

Title of Session: e-Portfolios
Moderator: Joseph Ugoretz
Title of File: 20070718eportfolios
Date: July 18, 2007

Room: e-Portfolios Group

BJB2: Welcome, everyone, to this month's ePortfolios discussion

BJB2: our discussion leader has not arrived yet, but we can get started...

BJB2: I've found that the people who participate in these discussions usually have so much wonderful information to share...

BJB2: that we'll be able to come up with something valuable to you all

BJB2: we usually start all the discussions in Tapped In with introductions.

BJB2: Please tell me where you are located and what interests you in this topic of ePortfolios

BJB2: I teach communication in Pennsylvania and am interested in the many formats a portfolio can take

ArturoM: I'm a student here to learn about ePortfolios

RobLo: I am in Sarasota, Florida. I teach 4th grade and I'm interested in learning if E-Portfolios will work in a 4th grade classroom.

EduardoG: Hello, I am located in Edinburg and am interested in learning about ePortfolios.

BJB2: thanks, everyone. Anyone else?

SarahLi: I teach in elementary school

BJB2: Debbie?

BJB2: Thanks, Sarah

SarahLi: and I would like to know how the e-portfolio works in my class

BJB2: I think the first step would be to discuss that topic, Sarah...not only how it works, but WHAT IS THE PURPOSE of your portfolios

ChienWenW: I teach 5th grade student in Taiwan.

BJB2: thanks, Chien

CattyK: I am a teacher, too. but right now, I am a student and interested in learning e-portfolios.

SarahLi: is that for students?

BJB2: so, mostly elementary level and perhaps personal professional development portfolios?

BJB2: that's what we need to figure out, Sarah

EduardoG: It is my belief that ePortfolio is smart, innovative way of approaching writing.

BJB2: do any of you use portfolios of any kind with your students

BJB2: ahhh...what aspect of writing would you include in your portfolios, Eduardo?

ChienWenW: E-portfolios is something like blog?

BJB2 . o O (kids produce an awful lot of material in a school year)

ArturoM: what is an ePortfolio?

RobLo: do papers stuffed into folders count as a portfolio? We keep papers, tests, book lists, etc. As the child progresses through elementary school to show their growth

BJB2: I wouldn't recommend a blog, but some people may use that...does anyone here use a blog for portfolios?

BJB2: great, Rob...portfolios should show growth

BJB2: an ePortfolio is an electronic portfolio

EduardoG: I want to teach English and I hope to utilize portfolios for all my students to show growth.

RobLo: Do you scan student documents and file them electronically?

BJB2: how could you convert those folders full of papers into an eportfolio...and what would you select

BJB2 . o O (or should the students do the selecting?)

BJB2: scanning would be one way to do that, Rob

ChienWenW: Many of my students have their own blog full of their own diary and pictures.

BJB2: any other suggestions?

BJB2: good, Chien. Who would see their portfolios/blogs?

EduardoG: How about finding a medium and allowing students and teachers to choose the papers together.

ChienWenW: anyone in the internet

BJB2 . o O (and who has time to read a long series of posts to a blog?)

JosephU joined the room.

DavidWe waves to Joseph

DavidWe: Hi, Joseph

BJB2 sighs happily...Hi, Joseph!

SarahLi: portfolios are popular in our school, but not eportfolios

BJB2: we've started an excellent discussion, Joe...

JosephU: Hi everyone, better late than never! You wouldn't expect it, but for some reason, when it rains, the subways are slow

DavidWe: what kind of portfolios are you using, Sarah?

JosephU: great--I'll listen and try to catch up

ChienWenW: my students surf each other's blog, even the teacher does.

DavidWe can vouch for slow subways today in Manhattan

BJB2: determining the purpose of a portfolio, why use a portfolio and what the most effective use of a portfolio would be

EduardoG: I really like the methods your students use ChienWen

RobLo: Are you familiar with Activ Board flipcharts? Could student-created charts be another resource?

