Discover the power of e-portfolios with MOSEP!

Foundation Module: Discovering the power of e-portfolio
Module 1: Selection and Connection of E-Portfolio Artefacts
Module 2 - Reflection on the learning processes
Module 3: Presentation of Evidence
Module 4: Assessment of Learning outcomes and evaluation of the learning process
MOSEP - Grab your future with an e-portfolio!

Idea: e-portfolios for young learners

Today we see the increasing use of e-portfolios in schools with governments and regions committed to providing e-portfolios to all school students. At the heart of e-portfolio concept is a learner-centred model allowing a greater degree of personalisation of learning and motivating and empowering students to acquire the skills needed to succeed in today's knowledge economy and become confident and competent 21st Century citizens. The e-portfolio is a powerful tool to aid inclusion in both social and educational terms as it encourages the celebration of achievements – the wide pallet of skills and interests that a young person has gained both in and out of school.

Background: MOSEP - More Self-esteem with my e-portfolio

The MOSEP project

MOSEP (More Self-esteem with my ePortfolio) is an innovative project that started in August 2006 for a 2 year period and is being funded under the European Commission's Leonardo da Vinci Programme.

The focus of the project MOSEP lies on ensuring that all school students – particularly those in the critical transition stage of 14-16 years – will be enabled to develop and demonstrate their full potential.

MOSEP is harnessing the power of electronic portfolios (e-portfolios) as a means of supporting both young people and the teaching and counselling staff who work with them. A strong European partnership – from Austria, Bulgaria, France, Germany, Lithuania, Poland and the UK – is working closely with a network of experts across Europe to produce an e-portfolio ‘toolkit’ specifically designed for initial and in-service teacher trainers and vocational counsellors.

Successful implementation of the e-portfolio approach demands re-thinking the way we approach teaching and learning today. Teachers require specific competencies to support learners in creating and maintaining their e-portfolios – and in evaluating the outcomes. For the learners themselves, the challenge is to acquire the necessary competencies for building a portfolio and, more fundamentally, developing as reflective learners and accepting greater responsibility for their learning journeys and careers.
The MOSEP Toolkit

The following products and services will be freely available for use by schools and teacher training organisations:

| A study outlining the specific qualifications and skills required by teachers/tutors working with adolescents |
| A MOSEP train-the-trainer course for teachers/tutors and counsellors |
| A teacher-training package providing guidelines, assignments that teachers can use with the adolescents |
| An online forum for the teachers/tutors on how to use this material and also how to select, install and implement an open-source e-portfolio tool for use with their students. |

Contact

The project is managed by the Salzburg Research Forschungsgesellschaft [http://www.salzburgresearch.at/], if you have any questions or contributions, please contact the project co-ordinator Wolf Hilzensauer. www.mosep.org

Leonardo da Vinci
MOSEP: Philosophy

The tutorials take the form of Open Learning materials and activities that can support face to face, blended learning or on-line delivery. Although the tutorials concentrate on the learning and development processes and not on specific tools, some of the activities will require participants to have access to ePortfolio tools. Links to a set of open source ePortfolio tools that you can use will be included.

Target Groups

| Teachers and Vocational Counselors working with 14-16 year old students.
| Teacher Trainers, who are responsible for the training of either in-service or student-teachers.
| The indirect target-group will be 14-16 year old secondary school students, preparing for the next phase of their education or training.

Structure of the Tutorials

The MOSEP Tutorials consists of a Foundation Module and four other Modules, each of which cover one aspect of the ePortfolio process. The Modules are sub-divided into a number of Sessions.

The modules follow a logical sequence and although it is recommended that you work through them in the intended order, it is possible to 'pick and mix' modules or sessions depending upon your experience or needs.
Delivery of the MOSEP tutorials

The course will be maintained by MOSEP for the life of the project, after which an interest group will be established to act as content validators.

The course will employ a variety of methods including:

- ICT based activities
- Presentations and video podcasts
- Group work, discussions and peer review for face to face delivery
- Online collaboration and networking for individual study

Open Source

The tutorials will signpost open source tools wherever possible, but will not disadvantage participants or institutions that use propriety tools.
Foundation Module: Discovering the power of e-portfolio

**Objectives**

This module introduces the e-portfolio process and considers the opportunities that it provides to support the development of young learners.

**Outcomes**

As well as insights and discussion about the advantages and opportunities of e-portfolio for young learners, the participant will start to work with his/her own e-portfolio.

It consists of five sessions.

- **Session 1: Introduction** [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_1]
- **Session 2: Working with young learners** [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_2]
- **Session 3: Digital Technology in the construction of identity** [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_3]
- **Session 4: Planning and implementing an e-portfolio** [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_4]
- **Session 5: Validation** [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_5]

**Prerequisite Knowledge**

To learn effectively with these sessions and materials, participants should be competent users of the Internet, and have a basic knowledge of learning processes.

www.mosep.org

Leonardo da Vinci
Session 1: Introduction (0.1)

Objectives

After this session the participant will be able to:

- explain the reasons why young learners might need ePortfolios
- describe the ePortfolio process
- explain how the ePortfolio process can support the learner

Outcomes

After this session the participants should have:

- discussed the enablers and barriers of ePortfolios
- a list of ideas about how to use an ePortfolio in one's personal practice

In recent years, the interest, work and research on the ePortfolio method and the number of tools for ePortfolios has grown constantly. More and more books, reports and articles about the method and experiences are published. Following, we introduce in origins of the concept, definitions and important processes of the e-portfolio method.

Definitions of "e-portfolio"

According to the EduMedia Group from Salzburg Research, the following remarks can be made about the origins of the ePortfolio method (c.p. Schaffert, Hornung-Prähauser, Hilzensauer & Wieden-Bischof, 2007, E-Portfolio-Einsatz an Hochschulen: Möglichkeiten und
The term "portfolio" based on the Italian term "portafoglio", consisting out of "portare" (carry) and foglio (paper/page). As a learning and teaching method, the goals of portfolio work are the documentation and support of the learning processes, of learning results and of competencies. Elements of the portfolio method can be found in reformist pedagogical approaches such as the school journals of Celestin Freinet or the year project work following the ideas of Rudolf Steiner.

If electronic support or media is used for the development, documentation, administration or presentation of portfolios, it is called "e-portfolios", "electronic portfolios", "digital portfolios", or "webfolios" (a web-based portfolio).

When defining e-portfolio, one discovers that different definitions exist. For example, Helen Barrett, a famous supporter of the e-portfolio method, says:

*e-portfolios [e-portfolios] could be defined as "a purposeful collection of student (or teacher) work that illustrates efforts, progress, and achievement in one or more areas over time. An electronic portfolio uses digital technologies, allowing the portfolio developer to collect and organize portfolio artifacts in many media types (audio, video, graphics, text). A standards-based portfolio uses a database or hypertext links to clearly show the relationship between standards or goals, artifacts, and reflections. The learner's reflections are the rationale that specific artifacts are evidence of achieving the stated standards or goals. An electronic portfolio is a reflective tool that demonstrates growth over time." (Barrett, 2004)

In Wikipedia the following definition is used:

*An electronic portfolio, also known as an e-portfolio, or digital portfolio, is a collection of electronic evidence (artifacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online. ePortfolios 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 ePortfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes. ( "Electronic Portfolio" [http://en.wikipedia.org/wiki/EPortfolio ], 2007-06-12)

Even though many different definitions of ePortfolios are being used, they all focus on a process that:

| focuses on learning products and learning processes  
| uses ICT  
| supports self-directed learning, its planning, documentation and reflection, and  
| includes the opportunity for an authentic and holistic approach of assessment.

Web Resources

Literature:

Components of an e-portfolio

From a more technical view, e-portfolio integrate the following components (c.f. Luigi Canali De Rossi (2006): Electronic Portfolios: What Are They? [http://www.masternewmedia.org/news/2006/03/10/electronic_portfolios_what_are_they.htm ]):

- an online personal workspace where an individual can easily write and publish text-based information, links, digital images and audio or video clips (e.g. blogs).
- facilities allowing others to optionally edit, comment, contribute or add to the existing content. (e.g. wikis)
- social networking facilities allowing the reaching out and discovery of other learners or educators with similar interests, sharing the use of similar knowledge resources or writing about related topics.
- tools to publish and distribute the content in multiple ways (newsletter, email, RSS feed, alerts etc.)
- features to categorize, tag and classify the content created, collected and published.
- search and filtering tools allowing easy extraction of relevant and related information on any specific topic captured by the learner.
- management and rights access facilities to allow personalized access to specific content sections to different stakeholders.

Different purposes of e-portfolios

There are different purposes for e-portfolio, e.g. presenting achievement, a tool for active learning, a tool for professional or career development planning (PDP or CDP) or as an assessment tool (see Barrett, H. & Carney, J. (2005). Conflicting Paradigms and Competing Purposes in Electronic Portfolio Development [http://electronicportfolios.org/portfolios/LEAJournal-BarrettCarney.pdf ], 2006-12-12):

- Portfolios for Accountability: "Portfolios are considered products, and are evaluated summatively to hold teacher candidates accountable for demonstrating particular levels of achievement."
- Portfolios for Learning: "This type of portfolio is primarily a device for teacher and learner to assess skills, reflect upon one’s learning, and establish new learning plans. The emphasis is on process rather than product, and assessment is formative in nature."
- Portfolios for Marketing: "A portfolio assembled to showcase one’s best work for employment or other promotional purposes is primarily a marketing device."
The e-portfolio processes

Below you find an overview about different processes which Jeremy Hieberts extracts as important for portfolio work.

Several stages learners would need to go through if they were using an e-portfolio to help them. They would:

- identify what they need to learn
- review evidence [http://wiki.mosep.org/Mosep/?title=Evidence] that they have already stored
- identify the evidence that they need to demonstrate their competence or learning
- think about when they might be able to collect the evidence that they need
- think about how, and what would be the most appropriate methods that they would need to use to capture and record the required evidence [http://wiki.mosep.org/Mosep/?title=Evidence]
- design an action plan that details what it is that they will need to do or organise that will provide them with the evidence generating opportunities that they need. The plan will also identify how and when they are going to capture the evidence.
- do whatever they need to do and make sure that the evidence is recorded
- link the new evidence [http://wiki.mosep.org/Mosep/?title=Evidence] into the e-portfolio [http://wiki.mosep.org/Mosep/?title=ePortfolio] in such a way that it can be retrieved and presented efficiently
reflect on their learning and achievements

There are other ways to differentiate processes.

Activity


Discuss in your group these questions:

| Do you agree with this definition of portfolio processes? If not, why? |
| Have any processes been missed out? |
| Have any processes been included that you think should not be part of the e-portfolio development process? |
| How do these processes compare with those normally followed by your learners who do not use ePortfolios? |
| Find consensus and post your conclusion in your e-portfolio (e.g. as a reflective entry or a blog entry). |

Construction of an e-portfolio

A useful list of the issues and decisions which need to be made about why to construct a portfolio, how to go about it, what to include, and what happens after it is completed is the following (Source: Zeichner, K., and Wray, S., (2001). The teaching portfolio in US teacher
education programs: what we know and what we need to know. Teaching and Teacher Education, 17 (2001), 613-621.)

| What is the purpose of the portfolio: for learning, for assessment, for professional development, or for employment reasons? |
| Who decides what should be included in a portfolio: the student compiling the portfolio, or the people for whom it is being created? How prescriptive should guidelines for creating a portfolio be? |
| How should the pieces of evidence in the portfolio be organised: around themes chosen by the student, around programme goals, or around achievement standards? |
| What kinds of artefacts are acceptable as pieces of evidence? What should, and should not, be included in the portfolio? |
| What kind of input should tutors, lecturers and peers have throughout the process of constructing the portfolio? Should there be a lot of involvement, or just a little? |
| How should the portfolio be assessed: through very specific evaluation criteria and grading rubrics, or a more general pass-fail system? |
| What should happen to the portfolio after it is finished: should there be some kind of public acknowledgement or presentation of students’ work? |

Activity

| The above videos give good insights into different e-portfolio perspectives and purposes. Try to find out and name the different understandings, definitions, purposes and focuses of the presented ePortfolio approaches! |
| After this, create a list of ideas on how to use e-portfolio in your personal practice |
| Post the list as a blog entry in your portfolio |

Enablers and barriers of e-portfolio

Watching the videos and reading this introduction to the portfolio method, one can easily imagine, that it does not fit to a traditional teacher centred model of learning: The learner is in the focus of the method and he/she is viewed as an active, self directed and self responsible learner. Teachers also get new roles as tutors and coaches, supporting the planning and reflection of learning processes. The portfolio method has direct and indirect influence in the learning culture.

