Slovenia - Training and Implementations Schema

1. Description of the pilot implementations of each country

In Slovenia, fifteen schools participated in EUfolio project (in WP 6) with the 2 – 7 members of school development team, who implement ePortfolio in their teaching. Altogether 75 teachers participate. Each school had its own counselor (NEI staff), who encouraged and supported during both school years of implementation (13 NEI counselors intensively involved in project).

1.1 Implementation phases

After public call and the selection of schools the Slovenian pilot can be divided into three phases:

1. Initial training (from May 2013 - August 2013)

2. Implementation phase 1 (School year 2013 - 2014: from Sept 2013 - Junij 2014)

3. Implementation phase 2 (School year 2014 - 2015: from Sept 2014 - April 2015)

During second and third phase NEI staff continuously support EUfolio teachers with centrally or regionally organized workshops and so-called reflective meetings (with NEI counselor on particular school).

In sum, NEI staff organized:

● Seminars and workshops: 21 (different themes: 1) ePortfolio as a tool for supporting skills (creativity, working with resources, critical thinking, communication and cooperation); 2) ePortfolio and formative assessment; 3) ePortfolio as a tool – different functions)

● Reflective meetings (NEI counselor visits PT on school): 105 (7/school)

● Central meetings (including middle and final conference): 5

1.2 Workshops' content and activities

Slovenia training schema (Train the teachers): Pre-implementation training and support

The pre-implementation training and support programme focused on the following three topics: *Developmental ePortfolio of a teacher, AfL and 21st century skills.*

1. Developmental ePortfolio of a teacher

A hybrid (half in-vivo and half on-line) seminar with the title *Developmental e-portfolio of a teacher* was organized by *t*he strategic team of the National Education Institute of Slovenia. The seminar attendance was a necessary precondition for a teacher to participate in the EUfolio project team. The decision to invite all the interested teachers to this initial seminar was based on the assumption that teacher's experience in creating his or her own e-portfolio would be very helpful in his grasping the essence of the developmental e-portfolio as well as some other background theoretical concepts (for example, assessment for learning, self-reflection and self-regulation skills), and, later on, in planning, teaching and designing learning activities for their students. The seminar was expected to have a strong positive effect on teacher's self-reflection and self-regulation skills. There were 80 participants involved. Teachers worked in five groups, each participant attending a 24- hour seminar.

The aims of the seminar were threefold: 1) participants will develop understanding of the essence/the key idea of the development/self-reflective ePortfolio by creating their own developmental e-portfolios; 2) in the process of creating their own developmental/reflective ePortfolios, they will raise awareness of different aspects of a teacher as a professional (her/his philosophy of teaching, her/his strengths and her/his challenges in her/his professional role in the classroom), and plan their own learning and development (create her/his professional vision and short-term goals, her/his achievements …); 3) the participants will transfer their own experience into their teaching practice: they will plan how to integrate students' developmental/reflective/learning ePortfolio in their teaching (they will learn how to challenge, direct and support students in creating their own ePortfolio). In the context of this seminar ePortfolio was primarily intended to be used as a personal learning, self-reflective and self-assessment space of an individual learner.

The seminar consisted of three parts: 1. getting to know and understand the e-portfolio concept and considering the Mahara functionalities as one of the possible e-portfolio platforms, 2. nine activities/tasks were organized in three groups focusing on different aspects of teacher's professional role and professional development, 3. exchanging ideas, reflecting on the seminar outcomes, using the critical friendship method regarding teachers early plans to use the e-portfolio in their teaching.

Program of the Developmental ePortfolio seminar for teachers

Part of a seminar/ workshop	Content	Duration
In vivo meeting of	**1. Theoretical background** 1.1 Different concepts of ePortfolio	6 hours

participants	1.2 Development of e-Portfolio of a teacher; developmental/self-reflective/learning/assessment ePortfolio of a student – theory and examples of good practice 1.3 ePortfolio as a tool for enhancing self-reflection and self-regulation skills as well as other 21st century skills **2. Mahara as ePortfolio platform** 2.1 Creating Mahara accounts and profile pages 2.2 Using Content and Portfolio 2.3 Group sharing	
Online activities	3. **Creating my own ePortfolio (by a teacher)** – 9 tasks (one online task per each of the three weeks): *3.1 Me as a teacher* 3.1.1 Who am I as a professional? (Mahara – Content: Profile, Profile pictures, Europass, Journal) 3.1.2 My philosophy of teaching (Mahara – Forums) 3.1.3 My strengths and my weaknesses as a teacher (Slo Mahara Surveys) *3.2 My professional plans and my professional learning* 3.2.1 My professional vision (Mahara – Content - Resume – Goals and skills) 3.2.2 My short-term goals (Mahara – Content – Resume – Goals and skills) 3.2.3 Learning from each other (Mahara – Forums) *3.3 My achievements and my successes* 3.3.1 Formal achievements (Mahara – Achievements + Files + Blogs) 3.3.2 E-competencies (Mahara – Files m+ Blogs) 4. **E-Portfolio in my classroom (planning):** Thinking challenge: "How could I support my	12 hours 1.week (3 hours) 2.week (3 hours) 3.week (2 hours) + (4 hours)

	students in using ePortfolios as a tool for enhancing their own development of the 21st cent skills, especially self-reflection and self-regulation skills?"	
In vivo meeting of participants	**5. Reflection on teachers' own learning during the seminar** Exchange of experiences in creating a personal e-portfolio, exchange of ideas about using e-portfolio as a teaching/self-assessment/self-reflection tool for children, mutual critical friendship and discussion about students' e-portfolio implementation plans.	4 hours

