

Developing Online Portfolios & Building 21st Century Skills

Joe Soss & Erik Lachel
Huntley School District 158

Erik Lachel

- HHS Social Studies Teacher
- Blended Teacher
- 4th year
- First Time Presenting

Joe Soss

- HHS Social Studies Teacher
- Blended Teacher
- 16th Year
- National and State Conference Presenter

Background

- I. Traditional Content Curriculum
- II. Thematic U.S. Curriculum
- III. Blended Learning
- IV. Portfolios & 21st Century Skills

I. Traditional

- Big Questions/Enduring Understandings
- Connecting Past to Present
- Skill Based Activities
- Primary Source Analysis
- Technology (Powerpoint, Video Clips, etc.)
- Formative (40%) & Common Summative (60%) Assessments (Content, Skill, & Projects)

II. Thematic

- Essential Questions (Open Ended/No Wrong Answer)
- Connecting Past to Present (Within the Historical Context of a Theme Using EQ's.)
- Skill Based Activities (Literacy)
- Primary Source Analysis (Skill & EQ Focus)
- Technology (LMS, Limited Web 2.0 Tools, etc.)
- Formative (30%) & Common Summative (70%) Assessments (Content, Skill, & Projects)
- Student Centric

III. Blended Learning

- Same as Thematic (EQ, Literacy Skills, etc.)
- Flexible Learning Environment
- Technology (Haiku LMS, One-to-One, Unlimited Web 2.0 tools)
- Formative (10%) & Common Summative (90%) Assessments (Content-33%, Skill-33%, & Projects-34%)
- Student Centric (Authentic Learning)

IV. Portfolio & 21st Century Skills

- Same as Thematic (EQ, Literacy Skills, etc.)
- Flexible Learning Environment
- Technology (Haiku LMS, One-to-One, Unlimited Web 2.0 tools)
- Artifacts (10%) & Common Summative (90%) Assessments (Content 20%, Skill-20%, Wiki-25%, & Portfolio-25%)
- Student Centric (Authentic Learning)

Traditional Portfolio Overview

A means of accessing personal information

A means of presenting oneself and one's skills, qualities and achievements to others

A means of collecting and selecting assessment evidence

A guidance tool to support review and choice

A means of sharing and collaborating

A means of encouraging a sense of personal identity.

ePortfolio Overview

An ePortfolio is a online working environment that can house or provide access to many digital artifacts and resources in various media formats. The artifacts include goals, process work, reflections, feedback, evidence of activities, assessments, and achievements.

The use of digital media enables students to record and collect digitized artifacts including text, audio, video, and multimedia that represent their ideas, learning experiences, expressions and reflections--the eportfolio is like a digital briefcase.

The power of the ePortfolio comes from the underlying support and structure process--the interaction between students, peers and teachers as the specific views evolve and the students learning is created, shaped, expressed, and owned.

Why we use an ePortfolio

A 'repository' for 'artifacts'

Provide evidence of learning, while highlighting professional growth

Provide a means of sharing and collaborating

Provide a means of encouraging a sense of personal identity.

Provide students with an authentic summative assessment (based on their skill set, not the skill set of their peers)

Provide students with a way to track, reflect, and develop skills

Provide students with a "briefcase" that can be carried outside the history classroom.

Allow students to be creative and grow as professionals even if it means failing