The e-portfolio as a Trojan horse

How does the implementation of the SWITCHportfolio influence the digitalization of teaching and learning at the Institute for Primary Education at the University of Teacher Education in Berne (PH Bern)?

New challenges

fast moving technologies

- media competence as a new and important core competence
- new capabilities for learning and teaching: no "one-size-fits-all"
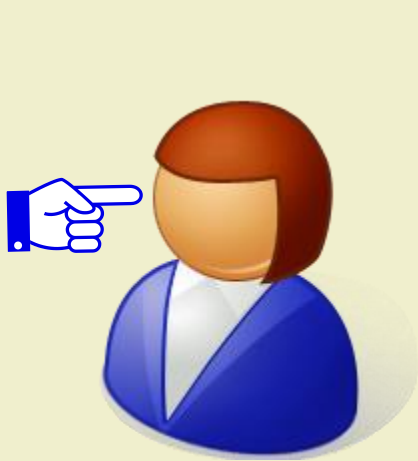
information

- "Know how" and "know where" instead of "know what"
- available information increase, half-life of knowledge decrease

life long learning

- careers don't last a lifetime anymore
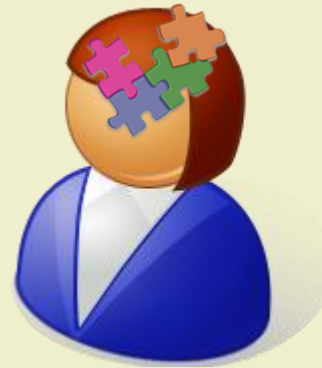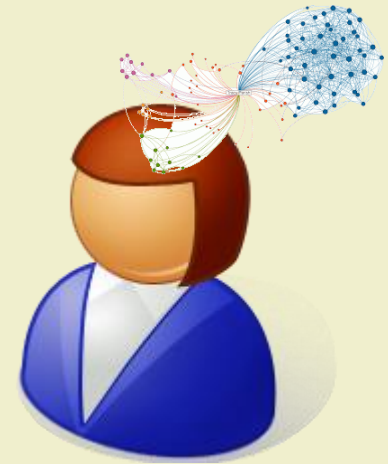- flexibility and mobility

learning theories

Behaviorism   Cognitivism   Constructivism   Connectivism

traditional learning approach

learning in digital age

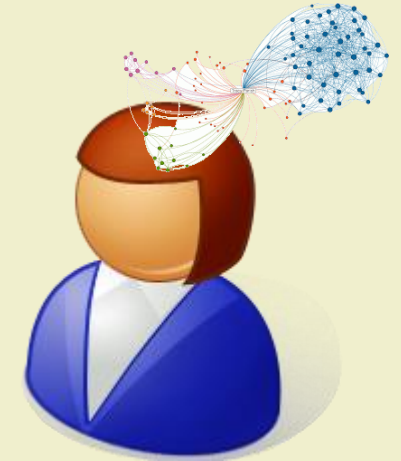**understand and remember**

response/react on external stimulus

create and evaluate

encode, acquire, store and retrieve information

analyze and apply

construct a subjective reality

recognize and connect

connect, link information, people (nodes)

traditional teaching approach
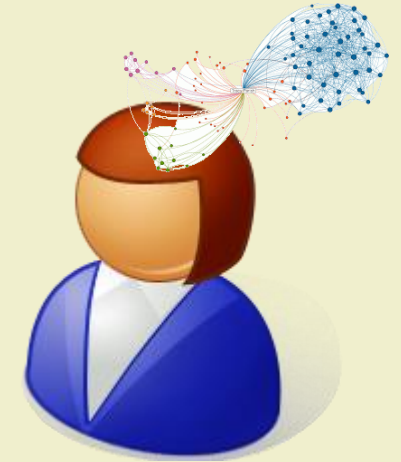
teaching in digital age

lecturing and testing

lecturing, providing content, assessing

facilitate / scaffold discovery learning, feedback

initiate self directed learning

Connectivism

personal networks
- connecting nodes and links between persons, data, resources
- decision-making itself is a learning process

technology
- internet access plays a crucial role in everyday life
- enables free and flexible access to information and knowledge

teacher <=> learner
- creation of new knowledge = new nodes, new links
- ability to filter, condense and structure knowledge and information

