ePORTFOLIOS & INTEGRATIVE LEARNING: USING ePORTFOLIOS TO OVERCOME THE ACADEMIC DISCONNECT

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AAC&U's Integrative Learning & the Departments Institute
14 July 2016

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THEME ONE: INTEGRATION & THE GESTALT

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POKÉMON GO

Image via the Washington Post: "I Despise Pokémon Go, and There's No Way I'm The Only One." Caitlin Dewey

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E-MAIL SYNDROME

"Every second, the world's email users produce messages equivalent in size to more than sixteen thousand copies of The Complete Works of Shakespeare."

Overwhelmed: Work, Love, and Play When No One Has the Time by Brigid Schulte

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TIME CONFETTI

"I think of confetti. That's how my life feels. Like time confetti—one big, chaotic burst of exploding slivers, bits, and scraps. And really what does a pile of confetti ever amount to?"

Overwhelmed: Work, Love, and Play When No One Has the Time by Brigid Schulte

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Image from Ashburn, VA web

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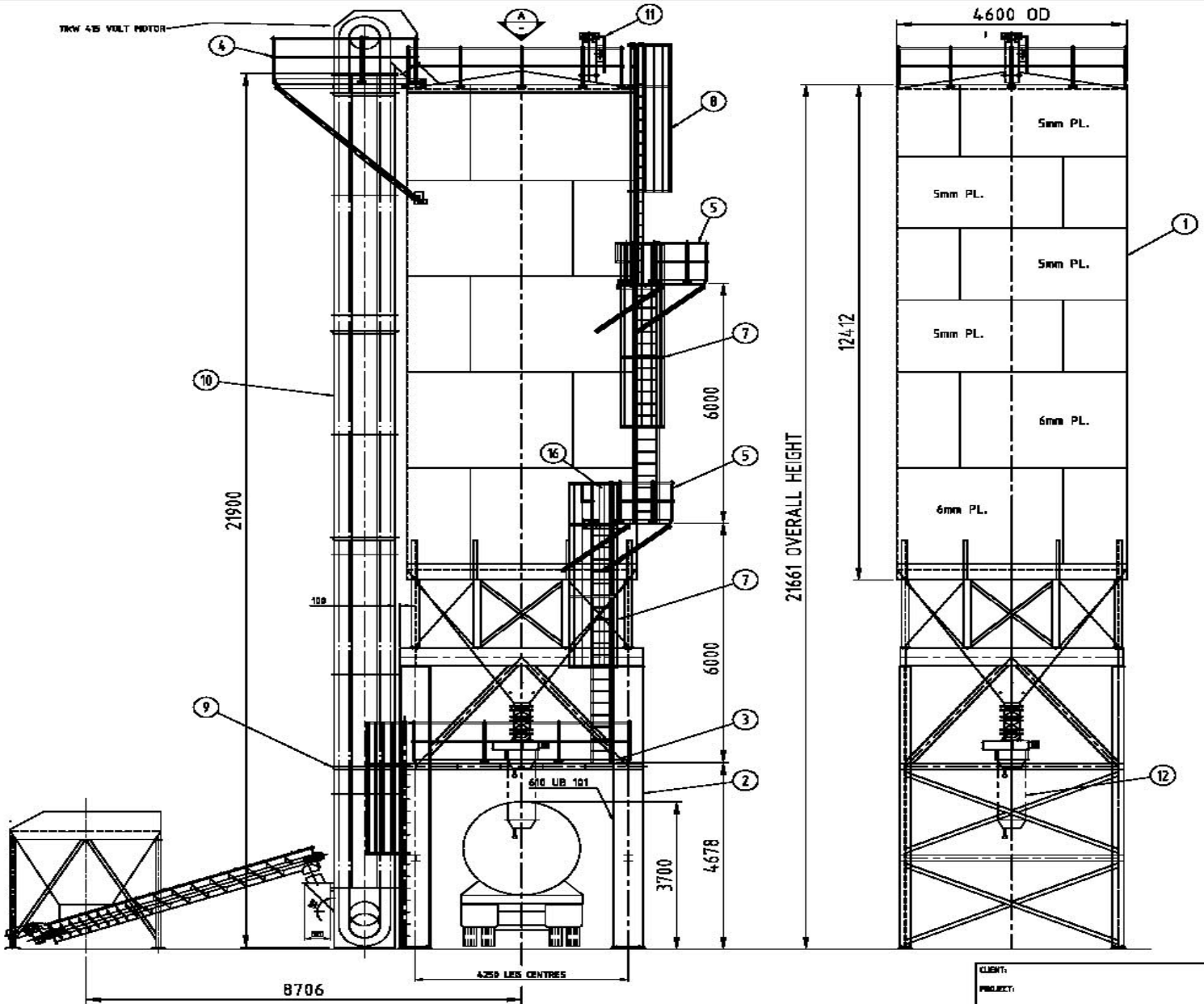

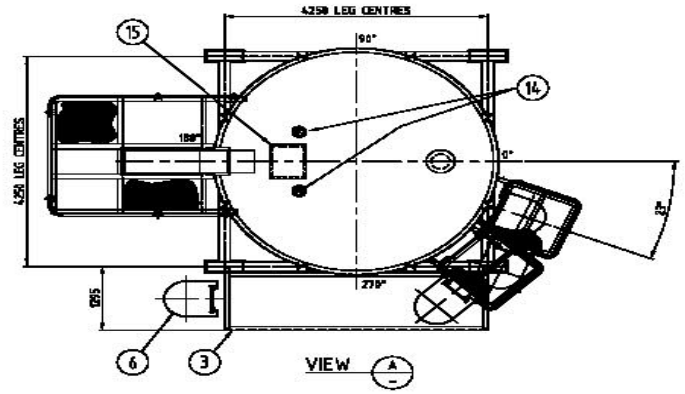

Image from Tylden Equipment

ITEM	QTY	DESCRIPTION	PART No./DRG No.	REMARKS
16	1	MONITOR LOW LEVEL SENSORS	-	MONITOR SUPPLY
15	2	MONITOR HIGH LEVEL SENSORS	(1) LONG - (1) SHORT	MONITOR SUPPLY
14	1	SILO ACCESS HATCH	-	TYLDEN STANDARD
13	1	LOADING HOPPER & CONVEYOR	05040-012/013	-
12	1	MECAL LOAD SPOUT MS60/E (COMPACT)	15000lg	MECAL SUPPLY
11	1	SINGLE PULSE FILTER	-	TYLDEN STANDARD
10	1	SERIES A356 50° BUCKET ELEVATOR	-	DOWNFIELDS SUPPLY
9	1	BOTTOM BUCKET ELEVATOR SUPPORT	05040-011	-
8	1	5.07m TOP VERTICAL LADDER	05040-008	-
7	2	6m INTERMEDIATE VERTICAL LADDERS	05040-008	-
6	1	4.64m BOTTOM VERTICAL LADDER	05040-007	-
5	2	INTERMEDIATE & TOP PLATFORM	05040-005	-
4	1	BUCKET ELEVATOR ACCESS PLATFORM	05040-010	-
3	1	BOTTOM PLATFORM	05040-006	-
2	1	BD 215m³ SILO LEG STRUCTURE	05040-004	-
1	1	BD 215m³ SILO BODY	05040-003	-

