Assessment by portfolio: using Padlet as a multimodal interspace

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Outline

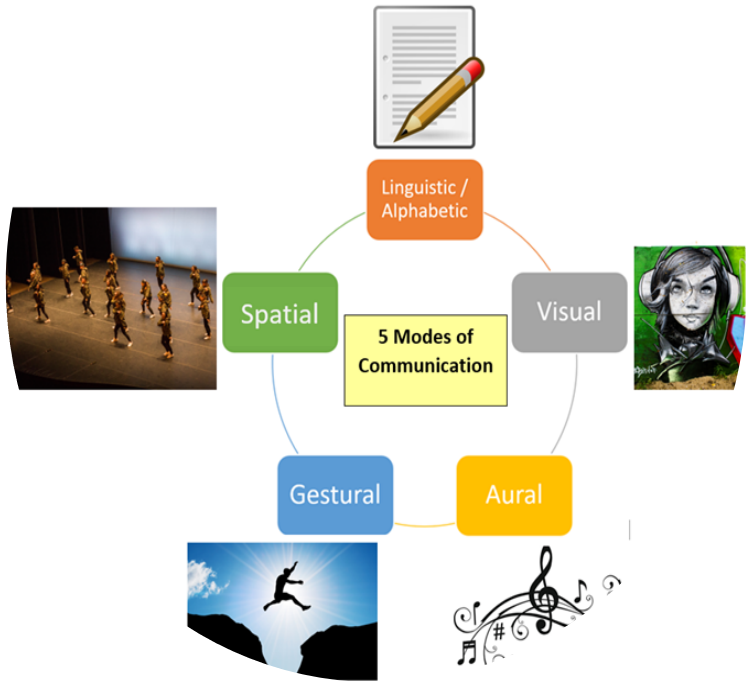
- Background
- Context
- Assessment Challenges
- Response to Challenges
- Padlet Portfolio
- Student & Teacher Feedback

Multimodality

- 'a must for academic contexts, as the purpose of EAP is to prepare learners for academia' (Sezgin, 2023)
- 'establishes a direct relationship between the subject and real life, since multimodality is present at all levels in life' (Lirola, 2018); 'all interaction is multimodal' (Hauck, Kurek & Satev, 2021)

A multimodal pedagogy necessitates a means of discourse which includes a range of semiotic modes and a more integrative approach to learning, teaching and assessment

E-portfolios offer the 'space' for such discourse and allow for a focus on the process of learning as much as on the final product.

