Introduction to Evernote: Using Evernote for Student ePortfolios

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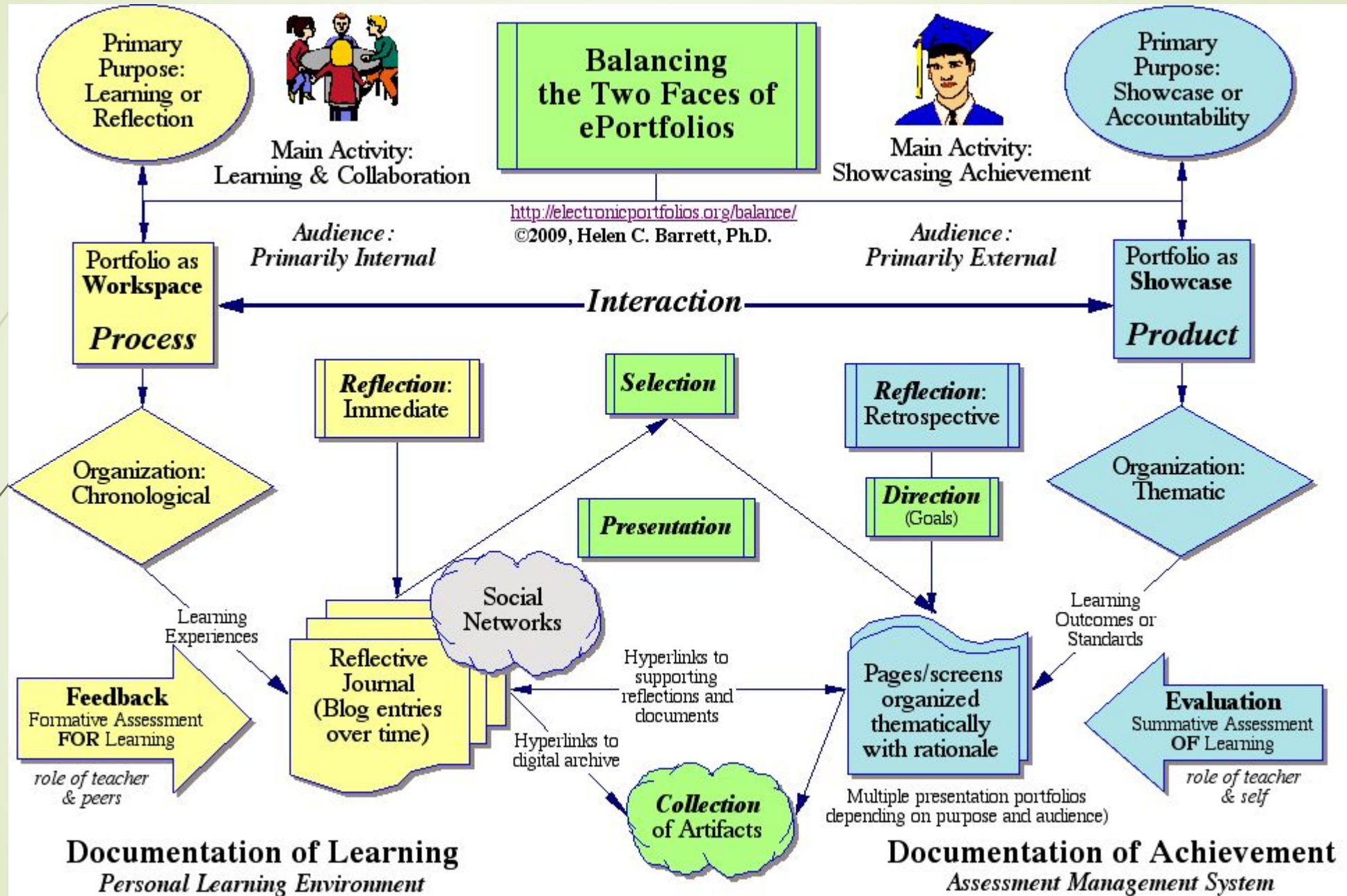Dept. of Elementary & Bilingual Education

CSUF

What are ePortfolios?

