

ePortfolio 2003

Transforming Individual and Organisational Learning

Serge Ravet & Maureen Layte
Poitiers, 9-10 October 2003

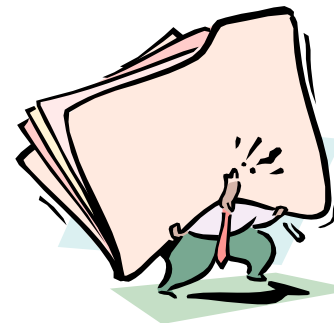
Why this conference? Why now?

- ▶ ePortfolio and ePortfolio-related initiatives have the potential to be one of the fastest growing technology in education and training
 - while the question five years ago was:
"Should every student and employee have an e-mail?"
 - the question today is:
"Should every student, employee and citizen be entitled to an ePortfolio"
- ▶ Yet, ePortfolio and ePortfolio-related initiatives are not properly coordinated nor interoperable

Why do we need ePortfolios?

- ▶ While knowledge, information and learning technologies have permeated through many learning-related activities, processes and institutions, there is a growing need for **learner-centric technologies** in order to :
 - support and structure lifelong and life wide learning, as well as *continuing professional development*
 - provide access to flexible accreditation schemes for those in search of recognition of their experience and prior learning
 - provide truly individualised learning and assessment services
 - create the foundations for better knowledge sharing among learning communities
- ▶ Until now, most learning technologies and standards are rather *organisation-centred* than *person-centred*

The portfolio has a history



- ▶ A tool already used by millions of people in the world (UK, Australia, China, US, Finland etc)
- ▶ For the validation of learning and competencies.
- ▶ To supplement or replace examinations
- ▶ An approach to assessment based on
 - a global view of the individual and of the assessment process
 - the collection of evidence – in the professional or social context
 - an assessment of knowledge 'inferred' from proof of competence, rather than from the results of exams or tests

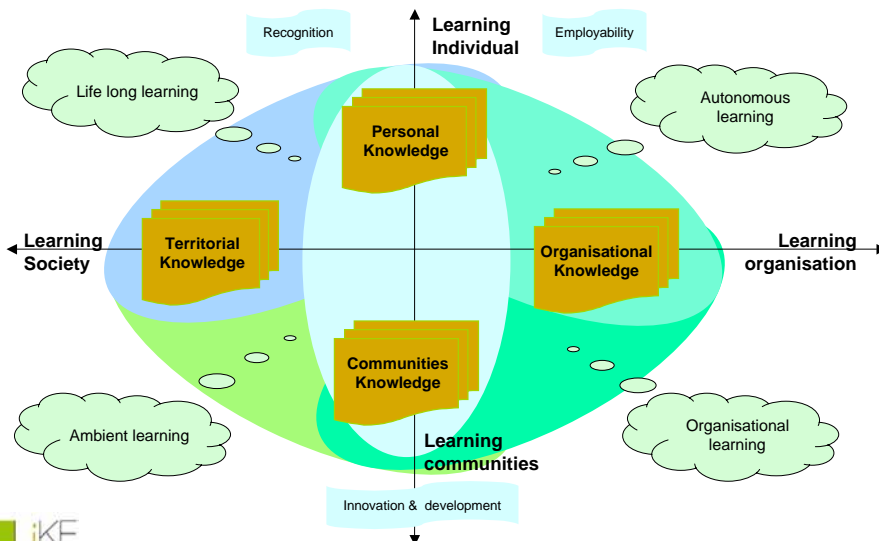
A whole gamut of ePortfolio and ePortfolio-related initiatives

- ▶ Today's ePortfolios can take many different forms
 - from 'extended' multimedia résumés on CD-ROM or online to inter-networked, personal knowledge management toolboxes
 - from an individual collection of learning outcomes to national infrastructures to provide flexible access to development and qualification
 - from client-server based applications to peer-to-peer networks
- ▶ The services provided by ePortfolio vary
 - reflective learning and peer review
 - job search with extended 'multimedia' résumé
 - improved management of accreditation of competence
 - ...

Promising avenues for the ePortfolio

- ▶ ePortfolio are more than 'paperless' or 'multimedia' portfolios
 - ePortfolios are much more than 'contents'
 - ePortfolios must be defined in terms of services
 - ◆ to the individual
 - ◆ to the learning community (e.g. professional bodies)
 - ◆ to the organisation
 - ◆ to the territory (regions and cities) and the society
- ▶ What we would like to explore in the near future:
 - ePortfolios as the foundations for learning communities and organisations
 - ePortfolios as the elementary bricks of knowledge management systems
 - ePortfolios as the link between individual, organisational, territorial and societal learning

The global interlinked ePortfolio



What should we expect from ePortfolio 2003?

- ▶ Recognise and accept the different approaches to ePortfolio practices and technologies while establishing the 'limits' of the 'ePortfolio territory'
- ▶ Agree on shared values that should be underlying ePortfolio technologies and practices
- ▶ Agree on the need for establishing flexible technical standards supporting the interoperability of ePortfolios with different levels of services
 - European Consortium for the ePortfolio
 - International co-operation on standards