

**COURSE TITLE:** DIGITAL PORTFOLIOS: A Place to Document, Share & Enrich Student Learning  
WA CLOCK HRS: 50  
OREGON PDUs: 50

**NO. OF CREDITS:** 5 QUARTER CREDITS  
[semester equivalent = 3.33 credits]

**INSTRUCTOR:** Michael Boll  
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**COURSE DESCRIPTION:**  
**This course meets OSPI's STEM requirements.**

Our students come to school nearly every day and work on the outcomes, goals, and assignments provided by fantastic teachers. Capturing that learning and asking students to reflect in a way that is easily shared and maintained, is more possible today than ever before using digital portfolios.

Digital portfolios provide unique and compelling opportunities for students to document and share their learning with teachers, other students, families and more. New tools, greater access to the classroom, and acceptance mean the time for creating a digital portfolio system in your class is now.

This course is appropriate for teachers K-12.

Textbook, *Digital Citizen: A Community-Based Approach*, approximately \$9 on Amazon.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Understand the difference between a digital and analog portfolio
2. Understand how to create a sustainable digital portfolio system for you and your students
3. Define appropriate content for a digital portfolio
4. Explore new tools for creating digital portfolios. Yes, there are a lot of portfolio sites. I hope you cover this in one or more assignments.
5. Learn, understand and apply the SAMR method in developing content for a digital portfolio
6. Understand and master the technical requirements for creating a digital portfolio system
7. Understand and articulate the benefits of having a digital portfolio
8. Build a sustainable digital portfolio system in your classroom
9. Chart a path that includes the future of digital portfolios

This class assumes you have a Gmail and/or Google apps account. If you do not have one, [please let me know](#) and we can work out an alternative setup for you.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

## UNIVERSITY QUARTER CREDIT INFORMATION

### REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
  2. Completion of Learning Application assignments 40%
  3. Completion of Integration Paper assignment 30%
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### CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

## ADDITIONAL COURSE INFORMATION

### REQUIRED TEXT

[Digital Citizenship: A Community-Based Approach \(Corwin Connected Educators Series\) 1st Edition, Kindle Edition](#)

[Course FlipBoard](#) I use the web app FlipBoard to store articles for this course. It is a great way for your instructor, and people in this class, to add articles they find helpful.

- ***Digital Citizenship: A Community-Based Approach (Corwin Connected Educators Series)***  
ISBN# 1483392651  
by Bearden, Susan M.  
Corwin

[Buy from Amazon](#)

### MATERIALS FEE

Text, *Digital Citizenship: A Community-Based Approach (Corwin Connected Educators Series) 1st Edition, Kindle Edition*. \$9.56 purchase of required textbook.

## ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

### A. INFORMATION ACQUISITION

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

#### Assignment #1: Introduction: Getting Started and Thinking about Digital Portfolio

Welcome! So glad to have you here ready to learn more about the power of portfolios. This lesson helps me get to know you better, understand your early interest in digital portfolios, and set yourself up with the Digital Portfolio Planning guide. A guide designed to help you "walk out the door" of this course ready to start using digital portfolios.

#### Assignment

1. Open up the [Digital Portfolio Planning Guide](#). It is a Google Doc and will ask you to create a copy of it right away. A Google Drive account is required. If that causes difficulty, [let me know](#) ([michael@bollnet.com](mailto:michael@bollnet.com)) and I will help you out.
2. Share the document with me using my email address.  
If you need help sharing, [see here](#).
3. Complete the "quick write" assignment.
4. In the assignment box below, tell me a little bit about yourself. Feel free to include:

- a. Where you work
- b. Grade level
- c. Reason why you picked the course
- d. How I, as an instructor, can help you
- e. What you hope to walk away with at the end

## Assignment #2: Portfolios and Their Impact on Student Learning

Heading down the portfolio road, digital or not, is a commitment that occupies your valuable classroom instruction time. Personally, I believe portfolios are well worth the time and a digital version makes them all that much more powerful. This assignment helps you explore and articulate the benefits portfolios bring to your students and their learning.

Feel free to move ahead to other assignments first and return to this one. Personally, I learn best by jumping in and building something. After that, I am better able to reflect and articulate “Why” I am doing something.

### Assignment

In 400 words, or more, articulate a series of “why’s” when it comes to creating a digital portfolio. Some of these “why’s” might include:

1. Alignment to existing curriculum
2. Benefits to your assessment practices
3. Communication with parents and others
4. Practicing positive digital citizenship
5. Monitoring student progress
6. Other ideas you have yourself

### Resources

- [Five Reasons to Use Digital Portfolios in Your Classroom](#)
- [The class FlipBoard has additional, helpful resources](#)

## Assignment #3: Designing Your Portfolio System

### Overview

On the surface, a portfolio sounds like a great idea. A place for students to capture and maintain their thoughts. A place to reflect on those thoughts and a vehicle for sharing content with parents, teachers and other students.

You likely have some specific ideas on how to use digital portfolios and why you think they would be helpful in your situation. This assignment helps you to articulate your ideas.

### Assignment

1. Open up the [digital portfolio planning guide](#) you started in lesson one.
2. Complete the portfolio design chart.
3. Submit the link to your planning guide in the assignment box.

### Resources

- Blog Post: [How we use digital portfolios at my elementary school in Bangkok, Thailand](#)

## Assignment #4: The Tools