Creating an Electronic Student Teaching Portfolio

Patricia A. Shaw

University of Wisconsin - Stevens Point, USA

Susan Slick

University of Wisconsin - Stevens Point, USA

INTRODUCTION

Over time, student and teacher portfolios have taken several forms for a variety of purposes. Initially portfolios were created in many educational settings to document learning. Portfolios were used as one means of assessment in course work or for senior graduation exhibitions. As calls for educational reform continued to be heard in forums ranging from local school board offices to the Oval Office, teacher accountability has become an issue of paramount importance. Parents and politicians alike want assurance that the most competent teachers are providing quality educational experiences for students. Thus, teacher assessment has become a "hot" political topic throughout our country.

In the last five years, across America, teacher education programs have required that student teachers create portfolios as evaluation instruments to address the often mandated INTASC (Interstate New Teacher Assessment and Support Consortium, 1987) Principles required of all education majors prior to obtaining teacher certification and licenses.

Dr. Helen Barrett (2003) defines a portfolio as "as a purposeful collection of [teacher] work that illustrates efforts, progress, and achievement in one or more areas over time" (paragraph 3). This selective collection of teacher work and evidence of development and progress is gathered across diverse contexts over time and is grounded in critical reflection of one's teaching practice and professional growth. Its aim is to create a contextual view of a teacher's work. For assessment purposes, teacher portfolios are often framed by requirements such as the need to show competence in state educational teaching standards and university-specific performance tasks. The benefits of teacher portfolios in general include: making the invisible practices of teachers visible, enhancing teaching practices, promoting selfreflection, and authentic assessment. Portfolios have created opportunities for meaning-making and ownership of learning, and provided a venue for selfdefinition. This article describes the characteristics, processes, construction, and audiences of student teacher portfolios. In addition, the article highlights specific traits of electronic portfolios and implications for the future.

CHARACTERISTICS OF PORTFOLIOS

Student teacher portfolios are often created in one of two forms, hard copy or electronic. Electronic portfolios are often referred to with other synonymous terminology: "e-folios, digital portfolios, Web-based portfolios or Web folios, multimedia portfolios, and electronically augmented portfolios" (Kilbane & Milman, 2003, p. 7). Within the last five years, the electronic portfolio has become a popular, efficient way to provide evidence of teacher competence. Electronic teaching portfolios are unique because the use of technology allows the portfolio developer to collect and organize portfolio artifacts in a variety of media types (audio, video, graphics, and text), allowing for the contents to be displayed and manipulated in ways not possible in a binder portfolio. Kilbane and Milman (2003) outline a number of advantages of electronic portfolios over the traditional hard copy or binder-type portfolios including "accessibility, portability, and creativity" (pp. 8-10). For a more comprehensive comparison of hard copy and electronic portfolios, see Table 1.

Copyright © 2005, Idea Group Inc., distributing in print or electronic forms without written permission of IGI is prohibited.

	All Portfolios	Hard Copy Portfolio	Electronic Digital Portfolio
STRUCTURE	Standards Chronological/development al Thematic	 Usually three-ring binder Organized with Table of Contents dividers and tabs 	 Can be high tech or low tech Web pages, PowerPoint, text, sound, and video
CONTENT	 Diverse artifacts showing knowledge, skills, and dispositions as a teacher Can show best work, developmental process 	 Narratives Personal/professional stories Photographs Paper artifacts such as lesson plans, sample of student work, etc. 	 Hyperlinks and PDF files Multimedia Can contain many things that do not easily fit into traditional "notebook" Holistic view of creator
PROCESS	 A recursive process of creating, collecting, selecting, rejecting, reflecting, projecting 	Author sifts through files and folders of paperwork, compiles artifacts, may use creative skills similar to scrap booking.	 Author learns technological skill: Web building, multi-media software adaptations
BENEFITS TO AUTHOR	 Teachers: Select artifacts Become learners Chart growth Gain sense of accomplishment Have an edge in job interviews 	Easy to hand to others for one-on-one feedback	 Easy to burn a CD or DVD to leave with audience Portability Accessibility to anyone with Internet capabilities Easily stored Teachers implement more technology in classes
BENEFITS FOR AUDIENCE	Show evidence of competence and unique qualities of teacher/learner	 Interactive in interview Multi-sensory experience Artistic, human quality Use of creative formats 	Far-reaching audience, including students, parents, colleagues, administrators, community members

