

Digital Portfolios: the voice of the student

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The ePortfolio as a Story of Learning Digital Storytelling as Reflective Portfolio

Linking Two Dynamic Processes to Promote Deep Learning

***Portfolio Development Process
Digital Storytelling***

Constructed Meaning

"The portfolio is a laboratory where students construct meaning from their accumulated experience."

(Paulson & Paulson, 1991, p.5)



Portfolio tells a Story

"A portfolio tells a story. It is the story of knowing. Knowing about things... Knowing oneself... Knowing an audience... Portfolios are students' own stories of what they know, why they believe they know it, and why others should be of the same opinion."

(Paulson & Paulson, 1991, p.2)

Portfolio tells a Story

"A portfolio is opinion backed by fact... Students prove what they know with samples of their work."

(Paulson & Paulson, 1991, p.2)

Legacy from the Portfolio Literature

- Much to learn from the literature on paper-based portfolios
- As adult learners, we have much to learn from how children approach portfolios

"Everything I know about portfolios was confirmed working with a kindergartener"

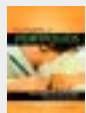
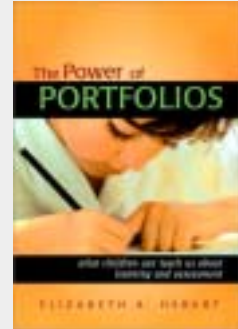
The Power of Portfolios

what children can teach us about learning and assessment

Author: Elizabeth Hebert

Publisher: Jossey-Bass

Picture courtesy of Amazon.com



The Power of Portfolios

Author:
Dr. Elizabeth Hebert,
Principal
Crow Island School,
Winnetka,
Illinois

Picture taken by Helen Barrett at AERA, Seattle, April, 2001



From the Preface (1)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

"Portfolios have been with us for a very long time. Those of us who grew up in the 1950s or earlier recognize portfolios as reincarnations of the large memory boxes or drawers where our parents collected starred spelling tests, lacy valentines, science fair posters, early attempts at poetry, and (of course) the obligatory set of plaster hands. Each item was selected by our parents because it represented our acquisition of a new skill or our feelings of accomplishment. Perhaps an entry was accompanied by a special notation of praise from a teacher or maybe it was placed in the box just because we did it."



From the Preface (2)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

"We formed part of our identity from the contents of these memory boxes. We recognized each piece and its association with a particular time or experience. We shared these collections with grandparents to reinforce feelings of pride and we reexamined them on rainy days when friends were unavailable for play. Reflecting on the collection allowed us to attribute importance to these artifacts, and by extension to ourselves, as they gave witness to the story of our early school experiences."



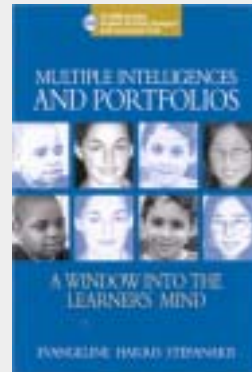
From the Preface (3)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix-x

"Our parents couldn't possibly envision that these memory boxes would be the inspiration for an innovative way of thinking about children's learning. These collections, lovingly stored away on our behalf, are the genuine exemplar for documenting children's learning over time. But now these memory boxes have a different meaning. It's not purely private or personal, although the personal is what gives power to what they can mean."

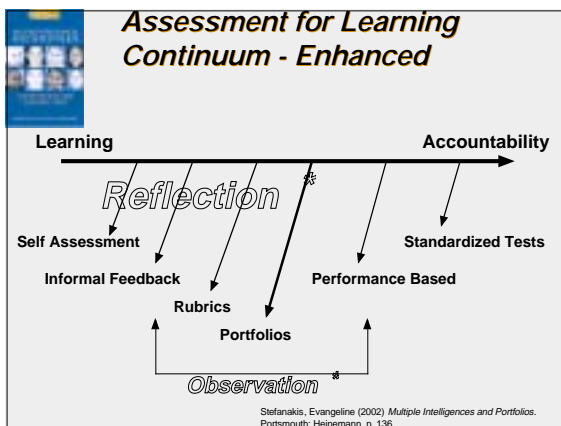
Portfolio Processes

- | | |
|---------------|--------------------|
| Traditional | + Technology |
| • Collecting | • Archiving |
| • Selecting | • Linking/Thinking |
| • Reflecting | • Storytelling |
| • Projecting | • Planning |
| • Celebrating | • Publishing |



A Resource on K-12 Portfolios

- By Evangeline Harris Stefanakis
- Published by Heinemann
- Includes a CD-ROM with examples of student portfolios



Purpose & Goals for the portfolio (Determine Content)

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

Learning/Process Portfolios

- **“know thyself” = a lifetime of investigation**
- **self-knowledge as outcome of learning**
- **portfolio development study (Brown, 2002)**
 - increased students’ understanding of what, why, and how they learned throughout their careers
 - enhanced their communication and organization skills
 - reinforced the importance of reflection in learning.

