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ePortfolio & Identity Conference

8-9-10 JULY LONDON

Proceedings

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Foreword

We have great pleasure in publishing the proceedings of the 11th International ePortfolio and Identity Conference in London, where we had the pleasure to welcome practitioners from 23 countries.

This year's conference witnessed some groundbreaking changes in the field of ePortfolios, in particular, the emergence of Mozilla Open Badges. Hundreds of Open Badge initiatives are spawning across the world aimed at recognising and celebrating learning achievements. This was reflected within the conference with the organisation of an all day Open Badge workshop and a series of presentations.

The keynote addresses of *Kirstie Donnelly*, *Philipp S. Mueller, Alan Davis* and *Darren Cambridge*, as well as the active contributions of *Doug Belshaw* and *Helen Barrett* in their workshops contributed towards helping us not only to reflect, but also to project our thinking into the future, fuelling many discussions and debates during the breaks — and beyond! The proceedings cannot do justice to what makes this conference a very special event with great atmosphere!

The success of the launch of the Europortfolio initiative at the end of the conference was another very encouraging sign of the desire of ePortfolio practitioners to work closely together, towards creating a place for the recognition of more authentic learning and the value of a broader recognition of learning.

You will find that these proceedings reflect the diversity and richness of ePortfolio initiatives happening at local, regional and national levels across all sectors of initial and continuing education.

The proceedings are organised in two main parts:

- the short/long papers accepted for publication
- the abstracts of the contributions submitted to the conference

We hope that you will find in the proceedings the information you need to support your actual and future projects.

We would like to thank again all the authors and presenters who came to London from across the globe, to share their enthusiasm and experience and make the ePortfolio and Open Badges a truly international movement!

Serge Ravet and the ePIC Team

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Eportfolio Implementation for Education and Employability in Russia: State of the Art

Olga Smolyaninova, Elena Nazarenko, Siberian Federal University, Russian Federation

Introduction

The second decade of 21th century is characterized by the rise of interest of different target groups and institutions in Russia toward using Portfolio as a tool of personal professional electronic identification. Portfolio is used at all educational levels, in the employment system, in the system of medical services and in business. ePortfolio becomes more popular. 10 July 2013 Minister of Education and Science of Russia Dmitry Livanov said that Portfolio will become part of entrance requirement for enrolling a university in future and will contain the results of the final state examinations, average grade of school diploma and other achievements of a graduate. Though many European electronic identity initiatives such as Europass, European Language Portfolio, Mahara Open Badge are still not well-known in Russia [5].

ePortfolio in Russia was studied by Pinskaya M.A., Novikova T.G., Pisarev S.A., Polilova T.A., Korshunova V.V., Imanova O.A., Naumov A.L., Bezukladnikov K.E. and other scientists as a unique modern electronic technology which may help to start storing information on personal achievements, skills, competencies starting from elementary school level, and further on at college, university, use it for job application and life-long learning and development and career planning.

In our work we describe the state of the art in using ePortfolio in secondary education, higher education and for HR development in Russia. This work was carried out within the international ERA.Net project "ePortfolio for Human Resources" supported by the 7th Framework Program and Russian Humanitarian Scientific Fund.

Educational system of Russia

Educational system in Russia is divided into pre-school training, secondary and higher education levels. Secondary school education in Russia consists of obligatory secondary education (elementary school plus 5-9 grades) and general secondary education or junior high school (elementary school plus 5-11 grades). After finishing 9 or 11 grades a school-leaver may enter a non-higher secondary vocational institution – a college or vocational training school.

Portfolio/ePortfolio is used in secondary and higher education. In our research we do not touch upon pre-school education. We studied web-sites of 150 secondary schools, 124 secondary professional institutions and 141 higher educational institutions.

Portfolio/ePortfolio in Secondary Education

Portfolio was implemented in secondary education within the experiment in profile training in 2005. Special attention was given to teaching and assessing the students' learning outcomes on the non-grading basis beginning from elementary school level [1]. The legislation was worked out on the regional and local level, the recommendations for implementing Portfolio were offered by Higher School of Economics and the NTF – National Training Foundation in 2004. In this document ePortfolio is described as a modern innovative type of a portfolio. The analysis of the web-sites of secondary educational institutions showed that portfolio is being used in many Russian schools: schools from Kemerovsk region, Sakha republic (Yakutiya), Kaliningrad region, Tatarstan republic, Baltiyskiy district [3].

In accordance with T.G.Novikova, M.A.Pinskaya, and A.S.Prutchenkov there should be defined the following week points for using ePortfolio for assessment:

- differences in the assessment scales and certificates in individual learning outcomes and the divergence of grades in municipal educational networks is comparatively large;
- no continuity in work with portfolios on different levels of education (school level-professional institution level);
- lack of common profile portfolio model for a secondary school leaver. Practically portfolio today is the only document on the profile education of the school leaver [3, 8].

