

*Voice and Interactivity in
ePortfolios:
Digital Stories and Web 2.0
New Literacies to Support
Lifelong Learning*

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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>

Themes

- ❖ **Context**
 - 21st Century Learning
 - Lifelong & Life Wide Learning
- ❖ **Product**
 - Digital Archive for Life
 - 21st Century Tools (Web 2.0)
- ❖ **Process**
 - Portfolios and Reflection (ePortfolio 2.0)
 - Digital Storytelling

“Voice matters”

*“Building meaning”
“Building personal knowledge”*

Context

Why
Electronic Portfolios
Now?

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

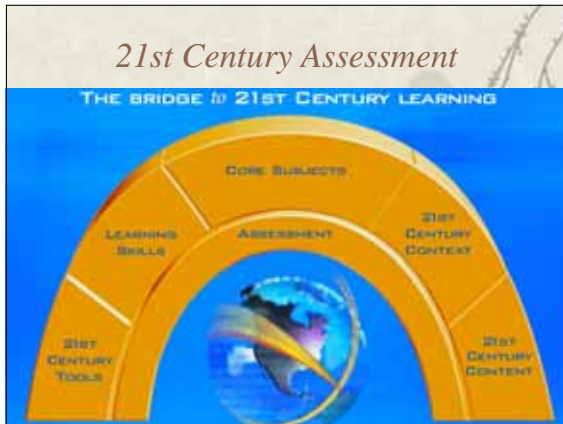


The
Partnership
for 21st
Century
Skills

*6 Key Elements of
21st Century Learning*

1. Emphasize core subjects
2. Emphasize learning skills
3. Use 21st century tools to develop learning skills
4. Teach and learn in a 21st century context
5. Teach and learn 21st century content
6. Use 21st century assessments that measure 21st century skills

Partnership for 21st Century Skills
<http://www.21stcenturyskills.org/>



21st Century Learning Skills

- ❖ Information and Media Literacy Skills
- ❖ Communication Skills
- ❖ Critical Thinking and Systems Thinking
- ❖ Problem Identification, Formulation and Solution
- ❖ Creativity and Intellectual Curiosity
- ❖ Interpersonal and Collaborative Skills
- ❖ Self-Direction
- ❖ Accountability and Adaptability
- ❖ Social Responsibility

Partnership for 21st Century Skills
<http://www.21stcenturyskills.org/>

The World is Flat

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

10 “Flatteners”

10 Major political events, innovations, companies

<ol style="list-style-type: none"> 1. 11/9/89 2. 8/9/95 3. Work Flow Software 4. Uploading 5. Outsourcing 6. Offshoring 7. Supply-Chaining 8. Insourcing 9. In-forming 10. The Steroids 	<ol style="list-style-type: none"> 1. Walls down + Windows up 2. Netscape went public 3. Applications talk to each other 4. Online Communities [Web 2.0]; Open Source, Blogging, Wikipedia [social networks] 5. Y2K panic + help desks (India) 6. Shifting production (Asia) 7. Wal-Mart (China) 8. UPS 9. Google, Yahoo, WebSearch 10. Digital, Mobile, Personal, Virtual
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Friedman, 2006

Skills for jobs in a flat world “in the new middle”

<ul style="list-style-type: none"> ❖ Collaborator ❖ Leverager ❖ Adapter ❖ Explainer ❖ Synthesizer ❖ Model builder ❖ Localizer ❖ Personalizer 	<ul style="list-style-type: none"> ❖ Think across disciplines ❖ Able to tell stories ❖ Build things with intelligence in them ❖ Create networks ❖ Aggregate pieces horizontally ❖ Creativity
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Friedman, 2006

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”



