

Medienkompetenz und ePortfolios für die Sekundarstufe I – ein Weg zur Medienbildung (?)

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Medienkompetenz, ePortfolios, Medienbildung

Inhalt lt. Programm:

Fallstudien aus EUfolio sind die Basis für den Workshop, der auf die Erarbeitung der Interrelationen zwischen Medienkompetenz und Medienbildung abzielt. Weiters werden die TeilnehmerInnen Skizzen für didaktische Konzepte entwickeln, die LernerInnen bei der Entwicklung von Medienkompetenz und dem Erlangen von Medienbildung unterstützen. Ein Ausblick auf die mögliche Rolle von ePortfolios als Begleiter für kritische, kreative (lebenslange) LernerInnen schließt den Workshop ab.

Inhalt (angepasst an 60 Min.)

- Schlüsselkompetenzen, 21st century skills und Medienkompetenz
- ePortfolios
- Fallstudie aus EUfolio
- Medienbildung? Medienbildung und ePortfolios? LLL? - Diskussion

EUfolio – Mai 2013 bis April 2015

Das Projekt EUfolio - EU classroom ePortfolios (<http://eufolio.eu>) - versucht mit der Implementierung von ePortfolios in verschiedenen europäischen Klassen der Sekundarstufe I einen integrativen, fächerübergreifenden Ansatz zu realisieren, bei dem Medienbildung implizit im Rahmen des reflexiven Lernens mit ePortfolios und der Erarbeitung von Schlüsselkompetenzen (bzw. 21st century skills) „passiert“.



EUfolio. EU classroom ePortfolios has been funded with support from the European Commission. This presentation reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

EU: Schlüsselkompetenzen

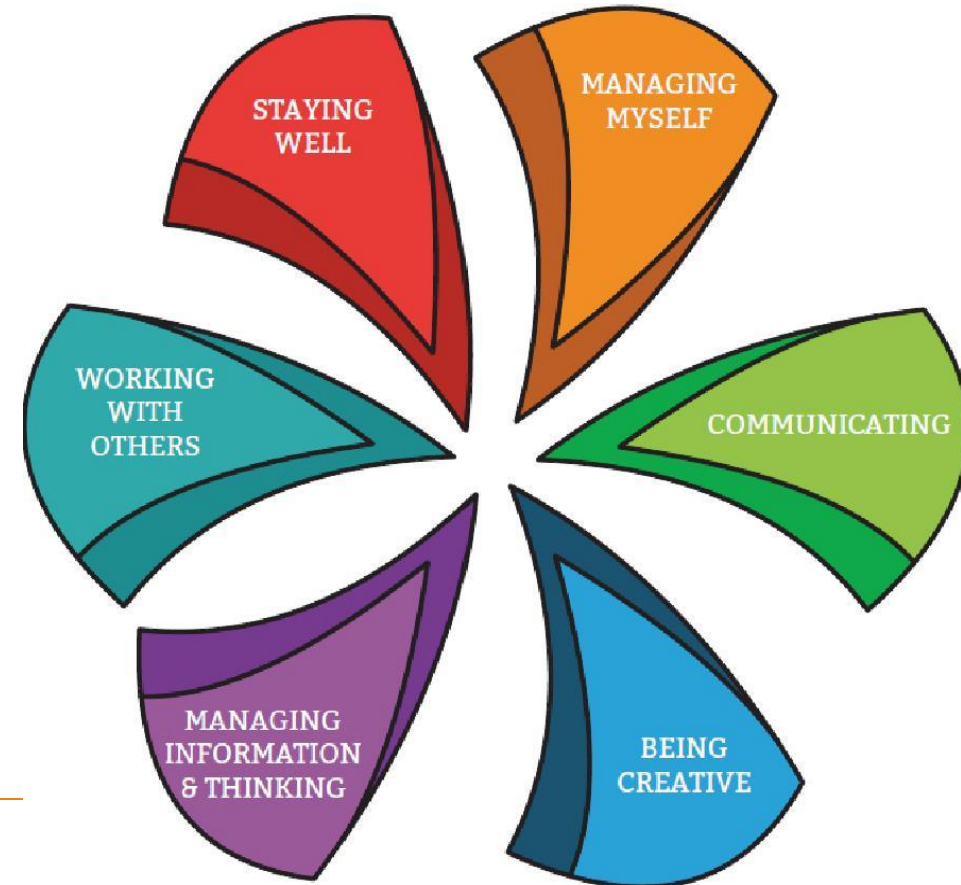
1. Muttersprachliche Kompetenz
2. Fremdsprachliche Kompetenz
3. Mathematische Kompetenz und grundlegende naturwissenschaftlich-technische Kompetenz
4. Computerkompetenz
5. Lernkompetenz
6. Soziale Kompetenz und Bürgerkompetenz
7. Eigeninitiative und unternehmerische Kompetenz
8. Kulturbewusstsein und kulturelle Ausdrucksfähigkeit

Vgl.: Empfehlung des Europäischen Parlaments und des Rates vom 18. Dezember 2006 zu Schlüsselkompetenzen für lebensbegleitendes Lernen [Amtsblatt L 394 vom 30.12.2006] bzw. Europa – Zusammenfassungen der EU-Gesetzgebung (2011). Schlüsselkompetenzen für lebenslanges Lernen.
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_de.htm

21st century skills – Fertigkeiten für das 21. Jh.

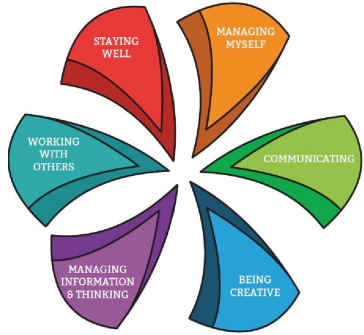
21 st century skills ATCS framework	
Ways of Thinking	Critical Thinking, Creativity, Learning to Learn, Metacognition
Ways of Working	Collaboration, Communication
Tools for Working	Information Literacy, ICT Literacy
Living in the World	Citizenship, Local and Global, Life and Career, Personal and Social responsibility

Binkley, Marilyn, Ola Erstad, Joan Herman, Senta Raizen, Martin Ripley, May Miller-Ricci, and Mike Rumble. "Defining twenty-first century skills." In *Assessment and teaching of 21st century skills*, pp. 17-66. Springer Netherlands, 2012.



