



Education and Culture

Leonardo da Vinci



MOSEP

More Self-Esteem with my e-Portfolio

GRAB YOUR FUTURE WITH AN E-PORTFOLIO!

Introduction and trainer guideline for the use of the online course MOSEP – More Self-Esteem with my e-Portfolio.

www.mosep.org

INTRODUCTION

MOSEP is a European project, funded under the Leonardo da Vinci Programme 2006-2008 (Pilot Projects). The aim of the project is to develop a set of measures for the use of e-portfolios in different contexts in order to strengthen the self-esteem of young learners.

MOSEP addresses the growing problem of adolescents (aged 14 to 16) dropping out of the formal education system around Europe. Students of this age find themselves at the transition phase in their lives where they have to choose between going into upper secondary education and entering vocational training. It is a time when they have to make decisions and need to be supported in making the best choices for their future careers. The focus of the project lies in the development of a study, identifying the needs of teachers, trainers and vocational counsellors, an online course for the support of teachers, trainers and vocational counsellors as well as accompanying materials for better understanding of e-portfolios as a method for self-organised and competence oriented learning.



The MOSEP course (wiki.mosep.org) consists of five modules, each of them is divided into several sessions. These sessions and the related materials can be used as an online material and data repository as well as a structured face-to-face course. All materials, videos and Screencasts are available in 5 different languages (en, de, It, pl, bg).



This DVD contains the main results of the MOSEP project:

- | The MOSEP Study: Grab your future with an e-portfolio – Study on new qualifications and skills needed by teachers and career counselors to empower young students with the e-portfolio concept and tools
- | All tutorials as a dynamic (offline) website (html)
- | All tutorials as a printable version (pdf)
- | Awareness Video: „E-Portfolio development and implementation“
- | Screencast Tutorials including a series on the use of the Mahara e-portfolio software
- | Awareness flyers and information material

All materials, products and results are freely available via the MOSEP website www.mosep.org, and licensed under a Creative Commons License.

THE MOSEP E-PORTFOLIO TUTORIALS

The move towards personalised learning and a desire to harness the available tools and technologies to support learning and engage learners has raised the profile of the ePortfolio and the ePortfolio process.

The ePortfolio process supports reflective, personalised learning and creates its own set of challenges and training needs for teachers and trainers. Teachers and trainers who will be working with learners who will themselves be using ePortfolios.

The Mosep Tutorials have been designed to support this training need. They take the form of Open Learning materials and activities that can support either face to face, blended learning or on-line delivery. The Tutorials concentrate on the learning and development processes and not on specific ePortfolio tools.

- | The Tutorials employ a variety of methods including:
- | Internet based activities
- | Presentations and video podcasts
- | Group work, discussions and peer review for face to face delivery
- | Online collaboration and networking for individual study

The Mosep Tutorials are freely available to anyone who wants to use them. They have been designed to be either used as they are, or adapted and customised to meet individual training needs. They are stored in a Wiki that allows teachers or trainers to select the individual activities or activities that they need, and to assemble them into the sequence that meets their specific training need. Being stored in a Wiki, they are able to customise and then make available to their trainees.

As a Teachers or Trainer, the MOSEP Wiki can help you to design and re-source any course that you might want, to help teachers to use the ePortfolio process with their learners. With any new course, once you have decided on what it is that you want to introduce, in terms of a particular topic, you will probably go through a common process:

- | You will search for or identify teaching resources that you already have or that are available to you;
- | You will decide on and selected what is fit or appropriate for your purpose;
- | You will structure, group and organise the resources into a sequence appropriate for your learners and your chosen delivery method;
- | You will then create and add any specific content that you need;
- | You will then package the tutorials up ready for delivery.



E-PORTFOLIO, COMPETENCES AND VOCATIONAL TRAINING IN EU

It is important to see the approach and achievements of the MOSEP programme in the context of the international move towards competency-based education and training, which aims to promote the development and recognition of individuals' talent and potential – and to ensure a match with the demands of the workplace.

