

Title of Session: Pre-Service Teachers - ePortfolios
Moderator: Jan Naher-Snowden and Marianne Handler
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MarianneH: Hi, Wayne, Welcome
MarianneH: Where are you from?
WayneB: Thanks, looking forward to your session
WayneB: I'm from Azusa Pacific University
WayneB: Where are you from?
MarianneH: Preservice student, faculty?
WayneB: Technology Director Teacher Ed - Faculty
MarianneH: I am a faculty member in the Technology in Education program at National-Louis University in the Chicago area
WayneB: We just met with Tamara from livetext last week
MarianneH: Do your students create e portfolios?
WayneB: They do and we are looking at a ePortfolio version
MarianneH: Have you looked at others? Taskstream?
WayneB: Yes, taskstream and ProfPort
Jan_NS joined the room.
MarianneH: I have not seen ProfPort. Is that profport.com
WayneB: I'll have to look up the URL
Jan_NS: yes, it is profport.com - I just tried it.
MarianneH: Katie, Where are you from and tell us if you are student or faculty?
WayneB: It was started as part of a PT3 grant. A couple of Universities in CA are using it
MarianneH: Michelle, hi-- where are you from?
MichelleT: Milwaukee Public Schools
MarianneH: Oh, good, NLU has groups of students in that area as well.
WayneB: Welcome Michelle
MarianneH: Glad to have you.
MarianneH: I thought I would share some URLs that have sample html portfolios and we could talk about them a bit.
MarleneG: Sounds good
WayneB: great
MarianneH: I am going to paste a definition and see if we agree with it first.
MarianneH: A portfolio is a collection of work over time. It allows the author of the portfolio to examine their own professional learning and growth along a continuum. These artifacts represent new skills, new knowledge, new understandings that are the evidence of the unique learning that has taken place on the part of each student.. Using the word student in the broadest sense. We are all students when we examine our own learning.

MarianneH: That is the student need... this leaves out the assessment need that many universities also have for eportfolios. Do we agree on this much?

MarleneG: Reflection is an important professional skill and attribute. I agree

MarleneG: Reflective practitioner and life-long learner

WayneB: the NCATE 7 learner goals

MarianneH: right, and the portfolios are for different audiences... the reflection does not show in all.

MichelleT: Are rubrics created to measure the growth or is it a self assessment

Jan_NS: a lot depends on the requirements established by the particular college dept.

MarianneH: Wayne, some states make additional choices. Florida has a very serious set of 12 and the INTASC standards appear in many as well,

MarleneG: There is a need though, for Universities to use portfolios to meet NCATE goals, too

MarianneH: NCATE requires an aggregation of data,... but does not specify portfolios as the form

WayneB: We use the CA teaching standards as a framework

MarianneH is an NCATE BOE member from ISTE

MarleneG: We create Portfolios for our own student's use...for reflection and to use for interviews, at this time

MarianneH: Joyce Morris from U of Vermont has done some nice work with portfolio models. Here is her website and we can look at it together.

MarianneH: <http://www.uvm.edu/~jmorris/ep/preserviceport.html>

WayneB: We want to combine the CA teaching standards with the NCATE learner goals since we are NCATE accredited

MarianneH: There are a variety of examples here. They are built on the VT template but allows room for student creativity.

MarianneH: I am interested when I see students develop a meaningful theme that carries across the portfolio.

WayneB: Interesting, I think I worked with these folks a couple of summers ago at an Apple workshop developing the template

MarianneH: If you look at the bottom of sp 2002 you can see the template.

MarleneG: Do you know when the student created this. Is there time in each class to develop the portfolio artifacts...is it begun in an Ed. Tech Class?

MarianneH: Marlene, I think different places approach it differently..but you certainly have brought up one of the big issues!!

Jan_NS: our program requires various artifacts beginning with the first education course

MarianneH: Jan, wouldn't that be a piece of the collection phase of portfolio building?

Do they do the reflections then or later when they make specific selections?

MarleneG: One of the attractions of this discussion was to hear about the difference between using "your own template" or something like Task Stream or the other commercial Portfolio builders.

Jan_NS: some pieces are required - at this point the reflection is the choice of the student

MarleneG: We have 600 teacher graduates a year ,..so our decision of the way to go has impact..

Jan_NS: and students can add artifacts beyond the college requirements

Jan_NS: whew - that is a lot of students

MarleneG: At the current time we offer a survey technology course, aligned with ISTE Standards, and each student begins to create their own portfolio

MarianneH: I wonder if those are really portfolios or collection/containers to meet the university need.. I am really struggling with this piece.

MarianneH: At your different sites who is leading/doing the portfolio assessment for each student?

MarleneG: At our University..they are real portfolios... with all the elements I just saw...minus..reference letters

WayneB: The advantage of livetext is that teacher candidates don't have to learn how to build a web site on top of everything else they have on their plate in a teacher ed program

MarleneG: Do the portfolios look cookie cutter??

MarianneH: Pretty much. Are you all familiar with Helen Barrett's work on portfolio?

