

cal performance when designing an eLearning collaborative environment for translation students working in a technologized space.

Keywords: translator's competencies, translation technologies, translator's training, learning environments, linguistech, the translation ecosystem

Technical, Methodological or Psychological Preparation: a Case Study of Using Electronic Portfolio Assessment in Initial Teacher Education in Hong Kong

Jane Mok

Division of English Language Education, Faculty of Education, The University of Hong Kong, Hong Kong

Abstract: A major challenge for language teacher educators working in the area of language awareness is to develop pedagogical and assessment approaches that will go beyond merely enhancing L2 teachers' subject-matter knowledge by enabling them to make the bridge between the declarative and procedural dimensions of teacher language awareness. In this paper, we discuss on-going efforts at the University of Hong Kong to design assessment tasks for the language awareness course entitled 'Pedagogical Content Knowledge'. The final-year student-teachers taking the course are required to compile an electronic portfolio based on their reflections on the relevance and applicability of the issues relating to dealing with the content of learning in pedagogical practice discussed in the course. As Lynch and Purnawarman (2004:50) point out, 'a solid electronic portfolio can show reflection, evolution of thought and overall professional development'. Research shows that electronic portfolio assessment can successfully engage learners in critical thinking and problem solving, promote life-long education, encourage self evaluation and allow learners to have a higher degree of control over the learning process (Pierson and Kumari, 2000; Mason, Pegler, and Weller, 2004). Given the value of electronic portfolios, growing interest has been seen in using electronic portfolio assessment to support teacher education (Lynch and Purnawarman, 2004). The paper sets out to describe and analyze issues relating to the design and implementation of the assessment, focusing specifically on the challenges the research team faces. The case study shows that apart from technical support, psychological and methodological preparations are also needed

to help students to perform effectively in the computer-supported assessment. In our paper, we will be drawing on a range of data, including excerpts from students' electronic portfolios and their feedback on the assessment to critically evaluate the extent to which the assessment has succeeded in achieving the intended learning outcomes. Implications are drawn for those who plan to conduct electronic portfolio assessment in higher education.

Keywords: electronic portfolio assessment, psychological preparation, methodological preparation, assessment innovation, teacher education

An Application (app) for Learning - The Student Interface With Tablet Technology in Graduate Studies

Jane Moore and Chris Atkin

Faculty of Education, Liverpool Hope University, Liverpool, UK

Abstract: In this paper we outline the development of an iPad application (app) for a Masters degree in Education (MA) programme at Liverpool Hope University, England. The MA programme has a high proportion of part-time students, many of whom are working full-time or live at some distance from the University, and for whom there is therefore a reliance on online resources. The University has a well-established virtual learning environment (VLE, Moodle) for supporting students, but there is some dissatisfaction with the platform, including its 'monolithic' format (Severance et al, 2008) and concerns about patchy student engagement. In particular, it is mainly used as a repository for resources in the majority of MA modules, failing to realise the potential for 'transformational impact' (Browne et al, 2006). A number of lecturers in the Faculty are investigating the use of tablet technologies in developing new pedagogical approaches to learning at postgraduate level. One aspect of this research is focused on the development of an iPad app for the MA Education programme in collaboration with an independent software development company. The app is intended to provide greater flexibility and appeal in engaging with online resources, using aspects of social networking functionality and a sleek, visually pleasing interface to increase its attractiveness and appeal to learners. The development of the app is aligned with the hypothesis that tablet technology such as the iPad allows for flexible and spontaneous engagement with on-