BJB2: Chien wants his students to demonstrate progress in writing since he teaches English

SarahLi: just a folder include student's academic record, works, papers..etc

BJB2: tell us more about the charts, Rob.

DavidWe can share a web-based digital portfolio system later

RobLo: Similar to Smart Board charts I suppose (electronic whiteboards)

BJB2: Sarah, do the students use these portfolios to lead reviews during parent teacher conferences?

BJB2: thanks, Rob.

ArturoM: do you use power point when creating an eportfolio

SarahLi: they sometimes do

ChienWenW: Sarah, do you ask each student has his/her folder?

ArturoM: ok

RobLo: Our portfolios are given to the student's next teacher so they have an idea of their needs ahead of time.

EduardoG: How do you make sure all students have their folder Sarah?

BJB2: and do the students make the selection of items that go in their paper folders?

RobLo: No. Teacher-selected (best pieces)

SarahLi: I will keep the folder in the classroom

ArturoM: can a portfolio take the place of standard grading

BJB2: everyone agree that the items should be teacher selected?

BJB2: good question, Arturo!

EduardoG: Rob I like that idea of passing the portfolio to the following teacher, it is a smart idea.

RobLo: I guess it depends on who the portfolio is geared towards

BJB2 nods solemnly to Rob. That is correct!

SarahLi: most of the items are selected by teacher

BJB2: at what point do the students learn to recognize their own growth in learning?

EduardoG: Great idea, Sarah

BJB2 . o O (and take ownership of their learning?)

EduardoG: I feel it should be up to the student and the teacher.

ArturoM: yes

BJB2: I also like the earlier question about using the portfolio as a way to grade certain subjects

ArturoM: I agree Eduardo

RobLo: We don't have a choice. Admin. tells us how to compile the portfolios.

BJB2: so a collaborative portfolio at the elementary level?

EduardoG: Thanks, Arturo

BJB2: remind me what grade you teach, Rob, please

RobLo: 4th

EduardoG: I say in Secondary education, not elementary.

BJB2: what for secondary ed, Eduardo?

EduardoG: Allowing the student and teacher to chose the "best pieces" to add in the portfolio. BJ

BJB2: thanks, Eduardo. Anyone else have a comment on that?

BJB2: how do you determine what the 'best' pieces are? What do they indicate?

RobLo: As far as writing goes, there is a rubric. The papers are scored by all the other 4th grade teachers and the students best piece for each quarter is placed into the portfolio. Other tests (math, science, ss, etc.) go into the portfolio regardless of their scores.

DavidWe . o O (there could be rubrics for other subjects, too, I would think)

EduardoG: I think pieces that demonstrate growth, supported by the teacher's criteria/rubic. To me, the selected works indicate a good understanding of the teachings.

DavidWe: One would like to see, typically, improvement over time (comparing, e.g., the beginning of 4th grade with the end...and comparing 3rd grade with 4th grade)

JosephU: I think it's extremely important that the portfolio (in at least one of its avatars) be a student-selected production

JosephU: repeat--**student-selected**

BJB2 . o O (is a portfolio an indication of what is taught or what is LEARNED?)

JosephU: ah, excellent distinction, BJ.

DavidWe believes it is a collection of student WORK

DavidWe: Hopefully it reveals some of what is LEARNED, too

EduardoG: BJ I think it's both.

JosephU: The portfolio for assessment--for **external** assessment--is only one possible purpose, and (to me) the least interesting

BJB2 hands the podium over to the expert. Thanks, Joe.

DavidWe agrees with Joseph

JosephU: it's better than a standardized one-shot test for that purpose, but that's the most you can say for it.

RobLo: There could be a student-selected portfolio that goes home at the end of the year, and a teacher-compiled portfolio that goes on to their next teacher?

EduardoG: Great idea, Rob

JosephU: Ideally...(and I know that ideal /= real)...the portfolio can even serve to let students reflect on the **difference** between what teacher thinks of their learning and what they think of their learning

ChienWenW: Rob, you compiled portfolio and then send Email to the next teacher, or burn into CD?

