

Using e-portfolio as an assessment method for ICT in initial teacher training

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The European Pedagogical ICT Licence

Originally continued professional development for teachers in the pedagogical application of ICT

- 80,000 Danish teachers in six years (in Denmark more than 50%)
 - Robust concept, localized into 11 school types nationally
- Norway, Hungary, Greece, Italy, Iceland, United Kingdom
- Ghana, Uganda, Cameroon, Ethiopia
- Tasmania

What about student teachers????

Student teachers

Since 2004

- Focus on ICT in teaching and learning, the pedagogical application of ICT
- Same course content as for in-service training
- Same licence/certificate as for in-service teachers, recognized by schools, municipalities
- Different assessment
 - Need for formal, individual assessment

ePortfolio assessment

- Individual *portfolio* documenting their competences
 - At least two digital products (images, video, spreadsheets, databases)
 - Presentations with speaker's notes
 - Lesson plans
 - At least on learning scenario
 - A written log including pedagogical, didactical considerations and reflections
 - At least one product produced during teaching practice periods
- Technical requirements
 - Digital on cd-rom or website
 - Menu structure
- Assessed by subject teachers (if also an assignment in subject)
 - + an internal evaluator certified by EPICT

Content, compulsory themes

Compulsory themes

- The Internet
- Texts, writing and desk top publishing
- Communicating

Content, optional themes

1. Organising learning situations
2. Images
 - Moving images
 - Digital images and processing
3. Special needs
 - Digital educational resources
 - Reading and ICT
 - Games and Learning
 - ICT as a compensatory tool
4. Databases
 - Internal databases
 - Data collection and presentation
5. Presentations
 - Web presentations
 - Presentation tools
6. Evaluation of digital educational resources
7. Numbers
 - Using spreadsheets pedagogically
8. Websites

The EPICT themes

Personalized learning

- Each theme is divided into the following elements
 - Pedagogical introductions and articles
 - Best practice articles
 - ICT-skills exercises
 - ICT manuals
 - Inspirational links and examples

Objectives

- Insight into the impact of ICT on the role of teachers and students and on the pedagogical and organizational development of the school
- Insight into the impact of ICT on the development of the subject
- Basic ICT skills
- Insight into and experience with team-based work in a net-based learning environment.

Main areas and competencies, 1

Basic ICT competencies

- Use a computer as a personal tool, for individual work, for preparation and learning
- Use different networks, e.g. local area network, e-conferences, intranet or the like

Main areas and competencies, 2

Research and collaboration competencies with ICT

- Collect, evaluate, summarize, put into perspective and present information with ICT
- Work systematically and process-oriented in electronic learning environments
- Master different methods of work with ICT

Main areas and competencies, 3

Pedagogical and didactic ICT competencies

- Plan, complete and evaluate ICT-integrated training
- Reflect on learning processes with ICT
- Relate to the development of a school with regard to application of ICT

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Challenges

- General lack of ICT component in subjects
- What is a portfolio?
- What do I put in a logbook?
- Lack of basic ICT skills