

**Title of Session:** e-Portfolios  
**Moderator:** Lynne Wolters  
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Room: e-Portfolio Group

**LynneW:** We begin our session with self-introductions. There is no particular order - just chime in with your name, where you live and what grade/content area you teach.

**LynneW:** I am a professor of ed tech in Portland OR

**VernaLynnG:** Verna Lynn I live in Strasbourg, Saskatchewan. I teach grades 7 & 10 computers

**DanaMB:** Dana, from Missouri, I'm a middle school librarian

**BJB2:** I teach remedial communication in Pennsylvania

**StevenBr:** I teach JH Geography in So. Illinois

**GinaRS:** Gina, 4th grade, I teach everything

**CharlotteR:** I am Charlotte Reed. I live in Illinois and I teach at Lovejoy Elementary School self-contained 5th grade

**LynneW:** How did you each hear about this special interest group?

**LynneW:** What do you come here hoping to learn today?

**VernaLynnG:** I get the calendar each month and thought this would be very interesting.

**DanaMB:** It was highlighted on my calendar--

**StevenBr:** EETT Grant got me involved in PBS Capstone Classes.

**CharlotteR:** I looked on Tapped In Calendar and I am in the Capstone course through PBS

**GinaRS:** This is a requirement through PBS on line Capstone classes. This looked interesting

**VernaLynnG:** Anything I can get re: e-portfolios will be great

**DanaMB:** I'm hoping to learn how I can set up my own portfolio

**CharlotteR:** I have been reading a little bit about how to use online chats and e-portfolios in my classroom and thought this discussion might give me a little bit more information to use in the classroom.

**LynneW:** Is there anyone here who has not seen at least one e-portfolio?

**DanaMB:** me.

**VernaLynnG:** Can't say I have???

**LynneW:** Then that is a good place to start.

**LynneW:** Anyone can offer a comment about what e-portfolios are/look like.

**LynneW:** There are numerous tools for actually creating an ep

**LynneW:** The creation is one process. Hosting them is another.

**LynneW:** Thinking through who the audience is - very important.

**LynneW:** Purpose also very important.

**StevenBr:** I guess I need a definition to know

**CharlotteR:** Through a colleague I have found out that her sister has used something called Live Text for her college courses and within it has had to make reflections and upload some of her work into certain files.

**StevenBr:** I read the whiteboard, but my experience was digital artifacts stored together

**GinaRS:** I created my own portfolio through live text. it was a lot of work but I am familiar with it.

**CharlotteR:** Sometimes you can upload scanned in pictures of transcripts or letters when using them to apply for a job.

**LynneW:** I want to give the group a 7 minute exploration of existing resources in this group room. Just under the cafe graphic upper left are links. Click on the LINKS link and look through a few of those resources. Come back here and we will continue.

**LynneW:** OK?

**VernaLynnG:** OK

**DanaMB:** Sounds great

**LynneW:** Let us know when you are back and ready for discussion.

**GinaRS:** I'm back

**LynneW:** ok

**LynneW** blows her playground whistle

**VernaLynnG:** I'm back too

**StevenBr:** Barrett's article was quite clear. Thanks for the heads up.

**LynneW:** Sure

**LynneW:** This group room is an e-portfolio.

**LynneW:** It has resources, artifacts and comments.

**DanaMB:** I'm back

**LynneW:** What did you see/learn from your quick review of the links?

**LynneW** smiles at Dana

**GinaRS:** I didn't realize so many schools use them - not just colleges.

**DanaMB:** It looks like it takes a lot of preplanning...

**VernaLynnG:** I did learn that I have done an e-portfolio before but I did it on a CD

**LynneW** nods

**VernaLynnG:** I didn't really realize they all meant the same thing

**CharlotteR:** How do you decide what you want the students to put in the e-portfolios?

**LynneW:** So, let's work on a definition of e-portfolio for today's discussion.

**LynneW:** Then we will follow with responses to Charlotte's question.

**DanaMB:** How about: reflection of work completed

**LynneW:** An electronic portfolio is a collection of artifacts that represent a body of work by a particular individual.

**DanaMB:** Impressive

**LynneW:** Who can improve on the definition? There is an important element missing.

**VernaLynnG:** accomplishments

**VernaLynnG:** not just work

**GinaRS:** e-portfolios reflect student's learning and demonstrate their work for a specific audience

**DanaMB:** presented to a distinct audience

**CharlotteR:** Since this room is an example of an e-portfolio is a blog a type of e-portfolio

**LynneW:** Reflect is the correct word but in a different context.

**LynneW:** A blog could be an e-portfolio.

**LynneW:** Reflection on what was learned is an important element in an e-portfolio.

**CharlotteR:** Do we need to add that it can be viewed online?

**DanaMB:** Wiki's could also be an e-portfolio

**GinaRS:** Is the student supposed to reflect on their learning?

**LynneW:** Wikis could but since they are designed to be a collaborative writing tool -- this may work better as a e-portfolio by a small group or class.

