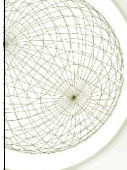




Digital Stories of Deep Learning

Dr. Helen Barrett
International Society for
Technology in Education and
University of Alaska Anchorage



The ePortfolio as a Story of Deep Learning

Digital Storytelling as part of a Reflective Portfolio



Linking Two Dynamic Processes to Promote Deep Learning

Portfolio Development Process


Digital Storytelling



Metaphors!

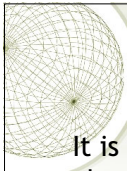
Mirror, Map, Sonnet
C.V.
Test
Story

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



Constructed Meaning

"The portfolio is a laboratory where students construct meaning from their accumulated experience."
(Paulson & Paulson, 1991, p.5)

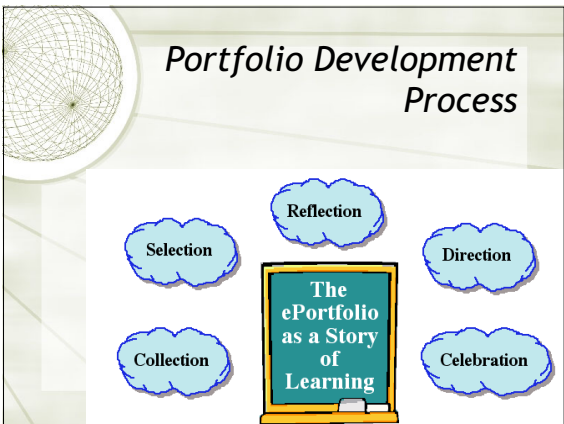
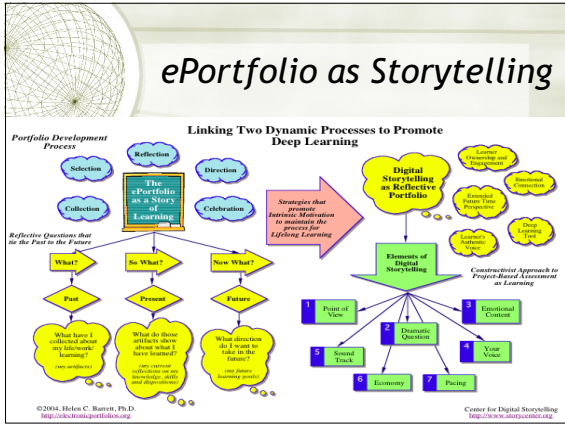


Portfolio tells a Story

"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)

Portfolios tell a Story

“A portfolio is opinion backed by fact... Students prove what they know with samples of their work.”
 (Paulson & Paulson, 1991, p.2)



Portfolio Processes

Traditional	+ Technology
Collecting	Archiving
Selecting	Linking/Thinking
Reflecting	Storytelling
Directing	Collaborating
Celebrating	Publishing

Electronic Portfolio Development

Publishing environments:
 Optical media (CD-R, DVD-R) or WWW

Authoring environments:
 Common Tools or Customized Systems

Common Desktop Tools with hyperlinks

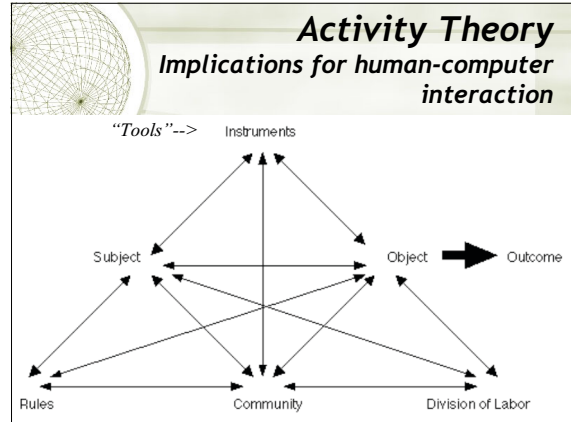
- Office - Word, Excel, Powerpoint
- Hypermedia authoring tools - HyperStudio
- Inspiration or Kidspiration (mind mapping)
- Adobe Acrobat
- HTML Editors - Front Page, Dreamweaver, Netscape/Mozilla Composer
- Multimedia Authoring
- Macromedia Director & Flash, Ezedia

My evaluation study of online software, services, or strategies

<http://electronicportfolios.org/myportfolio/versions.html>

Under On-line Publications

To date, recreating my new portfolio using **17 different software packages, services, or strategies**



