TBLM OLE.10#2: Content and Structure of Electronic Collections

Selecting Work Samples for the Electronic Collection

The potential for a huge, unmanageable collection exists if choices are not made from the start. Eventually, each category could become so large with contents that it would have to be subdivided, increasing the workload and forcing the student to spend more time in regrouping and backtracking on work previously done.

Consider whether students should be directed to
1. use only electronic documents and files
2. scan and use all work they create
3. scan or photograph only artwork or work that cannot be created electronically such as calligraphy or three-dimensional artwork (see ICT.7: Caught in Action)

In addition to encouraging students to select their favourite samples, advise the class that, for the purpose of the *Inventions, Innovations, and Discoveries* interdisciplinary unit, each student should include similar sections, as outlined below:

1. **Title Page**
    The title page should include the title of the Electronic Collection, such as *Inventions, Innovations, and Discoveries* (or any suitable title chosen by the student), the student's name, the year, and the teacher's name. It might also include a picture or video of the student. Look at the title page of several books for ideas on layout and contents. The title page can be used in a multimedia presentation. It can also become the home page of a website.

2. **Table of Contents**
    This component shows the contents of the Electronic Collection at a glance. Look at the table of contents of several books as examples and review the outline created from the organization of work samples to create the final table of contents. A table of contents can easily be created using the Outline tool of concept-mapping software (see ICT.6: Inspired). When the outline is complete, students can select the diagram presentation for the outline. When the diagram is arranged in a "top down" or "right tree" format, a site map is created and can be kept as an additional element of the Electronic Collection (see BLM OLE.10#1b: Sample Concept Map—Top-Down Tree).

3. **Index**
    This is a single alphabetical listing of all the files in the Electronic Collection. It could also include keyword entries (e.g., a file for Thomas Edison could be listed under "Biography," a Tally-Ho file as "Survey"). An index can be time-consuming to produce but useful when locating a file with a non-descriptive title such as "Tally-Ho."

2. **Suggested Contents**
    Contents of the Electronic Collection may include samples of
    *   writing (electronic or scanned)
    *   reading (recorded oral reading)
    *   artwork (computer generated or scanned)
    *   mathematics and/or problem solving (scanned)
    *   journal entries (word processed)
    *   other ICT projects (linked directly to these)

Students use BLM OLE.10#4: Electronic Collection Checklist to keep their Electronic Collection updated. At the end of the year, students can burn onto a CD-ROM the whole Electronic Collection or the Electronic Portfolio containing selections from the Electronic Collection.

For more information, see Frequently Asked Questions, Electronic Portfolios FAQs on the Department's IMYM website at: <http://www.edu.gov.mb.ca/ks4/tech/imym/faqs/portfolios.html>.