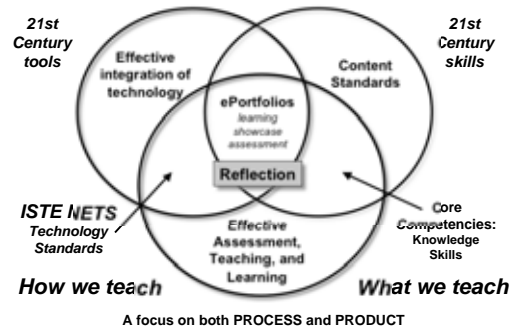


ePortfolios, 21st Century Skills and ISTE Standards: Planning for Implementation

Dr. Helen Barrett

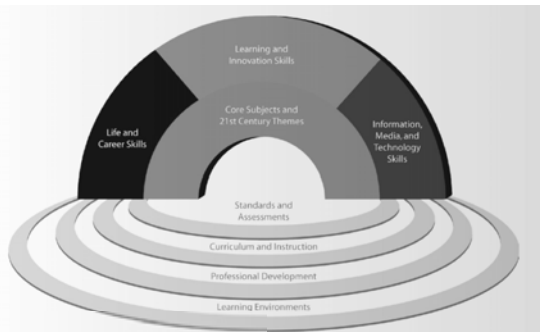
21st Century Portfolios



New Framework for 21st Century Skills

<http://www.21stcenturyskills.org/>

(handout)



2. Learning and Innovation Skills

(handout)

- Creativity and Innovation Skills
- Critical Thinking and Problem Solving Skills
- Communication and Collaboration Skills

<http://www.21stcenturyskills.org/>

3. Information, Media and Technology Skills

(handout)

- Information Literacy
- Media Literacy
- ICT Literacy

<http://www.21stcenturyskills.org/>

4. Life and Career Skills

(handout)

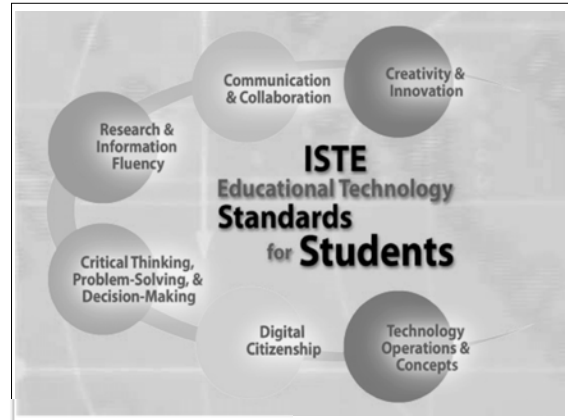
- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

<http://www.21stcenturyskills.org/>

New ISTE NETS for Students

(handout)

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem-Solving & Decision-Making
5. Digital Citizenship
6. Technology Operations and Concepts



1. Creativity and Innovation

(handout)

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a) apply existing knowledge to generate new ideas, products, or processes.
- b) create original works as a means of personal or group expression.
- c) use models and simulations to explore complex systems and issues.
- d) identify trends and forecast possibilities.



2. Communication and Collaboration

(handout)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a) interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b) communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c) develop cultural understanding and global awareness by engaging with learners of other cultures.
- d) contribute to project teams to produce original works or solve problems.



3. Research and Information Fluency

(handout)

Students apply digital tools to gather, evaluate, and use information.

Students:

- a) plan strategies to guide inquiry.
- b) locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c) evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d) process data and report results.



4. Critical Thinking, Problem-Solving & Decision-Making

(handout)

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- a) identify and define authentic problems and significant questions for investigation.
- b) plan and manage activities to develop a solution or complete a project.
- c) collect and analyze data to identify solutions and/or make informed decisions.
- d) use multiple processes and diverse perspectives to explore alternative solutions.



