E-Portfolios & Writing Pedagogy: Integrating Pebble Pad

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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

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

COMPOSITION PORTFOLIO

My name is Mary Jo Roberts, and welcome to my online portfolio. As Composition 1 student, I have been working hard to improve my writing skills. In this portfolio, you will find examples of my writing from classes and assignments throughout the semester.

VETERANS ADMINISTRATION

Consult your nearest office of the Veterans Administration for help with your future educational training.

Electronic Portfolios 2.0

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

Principles and Practices in Electronic Portfolios

THE NEW YORK TIMES, SUNDAY, SEPTEMBER 26, 1936

Education

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."
E-Portfolio Affordances in Writing Programs and Pedagogy

- Storytelling: Narrative & Representation
- Digital Literacies
Learning Reflection and Synthesis of Assignments

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” (hal) 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 skill set. 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
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

[Filename]

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

Select date

- 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.


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