Technology for Learning or Process Portfolios

- Web Logs (‘blogs’)
- Reflective journals
- Online discussions
- Self-report surveys

Handout: Purpose, Tools, Control



Pedagogical Requirements

- Storage Space
- Security
- Linking and Grouping Artifacts
- Reflection
- Publishing
- Portability

Handout: 5x5 Model - Generic Tools

The "5x5" Model of Student Skills Development: Overview of Toolsets/Options

| | 1. Learning Objectives | 2. Learning Activities | 3. Learning Environments | 4. Learning Tools | 5. Learning Assessments |
|-----------------------|------------------------|------------------------|--------------------------|-------------------|-------------------------|
| Learning Objectives | ... | ... | ... | ... | ... |
| Learning Activities | ... | ... | ... | ... | ... |
| Learning Environments | ... | ... | ... | ... | ... |
| Learning Tools | ... | ... | ... | ... | ... |
| Learning Assessments | ... | ... | ... | ... | ... |

Handout: One model of construction

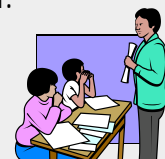


Handout: ePortfolio as Storytelling



Storytelling as Reflection (Schön, 1988)

"...for storytelling is the mode of description best suited to transformation in new situations of action."



Storytelling as Reflection (Schön, 1988)

“Stories are products of reflection, but we do not usually hold onto them long enough to make them objects of reflection in their own right.”

Storytelling as Reflection (Schön, 1988)

“When we get into the habit of recording our stories, we can look at them again, attending to the meanings we have build into them and attending, as well, to our strategies of narrative description.”

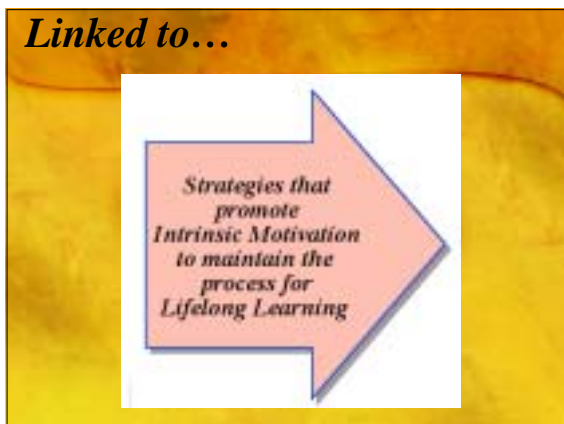
Portfolio Development Process



Reflective Questions that tie the Past to the Future



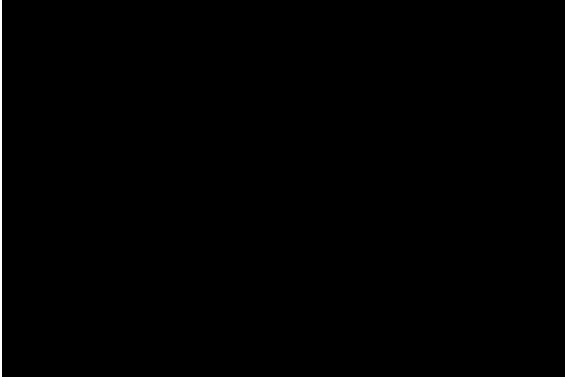
Linked to...



Digital Storytelling Process

- Learners create a 2-4 minute digital video clip
 - First person narrative
 - Told in their own voice
 - Illustrated by (mostly) still images
 - Music track to add emotional tone

What is Digital Storytelling?



Elements from the Center for Digital Storytelling

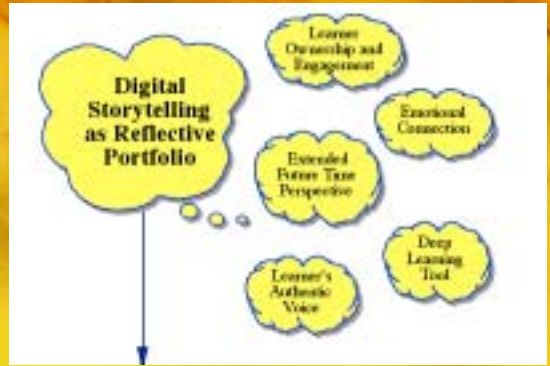


<http://www.storycenter.org>

Why?