In Europe, important policy initiatives such as the Maastricht and Copenhagen declarations have highlighted the need for 'recognition and transferability of qualifications covering both VET and general education, based mainly on competences and learning outcomes' to support the smooth and effective functioning of the European, national and sectoral labour markets. This need has been addressed by the development of a European Qualifications Framework and of the Europass 'portfolio' that includes the European CV, certificate and diploma supplements, the Common European framework of reference for languages and the EUROPASS.

The EQF offers the following composite definition of competence: *Competence includes: i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competence involving knowing how to conduct oneself in a specific situation; and iv) ethical competence involving the possession of certain personal and professional values.*

Today we can find many examples in Europe in the area of VET where the e-portfolio is enabling individuals to demonstrate these critical aspects of competence for self-development and recognition/certification. A look at the components and features of an e-portfolio shows the rich possibilities of this tool.

Archives – Collection. The individual student/employee is able to document learning achievements and assets (competencies, tacit and explicit knowledge) in the form of artefacts, reflections, testimonies, etc.

Views – Representation. The individual decides to publicise his/her learning achievements and assets in the form of tangible evidence of competence, reflection, certificates etc.

Services – Exploitation. The individual maintains and exploits his/her lifelong e-portfolio to develop generic and specific competencies, share information to create communities, receive feedback, have his/her competencies assessed, find a job, obtain promotion etc.

E-PORTFOLIO AT SCHOOLS

References in many EU documents, including the EU Commission's "Memorandum on Life-Long Learning"; the "EQF / European Qualifications Framework" or the "Europass certificate supplement" ; prove that documenting and evidencing an individuals learning outcomes is important in an increasingly competitive society.

ePortfolios are valuable tools that enable individuals to develop competence profiles that in turn, support the objectives of Europass and the European Qualifications Framework.

In order to prepare teachers so that they are able to introduce ePortfolios to their learners, it is essential that teacher training institutions integrate ePortfolio processes into their programmes.

The MOSEP Tutorials include resources and materials that teacher trainers can use when they design ePortfolio courses for student teachers or in-service teachers.



Points to consider when you design a new teaching or learning programme:

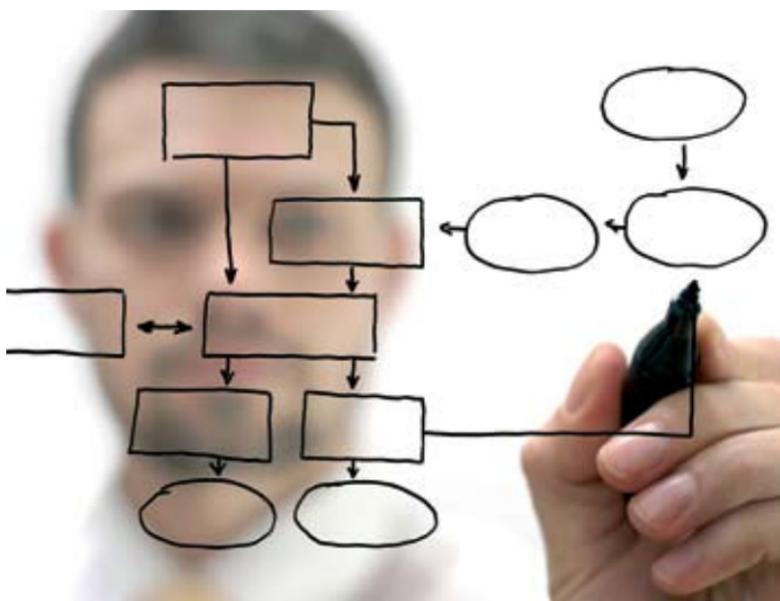
Familiarize yourself: with the ePortfolio process and the supporting theory and drivers. Use the MOSEP Tutorials as a starting point;

Be selective: take ideas, strategies and components from the MOSEP Tutorials that are stored in the wiki. Remember that you can customize or adapt them for the needs of your learners.

