

E-Portfolios: Dynamic Celebrations of Learning

Dr. Helen C. Barrett

Co-Director

ISTE's Community and Assessment in PT3
Catalyst Grant
University of Alaska Anchorage

*ISTE = International Society for
Technology in Education*

2001 PT3* Catalyst Grant

***Preparing Tomorrow's Teachers to
use Technology**

These Slides will be posted to:

<http://electronicportfolios.org/portfolios.html#conf>

Legacy from the Portfolio Literature

**Much to learn from the literature on
paper-based portfolios**

**As adult learners, we have much to
learn from how children approach
portfolios**

**"Everything I know about portfolios was
confirmed working with a kindergartener"**

Contextual Definition

Bird (1990): "portfolios" communicate
meaning only in the specific context in
which they are used

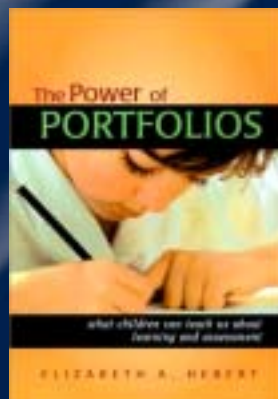
To be meaningful, the portfolio
concept needs to be clearly defined as
it will be used in education and
training

The Power of Portfolios

*what children can teach us about
learning and assessment*

**Author: Elizabeth Hebert
Publisher: Jossey-Bass**

Picture courtesy of Amazon.com



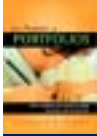
The Power of Portfolios



**Author:
Dr. Elizabeth
Hebert,
Principal
Crow Island
School,
Winnetka,
Illinois**

Picture taken by Helen
Barrett at AERA,
Seattle, April, 2001





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... Find a partner and discuss:

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...

Debrief

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 collection experiences to help learners as they develop their portfolios?

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
Projecting	Planning
Celebrating	Publishing

Purpose & Goals for the portfolio (Determine Content)

Many purposes:

- Learning
- Assessment
- Marketing/Showcase

Learning Portfolios

“know thyself” = a lifetime of investigation

self-knowledge as outcome of learning

portfolio development study (Brown, 2002)

- increased students’ understanding of what, why, and how they learned throughout their careers
- enhanced their communication and organization skills
- reinforced the importance of reflection in learning.

Learning Portfolios

Support reflection which is central to learning

Reflections

– The Heart and Soul of the Portfolio

An electronic portfolio without reflection is just a

- Digital scrapbook
- Fancy electronic resume
- Multimedia Presentation
- Personal web site

Showcase Portfolios

Marketing

Employment

Tell your story

A primary motivator for many portfolio developers

Assessment Portfolios

A major movement in Teacher Education in U.S.

A major new commercial market

A primary motivator for organizations

More later!

Assessment as Celebration

Celebrating the successes of what we've learned through assessment

Done through documentation

Students take charge of their own learning

Portfolios support a Culture of Evidence

Evidence =
Artifacts
+ Reflection (Rationale)
+ Validation (Feedback)

What is an Electronic Portfolio?

uses electronic technologies as the **container**

portfolio artifacts in many media (**audio, video, graphics, text**)

hypertext links to organize the material

and **connect evidence** to outcomes, goals, or standards

(in an assessment portfolio)

Electronic Portfolio Decision Considerations

Questions to ask:

1. What is the portfolio's purpose?
2. What technology do you have? (and what skills do you have?)
3. Who is the audience? (and what technology do they have?)

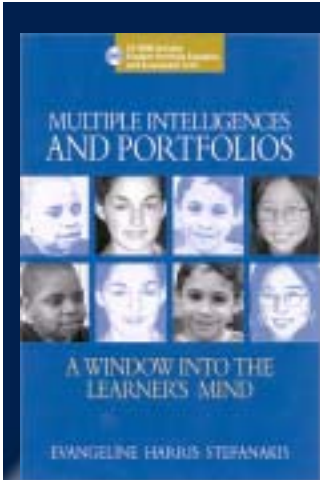
Audience

(Determine publishing format)

Who are the primary audiences for the portfolio?

- Student
- Parent
- Teacher/School community
- Employer
- College

What technologies do they have?