Tatyana Polilova described ePortfolio for school level [4]. At school document ePortfolio (containing certified documents proving educational achievements), ePortfolio of works (collection of student's creative, research and project works), ePortfolio of opinions (reflection, self-assessment, planning, external assessment, mutual assessment) are used. We may also speak about a complex ePortfolio combining different functions.

Now portfolio is used practically in all the schools in Russia and many of them use electronic form. The schools themselves regulate ePortfolio implementation, work out the documents and start school portfolio associations (e.g. www.portshkolio.ru) [7]. The site http://www.portshkolio.ru/myport/make/ is one of the most systematic examples of implementing a portfolio at school. It offers registered users the opportunity to start an ePortfolio. The presented ePortfolios duplicate some of the traditional school materials which were previously not accessible for parents (school register and pupil's personal file). At the same time it unites efforts of the pupil himself, teacher and parents, especially in junior classes. We should also admit that at the initial stage the pupil plays a more passive role as he/she needs help from the side of an adult to work with his/her ePortfolio. An ePortfolio is a tool to help a pupil to form a responsible attitude toward learning.

In junior high school a portfolio is the means of increasing learning activity of a pupil, it helps a better understanding of the pupil's goals and storing materials in profile education [3]. Schools which use ePortfolio work out their own regulations, i.e. Moscow state secondary schools №1234 (http://sch1234.ru/norm/regulations/prt.pdf) and №1228 (http://1228.msk.ru/pilot.html). St.-Petersburg school №385 offers the students to work out an ePortfolio in the form of presentations in MS PowerPoint or Google; in the form of electronic folders containing electronic documents in MS Word, MS Excel, MS Publisher; or a Google web-site (https://sites.google.com/site/school385krs/ucebnaa-deatelnost/portfolio). Most of the ePortfolios presented at the school web-sites worked out in Microsoft Power Point or Microsoft Word employing navigation tools for searching information or documents.

The functions of a school ePortfolio include:

- integration with the "Electronic Workbook";
- organizing storage of files for pupils;
- elaborating user profile;
- opportunity to create a CV;
- social network elements;
- opportunity to create separate pages or mini-sites [7].

A portfolio as a means of non-grading system is used at all stages of school education. At elementary school as a rule a portfolio of works is developed. It usually demonstrates pupils' development, his/her universal and specific subject-related learning skills. Portfolio is used to collect information on the student's learning progress, to prepare the documents on transition to the second level of education. At Nizhegorodskaya Authentic Academic School №186 (http://naash.ru/proj/portfolio.php) an electronic variant of portfolio is used for self-presentation in grade 4 - elementary pupils tell about their interests. Web-site "Portschkolio.ru" (http://www.portshkolio.ru/myport/make/) offers its registered users the opportunity to develop an elementary pupils' ePortfolio. Further on a pupil's ePortfolio helps to intensify learning activity, increase the level of awareness of the goals and opportunities, to collect information on educational outcomes of the pupil in profile education [10].

Using ePortfolio for assessment and self-assessment of learning outcomes, creative and personal secondary school pupil's achievements becomes traditional. Moscow and Moscow region are the leaders in using ePortfolio in secondary education. IT department of Moscow City planed to give access to the Electronic Pupils' Dairy at www.dnevnik.mos.ru to every Moscow secondary school in 2013.

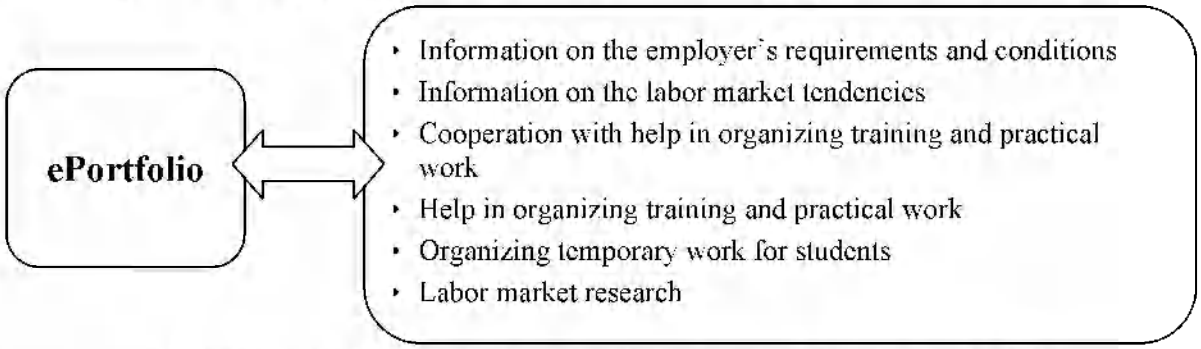
Unfortunately the results presented by the school leavers in their ePortfolios cannot substitute the results of the Final State Examination and cannot be used in the process of enrolling the university. ePortfolio needs from the Ministry of Education and Science of the RF a political decision regulating usage of ePortfolio and precise criteria of assessing the artifacts presented in the applicants' ePortfolios.

ePortfolio in Secondary Vocational Education in Russia

The analysis of the regulations, scientific publications and web-sites of secondary professional educational institutions brought us to the conclusion that most secondary professional institutions which use portfolio choose ePortfolio.