NCCA = National Council for Curriculum and Assessment (2012).
Key Skills of Junior Cycle.

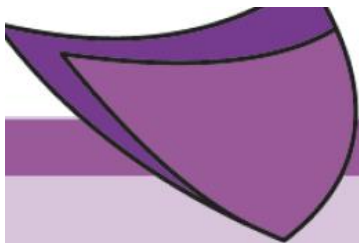
http://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Documents/Key/Key_Skills_screen.pdf.



COMMUNICATING

Elements	I can
Listening and expressing myself	<ul style="list-style-type: none"> listen actively express what I think and feel clearly in an appropriate tone agree or disagree respectfully use suitable body language and expression ask well thought-out questions and listen to the answer use different styles of communication suited to the situation
Using language	<ul style="list-style-type: none"> understand and use a wide vocabulary speak and write in well-constructed sentences edit, correct and improve my written work use a range of writing forms to express my ideas
Performing and presenting	<ul style="list-style-type: none"> express my ideas and emotions through performance and presentation such as visual art, music, drama, design and graphics make choices about how I can best present my ideas to others, taking account of my audience communicate using a variety of styles, including roleplay, drama, posters, and storytelling
Using numbers and data	<ul style="list-style-type: none"> use numerical data for a range of different purposes present, interpret, and compare information and data using charts/diagrams
Discussing and debating	<ul style="list-style-type: none"> participate confidently in class discussion present my point of view and be able to explain and support it respond to opposite arguments constructively
Using digital technology to communicate	<ul style="list-style-type: none"> use digital technology creatively to present, interact with and share ideas for different audiences make decisions about how best to communicate for particular purposes be respectful and responsible in my digital and online communications

NCCA = National Council for curriculum and Assessment (2014).
 Assessment for Learning. [Junior Cycle].
http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Junior_Cycle/Assessment_for_Learning_AfL_



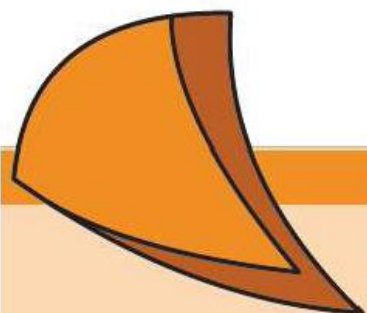
MANAGING INFORMATION AND THINKING



Elements	I can
Being curious	<ul style="list-style-type: none">• look for new and different ways of answering questions and solving problems• ask questions to probe more deeply• look for new experiences that challenge how I think about myself and the world
Gathering, recording, organising and evaluating information and data	<ul style="list-style-type: none">• recognise what I already know and the wide range of information available to me• use a range of strategies to find information and data• analyse information and data presented in a variety of forms• evaluate the quality of that information and data and their sources• make judgements about how valid and reliable that information is• prepare and organise information and data so that it makes sense to me and others
Thinking creatively and critically	<ul style="list-style-type: none">• question ideas and assumptions, both my own and other peoples'• make estimations and predictions and compare them with others• make connections between what I already know and new information• adjust my thinking in light of new information
Managing my learning	<ul style="list-style-type: none">• reflect on and review my own progress• identify blocks or barriers to my learning and suggest ways of overcoming them• set realistic targets• use a range of tools to help manage my learning• keep believing that with continued effort I can succeed
Using ICT and digital media to access, manage and share content	<ul style="list-style-type: none">• source, share and evaluate information that I find in different technologies and digital media formats• use digital tools to expand my thinking and source information• understand how to use content and present it differently while respecting copyright• use different technologies and digital media tools to give and receive feedback

NCCA = National Council for curriculum and Assessment (2014).
Assessment for Learning. [Junior Cycle].
http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Junior_Cycle/Assessment_for_Learning_AfL_

MANAGING MYSELF



NCCA = National Council for curriculum and Assessment (2014).
 Assessment for Learning. [Junior Cycle].
http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Junior_Cycle/Assessment_for_Learning_AfL_

Elements	I can
Knowing myself	<ul style="list-style-type: none"> recognise my personal strengths and weaknesses identify influences that make me who I am express my opinions and feelings appropriately find ways of dealing with setbacks and difficulties
Making considered decisions	<ul style="list-style-type: none"> understand the importance of thinking through my decisions consider a number of possible consequences when planning and deciding on actions listen to different perspectives when considering my options choose between different courses of action and explain my choice make plans in order to act on my decisions
Setting and achieving personal goals	<ul style="list-style-type: none"> set personal goals identify what I need in order to achieve my goals ask for help and know where to go when I need help prepare detailed plans learn from my past actions and make changes if necessary
Being able to reflect on my learning	<ul style="list-style-type: none"> set learning goals and evaluate my progress towards achieving those goals receive and make use of feedback on my learning assess my own learning and suggest ways that it can be improved
Using digital technology to manage myself and my learning	<ul style="list-style-type: none"> use different technologies to plan, manage and engage in my learning express, share and present opinions through the use of digital technology

E-Portfolio: Definition für das EUfolio-Projekt

“ePortfolios are (student-owned) dynamic digital workspaces whereby students can capture their learning, their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their learning and achievements.”

