Creating and Updating Electronic Portfolios for Professional Development

Developed by
Marjorie Sharp
Margaret Hoskins
Julia Parra
Fred Lackey
Smith Frederick
Kd D'Port
Sharon Dogruel
Introduction

The Digital Portfolio lesson utilizes various technology tools and programs for students to create portfolios. The central question for this lesson is "What are digital portfolios and how can we use them?" During the school year, students collect and organize projects, photos, and school work into a multimedia format that represents what they have accomplished. Assessment of products placed in the portfolios is also an important component of this session. Students present their digital portfolios at the end of the year.

Students will learn the uses and importance of digital portfolios and how to create them. They will also learn methods of selecting the best of their own products to be a part of their portfolios. They will review/learn about various pieces of hardware/software to enhance their portfolios.

Technology

- Computers
- Digital Camera
- Scanner
- Printer
- Email/web browser (Middle/High school students)
- Draw/paint program
- Photo imaging software
- MS PowerPoint or HyperStudio

Resources

Offline
How to Use Standards in the Classroom; Douglas E. Harris and Judy F. Carr, ASCD, Alexandria, VA.

Online
Clip Art (http://www.clipart.com)
More Clip Art (http://clip_art.com)
Hotmail email site (http://www.hotmail.com)
Portfolio Guidelines (http://www.indiana.edu/~ist/programs/portfolio.html)
Planning Your Portfolio: http://unhinfo.unh.edu/teaching-excellence/guide.html
Materials
- Butcher paper
- Markers
- Check sheets for resource centers
- Task cards and directions for resource centers
- Digital Portfolio CD (recommended)
- Two diskettes per student
- Digital camera
- Scanner

Students bring:
- Two photos (one of self)
- Journals
- Art or class work

Preparation
- Make sure you are familiar with the hardware/software you will be using.
- Make copies of checksheets for students.
- Make copies of rubric for students.
- Display task cards and directions at resource centers.
- Preview the elementary and secondary portfolio examples.
- Make sure you know how to work the digital camera.

Tasks
1. Whole class or large group activity:
   On the butcher paper, write the following questions with marker so whole group can see:

   - What is a digital portfolio?
   - How and where are they used?
   - How would technology be used in a digital portfolio?

2. Present digital portfolio examples and have students comment or take notes to use in discussion following presentations.

3. As a group, the participants will create the guidelines or criteria for what to include in their portfolios.

4. With a buddy and using the checksheet, students complete seven centers, which are described below.

   [Teacher Note: You may introduce the centers by going through and explaining each center to whole group or compose direction cards for each activity to be placed at each center. The centers can be completed randomly, except that the Digital Camera and Scanner Centers must be completed before the Publishing Center. We have included task cards to identify each center, which can be posted by materials and directions. The task card templates and directions as well as the student checksheets are available in the .pdf file.]
Assessment
See Rubric. We can not stress enough how important it is to be constantly evaluating the materials in the portfolios to include the very best work!

Extensions
Students can create family or community digital portfolios as their class assignment. They may create these digital portfolios on floppy disk, zip drive, CD, or with a web page.

Outcomes

Upon successful completion of this unit, the learner will:
• Understand and be able to apply the guidelines of the three basic components of portfolio products.
• Have reviewed or learned some basic technology skills.
• Be able to apply these guidelines and skills to digital portfolios.
• Capture an image using a digital camera.
• Employ digital-photography software to download, edit and produce digital images.
• Use a scanner and accompanying software to digitize printed images.
• Translate back and forth between graphic file formats.
• Access Web-based graphic libraries, site-design references, and other graphic design resources.

