

THE ROLE OF PORTFOLIO ASSESSMENT FOR HUMAN RESOURCES IN A LITERARY CLUB

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ABSTRACT

Portfolio assessment is one way of dealing with mixed ability groups to measure the student's progress in language learning classes. It has two benefits – linked with instruction and also to find out the weaknesses. It includes specific skills such as interpersonal, interpretative and instructional. It has five parts – collection of data, Reflecting on that data, assessment of the reflection, documentation of the reflected thoughts, linking the whole idea and finally the evaluation of the whole thoughts. This individualizes the student's ability and helps both the student and the teacher. This method was found to be useful in the process of assigning the work to the students who are involved in organizing conference which requires multiple tasks

Key Words: Portfolio, CRADLE, Collection, Reflection, Assessment, Documentation, Linking And Evaluation, Research, Financial ,

I INTRODUCTION

Portfolio assessment is an efficient tool of dealing with mixed ability groups not only in the classroom but also in assigning tasks for an arrangement of conference or workshop. Creating portfolios shows students what they are good at and what they need to work on. As they create their own portfolios, they are actively involved in and on their own learning. Increased meta cognition has a positive impact on students' self confidence. It also helps to increase their ability to assess and revise their work. In the beginning they would say 'good' or 'bad', but gradually they will realize the reason and begin to revise it

Nature

It is linked to instruction and not much time is spent on evaluation. It includes specific skills such as interpersonal, interpretative and presentational. It offers an in-depth knowledge of students' aptitude. It is systematic, longitudinal collection of student work created in response to the specific needs.

Purpose

The portfolio can be used to keep watch the progress of the student. One can know whether he is able to keep watch on reaching the objectives of the work. It can help the students to evaluate academically and also check the final

products. One should remember that it is an intentional process. Here both the teacher and the student should believe that the selection of and reflection upon their work serves one or more meaningful purposes

Benefits

It serves as cross-section lens providing basis for future analysis. It allows the student to see the group as one community. By viewing them together one is able to identify areas of strengths and weaknesses and barriers to success, if any. It serves as vehicle for communication or exchanges of information among those involved. It promotes a shift of ownership. The National Capital Language Resource center of George Town University has done a project on this Portfolio assessment and has brought out a manual which differentiates the traditional and Portfolio method as given below:

Traditional	Portfolio
Measures student's ability at one time.	Measures student's ability over time
Done by teacher alone; student often unaware of criteria	Done by teacher and student; student aware of criteria
Conducted outside instruction	Embedded in instruction
Assigns student a grade	Involves student in own assessment
Does not capture the range of student's language ability	Captures many facets of language learning performance
Does not include the teacher's knowledge of student as a learner	Allows for expression of teacher's knowledge of student as learner
Does not give student responsibility	Student learns how to take responsibility

Types

There are two types of portfolio assessment- Product and process portfolio. A process portfolio documents the stages of learning and provides a progressive record of a student, where as a product portfolio demonstrates mastery of a learning task. These are measured against a set of objectives laid for this work. Usually the teachers prefer process portfolio as it shows at what level a student starts and how he progresses. This documentation helps the teacher to allot a higher a level of work when the student chooses a product portfolio

Pilot study

The researcher got interest in this assessment to find out whether this method would be successful in her class as her class is of heterogeneous group. The class was the second year IT branch which needed to be taught of Note making, Paragraph writing and Presentation. A pilot study was given in the class for 10 students and they came forward to have their portfolio files. Remembering students are at different level, some of them would be shy, while some

would be confident, a few would like to work in groups while a few would like to work individually, assignments allotted were based on their own interests.

An attempt was done using the CRADLE model used by Gottlieb(1995,in Brown,2004,p.256)- an acronym for the possible attribute of a portfolio assessment: Collecting,Reflecting,Assessing,Documenting,Linking and Evaluating. Here first the students were asked to collect passages that they liked. They were asked to reflect on the passage by reading them .Both self assessment and peer assessment were done on their note making .Once they documented them, the linkages were evaluated by the teacher .Comparisons were done on their perception with the perception of the teacher. Ofcourse in the beginning they paired themselves and did. After an attempt they individualised their choice and reflected upon it On the whole, the study investigates what level of reflection they had and how the revision helped them

These portfolio files helped them to gain self confidence and they could proudly add them in their resume. This success initiated the researcher to introduce this in the evaluation of the members of the Literary club before they were assigned the duty

II LITERARY CLUB

The Literary club called Literary Seminary is a non technical organization formed by the students and for the students. All of them belong to engineering field, joining hand together, create and plan varied activities. It is purely voluntary.