There are several enablers and barriers for the portfolio method, e.g.

| concerning to the possibilities of learning standards and curricula, |
| assessment affordances and rules, |
| knowledge and competencies of the teachers as portfolio-coach, |
| the ICT equipment and knowledge of teachers and learners, |
| the existing learning culture, or |
| support in the faculty and school. |

Activity

| What might be enablers and barriers to e-portfolio implementation [http://wiki.mosep.org/Mosep/?title=EPortfolio_implementation] in your situation at school? |
| Think about enablers yourself, discuss it in small groups and document them as a blog-entry |
Go to the internet, research on possible barriers and enablers and post them as a link or as a blog entry.
Session 2: Working with young learners (0.2)

Objectives

- to explore methods that can be used to motivate young learners.
- to explore the potential of the e-portfolio to engage and motivate learners.
- to discuss how an e-portfolio could be used to support young learners who might have difficulties.
- to develop approaches to encourage young people to use modern media in their learning.

Outcomes

After this session the participants should have:

- approaches/practices of stimulating modern media usage by youngsters during the learning.
- possible approaches of encouraging young people to use e-portfolio.
- knowledge about and examples of different forms of youth web presence.
- some examples of e-portfolio usage for supporting youths with difficulties.

Introduction to Modern media

Media may refer to various aspects, but here were are interested in it in terms of it being a communication tool, such as:

- Recording media: Devices used to store information.
- Print media: Communications delivered via paper or canvas.
- Electronic media: Communications delivered via electronic or electromechanical energy.
  - Multimedia, communications that incorporate multiple forms of information content and processing.
  - Hypermedia, media with hyperlinks.
  - Digital media, electronic media used to store, transmit and receive digitized information.
- New media: Media that can only be created or used with the aid of modern computer processing power.

Examples of modern media

- Personal Blogs: free expression of opinion, presentation of ideas, stimulus for update of personal blog.
- Online discussion forum: useful for exchange of opinions, discussions on interesting topics; info about the free, easy to create online using [PHPBB](http://www.phpbb.com).
- Social networks: virtual community.
Advantages of modern media usage in work with young people

Modern media is useful and reliable means of providing the necessary support and assistance to young people who need to obtain information in the easiest, complete and efficient way. Some of its advantages:

- **Gives new impetus to the work- new tools, new possibilities**: It is indisputable that modern media presents a wide range of new tools and opens variable possibilities with respect to the quality and quantity of work carried out. It does not refer only to communicative/mobile media (Mobile phones, Pocket PC, wireless devices), but also to the usage of multimedia storage utilities, as well as interactive media.

- **To enlarge the target audience**: The Internet enables the participation of learners from outside - other schools, classes, countries and so on.

- **To make the storage and retrieving more efficient and thus to facilitate the learning process**: Among the advantages of modern media means is their very substantial role in the process of facilitating the communication. Also, they increase the efficiency of storage and retrieving of information – quality that cannot be underestimated.

- **To open new dimensions, to connect the realities**: Modern media provides for a better interconnection and dimensions of the communication. It provides for a favorable environment where disadvantaged manage to overcome the obstacles that distinguish them from the others.

### Activity

Discuss with your students and/or colleagues the following questions:

- Do you know what types of modern media your students use out of school for entertainment and to communication with others?

- List the Types of modern media [http://wiki.mosep.org/Mosep/?title=Modern_media] and note what you used them for;

- Share your experiences of using different Types of modern media [http://wiki.mosep.org/Mosep/?title=Modern_media] in different learning situations - did the media engage or motivate the learners?;

- Highlight the advantages and disadvantages of using modern media [http://wiki.mosep.org/Mosep/?title=Modern_media] with young learners, e.g. cost of the resource, potential to engage, privacy and copyright issues.

### Online reputation

"Online reputation is similar to the conventional concept of reputation (opinion of the others towards a person), but in cyberspace". read more from the source: Wikipedia - Online reputation [http://en.wikipedia.org/wiki/Online_reputation].

Online repuration can enhance youngster's participation and has a number of advantages:

- motivates youngster to enhance their online presence - peers, tutors may access easily personal web page, blog, etc
- motivates youngster to use different moder media tools;
- stimulates youngster's self-esteem;
Activity

1. Watch and/or read the following resources:
   - Modern media usage in youth work - Presentation
   - Present and discuss good practices of how motivating modern media usage can be for young learners,
   - and how online presence could contribute to different situations, e.g. job application, communication.

Activity

1. Divide the group in pairs.
2. Advise how each of the pair could explore the partner online presence (existing pages, links etc. via search machines).
3. Advise the students to prepare outline (presentation) of the partner using the retrieved info from the web space.
4. Organize presentation and discussion.

Possible benefits of using e-portfolios

The benefits [http://wiki.mosep.org/Mosep/?title=Benefits from using e-portfolios are:

1. Supporting coherent management of a variety of achievements and pieces of work.
2. Helping learners take control of their learning and their lives, by reflecting on their activities and planning future directions;
3. Providing a learner-centred rather than course-centred view of learning;
4. Giving appropriate views of achievement and learners' work to appropriate people, for example, the learner, teachers, mentors, careers advisers, potential employers, educational institutions to whom the learner is applying;
5. Supporting “just in time” learning – which type of learning is needed at this moment in time;

At the same time, it is very important that students are motivated to use ePortfolio. Motivation for use often requires a strong element of ‘what is in it for me?”

- Identifying added-value in use of the e-portfolio will increase the likelihood of student engagement.
- You should use an understanding of individual and group motivation and behavior to create a reaming environment that encourages positive social interaction, active engagement in learning, and self-motivation.
**Activity**

- Prepare a short presentation
- Give them concrete examples of ePortfolio usage–for career development, for communication, for reflection and assessment etc.
- Ask someone to present his/her ePortfolio and how (s)he profited by the development of his/her portfolio.

**mosep:FM_Session_2_Activity_5a** [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_2_Activity_5a](http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_2_Activity_5a)

**Support of young learners with difficulties**

**Learners with difficulties:**

What we understand by Young learners with difficulties:

- The learner may be unskilled and inexperienced in showing empathy, developing rapport, and relating to people as patients
- The learner may learn comparatively slowly
- The learner may have adequate knowledge but be technically relatively unskilled
- The learner may be insecure – demonstrating too much overconfidence, disorganization, dependence;
- Less commonly, the learner may be impaired by mental illness

**How learners with difficulties profit from use of e-portfolio:**

e-portfolio is a means of providing disadvantaged youth with the information needed in order to overcome and cope with the obstacles and difficulties they constantly confront.

By using e-portfolio they can:

- to give a group of young learners with demotivating learning experiences a complete new approach to learn;
- with that new, positive learning experiences;
- a focus on the learner’s interest and competence;
- additionally the usage of the computer and the Internet is motivating;
- and leads to a "equal" representation in the virtual community/ the Internet that a learner can be proud of.
Discuss with your colleagues, what kind of difficulties your students experience have and how you should organise and implement the e-portfolio work to get optimal results and learning effects.

Prerequisite Knowledge

- Being acquainted with the Overview and Introduction Session of the Foundation Module
- Experience with working with young learners, including such experiencing difficulties;
- For some tasks: students required to have already ePortfolio

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Session 3: Digital Technology in the construction of identity (0.3)

Objectives

| identify the contribution of the digital technology in the construction of one's identity  
| plan support to young learners in the construction of their digital identity  
| design a strategy that would ensure the privacy and safety of your learners  

Outcomes

| description on the positive and negative impact of digital technology in the construction of one's identity  
| this could take the form of a personal reflection, the transcript or the recording of a discussion with peers and/or students, a short review of an article on digital identity  

Social Software & Social Networking

A growing number of youngsters are using social software [http://en.wikipedia.org/wiki/social_software] to socialise, share information about themselves, what they like, dislike, their favourite music groups, photos or internet site or engage into various activities (chat, games, etc.).

What do they do on social networking sites?

A social networking site is an online place where a user can create a profile and build a personal network that connects him or her to other users. In the past five years, such sites have rocketed from a niche activity into a phenomenon that engages tens of millions of internet users. More than half (55%) of all online American youths ages 12-17 use online social networking sites, according to a new national survey of teenagers conducted by the Pew Internet & American Life Project. The survey also finds that older teens, particularly girls, are more likely to use these sites. For girls, social networking sites are primarily places to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends (see Pew Internet Report Jan 2007)

Especially with young learners with a weak media competence the role of privacy protection is important.

Activity
Identify the range of online and social software used by youngsters:

| Name | URL | Number of users | Short description of the possible activities | Duration: 1 to 1.5 hours | Activity can be performed alone with a group of peers or pupils |

Digital technology in the construction of one's identity

With the increased level of online activities and the trails left on the Internet during these activities (blogs, web pages, comments, transactions, chats, etc.) we see emerging the notion of "digital identity." Understanding the role played by technologies in the construction of one's identity, being able to control and develop one's digital identity will be critical for insuring privacy and fully exploiting one's potential to find a job, for career development, build partnerships, participate in online communities, etc.

Examples of good practice in the use of digital technology in the construction of one's identity could the form of:

- transcript of a dialogue with a student in the Web
- examples of things produced by learners (in 43 things, MySpace, etc.)

Activity

Describe how young people are using technology in the construction of their digital identity:

- Write a reflection or comment, which is personal or from a group, on the notion of digital identity and the need for privacy enforcement
- Duration 1 to 1.5 hours
- Can be done alone or with a group of peers or pupils

Activity

At this stage, what we would like you to do is simply an initial exploration of the notion of 'digital identity' and its potential impact on the educational and social growth of adolescents.

In order to achieve this activity, you could:

- organise a collective navigation and discussion (which could be recorded and edited later)
- observe a youngster working with an online application to socialise with peers
- write a reflection triggered by an article on digital identity
Session 4: Planning and implementing an e-portfolio (0.4)

**Objectives**

This session is designed for participants to try out Mahara, to get an overview about e-portfolio software and start thinking about planning and implementing ePortfolio in their own institution.

**Outcomes**

Having completed this session, you will be able to:

- understand the reasons for ePortfolio development within the context (individual, group and institution)
- understand complex dependencies between the elements of ePortfolio implementation process at individual, group and institutional level
- create a strategic plan for ePortfolio system within the institution
- plan implementation of ePortfolio at individual, group and institutional level

In terms of tools exploitation you will be able to:

- explore examples of ePortfolio tools
- use an ePortfolio system solution exampled by Mahara

**Prerequisite Knowledge**

- basic knowledge e-portfolio
- an identified target group or setting (institution)

An overview of the tools

Lorenzo and Ittelson distinguish between the following four approaches to develop ePortfolio systems within institution (read more in Lorenzo and Ittelson Educause [http://www.educause.edu/ir/library/pdf/ELI3001.pdf ])

- **"Do it yourself"**: customised and internally developed system
- **Open Source systems** publicly available at no charge
- **Commercial tools** purchased from a vendor, with licensing and support fees
- **Common tools**, not designed specifically for ePortoflios but supporting more creativity (html editors)
G. Siemens analysed the following stages of eportfolio development organizationally (see [G.Siemens Electronic portfolios - what are they?](http://www.kolabora.com/news/2006/12/28/electronic_portfolios_what_are_they.htm))

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>May include simple websites and incorporate blogs or wikis. Limited navigation of content is included.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Consists of dynamic web pages. Navigation and search features are available. Portfolio owners can also create different sections of the site to allow access for different reasons.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Requires institutional support of eportfolios, including instruction on actual use. The institution may also host the software to allow learners to build their portfolios.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Requires the institution integrates portfolio use and development into the process of instruction and assessment.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Requires the institution adheres to standards, permits interoperability of the portfolio with other institutions.</td>
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Examples for E-Portfolio Tools

There is a wide range of tools which can be used for creating one’s ePortfolio. You can e.g. see different examples of personal ePortfolio created by Helen Barrett [1](http://electronicportfolios.com/myportfolio/index.html) who created her ePortfolio with a variety of software, from spreadsheets to commercial system. You can also have a look at dedicated ePortfolio systems there Elgg [2](http://www.elgg.org/) and Mahara [3](http://www.mahara.org/)

Moodle with a module for portfolio

The German ministry of education made an application for an additional module for the moodle-platform “EXABIS”, which provides every learner with an individual portfolio block. This block is independent from the courses and enables learners to reflect their steps of learning, record individual documents of their history of learning and to categorize them as well as the communication between the teachers.

