Chapter 4
Eportfolios and Open Badges for Open Recognition of Lifelong Learning Outcomes

Olga Smolyaninova
Siberian Federal University, Russia

Bezyzvestnykh Ekaterina
Siberian Federal University, Russia

ABSTRACT

The Chapter presents strategies for training Masters of Education students for the development of digital ecosystems in the open educational environment of Yenisei Siberia with the use of e-portfolio and Open Badges technologies through a special electronic course for students of blended learning model. The preliminary results obtained by the authors based on a Google-survey showed that students demonstrated a high level of satisfaction with learning using e-portfolio and Open Badges technologies in the multicultural digital environment of the Siberian region. This Chapter describes the experience of the School of Education, Psychology, and Sociology in use of e-portfolio technology in the evaluation of educational outcomes, reflection, professional development in the lifelong learning process of future teachers, and the introduction of Open Badges integrated with e-portfolio in the teachers' training course for Bachelor and Master's students.

INTRODUCTION

Nowadays e-portfolio is a powerful pedagogical technology for formal and informal education system in the concept of lifelong learning.

There are three key ideas of the strategy of contributing to the open ecosystems. The first is engaging students in the modern digital environment by using e-learning and MOOCs. The second is expansion and opening borders by the methodology of open recognition of the learning outcomes. It involves build-

ing trust and digital identity to empower and support students' engagement. The third is introducing the e-portfolio and Open Badges technologies to students through the special course in Master's curriculum.

Siberian Federal University is a modern Centre of Excellence in innovation and technology. Development of digital learning environment is a priority for the University. E-portfolio is a vital component of it. It is represented by the resources:

- e-courses in the LMS Moodle [https://e.sfu-kras.ru/login/index.php]
- personal students' e-portfolios [https://i.sfu-kras.ru];
- massive open online courses (MOOCs);
- students' personal profiles [https://i.sfu-kras.ru];
- webinars and video conferences service [https://webinar.sfu-kras.ru].

The scheme presents the current e-learning model of SibFU. It includes the actors of teaching-learning process, supported by e-services and connected by various strategies of online communication, assessment and feedback. Professors, implementing the e-courses, get financial bonus from the University administration (Figure 1).

E-portfolio is a powerful pedagogical technology for formal and informal education in the concept of lifelong learning. It is particularly important in the training of our students - future teachers, since the teaching profession requires permanent reflection, personal and professional development.

Figure 1. E-learning model of SibFU
Source: http://edu.sfu-kras.ru/elearning?page=3.
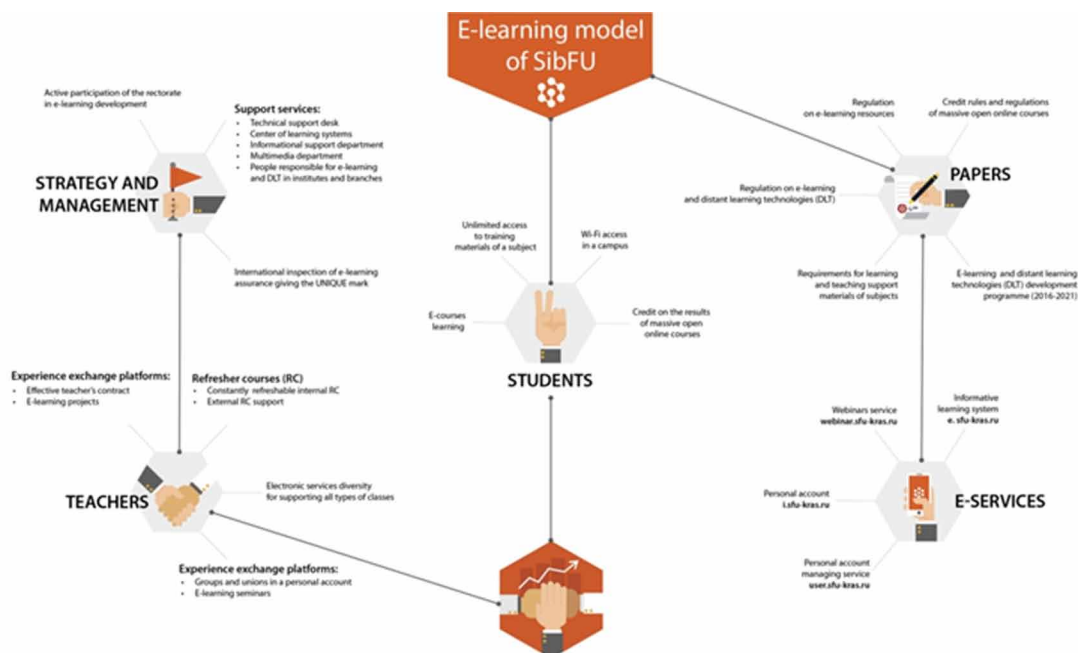
23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/eportfolios-and-open-badges-for-open-recognition-of-lifelong-learning-outcomes/248975

Related Content

Using Experiential Learning to Improve Student Attitude and Learning Quality in Software Engineering Education
Ferdinand Ndifor Che, Kenneth David Strangand Narasimha Rao Vajjhala (2021). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-22).*
www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133

Academic Leadership Skills: Managing Teams and Conflict Management
Melita Kovacevic (2019). *University Governance and Academic Leadership in the EU and China (pp. 246-257).*
www.irma-international.org/chapter/academic-leadership-skills/221987

Aren't We All International Students?: Supporting Diverse Populations at University Branch-Campuses
Grace Karram Stephensonand Danielle N. Gabay (2016). *Campus Support Services, Programs, and Policies for International Students (pp. 243-263).*
www.irma-international.org/chapter/arent-we-all-international-students/143818

Challenge-Based Learning in Higher Education: A Malmö University Position Paper
Cecilia E. Christersson, Margareta Melin, Pär Widén, Nils Ekelund, Jonas Christensen, Nina Lundegrenand Patricia Staaf (2022). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-14).*
www.irma-international.org/article/challenge-based-learning-in-higher-education/306650

Tutoring as a Tool for Academic Performance Improvement During the Covid-19 Pandemic: A Contribution to the Formative and Shared Evaluation in Ecuador
Juan José Rocha Espinozaand Nadia L. Soria-Miranda (2023). *Formative and Shared Assessment to Promote Global University Learning (pp. 211-228).*
www.irma-international.org/chapter/tutoring-as-a-tool-for-academic-performance-improvement-during-the-covid-19-pandemic/326153