



Students e-portfolio in art classes

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Abstract: *E-portfolio in teaching art is a modern way of monitoring, recording and presentation of students' creativity and competence in general. Art e-portfolio has great potential in promoting students' products and is a good way of presenting students, groups of students and schools.*

This is much more than just a collection of pieces of work - this is a complete record of growth, development and advancement of students. Archived data can be easily accessed, the development path of each student can be easily viewed and it is available to peers, teachers, parents and different audiences.

In addition to traditional portfolios of students this portfolio represents a suitable time in which we live, the way of collecting and archiving of students' art works and as a testimony of individual development and advancement in the art classes.

Keywords: *portfolio, e-portfolio, teaching art*

1. INTRODUCTION

We live in a world where digital technology involved in all segments of society as well as its operation in general. Digital technologies (today we call a comprehensive Information and communication technology-ICT,) in the last thirty years have changed our relationship to the world, life and its functioning so that today can not imagine any aspect of our lives without these technologies. We live in a world where everything can be digitized will be digitized.

Thinking of today's world Stefan Aufenanger says: "If we look to the future of our society, we really can not imagine different scenarios, but all in all we can identify some key trends. These trends can be expressed through: mobility, miniaturization, integration, globalization and commercialization. " (Aufenanger, 1999)

Mobility is the characteristic of the new media to operate independently from the city, space and time the user; Miniaturization applies to everyday devices to reduce the integration of computers in everyday devices; Integration refers to the connection of current and future media, multimedia in the true sense of the word; Globalization refers to the fact that refers to computer networking, but all areas of private and social life; Communication leads to the media which is increasingly commercialized. As was mentioned above, all of these observations are more or less related to information and communication technologies, which are obviously indispensable factor in today's civilization. These mentioned global trends affect education, so that the education should adapt to modern trends in the world media

company.

As ICT have a huge impact on the entire life and functioning of our world, it shows why the tools they provide and offer have such an important role in the educational process. Their use opens up many possibilities and perspectives in education. Today, aware of the inevitability of digital technologies in the functioning of the world, and the benefits that bring, we try to be as meaningful use in education.

2. DIGITAL TECHNOLOGIES IN EDUCATION

Since the digital technology completely penetrated into our lives UNESCO published a document entitled *ICT in Education*. This document speaking of ICT is that: "One can contribute to universal access to education, equality in education, quality teaching and learning, teacher professional development, educational management more efficient, more effective management of the administration." Several key terms related to ICT, the amounts in this document, and they are:

- Teacher education, quality of teachers and their continuing professional education and training are central to the achievement of quality education. Today, the quality of teachers, teaching practices and teacher education is facing serious challenges in systems around the world. UNESCO believes that these challenges could be addressed through a holistic, systemic approach to education and development of teachers and mechanisms that allows increasing role of ICT in this issue. UNESCO supports initiatives related to the integration of ICT in teacher education, practice and capacity building for the development of international standards on ICT competencies for teachers.

- *Mobile Learning*. Today, more than 6 billion people have access to networked mobile devices. Mobile technology is changing the way we live and it changes the way we learn. Mobile learning involves the use of mobile technologies, either alone or in combination with other information and communication technologies to enable learning anytime and anywhere. Learning can take place in different ways: people can use mobile devices to access educational resources, can connect with others, or to create content, both inside and outside the classroom.

- *Open Educational Resources*, are resources on teaching, learning and research materials in the public domain that can be used under license intellectual property that enable students, teachers, states that the use of these resources. The potential of these resources, their availability especially in poor areas, and this is an excellent opportunity to achieve quality education for all.

- *Lifelong Learning* refers to the need of everyday learning and training, given the multiplication of information on a daily basis. Educational systems must accept that this learning takes place at work, community, family, social life or any bastard anywhere. ICT will extend the capabilities of such teachings, people can obtain information, communicate, networking is, on issues of common interest, create and participate in society. The task of UNESCO is to enable all people of the world to exploit the huge potential of ICT for learning and samoosposobljavanje.

- *E-Learning*. One of the basic conditions for education in the 21st century is to prepare people to participate in the knowledge economy, including social and cultural perspective. E-learning is a cornerstone for building an inclusive society of knowledge and learning. UNESCO contributes and incorporates the ethical, legal and socio-cultural dimensions of the information society and helps to understand the opportunities offered by ICT.

- *Education Management Information System - EMIS*). The information system should assist in the collection and storage of data and information to assist in the design and evaluation of education. (UNESCO, nd)

3. PORTFOLIO AND E-PORTFOLIO IN EDUCATION

The term portfolio has multiple meanings and basic meanings are: wallet, bag, securities, business bag ... Portfolio is a collection of data and papers, all the accomplishments, achievements, plans, ideas and events that they want to remember and present, a complete presentation of the individual, group or company.

The concept of portfolio in education is explained as follows:., Portfolio, according to certain criteria, carefully organized and developed a collection of all kinds of material that gives a picture of what a teacher, educator or associate knows and can do, reflect his achievements, professional experience, attitudes and thoughts. (Лажовић, 2013)

In education there are different portfolios: portfolio of students. portfolio of teachers, an associate portfolio, portfolio institutions.

E-portfolio can contain a wide range of data: personal data, data on education, knowledge acquired by various education, awards, certificates of training, participation in projects, objectives, self-assessment and progress achieved objectives, competencies and skills, presentations, papers and the like. All items in the portfolio should demonstrate the skills, competence, progress and knowledge of the owner e-portfolio is an important part of the critical review and further plan for development and progress.

Students' portfolio is a collection of data and contains a variety of information, systematically collected, which lists and document the experiences and achievements of students, containing the results achieved by the students through various activities: social, artistic, communicative, sports ... it is a collection of data on each individual student, Collection of documents and observations that were made in preparation during and after the implementation of the educational process. These data can be used student, teacher, professional services, parents of the importance of the promotion, development of competencies and achievements. Portfolio primarily serves the monitoring of student progress and evaluation including self-evaluation.

With the development of computers, there is a possibility that the data stored in digital form, one can save a large number of diverse data along with some new features. E-portfolio is a contemporary way of storing data.

E-portfolio can occur in free form, which is developed by a teacher (a simpler form), there is a special kreiranje licenciranje applications namenjenie educational institutions which include complete forms to record various data and documents.

The advantage of E-portfolio is that it allows a different approach to a variety of artifacts, users can amend the contents of a digital portfolio that using the links connecting parts. Traditional portfolio is static with the possibility of adding a e-portfolio is dynamic with the possibility of a permanent modification, correction, addition and subtraction.

Creating e-portfolio includes five steps:

1. Select: Selection of items that appear in the portfolio based on set objectives and that will best show the specific competence;;

2. Explanation: Clarification of each item in the portfolio with a critical analysis of the selected sentence to demonstrate their knowledge of a particular topic and linking different areas;
3. The creation of the collection: the collection, processing and packing materials on the basis of objective and future use;
4. Planning: Plan of portfolio development and setting future goals;;
5. Links: creating and publishing hyperlinks with the possibility of feedback.

4. TEACHING ART

"Teaching art is different from other subjects in character content, creativity processes, relationships between students and teachers, as well as to the assessment of results. In the world use different terms to describe the subject that deals with visual arts in line with the performance and the goals that countries have set about this." (Илић, 2016:66) It has no dominant intellectual and reproductive character, but experientially emotional and creative, because in the process of artistic culture engages the whole person and the character of the work of teachers is the cultivation of personality, not just education.

The most important characteristic of artistic culture, its creative character, because the fine arts creative. Art classes allows students to express themselves freely and to discover, explore and experiment. The set is expected creativity not only students, but also teachers so that together provide the creative character of the whole process of teaching. The result of the process of creating the art classes are art works and art vuzuelnih. (Winner et al 2013)

5. E-PORTFOLIO IN TEACHING ART

The ultimate goal of creating art and visual art was appearing in public. Students in schools creates works that usually end up in the premises of the school, various art competitions a rare papers end up in different collections. Almost all teachers the right collection of good examples of work and very soon the problem of storage and manipulation.

Portfolio najstandardnijih is one of the ways by which artists are showing their work, abilities and achievements, it is a collection of documents that show the progress, development and achievements of the individual.

On the other hand monitoring of the work, achievements, collect and record various data, the collection of works of visual arts in order to create an overall picture of the progress of a student and his is always a permanent task of every teacher of visual arts.

E-portfolio (*digital portfolio, online portfolio*) is a specific way of organizing, summarizing, sharing artifacts, information and a detailed overview of student achievement. E-portfolio of students in art classes is primarily gallery (database) of art and works of visual arts each student archived or placed on the Internet. It is the digitized data (photographs of works, scanned papers, videos, photos ...). Helen Barrett says that the portfolio is a purposeful collection of student work that shows the student's efforts, progress and achievements in one or more areas. In addition to digital works e-Potfolio Ostle contains information concerning students and their accomplishments. Collection should include student participation in selecting contents, the criteria for selection, assessment criteria and evidence of students' self-reflection. (Barrett according to Brown, 2011)

The problem of storage of art works, he also appeared as a permanent problem of all art teachers, namely the number of papers and the manner of their storage time, dimensions, 3D

objects, etc.. has required a lot of space that teachers generally have the specialized classrooms for arts teaching, and in all this is a problem of the influence of weather on works of art works. In fact after only a few months ago the paper changes color, first because of the poor quality of the paper, or the poor quality of the color, or the manipulation of works and inadequate storage student papers fail.

With the help of e-portfolio aforementioned disadvantages can be avoided, although the digitization lose all the advantages of 3D (pastiness colors, textures and materials of paper, especially in collages and assemblages, but the problem with the 3D objects themselves who lose their attractiveness when photographed), but despite all the shortcomings of much benefit we get digitalization of student work.

E-portfolio is a modern way of presenting students products, but this way of presenting the students' works requires additional time and effort from the teachers and students for the organization and presentation. Art e-portfolio has great potential in promoting students' creativity and is a good way of presenting students, groups of students and schools. In addition to traditional portfolios of students this portfolio is the means of recording students' works and as a testimony of individual development and advancement in the art classes.

E-portfolio can be formed in the first grade and amended by the end of schooling, and can contain all artistic works created in class visual culture but may also include works created outside of class. In addition to the work e-portfolio should contain the observations of teachers who may or may not be available to everyone. Comments of teachers on student (social, psychological, pedagogical and artistic development) are not interesting to everyone, in fact many of these comments and conclusions of the internal character. (Lu, 2007; Brown, 2011)

E-portfolio should contain personal information about the student and his individual characteristics that are important for achievement, achievement data checks, data on student engagement and progress, recommendations for further progress, information on pupil behavior and attitude towards school subject and work and other information relevant to the work with the student and his advancement. The information that the teacher has to give the child are confidential, which means that it should be treated with professional discretion. E-portfolio is a collection of works created which provides a picture of what students know and can do, but also comments, observations and suggestions of teachers. Student art e-portfolio is particularly important as a means of feedback in teaching art, because it contributes to the differentiation and individualization of learning.

Assessing the art works of students has always been a difficult task for the art teacher. Evaluation with the help of e-portfolios developed a partnership with a student, encourages self-confidence and motivation of students to learn, a teacher is able to teach students how to set themselves learning goals and develop critical thinking.

The importance of electronic student portfolios, NSEAD organization, seen as a significant contribution to the promotion of student stavralaštva and motivation for further work. Although in many ways similar to a virtual gallery e-portfolio, e-portfolio is a very personal thing. This is much more than just a collection of pieces of work - this is a complete record of growth, development and advancement of students. Archives can be easily accessed and viewed the development path of each student and is available can be peers, teachers, parents and different audiences. Contents of student e-portfolios may be, information on student, teacher observations, works created by traditional art techniques, works created with the use

of ICT, photos, photos of three-dimensional works and video works and other video materials. (NSEAD, undated)

E-portfolio can be placed on a computer at school or can be placed on the school Web portal or a particular portal. Often the schools developing systems for e-portfolios in line with their needs and plays what he needs to represent.

Today, there are Web services and special software for creating e-portfolios that offer the ability to create e-portfolio as well as the possibility to choose the way of publication. From commercial Web portal mention just a few: *www.eportfolio.org*, *www.digication.com* etc. From commercial software to mention: *PebblePad*, *Angle E-portfolio*, *Fronter*, *Webfolio*, *eXact Portfolio*, *Argus*, etc., which provide a variety of options for creating e-portfolio, in addition to commercial, there are non-commercial, such as: *Caroflot*, *Carbonmade*, *Cargo*, *Mahara*, *Elgg Learning Ladscape*, *OSP - Portfolio*, etc. All you. From the above we can see that a large variety of options and teachers are free to test the software and decide most with the option that suits them best or make the kind they want on their own or with the help of colleagues.

E-portfolio can be formed in the *Cloud* placed on the Internet with the help of Web 2.0 technologies and thus provides interactive content portfolio. Basically there are two possibilities for the formation of e-portfolios of students: At school web portal, which can be set up individual Web pages and students on her art works of students or one of the social networks and the like, where you can set the art works of students within the group or individually.

Benefits of e-portfolios in the Cloud: Availability from anywhere at any time, from any device, the ability to correct and complete the information, link, art-graphic design, printing capabilities, total insight into the achievements and competencies, publication of all or certain parts of the e-portfolio and the ability to send all or parts of the e-mail.

E-portfolio is not necessarily occurring on the Internet, it can be formed at a computer in the school and the data that we want to appear on the Internet can be saved to the web portal of school. Students 'and teachers' portfolios can unite the e-portfolio institutions which are added, the characteristics and history of the institution and it serves as an indicator of labor and the existence of the whole institution.

6. CONCLUSION

Modern technologies in education are increasingly used in teaching but also in support of the educational process. E-portfolio is a good and modern way of collecting, presenting and evaluating students' work.

The core of the e-portfolio in art classes make students 'products generated in the classroom or outside it and provides a complete insight into the students' creativity. In addition to the art works to be found and other information relevant to a complete insight into the progress and competence of students. Portfolio can be formed in the first grade and amended by the end of schooling and then makes an invaluable testimony to the wealth and complete boarding creative work.

Student art e-portfolio is particularly important as a means of feedback in teaching art, because it contributes to the differentiation and individualization of learning.

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