Secondary vocational pedagogical institutions present a more systematic use of ePortfolios. They support their activity by regulations more often, i.e. A.S.Pushkin's Surazhsk pedagogical college (Bryansk region), Samara social and pedagogical college, Kamishlov pedagogical college (Sverdlovsk region), Kemerovo pedagogical college, Mariinsk pedagogical college (Kemerovo region), Kirovsk pedagogical college, M.Gorky's Krasnoyarsk pedagogical college №1, A.S.Pushkin's Minusinsk pedagogical college, etc. At secondary vocational level there are no regulations from the Ministry of Education and Science of Russia, but the colleges have local acts regulating procedure of implementing and ePortfolio and its further development and use within the academic process.

ePortfolio in secondary vocational education is used for organizing the students' research activity [1]. To focus on the graduates' job application ePortfolio offers the following opportunities of interaction (Pic.1):



Pic. 1. Opportunities of using a graduate's ePortfolio on the labor market [7].

One may distinguish the following purposes of using ePortfolio in the secondary professional education in Russia:

- it is the means for promoting the image of the educational institution in the information environment;
- it is an alternative to the traditional entrance exams;
- it is the part of the quality assessment system of a secondary vocational education institution;
- it presents educational outcomes;
- it is used within the structure of state (final) examination process;
- it is used for employability purposes.

ePortfolio in Higher Education in Russia

Higher educational institutions regard ePortfolio as an effective means to promote their graduates on the labor market and a tool of assessing the graduates' professional competencies. ePortfolio in higher education is used for assessing the quality of education; and the quality of conditions for professional training. There is no regulations on the federal level on ePortfolio strategy in higher education.

In higher education in Russia ePortfolio is popular in design, linguistics, architecture, medicine, economics (SibFU, KSMU - in Krasnoyarsk; Moscow State University of Economics, Statistics and Informatics, Higher School of Economics in Moscow, Irkutsk State University, etc.).

In Tumen Oil and Gas University students start their work at ePortfolios within the first term. ePortfolio motivates the students to work seriously at reaching academic goals and life-long development [6]. The basic requirements to the students' ePortfolios include:

- systematic approach to self-analysis;
- attention to the structure and logical framework of the presented materials;
- the design of the ePortfolio;
- the materials presented in the ePortfolio should be logical and completed;
- ePortfolio should support the function of presentation.

Institute of Design and Advertizing of International Academy of Business and Finance, Moscow (http://mabiu.ru/institutes/design/portfolio/) presents the students' ePortfolio which include the three sections: "Graphical Design", "Costume Design" and "Environmental Design". In their ePortfolios the students demonstrate their professional competencies. Cherepovetsk State University use ePortfolio for constructing the students' rating and includes in its structure the sections "Introduction", "My Achievements", "Myself and the World", "My Future" and "Conclusion" [6]. Krasnoyarsk Voino-Yasenetsky's State Medical University uses ePortfolio for presenting the students' academic achievements and as a part of the academic staff assessments system. Students, teachers, administrators and alumni are registered users of the university system with limited access. The system is not accessible for non-registered users.

Table 1 presents the types of ePortfolios used in higher education in Russia [9]:

Type of activity \ Subject	individual	group
educational	(post-grad) student's ePortfolios	portfolio of a student group
professional	teacher's, administrator's ePortfolios	a Chair, Department portfolio

Table 1 - Types of ePortfolio used in Russian higher education

We analyzed the accumulated information on using ePortfolio in higher education and may assume that most of the higher educational institutions using ePortfolio in Russia offer pedagogical education. Among them there are Moscow, St-Petersburg, Perm, Yaroslavl, Krasnoyarsk, and other universities. As a rule ePortfolio is used for assessment of pedagogical and research practical work; for reflection and presenting students' achievements to the potential employers.

Experience of IEPS SibFU in implementing ePortfolio

Institute of Education, Psychology and Sociology of Siberian Federal University (IEPS SibFU) takes one of the leading positions in Russia in implementing ePortfolio on different levels of training in Psychology and Education and in integrating with the labor market of the region. Since 2007 the Institute has been implementing a complex organizational and methodological model of an ePortfolio for assessment and professional development (for Bachelor and Master degree programs, extension courses for young teachers, assessment and socialization). IEPS SibFU probates ePortfolio models for transition from one level to another (Bachelor>Master>labor market; Bachelor> labor market).
The educational experiment on using ePortfolio in assessing the students' educational achievements began at SibFU in 2008 with the support from the Russian Humanitarian Scientific Fund. The experiment involved bachelor and master program students specializing in Education. In 2009 within the project supported by IREX we carried out the experiment on introducing ePortfolio in the teacher assessment system at IEPS SibFU.