Be concrete: wherever possible, include 'concrete' examples that show ePortfolios in use by similar learners. Consider using the multi-media podcasts and package your 'content' into bite-sized chunks appropriate to your learner's abilities and interests..

Be open-minded: be prepared for, and consider, the new and unconventional approaches of your learners will bring with them. Remember that they 'own' of their ePortfolio. They will need your guidance, but they should be allowed to select and manage the content and presentation of their ePortfolio. They will decide who will be allowed access to their ePortfolio.

Be patient and positive: developing an ePortfolio is not an easy process that can be achieved in a few weeks. Be patient and try to give your learners as much positive feedback as possible. Help them to reflect on their own work, introduce them to self-and peer-reflection. Make sure that you include opportunities for your learners to share their ePortfolio with others.



THE E-PORTFOLIO SUPPORTING STUDENT COUNSELING

The e-portfolio process encourages the learner to reflect on their plans, learning, achievements and progress. This is very similar to the process that many career, vocational and youth counselors use when they work with learners. Counselors try to get learners, many who might not be fully engaged or motivated, to recognize their strengths and achievements and to take a more active part in planning their own learning and progression.

The e-portfolio, by storing evidence of the learner's planning, achievements and reflections, provides a very useful focus for a discussion and is a good starting point for the counseling process. It helps the counselor to identify the learner's abilities and interests which means that they can better understand their personality and aspirations, and in turn assess their progress, highlighting additional training needs or progression routes.

There are typical areas in which the consultants could use e-Portfolio method and corresponding tools:

- | For identifying the students' abilities and interests; e-Portfolio could be a good starting point of any counseling process;
- | For better understanding the student personality; e-Portfolio could show not only interests, knowledge and abilities but also could show the behavior, the vision of the client;
- | e-Portfolio could be a progress measurement tool; In case students need some additional training or in case they received some additional knowledge about something, e-Portfolio could show the changes in their current status;
- | Last but not least e-Portfolio could be used as an indication for potential early school leavers; For example, the great difference between the interests and current studies, the negative opinion about the school could be one of the indicators of becoming an outsider;

E-PORTFOLIO IN HIGHER EDUCATION

Each academic year more and more students launch their own ePortfolio in European universities. Although there is still not an agreed framework for such developments, authorities, tutors, career counsellors and students themselves recognise the potential of ePortfolio for their personal, professional and academic development.

The pedagogical and functional value of the ePortfolio as a tool which supports reflective learning and empowers learners to participate actively in the knowledge economy is being increasingly recognized. The potential of the ePortfolio process to increase learner self-esteem and support self-directed learning is attracting the attention of HE institutions as they move to embrace e-learning.

Benefits for learners:

- | Support for independent learning, which is crucial for the development of academic research skills. It puts the student in the centre of the learning process and equips him/her with a powerful tool for personal development, enhancing critical thinking, writing and communication skills.
- | Facilitation of the presentation of achievements for various audiences, such as examinations boards, tutors, peers or potential employers, in attractive and portable way.
- | Presentation of various on-line activities and enhancement of their educational and professional value with different media and formats

- | Support for personal knowledge management and personal development planning as a unique opportunity for reflecting over one's learning and, at the same time, encouragement of progress by demonstrating achievements

Benefits for academics

- | Easy access to students' records and evidence.
- | Enhancement of the teaching strategies, enabling to focus on the individual learner and incorporate alternative assessment methods.

- | Sharing contents and reflections.
- | Support for professional development planning.

