

Building my ePortfolio



B1 Workshop

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Oxford

11th Oct 2006



Objectives of today's workshop

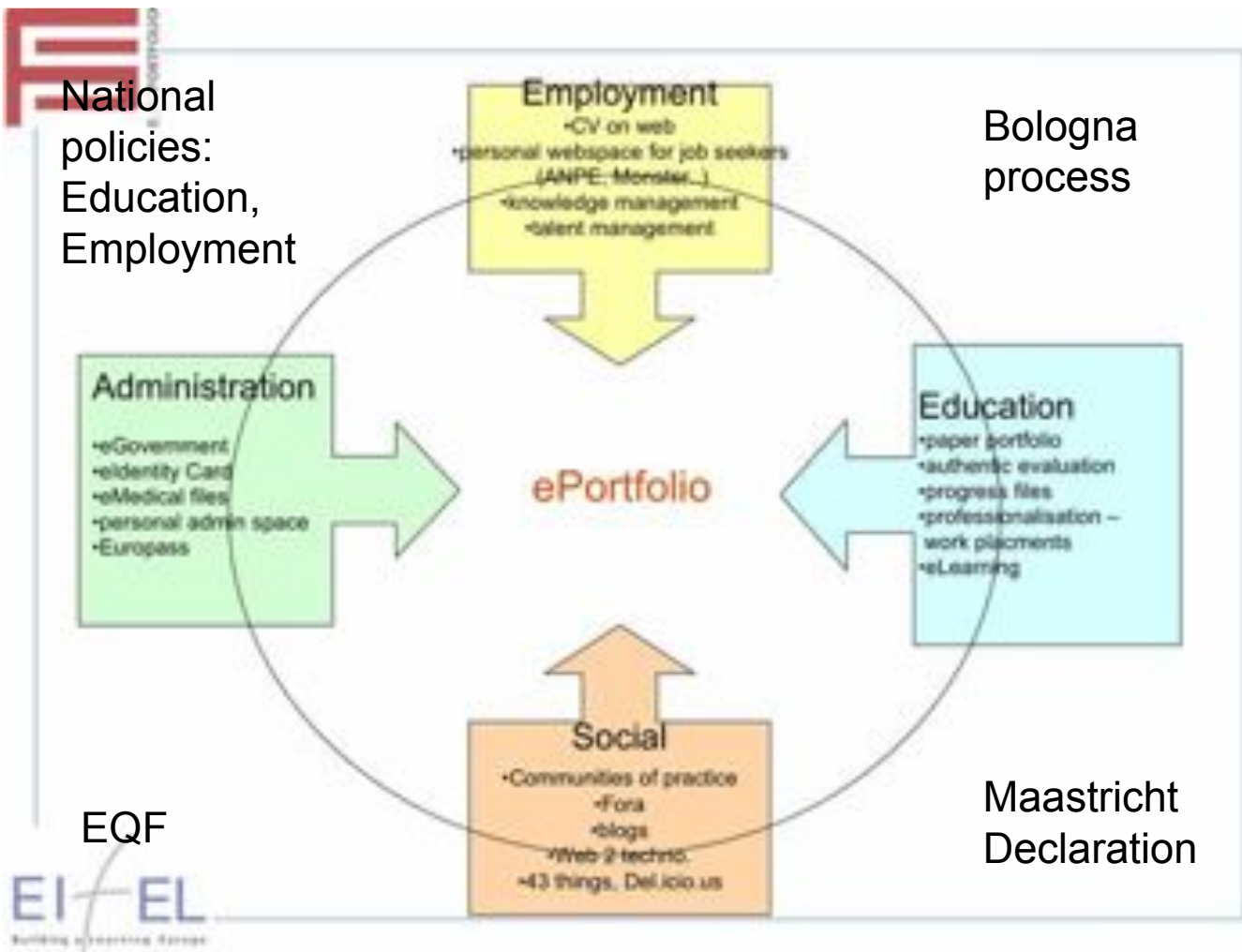
Provide you with:

- ▶ an introduction to the concept of the ePortfolio
- ▶ the tools and support for creating your first ePortfolio
- ▶ desire to continue developing your ePortfolio after this event



Defining ePortfolios

- ▶ A cohesive, powerful, and well-designed collection of electronic documents that demonstrate your skills, education, professional development, and the benefits you offer to a target reader... An e-portfolio can be seen as a type of learning record that provides actual evidence of achievement. *Wikipedia*
- ▶ A collection of authentic and diverse evidence, drawn from a larger archive, that represents what a person or organization has learned over time, on which the person or organization has reflected, designed for presentation to one or more audiences for a particular rhetorical purpose. *Educause 2003*
- ▶ An online personal learning environment *ePortfolio 2005*



What is an ePortfolio used for

- ▶ Developmental or reflective portfolio

Process → product → validation

- ▶ Presentation portfolio

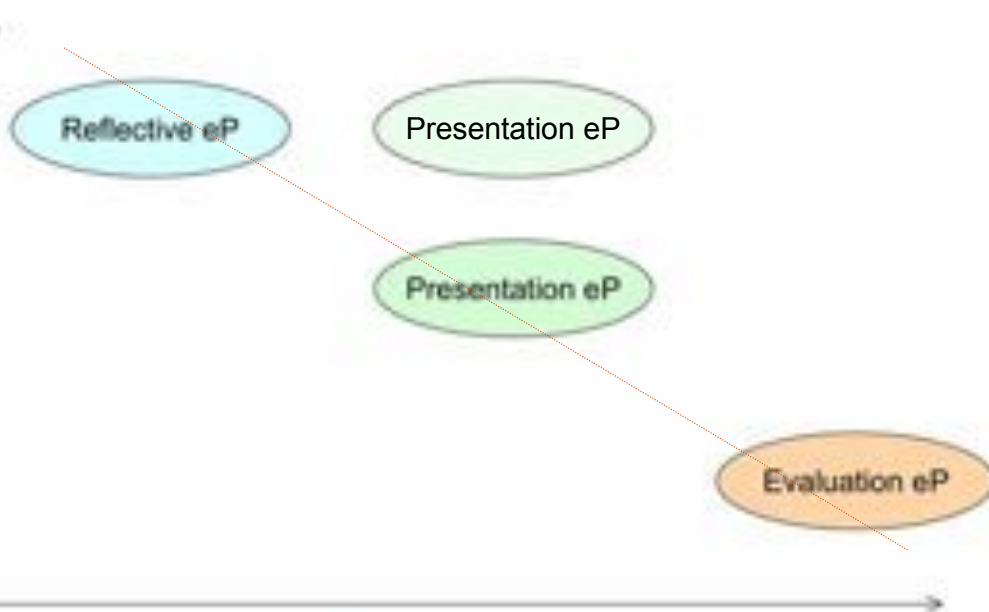
Process → product → validation

- ▶ Assessment portfolio

Process → product → validation

European
ePortfolio

Learner control



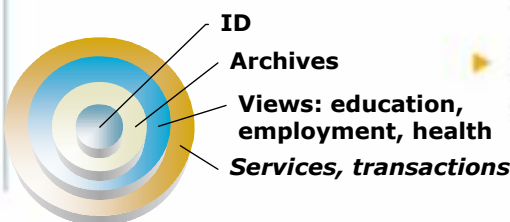
Structure

What do ePortfolios look like?



What are they made of?

- ▶ **Public parts** – vCard, CV, blog, personal statement, portfolio...
 - Anybody, potential employer...
- ▶ **Restricted parts** – reflections, accreditation file, publications, completed work assignments, evidence of skills...
 - Teacher, mentor, tutor, assessor, examiner...
 - Colleagues, peers, social network...
 - Administrator, external verifier ...
 - Relatives, family, friends...
- ▶ **Private parts**– work in progress, reflections, obsolete products...
- ▶ **Services, transactions and processes** – for the Author and the ePortfolio managers
 - Wizards, access rights, publication, CV postings...
 - Traceability of assessment processes, knowledge management, competency management...