- An ePortfolio is a collection of materials that documents student accomplishments, and may include reflections on the learning process and its outcomes.

- Since ePortfolios are electronic, they:
  - Require students to organize their thoughts and materials using an electronic interface similar to a personal webpage
  - Allow for the presentation and interlinking of various media types
  - Are easily shared and continuously edited
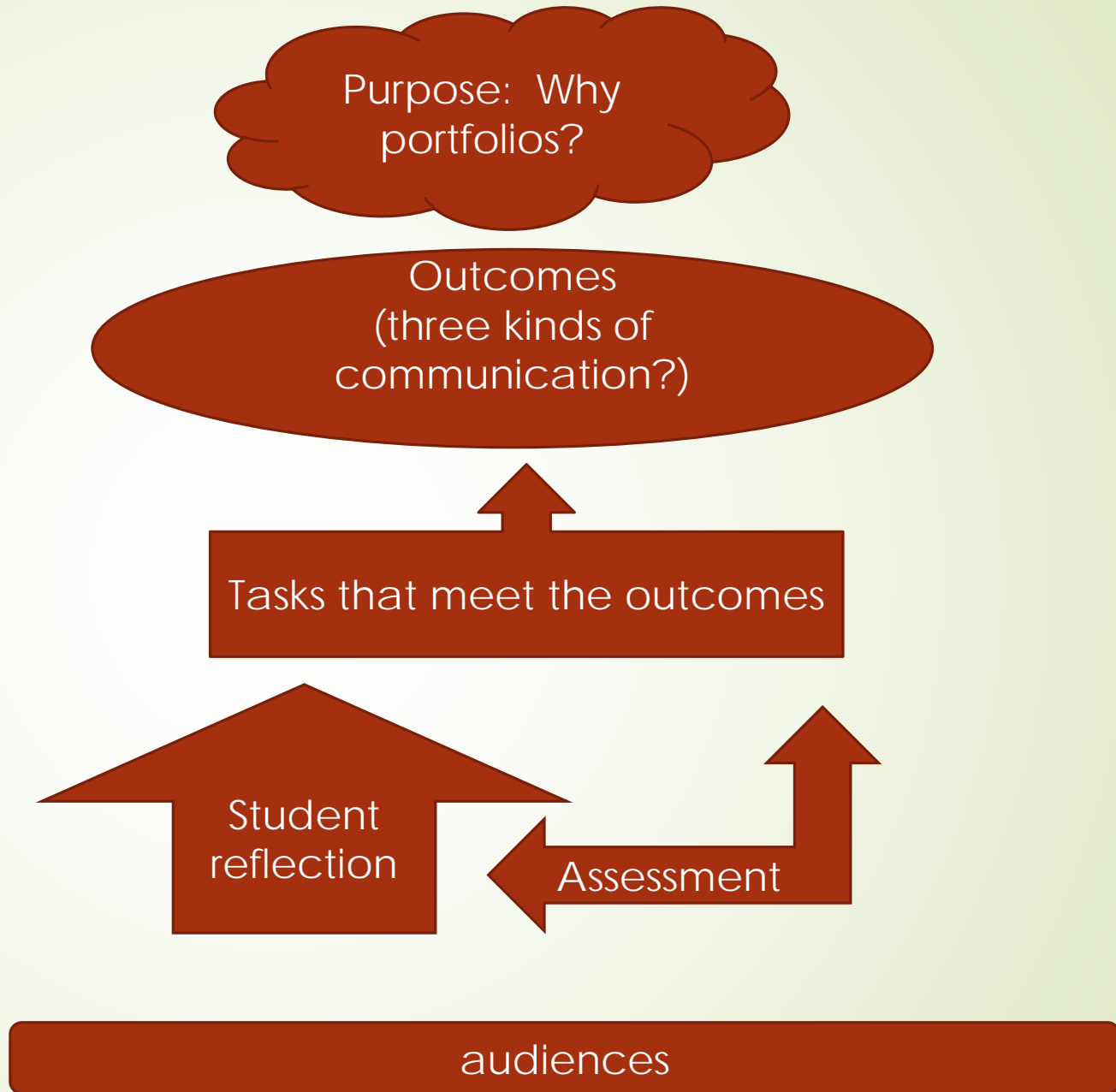
Why use ePortfolios?

