**Building Metacognitive Practice through E-portfolios**

L. Khoo

*St. Andrew’s Junior College, Singapore*

[Khoo\_Lilin@schools.gov.sg](mailto:Khoo_Lilin@schools.gov.sg)

***ABSTRACT***

This presentation aims to introduce participants to the use of e-portfolios and how they can encourage students' agency and engagement; support students in articulating their learning in different forms; support students in the monitoring of and building on their learning, enabling transfer; help to promote metacognition as a tool for reflection, self-regulation, and tactical awareness; provide learners and instructors with information for assessing and reflecting on learning, and help learners in the construction of learner identities. Trialled in twelfth and thirteenth grade Economics, Mathematics, Chemistry, Literature, Mother Tongue, and Humanities classrooms, this study incorporated classroom practices to support students to build their metacognitive skills through the use of e-portfolios. This enabled students to consciously apply their metacognitive learner strategies to meet learning goals. We started out by asking learners to fill up the Metacognitive Awareness Inventory. We then separated students into four categories (Perkins 1992): 1) tacit, 2) aware, 3) strategic, and 4) reflective. We implemented e-portfolio building across the different subject classes. At the end of the term, we looked specifically at portfolios from students who had started out in the four categories and examined whether the use of e-portfolios had helped them to a) meet their learning goals, b) become more strategic in using learner strategies. We coded the data and triangulated this with assessment scores, anecdotal observations, and survey questions as to whether students found the use of e-portfolios useful, and why. Preliminary findings suggest that the use of e-portfolios help to encourage student agency. Students become more tactical and more active participants in their own learning, whereas a majority used to be aware or tacit learners.

Keywords: metacognition, motivation, ePedagogy, assessment as learning

**Biography**

Please send your biography together with the abstract using the following format:

1. Khoo Lilin
2. Lead Teacher/Literature in English (Saint Andrew’s Junior College, Singpore)
3. Biography: Lilin has been teaching in classrooms in Singapore at different levels (secondary, post-secondary, and tertiary) since 2006. She is passionate about classroom research and learning across schools/cultures. She currently leads two networked learning communities and has spoken about the power of networked learning at various platforms.
4. [Khoo\_Lilin@schools.gov.sg](mailto:Khoo_Lilin@schools.gov.sg)
5. Presentation Category: Oral presentation
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