

**STUDENTS' UNDERSTANDING OF THE PURPOSES OF DIGITAL PORTFOLIOS  
IN AN ART ROOM SETTING**

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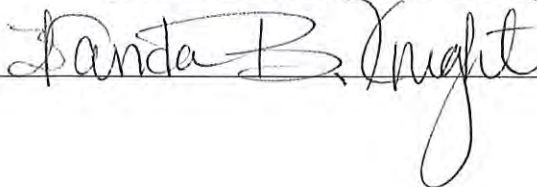
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## **Abstract**

In this action research, I focus on the implementation of digital portfolios in a Level III high school art classroom over the course of a two-week period. The creation of each student portfolio demonstrates individual understanding and mindfulness of the documentation and creative processes. My analysis of the digital portfolios was dependent on student participation and contribution. Student observation, response, and interviews helped forge the connection between the creative process as a whole and the digital work displayed.

## Table of Contents

Abstract.....	ii
The Statement of the Problem: District Implementation of Technology.....	1
The Context of the Problem: Monitor Technology.....	1
The Background of the Problem: Use Technology in a Meaningful Way.....	3
Theoretical Framework: Behavioral Conditioning.....	4
Foreshadowed Problems: Student and Technology Issues.....	4
The Significance of the Proposed Study: Student and Technology Awareness.....	5
Design of the Study/Methodology.....	6
Limitations/Delimitations.....	6
Data Collection/Analysis.....	8
Literature Review.....	10
Study Findings: Students' Understanding of the Purposes of Digital Portfolios in An Art Room Setting.....	12
Recommendations.....	15
References.....	16
Appendix A - Formal IRB Notice.....	17
Appendix B - Student Responses to Figure 2: Questions for Study Participants.....	18
Appendix C: Student Digital Portfolios.....	21

# **STUDENTS' UNDERSTANDING OF THE PURPOSES OF DIGITAL PORTFOLIOS IN AN ART ROOM SETTING**

## **The Statement of the Problem; District Implementation of Technology**

Assessment portfolios often include numerous components such as writing assignments, sketches, and completed projects in order to fully evaluate student learning in art education. However, I have found that the high school students I teach were not motivated to reflect on and include their creative and critical thinking processes in their portfolios, only their finished artwork. In many cases, students were taking pictures of their works in progress but only value the result. Within two weeks, I piloted the use of digital portfolios with art students in my high school Level III course of eleventh and twelfth graders. I analyzed students' processes, mindfulness, value, and purposes of digital assessment portfolios as well as students' motivation to record the stages involved in creating their art. Most students were able to articulate purposes of documentation of their projects, as well as the benefits of the process. My research question was: How will students understand the purposes of their portfolio?

## **The Context of the Problem: Monitoring Technology**

I am a high school art teacher in a small school in New Jersey, within a district that encompasses three schools. The entire student population of our high school totals 450 students. Being such a small school, I am the only art teacher in my building, which is atypical for New Jersey high schools that typically have two or more art teachers and a student population closer to 1000 or 1200. In the New Jersey high school I attended as a student, there were three art teachers, and where I completed my student teaching, there were eight art teachers. Sometimes, I find it difficult to be the only person in my field at the school where I teach because there are no other art teachers at the same school that I can collaborate or share ideas. The positive side of being the only art teacher in my building is that I can design, modify, or change the curriculum and media according to what I enjoy teaching. The district curricula are updated continuously making it easy to adjust as needed. I am most satisfied when working with students on

drawing, painting, clay, or sculpture projects. I am passionate about introducing my students to as many different materials and media as possible. The more they learn, the more they thrive. Students do some of the best work in my courses using materials they thought they would never use to create works of art. I have been fortunate to work within a school district that continues to support and fund an excellent art program.

The school district implemented a student initiative with Google Chromebooks during 2016-2017. Each year, the district requires teachers to incorporate technology with requests of more integration than the previous year. The first year, it was merely creating and updating a teacher website. The second year, it was maintaining a website and utilizing Google Classroom, as well as trying to go paperless. I was not required to go paperless. I have put pressure on myself to use technology more within my art room. Every year since the Chromebook initiative, I have had trouble productively working with technology and students.