Web Resources

Moodle - Exabis Modul: [http://moodlekurse.org/moodle/](http://moodlekurse.org/moodle/)

ELGG with presentation module

The ELGG software – Learning Landscapes has established itself in the open source and social software community as a tool for social networking. The focus of this software is on “social tagging”, “community building” and “reflection”. The presentation module enables now a community-oriented e-portfolio system. (see Mandy Schiefner's Weblog [http://edublog-phr.kaywa.ch/eportfolio/die-e-portfolio-methode-mit-open-source-werkzeugen.html] )

Web Resources

ELGG - Learning Landscapes: [http://eduspaces.net/](http://eduspaces.net/)

Mahara E-Portfolio
“Established in 2006, Mahara is the result of a collaborative venture funded by New Zealand's Tertiary Education Commission's e-learning Collaborative Development Fund (eCDF) ... Mahara is a fully featured open source electronic portfolio, weblog, resume builder and social networking system, connecting users and creating online communities. Mahara is designed to provide users with the tools to demonstrate their life-long learning, skills and development over time to selected audiences.” (see Mahara Homepage [http://www.mahara.org/])

Web Resources

Mahara E-Portfolio: https://eduforge.org/projects/mahara/

KEEP-Toolkit (Knowledge Exchange Exhibition and Presentation Toolkit)

The KEEP-toolkit is based on the belief, that “snapshots”, that means objects of information can be collected in a structured way and can be extracted in different relations as presentation. The Toolkit is working essentially with “templates”, which provides the user with guiding questions referring to every kind of summary, individual goals, individual reflection, external references and the data itself.

Web Resources


Just try it out!

Activity

Set up your own e-portfolio! Complete the following three tasks with Mahara, e.g. with the help of our video tutorials:

- Set up your own account
- Create a personal profile page
- Write a blog entry summing up in few sentences what you have gained from this workshop

Look at your Profile and revise it, if necessary.

Selection criteria

There is a bunch of literature which can help you make a choice of a tool, e.g. in our MOSEP study [http://www.mosep.org/]. Also, there are also on-line tools available to examine the features of a selected tools Edu tools [http://eportfolio.edutools.info/static.jsp?pj=16&page=HOME]. There are several issues which must be considered when institution or an individual wants to select an appropriate tool (see Ali Jafari Educause Review [http://www.educause.edu/apps/er/erm04/erm044.asp]).
Standards: As portability is a key issue of ePortfolios learners must be able to transport their ePortfolios from one institution to another.

Ease of use: Software must offer simple and attractive interface so that only short training is required for both learners and teachers. It is especially important when dealing with young learners who have high expectation for user-friendly software. The solution must also enable simple file and artefacts transfer. It is very unlikely that users support a confusing and inconsistent application.

Sustainability: Is also worth considering, especially with the view to further development of ePortfolio systems. A tool selected must be reliable and robust.

Interoperability: It must also interoperate with existing learning management tools already used within and institution. If there is a variety of technological solutions developed by different vendors it must be assured that the data integration is possible. See also Interoperability use cases [http://www.eportfolios.ac.uk/fdtl4_docs/39_WP_4_Compendium_of_Use_Cases.pdf]

Activity

Design the perfect ePortfolio tool in a group work for your organizational purposes! This task is to come up with an idea of what functionalities should a good ePortfolio tool have. Imagine that you are trying to implement an ePortfolio in your practice but you do not have any software which seems appropriate. If you were to design one, what functionalities would you want it to have? What would be necessary in order to fulfill the goals and functions you were discussing during earlier sessions and activities? Remember that ePortfolio does not have to be (and even cannot) created with one single tool so that you can use combination of the several. Write down your impressions (blog entry). Now go back to Mahara system.

Which of the functionalities you marked necessary are available here? Which features Mahara lacks? Have you found anything that you had not written down but what seems interesting to you? Update your blog entry. Discuss with group.

ePortfolio Strategies - macrodidactical considerations

When you consider implementing Portfolio within your institution you will have to make decisions on several levels. From administrative to strategic, from personal to technical, as with any innovation ePortfolio implementation requires consideration of different aspects. It is very important to see ePortfolio as a part of a broader landscape: in the local/ regional/ national context, in the life-long learning perspective, tightly linked with a vocational education and labour market. There are also some particular issues which needs consideration:

ADOPTION

- ePortfolio and teaching methods, strategies and goals in your institution,
- available resources, both human and material (in terms of skills and numbers)
- strategic development plan of your institution

HARDWARE AND SOFTWARE

- interoperability and integration with other software systems (CMSs, databases and the like)
- servers performance and data back-ups
- technologies which support portable portfolio
**SUPPORT AND SCALABILITY**

- system which is suitable for a growing number of users
- staff to support and maintain the system and the users
- infrastructure to train users and administrators
- maintenance over time

**SECURITY AND PRIVACY**

- securing personal data
- storing and securing assessments

**OWNERSHIP AND IPR**

- authentication of work
- owner of the artifacts and records (author, institution, both)
- what can be included in ePortfolio

*Based on Lorenzo and Ittelson Educause [http://www.educause.edu/ir/library/pdf/ELI3001.pdf]*

As ePortfolios have been already introduced all around schools, especially in USA, Canada and some European countries as well, you may also want to have a look at Case Studies Overview [http://wiki.mosep.org/Mosep/?title=Case_Studies_Overview] or to explore different case studies into more details Case Studies [http://wiki.mosep.org/Mosep/?title=Case_Studies]

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**Activity**

Now we would like you to reflect on the possibilities of introducing ePortfolio on an individual level: Make a SWOT analysis of implementing ePortfolio on your individual level [SWOT](http://en.wikipedia.org/wiki/SWOT).

**Things to consider:**

- Which stage of the ePortfolio development are you?
- Why would you need ePortfolio?
- Would ePortfolio be a part of your personal development?
- What resources (personal, financial, technical) do you already have and what investment is feasible?
- What skills/competencies do you have? What further training may you need? What support will you have?
- What is your motivation to use ePortfolio?

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**Activity**

Things to consider

- Which stage of the ePortfolio and IT development is your school at?
- Why would your institution introduce ePortfolio?
- Would ePortfolio be a part of a curriculum?
- What resources (human, financial, technical) have your school got already and what investment is feasible?
- What skills/competencies do the teachers have? What further training may be needed? What support will you have?
- What is the motivation of learners and teachers to use ePortfolio?

Write a blog entry on the most important things to keep in mind when introducing ePortfolio.
Session 5: Validation of the Foundation Module (0.5)

Objectives

In this session we focus on our own learning process concerning the e-portfolio concept and method and try to validate our own advancement. This session is self-reflective: We try to prove that learning has taken place and plan our future learning. What does the learner want to achieve and what is achievable given constraints? This can help to choose the following modules or their selection order.

Outcomes

An outcome of the lesson is an updated personal learning plan concerning the learner's understanding of e-portfolio basics, the knowledge he needs for creating, maintaining and developing an appropriate e-portfolio that reflects his competencies and the purpose of e-portfolio.

Prerequisite Knowledge

A basic knowledge of e-portfolio-work is needed

Introduction to Validation Process

Validating is the processes of proving – to oneself and to others – learning has taken place – including the abilities and competencies identified and recorded. Validation takes place through evidencing and verification. Evidence is provided by the learner to attest to their own achievement and may be in different forms and media - for instance a picture of a chair they have made or the URL of a web site they have designed. Verification is externally sourced evidence of claimed achievement - for example a letter from a team leader verifying as to performance during a work placement. Validation is not the same as assessing and accrediting.

Validation is referenced against the abilities and competencies identified by the learner – not those of an external occupational profile or qualification presenting offers an opportunity to select artifacts from the portfolio to tell a story or make a point. Presentation involves the processes of structuring, visualizing, narrating and re-purposing. Presenting is the bridge between validation and assessment but it is only one of the possible purposes of presentation.

Review of Personal Learning Plan

Are goals and objectives provided to outline learning expectations at the beginning of the course and, where appropriate, at the beginning of each module? Teachers may ask their learners to select their own goals, objectives, content, learning strategies, resources, and evaluation scheme.
Goals and objectives cover learning content and are related to the program of study. Objectives specify learning outcomes related to knowledge, skills, competencies, behaviours, and/or attitudes. The accomplishment of objectives should be measurable; therefore, vague words such as “understood” and “realize” are not used. Objectives state clearly and concisely what must be done. Different levels of outcomes are stated, including those that call for critical thinking and problem-solving skills. Goals and objectives provide a discernable sequence of expectations.

The use of portfolios can support personal development planning, career planning and continuing professional development. The rich information contained in the learner archive provides material for reflection and self-evaluation, action planning, goal setting and the identification of personal strengths and weaknesses. Reflection can be integrated into course processes as well as offered outside of programmes in the context of tutorials, appraisals, guidance sessions, and career planning.

Activity

Discuss about the Foundation module and possible ways to structure the future work together with other participants. Teachers work in small groups, students work in pairs. The guiding questions are:

- What are module learning objectives?
- How knowledge gained in the Foundation module changed the understanding about ePortfolio?
- What did I learn from this module?
- What would I need to learn better?
- How can I update my learning plan now?

Activity

Where do you stand? What goals do you like to reach related with competencies and knowledge about e-portfolio work? Please formulate concrete goals and strategies, how you plan to reach them. Additionally, fill out your e-portfolio application with these results.

Professional Development Planning

Higher level and professional learners might be expected to become relatively self-sufficient in the exercise of these skills, but learners with less confidence and experience are recognised to need structured personal development opportunities. This support could be provided by an electronic service – even by sending reflective prompts in text messages – but most commentators regard this as an area in which human interaction remains the gold standard. There are at least as many examples of best practice with paper-based as with electronic systems, all of which will need to be drawn on if learner profiles are to be used successfully for personal development.

Learner creates a list of his/her artefacts using appropriate software: worksheet OpenOffice Calc or Microsoft Office Excel, text processor OpenOffice Writer or Microsoft Office Word, or
Content Management Systems (CMS), ePortfolio systems (for example, Mahara). The guides of worksheets, text processors, CMS, e-portfolio software can be found online.

Activity

This is an individual task. Please update your learning plan:

- Estimate your knowledge gaps.
- Formulate your long time goals and milestones.
- Name your short time goals, plan artefacts and dates.
- Complement and improve your learning plan.
- Provide the updated learning plan.
Module 1: Selection and Connection of E-Portfolio Artefacts

Objectives

In this module you will develop the skills and understanding that will enable you to select appropriate digital artifacts for their e-portfolio and to support learners in their e-portfolio construction.

Outcomes

You will be able to:

- Reflect on how to choose content to be stored in the ePortfolio for self-development and for external assessment
- Decide when and how often a portfolio should be updated
- Use different media types within the ePortfolio
- Make criteria based decisions on the content and the structure of the ePortfolio
- Structuralise and diversify content within an ePortfolio
- Build coherent collections of artefacts for a specific purposes
- See the dynamics of relationships between content and structure of ePortfolio and the learning processes
- Recognize privacy issues.

This module consists of five sessions.

- Session 1: Purposes of creating e-portfolio [http://wiki.mosep.org/Mosep/?title=mosep:M1_Session_1]
- Session 2: Privacy issues and selection of artifacts [http://wiki.mosep.org/Mosep/?title=mosep:M1_Session_2]
- Session 3: Technical requirements and opportunities [http://wiki.mosep.org/Mosep/?title=mosep:M1_Session_3]
- Session 5: Selection of artifacts for different purposes [http://wiki.mosep.org/Mosep/?title=mosep:M1_Session_5]

Prerequisite Knowledge

The module is build on the basis of the introductory work done in the Foundation Module. Starting module 1 you are expected to have your own ePortfolio already started (See Foundation Module). Sessions 1 and 5 in this Module will help you to add more content (artefacts) and to develop the structure of your ePortfolio.
Session 1: Purposes of creating e-portfolio (1.1)

Objectives

In this session you will organise what you already know about the purposes of creating an ePortfolio. You will consider the ePortfolio process [http://wiki.mosep.org/Mosep/?title=EPortfolioProcess.jpg] that learners must follow as they compile their ePortfolio.

Outcomes

By the end of this session, teachers will have reflected upon how an ePortfolio can help them with their work.

Different purposes of e-portfolios

Helen Barrett identifies different types of ePortfolio:

- The Working Portfolio,
- The Reflective Portfolio,
- The Connected Portfolio,
- The Presentation Portfolio.

