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
- Purposes of Digital Stories in ePortfolios
  - http://electronicportfolios.org/digistory/purposes.html

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

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?

ePortfolio Technology over Time

<table>
<thead>
<tr>
<th>Container</th>
<th>Authoring Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991: Desktop</td>
<td>Common tools</td>
</tr>
<tr>
<td>1995: CD-R</td>
<td>- Office &amp; PDF</td>
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<tr>
<td>2000: Internet</td>
<td>- HTML Editors</td>
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<tr>
<td>2005: DVD-R</td>
<td>- Customized Systems</td>
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<tr>
<td>2007: Pocket Tech (PDAs, Flash drives, Phones, iPods)</td>
<td>- Online data bases</td>
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What’s Next?

Reflection
Documentation
Collaboration
Learning Portfolio

The Learning Portfolio (Zubizarreta, 2004, p.20)
Levels of ePortfolio Implementation

- Working Portfolio
  - The Repository
  - The Digital Archive
  - The Artifacts (meta-tagged)
  - Personal Information
  - Reflective Journal

- Presentation Portfolio(s)
  - The “Story” or Narrative
  - Multiple Views (public/private)
  - Varied Audiences (permissions)
  - Varied Purposes

What is the best tool? It Depends!

Today’s Tool Choices

- Poor Internet Access?
  - Microsoft Office
    - Word
    - Excel
    - PowerPoint
  - Other Options:
    - Apple iLife06
      - iDVD
      - iWeb
  - Web Page Editors (DreamWeaver, Front Page)

- Good Internet Access?
  - TaskStream or any commercial fee-based system
  - Open Source Systems
  - Web 2.0 tools

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
ePortfolio “Mash-up”
Small pieces, loosely joined

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)

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

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

www.qca.org.uk (ages3-14)
Assessment for Learning

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
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;”

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*
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

To collect data and draw conclusions about the impact of electronic portfolio on:
- student learning
- Motivation
- Engagement
...in secondary schools

Why The Reflect Initiative?

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!

The Goal:

Overall Cohort

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)

Initial Observations from Year 1 Site Visits

Timeline

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
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

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

Voice

Individual Identity
Reflection
Meaning Making
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

- **Rich Digital Artifacts**
  - Evidence of Collaboration
  - Documentary
  - Record of Experience
  - Oral Language

- **Reflection**
  - Transition
  - Decision
  - Benchmarking Development
  - Change over Time

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

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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- http://electronicportfolios.org/