

ePortfolios at Virginia Tech: Pathways to Success



Marc Zaldivar, Director
Teggin Summers, Associate Director
ePortfolio Initiatives
<https://eportfolio.vt.edu>

Virginia Tech

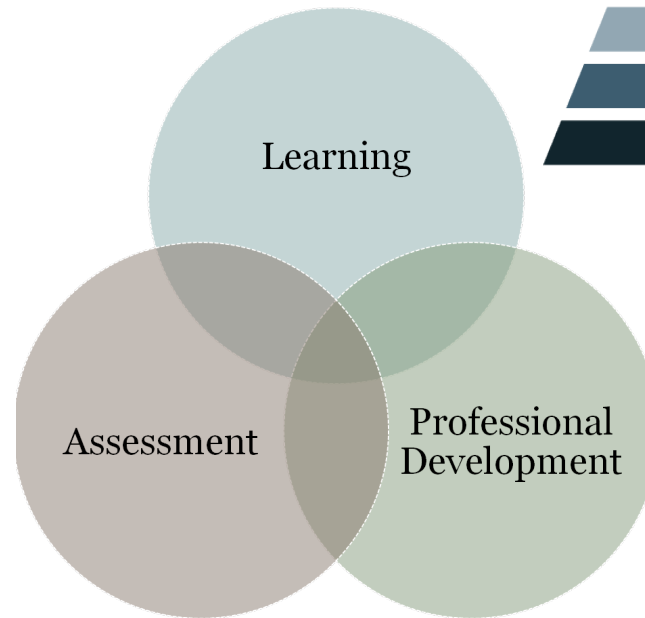
- Comprehensive Research I Institution
