

Title of Session: e-Portfolios
Moderator: Joseph Ugoretz
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Room: e-Portfolios Group

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

BJB2: we usually start all discussions with introductions.

BJB2: please tell Joseph where you are located and what you teach or hope to teach

DianaG: I'm from Mcallen and hope to teach elementary

RuthM: I am from Mission Texas and I plan to teach English

KathleenS: I'm located in Charlotte, NC and am an Instructional Designer for a financial corporation. So the teaching would be for adults

LuciaG: I am from Roma Texas and I am going to teach elementary

VictoriaNG: I am from Texas and plan to teach elementary

DavidP: I teach History at a high school in Southern California, Imperial Beach

JoseGA: Hi Joseph I teach Math/Science in San Diego

AidalinS: hello everyone

AaronF: I'm from Weslaco.... hopefully 7th 8th graders

RomanGR: I'm an EDTEC 570 student at San Diego State and I'm here to observe

KarinaS: I am in McAllen and hoping to teach Sp.ED

AidalinS: my name is Aida and I am from Edinburg and I am a senior in utpa

GulcinC: Hi, I am from Istanbul. I teach physics

DetonyaN: I am from Charlotte NC and develop financial services training for adults

JosephU: Welcome to everyone--I'm seeing town names I don't recognize--all in Texas?
(I know Imperial Beach, and I grew up in San Diego)

JosephU: And I'd love to visit Istanbul!

AidalinS: where is Istanbul located

DavidW: I'm David Weksler. I'm one of the HelpDesk volunteers. I'm in New Jersey, near New York City

GulcinC: Joseph, you are always welcome to visit.

DavidW: . o O (Turkey)

JosephU: I'm Director of Technology and Learning at Macaulay Honors College of the City University of New York--typing now from my home in Brooklyn!

AaronF: southern tip of Texas

NuviaS: Hi everyone

GulcinC: Roman, I was in the Edtech in San Diego.

BJB2: one more reminder to go to the Actions menu in the top right of your chat and click on DETACH to make it easier to read the chat

BJB2 hands the virtual floor over to Joseph

RomanGR: It's a great class

LuciaG: thanks bj

JosephU bows

GulcinC: I graduated 2001. I got my master degree from Edtech

NuviaS: wow

JosephU: Well, we're here to discuss Eportfolios--

JosephU: might be good to start with any specific questions people might have?

LuciaG: what are portfolios good for?

KathleenS: Hopefully this is not too basic - how would you define an eportfolio?

JosephU: Two great questions!

JosephU: more?

JosephU: or answers?

AaronF: how would student benefit from them?

VictoriaNG: answers

RomanGR: Are there differences in applying eportfolios to math and science

JosephU: OK. Let's start with those--and see what else comes up.

JosephU: First the basic one--"what is an eportfolio?"

JosephU: (good if we're all speaking the same basic definition!)

DetonyaN: would eportfolios be useful in corporate settings?

JosephU: great one, Detonya-I'm going to group that with Roman's

JosephU: first the definition

JosephU: Let's make it basic.

JosephU: Think about all the work a student does in a class--the assignments, the notes, the final projects, the exams.

JosephU: call those "artifacts"

JosephU: they're pieces of evidence/indicators/creations that demonstrate student learning (or employee learning, Detonya!)

JosephU: Collect them all together. Put them in a "box"

JosephU: then ask the student to pull out the ones that are most meaningful--that really show something about what the student has learned

JosephU: group them together.

JosephU: and think about them

JosephU: reflect

JosephU: write about ****what****they show

JosephU: What do these artifacts demonstrate about what you have learned?

JosephU: or how you have learned?

JosephU: When you present the artifacts, together with the reflections, that's a portfolio

LuciaG: oh ok interesting

JosephU: if it's in digital form (on a cd, on a website), it's an *e* (for electronic) portfolio

DavidW: . o O (or "d" for digital)

DianaG: I see

VictoriaNG: oh ok I get it

JosephU: Thanks, David-- "d" or "e"

JosephU: same difference!

DavidW: yes

AaronF: Joseph...well then to make an E-portfolio, the work would have to be already in a digital form, or would have to be digitized in some way... right?

