

10-1-1998

## Professional Digital Portfolios and Academic Community Learning (Service Learning)

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✓ 5-10-99

**Professional Digital Portfolios  
and  
Academic Community Learning  
(Service Learning)**

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Southern Institute on Service Learning  
Atlanta, GA  
October, 1998

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c/o ETR Associates  
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Scotts Valley, CA 95066

## TECHNOLOGY SURVEY

NAME: \_\_\_\_\_ e-mail address: \_\_\_\_\_

(Circle one) I prefer to work with a PC Macintosh Both

PLEASE CHECK THE APPROPRIATE SPACE:    HIGH COMFORT LEVEL    SOME EXPOSURE    UNFAMILIAR

overhead projector for a computer	Reserve Cart : _____ ? whole class instruction: _____	
video laser player		
<i>Hyperstudio</i>	t. lab # 1 9/15	
digital camera	tech lab # 2	
scanner	oper. Download 10/6	
video camera		
fax machine	show during break 9/1	
CD-ROM	class room	
Installing software onto a hard drive	demo	
Using a zip drive	t. lab # 2	
Joining a listserv	by 9/8	
Sending e-mail	by 9/8	
Capturing pictures from the world wide web (Internet)	tech lab # 2	

Please use the back of the sheet to answer the following:  
 Do you have any particular (technology) questions or problems you need help in solving?  
 On a scale of 1 to 10, how adequately do you feel you are being prepared to use technology  
 in your profession? Why?

Lab # 3 ~~work~~ work + trouble shoot  
 Lab # 4 present work + trouble shoot

# EDMS 5030 Academic Community Learning Experience

September 1, 1998

Academic community learning is an educational experience characterized by:

- a. active participation in an extended, thoughtfully organized learning experience that meets actual community and student needs;
- b. collaboration among student, school, and community;
- c. integration of community learning experiences into the student's academic curriculum;
- d. provision of structured time for reflection and evaluation; and
- e. enhancement of what is taught by extending student learning beyond the classroom and into the community (College of Education Academic Community Learning Taskforce, 1998).

## Site of EDMS 5030 Academic Community Learning:

Oglethorpe County Middle School (OCMS) and Oglethorpe County, GA will be the sites of our academic community learning experiences. The school has received funding from the Annenberg Rural Initiative and the Apple Corporation.

## Community needs:

Folklore is the unofficial culture of a group, the means by which information and attitudes are transmitted and interpreted within the group (Henken & Whatley, 1995). Examples of folklore include, but not limited to, folk speech, folk beliefs, folk religion, folk music and dance, folkfood, folkcures, folkgardening, and folklife. Anne Gillis, 6th grade teacher, was chosen last year as the Oglethorpe County Folklore theme director. During the 1997-98 school year many events happened related to this theme. During the year there were community meetings and documentation of folklore of the county from both the middle school student perspective and community member perspective. The first meeting was held at the community library in the evening. The purpose of the meeting was to identify people interested in participating in the project. Posters were prepared and placed in public locations throughout the county to publicize the meeting. In addition, The Oglethorpe Echo ran an advertisement highlighting the event.

Approximately 25 people attended the first meeting. This included middle school students, teachers, community members, a representative of the Rotary Club, and university students. The format of the meeting was informal with introductions and identification of specific interests. This was followed by a brainstorming session of possible folklore topics and strategies. It was suggested that the next meeting be held during the day so that more elderly community members could attend.

The next meeting was also held at the community library. Elderly participants from the Senior Citizens Center were interviewed by middle school students. Students took field notes and recorded stories of life in Oglethorpe County.

Another event occurred at the middle school. During this event, storytelling, dancing, and sharing of talents were the highlights. Over 100 middle school students, community elders, community members, teachers, and university students participated.

Throughout the academic year Anne met with middle school students during lunch and after school to answer student questions about the community and to document folklore. During these meetings students reflected on what they learned about the community and themselves. Amy Hairr, a graduate student at the university, completed an action research study with a subset of middle school students involved in the Folklore project. The purpose of the study was to identify knowledge learned because of participation in the project.

Thus far, the Senior Citizens Center, a retirement home, the Rotary Club, the public library, the local newspaper, and interested community members are collaborating with the middle school students on the documentation of county folklore. In addition, students and faculty from the Art Department and the Anthropology Department within the Franklin College of Arts and the Elementary Education Department within the College of Education at The University of Georgia are lending their assistance.

Participation in the Folklore Project enables you to work with OCMS students and community members. Products that you work on may include such things as collaboration on the development of family history digital stories, development of a web page, writing a book on folklore, creating a kiosk, editing a newsletter, and/or preparing a documentary. Other products may be derived from the group.

**The Haven** is a three-acre outside learning habitat. Joe Conti, 7th grade teacher, was chosen as The Haven theme director. During the 1997-98 school year interested students, teachers, and community members developed plans, wrote curriculum, began site development, and enlisted interest in the development of this outside learning habitat.

A site analysis of the area was completed and preliminary development plans were drawn. Two seventh grade art classes, under the direction of Deborah Bridges, researched the concept of a haven and decided to construct a ceramic mural. They designed the mural and researched appropriate ceramic techniques. The completed 5x8 mural will be placed on a slab of locally mined granite donated by Doug Smith, an interested quarry owner. Students created written portfolios documenting their learning.

Students are currently in the process of planting trees and bushes around the perimeter of the site. Since forestry is the primary industry in Oglethorpe County, each fall, incoming sixth-grade students will plant a pine seedling forest in collaboration with the Forestry Service. Students will conduct research across their sixth, seventh, and eighth grade middle school years related to growing environments of pine trees in Oglethorpe County. This information will be shared with local foresters and will be documented with individual and group digital portfolios. Preliminary work on curriculum related to forestry practices was developed.

