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## Development of e-portfolio management system towards Thai qualifications framework for higher education

Prakob Koraneekij<sup>a\*</sup>, Jintavee Khlaisang<sup>b</sup>

<sup>a</sup>Assistant Professor, Department of Educational Technology and Communications, Chulalongkorn University, Bangkok, 10330, Thailand ([prakob.k@chula.ac.th](mailto:prakob.k@chula.ac.th))

<sup>b</sup>Associate Professor, Department of Educational Technology and Communications, Chulalongkorn University, Bangkok, 10330, Thailand ([jintavee.m@chula.ac.th](mailto:jintavee.m@chula.ac.th))

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### Abstract

This research aims to develop the E-Portfolio Management System (EPMS) in support of the Thai Qualifications Framework for Higher Education (TQF: HEd). The system was based on the need analysis of 183 instructors and 261 students and tested by 90 undergraduate students in regard to their satisfaction towards the system, the appropriateness of teaching methods, assessments, and TQF artifacts. The content analysis and descriptive method were used to analyze the collected data. The results showed that the system should consist of two respective sub-systems, the e-portfolio system and the rubric creator system, and one reference page as the TQF guidelines.

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### 1. Introduction

According to the National Education Act B.E. 2542 (1999), Section 22, education must adhere to the principle that all learners are capable to learn and develop themselves and learners are considered the most important. Education process has to encourage students to develop naturally to their highest potential. Section 26 stated that educational institutes had to assess learners' development, behaviors, study habits, activity participation, and tests in lines with the teaching process according to the different levels and forms of education. Therefore, the assessment

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\* Corresponding author. Tel.: +662-218-2644 ; fax: +662-218-2644

E-mail address: [prakob.k@chula.ac.th](mailto:prakob.k@chula.ac.th)

according to mentioned guidelines should be evaluated by a variety of methods and tools to obtain accurate information of learners.

The use of electronic portfolios is one of the methods to evaluate the actual condition by using computer and network technology. It enables the portfolio owner to accumulate and store their works in various forms, including audios, videos, images, and text. It uses database and hypertext to link the works that were selected based on the criteria to reflect the achievement and development of learners (Barrett, 2000). In addition, the portfolio can also be used to evaluate the works of learners including formative progress and summative evaluation. The process of portfolio also provides opportunities for learners to develop knowledge, understanding, analysis, synthesis, application of knowledge, and critical thinking under the cooperation of many parties (Klenowski, 1998).

According to the Office of Higher Education Commission has set the Thailand Qualifications Framework for Higher Education (TQF: HEd), the Framework requires the student to be developed from the experience gained during the study in the higher education institutes for at least five areas: 1) Ethics and Moral, 2) Knowledge, 3) Cognitive Skills, 4) Interpersonal Skills and Responsibility, and 5) Numerical Analysis, Communication and Information Technology Skills. Since Thailand Cyber University Project has a mission to provide and maintain the central computer system to manage online course, called Content Management System (CMS) with Learning Management System (LMS), TCU recognized the need to conduct research to develop E-Portfolio Management System (EPMS) which works with the Learning Management System and to enhance the system to evaluate the actual condition with EPMS, according to the TQF: HEd.

## **2. The Research Study and The Findings**

The research objectives of this study were: (1) study the condition and need of e-portfolio based on the TQF: HEd, (2) develop EPMS based on the TQF: HEd, (3) study the use EPMS based on the TQF: HEd, and (4) present EPMS based on the TQF: HEd. Accordingly, the research methods in this study comprised of 3 phases: Phase 1 study the opinion of instructors and learners about the condition and need of EPMS based on Thai Qualifications Framework for Higher Education, Phase 2 develop EPMS based on Thai Qualifications Framework for Higher Education, and Phase 3 study the use EPMS based on Thai Qualifications Framework for Higher Education. The details are described as follows.

### **Phase 1 Study the opinion of instructors and learners about the condition and need of e-portfolio based on Thai Qualifications Framework for Higher Education.**

The sample consisted of 183 instructors and 261 students. Instruments were questionnaires about the condition and need of e-portfolio. The questionnaires were divided into two forms for instructors and learners. The questionnaires were verified for content validity by 3 experts. The data was collected and analyzed using descriptive statistics. The results showed that the 83.6 percent of instructors and 66.7 percent of students have used portfolio before as shown in Figure 1. There were 90.7 percent of instructors and 66.3 percent of students who were interested in using electronic portfolios as shown in Figure 2. There were 91.8 percent of instructors and 82 percent of students who had no or little knowledge about electronic portfolios and needed more training, as shown in Figure 3. There were 44.8 percent of professors and 15.7 percent of students who could use LMS with Moodle LMS at the top as shown in Figure 4.

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