In what ways are children engaging with their learning through their e-portfolio?

- What access is provided for children to view their online portfolio?
- In what ways are children involved in the documentation process?
- How are children encouraged to contribute to their e-portfolio?
- What connections are being made by children between the home and their centre through using their e-portfolio?
- In what ways are parents revisiting the child's portfolio with their child at home?

You can read more...

- **Asia-Pacific Journal of Research in Early Childhood Education:**
http://www.pecerajournal.com/?page=5&a=10775251

- **Full Thesis:**
http://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/4724/thesis.pdf?sequence=6

Te Whāriki (2017)

'Every child has the right to equitable opportunities to participate actively in the learning community.' (page 36)

- '*Offering an inclusive curriculum also involves adapting environments and teaching approaches as necessary and removing any barriers to participation and learning…Kaiako will work together with families, whanau and community.*' (pg.13)

- '*They are further developing their learner identities through the use of strategies such as planning, checking and questioning and by reflecting on experiences and tasks.*' (pg.15)

- '*All children have rights of access to all learning experiences.*' Contribution (pg.39)

- **Strand Belonging** – '*They are affirmed as individuals - Awareness of their own special strengths and confidence that these are recognised and valued.*' (pg.37)
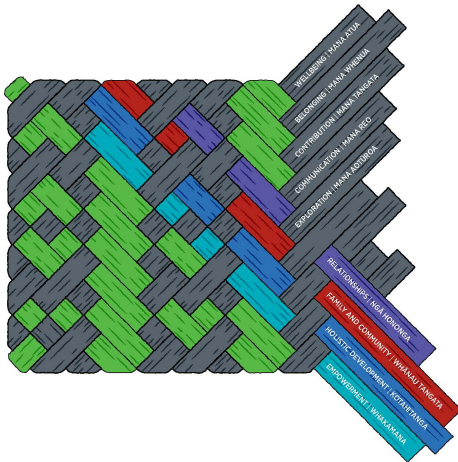
Phase One: National Online Survey

2,315 centres nationwide sent the invitation

Phase Two: Case Study Visits

Two case study centres
Interviews with parents, children and teachers
Online survey
Observation and Docuemnat analysis

Opportunities provided for children to access their e-portfolio within the centre

Engagement	Number	%
Centre computer	24	27%
Centre iPad or other electronic device	40	45%
iPhone or Android phone	9	10%
Hard-copy as well as an online	57	64%
Children access with a staff member on the staff computer	45	52%
No access available	9	10%
Other	8	9%

