AAEEBL Pre-Conference Workshop, KPU, July 19, 2023

Fusing High-Impact Practices to Expand Access and Equity: Blending ePortfolios and Project-Based Learning in Common Intellectual Experiences

Debbie Oesch-Minor, Institute for Engaged Learning, Interim Co-Director of ePortfolios;
School of Liberal Arts, Department of English, Writing Program, Senior Lecturer;
IU Medical School, Grassroots Maternal Child Health Initiatives, Senior Leadership Training.

Use your cell camera to scan the bar code to access the Wordpress page + Powerpoint

Skim at your own pace by searching:

Oesch-Minor Wordpress

Find the Tab: AAEEBL 2023

https://oeschminoriupui.wordpress.com/2023-aaeebl-prec-workshop/

Innovations in First-Year Writing Curriculum

Content-Rich Curriculum, Project-Based Learning, and ePortfolios

Julie Lindquist, renown Rhetorician and writing teacher, suggests that we question the idea that "teaching inclusively is (only) a matter of teaching 'about' diversity, rather than a matter of creating storied learning experience."

A blend of Project-Based Learning with content-rich courses can empower students to experience and explore storied learning on their own terms. They can track, document, and share their work through ePortfolios.

Mary Louis Pratt's "Arts of the Contact Zone

Mary Louise Pratt's keynote address at the 1990 Responsibilities for Literacy Conference [NCTE Affiliate] recognized the valuable tools schools give to students but found it "unforgivable that schooling itself" gives students nothing meaningful to do with these tools and knowledge.

I propose that ePortfolios combined with other High Impact Practices [HIPs] –more specifically, Project-Based Learning—can cultivate rich experiences that build on what students know and what they want to know through Signature Assignments.

This blend can help faculty members create storied learning experiences.

This is an argument for more flexibility in the way we optimize common intellectual experiences [general education and pathways courses] **through Project-Based Learning that includes transparent learning, shared in student ePortfolios.**

- When well done, Project-Based Learning [PBL] provides unique opportunities for students to build self-confidence and academic independence as they self-select the project scope, research, readings, purpose, and target audience. Research verifies that PBL enhances learning across demographics; PBL creates more equity and access through quality research opportunities.
- ePortfolios use in content-rich courses provides unique opportunities for students to build self-contained, reflective websites that document the exploration, research, and content-specific documentation processes through multi-modal discourse strategies, like images, hyperlinks, videos, and embedded objects.

What is Project-Based Learning?

PBL is a curricularly integrative, real-world, multi-phase, iterative project completed over an extended process [8+ week] that involves stakeholders beyond the classroom.

>**Authentic Assignment**

real world relevance & application

>**Authentic Audience**

shared beyond teacher/class peers

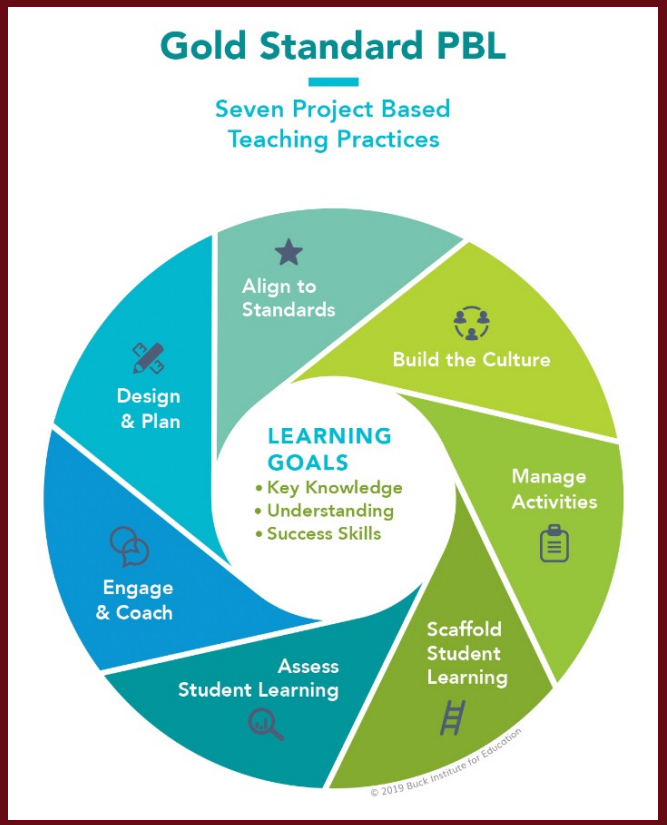
>**Authentic Outcomes**

all student work is grounded in research

Elements & Practices of PBL

Buck Institute: Gold Standard PBL/
https://www.pblworks.org/what-is-pbl

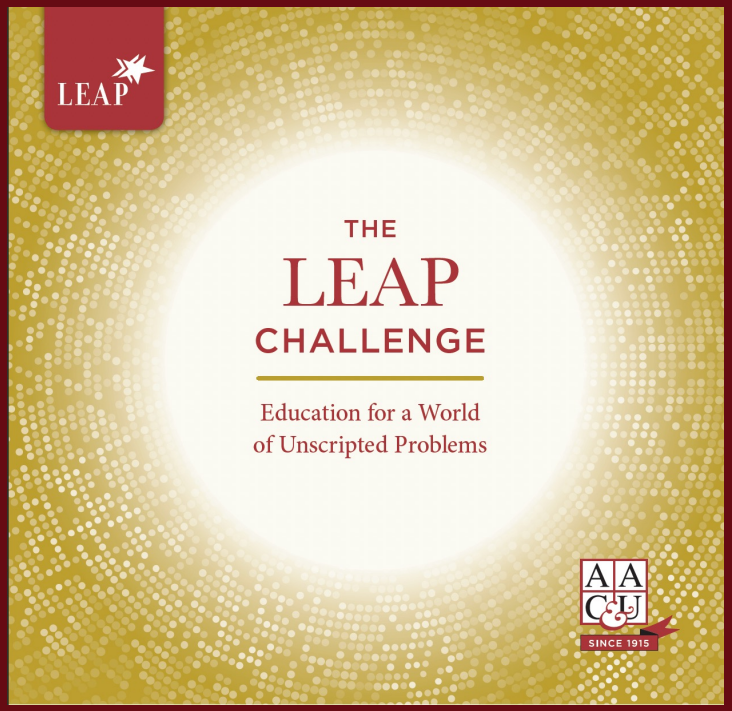
ELEMENTS



TEACHING PRACTICES

NO MORE FAKE Assignments

AAC&U https://www.aacu.org/ Signature Assignments



PRINCIPLE ONE

AIM HIGH—AND MAKE EXCELLENCE INCLUSIVE

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

PRINCIPLE TWO

GIVE STUDENTS A COMPASS

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

PRINCIPLE THREE

TEACH THE ARTS OF INQUIRY AND INNOVATION

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

PRINCIPLE FOUR

ENGAGE THE BIG QUESTIONS

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

PRINCIPLE FIVE

CONNECT KNOWLEDGE WITH CHOICES AND ACTION

Prepare Students for Citizenship and Work through Engaged and Guided Learning on "Real-World" Problems

PRINCIPLE SIX

FOSTER CIVIC, INTERCULTURAL, AND ETHICAL LEARNING

Emphasize Personal and Social Responsibility, in Every Field of Study

PRINCIPLE SEVEN

ASSESS STUDENTS' ABILITY TO APPLY LEARNING TO COMPLEX PROBLEMS

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement

PBL / Signature Assignments

Stack HIPs within the classroom curriculum =

greater access to HIPs=

greater equity

CONTEXTUALIZING THE CHALLENGE
Must Read on
Digital Literacy & Digital Writing Literacy

New Worlds of Errors and Expectations: Basic Writers and Digital Assumptions

Marisa A. Klages, J. Elizabeth Clark

Journal of Basic Writing,
Vol. 28, No. 1 (SPRING 2009), pp. 32-49 (18 pages)
https://www.jstor.org/stable/43443872

https://www.jstor.org/stable/43443872?read-now=1&seq=3#page_scan_tab_contents

Homage to
Mina Shaughnessy's text
Error and Expectations

How do ePortfolios function with PBL?

Three common possibilities include:

-Repository
-Workspace
-Showcase

ePortfolios as Nesting Dolls

These student/team's ePortfolio workspaces can be duplicated in three clicks, then polished-up to be hyperlinked and showcased.

The framework behind nested ePortfolios @ IUPUI

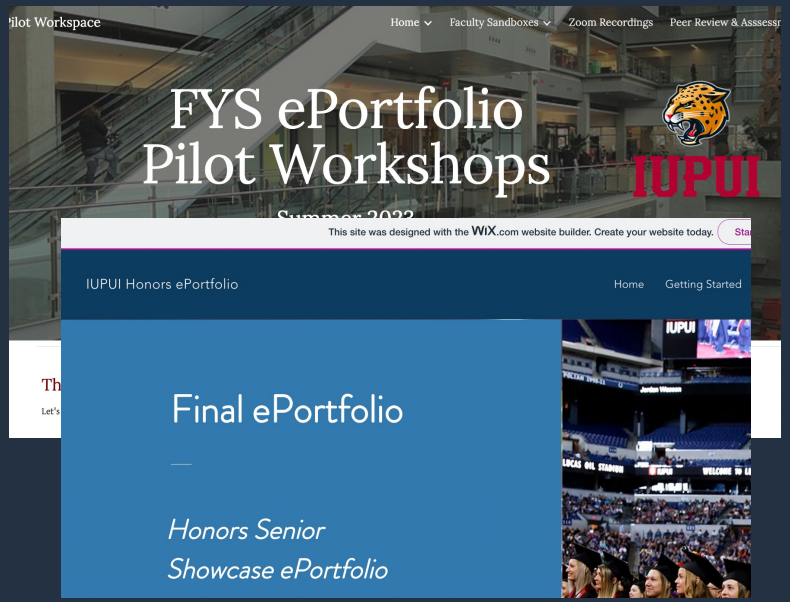
DIFFERENT ORIENTATIONS
&
DIFFERENT PURPOSES
&
DIFFERENT FUNCTIONS

DIFFERENT PURPOSES

SOPHIE

- ePortfolios to Manage Projects and Teams

- ePortfolios to Support Faculty and Student Learning



- ePortfolios to Showcase this Work

PBL Gives students a reason to want to [and need to] ePortfolio

Q&A

Re-Framing Course Content through Practical Applications:
An Immersion Experience OR Topic Driven Signature Assignment

EXAMPLE 1
PBL as CREATE YOUR OWN ADVENTURE COURSE

First Year Composition Course

Create Your Own Adventure/ sync with course goals, SLO, & discipline-specific content

In W131/140, students explore concepts beyond writing together, as they consider “contact zones” and autoethnography.

FOUNDATIONAL scholarly READ:
Pratt’s “Arts of the Contact Zone”

Then we watch a documentary film together of someone exploring an idea/going on an adventure [note to faculty: pick one that inspires you, so you can share this enthusiasm]

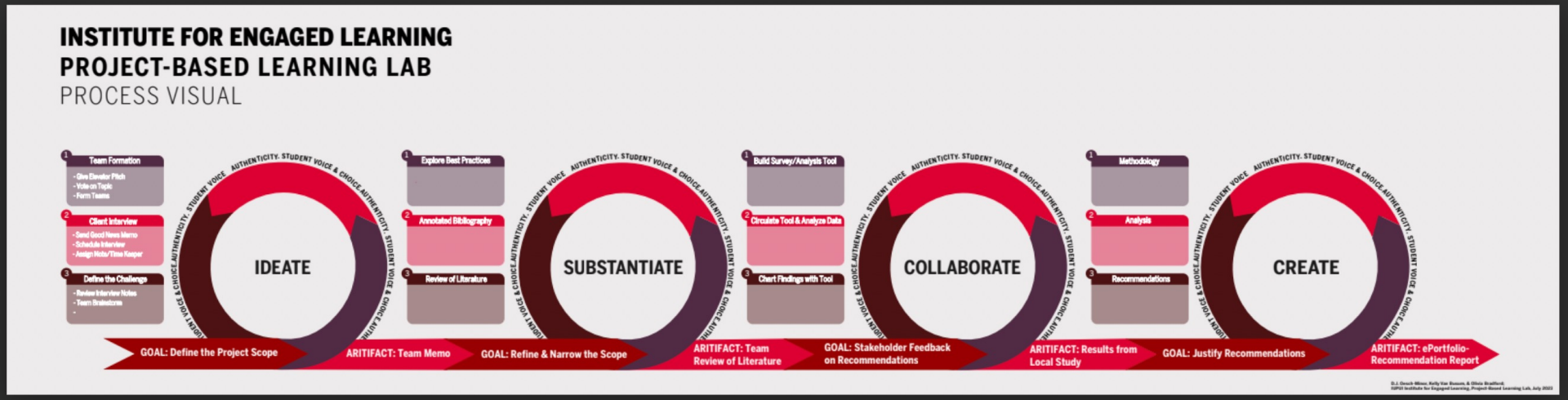
Challenge students to explore a new or familiar ‘contact zone.’ They pick something and do it, then research/write/share about it in content-relevant assignment

Everything Connects with Everything

Visuals of student project processes.

Open July 19 only

https://sites.google.com/iu.edu/pblworkspace/sandboxes/olivias-sandbox/pbl-process-visual-ideas



Create Connections between Course Content at Every Step/Stage in the Student Project

DESIGN TEACHABLE MOMENTS

Help students connect their experiences back to course content at every phase of the PBL experience through common reads, think-pair-share, step/stages weekly updates/deadlines, peer review, and sharing artifacts in the ePortfolio

- Give them Structure + Time
- Open the Door for Failure + Resilience
- Mentor through class-work time [check in with each individual student or share a sign up list for office meetings]

PBL IN PRACTICE

I opted to move away from the cornerstone of my field: the essay *[blasphemous]*

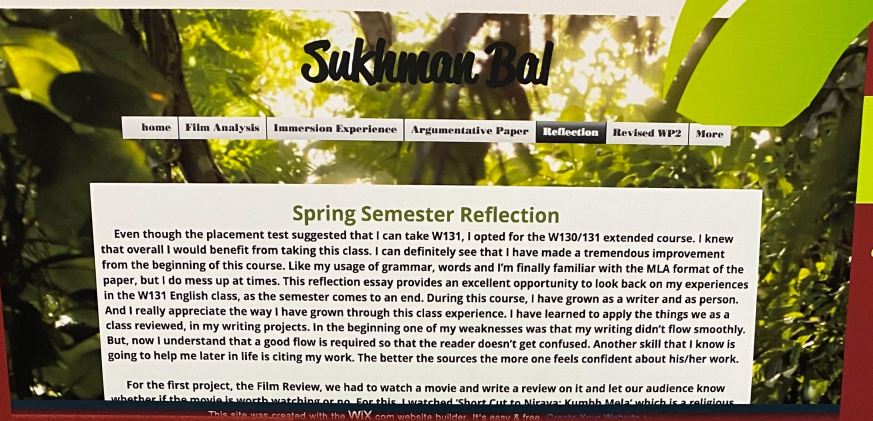
Example of Project-Based Learning in a Common Intellectual Experience

First Year Composition via Familiar Genres

- **Writing Project 1:** Documentary Film Review
- **Writing Project 2:** Feature Style Narrative Article about an Immersion Experience
  - Students venture into new –or- familiar contact zones
- **Writing Project 3:** Formal Argument on a Topic that Emerged from the Students Course Experiences

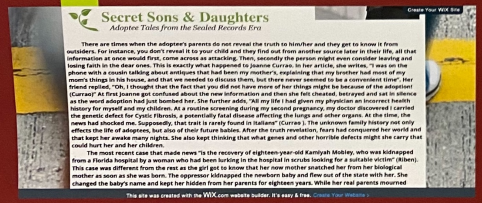
Each students' body of work builds across projects, across self-selected readings, and across genres culminating in a Signature Assignment: their ePortfolios

nts from diverse backgrounds are better served through HIPs and the LEAP Challenge
se of more diverse learning opportunities that encourage students to move beyond their comfort zones.



"It is high time t
old 'breadth first, dept
college learning. In
guided pathways to
adaptive learning. We
all students are give
to tackle complex
from first to fin
— Carc

Students explore topics and ideas, then select and schedule an immersion experience.
Once a plan is in place, students begin research. Documentaries helps students learn more about the spaces they will explore.



Documentary Film Review
and a Reflection

Immersion Experience:
Enter a New Contact Zone
- Experience
- Interview
- Research
- Take Notes
- Take Pictures
- Record Videos

Feature Article
and a Reflection

Explore an Angle:
Develop a Focused Claim
- Research: •Databases & Internet •Library Visit
- Appeals: *Ethos, Pathos, Logos & Kiaros*

Formal Argument
and a Reflection

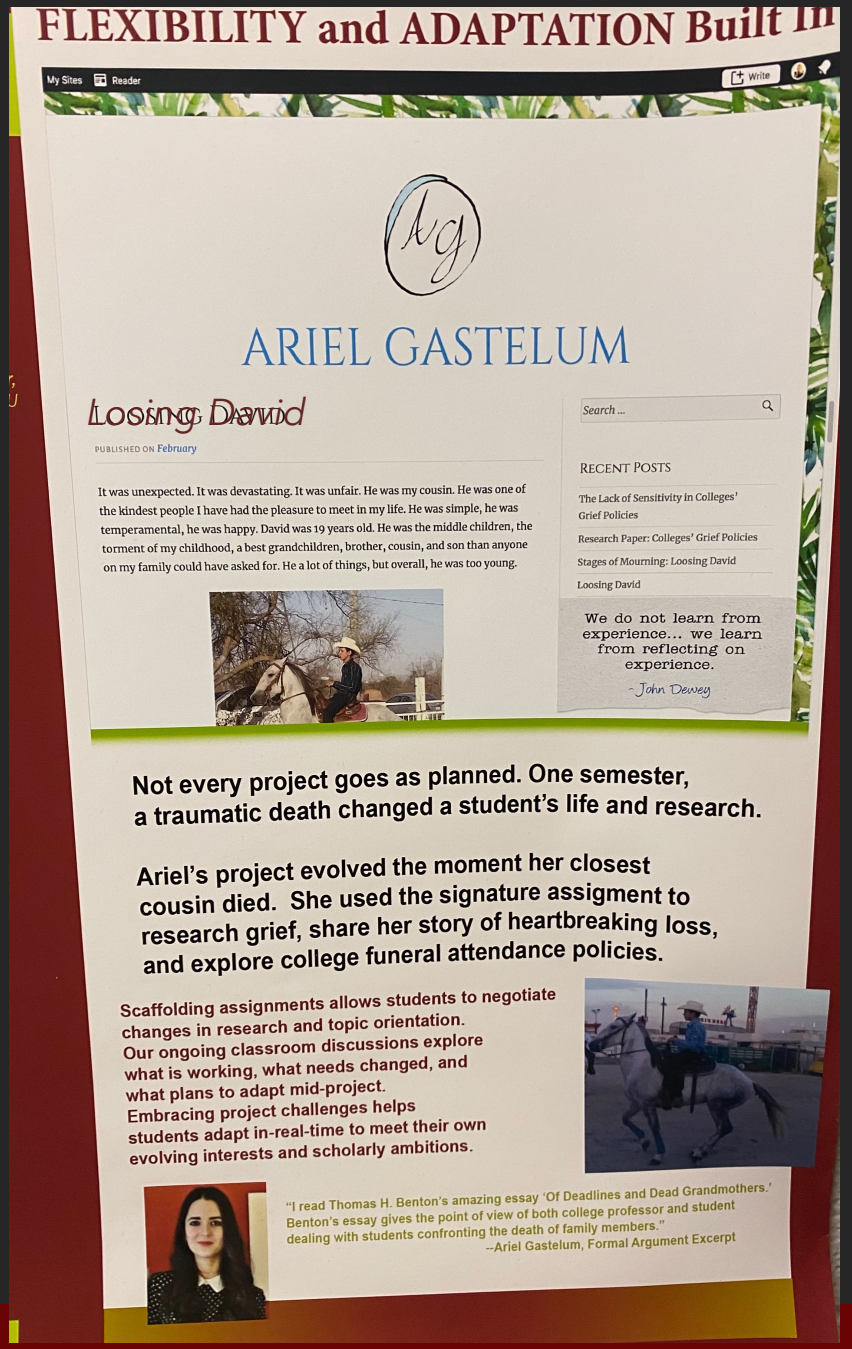
Major Revisions &
Semester Reflection

Signature Work: WIX ePortfolio

Special thanks to the IUPUI ePortfolio Initiative for a grant funding the implementation of digital portfolios -and- the IUPUI Center for Teaching and Learning's Forrest DePoy for a digital poster template and training with Adobe inDesign

