

## Using Wikis for Classroom-Based Assessment and Interactive Student ePortfolios

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Electronic Portfolios and Digital Storytelling for  
Lifelong and Life Wide Learning

## Based on paper online

- ❖ Authentic Assessment with Electronic Portfolios using Common Software and Web 2.0 Tools
  - <http://electronicportfolios.org/web20.html>
- ❖ Creating ePortfolios with Web 2.0 Tools
  - <http://electronicportfolios.org/web20portfolios.html>
- ❖ Using Electronic Portfolios for Classroom Assessment
  - Connected Newsletter (Classroom Connect) - handout



## Agenda

- ❖ **Product**
  - Introductions
  - Interactive Web (Web 2.0)
- ❖ **Process**
  - Interactive Portfolios and Reflection (ePortfolio 2.0)
  - Using WikiSpaces for iPortfolios and Classroom-Based Assessment
- ❖ **Hands-on**
  - Creating interactive portfolios using WikiSpaces and/or GoogleDocs

“Voice matters”

“Building meaning”

“Building personal knowledge”

## Workshop Overview

- ❖ You will:
  - See examples of online portfolios
  - Create a framework for an online portfolio using WikiSpaces
  - See how to add voice to an electronic portfolio through podcasting and digital storytelling

## Introductions and Essential Questions from audience

- ❖ What are your questions about constructing electronic portfolios?

## ePortfolio Technology over Time

- | Container  | Authoring Software                        |
|--|---|
| ❖ 1991: Desktop  | ❖ Common tools                            |
| ❖ 1995: CD-R   | – Office & PDF                            |
| ❖ 2000: Internet   | – HTML Editors                            |
| ❖ 2005: DVD-R  | ❖ Customized Systems                      |
| ❖ 2007: <b>Pocket Tech</b> (PDAs, Flash drives, Phones, iPods) | – Online data bases                       |
| ❖ What's Next?   | – Work Flow Management                    |
|  | – Assessment Management                   |
|  | ❖ Web 2.0 Tools                           |
|  | – Blogs, Wikis, GoogleDocs                |
|  | ❖ Interoperability (currently in “silos”) |

### *Levels of ePortfolio Implementation*

<ul style="list-style-type: none"> <li>❖ <b>Working Portfolio</b></li> <li>– The Repository</li> <li>– The Digital Archive</li> <li>– The Artifacts (meta-tagged)</li> <li>– Personal Information</li> <li>– Reflective Journal</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Presentation Portfolio(s)</b></li> <li>– The “Story” or Narrative</li> <li>– Multiple Views (public/private)</li> <li>– Varied Audiences (permissions)</li> <li>– Varied Purposes</li> </ul>
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### *Portfolio Processes*

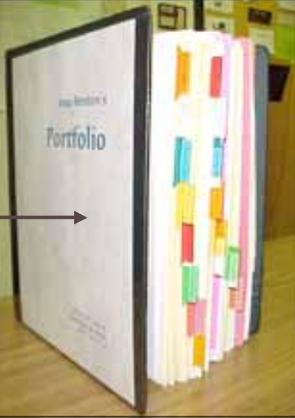
**Traditional + Technology**

<ul style="list-style-type: none"> <li>❖ Collecting</li> <li>❖ Selecting</li> <li>❖ Reflecting</li> <li>❖ Directing</li> <li>❖ Celebrating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Archiving</li> <li>❖ Linking/Thinking</li> <li>❖ Storytelling</li> <li>❖ Collaborating</li> <li>❖ Publishing</li> </ul>
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## *What is the best tool?*

# It Depends!

*Our goal is to move from this container to the WWW.*



### *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
- ❖ **Internet access?** Poor or good?

### *Today's Tool Choices*

<p><b>Poor Internet Access?</b></p> <ul style="list-style-type: none"> <li>❖ <b>Microsoft Office</b> <ul style="list-style-type: none"> <li>– Word</li> <li>– Excel</li> <li>– PowerPoint</li> </ul> </li> <li>❖ <b>Other Options:</b> <ul style="list-style-type: none"> <li>Apple iLife06</li> <li>– iDVD</li> <li>– iWeb</li> </ul> </li> <li>❖ <b>Web Page Editors</b> (DreamWeaver, Front Page)</li> </ul> <p>These tools do not require Internet access to <b>create</b> electronic portfolios.</p>	<p><b>Good Internet Access?</b></p> <ul style="list-style-type: none"> <li>❖ <b>TaskStream</b> or any commercial fee-based system</li> <li>❖ <b>Open Source Systems</b></li> <li>❖ <b>Web 2.0 tools</b></li> </ul> <p>These tools require only a browser and good Internet access to <b>create</b> electronic portfolios because they are Application Services Providers (ASP) - the software is on the company server.</p>
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## Web 1.0 vs. Web 2.0

