Multiple Purposes of
Digital Stories and Podcasts
in ePortfolios
or
YouTube/iTunes meet "academic" MySpace

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Electronic Portfolios and Digital Storytelling
for Lifelong and Life Wide Learning

Based on 2 papers online

- Authentic Assessment with Electronic Portfolios using Common Software and Web 2.0 Tools
  – http://electronicportfolios.org/web20.html

- Purposes of Digital Stories in ePortfolios
  – http://electronicportfolios.org/digistory/purposes.html

Voice

Individual Identity
Reflection
Meaning Making
New Literacy

Why Digital Stories in ePortfolios?

- Reflection is the "heart and soul" of portfolios
- Digital Stories can humanize any model of ePortfolio
- Digital Stories add **VOICE**

Quote from Hartnell-Young & Morriss (2007) *Digital Portfolios*

- many issues that arise from the multiple purposes for developing electronic portfolios.
- "While these are legitimate uses for portfolios, when teachers perceive that accountability is viewed as more important than their knowledge and expertise, they can become cynical, and their portfolios tend to be **heavy with documentation but light on passion**." (p.8)

http://www.21stcenturyskills.org/

The Partnership for 21st Century Skills

New Framework for 21st Century Skills

CORE SUBJECTS

21ST CENTURY CONTENT

21st CENTURY ASSESSMENT

LEARNING & THINKING SKILLS

LIFE SKILLS

ICT LITERACY

New ISTE NETS for Students

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem-Solving & Decision-Making
5. Digital Citizenship
6. Technology Operations and Concepts

The World in Flat

The World Is Flat
A BRIEF HISTORY OF THE TWENTY-FIRST CENTURY
Thomas L. Friedman
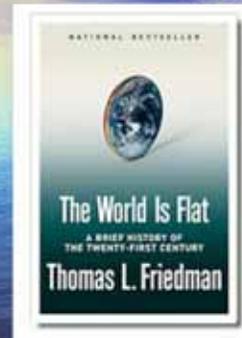
- Thomas Friedman, New York Times Columnist
- A look at the change and **globalization** since Y2K
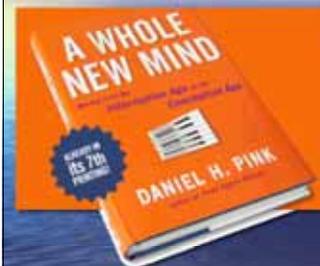

The Right Stuff - Learning in a Flat World

"**How** we educate our children may prove to be more important than **how much**."

Abilities for a flat world:
1. Learn how to learn
2. CQ (curiosity) + PQ (passion) > IQ
3. People Skills
4. Right Brain Stuff

Friedman, 2006

A Whole New Mind

A WHOLE NEW MIND
DANIEL H. PINK

- Daniel Pink
- Balancing Right-Brain skills for the "Conceptual Age" with Left-Brain skills from the "Information Age"

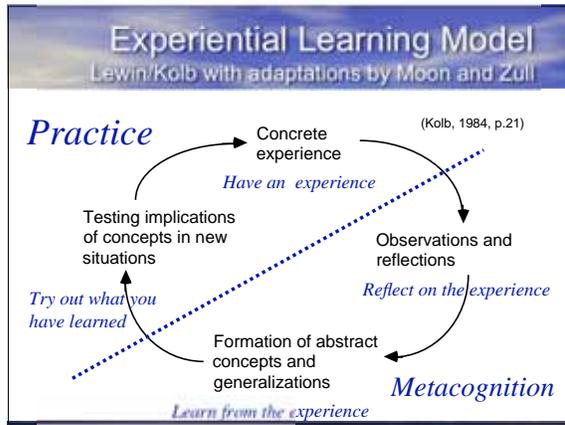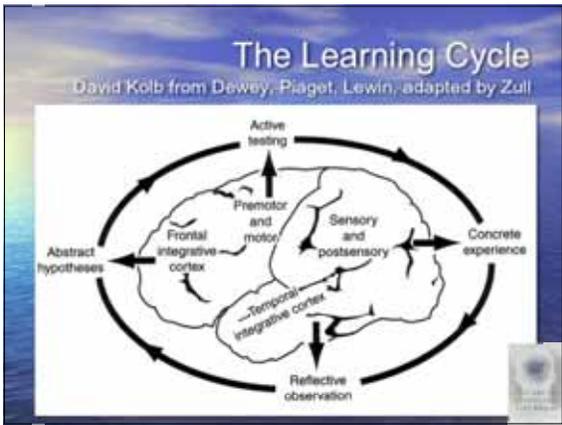## Slide 1

