ones is rewarding them with something. But children shouldn't be rewarded with food. This food may encourage bad habits. You should find other ways to celebrate good behaviour. For example; you can make dinnertime for your family. When everyone sits down together to eat, tehre is less change for children eating wrong foods.

Consequently, we can see that we should make our children establish healthy habits in the childhood and while they are having these habits, we should help them.

EMEL CELIKSOY 101 060565032

00:45 | Yorum ekle | Yorumları oku (1) | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0) | Bloga al | ESSAY

11 Mart
THE BENEFICIALS OF HAVING A PET
THE BENEFICIALS OF HAVING A PET

Parents get pets for their children because of lots of reasons. They think that having a pet is beneficials for their children.

Children are eager to have a pet. For example; if a child doesn't have a sister or a brother , he\she wants to have a pet because he\she may felle himself\herself alone. If he has got a pet , he is always intersted in this pet. He becomes happy. On the other hand, I think, the most important thing for parents is to see their children happy so they allow their children to have a pet. Parent also want to teach their children about responsibility. Snce, while children are interested in this pet they feed it, take it for a walk,e.t.c. as a result; they get responsibility.

Accepting the responsibility of a pet makes children mature. Because caring a pet isn't easy. The pet is like a person. It needs eating,toilet, wondering around , e.t.c.and if the children take this responsibilities they will start to think another person other than themselves. So they don't be egoistic. As a result;having a pet is very beneficial for both children's mental and emotional developments.

EMEL ÇELİKSOY
101 060565032

20:23 | Yorum ekle | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0) | Bloga al | ESSAY

Dosyalar
Henüz hiç klasör paylaşılmadı.

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Yazdır

26 Mart

HEALTHY HABITS FOR CHILDREN

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EMEL CELIKSOY 101 060565032

00:45 | Yorum ekle | Yorumları oku (1) | İleti gönder | İzleme notlarını görüntüle (0) | Bloga al | ESSAY

Yorumlar (1)

 **özlem**
27 Mart 22:16
(<http://ozlem236.spaces.live.com/>)

hi! how are you? your subject is interesting, but you could have written more challenging introduction paragraph and it would be better if you exemplify your statements. thank you.

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01 Nisan
let's say: essay

CIGARETTES SHOULD BE BANNED

Even though there have been numerous campaigns against cigarette smoking, still this vice will cause death. But a threat to health doesn't seem to be a good reason for quitting it anymore. People somehow block themselves and ignore all the beneficial information which is given to them. Smoking addicts may not see the trouble that we face to, but we –as nonsmokers- have to undertake this mission and fight for our society. Unless smoking cigarette is limited, our world will not be a better place to live in. And i assure that with its pernicious effects it will perpetuate harming an will capture our young people day by day.

As we live in a society, we must admit that each of the members of it has a different idea or feature. Therefore, the number of the smokers may change, but every society has to have some rules and should take everyone into consideration while applying its own rules. It can not be said that everybody can smoke whenever or wherever they want because it's not their freedom and one has the right to complain about it. I think it's so ridiculous that it makes me really angry. In my opinion, the people who think like that are just reactionaries but nothing. It is a misappropriation of freedom. Oxygen is a right for us, but it is just a privilege for them to smoke carelessly and selfishly in common places.

Despite the broadly mentioned many bad effects of smoking, for example; cancer and stained teeth, people stil can dare to smoke and take risk that has no recoverable effects. Beside, people who are addicted to it should not underestimate the amount of money that they spend for it. But, it is a fact that many of them prefer smoking cigarette rather than eating meal. It means smoking is the basic necessity for them. For they are obsessed with it, they can not give up smoking – even if they try to quit it many times.

In conclusion, smoking has lots of bad effects as i said before. It must be limited. At least, we just want the smokers to respect the nonsmokers for the sake of next generation. Last but not least; people had better stop being proud of calling themselves 'smokers'.