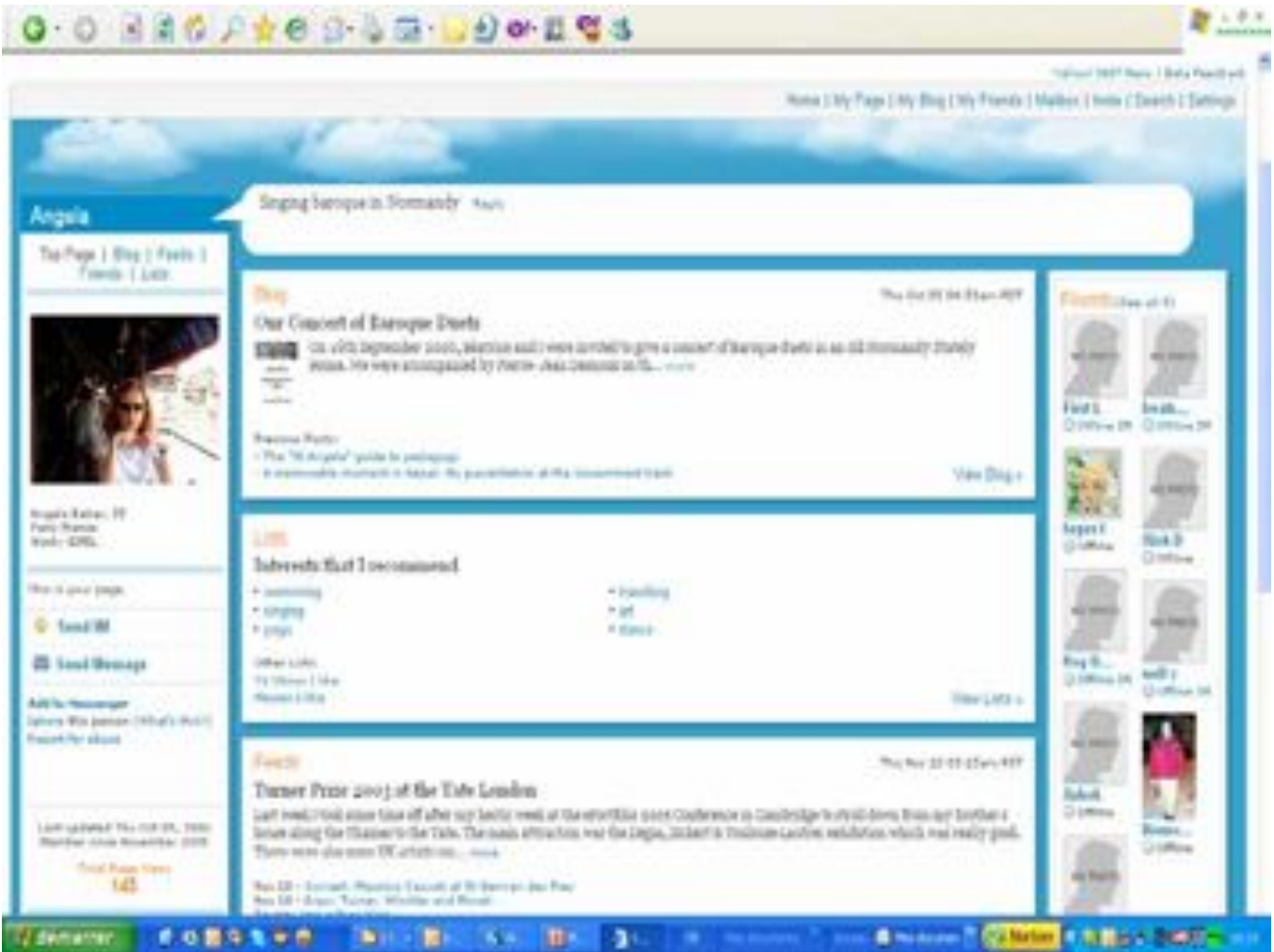
What can you do with them?



