

# Digital Stories of Deep Learning in ePortfolios

*or*  
*YouTube meets "academic" MySpace*

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 Electronic Portfolios and Digital Storytelling  
 for Lifelong and Life Wide Learning

# Themes

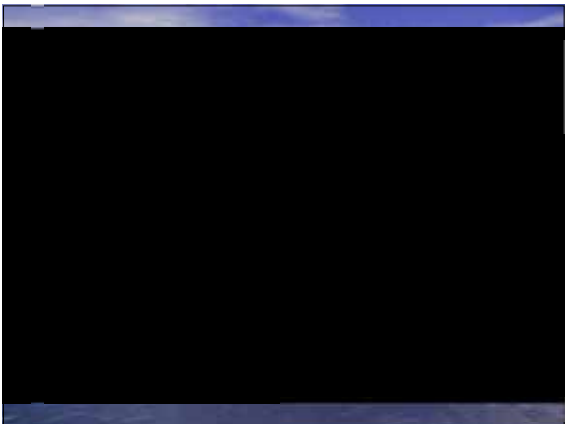
- **Context**
  - 21st Century Learning
- **A Brief Look at ePortfolios**
  - Definition
- **Digital Storytelling**
  - Multiple Purposes
  - Portfolios, Digital Stories and Reflection
  - Lots of Digital Stories

*"Voice matters"* *"Building meaning"*  
*"Building personal knowledge"*

# 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 website [electronicportfolios.org](http://electronicportfolios.org). It features a navigation menu with links such as "Home", "About Us", "Information about Electronic Portfolios and Digital Storytelling", "Digital Storytelling", "Digital Storytelling in Education", "Digital Family Stories", and "International Digital Storytelling". A diagram in the center illustrates the relationship between "Digital Storytelling" and "Purposes for Digital Stories in Electronic Portfolios".



# 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/>



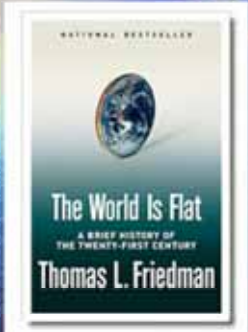
The Partnership for 21st Century Skills



### 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



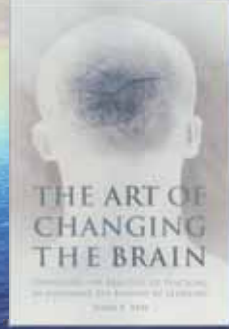
- Daniel Pink
- Balancing Right-Brain skills for the "Conceptual Age" with Left-Brain skills from the "Information Age"

