


Assessment & Technology Forum

- *San Antonio, Texas*
- *June 14, 2002*


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Welcome

- ISTE's First Annual **Assessment & Technology Forum**
- Sponsored by ISTE's PT3 Catalyst Grant: **Community & Assessment in PT3**


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Many Thanks to the Planning Committee

- **Helen Barrett**, U. of Alaska Anchorage
- **David Niguidula**, Ideas Consulting
- **Hilarie Davis**, Technology & Learning Consortium
- **John Ittelson**, CSU Monterey Bay
- **Doug Daniel**, ISTE
- **Chris Traver**, ISTE

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Housekeeping Items

Overview of Agenda.

Attendee folders contents

- Agenda
- Speaker Bios
- Attendee Lists
- Evaluation
- Model Release form
- Match forms

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Thanks to Palm

Thanks to Jolaine Harbour and PALM for providing the Palms for the day

Use them to record your table reflections and "beam" them to Facilitator on the Podium

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After all of the breakout sessions

Evaluation process at end of day

Please come back to ballroom for door prize drawings and final comments.

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Opening Comments

- Objective in PT3 grant:
Conduct at least one annual national Development Symposium on:
Using Technology to Support Assessment in Teacher Education
in conjunction with a national or international technology conference

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Our Goals - 1

- You will have a better understanding of the options available for using technology to support authentic assessment

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Our Goals - 2

- You will be a part of a national conversation on the use of technology for supporting authentic assessment and electronic portfolios

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Our Goals - 3

- You will consider the broader use of technology as a tool to assess learning using portfolios, surveys or observation tools.

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Our Goals - 4

- You will have the opportunity to critique existing electronic portfolios and explore key issues involved in developing an authentic assessment program that will meet your needs.

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Basic Definitions and Assumptions

- Build a common vocabulary as we go through the portfolio development process.
- Underlying philosophy provides a framework for our discussion today.

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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*].

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(Northwest Evaluation Association, 1990)

- The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection.

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What is an Electronic Portfolio?

- uses electronic technology as the **container**
- allows students/teachers to collect and organize portfolio artifacts in many media types (**audio, video, graphics, text**)
- using **hypertext links** (or a database) to organize the material
- connecting evidence to appropriate standards (*in a standards-based portfolio*)

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Portfolio Purposes

- The literature on Teaching Portfolios discusses multiple purposes:
 - Learning (Formative)
 - Assessment (Summative)
 - Employment (Marketing)

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Professional Portfolios for Teachers

Wilcox & Tomei (1999) Christopher-Gordon Publishers, Inc.

...extends the possibilities for portfolios in education by going beyond assessment, learning, and professional development to the use of the portfolio as a living history of a teaching-learning life. (p.5)

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Dr. Mary Diez' Metaphors

(Alverno College)

The portfolio as



Mirror

Captures the reflective nature of the portfolio
Allows students to "see" themselves over time


Diez, Mary (1994) "The Portfolio: Sonnet, Mirror and Map" in Burke, Kay, ed. (1996) *Professional Portfolios*.
Starlight Training & Publishing

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Dr. Mary Diez' Metaphors
(Alverno College)

The portfolio as



Map


Creating a plan and setting goals

Diez, Mary (1994) "The Portfolio: Sonnet, Mirror and Map" in Burke, Kay, ed. (1996) *Professional Portfolios*. Skylight Training & Publishing.

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Dr. Mary Diez' Metaphors
(Alverno College)

The portfolio as



Sonnet

Provides a framework, but the contents can showcase creativity and diversity

Diez, Mary (1994) "The Portfolio: Sonnet, Mirror and Map" in Burke, Kay, ed. (1996) *Professional Portfolios*. Skylight Training & Publishing.

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Two Directions in Electronic Portfolio Development

<p>Generic tools approach</p> <ul style="list-style-type: none"> • Using off-the-shelf software <ul style="list-style-type: none"> ▪ Microsoft Office ▪ Multimedia authoring ▪ Adobe Acrobat PDF ▪ HTML (Web Pages) 	<p>Customized systems approach</p> <ul style="list-style-type: none"> • Designing a networked system • Buying a proprietary software package • Database environment
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Issues to Consider
(based on SITE 2002 papers)

- Do students provided with a static template, or a dynamic web-based database, develop the same technology skills as those students who must create their own structure using common software tools?

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Issues to Consider
(based on SITE 2002 papers)

- When the portfolio is highly structured to meet the educational organization's need for uniformity in assessment data, does it lose the creativity of expression that has been a hallmark of paper portfolios for years?


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Issues to Consider
(based on SITE 2002 papers)

- What are the trade-offs between scaffolding the development process with templates or data bases, and the learning that can result from students constructing their own hyper-linked portfolios?

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***Electronic Portfolio
Gallery Walk***



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Electronic Portfolio Gallery Walk

- Real-world applications are powerful examples
- We wanted to show you many examples of electronic portfolios in various stages of development
- Electronic Portfolios today are where online Course Management systems were in 1996.



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- We appreciate these Gallery Walk presenters for sharing their models and experiences with us.



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Electronic Portfolio Gallery Walk


- David Niguidula and Hilarie Davis will introduce the Electronic Portfolio Gallery Walk



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Above all else:

**May your
electronic portfolios
become dynamic
celebrations of learning
across the lifespan!**




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Thank you



- ▶ For more information go to www.iste.org
Thank you
- **Dr. Helen Barrett**, Project Co-Director
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