Centar za obrazovne politike
Centre for Education Policy

Title of the project: **Supporting VET teachers' Continuous Professional Development through ePortfoilo**

Duration: 12 months

Project leader: Jasminka Čekić Marković, Centre for Education Policy (Belgrade)

1. MAIN ACTIVITIES
Please describe the core activities of the project and some relevant "turning points":

General objective of the project was to promote the ePortfolio use in VET system in Serbia. In connection to that three specific objectives were defined. These included: (a) raising policy makers' awareness of the ePortfolio's potentials in fostering teachers' continuous professional development (CPD), and improvement of teaching practice and development of 21st century skills for learners; (b) implementing a whole school approach to the ePortfolio use for CPD by strengthening school-management capacities and (c) building capacities of VET teachers to use ePortfolio as a method for enhancing self-learning and self-reflection skills.

Following these, the project proceeded through five core activities. The first one „Development and promotion of portal dedicated to ePortfolios as an Open Educational Resource (OER) targeting VET school management and teachers" could be seen as a series of preparatory activities that enabled us to communicate with relevant stakeholders on the core idea of the projects, to further explore teachers' and schools' needs and prepare the materials that found its place while building on the second activity. In parallel the project team also organized a Policy Round Table Discussion on systemic integration of ePortfolio approach in VET system as part of the NTiEC 2017.

Development of the eReflect training programme– using ePortfolio for CPD in VET was done bearing in mind the lessons learned during the first project phase and possible needs of the teacher who would be selected for the training. With that in mind we built on the scenario, developed resources and course materials. Screen shot examples of the video tutorials that were part of the training, are provided in the appendix.

Organising in-vivo and online training with the teachers of selected VET schools to implement eReflect using ePortfolio for CPD in VET programme took place in September and October 2017. Equal importance during the training was given to building teachers' competences to use particular digital tools while creating their own portfolios. As well as those accompanying skills that help them think about own competences, to choose content for e-portfolio or think about adequate language and forms in which that content may be presented. Ongoing support for trainees to complete e-portfolios was provided.

In the next phase trainees have become mentors in their own schools providing the same course for their colleagues, and thus building on horizontal learning net within own schools while using eReflect portal with the training materials. For each school a closed community was established and on-going support from eReflect trainers was provided.

2. DATA ON PARTICIPATION AND ACTIVITIES
Please add the relevant data about the project (number of attendees, number of trainings, number of schools/teachers, etc.):

Round table discussion on systemic integration of ePortfolio approach in VET system was organized within the NTiEC conference, taking place in Belgrade, **February 9th**, 11h-12h. Three representatives from national institutions: Ministry of Education, Science and Technological Development, Institute for Education Quality and Evaluation, Institute for Improvement of Education and two VET teachers took part in a discussion in front of more than 120 conference participants, mainly primary and secondary school teachers.

On **September 16th** a group of 20 teachers from 7 schools started with their training. The in-vivo sessions were held at the Faculty of Electrical Engineering and the training was delivered by Ms. Katarina Aleksić, Ms. Milica Grahovac, with the support of Ms. Danijela Šćepanović (MoESTD of the RS). During this period the trainees got a chance to learn about the idea of e-portfolio.

After the training, teachers began the online training. Ms Katarina Aleksic and Ms Jelena Radisic provided participants with feedback for the online course on different aspects relative to building own portfolio using digital tools.

Upon completion of the training for teacher mentors, in October new teachers started their online course in the Moodle platform. This means that 20 teachers from 7 different schools who took the in-vivo and online training modules are now providing training in own schools. In total, 58 new participants have joined the online course. This means that the newcomers are being mentored by their colleagues from the same school, supported by the CEP experts as course administrators. In this way the project also promotes the idea of horizontal learning in empowering the teaching profession.

On Octobet the 28th the 7th Western Balkans & Serbian Moodle Moot 2017 event took place in Belgrade. The aim was to highlight **examples of good practice** from the region and Serbia on using the Moodle platform. The event itself is a meeting point between the program developers, administrators, teachers, etc .The Moodle Moot is also a meeting point of people with very diverse experiences when it comes to use of different digital tools, so this is a place where one shares ideas and experiences.

During the event one session was devoted to our project. This enabled us not only to promote the idea of e-portfolio to different audience, but also for 13 teachers from 5 different schools, to share their experiences within the project.

3. **OUTPUTS AND RESULTS**
Please present the main outputs/results of the project:

1. Development and promotion of portal dedicated to ePortfolios as an Open Educational Resource (OER) targeting VET schools management and teachers.

