Electronic Portfolios for Students

Summary
This lesson plan provides the context, materials and some content for the UEN Professional Development class on e-portfolios. The class is 7 hours.

Time Frame
3 class periods of 70 minutes each

Group Size
Large Groups

Life Skills
Thinking & Reasoning, Communication

Materials
Dr. Helen Barrett's website has most of the background information necessary.
PowerPoint for class lecture component is included.
Other materials include a computer lab with an instructor computer, Internet connection and projector.

Background for Teachers
Review the following websites:

Student Prior Knowledge
Participants should have units they currently teach which involve projects or other lessons for which a portfolio would be a recommended assessment alternative.

Intended Learning Outcomes
Participants will understand:
The purposes for, and different types of, portfolios.
Examples of, and uses for, different items that might be included in a student portfolio.
Components of a portfolio designed to assess student learning that results from a project.
How to collect and save artifacts for the portfolio.
How to create an electronic portfolio with different document formats such as Microsoft PowerPoint, Adobe Acrobat PDF, Microsoft Excel, Web pages, etc.

Instructional Procedures
Class Agenda
  Introductions and class overview
  Definitions of portfolio
  Using an electronic portfolio
  Components of a portfolio
  Files to include in a portfolio
  Portfolio purpose(s)
  Using rubrics for assessment of certain types of portfolios
  Draft a rubric to assess a sample portfolio (videotape of student reading aloud)
  Examples of electronic portfolios
Strategies for Diverse Learners

Assess prior knowledge participants bring to the class.
Consider adaptation of e-portfolio concepts required for application in different grade levels and subject areas.
Implement the agenda using individual, small group and whole group activities.
Include discussion, demonstration, lecture and hands-on practice activities.
Use PowerPoint, printed handouts, and Internet media.
Incorporate logical reasoning, visual displays and physical movement throughout the day.

Extensions
Participants complete the assignment required by UEN to receive SUU or Technology Integration Academy credit for the class.

Assignment
Identify a classroom unit or project that your students will complete during the school year.
Incorporate portfolio assessment into the unit or project. Using the strategies presented in class, develop an assignment that uses students’ portfolios to assess their understanding of the unit content. Provide directions and additional explanatory text so that another teacher could duplicate this example. Also, include sample artifacts and reflections similar to what one of your students might submit. (Create and describe the portfolio assignment, then complete the assignment as you expect your students to do it.)
OR, complete the assignment as described above when developing the unit plan and portfolio assignment (include directions and additional explanatory text for teachers). Then, instead of creating a sample of what a student might do yourself, implement the unit in class with your students and submit copies of actual student work -- three samples, one representing each of a high, medium or low achievement from the pool of student work.
Use the UEN online Lesson Plan creation tool to explain your unit, upload assignment directions, and include (under the assessment tab), portfolio details.

Rubrics
Electronic Portfolios for Students
Research Paper

Authors
John Bryner