

Voice and Interactivity in ePortfolios: Digital Stories and Web 2.0

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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>

Metaphors for portfolios

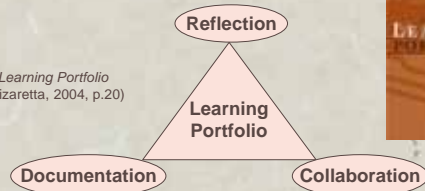
- ❖ Checklist of skills/competencies
- ❖ Resume/C.V. on steroids
- ❖ Test
- ❖ Story of deep learning

Reflects underlying philosophy

Learning Portfolios

- ❖ “*know thyself*” = a lifetime of investigation
- ❖ *self-knowledge as outcome of learning*

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



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?

ePortfolio Technology over Time

Container

- ❖ 1991: Desktop
- ❖ 1995: CD-R
- ❖ 2000: Internet
- ❖ 2005: DVD-R
- ❖ 2007: **Pocket Tech** (PDAs, Flash drives, Phones, iPods)
- ❖ What's Next?

Authoring Software

- ❖ Common tools
 - Office & PDF
 - HTML Editors
- ❖ Customized Systems
 - Online data bases
 - Work Flow Management
 - Assessment Management
- ❖ Interoperability (currently in “silos”)

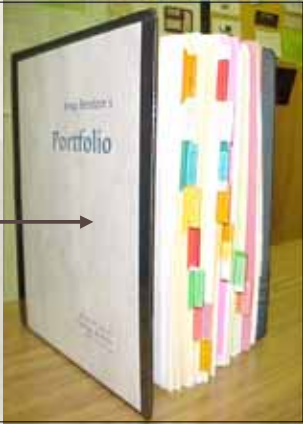
Levels of ePortfolio Implementation

<p>❖ Working Portfolio</p> <ul style="list-style-type: none"> - The Repository - The Digital Archive - The Artifacts (meta-tagged) - Personal Information - Reflective Journal 	<p>❖ Presentation Portfolio(s)</p> <ul style="list-style-type: none"> - The "Story" or Narrative - Multiple Views (public/private) - Varied Audiences (permissions) - Varied Purposes
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What is the best tool?

It Depends!

How do we move from this container to the WWW?



Today's Tool Choices

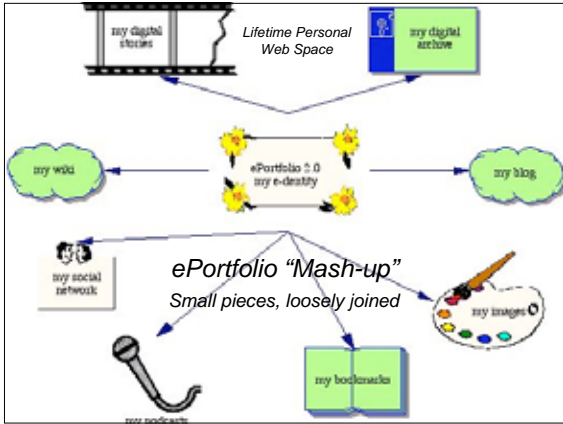
<p>Poor Internet Access?</p> <ul style="list-style-type: none"> ❖ Microsoft Office <ul style="list-style-type: none"> - Word - Excel - PowerPoint ❖ Other Options: <ul style="list-style-type: none"> Apple iLife06 - iDVD - iWeb ❖ Web Page Editors (DreamWeaver, Front Page) <p>These tools do not require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

<p>Advantages</p> <ul style="list-style-type: none"> ❖ Free, often open-source tools on the WWW ❖ "Me Publishing" ❖ Shared Resources ❖ Shared Writing ❖ Media Creation Online 	<p>Disadvantages</p> <ul style="list-style-type: none"> ❖ Requires higher technology competency ❖ Mostly not secure websites <p style="text-align: center;"><i>"Small Pieces, Loosely Joined"</i></p>
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Shared Writing