Systemic report prepared during this period was previously delivered.
Teachers: http://ereflect.cep.edu.rs/mod/page/view.php?id=17
Management: http://ereflect.cep.edu.rs/mod/page/view.php?id=18

2. Development of a training programme eReflect – using ePortfolio for CPD in VET.

Training modules are password protected at http://ereflect.cep.edu.rs/
Screen shots of the tutorials are given in the appendix
Training programme and scenarios were previously delivered.

3. Organising series of ToT workshops

Examples of created e portfolios may be found at
http://ereflect.cep.edu.rs/mod/page/view.php?id=226

4. Organising series of cascading workshops for teachers in the selected schools to implement eReflect using ePortfolio for CPD in VET programme

Closed training communities were created for each school

Training modules are password protected at http://ereflect.cep.edu.rs/

5. *Policy Round Table Discussion on systemic integration of ePortfolio approach in VET system at the New Technology in Education Conference (NTiEC) in February 2017.*
Report previously delivered.

4. **FEEDBACK FROM PARTICIPANTS AND ANALYSIS**
Please provide participants feedbacks about the project or if any evaluation analyses:

Participants' needs were assessed prior to the training was delivered with an intention to fine tune its content. Initial needs assessment showed that the teachers who applied and were accepted for the training varied in their teaching experience. In addition most of them perceived that their personal CPD plan was only partially envisioned, while the vast majority did not possess an e-portfolio. Although half of the participants reported on frequent or continuous use of digital tools in their daily work, less than quarter reported on frequent use of reflective practice when planning own practice.

As the project came to an end half of the participants reported they feel that their personal CPD plan is improved and envisioned more clearly, while the frequency in the use of reflective techniques substantially increased among the participants. This was the very skills educators felt the teachers did struggle the most.

When it comes to the training itself its quality was given an average of 4.85 (with 5 being a maximum). In the range from 4.8 to 4.9 participants also graded: relevancy of the covered topics during the training, presentations, universality of the content that was presented, the order of the topics, quality of organisation and the flow of information as the training went on and the opportunities for participants to take part in the discussion. Work conditions were given the highest mart – 5. The lowest average grade, which was 4.4 was given for the overall perception of gained competences on how to create own personal e-portfolio. However all teachers report on further developing initial portfolio they have built during the project.

Finally, in informal communication and follow up with the teachers who acted as mentors in their own schools we learned how they were surprised by their new roles, but also how much they appreciated being in the mentor roles. At the same time this has allowed them to experience horizontal learning within the school in a more tangible was, which was beneficial for the school community as well.

5. **DISSEMINATION**
If applicable, please describe the dissemination activities and its results:

Project results were disseminated through CEP Facebook page and ETF blog. The blog was updated with the latest information in January 2018, whereas information on the FB was continuously added.

In addition to this, the project and its main ideas and activities were promoted at NTiEC 2017 on a round table that gathered project representatives, policy makers and practitioners. As the project came into more final phase at the 7th Western Balkans & Serbian Moodle Moot 2017 13 teachers from 5 schools shared their experiences from the project. Finally, the project was promoted in December 2017, at an ETF event.

6. **FOLLOW UP, CONTINUED ACTIVITY, TAKE UP**
Please 1) describe activity that will continue. 2) how activity could be continued or replicated 3) prerequisites for continuation:

The training itself will be offered to teachers and schools in Serbia. In addition, the training itself has the potential to be replicated in the countries in the region, as the training package may be treated as a finished product.

Finally, it should be noted that that the majority of resources may be used for free by the teachers. In case the teachers wish to use developed training modules on their own, they can do so up against a small fee which only includes a website administration.

7. MAIN CHALLENGES
Please describe the main challenges you encountered during the project implementation:

In reflecting back, there were no major challenges that hindered planned activities of the project, relative to what was initially envisioned. We were somewhat surprised that it was easier to the teacher to grasp on the mechanics of creating e-portfolio, than to plan content and reflect on their own competences they wish to highlight in the portfolio.

Finally what we think we were able to achieve is teachers to understanding that creating a portfolio, irrespective if it is in the on-line or off-line environment, is a process which needs to be continued after the actual training is completed.

8. LESSONS LEARNED FOR TEACHERS, TEACHER TRAINERS AND POLICY MAKERS
Please describe what has been learnt from this project – both for practitioners and policy makers:

The concept of e-portfolio and its use for CPD is still a novel one for the majority of stakeholders in the field. As such it was important to present the idea that guided this project in a very tangible manner.