CLIENT:
PROJECT:
CLIENT APPROVAL: DATE:

UNLESS OTHERWISE NOTED
ALL WELDS ARE 6mm FILLETS
ALL BOLTS ARE M20 8.8

THIRD ANGLE PROJECTION

TYLDEN EQUIPMENT SALES
OFFICE & FACTORY: TYLDEN ROAD KYNETON 3444
P.O. BOX 614 KYNETON 3444
Telephone (03) 5422 3122 Fax (03) 5422 3226

SCALE: NTS

	NAME	DATE
DESIGNED		
DRAWN	ACP	7.12.05
CHECKED		
APPROVED		

BD 215m³ SILO
SODA ASH SILO
STRUCTURAL SPECIFICATIONS

Project No. | Drg No. 05040-001 | Rev B | A1

DRG. No.	REFERENCES

No.	BY	DATE	CHK	APP	DESCRIPTION	REVISIONS

Image from Boer Met

Image from Scaf Co

Positioning Integration in the Student's Experience

One of the great challenges in higher education is to foster students' abilities to integrate their learning across contexts and over time. Learning that helps develop integrative capacities is important because it builds habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life; such learning is, we believe, at the very heart of liberal education.

~Mary Taylor Huber and Pat Hutchings

Integrative Learning: Mapping the Terrain (2005)

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THEME TWO:
REFLECTION

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OXFORD UNIVERSITY PRESS'S WORD OF THE YEAR FOR 2013?

SELFIE

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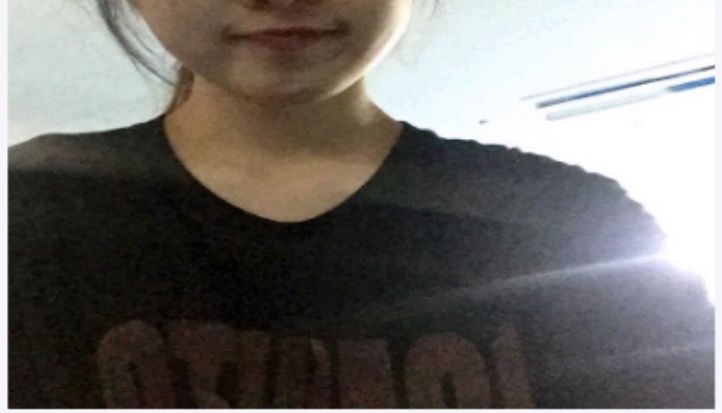

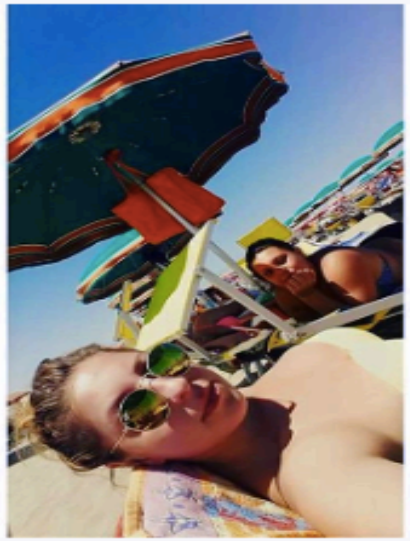

July 14, 2016 screenshot of instagram #selfie

And yes, even faculty take selfies...

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BUT… REFLECTION IS **FLUFFY**

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WHAT IS REFLECTION?

"1) the processes by which we know what we have accomplished and by which we articulate accomplishment and 2) the products of those processes (eg, as in, "a reflection"). In method, reflection is dialectical, putting multiple perspectives into play with each other in order to produce insight. Procedurally, reflection entails a *looking forward* to goals we might attain, as well as a *casting backward* to see where we have been. When we reflect, we thus *project* and *review,* often putting the projec- tions and the reviews in *dialogue* with each other, working dialectically as we seek to *discover* what we know, what we have learned, and what we might understand. When we reflect, we call upon the cognitive, the affective, the intuitive, putting these into play with each other: to help us understand how something completed looks later, how it compares with what has come before, how it meets stated or implicit criteria, our own, those of others. Moreover, we can use those processes to theorize from and about our own practices, making knowledge and coming to understandings that will themselves be revised through reflection."

Kathleen Blake Yancey, *Reflection in the Writing Classroom*

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EPORTFOLIOS & THE GESTALT

gestalt: form, shape, an organized whole that is perceived as more than the sum of its parts.
see gestalt theory and visual design

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THE EVOLVING GESTALT EFFECT

"The ePortfolio is a portable site for synthesis where students can engage with the disparate parts of their education, their varied interests, and their personal and professional goals. Because of their portability, ePortfolios support a reflected dialogue taking place **longitudinally and recursively** as students change over time and make meaning of those changes in conjunction with their other experiences."

J. Elizabeth Clark, "From Selfies to Self-Representation in Electronically Mediated Reflection: The Evolving Gestalt Effect in ePortfolios" in Kathleen Blake Yancey's *A Rhetoric of Reflection (forthcoming July 2016)*

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REFLECTIVE DIALOGUE

"Often, students experience curriculum and produce assignments in the same way they do a selfie: as a single experience disconnected from the whole. The ways our courses fit together for students, the relationship between general education and the major, the relationship between personal and professional experiences, the relationship between our curriculum and students' personal lives--all call for new pedagogies that prompt us to help students integrate these different facets of their lives. ePortfolios, as a space for synthesis, with their multimodal composing abilities, with their portability, allow students to engage in reflective dialogue over time, meaning making across courses, curriculum, and experiences. Who students are now, in a given moment, is not who they will always be. Thus, engaging students in a habit and practice that they can apply long after they leave us suggests that ***ePortfolio is a pedagogy of integration, an evolving gestalt with space and time for growth, change, and meaning making***."

