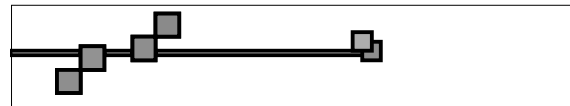


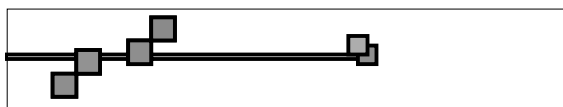

New Directions in Electronic Portfolios

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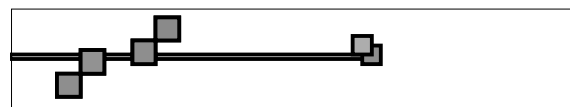

Introduction

- Basic Questions
- Generic Tools
- Customized Systems
- A rubric for both...



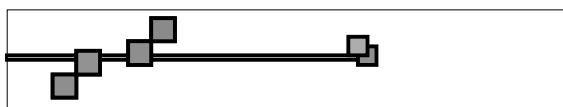

Basic Questions

- How does an electronic portfolio differ from an online assessment management system?
- What are the multiple purposes that electronic portfolios are developed to address?



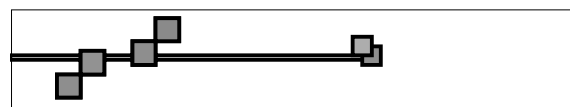

Basic Questions

- How does the structure of the electronic portfolio tools enhance or limit the outcome of the portfolio development process?
- Can we (or should we) come up with common criteria to describe the term “electronic portfolios”?




Generic Tools

- Learners construct their own portfolios using the Generic Tools (GT) approach using whatever digital storage space they have available.



Customized Systems

- Using the Customized Systems (CS) approach an educational organization or a company provides an online database environment that provides a structure and server space for learners to store and organize their portfolios.



Generic or Customized?

- What are the advantages and trade-offs of these two paths if the goal of electronic portfolios is to stay focused on the quality of work by a learner and its valid alignment to the standards and goals of education? By what criteria can we compare the two approaches?

Criteria for Comparing

- Planning & Goal Setting
- Framework for Creativity
- Communications
- Collaboration Tools
- Reflective Processes
- Connection Capabilities
- Organizational Flexibility
- Display Flexibility and Transportability
- Data and Information
- Start-up Costs and Maintenance

Planning & Goal Setting

	Minimally Present	Mixed	Fully Developed
Customized System	Application has no specific structure for facilitating the planning and goal setting process	The application's tools can generically support either planning or goal setting, by either (but not all) of the following: prompts, documentation, and linkages to other parts of the system.	Planning processes are prompted, online dialog is documented, goals can be flexibly linked to standards and other frames of reference determined either by the organization or individual.
Generic Tools (e.g. scheduling, timelines, project management systems, visualization, databases, spreadsheets)	Planning takes place "off line" and artifacts of the process are not expected in the portfolio.	Documentation of planning and the evolution of goal setting are acceptable content for portfolios.	Expectations include the documentation and portfolio presence of planning/goal setting and adjustments as part of the story of growth over time.

Framework for Creativity

	Minimally Present	Mixed	Fully Developed
Customized System	Learners may have few if any tools for creatively building or editing their portfolios, or have few if any choices to make.	Learners are able to exercise limited choices when building portfolios.	The application allows learners to customize all digital products. Learners either have CS tools or are expected to use GT to add creativity to their portfolios.
Generic Tools (e.g. tools for visualization, animation, audio, video, databases, spreadsheet representations, graphic production)	Inflexible templates or stock multimedia elements (sounds, graphics, logos) are used by learners for the organization and display of their portfolios.	Learners are encouraged to create some original elements or organizational aspects of their portfolios.	Learners are taught and supported in the development of rich and varied, expressive multimedia skills. Portfolios display the individual creativity of each learner.

Communications

	Minimally Present	Mixed	Fully Developed
Customized System	Application does not utilize telecommunications in its processes or documentation.	Application allows some use of telecommunications or allows documentation of such in portfolios.	Application integrates asynchronous and synchronous communications into all processes and documentation is available to be used in portfolios.
Generic Tools (e.g. email, threaded discussions, video conference systems, webcasts)	Program does not include telecommunications in its processes or documentation.	Some telecommunications are used to develop plans, goals, work products, and the creation of portfolios. Some learners document their communications for inclusion in portfolios.	Portfolios show evidence of use of telecommunication tools in planning, goal setting, work improvement over time, and final products.

Collaboration Tools

	Minimally Present	Mixed	Fully Developed
Customized System	Application provides few if any collaboration tools.	Collaboration tools are limited to basic communication, not co-creation of work and documentation. Collaboration may be supported for either the process of assembly or the improvement feedback on the work products or portfolios.	Application supports multiple group and individual roles and relationships that support self, peer and expert co-creation and dialog about portfolios and their products.
Generic Tools (e.g. threaded discussions, net meetings, video conferences, whiteboards, asynchronous work spaces)	Program does not emphasize or there is little evidence of collaboration in portfolios.	Program uses some generic tools for collaborative work and encourages learners to include evidence of collaboration in at least one portfolio.	Documentation from generic collaboration tools is prompted and supported in all portfolios.

