

ESTIMATED TIME

2-3 in-class periods and ongoing throughout the year

PREREQUISITES

- Computers with Internet access for students
- *Sakai* URL, student user names and passwords

RESOURCES AVAILABLE

- **Electronic Portfolio Rubric**
- **ePortfolio Introduction** presentation
- **ePortfolio - Introductory Worksheet**
- **ePortfolio First Submission**
- **ePortfolio Yesterday Submission**
- **ePortfolio Today Submission**

ACROSS THE CURRICULUM

This lesson draws on all of the students' academic or internship experiences. Students can use any lesson or activity from any course to populate their ePortfolio templates with "artifacts," examples of their work. This supports and enhances classroom learning as students think about their classroom coursework and connect this work to the outside world.

LESSON GOAL

Evaluate work and experience to identify representative lesson work for ePortfolio submission.

Essential Question

How do I use an electronic portfolio to represent my growth?

Student Expectations

1. View the introductory ePortfolio presentation.
2. Complete the *ePortfolio Introductory Worksheet*.
3. Select first artifact for portfolio and complete *First Submission Worksheet*.
4. Complete *ePortfolio Yesterday Submission* worksheet and submit an artifact and reflection write-up for each piece.
5. Complete the *ePortfolio Today Submission* worksheet and submit an artifact and reflection write-up for each piece.

LESSON OBJECTIVES

1. Critically analyze personal work.
2. Identify artifacts that represent quality work for submission.
3. Improve work by proofreading and editing completed work for all submissions.
4. Reflect on learning and achievement.

RATIONALE

In learning the *21st Century Skills*, students need time, practice, and engaged reflection to demonstrate mastery. This lesson asks students to submit completed artifacts for reflective evaluation so they can assess their growth. Students will submit their work and reflections online to demonstrate learning. Before the end of the year, students will re-assess each submission within the five *21st Century Skills* themes and reflect on their growth.



Electronic Portfolio Rubric



ePortfolio introduction



ePortfolio — Introductory Worksheet

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Introduce the lesson by distributing the *Electronic Portfolio Rubric* that provides an overview of the lesson and communicates expectations. Then discuss *ePortfolio Introduction* presentation, which reviews the rationale for the assignment, steps involved, and submission requirements. Be prepared to stop and discuss questions or ideas during the presentation.
- 2. SMALL GROUP** Have students break into small groups of 3-4 to complete the *ePortfolio - Introductory Worksheet*. Ask them to describe, at this point in the year, which assignments they have submitted for credit that will count towards their theme or artifact submissions. Once students have finished brainstorming, they will share their ideas on their theme or artifact with the rest of the class.

ASSESSMENT

ePortfolio Introduction Participate in the ePortfolio introductory presentation and complete the *Introductory Worksheet*.

- 3. INDIVIDUAL** Have students identify a theme for which they would like to submit an artifact. Have them fill out the *ePortfolio First Submission* slips and cut off the bottom for their advisors. As a homework assignment, have students collect their artifacts and prepare and bring a printed version of their artifacts to the next class period.
- ASSIGNMENT 1**
- 4. WHOLE GROUP** During the next class period, ask a few student volunteers to share their artifacts and explain to which themes they connect.

ASSESSMENT

First Submission Submit an artifact for ePortfolio consideration.

- 5. INDIVIDUAL** Once the sharing has concluded, have students fill out the *ePortfolio Yesterday Submission* for their artifacts. Once they have answered all questions, have them swap their work with a partner for review and discussion. After the review process, have students submit their write-up and artifact to the advisor or teacher for review.
- ASSIGNMENT 2**
- 6. WHOLE GROUP** Review student work and communicate any general observations or clarifications that need to be considered for the next submissions.
 - 7. INDIVIDUAL** Return the artifacts to students and have them submit both the write-up and artifact via the *Sakai* Assignments Tool and also locate their work and reflection within the 21st Century Skills ePortfolio matrix. When typing their write-ups, students will make appropriate changes before submitting.



ePortfolio — First Submission



ePortfolio — Yesterday Submission



ePortfolio — Today Submission

8. INDIVIDUAL Once students have completed the process for one artifact, they can begin completing reflections for the remaining submissions. Students will submit the following to populate each matrix cell in the *Yesterday ePortfolio* matrix column *Submissions*.

- a. one artifact per theme
- b. a skills resume
- c. an introduction of self
- d. a video self-reflection
- e. PEP artifact

Every artifact should have an *ePortfolio Yesterday Submission* reflection write-up associated with it. All submissions should be turned in by mid-year. After each artifact has been approved, the artifact and reflection should be placed in the proper matrix cell and selected for inclusion in each student's ePortfolio.

ASSESSMENT

Yesterday Submissions Complete *Yesterday* ePortfolio submissions.

9. INDIVIDUAL At least two months after the final artifact submission, have



ASSIGNMENT 3

students begin to submit their second round of artifacts, which are called the *Today* submissions. Students should complete and submit the *ePortfolio Today Submission* via the Assignments Tool in *Sakai*. Students may need to redraft all previous themes and artifacts for this submission. Students will need in-class and out-of-class time to complete this assignment. As artifacts are approved by the advisor, they should be uploaded to the proper cell in the *Today* column of the 21st Century Skills matrix for inclusion in each student's ePortfolio.

10. INDIVIDUAL Upon completion of the *Yesterday* and *Today* submissions, students will have all of the necessary work completed for this assignment.

ASSESSMENT

Today Submission Complete *Today* ePortfolio submissions.

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?

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

- 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.

Ohio Academic Content Standards

Grade 10 Language Arts

Writing Processes

Drafting, Revising and Editing

10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
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.

Grade 10 Technology

Standard 4: Technology and Communication Applications

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Publication 1. Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video).

Evaluation 2. Evaluate communication products.

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.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with special needs may need additional time or assistance with reflections. The advisor should consult with the student's IEP coordinator or IEP specialist for appropriate changes in the assignment.

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 provide more detail in responding to 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 a support group for students to update one another on their workload and help others out who are having difficulty.

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



Student Pages