- Land grant
- 60 bachelors degree programs
- 140 masters and doctoral degree programs
- ~31,000 total FTE
- ~1,700 full-time teaching faculty

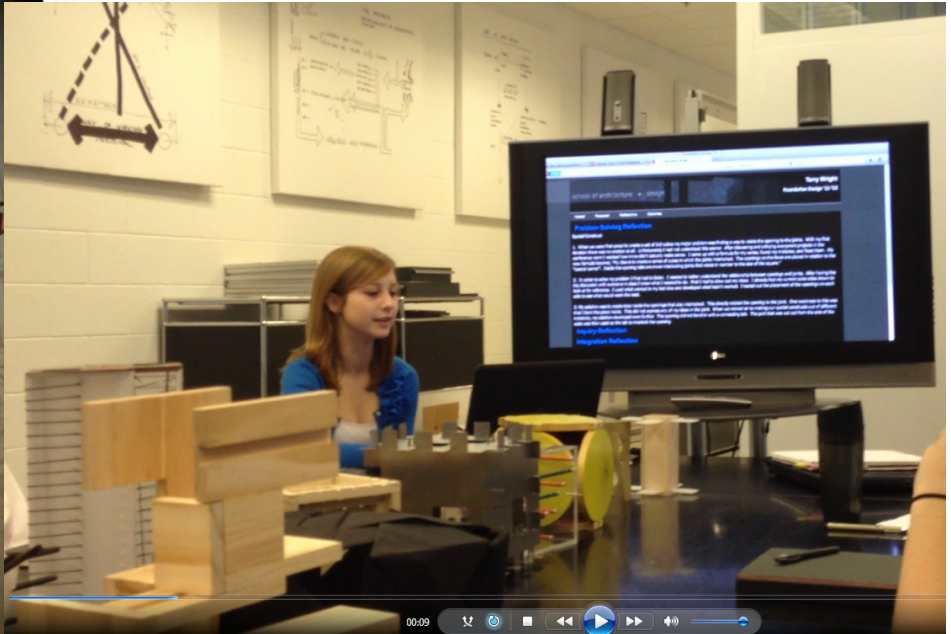
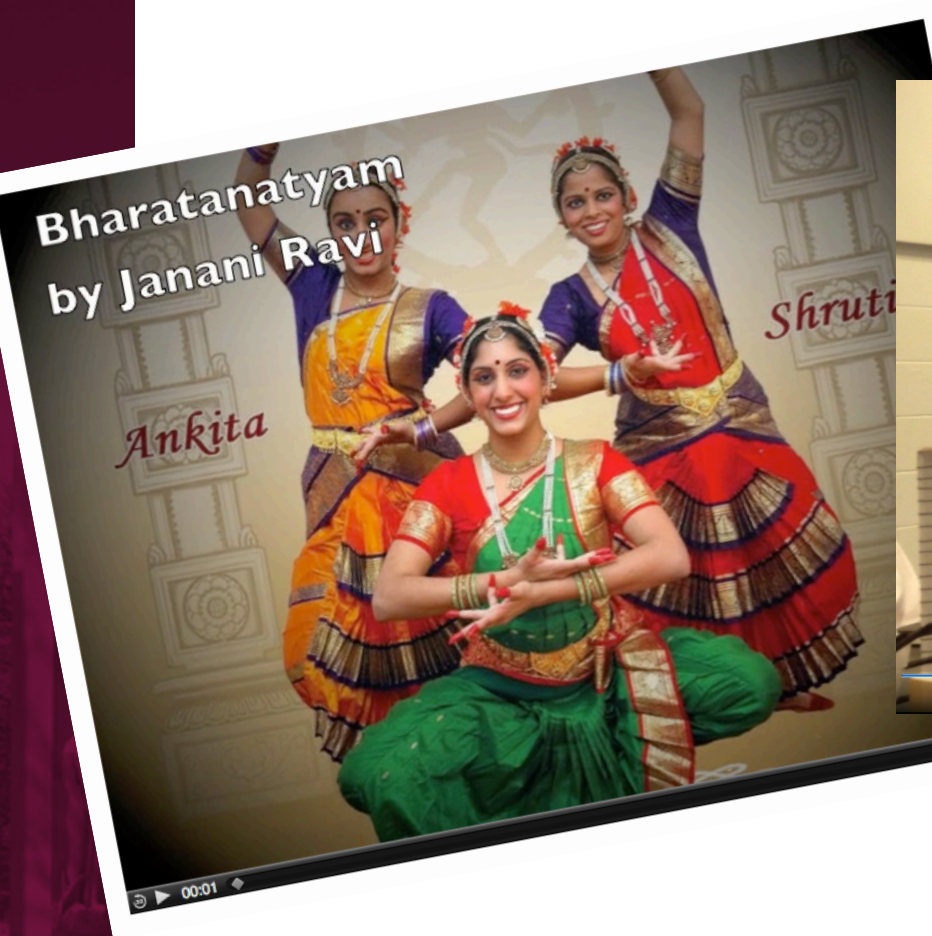


