

# Exploiting my ePortfolio



*Maureen Layte, EifEL  
Kathryn Chang Barker,  
FuturEd/LIFIA*

**Objective 2010**  
**ePortfolio for all**

EMPOWERING INDIVIDUALS  
FOR A LEARNING SOCIETY

- Developing and valuing 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](http://www.ep2010.org)



# Session Outline



- ▶ A CPD (Continuing Professional Development) framework and the ePortfolio
- ▶ Recognising and validating competencies: using ePortfolios for authentic assessment
- ▶ Maintaining employability: embedding ePortfolios in the world of work
- ▶ ePortfolios and CPD in action

# CPD – a definition

- ▶ The systematic maintenance, improvement and broadening of knowledge and skill and the development of the personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life
- ▶ A cycle of continuing development and improvement, and there is no end point

# A framework for CPD Planning

Not just about courses or qualifications but includes a wide variety of activities, which lead to learning and development.

▶ For example, for a teacher:

- Teaching / learning / assessment / course design / etc
- Educational administration
- Consultancy, committee work,
- Research - your own and supervising students
- Scholarship – learning and making sense of published knowledge
- Professional practice – innovations in practice and employment
- Leadership / management

# A Framework for CPD Systems



# Sources of Learning

- ▶ “formal learning is learning that occurs in an organised and structured context (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support). Formal learning is intentional from the learner’s point of view. It typically leads to certification.” [CEDEFOP 2003]
- ▶ “non-formal learning is learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner’s point of view. It typically does not lead to certification.” [CEDEFOP 2003]
- ▶ “informal learning is learning resulting from daily work-related, family or leisure activities. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner’s perspective. It typically does not lead to certification.” [CEDEFOP 2003]

# Activity 1

- ▶ Name a skill/competency that you have acquired recently
- ▶ Identify the source
- ▶ What is the relevance, if any, to your CPD
- ▶ What are your plans for maintaining improving it?

# ePortfolio learning services



**Kolb's learning cycle**

- ▶ How do we identify that learning (formal and informal) is taking place?
  - By recording learning events and outcomes: reflections, experimentation, feedback...
    - ◆ Maintaining a learning journal, log or blog; collecting evidence of learning outcomes
- ▶ How do we measure learning?
  - By measuring the learning outcomes against indicators (e.g. standards)
    - ◆ Cross-referencing learning outcomes with indicators
  - By getting informed feedback
    - ◆ From clients, peers, assessors
- ▶ How do we recognise learning?
  - Formally: awarding body
    - ◆ Assessment and external validation
  - Informally: peer recognition
    - ◆ Social networking

# Authentic assessment: of or for learning? (Adapted from Helen Barrett – [www.electronicportfolios.com](http://www.electronicportfolios.com))

Assessment of Learning	Assessment <u>for</u> Learning
Checks what has been learned to date	Checks learning to decide what to do next
Is designed for those not directly involved in daily learning and teaching	Is designed to assist teachers and students
Is presented in a formal report	Is used in conversation about learning
Usually gathers information into easily digestible numbers, scores and grades	Usually detailed, specific and descriptive feedback in words (instead of numbers, scores and grades)
Usually compares the student's learning with either other students or the 'standard' for a grade level	Usually focused on improvement, compared with the student's 'previous best' and progress toward a standard
Does not need to involve the student	Needs to involve the student - the person most able to improve learning

# Stakeholders point of view

## ▶ The point of view of the individual

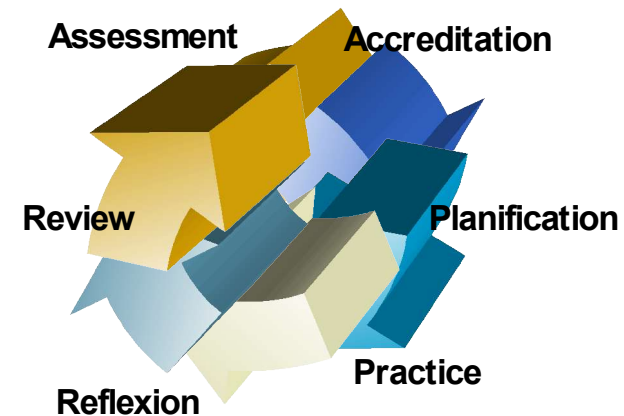
- Keep a trace of learning – personal archive
- Manage transactions – interaction with peers, assessors, tutors to plan, assess, value learning
- Manage publications – "views", vCard, CV, portfolio, development plan...

