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**Web-Portfolio is in the Media Educational Space of High School  
(taken from the experience of pedagogical faculty  
of Irkutsk state linguistic university)**

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**Abstract.** The authors of the article study the notion «web-portfolio», didactic function and potential in the training of future teachers. The article describes a positive teaching experience of «web-portfolio» introduced into media educational space of high school.

**Keywords:** media education; media competence; educational space; high school's media educational space; media productive activity; media creative».

Intensive development of information and communication technologies makes the society to accept an image of global information field. Daily it supports informational interaction of people, satisfying their details in information products and services. In these conditions «the education system opens to the global market of knowledge, technologies and talents» [4]. Thus, the question of model to optimize higher professional education demands some transformation since the requirements to an educational product in all branches of professional education have essentially changed.

The analysis of the modern online editions devoted to education has shown that to provide discrete conditions of educational system "openness" and to raise the qualities of educational services it is necessary to organize special pedagogical conditions in which the educational space is rational with media space. A complex organization of media educational space of high school can be such kind of the condition. Its content is made with active media, open information-educational environments, interactive tutorials and the products of students' media creativity. We share L.A. Ivanova's position who considers media educational space as «propaedeutics of professional life in the first quarter of the XXI century», in the conditions of nonstop education, incomplete higher professional education; as a space of united professional activity and meetings of all age cohorts of professional community to solve professional problems together in the new conditions of the information society, to define the purposes of united professional life through the partnership where professional education of a person is formed [2] in her article about coadaptation of media- and educational space – as a pledge of a successful solution of spatial lacunarity in the higher professional education. Nowadays there are enough

researches with developing scenarios of created information and media educational environments and spaces. Many of them notice that «real requirements for information communicative technology that students have as means to achieve the educational purposes and intellectual values advance the possibilities» [1] of the content of media educational space of high schools of the Russian Federation. Despite it some high schools work «on an advancing», including information-educational technologies of the second generation web 2.0. in the content of the media educational space.

"Web-portfolio" has become one of such most popular technologies in the west and now in Russia. For short time it has proved as a valuable tool of the modern person. There is a set to define the given concept. In one sources it is considered to be an Internet control system of the information which uses electronic mass-media and services [5]. In the others, it is a digital storehouse of artifacts, which can be used to show educational achievement and level of competence [5]. In the third – it is a personalized on-line collection of works by an author (an individual, a group, an organization) and the comments connected with them (the author, and the others) and estimations [3]. We suppose that "web-portfolio" is a web-based resource reflecting nonstop growth of educational, scientific or professional achievements of the owner. A Web-portfolio is based on the hypertext technologies, allowing people to realize the communications between the components of cross references [6]. In the western pedagogics "web-portfolio" is divided into three types: the first one is a developmental web-portfolio. This portfolio is some kind of activity report which the owner realized throughout the certain period of time. The second type is a reflective web portfolio. This portfolio is connected directly with educational process in school or university. It can include personal reflections about the portfolio content; show what the presented artifacts mean for growth and development of the owner. The third type is a representational web-portfolio. It shows educational-professional achievements of the owner. When such kind of a portfolio is used as the resume, it can be called a career web-portfolio [6]. According to the majority of the western teachers all three types of "web-portfolio" can be mixed (integrated) in order to satisfy personal, educational and professional interests of the owner. It is getting more and more popular among schoolchildren, students, teachers and employers of all countries, influencing on the labor market and education. Today many teachers consider "web-portfolio" to be a reactionary answer to the fundamental shifts in the modern educational space where education isn't a formal process of knowledge transformation any more, but the process to orientate the person to independent development of actual knowledge during all life. Such kind of a portfolio gives a possibility for independent reflection about the educational process, presentation of educational-professional knowledge or competences got by the owner. To create a qualitative interactive personal web-portfolio, full of various appendices, we need software, so-called platforms - bases for application programming and as much as possible exact interfaces in Windows, appendices uniting the graphic interface, documents and the multimedia content. So a modern teacher of higher school is required to be able to realize the technology in the educational process. Today the teacher of the higher school should be ready to master quickly elementary software, various appendices, and also study the general principles of "web-portfolio" construction and toolkit. Free SaaS platforms with a site hosting and a control system work as Web 2.0 and allow making the most complicated projects with extraordinary simplicity and speed. The most popular platforms are UCOZ, 4 site CMS, General-CMS, google sites, wiki-wiki. "Web-portfolio" has become popular very quickly. For example, separate Russian universities use it as means to form media competence of the future teachers.

