

THE PEDAGOGICAL VALUE OF THE ELECTRONIC PORTFOLIO IN THE LOWER GRADES TEACHING

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ABSTRACT

The challenge for studying the pedagogical value of the electronic portfolio in in lower grades came directly as a reflection of the unstoppable step of the ICT revolution and a great influence in the knowledge production. The modern qualitative educational system refers to qualitative system of evaluation.

The idea for e-portfolio comes directly from the necessity for finding a way how to memorize the activities and the final products of the hard student's work, as a promotion of the transformable changes in the entire monitoring of the educational process, in the intellectual development as a proof of the individual checking, measuring and evaluation i.e. changes in the pedagogical tracking.

Nowadays the complexity of the educational transformations means also transformable changes in the making of the pedagogical documentation which has to be in a correlation to the entire monitoring.

I. INTRODUCTION

Parallel to the modern understanding of the education, appears the need for modern, authentic monitoring of the students as persons because of their individual differences and more sophisticated pedagogical monitoring.

We would like to involve our teachers and students together in the educational transformations in the process of the pedagogical evaluation of their accomplishments. The intention is to involve the students together with the teachers in their own creativity and originality, to raise the interest and the motivation in order to develop the most important feature of the student as a future sophisticated man, *to learn constantly and to develop professionally*.

The meaning of the e-portfolio comes from the necessity of the enlightenment of the challenges for alternative changes in the pedagogical monitoring of the students' development in the lower grades teaching. This is a task which stands in front of our schools. The implementation of the modern technology in the education is a way with which knowledge should be provided that is appropriate for the environment in which the school exists. That knowledge will show a qualitative connection between the world in which the students live and the way they learn about it.

The implementation of the e- portfolios can be essential for the development of the life skills for students' and self-evaluation. The new electronic form of monitoring and measuring the students accomplishments with individual presentations of success offer a new style in overcoming of the uncertainty when they are evaluated by the teachers. That

will bring up the individual progress in the education as a benefit and pedagogical value.

II. THEORETICAL – EMPIRISTIC INSIGHT FOR THE PORTFOLIOS

In psycho-pedagogical literature, the researches lead to the pedagogical documentation which are not very precisely for the ways of the accomplishments and progress of the students.

In the 80's more and more teachers started to realize a very useful way for systematic collection and archiving of the entire students' work, made by them, during the school year. They called it "portfolio". But, a problem occurred with the space necessary for storage. Since then, the researchers started to imagine about the virtual portfolios as idea for archiving the products of the students from their entire education because they take only virtual space. The act of an individual access of marking the accomplishments of the students in our region is new and began with "School file" i.e. "Cumulative file" which was used in 1930 for the first time in ex-Yugoslavia. Zorica Gorgevic and a group of authors from the group for psychological questions write that the taking notes for every students individually came from the educational practice, was created from the teachers and its official use was only a product on the already existed need.

Our experiences show that in the evaluation there is a subjective approach, i.e., different abilities skills and knowledge which measure and evaluate. The public media often emphasize the attitudes of the eminent professors that despite all the efforts there are still differences in the opinions about the criteria and the standards for the necessary knowledge of the teachers in city and village regions. The pedagogical value of the regular monitoring of the development of the students as individuals presents crucial and integral part in the process of the education and the results of the monitoring are crucial basic for the future planning.

The structure of this study is built on analyses, discovery, creation, design, and promotion of the qualities and the pedagogical value of the computer program which can present a qualitative instrument for permanent evaluation of the individual progress through the prism of the latest experiences in the pedagogical monitoring and student's evaluation.

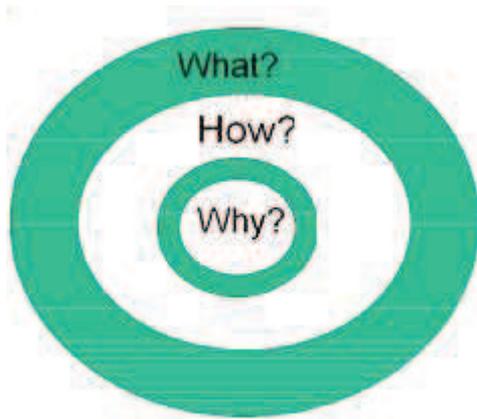


Figure 1: Circle.

