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Contribution of portfolio to develop strategies for effectiveness of D.El.Ed. (Diploma in elementary education) training at institutional level

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Abstract

Portfolio means folder which contains details of activities, work done by trainees during the session (i.e. during the teaching of all classes), it also helps the teacher educators to recognize the special skills of the trainees. This research will focus to investigate the contribution of portfolio for D.El.Ed. trainees to develop effective strategies for Pre-service.

Keywords: Portfolio, Pre-service, skills, strategies

Introduction

Teaching portfolio is a collection of documents related with activities done by pupil teachers in one session and prepared for the purpose of their academic growth. Objectives of Portfolio.

- To improve the communication between teacher educator and trainees.
- To evaluate the trainees performance in terms of their achievement.
- To help the teacher educators to monitor and evaluate learning progress of trainees.
- To plan the teaching strategies.
- To make the class room teaching more effective.
- To modify the behavior of the teacher educator and trainees both.

Basic ideas of our portfolio

1. Designed and compiled with a specific purpose in mind---to know our trainee,
2. Developed for a specific audience---student teacher,
3. Involved written statements, for example about student learning through workshops reports, content understanding through papers presented by themselves.,

Our Portfolio Components are

- Thoughts about teaching through their bio data.
- Documentary Evidence for good academic record,
- Documented the Activities to Improve Effectiveness of Pre-Service like record of paper presentations, workshops reports and contribution to teaching through developed SEP CDs, lesson plans, observations.

Teacher trainees portfolios will help to follow teacher trainee performance over the time; and continuous reflection of their teaching skills and progress.

Portfolio provides opportunities for trainees to exercise their skills of setting realistic goals (Bullock, 2011)

Background of the study

Portfolio in education is not a new term. But, only few researches are available on the contribution of portfolio utilization to educators and teacher training programmes (Anderson and De Meulle, 1998; Author and Harting, 2013).

- Still, Edgerton, Hutchings and Quinlan (1991, p. 4–6, in Kaplan, 1998) summarise the advantages of teacher portfolios and highlight that it captures the complexity of

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teaching; it encourages improvement and reflection, fosters a culture of teaching (Kaplan, 1998, p. 4).

- Aksit, F. (2016). Conducted reasearch on Implementing portfolios in teacher training: Why we use them and why we should use them, Eurasian Journal of Educational Research, 62, 97-114, and Concluded that educators should take the utilizaion of portfolios into account, to increase students' learning and assessment, for getting information about the qualities and effectiveness of the program and daily lectures into practice, creating a more democratic environment, enabling one-on-one interaction with the students, facilitating individualized learning, presenting assessment as an integral part of learning.
- Teaching Portfolio as a Source of Pre- Service Teacher Training Programme- Needs Analysis, Research conducted by Ivana Cimermanova, University of Presov in Presov, Department of English and American Studies, November 2018 and the research indicated that portfolio is a useful self-reflection tool.
- A critical look at the portfolio as a tool for teacher cognition at pre-gradual level: perceptions of students research done by Zuzana Straková, University of Presov, Slovakia zuzana,2016 and concluded that EPOSTL (European Portfolio for Student Teachers of Languages) where trainees focus on self-evaluation of their own teaching skills is one of the tools that can help to focus the trainee on specific skill the teacher needs to master.

In present research, researcher tried to find out the strategies for effectiveness of Pre-Service training (D.El.Ed.)

Statement of the problem

To investigate the contribution of portfolio to develop strategies for effectiveness of D.El.Ed.-pre-service training.

Objectives

- To study the contribution of Portfolio to develop the strategies for effectiveness of of Pre-service training at institutional level.
- To study the challenges faced by the researcher during portfolio development for all the trainees.

Methodology

This research method is qualitative and quantitative in nature.

Population/sample size

A total of 132 Pupil teachers of D.EL.Ed. First year, session 2017-18,from District Institute of Education and Training, Rajinder Nagar involved in the sample. Sample size remains restricted with132 trainees of District Institute of Education and Training Rajinder Nagar, for the present study.

Tool used

Two types of forms developed–bio-data and family profile to collect the informations regarding trainees interest and their family background. Questionnaire was also developed to know the interest of trainees towards pre-service training in the institute. Bio data, Family Profile were standardized after discussions with subject experts and DIET faculty. In

Bio-data-trainees responded to their

- Name
- First/second year
- Session
- Father's name
- Mother's name
- Mobile no.
- Qualification
- Subject which you like most and why?
- Why you want to become a teacher?

