



# Learning and coaching with an E-portfolio and Personal Development Plan

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# Kinds of portfolios

In general 3 kinds:

1. Developing portfolio

- ❖ Steering of and reflecting on learning processes

2. Evaluating portfolio

- ❖ Prooving and evaluating learning results

3. Presentation portfolio

- ❖ Presenting themselves

4. Combination



# Concept of a portfolio - 1

Driessen - Van Tartwijk – Van der Vleuten

1. Selection of illustrative materials that represents the way of fulfilling tasks
2. Background documents that put the learning results in perspective
3. Self-reflections, self-analysis or SWOT-analysis where the student makes an analysis of his competences

# Concept of a portfolio – 2

Arets – Heijnen - Ortmans

- ❖ Gathering map of formal and informal documents
- ❖ Gives insight in the total proces of learning, devellopping and experiencing
- ❖ Demonstrates competences (in school or at home), PDP's, hobby's, personal talents, logbooks,....

# Portfolio vs logbook

- ❖ Logbook focus, reflects on experiences or actions
- ❖ Logbook can be a part of a portfolio
- ❖ Portfolio situates everything in an outlined developing proces

# Personal Development Plan (PDP)

- ❖ Core of a portfolio
- ❖ An (electronic) document that supports learners to analyse his own development and to formulate an action plan to improve themselves on a domain of development
- ❖ Continuing circle of reflection

# Goals of PDP

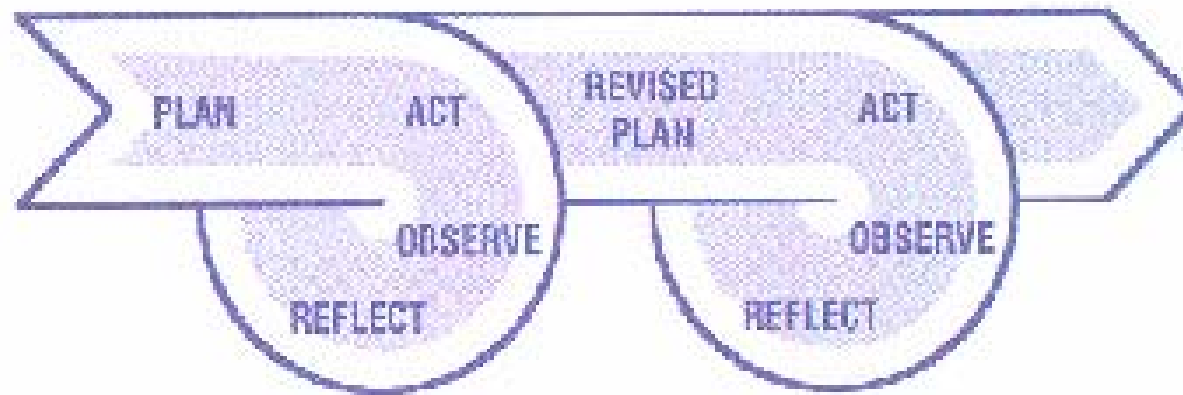
- ❖ Self-knowledge of gathered and not yet gathered competences
- ❖ Insight of environmental perception
- ❖ Action plans for own learning proces
- ❖ Avoiding mistakes in the future
- ❖ Apply chances for professional functioning
- ❖ Connecting scholastic and extra-scholastic learning results
- ❖ More considered study- and careerchoices
- ❖ Long-term perspective on learning and jobs



# Methodology of PDP (Arets)

1. Concrete description of 'Acting in a certain situation', f.e. critical behaviour in teaching practice
2. Reflection on the situation
  - Background? What did i want to achieve? Why?
  - Positive elements of my behaviour?
  - What went wrong? Why?
  - Which feelings influences my behaviour?
  - What did I learn of this situation
3. Developing alternatives
  - What can I change?
  - How will I do this? Which support I am going to ask? How long will it take to see the changes?
  - Gathering all relevant actions and plans in an action plan
4. Experimenting
5. Reflection
6. ...

# Schematic



# Action Plan

- ❖ Formulate learning objectives of concrete, observable activities:
  - Goal: What do I want to achieve?
  - Content: What is it about?
  - Learning Pad: How I'm going to work on it?
  - Timepad: When do I want to achieve results?
  - Evaluation: When are my results satisfying

# Achievable goals in Action Plans

## ❖ SMARTI

- Specific
- Measurable
- Activating
- Realistic
- (Set in) Time
- Inspiring

# Examples

- ❖ I'm going to study harder on the subject of 'webdesign'  
→ not usable in action plan
- ❖ I'm going to study the subject next week and I'll post questions on the concrete forum. If my results on the exams are not good, I'm going to look for support, additional lessons.