Basing on: National Council for Curriculum & Assessment (2013). Dublin: NCCA Sample ePortfolio. Available from www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/Special_Educational_Needs/Level_2_Toolkit/Sample_ePortfolio/ [Accessed 12th September 2014]

“E-Portfolios sind dynamische digitale Arbeitsplätze, deren EigentümerInnen die LernerInnen sind. Sie können darin ihr Lernen und ihre Ideen festhalten, haben so Zugang zu ihren Arbeits-Sammlungen, können über ihr Lernen reflektieren, es teilen, sich Ziele setzen, Feedback einholen und ihr Lernen und ihre Errungenschaften darstellen.”

EUfolio Learning Design template example - Guidance

Subject	Write the subject of the implementation...
Learning Design Title	Dickens
Year group	Year 2 Secondary
Language	English/ Spanish
Duration	two weeks (6 hours)
Goals	<p>Implement in students motivation, curiosity, the belief he/she can achieve, and that he/she deserves to be successful.</p> <p>Give students the possibility of looking back at his/her learning, improving his/her learning, performance and practice.</p> <p>Give students the opportunity to learn with and from others, learning creatively in different ways, being flexible, applying what she/he has learned</p> <p>Make students keep going, learning under stress, managing his/her feelings about learning and the people he/she learns with.</p> <p>Help students acquire their own self-awareness in learning and taking ownership of their learning and being able to learn alongside others.</p> <p>Get better knowledge of the reality of the nineteenth century in Europe, specially in England, the Realist movement in Europe</p> <p>Language:</p> <p>a) To catch the main point in short clear and simple messages/ to read simple texts and find the specific information.</p> <p>b) To use phrases and sentences to make interviews/ to be able to communicate and improve basic skills to express actions in the past using time expressions</p>
Concise description of the content	<p>It's a web quest on Charles Dickens, students have to explore how life was like in 19th century in England, they have to interview the writer and make a presentation/ a diary of a week in Charles Dickens' times, exploring how people used to dress, what schools were like, learn about the life of children, what houses were like... Students do the work in groups of six . and they use Mahara to share contents, pictures. At the end each group presents their work to the class in the whiteboard and another group gives them feed back</p> <p>we also asked them to make comments on a film about Oliver Twist to show evidences about their findings on the life in the 19th century</p>
Keywords	Evidences, life conditions, children's work conditions, schools

Lerndesign für E-Portfolio-Arbeit auf Basis eines Webquests

- **Thema:** Charles Dickens / Leben im 19. Jahrhundert (Englischunterricht)
- **Dauer:** 2 Wochen (6 Stunden)
- **Ziele:** Motivation, Neugier, Selbstbewusstsein, Selbstmanagement, lernen von und mit anderen
- **Lernräume:** Webquest (Links zu Wikipedia), Mahara

Learning Design Template von Cyprus Pedagogical Institute, Implementierung und Lerndesign von **Galician Regional Ministry of Education, Spain (Xunta de Galicia)** = *Country Pilot Implementation Report – Guidance, Spring 2014*

Keywords	Evidences, life conditions, children's work conditions, schools
Methodology	<p>First we agree a class statement of what makes a good learner. Identify learning skills needed in order to complete a specific task. To know where and how to access support with their learning. Motivation is very important in the learning process; students should learn to solve real tasks and to connect the learning process to real life. We propose student collaborative learning, being able to evaluate their learning and share points for development. The approach also improves learning by doing, experiential learning, critical thinking and creativity are, all characteristics which will develop in students entrepreneurial key competences by encouraging them to take responsibility for their own learning. This learner-centred approach uses ICT, it will contribute to strengthen the learning of basic skills and key competences, and strategies based on active learning.</p>
21st century skill(s)	<p>Communication Team work Critical thinking Creative thinking Process information Taking decisions</p>
ICT tools used	Mahara, Front page, Power Point, white board, Ipads, mobile
Students' activities	<p>We have the class group but we have also the 3-student groups. From a biography each student individually writes an interview to Charles Dickens and uploads it to the Mahara</p> <p>Students write their thought about the activity in the diary (strengths, difficulties...) Students in pairs agree on the interview and they perform the interview and record it with the mobile or iPads. Students in groups imagine they are doing a virtual tour to 19th century where Charles Dickens lived and they have to create a diary about their experience (visiting houses, how people dressed, what children's life was like, schools and the Realism.) that they will present to the classroom when they return. Students present, comment and evaluate other group works. Students write in the diary about their learning. We show the film on Oliver Twist (it can be an extract) we ask students to write evidences that the film shows according with what they discovered in their trip to the 19th century</p>
Other	The use of the e-portfolio makes students' work easier in groups and with the Mahara they can share files, images, they all have the opportunity to collaborate.
Website	<p>The URL of the website where all the material can be included</p> <p>http://centros.edu.xunta.es/cpiocruce/dickens</p> <p>Students works</p> <p>http://mahara.eufolio.eu/view/view.php?id=2434 http://mahara.eufolio.eu/view/view.php?id=1485 http://mahara.eufolio.eu/view/view.php?id=1479</p>

Methodologie:

- Diskussion in der Klasse, was eine/n gute/n LernerIn ausmacht
- Fertigkeiten bestimmen, die zum Erfüllen einer Aufgabe nötig sind
- Hilfe finden beim selbstgesteuerten Lernen
- Kollaboratives Lernen
- IKT-gestütztes Lernen

21st century skills:

- Kommunikation
- Teamwork
- Kritisches Denken
- Kreativität
- Informationsverarbeitung
- Entscheidungen treffen



DICKENS Y EL REALISMO



- Inicio
- Introducción
- Tarea
- Proceso
- Recursos
- Evaluación
- Conclusión
- Créditos

Una WebQuest para el 2º Ciclo de secundaria

Volvemos al siglo XIX

Exploramos la realidad europea: condiciones de vida, tra



- Start
- Introduction
- Task
- Process
- Resources
- Evaluation
- Conclusion
- Credits

INTRODUCTION

Imagine that you could travel back in time...

Where would you go to?

What questions would you ask to the people of that time?

Four of your mates and you have been chosen to travel back in time to the 19th century.

You will explore European and American reality: life conditions, work, social classes...