Having the Motto as ‘Literature Meets Culture’, its whole aim is:

1. to improve the skill in English
2. .to conduct workshops according to the need of the students
3. to organize the seminars and conferences based upon literary and linguistic themes
4. to conduct workshops on research related to society
5. to extend the helping hand to the underprivileged people
6. to promote the artistic skill of the student such as music ,theater, photography, animation and designing
7. to create one’s own website
8. to generate funds for the above plans
9. to prepare the student for facing interviews
10. to introduce value added courses

III SCOPE

The scope of this club is broad as it touched upon the wholesome development of the students, which centered on the shaping of his/her whole personality. As engineering students, they have to try their hands in a new project, present seminars and prepare project proposals. Hence they needed guidance. They had joined the club hoping their participation would extend their horizon to meet the needs of the employability

IV. METHODOLOGY

The operational Methodology of this club has been different from the beginning. Here the students come out with an idea and each work is segregated or allotted to the individual according to his/her choice. Sometimes they pair or group themselves according to the inclination or aptitude or skill. The planning is done by every semester but after two years a theme has been chosen for two semesters, out of which one semester was devoted to conferences inviting paper presentation

As years go by the working pattern has to be regularized. Students from different sectors joined the club and the interests and attitude changed. Making them understand the values was a difficult task and this increased the necessity of choosing correct persons for correct task. After deep thinking, the convener decided to measure the capability and the attitude of the students as they join. Usually the final years would be leading, followed by the consecutive juniors. Surprisingly a few juniors were more inclined towards the work. Hence an assessment was in need

V SELECTION OF TOOL

This is not a formal classroom to frame questions and get the answer. The functions of a student differ here:

1. He is expected to be creative
2. He has to think out of box
3. He has to be innovative
4. Self planning and self motivation is essential
5. Guidance directed to reach the correct path is essential
6. Freedom of expression is essential

These skills are not taught in any institution. These professional skills are to be earned only through Do and Learn method. It is qualitative and perceptual; assessment also can trigger an individual. These clubs help the candidate to acquire these skills by practice and performance which make one a leader. As one can not measure his own

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competency, a tool had to be chosen and thus Portfolio assessment was chosen to improve the quality of the products.

The same assessment tool, after a little modification, has been attempted in the Literary club to assess the skill of the volunteer members before assigning any responsibility. The club arranges technical, non technical workshops, seminars, value added courses and events based upon the interests and needs of the students. This has been a regular programme arranged every semester. Naturally this needs planning, budgeting and executing. Though volunteering, allotment of the duties can be given only after a careful watching and evaluating the work process

VI. METHODOLOGY

The convener created a form which asks for the following details:

1. Name of the programme
2. Nature-departmental/inter disciplinary
3. Inter collegiate/statewide/National/international
4. Guests
5. Days
6. Budget

Preferring process portfolio, they were given 5 days to decide. Though 20 students volunteered, they have grouped themselves into 5 and it was noticed that one has taken the leadership and others followed the leader. It became easy to choose the nature of work and form committee

The groups came out with the following themes:

- 1 Workshops (2)-Language Learning through Virtual Methods, Group Discussion
2. Theater- (2) Street play , One Act play
- 3 .National conference –paper presentation by the research scholars and students events

The reflection on the first two collections were easily accepted as they were minor programmes. The third item was chosen to assess through process portfolio. Two categories –research and finance - were chosen as they are vital for the successful implementation. It involves stakeholders outside the university premises. Brain storming session was done with each group separately and also together as each group was interrelated. The two groups were allotted specific work of creating process portfolio

RESEARCH

1. Identification was done on the broad area for eg: Shakespeare, the Quintessential Zeitgeist (after much elaboration and referring to Thesaurus) – sub topics were chosen by the convener
2. Once the topic was decided they were asked to list the activities to be done in relation to this work
3. Preparation of brochure
4. Designing after trial and error

