DEVELOPING A SUPPORT SYSTEM FOR ELECTRONIC PORTFOLIO DEVELOPMENT
PT3 Annual Meeting
July, 2002

Welcome
• Three Day Institutes for collaborative teams from Teacher Education Programs in a state or region (maximum of 10 teams)
• Sponsored by ISTE’s PT3 Catalyst Grant: Community & Assessment in PT3

Workshop Outcomes
• Framework for Electronic Portfolio to be developed
• Plan for a Student Support System or Table of Contents for a Student Handbook
• A few new technology skills
  Common Software Tools
  Screen Recording Videos

Issues around Change
• How do you make the transition from a paper-based portfolio to an electronic portfolio?
• What are the factors that need to be addressed when making this change within a Teacher Education Program?

Implementation Issues
• What support do students say they need?
• What curriculum and infrastructure adaptations need to be made?

Above all else:
May your electronic portfolios become dynamic celebrations of learning across the lifespan!
Electronic Portfolio Decision Considerations

What questions should you ask?

Basic Structure for Implementing Electronic Portfolios

- Credit to David Niguidula and Hilarie Davis for the basic structure to think about implementing electronic portfolios:
  - Vision
  - Culture
  - Assessment
  - Logistics
  - Use of Technology

Vision - Why have a portfolio?

- Issues:
  - Purpose
  - Audience
  - Ownership
  - Content

Purpose & Goals for the portfolio (Determine Content)

- Many purposes:
  - Learning
  - Assessment
  - Marketing/Showcase

Interrelatedness of Purpose, Ownership, and Content

“These three definitional values are highly interdependent. If one of these values is known the other two will be known as well.”


Audience

- Who are the audiences for the portfolio?
  - Student
  - Parent
  - Faculty
  - Employer
  - Other
  - College
What electronic publishing technology is most appropriate for each audience?
- VCR
- Floppy diskette
- CD-ROM
- Internet
- DVD

Ownership - Who owns the portfolio?
- Learner
- Organization

Assessment - What are the goals for students? How is the work assessed?
- Standards
- Rubrics
- Is there a need to aggregate portfolio/assessment data for program assessment purposes?
  - Yes
  - No

Culture - What else has to change for the portfolio to be valued AND valuable?
- Collaboration

Implementing Large Scale Change
- Vision
- Skills
- Incentives
- Resources
- Action Plan

Making Change Happen
Managing Complex Change
How will you develop a vision?
- What strategies can you use to develop a vision for implementing electronic portfolios in your organization?

Develop a Vision
- Explore other websites
- See what others are doing
- Develop a prototype and exemplars
- Conduct a pilot project
- Be willing to change your vision after the pilot project is over

How will you develop skills?
- What strategies can you use to develop the skills necessary for implementing electronic portfolios in your organization?

Develop Skills
- Begin with current software
- Add new skills when you are ready
- Go slowly
- Take Time
- Be willing to learn along with your students
- Do your own e-portfolio!

Develop a Student Handbook
Incentives

Gradual Change

Develop Incentives
- Release time?
- Credit toward tenure & promotion?
- Equipment & software for early adopters
- What works in your program?
- With individual faculty?
- How do we move up Maslow’s hierarchy?

Resources

Find Resources
- Grants?
- Fees?
- A good plan attracts $$

How will you develop incentives?
- What strategies can you use to develop incentives for implementing electronic portfolios in your organization.

How will you find resources?
- What strategies can you use to find resources for implementing electronic portfolios in your organization?
How will you develop an Action Plan?

- What strategies can you use to develop an action plan for implementing electronic portfolios in your organization.

What are the elements of your action plan?

- Some elements that you will need to include in your action plan for implementing electronic portfolios:
  - Infrastructure (hardware and software)
  - Curriculum Issues
  - Training Issues (Skills)
  - Incentives
  - Resources

Develop an Action Plan

- Identify standards (outcomes) to be addressed
- Identify curriculum areas to be changed
- Create a timeline and milestones
- Assign responsibility
- Develop a support system
- Identify success indicators
- Develop rubrics
- Provide examples

Planning into Action

- Focus on what you can do with current resources (technological & skills)
- Designate an ePortfolio champion
- Faculty support
- Identify opportunities in the curriculum to develop digital artifacts
- Tie support to student needs

Curriculum Issues

- Where is the concept of the e-portfolio introduced to students?
- Does the curriculum require “appropriate digital artifacts for electronic portfolio?”
- Is there a course in the curriculum where the students develop their electronic portfolios?
- How are the portfolios assessed?
<table>
<thead>
<tr>
<th>Logistics - What time, space and resources needed to collect and reflect on the work?</th>
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<tbody>
<tr>
<td>Resources</td>
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<tr>
<td>Inventory of Hardware &amp; Software currently available</td>
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<tr>
<td>Students (&amp; Parents)</td>
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<tr>
<td>Teachers</td>
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<table>
<thead>
<tr>
<th>Technology Skill level (Teachers &amp; Students)</th>
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<tbody>
<tr>
<td>None</td>
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<tr>
<td>basic operations</td>
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<tr>
<td>proficiency with tool software</td>
</tr>
<tr>
<td>Web page authoring</td>
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<tr>
<td>Multimedia authoring</td>
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<table>
<thead>
<tr>
<th>Network Accessibility</th>
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<tbody>
<tr>
<td>LAN</td>
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<tr>
<td>Internet</td>
</tr>
<tr>
<td>Online storage availability</td>
</tr>
<tr>
<td>20-30 MB</td>
</tr>
<tr>
<td>650 MB</td>
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<tr>
<td>Gigabytes!</td>
</tr>
<tr>
<td>Space</td>
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<table>
<thead>
<tr>
<th>Additional budget available</th>
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<tbody>
<tr>
<td>(per student per year in addition to currently-available hardware/software)</td>
</tr>
<tr>
<td>$0</td>
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<tr>
<td>$12</td>
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<tr>
<td>$40</td>
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<tr>
<td>$75</td>
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<tr>
<td>$100</td>
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<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>Teachers</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Implementation</td>
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<td>Planning</td>
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<td>Reflection</td>
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<tr>
<td>Assessment</td>
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<table>
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<tr>
<th>Directions in Electronic Portfolio Development</th>
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<tbody>
<tr>
<td>Generic/Common Tools Approach</td>
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<tr>
<td>Word processor</td>
</tr>
<tr>
<td>Higher level tool software</td>
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<td>PDF</td>
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<tr>
<td>HTML</td>
</tr>
<tr>
<td>Multimedia authoring</td>
</tr>
<tr>
<td>+ Low startup and maintenance costs</td>
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<tr>
<td>— Ability to aggregate data for assessment</td>
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Directions in Electronic Portfolio Development

- IT Customized Systems Approach
  - Online database
  - Assessment Management Systems
- — Server programming/purchase, maintenance & Internet access requirements
- + Ability to aggregate data for assessment

Use of Technology
What Media best convey the Messages of the learning journey?

- Text
- Images
- Audio
- Video

“Portfolios tell a story...put in anything that helps to tell the story” - Pearl & Leon Paulson, 1991

Electronic Portfolio Decision Considerations

- ©2002, Helen C. Barrett, Ph.D.
- http://electronicportfolios.com