Making Change Happen

Managing Complex Change

Managing Complex Change



Enterprise Management, Ltd., 1987

Managing Complex Change

<p>Vision: ⁴⁻⁷ How will you create a vision within your program for implementing electronic portfolios? ¹⁰</p>	Confusion
<p>Skills: ⁴⁻⁷ How will you help individuals build the skills necessary for implementing electronic portfolios? ¹⁰</p>	Anxiety
<p>Incentives: ⁴⁻⁷ What incentives can you provide to support implementing electronic portfolios? ¹⁰</p>	Gradual Change
<p>Resources: ⁴⁻⁷ What resources do you have to support implementing electronic portfolios? ¹⁰</p>	Frustration
<p>Action Plan: ⁴⁻⁷ What is your action plan for implementing electronic portfolios? ¹⁰</p>	False Starts

Handout

- Page 1

Vision

~~Confusion~~

How will you develop a vision?

- Brainstorm strategies you can use to **develop a vision** for implementing electronic portfolios in your organization.



What did you come up with?



- "cheesily" link it to UBD
- What do we want end product to be?
- We are doing this for the kids
- Link education to the reality of students lives using 21st century tools that they live with
- Create a unified ability for all teachers to have an online presence
- Want to sell the other staff members on our vision - what are you already doing?
- Making it manageable tasks
- Giving ownership to the teachers - how can you do this?
- Modeling and share and build capacity
- Get other key stakeholders involved - parents, students, community

What did you come up with?



- Vision
- Formative or summative?
- Is everyone involved? Who?
- Gather information - who is on board
- Why are we doing it?
- Content, purpose, process
- Who is the vision for? Stakeholders?
- Commitment and leadership is necessary
- Ownership to grade level teams - pragmatics
- Recognizing limitations

Develop a Vision



- Explore other school websites (Bow High School)
- See what others are doing
- Develop a prototype
- Conduct a pilot project
- Be willing to change your vision

Skills

~~Anxiety~~

How will you develop skills?

- Brainstorm strategies you can use to **develop the skills** necessary for implementing electronic portfolios in your organization.



Student Skills

- **Collect** evidence of learning
- **Select** specific evidence that demonstrates a particular outcome, goal or standard
- **Reflect** metacognitively on learning represented in evidence, making a case that the artifacts constitute evidence of achievement
- **Make connections** in their learning
- **Set goals** for future learning



<http://electronicportfolios.org/teachers/competencies.html>

Teacher Skills

- Model all of student competencies PLUS:
- Articulate the difference between assessment OF learning and assessment FOR learning
- Implement classroom-based assessment FOR learning strategies
- Provide specific and detailed feedback to learners about their learning
- Support student reflection through modeling and research-based practices
- Create an environment that facilitates students' deep learning



<http://electronicportfolios.org/teachers/competencies.html>

What did you come up with?



- Use PD center
- Having staff meetings dedicated to specific trainings
- Expert staff members with exp. With tech volunteer for T2T or small group sessions
- All staff members create their own portfolios
- Student mentoring teachers or younger students
- Modeling for students
- Scaffolding for gradual release
- Provide the tools
- Encourage and provide time for collaborative projects

What did you come up with?



- Skills
- Assess current skills, make a wish list of skills would like to gain
- Mentor/mentee program with teachers
- Offer training, schedule follow-up, provide tech support
- Getting teachers to step back and let students lead
- Peer-led examples
- Teacher's examples - professional learning community - critical friends group
- Time - focus goals

Develop Skills



- Begin with current software
- Add new skills when you are ready
- Go slowly
- Take Time
- Be willing to learn along with your students
- Do your own e-portfolio!

Don't double your learning! Consider Cognitive Overload!

- When learning **new tools**, use **familiar tasks**;
- When learning **new tasks**, use **familiar tools**.

Barrett, 1991

Incentives

~~Gradual
Change~~

How will you develop incentives?

- Brainstorm strategies you can use to **develop incentives** for implementing electronic portfolios in your organization.



What did you come up with?



- Time
- Job security
- Student engagement
- Professional development
- Intrinsic rewards of learning new tasks
- Recognition
- Celebration
- Save paper
- Improve communication
- Improve test scores
- Create lifelong learners
- "Those that do, get new (knew)"

What did you come up with?



