

Voice and Interactivity in ePortfolios: Digital Stories and Web 2.0

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 for Lifelong and Life Wide Learning

Based on 2 papers in Proceedings

- 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>

What is a Portfolio?

- A purposeful collection of work that demonstrates efforts, progress and achievement in one or more areas [over time]
- Multiple purposes
 - Learning/Process
 - Assessment/Accountability
 - Marketing/Employment

Purposes for Assessment

Assessment OF Learning	=	Assessment FOR Learning
Summative Assessment	=	Formative (Classroom-based) Assessment

Authentic Assessment

- where students **generate**
- rather than **choose** a response
- The terms alternative assessment, authentic assessment, or performance-based assessment are often used synonymously "to mean variants of performance assessments that require students to generate rather than choose a response"

(Herman, Aschbacher, and Winters, 1990, p. 2)

www.qca.org.uk
 ages3-14

Research-based principles of assessment for learning to guide classroom practice

Assessment for Learning

Planning Issues

- What is your purpose?
- **Software capabilities:** allow **interaction** between teachers and students around learning activities and products
- **Internet access?** Poor or good?

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:
 - **Students:** create, store artifacts and reflections and organize their work, preferably with hyperlinks
 - **Teachers:** review the work and provide feedback in narrative form (based on a rubric, if available)

Today's Tool Choices

Poor Internet Access?	Good Internet Access?
<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 style="font-size: small;">These tools do not require Internet access to create electronic portfolios.</p>	<ul style="list-style-type: none"> • TaskStream or any commercial fee-based system • Think.com a free commercial service to education (Oracle) • Web 2.0 tools 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.

Web 1.0 vs. Web 2.0

<ul style="list-style-type: none"> DoubleClick Dfoto Akamai mp3.com Britannica Online personal websites domain name speculation page views screen scraping publishing content management systems directories (taxonomy) stickiness Netscape 	<ul style="list-style-type: none"> Google AdSense Flickr BitTorrent Napster Wikipedia blogging search engine optimization cost per click web services participation wikis tagging ("folksonomy") syndication Google
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O'Reilly, T. (2005)

Web 2.0 Technologies

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

"Me" Publishing

- Blogs
 - Blogger, WordPress, Elgg
- Social Networking
 - MySpace, Friendster, Elgg
- Content Management Systems
 - Plone, Drupal

Shared resources

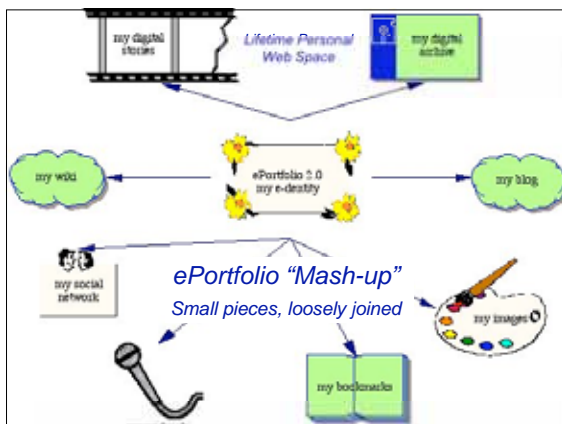
- Photo Sharing
 - Flickr, PhotoBucket
- Media Sharing
 - vimeo.com, ourmedia.org, youtube.com
- Bookmarks
 - BackFlip.com, iKeepBookmarks.com, del.icio.us

Shared Writing

- Wikis
 - WikiSpaces (hosted site with free subscriptions for teachers)
 - MediaWiki (Open Source - used by Wikipedia)
- Word Processors
 - Writely (owned by Google)
 - Zoho tools

Media Creation Online

- Video
 - BubbleShare, JumpCut, PrimaryAccess
- Podcasts (audio)
 - odeo, podomatic



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 |
|--|---|

SRI (1993)

Approach Hierarchical vs. Network

Arina (2006)

<ul style="list-style-type: none"> Structured Controlled Designed Managed Broadcast Courses Centralized LMS* *Learning Management System Information Technology - Core in Information 	<ul style="list-style-type: none"> Networked Turbulent Emergent Adaptive Aggregation Ecosystem Decentralized PLE* *Personal Learning Environment Interaction Technology - Core in Interaction
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Portfolio Differences

Assessment OF Learning	Assessment FOR 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 	<ul style="list-style-type: none"> • Purpose negotiated • Artifacts chosen - feedback to learner • Organized by learner • Formative (Present to future) • Student-centered • Intrinsically motivating

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)

<ul style="list-style-type: none"> • Web-based Form • Positivist • Accountability-driven • Proprietary • Digital Paper (text & images) • Local Storage (hard drives, CD) 	<ul style="list-style-type: none"> • Blog and Wiki • Constructivist, Connectivist • Learning-focused • Open Standards • Digital Story (multimedia) • Network Storage (Lifetime Personal Web Space)
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"every day-ness"

How can we make ePortfolio development a natural process integrated into everyday life?

Lifelong and Life Wide Learning

Social Learning

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

Digital Storytelling Process

An image
80 pixels

- 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

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)

A Dozen Purposes for DS in EP

<ul style="list-style-type: none"> • Introduction of Self <ul style="list-style-type: none"> – Voice & Personality – Legacy – Biography – Memoir • Artifacts <ul style="list-style-type: none"> – Evidence of Collaboration – Documentary – Record of Experience – Oral Language 	<ul style="list-style-type: none"> • Reflection <ul style="list-style-type: none"> – Transition – Decision – Benchmarking Development – Change over Time
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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

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.

Legacy & Jonathan

Biography

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

Victoria's 2nd Grade Autobiography

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.

Dad & No Ideas

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

Change over time

- Maintain a collection of work over time
- Recognize when growth and change has occurred
- Reflect on the changes in performance
- The process has potential to increase self esteem

Victoria's Kindergarten Reflection Conversation

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

Reflection - Transition

- Reflect on major changes or transitions in our lives
- Reflection can help us make **meaning** of these changes
- Telling digital stories could also help the transition to retirement or any other major life change.

Coming Full Circle & Changes

Portfolios are Lived Stories

Here is the story that I am living.

The real power of the portfolio is personal!

My Final Wish...

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

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