The program, as a mirror of the opportunities and the potentials can present a retrospective of the student's development, and at the same time it can offer a relief in the communication and meeting teacher –student in the crossover from lower to higher grades, in other school, relocation in a new city etc.

In a perspective, if the e-portfolio is implemented in higher grades as a collection of students' work which show the students' involvement the progress or the accomplishments in a particular area, can present an effective monitoring in a function of a continuous evaluation.

III. TYPES OF PORTFOLIOS

The term portfolio, the vocabulary of Oxford University, is interpreted as a thin folder that is used to carry documents, drawings, etc., collection of documents, images, drawings that are used for example when applying for a job or interview, a list of products offered particular company. Portfolios according to Wikipedia may be:

- Paper portfolios - written materials, visual media - like cartoon illustrations, photographs or films, handmade items and art work;
- Electronic portfolios - or e-portfolios are defined as leading tools and resources for learning and assessment using computer.

A. E-Portfolio

Many authors offer a definition of the term E-portfolio. In this section we will review the short term of some authors. Rick Stiggins, 1994 defines it as "a collection of student work that demonstrates achievement or improvement. Material to fit the story to be told can vary greatly, "he said e-portfolio is" a communication tool for growth and development of students "and" not a form of assessment."

The electronic portfolio by Sutherland and Powell (2007) defines as "intentional aggregation of digital items - ideas, evidence, reflections, comments, etc., which are" present "to a selected audience as evidence of learning of the person / or ability."

According to M. Van Wesel & A. Prop (2008). "E-portfolio is a very important document that speaks for you. It plays its part in your first work introduced as a future web

designer it can later become a representation of the firm in which there is only one employer designer.

Under the broadest definition, e-portfolio is a large folder containing photos or documents. E-portfolio is considered a powerful tool that helps students in learning and documenting their work in the learning process. Many studies have shown benefits of reflective processes that are developed with the use of e-portfolio for students. In recent years, with the rise of e-learning and using more advanced technologies, multimedia electronic portfolios have replaced traditional paper portfolios.

IV. THE PEDAGOGICAL VALUE OF THE E-PORTFOLIO IN THE LOWER GRADES TEACHING

Pedagogical value of electronic portfolio stems from its basic purpose of monitoring the daily progress of the student, and to encourage students to look back and think about their own learning. According to the analysed studies implemented in its educational program can be used towards implementing e-portfolio and lower classes.

E-portfolio as a process shows the individual, personal development and showed significant improvement in learning throughout the school year.

Regarding certain improvements, the success of the student could still be below the expected level for the department in which it is located, but given that the assessment by means of electronic portfolio was only one component of a balanced program of assessment, the teacher's duty was to be open to parents and students regarding the assessment of developmental level of the student in relation to how students successfully meet the expectations tied to low level. The electronic portfolio was one of the most compelling means of less successful students and their parents gave hope for future combat. It offered concrete evidence that the student move toward desired goals and permitted through self-assessment and setting their own targets student becomes aware of the direction that should be followed to achieve those results.

With e-portfolios students still in elementary school can develop self-awareness of their role in efforts to achieve a higher level of knowledge, and to adopt measures of accountability for their own learning, reflect on their development and efforts to improve own performance. It is understood that teachers of younger age structure of the students will assist in the technical part of keeping electronic portfolio, but children will be those who will choose which drawing can be scanned or that their activity can be entered into electronic portfolio. They must not be ashamed of their actions, but should be proud of their achievements.

Every student, even those who have less advanced student paper that likes to boast. The e-portfolio offers an opportunity for presentation of the activities of the students before their parents, parents' meetings, where both in their presentation will develop skills for self-evaluation. Because age and lack of computer skills should not restrict students at a younger age in using this powerful tool that is increasingly in the modern world is used as a tool for lifelong learning.

Pedagogical value of the electronic portfolio we can point out because of the possibility of two uses of e-portfolio (portfolio learning and portfolio evaluation) that are interconnected. In the area of learning are scanned, audio, or video content that you can see they know students from all educational areas, while the section on evaluation, students with their own descriptive notes can self-evaluate, to innovate own mistakes and set goals to be achieved for a period, thereby responding to the following questions:

- What I learned from this whole subject;
- What was good in my learning process;
- Why did you choose exactly those activities;
- What I want (need) to improve the learning process;
- How I felt when I presented my knowledge and my skills;
- What parts of my topic were difficult to master?
- The relationship of learning and self- evaluation and self-set goals by students can help the development of successful learning.

