

# ePortfolios to support disadvantaged young adults in developing keyskills for life



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13 Oct 2006

Oxford



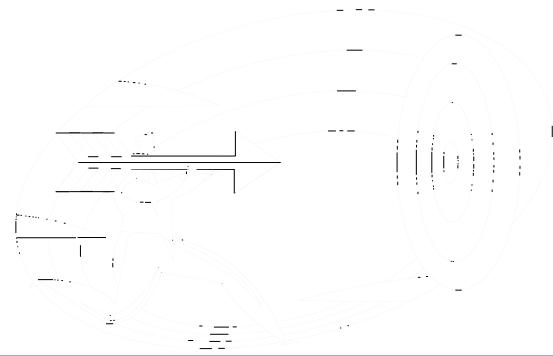
## The context: KEYPAL Project

- ▶ Project funded by the European Commission Grundtvig Programme
- ▶ Budget 305K€
- ▶ 2 year project from October 2004 to 2006
- ▶ 9 partners from 6 countries
- ▶ Target public: Young adults with no formal qualifications & outside the formal education system

## Main Objectives

To establish the relevance and potential impact of the ePortfolio on:

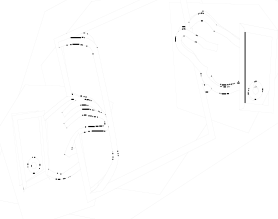
- ▶ the development and acquisition of key skills
- ▶ the recognition of these key skills
- ▶ the support and valorisation of self-managed learning



## The Partners

- ▶ **EiFEL**(FR) – Coordinator
- ▶ **Ecole de la Deuxième Chance** (FR) – Piloting
- ▶ **Edinburgh University Settlement** (GB) – Piloting
- ▶ **Careers Wales North West** (UK) – Piloting
- ▶ **The MRS Consultancy Ltd** (UK) – Pilot Coordination
- ▶ **Slovenian Institute for Adult Education** (SI) –Piloting
- ▶ **Deutsches Rotes Kreuz** (D) – Piloting
- ▶ **Yinternet** (CH) – Piloting





## Project results

- ▶ A Benchmarking report on keyskills in Europe
- ▶ Self-assessment questionnaire for key skills
- ▶ A User Guide to ePortfolios (Web and paper)
- ▶ A Tutor Guide to ePortfolios
- ▶ A Pilot Evaluation report
- ▶ A set of recommendations for ePortfolio tool providers and organisations wishing to use ePortfolios with young adults

## The Key Skills

- ▶ Communication in a first language
- ▶ Communication in a second language
- ▶ Mathematical literacy and basic competencies in science and technology
- ▶ ICT skills
- ▶ Learning to learn skills
- ▶ Interpersonal and civic competencies
- ▶ Entrepreneurship
- ▶ Cultural awareness and expression



## Pilot overview

- ▶ Total number of participants:73
  - 34 were female
  - 39 were male
- ▶ Of the 8 identified key skills
  - All participants acquired at least 6 key skills
  - 13 participants acquired all of them (18%)
- ▶ Among the least acquired skills were:
  - entrepreneurship
  - mathematical literacy



## Feedback: Success



- ▶ ePortfolio process was new –response was positive and supportive
- ▶ Learners completed portfolios so interest was sustained
- ▶ Self-confidence increased – many felt appreciated and important
- ▶ Communication skills increased
- ▶ Concentration on work increased
- ▶ Better recognition of their own skills, attitudes and achievements
- ▶ Writing about hobbies, own interests helped sustain the learning
- ▶ ePortfolio content was their own – own personal goals, stories, hobbies interests etc
- ▶ Pilot provided opportunities for discussion and development – benefited whole organisation