This year the school purchased a composting machine. This machine is placed in the lunchroom and will be used to compost all cafeteria generated trash. It is anticipated that curriculum relating to composting techniques will be developed for The Haven.

Participation in The Haven enables you to work with OCMS students and community members. Products that you work on may include such things as developing curriculum, creating a web page, producing a multimedia presentation, designing multi year research, and/or development of the site. Other products may be derived from the group.

**Resources of Oglethorpe County** is a directory of resources located within the school and within the county. Susan Robinson, 8th grade teacher, was chosen as the Directory of Oglethorpe County Resources theme director. During the 1997-98 school year many meetings were held to obtain information regarding directory information and format.

A steering committee was established at the beginning of the year. The committee was composed of the theme director, a sixth, seventh, and eighth grade student, the principal, and the project director. The committee obtained sample directories from local counties to examine format and content appropriate to the resources theme. One of the directories came from the Oglethorpe Chamber of Commerce. The three middle school students suggested the school become a member of the Chamber. As per their request, paperwork is being completed for the school to become a member. These students will be the school representatives.

The committee developed two surveys. The purpose of the survey was to identify interests, needs, and known resources. Teachers collaborated on the development of the teacher survey while students collaborated on the development of the student survey. The students on the committee distributed and compiled information gathered from the student surveys. All 500+ students responded. The teachers on the committee distributed and compiled information gathered from the teacher surveys. Thirty teachers responded to the teacher survey.

In addition to identifying interests, needs, and resources in the school, the committee organized two day-long excursions to document historic sites, community locations, and potential field trip sites. The three students took photographs with both a regular camera and a digital camera, interviewed key people, and took notes on county resources.

Participation in Resources of Oglethorpe County enables you to work with OCMS students and community members. Products that you work on may include such things as developing a multimedia scavenger hunt, creating a web page, writing a book, and/or designing a kiosk. Other products may be derived from the group.

# EDMS 5030 Academic Community Learning Experience

September 1, 1998

Name \_\_\_\_\_

Instructor \_\_\_\_\_

Decide which of the three themes in which you would like to complete your academic community learning experience. Please rank them 1, 2 or 3 (1 being your first preference).

Oglethorpe County Folklore

\_\_\_\_\_

The Haven

\_\_\_\_\_

Oglethorpe County Resources

\_\_\_\_\_

Academic Community Learning Experience Placement:

\_\_\_\_\_

Facilitator:

\_\_\_\_\_

*Professional  
Digital  
Portfolio*

**College of Education**

Dept. of Elementary  
Education  
Middle School Program



Dr. Elizabeth Pate, Alice  
Sampson,  
and George Teston

---

The University of Georgia



*Alice  
Sampson*



Resume

Biographical



Philosophy  
of Education

Academic  
Community



Student  
Teaching

Teaching and  
Learning Archives



Field  
Experiences

Reflections



## Multi-Media Equipment Justification

Apple Power Mac 8500 Computer	to be used to author student journal program, to customize multi-media software for student digital portfolios, and to facilitate the student portfolio creation with advanced multi-media such as digitized video
Sony MultiScan 15" Monitor	
Apply Keyboard	
HP DeskJet 850Cse InkJet Printer	to also be used for administrative aspects of the project such as correspondence, budget maintenance, and database collection
Inifinti-D 3.5 Studio	to be used to apply advanced multi-media (photograph, sound, and video) to the digital portfolios created by the participants
Adobe PageMill 2.0	to be used for authoring a web page to serve the project for interaction among participants and for promoting the project to non-participants
TelevEyes Pro	to be used for applying video collected by students on VHS format tape to a digital format (QuickTime) for inclusion in their digital portfolios
Microsoft Office	to be used for the correspondence, record tracking, and financial planning of the project
Apple HyperCard	to be used to author the interactive journal program participants will use to log their experiences throughout the project
IOMEGA 100 MB Zip Drives	to be used by the participants as the media to which they can store their large multi-media files and update them continuously during the project
Phillips CD-ROM Recorder Drive	to burn participants a final digital portfolio at the conclusion of the project that will encompass all work as an individual and group contributions to the project on a media universally standard
UMAX Vista S12 Scanner	to be used by participants to add graphics from their work to the digital portfolio
Olympus D-200 Digital Camera	to be used by participants to add graphics from their work to the digital portfolio
RCA Camcorder w/Tripod	to be used by participants and administrators to collect video of work being done.
Sharp TV/VCR Unit	to be used in the editing and digitizing process of the video collected for inclusion on the digital portfolio

Roger Wagner Publishing, Inc.  
1050 Pioneer Way, Suite P  
El Cajon, California 92020  
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Document Code: MWH-012497.2

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# HYPERSTUDIO<sup>®</sup> WORKBOOK

Macintosh and Windows™

*This step-by-step tutorial for creating a project on France assumes you are comfortable with the mouse, eraser, and selector tool. If you haven't used a paint program before, you should spend some time experimenting with the different tools. There are short descriptions of the most frequently used tools on page 7. Since this workbook is for use with both Macintosh and Windows some of the screen shots may be slightly different from what you see on your screen.*

## BEFORE YOU BEGIN:

- Is the computer's sound turned up?
- Is QuickTime installed?
- Is the microphone plugged in?
- Is the date set correctly?
- Do you have a blank, formatted disk for your project?
- From the Edit menu, choose *Preferences...* and make sure the "I'm an experienced HyperStudio user" option is *not* selected.

SONY

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