

ONLINE STUDENT PORTFOLIO

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Chapter I

INTRODUCTION

Project Context

Computer technology has become an important tool in actual progress of our lives. Computer serves as systematic data storage systems and excellent information processors. It stores, organizes and manage vast amount of data. Moreover, it operates on fearless speeds, thus saving time and effort to a large range. Computers are important thing in the lives of people today. It said that inventions change the way people live. Computer technology is a simple example this saying. The increasing usage of computers gave way for the birth of a new technological advancement that had helped people.

The appearance of computer in the classroom is an example of modern technology. Computers are now being used in many schools all over country both public and private.

Internet is a global system of interconnected computer networks. It becomes one of the largest stages of communication. It has enabled entirely new forms of social interaction, activities and organizing.

A portfolio is a compilation of student's work assembled for the purpose of (1) evaluating coursework quality and academic achievement, (2) creating a lasting archive of academic work products, and (3)



determining whether students have met learning standards or academic requirements for courses, grade-level promotion, and graduation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer and more accurate picture of what students have learned and are able to do than more traditional measures, such as standardized tests or final exams that reflect only what a student knows at a specific point in time.

Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidence of student learning progress and academic accomplishment, including awards, honours, certifications, and recommendations. Portfolios may also be digital collections or presentations that include the same documents and achievements as physical portfolios, but that may also include additional content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning.

Portfolios are used at the elementary, middle, and secondary school levels. At the secondary level, students may create a portfolio of work for a specific class, or they may maintain a comprehensive portfolio of work from all the courses they completed over their four years of high



school. In some cases, portfolios become part of a student's formal transcript and may be used in job and college-admissions applications.

An Online portfolio is a collection of online evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. Online portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some Online portfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes.

An online portfolio can be seen as a type of learning record that provides actual evidence of achievement. Learning records are closely related to the Learning Plan, an emerging tool that is being used to manage learning by individuals, teams, communities of interest, and organizations. To the extent that a Personal Learning Environment captures and displays a learning record, it also might be understood to be an online portfolio.

Electronic portfolios (e-portfolios) can be defined by also explaining its purpose. The electronic portfolio creates a personal collection of thoughts and work that enhances the use and knowledge of technology, improves instructional practices and showcases the candidates for potential employers, students and students' parents. Electronic Portfolios



highlight authentic learning experiences, demonstrate students' growth and competencies, and involve the teacher, the student and the parents in the assessment process. The works included in a portfolio are called artifacts.

E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs. Results of a comparative research, by M. van Wesel and Prop, between paper based portfolios and online portfolios in the same setting, suggest use of an online portfolio leads to better learning outcomes.

The advantages of an electronic portfolio is that it can easily be updated, is easily transported, takes less storage space, can contain authentic assessment materials, can serve as an assessment tool, addresses all modalities of learning and can be used to document finished work or work in progress. An electronic portfolio has many advantages over a paper portfolio especially with storage and types of artefact that can be included. In an electronic portfolio the artifacts collected can be in the form of multimedia files such as audio, video and graphics. The use of the web makes an electronic portfolio interactive and accessible to its owner throughout their lives.

A developmental online portfolio is a record of things that the owner has done over a period of time, and may be directly tied to learner outcomes or rubrics. A reflective online portfolio includes personal



reflection on the content and what it means for the owner's development. Are presentational online portfolio shows the owner's achievements in relation to particular work or developmental goals and is, therefore, selective. When it is used for job application it is sometimes called Career online portfolio.

In ISPSC Laboratory High School, the students are using manual portfolios in a specific subject. Every quizzes, activities, assignments, research works and projects, they compile it in one folder with fastener. The teacher will collect the student's portfolio in a given deadline, check and will grade and record one by one and then he/she will give back to the owner.

Purpose and Description

This study aimed to design and develop an online student' portfolio system for ISPSC Laboratory High School. The result of this study will give benefits to the following:

Students. They can practice themselves in using modern technologies. The system offers easy access of the compilation of their computer works/activities.

Faculty/teachers. Through this system, faculty members can disseminate or attached portfolio for them to gain less effort even when they are not in school.



Researchers. The researchers will be able to apply their knowledge on creating a website. Thus, it will enhance and widen their skills in programming.

Future researchers. The result of this study will serve as future reference for researchers who have interest in the same related undertaking. It helps to develop future researchers' ability in terms of research on possible improvement of the system.

Statement of Objective

This study was conducted to develop an Online Student Portfolio.