JosephU: Yes, that's right, Aaron

JosephU: otherwise you have to have a paper portfolio (which is where the concept started)

AaronF: doesn't that take time to digitized

DavidP: do you mean scan them?

DetonyaN: okay so I understand the concept since I work in a corporate setting and the learners are not technical so to speak is there a program that is used like a template that learners can attach their work?

AaronF: and accessibility is definitely an issue as well

JosephU: definite issues

JosephU: Detonya, there are many template-like products that work for this.

JosephU: Some are expensive, some are free, or others are in-between

KathleenS: I'm struggling to apply this to a corporate setting. The majority of training we

do does not require the learners to hand in assignments...

DianaG: where can you find the free ones?

JosephU: I understand, Kathleen--but the learners do produce artifacts, I'm sure

JosephU: anything--memos, reports, projects--those are artifacts

JosephU: Diana--some links are on our group's page

DianaG: I see thanks

JosephU: Remember that "free" always means you pay in other ways--need more support, training, etc.

JosephU: TANSTAAFL

KathleenS: It's really the training department that would produce the "artifacts", then the learners could pool together those that are useful to them in an eportfolio. Does that sound right?

JosephU: (there ain't no such thing as a free lunch)

LuciaG: smiles

JosephU: that could be one way, Kathleen

DianaG: true

DavidP: Do the students do the scanning?

JosephU: what's most important (my perspective) is that the learner herself do the reflecting, collecting, choosing

KathleenS: Agreed.

RuthM: ok

JosephU: it's a self-portrait, with an explanation, through the work

JosephU: David--the scanning can be done by students, or a tech assistant of some kind, or some combination.

DavidP: I ask because I have 176 students a day

JosephU: (by the way, don't get hung up on only text. photos, video, audio recordings of

interviews...those are the advantages of the D (or E)

DianaG: wow

JosephU: David, you're going to need help!

LuciaG: that's a lot

JosephU: Can't do 176 eports all alone!

JosephU: Let's move a minute to benefits--although maybe that's self-evident?

JosephU: The definition implies the benefits

JosephU: think about what you get from looking back over an album (photos or scrapbook)

AaronF: I still think accessibility is still an issue

JosephU: you really see how you've developed.

LuciaG: true

JosephU: learn what works for you

DavidP: you see how you changed

JosephU: learn what techniques have helped you to learn, so you can learn more next time

JosephU: exactly, David!

JosephU: (Aaron, can you say more about accessibility? it's an important point!)

AaronF: well lets take David P as an example

AaronF: he said he had 176 students a day

JosephU: yes--176!!!

AaronF: so if he wanted to make eportfolio work, either (A) he would have to provide his class with a digital form of all work, or (b) digitize the students work himself

JosephU: yes

JosephU: or c

JosephU: have help.

AaronF: that's time consuming

JosephU: graduate students

DianaG: yup

JosephU: volunteers

JosephU: even former students

JosephU: or current students

AaronF: and if the students are supposed to choose their work to archive or whatever, they would need access to a computer or scanner if they digitize the work themselves

DianaG: me too

DavidP: I have a scanner in my room they can use before, during , and after school

DavidW wonders what form the work is in if it IS NOT currently digital

JosephU: it's an excellent point--in that setting, it's possible that paper portfolio is the best route

AidalinS: yes me too

AaronF: I'm fortunate, I have a laptop I take with me everywhere

JosephU: electronic has advantages, but it's not magic

AaronF: its not difficult for me to digitize my notes or whatever, but not everyone has this advantage

JosephU: right--but many of us (particularly in writing instruction) have been using portfolios for decades.

JosephU: before anything was digitized!

AidalinS: yes I know I have

JosephU feeling ancient

RuthM: smiles

AidalinS: it's because everything is changing

AidalinS smiles

JosephU: and you know, I don't mean to be glib...

DavidP: that's right, they were in binders!

NoraEG: yes

JosephU: but perhaps we should question whether 176 students in a day is actually a good thing at all!

