

The Instrumentality of Digital Portfolios in Training of Educational Psychologists

Ana Paula Couceiro Figueira¹, Isabel Maria Poço Lopes², Glória Franco³

¹University of Coimbra, ²Celga, ³Universidade da Madeira (Portugal)

Apcouceiro@fpce.uc.pt

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 knowledge, fomenting the global development of pupils, wants in declarative terms, wants in procedural terms, goal important and last to continue in its formation.

With the proposal of accomplishment of portfolios in the scope it intended to stimulate the pupils to follow the activities of same one, of continuous form, functioning as an incentive the self-organization in terms of times and activities of learning. Guiding the professor, it guides the pupils, we judge. From well definite, decurrently criteria of 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 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 educator, it expanded, becoming instrument of regulation of process teach-learning, essential for the pupils.

Introduction

The Psychology of Education, while scientific area, in its flowing triple, basic, projective and technique, of has long date, has eventide, between many other subjects, a vast panoply of forms to learn and to teach, its advantages and disadvantages, relevancy and conditions of implementation, questions of validity and effectiveness, under aide of quality of education, formation, education, in general, in any context of comment and intervention [1].

The cast of strategies, the resources, education and learning rich and is varied, from there to be dispensable, at this moment and this place, its presentation [2].

Decurrently of ideology constructivist (see) [3]), these strategies concur, in the generality, for the self-regulation learning, perceiving themselves the citizen with active and constructive capacities of

development, growth, education. Without relinquishing the paper, equally active, of professor, while orienting, aimed agent, these orientations emphasize the paper of citizen that learns and that it develops own.

Since 2007 that, while professor of unit Psychology of Education, obligator unit of 1^o cycle, 1^a phase, of resume of formation of psychologists, specifically of College of Psychology and Sciences of Education of University of Coimbra, Portugal, of between some known constructivist dynamics, including, obviously, the exposition, verbal, without audiovisuals supports, or others, pure and last, direct education, the quarrel, the dialogue, among others, try to assay and to adopt, as privileged way of access, in the pair facet teach-learning, including the evaluation, the digital portfolios, the flowcharts, the hypertexts or hyperlinks, the diagrams or maps conceptual or digital platforms. Different assignments, theoretically with some distinctive aspects, but, surely, with innumerable common denominators: attractively, motivational, in constant change and construction, reversible, inexhaustible storing and potential of knowledge, fomenting the global development of pupils, wants in declarative terms, wants in procedural terms, goal important and last to continue in its formation. Of course, as it orders common-sense, its use is not, nor must be, mutually exclusive, estimates, being recommendable¹, the presence wants of professor, wants of pupils, functioning as support, person who orientates, and precipitant or exemplification of subjects to treat. It assists the professor to guide its lessons, to evaluate the learning's of pupils. It assists the study and the learning's of pupils, its self-regulation learning.

A digital portfolio, or electronic, is a document [narrative (s), history (s)] composite, that it intends, of form cumulative, but organized, articulated, related, from well equated criteria, to agglutinate the searched, joined and selected information, by the way of one determined subject, subject or category. That is, it must photograph excellent and representative information of determined focus under analysis. Functioning as an organized, mapped the subjects, constructed register, generally, of deductive form (of generality for most specific, of categories for its specifications), it can be read in double felt (inductive-deductive), developing these two types of reasoning.

Being digital, it makes possible a construction and constant, easy reorganization and commode, a visual involvement very raised. It provides, functioning as a communication vehicle, a teach-learning strategy that can be sufficient proficient. It stops beyond a process (because in constant mutation, construction and reconstruction), it is a product, being able being considered a test (document) alive, that it can involve or contemplate all the possible information on determined subject, subject, person, that is, everything on... everything and/or anything.

According to [6], the portfolio concept has its origin and its primitive uses in professional activities, particularly the associates to the grapheme and the image (architecture, photograph, and painting, among others). Of domain of use in the professional field and with goals essentially of register and presentation of works, the portfolios had been being adapted to other areas of intervention and widening the fan of goals potentials, starting to also appear in educational, formative and pertaining to school contexts.

In fact, even so of still relatively restricted use in many educational and school dominies, the creation of portfolios is recognized for many professors, investigators and other intervening ones in the field of education, as strategy of promotion of learning's, as evaluation instrument and as tool of professional development of professors [4] and [5]. However, still in the perspective of [4] even so already with some dissemination, she is recognized the existence of some gaps to the level of empirical inquiry on its use in the education, wants with students wants with professors (cf. also, [6]).

