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