

Assessing innovative competencies through eportfolios



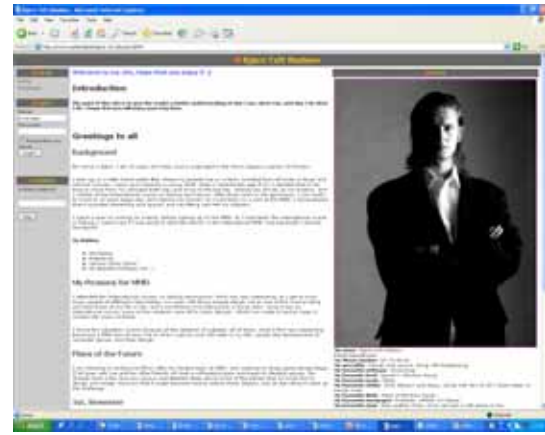
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E-portfolio at Multimediadesigner

- Short Cycle Non-University Higher Education (4 semesters/2 years)
- We have worked with e-portfolios for 5 years on different levels
- Since Sept. 2003 every student has his/her own e-portfolio
- A dedicated webbased open-source (Zope/Plone) CMS (content management system) developed for the purpose
- All in all 334 students have filled out one.
- 203 eportfolios have been assessed.



We had a problem

- Our students are hired because of generic competencies
 - Learning competency
 - Self management competency
 - Creativity and innovations competency
 - Communicative competency
- ... rather than formal ones. E.g. programming languages are obsolete after as little as 1 year, because of the rapid development in information technology
- But the diplomas only show assessment of formal skills

Solution

- Our e-portfolios are presentation portfolios (they are websites with free access). They inherently show
 - How the students communicates with his or her target group (networking)
 - How creative the student is (verbally and visually)
 - How professional the student is about her own learning

Structure forces reflection



- A [front page](#)
- **Profiles** (5 mandatory + own) [Visualization](#)
 - Each profile has a number of **competences** (2-3 mandatory for each profile/each semester)
 - [Image manipulation](#)
 - Documentation: examples of own work chosen by the student
- Learning is a separate profile
- Assessing at the end of each semester following an assessment rubric
- Video: [Examination](#) of Kaari at the end of 1. sem

Assessing the e-portfolio

- We have developed a rubric with which 8 areas of the portfolio are assessed by giving points

Activity	Exemplary	Proficient	Partially Proficient	Incomplete
The goal(s) and Objective(s) for choosing the education is described on the front page of the e-Portfolio	6 Points Goals and objectives are clearly and concisely written.	4 Points Goals and objectives are slightly ambiguous and/or too "wordy."	2 Points Goals and objectives are available but are vague and unclear.	0 Points Goals and objectives are not included.

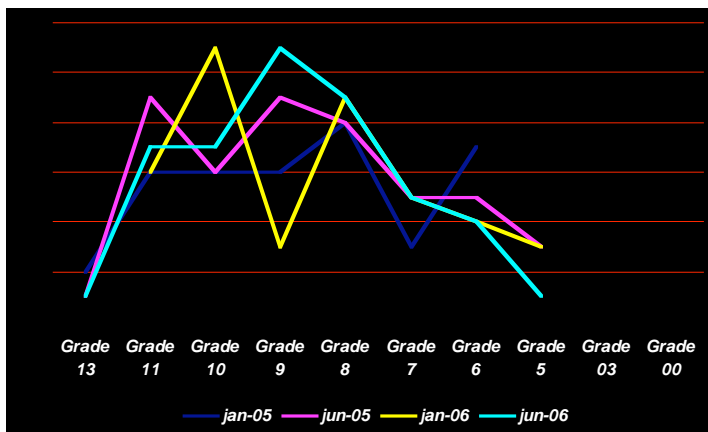
Examples

- Hi my name is Farooh. I am from Uzbekistan, city Andijan. I have many goals of studying here, but main one is to help our uzbek youth working on these programs and creating web pages. I have a goal opening MMD school in our city, Andijan. Besides, in the future this knowledge helps me to do a lot of good work with my business knowledge.*
- Hi I am Johann. I am an Icelandic student. Why am I here?
Like many Icelanders before me Denmark was for me an excellent option for a place to study. The main reason for this is the difference in prices.
My goals
So what am I going to do with this education? The possibilities seem to be endless right know.*

Grading the e-portfolios

- Points are turned into grades
- Danish Grading system:
00, 03, 5, 6, 7, 8, 9, 10, 11, 13 (highest)
- You need a 6 to pass. The points of the eportfolios are turned into grades like this:
- Exemplary: 48 - 32 points = 13 to 9;
- Proficient: 31 - 20 points = 8 to 6;
- Partially Proficient or Incomplete, needs to be resubmitted: less than 20 points, 5 to 00.

