

## Examples of Creative Digital Portfolio Artifact Contexts

The following chart describes some of the different types of “creative contexts” that can be used to define meaningful and personal portfolio development experiences (note: these examples primarily represent the work of K-12 learners).

Portfolio Artifact Context Type	Description	Examples of Communicating Portfolio Artifacts to Others
<p><b>Creation</b></p>	<p>This type of portfolio artifact context simply provides opportunities for learners to create things and display them within a digital format. All digital portfolios are inherently “creation” oriented because the artifacts included in them are created or recreated in digital format by the students.</p>	<p><b>“Christy”</b>  <a href="http://www.electricteacher.com/portfolio/christy.htm">http://www.electricteacher.com/portfolio/christy.htm</a></p> <p style="text-align: center;">*****</p> <p><b>“Adam”</b>  <a href="http://www.nths.nvusd.k12.ca.us/gallery/pages/Adam_Blatter/Default.html">http://www.nths.nvusd.k12.ca.us/gallery/pages/Adam_Blatter/Default.html</a></p> <p style="text-align: center;">*****</p> <p><b>“Teen Personal Homepages”</b>  <a href="http://dmoz.org/Kids_and_Teens/People_and_Society/Personal_Homepages/By_Teens/A/">http://dmoz.org/Kids_and_Teens/People_and_Society/Personal_Homepages/By_Teens/A/</a></p> <p style="text-align: center;">*****</p> <p><b>Various Student Projects</b>  <a href="http://www.kent.wednet.edu/toolbox/portfolio.html">http://www.kent.wednet.edu/toolbox/portfolio.html</a></p> <p><a href="http://www.hyperstudio.com/showcase/mmania.html">http://www.hyperstudio.com/showcase/mmania.html</a></p>
<p><b>Simulation</b></p> <p><b>Situation Exploration</b></p> <p><b>Game</b></p>	<p>These types of portfolios are designed to allow the “viewer” to freely explore within a simulated environment or situation, or engage in competition, cooperation, puzzles, or strategies.</p>	<p><b>Stock Portfolio</b>  <a href="http://www.mehs.educ.state.ak.us/portfolios/coleman_stanford/coleman_stocks.pdf">http://www.mehs.educ.state.ak.us/portfolios/coleman_stanford/coleman_stocks.pdf</a></p> <p><b>History Simulations</b>  <a href="http://www.cs.colorado.edu/~l3d/systems/agentsheets/New-Vista/new-vista.html">http://www.cs.colorado.edu/~l3d/systems/agentsheets/New-Vista/new-vista.html</a></p> <p><b>Space Settlement</b>  <a href="http://lifesci3.arc.nasa.gov/SpaceSettlement/Contest/">http://lifesci3.arc.nasa.gov/SpaceSettlement/Contest/</a></p>
<p><b>Case-Based Story</b></p>	<p>These portfolio types present stories (fiction or non-fiction). Fictional story elements such as characters, plot, setting, and conflict are used as “anchors” or themes to present specific portfolio artifacts. Non-fiction story elements, such as collected and tabulated data, reflect elements of cases that are often used to help present specific artifacts as well.</p>	<p><b>“The Unwritten”</b>  <a href="http://library.thinkquest.org/C001313/fmain1.htm">http://library.thinkquest.org/C001313/fmain1.htm</a></p>

<b>Performance</b>	Performance contexts enable the learners to create for the sake of contributing to an "event" experienced by others. Performance contexts like musical or dance recitals, plays, photo or other art exhibits, poetry reading etc. can necessitate the learning and/or application of a variety of worthwhile skills.	<b>"Ceremony of Innocence" Demo from the Real World Studios</b> <a href="http://realworld.on.net/rwmm/ceremony/demo/playindex.html">http://realworld.on.net/rwmm/ceremony/demo/playindex.html</a>
<b>Teaching</b>	In this portfolio context type, learners are presented with the challenge of helping others to learn the SKA that they are expected to learn themselves. This may include the development of demonstrations or other types of presentations, as well as debates or other persuasion experiences.	<b>"Holes"</b> <a href="http://library.thinkquest.org/J0113061/">http://library.thinkquest.org/J0113061/</a>
<b>Reference Exploration</b>	This context type allows the portfolio "viewer" to freely explore and access reference-type information.	<b>"Gandhi"</b> <a href="http://library.thinkquest.org/26523/">http://library.thinkquest.org/26523/</a>
<b>WebQuest Development</b>	Presenting a "WebQuest" development project for students encourages them to develop inquiry-oriented activities in which some or all of the information with which their intended learners must interact comes from resources on the Web.	<b>WebQuest Examples</b> <a href="http://webquest.sdsu.edu/matrix.html">http://webquest.sdsu.edu/matrix.html</a>
<b>Communication</b>	These "diary-type" portfolio contexts involve learners communicating their thoughts, ideas, reflections etc. These contexts are often organized and presented by time/date.	<b>Web Logs, or "Blogs"</b> <a href="http://www.blogger.com">www.blogger.com</a>

And here are some good places to start looking for AMAZING Web-based and other computer-based material developed by students and teachers:

<http://www.thinkquest.org>

<http://www.kn.pacbell.com/wired/bluewebn/>

<http://www.kent.wednet.edu/toolbox/portfolio.html>

<http://www.hyperstudio.com/showcase/mmania.html>