

ATTITUDES OF PRE-SERVICE MUSIC EDUCATION MAJORS TOWARD ELECTRONIC PORTFOLIOS

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Background

Portfolios are used to facilitate learning at all levels of instruction. Research indicates that pre-service teacher's attitudes and values toward portfolios are positively affected when they are taught the details of portfolio management and required to create them.

Aims

This exploratory study sought to determine pre-service music education students' attitudes toward electronic portfolios.

Method

Participants (N = 7) were enrolled in an elementary methods course at a New England university. The university requires all education majors to create and be evaluated on a professional portfolio. All portfolios must contain the following elements: a theme, a résumé, National and State Standards for education, lesson plans, a personal educational philosophy essay, and evidence of assessment during field observations and student teaching.

The researcher selected the Macromedia software program *Director 8.5* to create the electronic portfolio. *Director 8.5* allows the user to create powerful interactive and multimedia environments that can be burned onto CDs and DVDs or

uploaded to the Internet. Participants completed three *Director 8.5* tutorials in order to learn basic navigation and capabilities of the program. The researcher required students to create a working template of their portfolios using this program. Toward the end of the semester, students presented their portfolios to the class and were assessed based on the template articulated in the syllabus. During the penultimate class, participants completed a Likert-type survey created by the researcher. The survey asked students to indicate their level of agreement with each statement.

Results

To determine student's responses toward electronic portfolios, the research ran frequency counts on each statement. Results of the survey indicate that participants have very positive feelings toward electronic portfolios. In addition, students seem to value electronic platforms.

Conclusions

Although the results are generally favorable, students expressed negative feelings towards learning the software. These included the inability to transfer what was learned in the tutorials to the portfolio template and frustration toggling between the tutorial screen and a working template. Solutions to these challenges are discussed.