- Learning purposes include:
  - *Reflecting upon learning processes and outcomes
  - Organizing and presenting learning accomplishments & experiences
  - Developing self-assessment skills
  - Learning how to use technology to support lifelong learning
- Learning benefits include:
  - Personalizing the learning experience
  - Showcasing best work can increase self-confidence
  - Allowing students to draw connections between their various learning experiences over the year/semester and beyond
  - To help assess and monitor aspects of learning; documents growth over time
  - Enhances critical thinking
  - Share with potential employers; college applications

Balancing the Two Faces of ePortfolios

Primary Purpose: Learning or Reflection — Main Activity: Learning & Collaboration — Balancing the Two Faces of ePortfolios — Main Activity: Showcasing Achievement — Primary Purpose: Showcase or Accountability

http://electronicportfolios.org/balance/
©2009, Helen C. Barrett, Ph.D.

Audience: Primarily Internal — Interaction — Audience: Primarily External

Portfolio as **Workspace** *Process* — Portfolio as **Showcase** *Product*

Reflection: Immediate — *Selection* — *Reflection*: Retrospective

Organization: Chronological — *Presentation* — *Direction* (Goals) — Organization: Thematic

Learning Experiences — Social Networks — Hyperlinks to supporting reflections and documents — Learning Outcomes or Standards

Feedback Formative Assessment **FOR** Learning — Reflective Journal (Blog entries over time) — Hyperlinks to digital archive — **Collection** of Artifacts — Pages/screens organized thematically with rationale — Multiple presentation portfolios depending on purpose and audience) — **Evaluation** Summative Assessment **OF** Learning

role of teacher & peers — *role of teacher & self*

Documentation of Learning Personal Learning Environment — **Documentation of Achievement** Assessment Management System

Planning to Use Portfolios

Planning:
In a Graphic

Purpose: Why portfolios?

Outcomes
(three kinds of communication?)

Tasks that meet the outcomes

Student reflection

Assessment

audiences

Seven Steps to Planning ePortfolios

1. Set assessment purpose.

2. Identify instructional outcomes that reflect the assessment purpose.

3. Identify instructional tasks that match the outcomes.

4. Determine how students will reflect on their work. What self-assessment, goal-setting, and metacognitive tasks will you include?

5. Decide how you will determine criteria for the portfolio assessment.

   - How will you and your students decide what to include in the portfolio?

   - How will you and your students assess individual pieces of work?

   - What types of rubrics and checklists will you use?

6. Determine the organization and logistics.

7. Decide if and how parents, families, and others will participate.

Source: The National Capital Language Resource Center (NCLRC)

Outcomes Driven

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Organizing and Constructing the Portfolios: Guiding Questions

- Who selects the artifacts? Teacher, student, or a mix?

- Who decides upon the organization of the portfolio? Teacher or student?

    - Formative portfolio: Chronological?

    - Summative portfolio: Thematic?

    - By external standards? (Kinds of communication? Can Do Statements?)

Typical Generic Organization of an ePortfolio

- Introduction (Information about the author, the purpose of the portfolio, and a hit to its contents)
- Table of Contents
- Major Sections (based on outcomes)
  - Artifacts
  - Student reflections
- Room for reader response
- Conclusion, goal setting

Sample Artifacts

- Scanned work samples
- Essays
- Photographs
- Video recordings
- Audio recordings
- Attestations (assessments by other listeners)
- Multimedia projects
  - Digital stories
  - Narrated whiteboard presentations
  - Fotobabble
  - Voki

Sample Reflection (or Annotation) Prompts

1. Please write about the context (unit, lesson) in which you did this work.
2. What did you learn from doing this work?
3. Why did you include this piece in your portfolio?
4. What objective(s) were you working toward when you did this work? Did you meet the objective(s)?
5. What learning strategies did you use when you were doing this work? Did they help you?
6. What did you learn from doing this piece?

