

VEJLEDNING: PRØVEN PORTFOLIO VED UDARBEJDELSE AF IV-FAG

FORMÅL: Vejledningen har til formål at støtte undervisere, der udvikler IV-fag. Vejledningen opsummerer praktiske, didaktiske og juridiske forhold for prøveformen portfolio for IV-fagene.

PORTFOLIO SOM PRØVEFORM

PRAKTISK:

En *portfolio* består af en samling af opgaver, udført af én eller flere studerende gennem undervisningsforløbet. Portfolioen kan rumme flere opgavetyper og basere sig på flere forskellige medier, herunder videobaserede mundtlige oplæg eller andre produkter.

Den studerende afleverer opgaverne *løbende* i Brightspace, som det er beskrevet i studieordningen og som uddybet af underviser på Brightspace ved forløbets start. De løbende opgaver afleveres til frister fastsat af underviser. Den studerende afleverer den samlede portfolio i Digital eksamen. Ved gruppeportfolio skal alle studerende aflevere et eksemplar hver.

Underviser modtager de løbende opgaver i løbet af undervisningen og kan vælge at give feedback eller, at arrangere peer-feedback. Underviser kan også vælge, at studerende skal forbedre opgaverne før, at de samles i portfolioen. Underviser modtager den samlede portfolio til bedømmelse via digital eksamen. Underviser taster karakteren i digital eksamen.

DIDAKTISK:

Portfolioen adskiller sig fra prøveformen *undervisningsdeltagelse* ved, at der afleveres ét samlet produkt, som gøres til genstand for bedømmelse. De opgaver, der oparbejdes i løbet af undervisningen (læringsportfolioen) kan rumme flere arbejder end den portfolio, der afleveres til bedømmelse (præsentationsportfolioen). I så fald foretager den studerende et begrundet valg og fravalg. Præsentationsportfolioen indeholder desuden ofte en afsluttende fordybelses-/refleksionsopgave, som giver mulighed for fx faglig fordybelse, bearbejdning af case/ny problemstilling eller refleksion over egen læringsproces/indarbejdelse af evt. feedback. Den løbende oparbejdelse af bidrag til læringsportfolioen, giver gode muligheder for formativ peer-feedback og løbende forbedring af bidragene.

STUDIEORDNING:

- Underviser meddeler skriftligt på Brightspace ved semestrets begyndelse, hvilke og hvor mange opgaver portfolioen indeholder, herunder type, sideomfang, afleveringsfrist og indhold.
- **Portfolioen skal indeholde følgende jf. de faglige mål (en opgave kan indeholde flere af de nedstående bidrag):**
 - a) Et bidrag, hvor den studerende anvender centrale teoretiske og metodiske tilgange og diskuterer fagets tema.
 - b) Et gruppebidrag. Grundlaget for individuel bedømmelse kan sikres ved, at portfolioen a) udarbejdes i grupper, men at den enkelte studerende udarbejder en afsluttende refleksion/faglig fordybelse, således at de gruppebaserede bidrag indgår som grundlag for den individuelle opgave, b) indeholder en blanding af individuelle og gruppebaserede bidrag eller c) skrives i grupper, hvor de studerende skriver på opgaven, hvilke afsnit de hver især er ansvarlige for.
 - c) Et feedbackbidrag, hvor den studerende giver feedback på andres produkter jf. de faglige mål.
 - d) Et bidrag, hvor den studerende perspektivere uddannelsens faglige profil i relation til de humanistiske uddannelsers fagområder.
 - e) Bidrag, der lever op til de 3 faglige mål som er specifikke for det enkelte IV-fag.
- *Prøveformen portfolio går i gang ved undervisningens start.* Afleverer den studerende ikke opgaver efter de af underviseren planlagte frister, kan underviser vælge at give den studerende chance for at genaflevere opgaverne i løbet af undervisningen. Hvis underviseren ikke tillader genaflevering eller, hvis den studerende ikke genafleverer, kan den studerende i stedet aflevere alle opgaver samlet til eksamen. Den studerende vil i så fald ofte miste muligheden for feedback fra underviser.
- *Prøveformen bedømmes efter 7-trinsskalaen med intern censur.* Eksamenssproget er engelsk (mens det er fremmedsproget *eller* engelsk for Arts-studerende som tager på udveksling; for uddannelser hvor der er tale om udlagt undervisning ifbm. udveksling er det fremmedsproget). Studerende kan ikke gives lov til at skrive eksamen på dansk, da det er en del af de faglige mål, at begå sig på engelsk/fremmedsproget.
- *Der gives én samlet bedømmelse* for den samlede portfolio ud fra fagets faglige mål.
- *Den studerende kan genafleverer portfolioen til omprøven*, da omprøveformen er identisk med den ordinære prøve.

