WELCOME INTRODUCTION

Dear INTED2014 participants,

It is a pleasure to welcome you all to this 8th edition of INTED.

We live in a constantly changing society where innovation, technology and education are the key to the world’s development. For this reason, INTED2014 intends to welcome educational experts from all corners of the world under a common aim: to generate thought-provoking ideas for innovative education and to promote international partnerships.

We have made every effort to bring together participants from all disciplines and cultures. In fact, every year INTED attracts over 600 participants from more than 75 countries world-wide, making it a large annual meeting point for educators, teaching and learning technology experts and researchers.

We hope that your participation to this conference will provide you with an opportunity to share best practices, open your minds to other educational perspectives and explore new horizons.

Valencia, venue of this conference, will provide you with the opportunity to discover a city full of life and history, impressive old and modern architecture and beautiful beaches and natural surroundings.

Thank you very much for coming to INTED2014. We hope that you remember this conference as an inspiring international forum.

We hope you enjoy your time with us!

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ABOUT INTED2014 Proceedings CD

HTML Interface: Navigating with the Web browser

This CD includes all presented papers at INTED2014 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "INTED2014.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format on this disk to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching INTED2014 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in INTED2014 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "INTED2014.pdf" in the CD with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the INTED2014 Proceedings index:

1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The "INTED2014_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx on the CD, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 7:

1. In the “Edit” menu, choose “Search”. You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click “Load”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:

1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:

1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
ePORTFOLIOS IN TEACHER EDUCATION IN RUSSIA: PATHWAY FROM ASSESSMENT TO PROFESSIONAL DEVELOPMENT

Olga Smolyaninova
Krasnoyarsk (RUSSIA)

Abstract

Using ePortfolio in the modern teacher education for the new Russian school dedicated by professional standards and the adopted law on education. The new law on education adopted in the Russian Federation in 2012 and the States educational standards of teacher education made the revision of the educational results assessment methods at schools actual. The highest marks lost a priority for modern Russian society as a leading position. Assessment of dominant competences of pupils, demonstrating their ability in the development of productive collaboration in multicultural environments, decision-making and life learning opportunities is becoming more actual. On June 10, 2013 Minister of Education and Science of Russia Dmitry Livano in his interview said: “ePortfolio will become a part of entrance requirement for enrolling a university in future”. And he explained that ePortfolio will contain the results of the final state examinations, average grade and other achievements of a graduate. A new teacher is demanded to modern Russian school. The modern Russian teacher has to be capable to consider pupils’ individual requirements, to estimate not only their knowledge, but also significant educational achievements for pupils, to develop their competence in different spheres of activity, to be able to encourage pupils’ teamwork, their creativity, understanding the future perspectives of their professional career, ePortfolio technology allows to fix various educational results and the process of formation and development of competences in their dynamics. Modernization of Russian education creates new demands for professional competences of a teacher, to his ability to use technologies of authentic assessment of pupils’ educational results. Only for the last 10 years the technology of ePortfolio has been introduced in the Russian educational practice, after carrying out the large-scale all-Russian experiment at schools and the development of the Ministry of Education and Science’s recommendatory normative documents in Russian Federation. In a different way affairs at the level of higher education in Russia are where there is no legislation uniform on use of technology of a portfolio. In IEPS SFU within 7 years ePortfolio has been used in various models of teacher training of the modern teacher for various purposes: assessment, professional development and employment.

The experience of ePortfolio usage in training of bachelors and masters of the institute of Education’s pedagogical direction, Psychology and Sociology (IEPS) of Siberian Federal University (SFU) over the long term of professional development will be presented. The results of the research of the bachelors’, masters’ and HR-managers’ opinion on ePortfolio use which were obtained within the ERA.Net RUS-2013 project of “ePortfolio for Human Resources” and other researchers conducted earlier are analyzed.

Keywords: ePortfolio, professional development, career planning, master of education, Europass, mobility.

1 PROFESSIONAL DEVELOPMENT AND PROFESSIONAL MOBILITY OF A TEACHER

Future teachers who are training today in Russian universities have to be ready for lifelong learning because basic education will not be enough. Modern school needs not just educated teachers, but the teachers who are able and wish to learn and are ready for professional development. Those countries develop rapidly in which academic and professional mobility of the teacher is high. Professional mobility is the most important characteristic of professional development of a teacher. According to definition of Lviv, A. Yu. professional mobility is an integrative quality which combines created internal need of the personality for changes, developed cognitive ability and certain personal qualities, knowledge and skills defining readiness for decision-making at changes in the professional activity [5]. Professional mobility includes two dialectically related parties — readiness and ability to activity manifestation at change of professional functions in connection with the requirements dictated by changes in the professional sphere.
Professional development of a teacher is associated with the quality requirements of the teaching stuff. On pic. 1 is the generalized scheme of the results of sociological studies presented by Vavilina, N.D. Development of personal characteristics and increasing the level of professional mobility of an employee may be reached by means of ePortfolio technology. In America and European countries this technology is also used for developing and demonstrating foreign languages competencies. The results of the qualitative analysis of the reflexive materials of students’ portfolios testifying to the level of their professional mobility and sociological studies on the prospects of using ePortfolio for personal development of a teacher will be presented further in the article.

