THE ELECTRONIC PORTFOLIO

an easy-to-use, template-driven, online tool for creating, storing, and accessing portfolios anywhere, anytime.
The CTE Electronic Portfolio: An Overview

Johns Hopkins University (JHU) is a nationally recognized leader in the use of portfolios in teacher education. To support and enrich the portfolio process, the JHU Center for Technology in Education (CTE), in collaboration with the JHU Master of Arts in Teaching Program, developed a standards-based Electronic Portfolio (EP) system that builds on and enhances the traditional paper portfolio. The EP allows students to demonstrate attainment of competency in relation to established educational standards, provides an online journal for reflection, and includes a powerful, embedded messaging system that promotes ongoing collaboration with peers and advisors. Preservice and in-service teachers use the EP to gather and reflect on their work, compose personal interpretations of educational standards, communicate with peers and advisors, and present evidence of their professional development over time.

The EP was designed to accomplish the following objectives:

- Promote and support a focus on development of quality content by providing students with an easy-to-use, template-driven, online tool for creating, storing, and accessing their portfolios anywhere, anytime.
- Encourage and facilitate ongoing collaboration by furnishing students with an easy, safe, and secure method for sharing their work with peers, advisors, and a portfolio review team.
- Reinforce and encourage reflective teaching practice by incorporating a convenient journal tool and the ability to convert private journal entries into portfolio artifacts to demonstrate professional growth over time.
- Enhance and enrich the portfolio development process by inspiring students to create a final presentation portfolio that serves as both a showcase of their work for prospective employers and a vehicle for continued professional development and reflection.
The EP system was developed to mirror the Johns Hopkins M.A.T. paper portfolio process that has been refined over the past seven years. The electronic version was launched in 2001, pilot tested by 25 M.A.T. students over the course of a semester, and rolled out to more than 800 preservice and in-service teachers during 2002. The application is being improved continuously and enhanced based on the feedback of students and faculty.

The EP system incorporates three distinct interfaces:

1. **Working portfolio**: This interface, which is accessible to only the portfolio owner, is the starting point. It is where the owner gathers and develops evidence of his/her professional growth over time. The owner may grant partial access to trusted peers and advisors at any time.

2. **Reviewer interface**: In the Johns Hopkins M.A.T. program, students are required to submit and defend their portfolios as a program exit requirement. The reviewer interface allows the review team full access to the completed portfolio, provides tools for reviewer note-taking, and offers the ability to record preliminary scores based on a 4-point rubric.

3. **Presentation interface**: This is a publicly accessible version of the finished portfolio that includes the content the owner wishes to share with the outside world. The presentation function allows the owner to export any portion of his/her portfolio to a unique URL, which can then be distributed by resume or business card. The tool also allows the owner to customize three presentations for different audiences.

4. **Full support from CTE**: The JHU CTE fully supports the EP and offers a variety of wrap-around services designed to ensure successful implementation. Services include consulting (on both product and process), surveying, training, technical support, and other assistance as needed. Prior to implementation, CTE conducts interviews, surveys, and mission-setting discussions with program coordinators and a cross-section of potential users to establish a clear plan for EP implementation and sustainability. CTE then employs a train-the-trainers model using both face-to-face instruction and online tutorials to train stakeholders in effective use of the EP tools and functions.

The Center for Technology in Education is part of the Graduate Division of Education in the School of Professional Studies in Business and Education, Johns Hopkins University.
Key Features of the EP

- **Portfolio:** An organized, annotated electronic repository of the owner's work which allows for collection and display of artifacts, such as lesson plans, audio and video clips, sample student work, and other web-based materials that demonstrate professional capabilities and achievements in relation to a defined set of principles or standards.

- **File Cabinet:** Analogous to a traditional filing cabinet, the EP offers a tool for storing and organizing a wide variety of electronic files for later inclusion in a student's portfolio.

- **Journal:** A tool that provides space for recording and storing reflections and thoughts about professional experiences, and allows for conversion of entries to artifacts in order to help demonstrate growth over time.

- **Message Center:** A communications hub from which messages and feedback among members of the portfolio community may be sent and received from one easy-to-use, convenient interface.

- **Customization:** The EP system is customizable in a number of ways, allowing, for instance, a school or program to determine the set of standards that will provide the primary organizational structure for their students' portfolios (INTASC, ATE, ISTE, CEC, etc.). In addition, students can easily input their own sets of local, state, or national standards that may be relevant to their area of expertise.

Benefits of the EP

- Provides a structure that promotes clear demonstration of professional capabilities and achievements.
- Establishes the habit and reinforces the value of reflective practice.
- Facilitates collaboration.
- Reinforces a standards-based approach to professional development.
- Accommodates novice to expert technology users.
- Inspires creation of a dynamic professional portfolio that will carry students through graduate school, to employment, and through ongoing professional development.
- Helps students focus on content rather than graphic design, while still allowing for creativity and personalization.
- Encourages a goal-oriented approach to education and provides an easy method for tracking progress.
- Provides faculty with direct and ongoing advising opportunities through convenient electronic means.

835 students from JHU, spanning several graduate programs, are currently using the EP:

- Master of Arts in Teaching program, 750
- Technology for Educators program, 60
- Teacher Development and Leadership Doctoral program, 15
- Special Education Leadership Program, 10
For More Information

For more information about the Johns Hopkins CTE Electronic Portfolio (EP) system and how it could benefit your organization, please contact:

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CTE

The Johns Hopkins University Center for Technology in Education (CTE) applies the best educational practices in the use of technology—supported by teaching, research, and leadership—to transform education. We strive to improve the quality of life of all children and youth, particularly those with special needs, and to prepare them to meet the challenges of an ever-changing society. To fulfill this mission, we must increase the capabilities of teachers, parents, schools, and communities. CTE is a partnership between Johns Hopkins University and the Maryland State Department of Education.

- For more information about the JHU CTE: http://cte.jhu.edu
- For more information about the JHU Master of Arts in Teaching Program: http://www.spsbe.jhu.edu/

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The EP includes an embedded feedback and messaging system that allows students to communicate with trusted peers and advisors throughout the portfolio development process.