

# Electronic portfolios and teachers' professional development

## An european comparative study



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## Content



- CONTEXT & OBJECTIVES
- THE COMPARATIVE STUDY
  - Access level to ICT
  - National policies for ICT in education
  - ICT use in Education
  - The digital portfolio pedagogical usage
- CONCLUSIONS
- RECOMMENDATIONS



<http://www.fpce.ul.pt/pessoal/ulfpcost/digifolio/>

## 1. CONTEXT...

- Several examples of research studies advocating the “advantages” of the use of the portfolio.
- Some studies claim the advantages of its use in the promotion of reflective practices, student participation in the assessment process and the awareness raising of learning processes.



## 1. CONTEXT



COMENIUS 2.1 PROJECT  
226464 - CP -1- 2005 -1- PT- COMENIUS - C21



# 1. (Invitation)

## INTERNATIONAL SEMINAR

<http://digifolioseminar.org>



HELSINKI, May 22-24 2008



 <http://www.fpce.ul.pt/pessoal/ulfpcost/digifolio/>

# 1. CONTEXT



EDUCATIONAL POTENTIAL  
OF **PORTFOLIO**

+

POTENCIAL OF  
**TECHNOLOGY**

=

**TEACHERS PROFESSIONAL  
DEVELOPMENT**

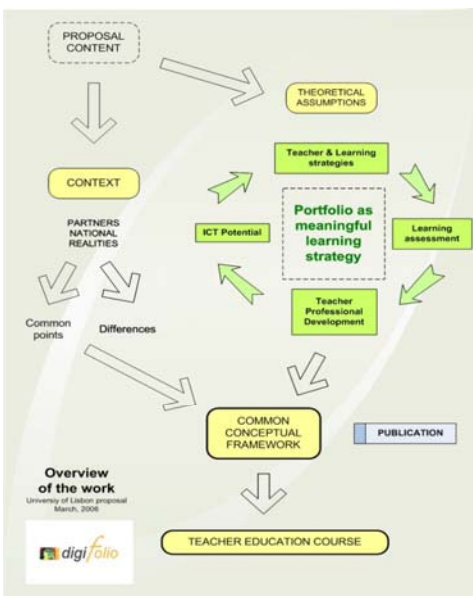
**“to learn how to teach  
and to teach better  
and better”**  
(Fullan, 1995)



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# 1. ...and OBJECTIVES

- to state the current theories and identify the legal framework and the current practice in each partner's country;
- to identify key aspects on the use of digital portfolios in the learning/teaching process in each country;
- to exchange experiences of using portfolios for self-reflection and professional development.



## METHOD

- National studies
- Theoretical assumptions
- Common conceptual framework
- Teacher training course
- Evaluation
- Recommendations

## 2. COMPARATIVE SYNTHESIS

- Access level to ICT
  - ▲ Some normal differences among countries (access)
  - ▲ Strong use of ICT, namely by the youngsters...
  
  - ▲ Favourable “atmosphere” regarding experimentation and studying this kind of activities, even outside the school...



## 2. COMPARATIVE SYNTHESIS

- Political measures in the area of ICT
  - ▲ The european directives have played a significant role...
  - ▲ All the countries have national initiatives to promote the use of computers in schools...
  - ▲ The Finish case...
  
  - ▲ A clear gap between official statements and results...



## 2. COMPARATIVE SYNTHESIS

- ICT use in Education
  - ▲ Difficulties to get data about the kind of use...
  - ▲ Are there really differences among countries?...
  - ▲ Still resistance ... even in Finland!
  - ▲ Technical potential is not enough...
  - ▲ It seems important what teachers “know” and “think” about benefits of ICT...



## 2. COMPARATIVE SYNTHESIS

- Digital portfolios in educational settings
  - ▲ Very few experiences of usage of digital portfolios...
  - ▲ Universities and teacher education programmes are the main contexts of use...
  - ▲ Some resistance due to the work and time that is necessary...
  - ▲ Teaching orientated technologies vs. open technologies...



### 3. Synthesis

- Very favourable “atmosphere” in general but...
- Just a few experiences, not so many conclusions...
- Results more weak than we could expect.
- Operationalising the concept “e-portefolio” is difficult.
- Attitudes are a key dimension.



### 3. Synthesis

- favorable political and institutional outlook and great receptivity towards this work strategy...
- consensus regarding difficulties resulting from the lack of autonomy and competence of teachers to use portfolios...
- implementation requires curricular management competences and suitable assessment (as the development of one field facilitates the development of the other)



## 4. Recommendations

- inclusion of the practices of portfolio use as personal development
- the strategy of portfolio use as the result of each teacher's conscious decision
- attitudes changes regarding assessment...
- mastering of specific management competences of self-regulation
- an isomorphic view when prepare teachers



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Questions?  
Comments?



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