

E-Portfolios & Writing Pedagogy: Integrating Pebble Pad

Denise K. Comer, Ph.D.
Duke University
Thompson Writing Program
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E-Portfolios & Writing Pedagogy: Integrating Pebble Pad (Overview)

- Historical Perspective: Writing Studies and Portfolios
- E-Portfolio Affordances with Writing Pedagogy
- Pebble Pad Examples
- E-Portfolio Tensions with Writing Pedagogy
- Questions & Conversation

Writing Studies & Portfolios: 50 Years



COMPOSITION PORTFOLIO
BY MARY JO ROBERTS

Welcome!

Hi there!
My name is Mary Jo Roberts, and welcome to my online portfolio for Composition II. I am studying Early/Middle Childhood Education at the University of Arkansas at Little Rock in hopes to become a future teacher.

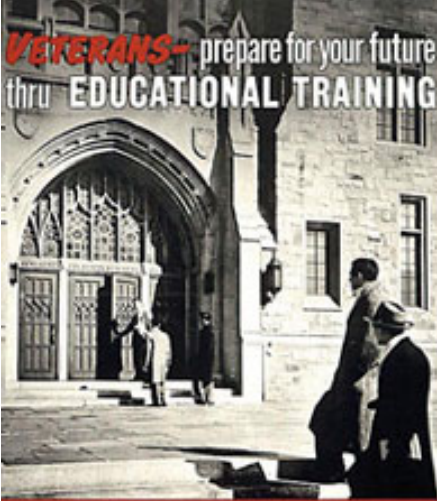
Here you may find my collective writing works and the various writing processes that I have learned throughout the semester under the instruction of my Professor, Mrs. Bethany May. Feel free to navigate through this portfolio and enjoy!

WPA OUTCOME STATEMENTS



The purpose for this portfolio is to show how much I have learned and how much I have grown as a writer this semester.

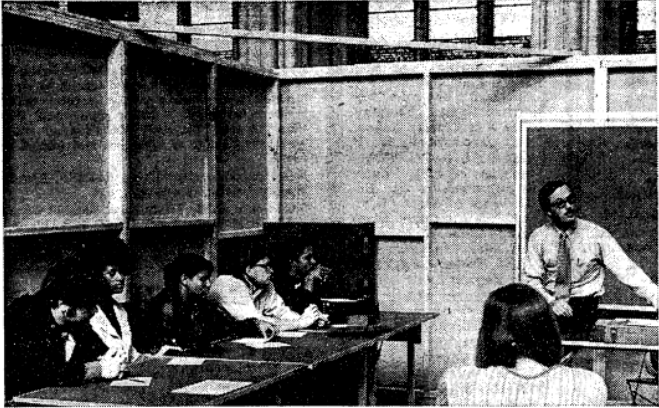
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THE NEW YORK TIMES, SUNDAY, SEPTEMBER 20, 1970


Education



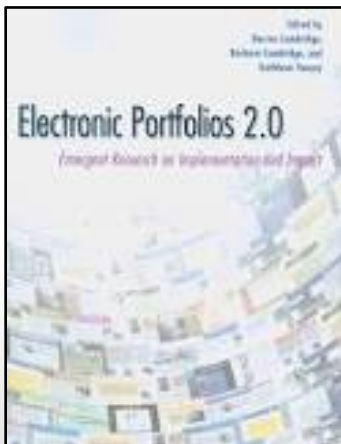
Zvi Lowenthal

Teachers at City University of New York had to use temporary classrooms like the one above last week when the start of an open-admission policy brought a big influx of students—a landmark test of the “thesis that higher education ought to be available to all who want it.”