## ▶ The point of view of the organisation, employer, SME, training service, adult learning centre, awarding body, region, public authority ...

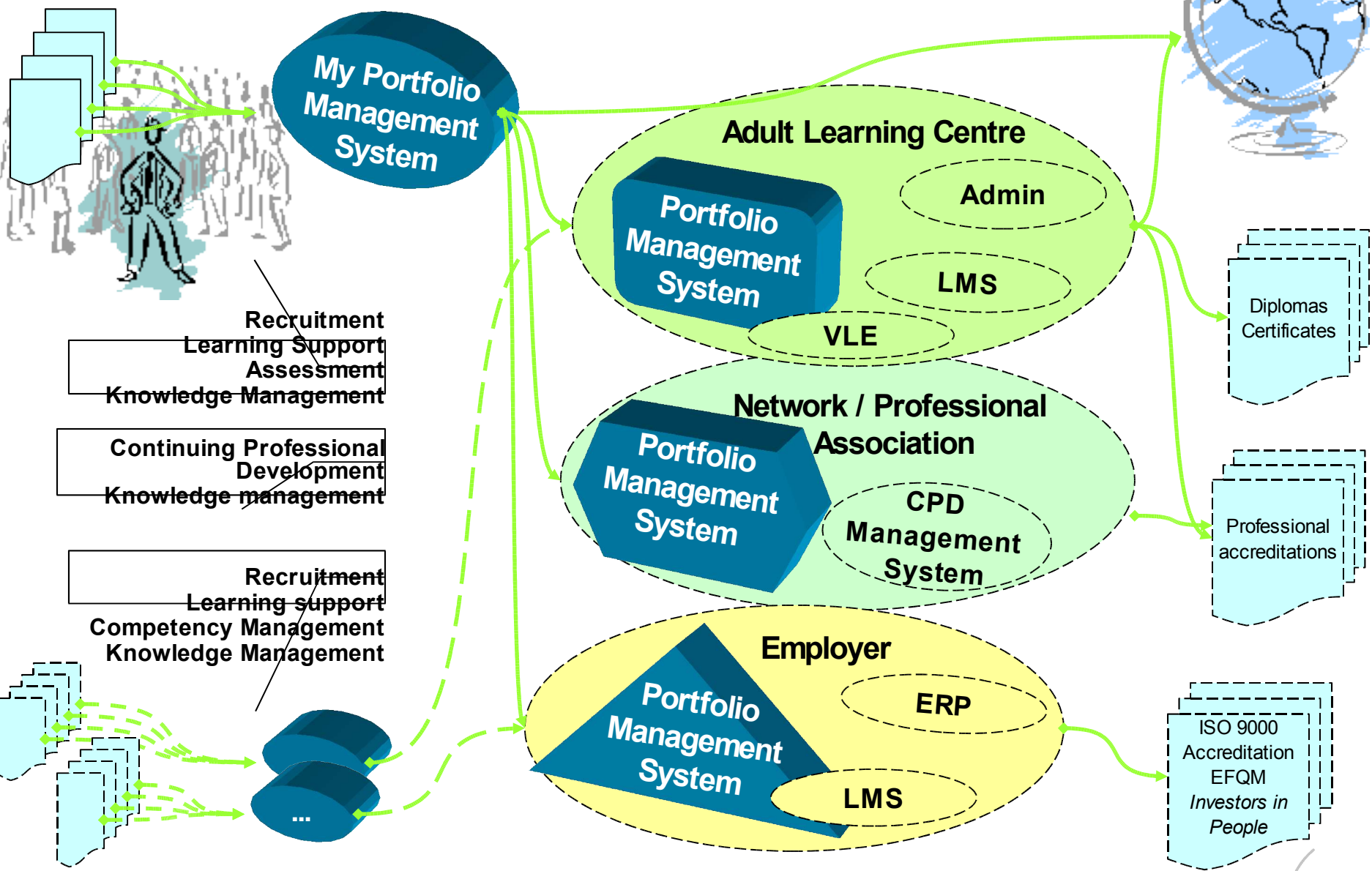
- Keep a trace of learning – organisational archive
- Manage transactions – recruitment, planning, assessment, quality assurance, annual review...
- Manage publications – work certificate, accreditation file, certificate and diploma supplements, certificates, accreditation files, reports and statistics...