Digitalization in Higher Ed – lines of development

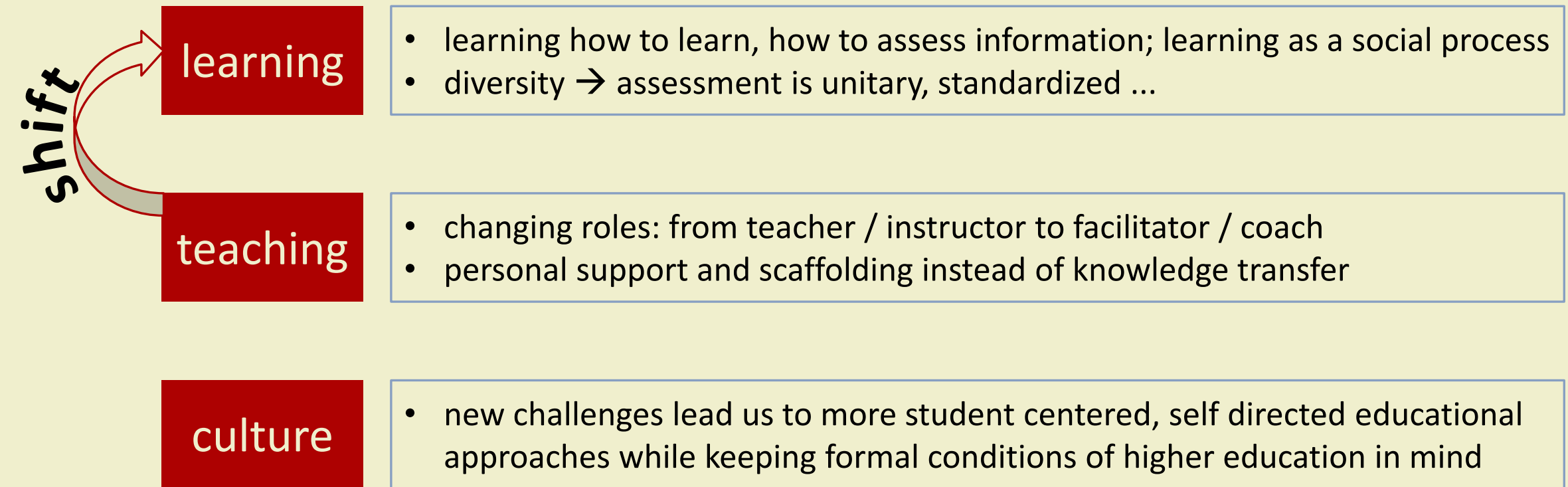| LMS	• simplify the planning and organization of teaching and learning • distribute content, support assessment and evaluation

Web 2.0	• enhance communication and collaboration: Wikis, Social Networks, Blogs … • reaching and sharing material and media becomes much easier: OER

MOOCs	• (further) education for free • ubiquitous knowledge in a didactically refined and well-structured approach

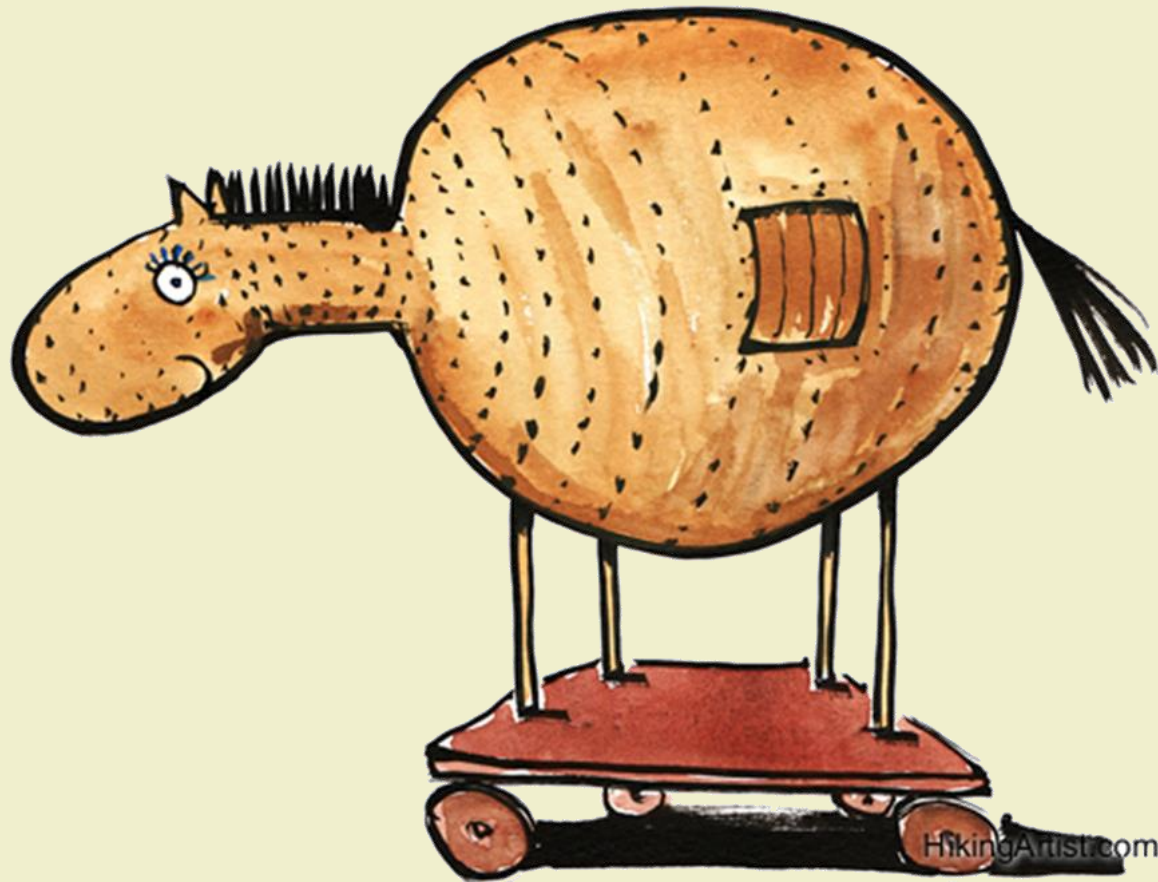# Interim conclusion: Digitalizations impact on teaching and learning