Overview



- Welcome
- Student Activities
- Reflective practice
- Completing the cycle with evaluation and assessment





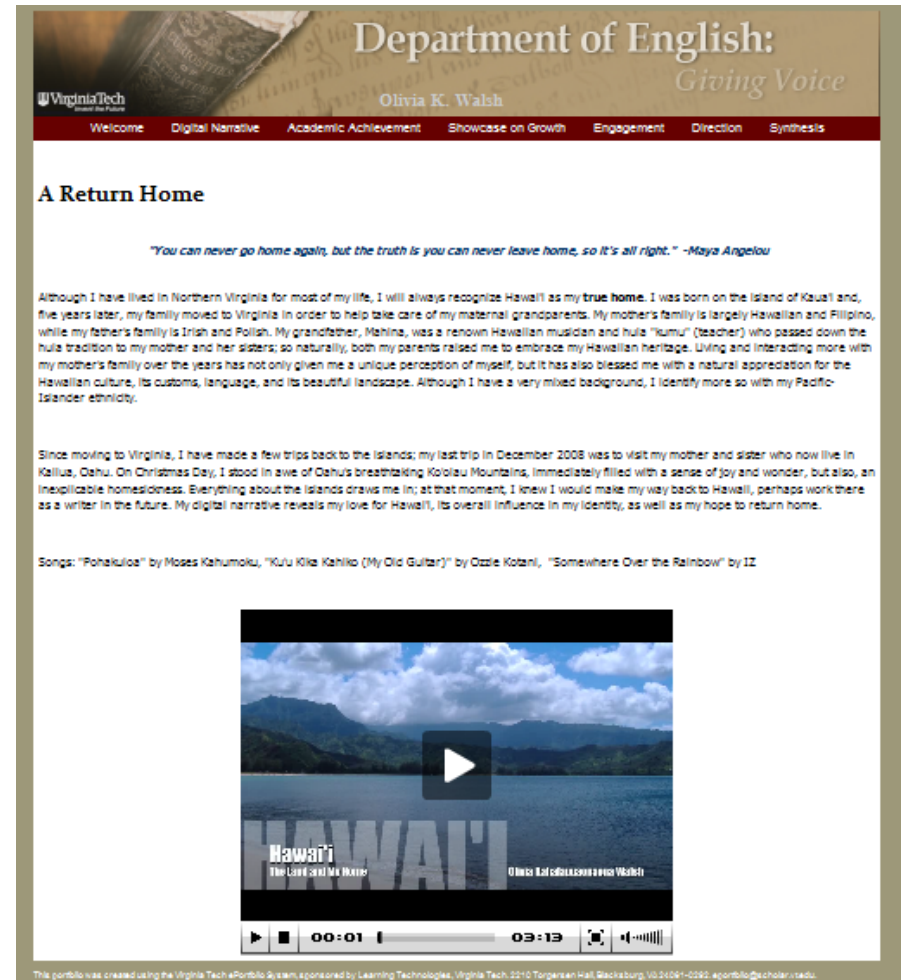
STUDENT ACTIVITIES

Instructional Technologies

Dept. of English: Digital Storytelling

- Tell a story through video, about anything that is important to them
- Support: Innovation Space
- Lab hours
- Extensive process
 - Storyboarding
 - Collection of images
 - Smaller, sample assignment leads up to larger final

<https://eportfolio.vt.edu/gallery/DeptsProgs/english.html>



Department of English: *Giving Voice*

Olivia K. Walsh

VirginiaTech

Welcome Digital Narrative Academic Achievement Showcase on Growth Engagement Direction Synthesis

A Return Home

"You can never go home again, but the truth is you can never leave home, so it's all right." -Maya Angelou

Although I have lived in Northern Virginia for most of my life, I will always recognize Hawaii as my **true home**. I was born on the island of Kauai and, five years later, my family moved to Virginia in order to help take care of my maternal grandparents. My mother's family is largely Hawaiian and Filipino, while my father's family is Irish and Polish. My grandfather, Mahina, was a renown Hawaiian musician and hula "kumu" (teacher) who passed down the hula tradition to my mother and her sisters; so naturally, both my parents raised me to embrace my Hawaiian heritage. Living and interacting more with my mother's family over the years has not only given me a unique perception of myself, but it has also blessed me with a natural appreciation for the Hawaiian culture, its customs, language, and its beautiful landscape. Although I have a very mixed background, I identify more so with my Pacific-Islander ethnicity.

Since moving to Virginia, I have made a few trips back to the islands; my last trip in December 2008 was to visit my mother and sister who now live in Kailua, Oahu. On Christmas Day, I stood in awe of Oahu's breathtaking Koolau Mountains, immediately filled with a sense of joy and wonder, but also, an inexplicable homesickness. Everything about the islands draws me in; at that moment, I knew I would make my way back to Hawaii, perhaps work there as a writer in the future. My digital narrative reveals my love for Hawaii, its overall influence in my identity, as well as my hope to return home.

Songs: "Pohohukua" by Moses Kahumoku, "Kuu Kiki Kahiko (My Old Guitar)" by Ozzie Kotani, "Somewhere Over the Rainbow" by ZZ

Hawai'i
The Love Still Me Keeps
Olivia K. Walsh


00:01 03:13

This portfolio was created using the Virginia Tech ePortfolio System, sponsored by Learning Technologies, Virginia Tech, 2210 Torjensen Hall Blacksburg, VA 24061-0282; eportfolio@cholar.vt.edu.

Vlogging: English Education & Music Education

- Meta-reflection
- Students perform video reflections before and after teaching
- Final ePortfolio, they edit various video clips and reflect on a larger theme

Video One: Hook



My hook teaching video is interesting because my goal for the assignment was to monitor my time more closely, and yet I ended up going over my time limit! However, I noticed that students were engaged until the end of the 5 minute mark, which signifies that I had in fact "hooked" them into the actual lesson.

I think this is an important realization because (though I will have certain instructional objectives to cover during a set amount of class time, if my students are engaged in the task at hand, then I have achieved my goal of creating lessons that foster an active (successful) learning environment.

One thing that I also found very interesting was my astute observation of strategies I employed to help my students connect with the assignment. Some of these strategies included showing students how the lesson built off of previous learned knowledge, encouraging student voice, and monitoring group work. Though I may not have realized it at the time, I believe that incorporating these strategies early on created a strong foundation to build upon as I entered my student teaching experience. Furthermore, I also believe that these strategies will continue to be invaluable as I enter into my own classroom because when students are able to connect with classroom content, they will be able to make meaningful connections to the world around them as well.


