ePortfolio in the context of Developing the Students’ Autonomy

Prof. Olga Smolyaninova,
Master Student of SFU Liudmila Smolianinova
Institute of Education, Psychology and Sociology

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The experiment on implementing ePortfolio technology in the academic process of training Bachelors/Masters of Education and Psychology lasts for five years (2009-2012)

Models of using ePortfolio

- Training teachers to work in the constructive learning paradigm
- Training Bachelor of Education in different areas of specialization
- Additional specialization “Teacher” and “Higher School Teacher” for students of different areas of specialization
- Teachers’ career and professional development
Standard requirements of employers to the personal characteristics of a manager

Employers
- Responsibility 74,8%
- Ability to take decisions 51,6%
- Ability to work in stressful conditions 49,7%
- Diligence 45,9%

University Managers
- Communicative skills 76,7%
- Responsibility 73,3%
- Ability to take decisions 63,3%
- Creativity 56,7%

N.D. Vavilina “Strategic Partnership in Education: Mechanisms of HR and Scientific Support of Technological Platforms”

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• Define the terms “autonomy” and “responsibility”
• Define the available resources
• Choose artifacts which prove learning autonomy
• Carry out a survey among students
Autonomy is connected with constructing activity supports, while initiative is connected with challenge and overcoming barriers of the personal area of activity, with risking the supports. Prof. of Psychology B.D. Elkonin (2012)

“learner autonomy is the one of the key goals of higher education”. D. Baume (1994)
Formation of the learning outcomes in the process of autonomy development

Leaning outcome:
- Educational need
- Testing supports and boundaries
- Trial productive activity
- Assessment for learning

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LAUNCHING THE PROJECT

Информационно-коммуникационные технологии в образовании
- Рефлексия выступления в группе (.doc 26 кб, добавлено: 23.02.2010 21:13)
- ИКТ на разных ступенях образования (.doc 51 кб, добавлено: 24.02.2010 17:10)
- Лабораторная работа №1 (.rar 8.21 кб, добавлено: 18.03.2010 11:27)
- Лабораторная работа №2 (.doc 89.5 кб, добавлено: 21.03.2010 15:27)
- Разрабатываем сайт (.doc 27.5 кб, добавлено: 17.02.2010 23:10)
- Ответить на игру? (.doc 23 кб, добавлено: 18.02.2010

Организационно-деятельностная игра

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ePortfolio for Master and post-graduate program students

ePortfolio technology in training Master program students

- Developing professional experience and visualization in the electronic environment
- Defining areas of development and self-education
- Modeling productive forms of activity
- Area for trial work (“draft materials”)

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PROFESSIONAL ACHIEVEMENTS

Результаты по курсам
Общественные достижения

- Участие в различных соревнованиях по волейболу, в том числе и в составе сборной института филологии и языковой коммуникации
- Освоение творческих и спортивных программ MAK5 models.

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### TYPES OF AUTONOMY

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<th>Personal</th>
<th>Rational</th>
<th>Relational</th>
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<td>“My plans for the nearest future: first, present myself at the university as a hard-working, creative and active person; second, I want to take an additional course in English to study abroad as an exchange student; third, I am a very communicative person and I want to get to know more people in the university” – Bachelor program students of the 1st year</td>
<td>“I am an active person. But my interests are not often taken into consideration within the Bachelor program”. More often the knowledge is presented in the ready-made form. I think it is bad for both mastering the knowledge and developing the thinking processes. The students work little to obtain new knowledge” – Master program students of the 1st year</td>
<td>“Studying at the university is an important step in my personal development. Though the employers yet do not quite understand the difference between Bachelor and Master degree I do not regret the time I spent at the university. First, I learned to work with texts better and it is easier for me now to understand and analyze scientific articles in the field of humanitarian branch of study. My scientific advisor played an important role in my professional development” – Master program student of the 2nd year</td>
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Research Outcomes: Types of Autonomy

- Personal autonomy – more often in ePortfolios of Bachelor program students of 1\textsuperscript{st} year.
- Rational autonomy – more often in ePortfolios of Bachelor program students of 2\textsuperscript{nd} and Master program students of 1\textsuperscript{st} year.
- Relational autonomy – mostly in ePortfolios of the Master program students of the 2\textsuperscript{nd} year.
Is e-portfolio useful in the job placement process?

- Yes: 21%
- No: 3%
- Difficult to answer: 76%
What changes should be introduced in the ePortfolio structure to make it useful in the job placement process?

- Professional competences (16%)
- Reference letters from the places of the practical work (35%)
- Video self-presentation (49%)

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студентки 1 курса ИППС СФУ Ткачевой Анны

Видеоответы:
1. Расскажите кратко о себе. Как Вас зовут, Ваш возраст, на какую позицию ищете работу, Ваши основные преимущества.
2. Расскажите о Вашей предыдущей работе и ее роли в жизни.
Winning a 7FP ERA.NET-RUS Project

- Project ePPD
- Comparative analyses
- Mobility
- Job placement
- Uniting employers’ requirements and the students’ claims.

Further Investigation Prospects
CONCLUSION

• integration of video interview into the students’ ePortfolio for presenting oneself on the labor market;
• extending social contexts by means of including the resources available in the social networks in the students’ ePortfolio;
• transition of the students’ ePortfolio into career ePortfolio.
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Thank you for your attention!

smololga@mail.ru
www.ipps.institute.sfu-kras.ru

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