eStrategies for empowering learners

From eLearning strategies to eStrategies for learning
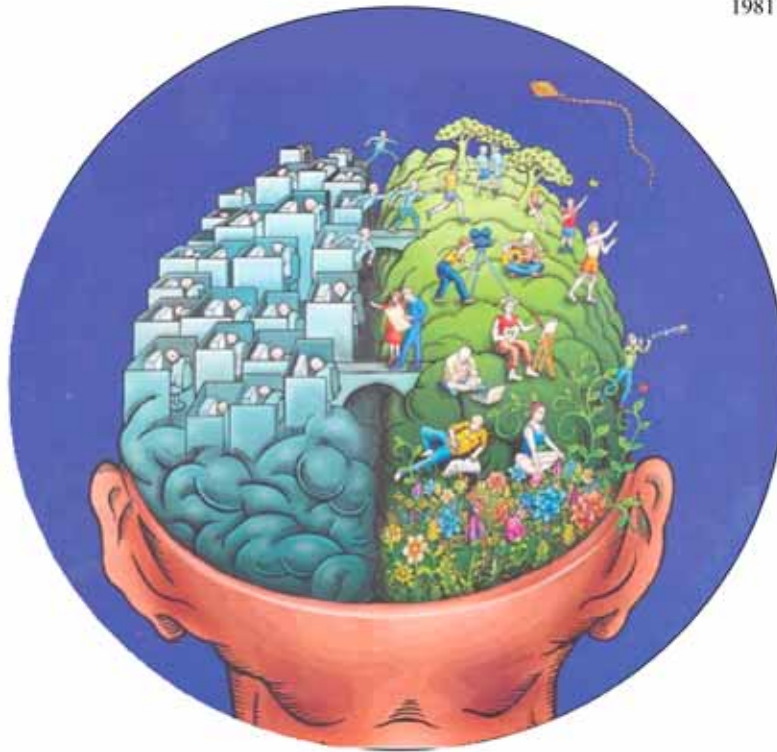

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ePortfolio 2006

EIfEL

ePortfolio for all

eStrategies for empowering learners

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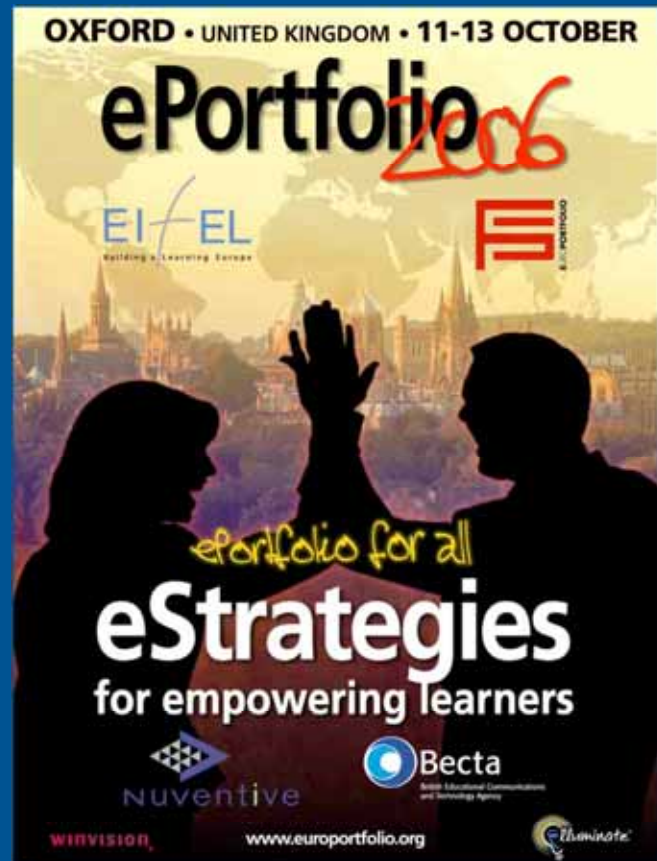
eStrategies for empowering learners
ePortfolio /Europass driver study

