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

- 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/
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

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

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

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

- Collaborator
- Leverager
- Adapter
- Explainer
- Synthesizer
- Model builder
- Localizer
- Personalizer

- Think across disciplines
- Able to tell stories
- Build things with intelligence in them
- Create networks
- Aggregate pieces horizontally
- Creativity

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

21st Century Assessment

The bridge to 21st Century Learning

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
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Friedman, 2005
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

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: Elizabeth Hebert

Dr. Elizabeth Hebert, Principal
Crow Island School, Winnetka, Illinois

Picture taken by Helen Barrett at AERA, Seattle, April, 2001

From the Preface (1)


“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.”
“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.”


“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:

- If you are a parent, what you saved for your children
- What your parents saved for you
- What you collect…
- Why you collect…

Suggested topics:

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
(Zubizaretta, 2004, p.20)

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>
</tr>
<tr>
<td>2000: Internet</td>
<td>- HTML Editors</td>
</tr>
<tr>
<td>2005: DVD-R</td>
<td>- Customized Systems</td>
</tr>
<tr>
<td>2007: Pocket Tech (PDAs, Flash drives, Phones, iPods)</td>
<td>- Online data bases</td>
</tr>
<tr>
<td></td>
<td>- Work Flow Management</td>
</tr>
<tr>
<td></td>
<td>- Assessment Management</td>
</tr>
<tr>
<td></td>
<td>- Interoperability (currently in “silos”)</td>
</tr>
</tbody>
</table>

What is the best tool?
It Depends!

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

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?

**Web 1.0 vs. Web 2.0**

- DoubleClick  
- Ofoto  
- Akamai  
- mp3.com  
- Britannica Online  
- personal websites  
- domain name speculation  
- page views  
- screen scraping  
- publishing  
- content management systems  
- directories (taxonomy)  
- stickiness  
- Netscape  

**Web 2.0 Technologies**

- **Advantages**
  - Free, open-source tools on the WWW
  - “Me Publishing”
  - Shared Resources
  - Shared Writing
  - Media Creation
  - Online

- **Disadvantages**
  - Requires higher technology competency
  - Mostly not secure websites

**Shared Writing**

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

**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
- Open Source Systems
- Web 2.0 tools

These tools require only a browser and good Internet access to create electronic portfolios because they are Application Service Providers (ASP) - the software is on the company server.

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“Small Pieces, Loosely Joined”

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**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

**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"

**“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.”

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
Reflective Questions that tie the Past to the Future

Now What?
- Future Learning Goals…
- turn Portfolio Development
- …into powerful Professional Development
- and Assessment FOR Learning

North Carolina Reflection Cycle

Self-Assessment: The Reflective Practitioner

Resource on Biology of Learning
- Enriching the Practice of Teaching by Exploring the Biology of Learning
  - James E. Zull
  - Stylus Publishing Co.

The Learning Cycle
David Kolb from Dewey, Piaget, Lewin, adapted by Zull

Experiential Learning Model
Lewin/Kolb with adaptations by Moon and Zull
Deep Learning

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


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...

- 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
- 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 EIFEL 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
- Research Project Director, The REFLECT Initiative sponsored by TaskStream
- eportfolios@comcast.net
- http://electronicportfolios.org/