Getting Their Hands Dirty:

Issues Related to the Development of Electronic Portfolios
First, about Kean University

- about 30 minutes southwest of NYC
- 3100 students in teacher education programs (undergrad and grad)
- public institution
- low-, middle-income students
- commuter institution
- PT3 grantee
Goals for Our Program in the development of electronic portfolios:

• Note: Portfolio development only one component of our PT3 Program
Portfolios should

- be developmental (occur over time);
- reflect appropriate standards, e.g.,
  - INTASC
  - NJ Core Content
  - ISTE
- spur personal reflection on development as teacher;
- addressing pedagogical and philosophical issues
Digital Equity Issues Related to Portfolio Development:

• make no assumptions about students owning computers; having access to the Internet;

• map out what students *without* computers must do to construct their portfolios;

• can you loan equipment?

• how will you interface between what students do at home and what happens on campus;

• provide support network, with lab space, appropriate tools, and faculty/student guidance;

• anticipate what will happen when students graduate
Some general issues:

• Are guidelines for portfolio development clear and articulated?

• Are faculty assignments and courses consistent with portfolio development?

• Which office/individuals are responsible for portfolio development? (Provide directory)

• Will support for portfolio development be institutionalized (or expire with grant)?

• Work with faculty/programs across your campus (helps with institutionalization)
Portfolios can

• allow students to reflect on the process of portfolio development itself;

• serve as powerful advisement tools

• with faculty support!
Electronic Portfolios

• should use a *common tools* approach;

• with a focus on those tools likely to be used by a classroom teacher, e.g., *Inspiration, iMovie, eZedia*

• allow for exciting, creative uses of technology;

• should provide for reflection on the tools they use (Why? What did I learn? How can they be used in the classroom?)
In other words, use portfolio development as an opportunity for students to “get their hands dirty”
Students should have ability to choose

- to post portfolios to the Internet;
- to burn them to a CD (DVD?);
- or both
A Central Premise:

- The portfolios belong to the students;
- Students control the development and production of their portfolios.
Consider the role of Portfolios in your program:

• Are they *reflective, developmental tools*?

• Are they *gates*?

• Are they *instruments to serve external accreditation agencies*?
These approaches can be in conflict with one another
Let’s continue the dialogue on electronic portfolios:

- What’s in it for us (colleges of education)?
- What’s in it for the students?
- What’s in it for the children they will teach?
Ideally, the construction of electronic portfolios intersects the needs of all three groups
electronic portfolios