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## Google eportfolio examples

Let's talk about how to create powerful student aporfllio with Google sites! Online student departments are a great way to showcase student work and show growth over time. Google Sites is the perfect tool for creating ePortfolios for you and your students. Yes, guys, we're officially dropping E from ePortfolios. Since digital is part of everything we do, there is no need to make any difference. In this post, we are using more appropriate term, portfolios. Google sites talk to all your favorite G Suite tools, making it easier to use student work, embed and make learning more dynamic. Learn more about dynamic learning here, and in my book, Shake Up Learning: To Move Learning from Steady to Dynamic to Practical Ideas. Google Sites is a natural go-to for publishing student work for a global audience, I think there's an important experience of preparing students for the future. Learn more ways to give students an audience for their work in this post: Every student should publish to the world. Departments are a great way for students to not only demonstrate learning for the teacher and others, but also to learn and reflect on their own development and progress over time. What is portfolio? (aka ePortfolio, electronic portfolio, digital portfolio, or learning portfolio) is a collection of portfolio artifacts that showcase learning and development over time. There are many different types of portfolios, and there are many different ways to use this strategy in the K-12 class and beyond. Portfolio is nothing new. They've been around for decades and harkened back to paper files and notebooks, but today's digital versions are much easier to manage and share. Can you apply in primary grade? Implementation in primary grades may seem different from the examples on this post, but don't assume that it is only for secondary students. My friend Christine Pinto, a kindergarten teacher and co-author of Google Apps for Littles, shares how she uses portfolios with her little ones in this post. Below is a guest post by Mike Mohamed, a science teacher in Wisconsin, and author of the Mo Physics Mo Problems blog. Mike shares how he and his students use Google sites for their online portfolios, and he shares examples of student work. How to create powerful student aporfllios with Google sites by Mike Mohamed, I've used the portfolio in the classroom for the last five years. The portfolio process in my classroom has evolved, and I would like to share some of my process and student creations. Whether you're looking to dive into your foot decade, dive head first, or swimming in an already deep end, advances in Google sites have made the process of creating a professional-looking portfolio possible for any learner. Student Showcase Portfolio If you're looking to get started with the portfolio then one way to start is with the showcase portfolio. A Showcase Showcase One place for students is to present artifacts that show mastery of standards or skills. Showcase portfolios work particularly well at the end of a term or as their final test. This is a good place to start with the portfolio as it does not need to update the learning portfolio regularly. Providing proof of what standards students want to choose is a necessary first step as it will guide the focus of the portfolio. These standards can be material standards such as normal core or NGSS. They can also be aligned with standards that go beyond content such as ISTE standards. In my first iteration of the portfolio, my students presented artifacts that demonstrated the results of the 21st century as outlined by the Partnership for 21st Century Learning. Since our district adopted the next generation science standards, students were asked to present evidence for each one of the eight science and engineering practices in their portfolio. The following highlights some examples that present evidence to the standards: Hannah's Physics Portfolio Mary Allen Physics Portfolio The process of creating a portfolio is not merely putting in a title on one page and inserting an artifact. The goal is for students to be able to explain what standard they are addressing. Then, students submit their pieces of evidence with context and explain how it meets the standard. With any skills or standards being asked to address students, teachers must ensure that learners have a variety of potential artifacts from which to choose from. It forces students to think about what work is done that best reflects that skill or standard. Student Learning Portfolio (Growth Over Time) Another type of a portfolio is a learning portfolio in which students track and reflect the learning process. The very first year I started working with student departments, I tried to implement this model but had many issues with it. The main issue was that it required the portfolio to be a place students visit several times per week. In an earlier version of sites (classic sites), accessing and editing was quite cumbersome and not intuitive. Here are examples from your 1st year of student departments in old Google sites: New versions of Google sites store the site within Google Drive. This means it can be easily accessed like any other GSuite file. And inserting new text or files is a simple process. In the learning portfolio, we organize each entity as an individual page. Students work from the unit and introduce the piece. Moreover, it is a place for students to reflect on preliminary evaluations like quiz. By scrolling down the page, one can track student progress through unit evaluation, including the final reflection on the unit. The departments are for my current students. So beyond the pages published here, they are in progress. Learning Natalie's Learning One of the most challenging parts for students using this type of Ethan's learning portfolio portfolio is looking at the benefits of deep reflection that is necessary and reflecting on their performance. Part of a powerful reflection is not just looking at past performances, but using it as a platform for planning future action. I end up with trying to tailor my student reflection to how past performance will affect future practice. Larzer Profile Portfolio If a portfolio is going to be more than a file cabinet for student work, it has to reflect not only the work that students have to do but also include aspects of the person who may not be clear, that is the classroom artifact. As highlighted by the Institute for Personalised Learning, a learner's profile contains demographic and academic information. But, it also houses skill sets and information about drivers for learning. That's why I like to let students include information about their interests and aspirations on a passion page by including YouTube videos. See examples of student passion pages: McKenna's passion page on Brooke's Passion page, Me As a Learner, Page, I like to communicate my strengths as students a learner and present clear artifacts. Sophie's Me as a learner, Page Has a Digital Portfolio is also a place where students can project their passion to house artifacts. Jean Passion Project Page is Billy's Passion Project page I continue to encourage my students to share their work and passion even after they leave their classroom. When students are willing to share their portfolio, they have many options. They can share the site a lot like they would file a GSuite that granted visual rights to specific individuals. If students want to publish their work, they can publish to a specific domain or world. Once you've decided on the style of the portfolio, you're planning to apply with your students, and they'll need to create pages, you can walk students through the steps. As students are learning the skills of creating portfolios, they are learning the skills of web design. That portfolio has the power to access Google sites. The construction process is something that I walk students through once, and they pick it up very quickly. Below are how-to steps have been taken to use Google sites to create student portfolios. How to create a new Google site: To create a Google site using the new Google Site platform, go sites.google.com/new. Click Red+ at the bottom right of the page to create a new site for additional support, please refer to the Google Help Center for Google sites. How to add pages to Google sites after you're created a site, students Add new pages in . To add a new page, go to the menu on the right and click + at the bottom of the menu to create a new page name And click done. Select page layout is a very powerful tool that I insert students as they place text to insert an artifact with a title and descriptive text. To select the layout, go to the right sidebar menu and click the Insert tab and drag the layout when the page is inserted after a page has been created, students will use the Insert tab to insert artifacts from different sources and add text to illustrate the artifact. One great thing that is easily overlooked when publishing to an audience outside your classroom is that any artifact in their portfolio should be set so that anyone with that link can see. Insert tab gives you many options. You can insert: A text box embed code (this is the code you copy from another site that allows you to embed it into your Google site. For example, you can embed a padlet wall. Images from the drive (this is where magic comes in! You can easily insert just about anything from your Google Drive. Just remember to make sure that these files are shared as anyone with links can see, if you plan to share your portfolio publicly. To insert text or objects into a page, go to the right sidebar menu and click on the insert tab to select the content you want to add to the page or you can double-click the page to open a quick insert menu. After you're ready to publish your Google site, click the Publish button on the top menu to publish your site. Give your site a name and URL, and click Publish. Giving students an audience for their work that is outside their teachers, parents and classmates is a valuable experience and should not be overlooked. (See Shake Up Learning's previous post: Every student should publish to the world.) To make sure your external audience can see: Click the share icon next to the Publish button. If your site isn't shared so that anyone with a link can see, click Changes. Select anyone can get and watch. Click Save Are you ready to start? There are many ways in which you can apply portfolios with your students. Which strategy will you try? Looking for more ideas? Check out this episode from the Google Teacher Tribe podcast on Google sites for ePortfolios. About Mike, Mohammad Mike Mohammed has been teaching high school science for 17 years. He's been teaching at Brookfield High School for the last 14 of those. Mike attended UW Madison, where he received his degree in secondary education in Broadfield Science and Biology with additional certifications in chemistry and physics. In his time at Brookfield Central, Mike has taught biology, chemistry, physics and general science. At the moment he read physics and AP physics are. Their interests in education focus on putting students at the center of their own learning experience. He lives in Brown Deer, WI, with his wife. 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