

# Electronic Portfolios:

## Best Practices to Help Increase Student Ownership and Engagement

Bridget Farrell  
Third-Grade Classroom Teacher  
Hamline University MAED Student



# Introduction

Meet me!

Bridget Farrell

Why did I become interested in knowing more about electronic portfolios and how they can impact students' sense of ownership and engagement?

A real-life issue needed a solution!

# What is an electronic portfolio?

*Is it a medium? Is it a genre, or a set of genres? It is a delivery system? Is it an assessment tool? Is it a means to reflection and learning? Is it a flashy new container for the work students already are doing? Is it a pain in the butt?*

Price (2006) as cited by Zubrietta (2009, p.56)

**That's what we're here to find out today!**

# Participant Introductions

Please share the following with colleagues next to you:

1. Name
2. Position in the district
3. Experience with electronic portfolios
  - a. Have you used e-portfolios before? If yes, in what capacity?
  - b. What is your general attitude toward e-portfolios?

# Objectives

**Today we will accomplish the following:**

1. Know the different types of e-portfolios
2. Identify best practices with e-portfolios
3. Learn how implementation can impact students' sense of ownership and engagement
4. Plan next steps for changes within your classroom

# Definition of E-Portfolio

An e-portfolio is a repository to collect, organize, and share student artifacts. The e-portfolio facilitates self-reflection, assessment, mixed media, peer interaction, and academic development.

Pousley, B. (2016, September 12). Exploring e-portfolios at HGSE. Retrieved from: <https://tll.gse.harvard.edu/blog/exploring-eportfolios>

# Different Types of E-Portfolios

Learning Portfolios

Assessment Portfolios

Mixed Purpose Portfolios

# Types of E-Portfolios

## Learning E-Portfolios

- Student driven
- Shows complete picture
- Shows change over time
- Focuses on the process, not necessarily on the final product
- Students create and manage
- Reflection!



# Types of E-Portfolios

## Assessment

### E-Portfolios

- Standards and assessment driven
- Compilation of student artifacts that demonstrate mastery of standards
- Accountability tool
- Shows attainment of goals

# Types of E-Portfolios

## Mixed-Purpose E-Portfolios

A combination of both  
learning and assessment e-  
portfolios

*Some argue that combining purposes creates conflict, as each portfolio has different aims. It is therefore important that teachers, schools, and districts assess their needs prior to portfolio implementation.*

After learning about the e-portfolio types,  
which type of e-portfolio does your current  
practice reflect? Why?

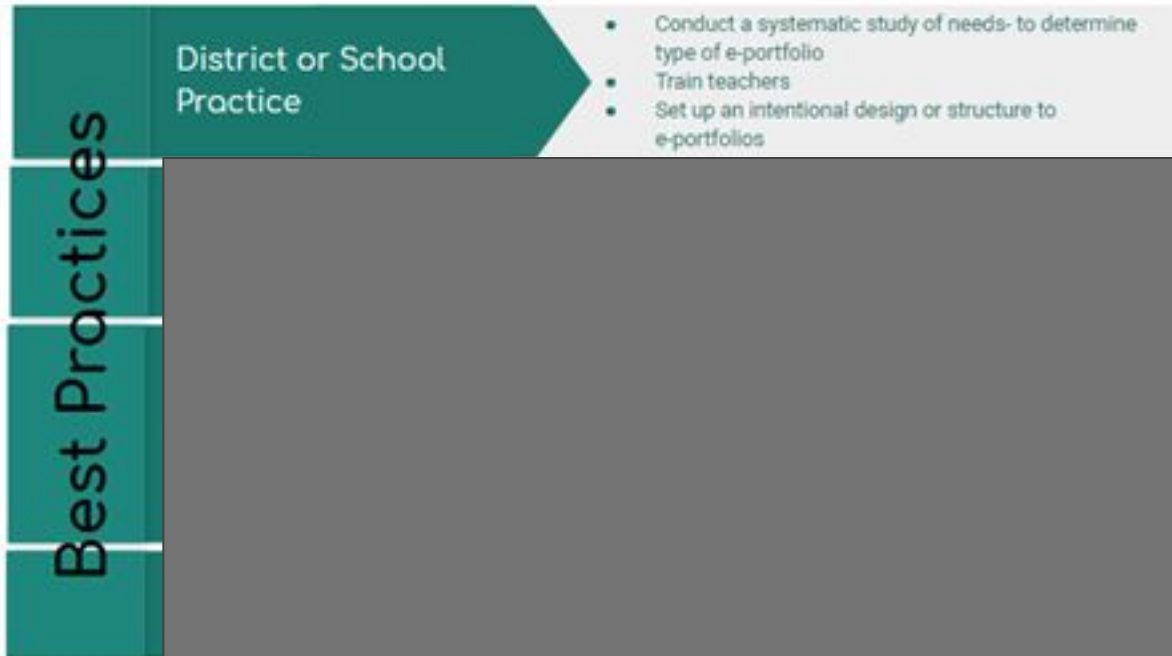
OR

Which type do you think will best fit your  
school or classroom? Why?