As I look back over my initial thoughts, I found a few recurrent ideas throughout my reflections, such as the incorporation of student voice and the willingness to learn from your students. Though common sense to me, and absolute cornerstones in my teaching philosophy, I do not think I truly realized how important these ideas were in the beginning of my teaching journey.

Do they work? Do they matter? Are my students benefiting from them? These questions were quickly answered as I put these ideas into action during my student teaching experience. It was through my teaching that I found that these ideas do work, they do matter, and my students were benefiting from them as the classroom suddenly became a learning environment that encouraged critical, engaged thinking and learning. (Perhaps most importantly, the classroom suddenly became an environment that was student-centered with student-created learning opportunities.

With that said, these ideas are ones that I will incorporate immediately into my classroom as I continue my teaching journey.

For this video, I decided to reflect upon my first grammar lessons in both the middle and high school. There were two important things I wanted to compare and contrast as I sat down to review my video: 1) what teaching strategies changed between the two levels and 2) how do I transfer content knowledge with and without using technical, grammatical terms.

Video Two: Teaching Grammar Today: From High School to Middle School



I realized that many of my teaching strategies remained the same and focused on four key ideas: rules/expectations, instructions, connections, and opportunities to help students one-on-one. Though I used completely different materials for both levels, I do feel that utilizing some of the resources I used for the middle school students, such as context, would have also been successful in the high school classroom as well.

The most challenging transition between the middle school and high school lessons would be the fact that my middle school lesson was much more formal, whereas my high school lesson was built to explicitly not use formal grammatical language. Thus, there are definite problems to this approach, at least I believe personally.

By not using grammatical terms, I challenged myself as a teacher to find ways to deliver content materials to my 12th grade students, which also reinforced the need for me to be very clear and direct in my instruction. However, a major con for me would be that my high school students were not expected to know the more formal language. Though I do not really consider myself a "strict grammarian," I do feel that making sure I am being very thorough in my teaching is truly important; therefore, in my own classroom, no matter what level I am teaching, I want to be able to teach my students content without overwhelming them with "technical" language, and yet I want them to know and understand what that language is all about.

I have quickly learned that whether I am teaching graduate students, high school seniors, or eighth graders, I should never assume that students have learned anything. By this I mean it is best if I go into a lesson as if my students have never learned the content I am about to introduce.

I can honestly say that many students did not know what parts (i.e. clauses) made up a complete sentence at both levels. However, the middle school students were being introduced to clauses for the first time, whereas the high school students had covered the material before, but did not remember any of it. For this reason, I definitely think emphasis needs to be made in regards to helping students make meaningful learning connections.

Though I know my students will not all become English teachers, I still want them to remember the information we covered in class by seeing (and understanding) the connections between the classroom and the real world.