LinguaFolio Example of ePortfolio

Sample Table of Contents

Figure 116 -Sample Portfolio Requirements and Guidelines from the Edison NJ HS project.

Students MUST include:

a. table of contents
b. an autobiographical sketch written in the TL and designed to introduce the student to the reader
c. a heading (can be in English for levels I and II) to each of the sections or categories of portfolio
d. students' reflections on selected pieces (in English)
e. a summary statement at end where student describe how they feel about their portfolio
f. a graph of all tests and quiz scores
g. three pieces of work which have not been previously graded. (one of those can be the autobiographical sketch, another one is an oral entry, third determined jointly by T and student.)

Students include selected samples:

a. two oral pieces
b. two creative pieces (writings, art projects, skits, videos)
c. two text development pieces based on vocabulary and grammar of a specific lesson
d. two reading analyses

Remember: Driven by outcomes.

NC Public Schools

Assessing ePortfolios: Some Options

- Give an overall assessment using a holistic or <u>analytic</u> rubric for the entire portfolio.

- Use graded artifacts and assess only the reflective pieces and other new components.

- Include un-assessed work and use rubrics for individual entries in addition to overall assessment of the portfolio (particularly if you are using the portfolio for determining student competence in meeting language outcomes).

Sample Holistic Scoring Guide for Entire Portfolio

Portfolio Rubric

Name _____

Performance Indicators	Possible Points	Actual Score
Well-documented and -organized; container and theme relate creatively; table of contents includes excellent annotated descriptions, not just a list; synthesis demonstrates analysis and growth and is well written; shows superior effort.	10	
Fairly well-documented and -organized; container and theme relate; table of contents includes good annotated descriptions; synthesis good and clearly written; shows excellent effort.	8	
Portions may be poorly or inaccurately documented and/or organized; table of contents may not be complete and may be hard to follow; synthesis is average, shows good effort.	6	
Disorganized, poorly documented; container and theme irrelevant; table of contents is only a list or incomplete; synthesis poorly written and difficult to follow; shows poor effort.	4	
Project incomplete, incorrect and/or inadequate; shows little or no effort.	2	
Portfolio not submitted.	0	

Adapted with permission from www.louisianavoices.org

Sample Rubric: Analytical Rubric for One Section of the Portfolio

KEAN UNIVERSITY - COLLEGE OF EDUCATION

C. PORTFOLIO ASSESSMENT RUBRIC

Trait	1 Unacceptable	2 Beginning	3 Developing	4 Capable	5 Accomplished
1. Introduction to Portfolio	Does not define the purpose of the portfolio.	Vaguely defines the purpose of the portfolio.	Adequately defines the purpose of the portfolio.	Clearly and accurately delineates the purpose of the portfolio.	Defines the purpose of the portfolio in a professional and articulate manner.
	There is no description (or a very poor one) of the learning outcomes selected.	There is a brief description of outcomes, but the number is less than required.	There is an acceptable description of learning outcomes.	There is a specific description of the learning outcomes.	There is an exemplary description of the outcomes.
	There are no reasons for selection of outcomes.	The reasons for selection of outcomes are not complete.	The reasons for the selection of outcomes are adequate.	The reasons for the selection of outcomes are clear	The reasons for the selection of outcomes are clear and focused.
	There is no description of the portfolio organization.	The description of the organization of the portfolio is vague and not easily understood.	The description of the portfolio organization is acceptable.	The description of the portfolio organization is logical and in an easy to understand format.	The description of the organization is excellent, well thought out, and logical.

