ePortfolio with Rubric-Based Reflective Assessment in Teacher Training

As a teacher educator, you're dedicated to preparing your student teachers for effective teaching. A critical element in your program is reflective assessment using ePortfolio, a modern ICT tool. This approach not only assesses their progress but also encourages self-reflection which is a crucial skill for educators. You introduce the concept of ePortfolio at the beginning of the program and encourage students to maintain these artifacts for digital portfolio throughout the course. They are tasked with collecting and organizing real-life examples that demonstrate their growth as educators. This might include lesson plans, descriptions of classroom activities, videos of their teaching sessions, personal reflections, the games they developed, feedback from peers and mentors etc.

Students are encouraged to carefully choose examples and experiences that highlight their strengths and areas for improvement. For instance, they can include videos of classroom interactions where they successfully engaged students and use the rubric to assess their own teaching effectiveness. They can also add instances where challenges arose and analyze how they plan to overcome them.

For this purpose, you provide specific rubric to help them evaluate their work. You guide them in using digital tools like Google Sites, WordPress, or professional ePortfolio platform like WIX. These platforms help students create visually appealing, user-friendly ePortfolio that clearly convey their journey. As part of the ePortfolio, students regularly engage in self-assessment, assessing their work against the rubric provided. This continuous self-assessment ensures that they maintain a detailed understanding of their development. Towards the end of the program, you initiate a peer review process where students exchange ePortfolio with their peers. Using the same rubric, they provide constructive feedback on each other's portfolio. The feedback focuses on the clarity of communication, the selection of real-life examples, and the depth of reflection. This peer review process encourages open communication among students and helps them see their development from different perspectives, with the rubric serving as a clear framework for evaluation. At the conclusion of the program, students participate in a final reflection and discussion session. They revisit their ePortfolio and reflect on their journey as aspiring educators.

The integration of ePortfolio with rubric-based reflective assessment in teacher training leads to a significant transformation in how student teachers perceive and communicate their progress. Through the use of real-life examples, structured self-assessment, and peer feedback guided by rubrics, they gain valuable insights into their teaching practices, fostering continuous self-improvement. This scenario provides an example how teacher educators can use reflective assessments not only to assess their progress but also prepare them for their future roles as educators by instilling the vital skill of self-reflection and ensuring clear and transparent communication of their development.