objective 2010
ePortfolio for all

EMPOWERING INDIVIDUALS FOR A LEARNING SOCIETY
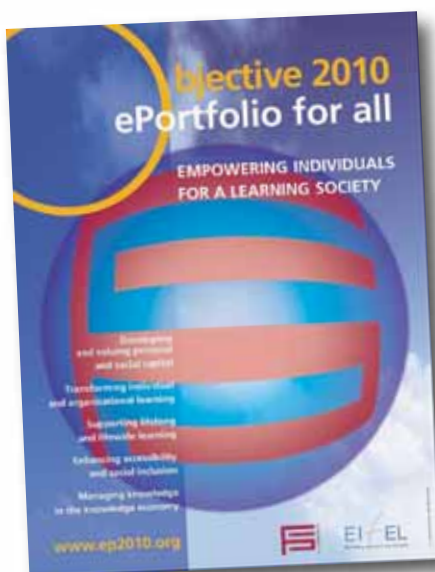
- ▶ EIfEL is coordinating a Europe-wide study looking at ePortfolio drivers, from the point of view of
  - **Policies** – e.g. Europass, common qualification framework, links with eHealth, eAdministration
  - **People** – e.g. competencies, emerging practices
  - **Organisations** – e.g. recruitment policies
  - **Technologies** – e.g. social software, P2P, emerging standards
- ▶ Outcomes to support to the implementation of ePortfolios in eStrategies – local and global
  - State of the art review, conformance programme feasibility, recommendations and guidelines, international and national reports and events…
- ▶ 23 national coordinators
- ▶ First country report: France
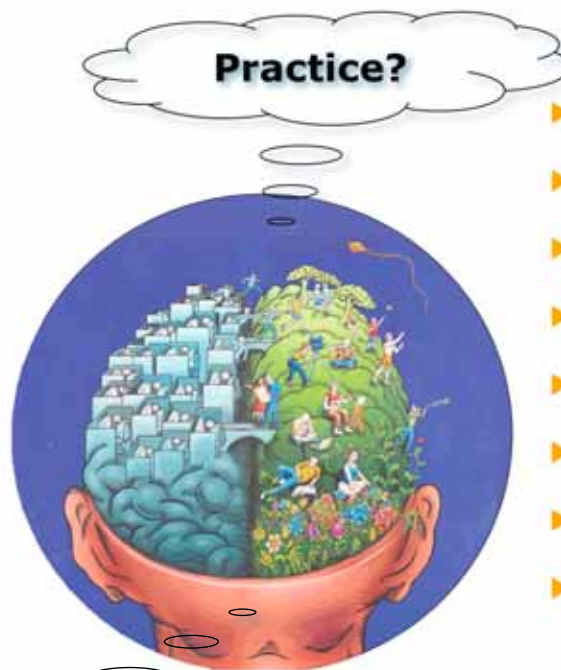- ▶ First reflections on the study: today

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"The great pleasure and feeling in my right brain is more than my left brain can find the words to tell you."

Roger Sperry
1981 Medicine Nobel prize
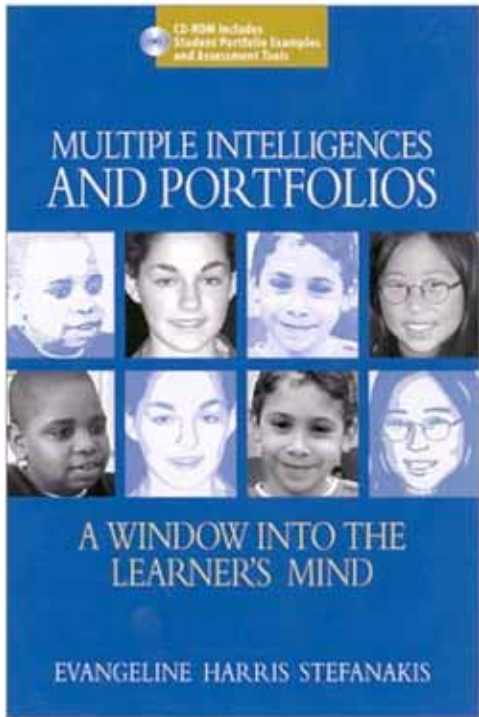

Left vs right - ePortfolio vs ePortfolly

Practice?