Video Three: Wiki 101: A Technology Lesson



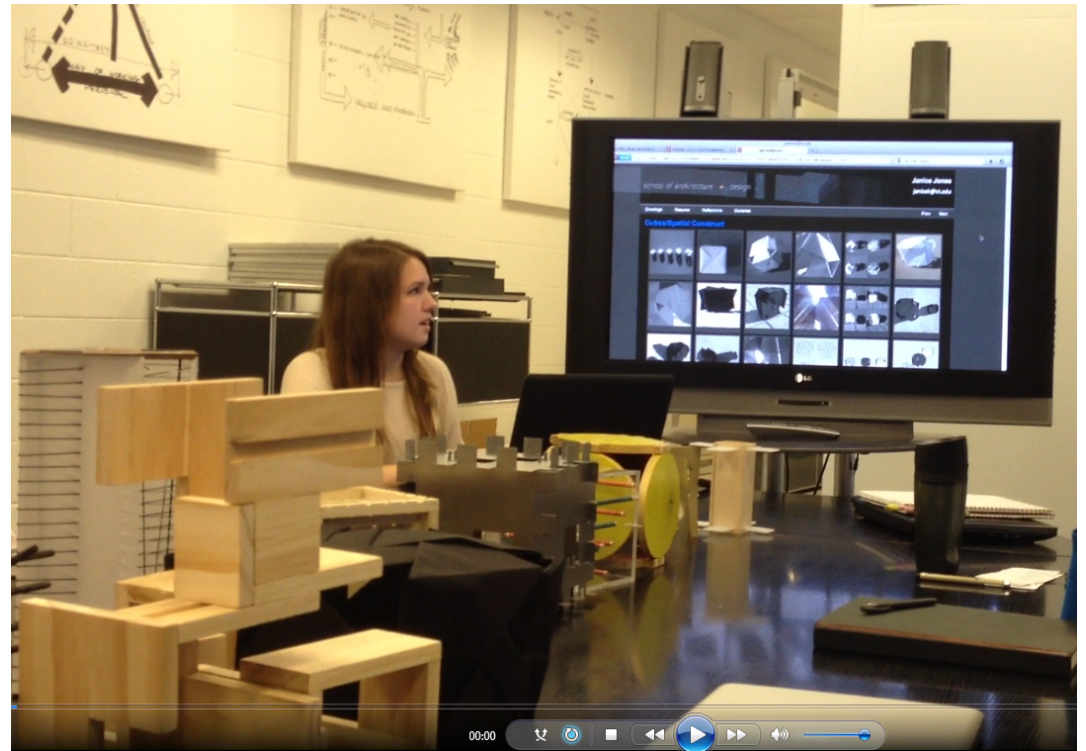
I feel that technology is a key tool in the classroom, however, my students were quite resistant to its integration at first. For this reason, I wanted to reflect on a wiki lesson where I reintroduced the idea to my dual enrollment students to see how clear my instructions were.

This wiki lesson developed after I had originally introduced the class wiki to my students; the first time I delivered my wiki lesson it was horribly received and most classes quickly spread through the room. Students were bouncing on and off the computers – some already comfortable playing around with the site, while others were completely lost as they found pages to look different because the other students had already changed the page. Though it was not my intention (or plan) for students to hop onto computers the first go around (at least while I was instructing them), I knew during round two I would need to start out very basic and only model for students how to best utilize the site.

Overall, round two was much more successful. I am not sure if my delivery changed or if the fact that students were only watching me guide them through the site was the key factor in helping calm fears of using technology in the classroom. Whatever the case, I think the fact that the lesson was successful shows that teaching is an evolving process – teaching should look different not only year to year, but perhaps even class to class, student to student as well.

Architecture: Design Thinking

- Galleries of images
- Iteration
- Process
- Slowly incorporating reflection
- Share Day





Click on a cell to view/edit

| Ichthyology Assignment Matrix | Anatomy Lesson Plan | Formal Essay | Fascinating Fish | Reflections on Learning Fish Identification |
|-------------------------------|---------------------|--------------|------------------|---|
| Click on cell to submit work | | | | |

