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Assessment Of Learning Outcomes By Means Of Eportfolio In The Context Of Lifelong Learning Driven By Harmonisation Of Educational Paradigm

Olga Smolyaninova

prof, PhD in Education, academician of Russian Academy of Education

Introduction

Facing the situation of lifelong learning accumulation, presentation and evaluation of educational outcomes of students should reflect the goal and age peculiarities of their development at every step of earning and comply with the in requirements of the Federal Government Educational Standards of the Russian Federation (FGES RF). The need for reforms in education system and the search for new assessment technology stems from the demands of Russian society and the program of modernization of Russian education. As it was noticed in the Russian Federation the ePortfolio technology has been growing exponentially at all levels of education. There are numerous legislations that have been recently adopted that contribute portfolio promotion in the system of assessment of personality, and subject metasubject results. Currently, in the Russian educational practice, portfolio technology is actively used, since kindergarten and elementary school.

Agenda

However, the matter of ensuring the continuity of results on transitions between educational levels is still the main concern, which significantly complicates the possibility of estimating the dynamics of individual progress in the continuum of lifelong learning. In addition, most practical developments for ePortfolio use are casual use cases, promoted by educationaries, with all responsibility that falls on the administration and accountability is the result of a social agreement between the school and municipal departments of education and parents. Another problem is the lack of the national concept of regulation legitimization of the results of comprehensive formative assessment of educational ePortolio-based outcomes (including the expert evaluation, peer-assessment) in the lifelong learning context. However, the main problem as we feel it is the lack of a methodology of evaluation of educational results in the transformation of pedagogical paradigms in the system of continuous education in different age peculiarities.

Research

The research was conducted in the context of the project "Development of education and research center in the Krasnoyarsk Region by means of an electronic platform of longlife learning (PL2S) to support the development of human capital of Krasnoyarsk Region", which is powered by the Russian Humanitarian Science Foundation (RHSF).

Following the results of recent studies run by Russian and foreign scientists Sh.A. Amonoshvili, G.B. Kornetov, T.G. Novikov M.A. Pinskaya, O.G. Prikot, A.V. Khutorskoy, E.A. Yamburg, N. Barret, D. Cambridg, S. Rave, including our own long-term experience [5] has allowed to build a model of using a portfolio at all tiers of education, considering the targets, which are age and educational level –oriented, and consider dominant pedagogical paradigm and FGES requirements. The model of ePortfolio use at each tier of education, harmonization of educational paradigms is shown in Fig. 1. We have highlighted in bold the dominant paradigm at each level of education.

