

Perceptions towards the Use of Portfolio Assessment of Teacher Educators

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Abstract

The purpose of this study is to investigate teacher educators' perceptions towards portfolio assessment and current implementation of portfolio assessment in education degree colleges. In this study, a descriptive survey method was used. This design consisted of two phases: a quantitative phase and a qualitative phase. A total of 311 teacher educators from six education degree colleges was selected by using a simple random sampling method. A questionnaire for perceptions towards the use of portfolio was used to measure the perceptions towards portfolio assessment of teacher educators in education degree colleges. According to the descriptive analysis results, it was found that most of the teacher educators have satisfactory perceptions towards the use of portfolio assessment. According to the ANOVA results, there were significant differences in perceptions towards the portfolio assessment of teacher educators by teaching subject, designation, and education degree colleges. It was found that teacher educators who teach education studies have better perceptions than those who teach academic subjects. It was found that associate professors have better perceptions towards portfolio assessment than tutors. It was also found that teacher educators from EDC 5 have better perceptions towards portfolio than those from EDC 6. However, there was no significant difference in their perceptions towards the portfolio by academic qualification.

Keywords: Assessment, Portfolio, Teacher Educators

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