

Electronic-Portfolios:

A How-to Guide for Creating E-Portfolios using Microsoft PowerPoint



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Guiding Principles:

“...involving students in assessment and increasing the amount of descriptive feedback has a more powerful positive impact on learning than any educational innovation ever documented” (Davies, 2000, p. vii). Based on a review of 250 articles from several different countries, evidence unequivocally supports the belief that a focus on formative assessment practice is raising the standards for students (Black, Harrison, Lee, Marshall and Wiliam, 2004).

The development of portfolios is a strategy to engage students in the process of providing evidence of their own learning over time. A portfolio can be used formatively or summatively by teachers and students.

Assessment <u>for</u> Learning	Assessment for learning refers to formative assessment through which teachers collect information about student achievement and use this information to plan follow-up classroom activities.	Formative
Assessment <u>as</u> Learning	Assessment as learning refers to the active involvement of students in assessment of their own learning. Assessment as learning assists students in understanding what they might need to improve upon in order to successfully meet learning outcomes.	
Assessment <u>of</u> Learning	Assessment of learning refers to assessment practices that take place at the end of a lesson or unit so that student achievement can be reported.	Summative

Four critical aspects of portfolio assessment include:

1. Metacognition:
 - the portfolio must facilitate students’ abilities to think about their own thinking and set personal goals for improvement
2. Authentic Tasks:
 - the content of the portfolio must consist of authentic classroom activities collected over time
3. Contextual feedback:
 - the formative assessment purposes of the portfolio are built upon providing multiple layers of feedback, including self, peer and teacher assessments
4. Student Responsibility:
 - students must maintain ownership over the portfolio and be accountable for selecting, reflecting on and explaining the artifacts within their portfolio

A portfolio is...

- a collection of evidence (artifacts) with a focused purpose that demonstrates student learning over time. Portfolios serve different purposes such as documenting student progress, illustrating the learning process, showcasing best-work, or demonstrating proficiency of learning-goal attainment (Davies, 2000)



An e-portfolio is...

- a portfolio that uses technologies as the container, allowing students or teachers to collect and organize artifacts in many media types (audio, video, graphics, text). Hypertext links organize the material, connecting evidence to appropriate outcomes, goals, or standards (Barrett, 2007)



Portfolio process and value-added benefit of technology (Barrett, 2007 p. 439)

Traditional portfolio processes include:	Adding technology allows enhancement through:
<ul style="list-style-type: none">• Collecting• Selecting• Reflecting• Projecting• Celebrating	<ul style="list-style-type: none">• Archiving• Linking/Thinking• Storytelling• Collaborating• Publishing

Assumptions about Technology:

The e-portfolio is an instrument used to advance student thinking and demonstrate student learning over time, but technology use is not an end unto itself. Therefore, the e-portfolio should be used as a *tool* to supplement quality assessment and instructional practices in the classroom. Students will inevitably learn about technology in the process, but technology learning is not the primary objective.

Why Microsoft PowerPoint?

- Easily accessible software in terms of availability and usability
- Can be packaged with all imbedded content and required viewers
- Available across platforms
- Promotes transferability of technology skills—students become familiar with some of the advanced features of the software and the skills will likely be used elsewhere
- Safe—PowerPoint provides the functionality of a web interface including the ability to create hyperlinks, without the immediate concern presented by online environments such as issues with protection of privacy (Freedom of Information and Protection of Privacy)

Getting Started with E-Portfolios

1. Select a Purpose:

- What purpose will this portfolio serve for your students and yourself?
 - The following purposes are presented by Anne Davies (2000):
 - **Best-work:** students select evidence to best show their accomplishments
 - **Process:** students collect evidence in different stages in their work, such as prewriting, drafts and final copies
 - **Progress:** snapshots of learning over time; teachers ask students to select pieces of work that show how they have grown in a particular area, or several areas since the last measure
 - **Learning-goal:** organized to show how well students are able to meet the learning goals for a particular grade level or subject area; includes goal statements and selected works with explanations about how each piece of work addresses the goals
 - **Other:** you may have other ideas that will better meet the needs of your students
 - What is the scope of the portfolio? Holistic? Year-long? Term-long? Unit-long? One learning outcome?

