

The concept of a digital portfolio as a container for a rich variety of creative multimedia artefacts is an empowering one for learners.

We can encourage them to widen their concept of creativity using a wide range of media and software to create their stories for us, and incorporate at the same time the opportunity to be reflective about the storytelling journey and how they arrived at their final artefact, whatever form that might take.

However, this links back to my earlier comments about the digital literacy skills of learners.

For them to maximise the use of digital portfolios and their creative possibilities, they need to realise a certain level of basic digital literacy.

We must be able to provide that for them as part of a range of support services to bring them up to a minimum level in order to enable them to participate, but we must also build scaffolded teaching and learning materials which help and support them.

The SOUL (Student-Organised, Unbounded Learning) materials were developed with that format in mind.

Participatory media also encourages the use of peer support, learning and feedback, all of which contributes to a fulfilling portfolio cycle.

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