On the other hand, although through the project we worked with very motivated teachers, who already had some pre-existing knowledge on the use of different digital tools, making the concept of e-portfolio more practical together with showing them which skills need to accompany its development and use, was something we needed to thoroughly think about. This means that teachers needed much support and guidance in reflecting on how to build their own e-portfolios, that thinking in terms of systemic overview of own skills and contributions did not come natural to all, while choosing an appropriate language and mode of information was a skill they needed to practice. These were all indicators that topics such as reflective practitioner or planning own CPD are very much relevant in the digital surrounding as well and were of equal importance for the overall training delivery and success.

9. ADDITIONAL INFORMATION
Please add any other relevant information:

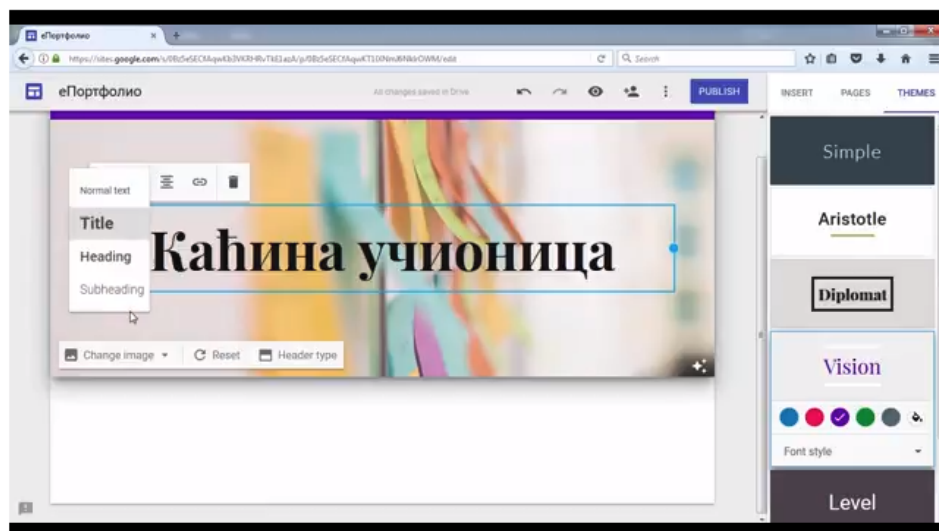*Additional information is provided in the appendixes.*

Appendix 1. Screen shots from video tutorials, lessons and discussions teachers took part in

Gugl sajt (eng. Google site)

Do sada ste osvojili 0 od maksimalno 0 bodova.

Kreiranje Google sajta i komandna tabla

1. lekcija: Google sajt - kreiranje i komandna tabla.

Nastavi

Završili ste 83% lekcije

83%

Picture 1. Course Lesson *ePortfolio Development - Steps*

During the online course, the participants have had the opportunity to learn about possible pathways to ePortfolio creation.

Re: Suočavanje sa izazovima
napisao/la Mirjana Đusić - nedelja, 17. septembar 2017., 23:11

Hvala na uputstvima. Za sada ce najveći izazov biti naći bar dvoje kolega koji žele ili smeju da se upuste u ovu avanturu zvanu - Eportfolio

Stalni link | Prikaži nadređenu poruku | Odgovori

Odgovor: Suočavanje sa izazovima
napisao/la Sanja Novaković - utorak, 19. septembar 2017., 13:49

Sa danasnje tacke gledista, najveći izazov za mene predstavlja osmišljavanje strukture sopstvenog E -portfolia, jer smatram da dobra polazna konstrukcija može značajno da olakša kretanje kroz sadržaje i pruži priliku kreatoru portfolia da željene sadržaje rasporedi tako da na pregledan način demonstriraju značajne detalje koje želi da podeli sa kolegama, učenicima, roditeljima, širom društvenom zajednicom.

Stalni link | Prikaži nadređenu poruku | Odgovori

Re: Suočavanje sa izazovima
napisao/la Milorad Murić - četvrtak, 21. septembar 2017., 08:45

Највећи изазов ми је да портфолио осмислим да не буде опширан већ јасан и занимљив. Не жели да замарам неког док гледа портфолио већ желим да га заинтересује, натера на размишљање и акцију.

Stalni link | Prikaži nadređenu poruku | Odgovori

Picture 2. Discussion "*Facing the challenges"* was related to ePortfolio creation (regarding its structure and content)

During the online course, participants discussed about their concerns, ideas and anticipated challenges related to the ePortfolio purpose and creation (Picture 3).

Nivoi integracije ePortfolija u život škole

Podsećamo vas na nivoe integracije ePortfolija u školi.

