



TEN Competence

Building The European Network for Lifelong Competence Development

Towards a TENCompetence ePortfolio

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Outline

- Introduction: ePortfolios for Lifelong Learning
- The TENC ePortfolio
 - Objective
 - Design recommendations
 - Proposal: Integrative approach à four perspectives:
 - Rhetorical
 - Pedagogical
 - Social interaction
 - Technical
 - Challenges



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ePortfolios

- Commonly conceptualized as collections of learning evidences
 - Learners define evidences through a self-reflection process, they attribute their competences to learning products or outcomes, and reflect on how they acquired such competences
 - Self-knowledge

ePortfolios: Multiple purposes

- Learning
- Professional development
- Assessment
- Job applications and promotions
- Showcasing
- Developing personal plans
- Accreditation
- Collaborative learning
- Receiving feedback
- Tracking learners' development within a program
- Monitoring and evaluating learners' performance

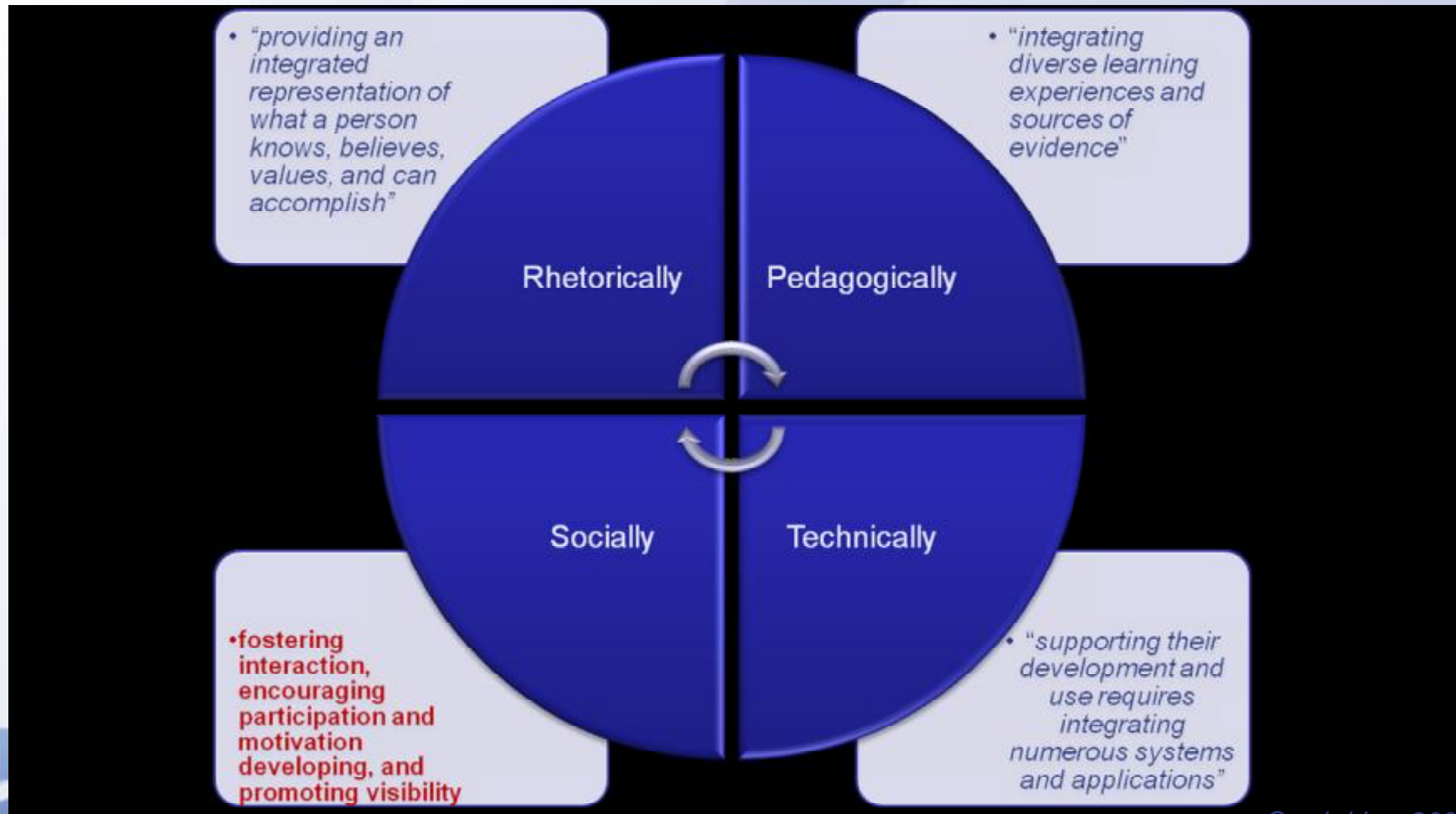


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ePortfolios: Lifelong Learning

- ePortfolios make learners responsible for defining and organizing their own learning
 - “ideal state” of ePortfolio usage
 - Widely used in teacher education and medical education
- However, ePortfolios are not commonly used for Lifelong Learning
 - Teachers and learners seldom consider ePortfolio use specifically in the context of Lifelong Learning
 - The literature on the topic only reports a few recent studies
- An **integrative** approach: learner’s self-presentation, learning experience, evidences, assessment, connections with communities and learners, and technical implications

TENc ePortfolio: integrative approach



Cambridge, 2006

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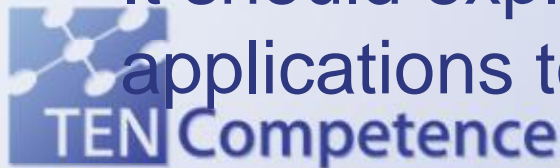
TENCompetence Workshop - 10-11 April, 2008. Madrid, Spain

TENC ePortfolio: objective

- Two-fold:
 - To allow a participant to control her own activity, performance and social interaction
 - To provide information about herself to the other members of the community, in such a way that the continuity, recognisability and history conditions are satisfied.

