

Would e-portfolio with learning analytics be an enriching tool in teacher education? The perceptions of student teachers and their supervisors

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In recent years the use of e-portfolios has increased in teacher education. Moreover, another rapidly evolving area in teacher education is learning analytics (LA). This paper reports the experiences of 13 student teachers and 9 supervisors in the implementation of an e-portfolio that is enriched with LA in a teacher education programme at an Estonian university. Thirteen student teachers of class teacher curriculum received feedback and were assessed by their supervisors in their internship via an e-portfolio with LA. Questionnaires and focus group interviews were administered among the participants to identify how the e-portfolio with the LA was perceived and to indicate the challenges encountered. The study revealed several positive evidences: both the students and supervisors were on agreement that e-portfolio with LA is time-economising and easy to use. They also noted that e-portfolio saves paper. The students appreciated that they received a good overview about their professional development while the supervisors stressed the improvement in their assessment skills and the increased efficiency and quality of the assessment. As a challenge, many students questioned whether the use of e-portfolio can increase the quality of their professional activities (e.g. planning lessons, carrying out teaching activities and evaluating students' learning). Future research should focus on how to support the student teachers so that they would comprehend the benefits of the e-portfolio with LA on their professional activities.

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