shift

learning
- learning how to learn, how to assess information; learning as a social process
- diversity → assessment is unitary, standardized …

teaching
- changing roles: from teacher / instructor to facilitator / coach
- personal support and scaffolding instead of knowledge transfer

culture
- new challenges lead us to more student centered, self directed educational approaches while keeping formal conditions of higher education in mind

E-Portfolio as a Trojan Horse

Institutional Background

PHBern
- Pedagogical university with around 2500 students
- 7 Institutes, which operate relatively independent from each other

IVP
- 703 students, 96 lecturers (part and full time)
- Current issue: Implementation Lehrplan 21

MIT
- supports the e-portfolio initiatives (didactical and technical)
- courses in the field of "digital media in school", new: teaching methology in media and computer sciences"

The SWITCHportfolio for

reflection	
	• personal learning experiences and progress • practical experience in school

presentation	
	• personal learning achievements, assessment • Projects, long-term learning development

organization	
	• learning groups, courses • network structure for learning material and resources

reflection

- "We do not learn from experience…we learn from reflecting on experience." (John Dewey)

Prior knowledge and competences

Personal learning development

Experiences in school

presentation

- Projects, learning achievements

Learning process and learning products

projects

organization

- learning groups and courses

Working / learning groups

Organizational advices

Information and resources

rss / links

Forum

organization • network structure for learning material and resources

SWITCHportfolio

SWITCHtube

Video Server

Learning groups

lecturer

Personal lifelong portfolio for every student

student

website

Department / faculty

SWITCHdrive

shareable file storage for learning resources

Externals and graduates
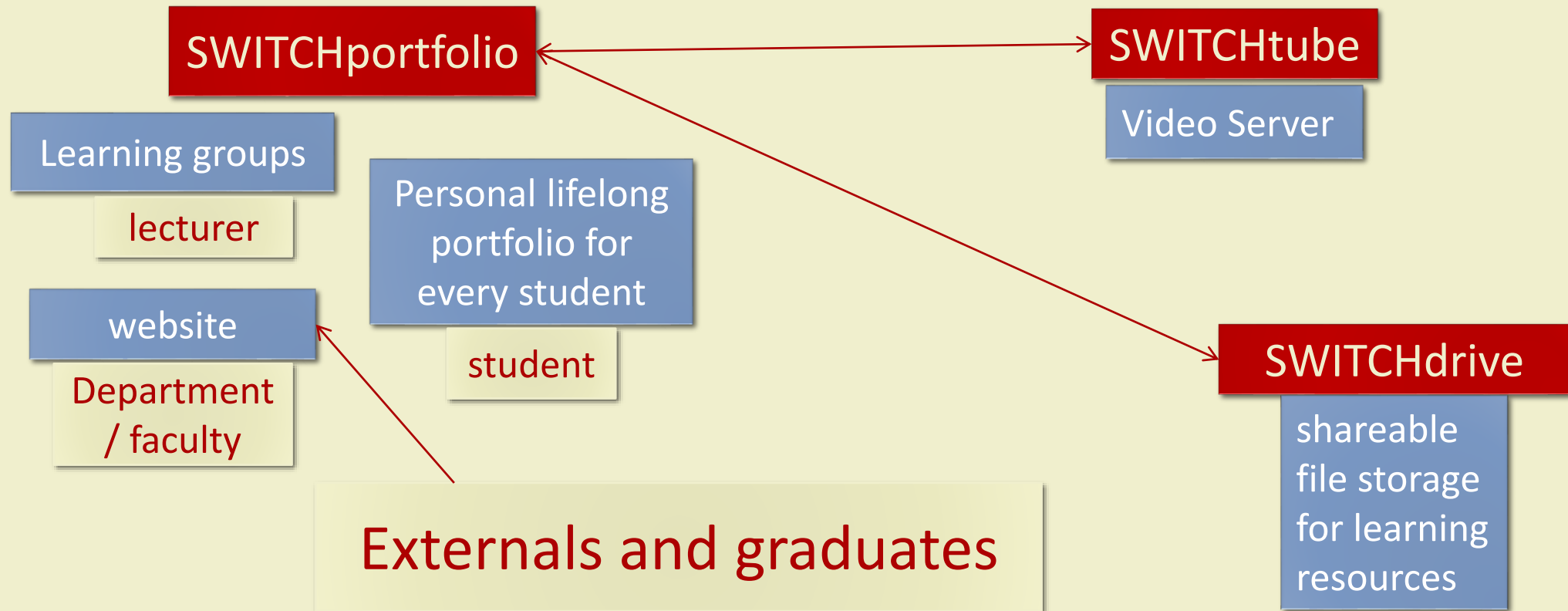
First impression