Ways children encouraged to contribute to their e-portfolio

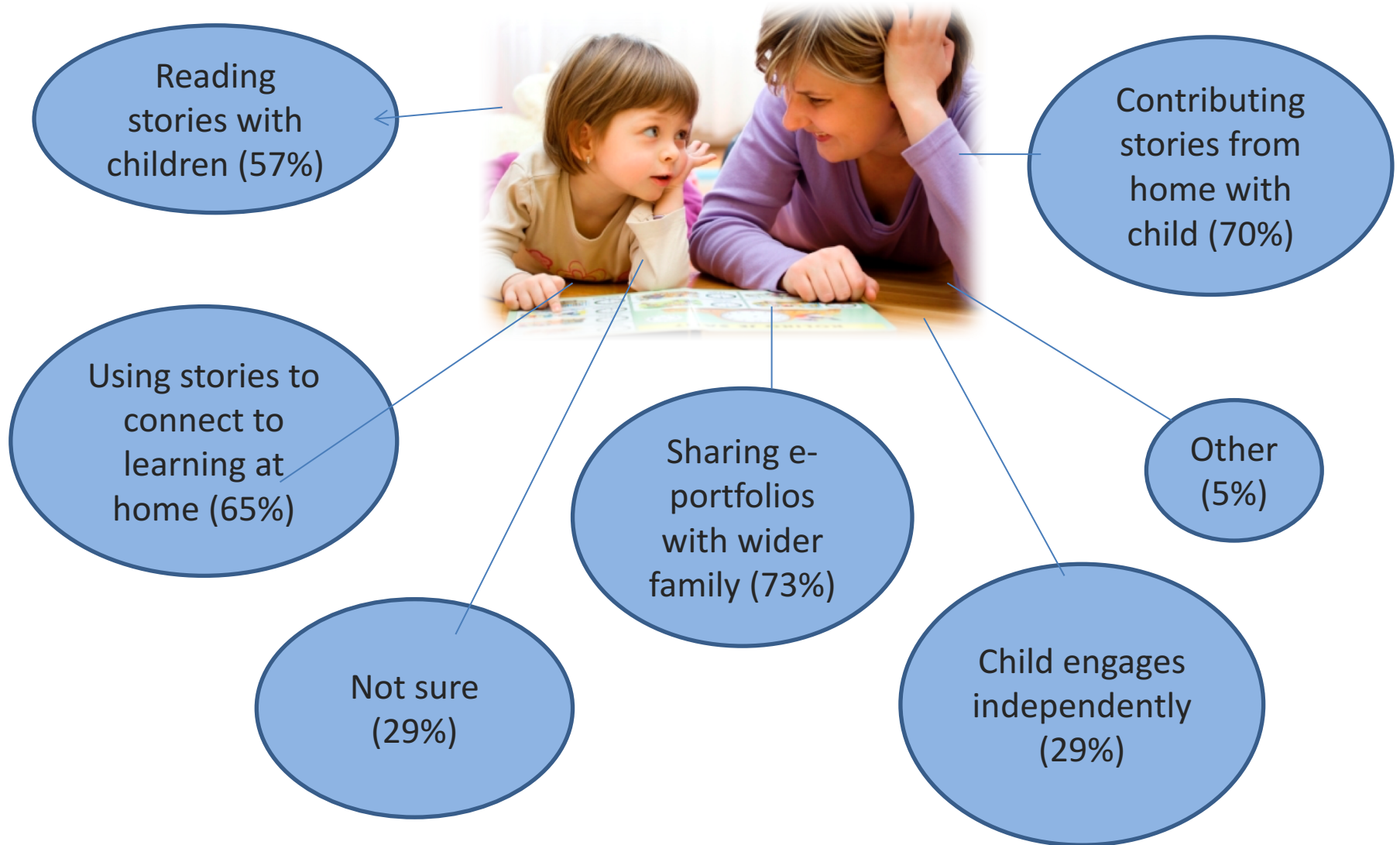| Role of child	Number	%
Taking photos	52	67%
Dictating stories or adding their voice	49	63%
Assisting in writing up their story on the computer/iPad	23	29%
Contributing comments or responses to e-portfolio	45	58%
Other	13	17%

Children's connections between online engagement and their play

14%

42%

44%
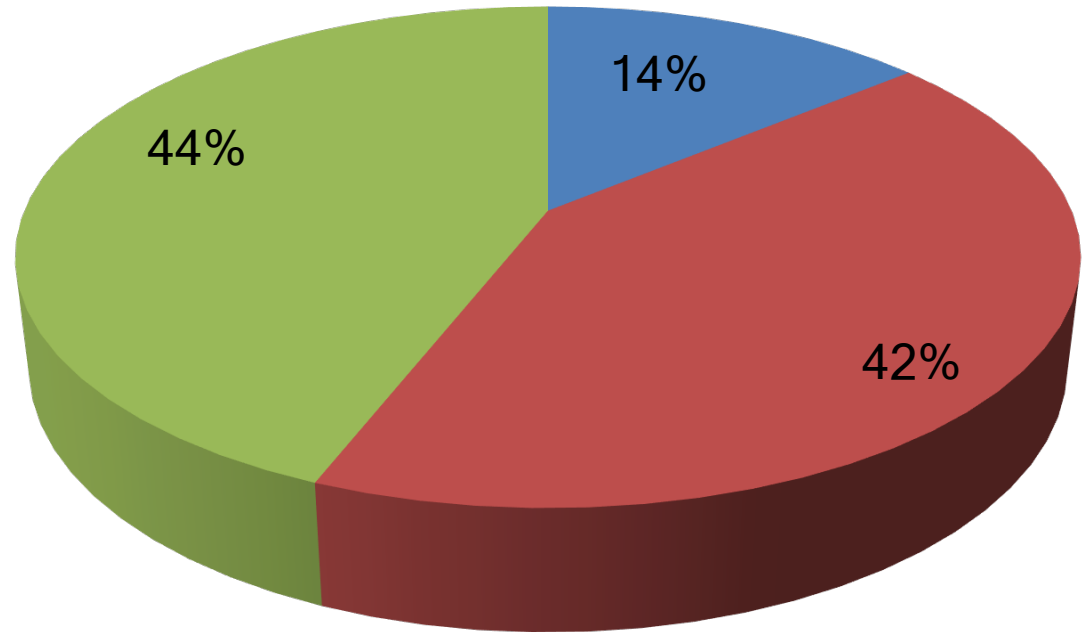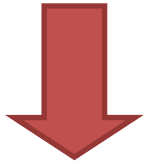
■ Yes, frequently   ■ Yes, occasionally   ■ We have not noticed this

