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E-Portfolios in Secondary and Higher Education

The article deals with the notion of an ePortfolio in context of secondary and higher education. The author describes such patterns of ePortfolio usage as peculiarities of deployment in secondary and higher education, connection of ePortfolio with future jobs of students, and challenges students face when creating a portfolio. The article also describes potential issues employing ePortfolios, how to avoid technical pitfalls when using the ePortfolio system for creating eLearning content. Lastly, the author provides original information dealing with the history of ePortfolios in contemporary academic society.

Key words: ePortfolio, eLearning, digital university, secondary education, higher education.

The evolving nature of work and the economy in the 21st century requires that students gain a new set of skills, including critical thinking, innovation, and creativity to be successful. When compared to previous jobs, today's opportunities typically come with more responsibilities and require engaging with an increasingly broad audience. In response, companies (and universities too) are looking to hire university graduates in greater proportions than secondary school graduates. A recent study of over 400 employers highlights this trend: 28 % of employers projected a reduction in their hiring of secondary school graduates, while 59 % indicated an increase in hiring university graduates. Educators at all levels are recognizing both the changing skills and experiences of students – many of whom have been using digital technology most of their lives – and emerging new skills required for success in the 21st century. As a result, teachers in both secondary and higher education are integrating technology in classrooms in new and innovative ways and are changing pedagogic strategies, emphasizing authentic and problem-based learning strategies [1, p. 20].

As authentic and problem-based learning become more widely used, methods for gauging progress and achievement are also evolving. As a component of a standardized test alternative often referred to as a performance assessment, portfolios are increasingly popular tools to gauge student progress, achievement, and development. In addition to their utility as assessment tools, portfolios can support student advising and career preparation as well as professional and certification processes for practicing professionals.

The concept of portfolio assessment is not new. Portfolios have long been showcase tools for artists; however, their use in educational contexts is gaining popularity. While an artist's portfolio might be a representation of past work, assessment portfolios illustrate a student's efforts and achievements in defined areas and can provide insight into learning styles, needs, and tendencies. Previous efforts at using portfolios to assess ability and performance in large-scale and systematic ways were hampered by a variety of policy, standards, and technology issues. In the early 1990s, a number of educational institutions implemented large-scale portfolio assessment initiatives and many managed to embrace performance assessment and portfolios. Different models of alternative assessment including paper-based portfolios, subjective exams, and project-based learning as well as multiple national and local standards have complicated the decision-making process for implementing alternative assessment models.

Attempts to implement large-scale, paper-based portfolio initiatives were hampered by the storage and transportation difficulties paper-based portfolios present. Paper-based portfolios were difficult to duplicate

(either for archival or evaluative purposes) and share. Print orientation did not support the representation of video, animation, or web-based work. Additionally, paper-based portfolios required significant administrative work on the part of the teacher. A recent analysis in this field found teachers concerned with the time demands of planning and administering the portfolio process. Moreover, it is harder to ensure that portfolios are accurately recorded and scored; evaluation is more subjective than traditional testing, and reliability and validity can be questionable.

With the increasing integration of technology into secondary and higher educational contexts, electronic portfolios, or ePortfolios, are a viable tool for formal and informal assessment across disciplines. Broadly, ePortfolios are digital resources that allow for flexible expression in the demonstration of growth using a variety of digital resources. ePortfolios encourage self-evaluation while providing a structure for feedback from students, peers, parents, and administrators. The primary worth of portfolios is that they allow students the opportunity to evaluate their work [3]. At the same time, ePortfolios delivered electronically allow individuals to share their work with a broad audience easily and often. In teacher/educator preparation fields, standards-based teaching portfolios have become a popular method to display and assess teaching development. ePortfolios allow students to combine graphics, video, text, sounds, and other digital artefacts into an organized, portable, and Internet-ready format.

The popularity of performance assessment processes can be evidenced by the range of ePortfolio technologies that have sprung up. There are dozens of commercial companies providing ePortfolio services, and a number of open source portfolio projects have evolved in the last several years. One obvious challenge is that evaluating and choosing a portfolio tool is potentially quite difficult given the range and number of options on the market. Many of these services require subscriptions or an ongoing commitment by an institution to host portfolios. While these challenges seem significant, the continuing evolution of portfolio technologies is making the development and use of ePortfolios easier and cheaper while increasing portability.