J. Elizabeth Clark, "From Selfies to Self-Representation in Electronically Mediated Reflection: The Evolving Gestalt Effect in ePortfolios" in Kathleen Blake Yancey's *A Rhetoric of Reflection*

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ePORTFOLIO PEDAGOGY & PRACTICE AT LAGUARDIA

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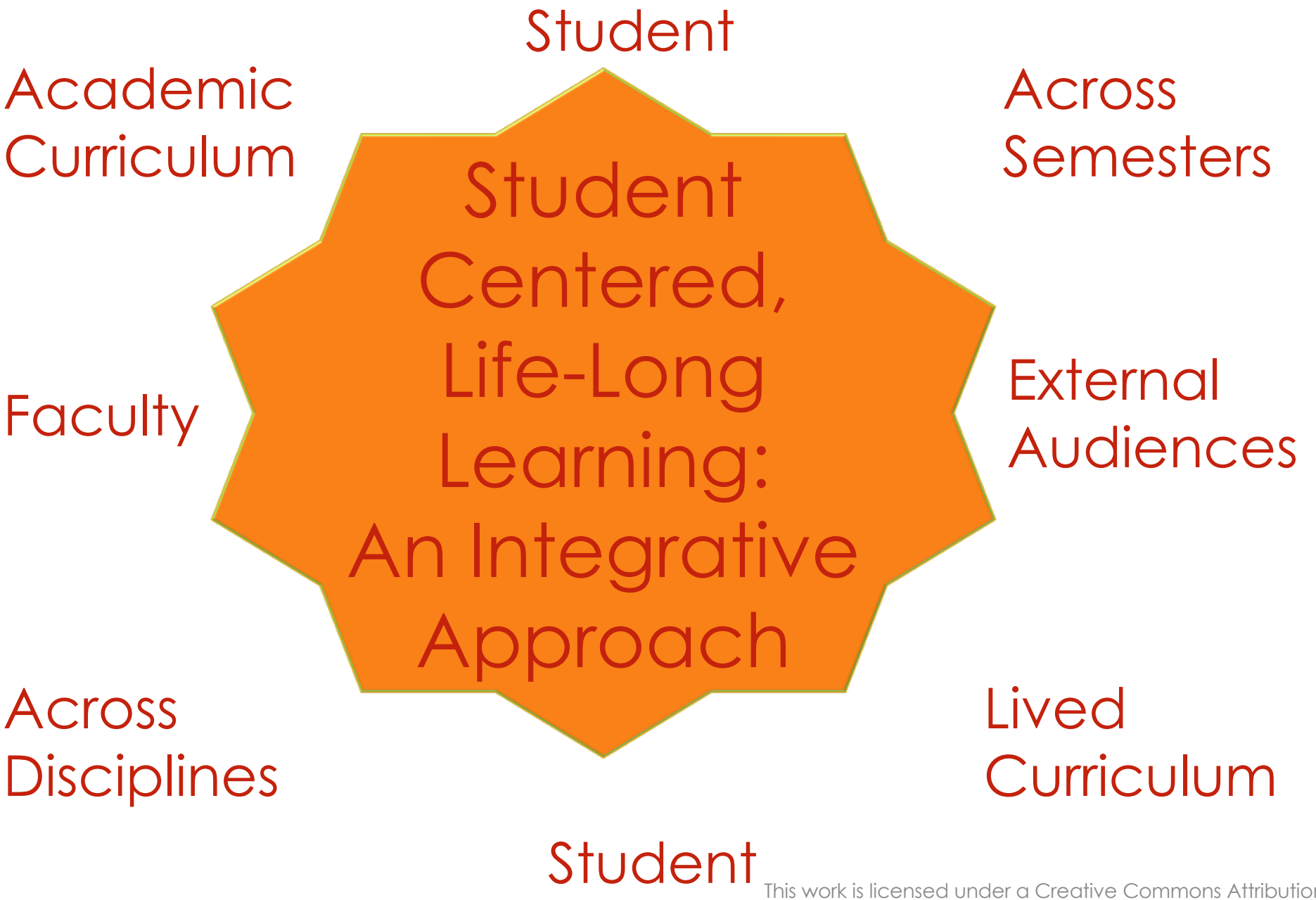

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CONNECTING AT LAGUARDIA

Collect. Students collect their work,
Select samples of work that show their learning,
Reflect on that work identifying and articulating skills and content in the artifacts,growth
Connect their experiences, course work, personal and professional goals.

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GOALS FOR STUDENTS

- Build student engagement: more reflective, self-motivated learners
- Integrate knowledge and experiences
- Create a rich tool for advising
- eResume for career & transfer
- Build technology & web-authoring skills

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GOALS FOR FACULTY

- Richer understanding of the learning process
- Improve advisement & career guidance
- Support outcomes assessment: more nuanced data than standardized tests
- Deeper insight into the meaning of our student diversity
- Connecting "my course" to the college's mission and goals

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THE EVOLUTION OF EPORTFOLIOS AT LAGUARDIA

Limited course-focused ePortfolios in a single set of courses in learning communities that set a context for basic skills learning or for initial, college-level work.

Mature, capstone ePortfolios that contextualize learning in a major, connect courses and personal interests, and integrate learning across the curriculum. Reflection is a key element of integration.

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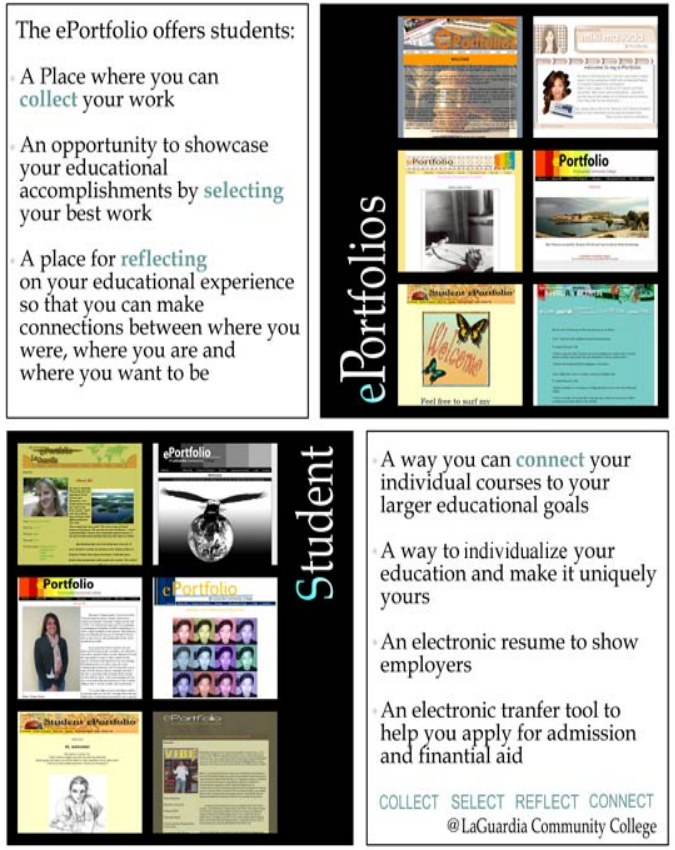
EPORTFOLIO AT LAGUARDIA: A COLLEGE WIDE PROJECT



- Supported by rigorous faculty development
- Integrated into the curriculum
- Integrated into the classroom as part of the pedagogy
- Integrated into the assessment process
- Integrated into advising
- Reviewed & revised over time
- Making connections across courses & disciplines