▶ Language	▶ Images
▶ Logic	▶ Music
▶ Numbers	▶ Imagination
▶ Sequence	▶ Holistic
▶ Details	▶ Colour
▶ Linear	▶ Patterns
▶ Symbols	▶ Emotions
▶ Judgement	▶ Non-judgmental
(*Order*)	(*Fuzzy*)

Standards?

Practice

"if we are operating from the premise that all students are smart in different ways, then we must accept that traditional report cards and standardised testing alone will not do. These practices communicate to parents and students an unfair judgment about whether the student is or is not smart. While we know that recognising all intelligences is important, accountability is important as well. Parents, students, teachers and even local real estate agents need proof that learning is occurring in our schools"
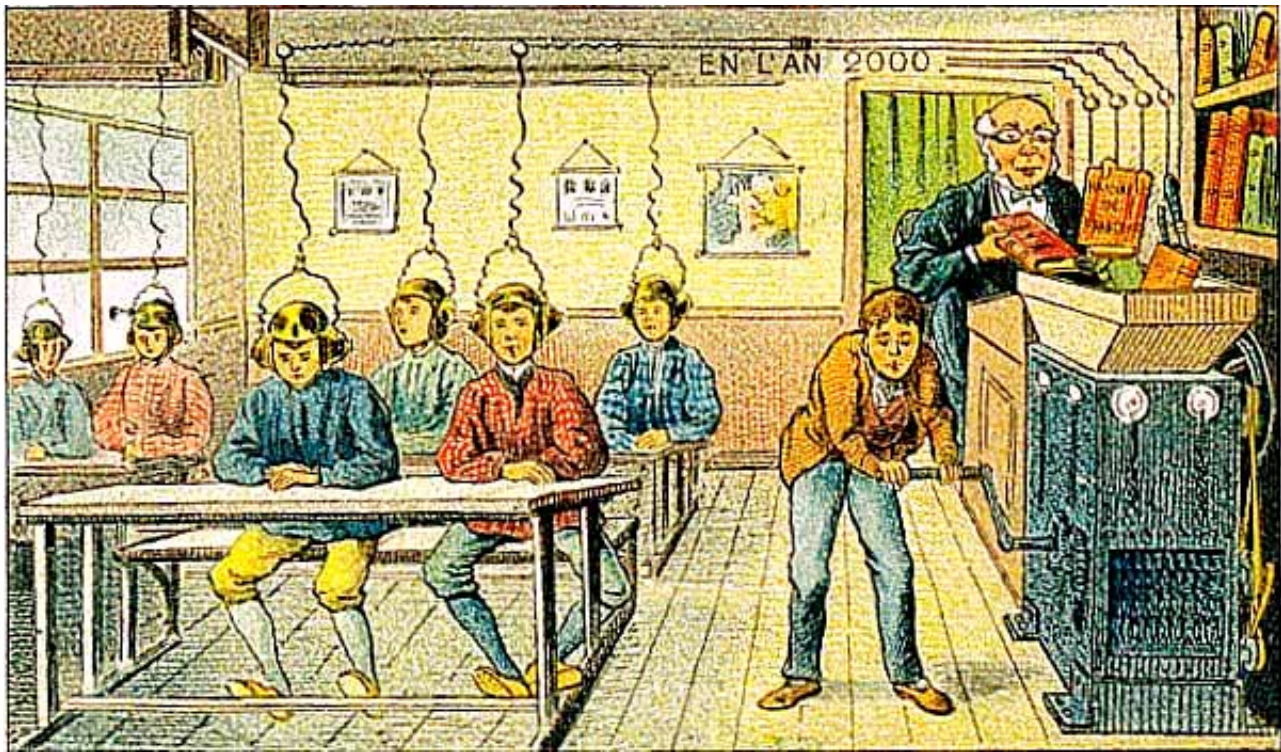
Jill Harrison Berg

