

Objective 2010 ePortfolio for all
EMPOWERING INDIVIDUALS FOR A LEARNING SOCIETY

ePortfolio : eStratégies pour des pratiques pédagogiques innovantes

17 janvier 2006
Serge Ravet, EIFEL

Developing and relating personal and social capital
Transforming individual and organisational learning
Supporting lifelong and lifewide learning
Enhancing accessibility and social inclusion
Managing knowledge in the knowledge economy

www.ep2010.org

EIFEL mission

At the forefront of e-learning practice in Europe

European Institute for e-Learning

EIFEL
European professional association for Quality in Learning

www.eifel.org

E-learning: the e-transformation of individual and organisational learning, so as to reflect the needs of a knowledge economy and society and the potential of knowledge, information and learning technologies (KILT)

- EIFEL is an independent, not-for-profit European professional association whose mission is to support organisations, communities and individuals in building a knowledge economy and a learning society through innovative and reflective practice, continuing professional development and the use of knowledge, information and learning technologies
- **Domain of activities**
 - Learning (individuals, organisations, communities, cities & regions)
 - Competencies
 - Technologies
 - Quality
 - ePortfolio
- **Activities**
 - Projects
 - Research & studies
 - Training
 - Consultancy

Learning lifelong and lifewide

- We need to develop a culture of lifelong and lifewide learning
- And multiple literacies
- To deal with the increased complexity of social issues

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."
Alvin Toffler

education justice equality poverty migration biotechnology environment climate change new causes of illnesses retirement cultural heritage natural heritage air quality public space public transport renewable energy preserving water sustainable development regional conflicts...

OECD Education

Country	2007 average percentage		Tertiary level	
	Primary	Secondary	Primary	Secondary
France	81.5	73.8	15.8	23.8
Germany	47.1	53.4	14.7	14.0
Italy	21.1	48.1	38.1	14.1
Portugal	35.4	75.1	16.4	1.6
United Kingdom	38.1	77.4	41.4	38.1
Australia (2005)	43.1	56.3	27.1	28.4
United States	51.1	71.1	21.1	31.1

Studies of the macro-economic returns to education estimate that increasing the average level of attainment by one year, raises the level of output per capita by between 3 per cent and 6 per cent (OECD)

Qui bénéficie de la formation continue liée à l'emploi?

La formation continue en relation avec les qualifications acquises et la taille des organisations (nombre de salariés)
(Source CEREQ 2002)

Legend:
 ■ Travailleurs non qualifiés
 ■ Travailleurs qualifiés
 ■ Employés
 ■ Techniciens et agents de maîtrise
 ■ Ingénieurs et cadres

Towards a Learning Society

- What characterises the knowledge economy is the *organic* link between the different contexts of learning
 - Individual learning
 - Community learning
 - Organisational learning
 - Territorial learning (learning cities and regions)
- The industrial Society was focused on *training* (assimilation)
 - the era of *mass media* was focused on delivery of pre-packaged contents
 - *central-design, push & control*
- The knowledge Economy is focused on *learning* (accommodation)
 - the era of *knowledge media* is focused on knowledge co-construction
 - *co-design, pull & share*
- Learning is an *embedded* activity
- 21st century learners are lifelong and lifewide learners

Learning Landscape
Learning Communities, Learning Individuals, Learning Organisations, Learning Territories

- Up to 1970s: Learning *to* work
- 70 – 80: Learning *at* work
- 80 – 90: Learning *through* work
- 21st century: Learning *is* work

Learners are discoverers

- **Knowledge producer** (≠ consumer)
- Constructor of meaning
- Connector
- Reflector
- Creator
- Collaborator
- Experimenter
- Problem solver
- Storyteller
- System thinker – modelling literate
- Tutor, mentor
- Citizen, community activist
- Cultural literate
- ...