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



Conventional vs. Reform Instruction

<ul style="list-style-type: none"> ❖ Teacher-directed ❖ Didactic teaching ❖ Short blocks of instruction on single subject ❖ Single media ❖ Individual work ❖ Teacher as knowledge dispenser ❖ Ability groupings ❖ Assessment of fact knowledge and discrete skills 	<ul style="list-style-type: none"> ❖ Student exploration ❖ Interactive modes of instruction ❖ Extended blocks of authentic and multidisciplinary work ❖ Multimedia ❖ Collaborative work ❖ Teacher as facilitator ❖ Heterogeneous groupings ❖ Performance-based assessment
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SRI (1993)

Purposes for Assessment

Assessment OF Learning = Summative Assessment	Assessment FOR Learning = Formative (Classroom-based) Assessment
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www.qca.org.uk (ages 3-14)

Assessment for Learning

Portfolio Differences

Assessment OF Learning <ul style="list-style-type: none"> ❖ Purpose prescribed ❖ Artifacts mandated - scoring for external use ❖ Organized by teacher ❖ Summative (Past to present) ❖ Institution-centered ❖ Requires extrinsic motivation 	Assessment FOR Learning <ul style="list-style-type: none"> ❖ Purpose negotiated ❖ Artifacts chosen - feedback to learner ❖ Organized by learner ❖ Formative (Present to future) ❖ Student-centered ❖ Intrinsically motivating
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ePortfolio 1.0 - ePortfolio 2.0

<ul style="list-style-type: none"> ❖ Hierarchical, Designed ❖ Metaphor: Portfolio as Test ❖ Data-driven ❖ Focus on Standardization ❖ Feedback from Authority Figures ❖ Large, complex systems 	<ul style="list-style-type: none"> ❖ Networked, Emergent ❖ Metaphor: Portfolio as Story ❖ Learner-driven ❖ Focus on Individuality, Creativity ❖ Feedback from Community of Learners ❖ Small pieces, loosely joined - "Mash-ups"
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Continued...

ePortfolio 1.0 - ePortfolio 2.0 (continued)

- ❖ Web-based Form
- ❖ Positivist
- ❖ Accountability-driven
- ❖ Proprietary
- ❖ Digital Paper (text & images)
- ❖ Local Storage (hard drives, CD)
- ❖ Blog and Wiki
- ❖ Constructivist, Connectivist
- ❖ Learning-focused
- ❖ Open Standards
- ❖ Digital Story (multimedia)
- ❖ Network Storage (Lifetime Personal Web Space)

“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

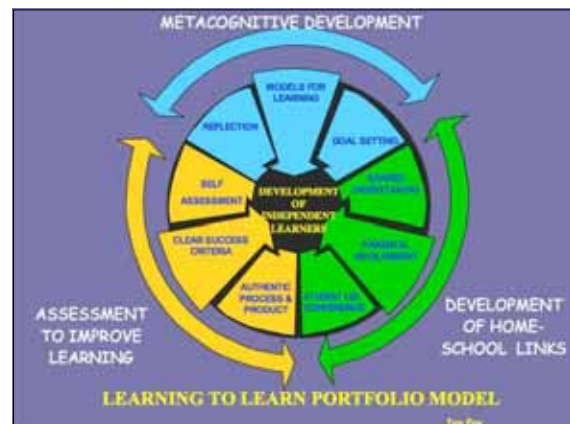
How can we integrate ePortfolios with what we know about social learning and interactivity?

*Architecture of Interaction
(Web 2.0)
allows a*

Pedagogy of Interaction
(ePortfolio 2.0)

Learning to Learn Portfolio Model

Ian Fox
Bucklands 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;"

Example of K-12 Portfolio

Key Learning Community
Indianapolis, Indiana
Created with Apple's iWeb
(HTML authoring program)



*Researching Electronic portFolios:
Learning, Engagement, Collaboration
through Technology*

*Researching Electronic Portfolios
in Secondary Schools*

*Dr. Helen Barrett
Research Project Director*

Why The Reflect Initiative?

- ❖ Empirical evidence on effectiveness of e-portfolios in secondary schools
- ❖ Use portfolios to complement standardized tests
- ❖ Conduct a meta-study made of many smaller studies



The Goal:

- ❖ To collect data and draw conclusions about the impact of electronic portfolio on:
 - student learning
 - Motivation
 - Engagement
- ...in secondary schools



The Vision of REFLECT

To provide the teachers with the training and the students with the tools:

- To tell their *stories* with *pride!*
- To put *heart* and *soul* and *voice* into their portfolios!