6 Essential High-Concept, High Touch Aptitudes
Dan Pink, *A Whole New Mind*

1. **Design** (not just function) - create objects beautiful, whimsical, emotionally engaging
2. **Story** (not just argument) - the ability to fashion a compelling narrative
3. **Symphony** (not just focus) - synthesis--seeing the big picture
4. **Empathy** (not just logic) - forge relationships - care for others
5. **Play** (not just seriousness) - laughter, lightheartedness, games, humor
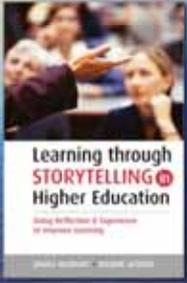6. **Meaning** (not just accumulation) - purpose, transcendence, and spiritual fulfillment.

Slide 2

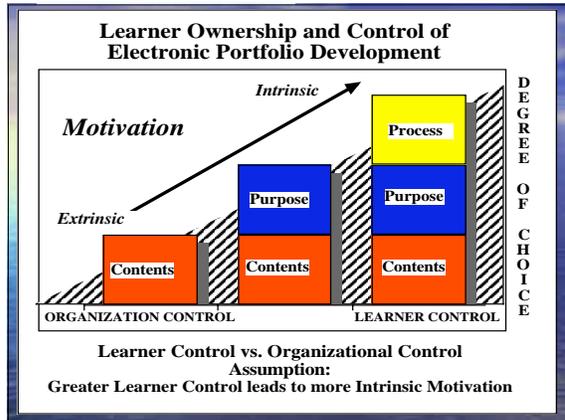**Resource on Biology of Learning**

THE ART OF CHANGING THE BRAIN
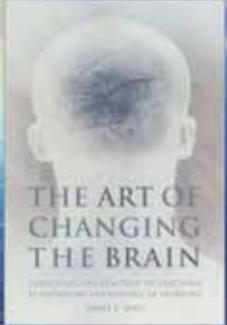
- Enriching the Practice of Teaching by Exploring the Biology of Learning
- James E. Zull
- Stylus Publishing Co.

Slide 3

The Learning Cycle
David Kolb from Dewey, Piaget, Lewin, adapted by Zull

Active testing — Premotor and motor — Sensory and postsensory — Concrete experience — Frontal integrative cortex — Temporal integrative cortex — Abstract hypotheses — Reflective observation

Slide 4

Experiential Learning Model
Lewin/Kolb with adaptations by Moon and Zull

(Kolb, 1984, p.21)

Practice

Concrete experience
Have an experience

Observations and reflections
Reflect on the experience

Formation of abstract concepts and generalizations
Metacognition

Testing implications of concepts in new situations
Try out what you have learned

Learn from the experience

Slide 5

Storytelling as a Theory of Learning

Learning through STORYTELLING in Higher Education

- 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

Slide 6

Learner Ownership and Control of Electronic Portfolio Development

Intrinsic

Motivation

Process

Purpose / Purpose

Contents / Contents / Contents

Extrinsic

DEGREE OF CHOICE

ORGANIZATION CONTROL — LEARNER CONTROL

Learner Control vs. Organizational Control
Assumption:
Greater Learner Control leads to more Intrinsic Motivation

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)

Helping Students Tell Their Stories

- **COLLECT** more than text documents
  - Pictures
  - Audio
  - Video
- Focus on **REFLECTION** over time
- Help students make **CONNECTIONS**
- Support multimedia presentation formats

Reflection:

The "Heart and Soul"
of a Portfolio

Digital Storytelling Process

- Learners create a 1– 4 minute digital video clip

Ateriaags
8th grade

  - First person narrative
    [begins with a written script ~ 400 words]
  - Told in their own voice [record script]
  - Illustrated (mostly) by still images
  - Music track to add emotional tone

A Dozen Purposes for DS in EP

- **Introduction of Self**
  - Voice & Personality
  - Legacy
  - Biography
  - Memoir
- **Artifacts**
  - Evidence of Collaboration
  - Documentary
  - Record of Experience
  - Oral Language
- **Reflection**
  - Transition
  - Decision
  - Benchmarking Development
  - Change over Time

Voice & Personality

- Voice is often missing from electronic portfolios, both literally and rhetorically.
- A digital story provides that voice: listening to the author, we hear a real person, getting a sense of their unique personality.