Intro to Evernote

- Desktop vs. web version
- Evernote apps for mobile devices, continuous syncing = ease of access
- Evernote organization = collection/stack of **notebooks**
  - Within each notebook has pages = **notes**
    - On a note, you can include:
      - Typed text
      - Audio recordings
      - Include attachments – photos, videos, documents, etc.
- Share a note or notebook with others
- Deliver a presentation

File Edit View Note Format Tools Help

Stephanie Campbell ▾   ◀ ▶   ⟳ Sync   ✖ Activity   ▤ New Note ▾   ⤬ New Chat   Q▾ Problem-Solving Learning Experiences Portfolio2 Search all notes   ✕

⟲ Work Chat

★ Shortcuts

📄 EDEL 515 (32)
📄 Interviews/Me... (6)

📝 Notes (874)

📘 Notebooks

512 Spring2015 Te... (1)
515 Fall2013 Portfolios
   Christensen ED... (4)
   EDEL 515: Easto... (5)
   EDEL 515: Jex (2)
   EDEL 515: Fortier (6)
   EDEL 5151 (1)
   EDEL 5152 (4)
   EDEL 5153 (6)
   EDEL 5154 (15)
   Gillogly: Proble... (4)
   Helpern Proble... (4)
   Problem Solvin... (4)
   Problem-Solvin... (9)
   Problem-Solvin... (4)
   Problem-Solvin... (4)
   Problem-Solvin... (4)
   Problem-Solvin... (4)
   Problem-Solvin... (1)
   Problem-Solvin... (5)
   Problem-Solvin... (4)
515 Fall2014
515 Fall2014 UDL S... (6)
Conferences (7)
Conflicting Chang... (2)

Problem-Solving Learning Experienc... ▾   📎   ▤▾

Problem-Solving Riddle
7/14/2015 Criteria Exceeds Expectation 10 Meets Expectation 8-9 Please Resubmit 0-7 Comments Week four: Riddle Program content is of appropriate rigor f...

Problem-Solving Apps Evaluation
7/14/2015 Criteria Exceeds Expectation 10 Meets Expectation 8-9 Please Resubmit 0-7 Comments Week six: Problem-solving Apps At least two apps have bee...

Portfolio Introduction
12/15/2013 One of my goals as an educator is to help students build skills for the 21st century. According to the Partnership for 21st Century Skills, those skills include critical thinking and problem solvi...

Problem-Solving Sponge Activities
11/24/2013 Please see my blog at http://spongeactivity.weebly.com/ Criteria Exceeds Expectation 10 Meets Expectation 8-9 Please Resubmit 0-7 Comments Week Five: Sponge Activities At least 10 activities are ...

👥 Problem-Solving Learning Experiences Portfolio2 📎 Click to add tag...   🔔 Reminder 📺 Present ℹ Info   ⤴ Share ▾

Created: 12/10/2013 7:34 PM   Updated: 12/15/2013 3:25 PM

👥 Created by **michellerdunn**, last edited by **Stephanie Campbell** and shared with others

Portfolio Introduction

One of my goals as an educator is to help students build skills for the 21st century. According to the Partnership for 21st Century Skills, those skills include critical thinking and problem solving, communication, collaboration, and creativity and innovation. In addition, they also emphasize the importance of teaching information, media, and technology skills. Technology can be a vehicle in which students develop problem-solving skills. It is not the only way or the best way to promote problem-soving, but one way. Problem solving involves the use of reasoning, connections, analysis, evaluation, and decision-making to come up with a solution to a problem. This portfolio illustrates a few ways to integrate problem-solving skills through the use of technology in a classroom setting.

Previously, in education technology has been a tool students used to learn *from*. In today's classroom, technology is a tool students can use to learn *with*. For example, in the Sports and Mascots riddle, students are using an interactive PowerPoint to uncover clues that will help them solve the riddle. Students are becoming familiar with and learning how to navigate a PowerPoint presentation. Becoming aware of different ways information can be organized in order to communicate effectively is a crucial skill. At the same time, while solving the riddle they are analyzing an unfamiliar problem using deductive reasoning, critical thinking, and logic, which can support students' problem-solving ability.