- Find a job; match requirements with competencies
- Accreditation of prior learning
- Managing competencies
- ...

- Formal & Non Formal
- Family and relatives
- Friends
- Peers
- Communities
- Society
 - Certificates & diplomas
- ...

- Formal & Non Formal
- Personal
- Professional
- Social
- Artistic
- Physical
- ...



New and exciting section for adults.
 Take a look and find the information you need...



- Looking for a job?
- Moving to a new area?
- Thinking about training?
- Want to volunteer?

[Bookmark this page](#)

Login

Username:

Password:

[Register](#)
[Forgot your password?](#)
[Email my password](#)

All-age guidance

- Up to age 16**
Careers information and advice for young people in years 7 - 11
- Age 16 to 19**
Careers information and advice for 16 - 19 year olds
- Adults**
Careers information and advice for adults
- Professionals**
Information and support for those working in education, training and guidance
- Employers**

Tools and resources

Learn Plan Develop
 Create

Developing people through life-long career planning.

-  e-Progress File
-  CV Wizard
-  Interview Games
-  Learning Choices
-  Career Ideas
-  Jobs in Wales
-  Weblinks

Careers Wales .com  logged in: Sarah Jones-Horns / Logout Search the site 
 Advanced Search
 Home | Up to Age 16 | Age 16 - 19 | Adults | Professionals | Employers | Careers companies 

e-Progress FILE

Who am I ? 



Are you a leader, a motivator, a team-player or someone who...

My progress

- Go to the **Interests** page to enter details about yourself
- Go to the **Skills** page to enter details about yourself
- Go to the **Personal qualities** page to enter details about yourself
- Go to the **Learning Styles** page to enter details about yourself
- Go to the **Achievements** page to enter details about yourself
- Go to the **Working Styles** page to enter details

My Skills and Interests

My Personal Qualities

My Achievements

My Learning Styles

Action Planning

Description

Disabilities

About Progress Chart

My Account

User : Sarah Jones-Horns
 Status : Employed

My Personal Details
My Status
My Careers Company
My Notes
My Clipboard
Security

My Progress - Reflect and Take Action

Presenting Myself

Manage My Documents

Overview

Tutorials and Guides

Glossary

Tour

Chris Jenkinson



- Contact Details
- Curriculum Vitae
- Personal Statement
- Exhibition of Work
- Skills Development
- Extra Curricular Activities
- Achievements
- Career
- Target Setting

NES e-Portfolio

Mr Alex Haig

None

Personal Details

Alerts, Messages

Switch Roles

My Calendar

Posts, Meetings

Course / Seminar List

Assessment Information

Presented evidence

PDP

Workplace assessment

Multi-source feedback

Careers Management

Return to DOTS

Report a problem

Logout

Personal Development Plan

Name and Post	Sample Form		
Educational Supervisor	Sample Form	Date	Sample data

Assessment Tool	What do you need to learn, change or develop?	How are you going to do this?	Achieved
SEA	Sample data	Sample data	<input type="checkbox"/>
Reflective Log	Sample data	Sample data	<input type="checkbox"/>
Workplace Assessment	Sample data	Sample data	<input type="checkbox"/>
Multisource Feedback	Sample data	Sample data	<input type="checkbox"/>
Supervisor's Report	Sample data	Sample data	<input type="checkbox"/>

Done

Internet

Professional Portfolio - Microsoft Internet Explorer

Datei Bearbeiten Ansicht Favoriten Extras

Zurück Suchen Favoriten Medien

Adresse <http://publish.bsu.edu/mgdoublestei/frameset.html> Wechselt zu Links



BALL STATE UNIVERSITY

- Home
- Philosophy
- The INTASC Standards**
- Standard #1
- Standard #2
- Standard #3
- Standard #4
- Standard #5
- Standard #6
- Standard #7
- Standard #8
- Standard #9
- Standard #10
- Template Author

