

**Main Project: Enhancing Teaching and Learning through Assessment**  
**Sub-project: Enhancing Teaching and Learning in Post-graduate Social Work through Portfolio Assessment**

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**Investigator(s):** Dr. Pauline Sung, Associate Professor, Department of Applied Social Science (APSS)

**Aims and Objectives**

The sub-project shares the same overall aim of the inter-institutionally based TLDG project “Enhancing Teaching and Learning through Assessment” This is “to enhance the quality of teaching and learning through designing, implementing, and making effective use of assessment practices.” The sub-project proposes to develop a three-year action research to experiment on the use of portfolios to facilitate the teaching and learning outcomes of a post-graduate social work program. Specifically, the project aims to achieve the following objectives:

1. To review the strength and weaknesses of current assessment methods currently used by the post-graduate social work programme in social work.
2. To design an action experiment on the use of portfolios as an assessment instrument for this post-graduate programme.
3. To systematically document the processes of implementing and evaluating the usefulness of portfolio in promoting teaching and learning quality.
4. To disseminate experiences, insights, and good practices gained through the action experiment to other teachers of all universities in Hong Kong.

**Activities**

Stage 1: Formulation of an action experiment on developing a new initiative in promoting effective assessment practice (September 2002 – May 2003)

1. The project team will conduct a series of critical reviews on the current assessment methods adopted by the post-graduate programme.
2. The team will examine in what specific ways the use of portfolios can promote improvement in teaching and learning.
3. The team will then select one post-graduate subject for testing the use of a portfolio as a pilot.

Stage 2: Reflection on the pilot and re-design of the action experiment (June – August 2003)

1. The team will then reflect on the findings generated from the pilot with a view to improving the use of portfolios as an instrument to facilitate the students’ active participation in attaining learning objectives.
2. Based on the reflection, the team will then design an action experiment with a view to implementing the portfolio as a collaborative assessment between the teacher and student.
3. The team will recruit a Project Assistant to support the implementation of the action experiment.

Stage 3: Implementation of the action experiment (September 2003 – August 2004)

1. The team will implement and document the processes of the implementation of the action experiment.
2. The team will conduct an evaluation on the use of a portfolio on the quality of the teaching and learning.
3. The team will reflect on the experiences, insight, and good practices gained through the action experiment.

Stage 4: Dissemination

1. The team will join with other sub-project collaborators in disseminating the experiences, insights, and good practices learned through the action experiment.
2. Write up the final report

**Schedule of Activities**

Activities	Date													
	Sep 03 – May 04	Jun 03 – Aug 04	Sep 03	Oct 03	Nov 03	Dec 04	Jan 04	Feb 04	Mar 04	Apr 04	May 04	Jun 04	Jul 04	Aug 04
1. Conduct review on current assessment														
2. Examine the use of Portfolio														
3. Conduct a pilot test on using portfolio														
4. Reflect findings from pilot to generate insights														
5. Design action experiment														
6. Recruit project assistant														
7. Implement and document the experiment														
8. Conduct an evaluation on the use of portfolio														
9. Reflect on the experience and findings of the project														
10. Joining the project to share the results														
11. Writing up report														

**Evaluation**

1. Instruments: Kember’s Reflective Thinking Model, and SFQ.
2. Individual and focus group interview with the teachers and students involved in the project on their perceptions of the use of portfolio assessment.