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Electronic Portfolios in Language Learning

Dr. Helen Barrett
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Slide 2

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
what children can teach us about learning and assessment
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The Power of Portfolios

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

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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."

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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."

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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**."

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…

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.

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)

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)

Why use Portfolios?

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

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					Blank/Missing
	Not at all			Very		
	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

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)*

Portfolio Processes

Traditional + **Technology**

- Collecting
- Selecting
- Reflecting
- Directing
- Celebrating

- Archiving
- Linking/Thinking
- Storytelling
- Collaborating
- Publishing

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)

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

Purpose & Goals for the portfolio (Determine Content)

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

Learning Portfolios

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

Reflection

Learning Portfolio

Documentation   Collaboration

The Learning Portfolio
(Zubizaretta, 2004, p.20)

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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

More later?

Purposes for Assessment

Assessment **OF** Learning	Assessment **FOR** Learning
=	=
Summative Assessment	Formative (Classroom-based) Assessment

Past	Present	Future

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

Container

- 1991: Desktop
- 1995: CD-R
- 2000: Internet
- 2005: DVD-R
- 2006: **Pocket Tech** (PDAs, Flash drives, Phones, iPods)
- What's Next?

Authoring Software

- Common tools
  - Office & PDF
  - HTML Editors
- Customized Systems
  - Online data bases
  - Work Flow Management
  - Assessment Management
- Interoperability (currently in "silos")

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Levels of ePortfolio Implementation

Working Portfolio
- The Repository
- The Digital Archive
- The Artifacts (meta-tagged)
- Personal Information
- Reflective Journal

Presentation Portfolio(s)
- The "Story" or Narrative
- Multiple Views (public/private)
- Varied Audiences (permissions)
- Varied Purposes

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

Poor Internet Access?

- Microsoft Office
  - Word
  - Excel
  - PowerPoint
- Other Options: Apple iLife06
  - iDVD, iWeb
- Web Page Editors (DreamWeaver, Front Page)

These tools do not require Internet access to **create** electronic portfolios.

Good Internet Access?

- TaskStream, iWebFolio or any commercial fee-based system
- OSP & Sakai
- Web 2.0 tools

These tools require only a browser and good Internet access to **create** electronic portfolios because they are Application Services Providers (ASP) - the software is on the company server.
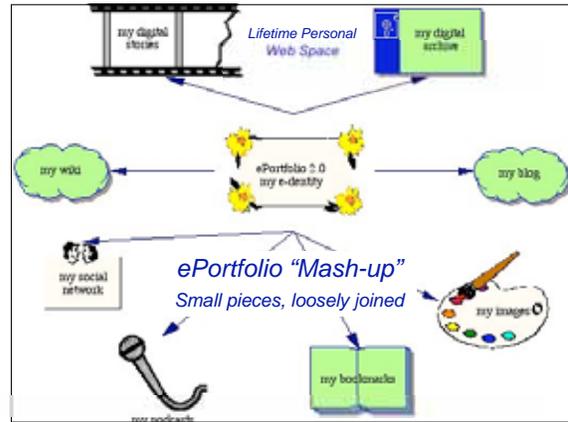

Office - Word, Excel, PowerPoint

Advantages
- On most personal computers
- Common toolset
- Easy to create hyperlinks
- Easy to add comments
- Does not require Internet access to develop portfolios (students work off-line)

Better for publishing on CD

Disadvantages
- 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)
- Data aggregation must be set up by teacher with another tool, like Excel, not automated
- Files should be translated into Web-compatible format before posting online (HTML or PDF)

Web 2.0 Technologies

Advantages
- Free, often open-source tools on the WWW
- "Me Publishing
- Shared Resources
- Shared Writing
- Media Creation Online

Disadvantages
- Requires higher technology competency
- Mostly not secure websites

"Small Pieces, Loosely Joined"

Lifetime Personal Web Space

my digital stories — my digital archive

my wiki — ePortfolio 2.0 my e-dentity — my blog

my social network

ePortfolio "Mash-up"
Small pieces, loosely joined

my images

my bookmarks

my podcasts

Architecture of **Interaction** (Web 2.0) allows a

Pedagogy of **Interaction** (ePortfolio 2.0)

Digital Evidence of Writing

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

Digital Evidence of Speaking

- **Shared Video**
  - YouTube.com
- Online Video Creation:
  - Bubbleshare.com
  - Jumpcut.com
- **Podcasts**
  Online Audio Creation:
  - Odeo.com
  - Podomatic.com

Free Online Portfolio Tools

- Blog with pages www.wordpress.com
- Free online portfolio for edu addresses www.epsilen.com
- KEEP Toolkit www.cfkeep.org
- GoogleDocs **docs**.**google**.com/

For more details:

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

http://electronicportfolios.org/web20.html

"every day-ness"

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

Lifelong and Life Wide Learning

My Final Wish…

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

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