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<th>Employers</th>
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<td>Responsibility 74.8%</td>
<td>Ability to take decisions 51.6%</td>
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<td></td>
<td>Ability to work in stressful conditions 49.7%</td>
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<td></td>
<td>Diligence 45.9%</td>
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<th>Managers</th>
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<td>Communicative skills 76.7%</td>
<td>Responsibility 73.3%</td>
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<td></td>
<td>Ability to make decisions 63.3%</td>
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<td></td>
<td>Creativity 56.7%</td>
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<td></td>
<td>Autonomy 54.3%</td>
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Pic. 1 Standard requirements of employers to the personal characteristics of a employers and managers

The innovative economic development of Russia in general implies certain requirements toward labor market. The picture 1 shows the results of the work aimed at defining standard requirements employers (and administrators working in Education) to the personal characteristics of a manager (or a university graduate). As you may see the leading role among all take such characteristics as responsibility, decision making ability, communicative skills, creativity and autonomy. “Learner autonomy is the one of the key goals of Higher Education” (Baume, 1994) [3]. It is impossible to create, develop and evaluate all these qualities in traditional pedagogical training system of teachers and managers for education. Thus, we give a special importance of ePortfolio use in the development of professional mobility of future teachers as a significant quality of a personality and the ability to make independent and non-standard decisions, ability to self-education, self-improvement, quick adaptation in new conditions, to the rapid development of new educational, professional and social environment.

2 THE IEPP SFU EXPERIMENT ON EPORTFOLIO USE IN TRAINING OF BACHELORS/MASTERS OF THE PEDAGOGICAL DIRECTION

The experiment on implementing ePortfolio technology in the academic process of training Bachelors/Masters of Education and Psychology have been lasted for seven years (2009-2012). We used ePortfolio for different purposes. You can see at the pic. 2 the structure model of an ePortfolio we use at our institute.

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ePortfolio use for the system of assessment of educational results. Bachelor degree level, teacher education of developing training according to Elkonin – Davydov system. The goal of ePortfolio use is presentation, fixing and assessment of educational results of separate courses Curriculum, reflection of students' practice, career planning, collecting and accumulation of materials for presentation to potential employers. Within our curriculum at launching the mechanism of reflexion we worked out the organizational activity with the Bachelor students of the 1st year. The students learn to analyze their educational resources and deficiency. The results of the activity are presented by the students in the form of essays in their ePortfolios: their reflexion on the pedagogical profession and pedagogical career, their plans for the future. Despite our efforts to focus ePortfolio of bachelor degree students on professional development it should be noted that generally students used it more for a self-assessment, a mutually assessment and self-presentation in the virtual space of the university also for demonstration of their achievements to friends, parents and teachers. The teachers working at programs of a bachelor degree also were inclined to use ePortfolio technology generally for assessment of educational results [8]. They argued that the reflexive skills of bachelor students had not been formed. Indeed, it is quite early to talk about professional experience of bachelor students, they are only able to do separate “professional trials” and in the best case to analyze their own shortages. Their level of autonomy can be defined as “personal and rational”. It is described in table 1.

Thus, we can conclude that at the level of bachelor degree main purposes of using ePortfolio primarily were focused on the assessment. Difference with the traditional system of rating is that the portfolio allowed to carry out authentic assessment or as H. Baret says: “assessment for education “in contrast” as assessment of learning” [1].

ePortfolio technology in training Bachelors of education

<table>
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<th>Assessment for learning</th>
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<td>Stimulating students’ educational activity</td>
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<td>Launches reflexion over the students' goals and opportunities</td>
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<td>&quot;Visualisation&quot; professional trials</td>
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<tr>
<td>Preparing the best results for Entering on Masters program</td>
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Pic. 3 ePortfolio technology in training Bachelors of education
ePortfolio use for professional development. Master’s degree level, master’s programs: «Educational management», «Higher Education». The goal of ePortfolio use: reflection of professional experience, introspection, self-assessment, professional development, self-determination, expansion of interdisciplinary contexts, employment. It is expedient to dwell on the possibilities of ePortfolio technology for the professional development of future teachers at the level of teacher education – master’s degree program and postgraduate study. In our opinion, at this level of ePortfolio use in great measure should be aimed at professional development rather than on an assessment of educational results in the process of training. ePortfolio as a pedagogical technology promotes development of professional experience and provides the mechanisms of its visualization in the virtual environment. Most often higher education tend to be too ‘theoretic’ and this does not leave enough space for practical experience. ePortfolio technology allows creating ‘trial projects’ in the secure virtual environment. It is the virtual environment where Master program students get the opportunity to model trial forms of activities referred to real practical work [7]. And the artifacts presented in the ePortfolio testify to the level of the developed rational autonomy (analytical, critical, metacognitive, formulating own problem). On pic. 3 and 4 ePortfolio opportunities in training Master degree students and postgraduates are shown.