2. Consider the design and architecture

- Is it important to provide a framework or a template for your students, or is it more appropriate to allow the students to design the organization of the portfolio? This will be dependent on student background knowledge with both the content of the learning and the technology applications.
- It might be helpful to sketch out your ideas on paper first...think about the significant markers that will need to be addressed in the portfolio. This might look like a flow chart, a list or a web. This step can be teacher-driven, co-created as a class, or individually determined by students.

3. Think logistics

- How will students/teachers manage the data and file storage? Files can be stored centrally on the school servers, or on portable devices like USB flash drives. The functionality of the hyperlinks will depend on consistency of file storage, so having the students keep all necessary files in one spot is recommended. For example, students can create a folder called "English Portfolio". Of course, they will need many reminders to save everything into that one folder!

4. Create a homepage


- Think of this like a homepage on a website. This is the navigation spot from which students can add necessary materials via hyperlinks.
- Include space for a title and name etc.

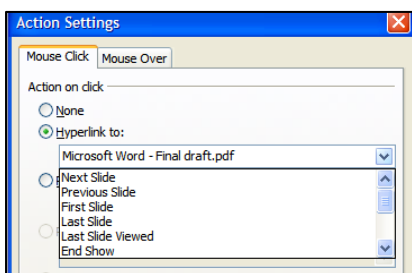
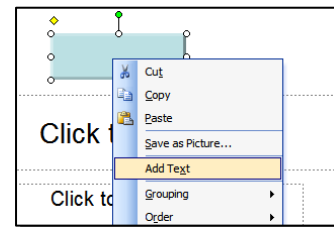
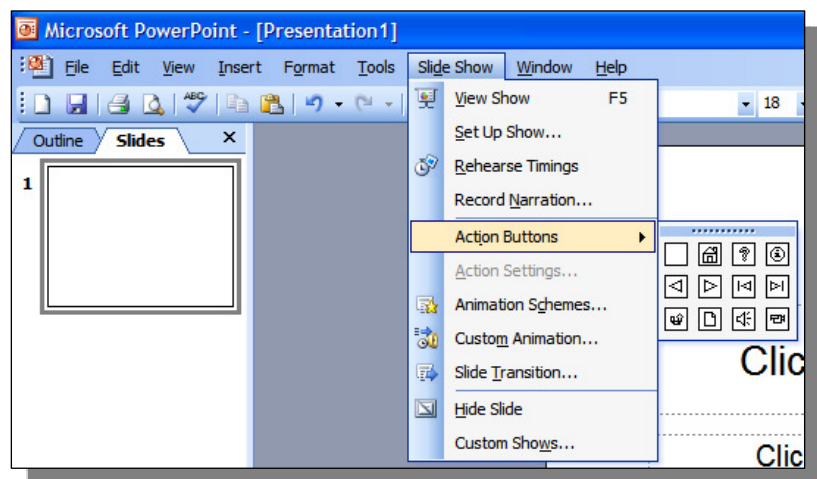
- The aesthetics of the portfolio, including the homepage, colours, and font choice, is an easy way to give students more ownership for the portfolio if you are concerned about relinquishing too much control with respect to the framework.

5. Use Action Buttons

- Action buttons allow students to create hyperlinks within the portfolio. Students can attach samples of work in a variety of formats including images, text, and multimedia. Buttons can also be hyperlinked to other slides in the presentation, or other PowerPoint presentations. 3-D artifacts and artwork can be easily photographed with a digital camera and imported.

Here's how it works in MS PowerPoint 2003. Please see the supplemental document for directions for PowerPoint 2007.

