# USE OF PORTFOLIOS IN ASSESSING COMPETENCY IN APPLIED LEARNING OF MULTIMEDIA

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**Doctor of Education**

**October 2009**

A thesis submitted in fulfillment of the requirements for the degree of

Doctor of Education, University of Technology, Sydney, 2009.

## Certificate

I certify that this thesis has not been submitted for any degree and is not being submitted as part of candidature for any other degree.

I also certify that the thesis has been written by me, and that any help that I have received in preparing this thesis, and all sources used, have been acknowledged in this thesis.

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## ACKNOWLEDGEMENTS

I would like to acknowledge my indebtedness to those who had helped me with the thesis. First and foremost, I would like to express my profound gratitude to my supervisor Dr. Tony Holland for his constant guidance, encouragement and patience with this thesis. Dr. Holland's careful reading and insightful suggestions on all the drafts is the reason that the thesis could be more complete.

I would like to thank Dr. Jim Athanasou and Dr. Robert Pithers. Their constructive suggestions and comments have made a lot of contribution to the development of the thesis. In addition, the gratitude also goes to other staff of the Faculty of Education of the University of Technology, Sydney, for their supporting the completion of this degree. I am also grateful to all my classmates for their supports and encourages.

I am deeply indebted to all the teachers and students involved in the study. Without their participation, it would have been difficult to carry out the study. My genuine thanks go to my colleagues who helped me to collect the data. Their assistance in consolidating the data was also greatly appreciated.

Finally, my wholehearted thanks to my wife, Ruby, and our two daughters, Winki and Winsome, for their patience and understanding such that I could concentrate on writing the thesis. Without their constant support, this thesis would not have been completed.

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## ABSTRACT

With a view to be integrated into the new senior secondary curriculum from 2009/10 school year, Applied Learning (formerly known as Career-oriented Studies) courses have been piloting for senior secondary students in Hong Kong since 2003. The purpose of this research was to explore the impact of the implementation of portfolio assessment as an authentic assessment method in an applied learning of multimedia course. Specifically, the study had to answer questions of *what* is the improvement of the students' achievement, *what* are the changes in learning attitude and satisfaction of the participants, *how* can portfolios provide evidence of the students' competency, and *what* are the needs of professional development of teachers using portfolio assessment in applied learning.

To evaluate the impact of portfolio implementation, the study collected data from both students and teachers to answer the research questions concerning students and teachers respectively. Both quantitative and qualitative research methods were utilized for the study and relevant research on competence, portfolio and authentic assessment provided the primary theoretical context.

Despite the finding that the introduction of portfolio assessment as one of the assessment methods did not significantly improve the students' achievement, the main contribution of this study is that it was evident that completing a portfolio benefits applied learning students and their portfolio compilation process can lead to an enhancement in student motivation towards learning. The results of the study also provided support that portfolios can be a form of authentic assessment for applied learning.

The study found that portfolios can improve teacher understanding of competency and its assessment which led to a more professional approach by the teachers involved. Finally, the results suggested that teacher professional development should have a significant impact on the portfolio implementation. In order for this form of assessment to be effective, teachers must be trained in the various aspects of the approach.

This study contributed to the literature of new senior secondary education, specifically the development of applied learning courses. To the extent that this study helped identify perceptions of the portfolio assessment by students and teachers, this study also contributed to the teaching and learning using portfolios. It is hoped that the encouraging findings of this study would shed light on the multifaceted benefits of portfolio assessment and would provide sound justifications for its integration into the applied learning curriculums.