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[Professional Internet Links](#)

[Music Education Course Materials](#)

Musical Life History Statement


Fertig Internet

Professional Portfolio - Microsoft Internet Explorer

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INTASC Standard #1

Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

[Headings for INTASC standards are taken from - Campbell, D.M. et al. (1997). *How to develop a professional portfolio: A manual for teachers*. Boston: Allyn and Bacon.]

In my time at Ball State I have greatly expanded my knowledge of musical subject matter. I have learned to listen and to play. I have learned history and theory. The following artifacts demonstrate my knowledge of my subject matter.

[Artifact #1](#)

The above artifact is an analysis and reflection on a brass quintet concert. I learned about how to listen to a brass quintet and about how a professional group should sound. Without a knowledge of what I should be hearing, I will not be a competent teacher. I must know what I am looking for in my students. This artifact demonstrates that I have a knowledge of what instrumentalists ought to sound like and that I am able to make specific observations about performance.

[Artifact #2](#)

The above artifact is an outline of a speech that I gave on my major instrument, the Horn. The artifact demonstrates not only that I know facts about my instrument, but also that I know how to incorporate playing and speaking into an educational whole. It also

Fertig Internet

File Edit View Insert Format Tools Desktop Help

Portfolio at a Glance

by C. Barrett, Ph.D. September, 2004



URL	Artifacts	Competencies Demonstrated	Electronic Portfolio Knowledge, Skills and Experiences	Digital Storytelling (Digital Video, Audio, etc.)	Web Page Authoring (Technology Skills)	Assessment (Design & Teaching Tools)	Other Search
http://electronicportfolios.org	My Website on Electronic Portfolios		X		X		These documents were selected to showcase my competencies in teaching and instructional design. I have developed and delivered workshops on electronic portfolios from three hours to three days, and have also developed a set of two day workshops on electronic portfolios and digital storytelling for a local audience.
http://electronicportfolios.org/blog/	My "Blog" Blog		X				
http://homepage.mac.com/eportfolio/MoreTeacher	Choices - a digital story of learning most			X			
http://homepage.mac.com/eportfolio/MoreTeacher	Electronic Portfolios as Digital Stories of Learning most		X	X			
http://homepage.mac.com/eportfolio/MoreTeacher	Preparations for a Course: Storytelling Workshop most			X			
http://electronicportfolios.org/teachersprofiles.html	Professional Development for Implementing Electronic Portfolios		X			X X X	
http://electronicportfolios.org/digitalstoryrepository.html	Electronic Portfolios as Digital Stories of Learning		X	X		X X	
http://electronicportfolios.org/systems/paradigms.html	Constructing Paradigms in Electronic Portfolios: Annotated		X			X X	
http://electronicportfolios.org/systems/assessment.html	Differentiation of Portfolios and Assessment		X			X X	
http://electronicportfolios.org/portfolios/olapaper/03/	Using Adobe Acrobat for Electronic Portfolios: Assessment				X		
http://electronicportfolios.org/portfolios/olapaper/02/	Technological Supported Portfolios: Assessment		X			X	
http://electronicportfolios.org/portfolios/olapaper/01/	Create Your Own Electronic Portfolio					X	
http://electronicportfolios.org/digitalstory/index.html	Challenge Courses on Electronic Portfolios and Digital Storytelling		X	X		X	
http://electronicportfolios.org/resources/pdf/	Practical Handbook - Portfolios at the Corecrafts		X			X	
http://electronicportfolios.org/handbook/index.html	CCOEM Handbook		X		X	X	
	Resource Guides on Electronic Portfolios and		X			X	

demarc

Microsoft Excel - 40...



So what will your ePortfolio look like?

It's over to you...