

## Let's get personal... Think for a minute about:

### Something about your **COLLECTIONS**:

Suggested topics:

- If you are a parent, what you saved for your children
- What your parents saved for you
- What you collect...
- Why you collect...

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## Some issues to consider

- What do your collections say about what you value?
- Is there a difference between what you purposefully save and what you can't throw away?
- How can we use our personal collections experiences to help learners as they develop their portfolios?

*The power of portfolios [to support deep learning] is personal.*

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## What is a Portfolio in Education?

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas *[over time]*.

(Northwest Evaluation Association, 1990)

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## What is a Portfolio in Education? (2)

The collection must include:

- student participation in selecting contents
- the criteria for selection
- the criteria for judging merit
- evidence of student self-reflection

(Northwest Evaluation Association, 1990)

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## Why use Portfolios?

- provides a richer picture of student performance than can be gained from more traditional, objective forms of assessment

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Parent Questionnaire Ratings of the Usefulness of Different Types of Information for Learning about Their Child's Progress in School

Type of Information	How Useful					
	Not at all		Very		Blank/Missing	
	1	2	3	4	5	
Report Cards	2	2	20	33	43	
My child's teacher talking about his or her progress	0	2	4	17	77	
Standardized tests	6	15	41	22	14	2
Seeing graded examples of my child's work	0	0	10	30	60	

Source: After Shepard & Bliem, 1995, p. 27

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## What is an Electronic Portfolio?

- uses electronic technologies as the container
- which allows students/teachers to collect and organize portfolio artifacts in many media types (audio, video, graphics, text)
- using **hypertext links** to organize the material
- connecting evidence to appropriate standards (*in a standards-based portfolio*)

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## Portfolio Processes

### Traditional + Technology

- Collecting
- Archiving
- Selecting
- Linking/Thinking
- Reflecting
- Storytelling
- Directing
- Collaborating
- Celebrating
- Publishing

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## Definitions

- **Artifact**: a piece of student work
- **Captions**: brief explanatory reflection on a piece of work in a portfolio
- **Evidence of Learning in a Portfolio**
  - Artifact
  - + Reflection (Student's Rationale)
  - + Validation (Teacher's Evaluation)

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## 3 General Components of the Portfolio Development Process

- **Content**
  - Learner's artifacts and reflections (captions)
- **Purpose**
  - Reason for creating the portfolio including learning, professional development, assessment, employment
- **Process**
  - Tools used
  - Sequence of activities
  - Rules established by educational institution
  - Reflections a learner constructs in developing the portfolio
  - Evaluation criteria
  - Collaboration or conversations about the portfolio

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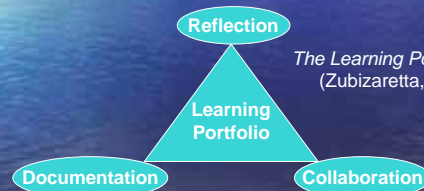
## Purpose & Goals for the portfolio (Determine Content)

- Multiple purposes:
  - Learning/Process
  - Assessment
  - Marketing/Showcase

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## Learning Portfolios

- *"know thyself"* = a lifetime of investigation
- self-knowledge as outcome of learning



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## Learning Portfolios

- Support reflection which is central to learning
- **Reflections**
  - The Heart and Soul of the Portfolio
- An electronic portfolio without reflection is just a
  - Digital scrapbook
  - Fancy electronic resume
  - Multimedia Presentation
  - Personal web site

## Showcase Portfolios

- Marketing
- Employment
- Tell your story
- A primary motivator for many portfolio developers

## Assessment Portfolios

- A major movement in Teacher Education in U.S.
- A major new commercial market
- A primary motivator for organizations

## Purposes for Assessment

Assessment <b>OF</b> Learning = Summative Assessment	Assessment <b>FOR</b> Learning = Formative (Classroom-based) Assessment
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## Authentic Assessment

- where students **generate**
- rather than **choose** a response
- The terms alternative assessment, authentic assessment, or performance-based assessment are often used synonymously "to mean variants of performance assessments that require students to generate rather than choose a response"

## ePortfolio Technology over Time

<h3>Container</h3> <ul style="list-style-type: none"> <li>• 1991: Desktop</li> <li>• 1995: CD-R</li> <li>• 2000: Internet</li> <li>• 2005: DVD-R</li> <li>• 2006: <b>Pocket Tech</b> (PDAs, Flash drives, Phones, iPods)</li> <li>• What's Next?</li> </ul>	<h3>Authoring Software</h3> <ul style="list-style-type: none"> <li>• Common tools               <ul style="list-style-type: none"> <li>– Office &amp; PDF</li> <li>– HTML Editors</li> </ul> </li> <li>• Customized Systems               <ul style="list-style-type: none"> <li>– Online data bases</li> <li>– Work Flow Management</li> <li>– Assessment Management</li> </ul> </li> <li>• Interoperability (currently in "silos")</li> </ul>
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## Levels of ePortfolio Implementation

<ul style="list-style-type: none"> <li>• <b>Working Portfolio</b> <ul style="list-style-type: none"> <li>- The Repository</li> <li>- The Digital Archive</li> <li>- The Artifacts (meta-tagged)</li> <li>- Personal Information</li> <li>- Reflective Journal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presentation Portfolio(s)</b> <ul style="list-style-type: none"> <li>- The "Story" or Narrative</li> <li>- Multiple Views (public/private)</li> <li>- Varied Audiences (permissions)</li> <li>- Varied Purposes</li> </ul> </li> </ul>
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## What is the best tool?