In Family profile trainees responded to their

- Guardian name
- Mother's name
- How many sisters and brothers do you have?
- Are the working?
- Mother's nature of job
- Father's nature of job
- Socio-economic background

Questionnaire was also developed with 35 closed ended statements of teaching (positive and negative aspects). These statements were finalized after discussions with experts of different subjects of schools and faculty members of DIET. Based on the experts' comments/opinions on the items' content and face validity, clarity, 35 statements were retained. These statements related with different Pre-service activities to know their interest

- Task completion by trainees with in time/before time
- Festivals celebrations
- Surveys /rallies organized
- Necessity of computer training at primary level
- Assembly for discipline
- Reflection on the previous content taught by teachers
- Teaching through problem solving approach
- Expressions through non verbal communication
- Art integrated approach
- Relation of content with daily life
- Handling large group of children
- Interesting ways to explain the content
- Teaching to small children
- Teaching as a noble profession
- Enjoyment in teaching task
- Innovative approach for children
- Self-motivation
- To develop communication skills of children
- Formulation of daily life related objectives
- Positive and negative feedback
- Outer personality of teacher
- Difficulty to convert thoughts into words
- Repetition of self
- Drawing on board from surroundings
- Embarrassment in front of large group
- Writing of feelings in personal diaries
- teaching directly from text books
- separate teaching of disabilities children
- teacher is only knowledge provider
- effect of stressed schedule on work for two or three days
- opinion towards situations like insult, only winner in any task, upper hand of self
- introduction of content with teaching learning materials

Each closed ended statement marked with numbers-5,4,3,2,1. and for some statements of positive aspects of teaching ,highest markings for right responses was 5 and for some responses (negative aspects of teaching)it was 1.Positive statements were 19 so maximum marks for right responses-95 and for negative aspects total statements were 16 and right marking was 1 ,so total scores were 16.So,to know the interest of trainees towards Pre Service Activities quantitatively, Pupil teachers were asked to complete questionnaire, as soon as possible.

Collection of data

All 132 trainees from science, commerce, Humanities and other subjects background filled up their bio data and family profile forms at the starting of the session. General instructions were given to the pupil-teachers and the purpose was also explained to them. Responses of Pupil teachers through these were gathered on the spot for analysis. Questionnaire was also administered for the collection of data, through face to face mode at the starting of the session. General instructions were given to the pupil-teachers and again the purpose was also explained to them. Responses of Pupil teachers through questionnaire were gathered for data analysis.

Statistical technique used

The data was analyzed by using statistical techniques – percentage and graph.

Limitations of the study

- The study was delimited only to DIET RAJINDER NAGAR, DELHI only.

- The study was delimited only to 132 pupil-teachers of first year. i.e. D.El.Ed. trainees only.

Analysis and interpretation of data

On the basis of filled up bio data the researcher concluded for why they want to become a teacher? 98% trainees written, they wanted to become a teacher because of their parents. Only 2% trainees came in this field because of their interest. One of the trainee’s answer from her bio data form is representing here-

Why you want to become a teacher?

“I waned to become a teacher because my parents wanted. Personally, I want to become a IS officer but they said only 2 years I have to give them of mine. After that I do what I want to become in my life and where my interest is and everyone in my family also support me. But the teachers who teach me in this course are really very good, understandable, and helpful and I also work with my full potential.”

Therefore, 98% trainees were not interested towards Pre-service training at the starting of the session due to their lack of interest in teaching.

From filled up Family Background forms, the researcher concluded about their socio-economic background,70% trainees belong to middles class families, 20% belong to upper middle class and 10% from poor section of society.Therefore,90% trainees can afford the resources for training, still they were not interested. After calculating the scores of trainees through Questionnaire again it was found that only 2% trainees interested towards Pre-service training. We can see through Graphical Representation also.

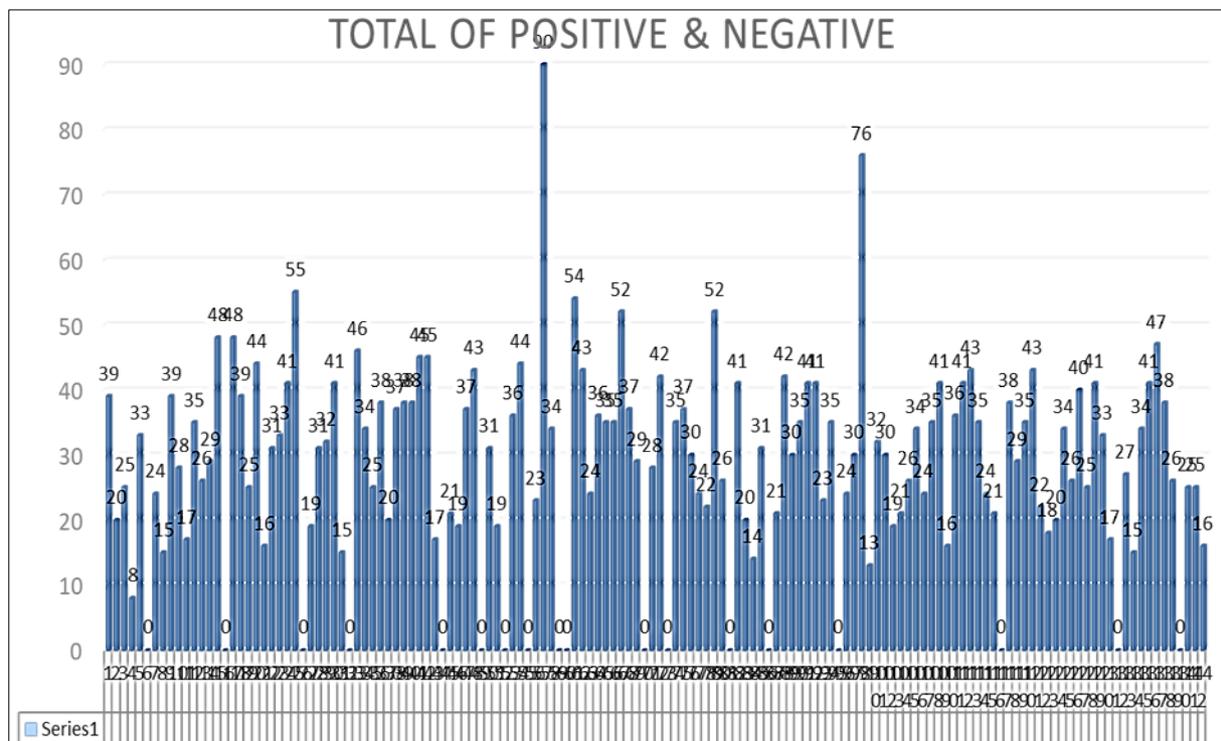


Fig 1: Total Result of negative & positive statements

New initiatives to develop the attitude of trainees towards pre service training

To develop the interest of trainees towards Pre service training, many initiatives were incorporated in training for the whole session of 2017-18 and the performances of all

trainees in these initiatives were recorded in the form of written assignments, unit test results and different art forms through Portfolio to judge their progress in workshops, in classes and interest of the trainees by the researcher.

- Formation of groups-one teacher educator and ten trainees,
- Activities to develop the communication skills through paper presentations of different topics of subjects of D.El.Ed. curriculum of first year,
- Debate on different topics of current affairs, and initiative was taken from the topics of Digital India,
- Activities to develop writing and listening skills, like role of media in education etc.,
- Developed schedule for unit tests for all the subjects for academic growth,
- discussed difficulties after checking the tests,
- Art integrated learning activities through workshops like-paper craft, tie and dye, puppetry, book binding, paper mashy, file folder, pen stand, photo frame, wax/gel candle, madhubani art, verli art, hand puppet, paper mask, jute foot mat, wall hanging, clay objects.
- ICT related workshops to learn ICT related lesson plans, Different sites for getting informations, flipped class room technique to improve their scores,
- Some activities incorporated to improve the School Experience Programme.

Before school experience

1. Practicing the skills through Role play in simulated conditions-presentation skill, questioning skill, pupil participation skill, introduction skill, explanation skill, stimulus variation skill, use of Teaching learning material and black board skills through micro teaching lesson plans in small groups of trainees.
2. Demonstration of lesson plans of all subjects by teacher educators,
3. Conducted various workshops to improve the teaching capabilities of trainees - for Script Writing from the content of NCERT different subjects (1st to 5th), Audio and video recording workshops from different subjects themes, preparation of low cost teaching aids, Different mobile apps to teach the subjects in an interesting way, preparation of lesson plans of different subjects to include ICT approach, preparation of Achievement test reports, School records, school profile, community survey, Parent teachers-meeting, creative art with writing, Peer observation, Reflective diary, Text book analysis, action research, Practising of lesson plans of different subjects in groups which were checked by teacher educator and observed by trainees and teacher educator. One ICT related lesson plan was also developed and demonstrated. Conducted various workshops to introduce the teaching techniques also like Art integrated activities, poem recitation, story narration, activity method, play way, experimentation, demonstration, project, lecture cum demonstration.
4. Conducted meetings with Principals of different schools to equipped themselves with School Experience Programme Objectives and Rules.

During School Experience Programme

New initiative -Rotation of groups to check the Interest and teaching capabilities of trainees by different teacher educators.

After School Experience Programme

Trainees of all the schools discussed about their strengths and limitations of teaching during School Experience

Programme in assembly with New initiatives taken by them in their schools.

All initiatives recorded through portfolio for each trainee

Many challenges faced by the researcher to maintain the Portfolio

- Withdrawal of trainees in midsession,
- Late admission of trainees,
- No interest in teaching,
- Non submission of results of unit tests with in time limit,
- Sometimes due to in-service programmes and other assigned activities group rotation was not possible by teacher educators,
- It was new concept for the researcher without any training.

After these interventions, it was found that at the end of session, Portfolio contributed to evaluate the trainees in terms of their strengths, weaknesses, ways to improve their progress and involvement of their parents through parents, teacher educators and trainees conferences in which trainees discussed their progress.

Suggestions

Similar study can be done for all the pupil teachers of D.El.Ed. courses and B.Ed. programs across Delhi or even it can be undertaken in different states of India, even in the form of E portfolio also.

Conclusions

Portfolio provide a way of documenting and evaluating progress of trainees, their self-evaluation and reflection. It was found through Portfolio that favourable attitude of student teachers are formed at the end of teacher training programme .Concept of portfolio development had a significant influence on their self-concept, belief and attitude towards pre-service training through various initiatives incorporated in training at institutional level.

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