

# SECOND LANGUAGE LEARNERS CREATE DIGITAL PORTFOLIOS WITH VOICE-OVER TECHNOLOGY

INNOVATION IN LANGUAGE LEARNING 2018, FLORENCE



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# TODAY'S PRESENTATION GOALS

Provide Background on the student population we are working with at the City University of New York (CUNY)

Discuss the evolution of digital writing portfolios

Share the goals/framework of my current course digital portfolio project

Present a few examples of my students' work

Discuss Future Goals for Project



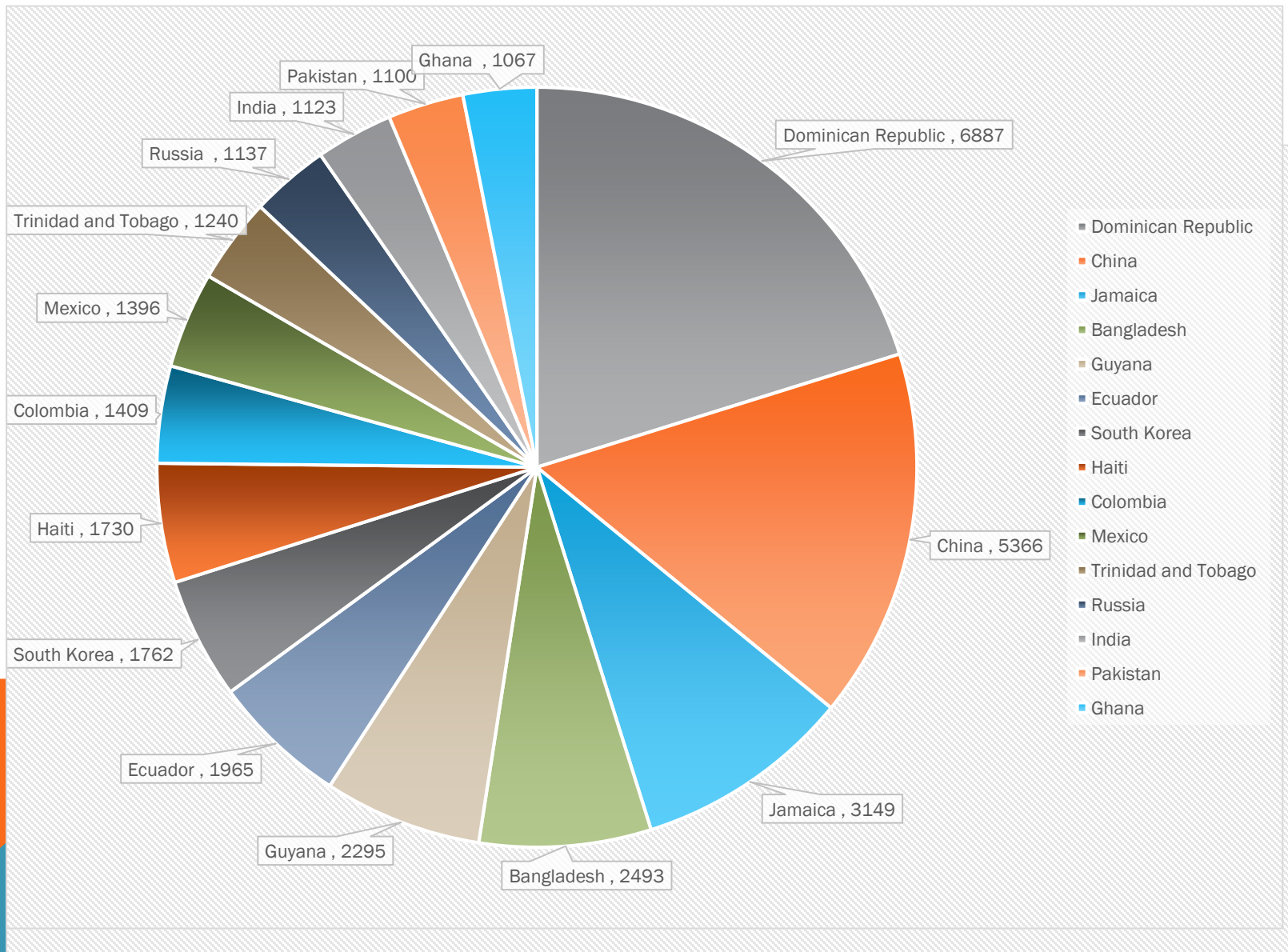
## **SOME BACKGROUND ON CUNY**

**The City University of New York( CUNY) is the United States leading urban public university.**



**CUNY serves more than 480,000 students at 23 colleges and institutions in New York City.**

# FOREIGN-BORN STUDENTS ENROLLED IN CUNY



# AN EXAMPLE OF A DIGITAL PORTFOLIO

<https://qcc-cuny.digication.com/eugenia-abarca/about-me>



# **THE EVOLUTION OF DIGITAL PORTFOLIOS**


**Early E-portfolios- 1998-2004**

**The Digital Storytelling Years-  
2003-2013**

**Digital Portfolios )for college-level  
writing courses) – 2015-Present**



# EARLY E-PORTFOLIOS

- Simply a Collection of Assigned Course Essays in Microsoft Word
  - Main Goal: A Central Depository of Course Writings
  - Portfolios Stored on Flash Drives
- ( \* Keep in Mind: This was during the pre-Google-Docs/Blackboard era)
- Helped Solve the Age-old problem of...”I’m not sure where I saved that one”
  - These e-portfolios were NOT Engaging Products
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# **Example: Bobbie's E-Portfolio Writing for English 101**

## **Table of Contents**

**I Introductory Writing on My Goals for College**

**II Debate #1 Essay: The Death Penalty in America**

**III Debate #2 Essay: Marijuana Legalization in the US**

**IV Midterm Essay Revision: Summary writing**

**V Critique of Artistic Work: A New York City Ballet Performance**

**VI Course Research Paper: The Opioid Addiction Crisis**



# DIGITAL STORYTELLING COMES INTO FASHION

Digital stories are multimedia presentations that combine a variety of communicative elements within a narrative structure.

Digital Stories often combine photographs, video, animation, sound, music, text, and often a narrative voice



# VALUE OF DIGITAL STORYTELLING

In the US, digital storytelling has often been integrated into the basic language literacy classroom

Some introductory Speech and Writing Courses have utilized digital storytelling as a class project option

Hibbing and Rankin-Erikson (2003) and Boster, Meyer, Toberto, & Inge (2002) have shown that the use of multimedia in teaching helps students retain new information as well as aids in the comprehension of difficult material.

# VALUE OF DIGITAL STORYTELLING

Brown, Bryan and Brown (2005) have labeled these multiple skills that are aligned with technology as “Twenty-first Century Literacy,” which they describe as the combination of:

- Digital Literacy – the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help;
- Global Literacy - the capacity to read, interpret, respond, and contextualize messages from a global perspective
- Technology Literacy - the ability to use computers and other technology to improve learning, productivity, and performance;
- Visual Literacy - the ability to understand, produce and communicate through visual images;

# **MODERN DIGITAL PORTFOLIOS BLEND GOALS**

**Early E-Portfolio Goal of Having a Central Location for Students' Course Writing**

**Digital Storytelling Goal of Providing a Visually Stimulating Product for an Audience of Student Peers**

**Modern Digital Portfolios Serve as a Celebration of Student's course writing- where the "Personal" meet the 'Academic'**



# **MODERN DIGITAL PORTFOLIOS: BLEND GOALS OF EARLIER E-PORTFOLIOS AND DIGITAL STORYTELLING**

**Digital Portfolios Allow Students to Reflect on their Writing in Meaningful Ways, in both written and oral form**

**They Provide Students with an Audience of their Peers, who can Provide Regular Feedback on both their written and Multi-Media portfolio work.**

**They Offer Students the Opportunity to Showcase their Progress as Writers**



# **CHALLENGES OUR FRESHMAN STUDENTS FACE IN WRITING COURSES**

**Many of our Freshman Writers Lack Confidence in their Writing Abilities.**

**Many Feel Disengaged from the Required Academic Readings on which Some Their Assigned Essays are Based**

**Many Students Feel a Disconnect between Their Academic skills and other 'Skill Sets'**



# MY OWN PATH FROM SILENT DIGITAL PORTFOLIOS TO AUDIO ENHANCEMENT

During 2017 Academic Year, my Students created Silent Digital Portfolios

The Voice Narrative of their written work came through a live class presentation

Something was Missing...A 'Stand-Alone' Digital Product!



# STAGES OF DIGITAL PORTFOLIO PROJECT

Introduced Digital Site

During Early Weeks of  
Course

Students Spent Quality

Time in a College Lab  
Exploring the Features of  
the digital platform

REVELATION #1: Your 20-  
Something Students  
Know More Than You do  
about Utilizing Tech





# STAGES OF DIGITAL PORTFOLIO PROJECT

At the 2/3 Point of the semester, the students added the Audio Component:

- Music to Match the 'Feel' of Individual Writing Assignments
- Narrative Guidance for Select Essays



# STAGES OF DIGITAL PORTFOLIO PROJECT


- Revelation #2- When music enters into the equation, the students interest peeks!
- Near the end of the term, we share our digital portfolios with another Writing class section, and the students comment on each other's work



# DIGITAL PORTFOLIOS: BENEFITS FOR LEARNING

- Reinforces the Concept of Process Writing and Writing Progress over Time
- Provides Opportunity for Reflection on the Writing Process
- Provides Students with the Opportunity to ‘Show off’ both their Academic and Non-Academic Work (Some Students have Talent in areas You would Never Have Known About!)
- Motivates and Engages Students in the Act of Writing
- “Students reaped benefits from creating their own digital portfolios because they were engaged in a process of self-reflection and creation” Kilbane, C & Milman, N (2017)

# GOALS FOR OUR DIGITAL PORTFOLIO PROJECT

- **Next Semester: We will match up with Classes in the California State University (CSU) system, and Share ‘Regional Writing’ Assignments as a Way to Learn about Life on the Two Coasts**
  - **To Set up an Empirical Study to Assess Whether the Digital Portfolio Project has helped improve student learning outcomes.**
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# REFERENCES

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- Hibbing, A. N., & Rankin-Erikson, J. L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *Reading Teacher*, 56(8), 758.
- Kilbane, C & Milman, N (2017) Examining the Impact of the Creation of Digital Portfolios by High School Teachers and Their Students on Teaching and Learning. *International Journal of ePortfolio* 2017, Volume 7, Number 1, 101-109

# THANK YOU!!

Feel Free to Contact me with any questions about how best to set up a digital portfolio project



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