

SOCIETY FOR
INFORMATION
TECHNOLOGY
& TEACHER
EDUCATION

Getting Their
Hands Dirty:

Issues Related to the
Development of Electronic
Portfolios

First, about Kean University



- about 30 minutes southwest of NYC
- 3100 students in teacher education programs (undergrad and grad)
- public institution
- low-, middle-income students
- commuter institution
- PT3 grantee

Goals for *Our* Program in the development of electronic portfolios:

- *Note: Portfolio development only one component of our PT3 Program*

Portfolios should

- be developmental (occur over time);
- reflect appropriate standards, e.g.,
 - INTASC
 - NJ Core Content
 - ISTE
- spur personal reflection on development as teacher;
- addressing pedagogical and philosophical issues

Digital Equity Issues Related to Portfolio Development:

- make no assumptions about students owning computers; having access to the Internet;
- map out what students *without* computers must do to construct their portfolios;
- can you loan equipment?
- how will you interface between what students do at home and what happens on campus;
- provide support network, with lab space, appropriate tools, and faculty/student guidance;
- anticipate what will happen when students graduate

Some general issues:

- Are guidelines for portfolio development clear and articulated?
- Are faculty assignments and courses consistent with portfolio development?
- Which office/individuals are responsible for portfolio development? (Provide directory)
- Will support for portfolio development be institutionalized (or expire with grant)?
- Work with faculty/programs across your campus (helps with institutionalization)

Portfolios can

- allow students to reflect on the process of portfolio development itself;
- serve as powerful advisement tools
 - with faculty support!

Electronic Portfolios

- should use a *common tools* approach;
- with a focus on those tools likely to be used by a classroom teacher, e.g., *Inspiration, iMovie, eZedia*
- allow for exciting, creative uses of technology;
- should provide for reflection on the tools they use (Why? What did I learn? How can they be used in the classroom?)

In other words, use
portfolio development as
an opportunity for
students to “get their
hands dirty”

Students should have ability to choose

- to post portfolios to the Internet;
- to burn them to a CD (DVD?);
- or both

A Central Premise:

- The portfolios belong to the students;
- Students control the development and production of their portfolios

Consider the role of Portfolios in your program:

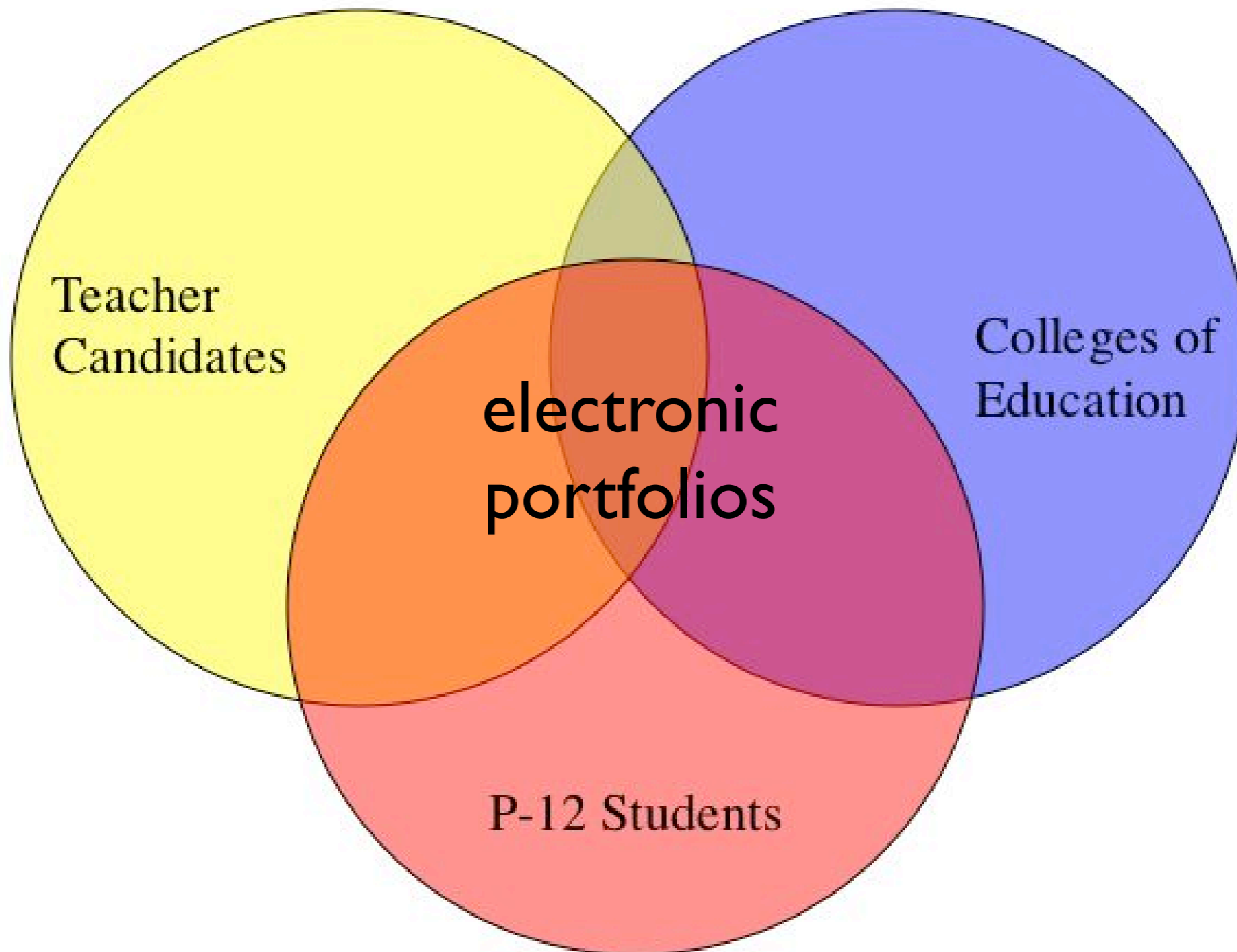
- Are they *reflective, developmental* tools?
- Are they *gates*?
- Are they *instruments to serve external accreditation agencies*?

These approaches *can*
be in conflict with one
another

Let's continue the dialogue on electronic portfolios:

- What's in it for us (colleges of education)?
- What's in it for the students?
- What's in it for the children they will teach?

**Ideally, the construction of
electronic portfolios
intersects the needs of all
three groups**



Teacher
Candidates

Colleges of
Education

electronic
portfolios

P-12 Students