

# Module n. 3

How to use the checklist

CSP



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**TRAINING COURSE FOR TUTORS AT SCHOOLS**

# Overview of the module

- 1. What is an e-portfolio?**
- 2. theoretical foundations**
- 3. How to use e-teams passport**



# Definition:

E-portfolio can be defined as a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization, or institution.

Different uses of the e-portfolio:

- learning,
- professional development
- goal achievement,
- assessment
- job application.



# Literature review:

1. Zeichner and Wray identified in the literature three different types of portfolios:

- *learning portfolio*
- *credential portfolio*
- *showcase portfolio*

2. Abrami and Barrett identify another type of portfolio:

- *process portfolio:*



Moreover, an e-portfolio can be designed as an instrument to:

- specifically demonstrate professional skills and achievements in order to become a *showcase portfolio*;
- evaluate student achievement through formative and summative evaluation of learning using an *assessment portfolio*.



# Balance between process and product

Berrett highlights the process to activate in order to avoid this risk, applied to e-teams project needs:

- Collecting evidence and thought about personal interest;
- Selecting (and categorize) information;
- Reflecting about career choices and educational path;
- Investigate and identify likely direction/goals;
- Presenting their project to receive feedback.



The portfolio can be both:

- a workspace, in which evidence of learning outcomes are collected through a process of cooperation with others in order to reflect and have feedback;
- and showcase, where the main purpose is to show and demonstrate achievements and goals in sight of an evaluation.

(Barret,2010)



Level 1	<p><b><u>ePortfolio as Storage - Collection regularly – weekly/monthly</u></b></p> <p>The most basic level of creating an electronic portfolio is the collection of work in a digital archive, stored on a server, whether locally or on the Internet. At this basic level, the teacher or the student stores the artifacts in a specific platform.</p>
Level 2	<p><b><u>ePortfolio as Workspace/Process - Collection + Reflection</u></b></p> <p>At this level, a learner keeps a learning journal (organized chronologically, with a blog) and reflects on their learning as represented in the samples of their work (artifacts stored in the Digital Archive) or attached/linked to a blog entry. Teachers may set up a structure for student reflection. This reflective journal can be used to reflect on (and document) service learning activities. The primary role of the teacher at this level is to provide formative feedback on the students' work so that they can recognize opportunities for improvement.</p>
Level 3	<p><b><u>ePortfolio as Showcase/Product - Selection/Reflection + Direction + Presentation</u></b></p> <p>This level of portfolio development requires the student to organize one or more presentation portfolios around a set of learning outcomes, goals or standards. The presentation portfolio can be developed with a variety of tools. The student reflects on the achievement of specific outcomes, goals or standards, based on guidance provided by the school. This level of reflection is more retrospective (thinking back over the learning represented in the specific artifacts selected as evidence of learning. In many ways, this reflection is the students' "closing argument" or their rationale for why they believe these artifacts are clear evidence of their achievement of learning. In addition to answering the "What?" and "So What?" questions, students should also address the "Now What?" question, or include future learning goals in their presentation portfolios. At the end of the year, a school may organize an opportunity for a formal presentation of the portfolio before a committee or a larger audience. The teacher's role at this level is not only to provide feedback on the students' work, but also to validate the students' self-assessment of their work.</p>



# How to use e-teams passport

Regarding the potential of using e-portfolio to highlight career education progress, the E-teams project includes the possibility to create a personal e-portfolio, named as passport, as a main tool for students.

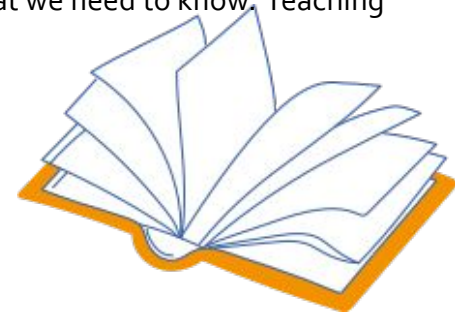
Students can build and personalize their own personal portfolio (passport) in order to:

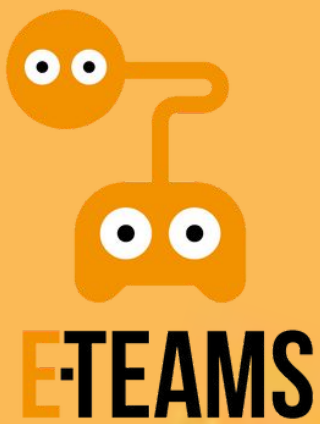
- increase their own knowledge about themselves and their interests;
- start designing a personal plan for their own careers;
- track their progress while using the platform.



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**Thank you for the  
attention!**



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