Victoria's 1st Grade Reflection

Legacy

- Digital stories can provide us with an opportunity to leave a legacy of our family stories for those who come after us.
- Legacy stories are usually told **about** a person or place.

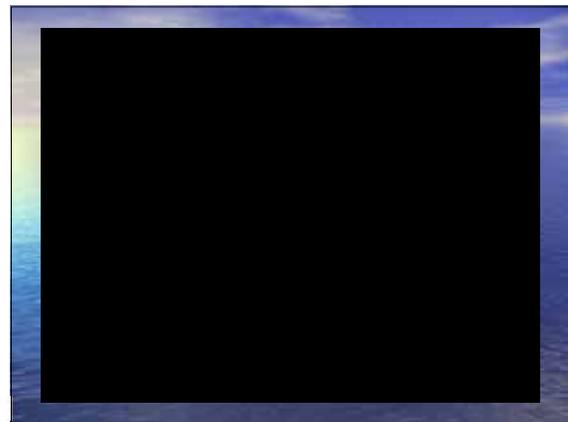*My Sister Sarah*

Biography

- A biography provides the facts about a life, whether of the storyteller or another person.

Victoria's 2nd Grade Autobiography

Victoria's 2nd Grade Autobiography

Memoir

- Whereas a legacy story is told for or **about** another person or place, a memoir is very personal, told in the first person, focusing on the memories of the storyteller.
- Memoirs are autobiographical in nature, but are much more personal and reflective.
- They are often much longer than a typical digital story.

Reflection - Transition

- Some learners reflect on the major changes or transitions in their lives.
- Reflection can help us make sense of these changes.
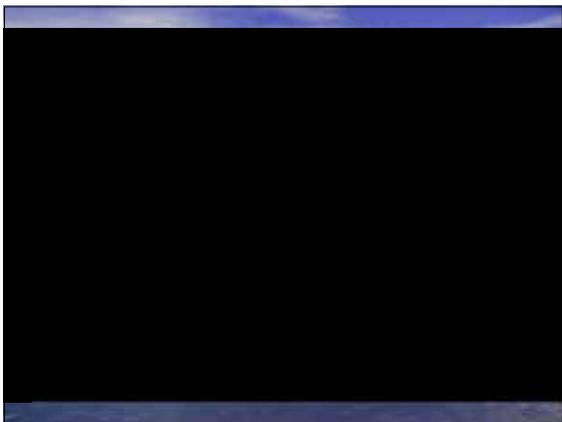- Telling digital stories could also help the transition to retirement or any other major life change.

  Coming Full Circle
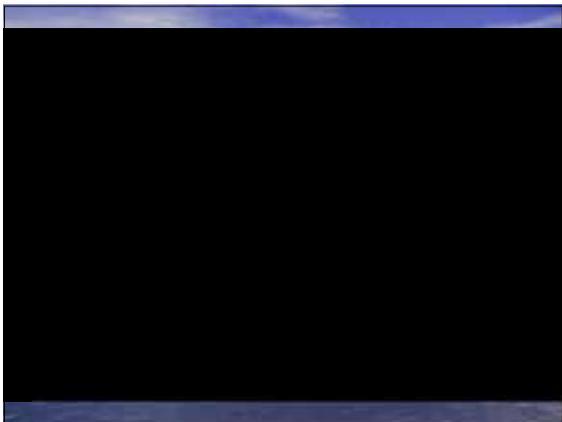
Reflection - Decision

- Digital stories can be used to either weigh the options in a decision to be made
- or document the process used to make decisions.

