

LEARNING FORUM

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IDENTITY

INTERNET of SUBJECTS



**KEY
COMPETENCIES**



EPORTFOLIO



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Foreword



During three days, the 8th international ePortfolio conference and the first Internet of Subjects Forum provided the opportunity to explore the achievements made since the first international ePortfolio conference (Poitiers, France, 2003) where we announced that *"in 2010, every citizen will have an ePortfolio."* Although we are not there yet, the ePortfolio is now a technology and a practice that has grown worldwide, so one could say that *"in 2010, every country has one or more ePortfolio initiatives"*, several of them being established at local or regional levels. On the other hand, while every citizen does not yet have an ePortfolio most of those using the Internet have developed some kind of *digital identity*, i.e. using digital technologies to develop and showcase their identity online. This emerging practice has also revealed the flaws and limitations of the current Internet architecture: the constitutive elements of our identity are fragmented in information silos that are mostly out of our control... which also applies to many ePortfolio implementations... This is why we decided to use the opportunity of the international ePortfolio conference to launch the first *Internet of Subjects Forum*: our goal is to place the ePortfolio and educational practice in the global perspective of identity construction.

Those who were able to join us on day one had the opportunity to explore state of the art digital identity and ePortfolio technologies and practice through keynote and workshops. A series of workshops run by Helen Barrett on *Your Digital Self – Web 2.0 as Personal Learning Environment* attracted numerous delegates wishing to use state of the art technologies to construct online identities. Those with an interest in making technologies work were able to join the Interoperability Challenge organised in partnership with JISC-CETIS.

Tuesday and Wednesday, an extensive track on ePortfolio in healthcare presented a number of case studies and research – the best papers are published by the International Journal of Clinical Skills (IJOCS). Presentations ranged from the design and implementation of ePortfolios in the curriculum, the use of ePortfolio for self-assessment, accreditation, professional identity construction, to continuing professional development and employment. 21st century skills, essential skills and key competencies were also addressed in a number of presentations.

The final plenary session offered a moment to reflect on what we learned from this event and plan the future of ePortfolio and identity construction.

We express our warm thanks to MKM our Platinum Sponsor, JISC-CETIS and TAS3 for their support and to Pr Harry Owen for his support in the organisation of the healthcare track.

We wish you an interesting reading of these proceedings and look forward to seeing you at the next ePortfolio conference, London 11-13 July 2011.



Serge Ravet

EIFEL, IoS Forum

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Healthcare

Strategy of Implementing ePortfolio at the Siberian Federal University

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The idea of realisation of multiple-aspect authentic assessment of educational results with the help of ePortfolio and transition from “Assessment of Learning” to “Assessment for Learning” technology is very popular in Western universities and rather novel for Russian universities. The existing system of quality assessment does not satisfy the students’ and teachers’ needs at Russian universities, especially in the context of the Bologna process and the two-level system of professional training.

In this article we describe the 3-year long period of disseminating the idea of using ePortfolio method among students and teachers at the Institute of Education, Psychology and Sociology (IEPS) by introducing it to academic courses, work with students in the field of professional orientation, projecting workshops with teachers.

The innovative ePortfolio technology entered the academic process at the IEPS in 2007. We presented the opportunities of ePortfolio method to Bachelor degree students within one of the courses. We aimed at implementing the authentic system of assessment and career planning skill developing. As opportunities of one course are too limited we faced the following problems: low motivation among students, lack of cooperation with teachers of other subjects. As a result this technology did not receive support from Bachelor degree students. ePortfolios contained only extended resumes and several students’ works, mostly in Word format.

Having analyzed the problems of the first stage and after a thorough analysis of our American and European colleagues’ experience during the second stage in 2008 we presented the extended strategy of ePortfolio technology. We started implementing ePortfolio in the program of the 4 courses within IT block of disciplines for Bachelor and Master degree students.

At this stage we checked the stability of innovative changes, possibility of extending ePortfolio technology to different disciplines, prospects of integrative assessment. We assessed the competences of the staff responsible for technical support, risks and deficits of the method, practiced the sections “Start” and “Presentation” of ePortfolio. ePortfolio was launched for Bachelor degree students during the professional orientation activity that had been worked out by the teachers of IEPS for students in order to help them identify their educational and scientific priorities. By the end of the second stage we formed a team of 6 teachers. We also came to clear understanding of ePortfolio structure for Bachelor and Master degree students and prepared a model for the personal ePortfolio, 24 ePortfolios of Bachelor degree students and 9 ePortfolios of Master program students presented on the web-site of our university.

Within this research experiment we developed an organisational and methodological model for introducing the ePortfolio technology in the academic process; made the detailed description of ePortfolio structure for Bachelor and Master degree students and worked out the scheme for organising reflection process and presenting it in ePortfolio materials.

Apart from that we faced many questions to answer in future: How to include ePortfolio artifacts in the reflection development processes? How can Master degree students effectively use ePortfolio for career planning and development outside university? What is the place of teacher’s ePortfolio in the information environment and what may it contain?

During the third stage we managed to receive financial support from IREX. Our Project was devoted to developing organisational and methodological scheme for using ePortfolio in the teachers’ assessment system (assessment scheme development, motivating teachers’ professional development, auditing the existing resources, quality assurance). Teachers while working at ePortfolio take reflective position, increase their self-esteem, and define their professional problems and deficits. At present our the Institute web-site contains 68 ePortfolios of Bachelor degree students, 42 ePortfolios of Master degree students and 34 teachers’ ePortfolios.

