Andrews University
School of Education
Department of Teaching and Learning

EDTE 476-004 Integrating Technology:
Digital Portfolios

Spring 2002

Instructor	Phone	e-mail	Office	Hours
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Description: Digital Portfolios provides the learner with an opportunity to create a professional portfolio in a digital format. The portfolio gives an alternative method for assessing competencies a teacher must possess to be successful. Emphasis is on the development of a portfolio using the School of Education competencies. The competencies or standards followed will be based on where the learner is in the teacher preparation process.

Prerequisites: Students taking this course must have been accepted into the Teacher Preparation Program and have successfully completed the course EDTE 408 Principles of Teaching and Learning .

Days: Tuesdays

Time: 7:00 - 8:20 p.m.

Place: Bell Hall 114

Textbook: Campbell, D., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., and Wyman, Jr. R.M. (2001) *How to Develop a Professional Portfolio: A Manual for Teachers*. Allyn & Bacon.

Knowledge/Research Base

The mission of the School of Education is to serve an international clientele, preparing educators for excellence in thinking, teaching, service, and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase **"Educar Es Redimir"** (to educate is to redeem) through the harmonious development of students for service. This mission is expressed through six knowledge bases that reflect the ideal development for all graduates of the School of Education. They are as follows:

- ▶ **World View -** addresses appreciation of the perspective of others and development of a personal philosophy from which action and service arise. (WV)

- ▶ **Human Growth and Change -** addresses principles of growth, development and learning and the use of these principles to effect positive change. (HGC)

- ▶ **Groups, Leadership, and Change -** addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. (GLC)

- ▶ **Communication and Technology -** addresses oral, written, intrapersonal and interpersonal communications as the essence of human behavior and technology as it enables, supports, and enhances interaction and learning. (CT)

- ▶ **Research and Evaluation** - addresses valuing and conducting disciplined inquiry for decision-making. (RE)

- ▶ **Personal and Professional Growth -** addresses commitment to holistic personal and professional growth. (PPG)

The mission of the Teacher Preparation program, based on the overall mission of the School of Education, is to prepare competent, compassionate, confident, Christian teachers for service. The mission is expressed by another knowledge base of knowing what to do and how to do it within the content areas. Principles of Scripture, which promotes respect for human dignity, are used as a guide for personal and professional relationships.

What Is A Professional Portfolio?

While professional portfolios are relatively new to education, they have "an ancient and honorable history" among artists, writers, and architects (Glatthorn, 1996, p. 31). For generations, professionals in these fields have collected samples of work to demonstrate their talent and skill. The idea of using portfolios to document teaching experience and expertise is rooted in these traditions. It is also supported by constructivist views of learning and over two decades of experimentation with student portfolios. Glatthorn (1996) says "Growth without documentation remains too private; documentation without growth is too trivial." p. 3

A series of education studies during the 1980s also encouraged the eventual use of professional portfolios. The 1983 federal report, "A Nation at Risk," stirred public concern about American education. Calls for enhanced student learning and increased teacher accountability rose from all sides. One of the most influential reform suggestions appeared in the 1986 Carnegie Corporation report, "A Nation Prepared: Teachers for the 21st Century." Report writers suggested that greater educational accountability could be achieved by redefining the role of teachers. Instead of someone who efficiently dispenses

facts to students, the ideal teacher would be "flexible, up-to-date, [and] able to lead children into deeper learning" (*Teaching as a Profession*, 1997, p. 2, emphasis added).

During the past decade, increasing numbers of educators and researchers have embraced a view of learning which resonates with the Carnegie vision of teaching as active and learner-centered (Wolf & Siu-Runyan, 1996). This perspective is often referred to as a constructivist view. Constructivists believe that children build (construct) their own understanding of the world by using what they already know to interpret new ideas and experiences. These interpretations then become part of the child's ever-growing knowledge base.

If children are creators of their own knowledge, then teachers ideally become facilitators of learning rather than transmitters of information. A constructivist teacher functions more like a coach - helping children become aware of the world around them, encouraging them to think about how new ideas and experiences relate to what they already know, and inviting them to take increasing responsibility for their conclusions and actions.

A constructivist view of teaching and learning requires much more of teachers than to simply take in a collection of facts from teacher preparation courses and then present that information to children. Indeed, as Anderson (1997) notes, teaching is, "at its core, a moral act" which requires careful thought and action (p.2). To facilitate learning, constructivest teachers must know their students and their backgrounds, understand how knowledge is defined in various disciplines, consider contexts under which learning may best occur-and then orchestrate educational conditions to encourage optimum student growth. Such teachers become "lifelong learners seeking professional development" (Anderson, 1997, p.2).

Constructivist views emphasize not only what teachers know, but what they do. Since much of what a teacher knows and actually does in a classroom is not easily measured with traditional paper/pencil assessments, other means of documenting teacher performance are being explored. With ever-increasing frequency, the professional portfolio is surfacing as a popular tool for documenting teacher preparation, inservice performance, and professional development (Bradley, 1997; Cooper, 1997).