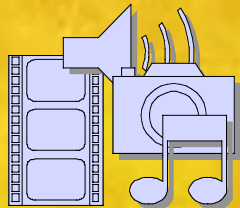
Learner Motivation and Affect

Constructivist Approach to Project-Based "Assessment-as-Learning"



Learner Ownership and Engagement with Portfolio

- The tools should allow the learner to feel in control of the process, including the "look and feel" of the portfolio.



Emotional Connection

- There is an affective component of the portfolio development process, that supports **deep learning**.
- **Deep Learning:**
 - involves reflection,
 - is developmental,
 - is integrative,
 - is self-directive, and
 - is lifelong



Learner's Authentic Voice

- As learners create their own electronic portfolios, their unique "voice" should be evident from navigating the portfolios and reading the reflections on the screen.
- In an electronic portfolio, the ability to add multimedia elements expands the definition of "voice" within that rhetorical construct.

Voice = Authenticity

- multimedia expands the "voice" in an electronic portfolio (both literally and rhetorically)
- personality of the author is evident
- gives the reflections a uniqueness
- gives the feeling that the writer is talking directly to the reader/viewer

Portfolio as Lifelong Learning/ Professional Development Tool

- The tools used to develop the portfolio should be accessible to a learner throughout their chosen career.
- Dependence on propriety software that is not accessible to a learner after graduation may not, in the long term, provide the skills necessary to maintain the e-portfolio as a lifelong professional development tool.

Constructivist model supports deep learning

- As Portland State University has found, **hyperlinking** leads to **metacognition**, which leads to deeper learning.
- Whenever possible, learners should have the opportunity to plan and assess their own learning.

Research Questions

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

How do we create an Institution-Centered Assessment and Accountability System...

Without losing the power of the portfolio as a student-centered tool for lifelong learning and professional development?

How do we maintain the authenticity of the portfolio process...

And help our teacher candidates develop the skills and attitudes necessary to implement this strategy with their own students once they have their own classrooms?

Modeling!

Barrett's Hypotheses

• Tools

to meet goals of balanced assessment and both paradigms

• Motivation

so that learners will want to maintain their portfolios as a "living history of a teaching/learning life"

Congruence with Philosophy

- Create a system that is congruent with underlying learning philosophy or conceptual framework
 - positivism vs. constructivism
 - psychometrics vs. hermeneutics
 - portfolio as test (or skills checklist) vs. portfolio as story

Contrasting Paradigms of Portfolios

• Positivism

• Constructivism



F. Leon Paulson & Pearl Paulson (1994)
"Assessing Portfolios Using the Constructivist Paradigm"
in Fogarty, R. (ed.) (1996) *Student Portfolios*.
Palatine: IRI Skylight Training & Publishing

Tension between two approaches

"The two paradigms produce portfolio activities that are entirely different."

"The positivist approach puts a premium on the selection of items that reflect **outside standards and interests.**"

"The constructivist approach puts a premium on the selection of items that reflect learning **from the student's perspective.**"

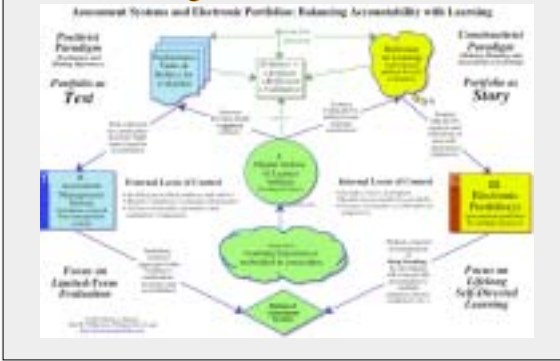
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How can we address both types of portfolios?

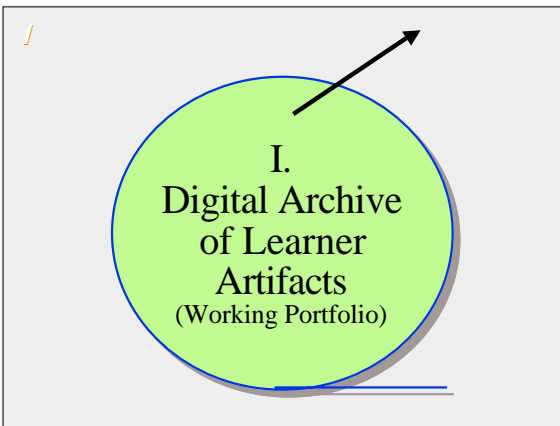
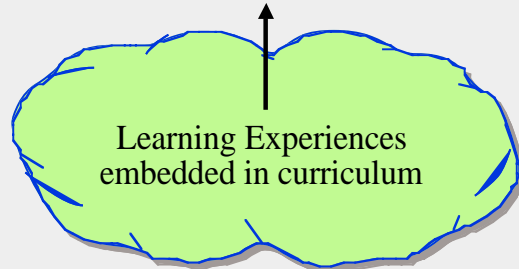
Use three different systems that are digitally linked:

- I. A digital **archive** of a learner's work
- II. An institution-centered **database** to collect faculty-generated assessment data based on tasks and rubrics
- III. A student-centered **electronic portfolio**

Handout: Balancing Accountability with Learning



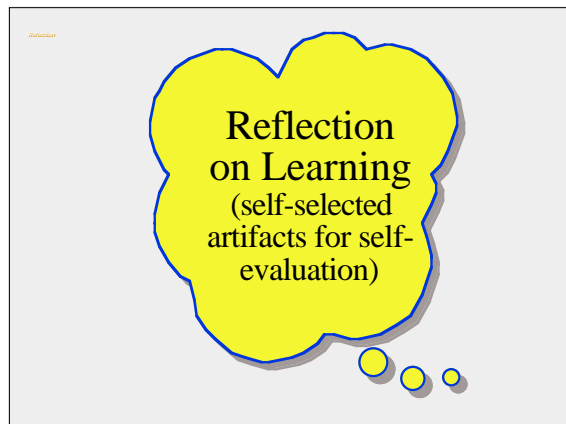
Begin Here




Constructivist Paradigm
(Making Meaning and Assessment
as Learning)

Portfolio as Story

*Learner
COLLECTS
artifacts from
learning
experiences*



Learner SELECTS artifacts and reflections to meet self-determined purpose(s)

/// 

III. Electronic Portfolio(s)

(presentation portfolios for multiple purposes)

Resulting in...

Student-centered documentation of deep learning,
for developing self-concept and presentation to multiple audiences (peers, employers, etc.)

Focus on Lifelong Self-Directed Learning

Internal Locus of Control

- *Includes choice of artifacts*
- *Results in personalized e-portfolio*
- *Focuses on learner's celebration of uniqueness*

Both approaches result in a:



One final thought...

- Assessment of Learning
- Portfolios for Learning
- What about Motivation?

Components of Portfolio Development

- **Content**
- **Purpose**
- **Process**

Components of Portfolio Development

- **Content:**
evidence
(artifacts + reflections)

Components of Portfolio Development

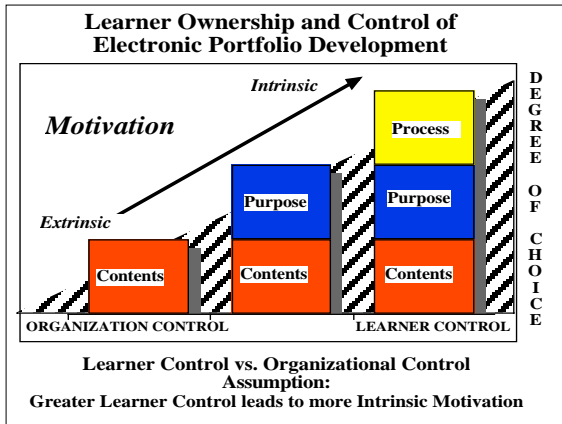
- **Purpose:**
the reason for developing the portfolio – includes audience
 - Learning & professional development
 - Assessment
 - Employment

Components of Portfolio Development

- **Process:**
 - tools used
 - sequence of activities/rules
 - reflection
 - evaluation criteria (rubrics)
 - collaboration/conversation

Developmental Levels of Portfolio Implementation

- **Extrinsic Motivation**
– institutional directed content, purpose & process – external locus of control
- **Mixed Motivation**
– learner ownership over one or two of the components
- **Intrinsic Motivation** – learner ownership of content, purpose and process



My Final Wish...

May all your
electronic portfolios
become dynamic
celebrations of
learning
across the lifespan.

Dr. Helen Barrett

- Co-Director ISTE's Community & Assessment in PT3 Catalyst Grant
- hbarrett@iste.org
- <http://electronicportfolios.org/>