


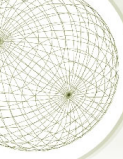
# ePortfolio: Past, Present and Future

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## *The ePortfolio as a Story of Deep Learning*


### Digital Storytelling as part of a Reflective Portfolio



## *Past*

**1991~1996**  
Dedicated desktop applications  
(Scholastic, Grady Profile) - K-12

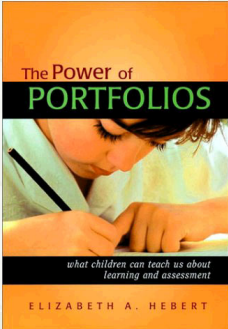
**1997~2001**  
Internet-compatible formats  
(PDF, HTML) - Higher Ed  
Small-scale implementation  
Classrooms, Courses, Individuals



## *The Power of Portfolios*

*what children can teach  
us about learning and  
assessment*

Author: Elizabeth Hebert  
Publisher: Jossey-Bass



Picture courtesy of Amazon.com

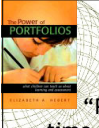


## *The Power of Portfolios*

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



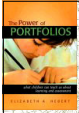
Picture taken by  
Helen Barrett at  
AERA, Seattle,  
April, 2001



## *From the Preface (1)*

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

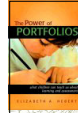
“Portfolios have been with us for a very long time. Those of us who grew up in the 1950s or earlier recognize portfolios as reincarnations of the **large memory boxes** or drawers where our parents collected starred spelling tests, lacy valentines, science fair posters, early attempts at poetry, and (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.”



### From the Preface (2)

Hubert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

“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.”



### From the Preface (3)

Hubert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix-x

“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.”

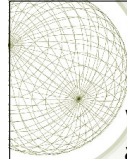


### Let’s get personal...

*Think for a minute about:*

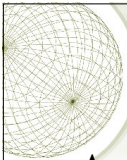
Something about your **COLLECTIONS**:

- Suggested topics:
- If you are a parent, what you saved for your children
- What your parents saved for you
- What you collect...
- Why you collect...



### Some issues to consider

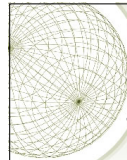
- What do your collections say about what you value?
- Is there a difference between what you purposefully save and what you can’t throw away?
- How can we use our collection experiences to help learners as they develop their portfolios?



### What is a Portfolio in Education?

A portfolio is a purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas *[over time]*.

(Northwest Evaluation Association, 1990)




### What is a Portfolio in Education? (2)

The collection must include:

- student participation in selecting contents
- the criteria for selection
- the criteria for judging merit
- evidence of student self-reflection

(Northwest Evaluation Association, 1990)



*Purpose & Goals for the portfolio  
(Determine Content)*

Multiple purposes:  
Learning/Process  
Assessment  
Marketing/Showcase



*Metaphors!*

Mirror, Map, Sonnet  
C.V.  
Test  
Story

<http://electronicportfolios.org/metaphors.html>



*Constructed Meaning*

"The portfolio is a **laboratory** where students **construct meaning** from their accumulated experience."

(Paulson & Paulson, 1991, p.5)



*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."

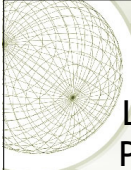
(Paulson & Paulson, 1991, p.2)



*Portfolios tell a Story*

"A portfolio is opinion backed by fact... Students prove what they know with samples of their work."

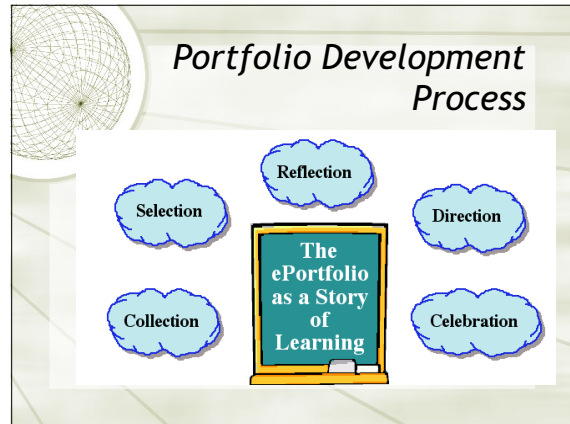
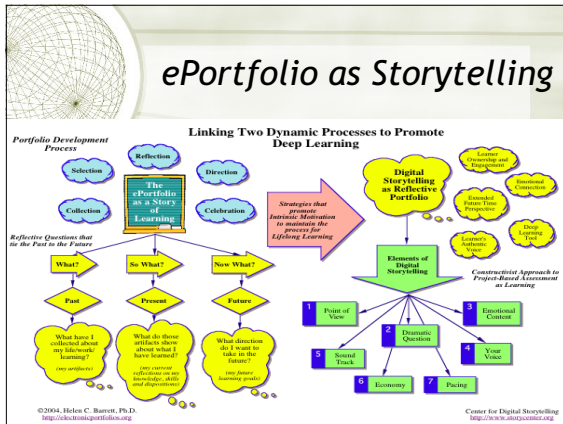
(Paulson & Paulson, 1991, p.2)