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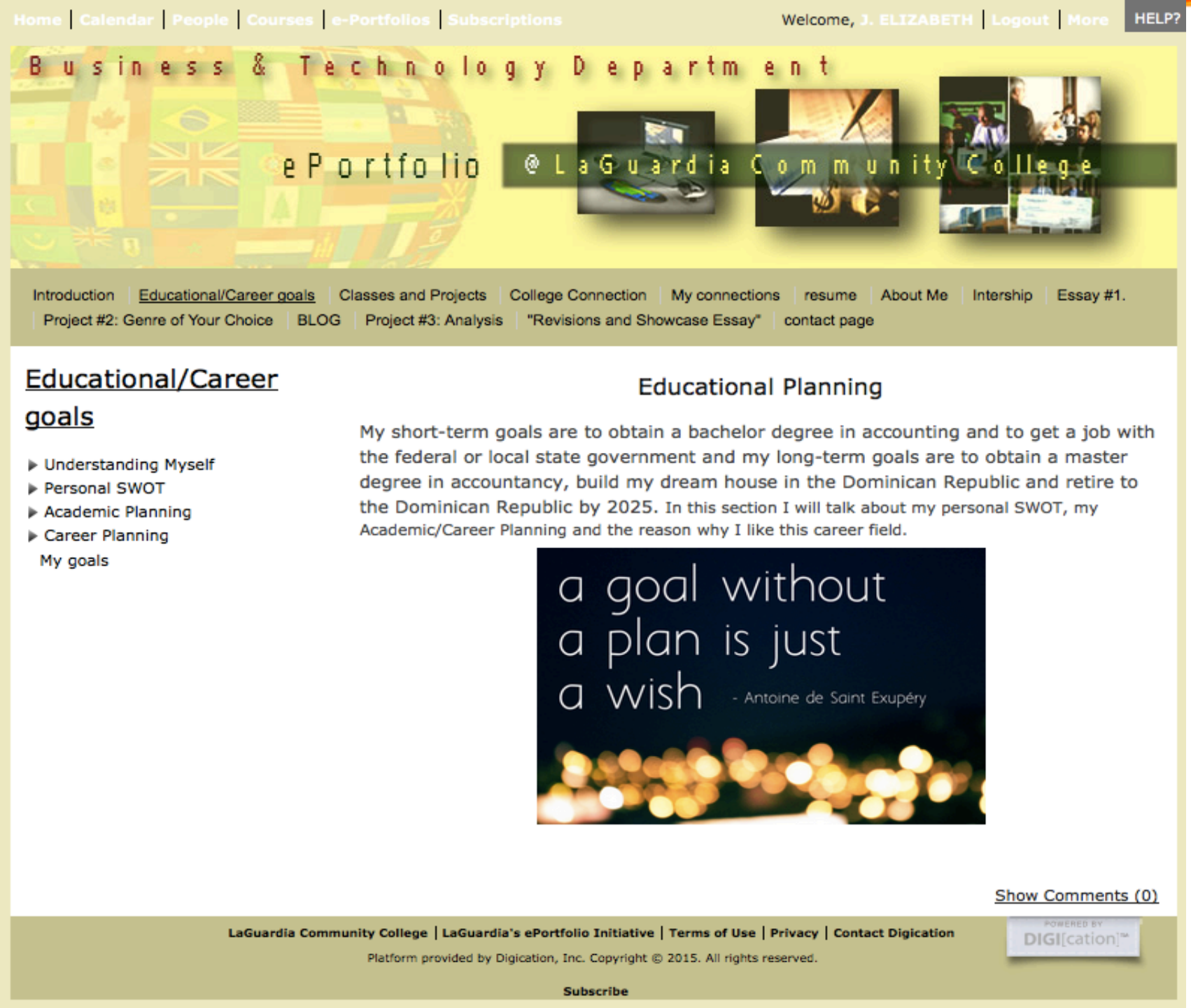

A PORTFOLIO STARTS IN THE FIRST YEAR IN DISCIPLINE-BASED FIRST YEAR SEMINARS

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And Becomes a Multi-Semester Record of Student Progress

ePortfolio
@LaGuardia Community College

Welcome | About Me | Classes & Projects | Educational Goals | Resume | My Links | Contact Me

Classes & Projects

Course ID	Course Title	Semester	Professor	Assignments
CIS 100	Introduction to Computers	Spring II, 2008	Dr. Avis O. Anderson	Click to view
HUP 102	Critical Thinking	Spring I, 2008	David Watson	Click to view
ENG 101	Composition I	Spring I, 2008	Jennifer Kwon Dobbs	Click to view
MAT 120	Elementary Statistics	Fall I, 2008	Dr. Prabha Betne	Click to view
AMA 130	Accounting Applications for the Microcomputer	Fall I, 2008	Vivini Bookal	Click to view
CEP 121	Fundamentals of Professional Advancement	Fall II, 2009	Marie Sacino	Click to view
REG 001	Studio Hour	Fall II, 2009	Deanna Castano	Click to view
AMM 101	Introduction to Business	Spring I, 2009	Linda Iannuzo	Click to view
ENG 102	Composition II Writing through Literature	Spring I, 2009	Dr. Silva	Click to view
BTN 195	Profile and Prospects of Business in New York City	Fall I, 2009	W. Val Ginter	Click to view
MAT 115	College Algebra and Trigonometry	Fall I, 2009	Rudy Meangru	Click to view

Welcome | About Me | Classes & Projects | Educational Goals | Resume | My Links | Contact Me

LaGuardia Community College
31-10 Thomson Avenue, Long Island City, NY 11101

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Which Transforms Into A Capstone ePortfolio

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A Digital Archive Becomes an ePortfolio

- Reflection is one of the keys to integrated learning as students begin to connect their studies to their lives outside of the academy to a potential career;
- Reflection can take many forms: written, oral, visual (ePortfolios accommodate multi-modal and multi-media composings)

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STAGING THE WORK WITH INTENTIONAL PEDAGOGY (MY COURSE)

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Digital Writers in a Digital World

ENA 101.0696 & ENG101.0773
Fall I 2013 Semester Syllabus

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Ecphrastic Composition & Emerging Digital Identities

Essay #3
Jonathan Siu

2013: A Music Odyssey

"I tried to create a visual experience, one that bypasses verbalized pigeonholing and directly penetrates the subconscious with an emotional and philosophic content."
Stanley Kubrick on 2001: A Space Odyssey

The Dawn of Man:

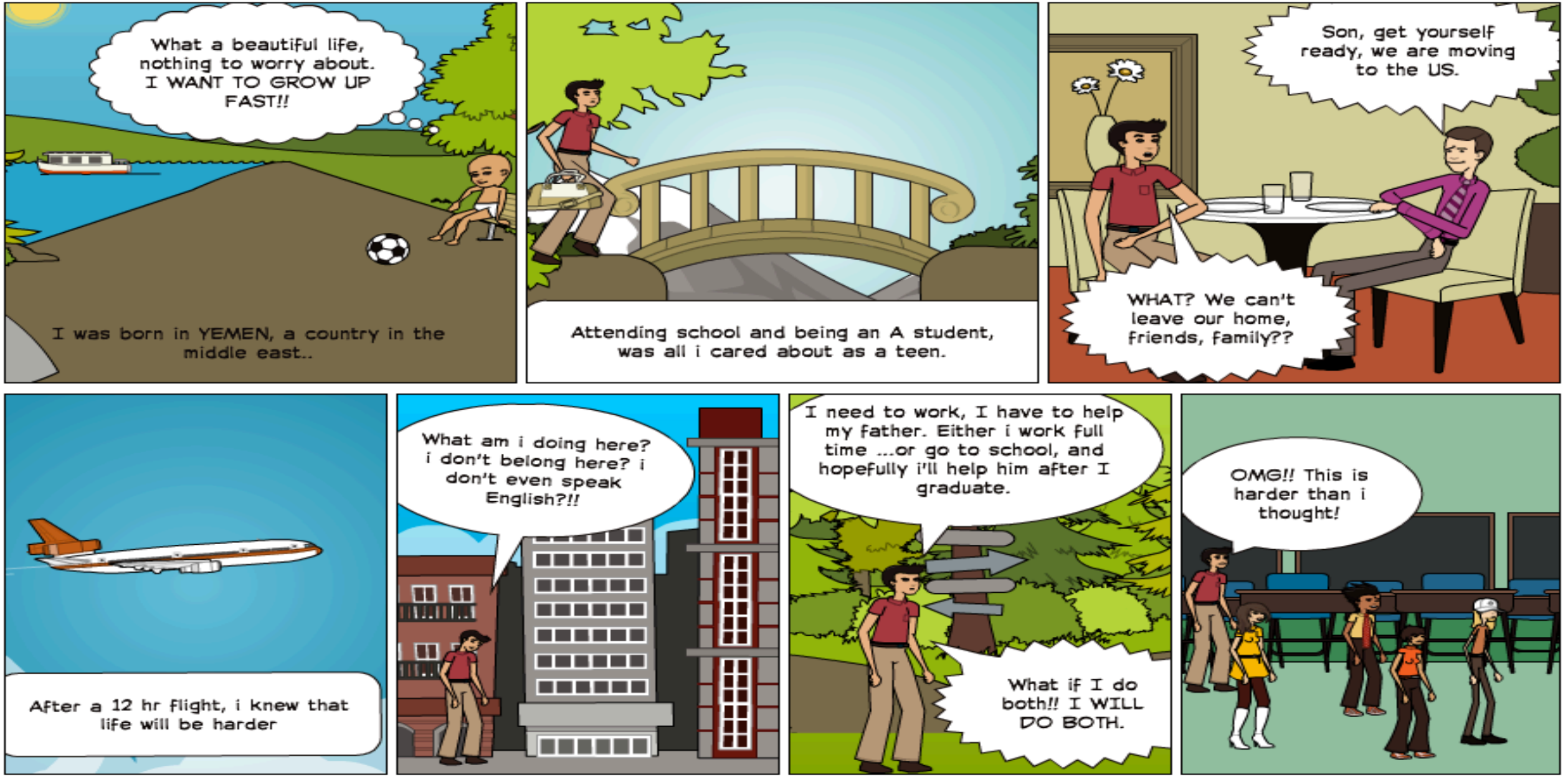
I still remember the expression on my mother's face. I was seven years old and I had asked for, among all the cool toys that were popular at the time, a guitar for my birthday. It's not that I was unfamiliar with music. By that age I had already taken flute and piano lessons. At the time I was really into Michael Jackson and, oddly enough, at least according to my friends, into Beethoven. To this day, the first movement of his first symphony makes me stop whatever I'm doing, relax, appreciate the sound and keep discovering textures within the string arrangements. But a guitar? I can't recall if she tried to persuade me towards a different instrument; perhaps a "not so loud" one or one that didn't scream REBELLIOUS with every sound that emanated from it. I knew she was downhearted by my choice, but at the same time, I knew that no matter what

