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

“The Blind Men and the Elephant”
Thanks to Alan Levine

Purposes of Digital Stories in ePortfolios

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

Reflects underlying philosophy

“know thyself” = a lifetime of investigation

self-knowledge as outcome of learning

The Learning Portfolio (Zubizaretta, 2004, p.20)

Learning Portfolios

- Container
  - 1991: Desktop
  - 1995: CD-R
  - 2000: Internet
  - 2005: DVD-R
  - 2007: Pocket Tech (PDAs, Flash drives, Phones, iPods)
- Authoring Software
  - Common tools
    - Office & PDF
  - HTML Editors
  - Customized Systems
    - Online data bases
    - Work Flow Management
    - Assessment Management
  - Interoperability (currently in “silos”)
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!

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?

How do we move from this container to the WWW?

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.

Web 1.0 vs. Web 2.0

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<th>Web 1.0</th>
<th>Web 2.0</th>
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<td>directories (taxonomy)</td>
<td>tagging (“folksonomy”)</td>
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<tr>
<td>stickiness</td>
<td>syndication</td>
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<tr>
<td>Netscape</td>
<td>Google</td>
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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

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

Research-based principles of assessment for learning to guide classroom practice
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"

*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)

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“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
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Learning to Learn Portfolio Model

Ian Fox, 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+)*
  - 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.

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)

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

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

- **Change over Time**
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 EIF-E 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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