Content Standards

National Educational Technology Standards
1) Basic operations and concepts
2) Social, ethical, and human issues
3) Technology productivity tools
4) Technology communications tools
5) Technology research tools

New Mexico's Content Standards
Language Arts
1) Students will understand and use language arts for communication.
2) Students will listen and read for a variety of purposes.
3) Students will use a variety of listening and reading strategies appropriately.
4) Students will speak clearly and write effectively for a variety of audiences and purposes.
5) Students will speak and write clearly. Effectively, and correctly.
6) Students will respond personally, analytically, and critically to written and spoken language, and other media.
1) Students will use language and literature to gain insight into their own and other's lives, and to build understanding of the moral and aesthetic dimensions of human experience.
2) Students will use state-of-the-art computer and technology to gather, use and synthesize and to create and communicate knowledge.
Assessment

Instructions for presenting the Assessment Guidelines

The Assessment is a simple rubric to help the teachers think about their workshop results -- whether this is a lesson plan, a Power Point presentation, a publication, a web page or any other product they produce as a direct result of their RETA learning experiences. Since they will be required to develop a digital portfolio by adding products throughout their RETA workshops and to present the best of their portfolios to peers at their last RETA session, the Assessment will give them a way to decide both what to put into their portfolios and what they want to present.

Allow several minutes to explain the purpose of the Assessment and what the three elements are: language, images, products and performances. Language and images are evident; however, products and performances may require some discussion. The Products of the teachers’ work refer to content. It should be based upon standards and can be thought of as the result (or outcome) of what the teacher has learned in a particular RETA session. For example, a teacher completes the RETA workshop on Media Literacy and creates a lesson for her class on how to critically examine advertising claims. The Products of this lesson include the learning goals, the thinking processes described, and the student activities, technology and problem solving presented. These products should be designed to connect well and support specific content standards and benchmarks.

You might ask the participants to consider the following questions as they examine their products:

- "What is the most important thing(s) I want my students to learn as a result of this instruction?"
- "Are the learning experiences and activities enough to assure that most of my students will reach this goal(s)?"

The Performances refer to how the instruction provides multiple opportunities for students to demonstrate their learning. Here again several questions might be helpful:

- "How will the students show that they understand the most important learning presented?"
- "Are there multiple ways that all students can demonstrate their understanding of the learning? What are these ways?"

These questions (and others can be added) help the teachers better understand how they are designing instruction that results in substantial, meaningful learning enhanced with technology.

If time permits, have the teachers think of a lesson (or instructional resource) and practice applying the criteria. You might suggest that your teachers all review the same lesson (or resource) and then discuss the results as a group before continuing on. Since they will use this
assessment for all their digital portfolio products, you want to make sure that they understand the categories and can use the tool with ease.

RETA participants will complete a digital portfolio of products that represent what they have learned as a result of their RETA learning experiences. The products they produce will be determined by the workshops and themes selected for their particular program. Participants review the products they select to place in their digital portfolios by determining how well the products meet guidelines that address three basic components of all portfolio products. These components include (1) language components (verbal and text), (2) visual images, and (3) products and performances – the results of the new learning and the ways in which the learning will be demonstrated. Portfolio products may include PowerPoint presentations, multimedia products, publications, web pages, and other products which teachers select to illustrate their work.

The assessment guidelines set forth a framework to discuss how each teacher product implements learning standards and benchmarks in a way that engages students, grounds learning in real world contexts and contributes to meaningful student understanding. The guidelines are also intended to ensure that there are multiple opportunities to demonstrate and assess understanding of important new learning.

Teachers will use the following guidelines as they select their products that they want to place in their digital portfolios. Each guideline is intended to illustrate a scale that the teacher can use to assess the quality of the products and will help them select the very best products to present at the conclusion of their RETA instruction. Additional criteria can be added and space is provided for additional comments. Teachers will develop and deliver a final presentation of their digital portfolios as a culminating activity. At the final presentation the guidelines will again be used as one way to provide constructive feedback from peers. The following tool is in the presenter’s folder and needs to be run off so they can use it as a guideline while they are constructing their individual digital portfolios.

**Instructions**

Use this assessment to score the components of each of your products. Add additional components if they are applicable and useful. The goal is to have the information from this tool assist you in the development of your portfolio and increase your understanding of quality portfolios and how they can be used for meaningful assessment. Products and performances are the results of the learning and teaching activities. They often address a thinking or learning process, including problem solving or hypothesis testing as well as speaking, writing, graphic presentations, and other forms of communication. Products and performances to be scored can be developed collaboratively and a variety of assessment tools and methods should be used.

Standards based curriculum and assessment consists of instructional designs that include a focus and alignment with school and district curriculum, meaningful units of study, significant learning and teaching activities, rich products and performances and assessments that offer information that is useful for stimulating and generating new learning. The following will be used at the last session for presentation assessment. Each participant will fill out this form on each presentation and hand it to the presenter as soon as the presentation is completed.
# PRESENTATION ASSESSMENT RUBRIC

## NAME:

### I. Is the language (oral/audio/text) clear?

<table>
<thead>
<tr>
<th></th>
<th>1 others don’t understand it</th>
<th>2 others have some confusion</th>
<th>3 others get it</th>
<th>4 others feel they can explain it</th>
</tr>
</thead>
</table>

### II. Do the images convey the meaning intended?

<table>
<thead>
<tr>
<th></th>
<th>1 others don’t understand the image</th>
<th>2 others have some confusion about the image</th>
<th>3 others understand the image</th>
<th>4 others feel they could describe the image</th>
</tr>
</thead>
</table>

### III. Do the products and performances provide evidence for the desired learning? (including standards and benchmarks)

<table>
<thead>
<tr>
<th></th>
<th>1 Products and performances are selected with standards considered after the fact, if at all.</th>
<th>2 Products and performances are related to standards but do not supply necessary and sufficient evidence to assess attainment of the standards.</th>
<th>3 Products and performances are selected or designed to provide necessary and sufficient progress toward specified standards.</th>
<th>4 Products and performances are planned to provide a cumulative record of evidence of attainment of standards over time.</th>
</tr>
</thead>
</table>

Comments:
Direction cards for the 7 resource centers

Digital Camera

1. Take at least 2 digital photos using the camera provided by the RETA instructor. One photo needs to be of yourself, the other may be any subject of interest.

2. Insert formatted disk in digital camera.

3. Make sure that camera file is set for image size 640 X480 resolution when set in the still mode. This will give you a file of manageable size that can be altered using a photo-imaging program.

➤ Your photos will be saved on the disk. Remove your disk from the camera. Make sure your name is on the disk!
Scanner

1. Read and discuss directions to operate the scanner.

2. Insert the photos you have brought to class. Scan the photos and save to your floppy disk(s).

3. Save photos as jpeg files.

Publishing

- Take floppy disk with photo images stored on it and open up with program such as Adobe PhotoShop, Photo Imaging Software, etc.

- Select one of the photos and work with the editing tools - cropping, sizing, etc.

3. Control the size of your finished photo saving in a medium or lower resolution, around #3.0. This is necessary in order to save your photos on 1.4 MB floppy disks.

4. Try to keep photos around 45 to 60 KB in size.
Internet Clip Art

1. From one of the following Internet sites (or your own favorite site), select 4 pieces of clip art that you would like to save and possibly use in your class portfolio.
   
   http://www.clipart.com

   http://www.clip_art.com

2. Using PC’s, right click on the image you would like to save, and save image to your disk.

3. On a Mac, hold mouse down until a window opens to give you a variety of options. At this time, direct it to save to your disk.
Setting Up Electronic Portfolios

1. Create folders on formatted disk in drive A. Title suggestions: Session 1, Session 2, etc. or Clip art, Photos, Internet, or whatever categories you would like to establish.

2. Directions on creating folders:
   
   A. Put floppy disk in drive.
   
   B. Go to My Computer, Click on A drive, File-New-Folder. It will put a folder on disk a and name. Backspace on words New Folder and name the folder. You can always rename a folder by right clicking on folder and a pop-up menu bar comes up.

E-mail

1. Today we will set up a “free” e-mail account with Hotmail.

2. On the Internet, go to http://www.hotmail.com and follow the directions to establish a free e-mail account.

3. Once you have established your e-mail account, send your instructors an e-mail message.

NOTE: If you already have an email account, compose a message to send to your instructors.
Learn more about Digital Portfolios

- Go to the Internet on a computer and open up the following sites:
  - Middle School Science teacher portfolio:
    http://falcon.cc.ukans.edu/~jjmohn/portfolio.html
  - Portfolio Guidelines: http://www.indiana.edu/~ist/programs/portfolio.html
  - or do a search for digital portfolios.

2. Look at each of these sites and record 4 good ideas about a digital portfolio to share with the group during discussion time.
Participant's Agenda

Digital Portfolios

8:30 – 9:30   Introduction Activity & Record Keeping
9:30 – 10:00  Activity: Define Digital Portfolio
10:00 – 10:15 Break
10:15 – 10:45 Discussion of assessment and assessment tools
10:45 – 12:00 Digital Portfolio demonstrations and discussion
12:00 – 1:00  Lunch
1:00 – 1:30   Implementation discussion
1:30 – 3:30   Resource Centers Activities
3:30 – 4:00   Closing, Bridge to Practice
Trainer's Workshop Agenda

Digital Portfolios

8:30 - 9:30  **Record Keeping**: Attendance, surveys, consent forms, other paperwork as necessary.

**Interview Activity**: Match participants up with someone they do not know. Ask them to interview each other for two minutes per person. When the interviews are completed, each partner will take a turn introducing the other to the whole group. (Leader could take notes to compile a warm-up activity for next session – ex. Fill in blanks: ___ was raised in South Dakota.)

9:30 - 10:00  **Define Digital Portfolios**
Have the following questions on a board or poster in clear view of all groups.
- What is a digital portfolio?
- How/where do we use it?
- How would technology be used?
Divide into small groups and brainstorm questions for 10 minutes or so and have each group report. Return to large group for discussion.

10:00 - 10:15  **Break**

10:15 - 10:45  **Discussion of Assessment and Assessment Tools**
As a group, read and discuss the Assessment Guidelines piece included in the participants’ packets. These are the guidelines participants will be following as they work with digital portfolios. In the last session of our workshops, participants will use these guidelines to assess presentations and provide feedback from peers as a form of assessment.

10:45 - 12:00  **Digital Portfolio Presentations: CD**
There are examples of two different types of digital portfolios to be shown to participants. Have participants take notes for discussion after the presentations. The first to be shown is an elementary student digital portfolio, which is set up in folders on a floppy disk. Although this is an elementary portfolio, there are many ideas, which can be used at any level.

The second demonstration is a secondary level demonstration on a CD-ROM disk. It is important that instructors preview these selections on this disk prior to presenting so they can determine which selections they would like to use with their groups.

12:00 - 1:00  **Lunch**
1:00 - 1:30  **Implementation Discussion**
Leader will conduct group discussion about how digital portfolios can be used in participants' classrooms. Have a recorder write ideas and post them.

1:30 - 3:30  **Resource Centers Activities** (See Below)

3:30 - 4:00  **Bridge to Practice**
- Design the template for their portfolio
- Create rubric for portfolio presentation
- Wrap it up
Resource Center Activities Guidelines
Participants will work with a partner to complete the following centers. Each participant will have a checksheet to complete for the stations. You may introduce the centers by going through and explaining each center to the whole group or compose direction cards for each activity to be placed at each center. The centers can be completed randomly except the Digital Camera and Scanner Centers must be completed before the Publishing Center. We have included task cards, which can be posted near materials and directions, to identify each center. The task card templates and directions are located in presenter’s folder. Participants' checksheet template is in the participant folder.

STATION 1: DIGITAL CAMERA
- Insert formatted disk in digital camera provided by the instructor.
- Take at least 2 digital photos using the camera. One of yourself; the other may be any subject of interest.
- Make sure that camera file is set for image size 640X480 resolution when set in the still mode. This will give you a file of manageable size that can be altered using a photo-imaging program.
- Your photos will be saved on the disk. Remove disk from camera. Make sure your name is on the disk!

STATION 2: SCANNER
- Read and discuss directions to operate the scanner.
- Scan the photos you brought to class. You will save them to your floppy disks.
- Save photos as JPEG files.

STATION 3: PUBLISHING
- Open up your image disk with a program such as Adobe PhotoShop, Photo Imaging Software, etc.
- Select one of the photos and work with the editing tools – cropping, sizing, etc.
- Watch the size of the finished photo you save by saving in a medium or lower resolution, around #3. This is necessary in order to save your photos on 1.4 Mb floppy disks.
- Try to keep photos around 45 to 60 Kb.

STATION 4: INTERNET
From one of the following Internet sites (or your own favorite site), select four pieces of clip art you would like to save and possibly use in your portfolio.
http://www.clipart.com
http://clip_art.com

Save the clip art you have selected onto your disk.
- If you are using a PC, right click on the image you would like to save and save image to your disk.
- If you are using a Mac, hold the mouse button down until a window opens. It will give you a variety of options. At this time, direct it to save to your disk.
STATION 5: SETTING UP PORTFOLIO
Create folders on a formatted disk in Drive A. Give them appropriate names. Directions for creating folders:
- Put floppy disk in drive. Go to "My Computer."
- Click on A drive; click on File, select New, select Folder. This will create a new folder on your disk.
- Backspace on words "New Folder" and name the folder. You can always rename a folder by right clicking on the folder. A pop-up menu bar will come up, and you can choose the option Rename.

STATION 6: E-MAIL
[NOTE: If you already have an email account, compose a note to send to your instructors.]
- Set up a free e-mail account with Hotmail or Yahoo or Excite.
- On the Internet, go to http://www.hotmail.com (or one of the others) and follow the directions to establish a free e-mail Account.
- Once you have established your e-mail account, send your instructors an e-mail message.
- Explore Global Schoolhouse telecommunications activities at http://www.gsh.org/pr_cfm/AdvancedSearch.cfm.

STATION 7: INTERNET DIGITAL PORTFOLIO INFORMATION
Go to the Internet and open the following sites:
- Middle School Science teacher portfolio: http://falcon.cc.ukans.edu/~jjmohn/portfolio.html
- Portfolio Guidelines: http://www.indiana.edu/~ist/programs/portfolio.html
- Several Portfolio Assessment links: http://www.coexploration.org/htmlpedagogy.html
- Look at each of these sites and record four good ideas about digital portfolios to share with the group during group discussion time.

Assignment
All participants may create a personal digital portfolio, which will be about what was learned in each of their sessions, and is due at the last session. Participants who are not taking the class for credit will present their portfolios at the last session.

Course Credit
Participants who are taking the sessions for college credit will present their completed digital portfolios in addition to one created in their classrooms with students at the last session. NOTE: To access New Mexico Standards and Benchmarks, go to the RETA site at:
Introduction
The final meeting is very important for presentations of digital portfolios created for this class and those taking the class for credit would show the digital portfolios their students/class have completed.

All participants will be evaluated by their peers using the Evaluation Form provided. This evaluation is only for participants' own growth and development and will be handed to them at the end of their presentations.

8:30 - 8:45 Welcome, Sign-in, participants sign-up for presentation time.
The length of presentation time and discussion time allocated will be determined by the number of participants. For example, if there are 15 participants and you allow 15 minutes for presentation and discussion – you will need to allow 5 hours minimum! After a participant completes his/her presentation (about 10 min), the next participant could set up while we are conducting a discussion about the presentation to help save time. If there are fewer participants, then you can allocate more time for presentations.

8:45 - 10:15 Participants' Presentations (5 presenter slots)

10:15 - 10:30 Break. Get folks up and moving!

10:30 - 12:15 Participants Presentations (6 presenter slots)

12:15 - 1:00 Lunch

1:00 - 2:15 Participants' Presentations (5 presenter slots)

2:15 - 2:30 Break

2:30 - 3:30 Participants Presentations (4 presenter slots)

3:30 - 4:00 Closing, surveys, Celebration