GUIDELINES: PORTFOLIO EXAMS FOR INTERNATIONALISATION ELECTIVES

PURPOSE: The aim of these guidelines is to help teachers who are involved in developing internationalisation electives. The guidelines summarise the practical, didactic and legal issues relating to portfolio exams for internationalisation electives.

PORTFOLIO EXAMS

PRACTICAL ISSUES:

A *portfolio* consists of a collection of assignments submitted by one or more students during the course. A portfolio can contain several types of assignment and can be based on a variety of media, including video-based oral presentations or other products.

Students submit these assignments in Brightspace *on an ongoing basis*, as described in the academic regulations and as specified by the teacher in Brightspace at the start of the course. The assignments must be submitted by deadlines stated by the teacher. Students must submit the full portfolio in the Digital Exam system. If they are submitting a group portfolio, students must submit one copy of the portfolio each.

The teacher receives these assignments during the course, and can choose either to give their own feedback or to arrange for the provision of peer feedback. The teacher may also ask the students to improve their assignments before they are collected in the portfolio. The teacher receives the complete portfolio for assessment in the Digital Exam system. The teacher also uses the Digital Exam system to enter grades.

DIDACTIC ISSUES:

As a form of examination, *portfolios* are not like *class participation* because they involve the submission of a combined product for assessment. The assignments produced during the course (the learning portfolio) may contain more work than the portfolio submitted for assessment (the presentation portfolio). If this is the case, students must make reasoned choices about which assignments to include. The presentation portfolio often includes a final specialisation/reflection assignment which allows in-depth study, the processing of a case/new issue, or reflection on the student's own learning process and perhaps the inclusion of feedback. The ongoing production of contributions to the learning portfolio provides a good opportunity for formative peer feedback and the ongoing improvement of these contributions.

Academic regulation:

- At the start of the semester, *the teacher* informs the students in writing in Brightspace of the assignments, which the portfolio must contain, including number of assignments, their type, number of pages, submission deadline and content.
- **The portfolio must contain the following, in accordance with the academic objectives (an assignment can contain more than one contribution listed below):**
 - a) A contribution in which students use central theoretical and methodical approaches and discuss the theme of the course.
 - b) A group contribution. The basis for individual assessment can be ensured in one of the following ways: a) the portfolio is prepared in groups, but each student prepares a final reflection/in-depth study, so that the group-based contributions form the basis of the individual assignment; b) the portfolio contains a combination of individual and group-based contributions; or c) the portfolio is prepared in groups, indicating the sections for which each student is responsible.
 - c) A feedback contribution in which students provide feedback on the products submitted by other people, in accordance with the academic objectives.
 - d) A contribution in which students provide perspective on the academic profile of the degree programme in relation to the subject areas of the humanities.
 - e) Contributions which comply with the three academic objectives which are specific to each internationalisation elective.
- *The portfolio exam starts at the beginning of the course.* If a student fails to submit assignments by the deadlines planned by the teacher, the teacher may choose to give the student in question the chance to resubmit these assignments during the course. If the teacher does not allow the resubmission of assignments, or if students fail to resubmit them, students can submit all the assignments as a whole for the exam instead. In such circumstances, the students will often lose the opportunity to gain feedback from the teacher.
- *The exam form is assessed according to the 7-point grading scale with an internal co-examiner.* The exam is conducted in English (but in a foreign language or English for students at the Faculty of Arts on exchange programmes. For degree programmes involving off-site instruction in connection with exchanges, exams will be conducted in the foreign language in question). Students are not allowed to write the exam in Danish, because the academic objectives state that they must be able to communicate in English or the foreign language concerned.
- *A single assessment is made* for the combined portfolio, based on the academic objectives of the course.
- *Students can resubmit the portfolio for the re-examination* because the re-examination has the same form as the ordinary exam.