Comparison

Benefit

First assignment:
present yourself on SWITCH-portfolio

Experience during my first year at PHBern

Today
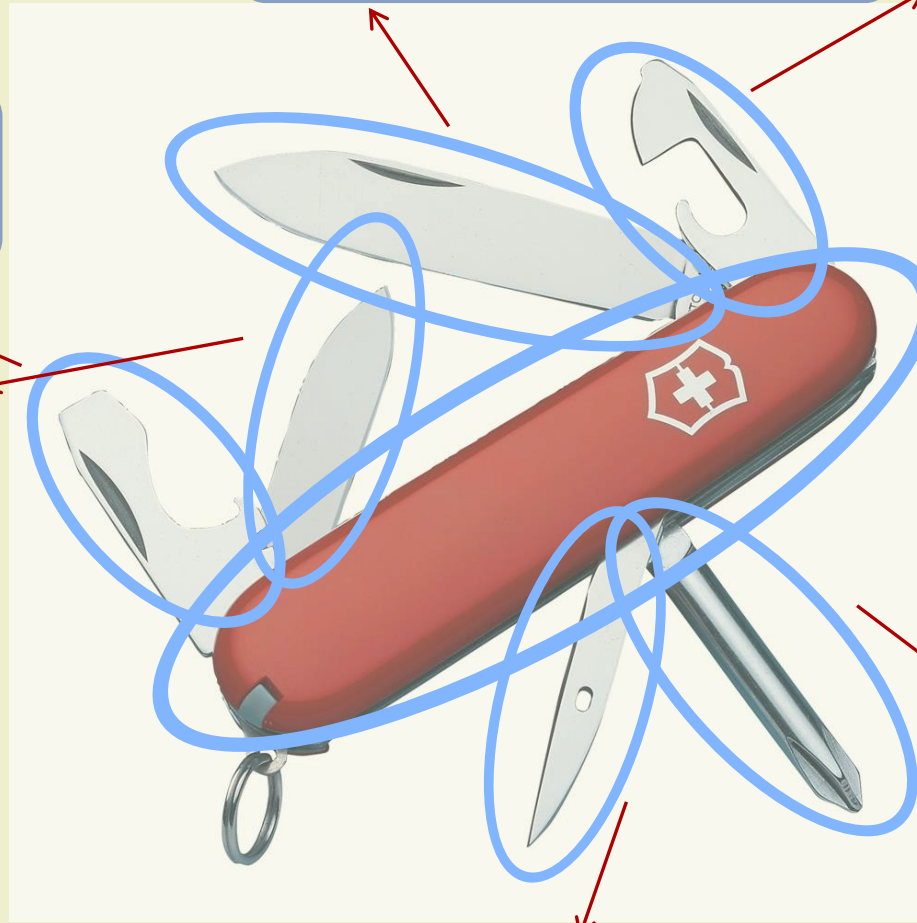
It is getting serious:
e-portfolio for the practica

Disadvantage

Insights: lecturers' view

combine several types of media for a comprehensive didactical approach

gathering pre-conceptions easier and more authentic

a student centered approach (mostly, LMS are content centered)

guide students individual learning experience

if students get credit for the additional workload for getting familiar with the technology, they become open-minded

challenges of openness: balancing freedom and transparency

(some) colleagues are rather skeptical about digital media for education

Conclusion

changes	• the e-portfolio guides teachers to a new didactical approach • view of learning and teaching will change if they take the **potentials** of the e-portfolio in mind → connectivist learning
	• e-portfolio supports individual learning, because it focuses the learners view and provides a platform for nodes and links • requires and promotes media competences
needs	• learner centered didactics, competence orientation • Support learning to create their personal networks
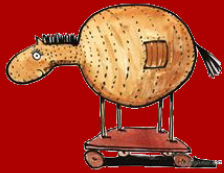
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About me

slides on slideshare

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