LuciaG: agree

DianaG: true

AidalinS: true

JosephU: I know it's the reality many of us are stuck with

LuciaG: I think its too many

NoraEG: in my opinion no

AidalinS: I agree as well

JosephU: and we do our best with it

JosephU: but don't let me get political!

AidalinS: yes Joseph

DianaG smiles

VictoriaNG: sad but true

JosephU gives David a nod of admiration that he's able to do what he does!

VictoriaNG: me too

DavidP: wheeew!

JosephU: so--we don't have magic answers for David P, or for the accessibility problems generally

DavidW . o O (\$20 USB flash drives)

JosephU: but we can think about the objective (collection + reflection + presentation)

DianaG: good idea

JosephU: then whatever way works to accomplish that in the specific context

AaronF: I guess the objective makes perfect sense

JosephU: before we forget--how about the question about math and science (and corporate uses)

JosephU: don't remember who asked, but those are good questions.

JosephU: What are the artifacts in math? or science? or the workplace?

LuciaG: homework exams

KarinaS: In the workplace?

RomanGR: Math problems science experiments

JosephU: (teachers, especially beginning teachers, frequently assemble teaching portfolios to use for professional development

DavidW: work in math can be expressed in terms of files from various software programs - Excel, Geometer's Sketchpad, etc.

NoraEG: what do you suggest for us as beginning teachers

KathleenS: In my corporation, the learners really aren't producing materials. But as you stated, they will archive memos, business alerts, job aids, etc. So I guess these would be the artifacts.

DetonyaN: I asked the question about the corporate use. Artifacts for the corporate environment may include job aids, in class worksheets ??

JosephU: a link to some sample course portfolios

JosephU: <http://www.historians.org/teaching/AAHE/aahecover.html>

DavidP: At the Engineering co. I used to work at, if someone presented old plans they worked on other departments would discuss effective changes that were implemented

JosephU: different kind of portfolio

JosephU: great examples, David and Detonya!

JosephU: both Davids

DavidP: They would also create new guidelines and standards to save the client time and money.

JosephU: Kathleen--didn't mean to miss your comment

JosephU: I think that's right

JosephU: uses and benefits in the corporate environment....

JosephU: document accomplishments and progress

JosephU: professional development--that reflection piece!

JosephU: don't architects/designers/engineers carry portfolios?

JosephU: I think that's the original...artists

JosephU: Nora--you asked about beginning teachers

NoraEG: yes

LuciaG: interested in Nora's question

RuthM: me too

JosephU: one of the typical things beginning teachers need to work on is a teaching philosophy!

NoraEG: meaning what

LuciaG: a pedagogy?

NuviaS: pedagogy?

JosephU: yes--

NuviaS: ok

JosephU: what are you doing in the classroom.

DavidW . o O (the OTHER "p" word)

JosephU: why are you a teacher?

JosephU: so...the eportfolio helps to document the growth of your thinking

JosephU: beyond what you were taught

JosephU: into what you are learning as you encounter real classes

JosephU: artifacts include

JosephU: what you're assigning to students--students' evaluations of you--

JosephU: and of course, most important, your reflections!

LuciaG: on the students' work?

NoraEG: cool because it was [not] until I took this course that I found out what pedagogy really was

JosephU: <http://olms.cte.jhu.edu/olms/output/page.php?id=2845>

JosephU: that's the Johns Hopkins Digital Portfolio system

JosephU: I'm a big fan--purchased it for the institution where I used to work for their education dept.

JosephU: that site has some good explanations, a tour and examples

LuciaG: cool

JosephU: (also there's another good example coming up for student portfolios)

JosephU points at David W

DavidW smiles

DavidW: Richer Picture - www.richerpicture.com

JosephU: there's another kind of accessibility, too, that we haven't discussed yet

JosephU: I'm thinking about disabled students

JosephU: this is where the "e" part can be important

AaronF: I think in this case e portfolio would be beneficial at all times

JosephU: a paper portfolio sometimes can't document so well the learning of disabled students

JosephU: but e can include more types of media--

JosephU: one way that portfolios (e or otherwise) get used is for assessment

JosephU: it's a richer picture (nodding at David!)