Linking Two Dynamic Processes to Promote Deep Learning

Portfolio Development Process

Digital Storytelling



## Portfolio Processes

Traditional	+ Technology
Collecting	Archiving
Selecting	Linking/Thinking
Reflecting	Storytelling
Directing	Collaborating
Celebrating	Publishing

## Present

**2001-2004**

- Increasing interest in Higher Ed
- NLII & Industry focus (Educause)
- Decreasing interest in K-12 in U.S. (NCLB)
- Commercial Market emerging
- Institution-wide implementation
- Programs, campuses, Boards of Education
- From desktop/CD to the WWW

## NLII e-Portfolio Definition

a collection of authentic and diverse evidence,  
 drawn from a larger archive representing what a person or organization has learned over time on which the person or organization has reflected, and  
 designed for presentation to one or more audiences for a particular rhetorical purpose.

## Electronic Portfolio Development

**Publishing environments:**  
 Optical media (CD-R, DVD-R) or WWW

**Authoring environments:**  
 Common Tools or Customized Systems

## Common Desktop Tools with hyperlinks

- Office - Word, Excel, Powerpoint
- Hypermedia authoring tools - HyperStudio
- Inspiration or Kidspiration (mind mapping)
- Adobe Acrobat
- HTML Editors - Front Page, Dreamweaver, Netscape/Mozilla Composer
- Multimedia Authoring
- Macromedia Director & Flash, Ezedia

## My evaluation study of online software, services, or strategies

<http://electronicportfolios.org/myportfolio/versions.html>

### Under On-line Publications

To date, recreating my new portfolio using **17 different software packages, services, or strategies**

## Online Portfolio Tool Characteristics

- Custom-designed Electronic Portfolio Systems- (A) system includes database to align artifacts to standards
- Free Server Space
- Open Source Software
- Commercial Software - primary market: Higher Ed, Teacher Ed, PK-12, Any
- Content Management System (CMS)
- Web Log Software or Journal - "Blogs"
- License agreement with - individual or institution
- Hosting - Hosted: resides on a centralized server; Server: software installed or data stored on own server space
- Cost & Storage space available

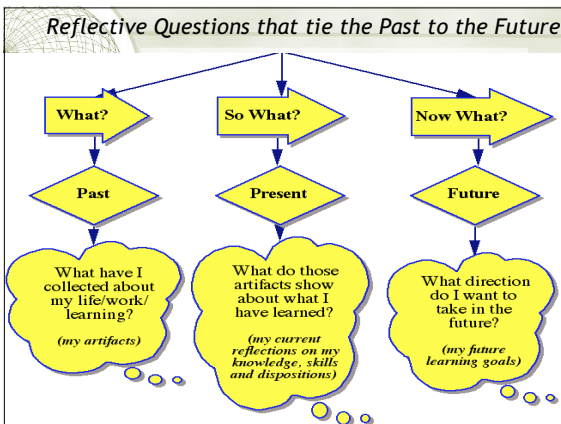
## Conclusions

Too early to judge

Scales applied to each system - "Trade-offs" - "Balance"

- Creativity
- Ease of Use
- Cost/Storage & ROI
- Features
- Flexibility/Customization Allowed
- Integration with Assessment System
- Transfer & technology skill development


*"They each exhibit trade-offs between the flexibility inherent in an HTML-based tool with the relative ease-of-use but lack of creativity in a system built on a data-base."*



## Linked to...

Strategies that promote Intrinsic Motivation to maintain the process for Lifelong Learning

- Digital Storytelling
- Blogs & Wikis
- Games



**Some concerns...**

Assessment for Learning

Portfolios for Learning

What about Motivation?




*Components of Portfolio Development*

**Content**

**Purpose**

**Process**




*Components of Portfolio Development*

**Content:**  
evidence  
(artifacts + reflections)



*Components of Portfolio Development*

**Purpose:**  
the reason for developing the portfolio - includes audience  
Learning & professional development - Process  
Assessment (of and for learning)  
Showcase  
(Employment/Marketing)



*Components of Portfolio Development*

**Process:**  
tools used  
sequence of activities  
rules  
evaluation criteria (rubrics)  
collaboration/conversation

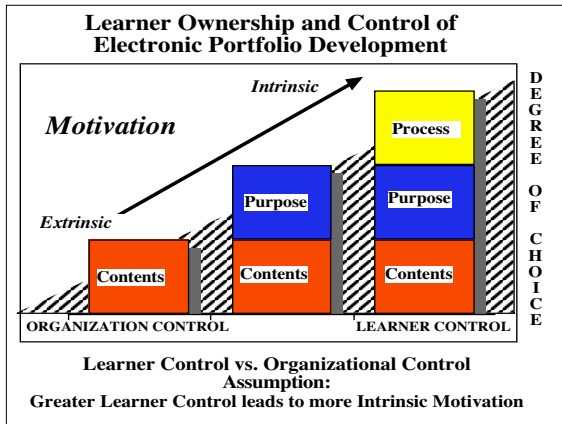


*Developmental Levels of Portfolio Implementation*

**Extrinsic Motivation**  
-institutional directed content, purpose & process - external locus of control

**Mixed Motivation**  
-learner ownership over one or two of the components

**Intrinsic Motivation**  
-learner ownership of content, purpose and process



## Future

### 2004-2010

- State/National implementation  
 “an e-portfolio for every citizen”
- Workplace and life-wide/life-long development
- Multiple publishing formats  
 WWW, CD, DVD
- Use of multimedia - moving beyond static text and images
- Interest in reflective digital storytelling