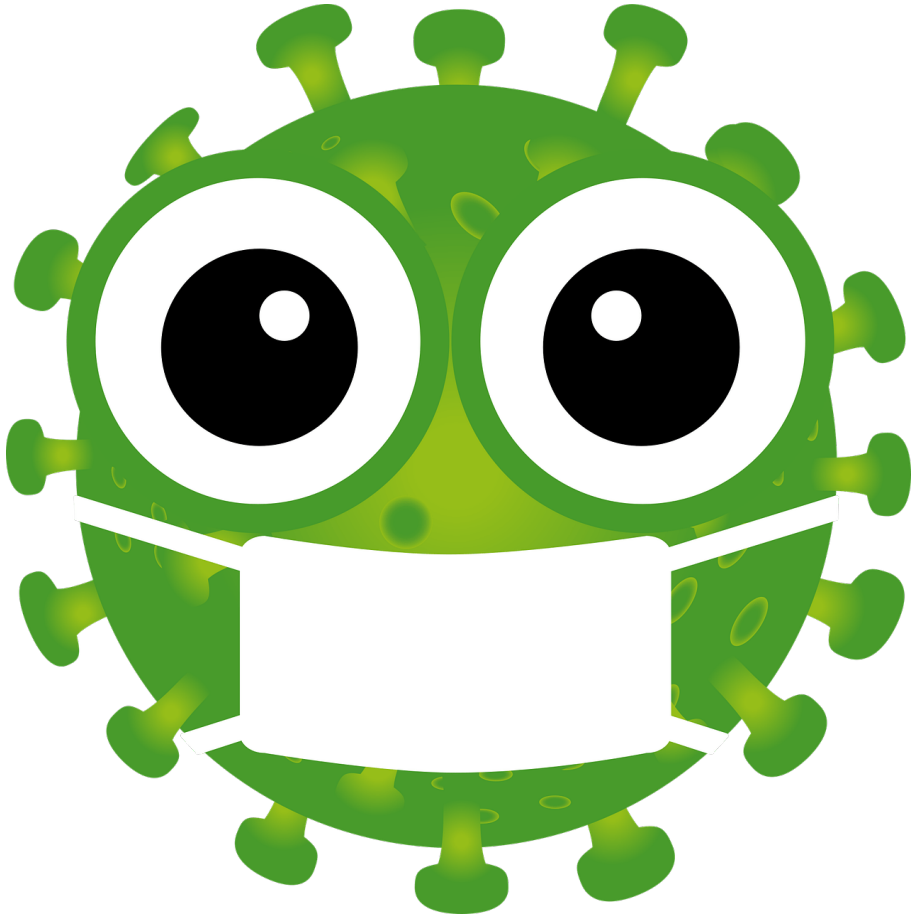


Transnational Education Partnership

- University in Northern China (Liaoning Province)
- Approximately 190 students in each year group (Accounting or Finance majors)
- Centre for English Language Teaching (CELT) at Ulster responsible for English language provision during Year 2
- Students need to achieve mid-high B2, minimum IELTS equivalent 6.0 to progress to Year 3
- Students study mostly Ulster modules during Years 3 and 4

Challenges 22-23

- Teachers delivering modules remotely from and to multiple locations (2021-2023)
- Students in classroom / dormitory / at home
- Need to respond quickly to local covid restrictions
- Assessments to be revisited



Assessment Semester 3: 22-23

To avoid ongoing uncertainty and unforeseen changes in 22-23, agreed with partner institution to adopt continuous assessment via Padlet portfolio for Semester 3.

Agreed assessment weightings:

Sem 3:

L&S portfolio: 20% of total marks for the module for the year

R&W portfolio: 20% of total marks for the module for the year

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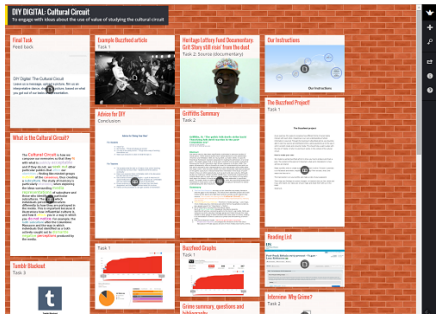
Focus for Semester 3: 22-23

- To promote the learning process with a focus on formative (rather than summative) feedback
- To establish a virtual space for genuine interaction and construction of meaning between student(s) and teacher
- To facilitate and foster multimodal meaning-making and interaction between different semiotic forms
- To encourage & recognise engagement / independence / autonomy / creativity / risk-taking
- To foster a sense of achievement through the 'final' product

Why Padlet?



- 21-22 experience: no firewall issues; user-friendly
- Can host variety of modes / individual and group work
- Comments function encourages both synchrono us and asynchronous dialogue
- Suitable for formative assessment / tracking student progress
- Provides a permanent record ('immortal walls')
- Infinite wall size
- (20 MB limit file size free version)

- 'Allows users to asynchronously pin multimodal messages on a virtual wall' (Hauck, Kurek & Satev, 2021)
- Allows for multiple layers and modes of communication, creativity and reflection.
- 'Research indicates that Padlet-mediated learning is convenient and beneficial for improving students' engagement' (Rajiah, 2018 cited in Albarqi, 2023)
- Lirola (2018) highlights the relationship between multimodality, evaluation through portfolio and independent learning.
- Megat Mohd. Zainuddin et al (2020) claims Padlet improves learning by 'intensifying engagement'.

Assessment by portfolio

Assessment tasks divided into 4 categories:

- Starred tasks (example in next slide)
- Set tasks
- Optional tasks
- Independent work

Incorporated into teaching schedule

Checklist for students and teachers.