Reflective Processes

	Minimally Present	Mixed	Fully Developed
Customized System	Application has few if any prompts or other supports for creating reflections on work.	Reflections can be created and attached to the application, with or without built-in tools.	Application prompts for and supports multimedia reflections on work and the creation of alignment between purposes and audiences for multiple portfolios.
Generic Tools (e.g. word processor, video, audio, multimedia production)	Written or audio reflections primarily deal with the alignment of work to program requirements or personal statements.	Reflections using multimedia expression are encouraged. Alignment of purpose and audience may have a single focus and reside in one portfolio, ideally, a working folio, a program completion folio, and one or more other folios for employment, public and private purposes.	Learners are collaboratively assisted to reflect and create alignment of purpose and audience in more than one portfolio, ideally, a working folio, a program completion folio, and one or more other folios for employment, public and private purposes.

Connection Capabilities

	Minimally Present	Mixed	Fully Developed
Customized System	Application does not provide ways to link work products to schemas.	Built in linkages may be available, or learners may add some limited linkages as needed.	Application facilitates maximum use of linkages among and between work products and other representations and multiple sets of schemas. Learners have flexible access to the linkages to make adjustments and create new connections.
Generic Tools (e.g. hypertext capabilities in word processors or publication tools, web page applications, raw HTML)	Some learners invent their own ways of making a few linkages to a schema.	Several learners make some linkages to or publish their work alongside at least one schema.	Learners are expected to extensively link their work to more than one schema, depending upon audience and purpose of a portfolio.

Organizational Flexibility

	Minimally Present	Mixed	Fully Developed
Customized System	An organizational framework may not be present, or may be present but inflexible or limited in its customization possibilities.	One or more organizational frameworks are possible, but are limited in flexibility.	Multiple frameworks are supported and can be deployed flexibly across learner work areas and portfolios.
Generic Tools (e.g. hypertext capabilities, databases)	Learners use few if any hypertext or database capabilities to flexibly reorganize their work.	Methods of flexible organization are taught and encouraged, but not expected of all learners.	All learners maintain more than one way to work collections and utilize more than one organizational framework to represent their work.

Display and Transportability

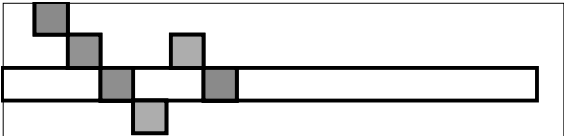
	Minimally Present	Mixed	Fully Developed
Customized System	Few if any choices for display are offered to the learner within the application. Final product displays are limited in scope, flexibility or transferability. Data is only accessible from system and cannot be transferred into a stand-alone format.	Application supports some dynamic displays and offers choices among templates for presentations. Final products are either extensible in scope, flexibility or transferability.	Application supports multiple representations as well as the use of either internal or external tools for enhancing the display of work. Final products can be saved to hard drive storage, CD, DVD and other digital as well as hybrid printmedia formats.
Generic Tools (e.g. many tools have display possibilities, advanced uses include database driven web displays, active server pages, and dynamic HTML)	Display of works is essentially the same from page to page or slide to slide. Generic tools are used with their most basic default capabilities.	Generic tools are used with some of their more advanced hypermedia features.	Portfolios show evidence that students can use the advanced hypermedia features of generic tools to create flexible or dynamic displays of their work. Final format is portable and transferable in digital format.

Data and Information

	Minimally Present	Mixed	Fully Developed
Customized System	Few if any data collection methods are provided. Application may raise concerns about storage and the permanence and ownership/privacy of information. Client may not be able to impact the data and information system.	Data collection, analysis or reporting methods are partially supported, with few concerns about storage, permanence and ownership/privacy of information. Client may not be able to impact the data and information system.	Application supports multiple data collection, analysis and reporting processes across learners and allows records to be kept and displayed over time. Storage, permanence and ownership/privacy issues are solved flexibly with the client.
Generic Tools (e.g. databases, spreadsheets, visualization tools, GIS, web searches, virtual libraries)	Portfolios give a limited picture of the student in terms of their own intentions for learning and the programs' intentions for their learning.	Portfolios give a reasonably valid and detailed picture of some aspects of the student's learning and show some of the balance of program and individual intentions of learning.	Each portfolio is a rich, valid and balanced picture of an individual student (their intentions in learning balanced with the program's intentions for their learning) that is in part, not commensurable with other students.

Start-up Costs & Maintenance

	Minimally Present	Mixed	Fully Developed
Customized System	Implementation of the application places high demands on an organization for servers, software, maintenance, and programming staff.	Implementation of the application gives an organization choices for the burden on servers, software, maintenance and programming staff, but the costs are based on business models and expenses and generally favor large scale users.	Implementation of the application offers several flexible options for servers, software, maintenance and programming staff that are low cost and sustainable even for small sites.
Generic Tools (servers, system software, lab licenses)	Program has little or low centralized support for applications, updates, server space and access, multiple licenses for products from uncoordinated buying across the organization.	Program provides periodic support with a few options for training, but the type and depth of support places a high burden on some people, creating barriers to ubiquitous implementation.	Program has a continuously improving IT support that is client centered on the learning program and all of its members. IT provides low cost group purchases with automatic updates of the software suite, provides on-demand and continuous training and support to both learners and teachers.



Professional Learning Plan
www.learningcentral.org
www.thinkclick.org

Log-ins: test learner
test advisor
test admin
Password: plp