Table 1. Comparison of hard copy and electronic portfolios

Development of an Electronic Portfolio

Process

The process of developing an electronic student teacher portfolio is evolutionary, ongoing, and recursive. Several models (Burke, Fogharty, & Belgrad, 1994; Campbell, Cignetti, Melenyzer, Nettles, & Wyman, 2004; Danielson & Abrutyn, 1997; Slick, 1997) exist which outline the portfolio process. Within the literature devoted to the portfolio developmental process, descriptors may vary. For example, Fogarty, Burke, and Belgrad (1994; 1996 in Barrett, 1999, p. 2) propose 10 processes for portfolio development:

- 1. PROJECT purposes and uses.
- 2. COLLECT and organize.
- 3. SELECT valued artifacts.
- 4. INTERJECT personality.
- 5. REFLECT metacognitively.
- 6. INSPECT and self-assess goals.
- 7. PERFECT, evaluate, and grade.
- 8. CONNECT and conference.
- 9. INJECT AND EJECT to update.
- 10. RESPECT accomplishments and show pride.

In another model, Campbell et al. (2004, pp. 22-26) describe the portfolio development process in four stages briefly described below:

- 1. **DECIDE:** Determine the purpose of the portfolio, the needs of the potential audience, the availability of essential resources, and one's ownknowledge and skills related to technology.
- 2. **DESIGN:** Select the most appropriate software, storage, and presentation medium; create a system that connects artifacts to teacher standards or other required elements of the portfolio.
- 3. **DEVELOP:** Incorporate all artifacts, reflections, graphics, and so forth into a creative portfolio that is unique to the owner.
- 4. **EVALUATE:** Assess both the portfolio content and the design of the multimedia format.

Slick (1997) has integrated several models into her description of the portfolio development process which includes the following sequence:

- 1. CREATE artifacts.
- 2. COLLECT documents that can be shaped into artifacts.

5 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-

global.com/chapter/creating-electronic-student-teaching-portfolio/12145

Related Content

The Educational Affordances of Mobile Instant Messaging (MIM): Results of Whatsapp® Used in Higher Education

Amarolinda Zanela Klein, José Carlos da Silva Freitas Junior, Juliana Vitória Vieira Mattiello Mattiello da Silva, Jorge Luis Victória Barbosaand Lucas Baldasso (2018). *International Journal of Distance Education Technologies (pp. 51-64).*

www.irma-international.org/article/the-educational-affordances-of-mobile-instant-messaging-mim/201861

Examining Social Presence Influence on Students' Satisfaction with Online Learning Environments

Fadi Khalil Dajani (2015). Critical Examinations of Distance Education Transformation across Disciplines (pp. 211-236).

www.irma-international.org/chapter/examining-social-presence-influence-on-students-satisfaction-with-online-learningenvironments/118003

Words that Fascinate the Listener: Predicting Affective Ratings of On-Line Lectures

Felix Weninger, Pascal Staudtand Björn Schuller (2013). International Journal of Distance Education Technologies (pp. 110-123).

www.irma-international.org/article/words-fascinate-listener/77843

A Comparative Analysis of Online and Traditional Undergraduate Business Law Classes

Daniel J. Shelley, Louis B. Swartzand Michele T. Cole (2007). *International Journal of Information and Communication Technology Education (pp. 10-21).*

www.irma-international.org/article/comparative-analysis-online-traditional-undergraduate/2305

Incorporating Geographic Information Systems for Business in Higher Education

David Gadish (2008). Adapting Information and Communication Technologies for Effective Education (pp. 100-107). www.irma-international.org/chapter/incorporating-geographic-information-systems-business/4199