Assessment criteria:

- Reward engagement and completion
- Scoring shared with students from the outset.

Padlet Tasks

PADLET TASK CHECKLIST

***Starred tasks.** **ALL** starred tasks **MUST** be completed for your Padlet to be awarded a Pass mark.

Week	Task	Skills folder	Completed?
Week 0	Self-introduction on Flipgrid (1-2 mins). Upload the link to your Flipgrid.	Listening and Speaking	
Week 7	PAUSE FOR REFLECTION: Provide a written reflection on your feelings about your progress in both Reading and Writing skills. What have you learnt so far? What do you still need to improve? How will you do this?	Reading and Writing	
	PAUSE FOR REFLECTION: Record a reflection on your feelings about your progress in both Listening and Speaking skills. What have you learnt so far? What do you still need to improve? How will you do this?	Listening and Speaking	
Week 9	BB: Read Boohoo Sustainability Plan (Writing and Speaking Assessment Final folder) and summarise how Boohoo plans to 'make clothes smarter' (pp5 & 6) in no more than 100 words.	Reading and Writing	
Week 11	BB: Listen to *The True Cost of Fast Fashion* (the economist) (Writing and Speaking Assessment Final folder) and complete the worksheet.	Listening and Speaking	
Week 13	Seminar discussion on Fast Fashion (15-20 mins)	Listening and Speaking	
Week 14 (w/b 19th Dec 22)	Reading paper (*Making Fashion Sustainable*) This task could be introduced at any point from Week 8 onwards.	Reading and Writing	
	Essay on Fast Fashion (500 words)	Reading and Writing	

Independent tasks: guidance

Examples of independent study could include:

- reading and paraphrasing/summarising sections from relevant academic texts and highlighting/evaluating the writer's stance;
- listening to additional TED talks (short talks / lectures) and recording your opinion;
- comparing aspects of various cultures based on selected appropriate sources;
- extending your vocabulary / grammar independently;
- reflecting on what you have read / written / created.

This is an opportunity for you to experiment and take risks, using whatever tools (writing / audio / video / music / graphics / colour / animation etc) you think best helps you convey your message.

