



UNIVERSITY OF JYVÄSKYLÄ  
JYVÄSKYLÄN YLIOPISTO

# EPORTFOLIO AT THE JYU

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# BACKGROUND: STUDYING FOR CREDITS

The Government Decree on University Degrees (794/2004) defines the objectives, extent and overall structure of degrees. **The universities decide on the detailed contents and structure of the degrees they award. They also decide on their curricula and forms of instruction.**

Higher education studies are measured in credits (opintopiste/studiepoäng). Study courses are quantified according to the work load required. One year of studies is equivalent to 1600 hours of student work on the average and is defined as 60 credits. The credit system complies with the European Credit Transfer and Accumulation System (ECTS).

All graduates receive a diploma and a final transcript of studies upon graduation.



# BACKGROUND: UNIVERSITY STRATEGY

**“The University of Jyväskylä prepares students for the increasingly international labour market, as well as for lifelong learning. “**

**“The University will be known for its pedagogical renewal activities and educational environments that promote learning. The University will create new pedagogical solutions to meet the rapidly changing needs of society.“**

**“Students will have multi-faceted transferable skills, and their employment rate will be high. The education offered by the University will enhance integration into the labour market. “**



“The objective of the Student Life model is to provide the optimal conditions for learning, to support students’ harmonious development and active agency, and to develop their ability to promote individual and common wellbeing.”



**STUDENT LIFE**

# SUPPORTING STUDENTS' EMPLOYABILITY THROUGH PORTFOLIO WORK



Being aware of one's skills and competencies



Recognising and developing skills relevant for the future



Communicating one's skills, expertise and learning

Understanding of expertise as developing not only in formal education, but across contexts, sites and areas of life: life-long and life-wide learning; digital presence



# WORK IN PROGRESS: COOPERATIVE AND PARTICIPATORY DESIGN

First prototype built on Plone content management system at JyU in 2012,

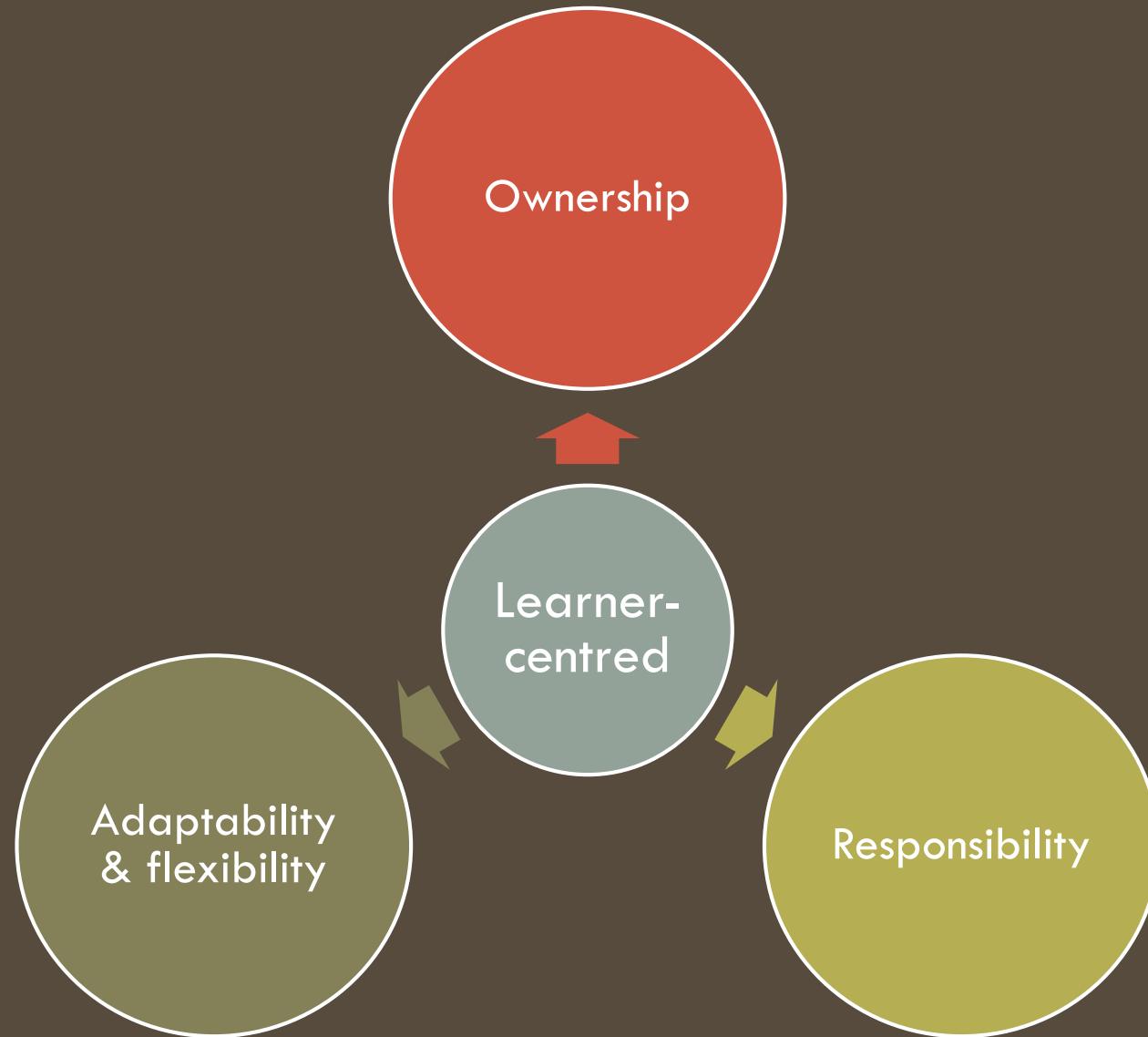
- university staff and students already involved at the early stages of development

Pilot studies and integration at the Faculty of Humanities

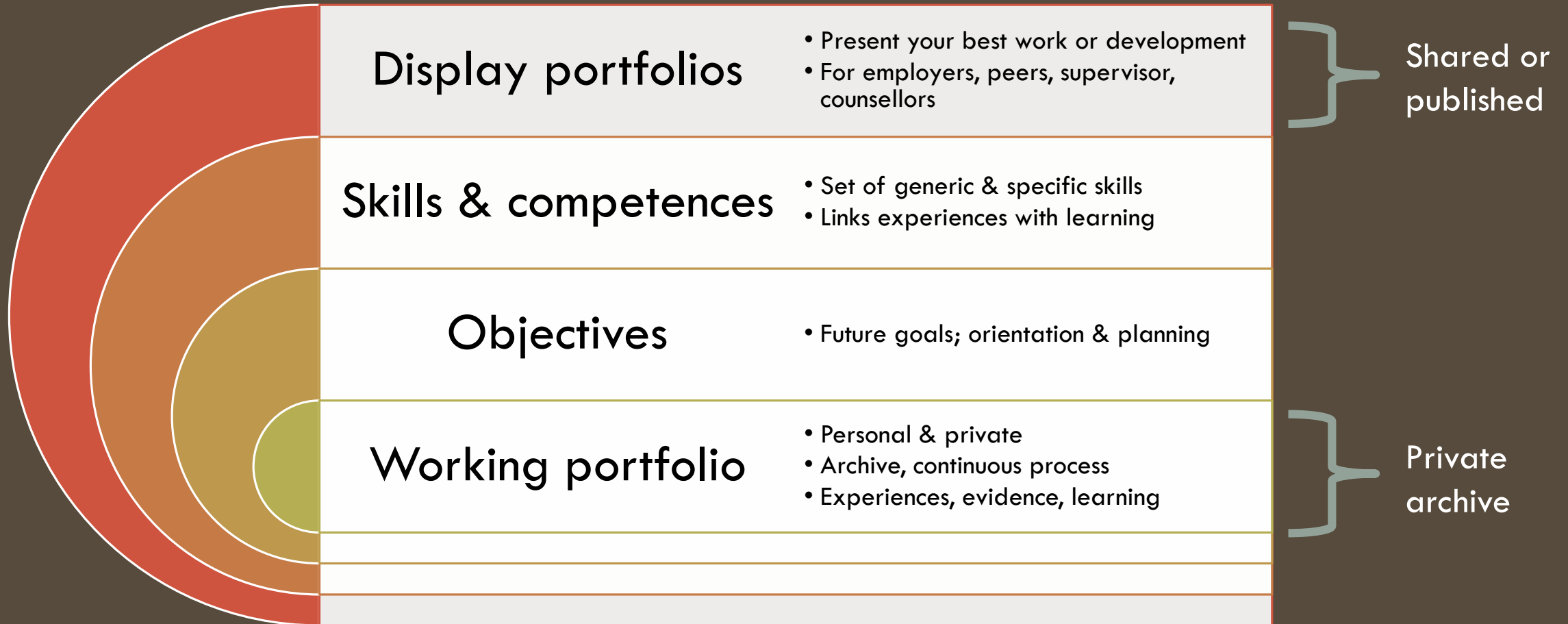
- Co-creation of pedagogical designs, co-teaching
- Participatory design: student and teacher feedback on the usability and usefulness → continuous development; usability and usefulness;



# CREATING NEW PEDAGOGIES



# SIMPLE STRUCTURE





# EPORTFOLIO PROCESS

1

Document your learning, work history and other experiences in the working portfolio.

3

Keep track of your skills & competences and use the matrix as a reference when planning your studies.

4

Use the Display portfolio(s) to communicate your learning.

2

Set future goals (Objectives) and consider the skills you will need.

*Starting point:*  
current expertise,  
experiences and  
skills.

*Process:*  
identifying  
the needs for  
development

*Future goals:*  
skills and  
expertise needed  
in the working  
life.



# BACHELOR'S PORTFOLIO, MODEL

Peer groups, independent work, guidance and counseling, feedback, continuous evaluation



## 1. year

Documenting and  
recognising  
learning

Setting goals

PSP



## 2. year

Planning for and  
developing  
expertise



## 3. year

Communicating  
expertise

PSP

Career and employability courses, alumni meetings, contacts with employers; subject studies, language courses, work experiences, other activities





**Thank you.**

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