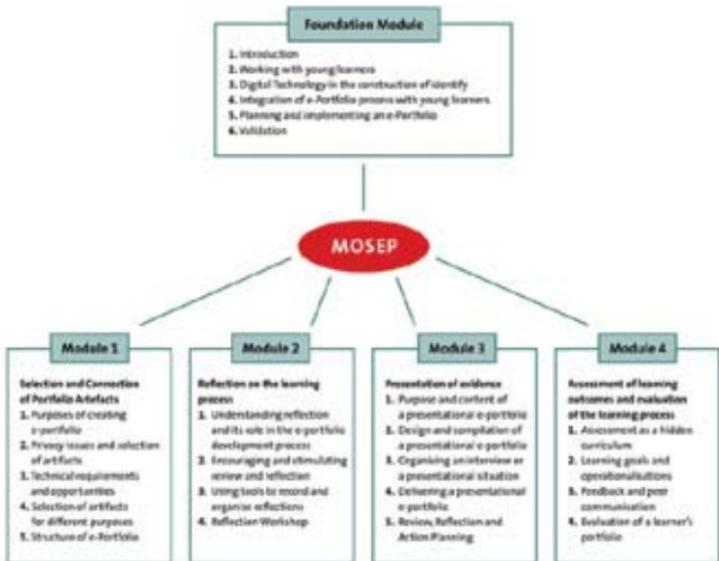
Benefits for universities

- | Facilitation of data flow and transparency, allowing quick access to students' records. It is especially important with the view to cross-faculty, cross-university or multinational programs, where the mobility of both academics and students is high.
- | Support for the outcome-based accreditation and certification process
- | Support for building a learning community of academics The MOSEP tutorials can be effectively used for training academic staff about the implementation of ePortfolios as a part of university's e-learning strategy.



MOSEP COURSE MODULE BY MODULE OVERVIEW FOR TRAINERS

The MOSEP Tutorials provide teachers and trainers with teaching and learning resources that can be used to support trainees who are focussing on any aspect of the e-portfolio process. The Tutorials consist of a Foundation Module and four other Modules, each of which cover one aspect of the e-portfolio process. The Modules are sub-divided into a number of Sessions. Each of the Sessions include a sequence of Activities that, in addition to providing suggested 'things to do' for both the Trainer and the Trainee, also provides link to materials, such as on-line articles and audio-visual content. The Tutorials are stored in a wiki which means that they are in the public domain, available to anyone, and the content can be edited by anyone who creates an account. The activities and modules can be freely adapted and assembled into new sequences to meet training needs. The content is therefore dynamic and relies on the community for contributions and moderation once the MOSEP project finishes. The Tutorials reflect the MOSEP philosophy which recognises the e-portfolio process as an important learning process that promotes planning and reflection. While the e-portfolio as a product is very valuable and can support the learner, it is the e-portfolio process that has the potential to engage the learner and support learning.



Foundation Module

This section is intended to introduce ePortfolio as a pedagogical concept and gives an overview of the most important elements of the portfolio process. It is the recommend starting point for trainees as it introduces activities that are further explored in other modules. It sets the framework of learning goals and personal development planning; it provides the foundation for reflection and considers and signposts Open Source tools.

Session 1 Introduction focuses on ePortfolio purposes in the young learners perspective.

There are various definitions describing ePortfolio. Each of these stress different aspects – technical, pedagogical or contextual. Revising them enables to grasp the complexity of ePortfolio as a process which can be applied for various purposes: accountability, learning or marketing.

Session 2 Working with young learners explores methods that can be used to motivate young learners, especially these with difficulties. It helps to develop approaches to encourage young people to use modern media in their learning for their personal development.

Session 3 Digital Technology in the construction of identity focuses on the contribution of digital technology to the construction of learner's identity. Privacy and security issues are discussed and the awareness about the online presence of adolescents.

