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# Using Digital Portfolios to Develop Students' Writing

A Practical Guide for  
Language Teachers

RICKY LAM  
AND BENJAMIN LUKE MOORHOUSE



# Portfolios A Guide For Writing Students

**Fiona Timmins**



## **Portfolios A Guide For Writing Students:**

**Portfolios** Donna S. Armstrong, Elisabeth Bass, Ellen Hernandez, 1998-06-01 Students showcase their writing skills in a portfolio that is used as an assessment tool for their writing The portfolio is assessed by both student and teacher Geared for a basic writing course at the community college students are guided in creating their portfolios and making evaluations

Making Sense of Nursing Portfolios: a Guide for Students Fiona Timmins, 2008-05-16 This accessible book provides a guide to the context of portfolio development and its importance not just to assessment but to the patient experience All students undertaking pre registration nursing qualifications are required to complete a portfolio as part of their formal assessment in order to bridge the gap between theory and practice and to provide evidence of achievements in practice Fiona Timmins offers a handy guide to approaching putting together and developing an effective portfolio helping you answer questions like What should be in my portfolio How should I present it How will my portfolio be assessed Reflection points and portfolio examples make the book easy to use Key topics covered include Learning in the context of the portfolio The purpose of portfolios Reflection and reflective practice Competence in nursing Portfolio content Portfolio structure The portfolio in operation Making Sense of Portfolios is essential reading for all pre and post registration nursing students looking for a clear and accessible guide to creating and developing a portfolio Each chapter s activities are hands on and should make the book a useful and enjoyable experience It will appeal to students and teachers as a one stop shop for portfolio advice and support Nursing Standard This text is much needed Clearly written and engaging this has the potential to become a gold standard portfolio text Roger Watson Editor of Journal of Clinical Nursing and Professor of Nursing School of Nursing and Midwifery The University of Sheffield Having read this book I feel that it is not only useful for nursing students but could be useful for qualified nurses who are working on their continuing professional development folder As students progress through their course how they manage their time their attitude to learning and the goals they set for themselves may change Joanne Starkes Nursing Student Fiona Timmins has made the topic of nursing portfolios easy to understand with simple terms and many helpful activities throughout while still being easy to read I will deffinatly be refering to this book throughout my 3 years as a student nurse making my portfolio and would reccomend others to do so as well Laura Franklin Nursing Student Fiona Timmins has written a book which is not just usefull for student nurses but it also makes the topic easier to understand Vicky Bain Nursing Student Fiona Timmins has produced a book that is not only simple and easy to read but provides activities that enable the reader to think deeper about the information they include within their portfolio This is one book which I wish I had the chance to read in my first year but it will be a handy companion while I complete my portfolio I will recommend this book to my fellow classmates and also students in the years bellow as they will defiantly benefit from this book Leanne Haigh Nursing Student **The Portfolio Guidebook** Richard Koch, Jean Schwartz-Petterson, 2000

**Handbook of Reading Research, Volume III** Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca

Barr,2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed Portfolio Keeping Nedra Reynolds,Elizabeth

Davis,2013-08-09 Brief and inexpensive Portfolio Keeping Third Edition provides all the information students need to create successful portfolios either in print or online With expanded coverage of e portfolios portfolios across the curriculum and outside the academy and reflective thinking and writing the new third edition will help students and instructors using portfolios in any situation This book is also available as an e book within the Bedford e Portfolio **Handbook of Research**

**on Formative Assessment in Pre-K Through Elementary Classrooms** Martin, Christie,Polly, Drew,Lambert, Richard,2019-12-06 Educators require constructive information that details their students comprehension and can help them to advance the learners education Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success The Handbook of Research on Formative Assessment in Pre K Through Elementary Classrooms is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre K through elementary grade levels Covering an array of topics such as literacy professional development and educational technologies this book is relevant for instructors administrators education professionals educational policymakers pre service teachers academicians researchers and students **Resources in**

