Supporting reflective skills by ePortfolios in Secondary School Education
Concepts and their implementation basing on examples from the project EUfolio. EU classroom ePortfolios

BERNHARD ERTL, SYLVIA GROSSGASTEIGER & ANDREA GHONEIM
DANUBE UNIVERSITY KREMS, AUSTRIA
DEPARTMENT FOR INTERACTIVE MEDIA AND EDUCATIONAL TECHNOLOGIES
Supporting reflective skills by ePortfolios – with a focus on critical thinking

Competency based approaches on learning emphasize the need for learning more than just facts, but rather for developing skills and personal and social competencies in formal learning scenarios. This is supported by instructional approaches that focus e.g. on argumentative activities, inquiry learning or critical thinking. Even if this kind of competencies may be assessed by paper and pencil tests in lower secondary, the implementation of ePortfolios can provide additional benefits for the learners: They can document their personal development and learning outcomes with the use of ePortfolios and therefore reproduce their learning gains. This allows learners to reflect their learning gains based on their personal artifacts instead of abstract grades.

The project EUfolio. EU classroom ePortfolios (http://eufolio.eu) is devoted to the implementation of ePortfolios in lower secondary classrooms in Europe. The ePortfolio approach is integrative and interdisciplinary and supports reflective learning, critical thinking and the acquisition of further key competences.

Case studies from EUfolio and further ePortfolio projects are the basis of this session which aims at the elaboration of the interrelations between ePortfolios and the development of skills for critical thinking in lower secondary. Participants will find case studies of didactical concepts to support learners’ reflective skills in the context of ePortfolio use. An outlook at the possible role of ePortfolios as companions for critical, creative, media literate lifelong learners concludes the session.
The EU funded project EUfolio - EU classroom ePortfolios (http://eufolio.eu) has implemented ePortfolios in lower secondary classrooms in a range of EU countries supporting curriculum reform towards a competency and skills oriented education. The skill of critical thinking can serve as one example how ePortfolios support the development of skills and their reflection and documentation.
21st century skills – examples of basic frameworks for EUfolio

21st century skills ATCS framework

<table>
<thead>
<tr>
<th>Ways of Thinking</th>
<th>Critical Thinking, Creativity, Learning to Learn, Metacognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of Working</td>
<td>Collaboration, Communication</td>
</tr>
<tr>
<td>Tools for Working</td>
<td>Information Literacy, ICT Literacy</td>
</tr>
<tr>
<td>Living in the World</td>
<td>Citizenship, Local and Global, Life and Career, Personal and Social responsibility</td>
</tr>
</tbody>
</table>


# MANAGING INFORMATION AND THINKING

<table>
<thead>
<tr>
<th>Elements</th>
<th>I can ......</th>
</tr>
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</table>
| Being curious                                 | • look for new and different ways of answering questions and solving problems  
• ask questions to probe more deeply  
• look for new experiences that challenge how I think about myself and the world |
| Gathering, recording, organising and evaluating information and data | • recognise what I already know and the wide range of information available to me  
• use a range of strategies to find information and data  
• analyse information and data presented in a variety of forms  
• evaluate the quality of that information and data and their sources  
• make judgements about how valid and reliable that information is  
• prepare and organise information and data so that it makes sense to me and others |
| Thinking creatively and critically            | • question ideas and assumptions, both my own and other peoples’  
• make estimations and predictions and compare them with others  
• make connections between what I already know and new information  
• adjust my thinking in light of new information |
| Managing my learning                          | • reflect on and review my own progress  
• identify blocks or barriers to my learning and suggest ways of overcoming them  
• set realistic targets  
• use a range of tools to help manage my learning  
• keep believing that with continued effort I can succeed |
| Using ICT and digital media to access, manage and share content | • source, share and evaluate information that I find in different technologies and digital media formats  
• use digital tools to expand my thinking and source information  
• understand how to use content and present it differently while respecting copyright  
• use different technologies and digital media tools to give and receive feedback |

<table>
<thead>
<tr>
<th>Elements</th>
<th>I can ......</th>
</tr>
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</table>
| Listening and expressing myself  | • listen actively  
• express what I think and feel clearly in an appropriate tone  
• agree or disagree respectfully  
• use suitable body language and expression  
• ask well thought-out questions and listen to the answer  
• use different styles of communication suited to the situation |
| Using language                   | • understand and use a wide vocabulary  
• speak and write in well-constructed sentences  
• edit, correct and improve my written work  
• use a range of writing forms to express my ideas |
| Performing and presenting        | • express my ideas and emotions through performance and presentation such as visual art, music, drama, design and graphics  
• make choices about how I can best present my ideas to others, taking account of my audience  
• communicate using a variety of styles, including roleplay, drama, posters, and storytelling |
| Using numbers and data           | • use numerical data for a range of different purposes  
• present, interpret, and compare information and data using charts/diagrams |
| Discussing and debating          | • participate confidently in class discussion  
• present my point of view and be able to explain and support it  
• respond to opposite arguments constructively |
| Using digital technology to communicate | • use digital technology creatively to present, interact with and share ideas for different audiences  
• make decisions about how best to communicate for particular purposes  
• be respectful and responsible in my digital and online communications |