Flexibility and Adaptations are Built Into the Curriculum

- As students learn more about their topic, there are opportunities for the project to evolve which allows and even challenges students to explore new directions



Content Breadth & Context Depth

- You cover all the same content, possibly more strategically & concisely
- Students explore and apply those concepts in context over time: **they develop depth**

Losing David

Meet Mark

Interested in Caring for the Aging and Social Work

W231 PBL Partner: Break Stigma of PREP/ Truvada

Capstone on Truvada and the Aging

Received funding for grad school

Imagining Possibilities
LAYERING PBL onto a COURSE

In your classes, can you imagine aligning a multi-phase project that students select independently and pursue iteratively together?

What discipline-adjacent artifacts could they create along the way to meet course goals and SLOs?

Imagining Possibilities
REVERSE ENGINEERING
a PBL Course

- What are critical course goals?
- What are critical SLO?
- What skills do you want students to demonstrate?
- What knowledge to you want students to practice and master?

Are there three multi-phase 'artifacts' students can topically link and produce to achieve these objectives?

Re-Framing Course Content through Practical Applications:
A Community Engaged/Introduction to Research PBL Model

EXAMPLE 2
PBL as PARTNERSHIP
W231 Professional Writing Skills

W231 Overview

Challenge to Every Student

- **Land a Client** [300+ Word Persuasive Email/Goodwill Email]
- **Pitch the Client's Project to the Class** [Visual/Elevator Pitch]
- **Vote**

  - **Teams Form around 5 Community Clients**
  - **Team Meet with the Client** [Interview/Memo]
  - **Research**
    - **Online Research** [Annotated Bibliography]
    - **Database Research** [Review of Literature]
    - **Primary Research** [Local Study/Graphs]
    - **Recommendation Report via ePortfolio**

THIS ENGAGED LEARNING/ PBL MODEL

Authentic Research
for a specific
Authentic Audience
shared via an
Authentic Artifact

PBL in W231
2022 SHOWCASE LINK

https://getengaged.iupui.edu/showcase/2022/project-based-learning/english-w231-professional-writing-skills/index.html

https://jw1416.wixsite.com/my-site &
https://macdelan3.wixsite.com/recommendationreport

Imagining Possibilities
LAYERING PBL onto a COURSE

In your classes, can you imagine aligning a multi-phase project where students network with a community client and pursue iteratively?

What discipline-adjacent artifacts could they create along the way to meet course goals and SLOs?

Imagining Possibilities
REVERSE ENGINEERING
a PBL Course

- What are critical course goals?
- What are critical SLO?
- What skills do you want students to demonstrate?
- What knowledge to you want students to practice and master?

Are there three multi-phase ‘artifacts’ students can topically link and produce to achieve these objectives?

Authentic Assignment + Authentic Audience + Authentic Outcomes:
Project-Based Learning in Common Intellectual Experiences

Course-Oriented ePortfolios as a Critical Component of Project-Based Learning

ePortfolios

- **Project-Oriented /or Course-Oriented**
- **Self-Contained**
- **Versatile and Adaptable**
- **Highly Portable**

All of the flexibility and pedagogical benefits of professional ePortfolios implemented at the course level

Course Oriented ePortfolios

IDEAL FOR

- Multi-Component Course Projects
- Team Projects
- Partnerships with Community Clients
- Internships/ Study Abroad
- Undergraduate Research

First Year Writing Course ePortfolio: Student Explores Starting a Business

https://valeiken.wixsite.com/eportfolio

Highly Portable

With One URL ePortfolios Can Be Added to

- Emails
- Degree-Oriented ePortfolios
- Internship/ Study Abroad Platforms
- Professional ePortfolios
- Resumes
- Professional Websites like Linked In

Project-Oriented ePortfolio: Student/Team marketing project prepared for Champions Together

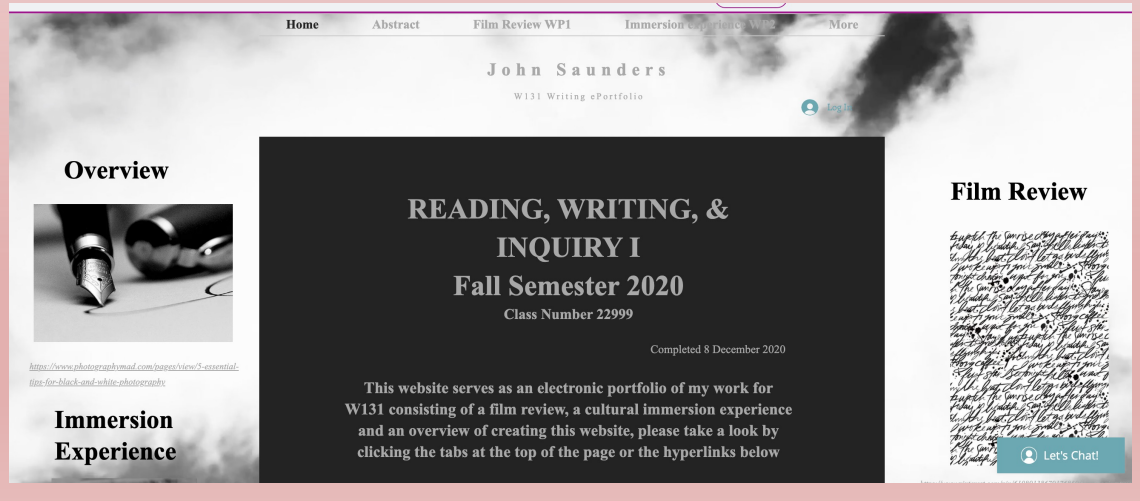
Opportunities to Layer High Impact Practices

ePORTFOLIOS CAN STACK HIPs

- Writing Intensive Projects
- Collaborative Assignments
- Undergraduate Research
- Service Learning/Community Based Learning
- Capstone Experiences & Signature Assignments

ePortfolio: Non-Traditional-Aged Student Explores Brazilian Jiu Jitsu

https://jsaunde2.wixsite.com/jsaunders/retrospective-essay



Rhetorical Context and Hyper-Textuality

- ePortfolios are valuable tools for teaching Rhetorical Context and the roles of audience and purpose in writing
    - **No more hypothetical scenarios and fake assignments—**students are writing to a specific audience and reaching them through the internet-based micro-ePortfolio

- ePortfolio provide **Hyper-Textuality** by linking comments and sources directly to ongoing conversations through hyperlinks
    - [link to Mike Sandbothe's "Interactivity - Hypertextuality - Transversality. A media-philosophical analysis of the Internet"]

- Makes Often Invisible Stages of Projects Visible

- **EXAMPLE: Sharing photos from the Immersion Experience**

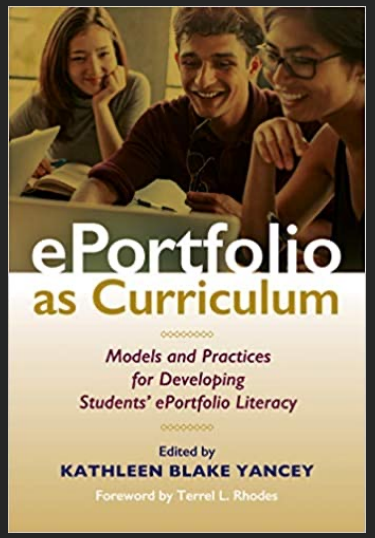
ePortolios help students see the web of related research materials through their hyperlinks. These help students demonstrate the ways they are joining and contributing to ongoing conversations.

I echo Kathleen Yancey's Bronx-AAEEBL keynote when she encourages ePortfolio users to be "extra linky."

Kathleen Yancey: Encourages students to be extra linky

Here's a link to one of her course syllabi:

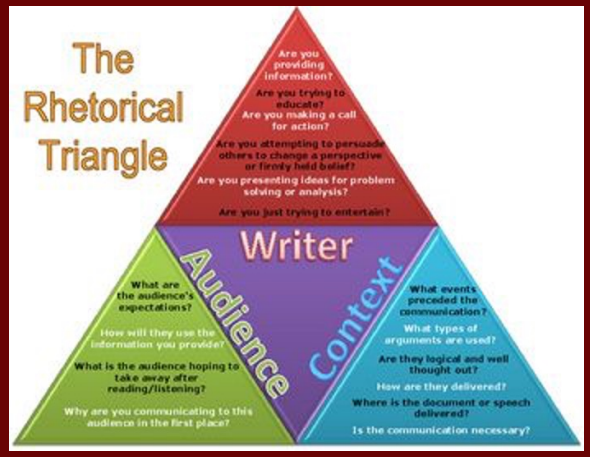
ePORTFOLIO AS CURRICULUM - AWS



CONNECTING PURPOSE with AUDIENCE + A Variety of Sources

Students say they benefit from experience related to research:

- **Database Research/ Online Research**
- **Documentary Films as Research**
- **Go+Do/ Immersion Experience as Research**
- **Interviews/People as Research**



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FULFILLING *the* PROMISE

ePortfolio as Versatile for Sharing Data

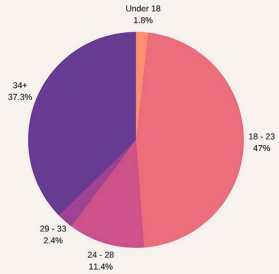
-Hyperlinks to surveys and findings

-Helps bridge the student project/ real world divide

Home Our Team Executive Summary Recommendation Report W231 Context

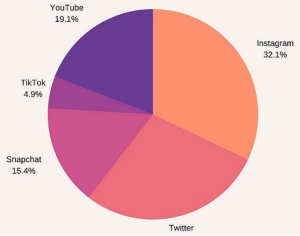
Survey Results

Our team collected 167 responses. We shared our survey on the Fishers Test Kitchen social media and our own personal social media. They were given 10 questions through a Google Survey link that was posted on social media platforms. Respondees were not required to answer any question they did not want to. We had our survey open for two weeks and after we received the results we constructed graphs through Canva with our final survey results. You can find our survey here.