Specifically, this study aimed to:

1. determine the existing process of compiling student portfolio at Laboratory High School
2. design and develop an online student portfolio
3. test the usability of the system

Scope and Limitation

This study was conducted to develop a system for the online student portfolio. The students are able to login to their online portfolios and find everything in an organized manner. The students will be able to download the activity uploaded by the teacher and then answer it and submit it online. Only the website administrator can create a teacher's account.



Chapter II

REVIEW OF RELATED LITERATURE

Online Portfolio

The initial steps in adoption of any information technology consist of establishing what purpose the system will address and what functionality the institution requires. For an e-portfolio system, these are particularly challenging tasks in establishing a 'one size fits all' definition or a corresponding set of standard functionalities.

As Internet usage continues to increase, many educational institutions are either purchasing commercial e-portfolio systems or building their own from scratch. Institutes of higher education are beginning to deploy e-portfolio systems to take advantage of the expected gains of supporting a variety of student achievements, both as showcases of student work, for peer and self-reflection, as well as providing a means for a more authentic form of learning assessment.

E-portfolio systems commonly use web-based forms and presentation features comprising of built in forms and predetermined workflows to facilitate student creation of online portfolios for their academic work. The functionalities of e-portfolio systems constitute a challenge for institutions planning to deploy or renew their e-portfolio systems. One challenge is determining whether an established e-portfolio



infrastructure can offer a favourable environment for students to make productive reflections for enhancing the quality of learning.

An electronic portfolio is an extraordinary way for students to learn technological skills, develop deep learning that requires both critical and higher order thinking, with evidence of learning through self-reflection. The reflective process of portfolio development can be as important as the final product. In many cases, they are used as part of faculty and student evaluation along with other assessment tools such as standardized tests.

The advantages of an electronic portfolio is that it can easily be updated, is easily transported, takes less storage space, can contain authentic assessment materials, can serve as an assessment tool, addresses all modalities of learning and can be used to document finished work or work in progress. An electronic portfolio has many advantages over a paper portfolio especially with storage and types of artefact that can be included.

Students are using manual portfolios in a specific subject. Every quizzes, activities, assignments, research works and projects, they compile it in one folder with fastener. The teacher will collect the student's portfolio in a given deadline, check and will grade and record one by one and then he/she will give back to the owner.



Portfolios are a form of constructivist learning, or learning that students construct themselves. It is a sampling of the breadth and depth of a person's work conveying the range of abilities, attitudes, experiences and achievements. A portfolio can give students the ability to construct meaning using the learning style that suits them best. Students were given the flexibility to choose an approach to learning about the war that was consistent with their learning style.

There is no universal format for creating a portfolio; what does need to be included is self-reflection and evaluation, students taking an active role in selecting materials for portfolio inclusion, and maintenance of the portfolio. As a social studies teacher prepares to include a portfolio into their curriculum they can follow the Cognitive Model for Assessing Portfolios (CMAP) that involves: stating the rationale for the portfolio, identifying specific goals, setting standards, selecting contents, and evaluating the results. Although not a specific roadmap for portfolio development, the CMAP helps ensure the development of a useful and focused portfolio.

ISPSC is a comprehensive six-campus institution of higher learning mandated to give professional and technical training both in the undergraduate and graduate levels in the field of economics and agriculture, fishery, trade, home industry, engineering, education, forest research and conservation, management, finance, accounting and



business administration, public administration and other fields and may be relevant with besides providing for the promotion scientific and technological researches which the college deems necessary in carrying out its objectives. The main campus is situated in Sta. Maria, Ilocos Sur and the five other campuses are strategically located in Candon City and the municipalities of Narvacan, Santiago, Tagudin and Cervantes, in the second district of Ilocos Sur.

The ISPSC Laboratory High School is under Bachelor of Science in Teacher Education. It does not have principal. It was put up to serve as the laboratory for future educators.

Web Information System

Web information or web based information system, is an information system that uses internet web technologies to deliver information and services to user or other information system/applications. It is a software system whose main purpose is to publish and maintain data by using hypertext-based principles.

A web information system usually consists of one or more web applications, specific functionality-oriented components, together with information components and other non-web components. Web browser is typically used as front-end whereas database as back-end.

**WAMMI (Web Analysis and Measurement Inventory)**

To help you accomplished your Web goals, WAMMI (1) measures user experience of your web site based on visitors reactions using 20 item-questionnaire; (2) benchmarks your website relative to other websites in our international standardize database; (3) generates objective data for your management in an easy-to-read hypertext report; (4) analyses qualitative comments and reactions to your website from visitors; (5) interprets quantitative and qualitative data to determine what to improve and how much to invest. WAMMI uses 20 statements to capture visitors' personal views on a websites attractiveness and ease-of-use. The statements are standardize and may not be changed, but adding questions is possible.



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