

# Key contents and key skills development in the ePortfolio process.

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## 1. Suggestions of the initial contents to be edited in an eP to develop key skills

*The following contents can be useful if published to capitalize the Portfolio of any individual for :*

- *Education (eLearning space, evidences/proofs of competences for certification ...)*
- *Employment & professional career (CV, information awareness,)*
- *Social relationships (community linking)*
- *Administration (eGovernance, identity monitoring, availability of private & public data...)*

### 1.1 The main sections of an ePortfolio

#### A – The formal part: information for the web site hosting

This part is often a form to be filled in when you subscribe to your web hosting platform. It contains information that the hosting needs to get for the services he provides you. It also often deals with legal issues: the hosting must know who you are actually, because if you publish content you have to be reachable in case of any legal issue (mostly potential abuse and security issues).

## **B – The profiling area: basics of identity for any type of entities**

This is the part where you present who you are. The style can be free, but some parts of the content are standardized: present basic information relative to your identity; how to establish a good contact, some objectives/hopes, some motivations...

## **C – The “journal” part**

This part is the most important to have a long term audience for your site, to have recurrent visitors. It contains any information relative to your actual activities which should be progressively published on this “profile” (personal or organisation ones): opinions, descriptions of actual realisations or results, experiences... It should be possible to modify it easily.

In Yinternet.org experts community, we advise to distinguish personal identity (ePortfolio) from group identity (organisational web site).

### **1.2 The key content of an ePortfolio**

*Here are the 7 key articles for the second part (profile part).*

As described above, an article can simply be a web page or one paragraph in a document, or several pages linked by a menu. So the form can be kept flexible, but the content should be composed of the same parts.

You will see that we used the generic term “profile”, because a profile can be related to a person (in a personal profile) or to a group (in an organisational profile site).

Important notice: there isn't an exclusive way of presenting oneself, each student chooses to put the priority on any article.

An ePortfolio is composed of various documents (sounds, images, texts). Each digital document is identified with a specific address, called « article » in eCulture.

Here is the list of the main key articles for an ePortfolio:

#### **1.2.1. Intro: edito & focus**

This is the first contact of visitors with our ePortfolio. You should give a personal view of the content that visitor will find. You can introduce it in a personal way.

#### **1.2.2. News / blog**

This could be an article, or a series, about day to day activities and thoughts. This should be the most often updated part of the ePortfolio.

#### **1.2.3. Values: orientations / preferences**

In this part, you can present your hobby, your centres of interests, your motivations in life, the guidelines of your social and professional lifestyle, values, choices, proverbs and

stories which drive you.

### **1.2.4. Past: skills & realisations**

So that you separate the day to day activities from previous realisations, in this article you should describe important steps of the person's development (or group). The more it will be described under realisation point of view (with evidences and references), the more confidence people will feel reading it.

*Visitors should be able to download a sum up of this part (resume or Curriculum Vitae for individuals, or corporate presentation for organisations).*

### **1.2.5. Present: Activities**

This article describes the missions, profession of the profile, voluntary involvements. It is important to show what are the conscious choices and motivations outside of the paid job.

What matters is to be concrete: achieved projects, how it happened, when, where, reactions and results...

A part of this article could deal with your everyday life as a person (your family, your studies, your life places, your interest communities). This will help visitors to better understand the life of the profile.

*So the practical elements of your life will be presented, which is the better way of presenting oneself and because practices are what matters more. Be careful not to confuse with the "Past" article!*

### **1.2.6. Future (projects)**

Which competences you hope to develop and your actual objectives (try to stay really concrete). Your ideas for a better world, projects for the future and your own propositions.

*This article concentrates on your deep wishes, your profound motivations, but you'd better give your development roadmap to reach these goals.*

## **1.2.7. Networks: links & information sources**

Indicate:

- which media you like -those you actually often read, not only the ones you like - newspapers, radios, TV, magazines...
- which information portals you read
- and especially newsletters and forums to which you are subscribed

*So you put the stress on communication you like and you let others know which are your centres of interest.*

## **1.2.8. Contact: where, who and how?**

How to get in touch with you: phone, mail, e-mail, fax, and an access map if you want people to visit you.

*When visitors come to a website, they look for a link like “contact” to get in touch with the author, so they don't have to crawl into dozens of pages to find you coordinates.*

*Use this article to inform the visitors how to feel comfortable in the first professional interviews. Don't hesitate to indicate your strengths and weaknesses (in an elegant way) in terms of availability, rhythm, manners, etc. This is the place for a kind of Frequently Asked Questions (FAQ) to contact you the better way.*

## **1.3 A STYLE GUIDE SUMMARY FOR ANY ARTICLE IN AN ePORTFOLIO**

Each article can have its own dynamic & style. Also, here are some general guidelines and useful tips about quality in an article, mostly useful for text articles :

1. Interesting title (capturing the attention)
2. Introduction (announcing the intention of the chapter)
3. Appropriate content regarding the intention and the title
4. Up to date information (release early, update often)
5. Well proportioned information (paragraphs, chapters...)
- 6 Correct orthography & syntax
7. Sharing concrete and practical examples
8. Visual illustrations to reinforce the text
9. Good use of documentary resources on the web (relevant links)
10. Contextual information (historical, geographical, political contexts)

## 2. The link between ePortfolio production process and key-skills development

Here is a table with 3 columns, showing how the key-skills are being developed while entering into a long-term process of ePortfolio editing and updating. And as you will see, developing an ePortfolio is not only helping to develop Information & Communication Technology skills, but also general aptitudes/skills in everyday life and the professional world, now called *basic & key skills*.