Legend

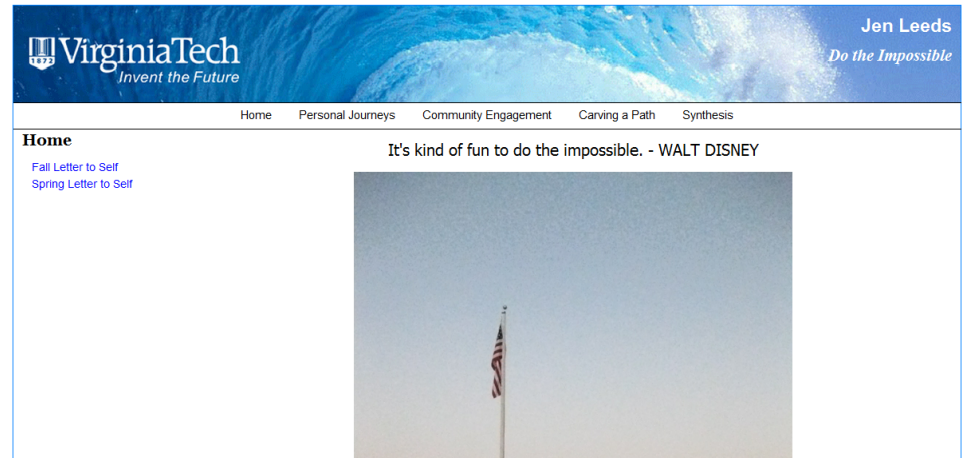
- Ready
- Completed
- Pending
- Locked

REFLECTIVE PRACTICE

Variety within disciplines and technologies

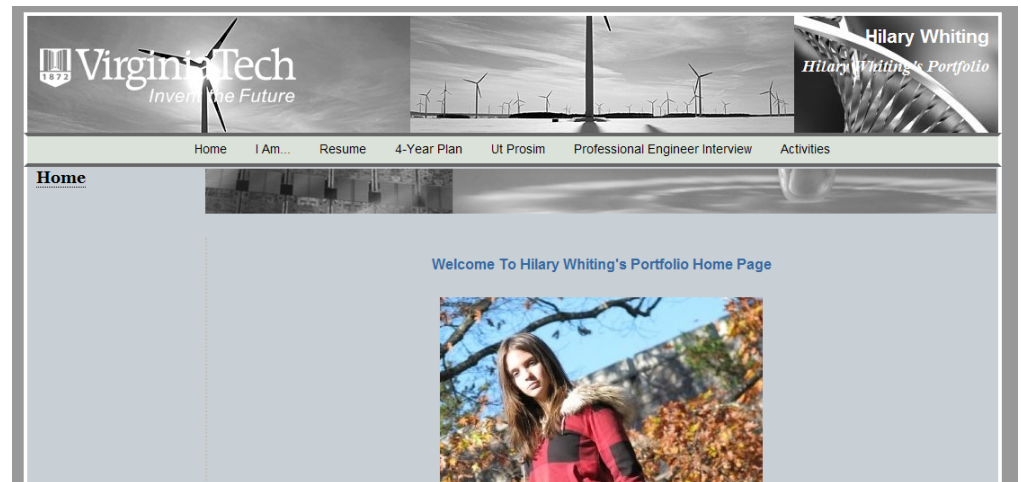
SERVE: Living Learning Community

- Year-long, two-course sequence
- Primarily meant to be private, only shared w/ teacher
- Student is main audience
- Highly cyclic



Galileo & Hypatia Engineering Communities

- Forums tool
- Cyclic reflection
- Lots of feedback & commentary from peers
- Separate web presentation







Ichthyology: Matrix for Reflection

- Scaffolded reflection activities

- 4 major assignments

Click on a cell to view/edit

| Ichthyology Assignment Matrix | Anatomy Lesson Plan | Formal Essay | Fascinating Fish | Reflections on Learning Fish Identification |
|-------------------------------|--|---|---|---|
| Click on cell to submit work |  |  |  |  |

Legend

| | |
|---|--|
|  Ready |  Completed |
|  Pending |  Locked |

- Reflection prompts, feedback, & evaluations

Matrices

Items Linked with Cell 'Row: Problem Solving; Column: Add reflections here'

Linked Item Name

Problem Solving: Select a Major Reflection Questions

Matrix Links for Row: Problem Solving; Column: Add items here

Select a site from the drop down below to view the available matrices for this site. To link this cell to a site, click the check box in the cell.

Site / Assessment for Architecture FYE 2012

QEP Matrix

Foundation 2011

Problem Solving

Inquiry

Integration

Legend

- Ready
- Added
- Completed
- Linked
- Removed

Programmatic Goal

Actions

Originating Site

Items

Form: Problem Solving Reflection

No Problem Solving Reflection added

Attachments

No attachments added

Matrix Cells

Row: Problem Solving; Column: Add items here

Row: Problem Solving; Column: Add reflections here

Feedback

Feedback

No feedback added

2011-2012 Four

2011-2012 For

Matrix and Site Linking

Type Assignment

Assignme

INVENT YOURSELF @ VIRGINIA TECH INITIATIVE COMMON RUBRIC

Adapted from the AACSB VALUE Metarubrics for Problem Solving, Inquiry & Analysis, Information Literacy, & Integrative Learning

INTEGRATION:

the ability and disposition to make connections between ideas and experiences, and apply them to new learning situations within and beyond campus.

| | Expert 3 | Practitioner 2 | Novice 1 | No Credit 0 |
|---|--|--|---|--|
| Connect relevant experience and academic knowledge. | Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one's own points of view. | Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own. | Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. | Does not meet minimum performance level for this indicator of learning? no credit given. |
| Make connections across disciplines. | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. | Does not meet minimum performance level for this indicator of learning? no credit given. |
| Reflect upon and assess self as learner. | Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks). | Articulates strengths and challenges (within specific performance or events) to increase effectiveness in different contexts (through increased self-awareness). | Describes own performances with general descriptors of success and failure. | Does not meet minimum performance level for this indicator of learning? no credit given. |