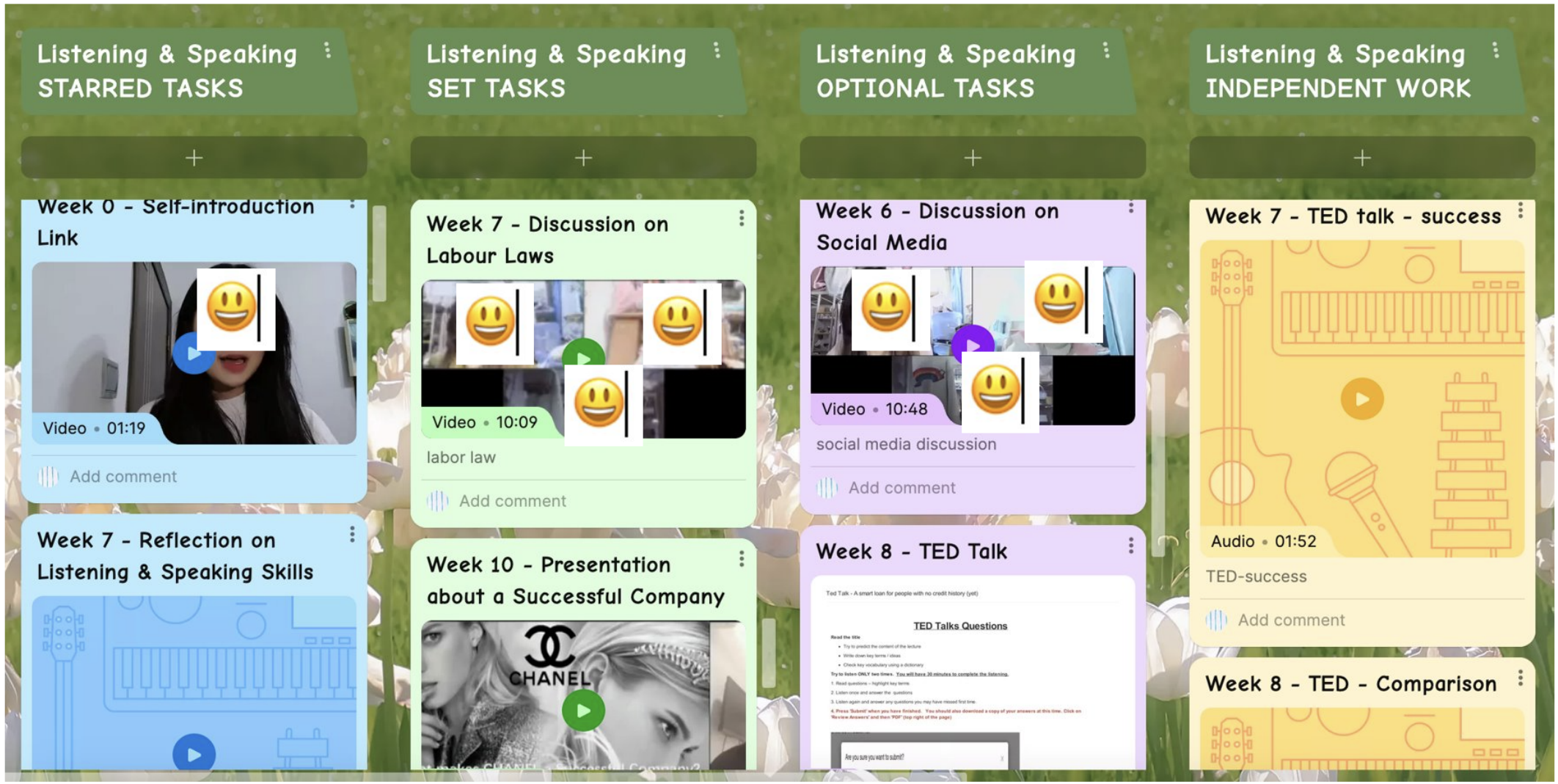
You can work on your own or in pairs / groups. It is up to you, but at least some of your independent work should show evidence of creativity / critical thinking / evaluation / independent thought.