- Incentives
- Due date
- Paid time
- Part of evaluation - professional goal
- Competition - showcase
- Make a t-shirt from part of their portfolio
- Group project for every portfolio - burn CD to showcase
- Supplemental tech support in initial implementation for teachers and students
- Take course instead of e-portfolio
- Involving families to maintain some of portfolio

Develop Incentives



- Release time?
- Equipment & software for early adopters
- What works in your school?
- With individual teachers?

Resources

~~Frustration~~

How will you find resources?

- Brainstorm strategies you can use to **find resources** for implementing electronic portfolios in your organization.



What did you come up with?



Curriculum Issues

- Where is the concept of the e-Portfolio introduced to students?
- Does the curriculum require “appropriate digital artifacts for electronic portfolio?”
- What kind of support is available to student & teachers... class? lab?
- How is the portfolio assessed?

Develop an Action Plan



- Identify standards to be addressed
- Identify curriculum areas to be “tweaked”
- Create a timeline and milestones
- Assign responsibility
- Develop an e-portfolio handbook
- Identify success indicators
- Develop rubrics
- Examples

Planning into Action

- Focus on what you can do with current resources (technological & skills)
- Designate an ePortfolio champion
- Both teacher and administrator support
- Identify opportunities in the curriculum to develop digital artifacts
- Tie to standards

New Hampshire Digital Portfolio Requirement

- address the digital portfolio component of ICT Literacy Programs while...
- deepening understanding of the power of portfolios to:
 - engage students and
 - assess learning in multiple ways.

Sample Vision Statement - Part 1

Throughout SAU 16, the cumulative student digital portfolio for grades K-12 is a collection of both educational experiences and artifacts selected by the student with the guidance of his/her teachers. These artifacts and the accompanying student reflections show the student’s learning process and chronicle growth within the curriculum and across his/her school career.

Sample Vision Statement - Part 2

Through both the process of their creation and the documents they incorporate, digital portfolios provide ongoing evidence of their personal learning, achievements and literacy skills for the 21st Century, across all subject areas. Additionally, digital portfolios foster the child's concept of self, commitment to personal growth, and promote life-long learning to keep them competitive in a global society.

Your Small Group Task



- Brainstorm Vision Strategies
 - What is your vision for e-portfolios for K-8 or 9-12? (“your elevator speech”)
 - How will you communicate that vision?
- Brainstorm Action Plan Steps
 - What is on your “to do” list?
 - What changes need to happen?
 - What support do you need?

30 minutes

Your “Homework” on Moodle

- Refine your vision statement (your elevator speech)
 - Involve your stakeholders (administrators, teachers, parents, students)
- Work on a curriculum/technology matrix
- Identify your training needs, incentives, resources
- Develop a pilot program
- Identify tools you will begin using
- Start creating student examples (part of your vision)

5-6 Weeks

<http://nheon.org/moodle/>

- Course Menu: Collaborative Learning Spaces
- Course Title: ePortfolios Discussions with Helen Barrett
- User name: first initial last name (no spaces)
- Password: password

Next Meeting Schedule

- January 23, 2008
 - Post assignments online in Moodle site
- Upcoming training
 - January 24-25 - Digital Storytelling workshop at SPDC -- Windows and Mac (BYOL: Bring Your Own Laptop)
- Suggestion: a regional ePortfolio Conference next summer to “show and share” what you have learned this year!

A high school student inquiry

“I am a student in high school. Why is it mandatory for me to make a proficient on my portfolio for me to graduate? I have all of my credits to graduate, but if I make lower than proficient I don't get to graduate.”

How would you answer this student?

Read my complete answer in my blog:
<http://electronicportfolios.org/blog/>
(February 2005)

My final advice to that student:

Remember, you are telling us a story, and not just any story. Your portfolio is meant to be your story of your life over the last four years as well as the story of where your life might be going during the next four years: tell it with pride!

(adapted from the Mead School District's DRAFT Guidelines for Culminating Project)

Let 1,000 Flowers Bloom!

- Pick the ones that show the most promise!



My Final Wish...

May all your
electronic portfolios
become dynamic
celebrations and stories
of **deep learning**
across the lifespan.

Dr. Helen Barrett



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Evaluation Form?