Ways parents are revisiting e-portfolios at home with children

Reading stories with children (57%)

Contributing stories from home with child (70%)

Using stories to connect to learning at home (65%)

Sharing e-portfolios with wider family (73%)

Other (5%)

Not sure (29%)

Child engages independently (29%)

Difference in children's engagement between online and hard-copy

53% - preferred hard copy or only had access to hard copy

32% - no access in centre
11% children only shown at home

10% - e-portfolios only for parents and hard copy for children

14% - enjoyed engagement with e-portfolio

22% - only accessed with a teacher or on a large screen as group

Our children prefer their hardcopy profile books; they enjoy reading them independently, but also sharing them with friends. Often more than one will sit together to read their books at the same time - something that isn't possible with the e-portfolios. We look at the e-portfolio only if we are sharing the video that was uploaded. The hard copy is actually more accessible to the children in the ECE environment.

When they are online they prefer to look for games rather than look or listen to their stories. There is a lot more teacher direction with online rather than hard-copy.

Children are more motivated to engage with the technology and most love to watch and share videos of them that are uploaded onto [e-portfolio]. The learning becomes much more exciting and visible to them in this way.

Children are not really aware of the presence of the e-portfolios as currently they are utilised by parents.

Children's Engagement

Grendale

-Children didn't have access; not aware.
- E-portfolios seen as just for parents/teachers
- Stories shown on TV screen for children
- Regular engagement with hard copy; strong sense of ownership

Dibley

- Enjoyed ICT and e-portfolios
- Access for children all session
- Children regularly engaged with their e-portfolio
- Awareness of documentation process and actively contributed
- Children reflected on their learning

Teacher Practice

Grendale

- Teachers enjoyed documentation

- Teachers printed off stories for children's hard copy based on parents online engagement

- Pushing for professionalism of e-portfolios – i.e. parents and teachers making comments about the learning

Dibley

- Increase children's contribution

- Changing stories to focus more on learning

- Modelling comment etiquette to support children's learning
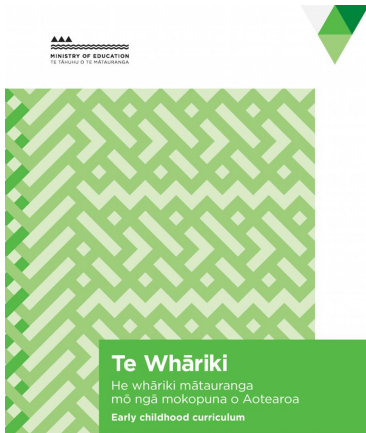
'Portfolios of children's learning are a useful way for kaiako to follow children's progress and interests. They also provide opportunities for parents and whānau to engage with their child's learning journey and contribute their own observations and suggestions. Portfolios may include annotated photographs, children's art, recordings or transcripts of oral language, kaiako observations and learning stories. Older children will often take their own photographs and dictate the story of their work.'

'Opportunities for children to revisit items in their portfolios invite learning conversations and support self- and peer assessment. Older children will plan for their own learning with kaiako and whānau.'

(Te Whāriki, 2017)

Implications

Wide variance in usage of e-portfolios; many missed opportunities where e-portfolios not being used to their full potential.

- Need greater support for teachers
  - Important role in facilitating and revisiting alongside children
  - Greater training and support needed

- Responses suggest children are often removed from writing & engaging
  - Difference between hard-copy and online contribution
  - Children don't always have access

- Idiosyncratic approaches to e-portfolio decisions by teaching teams
  - Professionalism around e-portfolios - printing and accessibility – are children being excluded?
  - Encouraging comments and stories that highlight learning and not focus on being "cute"
  - Including families and wider community in decisions (doing the best for the centre/children)