Session 4 Tools and implementation explores the different software possibilities and is furthermore extended by interactive tutorials on Mahara ePortfolio system

Session 5 Validation is intended to support personal development planning with the view to ePortfolio development

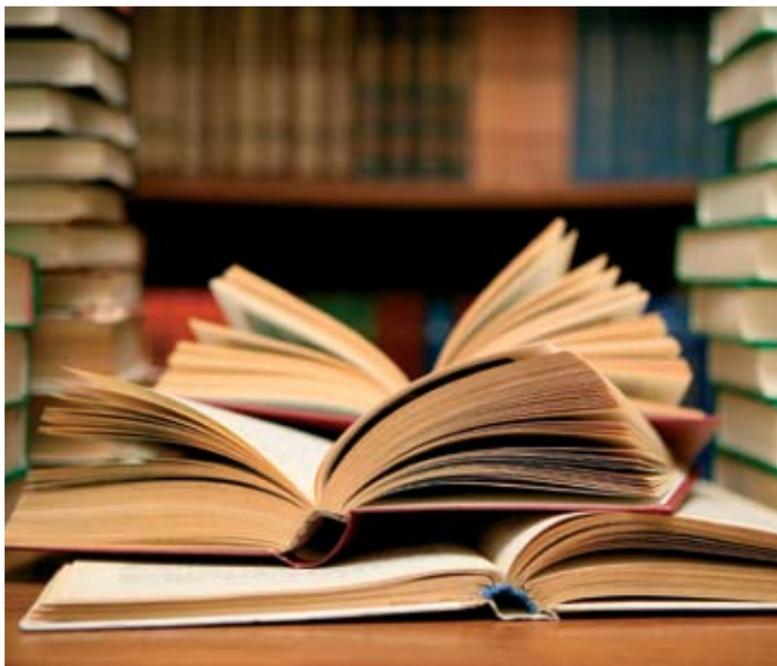
Module 1: Selection and connection of artifacts

It is not possible to start creating ePortfolio which truly supports lifelong learning and development without clear definition of personal learning goals and objectives. These decisions influence further action. This practical module explores the issues of ePortfolio structure and content, taking into account, the different purposes that learners can use their ePortfolio for. It focuses on the artifacts and the dynamic process of their classification according to the particular need of the ePortfolio owner. After the completion of the module the learner should have started to compile their own ePortfolio with clearly defined goals and structure.

Session 1 Purposes of creating e-portfolio is intended to provoke reflection on the process and four stages of ePortfolio development: W(ork), R(eflection), C(onnection), P(resentation). Learners are encouraged to write a blog entry which defines the particular purposes of ePortfolio creation.

Session 2 Privacy issues and selection of artifacts goes back to the security and on-line presence of adolescent learners. It is a complex matter which combines the aspects of ePortfolio ownership with the access rights and personal data security. Learners verify their ePortfolio software with regard to the privacy protection and access control.

Session 3 Technical requirements and opportunities focuses on the learners' skills to develop and maintain ePortfolio. It explores different formats of the artifacts and requirements for efficient web publishing. As the ePortfolio tools tend to be too confined for active contemporary earners it also deals with the social software solutions and external services which can enhance ePortfolio features.



Session 4 Structure of an ePortfolio Once the learning goals and ePortfolio objectives have been defined and learners are familiar with possibilities offered by the tools it is time to work out the structure of ePortfolio. Trainers are also encouraged to evaluate the structures and define the evaluation criteria for particular ePortfolio purposes.

Session 5 Selection of artifacts for different purposes explores further the evidence for ePortfolio according to the specific and different ePortfolio objectives, audience intended and technical skills of the learner.

Module 2: Reflection of the learning process

Reflection is a crucial part of the ePortfolio process this section is dedicated to support both trainers and learners to develop strategies for reflection on their own learning process. Reflection encourages learners to learn from their experiences and as such, it is a very important part of an ePortfolio. This module encourages an understanding of methods and formats of reflection with regard to adolescent learners' learning environment. The module is practical and requires learners to interact with the tutor and peers.

Session 1 focuses on reflection on attainment, attitudes and it links together components of learning and progress into a coherent framework which enable the learner to reflect on the standards, goals, outcomes and artifacts.

Session 2 and 3 explores different levels of reflection process: self-reflection, reflection on action and reflection in action. Trainers will be able to provide strategies for effective reflection for their learners and give support in recording and structuring. A set of reflective tools is considered as well as software solutions which facilitate this important process.