<table>
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<tr>
<th>Elements</th>
<th>I can ……</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing myself</td>
<td>• recognise my personal strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>• identify influences that make me who I am</td>
</tr>
<tr>
<td></td>
<td>• express my opinions and feelings appropriately</td>
</tr>
<tr>
<td></td>
<td>• find ways of dealing with setbacks and difficulties</td>
</tr>
<tr>
<td>Making considered decisions</td>
<td>• understand the importance of thinking through my decisions</td>
</tr>
<tr>
<td></td>
<td>• consider a number of possible consequences when planning and deciding on actions</td>
</tr>
<tr>
<td></td>
<td>• listen to different perspectives when considering my options</td>
</tr>
<tr>
<td></td>
<td>• choose between different courses of action and explain my choice</td>
</tr>
<tr>
<td></td>
<td>• make plans in order to act on my decisions</td>
</tr>
<tr>
<td>Setting and achieving personal goals</td>
<td>• set personal goals</td>
</tr>
<tr>
<td></td>
<td>• identify what I need in order to achieve my goals</td>
</tr>
<tr>
<td></td>
<td>• ask for help and know where to go when I need help</td>
</tr>
<tr>
<td></td>
<td>• prepare detailed plans</td>
</tr>
<tr>
<td></td>
<td>• learn from my past actions and make changes if necessary</td>
</tr>
<tr>
<td>Being able to reflect on my learning</td>
<td>• set learning goals and evaluate my progress towards achieving those goals</td>
</tr>
<tr>
<td></td>
<td>• receive and make use of feedback on my learning</td>
</tr>
<tr>
<td></td>
<td>• assess my own learning and suggest ways that it can be improved</td>
</tr>
<tr>
<td>Using digital technology to manage myself and my learning</td>
<td>• use different technologies to plan, manage and engage in my learning</td>
</tr>
<tr>
<td></td>
<td>• express, share and present opinions through the use of digital technology</td>
</tr>
</tbody>
</table>

**ePortfolio: Definition for the project EUfolio**

“ePortfolios are (student-owned) dynamic digital workspaces whereby students can capture their learning, their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their learning and achievements.”

Learning Design for using a WebQuest in combination with an ePortfolio

- **Topic**: Charles Dickens / life in 19th century (English as a foreign language)
- **Duration**: 2 Weeks (6 hours)
- **Goals**: motivation, curiosity, self confidence, self management, learning from and with others
- **Learning spaces**: Webquest (links to Wikipedia), Mahara

Learning Design Template by Cyprus Pedagogical Institute, implementation and learning design: **Galician Regional Ministry of Education, Spain (Xunta de Galicia) = Country Pilot Implementation Report – Guidance, Spring 2014**
Methodology:
• Identification of learning skills
• Learner-centred approaches
• Learning by doing
• Collaborative learning
• ICT based learning

21st century skills:
• Communication
• Teamwork
• Critical thinking
• Creativity
• Taking decisions
• Autonomous work
Dickens y el realismo:
http://centros.edu.xunta.es/cpiocruce/dickens/dickens/index.html
Prezi-Presentation made by a group of students and clipping of an ePortfolio page

XIX Century
Keine Beschreibung
von claudia barral sanchez am 23. Februar 2015

https://prezi.com/imdg-uuuiu1r/xix-century/

Interview to Dickens
by Claudia Barral Sánchez (claudia_barral)

-When were you born?
I was born the 7 of february of 1812.

-Where were you born?
I was born in Portsmouth, England.

-What kind of books did you write?
I wrote novels.

-What was your first novel?
It was "David Copperfield."

-Did "David Copperfield" have fame?
Yes, it did.

-What is your most famous novel?
I think is "Oliver Twist."

-What was your first wife?
It was Catherine Hogarth, and we had 10 children.

-When do you married for first time?
In 1836.