Learning technologies

The ePortfolio engine / aggregator
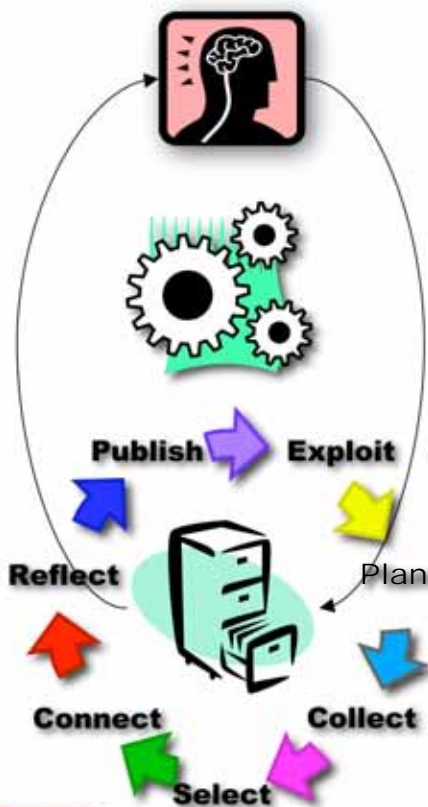
▶ **An ePortfolio is an engine designed to collect and exploit learning outcomes and assets (eMe)**

- Competencies
- Knowledge – tacit and implicit
- Networks – personal / professional / social
- Data
  - Learning outcomes, formal and informal
  - Reflections – *reflective practitioner*
  - Documents, reports, links
  - Plans – learning, development, quality…
  - Certificates & diplomas
  - Testimonies
  - Stories…

▶ Supporting

- Planning learning *and* unplanned learning
- Formal *and* **informal recognition**
- Employability *and* socialisation
- Sharing of knowledge *and* emotions…

ePortfolio authoring and management systems
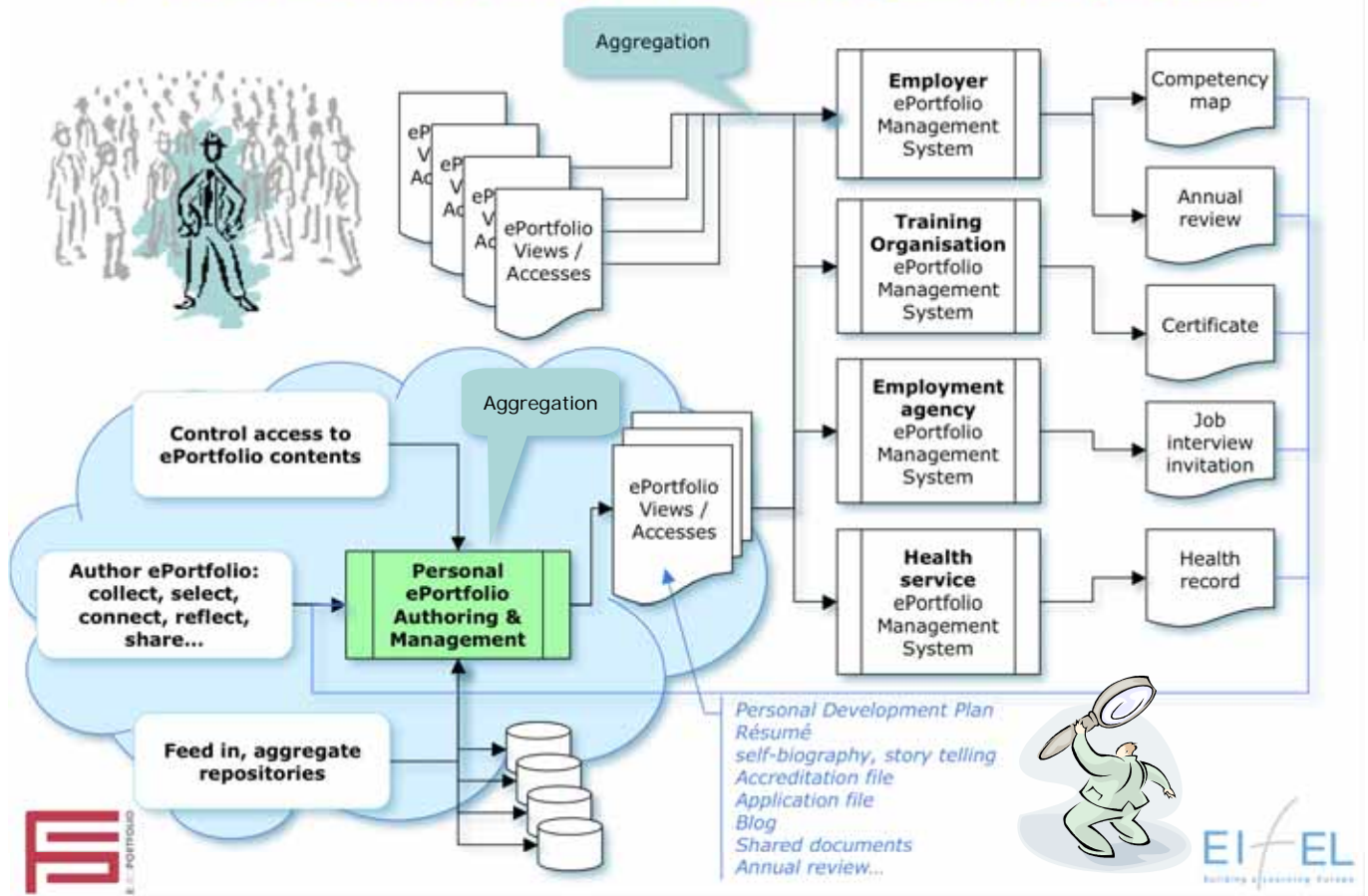
The organisational ePortfolio