RobLo: Chein- Right now it is a paper portfolio

RobLo: But I see E-Portfolios in the near future :)

DavidWe: Joseph, have I mentioned to you my colleague, David Niguidula's, web-based digital portfolio system?

JosephU: Yes, definitely, David.

JosephU: It's a great system.

DavidWe smiles

JosephU: Can you give folks the link here?

DavidWe: Sure

JosephU: I recommend!

DavidWe: Here's the overview page:

JosephU: (And it's linked on our page, too)

DavidWe: The company is called Richer Picture

DavidWe: <http://www.richerpicture.com/about.php>

ChienWenW: TKS a lot

JosephU: Everyone should check that link for later!

DavidWe is working with Richer Picture and some schools in New York City ([full disclosure])

RobLo: got it! thanks

EduardoG: Thanks David

DavidWe: you're welcome

SarahLi: It's terrific

EduardoG: I like the layout and design of the page, it is perfect.

RobLo: So parents, admin, friends, family, etc. can all have access to a portfolio?

DavidWe: are you asking me, Rob?

RobLo: Yes, the Richer picture site

DavidWe: Teachers access a teacher portal, students access a student login - both allow read/write access

DavidWe: Parents, if the school wants to set it up this way, typically would have read-only access

DavidWe: Does that make sense?

SerenaP: I've been thinking about what works go into the portfolio and on every grade's standards there are major pieces of writing required. for example, 9th needs persuasive essay, personal narrative...etc.

JosephU: I think this is an important feature--selecting different portfolios, different kinds of access, for different audiences

JosephU: (And having students make that selection!)

SerenaP: so the pieces that are standards based should go in I think to show how well the students met the standards for that year

JosephU: Serena, what about how well the students think (not you think) they met the standards?

RobLo: That is great! Can you give an estimate to the cost ;)

ArturoM: what if parents and students have a hard time with these portfolios

DavidWe: one idea is that student work, especially in high school, along with reflective pieces of writing ("Why I think this work is good and why I've included it in my portfolio") becomes the starting point for college/continuing education applications

ArturoM: like getting access

DavidWe: You mean if they don't have Internet access at home, Arturo?

SerenaP: well it would be all the assignments mandated by standards and the teacher next year could see their writing, regardless of how well they did. maybe they could choose one or two to remove since it does reflect them. is this too harsh?

EduardoG: I love it

ArturoM: yes

DavidWe: well, parents typically will go to school to watch the students in a play or participating on a sports team - they can go to the school, the public library, etc.

ArturoM: ok

DavidWe: I mean, ideally, we would like EVERYONE to have access to EVERYTHING, but in reality that tends not to be true about a lot of things

EduardoG: I find that many parents in my area know nothing of technology. Should this be considered by the high schools?

DavidWe: I think schools should grow into community technology centers, personally

JosephU: I don't know that it's too harsh, really, Serena, but it does reflect a very different idea of the portfolio purpose.

DavidWe . o O (IMHO)

RobLo: How long will the portfolio be accessible? 1 year? 5 years? Do you have to renew the license each year? Is there a way to make a hard copy (CD, memory stick, etc.)?

EduardoG: David, good idea.

DavidWe: Community pays for the school resources through taxes, so...

JosephU: I do understand the use of assessment, to demonstrate achievement of standards, but I'm much more interested in the other uses--as a learning process for students

DavidWe: I think that's up to the school district, Rob.

RobLo: ok

EduardoG: the accessibility would be available for all students and parents, David.

DavidWe: I'm not familiar with the cost structure - it tends to get cheaper, I believe, with more students

DavidWe: Having students TAKE CHARGE of their own learning is one of the critical underpinnings of what Richer Picture is trying to do - with regard to school change

DavidWe: I can get more information about that, in the future, if people are interested

SerenaP: interesting. especially at middle and high school.

JosephU: yes! Exactly, Serena! And elementary, too

DavidWe: IF you would like to contact me, here's my email - wex@pobox.com - feel free to let me know what else you are interested in

DavidWe: some schools began using the digital portfolios with elementary students as a way to better communicate with parents at back-to-school time

EduardoG: got it David, thanks

JosephU: teachers can provide scaffolding and guidance--but making students engaged in their learning, seeing it, reflecting on it, judging it--that's a way to make them take more responsibility, more than just completing assignments

JosephU: (ideally!)