What age range do you fall into?

Which of the social media platforms listed below do you use the most?



Home Our Team Executive Summary Recommendation Report W231

Introduction + Methodol

Research Goal

Our team's goal was to work with the scope of determining how to m
customer base through social media marketing. In order to tackle this
researched a broad body of information in relevance to social media a
we used to conduct the research included: social media marketing, yo
media platforms, social media content creation, benefits of social me
interaction, restaurant incentivization, loyalty programs, etc.

Division of the Research Process

To facilitate the research process, we divided the research into topic
was researched by a different team member.

- Adebola researched Social Media content and the benefits of plan
- Christina researched the Value of Planning and Creativity in Food C
- Crysta researched Using the Power of Social Media to Market to Yo
- Katy researched Opportunities for Restaurants to Target Demograp
  on Social Media to Increase Business on Weeknights Through Ever
- Mack researched Using Social Media to Showcase Your Food Phot
- Nicole researched Social Media and Retail.

Through individual research, a twenty-one source annotated bibliogr
and team meetings, we discussed our personal findings and we were
understand the scope of the project. And we determined that the mo
the Fishers Test Kitchen would be these recommendations. We solely split and focused on
these three recommendations.

- The Effectiveness of Social Media for Marketing to Young Adults (Millenials/ Gen-Z)
- The Importance of Planning and Strategizing for Social Media
- Translate the Demographic Information Into Physical Bodies in the Test

However, we still wanted to know the choices of consumers and did not want to base it
on common sense. Over the course of our research, our team relied primarily on two

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Home Our Team Executive Summary Recommendation Report W231 Context

Our Recommendations

The three recommendations in this report focus on driving business to the Fishers Test Kitchen through social media marketing. The team examined how to reach the target audience, post content, planning ahead and loyalty programs, and events that would draw customers into the building. All recommendations are based on extensive research and a local study.

Recommendation One: Using Social Media As A Marketing Tool, Best Practices and How to Target a Younger Audience

- Using Social Media to Attract a New, Younger Audience
  - Use the Power of Social Media to Market to Gen Zers

Recommendation Two: Make a Plan to Use Multi-Channel Marketing to Grow your Restaurant's Business

- Social Media Content Creation: Make a Plan for the Best Results
- The Benefits of Blending Social Media Marketing and Traditional Marketing for Restaurants
- Restaurant Social Media Success Plan: Keep It Fresh and Plan Ahead
- Value of Planning and Creativity in Food Content Marketing
- Using Social Media to Showcase Your Food Photography to Interest an Audience

Recommendation Three: Get Them Through the Door, How Interaction on Social Media Leads to Interaction in Person

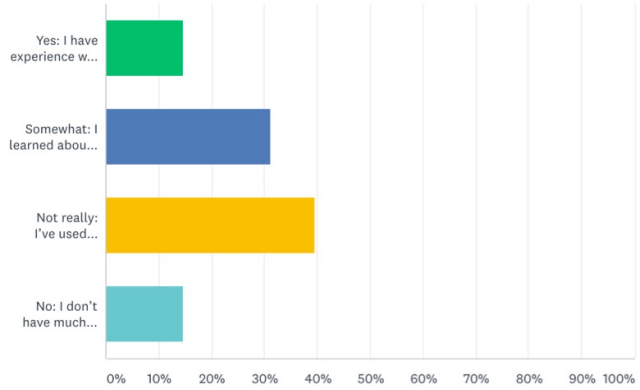
- Social Media and Retail- The Money is in the Numbers
- Fast-Food-Gone-Gourmet is Using Social Media in a New Way
- Opportunities for Restaurants to Target Demographics that are Active on Social Media to Increase Business on Weeknights

Public Facing ePortfolios and Project-ePortfolios in W231/Professional Writing Skills: Supports Student Understanding of College-Level Research

UNDERSTANING RESEARCH STRATEGIES PRE

I am familiar with secondary research strategies on academic databases as well as the Internet and use Boolean operators to refine the scope of my searches. I can also assess the value and validity of resources.

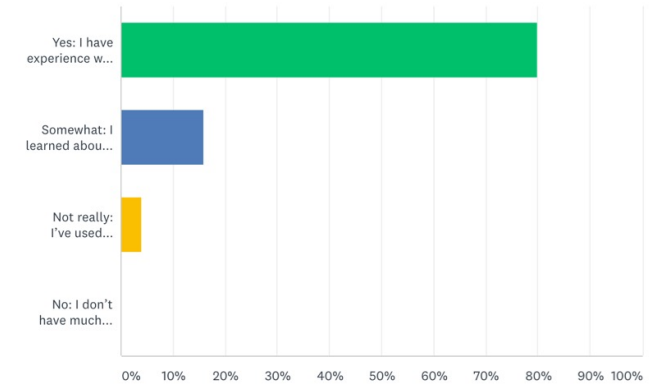
Answered: 48 Skipped: 0



UNDERSTANDING RESEARCH STRATEGIES POST

I am familiar with secondary research strategies on academic databases as well as the Internet and use Boolean operators to refine the scope of my searches. I can also assess the value and validity of resources.

Answered: 25 Skipped: 0

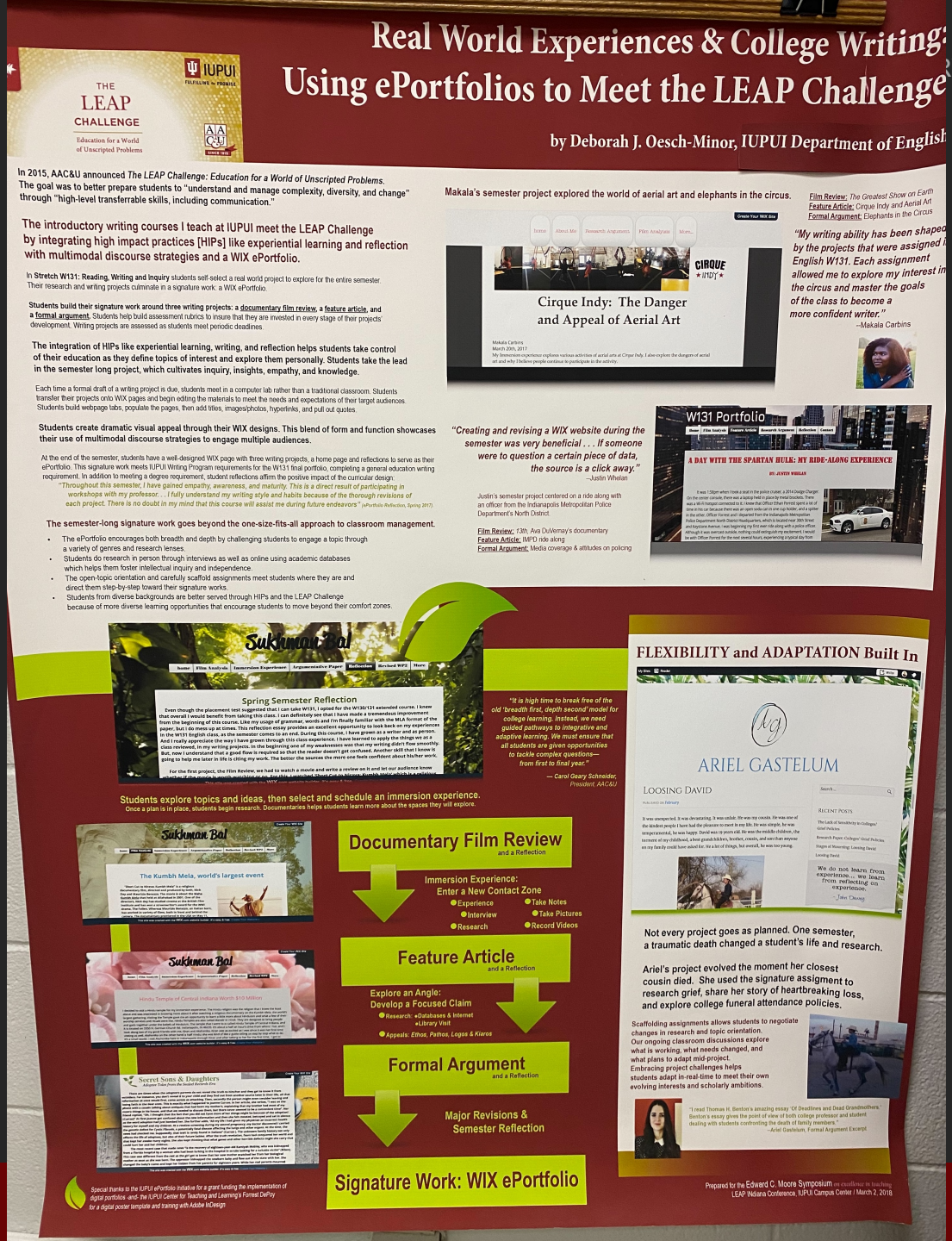


Pre-Post Survey W231 IUPUI Oesch-Minor students 2019

Micro-ePortfolio & It's Place Among ePortfolio Innovations

VALUE of PBL and ePORTFOLIO: Documents Learning as a Process— Creates Transparency