In the art room, I have found myself struggling to monitor students' computer usage. I allow students to use the Internet to search for project images or look at the slides that I have created and posted in Google Classroom. When I have walked around the art classroom, I observe who is watching a video, doing English homework, or just surfing the Internet randomly. I have used Go Guardian as an aide for this in which I can pull up a class list and see what each student is looking at and whether they are on or off task. This process has helped, and it lets the students know that I am watching what they do while in my room. The misuse of Google Chromebooks has inspired me to incorporate them in a more valuable way in our daily classroom routine. The creation of an online portfolio has helped demonstrate an appropriate time and place for Chromebook usage in the art room. It also allowed students to document the full process of starting and completing a project. The online portfolio assisted with making the connection between the art room and technology that I have been striving for with my students and myself, since the introduction of the Chromebook initiative within my school district.

## **The Background of the Problem: Use Technology in a Meaningful Way**

I have been teaching in the same classroom for the past eight years. In my time at the high school, I have designed and developed each lesson and project my students complete. I have taught various levels of Art, from Level I to Level IV. I have advocated for my budget, my supplies, and my program to build it up as much as possible.

Although I have established myself as dedicated, creative, and a hard worker in my district, as a teacher I am always learning. I am always trying to improve, to be the best I can be as a teacher, not for myself but for the students. I have found that students teach me something new almost every day. They inspire me with the way they think and the way they perceive the world. Working in the high school setting can be an adventure at times, yet the students are capable and independent and free-thinking. The beauty of high school to me, is that students can do so much. They can take an assignment or idea and indeed make it their own. They can use what they know or even look up what they do not.

The use of technology has been a great aid to students that need inspiration or need guidance. The problem for me, has been monitoring that technology and using it solely in a productive way. The implementation of a digital portfolio in our classroom guided students to use technology purposefully to document and showcase their work. This research study portrays observation of students working with technology in a new way, the mindfulness of their processes as well as student reflection. According to Keifer-Boyd (2012), “the research itself is a conscious effort to change conditions. Action research is a form of intervention into the public pedagogy of objects, signs, ideas, and practices of our everyday world” (p. 198). I believe I was able to change the existing conditions by learning about how students use technology in the art classroom and by helping students understand and value the creative process as a whole, rather than just focusing on the finished product.

## **Theoretical Framework: Behavioral Conditioning**

This research study utilized a theoretical framework of behavior theory, specifically the classical conditioning model, which “directs one’s focus to two distinct classes of ‘respondent’ behaviors. Unconditioned or naturally occurring responses constitute the first; the second is constituted by conditioned or ‘learned responses’ (Owen, 2002, p. 2). I was able to investigate whether conditioning by frequent use of digital portfolios would encourage students in my Level III high school course to see the importance of digital portfolios in revealing to them their creative process. At the beginning of the study, I observed students’ initial responses to building digital portfolios, and how they understood their creative process. Students had not previously had experience using their computers in this way, so having them complete this study tested the theory of behavioral conditioning. As students became familiar with the routine of frequently documenting their work in their digital portfolio, I was able to observe whether such conditioning changed how students related to their digital portfolio and understood their creative process. Overall, I saw purposeful improvement in technology usage as well as project documentation in each digital portfolio.

## **Foreshadowed Problems: Student and Technology Issues**

The following lists anticipated problems throughout the study:

1. Students are not interested in taking pictures of the entire process, only finished projects.
2. Students do not bring Chromebooks to school or class to update portfolio regularly.
3. Students do not have a camera-capable phone to take photos.
4. Students do not want to document their work at all.
5. Students forget to take photos and upload them to Google drive and Google Slides.
6. The Wi-Fi connection in school is not functional for taking and uploading photos on time.

7. Students in the study are in a Level III course and have never been required to complete a portfolio before so they view it as an option instead of a requirement.

These problems did arise and I addressed them in the study. I also documented other issues that came to my attention and included them in the final summary of the study. Overall, the most significant challenge we encountered was the Wi-Fi connection in the art room. The connection is limited at best and forced many students to delay updating their portfolios as often as they wanted to do so.

### **The Significance of the Proposed Study: Student and Technology Awareness**

The goal of this study was to bring awareness to my students about the importance of the creative process as a whole while incorporating the use of technology. Through the implementation of a digital portfolio, students gained an understanding and appreciation for all we accomplish in the art room. Conditioning students to document their work and the artistic process, further enforced critical thinking, discipline, and critique skills. The digital portfolio also validated and displayed all the work each student has done, to show their growth, struggles, and achievements throughout their time in the course. My study aligned with research by others (Baum, Owen, & Orek, 1997; Oxborrow, 2012). For example, Fiske (1999) quotes education researchers Baum, Renzulli, and Herbert (1995) state: "Research has shown that when students are engaged in challenging activities that accentuate their talents, they demonstrate extraordinary ability to regulate their own learning" (p. 70). The implementation of digital portfolios did challenge the Level III students in many ways that they had not previously encountered before in the art room. Oxborrow's (2012) research on web technology states, "Including technology in the classroom can increase the opportunities students have to succeed by exposing them to relevant technologies that are becoming more prevalent in our society (p. 11). The portfolio development that occurred over two weeks demonstrates growth and understanding that my students would otherwise not have known.