**LynneW:** YES Gina

**DanaMB:** I believe that students should reflect on what worked or didn't work in a project..

**StevenBr:** The teacher should reflect on the students work, or other students. improvement comes from feedback.

**DanaMB:** It gives a full view of what they had done

**LynneW:** For deeper learning and for more accurate appreciation and understanding of the artifacts, student reflection is important.

**LynneW:** Students should reflect on their own learning.

**GinaRS:** Do the students choose their artifacts or does it depend on their age?

**MaryannA:** The reflection extends the learning.

**LynneW:** What were the obstacles they experienced and how did they overcome them?

**LynneW:** What were they thinking, feeling when they created that picture or paper or whatever the artifact is...

**VernaLynnG:** Are the reflections just entered as like say a post?

**LynneW:** Yes or it could be an audio file or a video of the student.

**DanaMB:** That would be interesting

**VernaLynnG:** How are the reflections connected to the artifact?

**VernaLynnG:** Which reflections goes with which artifact?

**LynneW:** That would be a part of the design for the e-portfolio.

**GinaRS:** Are there templates online where teachers can create this or is it from scratch?

**LynneW:** There are templates, and online services and software that can be hosted by a district.

**DanaMB:** Rubrics for projects could be added or linked to the project.

**CharlotteR:** Do teachers give feedback on the artifacts? Or are they reflections?

**LynneW:** You can use PowerPoint to create an e-portfolio.

**GinaRS:** That would be easier.

**DanaMB:** I have done some of those this week.

**CharlotteR:** Are there websites that you can use to create an e-portfolio?

**LynneW:** In my view, assessment of any particular artifact comes prior to its inclusion in a portfolio.

**LynneW:** The portfolio is not a COLLECTION of everything completed.

**DanaMB:** OHHHH...

**LynneW:** There is an intentional process for selecting artifacts that best represent what a

student has learned.