# PDP-examples

- ❖ Problem with subject matters
- ❖ Problem with choice of study
- ❖ Problem with sharing gathered competences

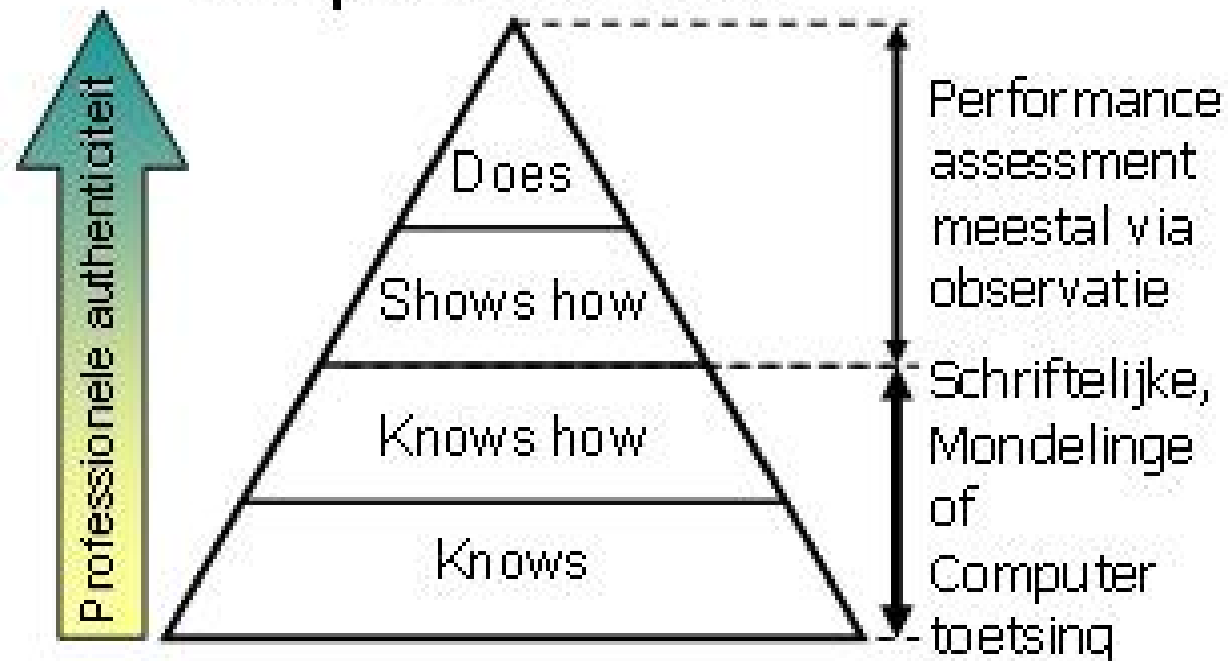
# Surplus value of learning with (e-)portfolio

- ❖ Traditional delegation of knowledge-model
- ❖ Competence-based education

The value of a portfolio increases if  
the active participation on metacognitive  
level increases

# Competence-based education

## Een eenvoudig competentiemodel



Miller GE. The assessment of clinical skills/competence/performance. Academic Medicine (Supplement). 1990; 65: 963-87.



# Examples of portfolio

## Students creations

- Following year organization
- Using subjects as structure
- By means of projects

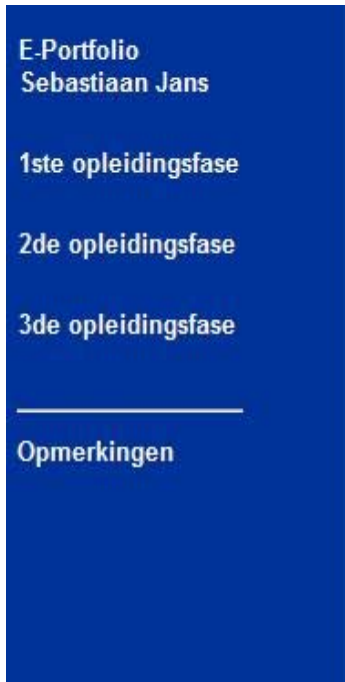
## ❖ My own portfolio

- <http://homepages.shu.ac.uk/~vawouter>



[https://cygnus.cc.kuleuven.be/webapps/bb/cms/portfolio/viewPortfolio.jsp?pid=\\_9219](https://cygnus.cc.kuleuven.be/webapps/bb/cms/portfolio/viewPortfolio.jsp?pid=_9219)

# Students creation: year-basedstructure



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# Students creation: subject-structured

Welkom

Burotica

Informatica

Handel

POP

Stage

Mail

Opmerkingen

Welkom op de Portfolio Joachim

Ik studeer Handel - Burotica Informatica op de KHLim



Voor meer informatie, neem [contact](#) op.

# Students creation: Projects

ErasmusDK

Inleiding

Vorbereiding

Activiteitenoverzicht

Evaluatie ~ Reflectie

Varia

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## Home

### *Moj of Welkom !!*

*Samen met Koen Huybrichts en Anneties Verboven vorm ik, Eveline Gortels, het team dat als eindresultaat een leuke en vooral bruikbare site realiseerde. Dit naar aanleiding van het opleidingsproject Informatica en mijn buitenlandse stage.*

*Om de site makkelijk navigeerbaar te maken, hebben we de site gestileerd met de scriptingtaal PHP. Onze website wordt inhoudelijk gekenmerkt door een land, namelijk Denemarken.*



# Paper vs digital portfolio

- ❖ Advantages of digital portfolio:
  - User-friendly systems: blackboard, smartschool,...
  - Flexible
  - Multimedia presentations
  - Multimedia skills
  - Communication
  - Ecologically friendly
- ❖ Disadvantages of digital portfolio
  - Dependent of material
  - Personal resistance

# Limitations

## ❖ Student:

- Reflecting on yourself is difficult and confronting
- Learning with portfolio is a learning activity that must be learned

## ❖ Teacher:

- Resistance (extra training, evaluation, new methods of teaching, less control,...)

