



## Using Digital Portfolios to Foster Student Learning: Portfolio Design Plan

As the final project for this workshop, you will create a plan to use digital portfolios with your students. This course will introduce you to a number of different approaches and tools for building this plan. Use this template to help you manage your thoughts as you work through each week's session. This plan will showcase and synthesize what you learned in the course. Refer to the **Portfolio Design Plan Rubric** as you complete each part of this template.

### Part I. Purpose

Consider these questions in your response. Refer to criteria #1 and #2 in the Portfolio Design Plan Rubric.

- What is the goal of your portfolio project? What would you like the portfolio to evidence that a student can know or do?
- Will you be creating a working portfolio to record the steps to complete a project, or a showcase portfolio to highlight exemplar work from students?

*Be sure to directly reference course content in your explanation of the purpose of your portfolio.*

I plan on having my students create a Hybrid portfolio with a heavier emphasis on showcase. ([The Three Types of Digital Portfolios Teachers Should Know About](#), Educator's Technology and Mobile Learning)

The goal of this particular portfolio project will be for the students to showcase and reflect on the final products they produce from the lessons within the Media Literacy unit. The portfolio will showcase students meeting/mastery ISTE Standards for Students (I Can Statements/Learning Targets), the Six Core Principles of Media Literacy and technology skills outlined within the unit (making a graph in word, typing skills, etc).

One main component outcome for the portfolio is for the students to learn how to "Create Their Own Digital Footprint" putting thought into what they do knowing it could have the ramifications what they put online could hold for them (Reading: [The How \(and Why\) It's Time to Create Digital Portfolios](#), Holly Clark).

The portfolio will also increase student motivation, self-esteem and they will become more invested in what they do and produce.

## Part II. Details

Consider these questions in your response. Refer to criteria #1 and #2 in the Portfolio Design Plan Rubric.

- Who will be the audience for the portfolio? (Students, school members, parents, or the public?) How will you expect of the portfolio's audience?
- What grade level/subject area will you work with?
- What will be your portfolio duration? (A unit? A year? Multiple years?)
- Explain which unit or skill you will focus on for this assignment. (For example if you teach 5<sup>th</sup> grade mathematics, explain how you see students using the portfolio throughout the year. Then, throughout this assignment, explain how you will use the portfolio in one unit. For example, when teaching symmetry.
- List any standards or benchmarks this portfolio will address.

My 8th grade students will showcase their artifacts that they create within the Media Literacy unit. Within the Media Literacy Unit (1 Quarter - 9 weeks) students learn to think critically about the thousands of media messages they encounter each day via art, music, video games, radio, TV, websites, newspapers, magazines, ads, and packaging. The lessons require students to deconstruct, examine, discuss, and create media messages/jingles/slogans/etc, graphs, documents, and more. As they develop media literacy, they learn to make thoughtful, informed decisions. The main audience will be students and parents but some aspects will be shared publicly on the class blog of the chosen platform.

A good artifact for this hybrid showcase portfolio would consist of the student's final product of the assignment and then they reflect on the assignment. For example: One of the first lessons revolves around learning what are the different types of media and how it affects their lives (addictions, persuasiveness, etc). The students have to log for a day their media they use that day and then during class create a graph to chart their usage for the day. The students then analyze the data and reflect on their findings. This artifact is good evidence of student mastery of lesson (or how well they mastered the objective of the lesson) in numerous ways: could they create the graph within in a word document (with labels, etc), could they decipher their data and reflect on how media affects how you view yourself and your life.

This unit covers the [6 Core Principles of Media Literacy](#) and [ISTE Standards for Students](#).

Common Core:

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[Common Core Standards Related to Seesaw](#)

At first the portfolio will cover just the Media Literacy Unit for this one class – then I will branch out and would like to start doing it with all my middle school students for the entire year and continuing until the graduate from our school.

### **Part III. Artifacts/Components**

**Consider these questions in your response. Refer to criteria #1 and #3 in the Portfolio Design Plan Rubric.**

- Artifacts are pieces of student work that evidence understanding and mastery of curriculum objectives. Consider the objectives for the unit or skill that you identified in Part II.
  - Describe multiple artifacts that students could add to their portfolio to evidence progress toward or student mastery of those objectives.
  - Explain why each artifact is a good indication of student progress or mastery.
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- The students have to log for a day their media they use that day and then during class create a graph to chart their usage for the day. The students then analyze the data and reflect on their findings. (Artifacts: Log, final graph with reflection based upon findings)
  - Students are to research down one slogan/jingle from the media they find on the internet then list the persuasive advertising techniques that are used (this will just be a post to the portfolio).
  - Using Animoto students will create their own advertisement that makes use of propaganda. They will choose an idea or product that they wish to sell and design an ad in which you demonstrate their understanding of propaganda (making sure advertisement contains a slogan and images that help to reinforce false information)
  - Students will find a print advertisement in a contemporary magazine or newspaper and take a picture of it to make it digital. The will essay include the following points: who paid for the advertisement, the age group, economic group, and gender to which the ad appeals, the text and images that brought you to the above conclusion, techniques of persuasion used in the ad, the lifestyle presented and how it is glamorized, obvious and hidden messages, and how the advertisement is healthy or unhealthy (Microsoft Word)
  - Students are going to write and produce a radio commercial (audio only) and do a written reflection explaining: product, techniques of persuasion, obvious messages, healthy or unhealthy media, target audience, type of lifestyle and hidden messages.
  - Students will write a newspaper review of a music video (Publisher) include the following points: band name, obvious message, name of song in video, hidden message, audience, healthy or unhealthy example of media and lifestyle presented.

Each artifact shows in different representation of media formats that students demonstrate mastery by their presentation of thinking critically about the thousands of media messages we encounter each day and based upon those message are they able to make thoughtful, informed decisions.

## Part IV. Tools for Creating the Portfolio

Consider these questions in your response. Refer to criteria #1 and #4 in the Portfolio Design Plan Rubric.

- Which online tool are you planning to use as the shell for your portfolio? (Weebly, Google Sites, Edublogs, etc.)
- Explain why your chosen platform tool is the best choice for the portfolio's purpose and goals.
- Describe additional tools/applications that you and your students could use to create artifacts for your portfolio. (VoiceThread, Google Docs, specific video apps, etc.)
- Explain how you see the additional tools/applications being used to accomplish the objectives of your unit or skill.
- Of these tools, which of the following do you and your students have access to?
- Of these tools, which of the following do students know how to use? Will there be any need for teaching some of the technology?

I knew about the platforms that session 3 had us looked at and had some experience using each one in one way or another but not all of them in the exact way of a student portfolio. As I was doing my research I found two sites that I narrowed it down to: Seesaw and FreshGrade. Each site had things I liked; however I decided to go with Seesaw.

There are a few reasons I picked this platform. One main reason why comes from the statement "Turn Over the Keys: Portfolios teach students to evaluate and compare their own work, as well as how to compellingly present it (Session 2 Reading: "4 Steps for Getting Started with Student Digital Portfolios"). Seesaw allows the students to add video, pictures, links, drawings, notes etc as they are working. I know my portfolio is more of a showcase setup by making more of a hybrid where it shows steps/notes/etc along the way to the final product to help aide with the reflection (I would require at least one post a week to start off with – with the blogging aspect of the platform). Which brings me back to a point I was very set on during discussion topic one of giving the students ownership and gets them invested in what they are doing. Another reason why is has the parent side so that they can "check in" whenever and see what they have been doing. I can also pick student postings, artifacts to post to the public class blog (so not everything they post will be live to the public but just to their parents and myself. These are just some of the main reasons I picked this platform.

Since this is a new site and I will have teach a few lessons on how to use it and inform parents about it (explain what it is and why we are doing it and invite them to access it). The students have Office 365 accounts but we have not gone over how to use all aspects of like logging into the email yet for it (its new for students and just rolling out for the students in my school district). They will need email to sign up so I will need to go over that also with them.

Other tools used for artifacts:

- Animoto
- Microsoft Publisher
- Microsoft Word/Office 365
- Google Search
- Edmodo
- Jupiter Grades
- Edpuzzle
- [Apps Is Seesaw Compatible With](#)

## Part V. Opportunities for Student Reflection

Consider these questions in your response. Refer to criteria #5 in the Portfolio Design Plan Rubric.

- How will the portfolio record student self-reflection on work and achievement of goals?
- Will only finished products be included?
- Will students select only their best work?
- What types of items and questions would you include on a Student Reflection Checklist like the ones viewed in the course?

***Be sure to directly reference course content in your explanation of student reflection.***

Student reflection is a crucial part of a portfolio because it shows mastery of content and allows the student to better understand themselves and their understanding of the content (both positive and negative/mistakes). The statement “students themselves are missing significant benefits of the portfolio process if they are not asked to reflect upon the quality and growth of their work” (Authentic Assessment Toolbox) for this reason I stated above. I believe that if a person learns to become a good self-reflector that they learn to become an independent learner who is capable of monitoring and adapting their learning and goal setting to reach higher levels of achievement and growth.

- Some assignments will have self reflection built into the assignment itself where the other assignments I will have the students either add a written reflection caption to the upload or an audio reflection.
- Will certain artifacts only the final product will be included while other artifacts have steps to them I want the students to upload the different steps (example: radio commercial I want the typed script they had to write first and then the audio that was the final product separately)
- Each lesson has a final product so each lesson will have a submission

With the portfolio I am looking to incorporating more in-depth reflections that are either built into the assignment or attached as an audio or text caption to the artifact. I would like these reflections to have more depth and higher-level aspects to them. I also like the ideas (below) that the reading “The Reflective Student: A Taxonomy of Reflection (Part 2)” shares for the reflection on the portfolio as a whole to include at the end of the unit since I am using this portfolio for just one unit. I would also like to have them do some peer reflection on the portfolio as a whole.

- Write a letter to a specific audience about the story the portfolio communicates
- Write a "biography" of a piece of work tracing its development and the learning that resulted
- Compose an imaginary new "chapter" that picks up where the story of the portfolio leaves off
- What would you like your \_\_\_\_\_ (e.g., parents) to know about or see in your portfolio?
- What does the portfolio as a whole reveal about you as a learner (writer, thinker, etc.)?

Possible Student Reflection Checklist:

- What are some ways you could share this learning with your family?
- What are some things you did really well on this assignment?
- What mistakes did you make on my last assignment that you did not make on today's assignment?
- If you could do this assignment over, what would you do differently?
- How can you take what you have learned and apply it to your own life?
- What process did you go through to produce this piece?

- What problems did you encounter while you were working on this piece? How did you solve them?
- How does this relate daily occurrences?
- (above examples from reading)

## Part VI. Assessment and Performances of Understanding

Consider these questions in your response. Refer to criteria #6 in the Portfolio Design Plan Rubric.

- Identify what you want to measure in your students' work and describe how you will know if and when students have met the goals of your portfolio and the objectives of the specific unit of study that you have identified.
- How will you assess the portfolio and artifacts?
- Will you offer multiple types of components or artifacts for students to pass each benchmark or goal?

***Be sure to directly reference course content in your explanation of portfolio and artifact assessment.***

- Each artifact will it self-have its own grade that is based upon the goals/standards (listed in part 2) of the assignment (based upon a rubric). (formative assessments)
- Rubrics will be used to evaluate how well the students **understand** the key concepts of media literacy and the specific concepts being explored in the lessons – Students will have access to each rubric at the start of each assignment and the reflection rubric at the start of the unit

Graph: being able to insert & construct graph within word, apply labels and paragraph reflection based upon findings. (rubric)

Slogan: Identify slogan/jingle and identify persuasive techniques (rubric)

Animoto: finished video reflects understanding of propaganda (rubric)

Advertisement: Essay free or spelling, grammar, etc mistakes plus does the essay contain the required points listed for deconstruction (rubric)

Commercial: Scripts shows it went through writing process and reflection including points that are required (rubric)

Newspaper: Use of Publisher, grammar/spelling/etc, and required points need in reflection (rubric)

- The portfolio will be asessed based upon their reflections on the artifacts and how it ties it as a whole within the unit and main learning outcomes set (summative assessment)
- Allow class time for peer review
- Student Led Conferences will be setup to take place where the students will present the portfolio to a family member/adult where the students will review their artifacts and reflections (Presented and graded via school wide rubric with Crew Leader)

I feel that the digital portfolios allow for opportunities for both formal and summative assessments to be done. The statement from the reading [Assessing Student Progress Using Blog-Based Portfolios](#) really addresses this: “**The beauty of digital portfolios** is that as the children and I are constantly assessing their learning in a formative and summative way, the students are also demonstrating their growing knowledge for a wide audience and learning about digital citizenship and appropriate online behavior. What great by-products of the assessment process!”

\*\*See example of reflection rubric used within class already pasted at end of plan and other rubrics used with unit

Students working on completing the [2016 ISTE Standards for Students Rubric](#) by end of 8<sup>th</sup> grade to best of their ability

## Part VII. Final Action Plan

Please make sure you address the following in your response:

- Use this space for “to do” or other items that you will need to address in order to complete and implement this digital portfolio project in your classroom, school, district or other educational organization.
- Include considerations of district and/or school level privacy policies.
- Describe the work to involve key stakeholders (students, parents, fellow teachers, administrators)

Baltimore City Schools has couple portfolio platforms in place already and the filter system allows numerous other platforms to work. With implementing this unit and the use of digital portfolio it will help with getting my school one step close to a Digital Citizenship Certified School through Common Sense Media.

To Do List:

Check students records of [City Schools' and Media Reporting of Student Activities and Use of Students' Creative Work](#) and the **acceptable use** policy (if any parents have DO NOT for use on public blog portion)

Check into does each student need a [Parent Consent Waiver](#)?

Need 2-4 microphones ([headset](#) or [Retro Phone Handset](#))

Send home Parent Invite Handout and send email Parent Invite Email to get parents/family (10 members connected per student) connected

-Share [What is Seesaw? Introduction for Families](#) video to class page on Living Tree for parents to view (can email the link to video also)

Share public blog portion with staff and school community page (Facebook, Living Tree, Twitter)

Invite Crew Leaders to Co-Teacher (if need for Student Led Conference purposes)

Train students on how to log in/access Seesaw, use each built in tool and expectations/rubric of portfolio (model examples and have them to introduction post- [Seesaw Student Challenge](#) and earn badge on Edmodo)

-Model and discuss what makes a good Seesaw post

-Review private and personal information (what is ok to share and what is not)

-Model and discuss what makes a good comment

-Display [Seesaw Digital Citizenship \(Posting And Commenting\) Guidelines Posters](#)

-Tutorial videos & compression questions on Edpuzzle

Explain to students that artifacts are to still be turned in on Edmodo and also uploaded on to Seesaw

Send home to parents instructions for commenting, sharing and set the expectations (parent behavior) for the parents (examples: Be constructive! Learning a new skill is hard and we need your help/ Specific comments are best. Think about how you can add to the learning conversation/ In a

group or 'everyone' post, please remember your comment is shared with everyone tagged - students and their parents. This is a great opportunity to lift up the whole class)

### Measuring Media Literacy

Criteria	Exemplary	Proficient	Partially Proficient	Nonproficient
<b>ISTE National Education Technology Standards Comprehension</b>	The individual demonstrates an excellent understanding.	The individual demonstrates an adequate understanding.	The individual demonstrates a partial understanding.	The individual demonstrates no understanding.
<b>Fair Use Guidelines Comprehension</b>	The individual demonstrates an excellent understanding.	The individual demonstrates an adequate understanding.	The individual demonstrates a partial understanding.	The individual demonstrates no understanding.
<b>Understanding of current media issues in relation to personal and school liability</b>	The individual demonstrates an excellent understanding.	The individual demonstrates an adequate understanding.	The individual demonstrates a partial understanding.	The individual demonstrates no understanding.
<b>Ability to identify potential liability</b>	The individual demonstrates an excellent ability to identify potential liability.	The individual demonstrates an adequate ability to identify potential liability.	The individual demonstrates the beginnings of an ability to identify potential liability.	The individual demonstrates no ability to identify potential liability.
<b>Ability to provide adequate recommendations (information and resources)</b>	The individual demonstrates an excellent ability to provide recommendations.	The individual demonstrates an adequate ability to provide recommendations.	The individual demonstrates the beginnings of an ability to provide recommendations.	The individual demonstrates no ability to provide recommendations.

<sup>1</sup> Source: <http://www.soundzabound.com/files/Media%20Literacy%20Rubric%20Sheet1.pdf>

Example of Reflection Rubric:

<sup>1</sup> Source: <http://www.soundzabound.com/files/Media%20Literacy%20Rubric%20Sheet1.pdf>



Criteria	Reflective Practitioner [5-4]	Aware Practitioner [3-2]	Reflection Novice [1-0]	Points
Clarity	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately.	Minor, infrequent lapses in clarity. Abstract concepts are explained fairly accurately.	There are frequent lapses in clarity. Concepts are either not discussed or are presented inaccurately.	—
Relevance	The reflections show tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful to student and unit learning goals.	The reflections show some thought and effort. Student makes attempts to demonstrate relevance, but the relevance is unclear in reference to unit learning goals.	The reflections show poor thought and effort. Most of the reflection is irrelevant to student and/or unit learning goals.	—
Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	The reflection demonstrates student attempts to analyze the experience to understanding of self, but analysis lacks depth.	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	—
Self-Criticism	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking not evident.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	—
				—/20