Let us consider some educational levels

The dominant paradigm at the pre-school level according to E.A. Yamburg [6] classification, is personal. Therefore, the main issue for the pre-school level student is age and individual characteristics of young children. In developing the portfolio preschooler requires constant adult support and assistance.
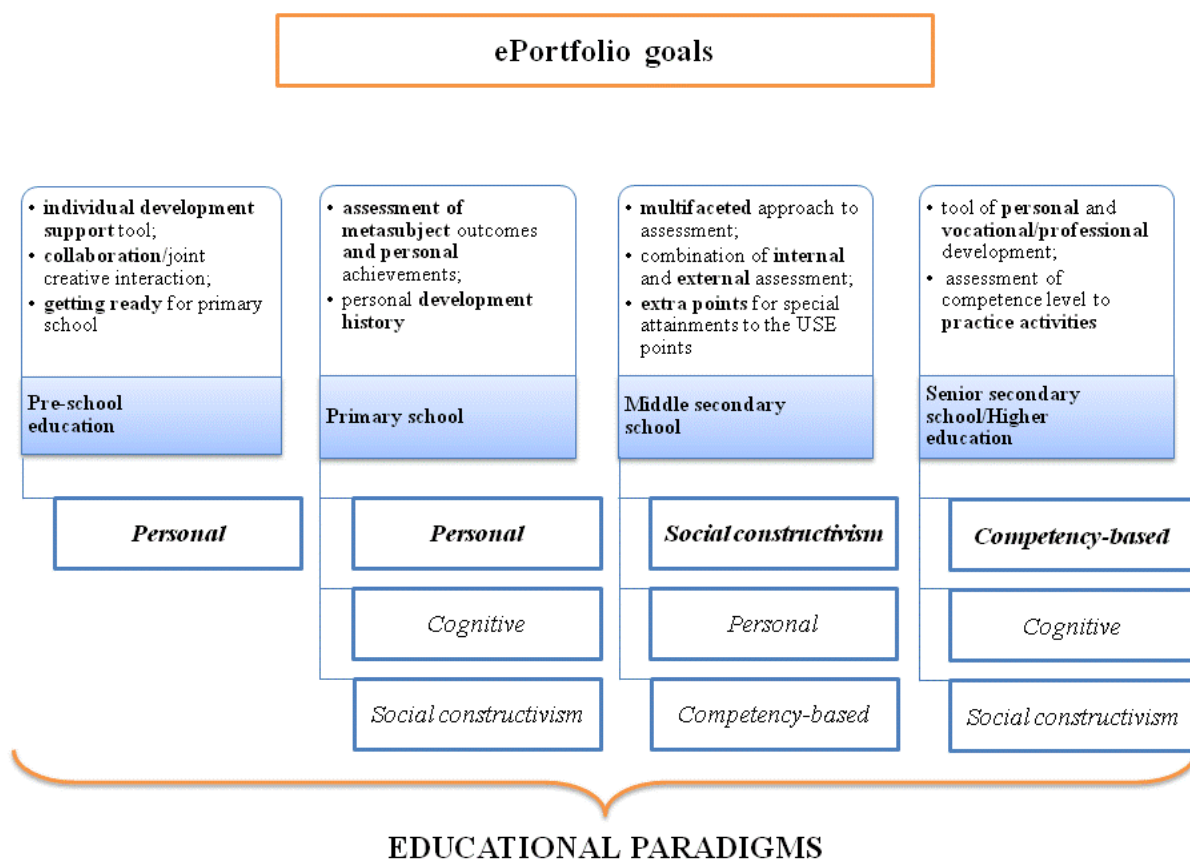
Fig 1. The model of ePortfolio use at each tier of education, harmonization of educational paradigms

The FGES RF places primary emphasis upon the development of the personal competencies of a child. At this stage of training is not the main task to bring all children to a unified learning result. Every child should and must have their own achievements. Children cannot be intercompared. There is no focus on the norm in the assessment and knowledge competencies at pre-school level. The only possible assessment that can be made is individual dynamics of a child, provided that in different educational programs of preschool education (N.E. Veraksa[1], M. Montessori[2], A.G. Asmolov[3], etc.), have its own way of the outcomes formalization. However, the ePortfolio technology can be used in any educational programs of a kindergarten, given that pre-school children are engaged into the process. Then the portfolio becomes a "personal history", designed in parents and teachers joint efforts, expressing the interests, desires, dreams of the child. According to teachers, the diagnostic portfolio is an indispensable part of the individual child's development program [3]. The portfolio building for a preschooler is a preparatory stage for learning in primary school. In addition, involvement of a "close adult" – educator in individual work with the child to build up their portfolio "close adult" allows to implicitly evaluate the professional quality and competence of the teacher.

In elementary school, personal paradigm remains the dominant, which is supported by cognitive and

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[1] From birth till school. Model Pattern (pilot version) under editiorship of N.E. Verkas T.S. Komarova, M.A. Vasilieva. M MOSAIKA SINTES, 2014. 368 p. URL: http://www.firo.ru/wp-content/uploads/2014/02/Ot-rojdenia-do-shkoli.pdf. / (in Russian)

[2] Model Pattern (pilot version) of basic educational pre-school program "Montessori Kindergarten program" under editiorship of E.A. Khiltunen [O.F. Borisova, V.V. Mikhalova, E.A. Khilunen. M.: National Education, 2014. 186 p. URL: http://www.firo.ru/wp-content/uploads/2014/02/Dtskii-sad-po-sisteme-Montessori.pdf. (in Russian)