# 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.

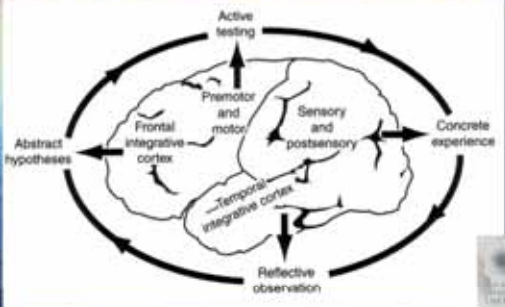
# Resource on Biology of Learning



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

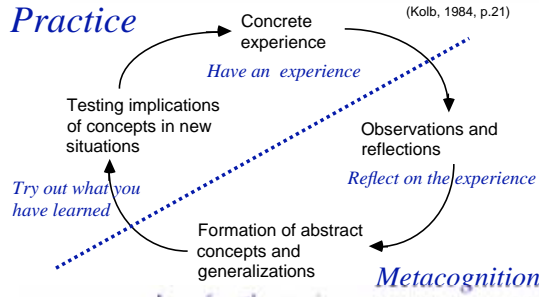
# The Learning Cycle

David Kolb from Dewey, Piaget, Lewin, adapted by Zull

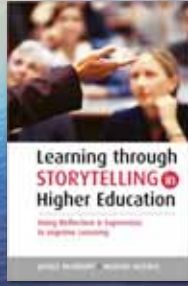


# Experiential Learning Model

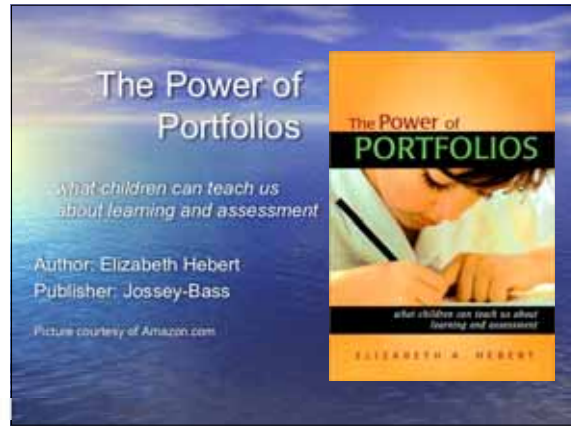
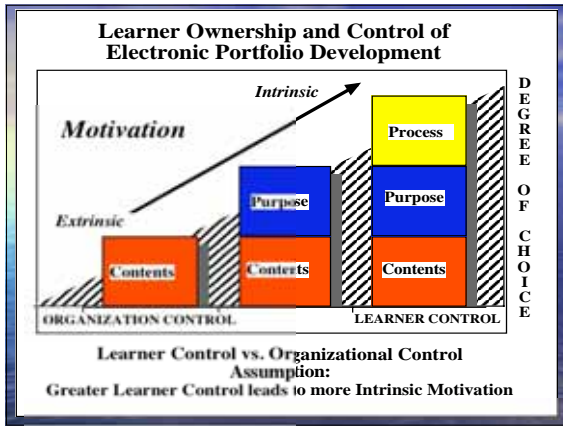
Lewin/Kolb with adaptations by Moon and Zull



# Storytelling as a Theory of Learning



- 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



### From the Preface (1)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

Portfolios have been with us for a very long time. Those of us who grew up in the 1950s or earlier recognize portfolios as reincarnations of the **large memory boxes** or drawers where our parents collected starred spelling tests, lacy valentines, science fair posters, early attempts at poetry, and (of course) the obligatory set of plaster hands. Each item was selected by our parents because it represented our acquisition of a new skill or our feelings of accomplishment. Perhaps an entry was accompanied by a special notation of praise from a teacher or maybe it was placed in the box just because we did it."

### From the Preface (2)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

"We formed part of our identity from the contents of these memory boxes. We recognized each piece and its **association with a particular time or experience**. We shared these collections with grandparents to reinforce feelings of pride and we reexamined them on rainy days when friends were unavailable for play. **Reflecting on the collection** allowed us to attribute importance to these artifacts, and by extension to ourselves, as they gave witness to **the story** of our early school experiences."

### From the Preface (3)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix-x

"Our parents couldn't possibly envision that these memory boxes would be the inspiration for an innovative way of thinking about children's learning. These collections, lovingly stored away on our behalf, are the genuine exemplar for documenting children's learning over time. But now these memory boxes have a different meaning. It's not purely private or personal, although **the personal is what gives power to what they can mean.**"

## Let's get personal... Think for a minute about:

### Something about your **COLLECTIONS**:

Suggested topics:

- If you are a parent, what you saved for your children
- What your parents saved for you
- What you collect...
- Why you collect...

## Some issues to consider

- What do your collections say about what you value?
- Is there a difference between what you purposefully save and what you can't throw away?
- How can we use our personal collections experiences to help learners as they develop their portfolios?

*The power of portfolios [to support deep learning] is personal.*

## 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

## What is a Portfolio in Education?

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas *[over time]*.

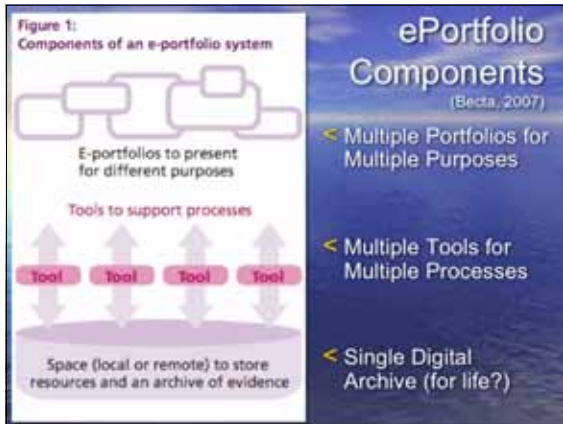
(Northwest Evaluation Association, 1990)

## What is a Portfolio in Education? (2)

The collection must include:

- student participation in selecting contents
- the criteria for selection
- the criteria for judging merit
- evidence of student self-reflection

(Northwest Evaluation Association, 1990)



- ## Portfolio Processes
- Traditional + Technology**
- Collecting
  - Archiving
  - Selecting
  - Linking/Thinking
  - Reflecting
  - Storytelling
  - Directing
  - Collaborating
  - Celebrating
  - Publishing

