



Pupil and Student ePortfolio



Maria Kankaanranta
AGORA CENTER

AGORA

JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ



JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ



AGORA



Agora Center



AGORA

www.jyu.fi/agora

JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ



Agora Learning Laboratory

Research

- 1 Innovative ICT-enriched Pedagogical Practices and Tools
- 2 Design and Evaluation of eLearning Environments
- 3 [Technology-Supported Assessment Methods](#)
- 4 Knowledge Management



Digital portfolios at learning and working environments

The aim is to apply and analyze digital portfolios as a means for technology-supported documentation, evaluation and guidance of learning, know-how and expert career development.

The innovative cases cover the range of learning environments from childhood education to university level, but also working environments.



Digital portfolios -project

- The survey and research-based follow-up of innovative portfolio applications.
- The guidance of 'take-into-the-use' of digital portfolios
- The planning, assessment and development of web-based learning environments
 - quality criteria from the user perspective
- The assessment of portfolio thinking
- The content analysis of portfolios and feedback
- Quality and assessment criteria
 - Content: the quality of teaching, learning and working, experiences
 - The uses of portfolios: purpose, reflection, collaboration, interaction
 - The role of technology
- Portfolio portal: information about portfolio assessment
- Seminars, networks



Workshop

Why student ePortfolios?

Introduction

The student ePortfolio in Learning Community:

- Cases from Hong Kong and Singapore

Display of personal study plans:

- Cases from Finland



Portfolio?

A flat, portable case, usually of leather, for carrying loose sheets of paper, manuscripts, drawings; a list of stocks and commercial paper owned by a bank or an investor.



Learner portfolio

A portfolio is a child's or a student's own collection of samples of tasks and achievements. It represents the person's growth and learning experiences in a relevant and representative manner. It is essential that the author of the portfolio is involved in selecting the work.

- description of a learning or working context
- making visible expertise
- reflection on meaningful learning experiences and the development of expertise
- self-assessment
- strengths and development challenges
- presentation of the portfolio for various audiences
- feedback

Personal study plan

- A basis for a portfolio
- A plan about aims and realization of studies
- Process nature: flexibility during the progress of studies
- Information about aims, contents, nature of studies, study environments and tools for decisions and self-assessment



http://ovi.joensuu.fi/ehops_demo

The purpose of personal study plan

- planning of studies
 - support of studies
 - outlining own interests and orientation in own field
 - future planning
- documentation of studies - own study paths
 - responsibility of own studies and learning
 - follow-up of own progress
 - reasons for choices
- student guidance
 - interaction
- tool for follow-up and development of instruction
 - study statistics and follow-up of results

Portfolio development

What is the purpose of ePortfolios?

What is the audience for ePortfolios?

How to design and implement ePortfolios?

How to use ePortfolios?

What is the meaning of feedback?



Finnish cases and their purposes

Case	Main purpose
Daycare in the city of Tampere	Pedagogical partnership
Master's and doctoral program in preschool education	Development of expertise in preschool education
Special Education studies	Development of pedagogical expertise
Virtual University of Faculties of Education	Teacher's pedagogical expertise
Music teachers' ICT-programme	Development of ICT-skills
Dental Studies	Development of Expertise
Professional Licentiate's program in Digital Communication	Support of post-graduate studies
Virtual Arena	Support of post-graduate studies
<i>Career project</i>	<i>Career development of experts</i>



Tools

Case	Tool	
Daycare in the city of Tampere	Child's digital portfolio	http://tarha.tampere.fi/esittely
Master's and doctoral program in preschool education	Pedamet / DocPro	http://peda.net
Special Education studies	Optima	
Virtual pedagogical studies / Faculties of Education	Workmates	http://wm.utu.fi
Music teachers' ICT-programme	Optima	http://www.discendum.fi/english/index.html
Dental Studies	DecaPortfolio	http://www.mediakeel.com
Professional Licentiate's program in Digital Communication	Optima	
Virtual Arena	Optima	
<i>Career project</i>	<i>Verkkosalkku</i>	http://www.verkkosalkku.net/



