Towards a TENCompetence ePortfolio

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Outline

• Introduction: ePortfolios for Lifelong Learning

• The TENC ePortfolio
  – Objective
  – Design recommendations
  – Proposal: Integrative approach ± four perspectives:
    • Rhetorical
    • Pedagogical
    • Social interaction
    • Technical
  – Challenges
ePortfolios

• Commonly conceptualized as collections of learning evidences
  – Learners define evidences through a self-reflection process, they attribute their competences to learning products or outcomes, and reflect on how they acquired such competences
  – Self-knowledge
ePortfolios: Multiple purposes

- Learning
- Professional development
- Assessment
- Job applications and promotions
- Showcasing
- Developing personal plans
- Accreditation
- Collaborative learning
- Receiving feedback
- Tracking learners’ development within a program
- Monitoring and evaluating learners’ performance
ePortfolios: Lifelong Learning

- ePortfolios make learners responsible for defining and organizing their own learning
  - "ideal state" of ePortfolio usage
  - Widely used in teacher education and medical education
- However, ePortfolios are not commonly used for Lifelong Learning
  - Teachers and learners seldom consider ePortfolio use specifically in the context of Lifelong Learning
  - The literature on the topic only reports a few recent studies
- An integrative approach: learner’s self-presentation, learning experience, evidences, assessment, connections with communities and learners, and technical implications
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TENC ePortfolio: integrative approach

- “providing an integrated representation of what a person knows, believes, values, and can accomplish”
- “integrating diverse learning experiences and sources of evidence”
- “fostering interaction, encouraging participation and motivation developing, and promoting visibility”
- “supporting their development and use requires integrating numerous systems and applications”

Cambridge, 2006
TENC ePortfolio: objective

• Two-fold:
  – To allow a participant to control her own activity, performance and social interaction
  – To provide information about herself to the other members of the community, in such a way that the continuity, recognisability and history conditions are satisfied.
TENC ePortfolio: design

- It should not be disassociated from the didactic concept of a flexible, personalized, and social-interaction education instrument based on competence development (i.e., not only a showcase option)
- It should be owned by the learner
- It should use the technology the learner is already using, instead of replace it
- It should explore the possibilities of social web applications to link formal and informal learning
TENC ePortfolio: design

- Considers learning evidences as any learner’s outcome or product
  - Inside the PCM: competence development plans (CDPs), units of learning, learning actions, resources, participation in learning networks
  - Outside the PCM: links to learner’s school records, activity in (social) web applications, links to external web pages or to resources, etc.

- Designed from an integrative notion
  - Rhetorical, pedagogical, social and technical perspectives
TENC ePortfolio: 4 perspectives

**Rhetorical**
- Show competences and competence profiles mastered, linked to a list of their learning evidences
- Display CDP, units of learning, learning actions and resources followed, & current position in the Learning Network
- Information about past and present communities
- Assessments of competences

**Pedagogical**
- Definition/upgrade of competences mastered
- Review of CDPs followed. Addition/removal competences acquired, reflections about the learning process, and rates CDPs
- Creation of new CDPs
- Creation of showcases

**Social**
- Creation of personal profiles
- Social help support
- Creation and maintenance of contacts
- Information of past and present communities, including participants already contacted

**Technical**
- Automatically create an historical record of the actions of each learner
- Integrate different TENC services needed in the other 3 perspectives
- Support exchangeability and interoperability
- Support privacy (public and private ePortfolio views, information etc.)
TENC ePortfolio: challenges

• **Orchestrate different TENC services**
  – They can work together, providing and receiving information to and from the PCM
  – Combine information coming from different services, such as the past behavior and competences mastered in diverse units of learning, CDPs or learning actions

• **Develop new functionality**
  – Review of CDPs followed, creation of new CDPs, creation of personal profiles, creation of showcases, etc.

• **Privacy issues**
  – What information legally may be stored and made available?
  – Will learners want others to access their personal data?
  † Layering access through explicit, learner controlled policies
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