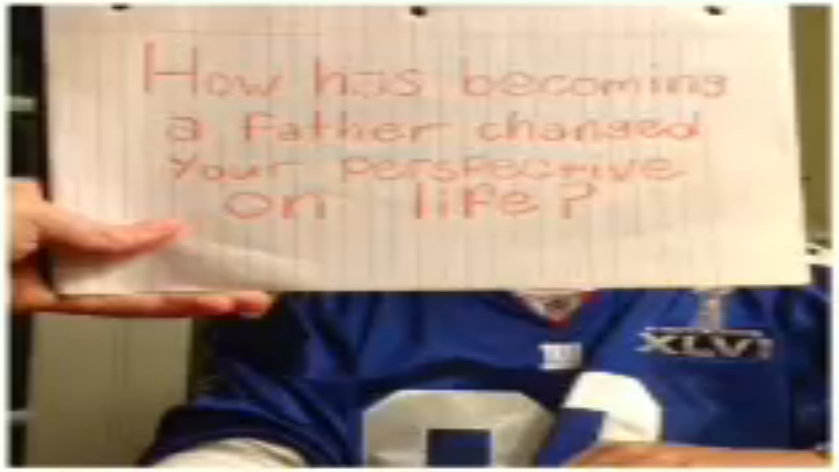
Moving to the US! Part 1

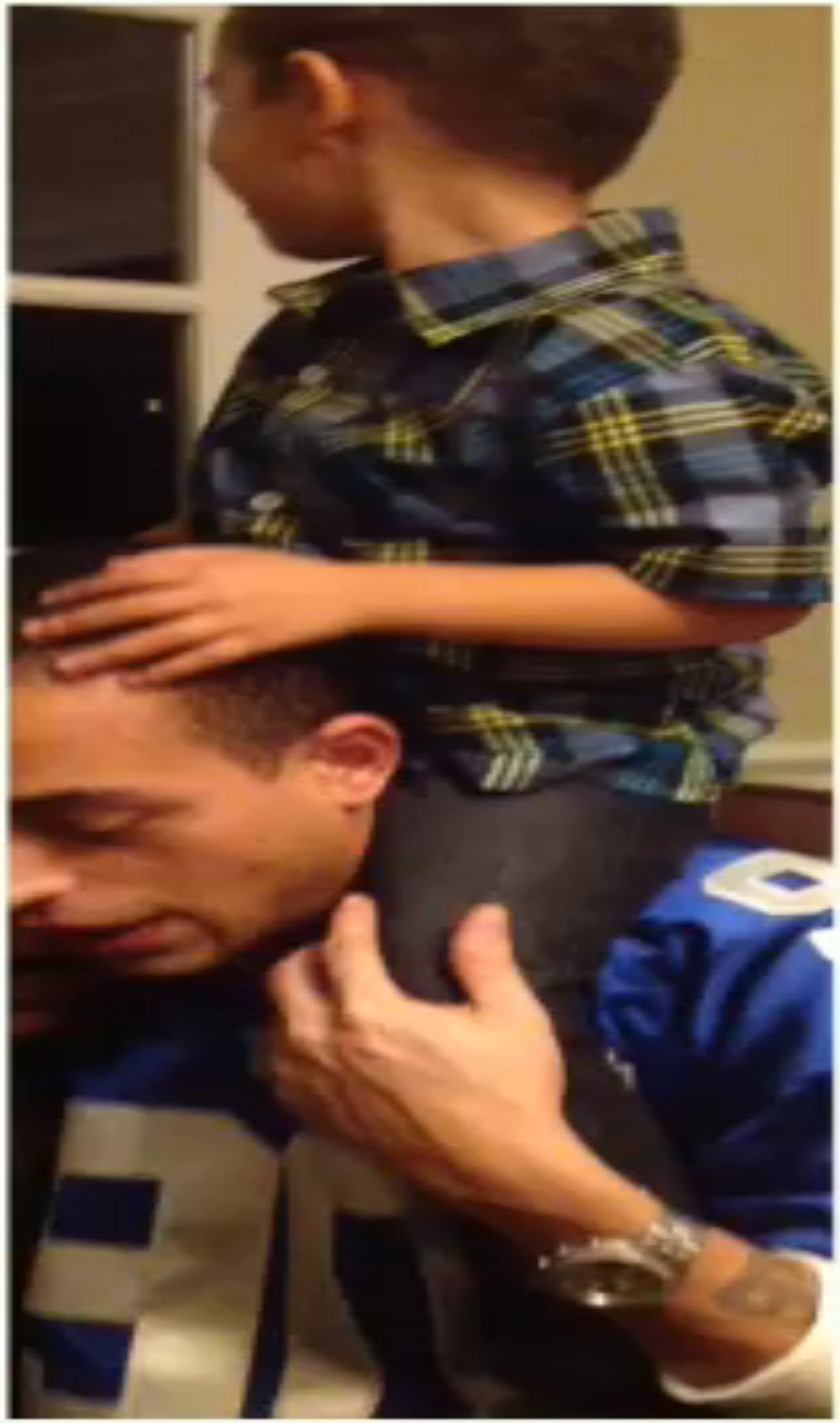
by Alan11222

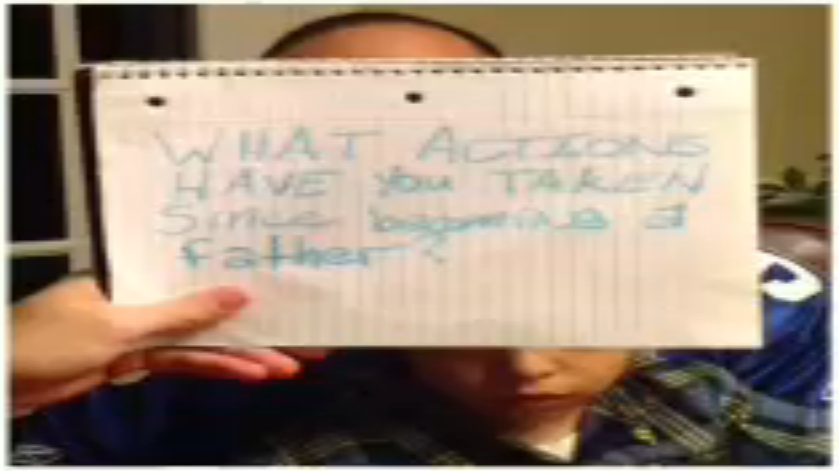
Sunday November 24, 2013

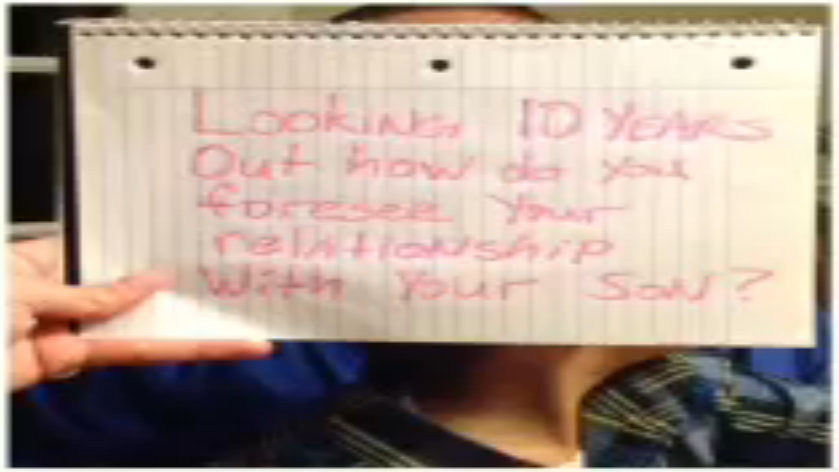
3 views | 0 comments




How has becoming
a father changed
your perspective
on life?




WHAT ACTIONS
HAVE you TAKEN
Since
father?


LOOKING 10 YEARS
Out how do you
foresee your
relationship
With your Son?

Digital Contagion (Tatiana)

I am a child of different age. The age of hardcover books, hand written letters with carefully practiced cursive and long chats with my girlfriend on a rotary phone. I am a child of a different age who was thrown into a totally different world; the world of e-books, emails and texts. I live among "digital natives" who not only embrace technology but know no other way. Although advances in technology touch my life in so many ways every day, make my life easier and more productive, I am fighting every innovation and change, full well knowing that in order to survive I need to accept and embrace them.

From the moment I wake up to the final hours of my day, technology plays a significant role in my life. It's completely changed my way of communicating, socializing, shopping and even reading.

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eBooks

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Research Is Interactive (Juan)

The article " 'Tech Stress' Builds with Proliferation of Digital Devices" by Patrick May offers different perspectives, mostly on the stress that digital devices create in today's society.

I took the initiative of calling and leaving a voice message for Mr. May. To my pleasant surprise, he returned the call few hours before the this essay was due…. As we talked, I asked about his opinion on digital devices and their effect on everyday life. He replied in a very personal way with a story about his recent trip to Paris. Just two days after arriving his iPhone got wet…. He took the iPhone to an Apple store but to no avail. Suddenly he found himself on the other side of the world, disconnected from society….All of a sudden he realized that this was actually a blessing, by being able to do all the things he want it to do in the old fashioned way, he saw reality and the many things he was missing, including more personal interaction with his wife and kids.