In 2012 master program students of IEPS SibFU within a course in Business English studied Europass as an instrument of electronic identity. The laboratory work included using the web-site of the Europass and filling in Language Passport and CV (http://europass.cedefop.europa.eu/en/documents/curriculum-vitae) which they published in their ePortfolios in Mahara.

We may summarize that at IEPS SibFU ePortfolio is used for training:

- elementary school teachers for developmental education;
- bachelors of Education (different profiles);
- masters of Education in Educational management, Higher Education, Social Pedagogy;
- students and professionals in different areas obtaining additional specialization “Teacher”;
- and for presenting and assessing IEPS teaching staff.

ePortfolio Software

All the software used for ePortfolio may be divided into categories:

- Applied software (office and presentation software, web-editors).
- Content management systems, designed for web-sites development and used for presenting personal ePortfolios.
- Network services used for portfolio publishing (blogs, social networks, wikis).
- Special network applications for ePortfolio management.

Among the open and free software for developing ePortfolio we may distinguish the project Mahara (http://mahara.org) funded by New Zealand's Tertiary Education Commission's e-learning Collaborative Development Fund. This project is most effective for developing ePortfolio and its holders' interaction in groups and professional communities.

At present there are many tools for working out ePortfolios. The main problem of using the software and online-services is interoperability of different ePortfolios worked out in different systems. For using ePortfolio technology for life-long professional development a platform to exchange data is needed, a platform on the regional level minimum.

ePortfolio for Human Resources

In 2012 IEPS SibFU as part of the international team started the project supported by FP7 and Russian Humanitarian Scientific Fund "ePortfolio for Human Resources". Our partners within the Projects are Heinrich Heine University, Dusseldorf (Germany) - Project coordinator, Tallinn University (Estonia), and University of Lorraine (France).

Project goals include: study the opportunities of using ePortfolio in the job application process, find out the employers' and employment agencies' requirements toward ePortfolio content, work out ePortfolio structure convenient for most of the users. The Project team held an open expertise of the employment ePortfolio structure.

Expert Workshop "ePortfolio for Human Resources"

Expert workshop "ePortfolio for Human Resources" took place 27 June 2012.

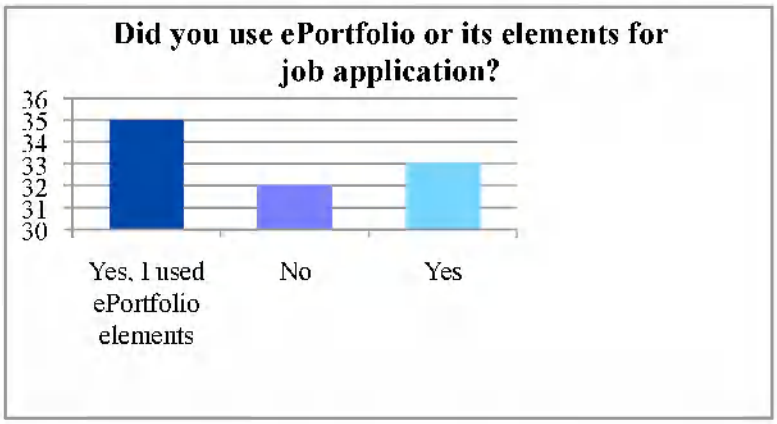
The goal of Workshop was to study the opportunities of ePortfolio technology for job placement in different areas of the labor market. 54 experts– representatives of different target groups (educational and professional bodies, registered employment agencies, teachers from higher and secondary professional institutions, pupils, post-graduate students, bachelor/master program students) took part in the Workshop. We employed different methods for coordinating the positions of the target groups: collective and group discussions, interviews, questionnaire polls, expert assessment. On the basis of the Workshop results the Project group worked out the online survey.

The investigation made it possible to define the most significant employment ePortfolio sections, both from the point of view of graduates and employers. Comparison of the employers' opinions to the graduates' seeking for a job allowed to define more important sections in the ePortfolio structure for employment, taking into consideration different target groups.

The participants defined the following ePortfolio sections as obligatory: Resume, Work Conditions, Work Examples, Documents Proving Achievements. Recommendations, Career Plans, Videoresume, Social Activity were defined as less important. Mobility section the respondents did not consider important. Though it was defined as positive by representatives of the Ministry of Emergency Situations, the Ministry of Medical Services and the Ministry of Education and Science. All the respondents placed Social Activity on the bottom of the list as the least important characteristic of an employee. These results confirmed expectations of the Project group.

