

ESTIMATED TIME

2 class periods plus out of class time. Once the ePortfolio is established, students will work on it, adding and replacing materials throughout the year.

PREREQUISITES

- Students should be familiar with **Sakai** and know the **Sakai** URL and their passwords.
- Students should have already completed work from several different lessons.
- Student ePortfolios should be established in **Sakai** so that once submissions have been reviewed, students can post the submissions in their ePortfolios.

RESOURCES AVAILABLE

- *Electronic Portfolio Rubric*
- *ePortfolio Introduction Presentation*
- *ePortfolio Introductory Worksheet*
- *ePortfolio First Submission*
- *ePortfolio Personal Portfolio Assignment Yesterday Submission*
- *ePortfolio Personal Portfolio Assignment Today Submission*

ACROSS THE CURRICULUM

In this lesson students review the work they have done in all classes, including any internship experience, to select material to use in their ePortfolios. The lesson requires reflection about all subjects, which supports and enhances classroom learning as they analyze, summarize, and present their experiences for others to see.

LESSON GOAL

Collect, analyze, summarize, and present evidence of learning and growth to establish an electronic portfolio.

Essential Question

How can I build an effective ePortfolio?

Student Expectations

1. Participate in whole group and small group introduction to ePortfolio.
2. Analyze and reflect on work to submit for ePortfolio.
3. Submit 9 artifacts for Yesterday ePortfolio submission.
4. Submit 9 artifacts for Today ePortfolio submission.

Lesson Objectives

1. Identify lessons for submission for yesterday and today ePortfolio.
2. Evaluate learning from internship and academics.
3. Reconcile initial and final drafts of all submissions.
4. Prepare, present, and reflect on materials for an ePortfolio that demonstrates growth.

RATIONALE

Students need time, practice, and engaged reflection in order to demonstrate proficiency and adaptability in 21st century skills. In this lesson students submit completed artifacts of their work for reflective evaluation so they can assess their own growth. Students will submit their work and reflection online in an ePortfolio to demonstrate learning. Before the end of the year, students will reassess each submission for the five themes (collaboration and communication, self knowledge, communication processes, technology tools, and research and assessment) and evaluate their growth. This lesson is cumulative and is the basis for students **Public Presentation** lesson at the end of the year.



Electronic Portfolio – ePortfolio Rubric



ePortfolio Introductory Worksheet



ePortfolio Introductory Worksheet

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Electronic Portfolio Rubric* to explain how students will be evaluated. Then discuss the following.
 - a. Describe a before and after experience in which you learned something that changed the way you did things (for example: learning how to walk, learning how to use a cell phone, learning how to cook something).
 - b. How can you show that you have learned something?
Explain that in *Sakai* there is an ePortfolio that is designed to show the before-and-after of each student's work in the five themes of 21st Century Skills (self-knowledge, collaboration and community, communication processes, research and assessment tools, and technology tools).
2. **WHOLE GROUP** Present the *ePortfolio Introduction* electronic presentation to the class. Answer any questions students have about the lesson assignment, the procedures, and the submission requirements.
3. **SMALL GROUP** Divide the class into small groups to complete the *ePortfolio Introductory Worksheet*, which will ask them to describe at this point in the year the assignments they have submitted that would count towards an artifact submission for each theme. Once students have completed the worksheet, have each group share their ideas for artifacts to consider including in the ePortfolio.

ASSESSMENT

ePortfolio Discussion Contribute to discussion about identification of ePortfolio submissions.

4. **INDIVIDUAL** Have each student complete the *ePortfolio First Submission*, in which they decide which theme and which artifact they want to submit first and why. Have them keep one copy and hand the other in to their advisors. Ask each student to have the artifact available for the next class period.
5. **WHOLE GROUP** Once the artifacts have been collected, ask two or three volunteers to share their artifacts and explain the themes they relate to.
6. **INDIVIDUAL** Next have each student complete the *ePortfolio Personal Portfolio Assignment Yesterday Submission* worksheet for his or her artifact. Once they have answered all the questions for one of the themes, have students exchange papers for review. This worksheet provides the structure for the written reflection for each artifact. After the review process, have students submit their worksheet and artifact, digitally, for review using the Assignment Tool in *Sakai*.

✓ ASSIGNMENT 1

ASSESSMENT

First Submission Analyze work, identify, and submit one artifact for ePortfolio.



ePortfolio Personal Portfolio Assignment Today Submission



ePortfolio Personal Portfolio Assignment



Student Pages

7. INDIVIDUAL Once you have reviewed the submissions, have students make any appropriate changes and then post the artifact and reflection in their ePortfolios.

8. INDIVIDUAL Once students have completed the process for one artifact,



ASSIGNMENT 2

they should use the same process for the remaining artifacts. Each artifact should have an *ePortfolio Personal Portfolio Assignment Submission* associated with it. Over the course of the weeks before midyear, they should submit one artifact per theme and complete the entire worksheet. They should also submit the following, which will be part of subsequent lessons. There should be 9 Yesterday submissions in all.

- Skills Resume
- Introduction of Self
- Video Self Reflection
- Personal Education Plan (PEP)

ASSESSMENT

Yesterday Submissions Analyze, identify, and submit artifacts for five themes and four other pieces for the ePortfolio.

9. INDIVIDUAL Two months after the final *Yesterday* artifact is submitted, have students begin to submit the *Today* artifacts using the *ePortfolio Personal Portfolio Today Submission* worksheets.



ASSIGNMENT 3

ASSESSMENT

Today Submissions Analyze, identify, and submit artifacts for five themes and four other pieces for the ePortfolio.

REFLECTION

After students have completed their first submissions, have them reflect on the following in discussion.

- What value is there to creating an ePortfolio?
- What can you learn from looking at your own ePortfolio?
- What can you learn about other people by reviewing their ePortfolios?

ASSESSMENT

Use the *Electronic Portfolio Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Language Arts

Writing Processes

Drafting, Revising and Editing

1. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
15. Proofread writing, edit to improve conventions (e.g. grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons to eliminate inappropriate slang or informal language.

Publishing

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may need to have this lesson adapted for their specific IEP. This may include giving the student additional time, guidance, and helping them type their submission on this assignment. The advisor should consult with the student's IEP coordinator or IEP specialist for appropriate strategies.

GIFTED AND TALENTED

This assignment is very challenging and will result in a large workload for all students. This work, however, can be extended for the ambitious and gifted students at your school. Students can be asked to write more or in more detail on the prompts for each artifact submission. In addition, gifted students may be asked to assist other students by leading small groups in a collaborative work group. This group can act as support group for students to update one another on their workload and help others out who are having difficulty. Finally, students could be asked to do an in-depth analysis of one piece of work that could address all of the five 21st Century Skills. In this manner, students critically analyze their work in multiple means which is a challenging skill for first year students.

ADDITIONAL RESOURCES

PRINT RESOURCES

- Jafari, Ali, and Catherine Kaufman eds. *Handbook of Research on ePortfolios*. Information Science Reference, 2006. Use this book to learn about all issues related to ePortfolios.
- Niguidula, David. "Documenting Learning with Digital Portfolios." *Educational Leadership*, November 2005: 44-47. Read this article to learn about using ePortfolios in high school. http://www.msmc.la.edu/include/learning_resources/emerging_technologies/eportfolio/ePortfolio_learn.pdf