Extended Summary

Perceptions Of Primary Education Teachers Towards The Use Of E-Portfolio As A Tool Of Performance Evaluation In Schools

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Introductıon

The problem regarding the quality of education process in schools is encountered nearly in all societies, which expect to compensate their concerns regarding better growing of future generations through schools. Therefore, creating a qualified organizational structure, achieving a better teaching, and resolving inadequacies and present problems in schools can only be achieved through interrogative evaluation studies. In addition, current technologies should be integrated into the interrogative evaluation studies on education processes in schools. E-portfolios are a good example for this integration.

Karaoğlan and Ertaul (2010) state that e-portfolio is a good evaluation tool. In this sense, e-portfolio evaluation system can be considered as a self-evaluation tool due to its reflective characteristics (Dipace, 2009). Barker (2005) reported an inclination towards e-portfolio usage as a technology supported evaluation tool in every level of today's teaching activities. According to Davis and Ponnamperuma (2005), portfolios can be used as multiple evaluation tools where successful learning outcomes can be gathered, learning and teaching products can be reflected, and feedbacks, adjustments and evaluations can easily be done. However, the application level of e-portfolios can be discussed since the beliefs towards its benefits about the competence of teachers and infrastructure about informatics and its application, and the negative and probable negative teacher views, which is evident in researches (Yaşar, 2010) and it requires a certain time and energy as well as a new comprehension towards education (Tartwijk and Driessen, 2009). Therefore, it can be said that e-portfolios are not commonly used in schools in Turkey in the evaluation of both students and teachers (Höçük, 2012).

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On the other hand, considering the contributions of portfolio evaluation system to education the advantages of electronic portfolio, the advances in e-school system and the developments in educational technology in general, the application of e-portfolios than can enable the transportation of teachers' products to next education process and other teachers dos not appear so hard. Given these developments and changes, the views of teachers regarding e-portfolio usage as performance evaluation tool in schools should be determined and the usability of e-portfolios in schools should be clarified, which all contribute to the field.

The Aim of the Study:

This study aims to determine the views of primary school teachers regarding e-portfolio usage in schools as performance evaluation tool. To that end, sub-problems of the research are as follows:

1. What is the level of the views of teachers regarding performance evaluation via e-portfolio?

2. Is there a significant difference between the views of teachers in terms of gender, branch and professional seniority?

Method, Study Group and Data Analysis:

Study group of the research includes n=182 primary school teachers serving in central primary schools in Muş Province in 2012-2013 education season. Conducted in screening model, the research used "The Determination of Personnel Views Regarding the Use of E-Portfolio Process in Performance Evaluation of Educational Organizaitons" scale, which was developed by Arabacı and Turhan (2010), as data acquisition tool. Descriptive analyses were used in data analysis. Frequency and proportions were calculated and Mann Whitney U and Kruskall Wallis-H tests were applied.

Results and Suggestions:

The present research found that the views of primary school teachers regarding e-portfolio usage as performance evaluation tool are positive at high level (91%). There was no significant relationship between the views of teachers and their gender, professional

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seniority and branch variables. However, the results indicated more positive findings on behalf of male teachers, branch teachers and teachers with 11 years or more seniority. It can be said that e-portfolios are an important tool in facilitating meet the demands of teachers regarding more elaborate evaluation, analysis and demonstration of their works and will provide more benefits in terms of performance evaluation of teachers. E-portfolios are thought to be beneficial as a performance evaluation tool in determining teacher performances in schools and can be used for that reason. In addition, followings can be suggested for extending the use of e-portfolios in education:

➢ E-portfolios can be used as an evaluation and feedback tool in performance evaluation of teachers.

➢ MNE (Ministry of National Education) should give priority to create an interface that teachers can organize their own e-portfolios via web-sites of schools, to found expert consultancy units in provincial directorates for national education in this regard, and to conduct seminars, courses, workshops, etc. for teachers by experts.

➢ Researchers should develop model offers regarding the use of e-portfolios especially for evaluation in education and conduct studies in qualitative and mixed method research designs regarding the validity of these model offers.