What grades were given
the 4 times, we have been grading
1. sem



Average:

- Jan 2005 = 8.76
- Jun 2005 = 8.60
- Jan 2006 = 8.51
- Jun 2006 = 8.77

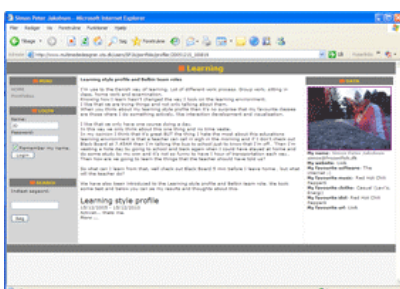
Evaluating the assessment

- Too many high grades (average should be 8)
- Rubric supports quantitative evaluation
 - If the student has the structure and supplies text he/she gets a high score - the more the better
 - Less importance is put on the quality or reflective "power" of the text
 - The students are not enquired to use the eportfolio as a **tool for professional development**

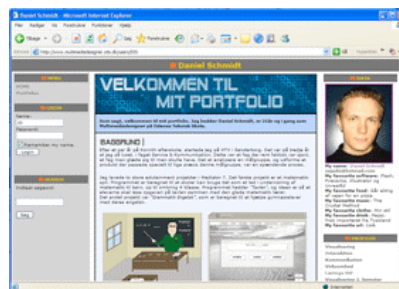
The e-portfolios are not used by the students as space for professional development

- Because the rubric doesn't encourage it
- We don't reward non-verbal expression in the eportfolios, even though we teach it

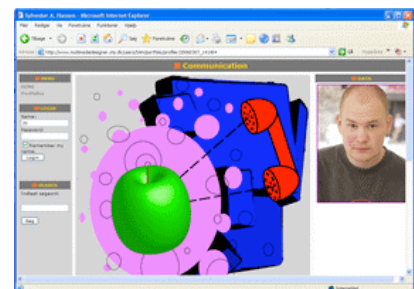
Simon: 11



Daniel: 9



Sylvester: 8

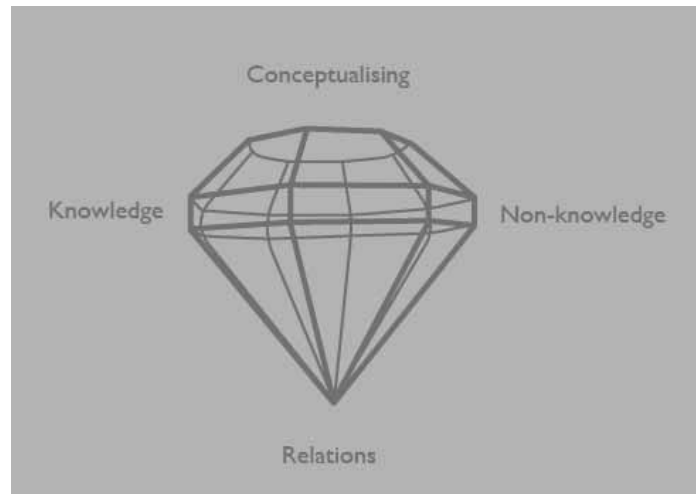


Innovation – a Danish government measure in education

- The innovation diamond (Darsø)

The description of the idea (clarity)

What we know about an area of interest



What we don't know but are looking for knowledge about

- The trajectory of knowledge

People we want to learn from and work with

How to encourage innovativity in the students e-portfolios

- By assessing it!
- The students are given the rubric very early already...
- ... so they know what will be rewarded
- This influences the e-portfolios
- A new assessment rubric will encourage innovation in the e-portfolios ...
- ... and hopefully in the students as well

How to assess knowledge



- Interpreted as a measurement of strategies for ways of gathering knowledge

<p>Does the student question the sources of his or her own knowledge? Does she show strategies for knowledge gathering?</p>	<p><i>6 points</i> The student describes knowledge as knowledge obtained in the four subjects. She is explicit about more ways of knowledge obtaining.</p>	<p><i>4 points</i> The students shows her own knowledge, but isn't conscious about it. She describes 1 way of obtaining knowledge.</p>	<p>2 points The students shows her own knowledge, but isn't conscious about it. She doesn't describe any ways of obtaining knowledge.</p>	<p>0 points The student hardly shows knowledge and isn't describing any ways of obtaining it.</p>
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How to assess conceptualisation



- Interpreted as a measurement of precision in idea visualisation and description

<p>Are the ideas put forward in projects clearly expressed? Is the way it is expressed inviting others to participate?</p>	<p><i>6 points</i> The student describes project ideas clearly either visually og in words. She invites comments or discussion.</p>	<p><i>4 points</i> The student describes project ideas vaguely. She isn't adressing anyone in particular.</p>	<p>2 points The student mention the project. She isn't adressing anyone in particular.</p>	<p>0 points The student doesn't mention projects he or she has participated in – and isn't inviting anyone to join in.</p>
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How to assess relations



- Interpreted as a measurement of explicit invitation and show of network

<p>Is the eportfolio addressing an explicit targetgroup. Does it invite participation/ commenting. Is it showing networks.</p>	<p><i>6 points</i> The student addresses explicitly her targetgroup. The portfolio invites and publishes comments. The portfolio show network e.g. to links to other websites.</p>	<p><i>4 points</i> The student only hints at her targetgroup. The portfolio invites comments. The portfolio show more general networks.</p>	<p><i>2 points</i> The student does not define her targetgroup. The portfolio doesn't invite comments. The portfolio show network.</p>	<p><i>0 points</i> The student does not define her targetgroup. The portfolio doesn't invite comments. The portfolio show no network.</p>
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How to assess non-knowledge



- Interpreted as a measurement of imaginative knowledge seeking and nonverbal expressiveness

<p>Does the student question use imaginative sources of knowledge? Does the student express herself with precision nonverbally</p>	<p><i>6 points</i> The student describes several instances of knowledge obtained from "strange" sources. Precision in nonverbal expression.</p>	<p><i>4 points</i> The student describes one instance of "strange" sources. Some precision in nonverbal expression.</p>	<p><i>2 points</i> The student describes no instance of "strange" sources. Some precision in nonverbal expression.</p>	<p><i>0 points</i> The student describes no instance of "strange" sources. No precision in nonverbal expression.</p>
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