Ready to go?

There is one condition:

When you come back, you will have to present a detailed account of the lived events during the expedition.
Try to describe the situation as realistic as possible.

Dickens y el realismo:

<http://centros.edu.xunta.es/cpiocruce/dickens/dickens/index.html>



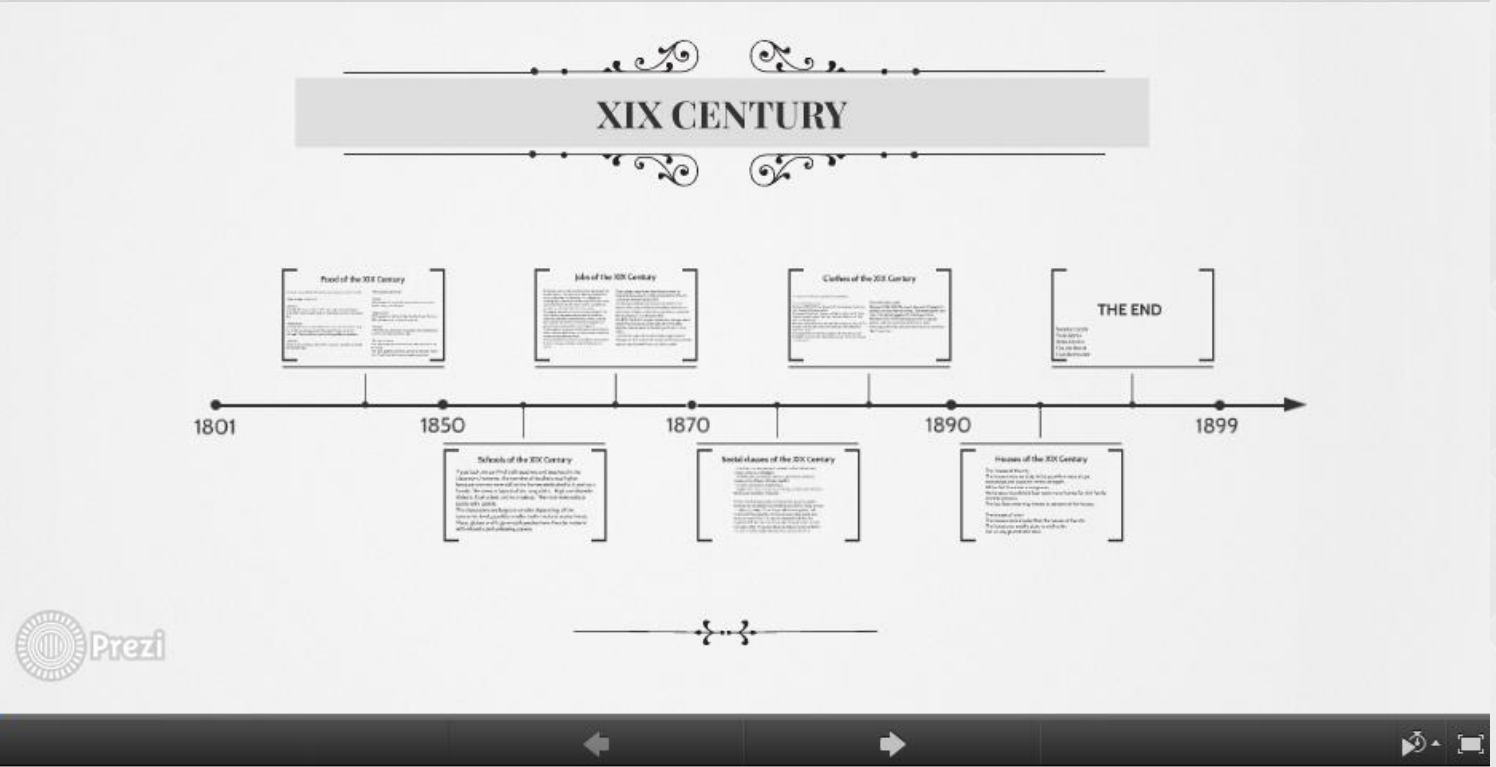
Von den SchülerInnen erstellte Prezi-Präsentation + Beispiel-Portfolio-Ansicht

mahara.eufolio.eu/view/view.php?id=8813

Meistbesucht Erste Schritte

EU FOLIO

Dashboard Content Portfolio Groups Administration



Kopieren Teilen Einbetten Like Öffentlich & Kopierbar

XIX Century

Keine Beschreibung
von claudia barral sanchez am 23. Februar 2015

<https://prezi.com/imdg-uuiiu1r/xix-century/>

Interview to Dickens

by Claudia Barral Sánchez (claudia_barral)

-When were you born?
I was born the 7 of february of 1812.

-Where were you born?
I was born in Portsmouth, England.

-What kind of books did you write?
I wrote novels.

-What was your first novel?
It was David Copperfield.

-Did "David Copperfield" have fame?
Yes, it did.

-What is your most famous novel?
I think is "Oliver Twist".

-What was your first wife?
It was Catherine Hogarth, and we had 10 children.

-When do you married for first time?
In 1836.