### Digital Storytelling Process

Learners create a 2-4 minute digital video clip

- First person narrative
- Told in their own voice
- Illustrated by (mostly) still images
- Music track to add emotional tone



### Why include Digital Storytelling in ePortfolios?

**Learner Motivation and Affect**

**Brain Research**

### Storytelling as Reflection

(Schön, 1988)

“...for storytelling is the mode of description best suited to transformation in new situations of action.”

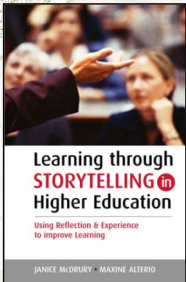
**Storytelling as Reflection**  
(Schön, 1988)

“Stories are products of reflection, but we do not usually hold onto them long enough to make them objects of reflection in their own right.”

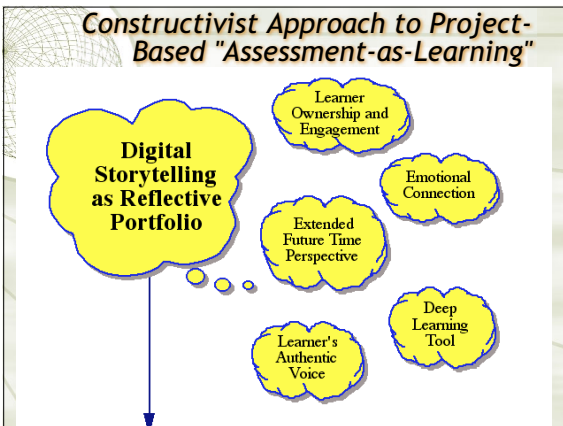
**Storytelling as Reflection**  
(Schön, 1988)

“When we get into the habit of recording our stories, we can look at them again, attending to the meanings we build into them and attending, as well, to our strategies of narrative description.”

**Storytelling as a Theory of Learning**

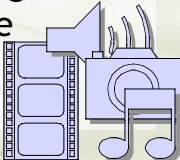


Two educators from New Zealand - staff developer and health educator  
Relates storytelling to literature on learning and reflection  
Provides stages of storytelling related to reflection



**Learner Ownership and Engagement with Portfolio**

The tools should allow the learner to feel in control of the process, including the "look and feel" of the portfolio.



**Deep Learning**


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

Cambridge (2004)



## *Voice = Authenticity*

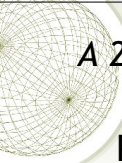
multimedia expands the "voice" in an electronic portfolio  
(both literally and rhetorically)  
personality of the author is evident  
gives the reflections a uniqueness  
gives the feeling that the writer is talking directly to the reader/viewer



## *Digital Paper or Digital Story?*

If your e-portfolios are just digital paper (text and images on the screen) you are losing a wonderful opportunity to really tell your story **in your own voice**.

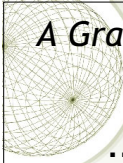

With the capability to **add multimedia**, audio and video, we can truly create an **engaging environment** to document the **milestones** of our lives.



## *A 2nd Grader's Autobiography*

Perhaps you are a 2nd grader telling your autobiography for a VIP school assignment

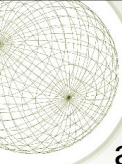

Play "tori's 2nd grade bio"



## *A Graduate Student's Letter to a former teacher*

...or you are a graduate student reflecting on what is drawing you into teaching (while showing your photo portfolio)



Play "coming full circle"



## *My own story*

...or you are reaching another transition and decision point in a long career, reflecting on the milestones in your life

Play "choices"




## *What's Your Story?*

We all have a story to add to our portfolios. These digital stories provide opportunities for a richness not possible in print.


Some stories will represent the fresh innocence of youth, some will reflect the experiences of a rich life.

The audiences might be worldwide, like the BBC Wales, but most likely the audiences will be small and intimate.




### *Digital Story as Legacy*

These digital stories aren't just for professional development  
They aren't just for skills-based portfolios  
They are our legacy for those who come after us...the stories of our lives we give to our children's grandchildren.



### *My Final Wish...*

May all your **electronic portfolios** become dynamic **celebrations and stories of learning** across the lifespan.



### *Presentation online and some stories are on my CD*

<http://electronicportfolios.org> and click On-Line Publications

*"Electronic Portfolios as Digital Stories of Deep Learning"*

<http://electronicportfolios.org> and click Recent Conference Presentations

My CD has examples of digital stories as well as hands-on activities to learn the process on Mac and Windows XP



### *Dr. Helen Barrett*

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<http://electronicportfolios.org/>