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ONE COURSE BUILDS TO OTHER COURSES

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Achievements

- Course Work
  - **Spring 2014**
  - **Fall 2014**
  - **Spring 2015**
    - The Research Paper
    - First Year Seminar
      - Assignments
      - Humanism, Science and Technology
  - **Fall 2015**
- EPortfolio Scholars Reflection

First Year Seminar Assignments

Educational Autobiography Project:

AngieBermudez,Ed.Autobiography(PartIV,Abstract).docx
AngieBermudez,Ed.Autobiography-PartI(ThePresent).docx
AngieBermudez,Ed.Autobiography-PartI(ThePast,SectionA).docx
AngieBermudez,MyPersonalTimeline2.docx
AngieBermudez,Ed.Bio,PartII(SectionC).docx
My Neighborhood
AngieBermudez,CareerPlans.docx
AngieBermudes,Ed.Autobiography(PartIV,Conclusion).docx
AngieBermudez,FinalReflection.docx

My Educational Autobiography has been one of the most significant projects I have done at LaGuardia. This is an exploration of my educational life, basically since I was born. With this assignment, I had the chance to explore my past, present and future. For example, with the part called "My Personal Timeline," I had to describe what was happening in the world while I was growing up, till the present. It was exciting, since I never thought of my life this way, Moreover, I never stopped to think how much cultural, political, and social events around the world could shape my life. Also, the video called "My Neighborhood" was a challenging task to do, since we were suppossed to record a video from the neighborhoods we grew up in. However, I was raised in Colombia, but this assignment was beneficial to me, since I could become a litlle more "tech-savvy" while also reflecting on the city and neighborhood I was raised in, and how both of them shaped my life.

CAPSTONE PORTFOLIOS PROVIDE THE SPACE FOR INTEGRATIVE REFLECTION BETWEEN COURSES AND EXPERIENCES

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Reflection & Growth Over Time

"...it was time to reinvent myself and find another avenue"

My name is Jose Caraballo and my major is Liberal Arts in Social Science and Humanities. So far I've amassed 42 credits and I'm also experiencing the most compelling time of my life. Upon entering the life of college, I was an Air Conditioning and Refrigeration technician for about 31/2 years. Over those years as a technician I've made a pretty nice living and still maintain that type of lifestyle but like of many of us, it was time to reinvent myself and find another avenue that can lead to a much more content and peaceful life. I decided to quit my job and enroll into college seeking new knowledge and the pursuit of a new career. Life as a college student has enabled me to see the world in much broader perspective and I've also learned the importance of obtaining a degree in these rough economical times. Through college I've met so many intriguing personalities of many cultures and the professors have been nothing less than stellar.

Life as a collegiate was a pretty difficult adjustment I must say. Prior to enrolling, the last time I was at a learning atmosphere, was way back in 2001-2002 when I was studying at Apex technical school. I remember vividly the first day I went to class at LaGuardia I was so nervous because I sensed that I was out of place. I was unsure of my writing abilities and that was what scared me the most. But I was fortunate enough to have a Professor by name of Arlene Ladden to not only teach me but she helped mold me into a good writer. Another fear that I had to overcome was the fear of speaking in front of relatively big crowds. I'm a pieces and some pieces are known to be shy so once again I was, advantageous to have Professor Ramon Albino to assist me in breaking my barrier as far as speaking out loud and conversing amongst fellow classmates.

"I was unsure of my writing abilities and that was what scared me the most."

"...the one thing I do know is that I'm now mentally prepared to venture off into anything that I want to do..."

So far I've amassed 42 credits and just recently I took the Cuny Proficient Exit exam. I never imagined that I would one day come home with a college degree and the thought of graduating seems surreal to me. My experience as a college student has propelled me to be the man that I am right now. College has taught me how to be responsible, assertive, courageous, and determine to tackle in any situation life throws at me. This institution may not be as fancy as others but the diversity has showed me how to embrace many cultures. I have been lucky enough to meet some of the greatest people in this school whether it was a Professor or a classmate. I have yet to decide whether I'm going to transfer to a four year institution or become a New City Police officer, but the one thing I do know is that I'm now mentally prepared to venture off into anything that I want to do because of my time spent at LaGuardia Community College.

I am from the small cosmopolitan island of Trinidad and Tobago. Some of you might be familiar with this Caribbean island for its world famous carnival which is celebrated every year. Being surrounded by various cultures for most of my life has taught me how to respect and value the social dynamics of an assortment of ethnicities. And to a great extent the multicultural background of my country has influenced my social identity

During my childhood years, Trinidad was a paradise but today my fellow Trinidadians have to constantly worry about being robbed, kidnapped, and even murdered. These unfortunate events have ignited my interest in the field of Forensic Psychology or Criminology. I want to examine the mental processes and behavior of criminals. Why do criminals indulge in unlawful acts and what is the best punishment or rehabilitation program for them?

In Trinidad I completed my A Levels in Sociology, Economics, and General Studies. Sociology was certainly the most interesting to me; analyzing Parsons Theory that inadequate socialization tends to result in crime and deviance stood out to me the most. Since, most of my educational background was business courses, I continued in that field and obtained a Diploma in Business Information System, in which I obtained skills in written, oral, and visual communication. I also enjoyed occasional modeling; I did both print and runway modeling, showcasing mostly carnival costumes. Parading in these carnival costumes required me to be lively and friendly to my audience and most importantly have confidence. Through this experience I have developed social skills that I will transfer to many different situations.

"Being surrounded by various cultures for most of my life has taught me how to respect and value the social dynamics of an assortment of ethnicities."

Classes and Projects

Best Work

Course ID	*Course Title*	*Professor*
LIB 200	Humanism, Science, and Technology LIB200 Research Paper	Prof. Clark
HSC 102	Priniciples of Human Relations	Prof. Gallo

Work in My Major

Course ID	*Course Title*	*Professor*
SSH 103	Western Civilization From Ancient Times to the Renaissance	Prof. Shean
ENG 102	Writing through Literature	Prof.McMills

Other Work

Course ID	*Course Title*	*Professor*
CEP121	Fundamentals of Professional Advancement	Prof. Kolomechuck
HUP101	Introduction to Philosophy	Prof. Millman

Students at the capstone level reorganize their coursework into best work, work in my major and other work categories.