22:14 | Yorum ekle | Yorumları oku (7) | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0)


10 Mart
essay

PARENTS and PETS

Most of us used to have some special things when we were children. Computer games, bicycles, dolls and toy cars with remote controls are the best ones. But having a pet at that time is not a common thing. The reason that it was not

Profil

eren aygün







İleti gönder

Mesleki: öğrenci
Yaşı: 19

Profil ayrıntılarını göster





Arkadaşlar

Ortak olan (11)










muhamme... özlem Ayşegül A... sezer





Tümü (14)



(adsız) özlem THe LoST GunCHa

ayhan Ayşegül A... ünzile sezer

doğan de... özkan esnabetul caner

(adsız) muhamme...

Fotoğraflar

Fotoğraf albümü yok.

eren's space

space age

Özel liste

Henüz hiçbir liste öğesi eklenmedi.

Henüz hiçbir liste öğesi eklenmedi.

İleti gönder Arkadaşına söyle

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Mart 2007

10 Mart

essay

PARENTS and PETS

Most of us used to have some special things when we were children. Computer games, bicycles, dolls and toy cars with remote controls are the best ones. But having a pet at that age is a real privilege. Knowing that parents get apert for their children for many reasons.

Firstly, it may not be under control of parents totally. We are all know that kind of children who get what they want. They probably have no siblings and their family have to buy whatever they want. They fed up with a child's insufferable persistence and they finally surrender. So, in the end, little human being wins the battle and has a new friend.

Parents also may want to make their child happy. If one's family get a pet for him, it means he has no problem with school. So, parents want to give a gift. A dog, a cat or a hamster; it's up to the child. Everybody knows that it is one of the the best ways to make a child happy.

Parents may have some sub-reasons. For example; they want to teach their children about responsibility indirectly. Because, having a pet is a hard job and everything must be under control of the child. I mean, the child must care about his pet. He must feed it and keep it clean etc... All these tasks make them responsible for life, infact.

Almost every child has a desire to have a pet. It is a universal rule. But, they can't get a pet without their parents. So, parents are aware of the fact that they can use this weapon very benefidally.

16:14 | [Yorum ekle](#) | [Yorumları oku \(4\)](#) | [İleti gönder](#) | [İzleme notlarını görüntüle \(0\)](#)

Yorumlar (4)



eren aygün
01 Nisan 22:18
(<http://erndoksanyedi.spaces.live.com/>)

you can not be even my nail dear friend Doğan. just shut up and do not showbiz...



muhammet demir
20 Mart 15:58
(<http://cid-a5aceddaaed62803.spaces.live.com/>)

you can not control your words. your essay is shaped randomly i think. honestly i can say that this essay hasn't attracted me, it is just an exuberancy



umut
18 Mart 17:51
(<http://cid-32af6451a3c3d980.spaces.live.com/>)

your sentences and your opinions are really good and useful. you have one problem . Your essay has not got an introduction and a thesis statement



dogan denürçi
18 Mart 11:52
(<http://dogandemirci.spaces.live.com/>)

Dear and one of my best friends Eren; I would like to start criticizing you with a point that I have warned you so many times before: it is spelling mistakes in your writings. I don't know how many times I have warned you about writing your essays by using computer. I think from now on you will become much more careful. Your thoughts are worth thinking on them but if you don't orginize them accordingly, nobody wants to even glance at them. Take these points into account, please. With my best wishes

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April 01

let's say: essay

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Despite the broadly mentioned many bad effects of smoking, for example; cancer and stained teeth, people stil can dare to smoke and take risk that has no recoverable effects. Beside, people who are addicted to it should not underestimate the amount of money that they spend for it. But, it is a fact that many of them prefer smoking cigarette rather than eating meal. It means smoking is the basic necessity for them. For they are obsessed with it, they can not give up smoking - even if they try to quit it many times.

In conclusion, smoking has lots of bad effects as i said before. It must be limited. At least, we just want the smokers to respect the nonsmokers for the sake of next generation. Last but not least; people had better stop being proud of calling themselves 'smokers'.