"What we now find is that kids don't want optimised, pre-digested information. They want to learn by doing - where they synthesise their own understanding - usually based on trying things out."
John Seely Brown

"The scandal of education is that every time you teach something, you deprive a child of the pleasure and benefit of discovery."
Seymour Papert

"Systems Thinking software like STELLA and iThink is an increasingly valuable tool for constructing understanding about all kinds of dynamic systems from natural environments to team dynamics to economic markets."
Peter Senge

21st Century learner technology

- ▶ **Old technology** (push and control)
 - Organisation centred
 - Teacher centred
 - Content centred
 - Mass media
- ▶ **New technology** (pull and share)
 - Designed to value individuals and communities
 - Knowledge media
 - Personal learning landscapes
 - Connected, social
 - Mobile*, contextual
 - P2P
 - ePortfolios

*1,751 billion mobile phones in 2004

What is an ePortfolio?

- ▶ "a **collection** of authentic and diverse evidence, drawn from a larger **archive** representing what a person or organization has **learned** over time on which the person or organization has **reflected**, and designed for **presentation** to one or more audiences for a particular rhetorical purpose" (NLII, 2003).
- ▶ a combination of
 - **Archive** – heterogeneous, distributed – learning outcomes, reflections, testimonies, etc.
 - **Services** – handle transactions and processes, e.g. cross-referencing, profile matching, getting feedback from peers, sharing knowledge
 - **Views** – publish multiple, according to the function, e.g. achievement, assessment, job finding
- ▶ to **value the assets** of individuals, communities and organisations
- ▶ a personal and social object
 - I decide what is public, restricted, shared, open to feedback - and private
 - I take it wherever I want, whenever I want and the way I want
- ▶ It can be seen as the **digital identity** of the 21st century

Why do we need ePortfolios?

"In a digital world, citizens must be able to present themselves digitally", Anne Gilleran, European Schoolnet

"CPD isn't about ticking boxes after attending a course, it is about extracting learning from the workplace", representative of Royal College of Physicians, Canada

- ▶ **Individual**
 - Reflective learner & practitioner, Manage personal development planning and continuing professional development (CPD), get recognition of learning & achievement
- ▶ **Professional community**
 - Share informed practice and knowledge, develop competencies, provide informal recognition
- ▶ **Organisation**
 - Identify, manage and publicise collective competencies
- ▶ **Territory (learning region & city)**
 - Value social capital, plan learning policies

The worldwide ePortfolio movement

- ▶ **UK – broadest use across sectors and explicit part of government policy in 2 countries**
 - England – part of eLearning strategy
 - Wales - lifelong learning ePortfolio for 3 million citizens
- ▶ **Netherlands**
 - Tertiary education and postgraduate medical education
- ▶ **Nordic countries**
 - Education and knowledge management
- ▶ **US** – largest number of users, although currently most widespread in field of education at all levels, apart from Minnesota State initiative; cross-community use for digital story-telling
- ▶ **Canada** – schools, universities and teacher education. Government of Quebec committed to development of ePortfolio
- ▶ **Australia** – numerous initiatives in education. State of Victoria provides a site for the vocational sector - TAFE
- ▶ **ePortfolio consortia** – Europortfolio, ePAC, LfHA, ePort Consortium

ePortfolio related European Projects

EiFEL is leading or a partner in:

- ▶ **EPICC** – ePortfolio interoperability
- ▶ **TELCERT** – ePortfolio conformance testing
- ▶ **Triangle** – EFQUEL, ePortfolio for quality assurance
- ▶ **Key-PAL** – ePortfolio for key competencies
- ▶ **eTTCampus** – ePortfolio for accrediting teachers and trainers competencies
- ▶ **Gears** – ePortfolio for SME managers competencies
- ▶ **Osmosis** – ePortfolio for Adult Learning Centres
- ▶ **Inflow** – ePortfolio for recognition of informal learning at the workplace
- ▶ **eCreator** – ePortfolio for instructional designer competencies
- ▶ ...