The question on whether it is needed to certify the data included in the ePortfolio raised a large discussion. Most of the respondents (65%) think that not all of the materials should be certified. 75,5% of the respondents mentioned that diplomas should be certified. While analyzing the results of the survey we came across a contradiction: the section "Recommendation" was placed on the 9th position (the second least important). At the same time 60,6% of the respondents think that the recommendations from the previous employers placed in the ePortfolio should be certified. We found out that the respondents of the elder and middle age groups think the diploma should be certified while the representatives of the younger age groups believe that no certification is possible – they say an electronic document can be easily falsified.

The data we received prove that ePortfolio is popular for job placement. 67% of the respondents have experience in using ePortfolio or its elements. (Pic. 2).



Pic.2. Respondents' opinion on whether they use ePortfolio or its elements for job application.

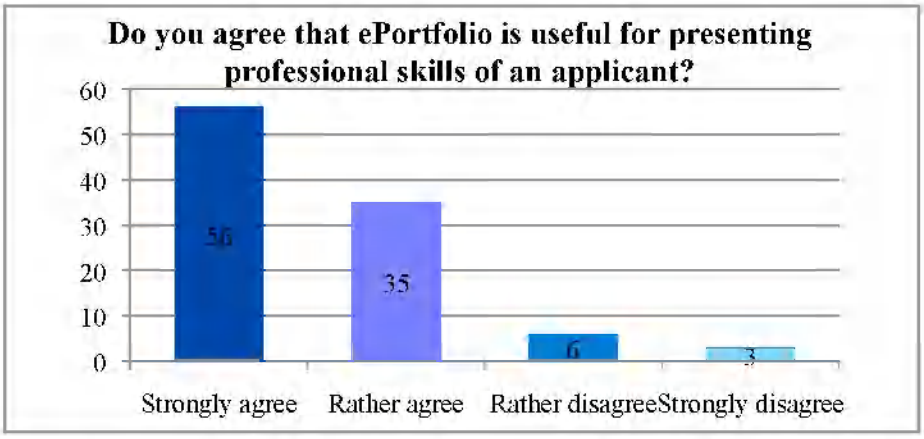
The most popular answer to the question "Why didn't you use ePortfolio for job application?" was that the organization has other format of professional achievements assessment (50%). 18% of the respondents

answered that they did not know about ePortfolio. And 32% chose "Other". There is no significant difference among different target groups.

Most of the respondents, both divided by age or by professional area, agreed that ePortfolio may become an effective instrument of job application (91%). All the respondents working in education, health service and tourism chose "strongly agree" (55,9%) or "rather agree" (35,3%). Only the respondents working in trade and transport consider ePortfolio absolutely useless as an effective tool of job application.

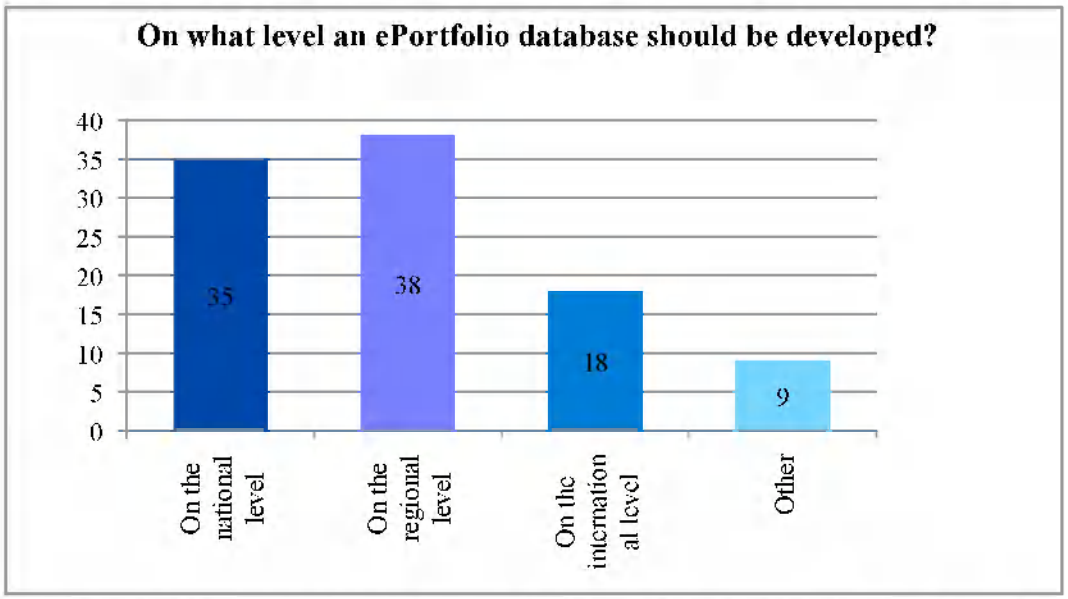
The employers expressed their opinion on what decisions they might take in case a job applicant has an ePortfolio. 50% of the employers are ready to invite an ePortfolio holder to an interview; 47,1% think an ePortfolio is an initial stage of the selection process and one employer (2,9%) working in tourism was ready to offer an applicant a job on the basis of an ePortfolio. This professional area is characterized by a high mobility of employees.