While the idea of collecting samples of one's work to document teaching experience and expertise may seem simple, a quick glance at the professional literature or a brief search on the Internet reveals a seemingly endless array of portfolio names, types, and purposes. This can lead to confusion about what someone means when they refer to a "professional portfolio."

When they hear the term "professional portfolio," some people think of an enhanced resume. This is probably because professional portfolios are sometimes connected with job interviews and career advancement. Others envision scrapbooks filled with lesson plans, teaching evaluations, and photos of students engaged in classroom projects. Because our knowledge and use of professional portfolios draws heavily from what we have learned in using portfolios with elementary and secondary students over the past twenty years, it is helpful to compare student portfolios with their professional counterparts.

Comparing Student Portfolios to Professional Portfolios

Murnane (1994) defines a student portfolio as a "multidimensional collection of a student's work assembled in an organized fashion" where specific attention is given to what students are doing and can do" (p. 74). Paris and Ayres (1994) add that portfolio-building involves a process as much as a product, since work samples should be collected and reviewed in "a systematic way" (p. 167).

McLaughlin and Vogt (1996) expand the idea of

process to include collaboration between student and teacher as portfolio samples are selected and organized. Porter and Cleland (1995) add that portfolio selections should be "accompanied by a reflective narrative that not only helps the learner to understand and extend learning, but invites the reader of the portfolio to gain insight about learning and the learner" (p. 154).

From these ideas we can describe a student portfolio as a two-part experience. The first part of the experience involves students in collecting samples of their work over time and considering what those samples demonstrate (often with the aid of instructor feedback). The second part of the experience involves deciding which samples best illustrate important insights, accomplishments, or values; considering how those samples (and insights) might best be presented to an audience; and then creating an actual presentation product. Students can engage in a portfolio process for a number of different reasons (e.g. to examine their progress in a subject area and set goals for further work, to demonstrate competency in a certain field), and they can tailor their presentation products to any number of audiences (e.g. themselves, teachers, parents, administrators).

Teachers have discovered many benefits from engaging students in portfolio-building. According to Young, Matthews, Kietzmann and Westerfield (1997), some of the most prominent include:

- Documenting growth in learning or increased proficiency in a particular area over time.

- Documenting growth that is not easily assessed through more traditional means such as standardized tests and application forms.

- Enhancing a learner's ownership of learning.

- Encouraging learner reflection on past experiences as well as in determining future learning goals.

- Involving participants in inquiry.

- Enhancing relationships among portfolio creators and mentors.

- Encouraging a sense of community and cooperation among learners rather than a sense of competition.

- Allowing individuals to display learning in ways overlooked or undervalued by other assessment means.

- Increasing involvement in writing, in discussions, and in interactions with other professionals.

Given the benefits of portfolio-building among young students, many educators and administrators have wondered if engaging teacher preparation students and practicing professionals in portfolio development might yield similar benefits. This leads to the question of how and when adults might build their own portfolios.

Creating a Professional Portfolio: Process and Product

Based on what we know about the portfolio process for younger students, creating a professional portfolio involves going through a systematic process to create a particular product to address a particular audience or to achieve a specific goal. Although the product of a portfolio process may function somewhat like an enhanced resume (if the creator's goal is to demonstrate particular achievements), the portfolio process itself is much broader than simply listing an academic or employment history. Job-seeking is only one of many reasons individuals create professional portfolios.

Like building a student portfolio, developing a professional portfolio means engaging in a process that results in a tangible product. This process involves five steps:

1) Select a personal or professional goal (such as graduation, certification, professional advancement).

2) Think about how your professional experiences relate to that goal.

3) Collect actual items and documents that could demonstrate what you have done (or are doing) to reach your goals.

4) Decide which items among your collection best illustrate your achievement of or progress toward the goal.

5) Determine how to present the selected items to the individual or group connected with your goal (e.g. instructor, evaluation committee, personnel director).

All of these steps can be completed on your own, or with the aid and input of others (e.g. peers, colleagues, mentors).

As a result of going through the five steps above, you create a product which includes only the items you feel best illustrate specific accomplishments. Generally, you also share your reasons for selecting the items by including a written reflection with the finished portfolio product. These reflections are intended to help a portfolio reader gain insight into the process behind the product.

The "multidimensional" aspect of portfolio products requires us to make important decisions about what to collect and how to best present our selections. For example, is a teaching portfolio designed for career advancement best housed in a folder, a three-ring binder, a plastic file box, or in an electronic format? Should the product include students' drawings and papers created during a unit of study? Is it better to include three-dimensional objects (e.g. a student's clay sculpture) or to rely on photos and narrative descriptions? Should a teaching approach be described in writing or is it preferable to include a videotape of a particular teaching event?

