

# Learning Portfolios

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# Unit Overview

- ACCG250 Accounting Systems Design and Development:
  - Compulsory 2<sup>nd</sup> year unit in the Accounting Degree
  - Introduces students to accounting information systems using social and organisational perspectives of information systems
  - builds competency based vocational skills
  - it is an issues-based as apposed to a technical based unit

# Background

- Rationale for investigating learning portfolios:
  - LIC for a large accounting unit and new to Macquarie University in July, 2005
  - The final exam consisted of case studies that required analysis and the application of theories and concepts
  - Assessment (due in large part to the large number of students) was online multiple choice questions
  - Failure rates were high (around 30%)
  - Engagement of students in the unit was poor

# Aims

- For students to become more engaged with the unit
- For students to take responsibility for their own learning
- To develop higher order thinking skills
- To provide continuous feedback throughout the semester so that students could develop their skills to appropriately approach the final exam
- To move from a content management approach to a performance (competency) approach (see unit outline ACCG250 Semester 2, 2007)

*Note: This is supported by the literature – see handouts for examples*

# Approach

- A portfolio was to be submitted twice during the semester: the first in week 6 and the second in week 10 (to allow enough time for marking and feedback)
- Each portfolio consisted of:
  - Pre-tutorial work
  - A management report based on a journal article (see handouts)

# Issues

- Time-consuming to provide feedback
- Consistency across a large number of tutors (even with the marking guide)
- Time-consuming to look at Turnitin and the issues relating to plagiarism

# The Future?

- My view is that these types of assessments are worth doing (authentic assessment)
- Online or web portfolios including blogs and/or wikis may provide more efficient ways of doing these types of assessments