MarleneG: Portfolio assessment is done with the student and the Tech. Faculty member

WayneB: They are not as custom as building your own from scratch

MarianneH: Marlene, both livetext and taskstream have guest privileges on their sites so you can see what they are like?

WayneB: Students can focus on the content and not also have to worry about design

MarleneG: We have had each company show us..and we have seen what they do..but I was interested in what colleagues in the field knew about use

WayneB: It's a trade off. For those with web building skills who want to design their own should be able to do that.

MarianneH: Back to Helen.. if you have not looked at her site you should. Let me get that URL.

MarleneG: good...let's go back to that sample

MarianneH: <http://electronicportfolios.com/>

BjB: a reminder while we pause for a sec....to make your text easier to read, click on the ACTIONS drop down menu and scroll down to DETACH

MarianneH: Thanks, BJB

BjB: the url is hyperlinked...click on it to open a new window

WayneB: This is a great resource. Thanks for sharing

SusanR listens intently and finds this resource valuable.

MarianneH: At AERA she did a presentation about both the 'from scratch' and the commercial containers and the differences and strengths and weakness of each.

Jan_NS: any url resources for the AERA presentation, Marianne?

MarianneH: The issue of who will assess is critical. If the tech ed person is doing it

MarleneG: Do you know who assesses the portfolios we looked at from U of Vermont?

MarianneH: Not here,. I am not home but can post in the link area of our group space.

Jan, would you tell the others a bit about that area?

MarianneH: If the tech ed person assesses.. are they assessing the portfolio design piece only, who is assessing each of the artifacts for content/for standards/ the quality of reflections?

MarianneH: The University of Florida has a wonderful page to help their students begin to work with portfolios and to understand the purpose. Here is their URL which is really worth looking over.

WayneB: Currently our program directors are assessing the paper portfolios for teacher ed content and will probably do the same with the E-version

MarleneG: If you are asking me...at our University, technology is only taught WITH content, not as a stand alone

MarianneH: I agree, Marlene, but then the faculty assesses the whole shebang, right?

MarianneH: Here is the Florida resource for those who want to take a peak.

<http://www.coe.ufl.edu/school/portfolio/index.htm>

MarleneG: That is what we are in the process of articulating

MarianneH: Jan, before you left the room I was asking if you could tell these folks a little about the group area where we could post more links in the area of eportfolio?

Jan_NS: this discussion has a group space/office where various info is posted for easy access.

Jan_NS: The group is "Preservice Teachers"

MarleneG: We have been compiling many resources (sites) about Portfolios..I don't have the list here..but where can I post them...in the future

MarleneG: I know Penn State has a "clearing house" site

Jan_NS: membership is open - and you can post links there, Marlene

BjB: Marlene, join the preservice group and you can post in that group room

MarianneH: You can add links and files if there are good examples to share.

MarianneH: One of the things Helen says... that I think is interesting....

BjB: to find the group, click on SEARCH in the upper right of your screen.

Then click on groups and enter preservice

WayneB: Here is a sample template that I created for APU

<http://home.apu.edu/~wbacer/ePortfolio/introduction.html>

MarianneH: is that during collection you only have a scrapbook... it is not until one reflects on growth and change and purpose that it becomes a portfolio.

MarianneH: Nice and clean, Wayne.

WayneB: Our faculty want to go with live text so that students can focus on content

MarianneH: <http://www.uvm.edu/~nnorins/portfolio/> is worth a look as well. I think we (each institution) have to decide on the main purpose of the portfolio before determining the kind of container.

WayneB agrees with Marianne

MarianneH: Wayne, I think that the holder does not make the determination. I think some faculty see themselves as having less technology responsibilities in the commercial ones. Perhaps not yours, but certainly ours!!

Jan_NS: one purpose that our institution has decided on is that the portfolio must be ready and usable prior to student teaching.

Jan_NS: and is a prerequisite

WayneB: Then a template needs to be created so that the important elements are addressed by the students

MarianneH: Interesting timing, Jan. Are you using NETS-T as a part of yours... some of those competencies come during student teaching time..

MarianneH: Right, Wayne, that certainly is a key.

Jan_NS: yes, but we are in the beginning stages of implementation.

MarleneG: Is not only the tech responsibility, at our school we have major decisions about who will maintain the space, and how much space, and who will give tech assistance to the students.

Jan_NS: students were just informed - only those admitted to the program since July 2002 are required to produce a portfolio currently

MarianneH: I think that is what makes this exciting.. we are all struggling through these beginning stages at the same time... and in such different ways.

WayneB: Since all of our tech is embedded in our program we are struggling with how to teach students how to build a web site since we don't have a stand alone tech class

Jan_NS: we are still working out the technology logistics

MarianneH: That is really the hard part... requires planning and univ commitment to the tech folks to have time to work with students and faculty.

Jan_NS: one concern our faculty had at a recent meeting is the problem of student access and revision without permission, once an artifact has been submitted. any thoughts on that?

