ePortfolio in Higher Educational Institutions of Russia

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Undergraduate student’s ePortfolio

e-Portfolio as the part of the educational process and students’ assessment
Goal: finding out students’ attitude to ePortfolio

Objectives:

✓ define ways of implementing ePortfolio, percentage of those who really use it;
✓ define the structure of undergraduate and postgraduate students’ ePortfolio;
✓ define most important ePortfolio sections from the point of view of the target audience;
✓ define main prospective ways of using ePortfolio in the academic process from the point of view of undergraduate and postgraduate students;
✓ study how ePortfolio may serve to improve Master program students’ assessment system;
✓ define main obstacles and prospects for using ePortfolio from the point of view of the target groups;
✓ identify possible discrepancies in the positions of the target groups.
Our respondents are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>aware of ePortfolio technology, among them</td>
<td>86%</td>
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<tr>
<td>• have vague idea of the topic</td>
<td>20%</td>
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<td>• got acquainted with ePortfolio technology in 2008 at the beginning of the experiment</td>
<td>60%</td>
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<tr>
<td>not aware of ePortfolio technology</td>
<td>14%</td>
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<td>had been acquainted with ePortfolio for 5 years</td>
<td>1%</td>
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<td>Postgraduates</td>
<td>%</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Presenting achievements</td>
<td>62</td>
</tr>
<tr>
<td>Reflection of educational and professional activity</td>
<td>57</td>
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<tr>
<td>Assessment of personal achievements</td>
<td>38</td>
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Implementing ePortfolio

- Voluntary: 57%
- By means of ICT courses: 32%
- Centralized: 24%
Risks of using ePortfolio

- Low ICT competency level
- Breach of confidentiality
- High labor intensiveness for students
- Plagiarism and the opportunity of manipulation
Problems of using ePortfolio

- Lack of motivation from the teachers’ side
- Reluctance to share personal information, risk of breaching personal confidentiality
- Lack of students' interest in case ePortfolio does not influence the mark
Prospects of using ePortfolio

- Developing university teachers and administrators' assessment system (40%)
- Developing strategy of university electronic education (41%)
- Developing assessment system aimed at individual achievements (44%)
- Developing multimedia, informational and communicative competencies (23%)
Undergraduate and postgraduate agree that ePortfolio may be used for:

- Storing artifacts which demonstrate achievements.
- Increasing objectivity of assessment.
- ePortfolio makes teachers’ assessment more open.

ePortfolio for professional development:

- Reflecting pedagogical difficulties and achievements.
- Developing multimedia competencies.
- Adjusting of the academic programs on the basis of individual reflexive data from ePortfolio.
- Self-presentation in the professional community.
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Thank you for your attention!

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