What is an eLearning organisation?

Wisdom — *principles*

Knowledge — *patterns*

Information — *relations*

Data

Understanding

▶ While we (think that we) know what a learning organisation is…
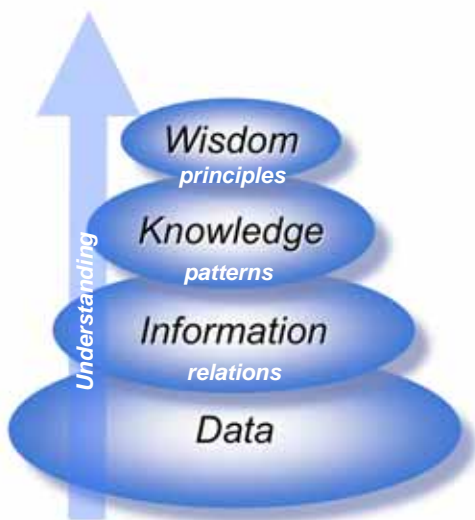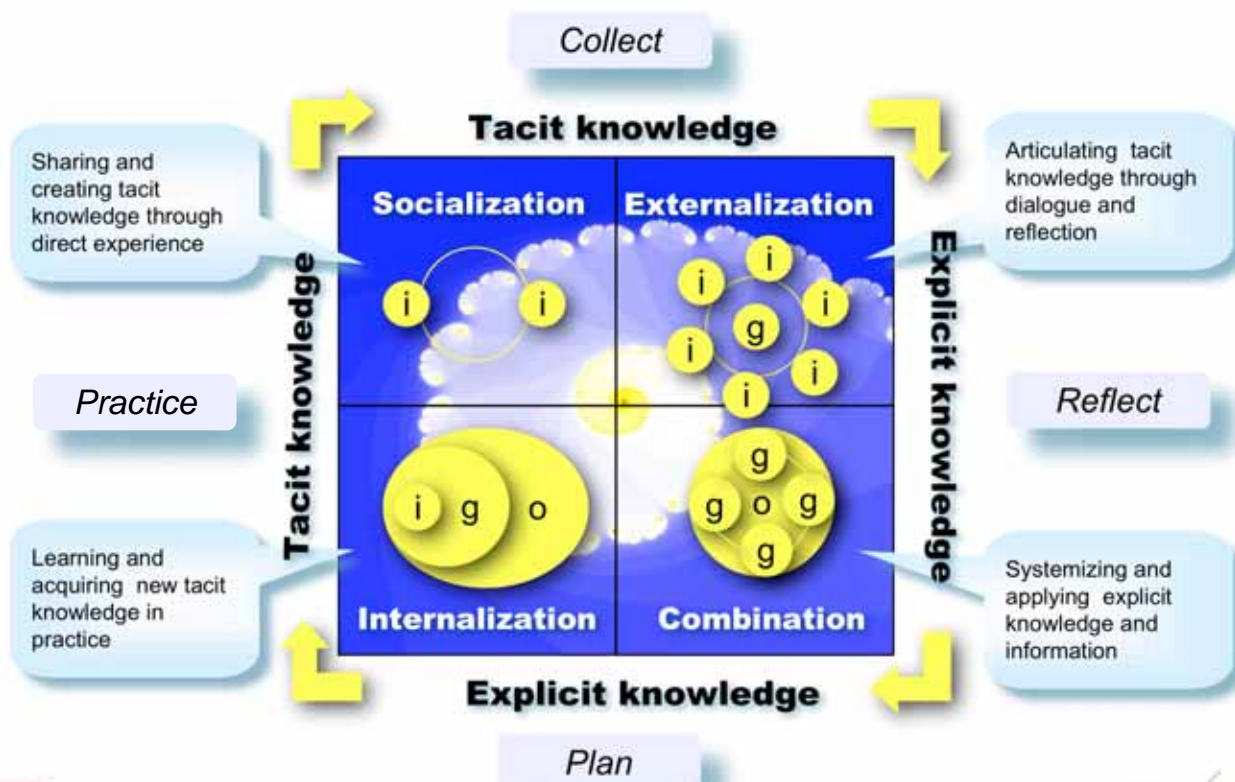
▶ How can it be **eTransformed**?
  - What technologies can improve organisational learning effectiveness?
  - What organisational changes?
  - What competencies?

