

The Instrumentality of Digital Portfolios in Training of Educational Psychologists

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Abstract

In a time when higher education come for deep changes and if intends an education more centered in the pupil, the teach-learning portfolios appears as a tool to use, versatile and with innumerable potentialities.

We intended with this proposal present an example of an instrument of teaching and learning evaluation, the digital portfolio.

Since 2007 that, while a professor, of between some well-known constructivist dynamics, we try to assay and to adopt, the privileged way of access, in the pair facet teach-learning, including the evaluation, the digital portfolios, the flowcharts, the hyperlinks or hypertexts, the conceptual diagrams or maps or digital platforms. Different assignments, theoretically with some distinctive aspects, but, surely, with innumerable common denominators: very innovative, motivational, in constant change and construction, reversible, inexhaustible storing and potential of the knowledge, fomenting the global development of the pupils, wants in declarative terms, wants in procedural terms, goal important and last to continue in its formation.

With the proposal of the accomplishment of portfolios in the scope it intended to stimulate the pupils to follow the activities of the same one, of the continuous form, functioning as an incentive the self-organization in terms of times and activities of the learning. Guiding the professor, it guides the pupils, we judge. From well definite, decurrently criteria of the great goals of development/learning established unit to discipline it, functioning as the great topics, thematic headings, categories or boxes or boxes is created and, from them, opened the implied hyperlinks, disassembling, exemplified, specifying, contents.

The elaboration of the portfolio appears as a space of distended personal reflection in the time, and also as a space of allotment and contribution with the others. Initially, thought as instrument of support, protector, regulator of the educator, it expanded, becoming instrument of regulation of the process teach-learning, essential for the pupils.