<table>
<thead>
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<th>ePortfolio technology in training Master program students</th>
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<tr>
<td>Developing professional experience and visualization in the electronic environment</td>
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<tr>
<td>Defining areas of development and self-education. Reflection.</td>
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<tr>
<td>Modeling productive forms of educational activity</td>
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<td>Area for trial work (&quot;draft materials&quot;)</td>
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Pic. 4 ePortfolio in training Master program students

ePortfolios of that group of students often contain professional achievements proved by the presented certificates, awards, other documents proving competences. We may see these documents two or three times more often in personal ePortfolio than in the ePortfolios of the Bachelor students. Postgraduate students stated that the assessment carried out by means of ePortfolio technology is most important for professional growth and career development within and outside the university.

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<th>Objectives for using ePortfolio in training post-graduate students and young teachers</th>
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<td>Systematization of pedagogical experience</td>
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<td>Defining areas of development supporting self-education or reviews from colleagues and administrators</td>
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<tr>
<td>Objective assessment of professional skills</td>
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<td>Professional career planning</td>
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Pic. 5 Objectives for using ePortfolio in training post-graduate students and young teachers

In training and retraining teachers ePortfolio is mostly used for professional development and for self-presentation in the professional community – in methodical and scientific areas. Objectives for using ePortfolio for training adult learners: systematization of pedagogical experience; defining areas of development supporting self-education or reviews from colleagues and administrators; objective
assessment of professional skills; a tool for assessment and financial support from the institute and university, for professional career planning [9]. One of our previous research was devoted to investigation different type of students autonomy. As noted above, autonomy is an important characteristic of modern teacher. "An autonomous learner is one who is self-governing in their learning. They make choices about what is to be learned and take significant responsibility for that learning" [5]. We judged the autonomy level analyzing the reflexive materials presented in the students’ ePortfolios (the judgment is based on the expert assessment). In our work we based on the typology offered by the scientists from University of Bradford in 2010. In our investigation we considered students of different areas of specialization and years of study. The table below presents 3 examples of the artifacts which according to the expert opinion of SFU were classified as indicators testifying to the type of the autonomy (personal, rational, relational). Types of autonomy have been allocated according to Hughes, P. classification [3].

Table 1. Examples of different types of autonomy students on different levels (bachelor/masters of education) by means of the reflexive material of ePortfolio [6]

<table>
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<th>Personal</th>
<th>Rational</th>
<th>Relational</th>
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<td>&quot;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&quot; (Bachelor in Education student, 1st semester).</td>
<td>&quot;I am an active person. But my interests are not often taken into consideration within the Bachelor program&quot;. 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&quot; (Bachelor in Education, 4th semester).</td>
<td>&quot;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&quot; (Master of education student 1st semester).</td>
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The review of the research of a motivation components of masters demonstrates the proper degree of development needs to improve their professional level and a need for professional self-improvement. According to the results of various diagnostic techniques a strong motivation to achieve and develop a need for professional success were noted [4]. During our researches we note the high potential of ePortfolio technology in the professional development of master’s degree students of the teacher training course.

3 SOCIOLOGICAL SURVEY RESULTS

ePortfolio potential in higher education of Russia is very high, the results of the project ERA.Net RUS No 238 «ePortfolio for Human Resources», in which participant was the author of the article testify to it [2]. In the research answers of respondents (pupils, students of higher education and potential promoters/recipient) from four countries were compared: Germany, France, Estonia and Russia. The figures concerning the estimation of ePortfolios as useful instrument show Russian answers respondents are on much higher level. Nearly 82 % of students and 83 % employers think that ePortfolio is a prospective tool for presenting professional competencies (pic. 6).
72% of students and 75% of employers think that Europass is useful for extending employment boarders (pic. 7).

70% of students consider the existence of ePortfolio at a person is a competitive advantage when passing the selection of projects and programs of mobility (pic. 8).

Bachelors note that the most perspective aims of ePortfolio in professional development: presentation of achievements (90%), continuity of educational and professional results (48%), receiving feedback (48%) and forming effective communication (48%). Masters and young teachers have different to bachelors' goal-setting priorities by ePortfolio opportunities in professional development [6]. They prioritized: support for goal-setting (85%), independence support (70%) and reflection (65%).
Pic. 9 Various positions of students (bachelor/masters programs) about the possibilities ePortfolio with the development of professional competencies

4 CONCLUSION

Experiments conducted on the field of ePortfolio use confirm high potential of ePortfolio technology at development of professional competences of future teachers demanded in Russian education. Considering mobility as a competitive advantage of a modern teacher and one of the significant characteristics of a person professional development within the researches we confirm prospects of ePortfolio technology for the development of master degree students’ mobility. By ePortfolio means professional development of teacher associated with responsible reflective position based on the individual needs of a student which is good at modern means of authentic assessment and plans a career can be effectively formed.

REFERENCES