The respondents' answers to the question "Do you agree that ePortfolio is useful for presenting professional skills of an applicant?" allowed us to assume that ePortfolio is an advantageous means of presenting professional competencies of an applicant (Pic.3).



Pic.3. Respondents' opinion on whether they agree that ePortfolio is useful for presenting professional skills of an applicant.

The respondents state ePortfolio databases should be developed on the regional and national level (Pic.4).



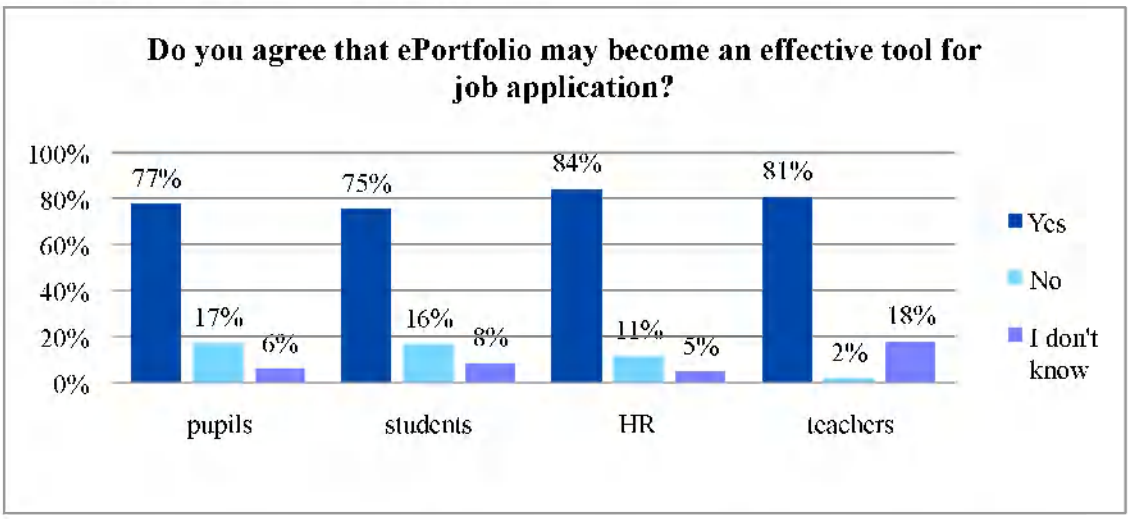
Pic.4. Respondents' opinion on what level an ePortfolio database should be developed.

Online Survey within the Project "ePortfolio for Human Resources"

An on-line resource was aimed at studying the opinions of different target groups on using ePortfolio for employment and professional development. The online-survey we carried out was coordinated with the partners. We distinguished the four target groups: pupils (secondary schools, gymnasiums, lyceums); students of secondary vocational and higher professional institutions (specialist/bachelor/master/ post-graduate degree programs); teachers of secondary, secondary vocational and higher professional

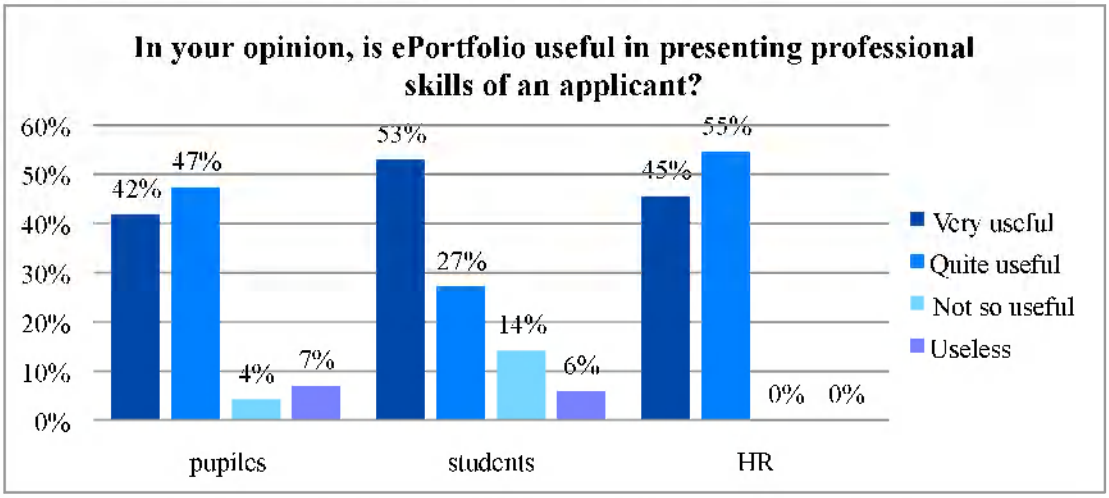
institutions; employers, HR staff, freelancers (72 pupils, 85 students, 62 teachers and 41 HR manager). Most of the received data in general corresponds to the results we received within our previous work.

