

Annotated Bibliography

Collaboration and Communication of E-portfolios in the Wiki Classroom

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**Articles Related to Communication and Collaboration with Wiki Classrooms
and E-Portfolios**

Barrett, H. (2005). White paper: Researching electronic portfolios and learner engagement. Retrieved from www.electronicportfolios.org

This is a very comprehensive white paper by Dr. Helen Barrett, the creator of electronic portfolios.org. It is identified as a white paper, but reads more as a comprehensive manual with resources for setting up e-portfolios in education. Dr. Barrett is the Research Director of REFLECT which stands for Researching Electronic Folios, Learning, Engagement and Collaboration through Technology. Its focus is on K-12 wiki and portfolio teaching and learning. It provides a brief overview of e-portfolios in education before moving into many concepts and diagrams for e-portfolio learning. It provides less than one page on products or wikis that offer the platform to host student e-portfolio learning. Google Scholar search turned up very little regarding peer reviewed research on Dr. Barrett, however, she has presented at a number of conferences. The white paper gives some very practical tools for e-portfolio uses with flow charts and tasks for student and teacher. REFLECT as an initiative should be viewed as a process in need of more research.

Butcher, H. K., & Taylor, J. Y. (2008). Using a wiki to enhance knowing participation in change in the teaching-learning process. *Visions: The Journal of Rogerian Nursing Science*, 15(1), 30-44.

This article was written by two nursing professors at a college nursing program. It focuses on the enhancement of collaboration through the use of wiki in nursing school. Written in 2008, it focuses on the concept of co-operative learning in nursing school. This article focuses on wiki

learning based on Rogerian Participatory Epistemology philosophy which believes in the pan dimensional mode of awareness. The article gives an overview of wiki principles that the authors feel are important along with a very valuable list of netiquette guidelines for the use of wiki learning. This article offers a simple review of the literature applying wiki learning to the nursing profession. The depth of the article is limited and it fails to rate the acceptance of the Rogerian method of teaching in the article. The most valuable parts of the article are on student ground rules with wiki learning and how wiki earning contributes to learning in nursing, a very complex career field.

Buzzetto-More, N. (2010). Assessing the efficacy and effectiveness of an e-portfolio used for summative assessment. *Interdisciplinary Journal of e-Learning and Learning Objects*, 6(1), 61-85.

This article focuses on implementation of e-portfolios at the University in Maryland, Eastern Shores. The author is an Associate Professor and the Assurance Chair in the Department of Business. She is a graduate of Columbia University. The university used the portfolio capabilities of Blackboard to conduct its initial research with 30 students in its 2007 launch of e-portfolios. The study has now expanded to 147 students. The study surveyed student opinions on ease of use, knowledge of the business department goals for portfolios, and opinions from students about increased knowledge through e-portfolio usage. The results were positive and led to implementation for all students in business from freshman to senior years. Good article backed by research from a small college showing success using e-portfolios which resulted in the expansion of its use.

Carney-Strahler, B. (2011). Wikis: Promoting collaborative literacy through affordable technology in content-area classrooms. *Creative Education*, 2(02), 76.

A brief article highlighting wikis as an affordable approach to communication and collaboration. It gives an overview of many of the wiki tools, PBwiki, Wikispaces and others as low cost tools for collaboration in learning among students. This article goes further than most articles and gives general wiki applications to social studies, math, science and english. The article organizes wiki use into organization, presentation and collaboration. It also gives some valid cautionary conclusions and advises against too much use of technology in education.

Denton, D. W., & Wicks, D. (2013). Implementing electronic portfolios through social media platforms: Steps and student perceptions. *Journal of Asynchronous Learning Networks*, 17(1), 125-135.

This article was authored by two professors of instructional technology at Seattle Pacific University. It recognizes the development of new collaboration tools which make electronic portfolios easier to use. It analyzes many electronic portfolio tools across cost and ease of use. This article presents a good, but brief review of the literature. It also reviews several free and for fee on-line products for hosting e-portfolios. This article spends more time than most articles on the legalities and the upkeep and maintenance of quality of e-portfolio systems. It also highlights the importance of teaching on the usage of e-portfolios to students in the implementation phase. It offers very crucial steps for e-portfolio implementation in its conclusion.

Jenson, J. D., & Treuer, P. (2014). Defining the E-Portfolio: What it is and why it matters. *Change: The Magazine of Higher Learning*, 46(2), 50-57.

This article begins with a good overview of usage of e-portfolio in our colleges and universities today. It reports that over 50% of colleges and universities use e-portfolios with their students. It derives much of its conclusion in the article from observations and research from 2000 first year freshmen students at University of Minnesota, Duluth. E-portfolios were made a requirement for freshman English courses since 2001. It covers the evolution of the e-portfolio at the university from old Web 1.0 technology to Web 2.0. The university felt strongly that e-portfolios deepen student learning in college. The anticipated outcome was not what the university expected. After over 1 million logons among the students the university stepped back from the use of e-portfolios. Turnover of staff, lukewarm acceptance from students and a realization that teaching students how to use e-portfolios was an enormous undertaking for the university. The university makes recommendations for full integration of e-portfolio use only with dedicated teaching to students on collection self-regulation, reflection integration and collaboration. The article also offers a rubric for e-portfolio literacy. This article involved research with over 2,000 students and over 1 million e-portfolio logons in coming up with its conclusions that e-portfolios are at a crossroads in education and for them to survive they need comprehensive implementation among students which includes education on usage.

Karasavvidis, I. (2010). Wiki uses in higher education: Exploring barriers to successful implementation. *Interactive Learning Environments*, 18(3), 219-231.

This article focuses on a research project involving 38 students using wiki methods of instruction in undergraduate courses. The research project identifies seven major areas of

problems identified in the use of wikis in the education of these 38 students. The author and the students from the study are from the University of Thessaly in Volos, Greece. The author is an expert in the use of Web 2.0 tools in education. The seven areas identified by student responses are, time and effort, task requirements, plagiarism, lack of communication, lack of collaboration, validity of interpretations and reluctance to edit posts. The major implications to our group's assignment are collaboration and communication. The area of collaboration was hampered by reluctance on the part of the students to edit fellow students work and student perceive communication in a wiki to be a lot of work. This article highlights many of the challenges with wiki learning and concludes with the belief that students must understand the mode of teaching with wikis, otherwise they will resort to traditional methods of learning. This article involves a small group of participants. It gives a very good listing of implications for educators.

O'Bannon, B. W., & Britt, V. G. (2011). Creating/developing/using a wiki study guide:

Effects on student achievement. *Journal of Research on Technology in Education*, 44(4), 293-312.

This article focuses on the technology behind the use of wikis in education. It highlights the development of wikis in education from Web 1.0 and highlights the evolution to Web 2.0 as it relates to wikis in a preservice teacher program. The article reports on research conducted on 113 preservice teachers who used a wiki to learn about Web 2.0 tools. The study examined the effectiveness of the teaching, perceptions of the use of the wiki, frequency of use of the wiki and communication habits. The conclusions of the authors indicate an increase in knowledge base on pre and post test scores; participation and frequency was high, however, communication was limited and students relied primarily on e-mail and face-to-face communication rather than the wiki. This is a good attempt with a small captured student population (not a random sample) of

IT students. It is current research that adds to other researchers who have tried to show increased knowledge using wiki as an education platform.

Pecheone, R. L., Pigg, M. J., Chung, R. R., & Souviney, R. J. (2005). Performance assessment and electronic portfolios: Their effect on teacher learning and education. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(4), 164-176.

This article written by the Director of Technology and a doctoral candidate at Stanford University. It involves the study of seventy-one participants who were students who used electronic portfolios and their perceptions of the advantages and disadvantages of the e-portfolio as it related to usage and learning. Although, not written in the last five years it is an article directly related the topic of our group project. The research seems to be well done with a significant amount of references. The research study comes from faculty and students at a Tier I university. The article concludes outlining positive responses and negative responses on the use of e-portfolios in teacher learning. The positive responses revolved around the real-time nature of the portfolio. Faculty and students could make changes and comment in real time which enhanced learning. The negative responses focused on the unreliability of the technology and the time consuming nature of pouring through screens to input comments. This article is well written with good conclusions. The surveyed students provided very honest comments about the use of e-portfolios. The article was not specific to wiki portfolios, but used a system very similar to how a wiki functions.

Swigonski, M., Ward, K., Mama, R. S., Rodgers, J., & Belicose, R. (2006). An agenda for the future: Student portfolios in social work education. *Social Work Education*, 25(8), 812-823.

This article focuses on portfolios among social work students in higher educations. It highlights the definition and purpose of e-portfolios in support of social work education. It also gives a brief review of the literature regarding e-portfolios conducted on-line. The article is written based on the experiences of faculty members from a small university in New Jersey. It is published in a prominent social work journal, *Social Work Education*. It focuses totally on e-portfolio use in adult education. This article lists the content of the portfolio and the instructions students are given for self-reflection. Additionally, the article explores the role of the faculty in providing training and oversight with students regarding the use of e-portfolios. The article highlights the contributions e-portfolios bring to learning through reflection. This article was published in 2006, however, it is based on portfolio use in their program starting in 1999. The article is dated, however, gives a good review of the rationale for the use of portfolios and a very good list of suggested artifacts to include. It fails in addressing some of the more current themes in portfolio involving outcomes related to learning. The article offers some practical insight into e-portfolios in one unique discipline, social work. It does provide a limited look into how a university can incorporate e-portfolios in their department.