2010 Roadmap

- ▶ **ePortfolio Awareness**
 - Multilingual sources of information
 - Public-Private partnerships
 - ...
- ▶ **ePortfolio Policies**
 - Regional, National and European
 - eCitizenship and eGovernance
 - ...
- ▶ **ePortfolio Technologies**
 - Interoperability, privacy and authentication
 - ...
- ▶ **ePortfolio Implementation**
 - Pilot programmes
 - Competency development
 - ...
- ▶ **2006: ePortfolio readiness study**
 - Policies
 - People
 - Organisations
 - Information systems

EI+EL
Building Learning Europe

eStratégie et ePortfolio en Ile de France

- ▶ Pistes
 - Validation des acquis de l'expérience (VAE) et bilans de compétence
 - Environnements numériques de travail (ENT)
 - Assurance qualité de la formation – écoles, collèges, universités, organismes de formation
 - Gérer les différentes phases de ses apprentissage tout au long de la vie – un Portail IDF
 - ...
- ▶ Partenariats
 - EI+EL c'est
 - Une expertise reconnue mondialement sur le ePortfolio
 - À la recherche de partenaires pour traduire le leadership de fait d'EI+EL dans la réalité française et francophone (pour l'instant le MELS au Québec, la région Poitou-Charentes et la région Centre)
 - Humains
 - Apprentis
 - Financiers
 - Développer le consortium Europortfolio
 - Pédagogiques
 - Formation de formateurs, DRH Maître Européen ePortfolio...
 - Recherches et études
 - Etude « ePortfolio pour tous »
 - Conférence de Québec
 - Projets Européens



EI+EL
Building Learning Europe

ePortfolio for all!

Lifelong learners unite!



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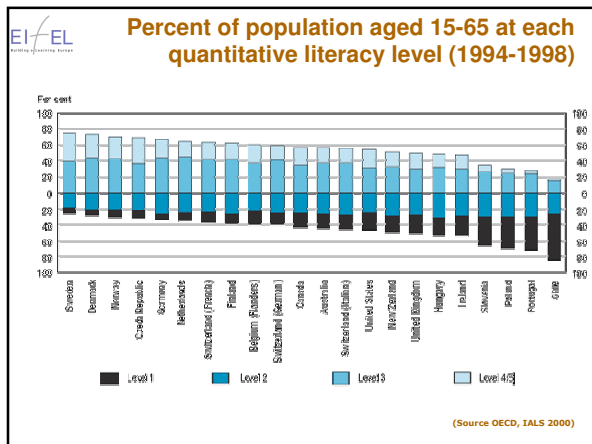
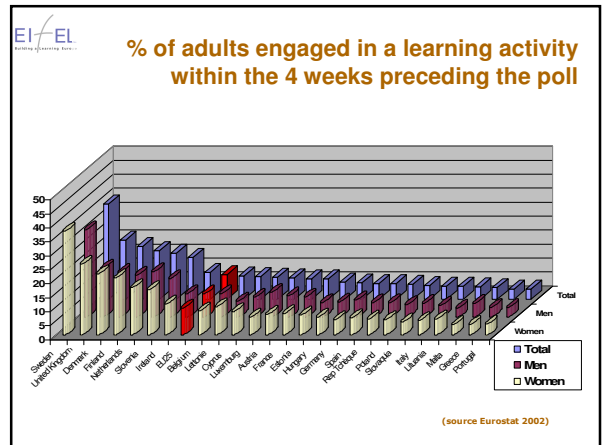
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Annex

- Developing and valuing personal and social capital
- Transforming individual and organisational learning
- Supporting lifelong and flexible learning
- Enhancing accessibility and social inclusion
- Managing knowledge in the knowledge economy

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Learning lifelong and lifewide

Distribution of foreign and national adult (25-64) populations by level of education in selected OECD countries

2002-2003 average, percentages

	Less than upper secondary		Tertiary level	
	Foreigners	Nationals	Foreigners	Nationals
France	63.9	33.5	15.5	13.9
Germany	47.1	13.6	14.7	14.0
Ireland	21.3	40.1	50.1	24.5
Portugal	55.4	79.1	16.6	9.8
United Kingdom	30.9	17.4	43.6	26.2
Australia (2001)	43.3	56.0	27.5	20.4
United States	30.5	9.0	33.8	39.1

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OECD Education

Source: Foreigners: Immigrant Community Labour Force Survey (Employment) for Germany; Population register; Gender: Labour Force Survey; United States: Current Population Survey; Australia: Census.