Child's Digital Portfolio



Purpose

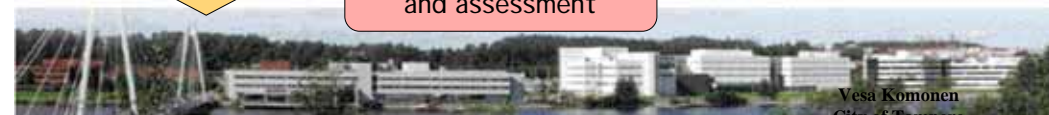
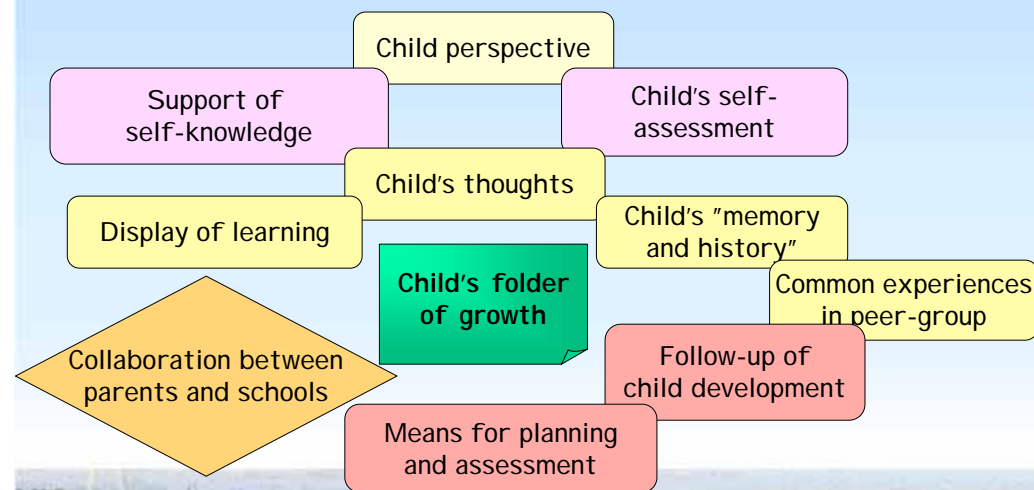
A means of support for a pedagogical partnership between families and day care personnel

Essence of the day care plan:

The children's thoughts, knowledge and experiences are the basis of all activity.

The challenge is how we can make these ideas visible and interpret them properly.

The parents' participation and influence is the basis of cooperation.



Research themes

Follow-up and evaluation of the take-into-use of digital child portfolios

- What is the meaning of digital child portfolio from different perspectives?
- What are the benefits of digital application compared to the traditional portfolio?

Pedagogical partnership

- What is the meaning of digital child portfolio for pedagogical partnership between day care and parents?

Joint research:

Pia Kola-Torvinen, City of Tampere/Day Care

-Marja Kankaanranta, Agora Center / University of Jyväskylä



Target group and participants

Day care children, their parents and day care personnel.

Pre-pilot: Tasanne day care center
Pilot (2003-2004): five day care centers in Tampere and Hämeenlinna

Background:

- was started in 1998 from an initiative of one parent
- tool development: student groups in Tampere Technical University and Polytechnic



Digital Portfolio

Day Care Centre in a nutshell

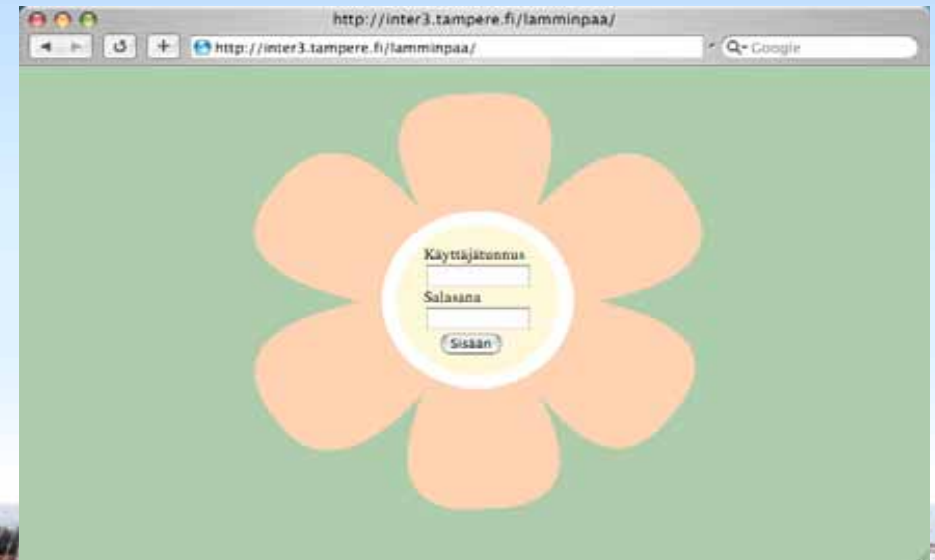
Child's own portfolio

Discussion Forum

Bulletin board

- CV
- home-school booklet
- child's work

JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ



JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ

First results: The role of digital child portfolio

- ✓ An essential part of daycare practices
- ✓ Means for documentation
- ✓ Display of child development, growth and learning
- ✓ The development of child's self-assessment
- ✓ A tool for kindergarten self-report
- ✓ A tool for collaboration



JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ

Perspective of parents

- ✓ The possibility to concentrate at home to the digital child portfolio
- ✓ Also relatives and friends visit the pages
- ✓ A wider perspective to the daycare activities - a memory aid for children about daily life at daycare (realtime photos)
- ✓ Easy-to-use and easy-to-fill



JYVÄSKYLÄN YLIOPISTO • UNIVERSITY OF JYVÄSKYLÄ

Challenges and strengths

Challenges:

- ✓ The development of discussion forum
- ✓ The extension of home-daycare co-operation

Strengths:

- ✓ Copying is easier and cheaper
- ✓ Sound and images
- ✓ Easy-to-use
- ✓ Families can add stories, photos and sound



Feedback...