Session 4 deals with the influence of the learning environment on the learner's ability to reflect in a self-confident way.

Module 3: Presentational Portfolio

Audience is an important component of the e-portfolio process. The opportunity to review personal development, skills competency and achievements in a presentational situation is very important for adolescent learners who need to cope with job interviews, examination boards or peer reviews. This module is based on the outcomes of Module 1 and Module 2 and focuses on the issues that the learner needs to consider when they design a presentational e-portfolio for a particular purpose. The sessions focus on the selection and presentation of appropriate artefacts that will in turn provide the audience with evidence of the learner's development or competency. The sessions follow a refinement process: from design through performance or delivery to reflection on performance and future planning.

Session 1: Purpose and content of a presentational e-portfolio is dedicated to raise the awareness of the importance of presentation in the e-portfolio cycle as well as in the development process itself. Trainers are encouraged to refer to real-life situations so that they can prepare their trainees to support learners who will be compiling an e-portfolio in preparation for a real interview situation or review meeting.

Session 2: Compiling a presentational e-portfolio is an extension of Module 1 as it focuses on selection of evidence and designing an e-portfolio for a particular audience. It is very practical, including a study of current best practice and opportunities to discuss real situations.



Session 3: Organising an interview or presentational situation
Facing the interview is usually a very stressful situation for the learner. This session focuses on developing effective strategies to plan and re-hearse an interview situation in order that the learner is prepared for, and derives maximum benefit from the situation.

Session 4: Delivering a presentational e-portfolio requires the trainer to organise the session in a way which reflects the atmosphere and setting of the real presentation situation (such as a job interview). The benefits of recording the learner's performance in the presentational situation is discussed as is the need to plan, organise and prepare both the learner and the technical aspects of the recording. The importance of integrating review and reflection on performance is highlighted.

Session 5: Review, Reflection and Action Planning is a crucial stage where a learner reflects on their performance and considers the appropriateness of the structures and evidence that they selected. This session examines strategies that can be used to promote self-reflection and analysis of the evidence selected.



Module 4: Assessment of Learning outcomes and evaluation of the learning process

There are two aspects of assessment with regard to e-portfolios. The first one concerns the assessment of the e-portfolio itself as a collection of artefacts. The second one focuses on the assessment of the learning process and is more difficult for the teacher or tutor. It is important that the learner is clear about the assessment criteria that are to be used before they compile their e-portfolio. Module 4 aims to explore these assessment issues.

Session 1 concentrates on Purposes and effects of assessment and introduces the concept of assessment as a hidden curriculum. It is crucial for the trainer to understand the internal e-portfolio procedures in an institution, if they are to be able to assess learning within an e-portfolio. This session focuses on the different forms of assessment both for learning and of learning.

Session 2: Learning goals and operationalisations

This session focuses on learning goals and assessment criteria. It deals with the assessment of the learning process within an e-portfolio and the assessment of an e-portfolio itself. The role of the teacher in supporting and facilitating assessment is also considered.

Session 3: Feedback and peer-communication explores how, by providing the trainer with the skill-set to give constructive feedback, it is possible to support learning and motivate the learner.

Session 4: Assessment of a learner's portfolio helps to develop a formal system to grade the development of the learners' learning. As a part of this, it contains a guide of how to create a systematic overview of the assessment criteria.

Contact:

Salzburg Research Forschungsgesellschaft m.b.H.

Jakob Haringer Str. 5

A-5020 Salzburg, AUSTRIA

www.salzburgresearch.at

Project Consortium:

salzburg|research Salzburg Research – Austria



Pädagogische Hochschule für Niederösterreich - Austria



Pädagogische Hochschule Salzburg - Austria



Student Computer Art Society – Bulgaria



Landesakademie für Fortbildung – Germany



European Institute for E-Learning – France



Kaunas University of Technology – Lithuania



University of Science and Technology – Poland



Pontydysgu-The Brige to Learning – United Kingdom



Wolsingham School & Community College – United Kingdom



Leonardo da Vinci

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