

The Benefits of Integrating ePortfolios Into Elementary Classroom Stations

Written by: Leslie Williams, Ashley Brandes, Margie Mead- June 10, 2022



What is the topic of your article?

How integrating ePortfolios and Blended Learning into station rotations in an elementary classroom can help students become self-regulated learners.

Introduction:

For many years students have been using types of journals and interactive notebooks to document their learning. As education incorporates more technology and teachers learn new online and digital strategies for teaching, we can now have our students track their assignments through online ePortfolios to show proof of learning. This publication will look at the basics of an ePortfolio and how it can be used in the classroom as teachers implement their small group station rotations and the benefits of self-regulated learning as students monitor their own growth.

Sections/Headings:

1. Overview of Benefits of ePs in the elementary classroom.
2. Student's control over design and layout.
3. Students track their reading and math assessments and reflect weekly on assignments.
4. Students have accountability partners for weekly reflection.
5. ePs provide teachers access to assign differentiated lessons for students.
6. ePs allow the opportunity for student progress to be monitored and shared with parents, teachers, and administrators.

Connection to Innovation Plan:

This article will connect to our innovation plan by showing how as classrooms become more digital and technology-based, teachers can keep track of the students' digital assignments and have multiple ways for students to monitor their own progress. Instructors can reinforce learning and help students become active participants in the educational process by using digital portfolios or ePortfolios. An ePortfolio allows students to capture learning in many forms to

document their work and become creators of knowledge rather than just consumers of information. The flexibility of this instructional platform makes it suitable for all content areas (Russell, 2018).

How can this information help others?

This information will help teachers begin to implement ePortfolios in their classrooms while establishing strong routines with their learners as the learners begin to take ownership of their learning through the integration of choice, voice, and authentic learning environments.

Research has shown that we need to practice new skills around 20 times in order to establish a new routine or skill (Joyce & Showers, 2002). Teachers need to practice the behavior themselves to understand the desired outcomes they will be requiring from their students. In addition, they need to collaborate and reflect on their practices. During our last course, we created an outline of professional learning for back-to-school for teachers. It is an introduction to implementing ePortfolios into the classroom. It's a way to start slow and to actually see students using them for tracking their progress firsthand. I want to share how being resourceful and efficient with teachers' use of time will prepare them for a successful start to the school year and give ownership to the learners.

What are some lessons learned or hoped to learn?

1. Students will be successful when they realize that they are in charge of their own learning.
2. This process will not happen overnight. Be patient and give yourself grace.
3. Know your fixed mindset. Tell it to be quiet.
4. Don't be afraid to change things if they aren't working for you or your students.

What digital resources will be included?

Our article will include:

- Links to our ePortfolios (innovation plans, professional development plan, our "why" and influencer strategies.
- Links to Dr. Caitlin Tucker's website

Other resources we have used throughout our ADL program that we will also discuss include:

- Google Docs/Slides/Forms
- Prezi
- Slidemia
- FlipGrid
- Genially
- Canva

Submission Guideline

- 1) [EdSurge](#)- Aim to keep your commentary to 700 to 900 words (give or take). They should include relevant links to topics, research and other specific items that you're discussing. In addition, please include a brief bio, links to your work (Twitter, LinkedIn, personal blog,

etc.) along with a thumbnail picture of yourself. When they receive your draft, they will get back to you within two weeks with a thumbs up or down.

- 2) [Edutopia](#)- Send email to GUESTBLOG AT EDUTOPIA.ORG with proposed title in subject line. Summarize post in a few sentences. Include a detailed outline. Completed blog post should be 750-850 words. Include an 80 word bio about your educational role. Include 3-5 links to other blog posts. Full disclosure of commercial interest in products. Include Twitter handle and ePortfolio link. Follow Edutopia terms of use.
- 3) [Education Week](#)—this is another informal option for publication that would allow me to be the most opinionated on my topic; they actually discourage scholarly article-type submissions. Crafting and articulating my point of view would be important for submission to this site, and my article could not be more than 1000 words.

References:

Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (Vol. 3). Alexandria, VA: Association for Supervision and Curriculum Development.

Russell, A. (2018). Digital Portfolios: A Method to Assess Student Understanding. *Radiologic Technology, 90*(2), 183–186.

Bios:

Leslie Williams has been in education for 16 years. She has taught at every grade level PreK-5th grade and is currently in her second year as a Campus Intervention Specialist. She is currently working towards her master's degree at Lamar University in Digital Learning and Leadership. Leslie currently resides in Ft. Worth, Texas with her husband and two daughters.

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Margie Mead has been in education for 15 years. She has taught 3rd-5th grade with the majority of her teaching experience being 4th-grade self-contained. She is currently working towards her master's degree at Lamar University in Digital Learning and Leadership. Margie currently resides in Dallas, Texas.