

# Educational Technology is NOT Neutral - Chancen und Risiken von ePortfolio Design

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All educational technology -  
implicitly or explicitly -  
encourages or inhibits  
different approaches to  
learning

**The forms and uses of  
technologies are shaped by  
political, social and cultural  
beliefs and practice**

**Learning is a social  
process**

Research has to consider the wider social, economic and cultural processes and discourses involved in the development and implementation of new technologies in education

Three dominant policy discourses in education have shaped the development and implementation of e-learning

# Commodification

**privatisation**

**a restricted discourse  
of life long learning**

This has led to the dominance  
of approaches to technology  
that seek to manage and  
control learning

**Institutional learning is  
confined within a  
walled garden**

**Informal learning is  
discounted**

Unless it directly  
contributes to  
prescribed learning  
outcomes

**Many Portfolios only record the learning  
outcomes set out in the curriculum**

**Results must be  
presented in a  
standardised format**

**But young people are using  
technology for (informal)  
learning in far more  
creative ways**

12 to 17-year-olds look to  
web tools to share what  
they think and do online.

Pew Research

one in five who use the net said  
they used other people's  
images, audio or text to help  
make their own creations.

Pew Research

**"These teens were born into a digital world where they expect to be able to create, consume, remix, and share material with each other and lots of strangers,"**

**Lee Raine**

ubiquitous technology allows  
recording and reflection on  
learning in the context of  
where the learning takes  
place

at home, in the workplace,  
in the 'field' as well as in  
the classroom or workshop

ubiquitous computing allow  
learning applications to be  
embedded in different devices

**mobile devices but also  
work applications**

**social software reduces  
the gap between  
creators and consumers**

**and facilitates  
collaboration, sharing  
and peer interaction**

**We have a gap between  
the educational ideology  
and application of learning  
technology**

and the way young  
people are using  
technology for living and  
learning

and a gap between the  
educational application  
of e-Portfolios

and the way young people  
are using technologies for  
creating, interacting and  
sharing

what are the  
implications for e-  
Portfolios?

**e-Portfolios should  
encourage collaboration  
and peer group interaction**

**e-Portfolios should  
embrace all learning -  
informal and formal**

**e-Portfolios should connect  
with the wider world of the  
internet - as part of a learning  
landscape**

**e-Portfolios should  
connect with multiple  
devices**

**e-Portfolios should be  
owned by the learners**

**thank you for watching  
this presentation**

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