



key: Guiding questions that can help you in the decision-making process for or against the use of e-portfolios. Constructive Alignment: Didactic concept that ensures that learning objectives, teaching methods and examination criteria are coordinated with the aim of promoting successful learning. Planning & implementation suggestions: Use these exemplary didactic-methodological suggestions related to Constructive Alignment to use the e-portfolio in your course in a way that is as conducive to learning as possible. E-portfolio design in Mahara: This section addresses the implementation in Mahara. You can also transfer the technical implementation to other programs if necessary.

General information

Planning courses in which e-portfolios are used requires didactic considerations as well as technical knowledge of the software in place. This diagram is intended to help instructors plan, design and implement e-portfolio courses. Key questions guide you through crucial planning considerations. Associated keywords help guide decisions in the design and planning process in order to successfully use e-portfolios as a form of assessment or as an accompanying documentation or presentation medium in the course. The diagram is intended to be system-independent despite the fact that it refers to the Mahara e-portfolio system in its specific technical implementation. The diagram is based on the didactic principle of constructive alignment (Biggs, 1996). It is characterised by the coordination of the triad comprising *examination performance*, *learning objectives or competence formulations*, and *learning activities or methods*. The teaching/learning activities (methods) and the assessment are aligned with the objectives of the teaching/learning units or competence levels and taxonomy levels (e.g. Bloom et al., 1956) (Bräuer, 2016). This didactic principle is represented in the light yellow boxes and the corresponding considerations appear in the dark yellow boxes.

How to proceed

Lecturers begin the decision-making and planning process for their course using guiding questions (first column in green). These are deliberately formulated in the first-person perspective with little didactic terminology in order to make it easier for less experienced teachers to start planning courses with e-portfolios. The questions are assigned systematically to the levels of learning objectives, assessment form and the method in terms of constructive alignment (second column in light yellow). The corresponding suggestions for planning and action (third column or dark yellow boxes) are substantiated and summarised: first, questions concerning the form of assessment should be used to clarify whether the use of an e-portfolio system is appropriate at all. Subsequently, further questions on assessment and methods help to decide on the form of the portfolio. Thus, lecturers can systematically plan their course with e-portfolios by answering questions step by step, for example (see also Brehmer & Becker, 2017; Hörmann & Feiter, 2023):

- What sort of portfolio will be used?
- Which content requirements are given to the participants?
- Is any interim feedback intended? If so, who provides feedback and how often?
- What types of multimedia content are appropriate for what purposes?

Overall, this diagram combines technical and didactic considerations that are necessary for the successful planning, preparation and implementation of portfolio work in academic courses.

The diagram also provides specific recommendations for designing e-portfolios in Mahara and for technical preparation (blue area). For example, a lecturer should create at least one group for the course in Mahara and - if a certain structure of the portfolio is mandatory - develop a template for the portfolios, depending on the design freedom for the students. The diagram also visualises possible design options available to students when creating e-portfolios with the Mahara software. It shows the potential assignments that can be incorporated into tasks or templates, for example: creating, selecting and structuring artefacts and resources and integrating these into an e-portfolio that can be shared with peers and/or instructors for assessment or feedback. Further suggestions indicate where lecturers need to become proactive – even in the ongoing teaching/learning process – for example by guiding interactions (see also Bruder et al., 2012; University of Zurich, 2006; Hörmann & Feiter, 2023).

References

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