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EPORTFOLIO IN THE SYSTEM OF CONTEMPORARY EDUCATION AND SELF-EDUCATION

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Lifelong learning is turning into a strategic problem for the successful development in the spheres of national economy and education. The article presents some variants of electronic portfolio implementation for qualitative changes in the field of lifelong learning.

Key words: ePortfolio, life-long learning, self-education, informatization in the educational system.

Introduction.

Information technology plays a crucial role in the development of the contemporary life as it can improve dramatically the living standards and work environment. The process of informatization of teaching and learning is an integral part of the changes in the whole society. Providing of open and free access to the education for life-long learning and regarding to a person's interests, abilities and demands have become one of the bases for the construction of "the knowledge-based society"[4] Today's social inquiry is to renew and to enrich once gained knowledge all the time, to develop professional mobility and to be ready to master in different spheres. EPortfolio, which is rather widely used in different countries, is a good tool for organization of education starting from undergraduate studies and continuing through the whole career.

The objectives of this article are:

- to show the opportunities which an ePortfolio can offer and to display the necessity of ePortfolios for improving the educational process and
- to study the foreign universities experience in the usage of ePortfolio for developing individual educational route, life-long learning and self-education with self-assessment.

1. EPortfolio potential.

Implementation of information technologies in the educational and self-educational process provides more successful performance of the whole system of under-graduate and post-graduate training and further education of a specialist. Thanks to that the students and the alumni have a possibility to search for a training course and, that is the most important, they can choose the necessary course according to their qualification, achievements, skills, interests, and personal predilection. EPortfolio is a quick, convenient and reliable way to tell as many people as possible about professional progress, to show skills, to outline the rout for further education. EPortfolio is used as a broadened resume that is to attract a future employer as it describes the current duties and the gained achievements. Individual educational routes, used in some universities, can also become a part of an ePortfolio. A lot of universities do not break off relations with the graduating students but cooperate with them, help to solve current problems, offer courses for further education; and ePortfolio acts as a mediator.

Being unique for each individual EPortfolio can serve as:

- a means of monitoring of a specialist's professional growth together the level of competence and competitiveness;
- a tool of self-advertising and demonstrating the achievements and potentialities;

- a means of planning of life-long learning taking into consideration the personal abilities and professional interests.

According to one of classifications there are several types of ePortfolios [5]:

- developmental or process ePortfolio – the collection of professional activities with the assessment of the specialist’s progress and the quality of the gained experience;
- reflective or assessment ePortfolio – the evidence of achievements of some results in some types of works or projects;
- representational ePortfolio or a showcase – the collection of the specialist’s best works. This type of ePortfolio is widely used when applying for a job or in selecting from among other candidates.

Nowadays they also speak about hybrid ePortfolio which includes all three above-mentioned types. Not depending on the type of ePortfolio it should contain some kind of reflection as it is, as Helen Barrett, Doctor of Philosophy and an expert in blogs and ePortfolios, suppose “more of a retrospective as well as an argument, providing a rationale that a collection of work meets specific outcomes or goals (related to the goal of the portfolio)” [1].

Creating an ePortfolio students participate in solving several socio-cultural and educational problems.

Socio-cultural problems which are solved while developing ePortfolio are:

- an individual’s identification as a specialist in some field (information about diplomas, certificates, taken courses, participation in different contests and competitions and so on);
- mobility within the modern globalizing world (information can be presented in different languages and, thereby, can be read by everybody in the world);
- competitive recovery and personal growth (further educational courses and plans for life-long learning).

Educational problems which can be solved when creating an ePortfolio during undergraduate studies are the following:

- honing skills of logically correct presenting of important information in different languages;
- creating conditions for written practice;
- broadening the students’ outlook.

So ePortfolio gives the possibility to place the information about achievements and also to plan the future development; thanks to that it motivates and assists in reflection and self-assessment. To keep up motivation becomes possible when the creator of ePortfolio interprets the fulfilled work and plans the further professional growth. Visualization of the progress and plans in ePortfolio helps to notice the spheres which demand mastering or where some activities can be improved, and also it develops self-control. A student passes the reflective cycle:

- 1) description of a problem;
- 2) analysis;
- 3) conclusions and supposed decisions.

Thus, ePortfolio creates conditions for self-actualization and self-expression, reflection on labor and educational activities, targeting success and professional development.