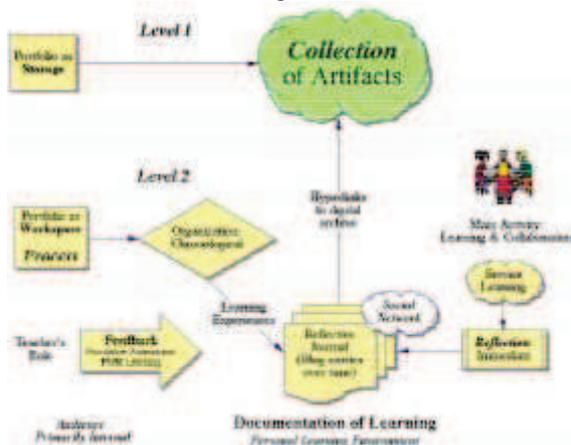


Figure 2: Learning/Reflection.

From the perspective of teacher e-portfolios are a great tool for the purpose of evaluation and the emphasis may be placed on descriptive assessment. Teacher with students can bring criteria according to which elements and appropriate methods will be evaluated. The teacher can decide whether it should include some other information that will be necessary to understand the maturation and progress of pupils from lower grades, for example: notes from a conversation recorded audio records of student progress in reading, results from normal checks and instructional sheets, written tests and other forms of proof of the learning process, recordings of activities of the student. We believe that great pedagogical value of the electronic portfolio in grades for students and for teachers and parents, it can provide current and detailed information about student learning, and at the same time can provide a broader overview of the performance of student and quality of his school activities.

Electronic portfolios are successfully used in several U.S. school areas where joint portfolio elements were selected at the district. In some schools, portfolios were individualized and standardized, the students were given freedom to select key parts / pieces of his work and to write reflective

comments about their growth in literacy, but teachers and students were asked to take common measures for each result of learning. This approach preserved the control had the teacher and student in the process, but also allowed and comparison that can be made between themes.

V. CONCLUSION

Organizing and managing pedagogical documentation as a cohesive and efficient system overall education of students may seem like an impossible task. There is a wide range of existing information throughout the school year, teachers and school teacher consistently monitored, measured, checked, assessed and evaluated as components of knowledge, abilities, skills, social and emotional development, educational aspects, interests and attitudes, working and hygiene habits, health and physical development, objective conditions in which they live and work pupils totality of student achievement in grades. Teaching practice shows that the information from pedagogical records and documentation that get students and parents are poor and give a limited picture capabilities and levels of success for a student.

Simultaneously, many teachers in their teaching practice, recognizing that such information these results came too late to be able to be used in the totality of planning the curriculum or teaching process.

According Blum's taxonomy, the highest level of thinking includes creation, maintenance and practical application of the sum of external and internal criteria. It is these skills are necessary for students to become good self-evaluators. Those are skills that can be learned. Even preschool children can learn how to recognize and understand what it is that makes one thing better than the other. Students can learn how to adequately respond to their work and can gain insight into their own learning and insights that will be accurate as student's progress in their learning process. It was a challenge for us to find pedagogical strategy for e-portfolio that meets the needs of students in lower grades as support profound learning, and educational institutions to provide necessary information about the pedagogical value of e-portfolio. State school institutions in Macedonia should be sure that students meet collectively and realized objectives of the National Curriculum program. The process of au it, inspection, requires submission of data in determining the quality and quantity of acquired knowledge, the effectiveness of the school, and continuous improvement.

Electronic portfolios for learning can be supported very nicely with web environment ("blogs"), while e-portfolios for assessment requires a set of standards as links to the artefacts, with feedback or confirmation.

Many of the solutions for e-portfolios for assessment, which are set at a certain place in most schools, were primarily focused on the needs of administrators evaluating data about positivist model. In the name of accountability are losing a powerful tool to support the profound learning. Pedagogical value of the portfolios is to foster critical thinking and collaboration between student, teacher and parents. It is a system that supports multiple needs of all

subjects related to education and upbringing and the users and suppliers.

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