Connect relevant experience and academic knowledge. x .33

Make connections across disciplines. x .33

Reflect upon and assess self as learner. x .33

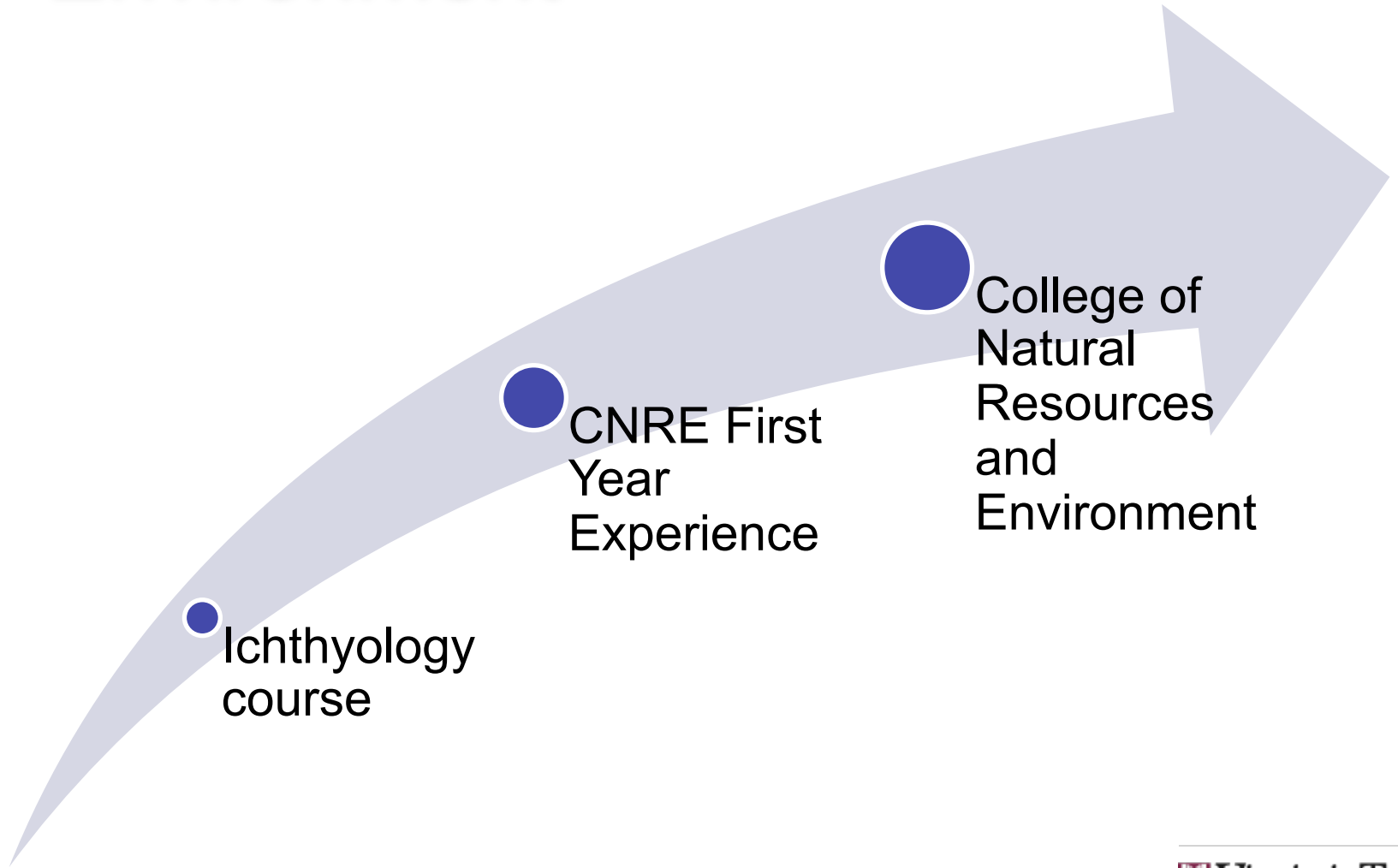
Comments

= 2

COMPLETING THE CYCLE

Assessment Practices

College of Natural Resources & Environment



CNRE Assessment Cycle

Evaluators perform assessment

Students submit artifacts and write reflections

Data is communicated openly to facilitate programmatic improvement

Instructions
 This is story telling time. Your personal narrative should reflect your story of place, family, history, values, world. For critique, and revise the personal narrative based on feedback you have received. Also, review your notes from day on Marshall Ganz, who writes "And it is through the shared experience of our values that we can engage with others, motiv: Revise the personal narrative so that it tells an accurate story of who you are, what you like to do and what you hope to

Attach a word document with your Personal Narrative.