10:14 PM | [Add a comment](#) | [Read comments \(7\)](#) | [Send a message](#) | [View trackbacks \(0\)](#)

Comments (7)



özlem
April 04 3:35 PM
(<http://ozlem236.spaces.live.com/>)

hi eren, you have mentioned about an important problem, which is great. I completely agree with your opinions, but you ust be careful about your grammer mistakes.



eren aygün
April 03 9:36 PM
(<http://emdoksanyedi.spaces.live.com/>)

It s not your business dear Dogan... i have the sufficiency of knowledge and ability to decide my own writing style. please...Mind Your Own Business (already, i am angry with you. you know the reason. let's not reveal it in front of 70 millions of people for the sake of you...very angry.)



dogan demirci
April 02 8:21 PM
(<http://dogandemirci.spaces.live.com/>)

My dear friend Eren; you are really genius. You know what you are supposed to say beforehand. In general, I can say that I liked your essay. However there is one thing that you missed while writing. If I were you, I wouldn't have begun my essay with 'even though':) The last thing I can say is that I congratulate you on your essay writing your thoughts and comments clearly:)



eren aygün
April 01 10:24 PM
(<http://emdoksanyedi.spaces.live.com/>)

am i a genius or what???



eren aygün
April 01 10:23 PM
(<http://emdoksanyedi.spaces.live.com/>)

ohh...shame on me:)



eren aygün
April 01 10:22 PM
(<http://emdoksanyedi.spaces.live.com/>)

'this'



eren aygün
April 01 10:21 PM

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10 Mart

OUR FUTURE, CHILDREN

We examine something carefully from different kinds of sources or ask opinions of our friends about it or criticize its advantages or disadvantages. Afterwards, we decide to do or not to do it. However, there is something missing. We don't think what can be its long term effects as in the example that when parents get pets for their children for obvious reasons, sometimes there are long term results that can be surprising.


There are some logical causes leading parents to have a pet for their children. Firstly, they cant manage to reject when they see children's eagernessto have a pet. They don't want them to be discouraged. Secondly, they want to make their children happy. Everybody wants their loved ones to be happy and chilred are special for their parents, so when they see happy expression on children's faces, it will be a happiness fountain for them. Thirdly and the most important one is that parents want to teach their children responsibility. Feeding a pet requires responsibility and bringing uu responsible people means guaranteeing our future.

Getting a pet for children have many good effects. Firstly, children mature by accepting the responsibility of caring for a pet. Secondly, they learn to get a comfort from a nonparental source. Thet can't find their parents' support whenever they want, so they should learn t oba comfortable with their possessions. There is a saying that a person who doesn't love animals can't love people. Belonging a pet provides children's feeling of compassion for a living creature other than themselves.

In conclusion, parents, who have authority over their children, should pat attention to how they bring up the children to have a happy, responsible and self confident generation.


10:27 | Yorum ekle | Yorumları oku (3) | İleti gönder | İzleme notlarını görüntüle (0)

Yorumlar (3)




dogan demirci
19 Mart 23:56
(<http://dogandemirci.spaces.live.com/>)

hi hatice, I want to say something about the first pharagraph. I could easily understand what you wanted to say;however, you had used the word example there but I couldn't see any kind of example or something like it. As Ölkü said, you should be careful about the spelling while writing. I liked the way you put your ideas in order; it is the thing that help me easily understand your essay. In general, I can say I got the main idea.



Ölkü
18 Mart 19:37
(<http://cid-74727b67a94c6498.spaces.live.com/>)

DEAR HATICE,
YOUR ESSAY IS REALLY GOOD AS USUAL.I THINK YOU WROTE IT WILLINGLY. AFTER I READ YOUR ESSAY, I WANTED TO BUY A PET;)BUT THERE ARE SOME SPELLING MISTAKES.IF YOU ARE MORE CAREFUL ABOUT IT,YOUR ESSAY WILL BE PERFECT.IN SUM IT IS ALMOST PERFECT MY DEAR FRIEND:)



Ayşegül Akutürk
18 Mart 11:42
(<http://cid-fcf0ebb1b2942f56.spaces.live.com/>)

dear hatice

what you wrote about pets is really nice, i mean that you really show how beneficial the pets are to us. i wanna add that your conclusion part is also nice. to sum up, i liked your essay:)

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Henüz hiçbir liste öğesi eklenmedi.

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Blog
29 Mart
prevention of racism

RACİSM

Why are the people still racist? While some people are deliberately racist, others might behave in a racist manner without meaning to hurt other people. Racism is one of the world's major issues today. There are a lot of reasons why the racism still exist in schools, workplaces and elsewhere where social lives are occurring.

