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E-PORTFOLIO AS A TOOL FOR PROMOTING COMPETENCE-BASED E-LEARNING IN UNIVERSITIES: A CONTEXTUALIZED PERSPECTIVE

Ubiquitous Information communication technologies (ICT) and dynamics in today's society (both disruptive and progressive changes) are increasingly driving adoption of e-learning models at all levels of education. Previous research has shown that the synergy between learner and assessment centered dimensions are antecedent to knowledge centeredness which is a key goal in higher education. This briefing paper offer insights on effective use of e-portfolio in e-learning as a tool for fostering learner and assessment centeredness. The ultimate goal is to enhance understanding on effective integration of e-portfolio in e-learning courses as a strategy for promoting competence-based education, while providing information that serve formative and summative purposes. More importantly and to the core of this paper, use of e-portfolio as a tool for assessment for learning (formative assessment) is an important requirement for active and meaningful engagement particularly in e-learning settings. Formative assessment should be seamlessly integrated within teaching and learning processes; and it entails enabling adequate opportunities for continuous monitoring and assessment to inform formative feedback. However, such a focus has been lacking or inadequate based on what characterizes continuous assessment in many Universities e-learning settings. This implies that the validity of continuous assessment cannot be realized without purposeful focus on formative assessment and tailored feedback. This briefing paper therefore aims to offer better understanding on the role of e-portfolios from a contextualized perspective as an important pedagogical strategy for enhancing e-learning. Contextualization implies paying attention to the unique needs of particular e-learning settings including ICT capacity, learners' needs and experiences. Drawing from related literature and practical experiences, the paper offers best practices that need to be emphasized in applying e-portfolios to promote learner and assessment centeredness that are desirable for achievement of envisaged core competences.

Primary author: Dr GIKANDI, JOYCE WANGUI (MOUNT KENYA UNIVERSITY)

Co-author: Dr MACHARIA-NJUGUNA,, Alice (Zetech University)