At the end of the word document include a self-assessment of your written work using the following scoring criteria.

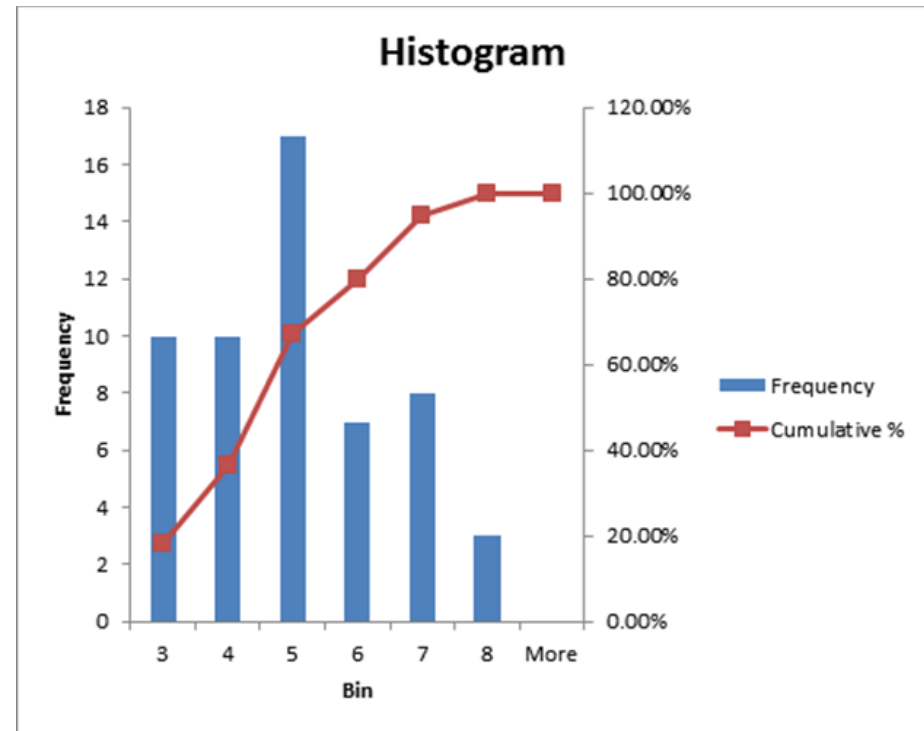
Graded
 Assessment scale:
 5=Excellent
 4=Good
 3=Satisfactory
 2=Needs some improvement
 1=Needs a lot of improvement

| Grading Rubric | Student Self Assessment | Instructor Assessment |
|---|-------------------------|-----------------------|
| Qualities of narrative | | |
| My personal narrative focuses on a key story | 1 2 3 4 5 | 1 2 3 4 5 |
| My personal narrative has a strong lead that grabs the reader's attention | 1 2 3 4 5 | 1 2 3 4 5 |
| My personal narrative includes detail yet stays in the present moment | 1 2 3 4 5 | 1 2 3 4 5 |
| Mechanics | | |
| Spelling | 1 2 3 4 5 | 1 2 3 4 5 |
| Paragraph structure | 1 2 3 4 5 | 1 2 3 4 5 |
| Correct verb tense | 1 2 3 4 5 | 1 2 3 4 5 |
| | | |
| Total Points | 30 | 30 |

The screenshot displays a software interface with a matrix and a list of items. The matrix has columns for 'Problem Solving' and 'Add reflections here'. The list below shows 'Form: Problem Solving Reflection' and 'Feedback'. Annotations include 'Assignment Linking' pointing to a 'Type' dropdown menu and 'Matrix and Site Linking' pointing to a 'Matrix Links for Row' section.

First Data from CNRE's Assessment of Inquiry

- Points to need for better ways to approach inquiry.
- Data will be used this summer for curricular planning in courses beyond first-year.



Thank you!

- Questions?
- <https://atel.tlos.vt.edu>
- Contact
 - Marc Zaldivar
 - marcz@vt.edu
 - Teggin Summers
 - teggin@vt.edu