So, pedagogics department of ISLU (Federal State Budget Educational Establishment of Higher Professional Education "Irkutsk State Linguistic University") under the direction of Lyudmila Anatolevna Ivanova, the candidate of pedagogical sciences, the senior lecturer, head of pedagogics department, the Member of Association of film education and media

pedagogics of Russia, carries out serious work to prepare the future teachers to realize media education in modern school. In 2008–2009 they started to introduce "web-portfolio" into educational process of high school. There was a system of effective forms of work both with teachers and the students through their media creativity in the department. Today the results of such work are intra and inter departmental educational-methodical seminars devoted to questions of given technology development. Within the competition «Best web-page of a pedagogical speciality» the students of ISLU developed a speciality web-portfolio «Pedagogics and a technique of preschool education with an additional speciality (foreign language)» (<http://www.pedagogika-islu.narod.ru>). The students of ISLU (pedagogical specialities) designed and realized a project of school site (<http://pokrovskayshkola.narod.ru>) for one municipal school of the Irkutsk region. In 2009 the students of the speciality «Theory and a technique of teaching of two foreign languages and cultures» proposed to make a web-portfolio portal of ISLU students. The authors protected the portal project successfully and got the diplomas of I-st degree at an internal stage of All-Russia competition "National property of Russia" in April of 2009 in Moscow. The given project has been supported by remote training department of ISLU and in media educational space of university, <http://belca.islu.ru/login/index.php>, on the basis of MOODLE, the teachers of pedagogics department with the students and with web-designer develop « web-portfolio portal of pedagogical specialities students». The idea to create such a portal urged to solve the problems of media competence of the future teachers, and also to support protection, storage, reliability of the content of web-portfolio of students and to construct the interaction of students' audience in network community in more modern level. In the beginning of 2009-2010 on the portal there were 59 web-portfolios of students of speciality «Theory and a technique of teaching of foreign languages and cultures» of the 3d course. And in October of 2009 the students and the authors of the portal idea, having presented perspective results, received the Silver cross of "National property of Russia" - the higher award at an internal stage of the All-Russia competition "UNESCO-2009". Now the portal is being enlarged. A grant application to РГНФ to the program «Support of priority fundamental humanitarian researches» was applied in 2010, the project was headed by L.A. Ivanova. The application' aim was to work out an autonomy portal of a web-portfolio of not only the students of pedagogical specialties, but all students of ISLU. In April, 2010 the pedagogics department plan to organize the competition among the students of pedagogical specialties of the 3d course for the best pedagogical web-portfolio in the portal. As an experimental work the department are introducing the web-portfolio technology into the media educational space of high school, also there is a work to create network of virtual - consulting offices of each teacher of pedagogics department (<http://www.mediateacherXXI.ucoz.ru>, [www.edu-career.ucoz.ru](http://www.edu-career.ucoz.ru), <http://www.idea-pedagogika.ucoz.ru>). They are aimed to realize the remote training, and also to help the students to get ready for the classes and research work. Not so long ago among the students of ISLU an initiative group was formed to research the issue of an educational podcasting as the alternative form of information-intellectual support of media educational space of high school. The members of the group have already studied the theory, now they are working out the methodical supplement – «video-podcast» devoted to the ability to make an individual web-portfolio by the students, as a modern way to reflect the process of education, to present their educational and professional knowledge or competences, which they have got.

The positive pedagogical experience to realize the web-portfolio technology in the media educational space of high school, described above, allows us to conclude that the given technology is a universal one for the advancing professional education, helping to prepare the future experts in a better level. The experimental work to introduce the technology is rather difficult, but it has an interesting purpose.

**References:**

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**Web-портфолио в медиаобразовательном пространстве вуза  
(из опыта работы кафедры педагогики ФГБОУ ВПО «ИГЛУ»)**<sup>1</sup> Ирина Валерьевна Григорьева<sup>2</sup> Наталья Юрьевна Хлызова

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**Аннотация.** Рассмотрена сущность понятия «web-портфолио», а также его дидактический потенциал в процессе подготовки будущих педагогов. Описан положительный педагогический опыт внедрения «web-портфолио» в медиаобразовательное пространство конкретного вуза.

**Ключевые слова:** медиаобразование; медиакомпетентность; образовательное пространство; медиаобразовательное пространство вуза; медиапродуктивная деятельность; медиатворчество.