DoubleClick	Google AdSense
Ofoto	Flickr
Akamai	BitTorrent
mp3.com	Napster
Britannica Online	Wikipedia
personal websites	blogging
domain name speculation	search engine optimization
page views	cost per click
screen scraping	web services
publishing	participation
content management systems	wikis
directories (taxonomy)	tagging ("folksonomy")
stickiness	syndication
Netscape	Google

O'Reilly, T. (2005)

## Web 2.0 Technologies

### Advantages

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

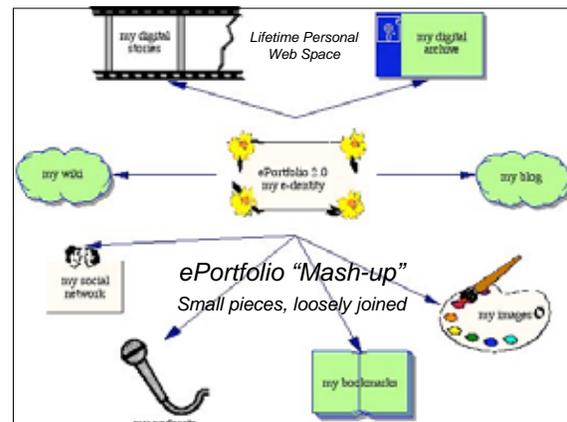
### Disadvantages

- ❖ Requires higher technology competency
- ❖ Mostly not secure websites

"Small Pieces, Loosely Joined"

## Shared Writing

- ❖ **Wikis**
  - WikiSpaces (hosted site with free subscriptions for teachers)
  - MediaWiki (Open Source - used by Wikipedia)
- ❖ **Online Collaborative Writing Tools**
  - GoogleDocs
  - Zoho tools



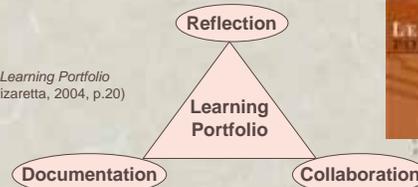
## What is a Portfolio?

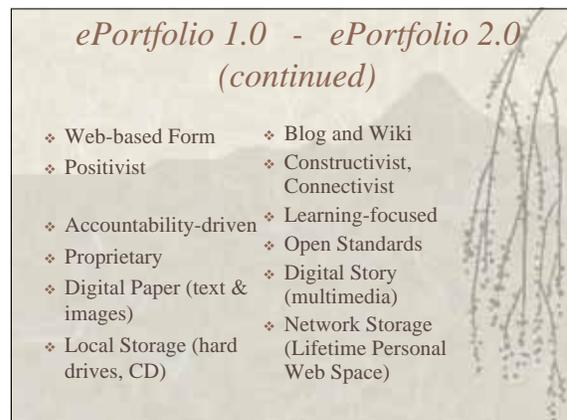
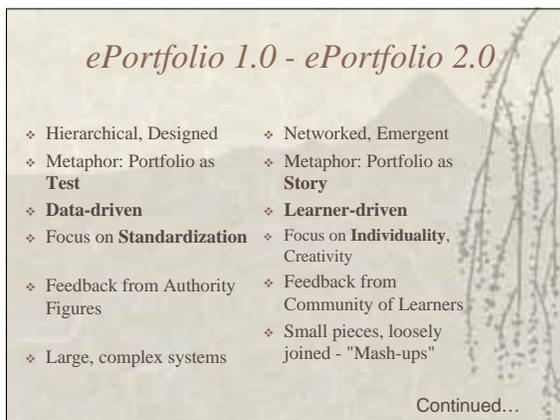
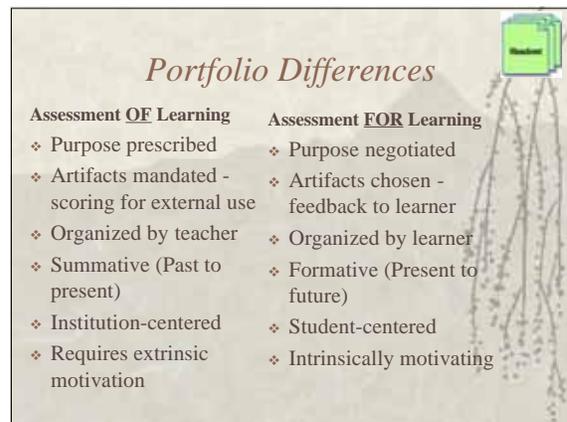
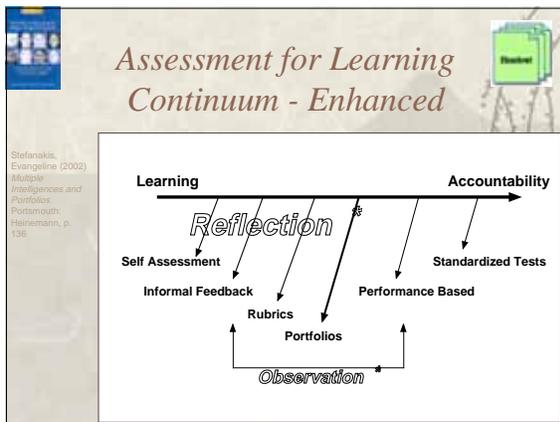
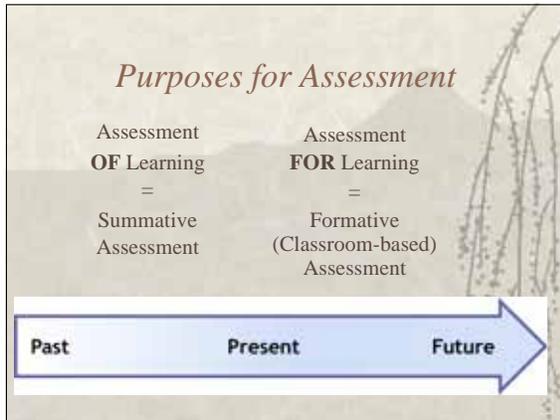
- ❖ A purposeful collection of work that demonstrates efforts, progress and achievement in one or more areas [over time]
- ❖ Multiple purposes
  - Learning/Process ("Know Thyself")
  - Assessment/Accountability
  - Marketing/Employment