TENC ePortfolio: design

- It should not be disassociated from the didactic concept of a flexible, personalized, and social-interaction education instrument based on competence development (i.e., not only a showcase option)
- It should be owned by the learner
- It should use the technology the learner is already using, instead of replace it
- It should explore the possibilities of social web applications to link formal and informal learning



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TENC ePortfolio: design

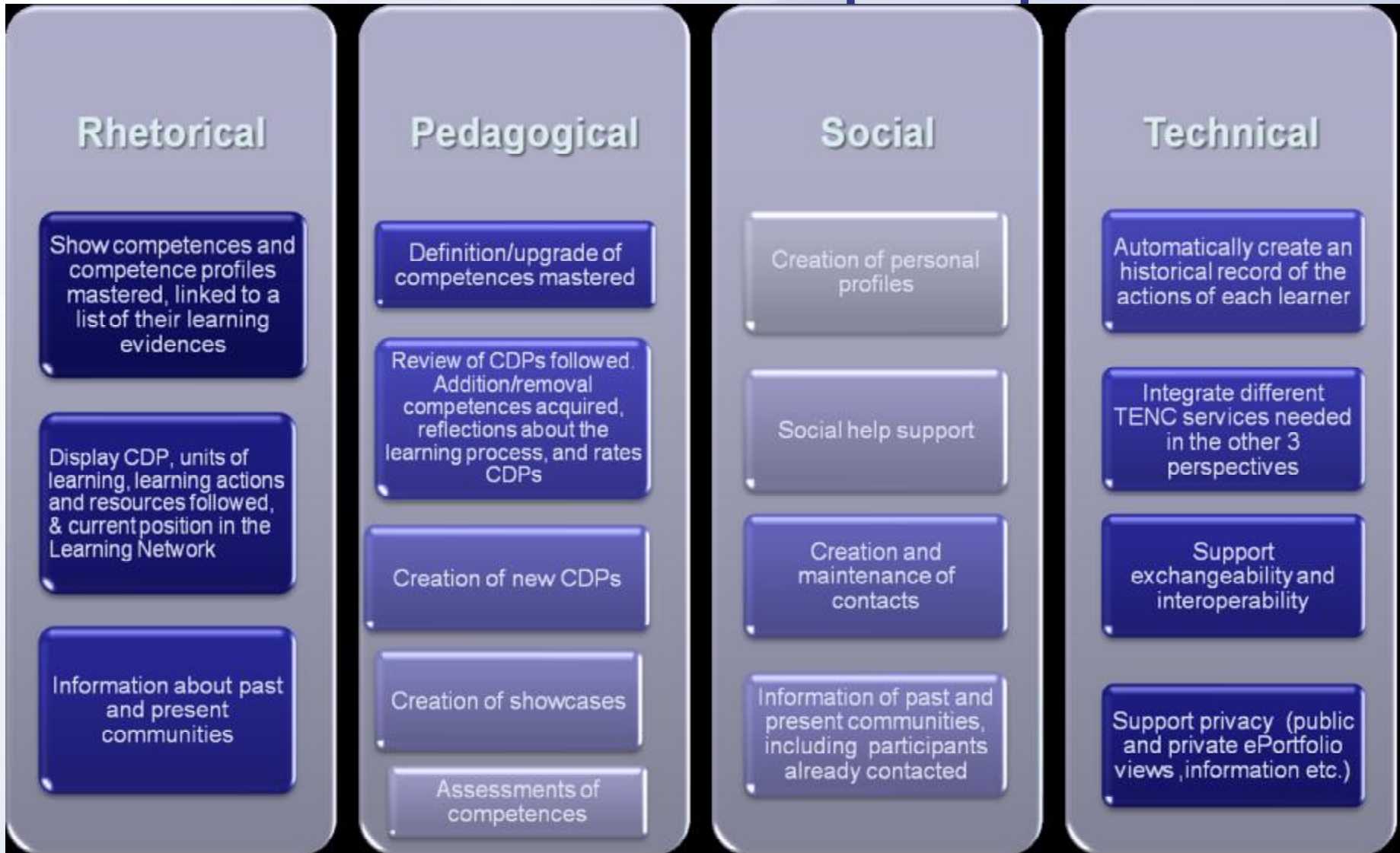
- Considers learning evidences as any learner's outcome or product
 - Inside the PCM: competence development plans (CDPs), units of learning, learning actions, resources, participation in learning networks
 - Outside the PCM: links to learner's school records, activity in (social) web applications, links to external web pages or to resources, etc.
- Designed from an **integrative notion**
 - Rhetorical, pedagogical, social and technical



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TENC ePortfolio: 4 perspectives



TENC ePortfolio: challenges

- **Orchestrate different TENC services**
 - They can work together, providing and receiving information to and from the PCM
 - Combine information coming from different services, such as the past behavior and competences mastered in diverse units of learning, CDPs or learning actions
- **Develop new functionality**
 - Review of CDPs followed, creation of new CDPs, creation of personal profiles, creation of showcases, etc.
- **Privacy issues**
 - What information legally may be stored and made available?
 - Will learners want others to access their personal data?
 - à Layering access through explicit, learner controlled policies



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