## Reflection:

The “Heart and Soul”  
of a Portfolio

- ## Digital Storytelling Process
- Learners create a 1– 4 minute digital video clip
- Atchanga  
8th grade
- 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**
    - Voice & Personality
    - Legacy
    - Biography
    - Memoir
  - **Reflection**
    - Transition
    - Decision
    - Benchmarking Development
    - Change over Time
  - **Artifacts**
    - Evidence of Collaboration
    - Documentary
    - Record of Experience
    - Oral Language

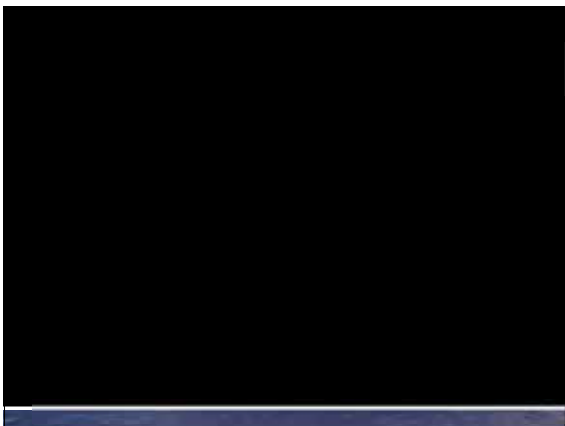
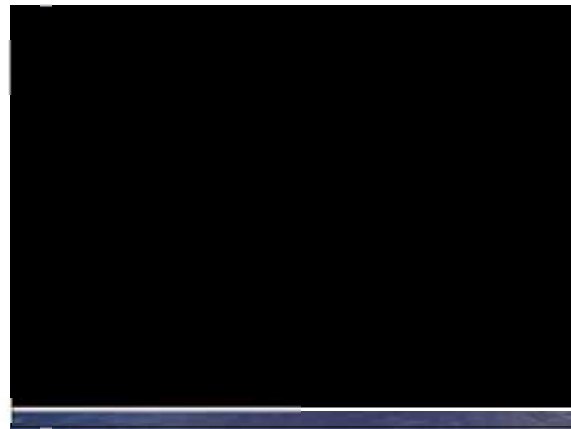
- ## Voice & Personality
- Voice is often missing from electronic portfolios, both literally and rhetorically.
  - A digital story provides that voice: listening to the author, we hear a real person, getting a sense of their unique personality.
- Victoria’s 1st Grade Reflection**



## Family Legacy

- Digital stories can provide us with an opportunity to leave a legacy of our **family stories** for those who come after us.
- Legacy stories are usually told **about** a person or place.

*Heritage School - 8th Grade Language Arts Class*  
**My Sister Sarah**  
**Steven's Mom**  
**Andrei's Story**  
**Danika's Story**

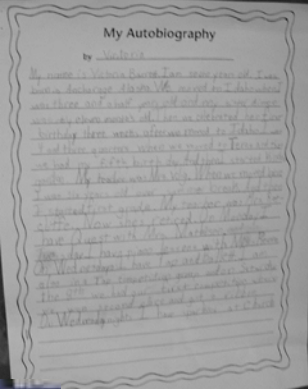


## Biography

- A biography provides the facts about a life, whether of the storyteller or another person.

*Victoria's 2nd Grade Autobiography*

## Victoria's 2nd Grade Autobiography



The image shows a handwritten autobiography on lined paper. The title is 'My Autobiography' and the author is 'Victoria'. The text is written in cursive and is mostly illegible due to blurring, but it appears to be a child's account of their life.



## 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.

**No Ideas**  
**Jonathan Isaac**





## 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.

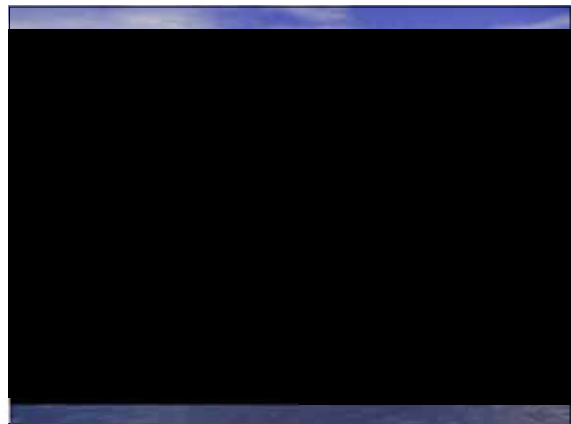
*Coming Full Circle*



## 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*



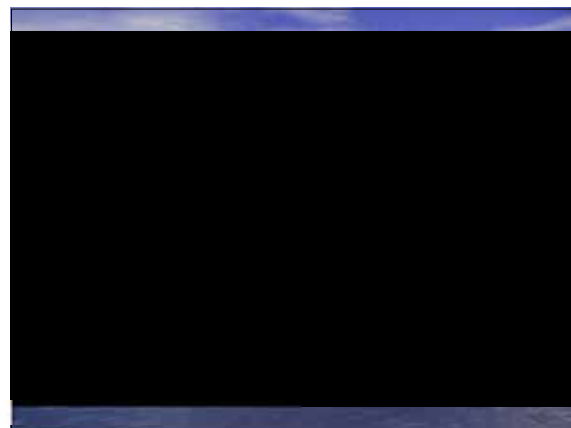
## Evidence of Collaboration

- 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.