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5. Selecting the institutions to be contacted after much browsing
6. Fixing Dead line for receiving abstracts and other formalities while help was given to choose peer reviewing experts
7. Sending information by mail after opening a new mail id
8. Follow up data

Approach for Publication, getting the help from the convener

In the above work, three of them were grouping. One adapted product portfolio while the other two followed process portfolio as one had got experience and also insight into the work while the other two were nuances. After reflecting they divided the work among themselves – one was involved in approaching the institutions by sending courier and the other followed the enquiry and collect the abstracts

METHODOLOGY

1. The steps were explained and asked to keep a diary to take down
2. Initially as they were used to do online they were sticking to the method which found to be faulty
3. Each one was given separate responsibility such as receiving the abstracts and listing them
4. The other one was given the responsibility of sending them for peer review
5. Initially there was confusion as the abstracts have to be sent for double review and a few abstracts were delayed
6. The third person came forward to send the papers for review and contacting the participants. The same person came forward to contact the publisher and negotiate as he had previous experience

IMPLEMENTATION

1. The second person began to download the abstract and send them to the first reviewer
2. He jotted down in a file separately and as the reviewed paper came back it was sent to the second reviewer. He learnt to assess the comments of the reviewer and send them back to the participant for correction
3. The confusion was there when a modification was suggested which was sent back
4. The third person had to collect the reviewed paper separately and send the confirmation to the paper presenter, which was not done properly and the convener had to interfere
5. The final responsibility of collecting the paper with the demand draft was given to the third person as he had been coordinating with the second person already
6. At this stage the third person had to coordinate with the student who was in charge of finance
7. By this time, the new members learnt the whole procedure and could expedite the work fast

FINANCIAL MANAGEMENT – METHODOLOGY

The student volunteer who was keen to take up this responsibility was given the product portfolio as he had been already dealing with this for past two events –one outside the university in which he showed his excellence in

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handling finance. Not only he could manage the sales but also learnt to submit the income and expenditure account with the breakeven. This has guided him to handle the budget of the whole conference in parts and also in whole especially in research.

IMPLEMENTATION

1. Initially he prepared the list of expenditure for the research paper such as preparation of brochure (printing and designing), postal expenses of sending them to different institutions, getting the kit and hospitality for them, honorarium for the moderators including the travelling and hospitality expenses and finally publication charges of the proceedings
2. He collected this data based on the previous year expenditure bill and added extra 5% in the proposed budget
3. Reflecting on this proposal he suggested a plan of collecting the registration charges and the publication charges in collaboration with the student volunteer who was looking after the research
4. The methodology of going from the backwards appealed to the convener and the whole budget was drawn to generate sufficient funds.
5. The same student drew a mind map of generating fund through events, workshops and plenary sessions of the conference that highlighted the expectant income. This was shared with other event programme organizers.
6. This plan was suggested by him in two ways – the first income is to start the event while the second is collecting in cash on the spot that had eased the whole programme

OUTCOME

1. Since all earlier participants were contacted by e-mail there were 100 applicants with the abstracts
2. Selection was done and 80 of them were selected
3. About 60 of them responded with the full paper and the required registration fee.
4. The papers were sent for review and though a few needed modifications, they were allowed to present
5. Out of this 60, 30 of them were outside city and two were from outside the country
6. Hospitality and accommodation committee were formed by the student who was in charge of finance.
7. The research committee became busy in preparing the schedule
8. The needed help was given by the convener. So it was a process file that was documented after revision depending upon the subjects that were grouped
9. Different sessions were made and chairpersons were chosen in consultation with the financial resource
10. At this stage volunteers were chosen for hospitality and accommodation

FINDINGS

1. It has promoted student self evaluation, reflection and critical thinking
2. It has measured student's accomplishment

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3. It has enabled both the convener and the student to set the goals
4. It has given students an opportunity to have an extensive input into the learning process
5. It has facilitated cooperative learning process
6. It has structured their learning in stages
7. It has helped to measure the multiple dimensions of the student's progress analyzing the weak area
8. Individualization of instruction was in progress
- 9 It created commitment and joy to the students in their achievement of their work

VI CONCLUSION

Portfolio assessment, if done properly, showcases the accomplishments of the student and the program. It is a summative evaluation and useful as a public relations tool

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