In creating the sponge activity, a blog was used to communicate various problem-solving activities that teachers can utilize throughout the day with students. A blog was used to highlight another way that students can learn and apply their technology skills to communicate information.   Within the blog are ten activities that utilize many problem-solving skills such as creating new inventions, analyzing objects in new ways, and interpreting information in to draw conclusions.

Applications are also a technology tool that students can use to promote problem-solving. The last entry in the portfolio is an evaluation of two great problem-solving applications, Bridge Constructor and Blue Block. These applications can be used on multiple devices such as a tablet, iPod, or desktop, which may be a new way of incorporating digital technologies for students to learn with. In these applications, students are solving design problems, making sense of and preserving in solving challenging situations, and they must be strategic and precise in their solutions.

This portfolio is a reflection of my understanding of problem-solving through the use of technology in the classroom. These entries demonstrate various ways to support students in developing the skills necessary to succeed and thrive in the 21st century.

Let's try it out!

- Go to Evernote.com
- Sign up/Create an Account
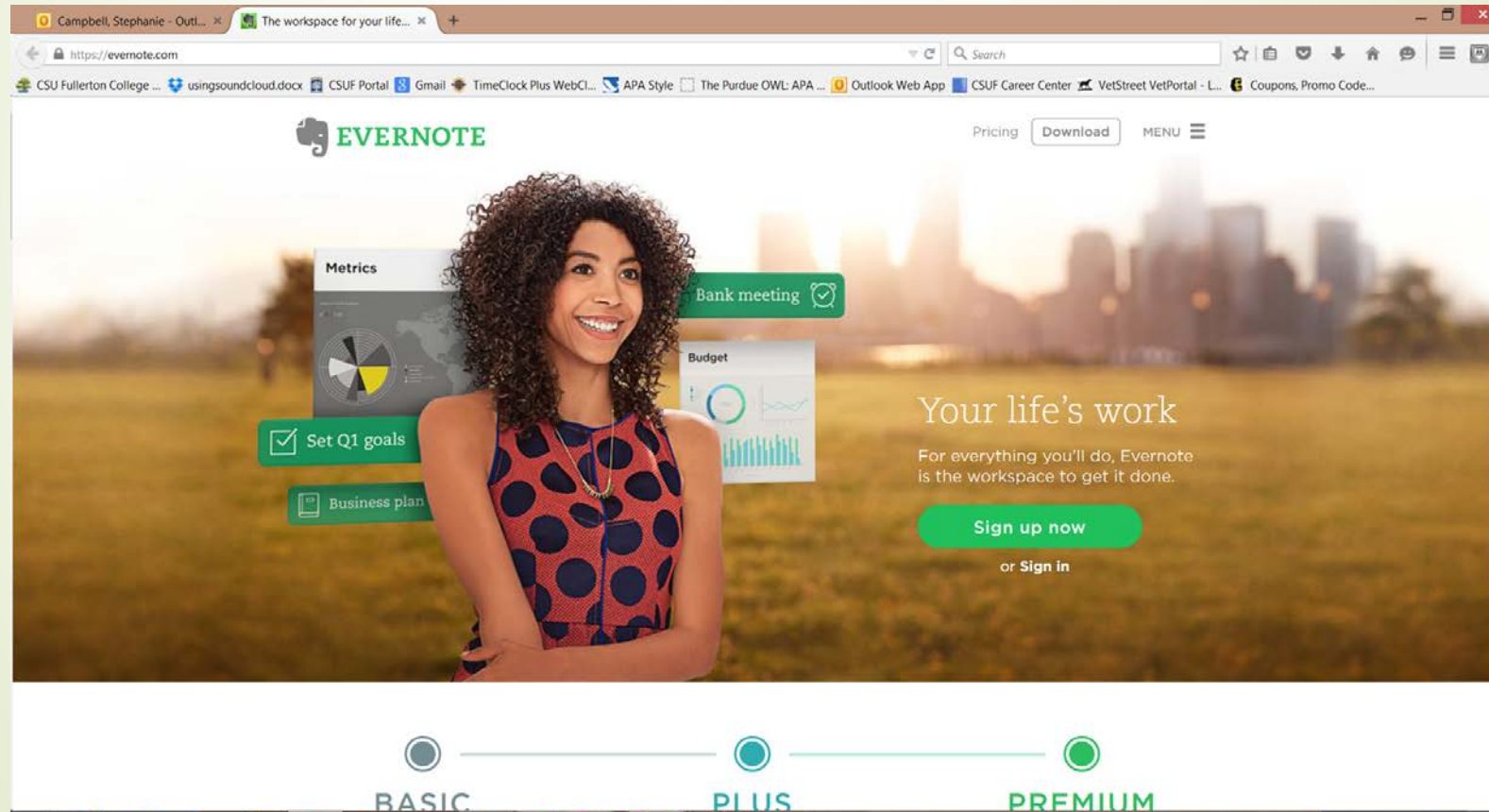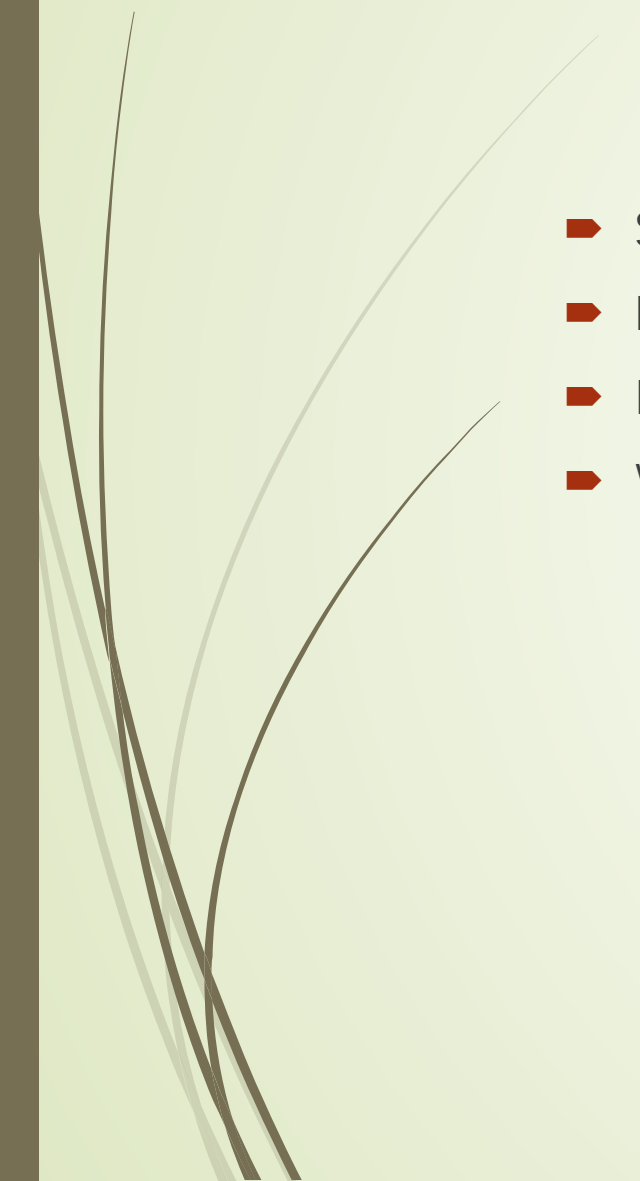
Other ePortfolio options…

➥ Build a website using:

  ➥ Sites.google.com

  ➥ Weebly.com

➥ Professional ePortfolio websites:

  ➥ Brightspace.com/products/eportfolio (K-12, 30-day free trial)

  ➥ Foliotek.com (school account)

Some "Get Started" Tips

- ➡ Start small, start manageable
- ➡ Limit the amount of technology to meet students' digital proficiency levels
- ➡ Make them lower stakes to begin.
- ➡ Work with colleagues.

Best Wishes!

References

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