Project-Based Learning & ePortfolios Layer High Impact Practices Into Signature Assignments to Meet AAC&U's LEAP Challenge



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ePORTFOLIOs provide avenues for students to document and share each step of their research and learning to create transparency.

ePortfolios make invisible aspects of their learning process VISIBLE for personal reflection, faculty/program assessment, and professional advancement

Susan Kahn's AAEEBL Keynote Commented on:

ePortfolio as Knowledge Structure

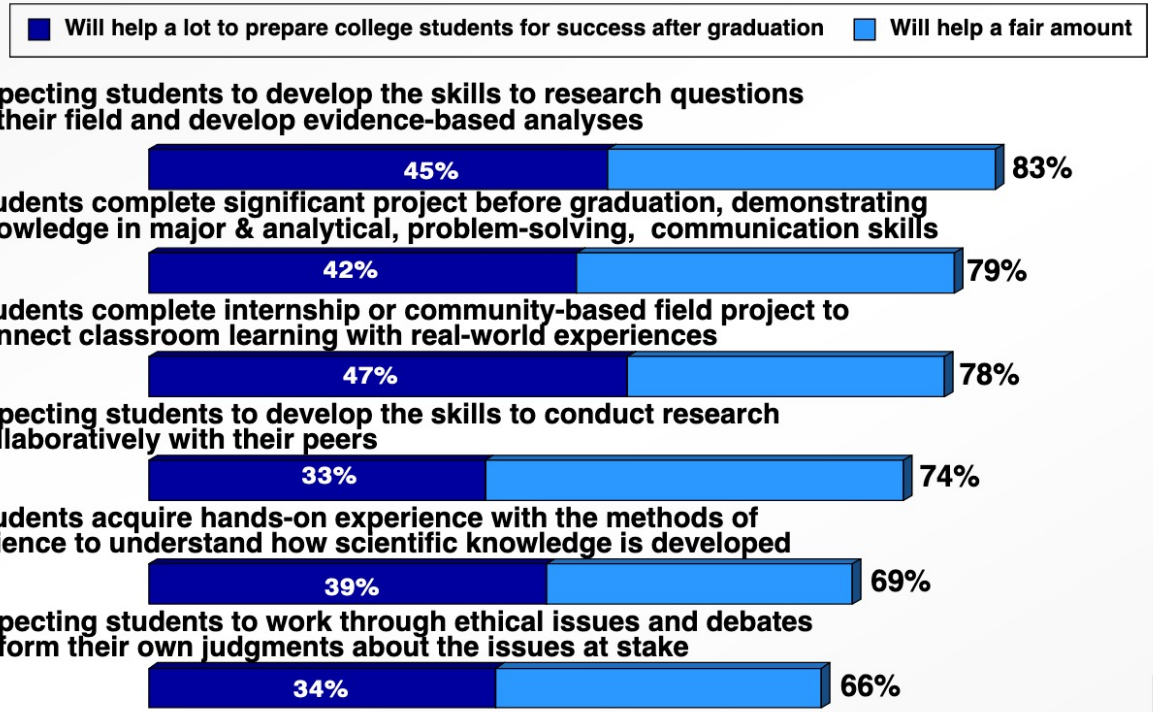
ePortfolios both embody and demonstrate learning because they are themselves authentic evidence

Employers value the shift toward HIPs, especially those that give them a window into applicant competencies: ePortfolios provide access to this authentic evidence

Cited by Dr. Tia McNair 2014

Employers Want Students to Participate in HIPs and Have Evidence of Learning

Employers believe a variety of emerging educational practices have the potential to help graduates succeed.



13

It Takes More Than A Major – January 2013 – Hart Research *for*

Liberal Education & America's Promise

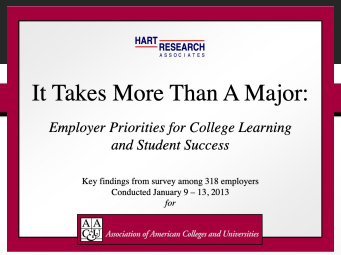
EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

HIGH-IMPACT PRACTICES, NATIONAL FOCUS AND TRENDS

Dr. Tia McNair
Senior Director for Student Success, AAC&U
February 7, 2014

LEAP

Key Findings



- **Innovation is a priority** for employers, and they report that the challenges their employees face today are more complex and require a broader skill set than in the past.
- Employers recognize **capacities that cut across majors** as critical to a candidate's potential for career success, and they view these skills as **more important than a student's choice of undergraduate major**.
- Employers recognize the **importance of a liberal education** and the liberal arts. The majority agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for long-term career success.
- Employers endorse education practices that involve students in active, effortful work and the **application of skills**.
- Employers express **interest in e-portfolios** and **partnerships** with colleges to ensure college graduates' successful transition to the workplace.

HART RESEARCH ASSOCIATES

It Takes More Than A Major:

Employer Priorities for College Learning and Student Success

Key findings from survey among 318 employers
Conducted January 9 – 13, 2013
for

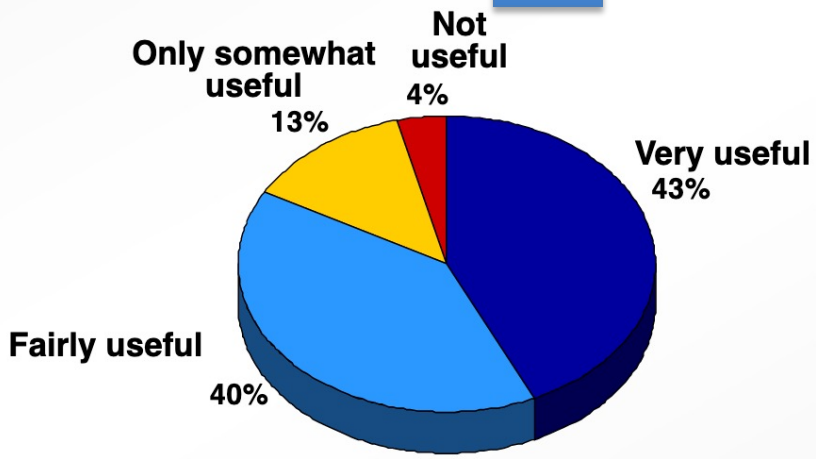
Association of American Colleges and Universities

Project-Oriented and Course-Oriented ePortfolios Provide Documentation that Is Useful to Cultivate Future Opportunities

Over 8 in 10 employers surveyed said an ePortfolios would be useful or very useful

Employers say that an electronic portfolio of students' work and knowledge areas would be useful in evaluating candidates for hire.

In addition to a recent college graduate's résumé and college transcript . . . how useful would it be to see an electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, evidence-based reasoning, ethical decision-making)?



14

It Takes More Than A Major – January 2013 – Hart Research *for* AAC&U

Evidence of student participation in HIPs can be documented using tools like ePortfolios and is beneficial for

Students
Faculty
Assessment Gurus
Employers

Micro-ePortfolios as a Practical Tool for Teaching and Assessment

THEORY MEETS PRACTICE: Getting Faculty to Try ePortfolios

The Challenge:
Getting faculty members and academic programs unfamiliar with ePortfolio to try ePortfolios

Common Faculty Objections:

- I don't know how to use the technology
- I don't have time to teach technology
- I don't see why this matters more than a good ‘ole APA research paper
- I never did that when I was in school

ePortfolios Integrated at the Course Level

- To support faculty members as they consider and experiment with ePortfolios, advocates can
  - **Share examples**
  - **Explain expectations**
  - **Verify beneftis**
  - **Address fears**

The Reality: Getting faculty members to try PBL/ePortfolios is a challenge

- I don't know how to use the technology: **but your students already do**
- I don't have time to teach technology: **you don't have to—but if you want to highlight the basics, it takes about 15 minutes**
- I don't see why this matters more than a good 'ole APA research paper: **think both-and rather than either-or**
- I never did that when I was in school: **that doesn't mean it isn't valuable now, in the age of internet learning**

Add one project-oriented ePortfolio to one class: see the benefits for yourself

Add one PBL to each year in your major: analyze the outcomes

Benefits for Faculty

- Demonstrates Student Mastery of Course Concepts
- Enables Faculty to See Students Creativity and Innovation as They Curate Their Work
- Quick Links to Research and References
- Easily Accessible and Easily Navigated to Expedite Assessment and Evaluation

Benefits for Programs

Assessment: Evidence
Assessment: Engagement
Assessment: External Outcomes

Image from Faculty Focus
https://www.pinterest.com/pin/383509724497930543/

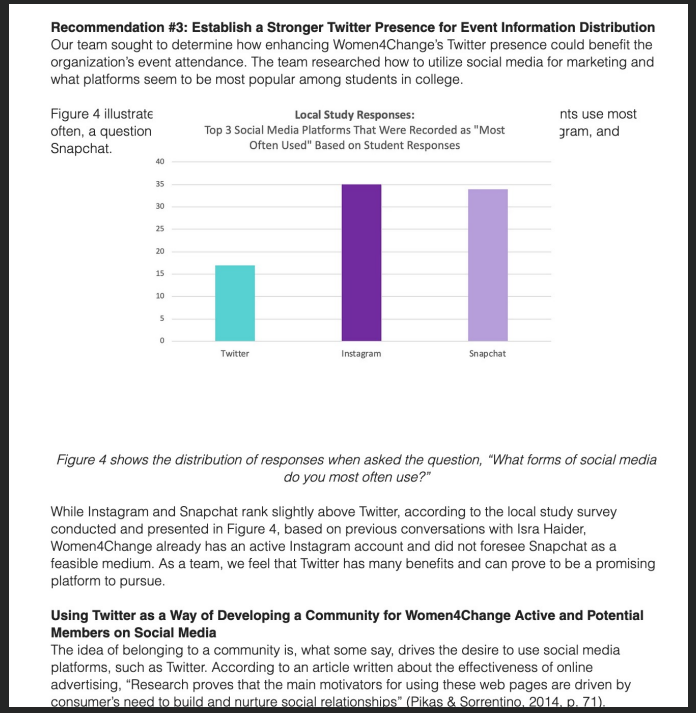
Tangible Benefits for Students

- Hyper Contextualizes the Project
- Convenient for Building and Sharing Materials
- Supports Curation of Artifacts [not one and done]
- Gives Student More Control of Their Educational Experience
- Lives on After the Class
- Cultivates Ownership