However, portfolios have many, having some types or modalities: in version paper and digital version.

¹ However, it can function, not only, in context of classroom, but, while or as material of study.

In fact, and following of close [4] more recently, the technological evolution and the new available resources, as well as the new abilities demanded for the society of information and communication, have lead to the emergence of pedagogical practical experiences and supported in the construction of digital portfolios of learning, widening still more the necessity of if developing studies and inquiries in this domain.

And, as the paper portfolios version also the digital portfolios can fulfilled goals distinct, being able, as already generically we said previously, to function as strategy of promotion of learning's, instruments of academic or professional evaluation, a "argument" in the search of a job, a way of promotion and marketing of a product or company, a register of personal development and or professional, among others [4]. This diversity takes [6] to affirm that the portfolio term always must be followed of adjective or a term modifier that describes the intention for which it is (or it was) to be elaborated [4]. It must, however, to have itself present that, many time, the elaboration of a portfolio can serve or be fit simultaneously in more than what one of enumerated goals. In this direction, we can find, among others modalities, portfolios of professional presentation, portfolios of performance, and portfolios of education, learning, and evaluation [4].

But, independently of type or modality, in the generality, a portfolio one wrote a history, a passage, but not of doubtful, random form. It has, or it must have, to be able to function as orienting, characteristic and criteria. It must be revealing of a development, the research, the selected, and the syntheses. It is an organized compilation of a subject, a life, and staff, professional. It can be more or less extensive, developed, but, as much as possible, it stops beyond description, reflective being, promoting, in this way, the metacognitive capacities of citizens.

Still in terms of modalities, or types, the portfolios can include documents of diverse nature, in distinct languages and different supports, being able to demonstrate the activities of research, and reflection carried through by the pupils and/or the professors.

Not negligee, never, aspects aesthetic, visual, contents stop beyond, have that to think, in terms of characteristics of portfolios, that these must be centred in the citizen that learns and if it develops, must foment a learning active, the responsibility on the part of citizen that learns. They must be of easy access, available and of easy reading and consultation. They must be a panel of research, but reflexive, having, always, an initial index, functioning as an advance organizer, an orientation of conducting wire of all the construction process and reading.

Method

The portfolios while strategies of education, learning and evaluation, in the context of unit Psychology of Education, from the Faculty of Psychology and Sciences of Education, University of Coimbra, Portugal (FPCEUC).

With the proposal of accomplishment of portfolios in the scope of it disciplines Psychology of Education, unit of 3^o year of 1st phase of Integrated Master in Psychology, of College of Psychology and of Sciences of Education of University of Coimbra, it intended to stimulate the pupils to follow the activities of same one, of a continuous form, functioning as an incentive the self-organization in terms of times and activities of learning. Guiding the professor, it guides the pupils, we judge. From well definite, decurrently criteria of great goals of development/learning established unit to discipline² it (see. Fiche da unidade, available <http://www.fpce.uc.pt/pessoais/apcouceiro/ficha/>), functioning as the

² Synthetically, we consider that the abilities to acquire or the waited results of learning must be:

* it delimits the professional dimension of educational psychologist;

* it argues about the instrumentality of contents propagated in the praxis of educational Psychologist;

* it equates (s) the paper (here it is) of Educational Psychologist in the diverse educative contexts;

* it evidences observational capacities and research and intervention capabilities in the domain of Psychology of Education.

great topics, thematic headings, categories or, boxes or boxes is created and, from them, opened the implied hyperlinks, disassembling, exemplified, specifying, contents (see example in <http://www.fpce.uc.pt/pessoais/apcouceiro/Fluxograma/>).

The elaboration of 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 educator, it expanded, becoming instrument of regulation of process teach-learning, essential for the pupils.

In this sense, we present the dynamics used in a context of initial formation of psychologists, in a unit whose primordial goal is the sensibilization for the area of Educational Psychology: when it is said in Psychology of Education, of what if it can speak? That is, everything on Psychology of Education (cf. Fiche da unidade, in <http://www.fpce.uc.pt/pessoais/apcouceiro/ficha/>). Thus, having as Abilities to acquire, that is, resulted of learning waited, the being capable to delimit the professional dimension of Psychologist of Education; arguing the instrumentality of contents propagated in the praxis of educational Psychologist; equating (s) the paper (here it is) of Educational Psychologist in the diverse educative contexts; evidencing capacities of research and intervention in the domain of Psychology of Education, the 6 thematic blocks, subdivided in some topics, whose generic contents point with respect to a map of type:

Block 1: Epistemological framing of Psychology of Education

Themes

1. Conceptualization of Educational Psychology: the scientific study of Psychology in the Education
2. Scientific area of Psychology of Education
3. Dimensions basic and applied of Psychology of Education
4. Contexts of analysis/intervention of educational psychologist [formal contexts, informal not-deeds of division and]
5. Abilities/profile of educational psychologist (functional analysis of intervention, in diverse contexts);
6. subjects, paradigms and methodologies of research;
7. subjects, paradigms and methodologies of intervention.

Block 2: Educational Psychology and School Psychology/Psychology of Instruction

Themes

1. conceptual delimitation;
2. functions and modalities of intervention of school psychologist;
3. contexts of intervention of school psychologist.

Block 3: Teach-learning process

Themes

1. agents and components;
2. educative situations (formal and not formal contexts);
3. methodological orientations of education;
4. perspectives of learning and development and correlative strategies of promotion.

Block 4: Observation of educative situations

Themes

1. questions around the observation process;
2. observation instruments.

Block 5: Educative interaction and pertaining to school learning

Themes

1. instruments of analysis (interaction educator/pupil; interaction pupil/pupil,...)

Block 6: Planning of psycho-educative intervention and professional formation

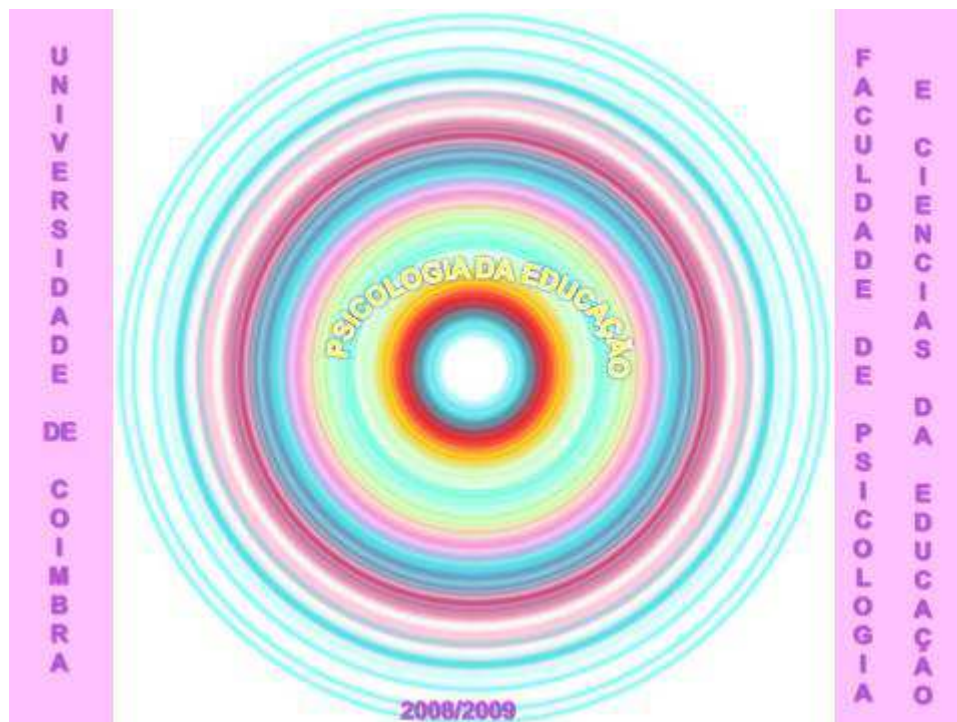
Themes

1. plan components
2. elaboration of plans/project's programs (for candidacies, of intervention,...)