3.6%



Total 35,035



CCCC Position Statement


A statement on an education issue approved by the CCCC Executive Committee

Principles and Practices in Electronic Portfolios

E-Portfolio Affordances in Writing Programs and Pedagogy

- Storytelling: Narrative & Representation
- Digital Literacies


"For Sale. Baby Shoes. Never Worn." ~Hemingway Wednesday, 9/14



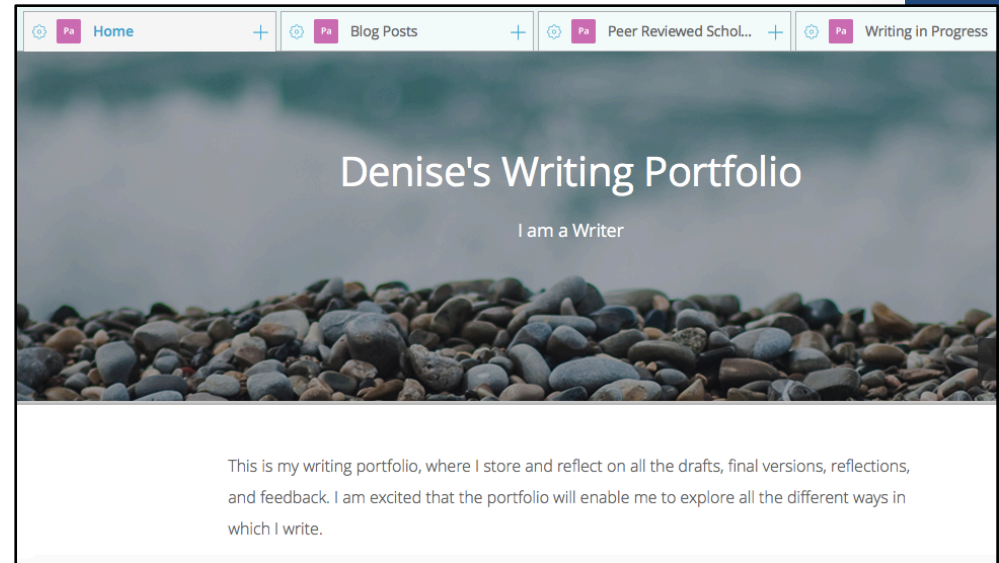
For Sale. Baby Shoes. Never Worn. ~Hemingway

For You. A Story. Many Layers. ~Coker

In Gail Ring's presentation on assessment and Pebbie, she asked us to create a six-word story about assessment modeled on Hemingway's. We had two minutes.



The point of the endeavor was to emphasize that assessment tells a story, that stories come in many forms, and that stories—good stories, anyway—have emotion, depth, and value. Pebbie



Denise's Writing Portfolio

I am a Writer

This is my writing portfolio, where I store and reflect on all the drafts, final versions, reflections, and feedback. I am excited that the portfolio will enable me to explore all the different ways in which I write.

Learning Reflection and Synthesis of Assignments

☰ Contents

Week 1 Closing Thoughts

Week 2 Closing Thoughts

Week 3, Final Reflection



Closing Thoughts: Week 1

Please spend some time reflecting on your experience thus far in the postdoctoral summer seminar: What has stood out to you about the seminar? What have you learned? What do you hope we explore in the remainder of the seminar? Do you have any other reflections, feedback, or thoughts you would like to convey?

It's been a great week for me in the seminar. I am glad to have this time to learn with the other fellows and have appreciated listening to and speaking with you both about your past experience in the course, and at Duke in general. Certainly, it is a good way of getting up to speed with the rigors of the semester as I feel I turned my brain off after I signed off on the "final" (ha!) edits of my dissertation.

What is currently most on my mind is the work it takes to transfer what has been deeply disciplinary knowledge to a writing classroom. I have limited experience with writing pedagogy, though I have always thought of myself as concerned about my students' writing. These are dovetailing concerns, but this week in the seminar has helped me identify the gaps in my skillset. For example, though I have selected readings that I think are exemplary, I had not necessarily thought of them as writing resources as much as content resources. Cutting out reading has been helpful, though I still feel like I have more thinking to do about this. Less to read has given me the space to think about which specific readings will feed more directly into the writing practices I am hoping students' will learn in the seminar. I was

Writing Transfer & Writing Program Assessment

Beginning of Term Reflection

Writing 101 Archive



End of Term Reflection



Upload the final version of your First Project here.



To upload the final version, you must first upload it as an Asset through your main Pebble Pad homepage (go to Pebble Pad home, then Assets, then Upload). Then, if you click on the link below, the system will prompt you to select an "Asset" to upload to this section. You can also embed urls directly. Note that the system will prompt you to consider providing justification or notes about the material you upload. You can keep these boxes blank. After you have finished providing the drafts, please click the box that asks if the item is "fully evidenced".



This has been fully evidenced and contains **1 linked asset**




[Final Major1 Writing Project 1 Charlie Moore.docx](#)

1) This project taught me the importance of revision and taking time to really develop the work as a whole and to develop my individual lines. By spacing out my work in this project, I learned how to look at my work more carefully and create a better piece. I also began to learn how to formulate a better conclusion and intro, as well as better ways to transition between paragraphs. 2) I will continue to work on diving into different works when it comes to close reading. I want to become better at really unpacking small segments or lines in order to find a fuller depth of meaning behind each. I also want to get better at structuring my paper so that it flows together well and relates back to the original thesis.

Archiving Experiences

Date of Class Visit



Single date Add an end date Ongoing

Your Name and Title of Your Course

Name of Senior TWP Faculty Member Visiting Class

Complete the following two segments in advance of the visit, and share your responses with the visitor (click I want to... share ... with people, then choose the visitor's name) . You can refer to these responses during the pre-visit conversation to discuss what you would like the visitor to focus on for the visit.

Context (Complete Prior to Visit)
Describe the course you are teaching and the role of this class meeting in the arc of the semester's work.

