Design Topic: ePortfolios- An Introduction for 3rd-5th grade Teachers   **Designer**: Carl Dickerson

STAGE 1: DESIRED RESULTS

Unit Title: Utilizing ePortfolios
Established Goals:

- Learners will develop an understanding of well-developed ePortfolio and its application
- Learners will explore how ePortfolios can be successful tools for a student's learning and development.
- Learners will create their own ePortfolios exhibiting their ownership and creativity of the living document including most significant artifacts that display collaboration and their learning progress.

Understandings:

- ePortfolios shift learning to student-centered learning environment
- ePortfolios provide a learning environment designed using the Constructivism Learning Theory.
- ePortfolios assist in the development of deeper learning, understanding of themselves and how they learn, collaboration, reflection as a learning process, and creativity.
- Content included on an ePortfolio should represent the learner and reflect personal goals, accomplishments, and learning processes.

Essential Questions:

- What are ePortfolios?
- Why online portfolios instead of traditional?
- What are some of the benefits of having an online portfolio?
- Who should be utilizing ePortfolios?
- What is the Constructivism Learning Theory?
- What types of artifacts could be included?
- How can we incorporate PBL into ePortfolios?
- Can the initial implementation be expanded throughout other grade levels?
- Can the ePortfolios created by students be utilized as they move on to middle school and high school?
- How can ePortfolios help in the development of a student's learning process?

Students will know…

- Appropriate artifacts to include in ePortfolio
- ePortfolios represent the user's personality, creativity and identity.
- ePortfolios provide an insight into the learning process, problem solving skills and choices, and reflection and how user grows from that
- Constructivism Learning Theory is the idea that the learner constructs knowledge for themselves through the engagement they make with the content and the understanding develops from there.
- How a growth mindset will help them develop and grow as they reflect on their learning.

Students will be able to…

- Define what an ePortfolio is
- Describe the benefits of utilizing ePortfolios
- Determine the best artifacts to be included in an ePortfolio
- Explain how student-centered learning can look in their classrooms
- Create unique and well constructed ePortfolio

STAGE 2: ASSESSMENT EVIDENCE
Teacher and School Driven
How will we know if students have learned?

Performance Tasks:

In groups, learners will explore and compile a collection of well-developed ePortfolio examples and discuss what significant content stood out in each.

In groups, learners will examine how ePortfolios will be utilized in their classrooms, including examples of ways to incorporate them into all subject areas and extra-curricular opportunities.

Discussion/List Ideas: How can we use ePortfolios to support the PBL process?

Experiment with GoogleSites, formats, looks, and vital info, and collaborate with grade level pod to explore ways to assess an ePortfolio, creating a basic rubric.

Develop an ePortfolio that demonstrates creativity, voice and showcases learning, goals and achievement.

Other Evidence:

Collaborative discussions in grade level pods as well as cross grade level discussions

Discussion:
-Elements of an ePortfolio
-uses of an ePortfolio
-external benefits for learners

Using the primitive rubric discussed, look at learner's own ePortfolio and see how it would be measured.

STAGE 3: LEARNING PLAN
(Teacher Driven)
How will students engage in learning?

Summary of Learning Activities:

W – Where are we going? Why? What is expected?
H – How will we hook the students?
E – How will we equip students for expected performance?
R – How will we rethink or revise?
E – How will students self-evaluate and reflect their learning?
T – How will we tailor learning to varied needs, interests, and learning styles?
O – How will we organize the sequence of learning?

1. Show innovation plan video on e-portfolios to hook the learners and motivate them to create and implement ePortfolios in the classrooms. H, E

2. Group discussion on what ePortfolios are, benefits, and how they follow Constructivism Learning Theory. W, H

3. Small group discussion, what makes a well-developed ePortfolio, what should be included. W, E

4. Create list of links to examples of good ePortfolios that fit criteria for a well-developed ePortfolio. W, E

5. Have learners create Growth Mindset goals with their grade level pods for their ePortfolios and discuss solutions to supporting the successful completion of those goals. R

6. Plan with grade level pods how, for their specific grade, will they implement ePortfolios into their current classrooms and create a basic rubric of assessment specific to their group. R, T, O

7. Learners will explore Google Sites and discover ways to make ePortfolios creative and showcase individualism using fonts, colors, etc. W, H, E, T

8. Class discussion on the importance of guiding their students in choosing appropriate artifacts to share on their ePortfolios, consistency, and reflect on safe online practices/guidelines students should follow. W, E, R, E, T

9. Learners independently create basic teacher ePortfolios, including artifacts that may show growth in learning and achievement. T

10. Share individual ePortfolios with grade level, discuss feedforward ideas, tips, and positive input. R

11. Review the basic rubric for assessing grade level ePortfolio, where does the learner's newly created ePortfolio fall on that rubric. Define ways can we ensure students are successful. W, E, R, E

12. Wrap-up discussion where we have an open Q&A, potential obstacles, and introduction of Google Classroom for teachers to share ideas, showcase successful student ePortfolios, share resources, and info on ePortfolio basics. E, R, T, O