ASSESSMENT OF LEARNING OUTCOMES BY MEANS OF EPORTFOLIO IN THE CONTEXT OF LIFELONG LEARNING DRIVEN BY HARMONISATION OF EDUCATIONAL PARADIGM

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The need for reforms in education system and the search for new assessment technology stems from the demands of Russian society and the program of modernization of Russian education.

As it was noticed in the Russian Federation the ePortfolio technology has been growing exponentially at all levels of education.

There are numerous legislations that have been recently adopted that contribute portfolio promotion in the system of assessment of personality, and subject metasubject results.

Currently, in the Russian educational practice, portfolio technology is actively used, since kindergarten and elementary school.
Ensuring the continuity of results on transitions between educational levels, complicates the possibility of estimating the dynamics of individual progress in the continuum of lifelong learning.

Most practical developments for ePortfolio use are casual use cases, promoted by educationaries, with all responsibility that falls on the administration and accountability is the result of a social agreement between the school and municipal departments of education and parents.

The lack of the national concept of regulation legitimization of the results of comprehensive formative assessment of educational ePortfolio-based outcomes (including the expert evaluation, peer-assessment) in the lifelong learning context.

The lack of a methodology of evaluation of educational results in the transformation of pedagogical paradigms in the system of continuous education in different age peculiarities.
The research was conducted in the context of the project "Development of education and research center in the Krasnoyarsk Region by means of an electronic platform of longlife learning (PL2S) to support the development of human capital of Krasnoyarsk Region", which is powered by the Russian Humanitarian Science Foundation (RHSF)
The main issue for the pre-school level student is age and individual characteristics of young children. In developing the portfolio preschooler requires constant adult support and assistance.

The FGES RF places primary emphasis upon the development of the personal competencies of a child.

- Child should and must have their own achievements
- Children cannot be intercompared
- There is no focus on the norm in the assessment and knowledge competencies at pre-school level

ePortfolio technology can be used in any educational programs of a kindergarten, given that pre-school children are engaged into the process.

Portfolio becomes a "personal history", designed in parents and teachers joint efforts, expressing the interests, desires, dreams of the child.

Diagnostic portfolio is an indispensable part of the individual child's development program.

The portfolio building for a preschooler is a preparatory stage for learning in primary school. In addition, involvement of a “close adult” – educator in individual work with the child to build up their portfolio "close adult" allows to implicitly evaluate the professional quality and competence of the teacher.
Portfolio allows you to identify the blind side in development of training of younger schoolchildren.
Portfolio integrated approach to the assessment of learning outcomes

- Subject;
- Metasubject;
- Personal

The long-term goal of portfolio practice at school aims at facilitating student in choosing the profile, as well as to demonstrate their achievements at tertiary level enrollment.
To promote implementation of new assessment technologies at primary and secondary school level in the Russian Federation we have to grow the new teacher who possesses skills, knowledge of practical application of ePortfolio. ePortfolio provides for accumulation and demonstration of individual achievements of students to carry out reflection of professional trials during practices and evaluate individual progress.

School of Education, Psychology and Sociology has been using the technology electronic portfolio for undergraduate and graduate programs level for assessment of the outcomes for disciplines, internships, in general for the modules of the educational programs, certification procedures for the employment of graduates, and career-building.

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The ePortfolio technology in the context of harmonization of educational paradigms

Contribute accumulation, demonstration and assessment of students achievements, considering goal and age peculiarities of their development at every level of education in accordance with the new FGES

Ensures continuity at the transitions between training stages

Creates an open learning space

Reflect the dynamics of the individual progress in the context of lifelong learning

Is the product of collaboration and interfacing in the course of joint activities

The ePortfolio technology can be used as an instrument to determine the personal teacher's contribution to the dynamic development of the child.
National level aspects

Absence of the concept/model portfolio for school, SES and HES graduates adopted by MES of the RF

The absence of agreed assessment criteria approved by the professional community due to the difference in the scales of assessment, ranking of learning achievements certificates, the methods used in various educational institutions

Educational institution system bound approach and exclusion networking interfacing between the owners of ePortfolios with different stakeholders of learning process (parents, employers, representatives of universities and schools) for the organization of productive dialogue, peer-assessment, expert estimation of artifacts

Different objectives and levels of systematic use of e-technology portfolio in different Russian universities

For successful implementation of ePortfolio technology in the context of lifelong learning in the Russian Federation the professional community should formalize the standards of the ePortfolio, align the sections, specify what information about individual student achievements is to be use for at each stage of education.

The vast majority of the HES RF sites do not post and/or provide free access to students portfolio that, in our opinion, would devalue the idea of an open portfolio as a technology independent expert evaluation in the professional community, a tool for personal and professional development
Thank you for attention!