

**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>

The screenshot shows the homepage of electronicportfolios.org. It features a navigation menu with links for 'Home', 'About Us', 'Contact Us', 'Privacy Policy', and 'Terms of Use'. A search bar is located at the top right. The main content area includes a section for 'Information about Electronic Portfolios and Digital Storytelling' with a list of links: 'Introduction', 'Benefits', 'Getting Started', 'Digital Storytelling', 'Digital Family Stories', and 'International Digital Storytelling'. A red circle highlights the 'Digital Storytelling' link, and an arrow points from it to another red circle highlighting the link 'Purposes for Digital Stories in Electronic Portfolios 08' in the 'Digital Storytelling' section.

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**

<http://www.21stcenturyskills.org/>

The image shows the cover of the report 'Learning in the 21st Century' published by the Partnership for 21st Century Skills. The cover features a blue and white design with a globe and several small images of students. The text on the cover includes 'LEARNING IN THE 21ST CENTURY' and 'Partnership for 21st Century Skills'.



- ### 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

- Thomas Friedman, New York Times Columnist
- A look at the change and **globalization** since Y2K

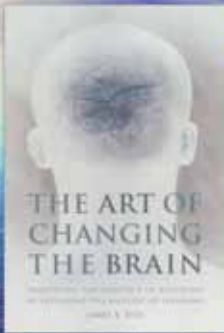
- ### The Right Stuff - Learning in a Flat World
- "How we educate our children may prove to be more important than **how much**."
- Abilities for a flat world:
1. Learn how to learn
 2. CQ (curiosity) + PQ (passion) > IQ
 3. People Skills
 4. Right Brain Stuff
- Friedman, 2006

A Whole New Mind

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

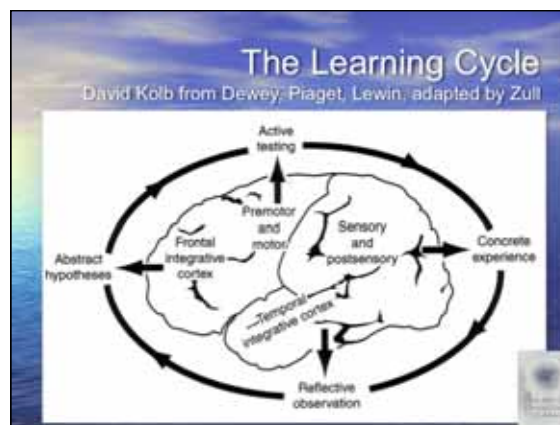
- ### 6 Essential High-Concept, High Touch Aptitudes
- Dan Pink, *A Whole New Mind*
1. **Design** (not just function) - create objects beautiful, whimsical, emotionally engaging
 2. **Story** (not just argument) - the ability to fashion a compelling narrative
 3. **Symphony** (not just focus) - synthesis--seeing 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.

Resource on Biology of Learning

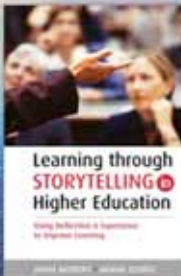


THE ART OF CHANGING THE BRAIN
How the Brain Learns and Why - Implications for Teaching and Assessment in Higher Education
 JAMES E. ZULL

- Enriching the Practice of Teaching by Exploring the Biology of Learning
- James E. Zull
- Stylus Publishing Co.

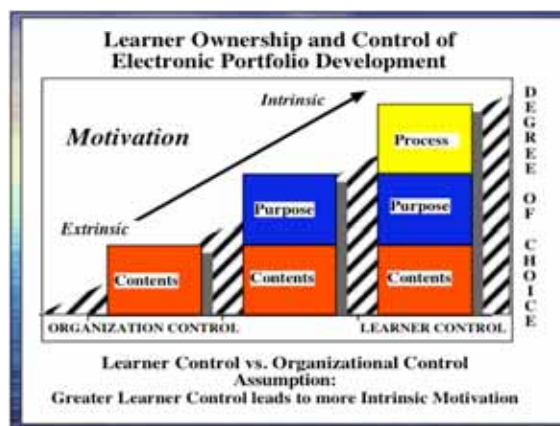


Storytelling as a Theory of Learning



Learning through STORYTELLING in Higher Education
Using Reflection & Experience to Enhance Learning
 DAVID PAULSON, SARAH PAULSON