## **Design of the Study/Methodology**

The Digital Portfolio study took place in my Level III art class for two weeks. There were eleven students enrolled in the course. The study included all students regardless of their emotional or learning ability. The research was limited because of the small population of students within that course. The Institutional Review Board determined that my research was not Human Research as outlined by federal guidelines, and, therefore, Institutional Review Board approval was not needed (see Appendix A for formal IRB notification).

I observed students daily during the 45-minute class period. I based the study on observation, qualitative data, and quantitative data, primarily, due to the importance of student reflection and participation. Students completed their portfolio in conjunction with the normally required curricula. Working with a limited population allowed me to see how successfully students were conditioned to maintaining their portfolio. I had access through Google Slides to view each student's work individually, including how and when they updated their portfolio. Through the digital portfolio students were able to not only realize their progress in the course but the overall benefit of documenting the entire creative process and the skills they have gained throughout.

## **Limitations/Delimitations**

As I worked through the study, I strongly relied on the observation of students as a primary indicator of data. I found many of the foreshadowed problems that I listed earlier to be limitations to my study. Student participation, Chromebook issues, Internet and Wi-Fi limitations—all of these factors did affect the outcome of the proposed study. With these factors, I was able to determine what interventions to implement if students were not connected to the digital portfolio at all. Another limitation of this study is attributable to time constraints of the research. I had to complete the study within two weeks because I needed to finish my remaining graduate degree requirements during fall 2018 in order to graduate on time.

Eleven students participated in the Digital Portfolios study. All eleven students have cell phones with picture-taking capability. The main challenge I faced was getting the photos from the cell-phone to the Google Chromebook. Initially, I thought that the Google Chromebooks had camera capability. The district had all cameras on the devices disabled. The best way to overcome this was to have students take photos with their phones and then email their photos to their school email in order to access on the Chromebook and use in Google Slides for the portfolio. After having observed a few students struggling with photos and email, I intervened and offered to take photos, email them to myself and then to my students. I ended up taking photos for five students total throughout the study. The students set-up photos how they wished and instructed me how to take the pictures. I did this one, or two, times for each of the five students over the two week period. weeks. One student (Student 7) had a very high-resolution camera on the cell phone used, so that they would edit the portfolio that way. The resolution ended up being too high for some of the photos to display on the Chromebook or my computer. After realizing that the photos would not appear, they researched the problem and realized a higher definition setting in the phone had to be shut off in order to make the photo appear on the laptop computer screens. Another issue, we encountered, was access to email. A student (Student 9) could not access their email at all, and there was an issue with username and password that we could not resolve. This student became very frustrated with the lack of access and refused to complete the portfolio. Other students and I both offered the student access to Chromebooks or a computer at different times over the two weeks; yet, this student completely shut the idea of a portfolio down. I contacted the Information Technology Department; but, they did not have a solution. I did not foresee student frustration as an anticipated or foreshadowed problem when outlining this research proposal, yet it became a high-tension situation throughout the two weeks. After the first week of the study, I found it best not to address the digital portfolio with the struggling student.

This study did not analyze the student access to the portfolio because it was only assessed and documented during our specific class time. Additional time spent on the

portfolio was not included in the study, as some students do not have computer capabilities at home. The outcome of the study determined future digital portfolio use in the art room, as well as documented student achievement and productivity while using technology appropriately.

### **Data Collection and Analysis**

I utilized the data collection tool, Study Results, weekly during the proposed study (see Figure 1). The results of this collection tool gave concrete data based on student performance throughout the study from beginning to end. The table below represents the total number of portfolio updates, the total number of photos added, and whether or not each student added any detailed information (such as text) to their digital portfolios.

