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

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 = Summative Assessment
Assessment FOR Learning = 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 Warner, 1990, p. 2).

Based on 2 papers in Proceedings

- Authentic Assessment with Electronic Portfolios using Common Software and Web 2.0 Tools
- Purposes of Digital Stories in ePortfolios
  - http://electronicportfolios.org/digistory/purposes.html

www.qca.org.uk
ages3-14

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?**

- Microsoft Office
  - Word
  - Excel
  - PowerPoint

- Other Options:
  - Apple iLife06
  - iDVD
  - iWeb
  - Web Page Editors (DreamWeaver, Front Page)

These tools do not require Internet access to create electronic portfolios.

**Good Internet Access?**

- 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**

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<td>Netscape</td>
<td>Google</td>
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**Web 2.0 Technologies**

<table>
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<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<td>Free, open-source tools on the WWW</td>
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<tr>
<td>Shared Resources</td>
<td>“Small Pieces, Loosely Joined”</td>
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<td>Media Creation Online</td>
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**Web 2.0 Technologies Advantages**

- Free, open-source tools on the WWW

**Web 2.0 Technologies Disadvantages**

- Requires higher technology competency
- Mostly not secure websites
“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
  - BackFlop.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
- 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
- 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

- Structured vs. Networked
- Controlled vs. Turulent
- Designed vs. Emergent
- Managed vs. Adaptive
- Broadcast vs. Aggregation
- Courses vs. Ecosystem
- Centralized LMS* vs. Decentralized PLE*
- *Learning Management System vs. Personal Learning Environment
- Information Technology - Core in Information vs. Interaction Technology - Core in Interaction

**Portfolio Differences**

Assessment OF Learning vs. Assessment FOR Learning

- Purpose prescribed vs. Purpose negotiated
- Artifacts mandated - scoring for external use vs. Artifacts chosen - feedback to learner
- Organized by teacher vs. Organized by learner
- Summative (Past to present) vs. Formative (Present to future)
- Institution-centered vs. Student-centered
- Requires extrinsic motivation vs. Intrinsically motivating

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**ePortfolio 1.0 - ePortfolio 2.0**

- Hierarchical. Designed vs. Networked. Emergent
- Metaphor: Portfolio as Test vs. Metaphor: Portfolio as Story
- Data-driven vs. Learner-driven
- Focus on Standardization vs. Focus on individuality, Creativity
- Feedback from Authority Figures vs. Feedback from Community of Learners
- Large, complex systems vs. Small pieces, loosely joined - “Mash-ups”

**ePortfolio 1.0 - ePortfolio 2.0 (continued)**

- Web-based Form vs. Blog and Wiki
- Positivist vs. Constructivist, Connectivist
- Accountability-driven vs. Learning-focused
- Proprietary vs. Open Standards
- Digital Paper (text & images) vs. Digital Story (multimedia)
- Local Storage (hard drives, CD) vs. 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

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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)

Emerging Models for Portfolios
• mPortfolios • Mobility
• iPortfolios • Interactivity
• Digital Stories • Voice

Voice
Individual Identity
Reflection
Meaning Making

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

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

• Introduction of Self
  – Voice & Personality
  – Legacy
  – Biography
  – Memoir
• Reflection
  – Transition
  – Decision
  – Benchmarking Development
  – Change over Time
• Artifacts
  – Evidence of Collaboration
  – Documentary
  – Record of Experience
  – Oral Language

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.

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.

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.

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

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

Victoria’s Kindergarten Reflection Conversation

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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