**Education** ,2001-04 **A Practical Guide to Language Assessment** Ildiko Porter-Szucs,Cynthia J. Macknish,Suzanne Toohey,2025-03-11 A Practical Guide to Language Assessment prepares educators to create and implement assessments that truly reflect student proficiency and learning outcomes With a focus on practical training and essential tools this real world guide enables instructors to develop effective test blueprints craft precise assessment items address the unique needs of young learners integrate recent innovations like ungrading and AI and much more Offering insights for improving assessment outcomes each chapter is grounded in extensive research and tailored to the evolving demands of modern language education simplifying complex concepts and showing you how to apply them effectively in various educational contexts Throughout the book a team of highly experienced educators highlights the critical role of well chosen assessments explores the potential consequences of misaligned tools and equips you with the knowledge to make informed decisions Ideal for upper level undergraduates graduate students and professionals in the field of language education A Practical Guide to

Language Assessment supports courses in second or foreign language assessment testing and professional development. It is also a valuable resource for in-service teachers, assessment managers, and policymakers in language program evaluation.

*Story Writing, Grades 1-2 (Meeting Writing Standards Series)* Sarah Krutchner Clark, 2000-08      *Teaching L2*

*Composition* Dana R. Ferris, John Hedgcock, 2013-10 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers, the different pedagogical models used in current composition teaching, and reading-writing connections. Moving from general themes to specific pedagogical concerns, it includes practice-oriented chapters on the role of genre, task construction, course and lesson design, writing assessment, feedback, error treatment, and classroom language, grammar, vocabulary, style instruction. Although all topics are firmly grounded in relevant research, a distinguishing feature of the text is the array of hands-on practical examples, materials, and tasks that pre- and in-service teachers can use to develop the complex skills involved in teaching second language writing. Each chapter includes Questions for Reflection, Further Reading, and Resources, Reflection and Review, and Application Activities. An ideal text for L2 teacher preparation courses, courses that include both L1 and L2 students, and workshops for instructors of L2 writers in academic, secondary, and postsecondary settings, the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers.      *ePortfolio Performance*

*Support Systems* Katherine V. Wills, Rich Rice, 2013-07-16 *ePortfolio Performance Support Systems* Constructing, Presenting, and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios.      **First-Year Composition** Deborah Coxwell-Teague, Ronald F. Lunsford, 2014-05-01 *First Year Composition*

*From Theory to Practice*'s combination of theory and practice provides readers an opportunity to hear twelve of the leading theorists in composition studies answer in their own voices the key question of what it is they hope to accomplish in a first-year composition course. In addition, these chapters and the accompanying syllabi provide rich insights into the classroom practices of these theorists.      *Teaching ESL Composition* Dana R. Ferris, John Hedgcock, John S. Hedgcock, 2004-09-15

In keeping with the spirit of the first edition, *Teaching ESL Composition: Purpose, Process, and Practice*, Second Edition, presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes, practices, and writers. The text as a whole moves from general themes to specific pedagogical concerns. A primary goal is to offer a synthesis of theory and practice in a rapidly evolving community of scholars and professionals. The focus is on providing apprentice teachers with practice activities that can be used to develop the complex skills involved in teaching second language writing. Although all topics are firmly grounded in reviews of relevant research, a distinguishing feature of this text is its array of hands-on practical examples, materials, and tasks which are presented in figures and in the main text. The synthesis of theory and research in a form that is accessible to preservice and in-service teachers enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings.

and student writers Each chapter includes Questions for Reflection pre reading questions that invite readers to consider their own prior experiences as students and writers and to anticipate how these insights might inform their own teaching practice Reflection and Review follow up questions that ask readers to examine and evaluate the theoretical information and practical suggestions provided in the main discussion and Application Activities a range of hands on practical exercises such as evaluating and synthesizing published research developing lesson plans designing classroom activities executing classroom tasks writing commentary on sample student papers and assessing student writing The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory as well as practicum courses that emphasize or include second language writing instruction or literacy instruction more generally New in the Second Edition updated research summaries consider new work that has appeared since publication of the first edition revised chapter on research and practice in the use of computers in second language writing courses covers recent developments streamlined number and type of Application Activities focus on hands on practice exercises and critical analysis of primary research and revisions throughout reflect the authors own experiences with the text and reviewers suggestions for improving the text

**Handbook of Research on Creative Problem-Solving Skill Development in Higher Education** Zhou, Chunfang, 2016-09-21 Developing students creative problem solving skills is paramount to today's teachers due to the exponentially growing demand for cognitive plasticity and critical thinking in the workforce In today's knowledge economy workers must be able to participate in creative dialogue and complex problem solving This has prompted institutions of higher education to implement new pedagogical methods such as problem based and case based education The Handbook of Research on Creative Problem Solving Skill Development in Higher Education is an essential comprehensive collection of the newest research in higher education creativity problem solving and pedagogical design It provides the framework for further research opportunities in these dynamic necessary fields Featuring work regarding problem oriented curriculum and its applications and challenges this book is essential for policy makers teachers researchers administrators students of education

*Construction Versus Choice in Cognitive Measurement* Randy Elliot Bennett, William C. Ward, 1993 First Published in 1993 Routledge is an imprint of Taylor Francis an informa company

*Accountability in Action* Douglas B. Reeves, 2004 You'll find all you need to design a comprehensive accountability system that includes more than test scores Filled with discussion questions sample reports templates and additional resources for research this book is a must have for everyone developing an accountability program that is fair and rigorous and meets the needs of your organization

*Student-Led Conferencing Using Showcase Portfolios* Barbara P. Benson, Susan P. Barnett, 2005-02-15 Help your students demonstrate what they know and why they have learned it The increasing focus on standards and accountability has brought a new breed of challenges educators today must not only engage students but also their parents they must not only provide authentic assessments but also communicate them in meaningful ways With the help of this updated edition of a bestseller

educators can achieve this and more as they turn student work into insightful showcase portfolios and transform the oft dreaded parent conferences into powerful learning and assessment opportunities The user friendly and time tested strategies outlined in the manual have been successfully implemented in classrooms throughout North America and real life examples are provided to illustrate how the approach can be applied at any grade level and for any subject matter Newly added features to this comprehensive text include Strategies for beginning the portfolio process with students Current research findings that support student led conferencing Easy to use timelines and sample schedules Blackline masters that cut down on teacher prep time The latest information on electronic portfolios In today s standards based and accountability driven classroom teachers are increasingly seeking ways to demonstrate that their students know what they are learning and are aware of why they are learning it This groundbreaking guide shows how the combination of portfolios and student led conferences can increase student understanding Using this technique students will be able to take charge of their learning and are able to clearly communicate the goals of their education with fellow students administrators and parents

21st Century Education: A Reference Handbook Thomas L Good,2008-10-01 21st Century Education A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics issues questions and debates facing educators today This comprehensive and authoritative two volume work provides undergraduate education majors with insight into the rich array of issues inherent in education issues informing debates that involve all Americans Key Features Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs preparation for GREs and research into directions to take in pursuing a graduate degree or career Offers more detailed information than encyclopedia entries but not as much jargon detail or density as journal articles or research handbook chapters Explores educational policy and reform teacher education and certification educational administration curriculum and instruction Offers a reader friendly common format Theory Methods Applications Comparison Future Directions Summary References and Further Readings 21st Century Education A Reference Handbook is designed to prepare teachers professors and administrators for their future careers informing the debates and preparing them to address the questions and meet the challenges of education today

A Teacher's Guide to Accompany Write Source 2000 ,1996 The Portfolio Organizer Noreen Carol Rolheiser-Bennett,Barbara Bower,Laurie Stevahn,2000 This ultimate guide to portfolios makes the process of developing and using portfolios easier and more rewarding for you and your students Clear steps guide you through critical decisions in 10 major categories Hands on activities discussion questions and planning tools help you anticipate and address every key issue Practical samples and easy to use templates and forms ensure that the portfolio process is meaningful to students and manageable for you Publisher

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