*Changes for 23-24 highlighted in red

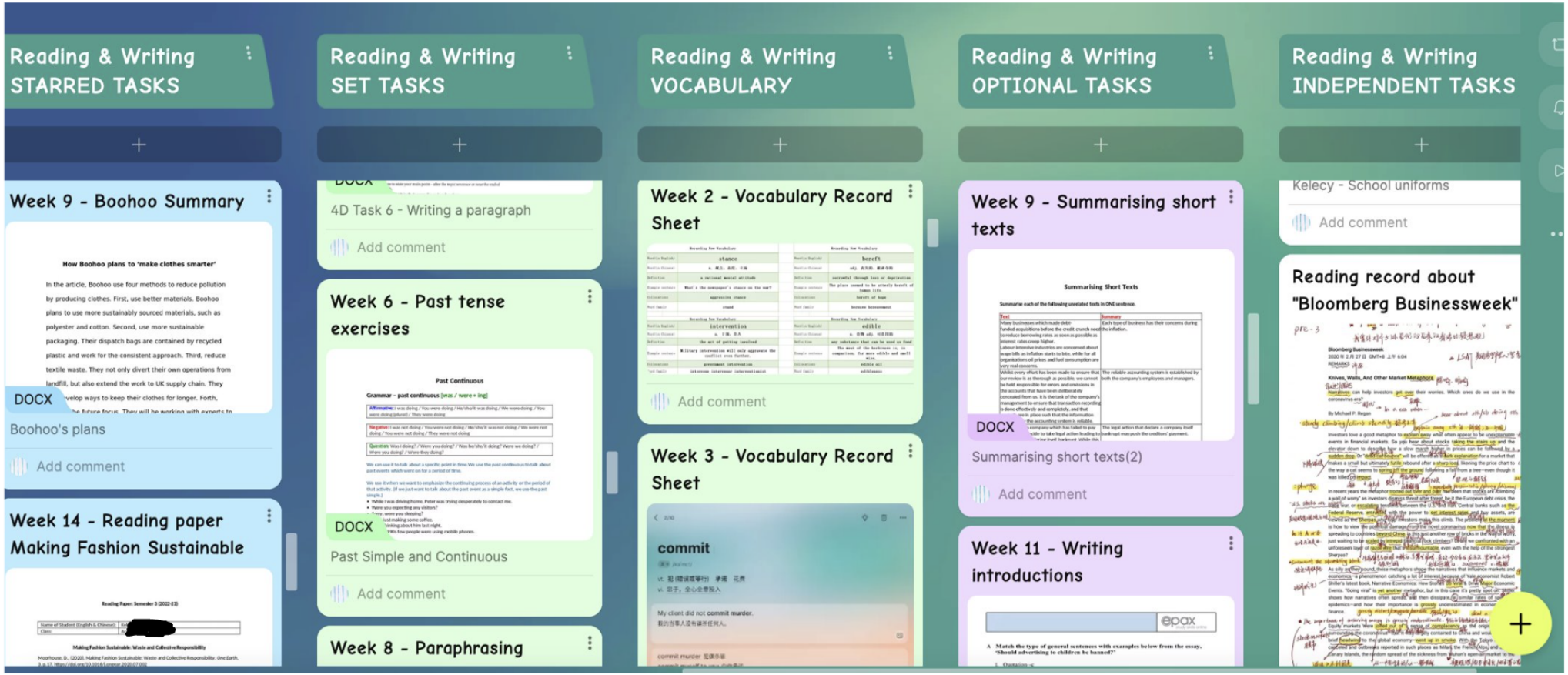
Scoring

Score /20	Task type	Notes
17 – 20: EXCEPTIONAL	Some independent tasks Most optional tasks (4 R&W, including Week 12 summary; 3 L&S)	For a score of 17 and over, you must complete: • All starred tasks • All set tasks • Most optional tasks (4 R&W including Week 12 summary; 3 L&S) • Some independent tasks
13 -16: STRONG PASS	Some optional tasks (3 R&W; 2 L&S) All set tasks	For a score of 13 and over, you must complete: • All starred tasks • All set tasks • Some optional tasks (3 R&W; 2 L&S)
10 -12: PASS	Most set tasks (9 R&W; 5 L&S) All starred tasks	For a score of 10 and over, you must complete: • All starred tasks • Most set tasks (9 R&W; 5 L&S)
5 – 9: FAIL	Not all starred tasks completed AND/OR most set tasks not completed	Portfolios which do not meet the minimum requirements (see above) will FAIL
1 – 4: SERIOUS FAIL	Very little work completed	
0	Portfolio not submitted	Zero indicates zero effort. No work submitted.

Example L & S Portfolio



Example R & W Portfolio



Portfolio results

Scoring	L & S (no of students)	R & W (no of students)
17 – 20: EXCEPTIONAL	162	131
13 -16: STRONG PASS	18	50
10 -12: PASS	15	11
5 – 9: FAIL	3	6
1 – 4: FAIL	0	0
0: FAIL	1	1

Student feedback: questions

All Year 2 students surveyed through Microsoft Forms questionnaire.

Completion rate: approximately 28%.

Questions 1-4 (using 5-point Likert scale):

1. I found Padlet an effective platform/tool to share/discuss my work with my teacher.
2. I liked the fact that the focus of Year 2, Semester 3 was more on learning than assessment.
3. I liked Year 2, Semester 3 assessment having a range of set, starred and optional tasks.
4. I liked the fact that my portfolio comprised a wide range of task types. For example...

Questions 5-8 (open questions):

5. How effective did you find Padlet for the different modes of assessment listed in Q4? For example...
6. How beneficial did you find the opportunity to work on independent tasks?
7. How did you use the feedback provided to you to develop as a learner?
8. Any other comments?