JosephU: then any exam can ever give

JosephU: an exam is a snapshot at best

JosephU: a portfolio is a more complete portrait

JosephU: (back to Math--I'm thinking about how math teachers ask students to show work--it's not the answer that's most important, it's the thinking process--problem solving

VictoriaNG: yep

DianaG: yup

JosephU: that's a portfolio concept!

DianaG: true

DavidW: show DIFFERENT ways of solving the same problem - how many different ways are there?

VictoriaNG: how they got their answer. I agree

NoraEG: yes

RuthM: I think that in an English classroom it would also work

DavidP: did I miss the part about presentation?

JosephU: That's my original experience, Ruth--writing process completely works!

JosephU: (show drafts)

JosephU: Ah, presentation!

JosephU: advantage of E portfolio is that you can easily have multiple presentations of

same material

DavidW . o O (Writing about mathematics allows for deeper understanding of what people know - not JUST the answer)

LuciaG: agree

DianaG: right

NoraEG: right

JosephU: one portfolio for teacher, one for school's assessment, one for personal reflection, one to show your mom, one for when you apply for jobs

DianaG: good point

DavidW: student work in a portfolio becomes the basis for a college application

NoraEG: are you serious?

LuciaG: I like the one for mom

LuciaG: smiles

JosephU: quite serious, Nora--there are many different pictures you can make of my learning (or yours)

NoraEG: I do agree

LuciaG: true

JosephU: my mom wants to see different things from my work than my potential employer does

JosephU: and state accreditors want to see something else entirely!

LuciaG: right

JosephU: also...

JosephU: presentation lets the portfolio capture more creativity and personality

DianaG: also show your serious and/ or fun side

DavidP: Most people don't stay at the same school forever, you will probably need one on CD!

JosephU: look at some of the examples here

JosephU: http://www.eportfolio.lagcc.cuny.edu/basic_gallery.html

JosephU: (these are community college students)

JosephU: good point, David P!

JosephU: a CD is important--webservers crash, schools decide not to store things anymore, anything can happen!

JosephU: folks, we're almost out of time, and I've just been blabbing away

JosephU: are there questions or ideas we've missed?

JosephU: I'll shut up for a few minutes

DavidW . o O (backup is crucial in the digital world - the virtual dog ate ALL my homework)

VictoriaNG: lol I like that David W

DavidW smiles

NoraEG: no questions

DetonyaN: what program did the students use to create the portfolios at the community college?

RomanGR: Is there a special way to introduce eportfolios to students so that they buy into it?

JosephU: Roman, best way is to show some examples--

JosephU: (like that LaGuardia gallery)

JosephU: or others

RomanGR: sounds good

JosephU: Detonya, at LaGuardia they use three different approaches

LuciaG: agree

JosephU: for basic, intermediate, advanced

DetonyaN: what do they use for basic?

JosephU: basic they have a template, and students just fill in (template created in dreamweaver--and before that microsoft frontpage)

DetonyaN: great thanks

DianaG: kool

NoraEG: I really learned a lot on this presentation, thank a lot

JosephU: actually--that's intermediate!

AidalinS: thank you

LuciaG: great presentation

DianaG: thanks

JosephU: basic they used a product called concordia--but I heard they're abandoning it

LuciaG: very useful

VictoriaNG: clap clap

AidalinS: I really liked it as well

JosephU: and here I said I would shut up!

LuciaG: claps

JosephU: well--thanks everyone

AidalinS: I learned a lot

RuthM: thanks

NoraEG: very useful for us future teachers

DianaG: I enjoy being in this group

LuciaG: thank you

AidalinS: so did I Diana

JosephU: you will get a transcript in your email

DianaG: it was very useful

DetonyaN: Thanks

JosephU: and feel free to email me with questions

KarinaS: Thank you lots of info

JosephU: jugoretz@honorscollege.cuny.edu

JoseGA: thanks

DavidP: Peace Out!

NuviaS: it was nice just listening to everything

VictoriaNG: thanks Joseph

BJB2: E-Portfolios meets once a month. The next discussion is September 19

DianaG: have a good afternoon

KathleenS: Thank you.