**Study Results**

<b>Level III Art Students</b>	<b>Number of Portfolio Updates</b>	<b>Number of Photos Added</b>	<b>Detailed Information Added about each Project (Y or N)</b>
Student 1	4	3	Y
Student 2	5	8	N
Student 3	4	8	N
Student 4	7	7	Y
Student 5	4	7	Y
Student 6	2	12	Y
Student 7	6	13	Y
Student 8	6	16	Y
Student 9	0	0	N
Student 10	3	14	N
Student 11	7	12	Y

Figure 1: Table of Student Data

I assigned students numbers for this study in order to keep identities anonymous. I also asked students to submit writing samples and answer questions about their feelings toward the digital portfolio during the two-week study period in our Level III class. Students also had to complete a short district-assigned writing assignment during these two weeks of the study. When finished, not one of the students decided to add the district assignment to their digital portfolios.

I asked the students the questions below via Google Docs (see Figure 2). I posted the questions as an assignment in our Google Classroom, and students made a copy and shared their answers with me. Every student except the student with access issues (Student 9) completed and shared the document with me. I looked for key ideas and thoughts that repeated in order to notice patterns within the student answers. Looking for recurring ideas helped me analyze student thoughts and feelings about the digital portfolio overall.

<b>Questions about Digital Portfolios</b>
<b>Name:</b>
<b>What does portfolio mean to you?</b>
<b>Do you think it's important to create a portfolio? Why?</b>
<b>Have you worked on your portfolio? Why or why not?</b>
<b>Did you take photos using your own camera/phone? Or did I?</b>
<b>What have you included in the portfolio so far?</b>
<b>What would you improve on moving forward? Why?</b>

Figure 2: Questions for Study Participants

## Literature Review

“The most glaring oversight in the studies conducted thus far on arts transfer is that researchers have failed to document the kinds of thinking that are developed through study of the arts” (Hetland, Winner, Veenema, & Sheridan, 2007, p. 4). Many people dispute or deny the benefits of art programs in school settings. The arts are not valued or encouraged, but rather seen as unnecessary or frivolous. In my school district, we are now required to implement writing assignments as cross-curricula because of low literacy levels and even lower test scores. Unfortunately, every subject must give mandatory writing prompts at least once a marking period. Rather than giving value to what we regularly do in the art room, we are being forced to push aside our daily routine to incorporate district writing assignments.

During this two-week study conducted in the art room, the district required my students to complete a mandatory district-approved writing assignment. I prepared the writing prompt using the *Mona Lisa* by Leonardo da Vinci as the main subject of the assignment. Students had 45-minutes (a class period) to complete the assignment and submit it to me via Google Docs. I assumed since the students knew the school district required this assignment they would work a full period on it, and some would choose to include it within the digital portfolio. When I check portfolios later that week, I saw that no one had added the district-approved writing assignment. This omission reflects that the students do not feel writing is vital or necessary to their fine art education in my classroom. I have had students add quick sketches and even inspiration photos that they search for on the Internet to their portfolio. This writing assignment, which took a significant amount of time, was not valued or regarded as important to the entire Level III art course. If students are demonstrating such an apparent aversion to this type of mandatory writing across all subject areas, is it genuinely enriching their education in any way? Why is it so difficult to give credit to the fine arts as a subject that enhances education in its own right? When I viewed the student portfolios, I knew that they felt the same way about these writing assignments, as I did and that made me feel proud that they were standing up for how they feel in their particular way. They were not

disrespectful or defiant toward the writing, yet they did not want to discredit their daily hard work in the art room with a perceived meaningless requirement.

I do believe that art gives students many academic benefits as it is, without giving specially ordered assignments that my students or I want to complete. Art teaches creative thinking, discipline, techniques, expression, dedication, mathematics, history, critique, collaboration, critical thinking; and the list goes on and on.

My action research showcased all of the work that goes into a particular project from the sketches, to drafting, to the completed piece. Through the documentation of the entire process, I have aided in conditioning my students to use their portfolio not only to document the importance of the creative process but to demonstrate the substantial amount of time, work and dedication that goes into creating in the art room. When I walked around the room after the initial two-week period study, I saw students taking pictures throughout varying stages of completion. The students may not have added them in as quickly as I had hoped; yet, I can see they have started to value the artistic process. This outcome means that I applied the theory of classical behavioral conditioning successfully through the study. “The indisputable facts of classical conditioning eventually led to speculation that naturally occurring (unconditioned) behaviors might also provide a basis upon which more refined (conditioned) responses are built. Some of the more “refined responses” include our verbal “manipulative habits” (Watson, 1924, p. 225).” Though I did not address verbal habits with the digital portfolios specifically, I did address written expression regarding each project. Students became more mindful of the stages it takes to create, rather than simply taking one photo as an end result.

