




REFLECT Initiative

Researching Electronic *port*Folios: Learning, Engagement, Collaboration *through* Technology

Helen Barrett, Research Project Director, Consultant

Why The Reflect Initiative?

- Empirical evidence on effectiveness of e-portfolios in secondary schools
- Use portfolios to complement standardized tests
- Conduct a meta-study made of many smaller studies

The Goal:

- To collect data and draw conclusions about the impact of electronic portfolio on:
 - student learning
 - Motivation
 - Engagement

...in secondary schools

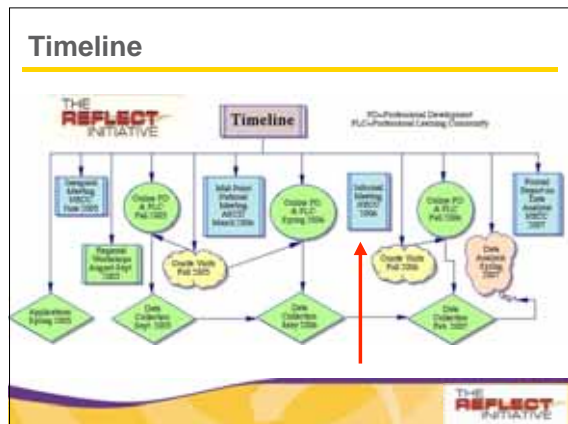
The Vision of REFLECT

To provide the teachers with the training and the students with the tools:

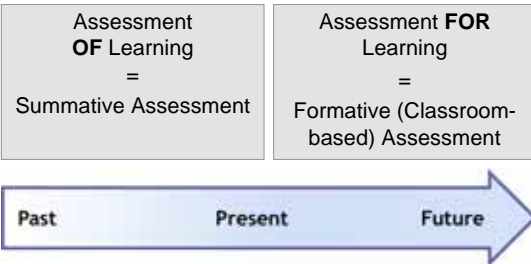
- To tell their *stories* with *pride!*
- To put *heart* and *soul* and *voice* into their portfolios!

How Were Schools Chosen?

- Schools submitted a proposal for their project in Spring 2005
- All participating organizations needed to send at least one representative to the Inaugural meeting (Philadelphia just prior to NECC 2005)
- Students must participate (and be supported) for the length of the entire program (2 years)



Purposes for Assessment



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Summary of Research Protocols

- **Pre:** Fall 2005 (Dec-Jan)
 - Online surveys of students and teachers (UNT)
- **Ongoing:** through Online PD & Teacher Journals (blogs)
 - Sample student ePortfolio reviews
- **Site Visit observations:** Winter 2005/Spring 2006
 - Focus on introduction and implementation by teachers
- **Mid:** Spring 2006 (May)
 - Online surveys of students and teachers
- **Site Visit observations:** Fall 2006/Spring 2007
 - Add Student focus groups
- **Post:** Spring 2007 (March-May)
 - Repeat online surveys of students and teachers (UNT + HSSSE)
 - Paper survey of parents (English & Spanish)

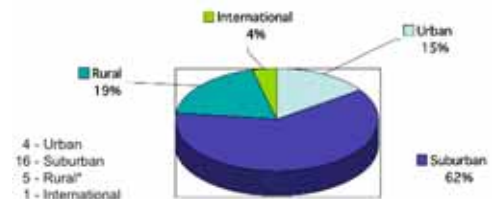
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Overall Cohort

- 15 Active Projects
 - Arizona (3)
 - New Jersey
 - California (5)
 - Florida
 - Maryland
 - Michigan
 - Brazil
 - Tennessee
 - New York
- 26 Active Schools
 - 6 in Arizona DOE Project
 - 4 in New Jersey DOE Project
 - 1 Elementary School
 - 1 Intermediate School
 - 23 High Schools
 - 2 Private Schools (MD & FL)
 - 1 International School
- ~60 Active Teachers
- ~3100 Students
 - Could double in Year 2

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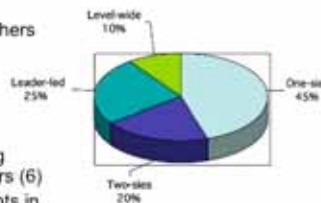
School Demographics



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Who is Implementing? (from 20 Site Visits)

- "One-sies" - Single teacher in a school (9)
- "Two-sies" - Two teachers in a school (4)
- Leader-led - tech coordinator supporting more than two teachers (6)
- Level-wide - all students in a grade level, multiple teachers (2)



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Level of Implementation (from 20 Site Visits)

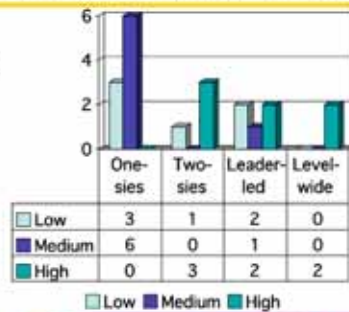
- **Low** - students using TaskStream primarily as online storage - little or no interactive feedback (teacher-to-student)
- **Medium** - promising, emerging use of TaskStream - using DRF - some interactive feedback (primarily teacher-to-student)
- **High** - creative use of TaskStream and/or other technologies, including DRF or multimedia, high levels of interactive feedback (including student-to-student)

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Level of Implementation (from 20 Site Visits)

By Who is Implementing

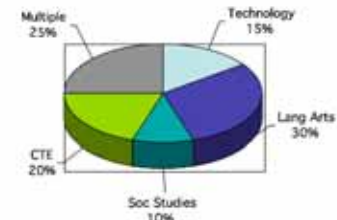
- Low (6)
- Medium (7)
- High (7)



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Curriculum Areas (from 20 Site Visits)

- Technology (3)
- English/Language Arts or Foreign Language (6)
- Social Studies (2)
- Career & Technical Education (CTE) (4)
- Multiple disciplines (5)

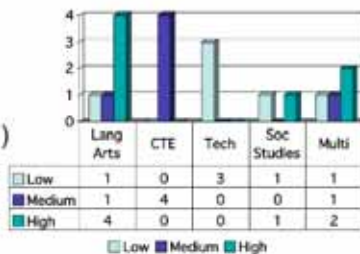


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Level of Implementation (from 20 Site Visits)

By discipline

- Low (6)
- Medium (7)
- High (7)



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Initial Observations from Site Visits

- Teacher's role is critical
 - Dual learning curve
 - Learning TaskStream (prior experience in TED program)
 - Using portfolios with students (prior paper portfolio experience)
 - Understanding reflection and metacognition
 - Using Assessment FOR Learning strategies (quality feedback)
 - Technology integration strategies
 - Support system or close collaborator
- Access to technology is also critical
 - Home access by students
 - Classroom access impact on in-school use (scheduling)

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Validating my dissertation research

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

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- <http://www.reflectinitiative.com/>
- <http://electronicportfolios.org/>



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