Text box

<https://prezi.com/imdg-uuiiu1r/xix-century/>
Sandra Candal

Selbst-Evaluierung mit Rubrics

	Initiation 1	Development 2	Improvement 3	Advanced 4	Mark
Learning to learn	<p>I don't feel positive about learning</p> <p>I don't like solving problems</p> <p>I can't use strategies to make my learning easier</p>	<p>I don't feel positive about learning</p> <p>I don't like solving problems</p> <p>When I find a difficult task I don't try to go on</p> <p>I'm able to use strategies to make my learning easier</p>	<p>I feel positive about learning</p> <p>I don't stop when I face difficulties</p> <p>I know about and can use strategies to make my learning easier</p>	<p>I feel positive about learning</p> <p>I enjoy solving problems</p> <p>I am able to connect and integrate different knowledge</p> <p>I am happy to learn from my mistakes</p> <p>I can devise effective learning strategies</p>	4
Critical Thinking	<p>I don't think in a reasoned manner</p> <p>I listen to others, but and I'm not able to make my own decisions</p> <p>I don't recognize the weak points in a line of reasoning</p>	<p>I'm not able to argue in a reasoned manner and make own decisions</p> <p>I don't recognize the weak points in a line of reasoning</p>	<p>I'm able to argue in a reasoned manner but I'm not able to make own decisions</p> <p>I can follow a line of reasoning</p>	<p>I think in a reasoned manner</p> <p>I listen to others, but make my own decisions</p> <p>I recognize the weak points in a line of reasoning</p>	4

Selbst- Evaluierung mit Rubrics

Creative Thinking	I can't generate a lot of <u>appropriate</u> ideas I can't recall information related to our topic I am able to solve problems	Some evidence of creativity. I'm able to generate few <u>appropriate</u> ideas I am not able to recall a information related to our topic I have difficulties to problems by searching for information, making comparisons and brainstorming	Evidence of creativity.I can generate some <u>appropriate</u> ideas I am able to recall some information related to our topic Sometimes I am able to find solutions to problems by searching for information.	Clear evidence of creativity.I can generate a lot of <u>appropriate</u> ideas quickly and easily I am able to recall information related to our topic I am able to find solutions to problems by searching for information, making comparisons and brainstorming	4
Team work	Poor cooperation in group. Most of the work was done by only one team member.	Good cooperation in group. Participation in the search has been unequal, as the contributions to the presentation	Very good cooperation in group. Most of the group participated both in the search as in the presentation	Excellent cooperation in group. All members in group did the same work.	3
Process Information	Irrelevant and inadequate information. Poor resources and information; missing details	Irrelevant and not appropriate information. Just a few resources were used; missing details.	Relevant and adequate information. Most of resources were used; evidence of details	Excellent information. All resources were used; evidence of details in the search, understanding and explanation.	4
Presentation of information	Uninteresting and without creativity. Poor contents and images; missing organization	Presentation of the contents is not very clear; texts and images are required; missing organization.	Creative and interesting presentation. Good contents but more texts and images are required; good organization	Creative and interesting presentation. Good contents and adequate use of texts and images; very good organization	4

Aufgabenstellung aus dem WebQuest zur abschließenden Lernreflexion



Interview to Dickens

¿What I learned?

Posted by David García on 07 March 2014, 1:04 PM

With all of these activities I learned a lot of things like the houses and the clothes in the 19 Century... I also learned some new English vocabulary. I learned a lot of things and tools of the web page: Mahara.eufolio.eu. I learned how can express my ideas better, so now I can make longer texts than before and with more information.

Con todas estas actividades he aprendido muchas cosas como las casas y la ropa en el siglo XIX, También he aprendido nuevo vocabulario en inglés. He aprendido muchas cosas y herramientas de la página web: Mahara.eufolio.eu. He aprendido como puedo expresar mis ideas mejor, así que ahora puedo hacer textos más largos que antes y con más información

Comments (0)

Schüler reflektiert über sein Lernen:

- Häuser und Kleidung im 19. Jahrhundert
- IKT-Kompetenzen im Zusammenhang mit der Nutzung von Mahara (E-Portfolio-Plattform)
- Besserer Ausdruck der eigenen Ideen unter Einbeziehung von mehr Information

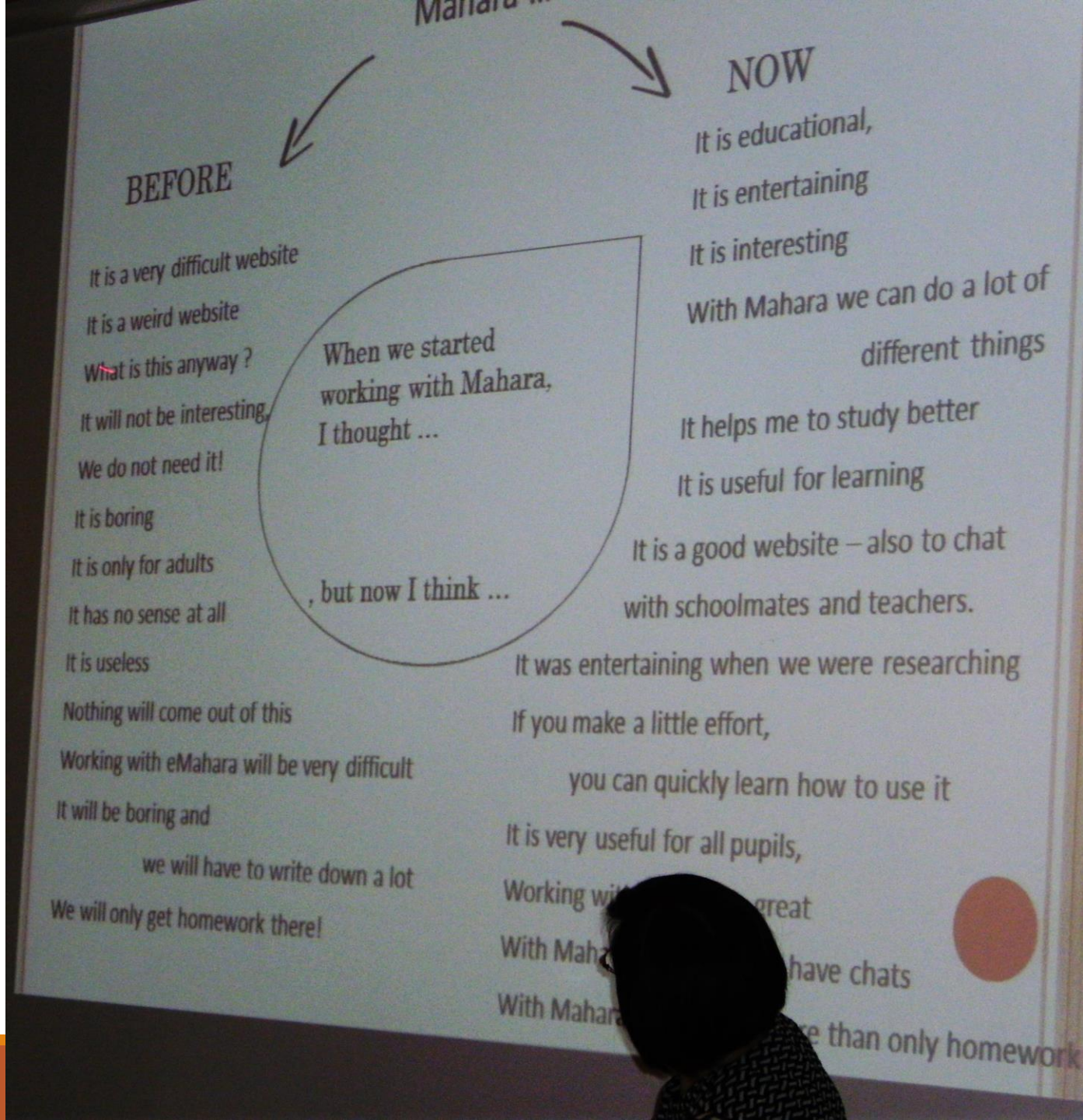
Ausschnitt aus einer weiteren Mahara-Ansicht:
David Garcia: Interview to Dickens.
<http://mahara.eufolio.eu/view/view.php?id=1474>



Im Projekt EUfolio wurden ePortfolios auf folgender technologischer Basis erstellt:

- **Plattform Mahara (Open Source)** und eine vom Projektpartner Microsoft Irland entwickelte
- **ePortfolio-Lösung, basierend auf Office 365** (Speicherung via SharePoint) und Yammer als Kommunikationsplattform

Gruppenreflexion zur Nutzung der ePortfolio-Plattform Mahara an der Schule OS Polje. Präsentation von Barbara Smrekar, 15.4.2014, Ljubljana.



Students



Feel a sense of ownership
Learned a lot about using computers
Prefer presenting work in portfolio format
Think about what I'm learning
Easier to understand what the teacher is looking for
Safe place to keep work
Can use pictures and videos
BUT
The speed of the internet is a problem
Not enough computers for everyone

Team Ireland Project Update Cyprus 2014.
http://prezi.com/p1dq9vzfwqgk/team-ireland-project-update-cyprus-2014/?utm_campaign=share&utm_medium=copy

Teachers



Students are more engaged, reflect more
Increased communication with students
Clear snapshot of progress
Faster and easier to provide feedback
Excellent repository of work
Focus is on the process not the product
Can integrate into class and planning
Marries well with web tools
BUT
Requires initial planning to access ICT
Students need ICT training

Statements von Pilot-PartnerInnen



On 4 March 2014 a workshop on ePortfolio practice in Slovenian schools took place in Ljubljana as part of the EUfolio project. Technical developments of Mahara were on the agenda as well as first ePortfolio experiences of teachers and students during the workshop.

The project EUfolio is devoted to the implementation of ePortfolios in lower secondary schools in Cyprus, Ireland, Lithuania, Slovenia and Spain. The Austrian project partner, the [Department of Interactive and Educational Media at Danube University Krems](#) accompanies the process with a process specification and a functional specification. For the workshop, the Austrian ePortfolio experts Dr. Klaus Himpsl-Gutermann and Dr. Thomas Strasser (both from the [University of Teacher Education in Vienna](#)) joined the Austrian delegation to enrich the workshop with additional input.

The Slovenian teachers whose students are already using ePortfolios reported that a shift in the students' learning culture is a positive result of the work with Mahara. The self-directed and interactive work is not only stimulating the motivation, but it also initiates the students' ability for self-reflection. The exchange of tips and tricks for the use of Mahara as well as didactical hints made the group sessions inspiring and let everyone look forward to try out more features in their practice. Continue reading the

Workshop in
Ljubljana/Slowenien
in Mahara-
Newsletter 1/2014
Siehe auch:
<http://mahara.eufolio.eu/view/view.php?id=3991>

In Ireland, we have found that students' ICT skills developed as a product of using EUfolio, and in a sense, **it was like content-integrated learning** for them. From our focus groups we found that a number of our schools spent significant time at the outset of the project **teaching ICT skills** such as folders, uploading, file naming etc. Another area covered by some of our schools was the **use of multi-media files**, so students learned how to use applications such as audacity and animoto to produce files for their ePortfolios. Prior to EUfolio, students had limited opportunities to use these media and the multi-modal functionality of the platform opened to the 'door' to students to engage with these media and the associated skills.

*Sinéad Tuohy, Ireland
2015-02-09,
via Yammer
(Hervorhebungen: AG)*



What was the impact of using ePortfolio on teaching, learning and assessment in the country?

- Teachers' design process
 - Learning design modifications
 - Activity distribution
- Teachers' teaching methodology and duration
- Students' engagement and motivation
- Learning design goals success
- Evidence of individual students' assessment
- New ways of feedback and reflection

“This is a great tool for a student, teaching her/him to represent her-/himself in a good way [and] to criticize without offending others and accept the criticism. This project encourages students.”

Teachers “think it takes a lot of time, but to see it does not take the teacher much time. They have to see it themselves and work in that environment.”

*Dziulieta Jonikiene, Litauen, in einem Ende 2014 gedrehten Video zu EUfolio. Transkription und Link zum Video:
<http://europortfolio.org/resources/publications/practice/epo-portfolio-use-classroom-increases-student-s-and-teacher-s>*

*... where we see the benefits
is particularly in the areas of working with the
information (re)sources, creativity, critical
thinking and collaboration and communication.*

Mitja Čepič Vogrinčič via Yammer, 2015-02-18

SchülerInnen lernten u.a.

- kritisches Denken,
- IKT-Fertigkeiten,
- Informationskompetenz (?)
- Kreativität
- Kollaboration
- Kommunikation
- Selbststeuerung und Selbstreflexion

*We noticed that the ePortfolio approach also
promoted teacher collaboration in a number of
our schools and involved the teachers working
together on their planning and also being more
willing to share resources.*

Sinéad Tuohy via Yammer, 2015-02-18

LehrerInnen lernten u.a.

- formative Beurteilung
- lernerInnenzentriertes Arbeiten
- IKT-Fertigkeiten
- Kollaboration

Informationskompetenz im AHS-Lehrplan für Deutsch (2004) bzw. im „Informationserlass ‚Digitale Kompetenz an Österreichs Schulen‘“ („efit-21“ – Oktober 2010)



Deutsch-Lehrplan (http://www.bmbf.gv.at/medienpool/11853/lp_neu_ahs_01.pdf)

efit-21 (www.bmukk.gv.at/medienpool/20116/dig_erlass.pdf) – mit Verweis auf: <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>*

Der Deutschunterricht [...] hat Methoden und Kompetenzen wissenschaftlichen Arbeitens zu vermitteln.

Textkompetenz und Medienkompetenz fördern die selbstständige aktive und kritische Aneignung des Wissens.

Medienkompetenz fördert die Auseinandersetzung mit gesellschaftlichen Auswirkungen technischer Kommunikationsmittel.

Der Deutschunterricht hat Mediennutzungskompetenz zu vermitteln, dh. die Fähigkeit, sich der Medien zielgerichtet und funktional zu bedienen, wie auch Medienkulturkompetenz, also die Fähigkeit, sich in einer von Medientechnologie stark geprägten Kultur zu orientieren. (vgl. insbes. auch: Mediale Bildung, 5.-8. Klasse – „Daten selektieren, analysieren, strukturieren, interpretieren...“)

1.2 ICT Skills und Digital Competence [...]

Die digitale Kompetenz gehört [...] gemäß der Europäischen Union zu den acht Schlüsselkompetenzen.

Ausgehend von den Basic skills („survival skills“) werden IT Kenntnisse zur „Key Competence“ der aktiven Teilnahme an der Informationsgesellschaft [...].

1.3 Medienkompetenz und Medienpädagogik

- Medienkunde [...] *“Wissen, das den Zugang zu den Neuen Medien ermöglicht, die Bestandteile des Mediums und die Bedienung.“*
- Mediennutzung (Rezeption + Interaktion)
- Mediengestaltung

Medienkritik [...] „ die analytische Dimension zum Erkennen problematischer gesellschaftlicher Prozesse, die reflexive Dimension zur kritischen Mediennutzung und die ethische Betroffenheit.

-
- Medienbildung???
 - Fertigkeiten trainieren – Kompetenzen erlernen – Bildung erwerben
 - Wie sähe das Dickens-Lehr-Lernszenario aus, wenn es auch der Medienbildung dienen sollte?

ePortfolios, Kompetenzen, Bildung und lebenslanges Lernen

Die Anforderungen, die aus lerntheoretischen Erkenntnissen entstehen, werden mit freien Bildungsmedien ganz in die Hände der Lernenden übergeben, während der Reiz für die Lernenden zunächst in der Fokussierung auf persönlichen Präferenzen und Ungebundenheit liegt.

Damit entstehen Allianzen zwischen einem an ökonomischen Interessen orientierten neoliberalen Menschenbild im Dienste einer pädagogisch eingefärbten Selbststeuerung. Wie Stephan Münte-Goussar anhand von E-Portfolios zeigt, handelt es sich hierbei jedoch um einen Konflikt zwischen dem klassischen abendländischen Subjektmodell, das Differenz betont und für Selbstbestimmung eintritt, und neoliberalen Selbststeuerungsforderungen (Münte-Goussar 2011). Auf diese Schiefelage in der Einschätzung der Potentiale von Selbststeuerung weisen auch Holzkamp und Häcker hin: "Man kann nicht die eigene Selbstbestimmung erweitern, indem man von anderen gesteckte Ziele verfolgt." (Holzkamp, 1997, S. 130) sowie "Die Annahme, selbstgesteuertes Lernen sei gleichzusetzen mit einer emanzipatorischen Erziehung, ist kurzschlüssig. [...] Dazu ist es notwendig, die Begriffe *Selbststeuerung* und *Selbstbestimmung* gegeneinander abzugrenzen". (Häcker 2007: 63) Inwiefern diese Begriffsunterscheidung tatsächlich hilfreich sein kann, schätzt Münte-Goussar im weiteren Verlauf seiner Studie ambivalent ein (Münte-Goussar 2011).

[...] bilden E-Portfolios (als dynamische, portable und vernetzte elektronische Reflexionsinstrumente) und Lifelong Learning eine natürliche strategische Allianz. Zentral für diese Perspektive ist es, dass E-Portfolios nicht bloß auf elektronische Sammelmappen reduziert werden, sondern die interaktive Auseinandersetzung mit den von Objekten, Menschen und der Gesellschaft initiierten Lernprozessen im Vordergrund steht. Hier wäre eine ausführlichere Diskussion um Für und Wider und die Bedingungen gelingender E-Portfolioarbeit hilfreich. [...] Diese multimediale Form Lern-, Bildungs- und Entwicklungsprozesse zu präsentieren, mit Artefakten zu belegen und zu reflektieren, und dies auch noch angebunden an die neuen Informations- und Kommunikationstechnologischen Entwicklungen ergänzt sich daher ideal mit den Bildungsstrategien und Zielen des Lebenslangen Lernens.

Baumgartner/Ghoneim/Wolf: E-Portfolioformate für lebenslanges Lernen – Potenziale und Nutzungsszenarien. Im Druck.

Missomelius, Petra. 2014. Digitale Bildungskulturen. Lernen im Zeitalter der Netzwerkmedien – Szenarien und Potenziale. In: Dichtung Digital. Nr.43 (07.04.2014). <http://www.dichtung-digital.de/journal/aktuelle-nummer/?postID=2240>. Mit Referenz auf: Münte-Goussar, Stephan (2011): Ambivalente Selbst-Techniken. Portfolio, Ökonomisierung, Selbstbestimmung. In: Torsten Meyer, Kerstin Mayrberger, Stephan Münte-Goussar et al. (Hrsg.): Kontrolle und Selbstkontrolle. Zur Ambivalenz von ePortfolios in Bildungsprozessen. Wiesbaden: VS Verlag, S. 229-254 und Häcker, Thomas (2007): Portfolio- ein Medium im Spannungsfeld zwischen Optimierung und Humanisierung des Lernens. In: Michaela Gläser-Zikuda und Tina Hascher (Hrsg.): Lernprozesse dokumentieren, reflektieren und beurteilen. Lerntagebuch und Portfolio in Bildungsforschung und Bildungspraxis. Bad Heilbrunn: Klinkhardt. S. 63-85

Bürgerkompetenz und lebenslanges Lernen

Erforschung didaktischer Sinnzusammenhänge über „Kontextmarkierungen“ (Bateson)

Gregory Batesons 5 Hierarchieebenen von Lernen:

- 0 = direkte, unmittelbare Erfahrung
- 1 = Generalisieren unmittelbarer Erfahrungen
- 2 = „Deuterolernen“ = kontextualisiertes Lernen
- 3 = Kontextualisierung von Lernen (existenziell, spirituell)
- 4 = Kontextualisierung von Lernen 3

Bateson, Gregory (1981): Die logischen Kategorien von Lernen und Kommunikation. In: Derselbe: Ökologie des Geistes. Anthropologische, psychologische, biologische und epistemologische Perspektiven. Übersetzt von Hans-Günter Holl. Frankfurt am Main 1981 (Orig.= 1964). S. 362-399.

21 st century skills ATCS framework	
Ways of Thinking	Critical Thinking, Creativity, Learning to Learn, Metacognition
Ways of Working	Collaboration, Communication
Tools for Working	Information Literacy, ICT Literacy
Living in the World	Citizenship, Local and Global, Life and Career, Personal and Social responsibility

Binkley, Marilyn, Ola Erstad, Joan Herman, Senta Raizen, Martin Ripley, May Miller-Ricci, and Mike Rumble. "Defining twenty-first century skills." In Assessment and teaching of 21st century skills, pp. 17-66. Springer Netherlands, 2012.

EUfolio im WWW - EUfolio on the web

by [Andrea Ghoneim](#)

an (over)view on [EUfolio. EU classroom ePortfolios](#).

eine Ansicht zu [EUfolio. EU classroom ePortfolios](#) mit Links zu Darstellungen des Projekts in anderen Medien

EUfolio - ePortfolios in Klassenzimmern

In dieser Spalte zeigen die Links zu Informationen in deutscher Sprache.

EUfolio - das Logo



E-Portfolios, Kompetenzen und Mahara

Diese Sammlung enthält zwei Ansichten zu den Workshops "E-Portfolios und Mahara" und "Kompetenzorientiertes Lernen mit E-Portfolios". Die Workshops, die im Rahmen des Kongresses [Digitale Didaktik](#) auf Schloss Neubauern am 12. und 13.2.2015 stattfanden, basieren auf den Erfahrungen im Projekt EUfolio.

eLearning Didaktik Fachtagung in Linz

Andrea Ghoneim stellte am 23. Oktober 2014 das Projekt EUfolio - insbesondere Kompetenzorientierung durch E-Portfolios - bei der 9. eDidaktik Fachtagung in Linz (Österreich) vor. Berichte zur Tagung und zur Präsentation erschienen in den [IMB-News](#) des Department für interaktive Medien und Bildungstechnologien der Donau-Universität Krems und im [österreichischen Chapter von EUROPORTFOLIO](#).

Mahara und O365 als E-Portfolio-Plattformen für die Sekundarstufe I

Das Projekt [EUfolio. EU classroom ePortfolios](#) hilft SchülerInnen der unteren Sekundarstufe (und LehrerInnen) Kompetenzen mit Hilfe von E-Portfolios zu entwickeln. Neuigkeiten von den Pilotierungen an Schulen und die Nutzung der E-Portfolio-Plattformen Mahara und MS Office 365 wurden bei einem Treffen der ProjektpartnerInnen im September 2014 in Zypern ausgetauscht. Lesen Sie mehr in einem [Bericht in Europortfolio](#).

Train-the-Trainer: Workshop zu E-Portfolios und Mahara

Im Rahmen des 2. EUfolio Partner-Treffens an der Donau-Universität Krems fand ein Train-the-Trainer Workshop

EUfolio Mahara:

<http://mahara.eufolio.eu/view/view.php?id=5954>

EUfolio - EU classroom ePortfolios

Below you can find information about **EUfolio** in English. The main source for information on the project is, of course, the project website: <http://eufolio.eu>. For most recent news, check out <https://twitter.com/eufolioirl>

EUfolio - Website and Conference



The screenshot shows the EUfolio website with a navigation menu (Home, About, ePortfolios, Community, Partners, Conference, Contact) and a main banner for the "ePortfolio International Conference April 2015". The banner includes the location "Dublin Castle", the date "April 22nd 2015", and the time "9:30am - 4:00pm". A "Read more" link is also present. The European Union flag and "Lifelong Learning Programme" logo are visible in the bottom right corner of the banner. Below the banner, a text box states: "ePortfolio approach has the potential to act as a strategic catalyst for promoting the integration of ICT in teaching and learning in national education systems."

The official project website (<http://eufolio.eu>) and a hint to our final conference

Weitere Informationen

Über die EUfolio Website:
<http://eufolio.eu/>

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This presentation reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