Nivoi integracije u školi

Kontekst permantentnog obrazovanja	**NIVO 5** Elektronski portfolio se lako može premestiti u drugu školu
Fokus na nivo škole i nastave	**NIVO 4** Elektronski portfolio je integrisan u proces nastave, učenja, ocenjivanja i vrednovanja
	NIVO 3 Elektronski portfolio je implementiran na nivou čitave škole
Fokus na pojedinca i lično iskustvo u učenju	**NIVO 2** Elektronski portfolio je izrađen na sistemu za upravljanje sadržajima (CMS)
	NIVO 1 Elektronski portfolio je jednostavan statičan vebsajt ili blog

Eufolio i Siemens, http://www.elearnspace.org/Articles/eportfolios.htm

Dodaj novu temu za diskusiju

Centar za obrazovne politike
Centre for Education Policy

Picture 3 Online Course Forum *Levels of integration of ePortfolio in School ecosystem*

Participants have had the opportunity to assess level of integration of ePortfolio in their own schools and to reflect on the necessary actions which can upscale school to Level 4.

Pregled veb-alata pogodnih za kreiranje ePortfolija

Do sada ste osvojili 0 od maksimalno 0 bodova.

Drugi alati

Postoji niz drugih alata za izradu ePortfolija.

U nastavku je lista alata i linkovi ka stranicama na kojima možete da pronađete više informacija o njima.

- Epsilen http://www.epsilen.com
- Digication http://www.digication.com/
- *RCampus* http://www.rcampus.com/
- TaskStream https://www.taskstream.com/pub/
- Folio-ePortaro http://www.eportaro.com/index.html
- Angel ePortfolio http://www.angellearning.com/products/eportfolio/
- Moofolio http://www.k12opensource.org/spdc/moofolio/moofolio.html
- My eCoach http://my-ecoach.com/
- ePearl http://grover.concordia.ca/epearl/en/epearl.php
- WordPress http://codex.wordpress.org/User:Lastnode/Wordpress_CMS
- FolioSpaces http://www.foliospaces.com
- LiveText https://college.livetext.com/college/index.html
- Chalk and Wire http://www.chalkandwire.com
- FolioTek http://www.foliotek.com/
- iWebfolio http://www.nuventive.com/products_iwebfolio.htm

Kraj

Završili ste 83% lekcije

83%

Picture 4. Online Course Lesson *Overview of digital tools for ePortfolio creation*

Razvoj ePortfolija - koraci

Do sada ste osvojili 0 od maksimalno 0 bodova.

Uvod

Izrada ePortfolija je proces koji omogućava autoru da, u online okruženju, sakuplja, odabira, razmatra (osvrće se) i prezentuje dokaze o svojim veštinama, kompetencijama, stavovima i promišljanjima.

ePortfolio omogućava da se raznorodni elektronski materijali (dokazi) prikupe, grupišu po oblastima, čuvaju, obnavljaju i dopunjuju diretno na vebu.
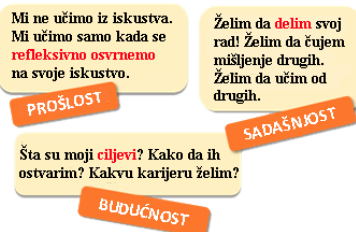
Autor definiše kontekst i opseg ePortfolija, imajući u vidu ciljnu grupu kojoj se obraća. Rrazvoj ePortfolija povezan je sa kontinuuom koji počinje od prikupljanja artefakata i seže do kontekstualizacije u okviru nastavničkog posla.

ePortoflio se bavi razvojnim putem (ličnim i profesionalnim) autora i kao takav uključuje dokaze iz života.

Prošlost: postignuti ciljevi, dokumentovana dostignuća, sertifikati, itd.

Sadašnjost: aktuelne aktivnosti, dinamične promene, rad u toku.

Budućnost: planovi, ideje koje treba realizovati.

Mi ne učimo iz iskustva. Mi učimo samo kada se **refleksivno osvrnemo** na svoje iskustvo.
PROŠLOST

Želim da **delim** svoj rad! Želim da čujem mišljenje drugih. Želim da učim od drugih.
SADAŠNJOST

Šta su moji **ciljevi**? Kako da ih ostvarim? Kakvu karijeru želim?
BUDUĆNOST

Nastavi

Završili ste 100% lekcije

100%

Picture 5. Course Lesson *Google Site*

Tailor made video tutorials were used in the online course. Along with strengthening participants' digital skills, the content of video tutorials was oriented toward better understanding of the ePortfolio paradigm. Video tutorials were presented in a form of lesson (Picture 1).

Picture 6. Online Course Discussion on *School ePortfolio Maturity Framework estimation*

The participants were in the position to analyse School ePortfolio Maturity Framework and to estimate its School Level. Discussion was especially valuable because participants from the same school had the opportunity to hear each other and possibly different opinions. Equaly valuable was the insight from other schools' ePortfolio Maturity level and the possibility to share experience and get support for further school development.