Throughout time racism has been the cause of millions of death. For example Nazis, Hitler killed hundred of people for the simple fact that they are Jewish. However, it is obvious that racism is bad as many decades ago. People are still behaving in a racist manner. For instance in Germany the houses of Turkish People are still being burned by Nazis. Besides it is common in football. In some football matches (in developed countries), people can behave in a racist manner.




People are not born racist. Their views and beliefs develop as they grow up. If a child or a young person grows up within a racist family or has friends who are racist, they might believe racism is correct and acceptable. The main stream is one of the most reasons. When politicians and television talk show hosts complain about a minority group, huge population of people who are nodding their heads in agreement can be racist against that minority group. Frustration is also a very cause of racism. If one is breaking down rules of the society, all of the nation tends to be angry with people who are not even concerned.



The governments should certainly put anti-racist laws to protect all members of the community. This is not enough either. Politicians and media should be very careful about this issue.




In conclusion, racism is not an ability that people are born with but it is based on how an individual is raised and what they learn when they are young.

11:35 | Yorum ekle | Yorumları oku (1) | İleti gönder | Sabit bağlantı | İzleme notlarını görüntüle (0) | Blogu al

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emel

ecem
Tümü (16)

Bilge Aksoy

hasan

muhammed...

eren aygün

ayhan

ezgi

as

özlem

Konuk defteri
Ziyaret ettiğiniz için teşekkürler!
Yorum ekle

11 Mart
importance of pets

PETS MUST BE FUNNY

Getting pets for the children affects their life in the future in a positive way. There are numerous long-term benefits which teach children important life lessons such as discipline, patience, kindness and attentiveness.

Pets teach kids to be responsible. Children can learn the importance of responsibility at an early age by acting as a caretaker for a pet. Fish are important because children can play a large role in caring for them. However, other pets that require more attention like a cat or dog can help much more. They can present an ideal opportunity for parent and child to bond while caring for the pet together. Showing children what it means to be responsible for another creature's survival can result in teaching important traits such as patience, love and friendship.

Children can learn love, gratitude, fun companionship without their parents thanks to the pets. Pets prepare kids for life situations. Having a pet at home can be an effective way to help prepare children for real life scenarios. For example, pets can ease the transition of having to share mom and dad's attention with a new brother or sister by demonstrating how much fun new playmates can be, as well as what is involved in caring for another.

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29 Mart

prevention of racism

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11:35 | Yorum ekle | Yorumları oku (1) | İletmek gönder | İzleme notlarını görüntüle (0) | Bloga al

Yorumlar (1)



sözler

02 Nisan 06:57

(http://cid-862095d0d97444ab.spaces.live.com/)

Your essay seems to tell something about the reasons of racism, but it gives nothing about the reasons of racism, except for the third paragraph. Instead, it gives general points, examples about racism. Therefore, there is something wrong about your thesis statement or about your paragraphs.

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İleti gönder

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aysegul

eren aygün

Tümü (15)

esnabetul

raider

ünzile

nur

muhamme...

eren aygün

Bilge Aksoy

dogan dem...

Blog

24 Mart

REMEDY TO YOUR DEPRESSIONS

REMEDY TO YOUR DEPRESSIONS

We all have some time when we are in a bad mood. You don't want to speak with people, everything makes you bored. A good thing may seem bad to you. You don't want to go out or see people. You only want to sleep or listen to music, especially slow ones. In short, everything is meaningless for you. Then, what makes you relaxed? In fact, there are many alternatives such as; listening to music, wandering around, reading books, singing and crying, writing and scribbling etc. But for me the most relaxing one is smiles and supports of my honest friends. Even if they can not solve my problem, they show that they are with me. I think good friends are people who are with me not only on my happy day but also on my sad day.

I want to mention about my early days in Ankara last year as an example. Before I came here, everyone said that Ankara was a big city and it had many difficulties. So, I was really nervous about it. But fortunately I had little problem with getting used to Ankara as a new and big city. Of course I had big problems with my dormitory and school as I left my family for the first time. Hopefully, it didn't take much much time to get used to my new life thanks to my friends. At first, I relaxed talking with my best friend, who is from my hometown. She is always helpful to me when I'm in trouble. Afterwards, I made good friends in school and in dormitory; therefore, the life in Ankara became more enjoyable. I love my friends very much and they also love me at the same rate. I feel really comfortable myself especially in my dormitory.

