Chapter XVI

CMS Portfolios for Learning and Evaluation

Jon Lanestedt, University of Oslo, Norway
Mona Stokke, University of Oslo, Norway

Abstract

In the chapter we discuss how higher education can support learning and evaluation by use of portfolios as an integrated functionality in course management systems (CMS). A theoretical rationale for a portfolio approach in support of deeper learning is provided by a brief outline of relevant aspects of constructivist theory of learning and its process-oriented focus on formative evaluation in a group context, as opposed to the traditional emphasis on summative evaluation in terms of final exams. The use of portfolios as a method to realize such a focus is explained, along with visualisations of an instantiation of the associated CMS functionality.
Introduction

All too often, CMS are used as a mere channel for dissemination of information and assignments, testing, and broadcasting of messages from teacher to students. We suggest that this fact is not solely due to shortages in the functionality embedded in the technological artifacts but also, and perhaps even more so, to institutional issues of digital literacy and pedagogical competence among the users of those artifacts, structural organization of course offerings, and aspects of traditional academic work practices and culture. Even so, it is worthwhile to strive for CMS technology that better supports innovative educational practices and constitutes a scaffolding digital environment where these practices can actually take place.

In keeping with this aim, we discuss in this chapter how higher education can support learning and evaluation by use of portfolios as an integrated functionality in course management systems. We provide a theoretical rationale for a portfolio approach in support of deeper learning — an approach in the forefront of current Scandinavian and international educational debate — by briefly outlining relevant aspects of constructivist theory of learning and its process-oriented focus on formative evaluation (e.g., peer review and systematic feedback) in a group context, as opposed to the traditional emphasis on evaluation in terms of final exams, or summative evaluation. The use of portfolios as a method to realize such a focus is explained, and we show how functionality supporting it may be instantiated in a particular CMS — in this case the Norwegian system Classfronter™.

This chapter draws on work carried out by the University of Oslo (UO) Educational Technology Group and experiences made at UO with CMS portfolios for learning and evaluation. Our context is the national, so-called quality reform (Nyborg, 2002) of Norwegian higher education introduced in fall 2003, and influenced by a constructivist perspective on learning. The challenge facing UO (32,000 students and 5,000 faculty and staff) in the beginning of the 21st century is to create a supportive, constructivist-oriented learning environment that facilitates students developing knowledge in dialogue within the collective of co-students and tutors, and to integrate in such an environment a well-designed digital infrastructure for learning with groupware and digital learning resources. The Classfronter™ CMS is one part of this scheme.
19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the product's webpage:

www.igi-global.com/chapter/cms-portfolios-learning-evaluation/7186?camid=4v1

---


www.igi-global.com/e-resources/library-recommendation/?id=1

---

Related Content

Instructional Design, Development, and Context Expertise: A Model for “Cross Cultural” Collaboration
Cathy Gunn and Beth Cavallari (2007). *Instructional Design: Case Studies in Communities of Practice* (pp. 127-151).
www.igi-global.com/chapter/instructional-design-development-context-expertise/23950?camid=4v1a

The Construction of a Web-Based Learning Platform from the Perspective of Computer Support for Collaborative Design
www.igi-global.com/article/the-construction-of-a-web-based-learning-platform-from-the-perspective-of-computer-support-for-collaborative-design/100426?camid=4v1a

Behaviorism and Developments in Instructional Design and Technology
www.igi-global.com/chapter/behaviorism-developments-instructional-design-technology/51883?camid=4v1a

Fair Use, Copyright, and Academic Integrity in an Online Academic Environment
www.igi-global.com/chapter/fair-use-copyright-academic-integrity/58444?camid=4v1a