We asked our respondents "Do you agree that ePortfolio may become an effective tool for job application?" (Pic.5). The majority of the respondents in all the target groups (77% of pupils, 75% students, 84% of HR managers and 81% of teachers) agreed.



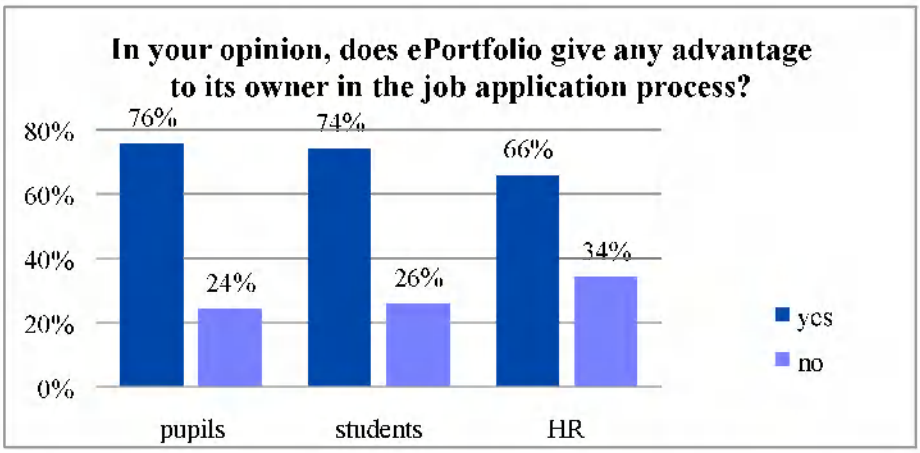
Pic.5. Respondents' opinion whether they agree that ePortfolio may become an effective tool for job application.

The majority of the respondents in all the target groups stated that ePortfolio is very useful/ useful/quite useful for presenting professional competencies of an applicant (Pic.6).



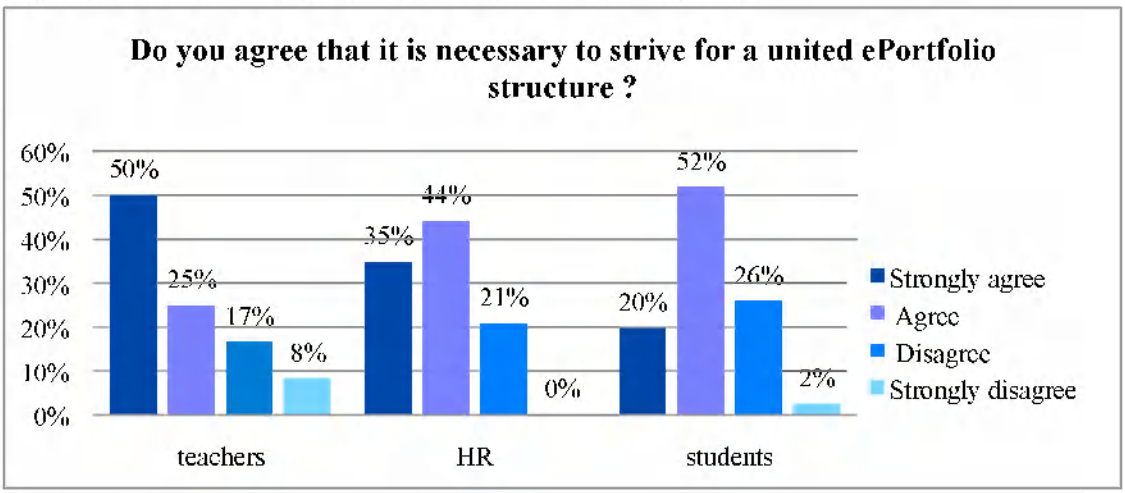
Pic.6. Respondents' opinion on whether ePortfolio is useful for presenting professional competencies of an applicant.