## Challenges

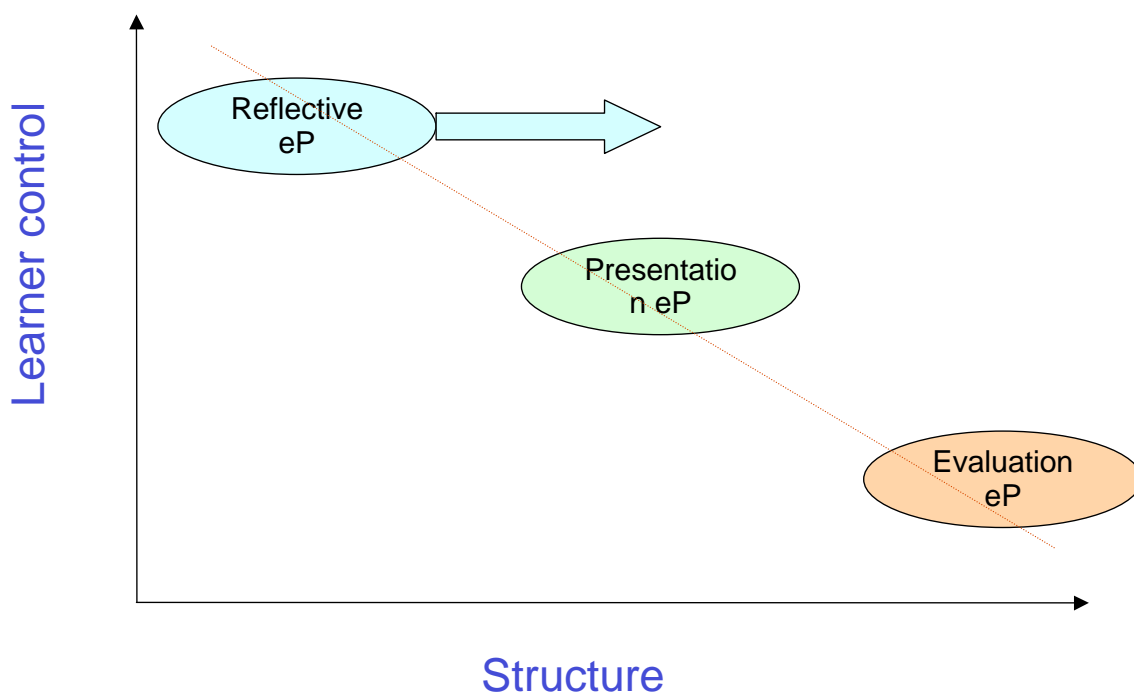
- ▶ Supervision and mentoring by tutors was critical to keeping learner interest / involvement
- ▶ Providing a clear map of the journey, creating a structure (e.g timetables)
- ▶ Language – interfaces in language different to first language creates difficulties
- ▶ Selection of an ePortfolio tool could be a difficult process – to reflect learner needs
- ▶ Trying to encourage learners to publish early and update regularly – to respect web standards
- ▶ Needed encouragement to create ePortfolio that can be accessed by employers for employment purposes
- ▶ Regular and reliable IT access

## Good practice

- ▶ Using games (or others kinds of “fun”) to introduce basics and sustain interest
- ▶ Creation of CVs using ePortfolio (using potential for multitasking and multimedia functions)
- ▶ Pilots gave opportunities to make practical connections between different aspects of learning programmes
- ▶ Learners interviewing each other (about lives, motivation) and sending each other results as content of their ePortfolios

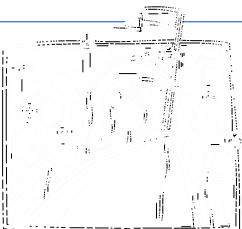
## Recommendations : Tool

- ▶ Added-value services: CV wizard, interactive questionnaires, quizzes, prompts
- ▶ Create and input video, audio content
- ▶ Have customisable structure
- ▶ Incorporate pre-defined templates for certain sections
- ▶ Create presentations (subset of eP) for specific purposes and give appropriate access
- ▶ Work on ePortfolio off-line
- ▶ Collaboration & communication facilities: instant messaging, forums etc



## Recommendations: good practice

- ▶ Invest time and resources in the induction session(s)
- ▶ Establish clear goals and uses of the ePortfolio (+ presentation, prize...)
- ▶ Tutors should have already created their own ePortfolios
- ▶ One 2 one tutoring and encouragement needed
- ▶ Try and integrate ePortfolios into everyday activities & practice
- ▶ Use the ePortfolio as part of the consultation process i.e. a communication tool
- ▶ Involve outside community in ePortfolio process to increase motivation