MarianneH: I think it depends on time... revision is good... another sign of growth and change.

WayneB: The good thing about the commercial ePortfolios is that students can concentrate their tech efforts on how to use tech in the classroom as a tool to support teaching and learning

MarleneG: Once we have provided space for our students we have permitted them access...to change and update their portfolio; however we are at the beginning of thinking of the 4 year process

Jan_NS: our faculty were working within an old paradigm of "once submitted, no changes"

MarleneG: how is it developmental. if there are no changes?

MarianneH: LIVEText (and I guess others) can be saved to cd later... after all they are only uploaded documents.

Jan_NS: I agree - I think part of the problem is the thinking of these artifacts as being static once uploaded

WayneB: Each one of our students has 20Mb of server space to use in appropriate ways

Jan_NS: because the artifacts are required assignments in various courses

MarianneH: I guess, Jan, one of the things we know about technology is that it causes changes in how teachers can work.

MarianneH: Wayne, Is 20mb enough if they have QuickTime movies, digital images, multimedia presentations?

Jan_NS: we know that, but many of our faculty have not embraced integrating tech. into their own teaching as yet

Jan_NS: 20 MB is generous.

MarianneH: Very true,,, that is a part of the gift from NCATE... it is helping us move in that direction, Jan.

WayneB: No it's not but this is what our tech staff is offering right now, it needs to be expanded

Jan_NS: our students can request more space - they are currently limited to 1 MB - can you believe that?

WayneB: Even the commercial folks have space limitations

WayneB: Yikes

Jan_NS: there seems to be a communication problem between our college and the university tech people.

MarianneH: Right, Wayne, which is interesting when they have a 4 year commitment to students and an agreement for further subscription... I wonder, I wonder.

WayneB: As compression ratios become better, this should become less of a problem

MarleneG: We had Helen Barrett give a workshop to our students and faculty...hands-on..and we learned that there are many different ways Portfolios are constructed, saved and assessed. Helen has a great \$20 CD...that I think..you can order from her website that was a URL that was part of this discussion. However, it does come down to making many decisions based on your own State's and University's needs.

MarianneH: Jan, have you guys thought about zip disks and CDs if that is all the space.

Jan_NS: there are many solutions being discussed but little decision making.

Jan_NS: not sure how it will fall out.

MarianneH: We do a grad level portfolio in our program and are using Helen's CD as a required text. You can order directly from her.

Jan_NS: I was looking at the CD info earlier. I am glad that you mentioned it.

MarleneG: One thing for sure. Students love to create Portfolios and are very proud of them.

WayneB: Another factor is faculty support and a lot of faculty are not that tech literate

MarianneH: The great part of this... and of our group... is the different things we are doing... and the solutions we are creating that can help all of us...

MarianneH: As my husband (an architect) says.. we often have solutions by blunder!!

WayneB: It will be interesting to see how the different solutions work out

MarianneH: I agree, Marlene, even though they complain along the way.. the pride is great.

MarleneG: Are you finding Portfolios make a difference for employment?

MarleneG: That is one of the motivators for our students

MarianneH: WE find that the commercial one we are using may not do what we want for our unit assessment plan and rethinking its role.

MarleneG: Why isn't it working?

WayneB: Another University did job search type portfolios and burnt them on to CD's they said that schools thought that they were radioactive and would not even look at them

MarianneH: It is not aggregating the data the way that was claimed and they are still working on it. WE are also having cross-platform problems and some security issues.

MarianneH: Oh, Wayne, I thought we got past that... reminds me of the story of the principal that wouldn't have computers cause the kids would get a virus!

WayneB: Well we're not there yet

Jan_NS: oh, that is rich - I have to remember that one for the class that starts on Monday

MarleneG: That is one of the problems with Zip disk portfolios and Cd Portfolios..the cross platform problem. We have that, too..that is why WebBased is attractive.

Jan_NS: I agree, Marlene

MarleneG: I am interested in the "not aggregating data" statement..

MarianneH: You have to get the right burning software. We are now able to burn cross on both macs and winderz.

WayneB: The web solution is the most dynamic once you burn on a CD that data becomes static

MarleneG: But there are students who go home and burn their own..and come in with it..and then that is where 100 students just eat up time...

MarianneH: I hate to break up this great party. You have all helped to make this a great discussion and make us all aware of the struggle we are having with assessment. That really is a big part of this... and with NCLB and new ways of assessing our own work we need to be very sure we are collecting appropriate evidence.....

MarianneH: I am not home so I need to say thanks... and please join our group... and perhaps, if you wish, we can have another session on this topic.

MarleneG: Agreed... we all seem to be struggling with the same issue

WayneB: Thanks for the great input and resources, can't wait to reread the log

Jan_NS: Our time is about up for this evening but I think we have creative discussion here

MarleneG: thanks again for your time

Jan_NS: thanks for joining us.

Jan_NS: thanks Marianne

BjB: The next Preservice discussion will be on June 12

WayneB: See you all online again Thanks again

MarianneH: And to you all