- 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

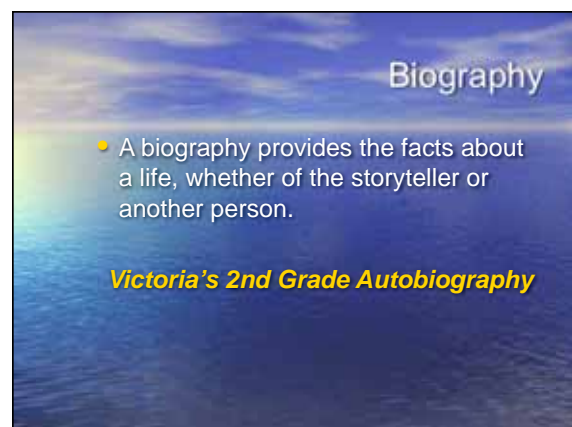
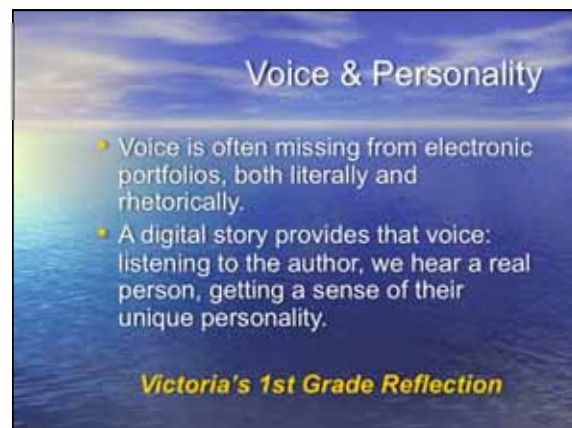
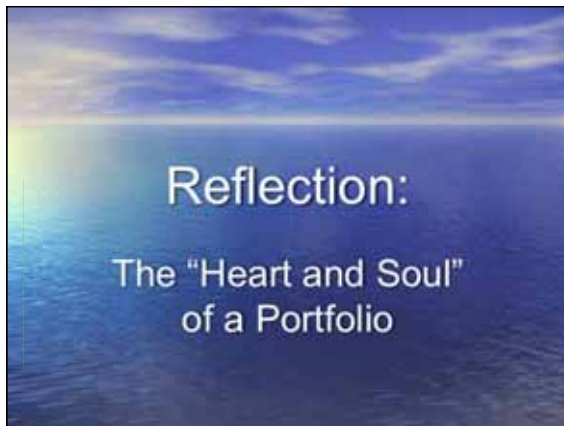


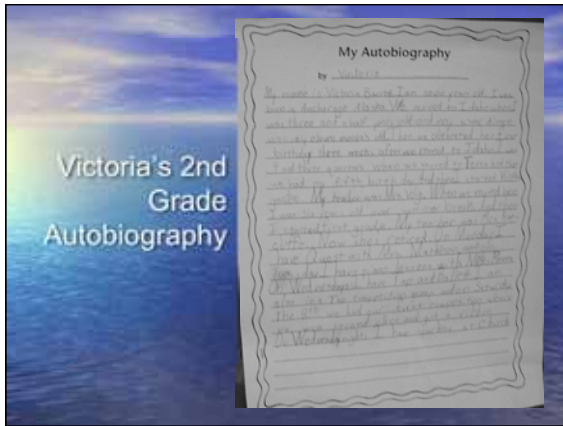
Portfolio tells a Story

"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





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

Rich Digital Artifacts

- Showcase student work with explanatory narrative

Naya's Drawings

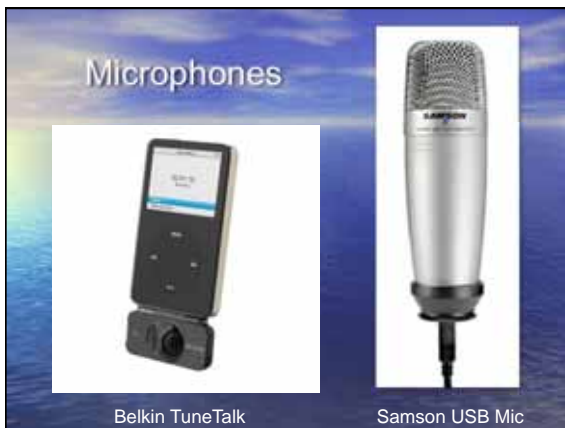
Voice = Authenticity

- 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

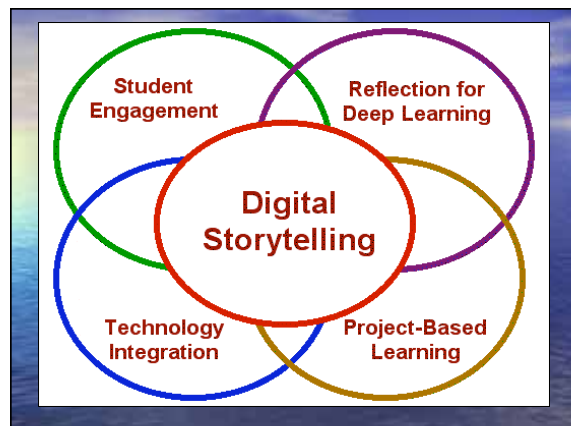
- ### Process to develop digital stories
1. Script development: write the story, often with a group called a story circle to provide feedback and story development ideas
 2. Record the author reading the story (audio recording and editing)
 3. Capture and process the images to further illustrate the 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



- ### 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.



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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