Causes of shift from LEFT to RIGHT Brain

- ❖ Abundance
- ❖ Asia
- ❖ Automation

Pink, 2004

6 Essential High-Concept, High Touch Aptitudes Dan Pink, A Whole New Mind

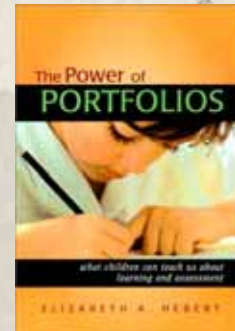
1. **Design** (not just function) - create objects beautiful, whimsical, emotionally engaging
2. **Story** (not just argument) - the ability to fashion a compelling narrative
3. **Symphony** (not just focus) - synthesis--seeing the big picture
4. **Empathy** (not just logic) - forge relationships - care for others
5. **Play** (not just seriousness) - laughter, lightheartedness, games, humor
6. **Meaning** (not just accumulation) - purpose, transcendence, and spiritual fulfillment.

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... 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?

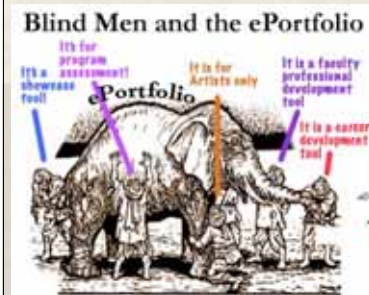
The power of portfolios [to support deep learning] is personal.

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 (“Know Thyself”)
 - Assessment/Accountability
 - Marketing/Employment

“The Blind Men and the Elephant”

Thanks to Alan Levine



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)

ePortfolio Technology over Time

Container	Authoring Software
❖ 1991: Desktop	❖ Common tools
❖ 1995: CD-R	– Office & PDF
❖ 2000: Internet	– HTML Editors
❖ 2005: DVD-R	❖ Customized Systems
❖ 2007: Pocket Tech (PDAs, Flash drives, Phones, iPods)	– Online data bases
❖ What's Next?	– Work Flow Management
	– Assessment Management
	❖ Interoperability (currently in “silos”)

Levels of ePortfolio Implementation

<ul style="list-style-type: none"> ❖ Working Portfolio – The Repository – The Digital Archive – The Artifacts (meta-tagged) – Personal Information – Reflective Journal 	<ul style="list-style-type: none"> ❖ Presentation Portfolio(s) – 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?

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?

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 <ul style="list-style-type: none"> – iDVD – iWeb ❖ Web Page Editors (DreamWeaver, Front Page) <p>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 ❖ 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> |
|---|---|

Web 1.0 vs. Web 2.0

DoubleClick	Google AdSense
Ofoto	Flickr
Akamai	BitTorrent
mp3.com	Napster
Britannica Online	Wikipedia
personal websites	blogging
domain name speculation	search engine optimization
page views	cost per click
screen scraping	web services
publishing	participation
content management systems	wikis
directories (taxonomy)	tagging ("folksonomy")
stickiness	syndication
Netscape	Google

O'Reilly, T. (2005)

Web 2.0 Technologies

Advantages

- ❖ Free, often open-source tools on the WWW
- ❖ "Me Publishing"
- ❖ Shared Resources
- ❖ Shared Writing
- ❖ Media Creation Online

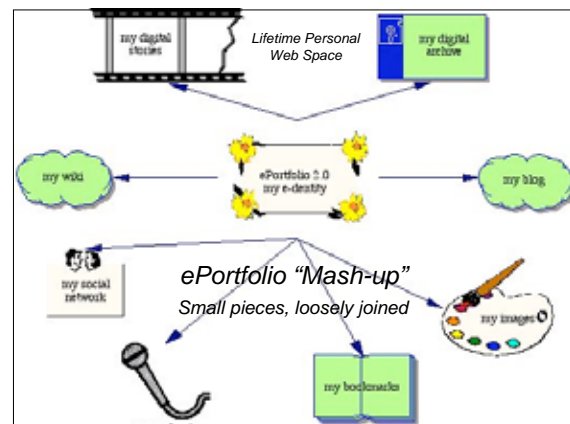
Disadvantages

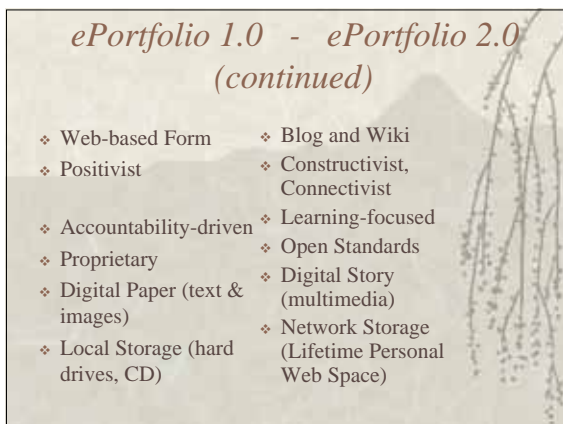
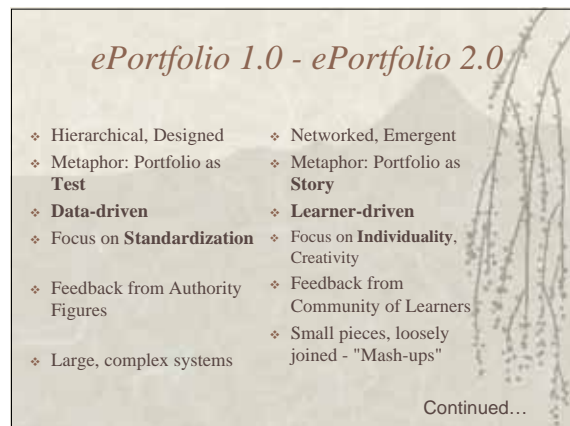
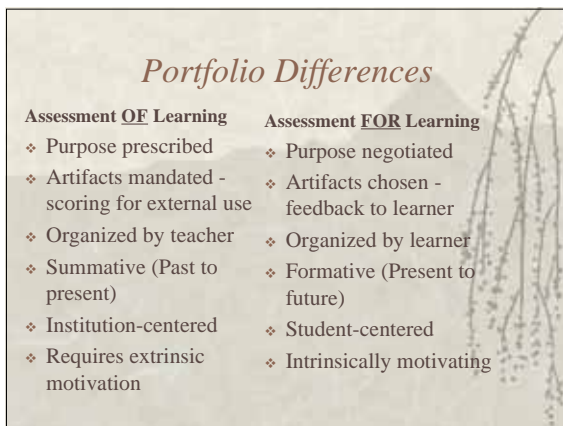
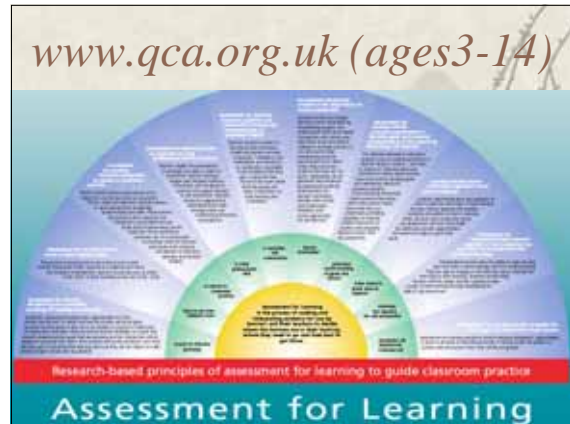
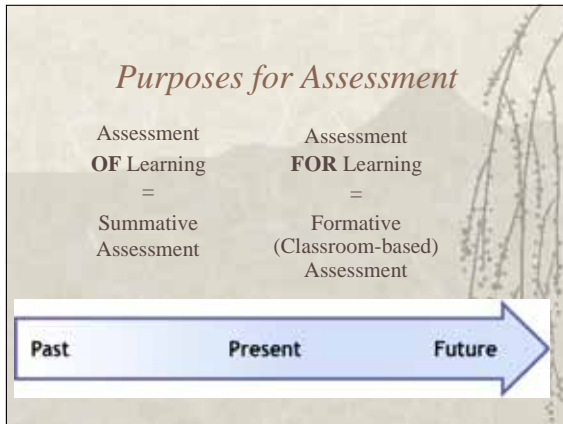
- ❖ Requires higher technology competency
- ❖ Mostly not secure websites

"Small Pieces, Loosely Joined"

Shared Writing

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





Social Learning

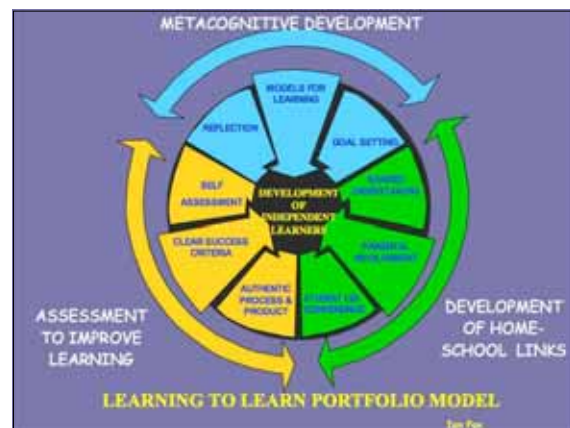
How can we integrate ePortfolios with what we know about social learning and interactivity?

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;”

A Look to the Future

- ❖ Learning from the my research in 2001 and 2007
- ❖ Teacher Ed Students
 - Standards-based electronic portfolio on CD
 - Digital video clip

Emerging Models for Portfolios

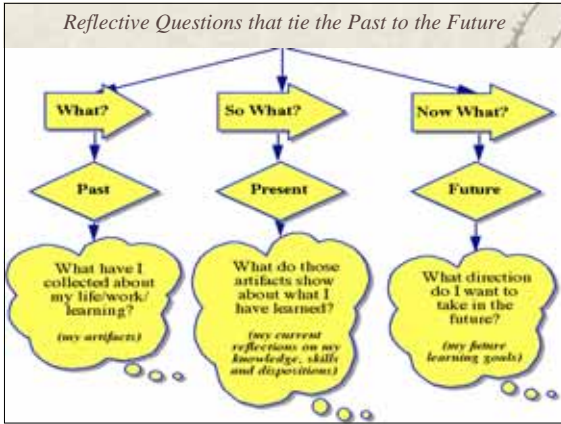
- ❖ mPortfolios ❖ Mobility
- ❖ iPortfolios ❖ Interactivity
- ❖ Digital Stories ❖ Voice

Voice and Interactivity

Individual Identity
Reflection
Meaning Making
New Literacy

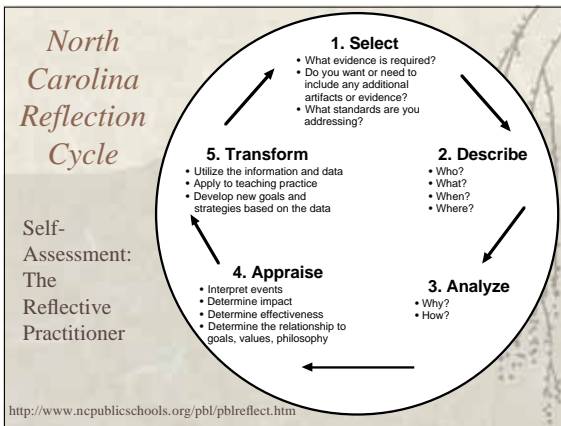
Reflection

The “Heart and Soul” of a Portfolio
One of the Literacies



Now What?

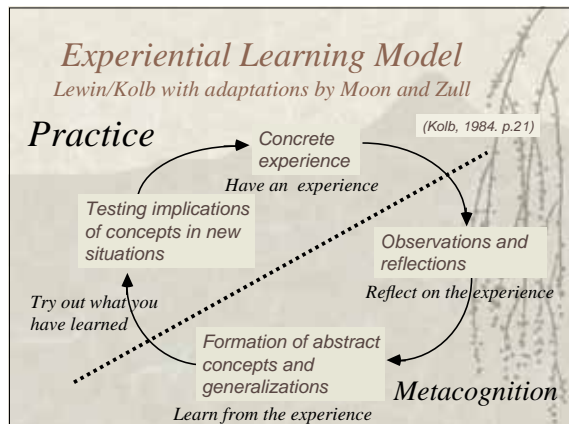
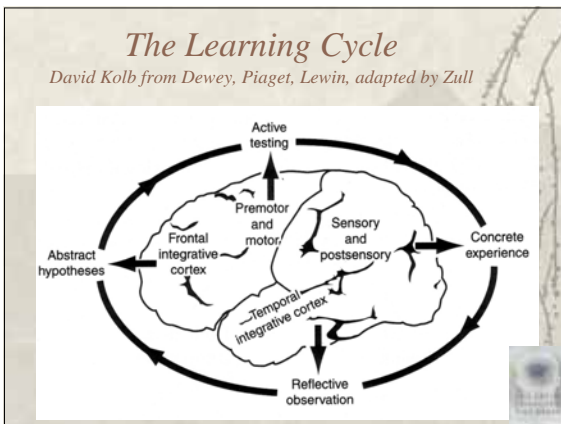
- ❖ Future Learning Goals... turn **Portfolio Development**
- ❖ ...into powerful **Professional Development**
- ❖ and **Assessment FOR Learning**



Resource on Biology of Learning

- ❖ Enriching the Practice of Teaching by Exploring the Biology of Learning

- ❖ James E. Zull
- ❖ Stylus Publishing Co.



Deep Learning

- ❖ involves reflection,
- ❖ is developmental,
- ❖ is integrative,
- ❖ is self-directive, and
- ❖ is lifelong

Cambridge (2004)

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)

ePortfolios Help 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

Linked to...

Strategies that promote Intrinsic Motivation to maintain the process for Lifelong Learning

Online Portfolios
Digital Storytelling
Blogs & Wikis
Games

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

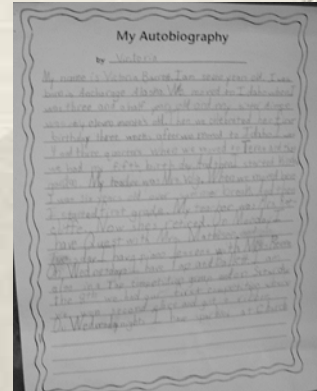
Why Digital Stories in ePortfolios?

- ❖ Reflection is the “heart and soul” of portfolios
- ❖ Digital Stories can humanize any model of ePortfolio
- ❖ Digital Stories add **VOICE**

A Dozen Purposes for Digital Stories in ePortfolios

- ❖ **Introduction of Self**
- Voice & Personality
- Legacy
- Biography
- Memoir
- ❖ **Reflection**
- Transition
- Decision
- Benchmarking
- Change over Time
- Development
- ❖ **Rich Digital Artifacts**
- 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

A new website to share the stories of EIFEL conferences - a collective conference portfolio!

Telling Our Story of this Conference

- ❖ **Write** a short reflection about some theme from this conference
- ❖ Find me and my iPod, to **record** your story any time before the end of the conference
- ❖ **Sign** the permission form

Examples of stories gathered from other EIFE-L ePortfolio conferences:

New Zealand 2005 Hong Kong 2007

My Final Wish...

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

Dr. Helen Barrett

- ❖ ePortfolios for Learning
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- ❖ eportfolios@comcast.net
- ❖ <http://electronicportfolios.org/>