Overall Cohort

- ❖ 10-15 Active Projects
 - Arizona (2+1*)
 - New Jersey
 - California (2+3*)
 - Florida*
 - Maryland
 - Michigan
 - Brazil
 - Tennessee
 - New York
- ❖ 26 Active Schools
 - 6 in Arizona DOE Project
 - 4 in New Jersey DOE Project
 - 1 Elementary School
 - 1 Intermediate School
 - 23 High Schools
 - 2 Private Schools (MD & FL)
 - 1 International School
- ❖ ~60 Active Teachers
- ❖ ~6000 Student Accounts
 - Not all active



Timeline



Initial Observations from Year 1 Site Visits

- ❖ Teacher's role is critical
 - Dual learning curve
 - Learning TaskStream (prior experience in TED program)
 - Using portfolios with students (prior paper portfolio experience)
 - Understanding reflection and metacognition
 - Using Assessment FOR Learning strategies (quality feedback)
- Technology integration strategies
- Support system or close collaborator
- ❖ Access to technology is also critical
 - Home access by students
 - Classroom access impact on in-school use (scheduling)



Findings from Year 2 Student Focus Groups

- ❖ Students...
 - most liked using TaskStream - helped them keep **organized**
 - liked access from home - no access to school networks from home
 - said it helped them do their assignments (especially those sites using a DRF)
 - most planned to use a portfolio after they graduate
 - compared to MySpace - saw different purpose - different opinions on the comparative ease-of-use
 - wanted more individuality and creativity in TaskStream
 - perceived purposes: college or job applications, keeping work organized, seeing growth over time,
 - both **reflection** and **feedback** in the portfolio helped their learning



Looking Back

Success factors

- ❖ Content areas: Language Arts, Social Studies and multi-disciplinary
- ❖ School-wide or leader-led (at minimum, a pair of teachers)
- ❖ Strong principal support
- ❖ Suburban schools
- ❖ Student-centered philosophy of use
- ❖ Teacher leadership



A Look to the Future

- ❖ Learning from the my research in 2001
- ❖ Teacher Ed Students
 - Standards-based electronic portfolio on CD
 - Digital video clip

Emerging Models for Portfolios

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

Voice

Individual Identity
Reflection
Meaning Making

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**

Website with links to movies

<http://electronicportfolios.org/digistory/purposes.html>

Digital Storytelling Process

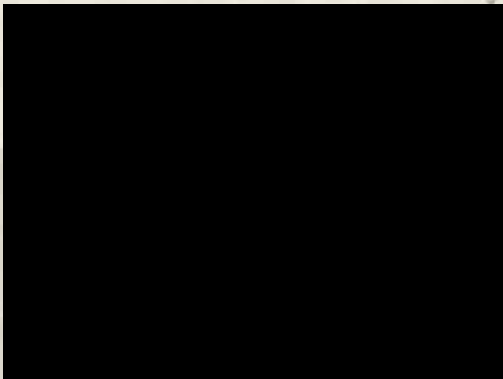
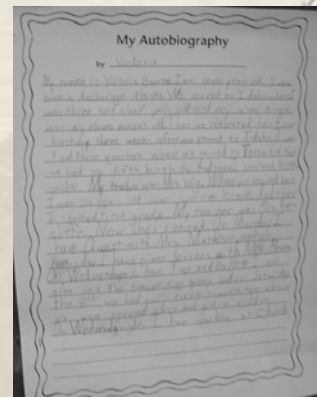
❖ Learners create a 2-4 minute digital video clip

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

Victoria's 2nd Grade Autobiography



Artifacts - Language Development

- ❖ This poem won an award in the PTA's "My Favorite Place" Reflections contest.
- ❖ This is Victoria in 6th Grade.

My Beach Cabin



Digital Paper or Digital Story?

Digital paper = text and images only

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

Multimedia = audio and video

My Final Wish...

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

Dr. Helen Barrett

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