2. EPortfolio as a means of individual educational route.

From the point of view of education the most valuable facility of an ePortfolio is assessment and self-assessment. Systemizing and analyzing of fulfilled work, qualifying evaluation have become a very simple job with ePortfolios. From the other hand the owner of the ePortfolio is able to show easily the evidences of his or her level of professionalism. Correct assessment involves analysis of the performance so it obviously helps to create the most appropriate individual educational route as it shows all shortcomings and lack of knowledge in certain fields. So it is essential that “goals for future learning, which are more prospective,

provide a direction to pursue, and should also be part of a presentation portfolio” [1]. Possibility to plan the process of education is especially important in today’s world where almost all specialists have to continue to learn something new during all their lives.

Individual educational route is a special strategy of teaching or learning which takes into account all strengths and weaknesses of a student. Traditional and distant learning are based on the premise of the equal attention to all students (democratic principle), the existence of only one curriculum for all; individual educational route means that every separate individual has his or her personal demands and these demands should be met by the variety of curriculums. Individual educational route is developed by students and teachers and is based on the real assessment of possibilities and gained experience. A lot of universities use ePortfolios for creation and outlining individual educational routes of their students. “Many of them will create their own content which can be massaged and developed through group participation. Ordinary people will become creators and producers. Learners will truly begin to take control.” [3, p.13] Personal enquiries can include not only the demands for the curriculum of a course but also for the time and method of providing. To ensure the diversity of forms and methods of study it is necessary to develop distant courses, besides full-day study. A student, in this case, has an opportunity to choose forms of study and to combine them. Possibility to influence on educational process improves motivation and develops self-assessment.

It is possible to say that educational institutions are interested in support of ePortfolios of their students and alumni by several reasons:

1. educational institutions have a possibility to organize their students’ studies and to control a lot of works on-line;
2. educational institutions have the most complete data about their students’ and alumni’s educational background that means that they can assist more successfully in developing individual educational routes within life-long learning;
3. educational institutions found consulting centers where the alumni have a possibility to take an opinion of their former teachers and thereby to fulfill their duties much better; this type of activity can improve the rate of the whole university as their former students can show more perfect performance.

The effectiveness of education can be evaluated by a lot of criteria, but the most appropriate in our changing world would be the definition by Doctor of Philosophy Zenon Arthur Siloran Udani, “Aside from instruction, true education involves drawing out the best in people–“educing” what is latent in them, and helping them actualize their potentials” [2, p. 171]. EPortfolio with outlined individual educational route is, thereby, a distinctive mark of our society.

Conclusion.

EPortfolio is a widely used in the educational systems of different countries and is a valuable tool for the organization of educational and self-educational process. EPortfolio allows to control and to manage the students’ activities, to optimize the studying process, to pay more attention to students’ weak sides and to enforce their strong sides. The development of individual educational routes of alumni gives the possibility to arrange the courses for the further education and to meet the requirements of the client – a former student.

It is evident that the implementation of IT corresponds to the spirit of the times and to the necessity of the development the integral educational informational system. But the educational process is rather individual and ePortfolio can become the interlink between individual demands and the system.

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САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ КАК ИННОВАЦИОННЫЙ КОМПОНЕНТ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА НОВОЙ ПАРАДИГМЫ ВЫСШЕГО ОБРАЗОВАНИЯ

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При смене образовательной парадигмы изменились формы и методы самостоятельной работы студентов. Рынок труда постоянно повышает требования к выпускникам высших учебных заведений, ожидая от них все новых компетенций. Продолжительность обучения ограничивает возможности высшего учебного заведения расширить получаемые студентами компетенции, поэтому приходится брать на себя ответственность и расширять их за счет самостоятельной работы студентов. Для успешной ее организации нужна особая подготовка преподавателей, так как самостоятельная работа студентов в свете новой образовательной парадигмы требует другого подхода к ее архитектонике, охватывающего все инновационные аспекты.

Ключевые слова: инновации, инновационные аспекты, образовательная парадигма, самостоятельная работа.

Вводная часть

Актуальность и новизна темы. В XXI веке высшее образование становится основополагающим компонентом устойчивого развития общества. К выпускникам высших учебных заведений предъявляются новые требования, среди которых приоритетными становятся навыки рефлексирования, самоорганизации, коммуникации, интеллектуальные и моральные свойства, помогающие успешно действовать в широком со-