Image from Faculty Focus

ePortfolios Over ONE Project-Oriented ePortfolios

- Student: The micro-ePortfolio was more than a file folder, it encapsulated and demonstrated everything we were learning
- Annemarie: ”The micro-ePortfolio helped me speak to both the topic and organization using skill we learned in class . . . The way we presented the report and evidence helped us demonstrate our credibility and compel the client to embrace team recommendations.”
- Sophie: "From a STEM background as a Bio major, this would be an awesome tool for organizing, reporting, and sending out lab/research information. This tool is definitely not strictly for writing classes and can be integrated into so many different aspects, like resumes, lab reports, and research opportunities."
- https://scarrison16.wixsite.com/w4c-recreport



Recommendation #3: Establish a Stronger Twitter Presence for Event Information Distribution
Our team sought to determine how enhancing Women4Change's Twitter presence could benefit the organization's event attendance. The team researched how to utilize social media for marketing and what platforms seem to be most popular among students in college.

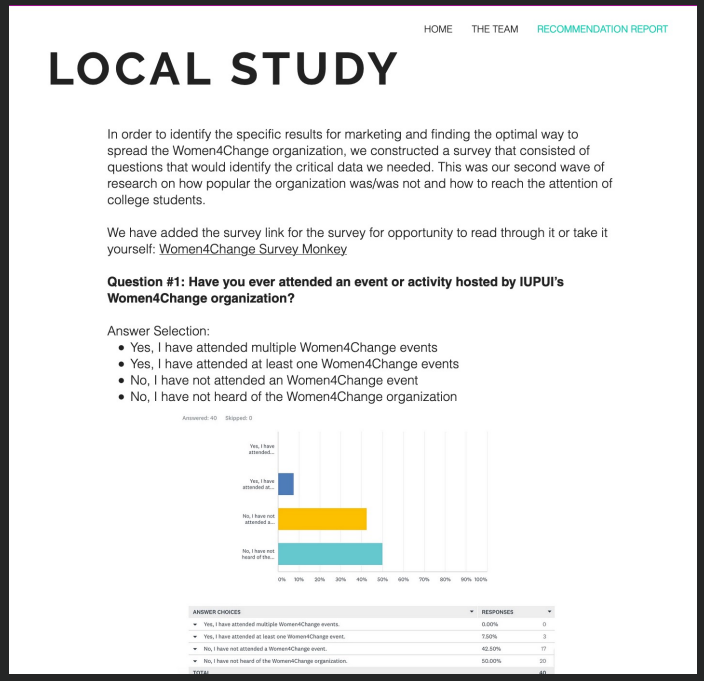
Figure 4 illustrate … nts use most often, a question … gram, and Snapchat.

Local Study Responses:
Top 3 Social Media Platforms That Were Recorded as "Most Often Used" Based on Student Responses

Figure 4 shows the distribution of responses when asked the question, "What forms of social media do you most often use?"

While Instagram and Snapchat rank slightly above Twitter, according to the local study survey conducted and presented in Figure 4, based on previous conversations with Isra Haider, Women4Change already has an active Instagram account and did not foresee Snapchat as a feasible medium. As a team, we feel that Twitter has many benefits and can prove to be a promising platform to pursue.

Using Twitter as a Way of Developing a Community for Women4Change Active and Potential Members on Social Media
The idea of belonging to a community is, what some say, drives the desire to use social media platforms, such as Twitter. According to an article written about the effectiveness of online advertising, "Research proves that the main motivators for using these web pages are driven by consumer's need to build and nurture social relationships" (Pikas & Sorrentino, 2014, p. 71).



HOME THE TEAM RECOMMENDATION REPORT

LOCAL STUDY

In order to identify the specific results for marketing and finding the optimal way to spread the Women4Change organization, we constructed a survey that consisted of questions that would identify the critical data we needed. This was our second wave of research on how popular the organization was/was not and how to reach the attention of college students.

We have added the survey link for the survey for opportunity to read through it or take it yourself: Women4Change Survey Monkey

Question #1: Have you ever attended an event or activity hosted by IUPUI's Women4Change organization?

Answer Selection:
- Yes, I have attended multiple Women4Change events
- Yes, I have attended at least one Women4Change events
- No, I have not attended an Women4Change event
- No, I have not heard of the Women4Change organization

ANSWER CHOICES	RESPONSES	
Yes, I have attended multiple Women4Change events.	0.00%	0
Yes, I have attended at least one Women4Change event.	7.50%	3
No, I have not attended a Women4Change event.	42.50%	17
No, I have not heard of the Women4Change organization.	50.00%	20
TOTAL		40

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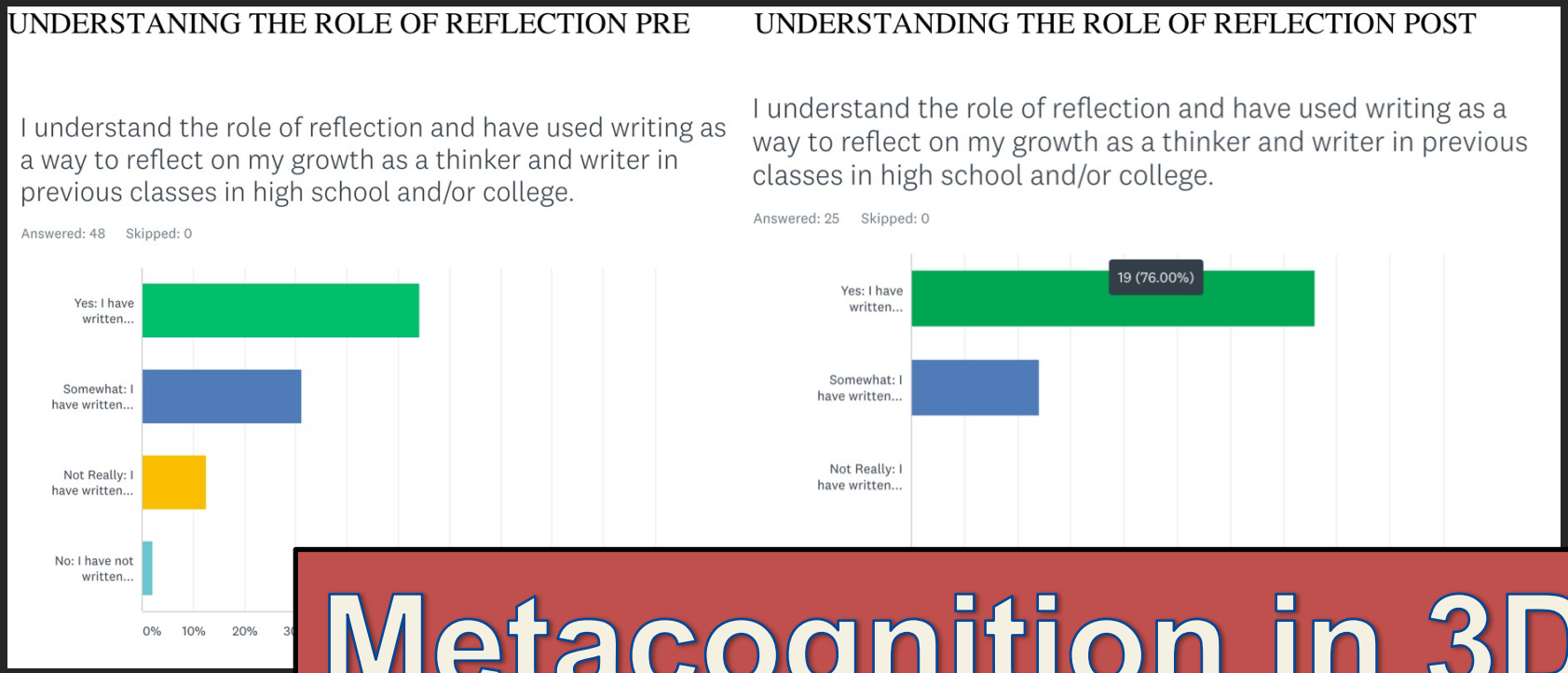
ePortfolios Demonstrate Metacognition:

As part of folio-thinking, students reflect on what they're doing, why they're doing it, and use multi-modal design strategies that emphasize key points and guide the reader through their documents.

Students also practice shaping materials for multiple audiences—peers, the professor, and the community client.

The ePortfolio helps students be more conscientious and intentional about reflection.

Public Facing ePortfolios: Can Help Emphasize the Role of Reflection



Metacognition in 3D

Pre-Post Survey W231 IUPUI Oesch-Minor students 2019

ENGAGED LEARNING EXAMPLE

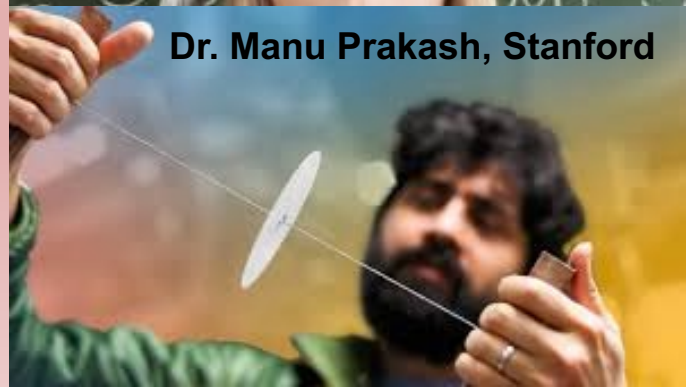
ePortfolios: Meta-High Impact Practice

Graduate Relevant Problem Solvers

- **AAC&U LEAP Challenge**

  "The LEAP Challenge calls on colleges, universities, and community colleges to help each student identify a problem or question that matters, both to the student and to society, and complete a significant project related to that problem or question" (Schneider).

