



LEARNING WITH THE HELP OF ELECTRONIC PORTFOLIO IN UNIVERSITIES IN GERMANY

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Abstract

Interest in portfolios in education has been steadily growing over the past few years. This is evidenced by the number of publications posted on the platform of the Information Center for Educational Resources [Education resources information Center (ERIC)]. As of July 2021, 8513 publications are available for study. Of these, 710 publications - on the e- Portfolio search query. In addition to numerous projects, related software, software vendors and the e- Portfolio community can also be found on the Internet.

Keywords: e- Portfolio, technology, educational process, national and international levels.

E-portfolios are becoming an increasingly common component of higher education programs, serving as a constructive learning space where students can reflect on their academic achievements, host collections of work on which they can be assessed, and create "integrated showcases" where students can demonstrate their achievements to potential employers. In addition, already working professionals are encouraged to create personal electronic portfolios that reflect their continuous learning, promotion and application for new positions. The Russian Federation, which signed the Bologna Charter in 2003, has chosen the path of consistent integration into the European Higher Education Area (EHEA). One of the most important tasks of building the EHEA is the development of approaches to the organization of teaching, learning and to the assessment of learning outcomes. Particular attention deserves foreign experience in the use of e- Portfolio technology in the educational process at the national and international levels.

In the field of education, you can find portfolios for different age categories (from kindergarten to university), for different purposes (from the presentation of the first steps and learning progress to application portfolios),



portfolios created using various media (portfolio software, learning platform, Word file, folder, etc.). When working with a portfolio, the products created during the learning process (so-called artifacts) are collected, selected, discussed, analyzed, evaluated and made visible to others. Thus, traces of learning processes and learning outcomes are documented.

There are many different portfolio typologies used in scientific publications. Often there are different typologies, as well as mixed types, which cannot always be clearly separated. On the one hand, diversity reflects the richness of portfolio options in the education sector, and on the other hand, indicates that there is no unambiguous approach to distinguishing portfolio types. As an illustration of this provision, we will describe the types of portfolios that are most often in demand in the educational process.

Portfolio types by target orientation: development, presentation, evaluation.

Development Portfolio: Here the focus is on the individual development of students. Such a portfolio can be created to accompany research, for example, throughout the course, across multiple modules, or across disciplines.

Presentation Portfolio: Selected artifacts can be used in courses to present the learning process. **Evaluation Portfolio:** Parts of a portfolio can also be used for evaluation and/or as evidence of performance (for example, as research or module implementation). To this end, some artifacts are usually collected, analysed, presented, and finally evaluated by educators.

The purpose of the Process Portfolio is to introduce you to your own learning methods and strategies. Learning processes are documented, analyzed and commented on. The basis for this can be a diary and a work journal. However, other materials, such as own and other texts, descriptions of environmental influences, or communication experiences, may also be included in the work if they influenced the student's learning process. A process portfolio can be used as a starting point for a performance-oriented portfolio. A performance-oriented portfolio, on the other hand, should reveal the main tendencies of the student's own learning. During the course or project, various artifacts are collected that are considered especially successful. They reflect and give a general idea of progress. Unsolved problems are solved with the help of specific proposed methods and serve as the basis for future projects. The division of portfolio types by assessment, that is, the assessment of students' achievements: summary or formative.



Formative assessments are conducted concurrently with the course, with final assessments completed at the end of the course. Final grades are often taken in written, oral exams and term papers. They summarize the event's final learning success and are final. On the other hand, formative (diagnostic) assessments are a process: thanks to regular feedback, learning progress, strengths and weaknesses of students become visible and thus make it possible to purposefully improve their own learning. At the same time, teachers can take into account the learning process of students in order to rework or develop their own course. Division of portfolio types by duration (time): event portfolio or research portfolio. Portfolios can be created for different periods of time. In fact, this method is designed for a longer period of time, so it should be used at least for the duration of the project or internship. However, it can also be produced during the semester to accompany study sessions. Division of portfolio types by social type: individual or group portfolio. A group portfolio is always useful if the learning process has already taken place within the framework of joint training or in projects.

In the intercultural communication module at the Leipzig University Language Center, students get acquainted with the problems and circumstances of learning a foreign language using the example of a language they do not know. Working with e - Portfolio is an integral part of the courses. On the e- Portfolio platform, students define their learning goals, collect learning materials (PDFs, videos, links) and set important dates during the semester. Document weekly tasks and keep a study diary. Record their learning progress in a portfolio with assignments for continuous preparation and attendance tracking. Reflect on the learning process every five weeks using leading key questions. In addition, students are offered a checklist that indicates which artifacts should be in the portfolio when sent for evaluation. As G. Brauer notes, the process of introspection for students about their own artifacts is a difficult task for them. To systematize the thought process, he offers students a total of four levels of reflective practice.

Level 1: Includes description (completed activity) and documentation (with reference to the activity as a whole).

Level 2: includes analysis (in relation to one's own work) and interpretation (in relation to the consequences of one's own actions).



Level 3: includes assessment (against expectations or other indicators) and assessment (based on criteria).

Level 4: Includes planning for alternative courses of action.

At the University of Passau, a course concept supported by an e-portfolio was developed and evaluated. This course is designed to systematically improve the ability of future teachers to analyze their work and to help ensure that reflection processes become an integral part of school work. In particular, students received tasks in the form of an electronic portfolio, consisting of two parts, the results of which they must record in their personal electronic portfolio.

Until the final presentation of the e-portfolio and the corresponding summary assessment by the teachers, the phases of visits alternated with the phases of the virtual e-portfolio. The learning stages took place once a week in the form of an e-portfolio-supported course at the University of Passau. At these stages, depending on the course, different content of knowledge was transferred. At the intermediate stages of the virtual e-portfolio, students-future teachers received tasks on (self) reflection and work on the e-portfolio to deepen the content of this knowledge, which they worked on at the e-portfolio stages. In addition, all communication was done through the ILIAS e-learning platform. To support students in working with the ILIAS electronic portfolio, seminars on working with the e-Portfolio were held at the beginning, middle and end of each semester. The TU Hamburg- Harburg presents an example of an e-portfolio that accompanies a course of study. Optionally, and regardless of individual courses, students use e-portfolios in the following scenarios:

- a) in a self-determination scenario - students use their e-portfolio at the beginning of their studies to identify key areas of study that suit them;
- b) application scenarios - an electronic portfolio serves to represent one's own personality when applying for a job or in the process of undergoing a professional internship;
- c) development scenarios - students constantly use their electronic portfolio for the purpose of continuous personal development.

In this way, an e-portfolio tool can help bring together experience, reflection, and learning. In addition, this tool can help mentors understand and guide students through the learning process. Thus, the portfolio in the learning process is used not only as a means of psychological and pedagogical support for the student's personal development in the chosen field, but also as a means



of recording and systematizing his achievements, allowing him to form a motivational base for conscious inclusion in the educational environment of the university.

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