

Voice and Interactivity in ePortfolios: Digital Stories and Web 2.0

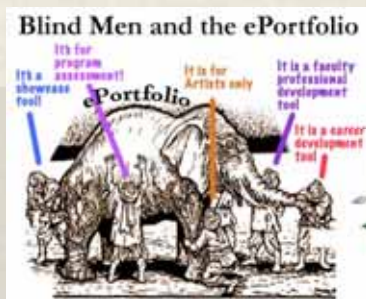
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Electronic Portfolios and Digital Storytelling for
Lifelong and Life Wide Learning

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>

“The Blind Men and the Elephant”

Thanks to Alan Levine



Metaphors for portfolios

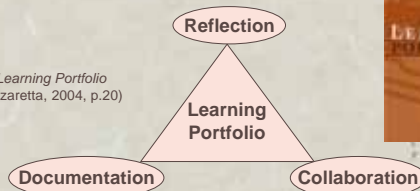
- ❖ Checklist of skills/competencies
- ❖ Resume/C.V. on steroids
- ❖ Test
- ❖ Story of deep learning

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 |
| | – Work Flow Management |
| | – Assessment Management |
| ❖ What's Next? | ❖ Interoperability (currently in “silos”) |

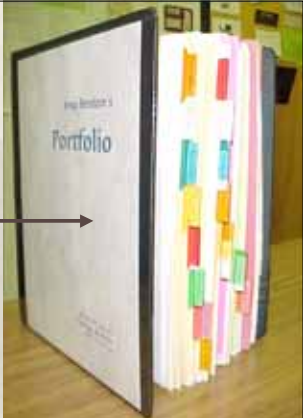
Levels of ePortfolio Implementation

<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?



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

<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 1.0 vs. Web 2.0

<ul style="list-style-type: none"> DoubleClick Ofoto 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

- ❖ 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”

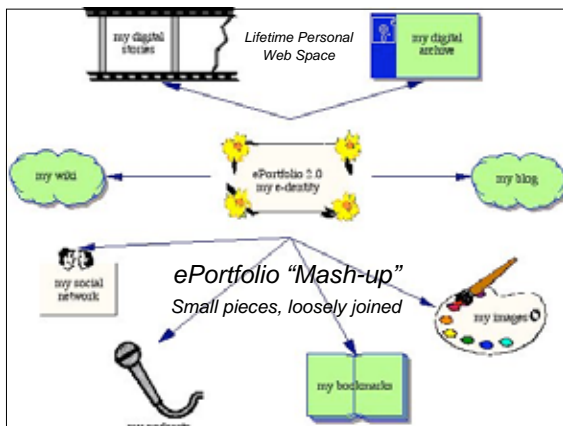
Shared Writing

❖ Wikis

- **WikiSpaces** (hosted site with free subscriptions for teachers)
- **MediaWiki** (Open Source - used by Wikipedia)

❖ Online Collaborative Writing Tools

- **GoogleDocs**
- **Zoho tools**



Purposes for Assessment

Assessment
OF Learning

=
Summative
Assessment

Assessment
FOR Learning

=
Formative
(Classroom-based)
Assessment

Past

Present

Future

www.qca.org.uk (ages 3-14)



Portfolio Differences

Assessment **OF** Learning

- ❖ Purpose prescribed
- ❖ Artifacts mandated - scoring for external use
- ❖ Organized by teacher
- ❖ Summative (Past to present)
- ❖ Institution-centered
- ❖ Requires extrinsic motivation

Assessment **FOR** Learning

- ❖ Purpose negotiated
- ❖ Artifacts chosen - feedback to learner
- ❖ Organized by learner
- ❖ Formative (Present to future)
- ❖ Student-centered
- ❖ Intrinsically motivating

ePortfolio 1.0 - ePortfolio 2.0

- ❖ Hierarchical, Designed
- ❖ Metaphor: Portfolio as **Test**
- ❖ **Data-driven**
- ❖ Focus on **Standardization**
- ❖ Feedback from Authority Figures
- ❖ Large, complex systems
- ❖ Networked, Emergent
- ❖ Metaphor: Portfolio as **Story**
- ❖ **Learner-driven**
- ❖ Focus on **Individuality, Creativity**
- ❖ Feedback from Community of Learners
- ❖ Small pieces, loosely joined - "Mash-ups"