In conclusion, If you have good friends, your depressing moments will over in a short time. Even if they can't prevent you from depression, they help you to get rid of it easily. And the question is that 'ARE YOU ONE OF THEM WHO HAVE REALLY GOOD FRIENDS?'

ELİF ÜLKÜ AKINCI

18:53 | [Yorum ekle](#) | [Yorumları oku \(1\)](#) | [İleti gönder](#) | [Sabit Bağlantı](#) | [İzleme notlarını görüntüle \(0\)](#)

12 Mart

A FAVOR FOR YOUR CHILDREN

A FAVOR FOR YOUR CHILDREN

Mothers and fathers, if you want your children to change in a good way surprisingly, why don't you try to buy a pet for them. You will see long-term results of it.

Firstly, most of children want to have pets. So they insisted on having them and generally, parents don't like buying pets. But you make your children happy and teach them responsibility, buying a pet. Children like pets as their friends; so they become really happy with them. They learn having responsibilities as they are feeding and cleaning them on their own.

Responsibilities help people to mature easily. And the responsibility of caring for a pet is really beneficial for children. Generally children get bored easily. For example, while they are playing with their dolls, they can be fed up with them. They can sometimes get bored with their parents. In such situations, their lovely pets run for their help and provide them good time. Another benefit of pets is that children develop a feeling of compassion for a living creature other than themselves. I think this is very important. I believe children should have some time with pets. They learn about them and then they behave in a good way towards them and all the other creatures. I wish I had had more time with pets, because I have some problems with touching them.

In short, a pet has many benefits for children. It helps your children mental and physical developments. If I were you I could buy a pet for my child immediatly.

18:13 | [Yorum ekle](#) | [Yorumları oku \(1\)](#) | [İleti gönder](#) | [Sabit Bağlantı](#) | [İzleme notlarını görüntüle \(0\)](#)

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24 Mart

REMEDY TO YOUR DEPRESSIONS

REMEDY TO YOUR DEPRESSIONS

We all have some time when we are in a bad mood. You don't want to speak with people, everything makes you bored. A good thing may seem bad to you. You don't want to go out or see people. You only want to sleep or listen to music, especially slow ones. In short, everything is meaningless for you. Then, what makes you relaxed? In fact, there are many alternatives such as; listening to music, wandering around, reading books, singing and crying, writing and scribbling etc. But for me the most relaxing one is smiles and supports of my honest friends. Even if they can not solve my problem, they show that they are with me. I think good friends are people who are with me not only on my happy day but also on my sad day.


I want to mention about my early days in Ankara last year as an example. Before I came here, everyone said that Ankara was a big city and it had many difficulties. So, I was really nervous about it. But fortunately I had little problem with getting used to Ankara as a new and big city. Of course I had big problems with my dormitory and school as I left my family for the first time. Hopefully, it didn't take much much time to get used to my new life thanks to my friends. At first, I relaxed talking with my best friend, who is from my hometown. She is always helpful to me when I'm in trouble. Afterwards, I made good friends in school and in dormitory; therefore, the life in Ankara became more enjoyable. I love my friends very much and they also love me at the same rate. I feel really comfortable myself especially in my dormitory.

In conclusion, If you have good friends, your depressing moments will over in a short time. Even if they can't prevent you from depression, they help you to get rid of it easily. And the question is that 'ARE YOU ONE OF THEM WHO HAVE REALLY GOOD FRIENDS?'

ELİF ÜLKÜ AKINCI

18:53 | Yorum ekle | Yorumları oku (1) | İletiyi gönder | İzleme notlarını görüntüle (0)

Yorumlar (1)














hatice
27 Mart 21:15
(<http://cid-74028856ad60a3ac.spaces.live.com/>)

as the teacher said, you begin introduction paragraph with "we" but continue with "you" . i know you see it already but i can't help writing it. however, you explain your ideas clearly.

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ünzile

İleti gönder
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Blog
24 Mart
essay.....