# It Depends!

## State of the Art of e-Portfolio Development

- **Publishing environments:**
  - Optical media (CD-R, DVD-R)
  - WWW
- **Authoring environments:**
  - Common Tools
  - Customized (Commercial) Systems
  - Open Source Tools
  - Web 2.0 Technologies

## Planning Issues

- **What is your purpose?**
  - authentic assessment (formative feedback)
  - showcasing best work and growth over time
- **Software capabilities:** allow **interaction** between teachers and students around learning activities and products:
  - **Students:** create, store artifacts and reflections and organize their work, preferably with hyperlinks
  - **Teachers:** review the work and provide feedback in narrative form (based on a rubric, if available)
- **Internet access?** Poor or good?

## Today's Tool Choices

<p><b>Poor Internet Access?</b></p> <ul style="list-style-type: none"> <li>• <b>Microsoft Office</b> <ul style="list-style-type: none"> <li>- Word</li> <li>- Excel</li> <li>- PowerPoint</li> </ul> </li> <li>• <b>Other Options:</b> <ul style="list-style-type: none"> <li>- Apple iLife06</li> <li>- iDVD, iWeb</li> </ul> </li> <li>• <b>Web Page Editors (DreamWeaver, Front Page)</b></li> </ul> <p>These tools do not require Internet access to <b>create</b> electronic portfolios.</p>	<p><b>Good Internet Access?</b></p> <ul style="list-style-type: none"> <li>• <b>TaskStream, iWebFolio</b> or any commercial fee-based system</li> <li>• <b>OSP &amp; Sakai</b></li> <li>• <b>Web 2.0 tools</b></li> </ul> <p>These tools require only a browser and good Internet access to <b>create</b> electronic portfolios because they are Application Services Providers (ASP) - the software is on the company server.</p>
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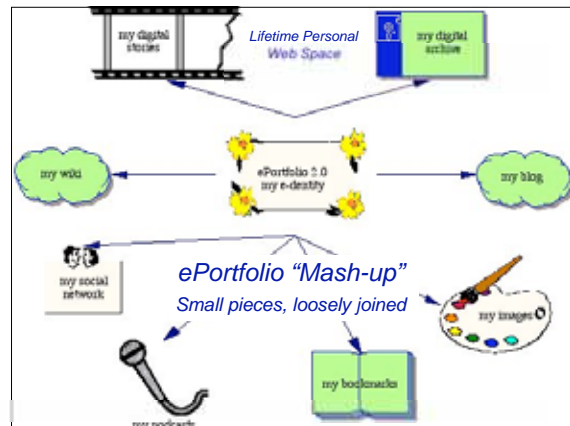
## Office - Word, Excel, PowerPoint

<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• On most personal computers</li> <li>• Common toolset</li> <li>• Easy to create hyperlinks</li> <li>• Easy to add comments</li> <li>• Does not require Internet access to develop portfolios (students work off-line)</li> </ul> <p><i>Better for publishing on CD</i></p>	<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Set up own system for storing and organizing files, and managing the feedback on student work (probably using Track Changes in Word or Comments in all tools)</li> <li>• Data aggregation must be set up by teacher with another tool, like Excel, not automated</li> <li>• Files should be translated into Web-compatible format before posting online (HTML or PDF)</li> </ul>
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## Web 2.0 Technologies

<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Free, often open-source tools on the WWW</li> <li>• "Me Publishing"</li> <li>• Shared Resources</li> <li>• Shared Writing</li> <li>• Media Creation Online</li> </ul>	<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Requires higher technology competency</li> <li>• Mostly not secure websites</li> </ul> <p style="text-align: center;"><i>"Small Pieces, Loosely Joined"</i></p>
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## Architecture of Interaction (Web 2.0) allows a Pedagogy of Interaction (ePortfolio 2.0)

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## Digital Evidence of Writing

- Word processing documents
- Blogs: Blogger.com
- Shared Writing
  - Wiki - wikispaces.com
  - GoogleDocs

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## Digital Evidence of Speaking

<ul style="list-style-type: none"> <li>• <b>Shared Video</b> <ul style="list-style-type: none"> <li>– YouTube.com</li> </ul> </li> <li>• <b>Online Video Creation:</b> <ul style="list-style-type: none"> <li>– Bubbleshare.com</li> <li>– Jumpcut.com</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Podcasts</b> <ul style="list-style-type: none"> <li>– Odeo.com</li> <li>– Podomatic.com</li> </ul> </li> </ul>
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## Free Online Portfolio Tools

- Blog with pages [www.wordpress.com](http://www.wordpress.com)
- Free online portfolio for edu addresses [www.epsilen.com](http://www.epsilen.com)
- KEEP Toolkit [www.cfkeep.org](http://www.cfkeep.org)
- GoogleDocs [docs.google.com/](http://docs.google.com/)

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For more details:

Authentic Assessment with  
Electronic Portfolios using Common  
Software and Web 2.0 Tools

<http://electronicportfolios.org/web20.html>

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“every day-ness”

How can we make ePortfolio  
development a natural process  
integrated into everyday life?

**Lifelong** and **Life Wide** Learning

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**My Final Wish...**

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

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