

Sample of Level 3 English Editing

Field of research: Education and Assessment

Use and Performances of Web-Based Portfolio Assessment

Introduction

While few would generally dispute the advantages in information storage and presentation associated with the ~~T~~the advance in the Internet, not only brings convenience for information storage and presentation, ~~its bearing on the acceleration of~~ but also speeds up the development of Web-based portfolios has suffered from comparative analytical neglect (McLoughlin & Luca, 2006). There is evidently a need for correcting this oversight in light of the fact that ~~M~~many schools have already integrated Web-based portfolios into the curriculum as a new teaching tool ~~for teaching~~ (Batson, 2002; Singh & Ritzhaupt, 2006). That tthe utilization of Web-based portfolios has made remarkable progress recently is attested by the fact that it ~~and~~ has become very prevalent in ~~schools of~~ Europe and the United States ~~since it is regarded~~ as a learning and assessment tool for ~~the~~ students. ~~Through series of activities in creating a Web-based portfolio, such as reflection, goal setting, and self-assessment,~~ tThe development and growth of the learner ~~in~~ over a certain period of time can be inspected and assessed in terms of the creation of a Web-based portfolio, with particular attention to factors such as reflection, goal setting, and self-assessment (Barrett, 2000).

Other studies have complemented these findings. For example, ~~In~~ the model of online learning proposed by Bonk & Zhang (2006); demonstrated that reflection can be obtained from a Web-based portfolio for assessing learning progress of students. —

~~In the~~ Forkosh-Baruch, Mioduser and Nachimias' (2006) discussion of ~~integrating the the~~ integration of Internet technology into curriculum and teaching, ~~Forkosh-Baruch, Mioduser & Nachimias (2006) stated regards that the~~ creation of a Web portfolio is as an excellent way to ~~perform means of~~ student evaluation. Luca & McMahon (2006) were able to ~~utilized~~ a Web-based

portfolio as a self-inspection and self-evaluation tool for online learning. ~~One of the major mechanisms of a Web-based portfolio is to function as an online evaluation tool for student's learning~~ (c.f. Barker, 2006; ePortfolio Consortium, 2003). By having their students create Web-based portfolios, Onishi, Tominaga, Hayashi & Yamasaki (2006) ~~asked their students to create Web-based portfolios and~~ came to regard them as the primary tool for reflection, work gathering, process review, evaluation, feedback, and document organization, while teaching programming design. Further evidence for the diversity of performative use is discernible in how ~~The students in~~ at Abilene Christian University, Australia, ~~put the inserted written textual~~ introspection into Web-based portfolios ~~while performing during the course of~~ their project creation (Dennis, Hardy & White, 2006). Holmes, Wang, Peng & Lu (2006) used portfolios to undertake cross-culture learning ~~and communication capability evaluation~~ in order to decrease ~~the~~ deficiencies in ~~the way of performing~~ questionnaires performance. In that study, portfolio assessment indicators and guidelines were offered to foster the evaluation. This process clarified how ~~Using~~ portfolios enable, learners ~~can to~~ display their works, outcomes, and reflections, in a manner that assists ~~which help the~~ instructors in their ~~to~~ collection of qualitative data for performing authentic assessment. That study, however, did not explore the performance of using portfolio assessment.

What is clearer is that ~~Use of~~ Web-based portfolio assessment ~~could~~ has the potential to create many performances, such as monitoring the learning process, self-inspecting the advantages and ~~disadvantages~~, improving development, ~~and being beneficial~~ thereby facilitating overall benefits in ~~to~~ learning (Chang, 2001b). Indeed, Many there is some consensus among researchers ~~have shown~~ that portfolio assessment ~~would~~ elevates student's learning results (Barrett, 2000; Dennis, Hardy & White, 2006). However, ~~details on which~~ specifically which learning result ~~will~~ will be enhanced ~~have~~ has not ~~yet~~ been ~~identified~~ determined. Although some researches have ~~mentioned some~~ detail ~~sed~~ about the performances ~~elevated~~ edion (Chan, 2004; Chang, 2001b; Singh & Ritzhaupt, 2006), ~~they are~~ their evidence is not integrated. Therefore, Our research seeks to redress this lacuna in the research literature.