ISO/IEC 20013:2020 (E)

Information technology for learning, education and training — Reference framework of e-Portfolio information

Contents

Foreword

Introduction

1 Scope

2 Normative references

3 Terms and definitions

4 Abbreviated terms

5 e-Portfolios and e-learning

5.1 Role of e-Portfolios
5.2 Classifying e-Portfolios
5.3 Benefits of e-Portfolios

6 Reference framework of e-Portfolio information

6.1 Overview
6.2 Content and functional components of an e-Portfolio
6.3 Common categories found in e-Portfolios
6.4 Content component structure
6.4.1 General
6.4.2 Identification category
6.4.3 Overview category
6.4.4 Education category
6.4.5 Career category
6.4.6 Outcome category
6.4.7 Capability category
6.4.8 Experience category
6.4.9 Relationships between categories, elements and items
6.5 Functional component of e-Portfolio systems

Annex A (informative) Use cases of e-Portfolio

A.1 Australia
A.1.1 Supporting skills development and workforce participation
A.1.2 Facilitating work integrated learning (WIL) with skill-enabled e-Portfolios in the australian nursing and construction disciplines
A.1.3 E-skills Mahara
A.2 Canada
A.2.1 e-Portfolio supporting Calgary board of education staff and students (primary and secondary, professional development)
A.2.2 ePEARL: electronic Portfolio encouraging active reflective learning (K-12)
A.3 China
A.3.1 East China Normal University
A.3.2 Shanghai citizen's lifelong learning programme (lifelong education)
A.3.3 K12 Teachers training system in Shanghai toimprove their educational technology competency
A.4 France
A.5 Korea
A.5.1 Accreditation system for engineering education
A.5.2 CareerNet

Annex B (informative) Use cases of e-Portfolio

B.1 hResume
B.2 IMS e-Portfolio information model

Page count: 39