The following article by H. Barrett might be helpful: Electronic Portfolios in Education - Stages of Electronic Portfolio Development. [http://electronicportfolios.org/ALI/1stages.pdf]

Activity

Discuss about how four the types of ePortfolios, identified by Helen Barrett, are related to one another.

- The Working Portfolio,
- The Reflective Portfolio,
- The Connected Portfolio,
- The Presentation Portfolio.

How e-portfolios support learners
Activity

The e-portfolio method can support many different areas of education process. Think about which of the four stages of ePortfolio development that were discussed previously might help with:

- supporting learning,
- supporting the learner,
- developing soft skills,
- developing domain-specific skills,
- developing technical skills.

Next to each of the element mentioned above write chosen letters which are the symbols of different stages of ePortfolio development W(ork), R(eflection), C(onnection), P(resentation).

Web Resources

Blog entry on ePortfolio purposes [http://teacherindevelopment.blogsome.com/2006/03/30/eportfolios-will-they-evolve/ ]

Leonardo da Vinci

www.mosep.org
Session 2: Privacy issues and selection of artifacts (1.2)

Objectives

To discuss privacy issues considering e-portfolio presentation; both from the authors' personal and legal point of view.

Outcomes

After this session the learners will be sensitised for the challenges of data and privacy protection and knew the possibilities and functions of their e-portfolio software.

Privacy protection

Young learners without significant experience of using ePortfolio packages need to be instructed to take special care, regarding the privacy of their personal details. This is because it is important to be careful with the possibilities and positive effects that free access to e-portfolios and artefacts in the Internet provide, with respect to privacy issues.

There are several grades of privacy protection to limit the access to e-portfolios and its artefacts:

- possibility of using different levels of privacy when accessing and presenting e-portfolio;
- the specificity of public access to personal data on the Internet;
- the trade-off between tendencies to present one's work and to keep some things private;
- the value of publishing for your own;
- reasons to present certain materials.

Activity

Discuss in your group what you like to protect in your e-portfolio and for what purposes you allow access to individuals or groups (e.g. peers).

Permission management

E-Portfolio tools offer several different possibilities to protect data and manage data access.

Activity
Test your e-portfolio tool: Which possibilities does it offer? Are you satisfied with these opportunities?

### Web Resources

- [How to select artifact](http://electronicportfolios.info/blog/?page_id%3d16) - sample from Helen Barrett Portfolio in "Portfolio at a Glance"
- [Legal aspects of ePortfolio](http://www.jisc.ac.uk/uploaded_documents/Legal_Aspects_FAQ.pdf)
- [Dos and DONTs of web publishing](http://www.ithaca.edu/its/eportfolio/about/dmfaq.htm)

**www.mosep.org**
Session 3: Technical requirements and opportunities (1.3)

**Objectives**

- becoming aware of skills which can be developed through e-portfolio creation and use (focusing mostly on technical ones in this session);
- analyzing the scope of media, tools and services which can be used for e-portfolio creation;
- finding out how to evidence different competences with the help of artifacts (tech. aspects).

**Outcomes**

After this session the participant will:

- recognize the scope of media, tools and services available for creating the e-portfolio;
- have a basic knowledge of how certain tools and services work, including social services;
- understand the opportunities given by different media and tools;
- recognize ICT skills necessary to develop digital artifacts;
- be able to pick from the set of media the solutions which are suitable for documenting one’s own specific achievements in an ePortfolio, as well as creating it as a whole;
- be able to assist student with his/her media choice;
- have the basic skills in using specific online ePortfolio tools, Mahara being an example

**Prerequisite Knowledge**

Starting this session the participant should have prepared certain materials for presentation

1 ]]

**Digital artifacts**

In Foundation Module you could examine Sample ePortfolios [http://wiki.mosep.org/Mosep/index.jsp?title=Sample_ePortfolios] created in different media. Each of these examples consist of digital artifacts created by different tools. Such tools can be very complex and may require a high level of proficiency in dealing with media. You will find out if what is proposed here is sufficient for your ePortfolio.

Off-the-shelf software or professional solutions can help you enhance your ePortfolio and demonstrate your unique skills. There are many possibilities to develop digital artifacts - and several possible formats, e.g. video, images, text, documents.
Activity

What can you do already?

- Think of the tools you already use and list them down in your blog or notebook.
- Think of which skills and competencies they can help to demonstrate?
- Why do you use these specific tools?
- What are their advantages and disadvantages?
- What else would you need?

Activity

If you have a digital camera (e.g. in your mobile) you can go out to take some pictures of a subject suggested below. Select 3-5 examples, which in your opinion represent your concept at the best. Download it to your computer (cable, bluetooth, infrared) or directly to your ePortfolio. You can also store it on the Internet on a photo-sharing site (more about sharing below). Justify your choice by typing a short commentary on the selection.

Activity

Record your commentary by using free sound editing software, such as Audacity (http://audacity.sourceforge.net/). You will have to download this tool.

Opportunities of your software

Activity

Log in to the Mahara account (or your tool of choice), if you have one. See what are the technical affordances of that tool in respect to:

- storing;
- sendingout;
- publishing;
- classifying and describing
- connecting

the artefacts you posess

Possibilities of Web 2.0

Everyone using the internet will have heard of the term "Web 2.0", or used a Web 2.0 site. Whether or not you like the term, Web 2.0 gives you more opportunities to develop your ePortfolio.
Examples of Web 2.0 sites are:

- Flickr [http://www.flickr.com/ ] - photos (and other graphics) sharing site
- YouTube [http://youtube.com ] - videos sharing site
- TeacherTube [http://www.teachertube.com/ ] - educational videos sharing site
- 43 Things [http://www.43things.com/ ] - sharing goals and plans with others
- del.icio.us [http://www.delicious.com ] - a bookmark sharing site

Activity

Like it or not, name it differently, it gives you more opportunities to develop your ePortfolio. What is the added-value of sharing? Why people want to do that?

Activity


- Basic ideas on how to use wiki in education ( 2 [http://www.wikiineducation.com/display/ikiw/Four+Letter+Words+-+How+wiki+and+edit+are+making+the+Internet+a+better+teaching+tool ])
- Edublogs.org - Many blogs devoted to educational issues ( 3 [http://edublogs.org/ ])
- 10 ideas on how to use blog for education ( 4 [http://edublogs.org/10-ways-to-use-your-edublog-to-teach/ ])
- Example of large educational project conducted through Google D&S ( 6 [http://www.google.com/educators/globalwarming.html ])

Activity

Reflect this session within your e-portfolio

- What was the most difficult part of the task above?
- Why was that? What did you learn?
- What additional skills you need to enhance (if any) in your ePortfolio?
- What skills you can and share with others?
Session 4: Structure of an e-portfolio (1.4)

**Objectives**

- ability to design the structure of ePortfolio relevant to planned objectives;
- understand, that structure may be determined in high degree by tools used (and not only by the plans of designer);
- ability to choose from accessible tools in context of goals and objectives to achieve.

**Outcomes**

After this session the participant will be able to:

- design a good hierarchical structure of ePortfolio;
- adapt it and customise it according to necessary context.

**Planning of e-portfolios**

As we have already noticed, the idea of the portfolio method is that a learner is directly involved in the setting of learning goals. This should ensure a greater interest, engagement and motivation to achieve said goals. For that, the learners should be also informed about the goals of the e-portfolio work itself and its assessment principles.

Thus, let us notice that e-portfolio structure should be subordinate to the e-portfolio goals. Technical structure is derived from the logical structure of dependencies between the elements of e-portfolio.

The process of e-portfolio creation starts with the stage of planning which consists of following phases:

- defining the purpose of e-portfolio;
- defining tools and skills one has which are necessary for e-portfolio creation;
- defining the e-portfolio reviewer’s profile. Only now in this context can one move to the last phase of e-portfolio planning:
- planning the e-portfolio structure (what should my e-portfolio contain in order to achieve the desired goals?). At this stage we should take into account the possibly necessary compromise between the ideal structure of e-portfolio and what tools and skills we have allow for; and depending on one’s own needs and abilities an existing template can be chosen at this stage.

After the structure of the e-portfolio has been planned you can start practical work on it:

- choose the artifacts you want to use from among the ones you have prepared earlier;
create new artefacts if you fine them necessary;
combine artefacts into the meaningful and cohesive whole.

**Activity**

Recall different purposes of ePortfolios, according to these mentioned in Session 1 of Foundation Module [http://wiki.mosep.org/Mosep/?title=mosep:FM_Session_1]. Get acquainted with the examples of e-portfolio templates that have been created using following tools:

- Microsoft Excel [http://electronicportfolios.org/workshop/Artifacts-stands-ataglance.xls]
- HTML (Web Pages) [http://electronicportfolios.org/nets-t/index.html]

Pay special attention to the differences and similarities in structure. Try to say which of these are the result of the e-portfolio’s author plans considering structure and which of the characteristics of specific tools. Think how different media and tools can affect the structure of e-portfolio being planned. Consider both opportunities and limitations.

**Developing a personal e-portfolio template**

**Activity**

Try to design the template of your own e-portfolio. If you feel competent you can use Mahara software for that. If not you may prepare the template in any tool you are confident using. It may even be an ordinary text editor. While working on it stick to 4 stages of e-portfolio planning process.

Make use of:

- possible applications of e-portfolio,
- existing e-portfolio templates you know;
- examples of e-portfolios you have seen;

Consider possible criteria for creating hierarchy.

More fluent participants should also see through Stages of Electronic Portfolio Development Process [http://electronicportfolios.org/ALI/1stages.pdf] by Dr. Barrett and to compare her stages of e-portfolio development proposition. It is build with the help of more advanced methodology than presented here, with bigger emphasis on the process. It would be advisable to compare both approaches.

**Activity**

The above activity is prerequisite for this one. Work in couples or groups is advisable which enables reciprocal formative evaluation of the e-portfolio projects.
As a result of above activity you have prepared the project of e-portfolio structure. Show these plans to persons you work with in couples or groups. Inform them about the goals you had in mind while creating them. Evaluate the partner's (or partners') project. Consider:

- learners’ point of view;
- assessors' point of view;
- target group point of view (eg. employer);
- level of detail;
- goals being fulfilled.


**Web Resources**

- Standards on ePortfolio [http://electronicportfolios.org/nets.html]
- E-portfolio evaluation criteria and indicators [http://wikieducator.org/E-portfolio_evaluation_criteria_and_indicators]
Session 5: Selection of artifacts for different purposes (1.5)

Objectives

The learners should be able to purposefully select and connect artefacts so as to make them most fitting to their specific goals.

Outcomes

After this session the participant will:

- understand that different factors need to be considered when selecting artifacts for different types of ePortfolio and the various implementations of ePortfolio considering different applications;
- be able to select the artifacts that are relevant for various applications.

Selection of artefacts

Depending on the technical capabilities of e-portfolio software being used, several actions can be taken to help better classify artefacts. You can:

- assign them to categories
- tag them (assign keywords)
- describe them
- organize them in folders
- create a table of contents

Activity

Collect all the artefacts you have created and organize them according to the criteria you personally prefer. These may include:

- e-portfolio type
- goals to be achieved through e-portfolio
- your personal goals

If not all artefacts are in digital form you should digitize them. Analyze if all your achievements have been recorded or if there are some supplements to be added.

Attention: Special attention should be paid to the different aspects of the artefacts' value.
Developing a hierarchy of artefacts

The next step of the e-portfolio process is the development of a hierarchy of artefacts. Following, three examplary groups of criteria are listed:

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessary artefacts: have to be shown in a special context (artefacts that are already developed and also missing artefacts);</td>
</tr>
<tr>
<td>useful artefacts: not necessary, but in useful in a special context;</td>
</tr>
<tr>
<td>possibly useful artefacts: they could be useful or even neccessary, if the context would change (e.g. application for another job).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private sphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>adequate for unlimited publication (open access for everybody);</td>
</tr>
<tr>
<td>adequate for limited publication (accessible for certain persons, e.g. friends or assessors);</td>
</tr>
<tr>
<td>personal (without external access, only the portfolio owner is able to access it).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology and technological competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The used tool has every needed function and can be used in full extent (that also means that the IT competencies are sufficient);</td>
</tr>
<tr>
<td>the artefact is not &quot;perfect&quot;, because tool functions are missing;</td>
</tr>
<tr>
<td>the artefact is not &quot;perfect&quot;, because the IT competencies are limited;</td>
</tr>
<tr>
<td>tool functions and IT competencies are limited.</td>
</tr>
</tbody>
</table>

Activity

Discuss these examples of criteria for the development of hierarchies. Develop additional approbriate criteria for the hierarchical order of artefacts.

