

Between Print and Web: Technical Skills & Intertextuality with Digital Portfolios

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How Students Can Develop

Features of a Digital Portfolio

Why Go Digital?

From Knowledge Recipients...

When Learning

- Listen to instructor lectures (DaRosa, et al., 1991; Lake, 2001; Shakarian, 1995)
- Use technology “as a sort of intellectual forklift” (Brown and DuGuid, 2002; p. 219)
- Are “receptacles of information” (Johnson, 1998; p. 57)
- Emphasize declarative knowledge, “learning about” (Brown and DuGuid, 2002; p. 128)
- Expected to become “informed citizens” (Thorburn and Jenkins, 2003)
- Build individual intelligence to be assessed

When Writing

- Follow linear prewrite-write-revise-publish process (Clark, 2003)
- Write to an audience of the teacher with no expectation of joining a conversation (Berkenkotter, 1981)
- Create monologues, reflecting lecture-based instruction (McMillan, 2002; p. 276)

...Into Producer-Participants

When Learning

- Act as “producers of knowledge” (Johnson, 1998; p. 57; Lippincott, 2007)
- Emphasize procedural knowledge and “learning to be” (Brown and DuGuid, 2002; p. 128)
- Expected to become “conscientious citizens” (Jenkins, 2006; p. 270)
- Build collective intelligence (Jenkins, 2006; p. 26)
- Construct meaning (Lessig, *Free Culture*, 2004; p. 45)

When Writing

- Employ remix strategies (Lessig, *Remix*, 2008)
- Work within an ecology of hypertext (Bolter, 1991; Landow, 2006; Manovich, 2001)
- Create responsive dialogues (McMillan, 2002; p. 276)

More Information



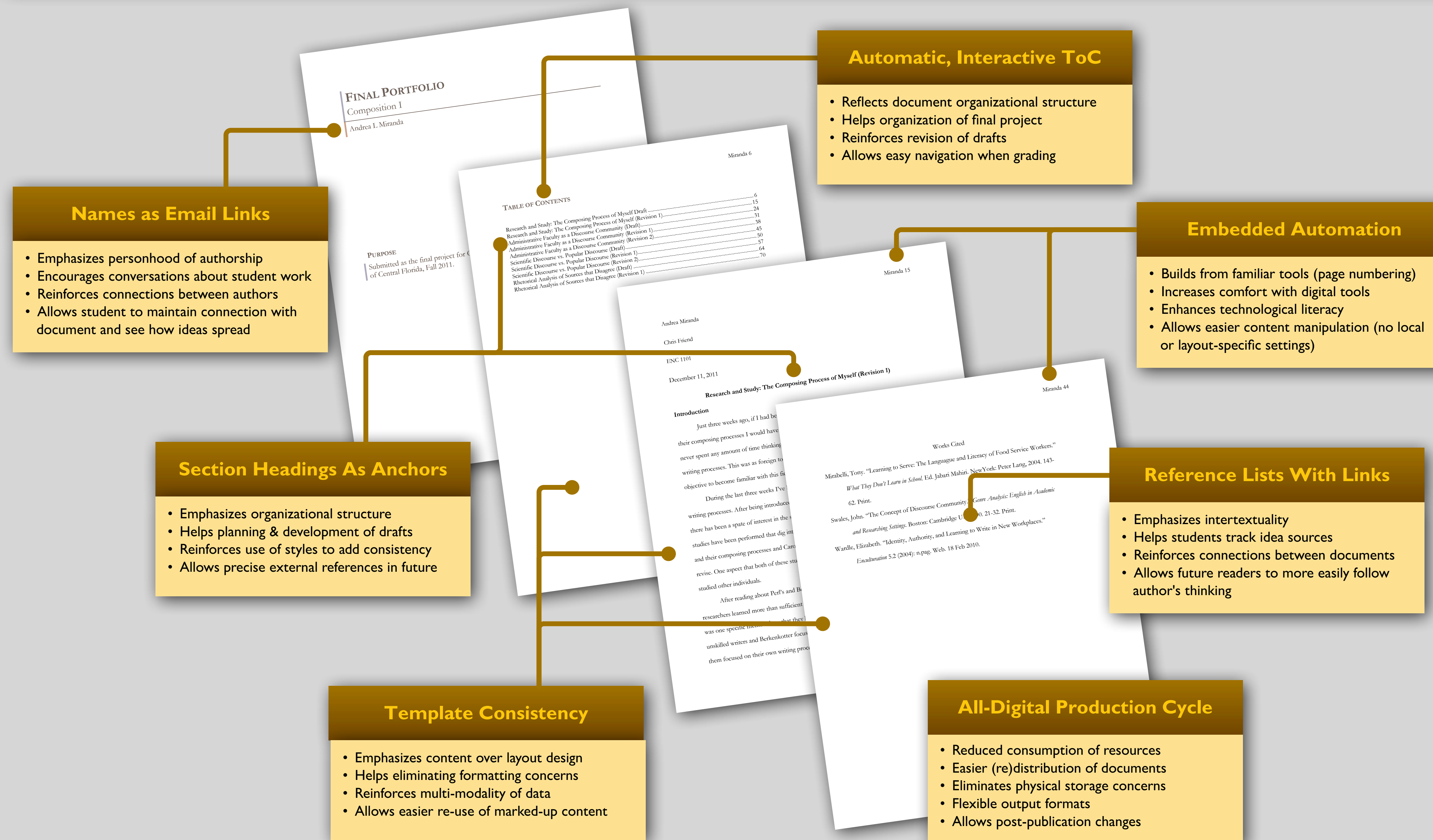
Sample Screencast

- for first-year comp
- shows creation of Master Document



Additional Details

- approach rationale
- design context
- support documents



Benefit to Faculty

Physical:

- No piles of paper to carry to offices/meetings
- Nothing to shred after studies
- Documents returned immediately, not held in office
- Simpler compliance with formatting expectations

Curricular:

- Builds information & technological literacies into composition process
- Emphasizes actionable intertextuality through links/references
- Integrates revision and publication processes with the same tool used for document creation

Benefit to Students

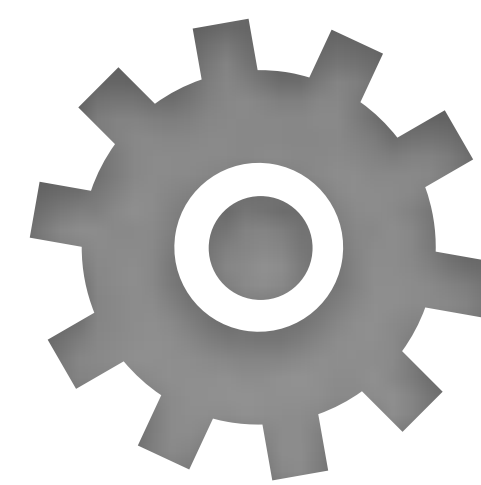
Declarative:

- Explicitly highlight intertextuality through hyperlinks
- Identify consistent formatting considerations
- Explore affordances of presentation style & tech
- Preserve content fidelity across formats

Procedural:

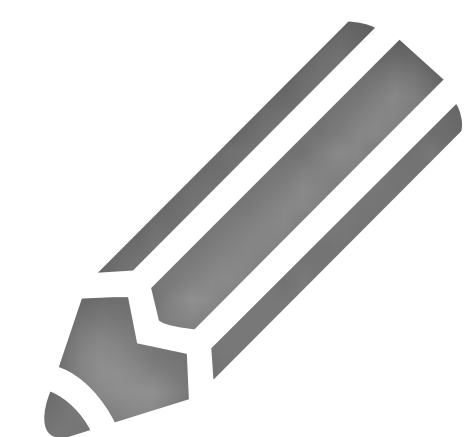
- Reinforce sense of authorship by adding metadata and linking to the work of others
- Gain skills using advanced word-processing tools
- Create content that is adaptable for multi-modality

Implementation: Design to Delivery



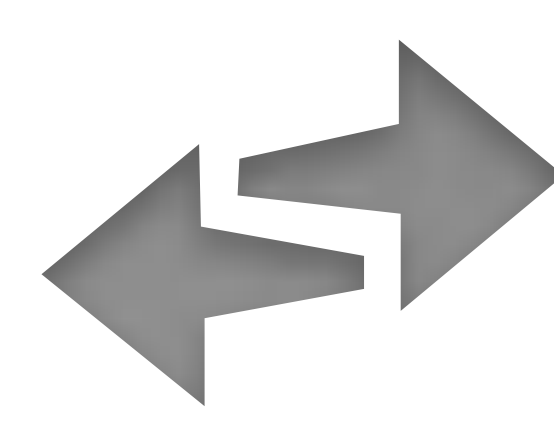
Set Styles/Template

- Styles allow consistent formatting
- Computers can “read” styles to find document organization quickly & accurately
- Changes to a style affect entire document; helps adjust to publisher requirements
- Templates assure consistency among students



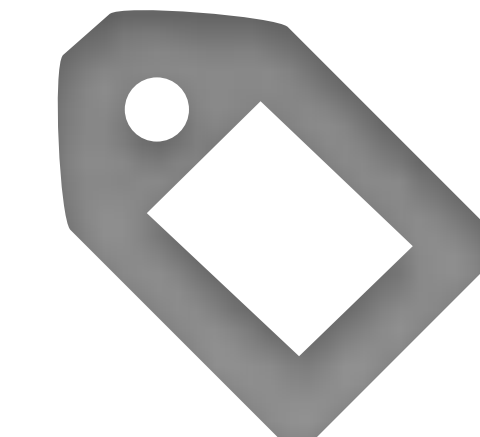
Write Content

- Use of template eliminates concern over formatting style
- Requirements/guidelines for content can be presented in the template; instructions resemble expected outcomes
- With document formatting & publishing file type separate from content, students can focus more on their writing



Add Navigation

- Much of the document-design process can be automated
- Use app-generated table of contents (ToC) so changes update automatically
- MS Word allows hyperlinked references to headings, figures, and paragraphs; can include page number for sophistication
- Automated references update when documents are merged



Add Metadata

- Search engines & databases rely on tags to categorize
- Tags help track authorship
- Adding subject & keywords can increase awareness of search strategies & SEO
- Statistics tracking information can increase awareness of digital traces
- Documents can include richer data than traditional print forms provide



Export & Publish

- Discussion of destination & output requirements highlights multi-modality of information
- File format & rights-management options lead to discussion of use/access
- Proprietary vs. open-source standards affect choices
- Ability to copy, edit, & navigate affect file-format decision

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