International Conference ICL

Contact

Carinthia Tech Institute
Villach, Austria
Phone: +43 (5) 90500-2115
Mail: info@icl-conference.org

Sponsors

International Conference
Villach/Austria
■ Interactive Computer Aided Learning

ICL2009 23 - 25 Sept 2009, Villach/Austria

- ICL2008 Retro
- ICL2009 will be held from 23 - 25 Sept 2009 in Villach, Austria.

  Conference venue is the Congress Center Villach with the **** Holiday Inn Hotel.

- Sign up to the ICL Mailing list and you will be informed about all details in time!

- Have a look at:

  - ICBL2009 , 05 -07 November 2009 in Florianopolis, Brasil

Organized by:

FACHHOCHSCHULE KÄRNTEN

Main sponsors:

crodis

villach :stadt

Sponsors:

IBM

KÄRNTEN CONVENTIONLAND

International Association of Online Engineering IAOE.

FACHHOCHSCHULE

International Conference ICL

Contact

Carinthia Tech Institute
Villach, Austria
Phone: +43 (5) 90500-2115
Mail: info@icl-conference.org

Sponsors

crodis

International Conference
Villach/Austria
Sept. 23-25 2009
ICL ■ Interactive Computer Aided Learning

Date: Wednesday, 23/Sep/2009

Time					
9:00am - 12:00pm	**WS01: Next Generation e-Learning** Location: Drau 1+2, Holiday Inn Chair: Vassil Alexandrov	**WS02: Mashups for Learning** Location: Seminarraum 1 Chair: Helmar Burkhart	**WS03: Robotics as an interactive tool in education** Location: Seminarraum 2 Chair: Alexander Hofmann	**WS04: Exploring Web 2.0 to Support Online Learning Communities** Location: Galerie Draublick Chair: Giselle Martins dos Santos Ferreira	**WS05: How to Use Microblogging Platforms in Education** Location: Seminarraum 3 Chair: Carmen Holotescu Chair: Gabriela Grosseck
12:00pm - 1:00pm	**Break**				
1:00pm - 7:30pm	**P1: Posters** Location: Foyer This posters will be displayed all conference days.				
1:00pm - 3:00pm	**P-I: Opening Plenary Session** Location: Von Einem Nord Chair: Michael E. Auer Chair: Andreja Istenic Starcic				
3:00pm - 3:30pm	**Coffee Break**				
3:30pm - 5:30pm	**1A: Full Papers** Location: Von Einem Nord Chair: Andreas Pester Collaborative Learning	**1B: Full Papers** Location: Drau 1+2, Holiday Inn Chair: Jeanne Schreurs Semantic Meta Data for E-Learning	**1C: Special Session E-Portfolios & Personal Learning Environments** Location: Drau 3, Holiday Inn Chair: Ralf Klamma	**1D: Short Papers** Location: Galerie Draublick Chair: Chandima de Silva Collaborative Learning	**WS06: Microblogging in Education: A Beginner's Guide to Twitter** Location: Seminarraum 5 Chair: Steve Wheeler
5:30pm - 6:00pm	**Coffee Break**				
6:00pm - 7:30pm	**2A: Full Papers** Location: Von Einem Nord Chair: Michael Zeiller Collaborative Learning	**2B: Full Papers** Location: Drau 1+2, Holiday Inn Chair: Manuel Castro Semantic Meta Data for E-Learning	**2C: Interactive Demonstrations** Location: Drau 3, Holiday Inn Chair: Doru Ursutiu	**2D: Short Papers** Location: Galerie Draublick Chair: Ursula Stickler Real World Experiences	**WS06: Microblogging in Education: A Beginner's Guide to Twitter (cont.)** Location: Seminarraum 5 Chair: Steve Wheeler
8:00pm - 9:00pm	**Welcome Cocktail** Location: Restaurant				

International Conference ICL

Navigation
Home
Mailing List
Special Tracks
Committees
Keynotes
Program
Authors
Archive

Contact
Carinthia Tech Institute
Villach, Austria
Phone: +43 (5) 90500-2115
Mail: info@icl-conference.org

Sponsors

credis

International Conference
Villach/Austria
Sept. 23-25 2009

ICL
Interactive Computer Aided Learning

Session Overview

Session

1C: Special Session E-Portfolios & Personal Learning Environments

Time: Wednesday, 23/Sep/2009: 3:30pm - 5:30pm
Session Chair: Ralf Klamma

Location: Drau 3, Holiday Inn
Track C

Presentations

E-Portfolio for Masters of Education. Progress Assessment, Reflexive Work and Career Development
Olga Georgievna Smolyaninova
Siberian Federal University, Russian Federation

An e-portfolio platform for pre-service teaching physical education in dual system
Laurent Moccozet, Benoit Lenzen
University of Geneva, Switzerland

Expert Finding and Visualization in a Personal Learning Environment
Wolfgang Reinhardt, Christian Schafmeister, Sebastian Nuhn
University of Paderborn, Germany

A Lightweight ePortfolio Artifact Integrity Method
Igor Balaban, Tonimir Kisasondi
Faculty of organization and informatics Varazdin, Croatia (Hrvatska)

Conference ICL2009 September 23 -25, 2009 Villach, Austria
1(4)

E-Portfolio for Masters of Education. Progress Assessment, Reflexive Work and Career Development

Olga Smolyaninova
Institute of Education, Psychology and Sociology
Siberian Federal University

Key words: *E-learning, E-Portfolio, Quality Assessment*

Abstract:

The work presents experience of implementing E-Portfolio method at Siberian Federal University in real academic process. The work includes organizational and methodological scheme of introducing E-Portfolio method and different ways of its realization within the academic process and the frames of academic courses, personal claims, frames of Master's program of study and professional career. The work contains detailed discussion of the students' reflexive work and personal input in the E-Portfolio. E-Portfolio is considered from different points of view: student's educational progress assessment; potential for development and the achieved level of media and IT competencies integrated from different courses of IT block of disciplines. We also consider of E-Portfolio as means for organizing feedback for students, teachers and university administration for analyzing and introducing improvements in Master program of study in accord with the students' educational needs.

1 Introduction

Knowledge economy challenges the system of higher education. In modern society education is the basis for the career; it gives the opportunity for successful adaptation and changing the profession. It seems that modernization of the system of higher education in Russia should be oriented toward the needs of the innovative economy, changing the structure of university administration, attitude toward students and requirements toward teachers. Though the large scale sociological research made by Higher School of Economics, State University (on the

basis of the 3 pilot regions and 25 Russian higher education institutions) shows absence of real changes in the most leading universities. This concerns not only the structural changes but the changers in the content as well.

Our opinion is that the whole number of problems of Russian system of higher education is connected with the absence of real changes in the assessment system of the students' knowledge, lack of clear understanding of their educational needs from the students' side and lack of efficient feedback from teachers, students and university administration.

Problem of assessment is given much attention nowadays in all the countries. For introducing real changes into the system of education first of all principal changes are necessary in the methods of evaluation. Assessment helps to understand what the student consider important, how he spends time and the way he sees himself as "the subject" of assessment. If you want to

change the student's attitude toward his study – change the assessment system and the methods of assessment. E-Portfolio method allows making the process of assessing the students' educational results non-formal (we speak about the students following Master of Education program).

2 Experience of Using E-Portfolio Method for Training Masters of Education in Siberia

2.1 Implementation of E-Portfolio Method

E-Portfolio method was integrated in the academic process for Master's program in "Higher Education" in Siberian Federal University (SFU) beginning from 2007. Introduction of this method was supported by Russian Humanitarian Scientific Fund (RGNF) after profound consideration and discussion with teachers, students and IEPS (Institute of Education, Psychology and Sociology) administration. We are ready to present organizational and methodological scheme of implementation of E-Portfolio into educational practice within Master of Education program. E-Portfolio of Masters of Education are presented on IEPS Internet web-site at http://ipps.institute.sfu-kras.ru/node.72

We are ready to present organizational and methodological scheme of implementing EPortfolio in Master's program (Master of Education). Realization of E-Portfolio technology is being carried out by means of the 3 courses within Master's program of study. These are the courses in Multimedia in Education, Web-design and Distant Technologies and Portfolio Method in Education. The level of the achieved competencies was evaluated on the basis of the works presented by students at the end of the ICT courses. Among these works there were projects, essays, video reels, graphic objects, analytical surveys, scientific articles and course works; they were later included into the students' E-Portfolios.

Implementation of E-Portfolio method for Master's program of study involved different subjects and elements of university educational environment. Among the subjects there are students, teachers, university administration, friends and parents of students and university professional community. Elements of the academic process are: academic activity within the delivered courses, students' independent and conscious work, and element of ICT administration – i.e. activity on the university level.

2.2 Advantages of Using E-Portfolio

It should be admitted that realization of E-Portfolio method encourages the Masters of Education demonstrate integrated skills and knowledge they received while studying ICT courses. While working on E-portfolio the team of teachers succeeded to make adequate assessment of the students' level of the instrumental informational, communicative and multimedia competencies by means of assessing the individual artifacts, navigational design and the quality of the presented portfolio products. Thus while developing E-portfolio future Masters of Education used and developed also the competencies which were formed while studying another disciplines: Multimedia in Education, IT in Science and Education, Webdesign

and Distant Technologies and Methodology of Science and Education.

2.3 A Course in E-Portfolio in Higher Education

The technology of presenting individual achievements, organizing self-reflection of their educational needs and professional claims the students mastered within the course in EPortfolio in Higher Education. The course has practical and analytical value. Students study methodological and other materials of the course, get acquainted with methodology of EPortfolio in Education, study open resources in the Internet and analyze professional portfolio of the future teachers presented on the web-sites of Russian and foreign universities. After

writing an essay and analyzing the examples the students offer their models of E-Portfolio. After group discussion future Masters of Education accepted the following structure of EPortfolio
aimed at professional development, demonstration of educational achievements and reflexive construction of the career plans. The structure of E-Portfolio for Master of Education includes: "Introduction", "Achievements (educational, scientific, professional, social and personal)", "Reflection", "Resume", "Personal", "Resources" and "Contacts".

2.4 Difficult Parts of E-Portfolio for Masters of Education

According to our students' opinion "Reflection" and "Personal" are among the most difficult parts of E-Portfolio. After 2 hours long discussion it was agreed that the part "Personal" may include personal achievements, biography and photo album. It was settled that the decision on whether to publish these two parts in the Internet or not should be taken by the student. Thereby E-Portfolio was divided into two parts: public and personal. Content of the reflexive part of the Master's E-Portfolio has also raised a big discussion. We agreed that this part may contain: essay on the student's philosophy of education, analysis of educational disciplines of the Master's program of study, presenting career and life plans, scales of values and ideals, etc. According to the tradition at IEPS we start reflecting on professional self-determination, scales of values and carrier plans during organizational game activity (OGA) called "Professional Self-Determination". This activity is integrated in the academic process and is a 3-day workshop; during the workshop students work in small groups. It is held out of the university and is supported by the team of university teachers, pedagogues and specialists in social game activities. All the Master program students agreed to publish their reflexive parts of the Portfolio and together defined the components of this part: Reflexive Analysis of Master Program, Personal Principles and Goals, Career Plans, Ideals, Reflexive Materials devoted to OGA and Pedagogical Concepts. Students while working on E-Portfolio have the chance to self-evaluate their own achievements, analyze problems and find ways to overcome barriers.

2.5 Stages of E-Portfolio Development

Creating and developing E-Portfolio for Masters of Education consists of several stages. These are:

- motivation and setting the goals (choosing the type of E-Portfolio);
- discussing, working out and approval of E-Portfolio structure by all the group of Master program students;
- planning activity for collecting artifacts for the individual portfolios;
- collecting and design of the collected artifacts (sorting out and selection of artifacts for public and personal parts of the Portfolio, electronic procession of the artifacts);
- working out design for individual portfolio (training and consultations with teachers of ICT and with other students);
- presenting the draft version of the E-Portfolio to the group of future Masters of Education and teachers and its detailed discussion (design and content), introducing corrections (reflexive work, trainings and consultations with teachers and tutors);
- publishing in the local network of IEPS (assessing the results of the work on the

Portfolio (design and selecting materials) and final assessment.

Developing the processes of reflection on what criteria there should be for choosing the pieces of work for the E-Portfolio is important for a Master of Education; as well as understanding the criteria for assessing personal achievements, understanding ways of presenting personal

4(4)

characteristics and analysis of problems and barriers arising in the process of education. The work on E-Portfolio encourages the students of Master of Education program to develop their skills in selecting artifacts for E-Portfolio, analyzing individual problems; and understand criteria for assessing their personal results and ways of how personal characteristics of the students may be revealed in their E-Portfolios.

3 Conclusions

The work presents experience of implementing E-Portfolio method at Siberian Federal University in real academic process (Master of Education program), and describes the period of 2 years of our work. Our students conclude that the work on Master's E-Portfolio helps developing intellectual activity and critical attitude toward educational activity, extends educational and research opportunities, allows demonstrating development relating the former results and makes the students understand the process of external evaluation of their work. The work on E-Portfolio encourages the students to self-assess their work, analyze individual problems and find ways to overcome barriers, motivates the students to reflect their professional activity and plan their career.

Thus, while realizing this technology in real academic process (Master's Degree) we received principally new qualitative data on educational and personal students' claims, we increased personal students' motivation and students' responsibility for the results of their education. Teachers, university department administration and potential employees received a vast material which can be used for assessing as well as for recruiting. Artifacts presented in EPortfolio

may be used for *monitoring* individual progress and to make judgment upon the studied academic programs. E-Portfolio allows invaluable feedback for customers of the educational services – Master program students teachers and administrators. *Interpreting* the materials, presented in the E-Portfolio will allow administration and the team of teachers to introduce corrections in the Master's program and understand what problems are there on the individual level and on the system level (level of the educational program). *Understanding* of the educational needs and claims for constructing professional career allows adaptation of the model of Master of Education program to the modern and prospective labor market needs and expand horizons for contexts of educational reality and individual educational needs.

Author(s):

Olga Georgievna Smolyaninova, Professor, Doctor of Education
Director of Institute of Education, Psychology and Sociology
Siberian Federal University
660041, Russia, Krasnoyarsk, pr. Svobodny 79
tel./fax +7 (391) 2445911
smolog@lan.krasu.ru, smololga@mail.ru