2. Assessment for learning

One of the two general aims of the ePortfolio pilot in Slovenia is implementation of the assessment for learning (AfL) principles using the e-portfolio (Mahara). A one-day workshop was organized in order to discuss the AfL theoretical framework (*What is AfL? Why is it important? What can we learn from classroom application of AfL in different European countries? How to use AfL rubrics?*) as well as to share examples of good practice and create some initial ideas about how to support the assessment for learning process with the Mahara features. As the Slovenian version of Mahara (www.listovnik.si) contains an extra feature *My Learning marker,* which was created with the specific aim of supporting the assessment for learning process, the main workshop challenge was to discuss the possibilities of integrating this feature in the teaching and learning processes. At the beginning the teachers experienced self-assessment process themselves - they were guided through the following five steps: 1. Setting goals (What are my goals?), 2. Identifying prior knowledge/skills (What I already know about this? What am I already able to do? How good am I at this particular skill now?), 3. Strategy setting (How will I reach this goal?); 4. Evidence (How will I prove that I have reached the goal?)), 5. Self-evaluation, feedback (How effective was I at reaching my goals?). Later on the teachers planned and practised using the *My Learning marker* (the Mahara feature) in one lesson.

The assessment for learning workshop program:

Workshop	Content	Duration
1.st part: theoretical	**1. Theoretical background** 1.1 What is assessment for learning? 1.2 Why it is important? 1.3 What can we learn from AfL practice and experiences in different countries in Europe?	4 hours

	1.4 ePortfolio as a self-reflection and self-regulation tool; self-assessment in relation to self-regulation skills	
2.nd part: practice	**2. How to use AfL rubrics? AfL rubrics in Mahara** 2.1 Examples of good practice – case studies 2.2 Planning activities, idea exchange	4 hours

3. 21st century skills

The third very important aim of the Slovenian pilot is using the ePortfolio as a tool for enhancing some of the 21st century skills, in particular 1. self-regulation, 2. critical thinking (argumentation and working with resources), 3. Creativity (CR) and 4. cooperation and communication skills. Two 6-hour workshops were organized focusing on each of these skills (eight workshops altogether). The members of the school development teams chose one of the above mentioned skills and participated in both workshops. The first of the two planned workshops focusing on a specific skill was implemented as pre-pilot activity, while the second one was run during the pilot stage.

All workshops have a similar structure:

Workshop	Content	Duration
1.st part: theoretical	**1. Theoretical background** 1.1. Different theoretical concepts of each skill (critical thinking; creativity, cooperation and communication skills) 1.2. Focusing on one single perspective: Strategies to support students' development of these skills	4 hours
2.nd part: practice	**2. Practice** 2.1 Examples of good practice – case studies 2.2 Putting the skill in the context of AfL and e-portfolio philosophy – using the My Learning marker in Mahara 2.3 Planning different strategies in motivating and supporting students to define:	4 hours

	- their own goals (regarding the topic and the skill to be learned) *What do I want to achieve?* - prior knowledge/skill: *What do I already know or am I able to do?* - strategy: How will I reach this goal? What should I do? - evidence: How will I know/prove that I have reached this goal? - Self-evaluation (based on feedback from the teacher and classmates): Where am I now? 2.4 Planning activities for a concrete curricular content, exchanging ideas	

1.3   Support provided by country's EUfolio team

Support during implementation (Slovenia)

During the pilot implementation the NEI staff supports teachers in two ways: a. we organize regular meetings of school project team members with a NEI consultant (each school has their own consultant) and b. we organize workshops to exchange ideas and teachers' solutions and to deepen the understanding and skills of using the ePortfolio in teaching. The basic aim of these reflective meetings is to support teachers when things seem complicated to them and to guide their thinking in the desired directions. As integration of all Slovenian pilot project theoretical basis and concepts (developmental e-portfolio, AfL philosophy, explicit teaching of 21st century skills) is quite a complex task for the majority of the participating teachers, our meetings with these small teams are organised on monthly basis.

With the aim of deepening teachers' knowledge and skills in all the above mentioned concepts (AfL, teaching of skills, integrating both in using the e-portfolio) a number of workshops have been planned. The following during-implementation workshops have been carried out so far: 1. Intensifying the use of Mahara and some of the other ICT applications useful in teaching (Socrative, Jing etc.) 2. How to use the e-Portfolio to support the development of students' 21st century skills? – exchange of teachers' ideas.

The teachers reports and materials, created in the first (of the three planned) cycle of their teaching according to the Slovenian Pilot theoretical basis, have been stored in the EUfolio web classroom (www.sio.si → Eufolio) and on Slovenian EUfolio website (www.eufolio.si). Some of

them are planned to be translated and accessible at the Slovenian EUfolio web page in future (in preparation at the moment).