Activity

This activity requires using the results of work done in the activity above.

If you have not yet selected software which you would want to use for creating your e-portfolio then you should do it now. Use this tool to select the appropriate artefacts from the set you collected during the previous Activity. Do not forget about the goals you need/want to achieve and about privacy issues. While choosing every artefact:

| bear in mind that different skills (formal, technical, social) can be demonstrated with a single artefact; |
| note down how every artefact can help you with your further personal development; |

Think about the relation between different artefacts and groups of artefacts. Show and describe them. Try to present them in visual form (e.g. through hyperlinks, mind maps or table of contents).
Activity

Evaluate collected artefacts on the following criteria:

- technical quality;
- resolution;
- faithfulness of reproduction of real-life stimuli;
- visual clarity;
- ease of publishing;
- ease of reproducing etc.

Decide if your technical skills allow you to standardize the resources you have. For example:

- standardized type and resolution of graphic files;
- combining several artefacts into one with an appropriate format (e.g. .pdf, .ppt, .rtf) and having texts, tables or graphics embedded within it;
- recording all data in formats suitable for publishing in WWW.
Module 2: Reflection on the learning processes

Objectives

The objectives of this module are that participants will be able to:

- Explain, develop and apply strategies to stimulate learners to reflect on their own learning process/progress.
- Explain, develop and apply strategies to support learners in recording and structuring reflection (questioning).
- Have an understanding of appropriate methods and formats of documenting reflection.
- Develop guidance on different levels of reflection: self-reflection, reflection for/with peers, reflection for/with tutors.
- Reflect on their own work and practice.
- Consider how the learning environment affects the students ability to reflect in a self-confident way.

Outcomes

Having completed this Module participants will be able to:

- Demonstrate an understanding of how to reflect on their own learning process/progress;
- Demonstrate an understanding of recording and structuring reflection (questioning);
- Demonstrate knowledge of different levels of reflection: self-reflection, reflection for/with peers;
- Demonstrate knowledge of different means of encouraging student reflection;
- Demonstrate knowledge of usage of technology in the reflection process;

This module consists of four sessions.

- Session 1: Understanding reflection and its role in the e-portfolio development process
- Session 2: Encouraging and stimulating review and reflection
- Session 3: Using tools to record and organise reflections
- Session 4: Reflection Workshop

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Session 1: Understanding reflection and its role in the e-portfolio development process (2.1)

Objectives

This session introduces "reflection" and its meaning.

Outcomes

After this session the participant:

- Will be able to reflect on attainment, attitudes and progress to date with a view to improvement on current attainment.
- Will link together components of learning and progress into a coherent framework;
- Will reflect on artefacts and achievement of standards, outcomes or goals.

What are reflections?

There are many definitions of reflection, most however agree that it is an active, conscious process. Reflection is often initiated when the individual practitioner encounters some problematic aspect of practice and attempts to make sense of it. Reflection is an active process of witnessing one’s own experience in order to take a closer look at it, sometimes to direct attention to it briefly, but often to explore it in greater depth. This can be done in the midst of an activity or as an activity in itself. The key to reflection is learning how to take perspective on one’s own actions and experience—in other words, to examine that experience rather than just living it. By developing the ability to explore and be curious about our own experience and actions, we suddenly open up the possibilities of purposeful learning—derived not from books or experts, but from our work and our lives.

Activity

Presentation on the Reflection concept [http://wiki.mosep.org/Mosep/?title=Reflection_concept] made by the tutor as an introduction to the module. The tutor should try to explain and discuss with the course participants the following points:

- Purpose of reflection;
- Presentation on reflection [http://wiki.mosep.org/Mosep/?title=Reflection];
- The Reflection cycle [http://wiki.mosep.org/Mosep/?title=Reflection_cycle.jpg];
ePortfolio as means to create learning environments that are open, collaborative and support learning [http://wiki.mosep.org/Mosep/?title=Means_to_create_learning_environments_that_are_open_collaborative_and_support_learning]

For more information on the different concepts use the link to the respective concept.

The purpose of reflection

The purpose of reflection is to provide for the possibility of learning through experience, whether that is the experience of a meeting, a project, a disaster, a success, a relationship, or any other internal or external event, before, during or after it has occurred.

Teachers can require students to keep journals, encourage students to publicly discuss their service experiences and the learning that ensued, and require students to prepare reports to demonstrate their learning. When constructing the reflection activities teachers should consider the following:

Reflection activities should involve individual learners and address interactions with peers.

Students with different learning styles may prefer different types of activities. Teachers/consultants should select a range of reflective activities to meet the needs of different learners.

Different types of reflection activities may be appropriate at different stages of the development of the portfolio.

Reflection activities can involve reading, writing, doing and storytelling.

Activity

In order that the participants understand the process of reflection in detail, the tutor makes a description of the teacher reflection cycle. Here are some important points to mention:

- The art of effective reflection [http://wiki.mosep.org/Mosep/?title=Art_of_effective_reflection]

Using the information above, as well as their personal experience, the participants should prepare a list with questions by ranking them with respect to importance in the reflection process.

- Well-developed reflection - Questions to answer [http://wiki.mosep.org/Mosep/?title=Questions_to_answer]
- Prepare list with most important questions - by ranking them with respect to importance in the reflection process;

Activity

Group work: How to design effective reflection?
The tutor should make a brief presentation on the key principles in the design of reflection.

Work in groups: The participants are divided into 4 groups each consisting of 3-4 people. Each group has to play one of the roles given below. The aim is to understand the key elements for effective reflection:

- Working group 1 - Challenge
- Working group 2 - Coach
- Working group 3 - Contextualize
- Working group 4 - Communicate

Each working group should present its conclusions; on the basis of the conclusions the participant should draw common recommendations.
Session 2: Encouraging and stimulating review and reflection (2.2)

Objectives
This session introduce into the possibilities of encouraging reflection and the opportunities of individual and peer reflection.

Outcomes
After this session the participant:

- Will be able to understand guidance on different levels of reflection: self-reflection, reflection on action (analysis and evaluation of occurred events, decisions made etc) and reflection in action (the reflection is tied to the context in which an event occurred);
- Will be able to explain, develop and apply strategies to stimulate learners to reflect on their own learning process/progress.
- Will get knowledge about using technology in supporting reflection

Stimulating reflection

Activity
The tutor should discuss the Means of encouraging reflection. His/her presentation have to follow the plan given below:

- introduction:
  - Encouraging reflection by real-life situations;
  - Type of questions provoking reflection - no clear-cut answers
  - Role of integrating new learning into previous learning
  - Conclusion of means for encouraging reflection

Activity
Discussion: How to support learners in review and reflection?
Step 1: The tutor should introduce the useful strategies to support student review and reflection [http://wiki.mosep.org/Mosep/?title=Useful_strategies_to_support_student_review_and_reflection]

Step 2: Deliberate in small groups (3-4 persons) on different strategies, distributed by the moderator/course tutor;

Prepare SWOT analysis for each strategy

Each group presents in plenary its results

Final discussions

Activity

Introduction on the part of the tutor on the main technologies, which can encourage and facilitate the process of reflection. In his/her presentation the tutor should include the following points:

Increased importance of Internet [http://wiki.mosep.org/Mosep/?title=Increased_importance_of_Internet] in the learning process

role of web logs (‘blogs’) [http://wiki.mosep.org/Mosep/?title=Web_logs_(blogs)] in reflection process

usage of reflective journals [http://wiki.mosep.org/Mosep/?title=Reflective_journals]

online discussions [http://wiki.mosep.org/Mosep/?title=Online_discussions] and digital storytelling [http://wiki.mosep.org/Mosep/?title=Digital_storytelling] to support reflection process

Peer vs. individual reflection

Activity

Confrontation activity: Collective or individual reflection?

The tutor should make a presentation on the concept of individual reflection practices [http://wiki.mosep.org/Mosep/?title=Individual_reflection_practices]

Work in groups:

Participants are split into two teams; first stands for prevailing importance of collective reflection, second supports the individual reflection practices; the moderator should encourage discussion and challenge participants; at the end the participants should summarize the results and findings.

www.mosep.org
Session 3: Using tools to record and organise reflections (2.3)

**Objectives**

This session introduces tools for recording and organising reflections.

**Outcomes**

After this session, the participants will be able to:

- Explain, develop and apply strategies to support learners in recording and structuring reflection (questioning).
- Have an understanding of appropriate methods and formats of documenting reflection.

**Tools to document reflection**

**Activity**

The tutor should acquaint the participants in the course with the existing reflection tools. Also, the participants will learn the best practices and will receive recommendations for the usage of different tools. In their presentation, the tutor can use the following plan:

- Presentation of different reflection tools [http://wiki.mosep.org/Mosep/?title=Reflection_tools]
- Written learning journals
- Unstructured documents
- Notes and mind maps
- Blogs
- Sharing thoughts on a forum
- ePortfolio systems
- Recording on audio
- Best practices
- Recommendations for usage of different tools

**Activity**
Reflection & Keeping a Learning Journal: The tutor’s task here is to discuss some points of major importance, such as what is a learning journal and how to keep it. The points he/she must include are the following:

<table>
<thead>
<tr>
<th>What is learning journal [<a href="http://wiki.mosep.org/Mosep/?title=Learning_journal">http://wiki.mosep.org/Mosep/?title=Learning_journal</a>] - general characteristics, aims, advantages;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different means for keeping learning journal</td>
</tr>
<tr>
<td>offline, on the personal PC [<a href="http://wiki.mosep.org/Mosep/?title=Offline_on_the_personal_PC">http://wiki.mosep.org/Mosep/?title=Offline_on_the_personal_PC</a>]</td>
</tr>
<tr>
<td>On the Web [<a href="http://wiki.mosep.org/Mosep/?title=On_the_Web">http://wiki.mosep.org/Mosep/?title=On_the_Web</a>], as a Web log, called &quot;blog&quot;</td>
</tr>
</tbody>
</table>

Activity: Document your reflection

![Activity](image)

The task of the tutor is:

- to make a presentation of the need of structuring reflection and use the step-by-step approach;
- to distribute the Reflection Questionnaire [http://wiki.mosep.org/Mosep/?title=Reflection_Questionnaire] for recording reflection to each participant;

Practical task: try to record personal reflection. Two options for participants:

- Scenation 1: Select situation from personal experience
- Scenatio 2: Select one of the reflection topics [http://wiki.mosep.org/Mosep/?title=Reflection_topics] to create a personal reflection story
- Each participant should fill the Questionnaire and discusses it with the person next to him - "peer reflection" stimulation
- Make conclusions/recommendations on the Questionnaire template so as to fit students needs;
Session 4: Reflection Workshop (2.4)

**Objectives**

In this session the learners reflect about the whole module and their gained knowledge about reflection.

**Outcomes**

- Provide reflection to learners and assist learners in providing reflection to peers;
- Consider how the learning environment affects the students ability to reflect in a self-confident way;
- Reflect on their work and practice.

**Reflect reflections**

**Activity**

Teachers give students the following assignments to reflect upon personal development:

- Explore New Interests [http://wiki.mosep.org/Mosep/?title=Explore_New_Interests]
- What are your Ambitions? [http://wiki.mosep.org/Mosep/?title=What_are_your_Ambitions]
- Setting Short-Term Goals [http://wiki.mosep.org/Mosep/?title=Setting_Short-Term_Goals]
- Journey To Achieving Goals [http://wiki.mosep.org/Mosep/?title=Journey_To_Achieving_Goals]

After that, the learners will be asked to document this reflections and to make general conclusions and evaluation of their reflection.

**Reflections with peers**

**Activity**

Framework for reflective practice - practical exercise

- Step 1: The tutor should make a brief input on the concept of Framework for reflective practice [http://wiki.mosep.org/Mosep/?title=Framework_for_reflective_practice]
Step 2: Individual exercise - How to carry out reflection

- each participant is given a supporting template hand-out [http://wiki.mosep.org/Mosep/?title=Supporting_template_hand-out] and reflection topics [http://wiki.mosep.org/Mosep/?title=Reflection_topics] to be analysed
- everyone should answer the questions in the template
- the participants should form groups of 2 persons - peer reflection
- the participants should make presentation in plenary of key conclusions - different interpretations, reasons, etc
Module 3: Presentation of Evidence

Objectives

In this module you will work with your course tutor to develop the skills and understanding that will enable you to support learners as they select appropriate digital artefacts, design and construct a presentational ePortfolio. You will consider a range of different strategies and approaches that you could use to support your learners.