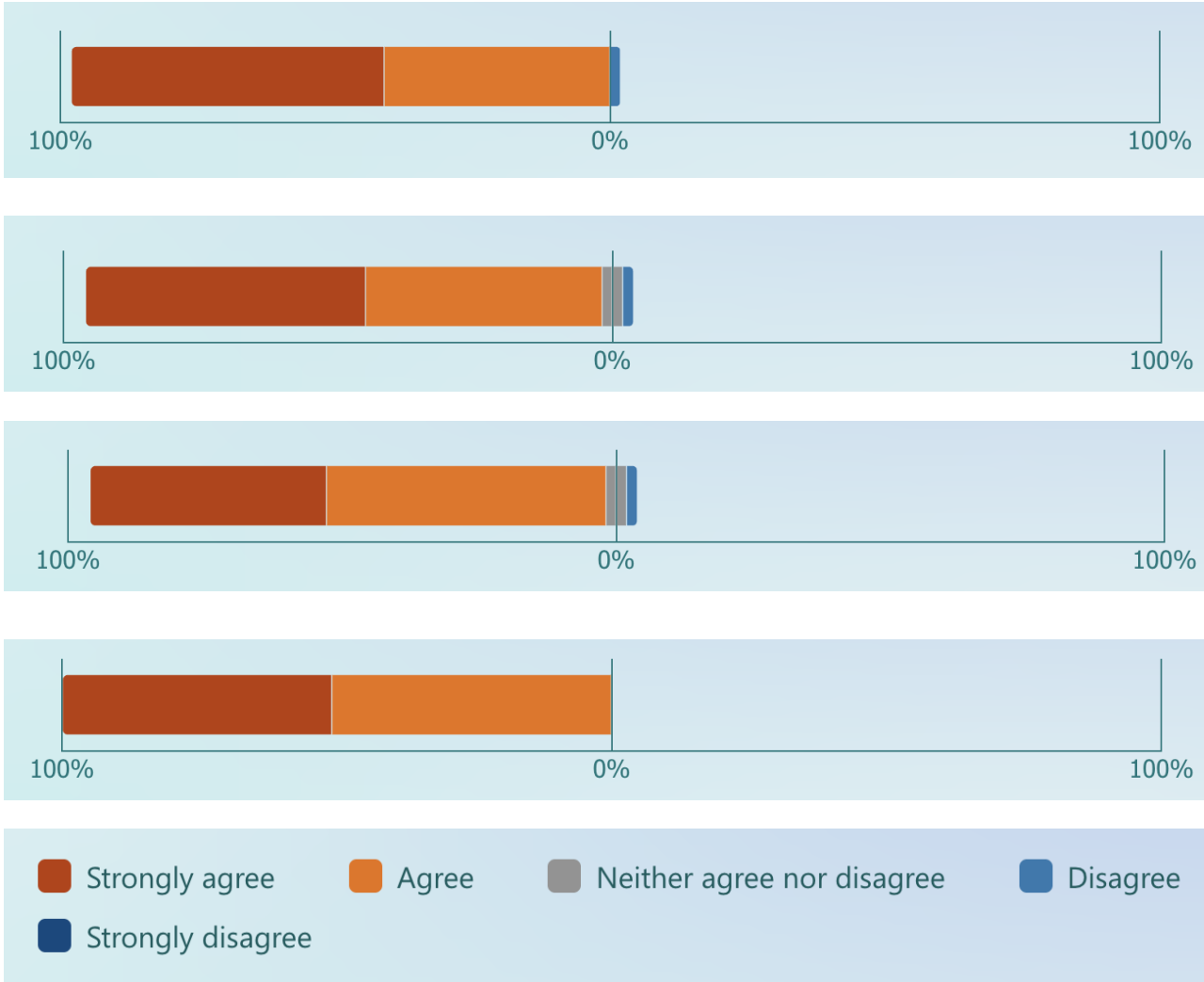
Results from Feedback: Q1-4

I found Padlet an effective platform/tool to share/discuss my work with my teacher.

I liked the fact that the focus of year 2, Semester 3 was more on learning than assessment.

I liked year 2, Semester 3 assessment having a range of set, starred and optional tasks.

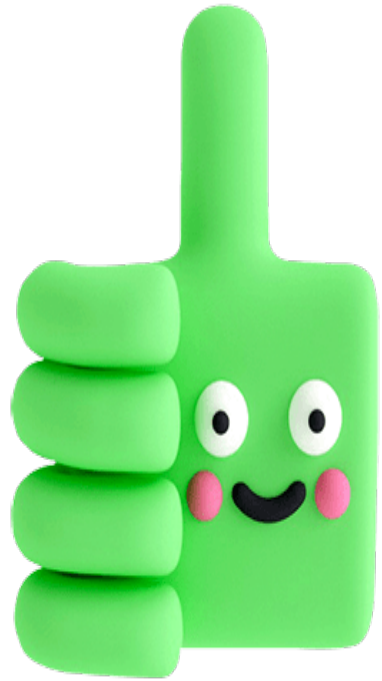
I liked the fact that my portfolio comprised a wide range of task types.



Results from Feedback: Q5

How effective did you find Padlet for the different modes of assessment listed in Q4?

Key themes: 1. Easy to use / convenient (terms used synonymously) (x 25); 2.Effective / helpful / useful / clear (x10); 3.Sensational / good / yes / 1 (x15); 4.Interesting (x1); 5.Recommend (x5)



*I think Padlet is **good for students to share their homework, plans and discussions** etc. It was **not so difficult for me to upload** those things. Therefore, I would like to **recommend** Padlet as a learning platform.*

*I think **recording and uploading discussions/presentations is very convenient**. I think **it's easy to get and respond to teacher's verbal and written feedback**, which is great! I would r**ecommend** Padlet as your l**earning and evaluation platform** because it is **very interesting**.*

It is easy and convenient for Padlet to record and upload discussions or audio**, and it is also a **convenient** platform for us **to browse past submissions.

Results from Feedback: Q5

Key themes: 1.Connectivity issues (x3); 2.Issues with longer videos (x2); 3.No notification for comments (x1)

I think there is a not a big problem, but sometimes there is a internet connection problem.

Longer video uploads are not easy.

It's easy for students to upload video and discussion. Some students can't assess to the website sometimes. It's also a little difficult for student to get feedback from the teachers since the platform doesn't have a reminder when we get comments.*

*Students now reminded to turn on comment notifications in their settings, which will send students an email when their teacher has left comments.

Results from Feedback: Q6

Q6: How beneficial did you find the opportunity to work on independent tasks?

Key themes: 1. Improve English (x9); 2. Improve skills/ability (x5); 3. Improve knowledge (x5); 4. Critical thinking (x5); 5. Independence/own interests (x6); 6. Flexibility (x2); General positivity (x15)

*It can help me **to develop a critical thinking method.***

*Promote us to **doing self-study***

*It's a good way **to think deeply**.*

*In the process of completing independent tasks, we often have the opportunity **to learn more different and rich content, which can effectively improve our ability.***

It is difficult to do high-quality independent work on my own initiative.

Results from Feedback: Q7

Q7: How did you use the feedback provided to you to develop as a learner?

Key themes: 1. Correct mistakes (x13); 2. Improve in future (x18); 3. Practice (x3); 4. Discuss with teacher (x3); 5. Think more (x1)

*Ask for **help from teachers and learn from classmates by leaving messages and comments**.*

*I carefully read feedbacks and communicate with my teacher during **tutorials**.*

*I will **adjust and modify** in time according to feedback.*

*The feedback after each task enables me **to find my mistakes** in reading or listening in time and **correct them in subsequent learning***

*I use feedback **to better correct my homework and get more effective suggestions to help me do better**.*

Feedback from teachers

- **Padlet portfolio:**
  - *Very effective for language acquisition.*
  - *Encouraged students to try new things and take risks*
  - *Helped to develop student autonomy*
  - *I think it (the portfolio) should have been given more weight.*

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Next steps?

- Promote more collaborative engagement
- Retain Padlet as platform for portfolio
- Review integration of modes
- Encourage more creative use of multimodal resources

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Any questions?

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