DavidWe: Seeing a beginning reader read (video clip) at the beginning of the year and then see the same student 6 months later is pretty dramatic

DavidWe agrees with Joseph

EduardoG: I agree with Joseph, too.

DavidWe: Making the student a more ACTIVE participant is key

RobLo: At my last school we used video portfolios (K-6th). The parents and students loved them!

JosephU: Oh very cool, Rob!

JosephU: I'm interested in the idea of portfolio including all kinds of "artifacts"

JosephU: (students produce writing, but also artwork, creative work--even chats/emails/contacts with friends, photos

JosephU: and video!

JosephU: and sound!

DavidWe smiles

JosephU: cool program all should check out (maybe a bit off-topic)

DavidWe . o O (recordings of musical performance)

SerenaP: so maybe the teacher could say "you have to have these two writing assignments in there and you may choose the rest. so they could choose poems, essays...assignments but still have the crucial standard based assignments. half and half

BJB2 . o O (demonstrate language/speaking skills too!)

DavidWe: yes, Serena. precisely - the teachers need to set up the rules of what goes into the portfolio

JosephU: sounds great, Serena !

JosephU: here's the program I want people to check out--

JosephU: <http://voicethread.com/>

RobLo: Is there a capacity (megabytes) limit to what can go into a portfolio? Video and music tend to eat up a lot of space.

DavidWe agrees

JosephU: use photos, slideshow, add narratio n, and commenters can add audio comments, too

SerenaP: I feel like we would have to take into account different technology levels of the student and a more technologically advanced student may have an eportfolio that looks better than a student who is not t. savvy.... even though student B may be better in the subject the portfolio is for. What do we do about that?

JosephU: could make some very nice digital stories, that can be embedded

EduardoG: Am scanning through the site, looks wonderful, Joseph, thanks

JosephU: ...answering two different questions

JosephU: Rob--that's a resource issue for the school, definitely!

JosephU: Serena, that's where there needs to be a good support system

JosephU: tech help from humans, and from software!

DavidWe: Those are important questions to answer, Serena

DavidWe: but the content is different from the technical prowess, right?

JosephU: a strong software solution equalizes the playing field for technical prowess-- and lets the focus be on content

SerenaP: good point.

JosephU: but it also really helps to have good human support

SerenaP: strong software

JosephU: and sometimes the teacher herself shouldn't be the one to provide that.

JosephU: again, a resource issue--but more and more graduate schools have instructional technology programs

JosephU: graduate students can make great interns or fellowships

EduardoG: I agree

JosephU: and learn to become better teachers, at the same time as the teacher gets help with technology

SerenaP: that's such a good point. spreading the knowledge

JosephU moderator hat on

JosephU: we're almost out of time

JosephU: does anyone have a question or issue we've missed so far?

RobLo: none here.

EduardoG: none here

SerenaP: how do we get a transcript of the conversation?

BJB2: The next ePortfolios discussion will take place on August 15

RobLo: it will be emailed to you

SerenaP: thanx

BJB2: Serena, when you log out the script is automatically emailed

JosephU: hooray for automatic email of transcripts!

BJB2 hugs Joseph warmly. Thanks sooooo much!

SerenaP: first timer here. sorry

JosephU: please don't make it the last time, Serena!

RobLo: Thanks, Joseph, I am inspired to try this!

DavidWe: Everyone remember the Tapped In Festival is next Wednesday - ALL DAY - beginning at 11am EDT/8am PDT

KfJ: thanx from me too

RobLo: Yes.

EduardoG: Thanks Joseph

JosephU: anyone who wants to email me, feel free--reach me through tapped in, or for your convenience jugoretz@honorscollege.cuny.edu

DebbieMS: Thank you Joseph

RobLo: Night all.

DavidWe waves

JosephU waves