Text box
https://prezi.com/imdg-uuuiu1r/xix-century/
Sandra Cansal
<table>
<thead>
<tr>
<th>Initiation</th>
<th>Development</th>
<th>Improvement</th>
<th>Advanced</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Learning to learn
- **Initiation**
  - I don't feel positive about learning
  - I don't like solving problems
  - I can't use strategies to make my learning easier
- **Development**
  - I don't feel positive about learning
  - I don't like solving problems
  - When I find a difficult task, I don't try to go on
  - I'm able to use strategies to make my learning easier
- **Improvement**
  - I feel positive about learning
  - I don't stop when I face difficulties
  - I know about and can use strategies to make my learning easier
- **Advanced**
  - I feel positive about learning
  - I enjoy solving problems
  - I am able to connect and integrate different knowledge
  - I am happy to learn from my mistakes
  - I can devise effective learning strategies

### Critical Thinking
- **Initiation**
  - I don't think in a reasoned manner
  - I listen to others, but I am not able to make my own decisions
  - I don't recognize the weak points in a line of reasoning
- **Development**
  - I'm not able to argue in a reasoned manner and make my own decisions
  - I don't recognize the weak points in a line of reasoning
- **Improvement**
  - I'm able to argue in a reasoned manner but I'm not able to make my own decisions
  - I can follow a line of reasoning
- **Advanced**
  - I think in a reasoned manner
  - I listen to others, but make my own decisions
  - I recognize the weak points in a line of reasoning
### Creative Thinking

<table>
<thead>
<tr>
<th>Poor cooperation in group. Most of the work was done by only one team member.</th>
<th>Good cooperation in group. Participation in the search has been equal, as the contributions to the presentation</th>
<th>Excellent cooperation in group. All members in group did the same work.</th>
</tr>
</thead>
</table>

### Team work

<table>
<thead>
<tr>
<th>Irrelevant and inadequate information. Poor resources and information; missing details</th>
<th>Irrelevant and not appropriate information. Just a few resources were used; missing details.</th>
<th>Relevant and adequate information. Most of resources were used; evidence of details</th>
</tr>
</thead>
</table>

### Process Information

<table>
<thead>
<tr>
<th>Uninteresting and without creativity. Poor contents and images; missing organization</th>
<th>Presentation of the contents is not very clear; texts and images are required; missing organization.</th>
<th>Creative and interesting presentation. Good contents but more texts and images are required; good organization</th>
</tr>
</thead>
</table>

### Presentation of information

<table>
<thead>
<tr>
<th>Clear evidence of creativity. I can generate a lot of appropriate ideas and easily I am able to recall information related to our topic. Sometimes I am able to find solutions to problems by searching for information.</th>
<th>Evidence of creativity. I can generate some appropriate ideas. I am able to recall some information related to our topic. Sometimes I am able to find solutions to problems by searching for information.</th>
<th>Some evidence of creativity. I'm able to generate few appropriate ideas. I am not able to recall a information related to our topic. I have difficulties to problems by searching for information, making comparisons and brainstorming.</th>
</tr>
</thead>
</table>
Other students’ works

eporfolio
Interview to Gaudí
Interview to Picasso
Interview to Gutemberg
Visit to the 19th Centry
Comments on the film

How were life conditions?

Poor people lived badly, but rich people lived very well, they ate everything they wanted and they dressed very well too.

Poor people

Rich people
Student group reflection about the use of the ePortfolio-platform Mahara at the school OS Polje.
Presented by Barbara Smrekar, 15.4.2014, Ljubljana.

The ePortfolio platforms used for Eufolio were the following:

- **Mahara (Open Source)**
  adapted by Danube University Krems, with an additional plugin (MyLearning), developed by Gregor Anzeli, Slovenia
- **ePortfolio-solution, basing on MS Office 365**
  (storage space: SharePoint) and *Yammer* as communication platform
  adapted/developed by project partner Microsoft Ireland

Benefits of ePortfolio use  
summary of the Spanish partners

**Students**

It contributes to engage students in the learning process. Students reflect on their own learning and think about their difficulties and goals. E-portfolio provides an added value to students’ evaluation, self assessment, they learn to discuss, give opinion, justify....

**Teachers**

Positively impact on the professional development of teachers as it contributes to the continuous teaching review. E-portfolio contributes to integrate ICT in teaching and learning in an innovative and creative way.
Students have acquired/increased the following skills
• critical thinking,
• ICT competence,
• information management
• creativity
• collaboration
• communication
• Self management + self reflection

Teachers got acquainted with
• formative assessment
• Learner centered teaching
• ICT skills
• collaboration

... where we see the benefits is particularly in the areas of working with the information (re)sources, creativity, critical thinking and collaboration and communication.
Mitja Čepič Vogrinčič (Slovenia)
via Yammer, 2015-02-18

We noticed that the ePortfolio approach also promoted teacher collaboration in a number of our schools and involved the teachers working together on their planning and also being more willing to share resources.
Sinéad Tuohy (Ireland)
via Yammer, 2015-02-18
Further information


Über die EUfolio Website: http://eufolio.eu/

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