## Conclusions: Critical Factors

- ▶ Practical experience of ePortfolio technology
- ▶ Tutors/mentors/facilitators need practical experience of using eportfolios –need to create eportfolio for themselves
- ▶ Selection of the appropriate tool
- ▶ Individual tutoring rather than groups – for successful learner engagement
- ▶ ePortfolio and the real world of the individual learner must connect – sustain deep learning by ownership of it
- ▶ Stable and regular IT access and connectivity

**For more information**

**KEYPAL Website:**

[www.eife-l.org/activities/projects/keypal/](http://www.eife-l.org/activities/projects/keypal/)

**Contact me: [angela.baker@eife-l.org](mailto:angela.baker@eife-l.org)**



**Next step: MOSEP**

**« More self-esteem with my ePortfolio »**

- ▶ Addresses the growing problem of adolescents (aged 14 to 16) dropping out of the formal education system
- ▶ Will experiment with the use of ePortfolios as a means of supporting both the adolescents and the teaching and counselling staff that work with them during the transition phase
- ▶ Aim to prove the efficiency of this ePortfolio method, based on a learner-centered model allowing a greater degree of personalisation of learning, in motivating and empowering the adolescents enabling them to acquire the skills needed to succeed in today's knowledge economy.

## MOSEP Expected outcomes

- ▶ a study outlining the specific qualifications and skills required by teachers/tutors working with adolescents
- ▶ a MOSEP train-the-trainer course for teachers/tutors and counsellors in the form of blended learning
- ▶ a teacher-training package providing guidelines, case studies, assignments that teachers can use with the adolescents
- ▶ an on-line forum and help-desk for the teachers/tutors on how to use this material and also how to select, install and implement an open-source ePortfolio tool for use with their students.

## MOSEP Partners

- ▶ Co-ordinated by Salzburg Research (A)
- ▶ EIFEL (F)
- ▶ PIN (A)
- ▶ Pädagogisches Akademie Salzburg (A)
- ▶ SCAS (BG)
- ▶ Landesakademie für Fortbildung (D)
- ▶ Kaunas University of Tech.(LT)
- ▶ University of Science and Technology (PL)
- ▶ Potydyngu (UK)
- ▶ Wolsingham School & community college (UK)

[www.mosep.org](http://www.mosep.org)  
**angela.baker@eife-l.org**



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mars 13, 2006

 **Gabrijel**


[Utilisateurs en ligne] My live story

With the project we started in the middle of January, at first we brought our pictures which marks important turning points in our live. We described each picture at first on the paper, after that we transferred all the information on the computer. After the work proceed we got in touch with the computer. Some students already knew a lot about computers (myself) and some of the group were totally beginners. For the presentation we used computer software Microsoft powerpoint 2003.

Mots-clés: Lifestory, powerpoint, pum

Publié par gabrijel | 1 commentaire(s)

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 **Gabrijel**


[Utilisateurs en ligne] Pum personality

The project involved work on the writing letters of job application, conculum vitae (autobygraphy) and several questions about personality. The project was very useful, because all of this we will use in the future with all potential employers. I found out many useful things about myself but on other hand I think I now already a lot about myself

Mots-clés: autobygraphy, job application, pum, pum personality

Publié par gabrijel | 1 commentaire(s)

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 **Gabrijel**

[Utilisateurs en ligne] Funny december

We started with the project "Funny december" at the beginning of month (december). In the project participated the group of younger adults aged between 15 and 25 years. At first we started preparing diferend plans for the project. We came to conclusion that we need to draw diferend types of models.


We had three groups: first for drawing, second for cutting, and third one for sticking. All together we made 200 pices christmas balls.

Our goal was that we decorated Ljudska univerza Murska Sobota for Christmas and New Year. For the reward we went to restaurant on the very good dinner.

During the project we became very creative, we started to appreciate each other work, the group became united, we learn

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Job application  
Pilaj Gabrijel.doc  
Mots-clés: job application, pum



Gabrijel Pilaj, 2afjenjepis.doc  
Mots-clés: autobiography, curriculum vitae, pum



Funny december  
PUM.JPG  
Mots-clés: christmas, funny december, pum



Report  
Report.doc  
Mots-clés: project, pum, report

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**Janna Budde**

Où suis-je?

Ich bin Janna ,bin 18 Jahre alt und komme aus Deutschland (Bremen).

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Industrie

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