## ❖ Organization:

- Infrastructure

# Limitations on the level of the teacher



*S. Downes*

*Can we, when we explore their world, resist the urge to make them just like us?*



# Limitations on the level of the organization

What is quality? From which perspective?  
(Prof. Dr. B. Collis)

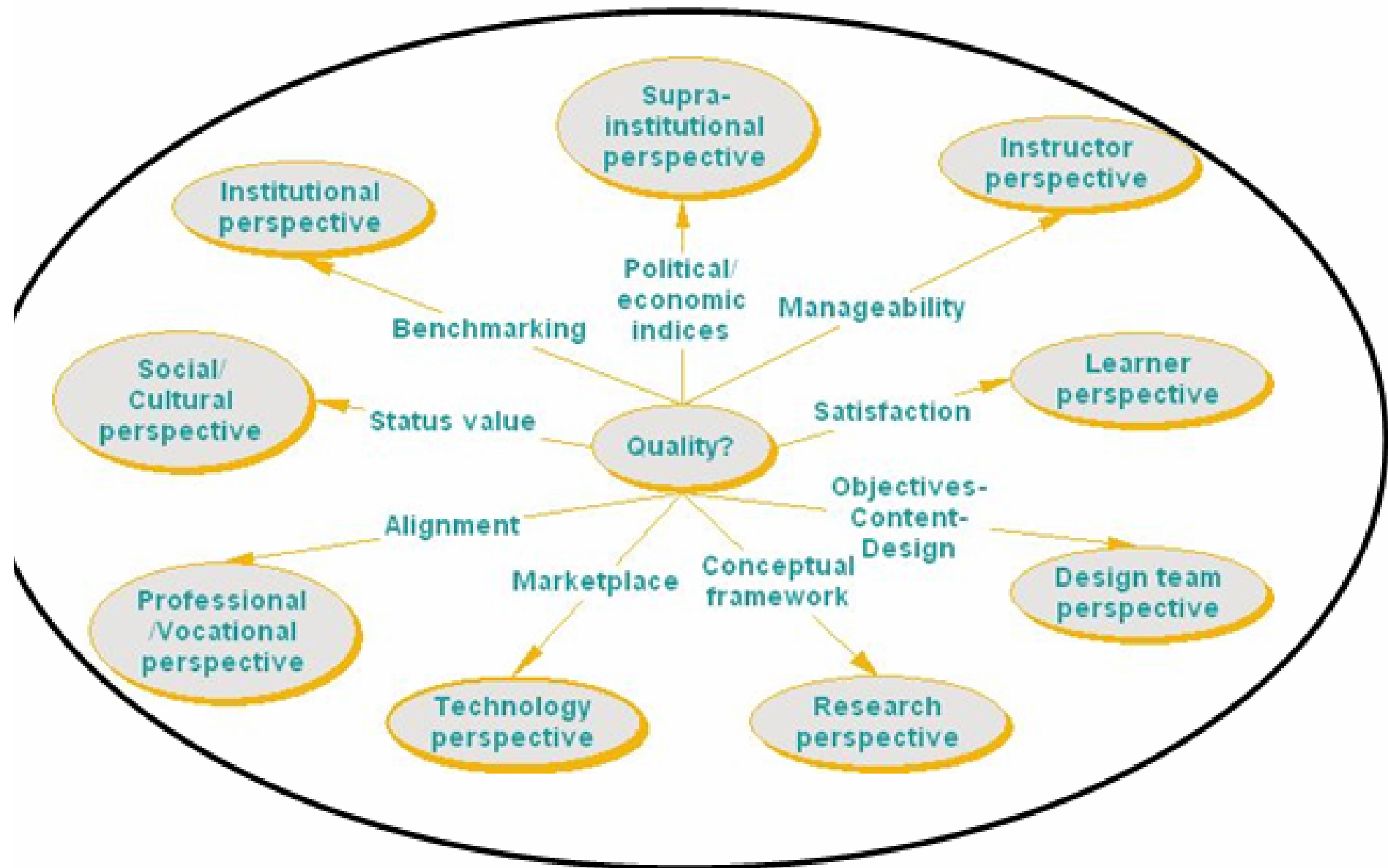
And some perspectives may not get represented in these clusters...





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The challenge: Try to combine the perspectives



# Conclusions

- ❖ A portfolio must be more than a logbook
- ❖ PDP's are the motor of a portfolio as learning instrument
- ❖ Insight in own functioning is a goal on itself
- ❖ The value of a portfolio increases with increasingly empowerment of student in own learning proces
- ❖ Diversity in working methods is more efficient than focussing on one alone
- ❖ Monitoring students and teacher investment to watch over efficiency