Activity Theory

Subject - the individual or group whose point of view is taken in the analysis of the activity

Object (or objective) - the target of the activity

Instruments - internal or external mediating artifacts which help to achieve the outcomes

Community - one or more people who share the objective with the subject

Rules - regulate actions and interactions within the activity system

Division of labor - how tasks are divided horizontally between community members - any vertical division of power and status

Online Portfolio Tool Characteristics

- Custom-designed Electronic Portfolio Systems- (A) system includes database to align artifacts to standards
- Free Server Space
- Open Source Software
- Commercial Software - primary market: Higher Ed, Teacher Ed, PK-12, Any
- Content Management System (CMS)
- Web Log Software or Journal - "Blogs"
- License agreement with - individual or institution
- Hosting - Hosted: resides on a centralized server; Server: software installed or data stored on own server space
- Cost & Storage space available

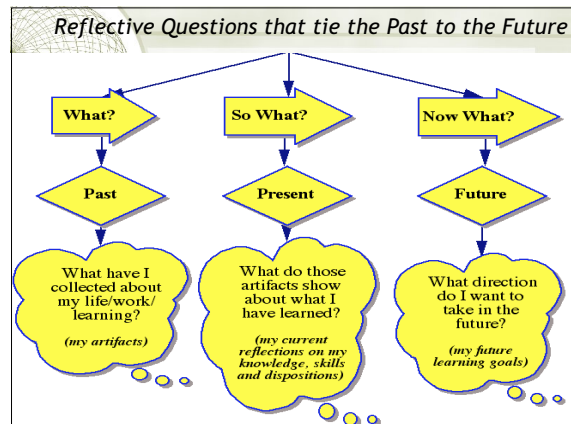
Conclusions

Too early to judge

Scales applied to each system

- "Trade-offs" - "Balance"
- Creativity
- Ease of Use
- Cost/Storage & ROI
- Features
- Flexibility/Customization Allowed
- Integration with Assessment System
- Transfer & technology skill development

"They each exhibit trade-offs between the flexibility inherent in an HTML-based tool with the relative ease-of-use but lack of creativity in a system built on a database."



Linked to...

Strategies that promote Intrinsic Motivation to maintain the process for Lifelong Learning

- Digital Storytelling
- Blogs & Wikis
- Games

Some concerns...

- Assessment for 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 - Process
Assessment (Of and for learning)
Showcase (Employment/Marketing)

Components of Portfolio Development

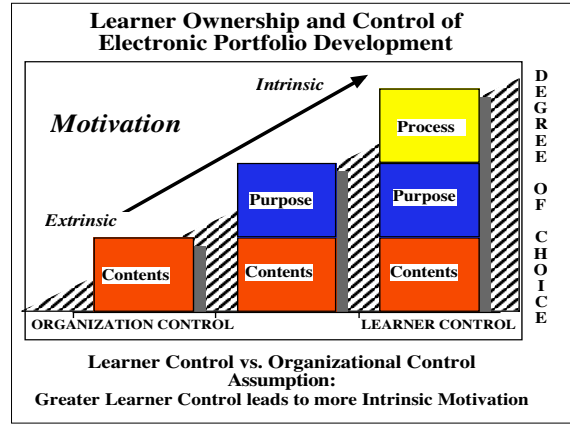
Process:
tools used
sequence of activities
rules
evaluation criteria (rubrics)
collaboration/conversation

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

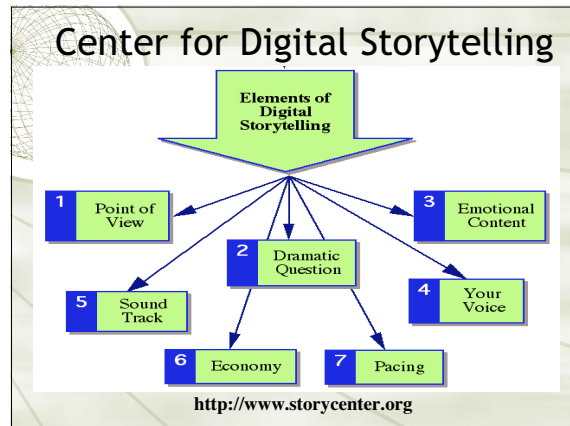
Intrinsic Motivation
-learner ownership of content, purpose and process



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



European Resources

- BBC Wales - Capture Wales
- Telling Lives - BBC
- Humber
- Cumbria
- Lancashire
- Northern Ireland
- Teenagers
- WW II Memories
- COINE (Cultural Objects in Networked Environments)

Why include Digital Storytelling in ePortfolios?

Learner Motivation and Affect

Brain Research

Storytelling as Reflection
(Schön, 1988)

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

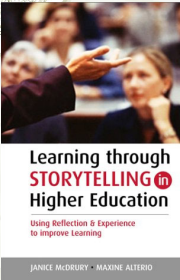
Storytelling as Reflection
(Schön, 1988)

“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.”

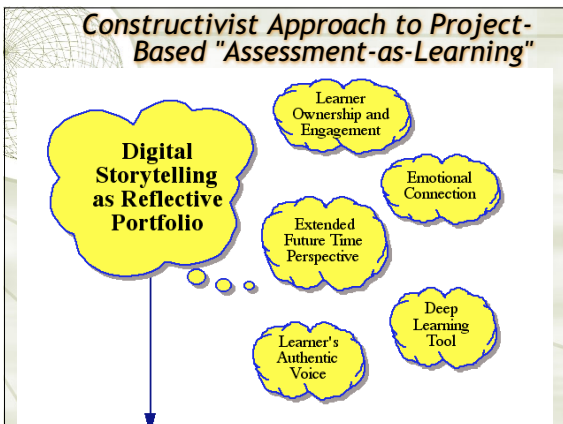
Storytelling as Reflection
(Schön, 1988)

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

Storytelling as a Theory of Learning

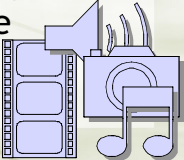



Two educators from New Zealand - staff developer and health educator
Relates storytelling to literature on learning and reflection
Provides stages of storytelling related to reflection



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.

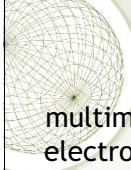




Deep Learning

involves reflection,
is developmental,
is integrative,
is self-directive, and
is lifelong

Cambridge (2004)



Voice = Authenticity

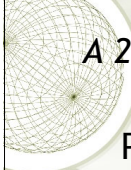
multimedia expands the "voice" in an
electronic portfolio
(both literally and rhetorically)
personality of the author is evident
gives the reflections a uniqueness
gives the feeling that the writer is
talking directly to the reader/viewer



Digital Paper or Digital Story?

If your e-portfolios are just digital paper
(text and images on the screen) you are
losing a wonderful opportunity to really
tell your story **in your own voice**.



With the capability to **add multimedia**,
audio and video, we can truly create an
engaging environment to document the
milestones of our lives.



A 2nd Grader's Autobiography

Perhaps you are a 2nd
grader telling your
autobiography for a VIP
school assignment

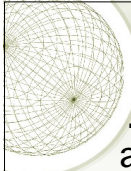

Play "tori's 2nd grade
bio"



A Graduate Student's Letter to a former teacher

...or you are a graduate
student reflecting on
what is drawing you into
teaching (while showing
your photo portfolio)


Play "coming full circle"




My own story

...or you are reaching
another transition and
decision point in a
long career, reflecting
on the milestones in
your life

Play "choices"






What's Your Story?

We all have a story to add to our portfolios. These digital stories provide opportunities for a richness not possible in print.

Some stories will represent the fresh innocence of youth, some will reflect the experiences of a rich life.

The audiences might be worldwide, like the BBC Wales, but most likely the audiences will be small and intimate.




Digital Story as Legacy

These digital stories aren't just for professional development

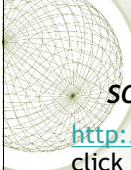
They aren't just for skills-based portfolios

They are our legacy for those who come after us...the stories of our lives we give to our children's grandchildren.



My Final Wish...

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



Presentation online and some stories are on my CD

<http://electronicportfolios.org> and click On-Line Publications

"Electronic Portfolios as Digital Stories of Deep Learning"

<http://electronicportfolios.org> and click Recent Conference Presentations

My CD has examples of digital stories as well as hands-on activities to learn the process on Mac and Windows XP



Dr. Helen Barrett

Co-Director ISTE's
Community & Assessment in
PT3 Catalyst Grant

hbarrett@iste.org

<http://electronicportfolios.org/>