- **Signature Assignments**
- **High Impact Practices**
  - *Innovative Course Design*
  - *Dynamic Assignments*



PROBLEM SOLVERS:
$0.20 portable blood centrifuge to test for malaria

ePortfolios as Authentic Outcome for Signature Assignments

A Meta-High Impact Practice

Authentic Assignments with Outward Facing Options like ePortfolios Cultivate Engaged Learning for Students

Wicked Smart Students are

- “Open to new challenges
- Deliberate and thoughtful
- Able to draw from multiple areas
- Able to adapt ideas and technologies to new settings
- Able to ask the right questions
- Not afraid to fail and able to try again”

Photo from Roanoke College Website

Paul Hanstedt, Roanoke College

Anthony Rea

- Different and new: Daunting at first
- Help us stay organized
- Simple/Easy to access
- Used it to apply for an internship
- Reflected curation of our work
- "Built for the audience"
- https://brandensa14.wixsite.com/roommatereport

Presents a visible body of work that's authentic and reflects the research that the team performed that can be shared with other potential clients or academics.

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Recommendations

The recommendations in this report are based on information collected through internet-research and a local study. We have came up with three recommendations that we feel will benefit IUPUI Housing and Residence Life. Our main focus was to find ways to match roommates that promotes harmony and decreases students dissatisfaction.

Recommendation #1: Pair Roommates Based on Personality Similarities

- Incorporate a personality test into your pairing process
  - Option 1: Incorporate the Myers-Briggs personality test
  - Option 2: Incorporate the NEO-PI-R personality test to determine personality traits based on the Big Five Factor model of personality
  - Option 3: Incorporate a questionnaire measuring degrees of independence and affection into your pairing process
    - This could be independent or combined into one of the personality tests mentioned above

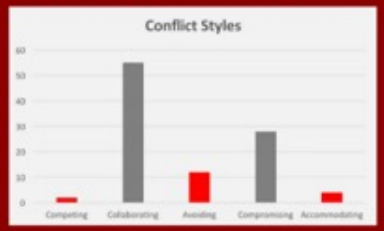
Recommendation #2: Keep roommate assignments anonymous until move-in day

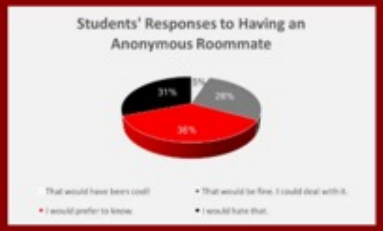
- Prevent students from looking each other up on social media
- Improve the students' perceived similarity

Recommendation #3: Administer a Conflict Management course to incoming students.

- Create a conflict management course for incoming students.
- Better prepare and prep RA's for roommate conflict and problem solving situations.
- Improve the personal efficiency and compromising abilities of incoming students.

responses to reach a favorable number we considered to be significant, we input the data for each question into Microsoft Excel to construct graphs for each question to help visualize the significance of the answers for each question.





Appendix C: Annotated Bibliography

Bahns, A. J., Crandall, C. S., Canevello, A., & Crocker, J. (2013, March). Deciding to dissolve: Individual- and relationship-level predictors of roommate breakup. Basic and Applied Social Psychology. Retrieved October 15, 2019, from https://web.b.ebscohost.com/ehost/detail/detail?vid=9&sid=754a20b6-3d55-4ad1-be97-6febefaec040@pdc-v-sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ==#AN=86178004&db=aph.

College freshman who roomed together with random roommates had a similar possibility of having success or dissolving later in the year. When they roomed together, the school had made a questionnaire containing preferences of the students that would have made them better pairs however, it was individual factors that made the students decide to end the non romantic relationship and the availability of abandoning the current roommate pairing. When the college allowed students to separate at the end of the year, many students did indeed separate.

Bland, H. W., Melton, B. F., Welle, P., & Bigham, L. (2012). Stress tolerance: New

ePortfolios help cultivate opportunities to emphasize

LIVED EXPERIENCE

Track down Marilee Bresciani Ludvik's *Assessment Institute* session "Assessment that Connects with Institutional Performance Indicators to Advance Equity"

The process and structure supported project goals: folio thinking

- Scaffold of Assignments Supported ePortfolio and Report Construction
- Routine Progress Reports and Peer Review Provided Ideas and Inspiration
- PBL Encourages Different Students to Work Together – Similar to an Office Setting. Providing Further Real-World Collaboration
- *Best part for me:* Satisfying to See All of Our Accomplishments in One Area
- https://mc1486.wixsite.com/oslr

Interdisciplinary workspaces and Incentives to increase foot traffic to the library

Interdisciplinary workspaces allow for more collaborative work between students across several different subjects. Like modular workspaces, these can be moved around to different parts and put back together into different shapes around the school, rather than having to be stuck in one place.

Create a rewards program (like Qdoba or Starbucks) to increase foot traffic to the library. If the Orchard school incentives the library and trips to the library, they can increase the foot traffic to the library. Creating a rewards card / punch card or points program could be key to incentivizing kids and teachers to go to the library. The school could make it a year-long contest: whichever grade (or class) has the most points accumulated, they would get a special prize or treat at the end of the year. The end-of-year deadline is to ensure that people will still keep coming all year long as opposed to a short-term contest where people may only be pulled to the library and not come back after the contest is over.

- Rewards cards work with businesses and have success
- Keeps people coming back
- Reinforces the behavior of doing something right (turning a book in on time)

Ecological Literacy in the Library enhanced by Adding Indoor Gardens

In this section of analysis, the focus is how to best incorporate the natural world into the library – keeping with Orchard's intention. The first research phase using IUPUI's databases revealed that many libraries have undergone major renovations to become more environmentally centered (Falkenburg, 2012). Cutting edge libraries and other workspaces around the world have been installing foliage inside of their buildings. The trend is catching on because of the overwhelming positive benefits:

- Reduced levels of carbon dioxide, nitrogen dioxide, and dust.
- Easy interior design.
- Mood improvement.
- Noise reduction.
- Lower risk of illness.
- Enhanced concentration.

Gary Altman, Director of the Horticulture Therapy program at Rutgers, said this when discussing the psychological benefits of caring for a garden.
"Potting plants and actively maintaining them provides an opportunity to forget about troublesome, stressful things that may be going on in your life, and focus on the here-and-now, While this is helpful to us and our psychological wellbeing, the plant enjoys this care as well, and grows better and is better

and/or a laptop that can run VR well.

Implement Interdisciplinary work spaces, Flexible furniture to create more collaborative environment and Incentives to increase foot traffic to the library

Interdisciplinary use of flexible furniture ties into Orchard School's pre-existing spaces throughout the building allowing for optimum flow of energy, use, and aura, along with their hands-on and collaborative learning styles so that the furniture can be used for many things, in many different ways for a long time.

- Create a rewards program that rewards kids (of all grades) for going to the library and checking out books and returning them on time
  - Make it a year-long competition between all the grades, the grade with the most total points wins a prize.
- Have Modular Furniture (furniture that is easy to move, make different shapes, put back together, and sturdy)
  - Such as LoveSac, School Outfitters, Poppin, Constructiveplaythings.com
- Set up the new furniture in shapes conducive to learning, the aura and architectural flow of the room increase work-flow and welcoming feel of the environment
  - Circles, small 4x4 squares, a sectional-style living room (furniture on one side, a table in the middle , and furniture on the other side)
- Put rubber grips on the bottom of chairs and tables (if they don't already have them) to make it easier to move them around the room

Design and Install a Vertical-Hanging Garden in the Library

A garden will bring Orchards mission of nature-based learning into the library, while also engaging children with non-linear learning techniques.

- Consider bringing in a landscape architect to consult on the project.
- Assess the library for climate and lighting conditions for the plants, then select the plants accordingly. Recommendations for resilient, low-light plants are located in Appendix B.
- Decide what water delivery system will be utilized e.g. hydroponics, manual watering.
- Implement and care for the new garden.

