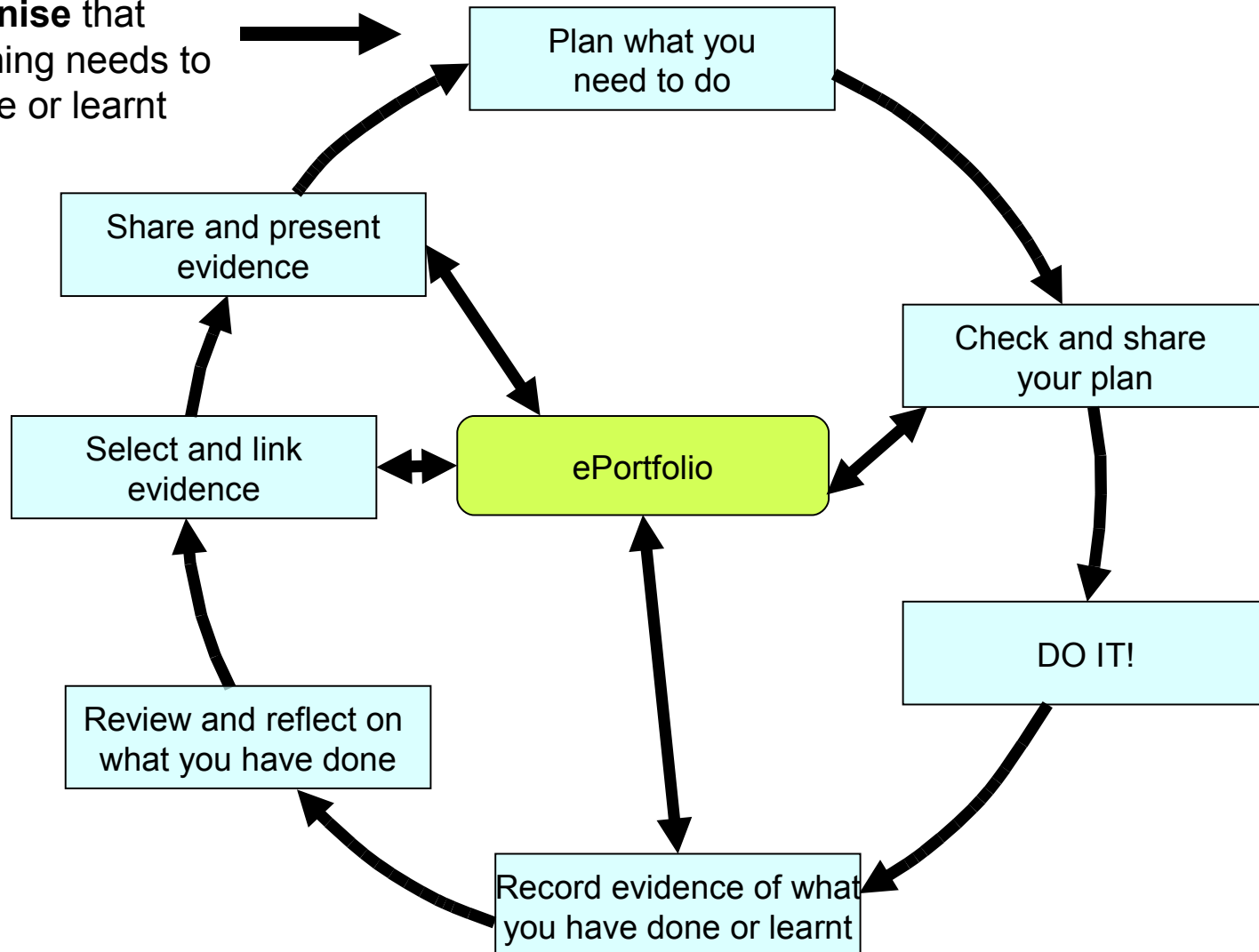


Engaging young learners in the ePortfolio Process

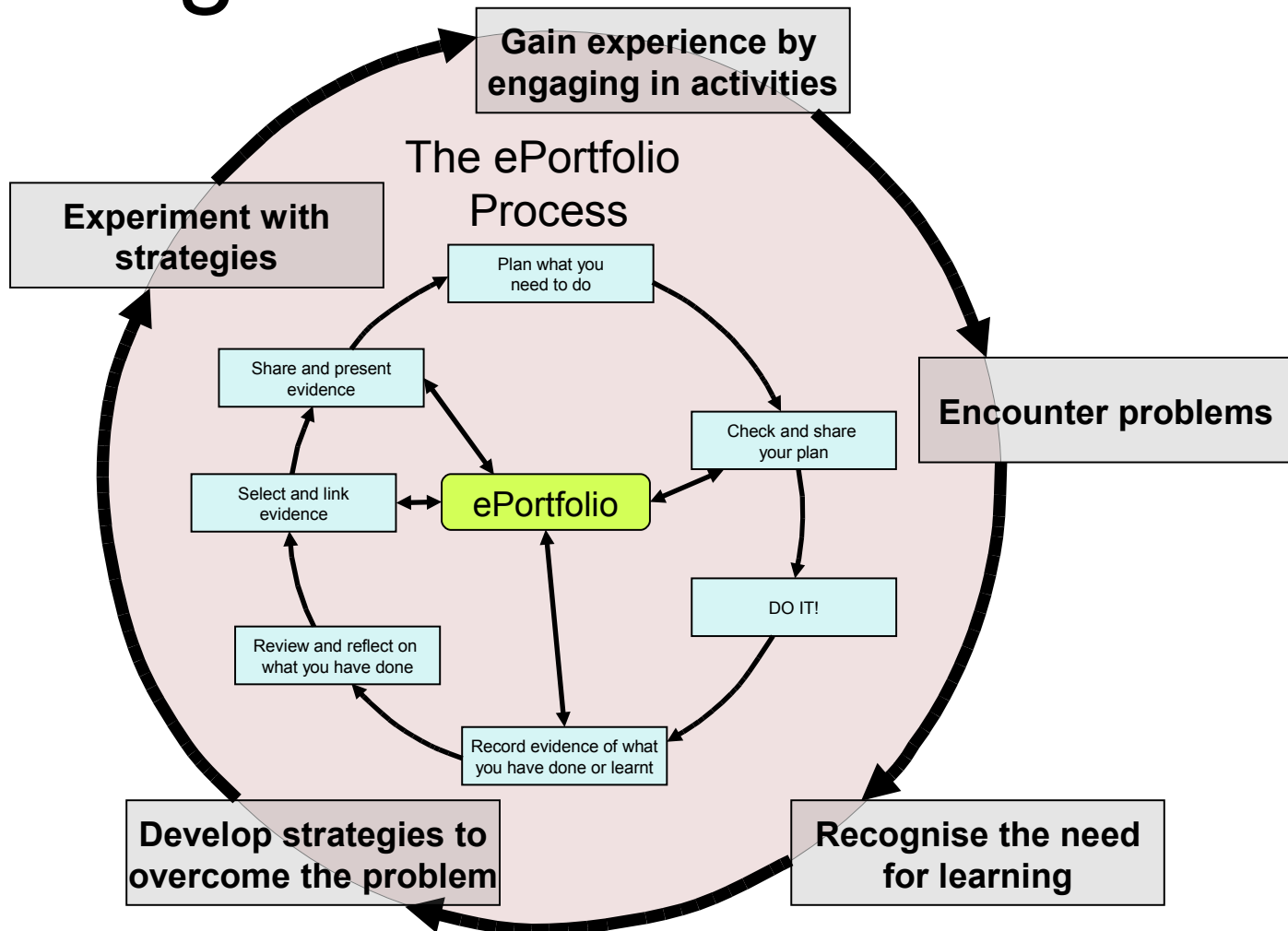
John Pallister

The ePortfolio Process

Recognise that something needs to be done or learnt



The ePortfolio process and Learning



Learners:

- Carry phones with video cameras, music playback, audio recording etc.
- Want to play on computer/Internet games
- Want to communicate via blogs, chat rooms, text messaging, voice over internet, MSN etc.
- Increasingly have 'digital identities' and ICT based, social networks via MySpace etc
- Are "digital natives" living and learning in a rapidly changing world

The learners that we teach:

- demand to receive information quickly
- can parallel process and multi-task
- prefer graphics before text
- prefer random access (hyper text)
- function better when networked
- thrive on instant gratification and frequent rewards
- prefer a 'games' style interface

[Steve Molyneux cited Dr. Bruce D. Berry, Baylor College of Medicine, On the Horizon (NCB University Press, December 2001] <http://www.durhamlea.org.uk/durhamconference>

Engaging Learners – *the tools and technology*

Use tools that enables them to:

- customise and take ownership of their ePortfolio
- modify and add to the structure of their ePortfolio
- use multimedia evidence
- be creative with multimedia evidence

Engaging Learners - *Whole school Policy*

- Integrate the ePortfolio process into the school's 'way of working'
- Promote the advantages of the ePortfolio process to learners and staff + parents, employers, HE etc
- Build in time and opportunities for staff to sit down and look at the ePortfolios
- Provide a range of different audiences – audience gives value to the process
- Train teachers so that they can support learners who are using ePortfolios

Engaging Learners – *the learning environment*

create a learning climate where:

- learners are provided with opportunities to reflect and evaluate what they have planned, done, made, experienced or learnt.
- learners feel comfortable sharing their reflections and revealing their own strengths and weaknesses
- teachers value the ePortfolio process and are able to provide feedback and support to learners

Engaging Learners – *make sure they know why you want them to compile an ePortfolio*

- Important that learners know why you want them to compile an ePortfolio - Watch the *'What can an ePortfolio do for me?'* Podcast

Engaging Learners – *make sure they know what it is that they will need to do*

- Make sure that they understand the ePortfolio process and how it fits in with what they already do – watch the ‘*Compiling your ePortfolio*’ Podcast
- Emphasis the Assessment for learning –
 - pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge)
 - being part of the review process empowers pupils to take action to improve their performance.

http://www.qca.org.uk/qca_4338.aspx

Engaging Learners - *working with them*

... (1)

- Find time to talk to learners and encourage them to reflect on what they have done, learnt, achieved or plan to do
- Encourage them to record their reflections **and** then, following the discussions that sharing their reflections prompted, revise their plans.
- Encourage learners think carefully about where/how they should link in new evidence – *this makes them focus on the ‘bigger picture’ of their learning and achievements*

Engaging Learners - *working with them ...* (2)

- highlight success and achievement, help them to recognise what they have done to ‘generate’ the success – link reflections into their ePortfolio
- encourage them to identify their strengths and what has worked well for them – build these into future plans - link reflections into their ePortfolio
- encourage them to look for opportunities to improve – what they need to do next time to improve their performance

the ePortfolio Process and Assessment for Learning?

To effectively use assessment for learning teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- Analyse pupils' performance in tests and use the information for future learning plans

http://www.qca.org.uk/qca_4338.aspx

summary

- the ePortfolio process must be integrated into school policy, philosophy and vision;
- teachers will need to be trained to support and must value the ePortfolio process;
- the implementation must be planned;
- students must be clear about the benefits for them, of compiling and using ePortfolios;
- support systems and procedures must be in place before students begin to work with ePortfolios;
- use the tools and technology that learners want to use;
- opportunities for formal review/presentation must be built into the school year;
- parents, employers and community partners must be involved/aware of ePortfolio developments, usage and potential;