Global ePortfolio use. Globally, ePortfolio use tends to be focused on supporting lifelong learning and professional development, while in some countries more emphasis has been placed on accountability and assessment. Programs include broad ePortfolio initiatives across the educational spectrum (secondary schools, vocational education, continuing education, and so forth). The systematic use of ePortfolios is well established in parts of Europe too. In recent years, there is an increased attention on the use of portfolios for assessment purposes [2, p. 120]. Benefitting from centrally controlled departments or ministries of education rather than the government-centric system, many countries have been able to aggressively move forward utilizing alternative forms of assessment like ePortfolios.

In 2007, a number of researchers from the Learning Sciences Research of the University of Nottingham were commissioned to investigate the impact that ePortfolios can have on learning in schools, further education, higher education, and work-based learning. Case studies of eight ePortfolio projects were developed, and the key findings included:

- ePortfolios benefit learning most effectively as an integral component of teaching and learning approaches;
- ePortfolio processes can support both guidance needs and curricular outcomes;
- ePortfolio processes support the learning outcomes of students with a wide range of abilities;
- ePortfolios make progress and attainment more obvious to both teacher and student because viewing and revisiting the repository of work reveals development, achievement, strength, and weaknesses.

ePortfolios in use. ePortfolio usage has not evolved to the point where there are single educational organizations using ePortfolios to the extent below, but there are numerous examples of these components in use. Teacher education programs have been using portfolios and ePortfolios to evaluate teacher education candidates for almost a decade as of now. The following department is a hypothetical department combining aspects of ePortfolio usage found across secondary and higher education.

An academic department has started using ePortfolios for a number of uses across the department and through learners' professional development. The department's use of ePortfolios has been driven by both professional standards from its accrediting organization and by institutional standards emerging from the university's new plan on improving learning outcomes and increasing retention rates. Additionally, the department hopes to respond to changes in the needs and preferences of their students. A popular trend in discourses surrounding teaching and learning with technology labels young, technology literate students or «Digital Natives» [4] and their teachers as «digital immigrants»). At the same time, the department seeks to

develop those students' critical technology literacy skills. By integrating ePortfolios across the academic and profession continuum, the department hopes to develop student and faculty technology skills and digital literacy skills.

First-year and pre-major students work with their advisors in learning what ePortfolios are and what resources are available to them as they begin to develop their ePortfolio. As part of the admissions process to the professional/certification sequence of courses in the department, or to be admitted as a major (the upper-level courses) the department uses the ePortfolios that pre-major students have developed. The ePortfolios are also useful for advisors who use them to help guide students toward classes and potential internship ideas. In a similar fashion, ePortfolios are used by the department in determining admissions to the graduate program. Each semester, departmental faculty review the portfolio work of applicants to the masters and doctoral programs.

After admission to the degree, the ePortfolio becomes a powerful tool for advisors to assess student progress and identify learning needs. Students are able to share works-in-progress with advisors, and advisors are able to see what work students are doing in the context of their degree requirements and career plans. The ePortfolio allows students to demonstrate their achievements, as well as become a repository for demonstrating applied skills and knowledge in the internship. The student is also able to showcase letters of recommendation and support from the internship site. The faculty member supervising the student's internship relies on the ePortfolio for documentation of the student's efforts and achievements in the internship and evaluates the student's internship experience. Students place materials in their ePortfolios to demonstrate programmatic and degree requirements as well as professional competencies.

As they complete their studies, students use their ePortfolios to showcase work and demonstrate skills to prospective (potentially academic) employers. Because of the easy customizability of the ePortfolio, students are able to present tailored views of their achievements and experiences to prospective employers. In addition to writing letters of application crafted for each potential job, students are able to present portfolios highlighting relevant background and experience. Because the professional organization has laid out standards, graduates of the program are able to use to their portfolios to support their continuing education in the field. Often former students take graduate courses in the department as part of their continuing education, and their ePortfolios help them document their ongoing professional growth. In addition to their utility across the learning continuum with students, ePortfolios also play an important role in the administration and management of the department. Faculty use ePortfolios for tenure and promotion processes. Faculty seeking tenure use their ePortfolios as repositories of their academic and professional achievements in the years leading up to their tenure review. Junior faculty use their ePortfolios to collect their published articles, links to course websites and innovative course materials, reviews of books and other publications, presentations from national and international conferences, teaching evaluations, reports from committee service, letters of support, and other professional reviews. When the materials are needed for review, the ePortfolio can be made available to both the departmental tenure committee and selected external reviewers. Because the ePortfolio has been developed over the course of several years, creating an appropriate tenure review portfolio takes very little time. Additionally, the department is able to use ePortfolios for accreditation processes as well. Because students are using ePortfolios to collect and present their academic products and profession experiences, collecting demonstration artifacts for accrediting bodies is much simpler. Similarly, the faculty's use of ePortfolios provides access to faculty work, research expertise, and professional engagement critical for accreditation review.