  Choices

Benchmarking Development

- at each point (of development) a digital story snapshot would be an extremely appropriate part of a portfolio

  Key School Portfolio

Change over time

- Maintain a collection of work over time
- Recognize when growth and change has occurred
- Reflect on the changes they see in their own performance
- Process has the potential to increase students' self esteem.

Victoria's Kindergarten Reflection

Evidence of Collaboration

- Much of the work in both schools and the workplace is the result of collaboration
- a digital story could provide explanation of the process.

Documentary

- A digital video can take the place of a research paper or a PowerPoint presentation.
- Story takes on characteristics of a documentary, often fact-based without emotional content.

What is Digital Storytelling?

Record of Experience

- Often no concrete product that can be represented in a discrete artifact.
- could be used to reflect on and document an experience
- could provide the final evidence of a project-based learning activity

Chevak

Oral Language

- learning to speak in a second language
- early childhood students learning to read in their native language
- learners record their voice, speaking or reading out loud at different stages of development
- demonstrating growth over time.
- "podcast" could be an audio-only digital story without the visual component

Victoria's Poem

Rich Digital Artifacts

- Showcase student work with explanatory narrative

Naya's Drawings
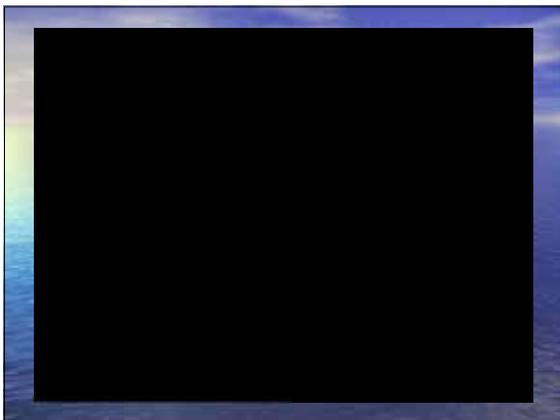
Voice = Authenticity

- multimedia expands the "voice" in an electronic portfolio (both literally and rhetorically)
- personality of the author is evident
- gives the reflections a uniqueness

How to Develop Digital Stories

Process and Tools

Process to develop digital stories

1. Script development: write the story, often with a group called a story circle to provide feedback and story development ideas
2. Record the author reading the story (audio recording and editing)
3. Capture and process the images to further illustrate the story (image scanning and editing)
4. Combine audio and images (and any additional video) onto a timeline, add music track (video editing)
5. Present or publish finished version of story
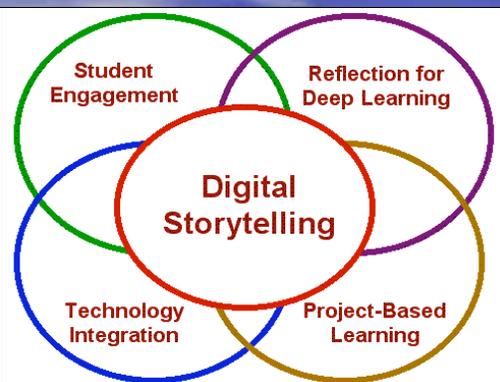

Microphones

Belkin TuneTalk   Samson USB Mic

Web 2.0 Development Tools

- **Collaborative writing tools** (for script development and collaborative writing).
  - **GoogleDocs** or any wiki
- **Online Tools for Video Editing**
  - BubbleShare
  - PrimaryAccess
  - JumpCut
  - EyeSpot
  - PhotoBucket
- **Online Tools for Audio Recording**
  - Odeo
  - Podomatic

What's Your Story?

Richness not possible in print
Audiences worldwide but most likely small and intimate.

Student Engagement

Reflection for Deep Learning

Digital Storytelling

Technology Integration

Project-Based Learning

Digital Stories and e-Portfolios
- highly motivating project-based learning activity
- powerful artifacts in electronic portfolios
- Importance of reflection in e-portfolios
- Tools for scaffolding reflection: blogging and digital storytelling
- Storytelling: reflection on experience to improve learning (McDrury & Alterio)
- the role of reflection in brain-based learning (Zull)

Name Tags

My Reflection on my own
Professional Learning
for my Professional Portfolio

My Final Wish…

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

Dr. Helen Barrett

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