



Nordic e-portfolio methods

- To develop e-portfolio methods to make the learning process visible and stimulating in a LLL perspective
- Pedagogical methodology – competence and learner oriented education
- A tool in the evaluation, assessment and validation process
- An organised collection of data containing evidence of the educational process

The Portfolio Approach builds on

- ❖ Reflection on the learning process
- ❖ Self assessment of the learner
- ❖ Coperative peer reviews
- ❖ Joint learner/teacher evaluation

The Learning Effect of the Used Approach

- ❖ Awareness of knowledge and skills obtained, being part of the summative evaluation procedure
- ❖ Awareness of learning results to be achieved in the next parts of the educational programme
- ❖ Awareness and capability of describing the personal development process that the learner is going through

Further Portfolio Characteristics

- ❖ A documentaion and hard evidence of the development and self-building process of the individual
- ❖ A reporting tool for the learning outcomes
- ❖ An organized collection of data with evidence of the educational level

Objectives

- To investigate current practice of e-portfolio in the educational sector
- To develop a structure for a common portfolio method
- To design the steps and tools in a portfolio-process

- Try out the design/model in the partners organisations
- To evaluate the results having in mind finding the Nordic Model for e-portfolio/portfolio
- Dissemination internal and external

Outcomes

- A survey on research and inventory of present e-portfolio use in education
- Teacher and learner manuals
- Comments and analysis of the results from the partners
- Exampels of ”best practice”

Partners

- **Danmarks Pædagogiske Universitet**
- **Helsingborgs Stad Vuxenutbildningen**
- **Odense Fagskole**
- **VLC Kristianstads Kommune**
- **Medborgarinstitutet i Närpes, Kristinestad och Kaskö**
- **FO-Århus**
- **Produktions-skoleforeningen**
- **Folkuniversitetet**

More partners

- **Norsk forbund for fjernundervisning og fleksibel utdanning**
- **VUC Kolding**

Workpackage 1

- A survey on research and inventory of present e-portfolio use in education
- Present situation – starting point among the partners

Workpackage 1 -catchwords

- 10 partners – 10 realities
- We learned a lot
- Portfolios mean different things for different people
- ”E-portfolio is my digital clone, my e-self”
- Rubrics – evaluation criteria
- Plan of action and digital portfolio for all in Helsingborg
- 3 levels – organisation, teacher, learner

Workpackage 2- 3 - catchwords

- What have we done?
- Where are we now?
- Where are we going?
- How to continue?
- What to add?
- Reflections
- Nordic dimension
- From divergence to convergence
- Rather specification of requirements than manuals
- Common e-portfolio?
- Motivation

Workpackage 4-5 - catchwords

- Hard to get the learners to work with portfolio
- Takes time or experience to understand the value of portfolio
- Teachers complaining about extra work
- Technical problems
- Organisations positive
- Depending on fiery spirit
- The "process" portfolio as a container and the presentation portfolio as a gallery

More catchwords

- The importance of digital solutions
- Use existing LMS
- Manuals are still very local – hard to find a common language
- Easy digital solutions
- Motivation, motivation, motivation.....
- Realistic working situation for the teachers
- How to continue when the project is over?

Towards the last workpackage

- Describing the nordic model for e – portfolio
- Local Manuals – test and analysis
- Conclusion and design
- Structure etc – the final report
- Evaluation
- Dissemination

Some thoughts

- Using the portfolio method as a working model to run the project – reflections
- A wish among the learners to participate in inspiring dialogues
- A wish of simplicity and clearness
- Accept difference in using portfolio
- Connect the portfolio method to wellknown existing processes – make it meaningful

Thank you!

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