**First column** contains the key-skills defined in the EU framework as transversal skills (aptitudes) for any professional activity.

**Second column** is its definition, based again on EU framework.

**Third column** is the description of how this skill is acquired (developed and demonstrated) within the process of ePortfolio production.

Skills	Definition	How is this skill acquired within ePortfolio development process
Communication in first language	Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal contexts — work, home and leisure.	<p>Communication in a first language is empowered in an ePortfolio development process through :</p> <ul style="list-style-type: none"> <li>- formulation of sentences to present oneself</li> <li>- understanding of new (and sometimes complex) underlying concepts behind ePortfolio edition, such as Internet session, authentication, web-based edition, dynamic update, Netiquette...</li> <li>- integration into virtual communities and participation to forums.</li> </ul> <p>Moreover, spoken communication skills can easily be empowered by learners if tutors get them to develop their public web pages to reflect their own realities/profile based on face to face interviews with one another (like role playing games).</p>
Communication in a foreign language	Communication skills in foreign languages were considered to have the same four skill dimensions (listening, speaking, reading and writing) as communication skills in the mother tongue. However, the level of mastery is not necessarily the same for all four dimensions, and there can be differences between languages (see Appendix 2).	<ul style="list-style-type: none"> <li>- Research on existing information on the web in various languages, such as reading and posting in the Wikipedia multilingual collaborative encyclopaedia, is part of an eP development process.</li> <li>- Translation of a CV and any other useful document edited in the ePortfolio in a foreign language</li> </ul>
Mathematical literacy and basic	Mathematical literacy is the ability to use addition, subtraction, multiplication, division and ratios	Practices of ePortfolio edition include various practical experiences, such as contents editing, using self-assessment tools,

<b>Skills</b>	<b>Definition</b>	<b>How is this skill acquired within ePortfolio development process</b>
competences in science and technology	in mental and written computation to solve a range of problems in everyday situations. The emphasis is on process rather than output, on activity rather than knowledge. Science refers to the body of knowledge and methodology employed to explain the natural world. Technology is viewed as the application of that knowledge in order to modify the natural environment in response to perceived human wants or needs.	computer use... These provide the opportunity for learners to: - empower basic maths skills, through quantitative evaluation of eP, - adopt basic appropriate attitude in computer use
ICT skills	ICT skills comprise the use of multi-media technology to retrieve, store, create, present, sort and exchange information.	ePortfolio edition is a process that demands learning how to actually use multimedia technologies to retrieve, store, create, present, sort and exchange information with ICT.
Learning-to-learn	'Learning-to-learn' is defined as a foundation skill in Making a European Area of Lifelong Learning a Reality. The working group agreed upon the following definition: 'the disposition and ability to organise and regulate one's own learning, to manage one's time effectively; to solve problems; to acquire, process, evaluate and assimilate new knowledge; and to apply new knowledge and skills in a variety of contexts — at home and at work, in education and training.'	The process of development an ePortfolio requires the ability to organise and regulate one's own learning, specially through the following practices : - early release and frequent updating of the documents published - asking questions spontaneously to tutors while encountering technical and redaction difficulties/challenges - making intermediary and final self-assessment before submitting the ePortfolio to certification - analysing existing documents on the web and evaluating their quality, for example definition of words, other ePortfolios to get inspired
Interpersonal and civic competences	Interpersonal competences comprise all forms of behaviour that must be mastered in order that an individual is able to participate in an efficient and constructive way in social life, and to resolve conflict where necessary. Interpersonal skills are necessary for effective interaction on a one-to-one basis or in groups, and are deployed in both the public and private domains.	Writing texts to present oneself publicly is a challenge. This means for example : - ability to formulate one's own presentation in a way that identifies specificities of the profile and uses words that don't create misunderstanding or counter-productive reactions - pay attention to existing licences regulating the uses of images (or other types of intellectual goods)

Skills	Definition	How is this skill acquired within ePortfolio development process
		<ul style="list-style-type: none"> <li>- respect the codes of conduct while sharing information through the Internet (mostly by respecting the Netiquette)</li> </ul>
Entrepreneurship	<p>Entrepreneurship has a passive and an active component: it comprises both the propensity to induce changes oneself and the ability to welcome, support and adapt to innovation brought about by external factors.</p> <p>Entrepreneurship involves taking responsibility for one's actions, positive or negative, developing a strategic vision, setting objectives and meeting them, and being motivated to succeed.</p>	<p>By editing an ePortfolio, the learner goes to a process of:</p> <ul style="list-style-type: none"> <li>- evaluation of his own identity and curriculum, which generates motivation to change, evaluate, adopt new attitudes and acquire new skills</li> <li>- adapting himself to new challenges such as web-edition</li> <li>- take risk in presenting himself publicly</li> <li>- take the initiative to innovate, modify existing patterns, test limits, and develop new ways of self-promotion</li> </ul>
Cultural awareness	<p>The term 'cultural awareness' comprises an appreciation of popular culture and general social mores, as well as the ability to appreciate literature, art, music and other forms of creative expression.</p>	<p>eP development process requires the adaptation to a new continent, a new cultural territory: the cyberspace. By developing an ePortfolio, participants get cultural keys for information sharing, confidentiality, collective intelligence (not reinventing the wheel) and so on.</p>