We live in a society where everything is instant. There is so much access to everything, and when you want something you can get it, no questions asked. Daggett (2010) states, “The reality is that students of the 21st century need a technology-based education to century need a technology-based education to survive in a technological

world” (p. 1). Technology runs the society in which we live, so it is important to showcase a purposeful way to use technology.

It is important to emphasize, especially in high school, that not everything in life happens at the snap of your fingers. Much time, dedication, and hard work must go into everything we do as we mature and grow. The pictures in the digital portfolios have helped students in my course realize that is okay to embrace the creative process, to trust in it. It is okay to make mistakes, erase them, and start over again. “Ultimately the skills and discipline students gained, the bonds they formed with peers and adults, and the rewards they received through instruction and performing fueled their talent development journey and helped most achieve success both in and outside of school” (Fiske, 1999, p. 93). The insight the students in my Level III course gained from the Digital Portfolios will apply to many of the challenges to come in their future.

### **Study Findings: Students’ Understanding of the Purposes of Digital Portfolios in An Art Room Setting**

Just before the two-week study time, I introduced the idea of a digital portfolio to the Level III art students. Level III students have previously completed two full years of art classes before they are eligible and recommended to take the Level III course. The beauty of the Level III course is that every student enrolled wants to be there. Ten out of eleven students actively participated in the digital portfolio study. Every student filled out a permission slip, including both the student and parent signatures, agreeing that they could participate in this study (see Figure 3). They are willing to work hard and put their best foot forward because they are performing at the highest level in high school completing projects that take a significant amount of time and effort, as well as skill. These students seemed to be the most interested by the prospect of seeing their work from start to finish, especially given the high caliber expected of them. I communicated to the students that they could create a digital slideshow through Google Slides using their school-issued Google Chromebook.

Once students created their slideshow, which some did immediately, they shared them with me using Google Drive. A benefit of using Google to create the slideshow is when students share a document, one can see the time the students put into the work. Google records each time a document has been changed or updated, along with the date the individual made the update or change. This was a huge help when keeping track of each students' work throughout the study. If we had not used a platform like Google Slides, I am unsure how I would have gone about specifically and accurately logging times that students worked on their portfolio. I highly recommend using this platform because of the ease of documenting and recording student activity. Another benefit is that the shared document is a "living document," so that the teacher can see every alteration no matter when it occurs. The Google Slideshow only needs to be shared one time in order to stay up to date. Students do not have to re-share the document to see each change.

<p style="text-align: center;"><b>Study Participation Agreement</b></p> <p style="text-align: center;">This contract is between the student and Art Teacher, Ms. Arielle Finamore.</p> <ul style="list-style-type: none"> <li>● Student will participate in a study on digital portfolio use in the art classroom over the course of a two-week trial period.</li> <li>● Student will allow teacher access to digital portfolio through the use of Google Drive</li> <li>● Study will maintain student identity as completely anonymous throughout</li> <li>● Any student/parent that does not complete the agreement will not participate in the study.</li> </ul> <p>If student and parent agree to the study, please sign and return to Ms. Arielle Finamore.</p> <p>Student: _____</p> <p>Parent: _____</p> <p>Investigator: _____</p>
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Figure 3: Contract for Study Participants



All students were interested in others possibly seeing their artwork, so they were eager to return the permission slips. I asked students to answer the questions listed in Figure 2, honestly and authentically. I did not grade the answers to the questions, and I gave students as much time as they needed to complete their responses. Appendix B shows the students' responses to the questions raised in Figure 2. Many of the students reflected on the idea of documenting the projects over time to show growth.

Overall, based on student responses and the individual creation of the digital portfolios, I was pleasantly surprised by the work the students completed. Students were thoughtful, attentive, and careful in the curation of their digital portfolios. The responses to the above questions from Figure 2 also demonstrate mindfulness and understanding I was unsure the students would be able to grasp in such a short time. Student 2, "Portfolio means that is an important project that could help with my college and help improve more on my skills to be able to do the most detail and extreme work. It's more of a challenge to help improve my skills. I think it is important to do it mainly because it could teach you a thing or two on how to detail in specific places, where to detail in specific places." Implementing the digital portfolio turned out to be a positive experience for every student engaged. Students overcame many of the challenges and succeeded in preparing beautiful representations of their hard work. Student 1 stated,

"I just think it's really cool to have all your artwork in one place, that way you can monitor your progress over time and you can see areas that you've gotten better and areas you need to work more on. Yes, it's important because I'm really hoping to study art in college, well digital art, but I still think I need to have a portfolio for that to let the schools I apply to know what I am capable of. I've added mainly photos of the book that we did, but I have been taking pictures of the portrait that I have been working on and my progress and I will add that to the portfolio as soon as I am done. I would improve my consistency in updating my portfolio that way I don't have so much to put in at the same time."

