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Ahn, June. "Electronic Portfolios: Blending Technology, Accountability & Assessment." T H E Journal 31.9 (2004): 12+. Academic Search Elite. EBSCO. Durham Technical Community Coll. Lib., Durham, NC. 03 Nov. 2004 <<http://www.nclive.org>>.

Summary: The author indicates that "e-portfolios possess the potential to bridge these conflicting goals as they combine individual student work with standards-based assessment, while also organizing and indexing student data" (2004). The author indicates that e-portfolios help students reflect on their learning process, help monitor their learning process, and helps create a learning environment. In addition, teachers are able to provide timely feedback to their students. Electronic portfolios allow teachers to monitor student learning and assess their progress. This is vital when creating a learning environment for students.

Critique: I find this journal helpful and provides important information in regards to electronic portfolios. I feel this was an incredible resource for teachers who are using electronic portfolios. I feel this journal was very practical and provided useful information in regards to electronic portfolios.

Burke, Kay (1997). *Designing Professional Portfolios for Change*. Palatine, Illinois: IRI/SkyLight Training & Publishing

Summary: This guide that focuses on the development of professional portfolios. She goes in-depth about the two types of portfolios. In this brief guide she examines how portfolios are in the professional setting but in the educational setting to assist educators in goal setting. She provides her audience with information how to collect data, collaborate with peers, how to reflect on completed portfolios, and other useful information needed to create portfolios. Burke provides a sample portfolio.

Critique: I feel this guide was well written and provided a great deal of information about designing professional portfolios. This was an incredible resource for students and educators. I feel Burke did an excellent job explaining, in detail, how portfolios assist educators with keeping

track of their progress and goals set for their students. I feel this guide provided an abundant amount of information how portfolios can be a beneficial tool and foundation in a school and professional setting.

Cambridge, B., et al. (2001). *Electronic portfolios: Emerging practices in student, faculty, and institutional learning*. Wash., D.C.: AAHE.

Summary: This book discuss how the electronic portfolio movement has motivated learners to assume responsibility of their own learning through electronic portfolio documentation. In addition, electronic portfolios are important tools that can assist student reflection on their own learning process. This is a vital learning tool student's access to enhance student learning. Furthermore, educators are provided with a detail insight to how students are learning, setting, and meeting goals. The authors have a wealth of knowledge about how K-12 learners can use electronic portfolios as an assessment tool in the learning environment. The chapters are enrich in detail and each chapters provides a wealth of information about electronic portfolios. The authors provides their audience with excellent information in regards to creating a well-designed portfolio. This book discuss how both educators and students benefit from using electronic portfolios in the classroom.

Critique: I feel this book focuses on electronic portfolios and how students and educators are able to benefit from this assessment tool. This is important to the learning community because everyone involved is able to gain an insight how electronic portfolios can help facilitate an effective learning environment. I feel that this book provides valuable information how electronic portfolios foster active learning. I feel the authors are clear and thorough in explaining why it is important to use electronic portfolios in the classroom to encourage active learning.

G. Greenberg, "The Digital Convergence: Extending the Portfolios Model, "EDUCAUSE Review, vol. 39, no. 4 (July/August 2004), pp.28-36,

Summary: The author present three different types of electronic portfolios: show case, structured, and learning electronic portfolio. According to Greenberg, “showcase ePortfolio enables the author to share specific examples of work and to control who can see these collections, most simply by setting and then disturbing passwords for different audiences” (2004, p. 31). This page will need to be well maintained, organized, and should be user friendly.

The author provides important benefits of ongoing portfolios. Greenberg indicates electronic portfolios provides open communication between peers and others throughout their career.

The author explores such topics as challenges, opportunities, and electronic portfolio thinking when using electronic portfolios. The author indicates that communication services are important to any learning electronic portfolios. Although, the author stated, “perhaps the greatest challenge in supporting learning ePortfolios is enabling the necessary communication services” (2004, p. 34).

Critique: I feel the author provided a well written and organized article. I believe that the article provides a valuable insight to how the electronic portfolio plays an important role in learning environment. However, I do feel the author could have went into further depth in regards to learning ePortfolios. I feel the author did an excellent job discussing opportunities and benefits of ongoing ePortfolios beyond the learning environment and well into the professional world.

Hebert, Elizabeth A. (2001) *The Power of Portfolios: What children can teach us about learning and assessment*. San Francisco: Jossey-Bass

Summary: This book discusses how electronic portfolios can be used in an elementary setting.

This book provides the reader an understanding how electronic portfolios motivate and encourage students to assess their own work and be accountable for their future learning. The author provides an in-depth understanding of the 11 lessons of school life. The author illiterates

how electronic portfolios helped students and teachers in Winnetka, Illinois, used e-portfolios in the classroom over a certain period of time.