Outcomes

The objectives of this module are that participants will be able to:

| Guide learners to select and present appropriate content, in an appropriate format, for a interview or presentational situation |
| Support learners as they make choices about the design of a presentational ePortfolio for an interview or presentational situation |
| Plan an interview or presentational situation to satisfy a purpose |

This module consists of five sessions.

| Session 1: Purpose and content of a presentational e-portfolio [http://wiki.mosep.org/Mosep/?title=mosep:M3_Session_1] |
| Session 2: Compiling a presentational e-portfolio [http://wiki.mosep.org/Mosep/?title=mosep:M3_Session_2] |
| Session 3: Organising an interview or presentational situation [http://wiki.mosep.org/Mosep/?title=mosep:M3_Session_3] |

Prerequisite Knowledge

The module will build on the work done in Module 1 and Module 2, and although it will not require or build particular software skills, there will be an expectation that teachers who have followed this module will have, by the end of the module, used their own presentational ePortfolio in an interview or presentational situation.
Session 1: Purpose and content of a presentational e-portfolio (3.1)

Objectives

This session introduces the purpose for and content of a presentational e-portfolio.

Outcomes

After this session the participant will:

- Be able to demonstrate an understanding of the place and role of the presentational ePortfolio in the ePortfolio process;
- Be able to demonstrate an awareness that an ePortfolio can support a learner in a range of different interview or presentational situations;
- Be able to demonstrate an awareness that the process of compiling a presentational ePortfolio can help the learner to prepare for interview or presentational situations;
- Be able to demonstrate an understanding of the requirements of a range of different interview or presentational situations;
- Have demonstrated an understanding of appropriate evidence that students could use to evidence a range of different skills and competencies;
- Have demonstrated an understanding of how a presentational ePortfolio can support the Professional Development Planning process.

Introduction: The presentational ePortfolio

It takes time for students to create and maintain an ePortfolio. It is important to provide learners with a reason for them to compile and maintain an ePortfolio. Without a good reason they will not want to 'waste' their time and effort.

As well as promoting the use of ePortfolios because they can support the learning process, the integration of high profile interview or presentational situation into a learner's programme can often raise the value of the ePortfolio process in the student's mind. This in turn will help to motivate them to set aside the time required to maintain the ePortfolio.

The developmental ePortfolio is generally used by the learner to store any evidence or artefacts that they think they might need for their purpose. They will collect something if they think it is appropriate and adds something to their existing ePortfolio.
The presentational ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio]}\] will store the selected evidence or digital artefacts \[\text{[http://wiki.mosep.org/Mosep/?title=Digital_artefact]}\] that the learner thinks they will need for the interview or presentational situation \[\text{[http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation]}\]. The learner will store evidence in their developmental ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=Developmental_ePortfolio]}\] and will select only evidence that they think is appropriate to the purpose of the interview or presentational situation \[\text{[http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation]}\]. The selected evidence will be either copied into a separate presentational ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio]}\] created specifically for the purpose, or linkages are created to the selected evidence/'pages' in the developmental ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=Developmental_ePortfolio]}\]. The links are then followed to enable the audience \[\text{[http://wiki.mosep.org/Mosep/?title=Audience]}\] to view only the selected evidence/'pages'.

Then by focussing on the evidence in a learner's ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=EPortfolio]}\] the audience \[\text{[http://wiki.mosep.org/Mosep/?title=Audience]}\] can encourage the learner to think about what they have done, learnt, planned or achieved. This process helps the learner to understand more about themselves and their learning. Many of the experiences that the learner will reflect on will be positive. Reflecting on positive experiences is likely to result in increased learner self esteem. The audience \[\text{[http://wiki.mosep.org/Mosep/?title=Audience]}\] gives value to the ePortfolio process.

The audience and purpose of the interview or presentational situation \[\text{[http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation]}\] will influence what evidence or digital artefacts \[\text{[http://wiki.mosep.org/Mosep/?title=Digital_artefact]}\] they will select for their presentational ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio]}\].

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**Activity**

**Tutor Presentation:**

- Summarise the work covered in Module 1 \[\text{[http://wiki.mosep.org/Mosep/?title=mosep:Module_1]}\] and Module 2 \[\text{[http://wiki.mosep.org/Mosep/?title=mosep:Module_2]}\].
- Work through the objectives for Module 3.
- Have a look at the module structure \[\text{[http://wiki.mosep.org/Mosep/?title=mosep_structure.jpg]}\].
- Remind the participants of the purpose of the ePortfolio \[\text{[http://wiki.mosep.org/Mosep/?title=EPortfolio]}\] and why they, and the learners are developing them.
- **Watch** the following video Podcast - "What can an ePortfolio do for me?"

- read "How do I share my ePortfolio with others?" \[\text{[http://www.eife-l.org/activities/projects/keypal/Deliverables/user_guide_pages/worksheets/chapter_7_user_guide.pdf]}\] and design a poster that you could use to make your learners aware of the advantages and disadvantages of sharing information that they might store in their ePortfolio.

---

**Activity**

Evidencing competency - discuss:
What are competencies? Relate back to earlier Modules and read Competency and competency frameworks [http://www.cipd.co.uk/subjects/perfmangmt/competnces/comptfrmwk.htm ]

Assignment

- Work through typical 'competency based' questions [http://wiki.mosep.org/Mosep/?title=Possible_Competency_based_Questions.odt ] , identify evidence that would prove that the learner had developed specific competencies

Activity

Read How do I use my ePortfolio to find a job? [http://www.eife-l.org/activities/projects/keypal/Deliverables/user_guide_pages/chapter_10 ] and discuss:

- How might selecting evidence for a presentational ePortfolio [http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio ] help the learner prepare for an interview or presentational situation [http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation ]?

The presentation situation

Activity

Watch the following video podcast:

Identify a group of learners that you teach and consider:

- What interview or presentational situation [http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation ] might require these learners to use a presentational ePortfolio [http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio ]? What would be the purpose of the interview or presentational situation [http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation ]?
Selecting appropriate evidence for a presentational ePortfolio in a group work:

- Participants are allocated to groups (2 or 3 in each group) and issued with a copy of the interview or presentational situation interview or presentational situations identified in the activity above:
  - Scenario A (University Entrance) OR
  - Scenario B (End of Year Review) OR
  - Scenario C (Tutor Review) OR
  - Scenario D (Employment Interview) OR
  - Scenario E (Peer Review) OR
  - Scenario G (Teacher Qualification Interview used for the certification procedure)

The scenarios describe the digital artefacts that are available to the learner.

- Ask the groups to identify appropriate evidence for inclusion in a presentational ePortfolio for the interview or presentational situation described in the Scenario.

- Ask groups to feedback to the whole group focusing on:
  - The digital artefacts that they have selected
  - Why they thought the selected digital artefacts were appropriate
  - Any missing evidence they have identified
  - Any inappropriate formats they have identified

Activity

Possible interview or presentational situations - discuss:

- If your learners were using ePortfolio, what opportunities would they have to present them to an audience?

- What are the advantages and disadvantages of the following audiences:
  - Peer group
  - Teachers
  - Parents
  - Employers
  - Training providers
  - University admissions tutors
Activity

Read these blog posts:

- "Who should a portfolio be shared with? [http://mosep.elggspaces.com/whilzen/weblog/34.html]

Following, discuss the questions, and write down any ideas or conclusions that you have made.

- Why is audience important?
- Who could be the audience for each of these interview or presentational situations?
- Does the audience influence the style and format of the presentational ePortfolio that the learner designs?

Activity

Preparing learners for an interview or presentational situation [http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation] with the following:

- Identify a group of learners in your school, college or organisation and prepare a briefing document for your manager explaining why you are going to require them to present their ePortfolio [http://wiki.mosep.org/Mosep/?title=EPortfolio].
- Identify who the audience [http://wiki.mosep.org/Mosep/?title=Audience] would be and how the interview or presentational situation [http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation] would be organised.
- Design an assignment or worksheet for your learners, making clear:
  - What the purpose of the interview or presentational situation [http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situation] is;
  - What they need to do and how the interview or presentational situation will be set up.

Make sure that you give them some hints as to what evidence they might need to present.

Activity


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Session 2: Compiling a presentational e-portfolio (3.2)

**Objectives**

In this session the participants will learn how they can support the development of the learners' presentational portfolios.

**Outcomes**

After this session the participant will:

- Be able to select evidence from an existing ePortfolio and design a presentational ePortfolio for given interview or presentational situations;
- Be able to demonstrate an understanding that the content and style of a presentational ePortfolio must be appropriate to the audience;
- Have explored a range of different strategies that could be used to encourage students to select appropriate evidence for their presentational ePortfolio;
- Be able to demonstrate an understanding of a range of techniques that could be used by a Teacher or Trainer to support a student as they design, select appropriate digital artefacts and construct a presentational ePortfolio;
- Be able to demonstrate an awareness of the impact that successful interview or presentational situations can have on the self esteem and confidence of the learner;
- Have developed their personal ePortfolio to include a presentational ePortfolio for a given interview or presentational situations;
- Have explored factors that might affect student motivation and encourage students to take responsibility for the production of a presentational ePortfolio;
- Have explored the MOSEP resources and discussed how they might be used with students belonging to the target groups;
- Developed an awareness of the research and good practice about the use of presentational ePortfolios.

**Planning of a presentational portfolio**

**Activity**

Discuss

- The importance of being clear about purpose of an interview or presentational situation, including the competencies, audience, and style.
Developing of a presentational portfolio

Activity

Now it's time for you to create your own presentational ePortfolio [http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio] for the "End of Module presentation [http://wiki.mosep.org/Mosep/?title=End_of_Module_presentation]". You need to think about the following:

- The purpose of the "End of Module presentation [http://wiki.mosep.org/Mosep/?title=End_of_Module_presentation]"?
- What format will you use to record your evidence?
- How will you identify the competencies [http://wiki.mosep.org/Mosep/?title=Competencies] that you need to evidence in your presentational ePortfolio [http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio]?
- What types of competency based interview questions [http://wiki.mosep.org/Mosep/?title=Competency_based_interview_questions] might you be asked?
- How might you answer these questions and what evidence might you need to have in your presentational ePortfolio [http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio]?

Check your presentational portfolio

Activity

Before you present your presentational ePortfolio [http://wiki.mosep.org/Mosep/?title=Presentational_ePortfolio], work through the following check list:
<table>
<thead>
<tr>
<th><strong>Purpose</strong> - is the content and style appropriate for the purpose of the interview or presentational situations?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong> - is it clear and well presented, spell checked, proof read, videos work etc?</td>
</tr>
<tr>
<td><strong>Navigation</strong> - does it work, no broken links or missing information?</td>
</tr>
<tr>
<td><strong>User Interface</strong> - is it easy to find evidence</td>
</tr>
<tr>
<td><strong>Competencies</strong> - Does it contain all of the evidence required by the interview or presentational situations?</td>
</tr>
</tbody>
</table>

Is the evidence that has been selected appropriate for purpose?
Does it include appropriate evidence that demonstrates the required competencies?
Is the format of the evidence appropriate for the competencies being presented (inc. multimedia evidence)?

**Presenting a presentational portfolio**

**Activity**

The participants deliver their presentational ePortfolio to other participants and give feedback to each other. Discuss:

- Was the evidence in the presentational ePortfolio sufficient/appropriate?
- Was the evidence appropriate for the audience?
- What did it feel like to deliver the presentational ePortfolio?

**Support the development of a presentational portfolio**

**Activity**

- Design a set of instructions or a worksheet that your learners could use to help them to compile their presentational ePortfolio and prepare for an interview or presentational situations.
- Present your worksheet to other participants and take feedback
- Consider the feedback that you received, revise and update your worksheet

www.mosep.org
Session 3: Organising an interview or presentational situation (3.3)

Objectives

This session focusses on the interview and the presentational situation.

Outcomes

After this session the participant will:

- Be able to plan an interview or presentational situations
- Be able to develop support material that will help the learner prepare for an interview or presentational situations
- Be able to design job advertisement and briefing materials for the interviewer or audience

Preparing the situation

Activity

Design a presentation for other Teachers or Trainers, that explains how you would prepare a learner for an interview or presentational situations (see the last sessions) and emphasis the importance of careful planning and preparation

It should also highlight the following planning steps:

- Decide on the audience
- Select the questions
- Create the environment
- Brief the learner

Preparing the learner
Activity

Use a search engine to help you to (1) find some advice that you could give to learners that would help them to perform well in an interview or presentational situations.

Have a look at this article.

Think about to what extent you can use the advice, yourself, as you prepare for your End of Module presentation. Share your ideas with others.
Session 4: Delivering a presentational e-portfolio (3.4)

Objectives

In this session the presentation of the portfolio is in the focus.

Outcomes

After this session the participant will:

- Be able to demonstrate an awareness of the requirements of a range of different interview or presentational situations;
- Be able to demonstrate an awareness of the impact that a successful interview or presentational situation can have on the self esteem and confidence of a learner;
- Be able to demonstrate an understanding of a range of different strategies that could be used to prepare a range of different students for a range of different types of interview or presentational situations;
- Have used a presentational ePortfolio in an interview or presentational situation;
- Have explored the role of self-reflection for further presentational situations

Presenting the portfolio

Activity

Please deliver the presentational ePortfolio, that you prepared in previous sessions, to your Tutor in an interview or presentational situations.

Note

- some of the other participants will, with your permission, stay as part of the audience.
- The audience will give feedback.
- if possible, the interview or presentational situations should be recorded to facilitate reflection and feedback - it can be used as evidence for inclusion in your own ePortfolio.
Session 5: Review, Reflection and Action Planning (3.5)

**Objectives**

This session focuses on the review and reflection of the presentation and further action planning.

**Outcomes**

After this session the participant will:

- Have reviewed and reflected on their performance in an interview or presentational situations and updated their ePortfolio with their reflections;
- Have constructed an action plan that focuses on what they need to do to prepare for their next interview or presentational situation and what they need to do to prepare their students to prepare for interview or presentational situations;
- Have explored the role that student self-reflection might play in the interview or presentational situation process and considered strategies that might be used to encourage students to select and present evidence of self review and reflection;
- Have investigated how the MOSEP resources could be used to support their teaching;
- Developed an awareness of the available research and good practice relating to the use of presentational ePortfolios;

**Review and Reflection**

**Activity**

Discuss the role that learner self-reflection might play in the interview or presentational situations process and consider strategies that might be used to encourage students to select and present evidence of self review and reflection.

The following questions may be helpful:

- What effect had your own self-reflection on your planning of further presentations or interviews?
- Are there things you would like to write down, for remember the next time you have to prepare a presentation?
- Can you transfer your experiences from your presentation to other tasks you have to handle in your life?
- With all the preparation in the former sessions, which aspects you handled better and which worse than in former presentations?
Self reflection requires questions you have to ask yourself. Try to find useful ones and compare your experiences with former ones, even if it was a completely different context.

Activity

Reflect on your personal performance in the End of Module Presentation and discuss:

- The challenges and issues
- What learners might find difficult?
- What support they might need?

After that, Identify what a range of different students [http://wiki.mosep.org/Mosep/?title=Range_of_different_students] might find:

- Challenging,
- Motivating or
- What strategies might help.

Action Planning

Activity

- Construct an action plan that focuses on what you need to do to prepare for your next interview or presentational situations.[http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situations]
- Prepare a checklist that you could follow to help your students prepare for an interview or presentational situations.[http://wiki.mosep.org/Mosep/?title=Interview_or_presentational_situations]
### Action Plan

**Name**  
______________________________

**Date agreed with Teacher**  
_____

**Subject**  
______________________________

**Teacher**  
_____

**Unit/Module**  
______________________________

**Goal:**  
______________________________  (where you want to get in the long term)

N.B. remember to use SMART Targets (Specific, Measurable, Achievable, Realistic and Time-related), to agree the Action Plan with your Teacher AND to update your Action Plan regularly.

<table>
<thead>
<tr>
<th>Targets - short term challenges to help you to meet your goal</th>
<th>Action points - to help you to reach your Targets</th>
<th>Support/Resources - to be used</th>
<th>Deadline - for completion</th>
<th>Review date</th>
<th>Revised target - agreed with your Teacher</th>
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Signed  
______________________________  (Tutor)  
Date  
_____

Signed  
______________________________  (Student)  
Date  
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**Leonardo da Vinci**
Module 4: Assessment of Learning outcomes and evaluation of the learning process

Objectives

In this module you will work with your course tutor to develop the skills and understanding that will enable you to assess ePortfolios. Variety of activities can be used to facilitate and validate assessment.

Outcomes

The outcomes of this module are that participants will be able to:

- describe and critically reflect on assessment and evaluation processes
- identify assessment procedures within their own education institution and system
- develop a set of evaluation criteria and indicators
- provide personal, valuable, motivating feedback
- activate and motivate student communication and peer feedback
- evaluate a learners portfolio according to the pre-defined criteria catalogue
- provide summative assessment

The training of the Module 4 "Assessment of Learning outcomes and evaluation of the learning process" follow on four sessions:

- Session 1: Purposes and effects of assessment
- Session 2: Learning goals and operationalisations
- Session 3: Feedback and peer-communication
- Session 4: Assessment of a learner's portfolio

Prerequisite Knowledge

Basic knowledge about the work with e-portfolio, ideally all modules before.

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Session 1: Purposes and effects of assessment (4.1)

Objectives

This session introduces into the purposes and effects of assessment, including its effect as hidden curriculum.

Outcomes

After this session the participant will:

- be sensitised on assessment as a "hidden curriculum"
- be able to describe and critically reflect on assessment and evaluation processes
- be able identify procedures within own education institution and system
- be able to consider how e-portfolios might be evidenced and evaluated
- know different forms of assessment
- discuss the role of evaluation and assessment within portfolio development
- distinguish between assessment for and of learning

Introduction

On a general view, a fair assessment of competencies or learning outcomes is the base for democratic society, where jobs and opportunities are not a question of birth or money. Beside this sophisticated view, assessment is an unloved, but important question for educators and teachers, because it defines and directs the learning process directly and indirectly.

Keri Facer, Director of Learning Research Futurelab, writes in the foreword of a study about e-assessment his increasing interest in assessment:

"I have to admit to being someone who for many years has avoided thinking about assessment – it somehow always seemed distant from my interests, divorced from my concerns about how children learn with technologies and, to be honest, just a little less interesting than other things I was working on... In recent years, however, working in the field of education and technology, it has become clear that anyone with an interest in how we create equitable, engaging and relevant education systems needs to think long and hard about assessment. What I and many others working in this area have come to realise is that we can’t just ignore assessment, or simply see it as ‘someone else’s job’. Assessment practices shape, possibly more than any other factor, what is taught and how it is taught in schools. At the same time, these assessment practices serve as the focus (perhaps the only focus in this day and age) for a shared societal debate about what we, as a society, think are the core purposes and values of education. If we wish to create an education system that reflects and contributes to the development of our changing world, then we need to ask how we might change assessment practices to achieve this." (see http://www.futurelab.org.uk/research/reviews/10_01.htm )

The 'purpose of assessment' is to provide an assessment of hitherto learning and to give a feedback and recommendations for future learning.
According to JISC (2007, p. 6) assessment may be used at each of the three stages at which a learner's attainment and progress come under review:

| **diagnostic** assessment of a learner's knowledge and skills at the outset of a course. |
| **formative** assessment that provides developmental feedback to a learner on his or her current understanding and skills. Formative assessment can also be described as assessment for learning since an assessment that is entered into voluntarily, and on which no final qualification depends, can prompt learners to adjust their own performance. |
| **summative** assessment is the final assessment of a learner's achievement, usually leading to a formal qualification or certification of a skill or competence. Summative assessment is also referred to as assessment of learning. |

Different purposes of assessment and its influence on learning

According to Carr et al. (2006) assessment of students can be for several purposes, namely:

| to give feedback to students about their learning and progress. |
| to give feedback to teachers about the effectiveness of their teaching and curriculum planning. |
| to report on student learning and progress to parents, caregivers and the school management. |
| for the award of national qualifications and accreditation of individuals and institutions. |
| to evaluate the education system, through public accountability of institutions and teachers. |

Assessment for all the above purposes has the potential to intervene (either positively or negatively) in learning, pedagogy and the curriculum.

The items and form of assessment influence the learning processes as a “hidden curriculum”: Assessment affects the environment in which the process of teaching and learning occurs.

To summarise this: The portfolio method will probably not work, if the students will be formatively or summatively assessed with a multiple-choice test as the only base for grading.

### Activity

Discuss your last assessment:

- What was the purpose of your assessment?
- How did you assess?
- What did you measure and assess?
- How does your assessment fit to the learning goals/curricula?
- How did the form and content of assessment influenced the learning habits of your students?

### Assessment of learning and for learning

As forms of assessment can distinguish:

- self assessment, peer assessment, group assessment, teacher assessment
- quantitative (testing or counting) and qualitative assessment
- different forms of feedback (grading, comment)

Assessment always influences the learning process, whether it is “for” or “of” learning: The **assessment of learning** seeks to discover how much have students learned as of a particular point in time. **Assessment for learning** asks how can we use assessment to help students learn more (see Rick Stiggins 2004).

The Assessment Reform Group (2002) defines **assessment for learning** as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

**Assessment of learning is:**

- Purpose prescribed
- Artifacts mandated - scoring for external use
- Organized by teacher
- Summative (past to present)
- Institution-centered
Requires extrinsic motivation”

In contrast **assessment for learning** is:

- "Purpose negotiated
- Artifacts chosen - feedback to learner
- Organized by learner
- Formative (present to future)
- Student-centered
- intrinsically motivating”

### Activity

How should you think that your e-portfolio should be assessed? You will find more information about learning goals and assessment criteria in the following modules, but as a first step we ask you for a brainstorming:

- Find criteria: How should a teacher measure and assess your e-portfolio if (s)he likes to support your learning?
- Find criteria: How should a teacher measure and assess your e-portfolio if (s)he likes to evaluate your learning outcomes?
- Discuss the differences!

### Characteristics of assessment of learning with e-portfolios

For a better illustration, how assessment of e-portfolios is to be characterized, we contrast it with e-testing as another form of e-assessment. Online-testing is a form of testing, which is performed on a computer and is provided via a computer network. The answers (e.g. in a multiple choice test) are assessed by a computer too (according to Hornung-Prähauser, Veronika / Geser, Guntram / Hilzensauer, Wolf / Schaffert, Sandra (2007): Didaktische, organisatorische und technologische Grundlagen von E-Portfolios und Analyse internationaler Beispiele und Erfahrungen mit E-Portfolio-Implementierungen an Hochschulen. Salzburg. URL: http://edumedia.salzburgresearch.at/images/stories/e-portfolio_studie_srfg_fnma.pdf .)

Assessment of e-portfolios is intricate for the candidate: It takes a lot of time to prepare the assessment, because the assessment involves the whole learning phase. In contrast to well developed online-testing (which is normally used for high numbers of candidates), it takes less time for the examiner to prepare and to arrange the e-assessment of an e-portfolio (which is normally used for small number of candidates). Nevertheless, the effort for the examiner is high.

Whereas the assessment of an e-portfolio looks at a “presentation portfolio” or at a candidate’s presentation of an e-portfolio, e-testing allows online multiple choice testing, online exercises or computer based simulations (e.g. flight simulator). In a consequence, the assessed materials and the assessment criteria are different: Everything that documents a personal learning process could be used as an assessable artifact, e. g. a homework (including its correction), a learning diary or a group work result. The assessment of e-portfolios takes more diverse materials into account: learning and studying goals, learning plans, artefacts (materials, certificates), reflections about learning, layout and content in an “overall view”,...
the presentation and feedback from others. In addition, the presentation of the presentational portfolio can be assessed, too.

An e-test evaluates the correctness (similarity to example solution) and the completeness of answers (e.g. multiple choice answers, drag and drop). The criterion for the assessment of an e-portfolio is its fulfilment; it focuses on competencies and it should follow individual orientation (“subjective” criteria). As mentioned above, in the practice of assessment of learning with e-portfolios most of the time class-wide goals and criteria, sometimes even “objective” criteria are applied.

Whereas the rating and assessment of the materials is quick and objective with online-tests, it is intricate and subjective with e-portfolios. Last not least the candidate’s behaviour in the assessment can be characterized as passive interrogation of knowledge for e-testing but as active and self-reflective within the e-portfolio work.

With these exaggerated comparison of these two forms of e-assessment shows clearly that assessment of portfolio can enable a more holistic, individual, learning supportive assessment: “From the viewpoint of assessment, the rationale for portfolios is clear: there are a number of valuable activities and attainments that cannot be assessed using the format of timed tests” (McCusker, Pead & Ridgway, 2006 Report 10: Literature Review of e-asessement. Bristol: Future Lab.).