It was rewarding for me to see the students conceptualize the idea of a portfolio and the reasons behind this study.

The email I received from Student 8 on a Saturday night made all of the work behind this study worth it, “Miss Finamore!!!!!! Could you please check my portfolio and see if it's alright? I know I added maybe a little too much information, but since it's my first portfolio I really wanted to!!!!!! I know it's not finished yet but still!!!!!!” The students indeed seemed to care about what they were doing, and they were present and purposeful with their work. The digital portfolio assisted the students in seeing the whole creative process and encouraged them to review their work. The digital portfolio also gave me a deeper connection and understanding to the way in which my students think, work and create. It made me realize the incredible growth and maturity of these students, and how fortunate I am to work with such inspiring young artists every day.

### **Recommendations**

Through the *Students' Understanding of the Purposes of Digital Portfolios in An Art Room Setting Study*, it is evident that the outcome garnered even more success than initially anticipated. In the future, implementing digital portfolios with all art students, regardless of level, would be beneficial. All students should understand and express their creative process digitally to reflect on the hard work that occurs in the art room.

Allowing all students to create a digital portfolio will help many become more mindful of their work as well as the artistic choices made throughout each project. I understand that creating digital portfolios with every art student will lead to a higher number of challenges; yet, the positive benefits outweigh the negative. I plan to continue with digital portfolios throughout the remaining school year with Level III art students and begin digital portfolios with every art student by the start of the next school year. I am hopeful that next school year will bring improvements with Google Chromebook usage amongst students as well as Wi-Fi and Internet connections in the art room.

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## Appendix A - Formal IRB Notice



**PennState**

**Office for Research Protections**  
Vice President for Research  
The Pennsylvania State University  
205 The 330 Building  
University Park, PA 16802

814-865-1775  
Fax: 814-865-8699  
orp@psu.edu  
research.psu.edu/orp

### NOT HUMAN RESEARCH

**Date:** November 28, 2018

**From:** Joyel Moeller, IRB Analyst

**To:** [Arielle Finamore](#)

Type of Submission:	Initial Study
Title of Study:	STUDENTS' UNDERSTANDING OF THE PURPOSES OF DIGITAL PORTFOLIOS IN AN ART ROOM SETTING
Principal Investigator:	<a href="#">Arielle Finamore</a>
Study ID:	STUDY00011065
Submission ID:	STUDY00011065
Funding:	Not Applicable

The Office for Research Protections determined that the proposed activity, as described in the above-referenced submission, does not meet the definition of human subject research as defined in 45 CFR 46.102(d) and/or (f). Institutional Review Board (IRB) review and approval is not required.

The IRB requires notification and review if there are any proposed changes to the activities described in the IRB submission that may affect this determination. If changes are being considered and there are questions about whether IRB review is needed, please contact the Office for Research Protections.

This correspondence should be maintained with your records.

ID37

## **Appendix B - Student Responses to Figure 2: Questions for Study Participants**

**Student 1:** “I just think it’s really cool to have all your artwork in one place, that way you can monitor your progress over time and you can see areas that you’ve gotten better and areas you need to work more on. Yes, it’s important because I’m really hoping to study art in college, well digital art, but I still think I need to have a portfolio for that to let the schools I apply to know what I am capable of. I’ve added mainly photos of the book that we did, but I have been taking pictures of the portrait that I have been working on and my progress and I will add that to the portfolio as soon as I am done. I would improve my consistency in updating my portfolio that way I don’t have so much to put in at the same time.”

**Student 2:** “Portfolio means that is an important project that could help with my college and help improve more on my skills to be able to do the most detail and extreme work. It’s more of a challenge to help improve my skills. I think it is important to do it mainly because it could teach you a thing or two on how to detail in specific places, where to detail in specific places.”

**Student 3:** “Portfolio is collages of what we have done throughout the years. You take pictures so in the future, I see what I’ve done.”

**Student 4:** “The portfolio means to me is growth you see the beginning of the project and you get to look back on your work and you can improve from it. The important thing about the portfolio is to look back and improve. I do like making the portfolio because everything feels much more important by making them. To improve, I would write a little bit more in my portfolio.”

**Student 5:** “To me, a portfolio means having a place to keep all of your previous work organized and kept away. I do think it is important to create a portfolio because if you ever need to go back to it, it will always be there in case of emergency. Moving forward,

I would improve on adding more to my portfolio because it's a good way to stay organized and on track."

**Student 6:** "It means a layout of all your work. When applying for jobs, colleges or looking to show off your work you should make one. I included just pictures of my layout and just pictures as I went along. I tried to get all the stages of my work. I would spend more time on my portfolio moving forward . I know it's supposed to be a nice way to showcase our work for the class I just need to take my time with that."

**Student 7:** "A portfolio is a place to put pictures of work in progress projects and places to store completed projects. I think it's important to show how you have grown as an artist. I can look back at some of my projects from freshman year and see a difference in my technique from then to now. I have tried to work on my portfolio but I've been having issues with the quality of my photo and the photos not being able to go into my slide show. Hopefully I'll find a way to post my photos into the slides. Once I figure out the issue with the photos I'll have things up and rolling. I think to improve I'll start bring my Chromebook with me so as I take new photos they can be uploaded right away so I don't forget."

**Student 8:** "I feel like a portfolio helps shows that you are in fact talented or skilled in the art you are interested in. It shows (although not fully) how your mind can create and think in a way you can't understand unless you are that person. It proves you care and that you put thought and work into your creations. I do think it's important to create a portfolio because it proves you can actually create and that you have abilities you can only show or talk about. And even if you talk about them I feel like no one fully believes or understands fully until you show them and having a portfolio helps you do that. I have not worked on our class portfolio yet mainly because the pictures I have of the process are in my phone and I would need to email them to myself but the connection in your room is really bad, and when I get home I forget. The portfolio I want to make outside of school (that includes work I do here), I have not worked on since I haven't found the

right way to focus or time to improve my art and work on it. I'm already struggling as it is to do homework, I have no time to draw and improve... Although I want to..

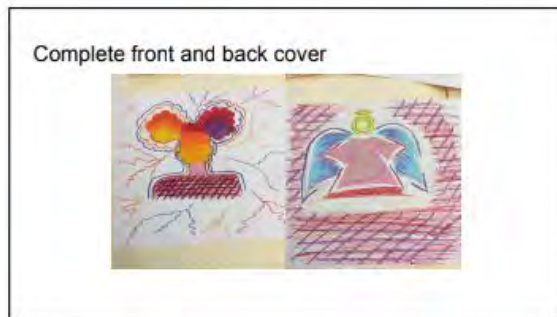
I would improve on my time management, so I could work on my creative thinking and expressing it in a visual sense so other people understand my talent and hard work."

**Student 10:** "It means you put together work of what you've done. For certain things yes, I believe it is important to make a portfolio, but if you do it just to do it then, no. I would try to improve on myself and art but my passion for art is starting to dwindle so it's hard to do art anymore."

**Student 11:** "For me a portfolio means looking through your progress and the start of the project and the final. I do think it is important to create a portfolio sometimes because you can see your progress. I have not been working on my portfolio as much as I should because I get too busy doing the actual project itself."

## Appendix C - Student Digital Portfolios

### Student 1:

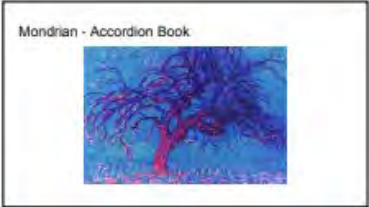




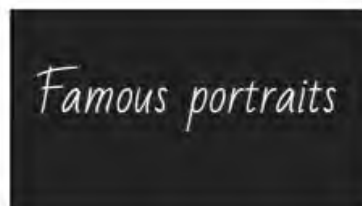
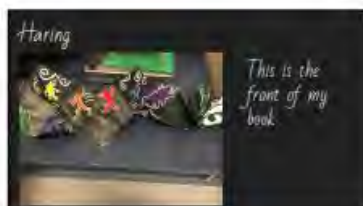
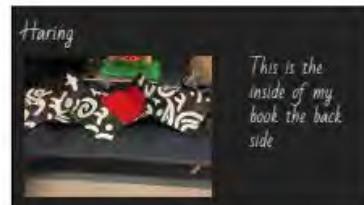
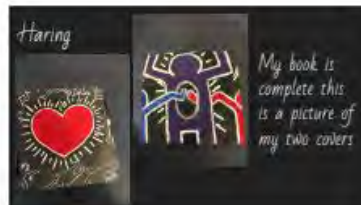
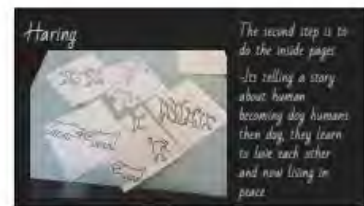
**Student 2:**