A Resource on K-12 Portfolios

By Evangelina Harris
Stefanakis

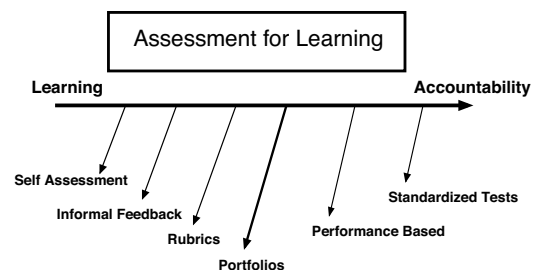
Published by
Heinemann

Includes a CD-ROM
with examples of student
portfolios



Stefanakis,
Evangelina
(2002) *Multiple
Intelligences
and Portfolios*.
Portsmouth:
Heinemann,
p. 136

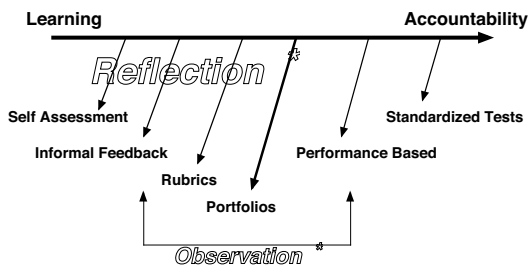
Assessment for Learning Continuum



Assessment for Learning Continuum - Enhanced



Stefanakis,
Evangelina (2002)
*Multiple
Intelligences and
Portfolios*.
Portsmouth:
Heinemann, p.
136



Technology to Support: Self-Assessment Individual or Organization

Weblogs

Reflective journals

Online discussions

Self-report surveys

Technology to Support: Rubric Development

RubiStar

<http://rubistar.4teachers.org/>

TaskStream

<http://www.taskstream.com>

Technology to Support: Portfolio Development

Generic Tools

—“worldware”

Customized Systems

—Online database

One final thought about the two days ahead...

Assessment for Learning

Portfolios for Learning

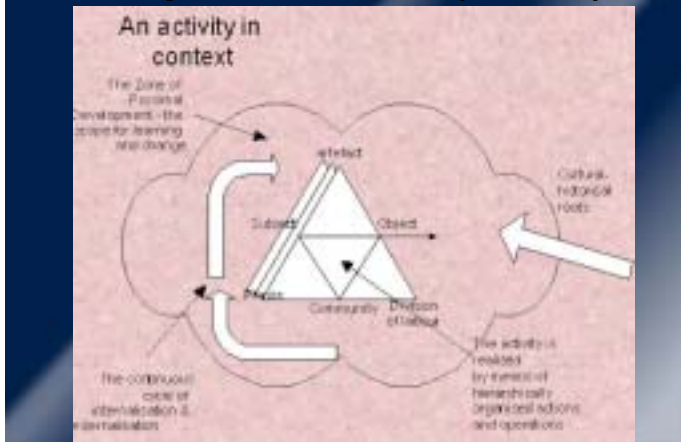
Learning for Change

My questions

Will ePortfolios become another tool by educational organizations for mechanistic forms of high-stakes summative assessment?

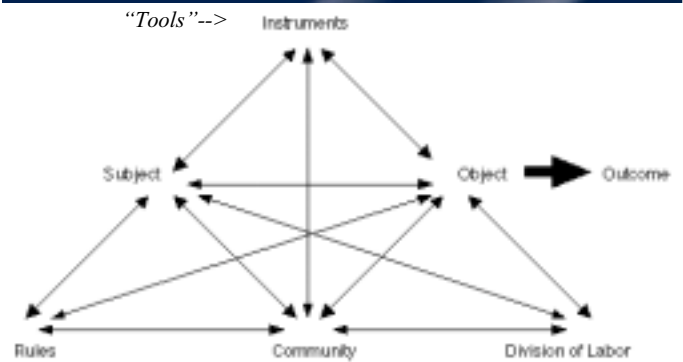
Or will educators recognize that ePortfolios are the best way to recognize and showcase learning in highly complex self-organizing human systems

ePortfolios and Activity Theory



Activity Theory

Implications for human-computer interaction



Where is the revolution?

Learners taking responsibility for their own learning

Portfolios providing that mirror, map, and sonnet to celebrate learning and increase self-esteem

Portfolios embedded as formative assessment support continuous improvement for quality

E-Portfolio Examples

My portfolio

Naya's Portfolio (middle school)

Naya's Video

Victoria - Kindergarten

Victoria - First Grade

Victoria - Second Grade

My Final Wish...

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

Dr. Helen Barrett

Co-Director ISTE's
Community & Assessment in
PT3 Catalyst Grant
hbarrett@iste.org
<http://electronicportfolios.org/pt3/>