# Best Practices with E-Portfolios

- **Best practices must be considered for:**
  - Schools
  - Teachers
  - Students
  - Student families

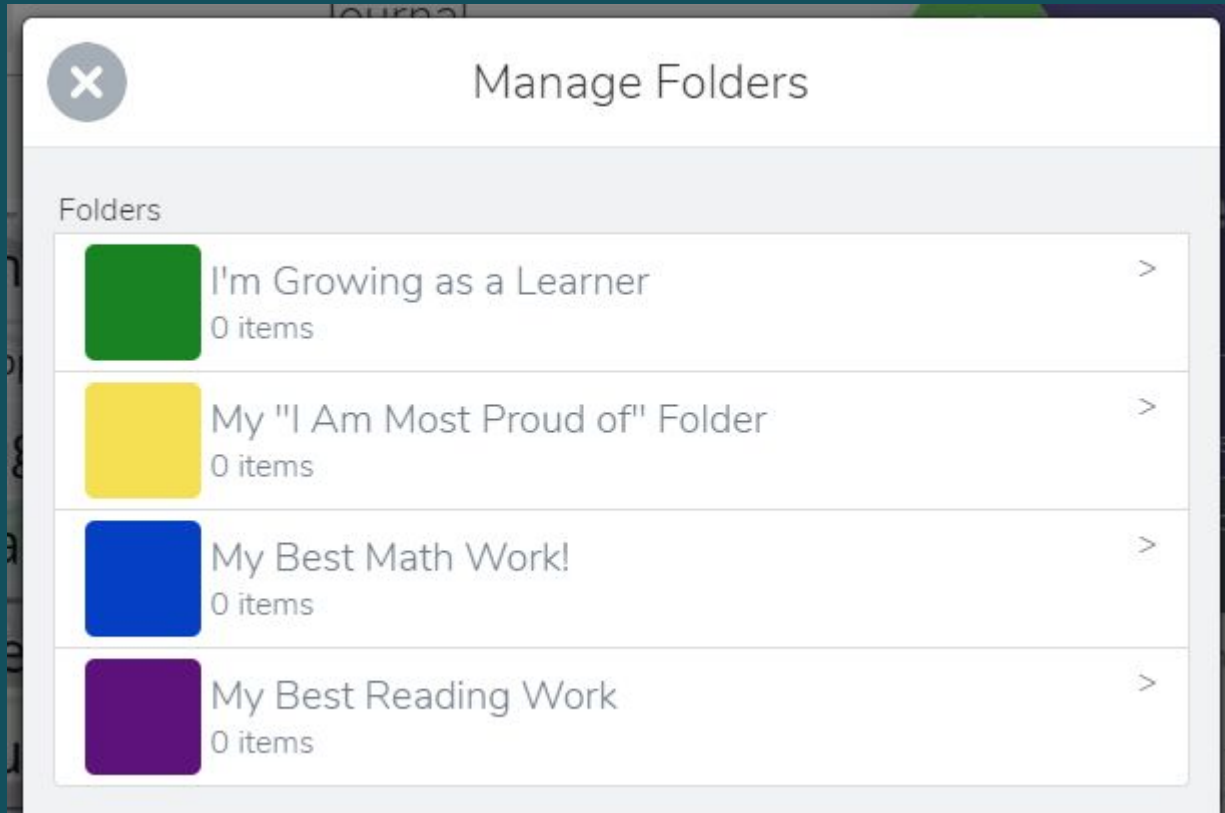
# Best Practices for Schools



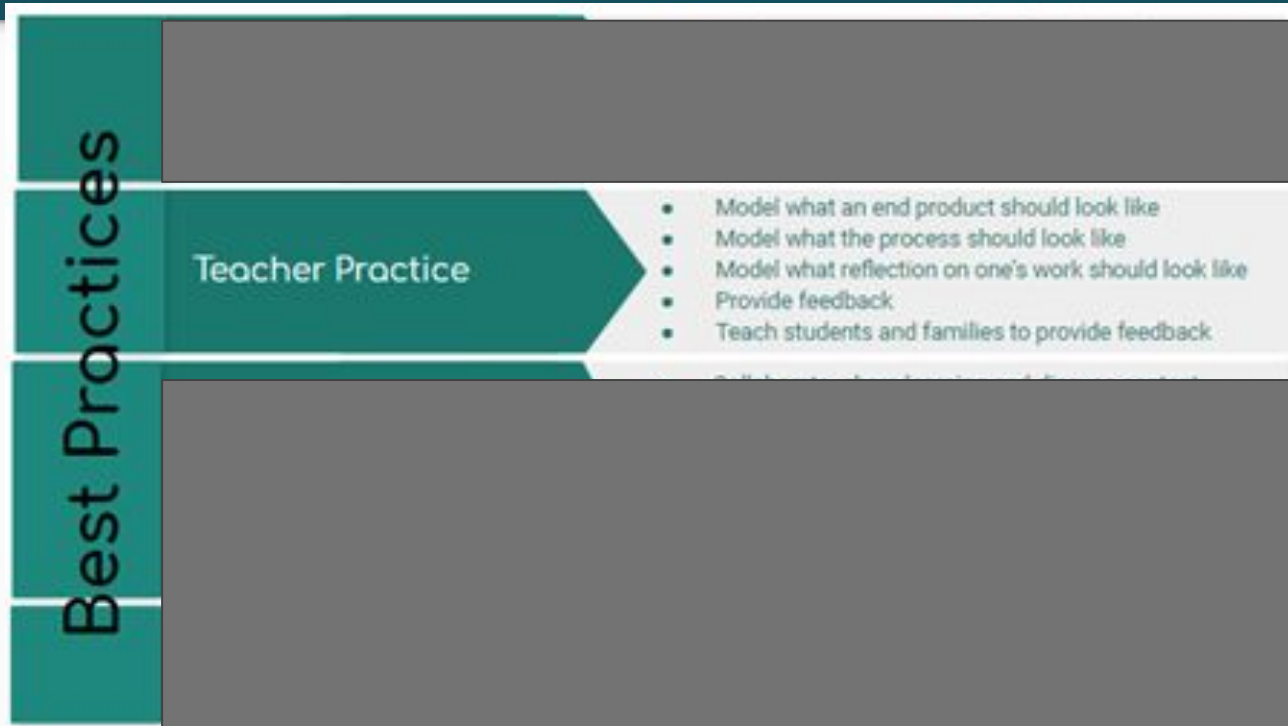
# Best Practices for Schools- Example

[Example School E-Portfolio Contract](#)

# Best Practices for Schools- Example



# Best Practices for Teachers





# Best Practices for Teachers– Examples

## Possible Student Reflection Prompts:

- What did you learn? How did you learn? Why are you learning?
- This is an example of something I learned ...
- This is an example of something I have improved on.
- I used to think ... Now I know ...
- I had difficulty with this work because ...
- How can I use what I learned in my life?
- 2 Stars and a wish
- Main idea, 3 details, conclusion
- Head, Heart, Hand (What did you learn? How are you feeling? What will you do?)

# Best Practices for Students



# Best Practices for Students- Examples



# Best Practices for Student Families



# Best Practices for Student Families- examples

Share possible prompts to share with student families:

- Wonderful work! I like how you \_\_\_\_\_ .
- I am proud of you because \_\_\_\_\_ .
- Your work makes me wonder about \_\_\_\_\_ .
- Ask a meaningful question, such as, “What about this artifact makes you feel proud?”

What best practices have you already implemented? Which do you want to improve upon?

OR

What will you need to do to implement some of these best practices within your classroom?

# How Implementation of Best Practices Can Impact Students' Sense of Ownership and Engagement

- Students are excited and motivated and to take responsibility in collecting and sharing their work.
- Students are likely to have an increased sense of ownership when they are the ones managing their work.
- When students provide evidence or a rationale with their work, their sense of ownership increases.
- When students can design the look or appearance of their portfolio, (within a given structure), they have a stronger sense of ownership.
- The stronger “student voice” the more ownership- the better

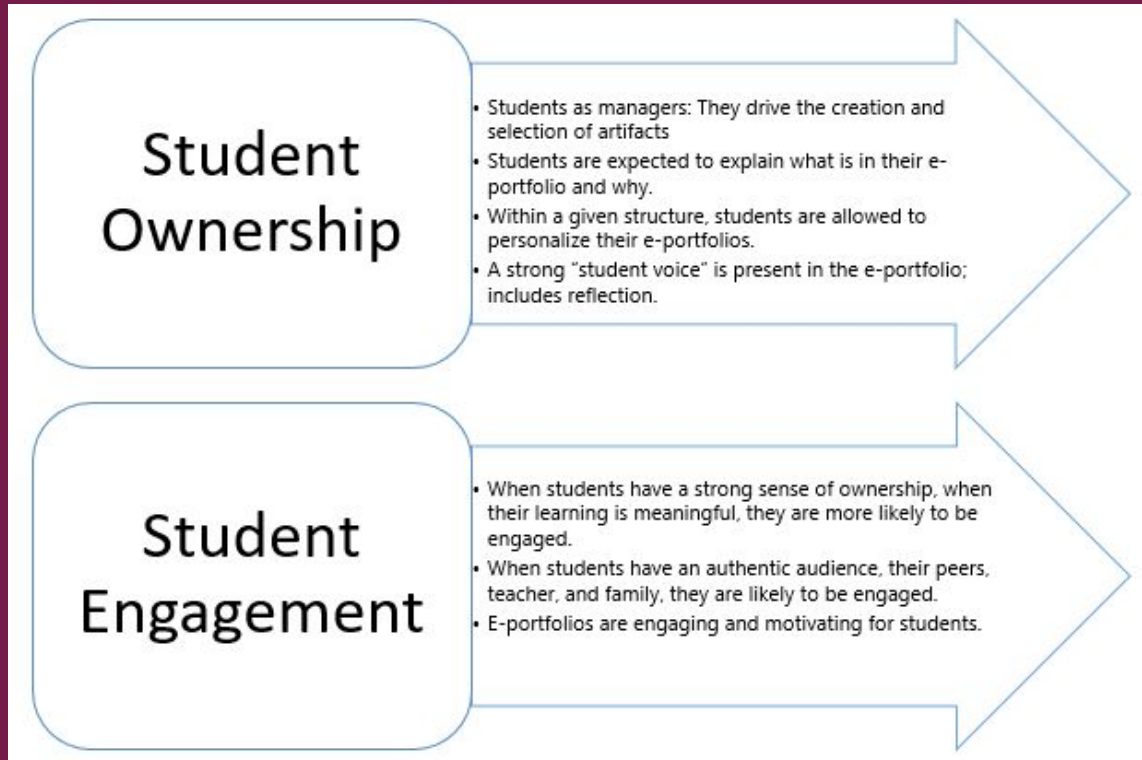
# How Implementation of Best Practices Can Impact Students' Sense of Ownership and Engagement

- Greater sense of ownership= increased engagement
- Personally meaningful learning= increased engagement
- Audience- when portfolios are shared with peers, teachers and/ or family members, it is an authentic learning experience= increased engagement
- Motivated, excited students; easier classroom management; uploading artifacts got faster as the year progressed; more time spent on task



# Ownership and Engagement Simplified

(as seen on  
your handout)



Engaging students is  
NOT the same as  
occupying their time.

It is therefore imperative that educators enlist best practices to allow students to meaningfully engage, take ownership, and demonstrate their learning.

## Here's what my third-graders have said about their e-portfolios:

*"It helps me learn!"*

*"I like it because you can make videos, draw, add your own audio, and share with your friends."*

*"I like that my parents can see it."*

*"Your teacher can tell you if you missed something. Then you can go back in and fix it."*

*I like that you can take pictures and your parents can find out what you did during the day."*

*"I like that you can see your friends' work."*

*"It's fun to look back at what you've learned!"*



Seesaw Logo and Script [Seesaw icon and logo]. Retrieved from <https://help.seesaw.me/hc/en-us/articles/203816959-Seesaw-icon-and-logo>

## What best practices can you connect to these responses?

# How can this fit into your classroom?

## **Application is a must!**

- If you already have student e-portfolios, please open one up. Look at current examples. Where do you see application of best practices or potential application of best practices?
- If you don't, create a plan of next steps for implementation.

**Use your e-portfolio handout and this presentation to guide you.**

# Reflection and Wrap Up

What will you take away from today's learning? Please share your thoughts using the link below.

[Professional Development Reflection Form](#)

# Resources

Pousley, B. (2016, September 12). Exploring e-portfolios at HGSE. Retrieved from:  
<https://tll.gse.harvard.edu/blog/exploring-eportfolios>

Logo and Script [Seesaw icon and logo]. Retrieved from  
<https://help.seesaw.me/hc/en-us/articles/203816959-Seesaw-icon-and-logo>

Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. San Francisco, CA: Jossey- Bass.