Student 3:



## Student 4:



*Famous portraits*

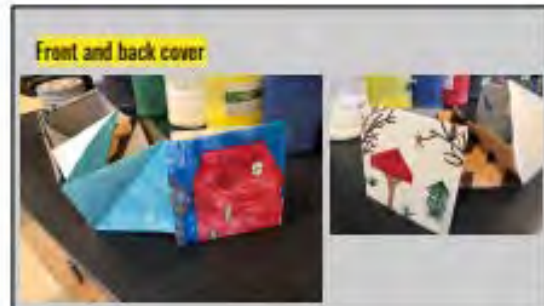
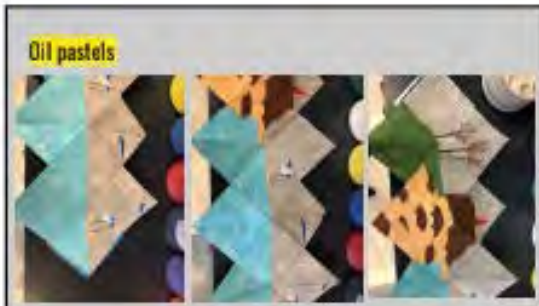
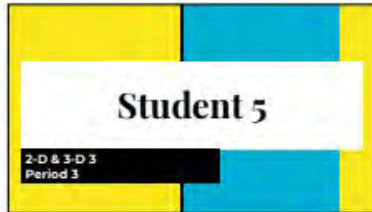
*I just finished  
small now i am  
on big white  
paper*

*Famous portraits*

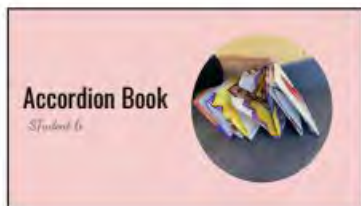
*Famous portraits*

*Famous portraits*

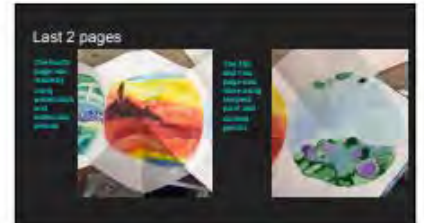
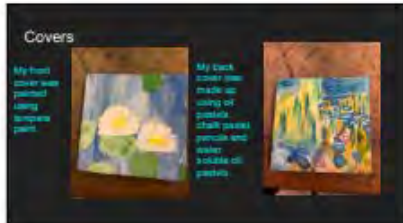
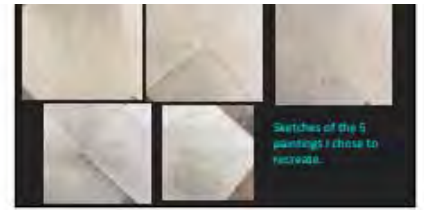
## Student 5:



## Student 6:

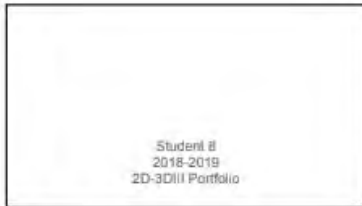


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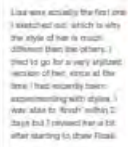


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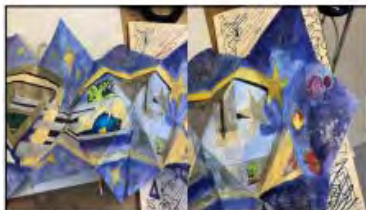
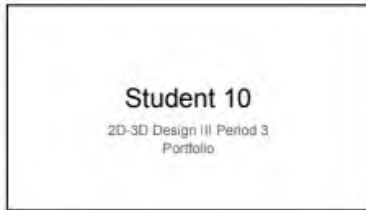




I am frequently very disappointed and annoyed with how often already known and clear and relevant information is not on a professional's web page or doesn't look like it would be. It is time to get it right. I started to make sure my company represented me well. Just comparing the number of sites, although I must admit usually the internet is not having the desired outcome. Good point!



**Student 10:**



## Student 11:

