

The focus of this dissertation is the pupil's portfolio, primarily in electronic portfolio form, and its use in education. The research study considers that the e-portfolio as a means of support for evaluation has considerable didactic potential and its implementation into learning and teaching could improve the effects of evaluation, as well as fostering pupil's self-assessment and self-reflection. The study deals with the definition of the pupil's portfolio as a didactic means of support for evaluation; the structure and functional specifications are identified, and there is verification of ways of using an electronic portfolio as a tool for pupil's self-assessment and self-reflection. Both practical and theoretical methods were used in this study in order to verify if and under what conditions an electronic portfolio can be used to enhance the quality of evaluation in schools and to support the processes and outcomes of pupil's evaluation, self-assessment and self-reflection within the school environment. By developing further the concept of a pupil's portfolio this thesis seeks to contribute to the development of pedagogy, specifically in the area of didactics and in evaluation in schools.