Critique: This book provided an excellent collection of student stories on how they were able to learn using electronic portfolios. I feel this provided readers with a better understanding how electronic portfolios are vital in education. I feel the author offers practical guidance for teachers and students in the classroom. The author indicates that the most powerful reason for teaching children how to organize their portfolio to help engage them in the assessment of their own learning (2001). I found this to be a very interesting fact. I found this book to be an excellent read. However, I found this book to be short but very informative.

K.B. Yancey, “Digitized Student Portfolios,” *Electronic Portfolios: Emerging Practices in Student, Faculty, and Technology-Enabled Teaching/eLearning Dialogue*, (March 2005, pp. 20-27

Summary: According to Yancey, “electronic portfolios are governed by purpose and audience. They allow students, for instance, to showcase their best work for an employer” (2001, p.20). This article discusses how electronic portfolios were introduced into the classroom. The different patterns are summarized, and a brief discussion is included on the critical issues of digital portfolios.

The author also include specific models of digital portfolios. According to Yancey, “another way to think about electronic portfolios is the consider specific portfolio models and the lesson learned from them” (2001, p.27). The author provides different examples of electronic portfolios and how to migrate from print portfolios to electronic portfolios.

Critique: This is a helpful source for getting an overview how digitized student portfolios went from print to electronic student portfolios. The article was well written and easy to follow. The

examples were easy to understand and enhance the readers' understanding of what a student's portfolio would look like. . I found this article informative, however, I feel the author attempted to cover a wide range of information in such a short amount of time.

Kimball, Miles A. The Web Portfolio Guide: Creating Electronic Portfolios for the Web. New York: Longman, 2003.

Summary: Kimball provides an understanding of web portfolios and why a web portfolio should be created. He provides detail information how web portfolios work. He indicates that web portfolios are best used when they are integrated into the curriculum. This book provides the reader with information how to construct portfolios on the web using multimedia. The author suggest that educators allow students to attend portfolio workshops. This will allow students to grasp a better understanding of web portfolios. In addition, the author provides his readers with directions on how to create web portfolios.

Critique: This is a very comprehensive guide that provides great information. I feel the author provided great information to students and educators in regards to teaching and constructing web portfolios. I found this information useful when creating web portfolios. This book is intended for readers to grasp a better understanding on how to utilize different tools when creating a web portfolio. Furthermore, I feel the author provided his readers with information how web portfolios will benefit the student in the workplace.

More-Buzzetto, N. (ED.). (2010). *The E-portfolio: Informing, Educating, Assessing, and Managing with E-portfolios*. (p. 3-). Santa Rosa, California: Informing Science Press

Summary: More-Buzzetto (2010), explained that "the intended users of e-portfolio system may include government agencies, public usage, nonprofit organizations, business and industry, K-12 education, professional development training, teacher education programs, assessment and accreditation, and/or higher education in general" (p. 3). This book provided a general

understanding of an electronic portfolio. According to More-Buzzetto (2010), when e-portfolios are used in education, “they are capable of making students more active and meaningful participants in the learning process” (p.9). The author ensures there are many benefits when using electronic portfolios. In addition, electronic portfolios are effective for all age groups and levels of education. She insists that electronic portfolios help allow teachers to provide accurate assessments for their students.

Critique: I found this book to be a thoughtful and in-depth about electronic portfolios. I found this book contained a concise information design to help readers understand how electronic portfolios offer an efficient way to assist not only teachers and students, but how e-portfolios can help everyone in the workplace. This was an excellent book on how electronic portfolios can be utilized in the classroom and in the workplace. I found this book to be a very readable book that provided an understanding how electronic portfolios help inform, educate, assess, and help manage in different environments.

Stefanakis, Evangeline (2002) *Multiple Intelligences and Portfolios: A window into the learner's mind*. Portsmouth, NH: Heinemann.

Summary: This book provides a better understanding of Howard Gardener's theory. She combines theory, philosophy, and practice when discussing electronic portfolios in the classroom. This book provides stories from teachers who implemented the usage of portfolios in the classroom. She demonstrates how using portfolios in a school environment can improve the assessment of the students. Teachers and students are able to set goals to reach by using assessments through electronic portfolios. Thus, teachers are able to improve their teaching skills and students are able to actively participate in the learning process.

Critique: This book applies Gardner's theory and was very informative. The effectiveness of Gardener's theory is clearly defined. I found this book well-presented and thoroughly researched. I felt this book did an excellent job explaining Gardener's theory. I feel the theory is important tool to understand when using electronic portfolios in the classroom.

Sustein, B.S., & Lovell, J.H., eds. (2000), *The portfolio standard: How students can show us what they know and are able to do*. Portsmouth, NH: Heineman.

Summary: This book examines how students should participate in the course of their own education and what they should be able to do. The book does primarily focus on essays written by the students that demonstrates what they are able to learn and do.

Critique: I feel the collections of essays written by students and educators is an incredible resource for anyone seeking firsthand knowledge of what students can show us what they know and are able to do. The essays are well written and provide diverse portfolios of projects from a selective group of students and educators. I feel this book overall is a positive experiment and provided an interesting spin to what students actually gained from their portfolio projects.

References

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