

# Contents

Foreword v  
Preface vii  
Acknowledgments ix

## INTRODUCTION / 1

### CHAPTER 1 Professional Portfolios and Today's Technology / 5

Teaching in the Digital Age 6  
Purposes for Portfolios 9  
Multiple Intelligences and the Multimedia Portfolio 14  
Researching Portfolio Development on the Internet 16

### CHAPTER 2 Why Use Multimedia? / 19

Teachers and Digital Technology 19  
Examples of Multimedia Portfolios 21  
Benefits of Digital Portfolios 23

### CHAPTER 3 Integrating Your Personal Vision into Your Portfolio / 27

Focusing Your Vision 28  
Using Self-Knowledge to Define Your Portfolio 29  
Gathering Material for a Personal Archive 32  
Reflecting on Your Portfolio 35

### CHAPTER 4 Ten Steps to Producing a Multimedia Portfolio / 39

1. Establishing a Personal Archive 41
2. Clarifying and Articulating Values and Vision 41
3. Identifying Purposes and Contexts 42
4. Listing the Elements That Form the Framework 43
5. Selecting Evidence from the Personal Archive 46
6. Developing a Concept Map 47
7. Translating into Hypertext Markup Language (HTML) 48
8. Writing an Introduction for Each Element 50
9. Reflecting on Each Element 51
10. Reflecting on Vision and Values 52

**CHAPTER 5 The Technological Aspects of Digital Portfolios / 55**

- Determining Your Audience 55
- How to Present Your Digital Portfolio 56
- How to Store Material in Digital Form 58

**CHAPTER 6 A Living Portfolio / 65**

- Developing a Plan for Your Portfolio 65
- Producing a Multimedia Portfolio 68
- Developing Your Portfolio Further 78
- Copyright Issues 79

**CHAPTER 7 Evaluating a Multimedia Portfolio / 81**

- Assessing Your Portfolio 82
- Rubrics for Portfolio Assessment 83
- Audience Assessment 83
- Assessing Learning through Portfolio Development 86
- Public Presentation of Your Portfolio 88

**CHAPTER 8 Sharing the Learning: Global Networking / 91**

- What Teachers Have Learned from Portfolio Development 92
- Collegial Learning Opportunities Provided by Portfolios 94
- Websites about Portfolios 96

**CHAPTER 9 Professional Growth through Portfolio Development / 99**

- Implementing a Portfolio Approach 100
- Engaged Learning through Technology 102
- Using a Portfolio for Marketing Purposes 104
- Linking Individual Ambitions with Organizational Objectives 105

Glossary 107

Bibliography 109

Index 114

# Introduction

This book is designed for administrators, teachers, educators, graduates, or students with a passion for learning as well as for teaching. Those working in support roles, such as teacher assistants and administrative staff, can also benefit from it. This book provides readers with the framework and tools needed to develop a digital portfolio that records professional growth and development goals and celebrates achievements.

Even those with little computer experience and limited equipment can use multimedia technology to create a vibrant, individualized, high-quality portfolio that can be continually and easily updated. Throughout the portfolio development process, portfolio developers will gain greater knowledge of themselves and their learning processes while expanding technology skills. Portfolio development can assist anyone preparing for performance review, looking for a job, or seeking a promotion. It also can help organizations aid their staff in focusing on development goals.

While this book shows how to construct a portfolio, it takes the portfolio approach further than the typical presentation folder. Portfolios are linked with one of the urgencies of the Digital Age: the need for administrators, superintendents, teachers, and students to better understand the possibilities of learning technologies. The portfolio development process, as explained in this book, can help developers feel more confident with their technological skills, thus making them more open to sharing their skills with others.

Portfolio development has become an important means of increasing organizational learning and effectiveness. All those responsible for professional development in education, whether in schools, school districts, or universities, will find the contents of this book valuable as they plan for professional and organizational growth in the Digital Age.

## What This Book Is About

Across the world, people are being asked to take responsibility for their own professional growth, understand more about themselves and their achievements, and take steps to develop new knowledge and skills. Teachers and administrators have found that producing a portfolio helps to clarify their values, enhances their capacity to reflect on their learning, increases their self-knowledge and self-esteem, and gives them added confidence in their work with colleagues and students. Authors such as Bridges (1995) believe that changes in the nature of employment mean that soon everyone will need a portfolio that demonstrates their skills, achievements, and particularly their versatility to achieve employment.

In his book *The Empty Raincoat*, Charles Handy (1994) says that intelligence has replaced land as the source of wealth. Knowledge workers—educated professionals and managers—own the new property. They can sell it, trade it, or give it away, and fortunately, still possess it. The Digital Age is a time of information revolution where the constraints of time and space have been demolished by transport and the Internet. People in the U.S., Canada, the U.K., and Australia can learn of the same new ideas at the same time and engage in meaningful conversations with others about these ideas around the globe.

In this context teachers are in an awesome position. They have a great deal of knowledge and the skills to share this knowledge. Schools are centers of learning, and whole communities benefit from this learning. However, this can only occur if teachers understand their capabilities. Teachers in schools and universities, principals and superintendents, and support staff in educational institutions are being called on to demonstrate their knowledge. Each individual brings a different combination of knowledge, skills, and experiences to their work. But it is not enough just to collect knowledge. Knowledge must be *used* in order to make a difference.

This book won't turn the reader into a multimedia designer. However, it will show educators how to use multimedia (or digital technology) to describe their unique experiences and to reflect on how they grow and

develop in their professional life. Portfolio development challenges developers to consider the impact of their work—how they make a difference. Finally, this book helps teachers understand ways in which technology might assist them to record and communicate their professional achievements, and how they can share what they have learned with students to help them unlock the secrets of multimedia.

# Chapter 1

## Professional Portfolios and Today's Technology

*Teacher development—a process of self-understanding grounded in the teacher's life and work.*

—Hargreaves and Fullan 1996, p. 3

For many years, teachers and other professionals have had opportunities for professional development in the form of conferences and courses. The focus of this development was often on curriculum innovations and specific classroom methods and practices that met the immediate perceived needs of teachers. Recently, the focus has been on longer-term learning, such as individual growth in self-understanding, setting goals for professional development, planning learning activities and projects, and reflecting on outcomes.

In a national survey in the United States (Rényi 1996), teachers were asked what they valued in professional development and what they thought would be most effective in improving their ability to serve students. Respondents used phrases like “keeping up” to define professional growth: keeping up with technology, with the latest trends, and with their particular fields. The terms “updating,” “continuing,” “becoming,” and “improving” were used frequently. Teachers reported that a wide range of activities assisted in their professional growth, such as formal courses, seminars, workshops, and degree programs. However, they also recognized the enormous potential for learning in their day-to-day work.