

Dr. Helen Barrett (met her at EduBloggerCon)

0· 00:01 What are some questions that you might want to discuss related to ePortfolios?

- 0· 00:16 1. What platforms?
- 0· 00:34 2. K-12 Digital Portfolios (also K-5)
- 0· 00:48 3. How do we keep it real and authentic?
- 0· 01:47 4. Student controlled or Teacher led?
- 0· 02:05 5. How to promote it to faculty? Teacher buy-in?
- 0· 02:26 6. How to deal with assessment (formative vs. summative)?
- 0· 02:49 - Needs to have an adjective that describes its purpose: learning, etc.
- 0· 03:07 7. Managing access to the information
- 0· 03:24 8. Digital footprints - public vs. private?
9. Safety - student names?
10. Emerging or promising practices
11. Live for real, rather than live for "fake". Finding real audiences.
12. Tying student work to standards, is it "authentic?"
13. What's the value added for student learning?
- The purposes should drive the processes.
- Why are you doing the portfolio?

Purposes?

Record of learning so that students can reflect on their own learning - metacognitive - teach students to "mine" their own portfolios."

Career-ready?

Dead-ended: locked into a proprietary system.

-Note: look for her TED talk on social networks and ePortfolios.

-Use it to showcase work a number of times per year to show their learning.

How the portfolio is introduced to students goes a long way towards how they perceive the value of the portfolio.

Thing I have to do to get a diploma or a way to showcase my work.

Sometimes requires a change in school culture.

Idea: Birds of a Feather session: Using Google Apps to build Student ePortfolios (use Blogger).

It's important to have an audience for their blogs.

K-5:

VoiceThread

Krissy Hellier, the American School in Bangkok.

It's the online version of photo story.

Besides class blogs.

Three questions to ask:

What: What does this mean?

So What: So What does this mean?

Now What: Sets the stage for goals in their own learning

Tools?

Expressive vs. Structured Models: Your purpose should drive your choice

Self-Regulated Learning

How do we keep it real and authentic?

Whose portfolio is it?

Some schools or states want to tie it in to standards!

"Our portfolios look like our textbooks, they don't look like us."

Teacher controlled vs. student controlled

Choosing which ones to go into the portfolio should be student choice maybe. Makes it more relevant.

Web 2.0 changing ePortfolios: find an article on it.

iPod touches and Evernote.

Every Evernote account has its own email address.

Used the cameras on the iPod touch to capture anything that couldn't be scanned. Only had a couple of iPod touches.

Create personal theme pages to connect their passions with their learning (passion driven learning).

Three levels of portfolio work

1. Day to day collection.
2. Reflection on the work that was done.
3. Presenting the body of work to an audience.

Ownership

Student vs. School ownership

Copyright says it belongs to the student. There are legal reasons here too.

Planning Elements:

Plan for:

1. Vision
2. Skills
3. Incentives
4. Resources: Time, Money, Technology
5. Action Plan

To Avoid:

1• 00:27

? She moves too fast.

1• 00:39

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

1• 01:13

Match portfolio purpose to portfolio tools.

1• 02:22

See her website for her graphics she posted in the session.