ePortfolios are an important response to trends changing the nature of learning. Increasingly, ePortfolios are removing the logistical challenges of performance assessment that derailed large-scale projects in the past by incorporating digital media as it becomes an increasingly important part of assessing student learning.

Sources and literature

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Бочан Петро. Електронне портфоліо в системі середньої та вищої освіти. У статті йдеться про поняття електронного портфоліо у контексті середньої та вищої освіти. Автор торкається таких тем використання електронних портфоліо, як особливості розгортання цієї технології у середній та вищій освіті, зв'язок електронного портфоліо із майбутнім працевлаштуванням студентів а також проблеми, із якими стикаються студенти під час створення електронних портфоліо. Йдеться також про потенційні проблеми застосування електронних портфоліо, уникнення технічних проблем при використанні системи електронних портфоліо для створення вмісту електронного навчання. Зрештою, автор надає інформацію про історію виникнення та розвитку поняття електронних портфоліо та їх значення в сучасному навчальному суспільстві.

Ключові слова: електронні портфоліо, електронне навчання, електронний університет, середня освіта, вища освіта.

Бочан Пётр. Электронные портфолио в системе среднего и высшего образования. Статья посвящена понятию электронного портфолио в контексте среднего и высшего образования. Автор описывает такие проблемы использования электронных портфолио, как особенности развертывания этой технологии в системе среднего и высшего образования, связь электронного портфолио с будущим трудоустройством студентов, а также проблемы, связанные с созданием электронных портфолио. Описаны также потенциальные проблемы использования электронных портфолио, способы предотвращения технических проблем использования системы электронных портфолио для создания содержимого электронного обучения. Кроме этого, автор предоставляет информацию об истории возникновения и развития сущности электронных портфолио и их значения в современном учебном обществе.

Ключевые слова: электронные портфолио, электронное обучение, электронный университет, среднее образование, высшее образование.

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Методичні аспекти навчання іншомовної фахової лексики студентів спеціальності «Туризм»

У статті наголошено на актуальності проблеми навчання іншомовної фахової лексики, окреслено особливості фахової термінології й специфіку її введення в процес навчання англійської мови студентів спеціальності «Туризм», обґрунтовано методичні аспекти процесу навчання фахової лексики англійської мови студентів. З'ясовано, що залежно від етапів опрацювання іншомовної фахової лексики добираються відповідні типи вправ, які забезпечують неперервне прищеплення навичок спілкування, формування та вдосконалення вмінь професійно спрямованого мовлення.

Ключові слова: іншомовна фахова лексика, навчання англійської мови, методичні аспекти навчання, етапи, типи вправ.

Постановка наукової проблеми та її значення. Значущість вивчення іноземної мови в умовах уходження України в єдиний освітній простір значно підвищує статус цієї академічної дисципліни. Іноземна мова є не тільки необхідним складником загальномовної компетенції молодого спеціаліста, що уможливлює спілкування на загальнопобутовому рівні, а й засобом удосконалення вузькогалузевих іншомовних навичок відповідно до спеціальності майбутнього фахівця.

Сучасні ринкові відносини зумовлюють більш жорсткі вимоги до якості та рівня професійної підготовки висококваліфікованих працівників. У процесі підготовки студентів туристичної галузі вивчення іноземних мов, насамперед англійської, займає одне із чільних місць. Випускники цієї спеціальності мають оволодіти вміннями та навичками іншомовного спілкування, щоб вільно висловлюватися іноземною мовою, уникаючи складнощів, пов'язаних із пошуком відповідних мовних засобів задля вираження власної думки під час досягнення ними соціальних, академічних й професійних цілей.