MISSING THINGS

Staying in a dormitory sounds bad, doesn't it? You think like this probably because you have never stayed in a dormitory and if you think so, it means that you've missed some important points in your life. As one who lives in a dormitory, I can say that, it is a great experience and everyone should stay, at least for a short time.

Why is this so important? Firstly, you learn life, I mean real life. You learn taking responsibilities and how to face life's difficulties. Because you are responsible what you experience, you act more carefully. All difficulties you experienced makes you more powerful and more mature. You behave more understandingly towards people. It changes your view to life. You look like from different aspects.

Secondly, you discover your real personality. Moreover; you create it again. You get a new environment. There are a lot of kind people in a dormitory and all of them have different personalities. By seeing them and living with them, you gain a lot of things. You share your room with another people and that room is not only yours. It belongs to all of you. Some of them can be so angry that you are afraid to ask them something. Some of them can be so talkative that you want to get rid of them immediately but you can't. Some of them can be so taciturn that you can't get your question's answers. And you have to balance them. Even if you are very hungry, you have to wait in a queue to eat something. You understand what patience means. These help you to improve our personality. And at the end you will find the best for you.

As you see, you gain a lot of things by staying in a dormitory and you gain these in your twenties. In these early ages you will behave in a more sensible way. You will be ahead of your peers. These will help you in your whole life. As I said before it is a great experience, everyone should try. Am I not right?????????

ÜNZİLE DEMİRER
060565043

20:35 | Yorum ekle | Yorumları oku (3) | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0)

11 Mart
essayyy...

A "LITTLE" CHILD

Children are full of love. They love everything. They have such a lovely heart that they love not only their family or friends, they also love animals. They are eager to have a pet. Because of these reasons, parents get a pet for them.

Children are very affectionate towards animals. They are eager to have a pet because they seem them as a friend. It is a good idea to get a pet for children.

A little friend is a good reason for happiness. Children and pets have a special relationship between them. The parents who know this want to make happy their children and get a pet.

Moreover; children become more responsible. They learn what responsibility really means. You have a living creature and it is yours. It is under your responsibility. Everything which can occur is because of you. They behave more carefully since children think like this.

For example; when i was in primary school, there was an aquarium in teacher's room. Our teacher wanted me to look after fishes in it. When i heard this i thought that i grow up and someone relied on me. It was a nice feeling. After that day i fed them and also i cleaned their aquarium. One day one of them gave birth. When i saw these little fishes, i was about to cry. I thought that they were mine. I had a feeling of protection for them. Maybe i was a little child but a child who has responsibilities.

To conclude; it is a good way to get pets for children. Thanks to it they become more mature and more responsible. They feel themselves more valuable.

ÜNZİLE DEMİRER
101 060565043

09:52 | Yorum ekle | Yorumları oku (5) | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0)

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essay.....

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ÜNZİLE DEMİRER**060565043**20:35 | [Yorum ekle](#) | [Yorumları oku \(3\)](#) | [İleti gönder](#) | [İzleme notlarını görüntüle \(0\)](#)**Yorumlar (3)****dogan demirci**

31 Mart 10:32

[\(http://dogandemirci.spaces.live.com/\)](http://dogandemirci.spaces.live.com/)

Hi Ünzile; although I wrote what I think about your essay before, I had difficulty in passing it to your page. In general, I like the sequence of the events or situations in your essays, but still there are some problems in the use of grammar. It may not make any effect in the understanding of your thoughts, but it would have been much better if you were a little bit careful in the structure. Take this into consideration while writing:)

**ecem**

29 Mart 20:54

[\(http://cid-b9043a30642e3eb8.spaces.live.com/\)](http://cid-b9043a30642e3eb8.spaces.live.com/)

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11 Mart
essayyy...

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ÜNZİLE DEMİRER
101 060565043

09:52 | [Yorum ekle](#) | [Yorumları oku \(5\)](#) | [İleti gönder](#) | [İzleme notlarını görüntüle \(0\)](#)

Yorumlar (5)


dogan demirci
19 Mart 17:03
<http://dogandemirci.spaces.live.com/>

Nothing has been left for me to say something about your essay. Friends had said everything that could be said about your topic, structure,etc. I want to state the thing I like in last paragraph; if you had asked me how you could finish your paragraph, I would have told you that you should use the word 'value' there in order to show us the main idea, and you had done it:)

aysegul
18 Mart 11:17
<http://cid-84becd94877c9091.spaces.live.com/>

i loved your essay.you stated your thought clearly.i think it is a well organized essay.

