Can the integration of a PLE in an e-portfolio platform improve generic competences?


INTRODUCTION

It is an evidence-based learning process, in which a set of learning documents or tests are gathered and then analyzed with a reflection usually of a metacognitive nature.

To discover students' perceptions about the effect of an e-portfolio with an integrated PLE in the development of cross-cutting competencies.

Method

The main useful functions are: the schedule, the academic tasks, the teaching portfolio and dialogue with the teacher.

Learning activities have been linked to higher-level cognitive functions, which are much more related to planning than before the use of the electronic portfolio.

The improvement in the reflection perception leads to the conclusion that the self-delivery function has been managed in a balanced way with self-development functions.

The development regarding cross-cutting skills has not been reflected in the obtained qualifications.

Overall, the use of a dedicated portfolio environment (+PLE) along with the didactic method adopted is able to simulate and implement the self-delivery functions of learning are those that lead to better improvement in some key competencies.

Conclusions

Perception of skills development

Planning 3.4 (out of 5). It highlights the delivery of activities on the date that teachers intend to know how to get the necessary skills for the subject.

Reflection 3.8 (out of 5). Highlights the reflection at the end of the subject on learning achieved.

Selection of information 3.6 (out of 5). It highlights the selection of what you want to have in the e-portfolio.

The three skills are perceived in a similar way and they are developed in a better way than before, thanks to the use of a portfolio.

There are no correlations between the development of competences and the attitude toward reflection.

a) The development of skills is not correlated with study habits.

b) There is no correlation between the development of competences and the awareness that teachers have made about the use of the e-portfolio.

c) There is no correlation between the development of the reflection competition than the students of semester theoretical-practical subjects.

d) There is no correlation in the relationship between performances and skills.

Results

Positive impression of the potential offered by the e-portfolio for skills development.

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