▶ An eLearning organisation is different from an organisation providing online or distant learning

*Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we reperceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. …This then is the basic meaning of a learning organisation, **an organisation that is continually expanding its capacity to create its future**.*
Peter Senge

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A learning organisation's ePortfolio?

Collect

Tacit knowledge

Tacit knowledge (vertical axis left)

Explicit knowledge (vertical axis right)

Practice

Reflect

Socialization

Externalization

Internalization

Combination

Explicit knowledge

Sharing and creating tacit knowledge through direct experience

Articulating tacit knowledge through dialogue and reflection

Learning and acquiring new tacit knowledge in practice

Systemizing and applying explicit knowledge and information

Plan

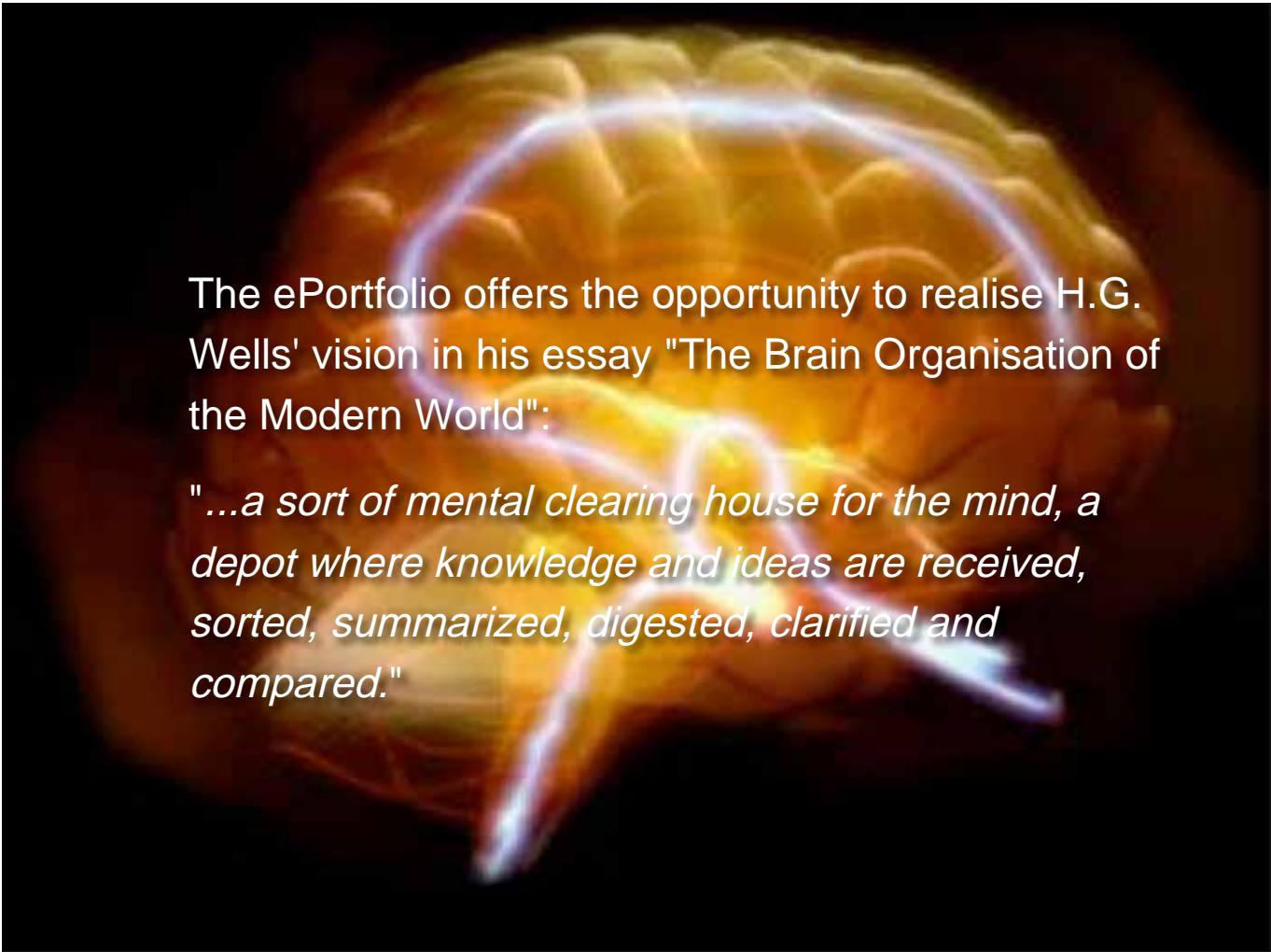Adapted from Nonaka, Takeuchi, Konno & Toyama

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Questions

- Technology (for the left/right brain)
  - What needs to be standardised?
  - What doesn't need to be standardised?
  - What can't be standardised?
  - What shouldn't be standardised?
- Practice
  - Templates / free form…
  - Reflection as monologue / conversation (diablog)
  - Vision / assessment of contents (C) / C + dC / dt ?
  - Self-biography…
- Employment
  - Do we need detailed description of competencies?
  - Are there other means for identifying candidates (circles of trust)?

EI EL

Some of the the ePortfolio promises

1. *Continuity across **learning entities**: individuals, communities, organisations and territories are organically linked learning entities*

2. *Continuity across **learning contexts**: individual learning is an activity which is embedded within professional, personal, social and cultural activities*

3. *Continuity across **generations and communities**: learning is a social activity based on the co-construction of knowledge and meaning*

4. *Continuity across **learning episodes**: learning occurs across different times and spaces.*

5. *Continuity across **media and technologies**: media are converging while providing more emphasis on knowledge media..*

6. *Continuity across the **extended space** (physical and digital): one should be able to move freely across seamlessly integrated digital spaces*

7. *Continuity across **eStrategies**: eHealth, eAdministration, eCitizenship share common issues and have similar solutions. The transformation of learning practice requires the design of global eStrategies for learning, health and citizenship*

EI EL

The ePortfolio offers the opportunity to realise H.G. Wells' vision in his essay "The Brain Organisation of the Modern World":

"...*a sort of mental clearing house for the mind, a depot where knowledge and ideas are received, sorted, summarized, digested, clarified and compared.*"

Thank you

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