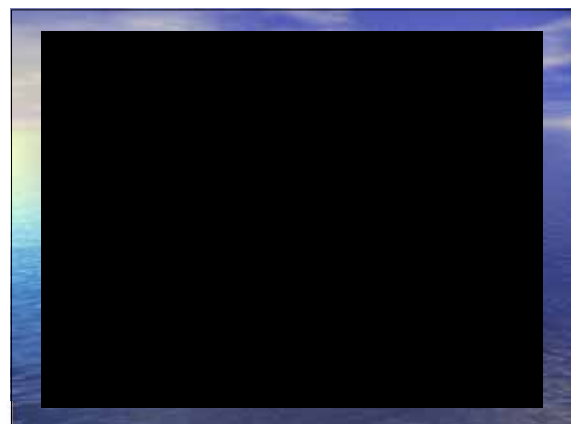
*What is Digital Storytelling?*



## 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

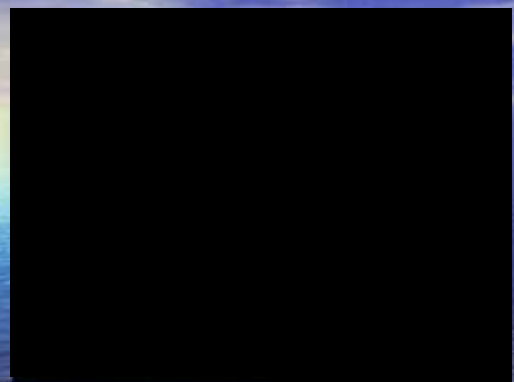
## Victoria's Poem



## 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

### Microphones



Belkin TuneTalk



Samson USB Mic

### Tools for Creating Digital Stories

- Microsoft's Photo Story or MovieMaker2
- Apple's iMovie or Final Cut
- Microsoft's PowerPoint
- Adobe's Flash
- Many other software options

### 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

### Finding Images & Audio on the Web

<p><b>Image Search Engines</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Google Images</a></li> <li>• <a href="#">Picsearch</a></li> <li>• <a href="#">AltaVista</a></li> </ul>	<p><b>Audio Search Engines</b></p> <ul style="list-style-type: none"> <li>• <a href="#">AltaVista</a></li> <li>• <a href="#">Singing Fish</a></li> <li>• <a href="#">FreePlayMusic</a></li> </ul>
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### What's Your Story?

Richness not possible in print  
Audiences worldwide but most likely small and intimate.

## An Effective Tool for Teachers

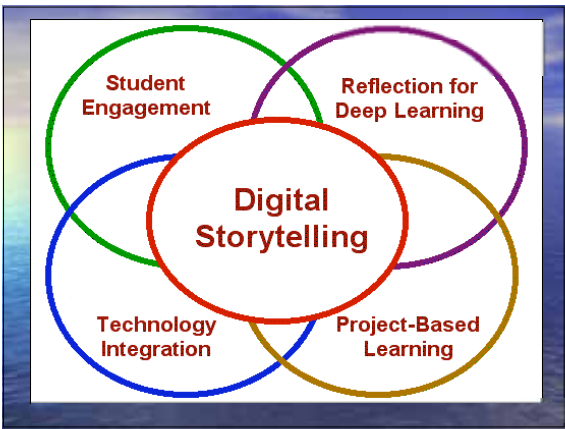
- **Stories Created by Teachers Can Serve:**
  - As a Lesson Hook
  - As a Way to Integrate Multimedia into the Curriculum
  - As a Way to Make Difficult Content More Understandable
  - To Facilitate Classroom Discussion

*Bernard Robin, University of Houston*

## An Effective Learning Tool for Students

- **Research Skills**
- **Writing Skills**
- **Organization Skills**
- **Technology Skills**
- **Presentation Skills**
- **Interview Skills**
- **Interpersonal Skills**
- **Problem-Solving Skills**
- **Assessment Skills**

*Bernard Robin, University of Houston*



## 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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