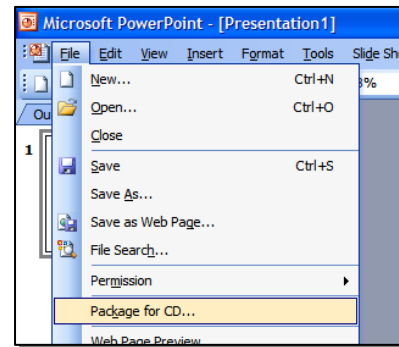
- Select "**Slide Show**" from the menu bar
- Select "**Action Buttons**"
- Choose the type of button you would like to use. Your mouse pointer will change to cross-hairs and then you can draw the button by left-click and dragging your mouse. The button can be resized and repositioned as necessary.
- An "**Action Settings**" window pops up immediately asking you what you would like to do with the button. At this point, select cancel so you can format the button. The "Action Setting" window is accessible by right-clicking any action button and selecting "Action Settings".
- The software contains many different generic buttons. They all do the same thing, but some include graphics to visually indicate the purpose of the button. For example,  usually means "Home".
- Text can be added to a blank button by right-clicking a selected button and choosing "Add Text". Regular formatting options apply in terms of font selection, size etc.



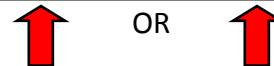
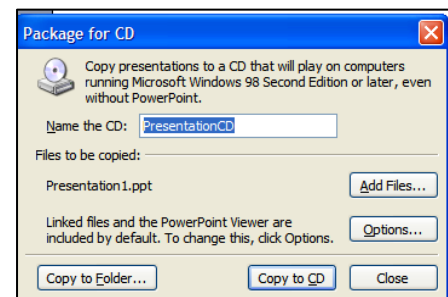
- Create a hyperlink to an Action Button by right-clicking the desired button, then select **Action Settings**.
- Scroll down to the option you want, including "Other File..." to select a document already saved to your computer.

6. Package the Portfolio

- When the entire portfolio is complete and students have thoroughly tested all hyperlinks and action buttons (I also encourage peer assessments here to help ensure everything works), students can package their portfolio. This process compiles the imbedded documents and graphics into a portfolio that can be viewed on most computers, even computers without PowerPoint software.



- Select **File > Package for CD**
- At this point, the portfolio can be prepared for burning to a CD, or you may choose to create a folder on the computer. Students may then submit the entire CD for further conversations, or they may submit the folder and its contents using something like a USB memory stick.



Tips for Success:

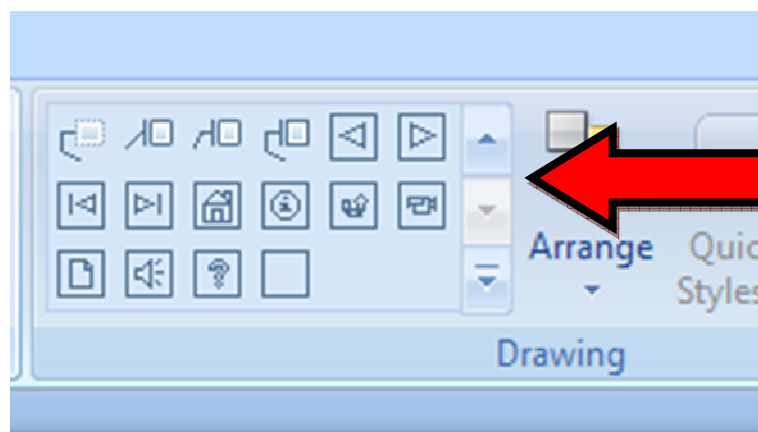
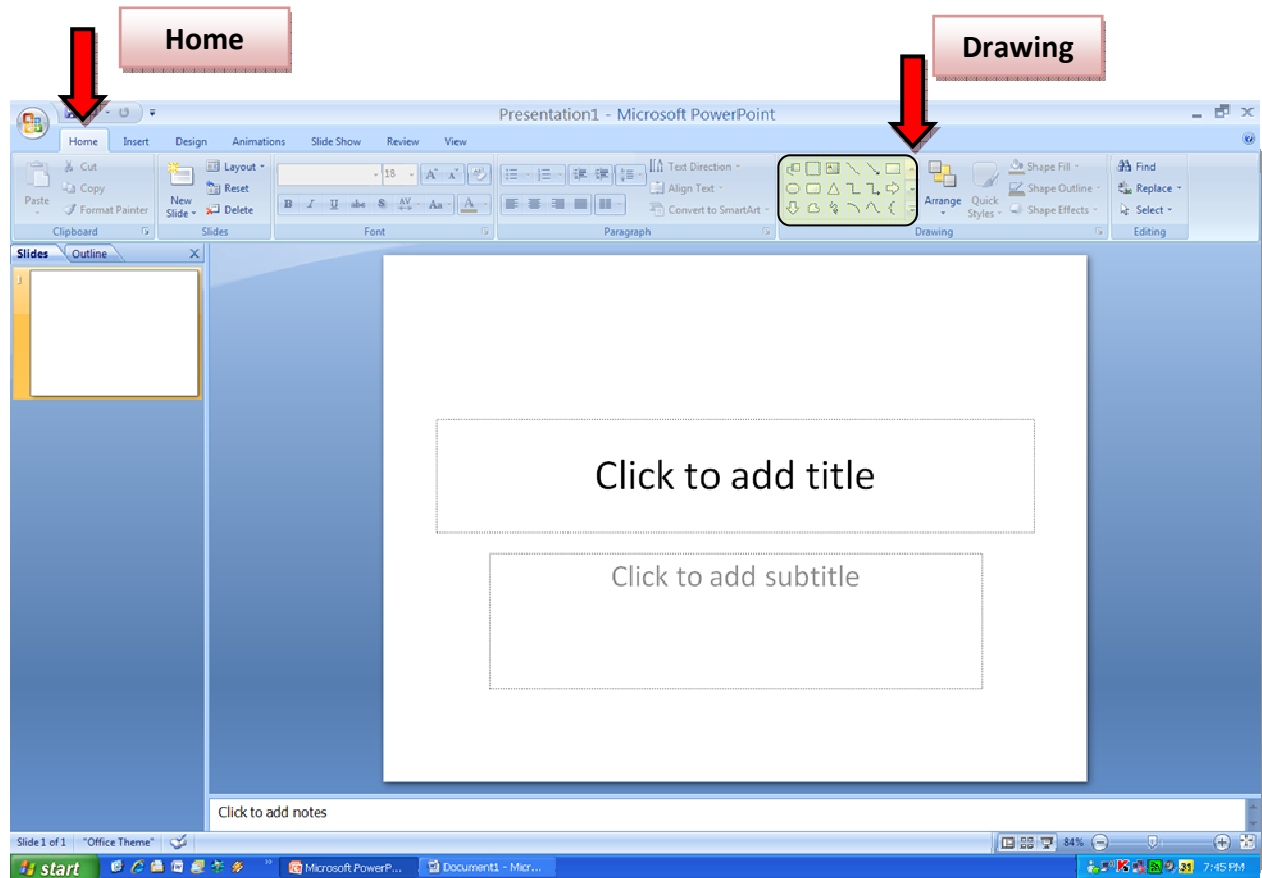
- Keep it simple and manageable
- Keep it focused on your learning objective(s)
- Use the portfolios to facilitate more meaningful conversations with students, parents and other teachers
- Use the classroom experts as your tech support... "Ask 3 then me."
- Widely used electronic formats support greater compatibility. For example, most computers use Adobe Reader for .pdf files, so converting all text files, like Word documents to .pdf will help to ensure the portfolio can be viewed properly on machines without MS Word. CutePDF is a free utility program that can be used to convert text and image files to .pdf (www.cutepdf.com).

References:

- Barrett, H. C. (2007). Researching electronic portfolios and learner engagement: The REFLECT initiative. *Journal of Adolescent & Adult Literacy*, 50(6), 436-449.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8.
- Davies, A. (2000). *Making classroom assessment work*. Merville, B.C.: Connections Pub.

Microsoft PowerPoint 2007 Supplement

Action Buttons:



Use the arrows to scroll to the appropriate button. The buttons shown here are generic buttons found at the bottom of the list.

Alternatively, any image, either a shape drawn from PowerPoint or an imported image from another source, can be used to create an action button by simply right-clicking the image and selecting **Hyperlink**.

Package for CD:

