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Presentation: <http://bit.ly/1hh5Ume>

Resources: <http://bit.ly/GzvFTu>

## **E-PORTFOLIOS made EASY**

with Google Apps For Education.

4/10/2013 - GAFE Summit Melbourne

# In this presentation...

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- The what, why and how of e-portfolios.
- E-portfolios made easy - with GAFE.
- Example of a recent implementation of eportfolios using GAFE.
- Resources to support e-portfolios with GAFE.

# Getting personal

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What **did your parents** collect during your schooling?

What **did you collect** during your schooling?

What **would you collect** / **are you collecting** / **did you collect** for your children?



Enter your responses on this Google Document:

<http://bit.ly/GzDE2B>

# Getting personal

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What do our collections say about what we value?

Is there a difference between what we put aside for a purpose, and what we can't bring ourselves to throw away?

How can we use our personal collection experience to help learners as they develop their portfolios?

# What dictates a portfolio?

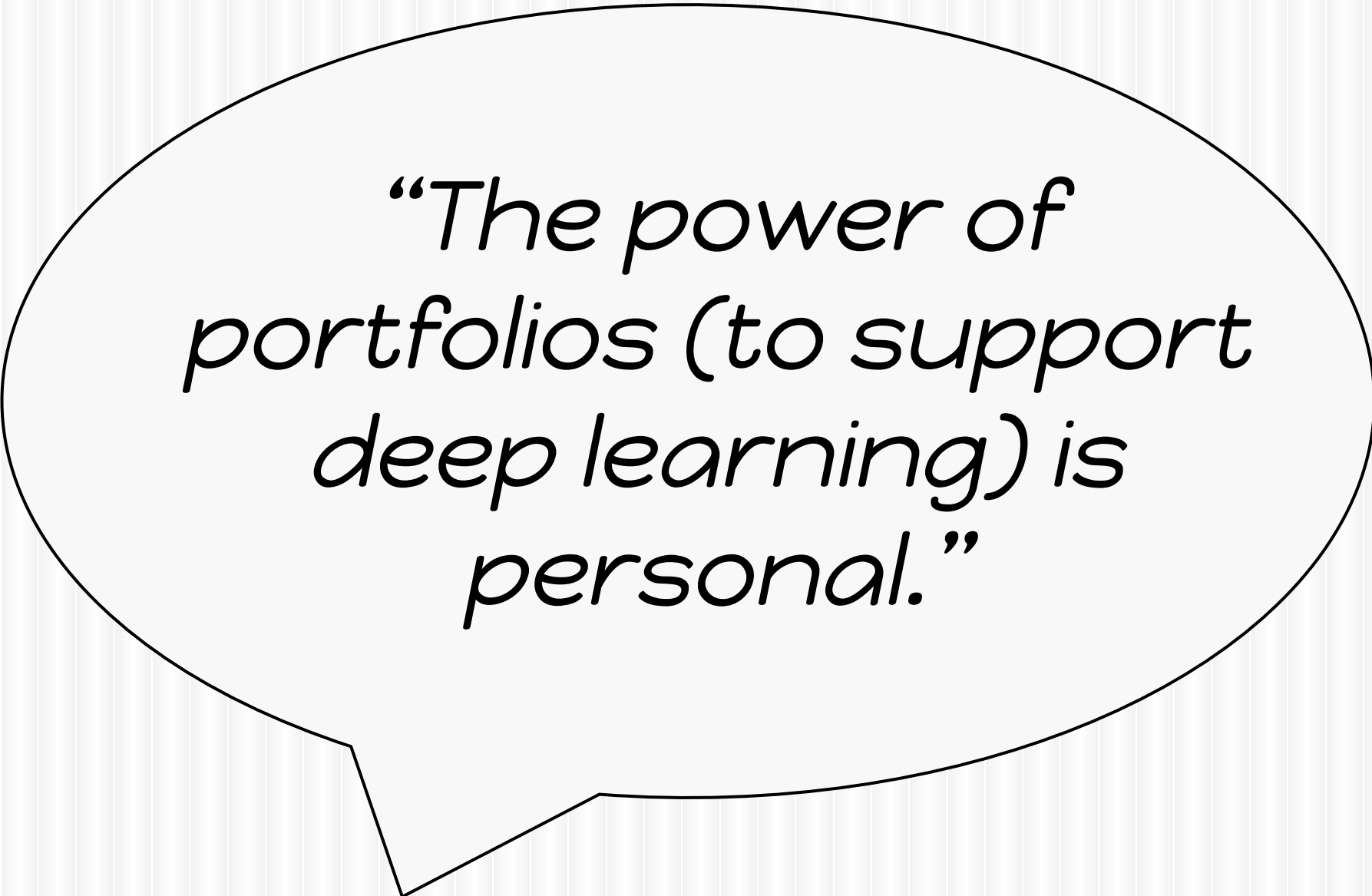
.....

## *The student...*

- Interests
- Passions
- Goals
- Choice and Voice
- Reflections
- Life long learning

## *...or the school?*

- Standards
- Outcomes
- Achievements
- Accountability
- Terms / Years
- Graduation



*“The power of portfolios (to support deep learning) is personal.”*

- Dr Helen Barrett, e-portfolio academy.

**Will students want to “burn” their portfolios at the end of the year?**



# Leonardo Da Vinci

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ONE OF THE MOST FAMOUS /  
INFLUENTIAL JOURNAL  
KEEPERS?





Handwritten text in a cursive script, likely a medical treatise, surrounding anatomical drawings. The text is written in a language that appears to be a form of Arabic or Persian script.

The page features several detailed anatomical drawings. The most prominent is a large illustration of a fetus curled in the womb, shown in a cross-section of the uterus. To the right, there is a drawing of a curved, segmented structure, possibly a part of the digestive or respiratory system. Below this, there are smaller diagrams of individual organs, including what appears to be a heart or a similar organ with branching vessels, and a circular diagram with internal lines. At the bottom, there are more complex diagrams, including one that looks like a mechanical linkage or a part of a pump.

Handwritten text in a cursive script, likely a technical manual or a treatise on mechanics, surrounding a large mechanical drawing. The text is written in a language that appears to be a form of Arabic or Persian script.

The page features a large, detailed drawing of a vertical mechanical device. It consists of a tall, rectangular frame with several horizontal bars and a complex arrangement of gears and pulleys. The machine appears to be designed for lifting or moving heavy loads. The drawing is executed with fine lines and shading to show the three-dimensional structure of the components. The text surrounding the drawing provides technical details and instructions related to the machine's operation.

# Why **E**-Portfolios?

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Encourages reflection.

Can assist in the curation of assessment for, as and of learning.

Gives a sense of identify to students.

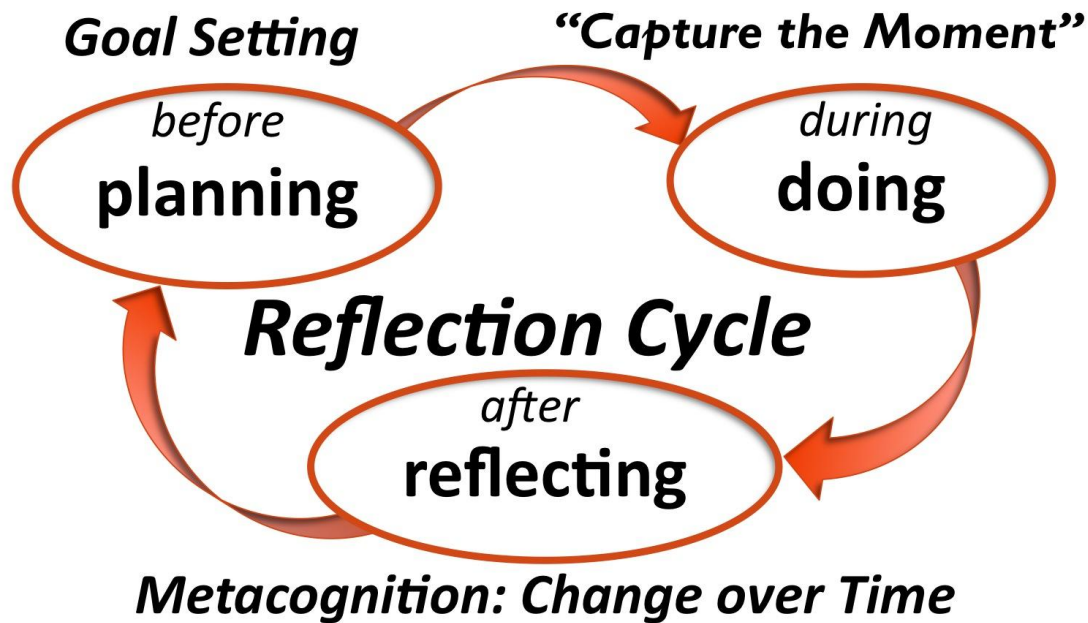
Showcases developmental learning and achievements.

Can be interactive, and stored and accessed without physical limits.

# Benefits of E-portfolios (process)

- They will discover a valuable exercise in self assessment through the reflection process.
- Learning will take on a new depth through the reflection process.
- Their self esteem and self-confidence will be enhanced as they take control of their learning.
- Assessment of their learning may become more student centered; the learner is involved and authorized to make decisions about will be evaluated.
- They will receive more recognition for individual learning abilities and preferences.
- They will learn and begin to practice a process that will be used in life long and life wide learning pursuits.

# Benefits of E-portfolios (process)



*GAFE to support this process.*

# PROCESS vs PRODUCT

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*A portfolio for working:*

Journal

Learning space

Archive

(WORKSPACE & PROCESS)

*A portfolio for presenting:*

The narrative

Multi-views

Varied purpose and  
audience

(SHOWCASE & PRODUCT)

# Vision & Purpose

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*For example...*

## (PARENTS / TEACHERS)

By implementing e-portfolios, St. Mark's will empower students to become active participants in their own personalised education. Through the use of technology, reflection and collection, teachers will work with students to develop skills that will lead them to achieve their lifelong goals.

## (STUDENTS)

Remember, you are telling us a story, but not just any story. Your e-portfolio is meant to reveal the journey of your time at school, as well as the intended journey of where your life might be going in the years to come: TELL IT WITH PRIDE!

# Google Drive

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The digital archive of our life?



# E-Portfolios made easy - with GAFE!



Integrated ecosystem

Cloud based

SSO between apps

“Walled Garden”

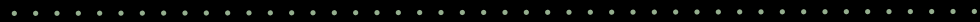
Transferrable

Powerful

FREE!



# GAFE - apps play nicely with each other!



Insert   Format   Table   Layout

COMMON	GADGETS	GOOGLE	
Image	Recent posts	AdSense	
Link	Recently updated files	Apps Script	
Table of contents	Recent list items	Calendar	
Subpage listing	Text Box	Chart	
Horizontal Line	HTML Box	Drive ▶	Document
	More gadgets...	Google+ ▶	Drawing
		Group	Folder
		Map	Form
		YouTube	Image
			Presentation
			Spreadsheet
			Video

# 3 elements of e-portfolios

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## 1) Storage

- Drive

## 2) Reflection

- Blogger / Sites

## 3) Communication

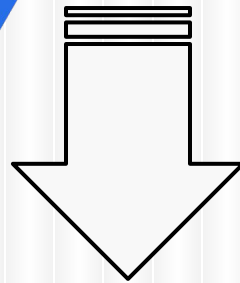
- Blogger / Sites / Presentation

# Possible workflow

Native Google Documents  
- Docs  
- Presentation  
- Forms  
- Drawings



Work samples  
Assignments  
Projects  
Learning activities  
Achievements  
Reflections  
Goals



Multimedia



Google Sites and / or Blogger

# Sites vs Blogger for e-portfolios



<i>Interaction</i>	commenting allowed but requires edit permissions	allows commenting on posts
<i>Storage</i>	Set at GAFE domain level	Set at GAFE domain level Photos stored in Picasa
<i>Navigation</i>	Hyperlinked pages and menus	Linear and category links
<i>Purpose</i>	Site / wiki for communication	Web log - entries listed in reverse chronological order
<i>Strength</i>	Embedding from other gApps Update from desktop environment	Creating journal entries and allowing dialogue Update from desktop or mobile environment
<i>Best use for e-portfolio</i>	products	processes

# Visibility



## Sharing settings

Visibility options:

-  **St Mark's Primary School Dingley**  
People at St Mark's Primary School Dingley can find and access.
-  **People at St Mark's Primary School Dingley with the link**  
People at St Mark's Primary School Dingley who have the link can access.
-  **Private**  
Only people explicitly granted permission can access. Sign-in required.

Access: Anyone within St Mark's Primary School Dingley Can edit ▾

- Can edit
- Can comment
- Can view

Note: Items with any visibility option can still be published to the web. [Learn more](#)

[Learn more about visibility](#)

# What do we do with paper?

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- Manufacturers now offer multifunction “Scan to Cloud” devices, which will send scans direct to Drive, Evernote, Dropbox, Email, etc.

for example:

[Epson](#)

[Xerox](#)

[Canon](#)

- Use mobile scanners or mobile devices to capture images.

# Free vs Structured

Whether portfolios are demonstrating a process or product, a decision will need to be made about the structure:

	<i>Advantages for teachers</i>	<i>Disadvantages for teachers</i>	<i>Advantages for students</i>	<i>Disadvantages for students</i>
<b>Open - free form</b>	?	?	?	?
<b>Template driven - can be modified</b>	?	?	?	?
<b>Fill in the blanks - not modified</b>	?	?	?	?

# Voice & Choice

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e-portfolios that allow for:

- Individual identity
- Reflection
- Making Meaning
- 21stC Literacies
- Story of deep learning

*...and time and energy to make this happen!*



# How e-portfolios were introduced with Year 5-6 students

Template provided - each student received a Google Site.

Existing aspects from students' Personal Learning Folders (paper based) were incorporated (digitised).

Students provided with 5 generic pages, and 1 announcement page to serve as a journal.

Students were trained in editing and managing their e-portfolios (Google Site)

# Template provided

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eportfolio

Search this site

[HOME](#)

[ABOUT ME](#)

[MY GOALS](#)

[REFLECTION JOURNAL](#)

[ACHIEVEMENTS](#)

[GENIUS HOUR](#)

## Home

Welcome to your eportfolio!

This is your home page. This is the first page that visitors will see when they arrive at your eportfolio.

On this page you should welcome your visitors and introduce yourself briefly. You might also describe what you are going to use this eportfolio for. You could include a picture of yourself.

Below is a gadget that shows 5 of your recent reflection journal entries.

You can edit this text and remove it when you are ready to update this page.

### RECENT JOURNAL ENTRIES

**EXAMPLE JOURNAL ENTRY** This is an example journal entry. This entry can be deleted when you are ready.

Posted Jul 21, 2013, 2:52 AM by Anthony Speranza

Showing posts **1 - 1** of **1**. [VIEW MORE »](#)

# Students customise look and feel of the e-portfolio



**eportfolio:**

████████████████████

- Home
- About Me
- My Goals
- Reflection Journal
- Achievements
- Genius Hour

## Home

Hey everyone my names ██████████

Feel free to have a look at my e-portfolio and remember to have a look at my about me page so you know new stuff about me.

### Recent journal entries

[Fractions Post Test](#) Hey Guys, I was happy with my score on my post test but i only improved 5 more points then my pre test. I improved a little bit on my ...

Posted Aug 20, 2013, 5:53 PM by ██████████

[PLG](#) Hey everyone, Today we did PLG and me and Steph made some cards to help us in problem solving. Steph and I made this game so we could achieve our ...

Posted Aug 13, 2013, 10:17 PM by ██████████

[Inquiry](#) This term we have been learning about space in inquiry. I have learnt that their is three different atmospheres. I have learnt that the earth is on a tilt and ...

Posted Aug 5, 2013, 9:42 PM by ██████████

[e-portfolio](#)

Posted Jul 30, 2013, 9:21 PM by ██████████

# About me

eportfolio:

Search this site

HOME

About Me

My Goals

Reflection Journal

Achievements

Genius Hour

## ABOUT ME

Hi my name \_\_\_\_\_ and this is about me,  
I live in Australia Vic Melbourne. I play for the Dingley Dingoes Under 11's. I play Basketball for the parkdale pacers with  
some of my friends. I like going to my Nonna's because she makes me and my brother really nice Italian food. I have a family  
of four, These are my parents names \_\_\_\_\_ and my twin brothers name is \_\_\_\_\_. My favourite subject maths and  
sport. My teachers name is Mr Speranza. My birthday is on the \_\_\_\_\_. I don't like people that are rude and ignore me  
and I don't like literacy that much. My primary school name is St. Marks and when I go to high school I will be going to St.  
Bede's. My favourite thing to do in spare time is to go to \_\_\_\_\_ park or spend time with my family, friends  
or cousins. I am in grade 5 and I am \_\_\_\_\_ years old.

Teacher: Mr Speranza

School: St. Marks Melbourne

Sport: Basketball and Football

Favorite Food: Lasagna

Background: Italy and Greece

Dream Job: Football or basketball player

Who I play Footy For: Dingley Dingoes

Basketball Team: Parkdale Pacers

Brother:

Parents:

Age:

Grade: 5

Favourite Game: Minecraft

# My goals

EPORTFOLIO: [REDACTED]

Search this site

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[About Me](#)

[My Goals](#)

[Reflection Journal](#)

[Achievements](#)

[Genius Hour](#)

## My Goals

2013 - Term 3 Goals

Curriculum Area	Long Term Goal	Short Term Goals
Literacy	To challenge myself in reading and to improve my fluency skills.	1) Read aloud to people. 2) Pick good fit books to practice with. 3) Read harder books that will challenge me.
Maths	To improve my Mental Math and problem solving skills.	1) Make my own problems. 2) Playmath games like Mathletics. 3) Get a spare Mental Math sheet to practice with.

# Reflection journal

eportfolio: [redacted]

Search this site

[Home](#) [About Me](#) [My Goals](#) [Reflection Journal](#) [Achievements](#) [Genius Hour](#)

## Reflection Journal

Hi welcome to my reflection journal. My name is [redacted]

[New post](#)

### [Last PLG post](#)

posted Sep 18, 2013, 9:49 PM by [redacted]

For this term we have been doing our PLG. I have been doing for my PLG reading and decimals. For my reading i have read 10 books this term and for my decimals i have learned how to chngne a decimal number to a fraction

[\(Edit post\)](#)

### [Actions to be better stewards of the earth](#)

posted Aug 27, 2013, 10:11 PM by [redacted]

1. Create a charity
2. recycle
3. animal cruelty
4. road safety
5. help cancer
6. water the plants
7. stop pollution

[\(Edit post\)](#)

### [Genius Hour](#)

posted Aug 16, 2013, 12:43 AM by [redacted]

At school we have been doing our Genius Hour. We are alowed to work with others. I am working with [redacted]. First you have to do a proposal and it asks you a question. One of them is what are you doing for your project. Mine is to make music using a DJ set. Where will I get a DJ set from you say? I will get a DJ set from Andrews house because Andrew has a DJ set at home. In week 4 I will do the proposal and then in week 5-9 I will start making music. In week 10 we present to our parents and teachers.

[\(Edit post\)](#)

# Reflection journal

**eportfolio:** [redacted]

**Search this site**

**Home**

**About Me**

**My Goals**

**Reflection Journal**

**Achievements**

**Genius Hour**

## **Reflection Journal** >

### **Science works**

posted Jul 30, 2013, 5:07 PM by [redacted]

Hi guys [redacted] here,

I'm going to talk about my trip to Science works.

On the 30/07/13 all of the 5/6 students at St Marks went to science works. When we got there we had our snack then went to the megawatt exhibition. After we went to the megawatts exhibition we went to the planetarium and saw tilt, after tilt we went to the auditorium then had lunch. After everyone had finished their lunch we went to the sports work and played around then had a group photo, then we went home.

I really enjoyed the trip and want to go again

Bye [redacted] ut :D



 **wpld-IMG\_20130730\_022050[1].jpg (67k)**

[redacted] Jul 30, 2013, 5:07 PM

**v.1**



# Achievements

eportfolio: [REDACTED]

Search this site

Home

About Me

My Goals

Reflection Journal

**Achievements**

Genius Hour

## Achievements

My achievements from Semester 1 - 2013

**Reading:** I became a better reader by reading more challenging books and reading at least 10 books every term but last term I read 16 books.

**Writing:** I became better at Explanations because I worked as hard as I could and learnt as much as I could learn in the amount of time that the 5/6's had to learn about what makes a good Explanation.

**Maths:** I became better at fractions because I worked as hard as possible in classes and worked on it at home if I didn't really understand the work that we had to do.

**Religion:** I learned a lot about project compassion and how some people around the world are home-less and how we can help just by raising over \$100 and how far that money can get.

**Inquiry:** I learnt a lot about the human brain and all the parts of the human brain. I also had to do a project on the human brain. The other subject for Inquiry that I did was WWII (World War 2). I also did a project on WWII.

**PA:** I learnt a different type of dance called The Hoedown Throwdown and it is a hard but that's OK because it challenging but I do so much dancing that I like a challenge.



# Genius Hour

eportfolio: [redacted]

Search this site

[Home!!!](#)

[All About Me!!!](#)

[My Goals!!!](#)

[My Reflection Journal!!!](#)

[Achievements!!!](#)

[Genius Hour!!!!](#)

## Genius Hour!!!!

Genius Hour proposal 19 2019 [redacted]

### My Genius Hour Proposal

Name: [redacted]

Class: 5 / 6 S

Will you be working with anyone else? (please list their names and classes):

I will be working with [redacted] from 5 / 6 P,

[redacted] from 5 / 6 S and myself.

What is your question for your project?

How do planets form?

Why is this project worthwhile?

We think this question is worthwhile because it will be very interesting to learn about and because it will help us to know the planets better and to help our planet research for this term's inquiry.

# Student Feedback

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“This is my first eportfolio. It's pretty cool. I like the reflection journal because I can fill you in on what I've been doing. I also like the layout of the page. Having an eportfolio now will certainly help me in the future.”

“I think that an E-portfolio is a great way to be able to keep all our work and to tell others about what we've been doing around our school. I think that the About Me section is a great way to tell others about ourselves and the Achievements centre is a great way to share what we have achieved.”

“I think having an E-Portfolio is cool because it is like having your very own website. But with having a website comes great responsibility.”

“E-portfolios are a great way to reflect on our work such as our goals and achievements I think it is also good to share our work with our class and school mates. I also believe that it is important for the teachers to know how we feel about our work and what we are achieving.”

More about our e-portfolio implementation from our year level blog:

<http://stmarks56.global2.vic.edu.au/2013/07/28/student-e-portfolios/>



# 3 Lessons

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How we introduced and set up e-portfolios with our students.

[Click here.](#)

# Implementation options (using a determined site template)

Make a site template available on your GAFE domain.  
Use HAPARA to automatically generate student e-portfolios.

or

Make a site template available on your GAFE domain.  
Direct your students to the template and make a copy of the site to their own account.

or

Use chrome extension Easy Portfolio Site Builder to generate sites from a template.

# Steps to e-portfolios and GAFE

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Consider your own and your students' prior experiences in using portfolios, web tools, social networks, for personal and professional reasons.

Determine your vision and purpose for implementing eportfolios in your school.

Determine the type of artifacts that will be collected, and how this will be done.

Create a PD plan for implementing this yourself or with your teachers.

Determine the challenges and what tools will be used.

Determine how the portfolios will be used for assessment, and how you will evaluate your progress.

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