76% of pupils, 74% of students, and 66% of HR managers answer positively to the question "In your opinion, does ePortfolio give any advantage to its owner in the job application process?" (Pic.7)



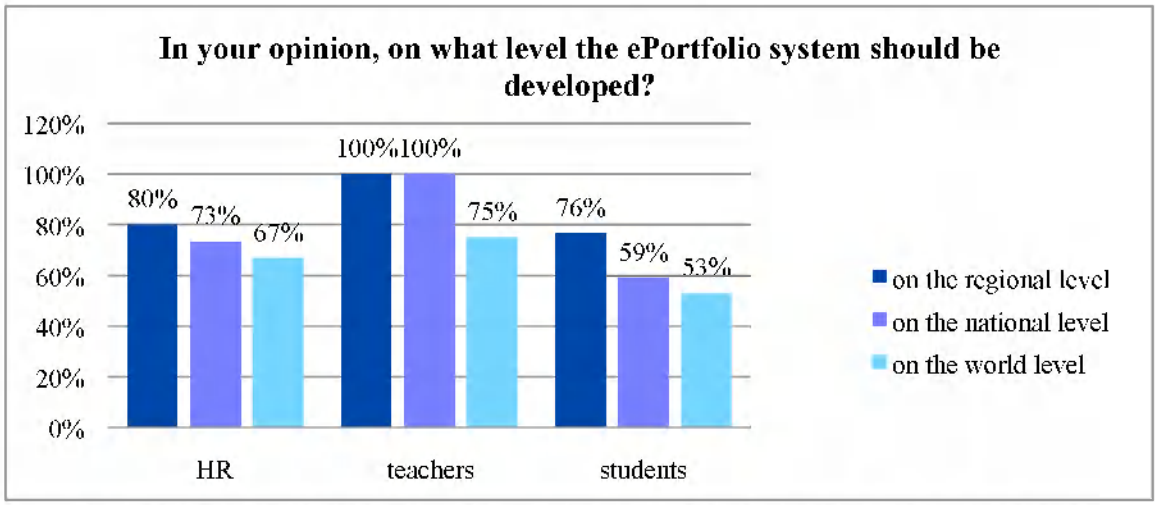
Pic.7. Respondents' opinion whether ePortfolio gives any advantage to its owner in the job application process.

One of the possible reasons why ePortfolio is not very popular may be lack of continuity and coordination at different levels of education. Most of the respondents in all the target groups agree/strongly agree that it is necessary to strive for a united ePortfolio structure at all levels (Pic.8).



Pic.8. Respondents' opinion on whether they agree that it is necessary to strive for a united ePortfolio structure at all levels.

People want ePortfolio to be developed on a more centralized level than it is done now. We offered the respondents the opportunity to choose more than one answer (Pic.9).



Pic.9. Respondents' opinion on what level the ePortfolio system should be developed.

Obstacles for ePortfolio wide-scale implementing

The analysis carried out within the project allowed to single out the problems which interfere with a large-scale implementation of ePortfolio into the academic and professional purposes. The most important are:

- Absence of opportunity to transform student's ePortfolio into career ePortfolio and life-long ePortfolio for using it for professional and personal development lifelong.
- Absence of legislations and regulations on the federal level for using ePortfolio for transition from school to secondary and higher professional educational institution. At present there are no regulations on the federal level.
- Focus of most of the educational institution on using software developed by their programmers. Siberian Federal University, Krasnoyarsk pedagogical college #1, Voyno-Yasenetsky's Krasnoyarsk Medical University, A.S. Pushkin's Minusinsk pedagogical college, etc. use their web-sites to present their staff and students - not open source software like Mahara or other special software – but the opportunities offered by their IT specialists.
- ePortfolio databases are not accessible for expert community, prospective users, colleagues, employers. Often ePortfolios are not accessible for those who is not registered in the system. ePortfolio system at Voyno-Yasenetsky's Krasnoyarsk Medical University is not open - and only university staff, students and alumni have access to this database.

Conclusion

ePortfolio is a technology for rational, prospective promotion of an individual on the labor market from the point of social and economic life-long effectiveness. ePortfolio supports professional development, career planning, presenting achievements and gives its holder an advantage in the process of job application. Developing structure and working out the strategy for selecting materials for including in the students' personal ePortfolio implies the idea that an ePortfolio will be used for career development for a long period of time, or lifelong and will be an important part of reaching success, integration of educational and professional sphere.

For realization of the model offered by our team it is necessary that the process of implementing the technology is described; orientation on the free open software; and working out a platform for transforming the data to ensure interoperability.

The analysis of the received data, open discussion of the project, coordination of the positions of different participants of the labor market allowed the team to work out a model of employment ePortfolio which is convenient for the employers of our region. This model was coordinated with the project partners and the coordinator and is being probated at the Siberian Federal University, Krasnoyarsk State Medical University and colleges of the Krasnoyarsk region.

For implementing the received analytical results into real practice supporting the process of professionalization and career development the agreement with the Labor and Employment Agency of the Krasnoyarsk region was signed. This agreement is devoted to working out the regional database at the "Trudoviye resursy"("Labour resources") portal http://www.rabota-enisey.ru/bank. Thus, the results of the research are being disseminated and may be implemented at the regional level, and further in other regions of the Russian Federation.

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