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zeynep

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Profil ayarlarını göster

Dosyalar
Henüz hiç klasör paylaşmadı.

Fotoğraflar
Fotoğraf albümü yok.

Blog
25 Mart
A KIND OF ART

A KIND OF ART

A BABY...It is just like a symbol of sharing life between two people who love each other,the most meaningful symbol...A baby is in all parts of your life without a limitation as soon as it begins to grow in your body.Having a baby must be an exciting feeling that makes you feel peaceful and happy,but to avoid its converting into a source of grief,some things should be done.

To be happy with your baby is in your hands,because you are the one who shape it.To make your life happy with your baby is also up to you.You can take some preventations to make it grow healthyly before it is born.It is not just for it,it is also for yourself.I mean not to drink alcohol,not to smoke,to eat healthy food by avoiding from fast-food,to do exercise for an example to walk for one hour every day,etc.At least if you try to do these kind of things,there will be no problem about your baby that results from your carelessness;and you will be all right,too.What about after it is born?You will again have to take care of your baby but you will have some other responsibilities which may be more difficult.I mean your baby will want to be loved,so you will love her forever without getting bored.And you should show you are interested with her,you will have to answer all of her questions until it gets mature enough to understand what is going on around her.You should have tolerance when she makes a mistake and lead her to the right way.You will do all of these without expecting anything,i mean it is something that requires just giving,not taking.After passing these steps,your baby will be a good child,a healthy person,and may be a lovely mother.

Don't forget,it is just a small thing that gives no harm,but what about when it grows?The answer is obvious:YOU!











19:11 | Yorum ekle | Yorumları oku (1) | İleti gönder | Sabit Bağlantı | İzleme notlarını görüntüle (0)

12 Mart

MORE THAN A PET

There are many beneficial effects of a child having a pet.Sometimes it can make a child do the things and teach some things that his family can't.Therefore having a pet is very important in a child's life.

First of all the child measures by accepting the responsibility of caring for a pet.For an example my parents bought a bird for me 8 years ago since i love animals,and since then i have been caring for it because while buying it mom said 'i won't care for it,you should take care of it if you really want' and i accepted.Because of him i have learnt a lot of things about birds and i have learnt to care with such a small thing,how to feed him,what he likes,etc.He is the first thing that needs me,love,care.And also i need him of course,he belongs to me,to my life,to my childhood.Secondly,the child learns to get comfort from a nonparental source.Everybody gets happy when with family,but it is also important to feel the same happiness,the same peace from a nonparental source.I feel myself peaceful when i watch or care with my little bird with a surprise that comes from


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GunCHa

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Ayşegül Akı...

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İleti gönder

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Bölge: [ankara](#)
İlgili Alanlar: [müzik](#) [müzik](#) [müzik](#)
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Blog

01 Nisan
[essay](#)

Technology

Technology is a good way to teach students something.It is developing fast day by day.We are just trying to reach its speed.We are using technological tools in our house,our environment.So why dont we let our children or students use those effectively?

You may let your students write their homework at computer,for example.It will seem more tidy and properly.You may give works that is examined on the net.So your student will search it and learn new things while searching.You may teach your subject thanks to a laptop or tools lie that in the classroom. You may control students' attention and teach more effectively.



There are some problems about using technology,of course.You will have difficulty in believing that work was done by your student.You are right.But about this issue,you have no choice.You have to trust your student. When you trust themmore, they will believe you and do their works themself.

And there are not enough opportunity in our country to use technology effectively.But thanks to you, it will not be a problem at the moment for your students.It is a great way to use technology in classroom.

12:55 | [Yorum ekle](#) | [İleti gönder](#) | [Sabit Bağlantı](#) | [İzleme notlarını görüntüle \(0\)](#) | [Bloga al](#)



Arkadaşlar

Ortak olan (6)






Özlem Bilge Aksoy



Tümü (11)



esnabetul serdal

efecim Özlem

Ünzile umut

eylül dogan demirc

Fotoğraflar

21 Nisan