Writing, Teaching, & Learning Portfolios

Semester 1 Semester 2 Semester 3 Semester 4

Course Materials (Sem 1)


Class Visits (Sem 1)

End-of-Term Reflection (Sem...)

Other (Optional) (Sem 1)

Semester 1 Syllabus and Working Schedule

Upload your semester 1 syllabus and working schedule.

 This has not been evidenced

Semester 1 Assignment Sequences

Upload your semester 1 assignment sequences.


Semester 1 Semester 2 Semester 3 Semester 4 Portfolio Guidelines

Visits to Colleagues' Classes

	Name of Colleague Whose Class You Visited	Date of Visit (MM/DD/YY)
Colleague #1	Enter text...	Enter text...
Colleague #2	Enter text...	Enter text...
Colleague #3 (Optional)	Enter text...	Enter text...
Colleague #4 (Optional)	Enter text...	Enter text...

Senior Faculty Visit to Your Class

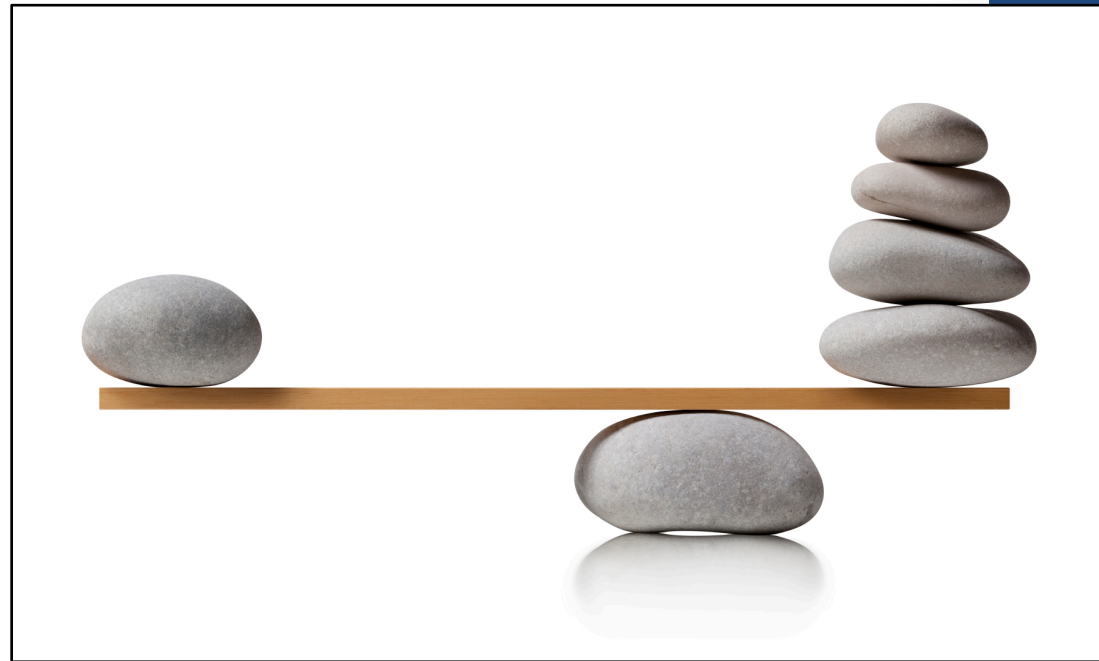
Please upload the completed template, "[TWP Class Visit Reflection](#)," from the senior faculty visit to your class. Upload this by saving the completed version to your Assets, then adding it here as an asset from your Asset Store.

 This has not been evidenced

“In my first draft, it was basically just a summary of the first chapter in Daniel Coyle's book, *The Talent Code*. But thanks to the advice of my peers, I was able to come up with this evaluation of text, "The one issue I found with Coyle's argument..."”

E-Portfolio Tensions in Writing Pedagogy and Programs

- Purposes
- Content
- Resources/Support



The screenshot displays the PebblePad interface with the following components:

- Header:** PebblePad logo, navigation icons (home, search, user), and a refresh icon.
- User Profile:** Denise Comer, Duke University. Includes a "STORE" section with "Assets" and "Resources" tabs.
- Work on...:** A section for "Templates and workbooks to support your learning." with a "Custom resources" button and a link to "View your assets. (43)".
- Get creative:** A section for "Portfolios, Pages, Blogs and Activity Logs." with a "Click to get creative" link.
- Learning center:** A section for "New to PebblePad or keen to learn more?" with a "View PebblePad Help" link.
- You last worked on:** A section showing "Denise Comer's Pebbl..." with a "View your history" button.
- What's happening?:** A section for "Your up-to-date timeline of things you need to know and things you need to do." with a "See things I need to know" link.
- Upload new:** A section for "Upload files as evidence or to enhance presentations." with an "Upload a file to PebblePad" link.

Questions ...
Conversation ...
Ideas...