Parent:

Ida is really enthusiastic about these pages, she wanted to write a long caption for every picture. Writing like this feels so much more sensible than scribbling on paper, and no papers get lost!

Grandmother:

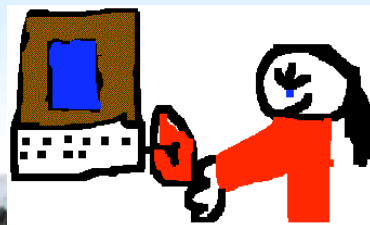
Greetings to Samuel from Grandma Hellu. I hope you have a good time in your new group. Have a nice autumn, all of you. Best wishes, Helena

Parent:

Finally I also had the courage to come and try out these great pages. Hasn't technology taken a leap forward... Thank you for participating! It is sure nice to check out the children's work. Have a nice spring!

... for more information

- <http://www.tampere.fi/sote/vati>
- <http://www.jyu.fi/agora-center/dpf/>



Multidisciplinary Master's and Doctoral Program in Preschool education



Curriculum



- **Individual studies**

- The course supply at the participating departments (lectures, books, courses, learning tasks, essays)

- **Studies and working at the research projects**

- Methods, practice periods, thesis, articles,...

- **Expert studies in the multidisciplinary group**

- Study circles, seminars, collaborative presentations, portfolio work, links to the preschool groups at the City of Jyväskylä



Purpose

- The display of personal study plan
 - The progress of studies
 - The showcase of multidisciplinary
- Making visible the growth of expertise in the area of preschool education
- Building up the personal and professional identity and the philosophy of preschool education
- Reflection on experiences and learning during studies
 - > learning diary
- Portfolio presentation and collaborative evaluation
 - > feedback discussions, postings to the portfolio
- Assessment and follow-up of the studies



DocPro as a portfolio tool

- Web-based learning environment
- Open source [technologies](#)
- Development and maintenance: Peda.net (<http://peda.net>)
 - research and development project (at the IER)
- Tools are designed mainly for schools and universities



DocPro Spaces

- closed environment
- personal space for students: portfolio
- group working space: collaborative presentation
- bulletin: current issues, counseling
- presentation space: staff, students
- discussion forum
- → assessment environment, collaborative environment



Technical possibilities and constraints

- possibility to add images, sound and files
- option to use html-language
- student can define the publicity level of products
- closed environment restricts audiences to participants
- question of trasferability of the content



Different portfolios

- 25 students from several disciplines
 - students in different stages of studies
 - students with diverse backgrounds
- aims for the program
→ difference of portfolios



Contents

- 📁 Real portfolios (9)
- 📄 Experiments (9)
- 📄 Empty portfolios (5)



Structures

- 📁 [Studies in the programme](#) (2)
- 📄 [Studies in preschool education](#) (4)
- 📄 [Studies / graduate studies and working life experiences](#) (5)



Familiar perspective - novel content

- student's major subject studies don't include studies in preschool education (e.g. mother tongue, sport education):
"my own view about preschool education is weak"
- portfolio describes: what is preschool education and preschool education is linked to major subject → expertise
- multidisciplinary studies; knowledge from several different subjects (e.g. special education, early childhood education, teacher education)



Familiar content - novel perspectives

- Major subject studies include studies in preschool education (early childhood ed., special ed., teacher education)
- Student links in the portfolio major subject studies and programme studies
- The portfolio expands knowledge about preschool education to other subjects (e.g. sport ed., art ed., psychology, mother tongue)
- Construction of professional identity



Professional specialization

- Student has professional experience in preschool education --> need for further education
- Portfolio combines major subject studies, programme studies and work experience
- Reflection on professional identity and its development through studies



Expertise reflected in the portfolios

- special expertise: deeper understanding in a specific area (major subject)
- wide expertise: the general knowledge is deepened through some specific areas of professional specialization in one field (e.g. art education)



Virtual pedagogical studies

Purpose: To shape one's professional identity as a teacher.
The aim is to integrate different study modules to each other.

The themes of portfolio work:

- Teaching philosophy
 - Insights about knowledge, learning and teaching
- Reflection on own learning processes
- Own learning goals

Portfolio also includes tasks from all the study modules.

[WorkMates](#)

Portfolio work

- portfolio work is started at the beginning of studies
- continuous advice on how to compile a portfolio
- guidance for the use of technical solutions
- online help and support
- peer feedback and support

Strenghts and Challenges

- a tool to integrate studies and to tie knowledge to everyday practices
- offer possibilities to learn together
- to get feedback or support from one's peers
- students can check on what others have done and get new ideas to their work
- documenting and manifesting one's professional growth
- a starting point for a teaching portfolio

- how to phase the studies and portfolio work
- how counselling could be made more effective and who has the main responsibility of it



marja.kankaanranta@cc.jyu.fi

