EUCEBS electronic portfolio
The e-portfolio: supporting a European route to adult basic skills certification
Abstract

This paper is divided into two sections. Part one: highlighting use of the electronic portfolio (e-portfolio) in supporting a European route to adult basic skills certification and, part two: stepping through the EUCEBS e-portfolio to demonstrate the various features and design decisions.

European Certificate in adult Basic Skills (EUCEBS) is a Leonardo da Vinci funded project piloting, in training centres and workplaces, competence-based European Certificates in Basic Skills covering 6 domains: Citizenship, Communication, ICT, Interpersonal Skills, Learning to Learn and Numeracy.

There are two methods of assessment employed by EUCEBS: the direct test and the portfolio. The portfolio can be paper-based or electronic – this paper will explore the e-portfolio component discussing the issues and challenges.

The portfolio is designed as a simple system for students, tutors and assessors to use. Learners can upload and submit course work, track their development and receive feedback from their tutor. The system shares many similarities to a MLE\(^1\), however, the inclusion of a reflective weblog and having all coursework and feedback in one location allows learners to really take control of their learning and development.

Introduction

European Certificate in adult Basic Skills (EUCEBS) is a Leonardo da Vinci funded project piloting in training centres and workplaces competence-based European Certificates in Basic Skills covering 6 domains: Citizenship, Communication, ICT, Interpersonal Skills, Learning to Learn and Numeracy. The target audience are those without formal qualifications. EUCEBS partners work with a wide range of clients including school leavers, immigrants and prisoners. The pass level is set at approximately the end of formal schooling.

EUCEBS employs two methods of assessment: the direct test and the portfolio. The direct tests can be paper-based, computer-marked or demonstration of competence in front of a qualified assessor. The second method of assessment, the portfolio, may be paper-based or electronic. Portfolio assessment is indirect in that the assessor may not see the demonstration of competence, only the ‘product’ or a representation of it. For portfolio assessment the types of materials presented may include: certificates; written/drawn documents; physical artefacts; computer-produced documents; images; video clips and audio clips. These can be created within a training centre or brought from previous employment or education.

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\(^1\) MLE = Management Learning Environment
Our reason for employing two methods of assessment (prescribed test and portfolio) is to give the learner an option to choose their preferred route to certification. Many learners undertaking basic skills training have an aversion to formal tests; therefore, the portfolio option is an incentive as it removes the testing ‘hurdle’. Portfolios are more appropriate in settings where APL or APEL is important. It is possible within EUCEBS to ‘mix-in-match’ assessment types, see figure 1; some domains lend themselves more to direct testing whereas others are better suited to portfolio assessment. The choice lies with the learner, in consultation with their trainers and advisors.

Part One

What is an electronic portfolio (e-portfolio)?

The e-portfolio is an information management system that uses electronic media and services. The learner builds and maintains a digital repository of artefacts, which they can use to demonstrate competence and reflect on their learning. Having access to their records, digital repository, feedback and reflection students can achieve a greater understanding of their individual growth, learning and career planning. Accreditation for prior and/or extra-curricular experiences and control over access makes the e-portfolio a powerful tool.

Note: A digital artifact is any electronic media, for example: a word document; a video clip; a digital photograph.

Why the e-portfolio?

Our main objectives for promoting the e-portfolio within EUCEBS were:

- Student centred learning
- Accreditation of prior learning
- Mobility
- Management system
• Reflection potential – reflective diary
• e-portfolio -> gallery -> discussion
• Power in the process
• An alternative to prescribe testing

European e-portfolio interest

Since EUCEBS adopted the e-portfolio it has become one of the ‘hot’ topics in education. Most higher education institutions are looking at adopting some sort of e-portfolio application. The SQA in Scotland are exploring e-portfolio solutions. Many school districts are / have adopted the e-portfolio and whole countries – Wales - have given an e-portfolio to every citizen.

This interest has spread across many sectors such as high schools, basic skills, workplace. EIfEL\(^2\) has launched the creation of Europortfolio\(^3\), a consortium whose mission statement is: by 2010, every citizen will have an e-portfolio. This positions EUCEBS at the heart of a growing technology which bodes well for future developments.

Simulating real life

It was more difficult than first thought to replicate a real life scenario of paper-based portfolios. The task of having a personal repository and then submitting work, ensuring the learner can no longer access the work submitted but can still get a copy back with feedback, was difficult. To allow the learner to access work they had submitted, before the marked copy is returned, it was necessary to create a copy of the original when submitting; this way the learner always has a copy but cannot alter the version sent to the tutor.

Another hurdle was returning coursework for reworking – it was important to ensure all versions of the coursework exist simultaneously to provide the learner with ideal reflective content. They are able to see how, with the help of tutor feedback they have developed.

Competency testing in an electronic portfolio

There are a variety of materials that can be lodged in an e-portfolio for example: written and drawn documents; computer produced documents; images; video clips and audio clips.

In the EUCEBS e-portfolio we have two categories of material, pre-entry and post-entry. Pre-entry refers to all the material/evidence a learner brings to the EUCEBS centre. This can consist of anything they may have obtained from previous formal and informal experiences. Post-entry refers to all the material generated while at a EUCEBS centre.

\(^2\) http://www.eife-l.org/eifel
\(^3\) http://www.eife-l.org/portfolio
The ‘Communication’ domain has been chosen as an example to demonstrate some of the ways in which evidence can be given digitally to prove competence for criteria set out by the domain and elements within EUCEBS.

**Communication**

Element A - The trainee can describe the various forms of communication and the key elements involved in effective communication.

- The trainees could lodge a video clip showing them interacting with a group of people or a one-on-one situation
- The trainee could lodge a Word (or similar) document demonstrating their use of the written word for communication
- The trainee could lodge the log of a chat room experience
- The trainee could lodge an audio file of them engaging in conversation with others
- The trainee could lodge a copy of a fax sent
- The trainee could lodge a record of a mobile phone text messaging session
- The trainee could do an online quiz which asks them to select the various forms of communication and the resultant log load into the e-portfolio

Element B - The trainee can communicate effectively, extract information and provide feedback from a variety of spoken contexts.

- The trainee could lodge a video clip of them demonstrating this skill. For example they could be listening to someone telling them a story and then respond to questions.
- The trainee could lodge an audio file of them answering a series of questions from an interviewer.

Element C - The trainee can seek information and use reference skills.

- The trainee could lodge a Word (or similar) document detailing the information they found following a list of references
- The trainee could lodge a screen dump of a Google (or equivalent) search they had undertaken
- The trainee could lodge an audio file that contains the student describing how they sought and found a variety of references

Element D - The trainee can use a range of reading techniques appropriate for the work, community or leisure situation.

- The trainee could lodge a Word (or similar) document which they wrote detailing their reading skills, giving examples of what they have read and for what purpose
- The trainee could complete an online quiz designed to test their method of reading and the resultant log of their achievement lodged in the e-portfolio

Element E - The trainee can use various writing techniques to perform tasks appropriate for home, employment, or leisure.
• The trainee could lodge a Word (or similar) document demonstrating their writing technique
• The trainee could lodge a log of email correspondence they had undertaken
• The trainee could lodge a CV
• The trainee could lodge an example application form

Element F - The trainee can use basic communication technology.

• The trainee could lodge a log of email activity
• The trainee could lodge a log of mobile texting
• The trainee could lodge a log of chat room activity they had taken part in
• The trainee could lodge a copy of a fax they had sent

Element G - The trainee can use (as a second language to his or her native tongue) one European language at threshold level. (Optional)

• The trainee could lodge an audio clip demonstrating their ability in a second language
• The trainee could lodge a Word (or similar) document demonstrating their written skills in a second language
• The trainee could lodge a video clip showing them interacting with others or describing something themselves, that demonstrates their ability
• The trainee could lodge an email log where they are undertaking conversation with someone in a second language
• The trainee could lodge a PowerPoint presentation where they demonstrate their second language
• The trainee could undertake an online quiz designed to test their second language and the results posted into the e-portfolio as evidence
The e-portfolio: supporting a European route to adult basic skills certification

Our main objectives in building the EUCEBS e-portfolio system involved devising a manageable structure in which:

- The learner can upload digital artifacts into their own personal, private repository. This is an area where the learner can place as many objects as they wish, review and revise them all in private.
- The learner can select artifacts and ‘submit’ them to the trainer for comment and feedback. The trainer is alerted to the presence of such materials when s/he enters the e-portfolio system.
- The trainer can comment on and return artifacts, alerting the learner automatically to their presence.
- The learner can store her/his reflections within the e-portfolio.
- The whole transactional process is recorded for accreditation and security.

Challenges

We faced some challenges during the design of the system. Firstly, interface design and layout: given the target audience, a clean, easy-to-navigate interface that adheres as much as possible to disability guidelines for web-based applications was required. Systems which follow such guidelines generally have improved navigation and usability for all users. Secondly, functionality for the learner: to track easily their learning outputs, submissions, competences demonstrated, feedback received and to input reflection on their progress.

Figure 2: process overview
The level of ICT skills required to set up, use and maintain an e-portfolio is fairly high for novice computer users. This is an important issue for us as some of EUCEBS’ learners have never used a computer. A learner who uses and maintains their own e-portfolio will demonstrate most of the ICT skills required to pass the EUCEBS ICT domain; however it is important not to leave those behind who do not yet possess these skills. Mechanisms are being devised to cope with this. A new feature was developed giving the tutor access rights to begin creating and maintaining a learner’s e-portfolio until that learner (a) has the required skills and (b) the confidence to take over their own e-portfolio. This means, regardless of skill level, learners can have their e-portfolio running from the moment they begin EUCEBS training.

Focus has been placed on learner engagement, discovering ways for active participation and monitoring the development of an interactive learner/trainer management system.

**The e-portfolio for reflection**
The term ‘reflective e-portfolio’ is not immediately meaningful to many learners and especially so within our group some of who are not comfortable learning in formal settings. Indeed, one of the EUCEBS domains, Learning to Learn, is reflective by nature and is proving a difficult skill to develop. In the context of EUCEBS, the presence within the partnership of seven languages complicates the issue, as reflecting on learning is conceptually demanding. Some of our learners, migrants for example, do not have good language skills within the country in which they now live. The EUCEBS e-portfolio has been designed to work in multiple languages for use across Europe.

**Evolving with the learner**
By its very nature the e-portfolio can be a complicated tool with many levels and options. The key for a project like EUCEBS is to develop an e-portfolio that can start out as simple as possible with the potential to evolve and expand as the learners’ needs, confidence and expectations rise.

In the initial design and build of the EUCEBS e-portfolio a central element was navigation and ease of understanding. It was essential to minimize the number of screens and the amount of ‘clicks’ through menus. The less time the learner spends negotiating the system the more time they spend actually using the tool. In the case of EUCEBS simple is best. With the correct design architecture it is possible to build an e-portfolio that is simple upon inception yet allows for new modules and functionality to be added as and when required.

**Improved Logistics**
The e-portfolio – and a big appeal for EUCEBS – makes an efficient storage system and an excellent method of managing evidence gathering, all contained within a date ordered, category defined digital repository. This is a big advantage over the paper-based model where the logistics of managing so many artifacts over time is difficult and time consuming.

**Accreditation of prior learning**
A facility to award credit for prior learning is invaluable within adult basic skills certification. Many of the learners EUCEBS target possess skills that they do not realize. Our French partners in CPE commented that “many of their learners are unaware of the skills they have especially in the context of formal learning”. Awarding these learners...
credit for their experiences, perhaps by digitizing some materials and placing these in the e-portfolio instills a degree of self belief. This can provide learners with a powerful driver to continue with the program. It encourages a real ‘can do’ attitude – an excellent attribute of the e-portfolio. Figure 3 demonstrates the types of items that can be used when accrediting prior learning from non-formal arenas.

The need for training
The area of e-portfolio is relatively new; therefore, it is worth mentioning the importance of training and support for both tutors and students. A range of training needs to be provided including how to digitize material, maintaining an e-portfolio and getting the most out of an e-portfolio.

Standards and Interoperability
The EUCEBS e-portfolio was originally designed and built as a stand-alone system for sole use on the EUCEBS project. Much of this was due to the initial brief – design the EUCEBS e-portfolio for assessment of the EUCEBS certificates and due to, at that time,
relatively low interest in e-portfolios. However in order for e-portfolio usage to reach full potential e-portfolio systems need to ‘talk’ to each other. Future versions of the EUCEBS e-portfolio will adhere closely to emerging e-portfolio standards and in doing so should take a large step towards (a) interoperability with other systems and (b) giving learners the option of an e-portfolio for life.

Conclusion

The EUCEBS e-portfolio is addressing some of the problems associated with effectively assessing domains such as communication and interpersonal skills through providing a medium where learners can upload audio and video samples generating excellent artifacts demonstrating competence in these domains. The capacity to utilize technology such as video greatly enhances the process and possibilities for both learner and trainer. Portfolio assessment presents our learners with a viable alternative to formal testing at the same time as allowing them more control over their learning and development.
Part Two

Why build our own?

When the development team behind EUCEBS began to consider the idea of using an e-portfolio the first step was to analysis existing tools, both custom e-portfolio tools and other online learning environments, to see if anything could do an effective job.

After careful consideration the decision was made to build our own. There were a number of reasons for this:

- EUCEBS required a system that was multi-lingual
- We wanted a reflective diary component, at that time this did not exist in any e-portfolio software
- Due to the demographic that would be using the EUCEBS e-portfolio it was necessary we had something with a simple, neat layout and design architecture which met with as many disability requirements as possible
- EUCEBS consists of competence-based certificates and we felt it would be easier for our learners to use an e-portfolio system that was mapped onto the learning elements and domains
- We did not feel other systems at that time had a suitable learner – tutor feedback mechanism

Outline

The portfolio system is split into two different sections, the learner section and the tutor section.

Learners
Learners log into the system using a username and password received once they enrol at a EUCEBS accreditation centre. Once logged in, the student will have access to a range of options including admission to their own private space. This space is theirs to upload any material relating to their course. Once work has been uploaded the learner has the option to submit, view or delete it. Upon submission the work is sent to their tutor for marking. As in a real-life scenario once work has been submitted, the learner no longer has contact with it. Other features include: monitoring of their own development, tutor feedback, a reflective diary and basic customising of their e-portfolio.

Tutors
The system is designed to give tutors access to their learners' submitted course work. The tutor is able to view, mark and add feedback to any submitted material. A tutor can also “mark off” their learners' competences as and when they are achieved. For now tutors are responsible for entering all learner details, this would, in the future, be automated. Tutors do not have access to the learners’ private space they can only view work that has been submitted by the learner.
Design decisions

To ensure the site complies with as many disability requirements as possible and to maintain ease of use, good navigation and functionality, a number of criteria had to be considered. Perhaps the most crucial is to keep the layout simple and clear.

Both the learner and tutor sections start with a similar welcome screen that has a clear menu on the left-hand side and a short description next to it. Both sets of users can always access the relevant menu from a link on the information bar. This enables the user to easily change their position within the site.

![Figure 4: data flow diagram](image)

It was a conscious decision to keep each screen as minimal as possible. Showing only necessary information should stop users from becoming confused and being put off using the system. An attempt has been made to keep the same look and feel through all of the screens. This is important for keeping sites easy to use and navigate.

It was important to keep the use of technologies such as JavaScript and cookies to a minimum as users often have one or both of these technologies turned off on their machines.
In order accurately to track student work, a decision was taken which requires students to submit material attached to a particular Element in a Domain. An alternative was to give the student a large central space in which they could load all material, on submission; the onus would be on the student to select the correct Domain and Element from drop-down menus. Given the target audience it was felt the potential for error with this approach was greater than with our chosen method.

Technologies

The technologies involved in development of this portfolio include:

- Cold Fusion
- Access / SQL server
- HTML
- JavaScript
- css

![Diagram of data flow](image)

**Figure 5: Technologies**

**Step through: learner interface**

**Login**

Figure 6 is a screenshot of the login screen for all types of user. Here the learner must check that *Type of user* is set to *student*, then enter their *username* and *password*. If they successfully log in they will go to the next screen, Figure 7.
Welcome screen
Now that the learner has successfully logged in they will see the welcome screen. Here a short description explains what the e-portfolio is as well as details of the types of tasks they can do. The menu bar along the top provides the options open to the learner.

Figure 6: Login page for all users

Figure 7: Screen shot of the student welcome page
myPortfolio
The first menu option is *myPortfolio*. This is the main section of the learner portfolio. It is here the learner can upload file to their repository and submit coursework to their tutor. On selecting ‘*myPortfolio*’ the student will be presented with the *myPortfolio* screen, Figure 8.

![Figure 8: myPortfolio](image)

**Add File, submit and delete**
Figure 9 shows a learner’s portfolio if they uploaded work for **Element A in Learning to Learn**. Two pieces of work have been uploaded, one of which has been submitted and marked the waiting to be submitted. Details displayed include the date the work was uploaded and submitted (if applicable). The marked field will have one of four different values:

- **none** (*this is the status if the work has not been submitted*)
- **pending** (*this is when the student has submitted the piece of work but it has not yet been marked*)
- **passed** (*that piece of work has passed*)
- **re-do** (*the work submitted has not yet achieved and need some reworking*)
Once material has been submitted the symbol ‘*’ appears next to the title; this alerts the learner that they can no longer view this work. The same symbol is present if the work has been marked. With all artefacts yet to be submitted the learner can click on the title and the artefact will display. It is not possible for the learner to edit this material. If a learner realises the work uploaded is incorrect or they want to amend a mistake, they need to delete the piece of work and then upload it again. If no material has been submitted for a particular Element then the words “Nothing uploaded for this Element” will appear.

**Personal details**
Figure 10 shows the learner’s personal details. The student can edit this information as well as change their password.
### Personal Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Mr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Login</td>
<td>jsmith</td>
</tr>
<tr>
<td>Name</td>
<td>jsmith</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jsmith@yahoo.co.uk">jsmith@yahoo.co.uk</a></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Mobile No.</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>45 George St, Edinburgh</td>
</tr>
<tr>
<td>Postcode</td>
<td>EH7 5TR</td>
</tr>
<tr>
<td>Gender</td>
<td>male</td>
</tr>
<tr>
<td>Date of birth</td>
<td>8/04/1967</td>
</tr>
<tr>
<td>Nationality</td>
<td>British</td>
</tr>
<tr>
<td>Date entered into the system:</td>
<td>20/12/2004</td>
</tr>
</tbody>
</table>

**Click here to change your password**

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**Figure 10: Personal details**

**myWork**

Figure 11 shows a screen shot of menu option myWork. It displays to the learner, on one scrollable screen, the work they have submitted, the submission date and whether the work has met the required standard. The learner can see at a glance what submissions passed or require more work. The learner can also click on the work title and access it. This is a great way to keep a good record of what has been done. Outputting the information to one page makes it easy to print out for reference away from a computer.
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### Figure 11: myWork

**myWork**

- This page shows your work submitted either online or offline to your tutor.
- Everything is ordered by domain and element, letting you see exactly what you have done for each element.

#### Domain - Learning to Learn

<table>
<thead>
<tr>
<th>Element</th>
<th>Activated</th>
<th>Submitted</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - The trainee can describe the characteristics and value of personal informal learning.</td>
<td>20/12/2004</td>
<td>29/12/2004</td>
<td>passed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Activated</th>
<th>Submitted</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - The trainee can apply prior learning to new learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Activated</th>
<th>Submitted</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - The trainee can describe the characteristics and value of various learning styles.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 11: myWork

**myDevelopment**

The menu option *myDevelopment* enables the learner to view exactly which elements and domains they have achieved; see Figure 12. For each element a tick appears if that element has successfully been completed. The date achieved is displayed. Once all elements for a domain have been achieved the domain will be marked as completed.

#### Domain - Learning to Learn

- Element A - The trainee can describe the characteristics and value of personal informal learning.
- Element B - The trainee can apply prior learning to new learning.
- Element C - The trainee can describe the characteristics and value of various learning styles.
- Element D - The trainee can use study techniques to improve learning.
- Element E - The trainee can prepare for a learning task.
- Element F - The trainee can carry out a learning task.
- Element G - The trainee can report on a learning task.

Figure 12: My Development
Feedback

Figure 13 is the feedback screen. All learners’ work that is marked will appear here. To view tutor comments, figure 14, the learner must click on the relevant piece of work under **Title/Code**. All work that newly marked and which the learner has not yet accessed will appear straight on the screen. Any other feedback is archived by domain and element.

![Feedback Screen](image1)

**Figure 13: Feedback**

![Feedback with Comments Box](image2)

**Figure 14: Feedback with comments box**
Reflection
The myDiary facility, figure 15, gives the learner a place to create and keep a reflective diary of their thoughts during the EUCEBS certification process. At the moment all postings are private, however, a future developments will allow the learner to select, if they wish, to make certain posts available to their tutor or peers.

This date order diary – fashioned on the popular weblog concept - is an excellent way to encourage learners to reflect more about both their learning and experiences of learning.

Figure 15: myDiary

Step through: tutor interface

Login
The look and feel of the tutor section is similar to that of the learner section, following the same layout. Once successfully logged in, the tutor will view the welcome screen. Here a short description explains the portfolio and a menu displays the various options; see Figure 16.
Menu options

The tutor has a range of options to select from:

- Personal details
- Search
- Add a student
- Edit a student
- View your students
- Help files

Optional
- New work submitted
- Admin pages

Add a student
This option allows tutors to input all required learner details upon enrolment; see Figure 17. A tutor is only permitted to add learners to their own teaching and learning centre. Depending on the success of EUCEBS this process could be automated so that all student details are loaded directly from the EUCEBS centres student database. This would be necessary with a large volume of students.
Figure 17: Add a student

**Edit a student**
A tutor can edit their learners personal details delete a learner from the system, view and amend a learner’s certificate competencies and view/mark any submitted coursework. The *Get a student’s details* form allows the tutor to find a student searching by name or *MatricNo*. Leaving the name and MatricNo fields blank will generate a list of all students at the tutor’s centre; see Figure 18.

Figure 18: Search results
When amending a student's Certificate details, the tutor inserts a tick in the checkbox next to the element completed. The date adjacent to the checkbox is automatically populated upon the form's submission (clicking save changes).

When the menu option View your students is selected, a screen displaying the names of all learners connected to the logged in tutor appears. On this screen, Figure 20, the tutor might see two different images next to a learner's name; these are used to notify the
tutor of new work submitted or work still needing attention. The tutor can edit/delete personal details and view/amend the learner’s certificates from this screen.

### EUCEBS FOR TUTORS

<table>
<thead>
<tr>
<th>Menu Options</th>
<th>Marking Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin pages</td>
<td>View Marked Work</td>
</tr>
<tr>
<td>Personal Details</td>
<td>View/assess new or unmarked work</td>
</tr>
<tr>
<td>Search</td>
<td>View competencies</td>
</tr>
<tr>
<td>Add a Student</td>
<td>Offline Marking</td>
</tr>
<tr>
<td>Edit a Student</td>
<td></td>
</tr>
<tr>
<td>View your students</td>
<td></td>
</tr>
<tr>
<td>** New Work</td>
<td></td>
</tr>
<tr>
<td>Submitted **</td>
<td></td>
</tr>
<tr>
<td>Help files</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT: jsmith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here you mark coursework submitted by students</td>
</tr>
<tr>
<td>You can mark off any competencies they have done</td>
</tr>
<tr>
<td>You can view all past work marked for the student</td>
</tr>
</tbody>
</table>

**Figure 21: Coursework for a student**

Selecting the *view/mark coursework* option will bring up the screen Figure 21. This screen has a similar layout to the other menu screens. The tutor has access to the following options:

- View marked work
- View/assess new or unmarked work
- View competences
- Offline Marking

**View marked work**

This option is useful for comparing coursework submitted. It is used to track a learner’s progress; see Figure 22. *View Marked Work* is grouped by Domain so the tutor must select a Domain from the drop-down menu; then all marked work will appear with the date submitted, the status, comments etc. Clicking on the *Title/Code* will display that item of coursework.
**Figure 22: View marked work**

*View/assess new or unmarked work*

If coursework needs marking, clicking on the link will give the tutor access to the work; see Figure 23. Here all coursework for the named learner is displayed under a heading of domain and element. There is a series of feedback boxes for the tutor to complete before submitting the work as marked. In order to save space, the element letter is used; however, if the tutor clicks on the red element letter, this opens a box displaying the Element description. This is helpful to double-check that the coursework has been submitted against the correct element. To view the actual material submitted, the tutor must click on *File Title*; the coursework opens in a separate window allowing the tutor to mark it there and then or save it to a directory on their own machine for printing or marking later.
Figure 23: View/assess new or unmarked work

View competences
This third option displays all the competences. This gives the tutor access to the certificates and the elements in order to mark complete once the learner has achieved.

Mark offline work
This is the final menu option available to the tutors for assessing coursework. Figure 24 shows the screen. This provides a mechanism for the tutor to mark either work that has been submitted in paper format or perhaps an actual demonstration of a task in front of them. This feature is especially useful when a learner does not have the necessary ICT skills to create and use their own e-portfolio. Each time the tutor uses this feature the details are stored in the learner’s e-portfolio, therefore, once the learner has developed the required skills and has the confidence to use them they will not need to start their e-portfolio from scratch – everything they have already done will have been lodged.
Validation

To help ensure validity of the EUCEBS e-portfolio every action is logged so that an administrator can go back through and check all actions made by learners, tutors and administrators. Figure 25 is the query page; here an administrator can conduct a powerful search of all action types.

The outcome of a query can be very detailed, see figure 26. Typical things that an administrator can view are: time and logged in, when files were submitted, when coursework marks were entered, changes to personal details, etc.
Future Developments

Future developments include: addressing interoperability issues, building a facility for learners to create their own public interfaces, showcasing their achievements and the continuation of trials with learners from across the EUCEBS project.

Contact

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