## ▶ The point of view of the community, the network

- Keep a trace of learning – community archive
- Manage transactions – sharing knowledge, interests, friends, getting and providing feedback...
- Manage publications – blogs, wikis, professional standards...



# ePortfolio Management Systems



# Sample ePortfolio – Brian Walk

[http://www.cedu.niu.edu/etra/about\\_etra/project/Brian%20Walk](http://www.cedu.niu.edu/etra/about_etra/project/Brian%20Walk)

# Activity 2

- ▶ How could an eP system help your CPD?

# Invitation to the eTTCampus

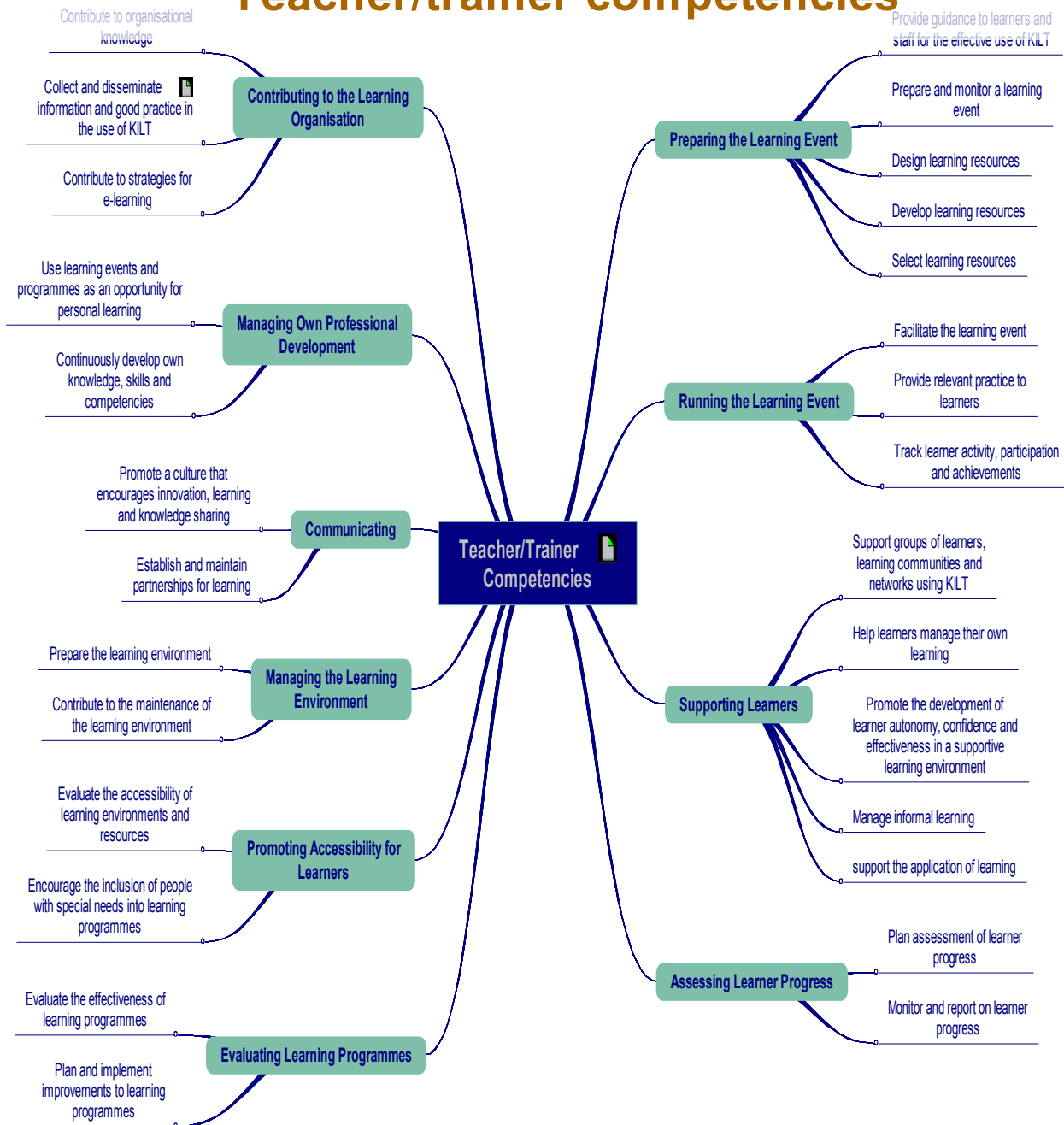
Are you working as a teacher trainer, teacher or trainer and interested in using ICT in your teaching? Are you interested in working collaboratively with colleagues in different countries? Welcome to the eTTCampus!

- ▶ Competencies Learning Event from 18.10.06  
<http://www.ettcampus.org/elearning/>

# Key competencies from eTTNet Competencies Framework

1. Preparing the learning event
2. Running the learning event
3. Supporting learners
4. Assessing learner progress
5. Contributing to the learning organisation
6. Managing own professional development
7. Communicating
8. Managing the learning environment
9. Promoting accessibility for learners
10. Evaluating learning programmes

# Teacher/trainer competencies



# Key role of competency framework

- ▶ Employ knowledge, information and learning technologies to provide high-quality teaching and training, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability

# Knowledge requirements

## Knowledge and skills required (Extract)

- ▶ To perform competently, you need to know, understand and be able to apply:
  - Organisational context:
    - ◆ the organisation's occupational health and safety policy
    - ◆ the organisation's environmental policies
    - ◆ the organisation's policy regarding accessibility for learners
  - Occupational health and safety regulations
    - ◆ your own responsibility for ensuring a healthy and safe learning environment
    - ◆ how to obtain help where necessary for the maintenance of health and safety
  - Planning
    - ◆ the principles and processes of planning and scheduling work
  - Learning technologies
    - ◆ the range of ways KILT (hardware, software and systems) may be used to facilitate the learning of others, currently and in the future

# Extract from sample unit

## **Element C.3.3. Support the development of online learning communities**

To perform competently in this element, you must ensure that you

1. identify existing online learning communities that may be relevant to learners and initiate the development of online learning communities, where no relevant learning communities exist
2. develop plans to provide online support to groups of learners, taking account of the resources and media available
3. encourage all group members to contribute appropriately to online group discussions within an agreed timeframe
4. provide support for the continuous development of online learning communities
5. promote relevant learning communities, using both online and offline media
6. evaluate the effectiveness of online learning communities in helping learners meet their learning objectives

# Evidence collection for evaluation of T/T competencies

- ▶ Suggested sources of evidence:
  - Products
  - Process
  
- ▶ Suggested types of evidence:
  - Research and continuing professional development activities
  - Teamwork activities: co-operation with colleagues, other departments etc.
  - Design of learning programmes
  - Delivery plan
  - Monitoring and evaluation instruments
  - Feedback: learners, colleagues, line managers
  - Reflective analysis

# Exploiting my ePortfolio

*Thank you!*

*maureen.layte@eife-l.org*

*kbarker@futuresd.com*

**Objective 2010**  
**ePortfolio for all**

EMPOWERING INDIVIDUALS  
FOR A LARNING SOCIETY

- Developing and valuing 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](http://www.ep2010.org)

**ePortfolio**  
EIFEL  
Building a Learning Europe