Obviously, the nature of a professional portfolio (process and product) will vary according to its central purpose (Wolf & Siu-Runyan, 1996). Any time you consider creating a professional portfolio,

there are several questions you should ask yourself:

- Why am I creating a professional portfolio?
- What will I include in my portfolio?
- When will I collect and organize the samples and artifacts for the portfolio product?
- How will I display and present my collection?
- Who am I as a learner and who am I sharing this portfolio with?
- Who might help me select or review the contents of my portfolio?
- Where is this portfolio going and how can my choices best facilitate that journey?

Course Goal

The student will develop a professional portfolio using the digital format and make it available to others.

Course Objectives

The student:

1) works with the process of looking at self to evaluate abilities to be a professional teacher.
2) interprets competencies or standards.
3) includes a variety of artifacts (4) for each competency or standard.
4) writes succinctly with no errors in grammar, punctuation, and spelling.
5) digitizes sound.
6) digitizes graphic materials.
7) constructs a professional portfolio.
8) appraises portfolios of other students and makes recommendations for their improvement.
9) presents finished portfolio to peers and professors.
10) participates in a mentored relationship.

Course Topics

1. Overview of the Competencies or Standards
2. The Portfolio Concept

3. Design of Digital Layouts
4. Using Technology to Assist in Portfolio Development
5. Portfolio Management
6. Practical Use of Portfolios
7. Mentor Relationships

Assignments

You will be expected to demonstrate attainment of specific minimum learning objectives meeting each of the following requirements:

1) Attend class.
2) Meet published deadlines for developing the digital portfolio.
3) Develop a personal goal statement.
4) Create at least four artifacts for each of the seven standards or competencies.
5) Introduce yourself and tell who you are with balance.
6) Include a Table of Contents.
7) Create Hyperlinks or Quick Links.
8) Appraise fellow students' portfolio artifacts.
9) Present a completed portfolio during class.
10) Participate in a mentored relationship.

Special Needs

The instructor will make reasonable accommodations for students with special needs. Any student requiring such needs should seek an early appointment with the instructor to work out the details.

Academic Dishonesty

Students engaged in academic dishonesty will not receive credit for the work in which they were dishonest and could be asked to withdraw from the course and the Teacher Preparation Program. In addition, other University disciplinary measures may be implemented.

Evaluation

The final evaluation will be determined by your performance in completing the assigned tasks and your contribution to the success of the class. Specifically, the evaluation will include the following:

Preplanning the Portfolio	100
Placing Text on Pages	100
Digitizing Pictures	100
Digitizing Sounds	50
Putting Portfolio Together	100
Addressing Competencies	100
Professional Look of Product	150
Mentoring Another Person	100
Total	**800**

Final Grades will be based on the following scale:
A	95-100%
B	85-94%
C	75-84%
F	<75%

Bibliography

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Wolf, K. (1991). The schoolteacher's portfolio: Issues in design, implementation, and evaluation. Phi Delta Kappan, 73, 129-136.

Zubizaretta, John. (1994). "Teaching Portfolios and the Beginning teacher." Phi Beta Kappan. Vol. 76. No. 4. (December) pp 323-326.

Daily Schedule

DATE	TOPIC(S)	STUDENT ACTIVITIES	ASSIGNMENTS DUE
January 8	Introduction To Course	None	None
January 15	The Portfolio Concept Review of Departmental Competencies	None	None
January 22	Identifying Goals Ascertaining Your Audience	None	None
January 29	Gathering and Organizing Your Resources	None	None
February 5	Considerations Concerning Text Input	Evaluating artifacts for each competency with coach	Personal Goal Statement
February 12	Scanning Visuals Sizing Visuals	Evaluating Outline of Digital Portfolio with coach	None
February 19	Choosing Sounds Recording Sounds Editing Sounds	Evaluating text portions with coach	Outline of Digital Portfolio

DATE	TOPIC	STUDENT ACTIVITIES	ASSIGNMENTS DUE
February 26	NONE: No Class Meeting	Independent Work on your Digital Portfolio	None
March 5	Importing Graphic Images	Evaluating graphics with coach	None
March 12	Matching Music with the Audience	Evaluating music selections with coach	None
March 19	No Class: Spring Break	None	None
DATE	**TOPIC**	**STUDENT ACTIVITIES**	**ASSIGNMENTS DUE**
March 26	Editing: Discarding Impertinent Information	Evaluating Visuals with coach	Text portions of portfolio
April 2	Editing: Spelling, Grammar, and Punctuation; Checking Graphics with the Story Line	Evaluating Sounds with Coach	Visuals included in the portfolio
April 9	No Class: Celebration of Teaching and Learning	None	None
April 16	Publishing the Portfolio: Show on the Go	Editing Impertinent Information with Coach	Music and Sounds included in the portfolio
April 23	Publishing the Portfolio: Pack to HTML	Final Edits with Coach	None
April 30	Class Meets at 7:30 p.m. Publishing the Portfolio: Present to Audience	Final Presentation of Digital Portfolios to Class	Final Copy of Digital Portfolio