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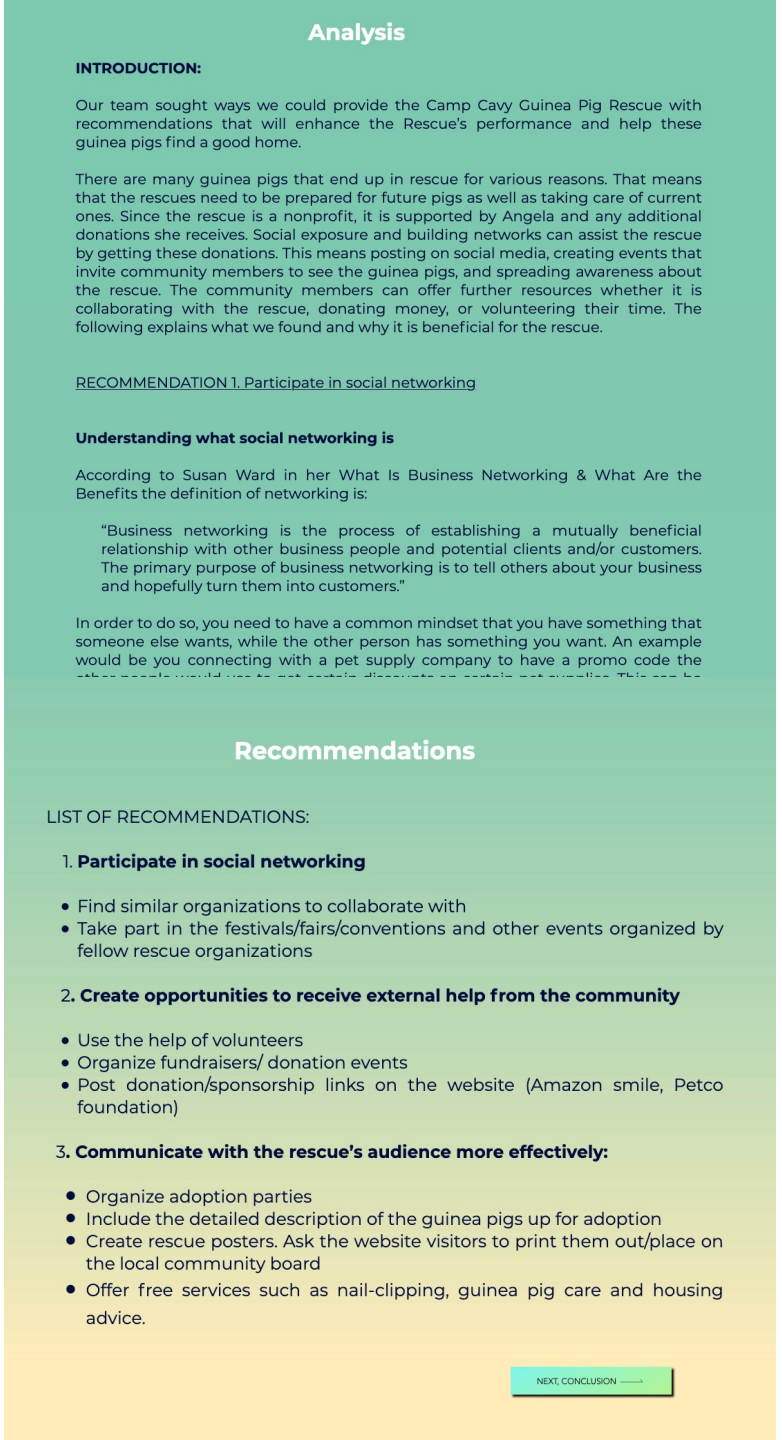
Amelia Bragg

Natalie Muhammed

- “ePortfolio was value added for me—even though I have a graduate degree-–because it brings a different perspective and experience with technology.”
- “I can transfer ePortfolio building skills into my Masters in Biochemistry and Molecular Biology.”

Natalie starts med school this August, in New Orleans



Analysis

INTRODUCTION:

Our team sought ways we could provide the Camp Cavy Guinea Pig Rescue with recommendations that will enhance the Rescue's performance and help these guinea pigs find a good home.

There are many guinea pigs that end up in rescue for various reasons. That means that the rescues need to be prepared for future pigs as well as taking care of current ones. Since the rescue is a nonprofit, it is supported by Angela and any additional donations she receives. Social exposure and building networks can assist the rescue by getting these donations. This means posting on social media, creating events that invite community members to see the guinea pigs, and spreading awareness about the rescue. The community members can offer further resources whether it is collaborating with the rescue, donating money, or volunteering their time. The following explains what we found and why it is beneficial for the rescue.

RECOMMENDATION 1. Participate in social networking

Understanding what social networking is

According to Susan Ward in her What Is Business Networking & What Are the Benefits the definition of networking is:

> “Business networking is the process of establishing a mutually beneficial relationship with other business people and potential clients and/or customers. The primary purpose of business networking is to tell others about your business and hopefully turn them into customers.”

In order to do so, you need to have a common mindset that you have something that someone else wants, while the other person has something you want. An example would be you connecting with a pet supply company to have a promo code the

Recommendations

LIST OF RECOMMENDATIONS:

1. **Participate in social networking**

- Find similar organizations to collaborate with
- Take part in the festivals/fairs/conventions and other events organized by fellow rescue organizations

2. **Create opportunities to receive external help from the community**

- Use the help of volunteers
- Organize fundraisers/ donation events
- Post donation/sponsorship links on the website (Amazon smile, Petco foundation)

3. **Communicate with the rescue's audience more effectively:**

- Organize adoption parties
- Include the detailed description of the guinea pigs up for adoption
- Create rescue posters. Ask the website visitors to print them out/place on the local community board
- Offer free services such as nail-clipping, guinea pig care and housing advice.

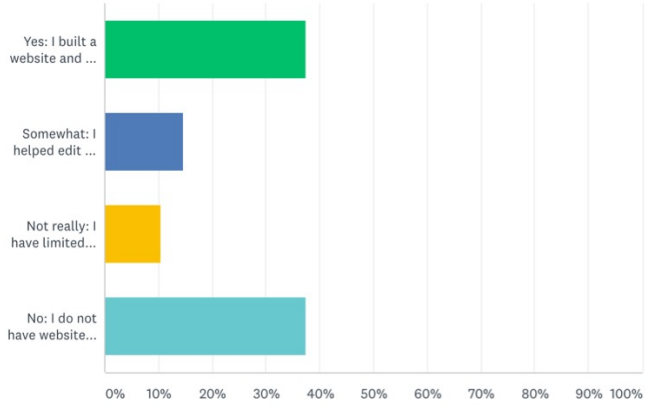
NEXT, CONCLUSION ⟶

Public Facing ePortfolios: Reinforce Technological Skills

WEB BUILDING SAVVY PRE-SURVEY

I built a website and am comfortable with one or more online web building platforms. Note: If you built an ePDP [electronic Personal Development Portfolio] in your First Year Seminar course, you have built a website.

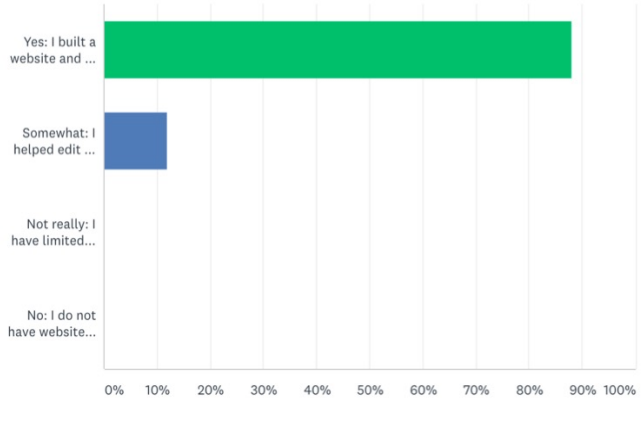
Answered: 48 Skipped: 0



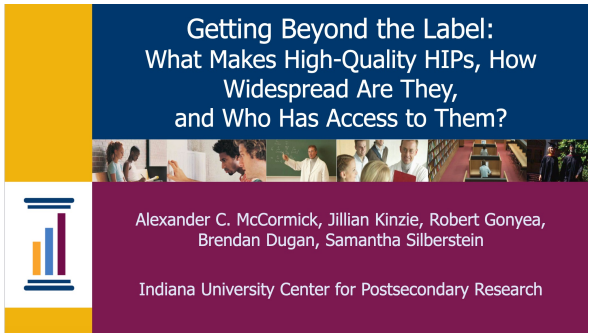
WEB BUILDING SAVVY POST-SURVEY

I built a website and am comfortable with one or more online web building platforms. Note: If you built an ePDP [electronic Personal Development Portfolio] in your First Year Seminar course, you have built a website.

Answered: 25 Skipped: 0



Pre-Post Survey W231 IUPUI Oesch-Minor students 2019



ePortfolios are a benefit when they include best practices—exactly the sorts of student engagement we hope for in Project-Based Learning

< Hyperlink

One Assessment Institute Presentation's List of Essential Qualities of HIPS

1. High performance expectations
2. Significant investment of student time and effort over an extended period
3. Interactions with faculty and peers about substantive matters
4. Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

Kuh, G. D. & O'Donnell, K. (2013). *Ensuring quality and taking high-impact practices to scale,* Washington, DC: AAC&U.

National Survey of Student Engagement nsse.indiana.edu

This is an argument for more flexibility in the way we conceptualize and use folio thinking as part of rigorous examination of the value of ePortfolios.

Project-Based Learning
[like Signature Assignments]
provides unique opportunities for faculty to design storied learning experiences for students that allow them to build self-contained, reflective ePortfolios to document learning related to a specific objective or objectives AND create low-risk opportunities for faculty to experiment with ePortfolios.

Guided: Brainstorming Your Options

- ePortfolios are valuable additions
    - Class Projects
    - Graduation Portfolios
    - Program Assessment
    - Internships
    - Study Abroad
- **List 5 ideas you have for implementing ePortfolios**

[Take 2 minutes]

Exploring Benefits

- Look back at your list of different ideas and uses for ePortfolios
- Using lists or building a web, **jot down ways in which these ePortfolios could help you meet pedagogical, assessment, or program objectives**

  [2 minutes]

Focusing on One Idea

- Look back at your notes
- Which idea seems most promising?
- Circle it.
- For 2 minutes, write about how you could shape the micro-ePortfolio component to achieve your goals

[2 minutes]

New to ePortfolios?

Visit
https://www.aacu.org/sites/default/files/files/AM16/ePortfolios%20Engaging%20Learners.pdf

for a short, helpful PowerPoint introduction to ePortfolios
by Susan Kahn and Susan Scott

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FULFILLING *the* PROMISE

Students Recognize the Value of Their Experiences

This writing class “has been one of the most useful class I have taken. I learned many skills that are transferable to my job and school.”

--Fall 2018 Student Z

“The real world experiences and education I have acquired has been a great confidence booster. . . Writing has given me the ability to effectively communicate, gather credible information, and think critically”

--Fall 2018 Student XY

What are ways you might use Project-Based Learning in common experience classes at your university?

Email and share your ideas

djoeschm@iupui.edu

Thank you!

Debbie Oesch-Minor

- Interim Co-Director, ePortfolios, IUPUI Institute for Engaged Learning
- Senior Lecturer, Department of English, IU School of Liberal Arts
- IU School of Medicine, Grassroots Maternal Child Health Initiative, Advanced Leadership Training

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