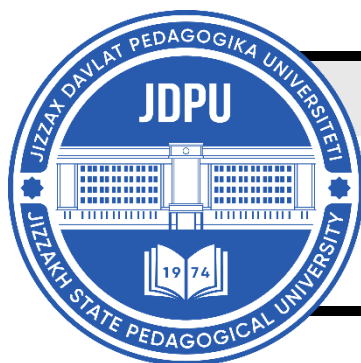


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HOW ELECTRONIC PORTFOLIOS ENABLE TEACHERS TO DEVELOP PROFESSIONALLY

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ABOUT ARTICLE

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Abstract: This work explains the importance of using e-portfolios in the continuing professional development of the secondary school English teachers in Uzbekistan. In recent years, fundamentally new approaches have been introduced to the system of continuous professional development in our country. E-portfolios can be used as a tool for data collection, self-assessment, reflection, and learning to reflect. A survey on using e-portfolios in the continuous professional development of teachers will be discussed in detail. Also, it provides some suggestions for finding solutions for those challenges through creating e-portfolios by using Google Sites and Padlet.com. Some works of secondary school teachers created by Google Sites and Padlet.com will be shared.

Introduction.

Nowadays many secondary school English teachers in Uzbekistan are far from realizing they should be responsible for their continuing professional development. Professional accountability focuses on conformity to standards and codes of conduct for professional behavior, checked by peers through their professional institutions. Professionals who have the statutory duty to help improve standards of professional conduct among teachers in the public interest (Bovens, 2005). [1] Using electronic portfolios can be a good solution for the analysis

and monitoring of the professional development of English language teachers. A key element of the definition of e-portfolios (and of portfolios in general) is the distinction between portfolio as process and as product. Winsor and Ellefson[2] (1995), for example, defined a portfolio as “a fusion of processes and product”. The increasingly ubiquitous role of technology in educational schools means that technology has a great impact on the collecting and sharing of artifacts, learning, and information (Goldsmith, 2007). [3]

E-portfolios can be used as a tool for self-assessment, reflection, and learning to reflect. In addition, it will be possible to collect all the educational materials prepared by the teachers in addition to the textbook for future use of electronic portfolios. As Emma (2022) [4] stated, technology, such as e-portfolios, may offer opportunities for transformative practices in teaching, learning, and assessment in secondary and higher education. However, e-portfolios need to be carefully evaluated, designed, and implemented to achieve valid, fair, and reliable outcomes. Ilmurodova (2021) [5] underlines that in global practice the electronic portfolio is part of the e-education strategy, which is considered the most promising educational technology of the 21st century.

MATERIALS AND METHODS

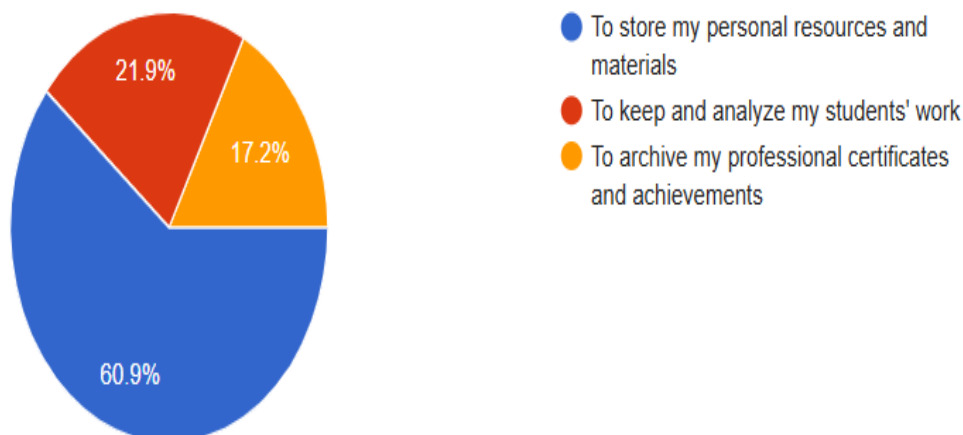
A survey was conducted among 151 English language teachers from secondary schools in the Andijan, Namangan, and Khorezm regions to investigate the extent to which electronic portfolios are utilized in the continuous professional development of these educators in Uzbekistan. In this survey, the following questions related to the teachers' work experience and benefits and challenges in using e-portfolios have been discussed. Survey answers were taken anonymously through Telegram social networks.

As it can be seen from this table, teachers use e-portfolios as a database that illuminates their work and as a tool for evaluating students' learning. Another question in the survey was about the teachers' main goals for using the electronic portfolio, and the following answers were taken:

5. What is the primary purpose of using an electronic portfolio?



151 responses

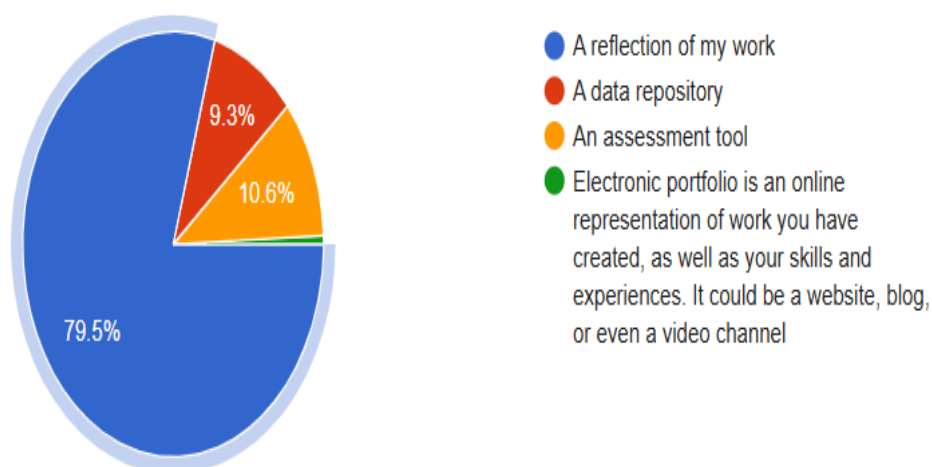


According to the table, for most participants, the primary purpose of using e-portfolios is a digital collection to store their personal resources and materials; for nearly a quarter of participants, e-portfolios are used for keeping the learners’ work and analyzing it, and a small number of participants use e-portfolios to store their certificates and methodological materials. As Emma Walland & Stuart Shaw (2022) [6] stated, a key theoretical benefit of an e-portfolio is its potential to create a personalized or individualized learning environment. E-portfolios can be in the form of a website, blog, or even a video channel and they have many versatile formats.

4. What does an electronic portfolio mean to you?



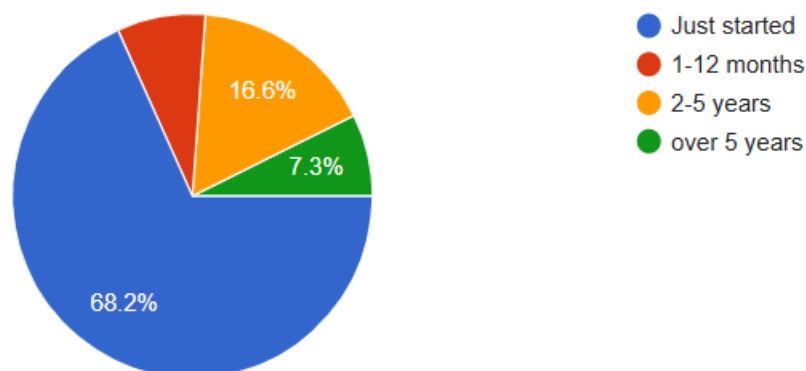
151 responses



The answers for the next question underline that e-portfolios are important for keeping track and making a reflection. Reflection is the “heart and soul” of a portfolio, and is essential for brain-based learning (Brockbank & McGill 2007). [7] Only a tenth can see them as a data repository.

6. How long have you been using an electronic portfolio?

151 responses



The responses to the question about how long they have been using the e-portfolios confirmed that more than 68% of the participants said they were new to using the e-portfolio. It can be seen from this that the teachers of secondary schools in our country need to learn how to create e-portfolios for keeping track of their professional development during their work. It is seen that the use of electronic portfolios as a form of digital technology as a collection of resources and materials is the demand now. Electronic portfolio is the biggest innovation in educational technology shows a system across a range of disciplines, institutions and applications (Lorenzo and Ittelson, 2005). [8]. The tables show that the challenges faced in creating and maintaining an e-portfolio are those who emphasize the importance of user-friendly platforms, robust technical support and training, and the need for users to quickly update their e-portfolios to efficiently create, organize, and maintain them. Donaldson (2018) [9] underlined that implementation is a key factor in determining whether e-portfolios achieve their complex and transformative pedagogical potential. However, their implementation is challenging.

RESULT AND DISCUSSION

The survey and research results can be included in the instructional lessons for teachers on the use of electronic portfolios in the context of their continuous professional development courses, or it will be very informative if tutorials on the creation and use of electronic portfolios are provided to the online educational platform. There is a need for effortful curriculum design

where the purposes of e-portfolios link to their underpinning pedagogy (Cote & Emmett, 2015; Scully et al., 2018). [10]. A key choice to be made when implementing e-portfolios is the choice of software. Lorenzo and Ittelson (2005) [11] advised educational institutions to consider the use of basic approaches when developing software systems for e-portfolios.

In our case, using Google Sites and Padlet.com for creating e-portfolios can be good options. Google Sites is a free and easy-to-use tool that English teachers can use effectively to create and maintain their e-portfolios. Below are the main technological features of creating an electronic portfolio through Google Sites:

1. Creation and management of electronic portfolio

- Through Google Sites, the teacher can create his electronic portfolio simply and quickly.
- It is possible to create individual pages and organize each section according to the purpose (for example, "About me," "Lesson developments," "Certificates", and "Students' achievements").

2. Loading and placing of materials

- It is possible to place text, images, videos, audio, and documents on the page.

3. Interactivity and network sharing

- It is possible to share portfolio pages only with the teacher, only with the staff of the institution, or with the whole public.

- A teacher can add a comment section to their portfolio page to get feedback from colleagues, students, or teachers.

4. Constant updating and development

- Google Sites allows teachers to constantly update and develop electronic portfolio content.

- The teacher can add new certificates, lesson plans, or student achievements.

5. Monitoring and evaluation of professional development

- Teachers can add sections to the page to showcase their professional growth, such as resumes, achievements, and a list of workshops and conferences they are interested in.

- The management of the organization or educational methodologists can evaluate the professional development of the teacher using the portfolio.



6. Use of cloud technologies

- All information is stored in sync with Google Drive, which allows you to manage your portfolio anywhere and from any device.

- Data is stored securely and can be accessed at any time.

Google Sites is a convenient, free, and simple tool for creating an electronic portfolio and conducting professional development. English teachers can use this platform to systematically document their experiences and achievements, share them with colleagues and supervisors, and continue to work on themselves. [12].

Bakirova Zamira Главная страница

SHOT ON MI PLAY AI DUAL CAMERA

Create. Today's session theme was, "Do now routines". I think today's lesson focused on interactive and communicative approaches and helped us to learn how to build a classroom environment that encourages real communication in English. I learned with Wrap up activity, Thumbs up, thumbs down, Give one, get one, Knee to knee, Clock mingles, Evaluate together, Complete the table on routines, Exit ticket. Particularly, I enjoyed the activity "Jazz chant" presented by RPM Hayotillo Abdullayev, it was a little difficult to repeat it, however, I will try to change this activity with easy movements. Additionally, I will use the wrap-up activity at my lessons in order to check up on the knowledge of my pupils.

Reflection.

The most interesting activity in this session was "Thumbs up/Thumbs down ". I implemented this activity during the lesson with my pupils. The result was great. It was an excellent strategy for questioning children during lessons. It was a fun way to test the pupils' knowledge. When the pupil answered the question, I called out "Thumbs up/Thumbs down". The rest of the class should put their thumbs up if they think the answer is correct, and thumbs down if they think it is incorrect. The teacher can immediately see the results and adjusts his/her teaching during the rest of the class period or the following day based on the results provided.




Every weekly Cascading training courses are very interesting and useful for our teaching of English. They are not boring and we have opportunities to speak only English, share our ideas and opinions, and exchange our experiences. We have a friendly warm atmosphere. The last session was about Effective Questioning. We were introduced to Display and Referential questions. Our trainer Saodat explained to us how different types of questions are used in a teacher's talk, to practice basic questions forms and answer with students. Teachers can expect specific answers for DQs, so it is a strategy for supporting students to share their knowledge and understanding of a topic. DQs can be wh-questions, yes-or-no questions, true-or-false questions. Referential questions are asked in order to find out pupils' answers to questions that teachers don't know the answers to. These questions increase pupils' thinking skills.

Reflectoin:

I practised true-or-false questions in my lesson at school. I read statements to my learners in order to get answers of True or False after listening to the dialogue. This strategy gave good results. It helped me to develop my pupils' listening skills and their comprehension. I practised ICQ in order to know how my learners understand my instructions. I wanted to make sure that my pupils understood my instructions clearly.

Hello, everybody! I am Yunusaliyeva Djumagul, an English teacher at school №3 in Jalakuduk district

[13].

Padlet is one of the convenient and interactive platforms for creating and maintaining an electronic portfolio for English language teachers. Its main advantages are as follows:

1. Ease of use and convenient interface. Padlet is an easy-to-use platform that requires no technical knowledge.

- Teachers can use ready-made templates or create their own designs.
- It is possible to drag and drop materials.

2. Placing materials in various formats

CONCLUSION

Increasing the teachers' digital literacy enables them to systematically develop their continuing professional development with the help of electronic portfolios. In addition to these, electronic portfolios help to ensure transparency in the assessment and certification of teachers' professional development. Because electronic portfolios are prepared with the help of digital technology and are continuously updated and enriched with new materials, it allows the teacher to see the exact date and history of what application he created or how long he has been using this method with students through the works he put in his portfolio. Also, teachers can store their lesson plans, control work, and various district didactic materials there. Soyoz (2010) [14] states in teacher training and development, e-portfolios are used as a platform to showcase their works, skills, efficiency and creativity of teachers. Teachers' e-portfolios can give us a clear picture of their creativity and innovative and modern views. Electronic portfolios have created variations of learning through a variety of electronic sources including power point presentations, sound, images, photographs, videos, etc. (Harnell-Young and M. Morris, 2007). [15]

When choosing tools and platforms for electronic portfolios, it is necessary to take into account their features and the ability to perform many functions. In this case, it is necessary to choose tools that are convenient for users, reliable, and suitable for their needs. Also, the amount of storage and file formats required by the user, the level of customization and design, and the accessibility and security should be considered. An electronic portfolio is not just a collection of files—it is a powerful tool for continuous improvement. It helps teachers stay organized, reflect on their teaching, and grow professionally in a dynamic and fun way.

- Teachers can add text, images, audio, video, documents, links, and even Google Drive files.

- The teacher can share his/her lesson plans, certificates, scientific articles, and student achievements.

3. Interactivity and cooperation

- Teachers have the opportunity to share experiences with their colleagues and receive comments and recommendations.

• Pupils can also work with the electronic portfolio and comment on the lesson materials on the e-portfolios.

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