[3] Childhood World: Model Pattern of basic educational pre-school program/under editorship of T.N. Doronova, research supervisor A.G. Asmolov URL: http://edu.shd.ru/images/miri_detstva.pdf./ (in Russian)

social constructivism. Portfolio at this stage not only is used for the presentation of personal achievements, but also for the evaluation metasubject outcomes. Metasubject outcomes include universal training activities (cognitive, regulatory and communication), which have been mastered by the student, forming the basis of the ability to learn. Portfolio allows you to identify the blind side in development of training of younger schoolchildren.

In middle **and senior secondary school** level portfolio primarily provides an **integrated approach to the assessment of learning outcomes** (subject, metasubject and personal) and provides for combination of **internal and external evaluation**. Is dominated by the paradigm of social constructivism, defining objectives, meanings and values of education, setting priorities in the selection of the content, where cognitive information and personal paradigms complement the cultural view and a competence – provides tool support all three above mentioned paradigms. The long-term goal of portfolio practice at school aims at facilitating student in choosing the profile, as well as to demonstrate their achievements at tertiary level enrollment. At the high school level competence and cognitive paradigms predominate. Schoolchildren are all focused on to prepare for the Unified State Examination (USE) and be enrolled in college. However, when building your ePortfolio special attention should be given to presentation of such valuable aspects **project work, volunteering**, **competition in school subject, awards etc**. as all theses adds extra (+20) points to USE points when applying to college enrollment Finally, a school graduate can submit ePortfolio along with the other valuable documents to the potential employers.

At the level of higher education Technology ePortfolio is used as a tool for **personal and professional development** and assessment competences formed in compliance with the new FGES and vocational standards. Over the decade our School of Education, Psychology and Sociology has been using the technology electronic portfolio for undergraduate and graduate programs level for **assessment of the outcomes** for disciplines, internships, in general for the modules of the educational programs, certification procedures for the employment of graduates, and career-building. To promote implementation of new assessment technologies at **primary and secondary school level in the Russian Federation** we have to grow the new teacher who possesses skills, knowledge of practical application of ePortfolio. ePortfolio provides for **accumulation and demonstration** of individual achievements of students to carry out reflection of professional trials during practices and evaluate individual progress.

Conclusions

The ePortfolio technology in the context of harmonization of educational paradigms:

- contribute accumulation, demonstration and assessment of students achievements, considering goal and age peculiarities of their development at every level of education in accordance with the new FGES;
- ensures continuity at the transitions between training stages;
- creates an open learning space;
- reflect the dynamics of the individual progress in the context of lifelong learning.
- is the product of collaboration and interfacing in the course of joint activities.

The ePortfolio technology can be used as an instrument to determine the personal teacher's contribution to the dynamic development of the child.

Further agenda and research perspectives

For successful implementation of ePortfolio technology in the context of lifelong learning in the Russian Federation the professional community should formalize the standards of the ePortfolio, align the sections, specify what information about individual student achievements is to be use for at each stage of education.

Certain aspects should be addressed at the level of the national level:

- absence of the concept/model portfolio for school, SES and HES graduates adopted by MES of the RF;
- the absence of agreed assessment criteria approved by the professional community due to the difference in the scales of assessment, ranking of learning achievements certificates, the

methods used in various educational institutions;

- Educational institution system bound approach and exclusion networking interfacing between the owners of ePortfolios with different stakeholders of learning process (parents, employers, representatives of universities and schools) for the organization of productive dialogue, peer-assessment, expert estimation of artifacts;

- different objectives and levels of systematic use of e-technology portfolio in different Russian universities.

The vast majority of the HES RF sites do not post and/or provide free access to students portfolio that, in our opinion, would devalue the idea of an open portfolio as a technology independent expert evaluation in the professional community, a tool for personal and professional development.

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