We can present, as an example, a result or product of learning of pupils (see. flowchart or digital portfolio, in <http://www.fpce.uc.pt/pessoais/apcouceiro/Fluxograma/>)³

Let us see, static, a possible example

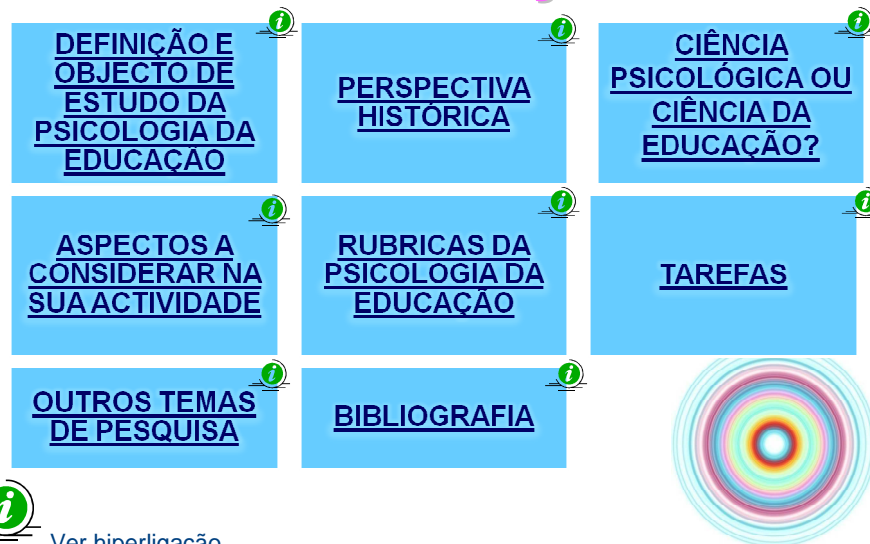
[PSICOLOGIA DA EDUCAÇ O- fluxograma final.ppt](#)



³ To accede and to visualize the cited portef lio exemplificativo (for signal, not it for us elaborated, as inspiration source, but, before, the result or product gotten for some pupils), it must:

1 - to transfer documents to the work environment, in only box. Later, to open the main document, of base, formatted in power point (PSYCHOLOGY Of EDUCA O- flowchart final.ppt). After opened, and following the orienting index, to clipart in (s) respective (s) link (s).

Uma Viagem à PSICOLOGIA DA EDUCAÇÃO



Note: not to forget the orientations opening and the hyperlinks.

And, even so let us know, that it exists, currently, software developed specifically as tools of support to the construction of digital portfolios, our option was the adoption of a service of creation of PowerPoint, with hyperlinks, as it has supported to the construction of portfolios, wants of education, for the professor, wants of pupils. It has been a proposal little sophisticated, therefore, for us, most important they are the contents, the organization and selection capacity, not relinquishing, however, the aesthetic, but functional and accessible part. Everything the remaining portion, until can function as distracter strategy, little interesting, in this context.

They are not digital in net, they do not imply, to be used, and they do not depend on the Internet existence, what for times if it can become limiting, when exist, for example, imperfections techniques.

When the accomplishment of portfolios was considered to the pupils as instrument of education and strategy of evaluation of unit Psychology of Education, them was explained the nature of documents and reflections that would have to be enclosed, in order to soon have a orienting referential at the beginning of passage, and process, of accomplishment of same ones. The pupils also had been informed of whom the supplied indications would not have to be thinking as limiter of its work but, by the opposite, only as a species of "minimum" task set library to carry through. That is, with well definite criteria, the a priori one is given freedom to the pupil to create, to re create, to add information...

Brief notes of closing

As [4] we consider that the elaboration of portfolios in digital format presents some characteristics that in them seem good. In first place, an adoption integrated of a multivariate boarding becomes more possible, nominated through the possibility of integration of static image, livened up or video, text and sound. It allows to the adoption of a hypermedia structure in the organization of information with resource the internal hyperlinks, between different documents or messages of portfolios, or external for available resources in web. Less excellent it is not the fact of some of software that can serve of support to the elaboration of digital portfolios to allow the rank of contributes of other citizens that it

main author of portfolio not allowing the rank of commentaries and contributes that support a critical and collaborative construction of portfolio.

How much to our experience, the personal evaluation is sufficiently positive, take-in continuing in its use. Of fact, the end items, even so some to lack of bigger developments, are manifestly revealing of great investment on the part of pupils. Equally, the evaluation for the pupils, from pointers, only, of its satisfaction, is clearly positive in the generality of considered aspects, even so lacking of evaluation, on the basis of other pointers, such as, retention and apprehension of selected and collected information.

We admit, therefore, the necessity to develop a systematic set of studies in this domain that in them can lead the practical professors in this area duly supported in educational the empirical inquiry.

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