**LynneW:** This selection is based on the audience and purpose.

**LynneW:** An e-portfolio could easily evolve over time.

**LynneW:** It could start as a means to learn technology/software

**CharlotteR:** Beginning of the term papers, middle of the year, end of the year, on the same topic

**LynneW:** It could then become something used along with a Senior research project.

**GinaRS:** So... in an elementary school could you have artifacts divided by subject area?

**LynneW:** Then, it could evolve into a tool for entrance to a particular university or for a scholarship.

**LynneW:** Then, it could evolve into something to be used for employment.

**LynneW:** So...elementary

**MaryannA:** Could you use the portfolio with student led conferences?

**LynneW:** Organization of materials is one way to think about the portfolio.

**VernaLynnG:** I can see it be used as a progression of improvement in the elementary grades

**GinaRS:** That could be helpful - even for parent conferences

**LynneW:** Then, it becomes about the subjects - perhaps not about the student.

**LynneW:** Think of this as a digital narrative.

**LynneW:** There is a beginning, a middle, and an end.

**CharlotteR:** Could you use them to show what students learned from a rough draft to a final draft.

**LynneW:** If the focus is on student learning, let that be the story.

**LynneW:** The artifacts help move the story along in very concrete ways.

**GinaRS:** Ohhhh... I can start to see it now.

**LynneW:** Charlotte, if that was of primary importance for learning you can.

**LynneW:** You need to decide what is most important to "tell".

**LynneW:** Is it social/emotional growth?

**CharlotteR:** How do you decide what to tell

**LynneW:** Is it speech or reading or comprehension?

**LynneW:** That is why it is so important to decide early (planning)

**GinaRS:** How can teachers find the time to do all of this?

**DanaMB:** Couldn't we let the students also "tell" what they want their parent at a conference?

**LynneW:** who owns the portfolio, who is the audience, and what is the purpose

**LynneW:** Dana, can you say that again in another way. I don't understand

**LynneW:** Many districts have co-opted the e-portfolio to meet NCLB data requirements.

**DanaMB:** In a parent teacher conference--

**DanaMB:** if the student owns the portfolio

**LynneW:** In that case, the owner is the district. The audience becomes administrators.

**DanaMB:** they should help decide what is important to tell the parents

**LynneW:** The purpose becomes educational data.

**LynneW:** Yes, I agree.

**LynneW:** You may also want to seek parent involvement/input.

**LynneW:** What kind of growth are they interested in seeing?

**DanaMB:** That would add another dimension...interesting

**LynneW:** If a student comes to you weak in math -- perhaps more math artifacts and reflection would be well received.

**GinaRS:** Can parents access e-portfolios from home?

**LynneW:** Again, it depends on the purpose behind the creation of an e-portfolio.

**LynneW:** That depends on how you set it up.

**LynneW:** Again, there are lots of choices about what software will be used to create the e-portfolio.

**CharlotteR:** If you set it up online?

**LynneW:** Then, there is the question of should it be accessible from the Web (with or without password).

**LynneW:** How long should it be accessible? Who should be able to access it?

**VernaLynnG:** What do you suggest to use

**VernaLynnG:** if you want it available on line

**LynneW:** Ideally, a district hosting their own e-portfolios would be best.

**LynneW:** This can be meaningful documentation, over time, that travels with the student.

**LynneW:** Then, artifacts could be moved in and out of an e-portfolio depending on audience and purpose.

**GinaRS:** Is this becoming popular in school districts in certain areas? I have never seen it here.

**VernaLynnG:** We don't have it here

**LynneW:** There are places where it is used widely -- others not at all.

**LynneW:** Depends on the teachers.

**DanaMB:** It's not used in our district yet.

**LynneW:** Usually, a teacher decides to do it in a classroom and starts small.

**LynneW:** Many universities (teacher education) use them.

**VernaLynnG:** Where would a teacher "host" them if they want to implement them

**LynneW:** If I was on my own as a teacher doing this without support here are a few places I would strongly consider.

**LynneW:** Here in TI is a K-12 campus.



**CharlotteR:** Are there examples here too?

**LynneW:** You could set up a classroom with folders containing documents and links for each student.

**VernaLynnG:** When you do that do all the students have access to everyone's folder

**LynneW:** I would think about using learner blogs.

**LynneW:** I would think about PowerPoint as a container for eportfolios.

**LynneW:** I started out with PPT.

**GinaRS:** I have my students save all of their work to the district server in their own folders. Would that be a portfolio?

**LynneW:** Gina, I would recommend you put select artifacts in a sub-folder names portfolio

**LynneW:** However, you need a container for presenting the story.

**LynneW:** Otherwise, you have a bunch of pages that are unorganized.

**DanaMB:** I like the idea of power point at middle school. They all seem to know how to do them.

**LynneW:** Much like pages of a book that are dumped in a drawer

**LynneW:** rather than organized and bound together.

**LynneW:** I recommend Helen Barrett resources to you.

**LynneW:** She is the "mother" of e-portfolios in the US.

**LynneW:** She has many resources and examples on her web site.

**GinaRS:** I saw her site in links I think.

**LynneW:** We have her link in our LINKS area.

**DanaMB:** Are these links always available to us?

**LynneW:** It is nearly time for our session to end.

**GinaRS:** It looks like a good place to start.

**LynneW:** Let's sum up your new learning.

**LynneW:** Please chime in with the ah-ha you are taking away from our session.

**GinaRS:** e-portfolios are a work in progress and can grow with the student

**DanaMB:** Plan...Know your audience and purpose first. This will guide what you put in the portfolio.

**LynneW:** Great. Anything else?

**LynneW:** I'm looking for the "R" word.

**DanaMB:** Tell a great story with your artifacts.

**LynneW:** Yes

**VernaLynnG:** reflection

**CharlotteR:** student reflection

**LynneW:** Yes!

**DanaMB:** Reflection

**GinaRS:** student involvement

**LynneW:** Yes!

**LynneW:** Actually, deciding what artifacts go into a portfolio could be something that is done one-on-one with students deciding as part of a self assessment process.

**DanaMB:** Time to impress the boss :)

**VernaLynnG:** Go Dana

**DanaMB:** He was joking about this the other day...

**LynneW:** Thank you for your time today. Please return for our session in May.

**VernaLynnG:** Thanks Lynne

**DanaMB:** Thanks Lynne

**LynneW:** My pleasure.

**GinaRS:** Thanks!

**DanaMB** Dana practices her wave

**LynneW** thinks Dana is a good waver

**DanaMB:** Thanks--Just learned this tonight

**DanaMB:** Bye!

**LynneW:** You are welcome to stay and go through resources. The room is open 24/7.

**VernaLynnG:** Sounds good

**LynneW:** Bye

**VernaLynnG:** cya