Activity

Read this carefully and discuss, if there are other important points you see for assessment with eportfolios! You can also use other sources, e.g. ( [1](http://www.wikieducator.org/WikiEdProfessional_eLearning_Guidebook/Assessment%2C_feedback%2C_and_e-moderation/Assessing_Learning_Outcomes/Best_assessment_practices ) )
Session 2: Learning goals and operationalisations (4.2)

**Objectives**

This session focuses on learning goals and their operationalisation.

**Outcomes**

After this session the participant will:

- be able to develop a set of learning goals and operationalisation (criteria catalogue for assessment)
- consider the role of teacher in supporting and facilitating evidencing of e-Portfolio achievement

**Why learning goals needs to be operationalised**

As was shown and discussed in the first session of this module, it is important that the learning outcomes and the assessment criteria (and the assessment procedure!) should fit together.

Assessment criteria in learning and teaching should be identically or similarity with the learning goals, when the teachers wants to reach the learning goals (and not only the assessment criteria).

Nevertheless, learning goals (e.g. in curricula) are very often very general. So it is very difficult to assess an e-portfolio for its creativity or self organisation. It is hard to say, how and when a learner reached this goal.

There are different levels of learning goals and for that, different levels of assessment (Hager & Butler, p. 68):

- knowledge, skills and attitudes
- performance in simulated or practice domains
- personal competence in the practice domain

To make a fair, objective and correct assessment possible a teacher should "operationalise" the learning goals. In e-portfolio work, normally learners are involved in that process.

**Activity**
Look at your own learning goals concerning the participation in that course/module. How should somebody else assess if you are able to assess e-portfolio work, using your e-portfolio?

Sources for evaluation and assessment

Not every potential operationalisation of learning goals can be found in an e-portfolio. But in portfolio work, there exist several sources which can be used for the assessment.

From the viewpoint of assessment, the rationale for portfolios is clear: there are a number of valuable activities and attainments that cannot be assessed using the format of timed tests. The ability to create, design, reflect, modify and persevere are all important goals of education. It is entirely appropriate to assess these processes by collecting evidence on the ability to engage in an extended piece of work, and to bring it to a successful conclusion by the creation of some product – lab report, video, installation etc. Part of the portfolio can (should) provide evidence of the range of personal skills demonstrated, perhaps under the headings suggested in the Tomlinson Report (2004): student selfawareness – of themselves and the ways they learn and what they know; how students appear to, and interact with, others; thinking about possible futures and making informed decisions. A section of the portfolio in the form of a viva, or simply annotations of products where students show their attainments in these three aspects of performance is appropriate. (Source: Future Lab Review [http://www.futurelab.org.uk/research/reviews/10_14.htm])

In general, the following different sources for assessment can be described Hager & Butler, 217).

The popular techniques for assessment and their brief description:

- **Journal**: shared account of a person’s actions, thoughts and feelings written by the person himself or herself, usually on a daily basis.
- **Diary**: private account of a person’s actions, thoughts and feelings written by the person himself or herself, usually on a daily basis.
- **Verbal Report**: account given by individuals of their thought processes, feelings, ideas etc.
- **Questionnaire**: form on which there is a set of questions to be answered by a number of people so that information about those people which is of interest to the researcher can be collected.
- **Checklist**: a list of items to be checked by a person.
- **Self-rating forms**: persons’ critical rating of their own work.
- **Self reports**: persons’ report on their own work.
- **Field-notes**: written comments made in the process of professional action.
- **Interview**: conversation or meeting intended to gather certain information.
- **Case Study**: an in-dept study of one particular student, teacher, class, school etc.
- **Observation**: process of watching or listening to professional action either while it is happening, or from a recorded sequence.
- **Teachers’ portfolios (Teaching portfolios)**: an anthology of achievements that the teacher has accomplished, both in the classroom and elsewhere. Items often found in a portfolio include a statement of the teacher’s philosophy of teaching, teacher’s curriculum vitae, examples of materials, activities, or lesson plans that the teacher has developed, video clips of teacher’s classroom teaching, samples of student, peer, or administrative assessments of the teaching, and so on.
Discuss, which of these sources can be assessed and found during the portfolio process and which of them can be seen in the "e-portfolio" itself. Some of these sources fit more to the portfolio concept than the others. Which?

Assessing E-Portfolio itself

Sometimes, e-portfolio work in itself should be assessed.

Assessment with e-portfolio has to consist of objective criteria on the one hand (like completeness) and criteria, which show the degree of the ability to reflect on the learning process on the other hand (Richter 2006: Portfolios im universitären Kontext: Wann, wo, wie? In: Brunner, I., Häckert, T.; Winter, F. (Ed.). Das Handbuch Portfolioarbeit, S. 234-241.).


- Selection of material (e.g. relevant – everything tied to the set purpose and audience, carefully selected to make obvious specific points, no unprocessed or trivial material)
- Level of reflection (e.g. reveals deep understanding, illustrated self-awareness and growth, incorporates and is responsive to feedback from others)
- Content (e.g. reveals considerable thought over a period of time, is contextualized, reveals personality as well as thought, all text is accurately)
- Use of multi-media (enhances content and engages, appropriate and purposeful, high quality audio/video, non-distracting)
- Design (e.g. uncluttered and elegant, graphics are in accord with portfolio's purpose and its creator, no distracting elements, connections are readily made
- Navigation (e.g. clear - intuitive, allows users to select their own pathway(s), fully hyperlinked).

The following general checklist for the criteria areas that help to define presentational e-Portfolios based on E-Portfolio Assessment Criteria, proposed by Penn State (Penn State, 2006 http://psu.edu).

Operational (e-Portfolio functions well). Indicators:

- navigation is clear and consistent
- all links work
- media displays as intended
- all programming is appropriate (not too limited or too flashy)
- spelling and grammar are correct
- published materials respect copyright laws

Appearance (e-Portfolio looks well). Indicators:

- appearance and navigation are clear and consistent
- images are optimized for the web
- text is readable (fonts, sizes, and contrast)

Evidence (academic, co-curricular and personal evidence). Indicators:

- organizational scheme connects all evidence into an integrated whole
- features or showcases a specific piece of evidence
Reflection (personal message is integrated into the e-Portfolio). Indicators:

- shows depth in major and related experience
- shows breadth of knowledge and experience
- includes a resume (one page, printer friendly)
- audience and purpose of e-portfolio is described or is obvious
- addresses the career and own personal development
- reflective comments about evidence as well as reflective comments about what this evidence says about the student is integrated into the e-portfolio
- includes short-term goals (skills learner needs to add/improve)
- includes long-term goals (professional and/or personal aims)
- interpretation of learner's own achievements is expressed

Activity

Discuss this criteria: Do you think, they are (a) complete (b) correct (c) important? How would you adapt these criteria if you like to assess a presentational e-portfolio in your class?

Activity

Try to assess Helen Barretts e-portfolio (http://hbarrett.wordpress.com/my-portfolio/) according to the criteria and discuss your results!

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Session 3: Feedback and peer-communication (4.3)

Objectives

This session is about feedback and peer communication.

Outcomes

After this session the participant will:

- be able to provide personal, valuable, motivating feedback.
- be able to activate and motivate student communication and peer feedback
- be able to provide formative assessment (assessment FOR learning)

The Value of Self-Assessment

A learner's involvement in their own assessment is an important part of their preparation for life and work. In self-assessment, learners take on more responsibility for their own learning and become more aware of their own knowledge gaps, since they assess themselves in relation to the course objectives. Through assessment, viewed as part of the learning process, the learner can track his/her personal development resulting in a deeper learning experience. Learners will be working on tasks at their own pace and will then receive feedback expressed in private messages (this could be particularly advantageous for reserved pupils). Such feedback could be more frequent and could better cater for individual needs than a traditional classroom setting is able to. Self-assessment is quite opposite to traditional assessment methods in classrooms (written tests and oral exams still prevail) and therefore it is new to many pupils.

There are some important rules, how the feedback in these settings should be formulated. According to Stangl (Regeln für eine wirksame Rückmeldung [http://arbeitsblaetter.stangl-taller.at/KOMMUNIKATION/FeedbackRegeln.shtml]) feedback should follow these rules:

- It should **always** be constructive, that means, it should give perspectives for the future
- It should be descriptive, that means, it should not include assessment (gradings) or interpretations
- It should be specific, not general or global
- It should be written or presented subjectively ("As far as I see...")

Activity

- Allocate participants to groups (2 or 3 in each group)
- Provide the groups with the address of an e-portfolio created by another participant
Collaborative online assessment

In some schools in the UK, the system MAPS ( Managed Assessment Portfolio System [http://www.maps-ict.com ] ) is used. With MAPS, teachers can put their grading of a student's work together with some pieces of his work (which they think to be important to explain theirs decision) into the school's moderation portfolio. Other teachers can review the assessment and comprehend and criticize it. That leads to a more valid form of assessment (see Derrick & Wharfe 2006 ). Tracking Capability using Web-based eportfolios in UK schools. In: Jafari A., Kaufman C. (Ed.) Handbook of research on eportfolios. (pp. 378-387)).

Activity

Discuss the advantages and disadvantages of such collaborative online assessment.
Session 4: Assessment of a learner's portfolio (4.4)

Objectives

In contrast to the last session, this session concentrates on assessment OF learning.

Outcomes

After this session the participants are able to:

- to assess a learner's e-portfolio according to a criteria scale;
- give a summative assessment (assessment OF learning).

Grading

Grades are the school system’s base in many European countries. They are a short sign for “very good” or “good” or “insufficient” work. E.g. the software “iWebfolio” supports grading and enables the reviewers to grade single e-portfolio elements. According to the examination regulations in a lot of countries; grades are traditionally and necessary.

For example, a "grading scale" can be used, in the following example with 11 different grades.

The grading scale could be based on a number scale of 0 (no) to 10 (excellent):

- 10 (excellent) - excellent performance
- 9 (very good) - strong performance
- 8 (good) - above the average performance
- 7 (highly satisfactory) - average performance, with unessential shortcomings
- 6 (satisfactory) - below average performance, with substantial shortcomings
- 5 (sufficient) - meet minimum criteria
- 4 (insufficient) - do not meet minimum criteria
- 3 (highly insufficient)
- 2 (poor) - far off minimum requirements
- 1 (very poor)
- 0 (no)

But often it seems not appropriate to “grade” students or their portfolio work with a single mark: If the work was hard and the project a larger one, it can even be disappointing to get “only” a mark, even if it is good. Chris Rust (2007) stated in his current paper “towards a scholarship of assessment”: “Yet much current practice in the use of marks and the arrival at degree classification decisions is not only unfair but is intellectually and morally indefensible, and statistically invalid – despite the often disproportionate amount of staff time that is spent

### Activity

Develop grading schemes for a good portfolio. Try it out on an e-portfolio of your choice and present your results to the other participants.

### Rubric/Matrices Assessment

Most of the times not only one criteria is evaluated. So often a "rubric" is used for a better illustration of the grading.

The most widespread form of rating may be the use of matrices. Such a matrix usually consists of different competencies on the one hand (e.g. “critical thinking” or “understanding of society & culture”) and different levels of those competencies on the other hand (e.g. “introductory”, “intermediate”, “advanced”). The tutor can sort single elements or works of the student into the matrix and by that the student can see, which competencies (s)he has improved and which (s)he still needs to improve.

### Activity

Look on this interesting example and discuss it! [http://www.hydeart.com/handouts/rubric.pdf](http://www.hydeart.com/handouts/rubric.pdf)

### Comment

“Comments” give the tutors the ability to write a resumed comment about single e-portfolio elements or the whole portfolio. It may consist of a few words but may also be written as full text, which addresses the student personally. Besides the effect of improving the students’ ability of self-reflection it can give the student the feeling, that his work has really been reviewed and taken seriously.

As Acker (2005) states, “to the extent that the quality of the review correlates to improved student performance, an instructor should offer rich feedback”. We also support Acker’s postulations that a software tool itself has to provide templates and/or guidelines to assist the faculty in providing this improved commentary on learner work. (Acker, S. (2005) Overcoming Obstacles to authentic eportfolio assessment. In: Campus Technology [http://campustechnology.com/articles/40147_2/](http://campustechnology.com/articles/40147_2/)).

### Activity

- participants are allocated to groups (2 or 3 in each group)
- groups provided with the address of e-portfolio created by other participant
- groups discuss the quality of e-portfolio, use the e-portfolio assessment form in this portfolio and evaluate the portfolio.
- groups write a review about the e-portfolio and about the assessment form provided in this portfolio.