## Learning Portfolios

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

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





## “every day-ness”

- ❖ How can we make ePortfolio development a natural process integrated into everyday life?
- ❖ Challenge of technology tool user-friendliness
- ❖ **Lifelong and Life Wide Learning**

## Social Learning

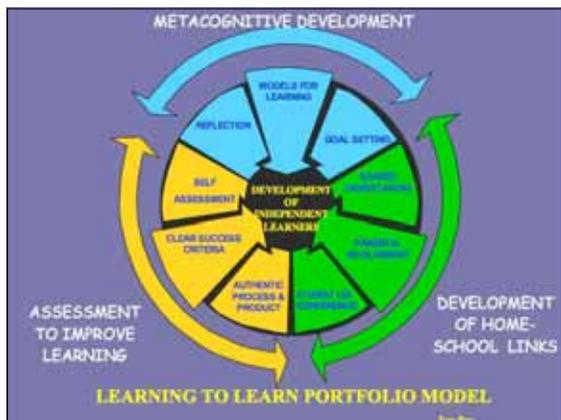
How can we integrate ePortfolios with what we know about social learning and interactivity?

*Architecture of Interaction  
(Web 2.0)  
allows a*

**Pedagogy of Interaction**  
(ePortfolio 2.0)

## Learning to Learn Portfolio Model

Ian Fox  
Buckland's Beach Intermediate School,  
Auckland, New Zealand



## Metacognitive Development

- ❖ **Models for Learning** - for teaching thinking skills
- ❖ **Reflection** - being able to stand back, to think about what has been done well, to identify difficulties, and to focus on areas for improvement.
- ❖ **Goal-Setting** - has a profound effect on students' progress towards independent learning

### *Assessment to Improve Learning*

- ❖ **Clear Success Criteria** -
  - Clear performance standards give students a goal towards which they should strive.
- ❖ **Self-Assessment** -
  - Students can assess their own work against stated standards.
- ❖ **Authentic Process and Product** -
  - real-life tasks and contexts

### *Development of Home-School Links*

- ❖ **Parental Involvement** -
  - portfolio going home on a regular basis, parents have opportunities to discuss progress with their children and give support and encouragement
- ❖ **Student-Led Conferences** -
  - focus remains on the students and the critical role they have in determining their own future development
- ❖ **Shared Understanding** -
  - the whole assessment process becomes more open

### *Goal:*

- ❖ Development of Independent Learners
- ❖ "More significantly the portfolio can be a vehicle for empowering students to take increasing responsibility for their own learning. It can assist with the development of student self esteem through providing a means for them to display work of which they are proud;"

### *Emerging Models for Portfolios*

- ❖ mPortfolios    ❖ Mobility
- ❖ iPortfolios    ❖ Interactivity
- ❖ Digital Stories ❖ Voice

## *Voice and Interactivity*

Individual Identity  
Reflection  
Meaning Making  
New Literacy

### *Discussion and demonstration: Online Electronic Portfolios*

- ❖ Show my **WikiSpaces** and **GoogleDocs** portfolio and a few of the other portfolios that I have created with other tools

### *Choosing a tool to use*

- ❖ I have advertised the use of a wiki (WikiSpaces) for this workshop.
- ❖ The process could be repeated with any number of online tools, such as WordPress, GoogleDocs, or a web page editor

### *Sign up for a WikiSpaces account:*

- ❖ <http://www.wikispaces.com/site/for/teachers>
- ❖ Write down your user name
- ❖ and password



### *Step 1: Purpose*



- ❖ What are you trying to show with this portfolio?
- ❖ Are there outcomes, goals, or competencies that are being demonstrated with this portfolio?
- ❖ In this example, we will use an electronic portfolio to provide formative feedback on student work.

### *Organizing the Portfolio*

- ❖ For this exercise, we will use the enGauge 21st Century Skills
  - **Digital-Age Literacy**
  - **Inventive Thinking**
  - **Effective Communication**
  - **High Productivity**

### *Set up the first page*



- ❖ Create a new WikiSpaces Page
- ❖ Type "My Portfolio" on the first line (that becomes the name of the document)
- ❖ Create several sections on the page:
  - Introduction to my portfolio (Purpose and audience)
  - Vita or Resume
  - Biography
  - Goals (Academic or Professional)
- ❖ *Note: the Introduction is the first page people read, but usually the last page that is written, like an Executive Summary or Abstract.*

### *Step 2: Collection and Selection*



- ❖ What artifacts will you include in your portfolio?
- ❖ Create a digital archive of work
- ❖ For this exercise, we will create a list of possible artifacts, and assign them to one or more of the skills.



### Set up an Artifacts Page

- ❖ Create a second page in WikiSpaces
- ❖ Type in Artifacts on the first line - that will become the name of the document.
- ❖ Create a table on the page  
5 columns wide, 5 rows long
- ❖ Type in the name of the skills on the first row in columns 2-5
- ❖ We will brainstorm a list of artifacts that might meet each skill, and place a mark under the appropriate column



### Set up a Skills Page

- ❖ Today, we will create a single page, listing all four skills - in a real portfolio, there could be a page for each competency
- ❖ Create other WikiSpaces pages (one for each competency)
- ❖ Type the name of the Competencies on the first line of each page  
That will become the name of the file.



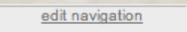

### Stage 3: Reflection

- ❖ Under each skill, add these three questions:
  - **What?** (My Artifacts)
  - **So What?** (My Reflection on how these artifacts demonstrate that I have met this skill)
  - **Now What?** (My future learning goals related to this skill)
- ❖ We do not have time in the workshop to write these reflections... we have simply provided the space for later reflection



### Fine-tuning the portfolio

- ❖ Add navigation links to the left navigation bar (hyperlink to all other WikiSpaces pages in your portfolio)
  - Edit the Navigation bar. Create links to each page in the portfolio
- ❖ If you have time:
  - Use graphics and formatting to add individuality and creativity to the portfolio document
  - Add your picture to the first page
  - Hyperlink to some web pages or artifacts that are online





### Step 4: Collaborate

- ❖ Use the **Discussion** feature available for each page to provide feedback (does not change the text on the screen)
- ❖ Invite your partner to become a co-author and edit each other's pages (Manage Space)



- ❖ Practice providing comments and editing each other's documents. Click on **Recent Changes**.



### Step 5: Publishing

- ❖ The entire portfolio can be exported to an HTML archive.
- ❖ Select **Manage Space - Export Space as HTML**





## *Revisions*

- ❖ Select the revisions to see the changes you made to the document, and those that your partner made.
- ❖ This is an excellent way to track the participation on collaborative documents.

## *Congratulations!*

You have created your first outline for an online portfolio using WikiSpaces.

## *Reflection*

The “Heart and Soul” of a Portfolio  
One of the Literacies

## *ePortfolios Help 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

## *Linked to...*

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

Online Portfolios  
Digital Storytelling  
Blogs & Wikis  
Games

## *A Preview of my Session Digital Stories in ePortfolios Tuesday, 2:00 PM*

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

## *A Dozen Purposes for Digital Stories in ePortfolios*

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

## *Digital Paper or Digital Story?*

Digital paper = text and images only

Digital story = tell your story **in your own voice.**

**Multimedia** = audio and video

## *Other collaborative writing Web 2.0 tools*

- ❖ GoogleDocs
- ❖ Zoho

## *My Final Wish...*

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

## *Dr. Helen Barrett*

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- ❖ <http://electronicportfolios.org/>