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

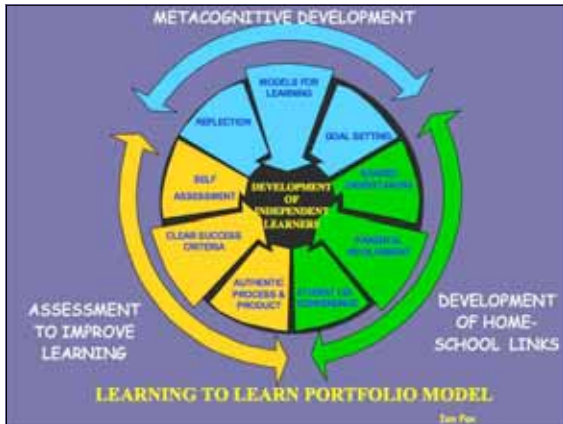
How can we integrate ePortfolios with what we know about social learning and interactivity?

*Architecture of Interaction
(Web 2.0)
allows a*

Pedagogy of Interaction
(ePortfolio 2.0)

*Learning to Learn
Portfolio Model*

Ian Fox
Buckland 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

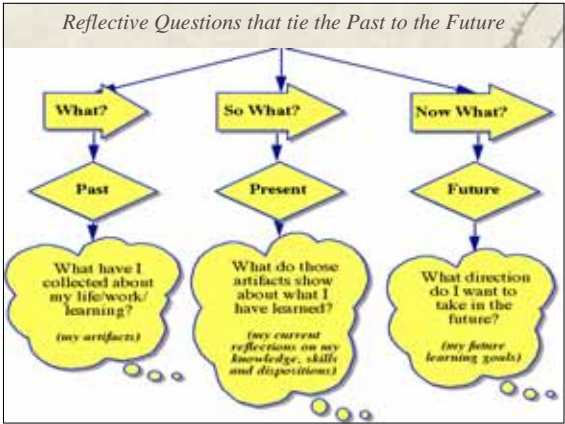
- ❖ mPortfolios ❖ Mobility
- ❖ iPortfolios ❖ Interactivity
- ❖ Digital Stories ❖ Voice

Voice

Individual Identity
Reflection
Meaning Making

Reflection

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

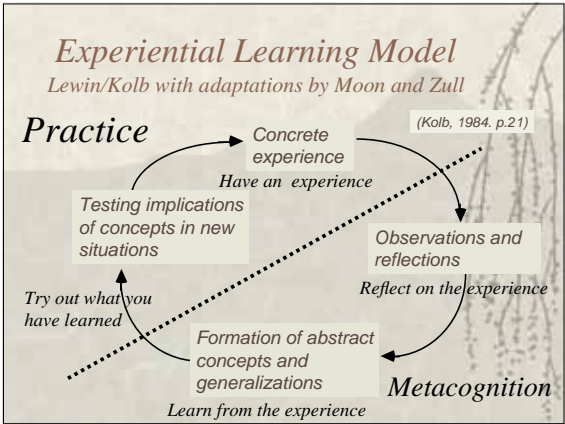
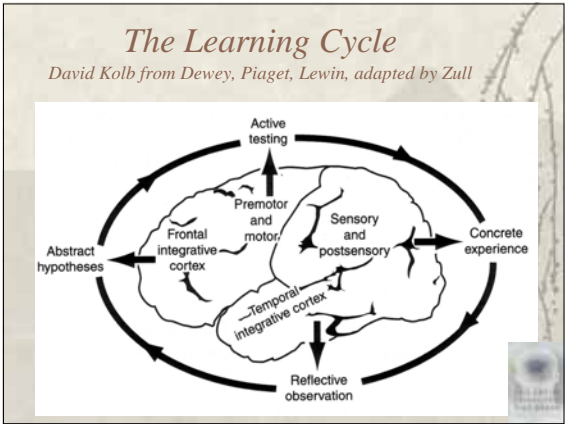


Now What?

- ❖ 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)

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

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

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