CLASSROOM WORK & PROGRAMS ARE THE BASIS FOR ASSESSMENT

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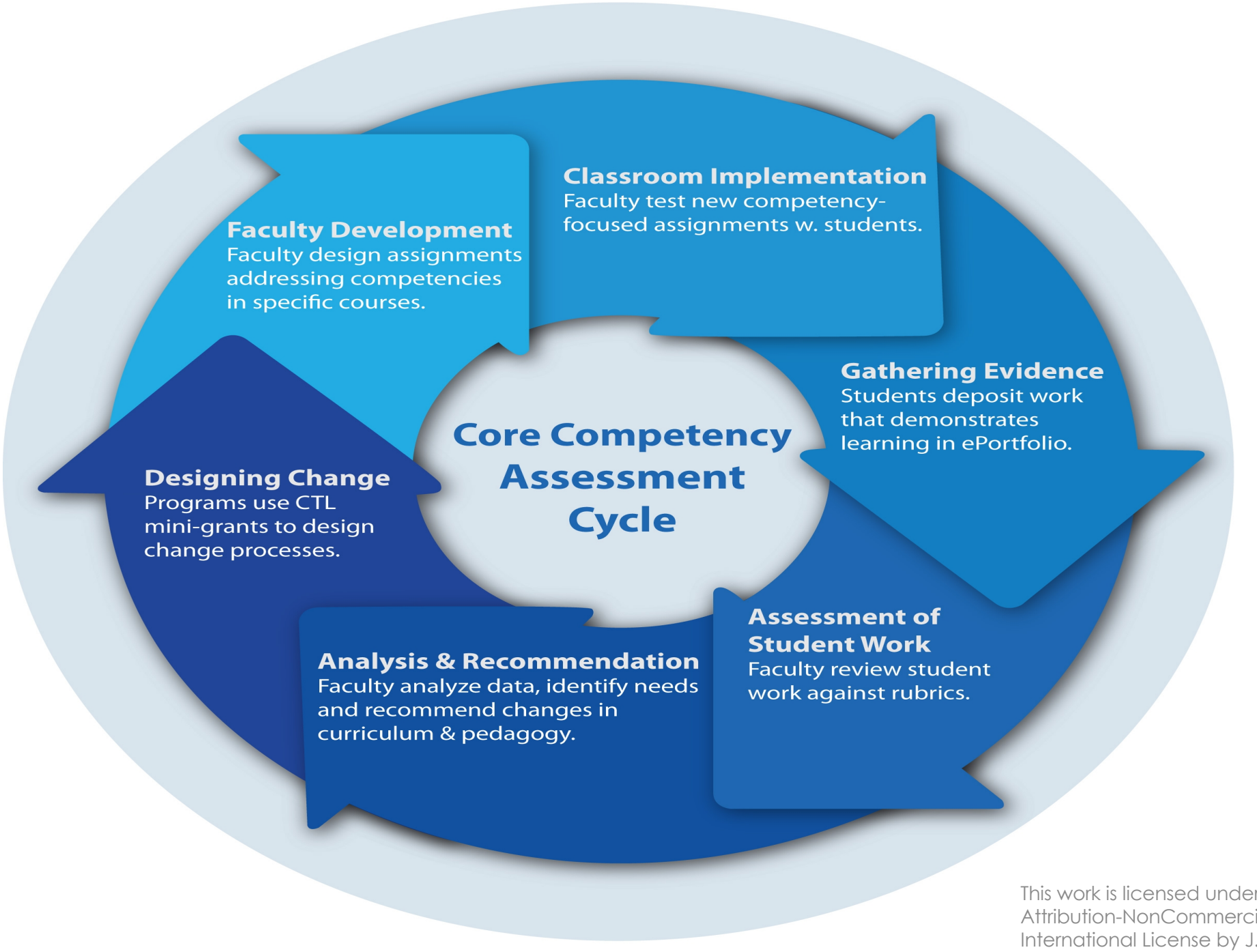

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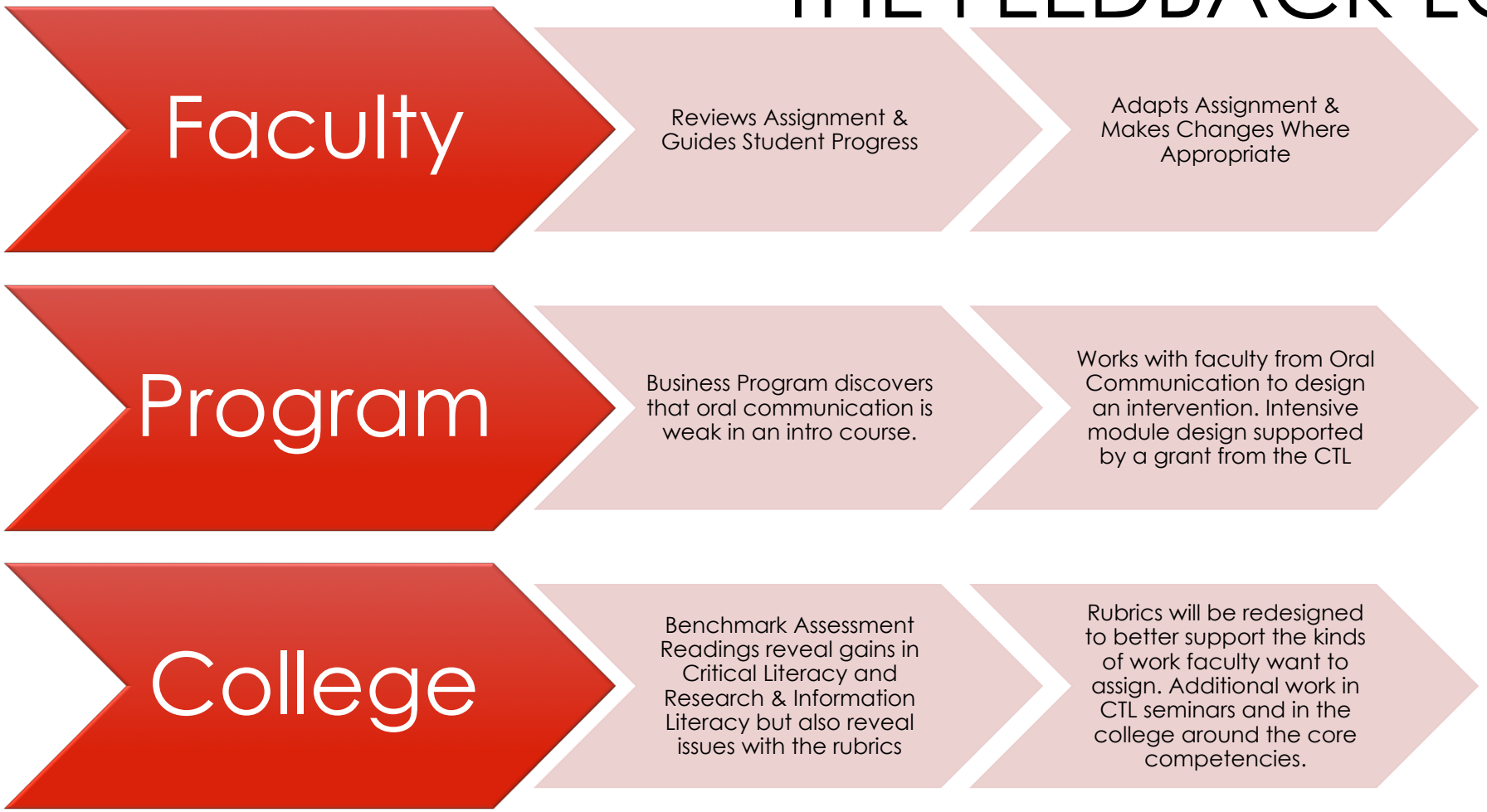
THE FEEDBACK LOOP



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Emerging ePortfolio Culture

Theory & Practice

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Catalyst for Learning

ePortfolio Resources and Research

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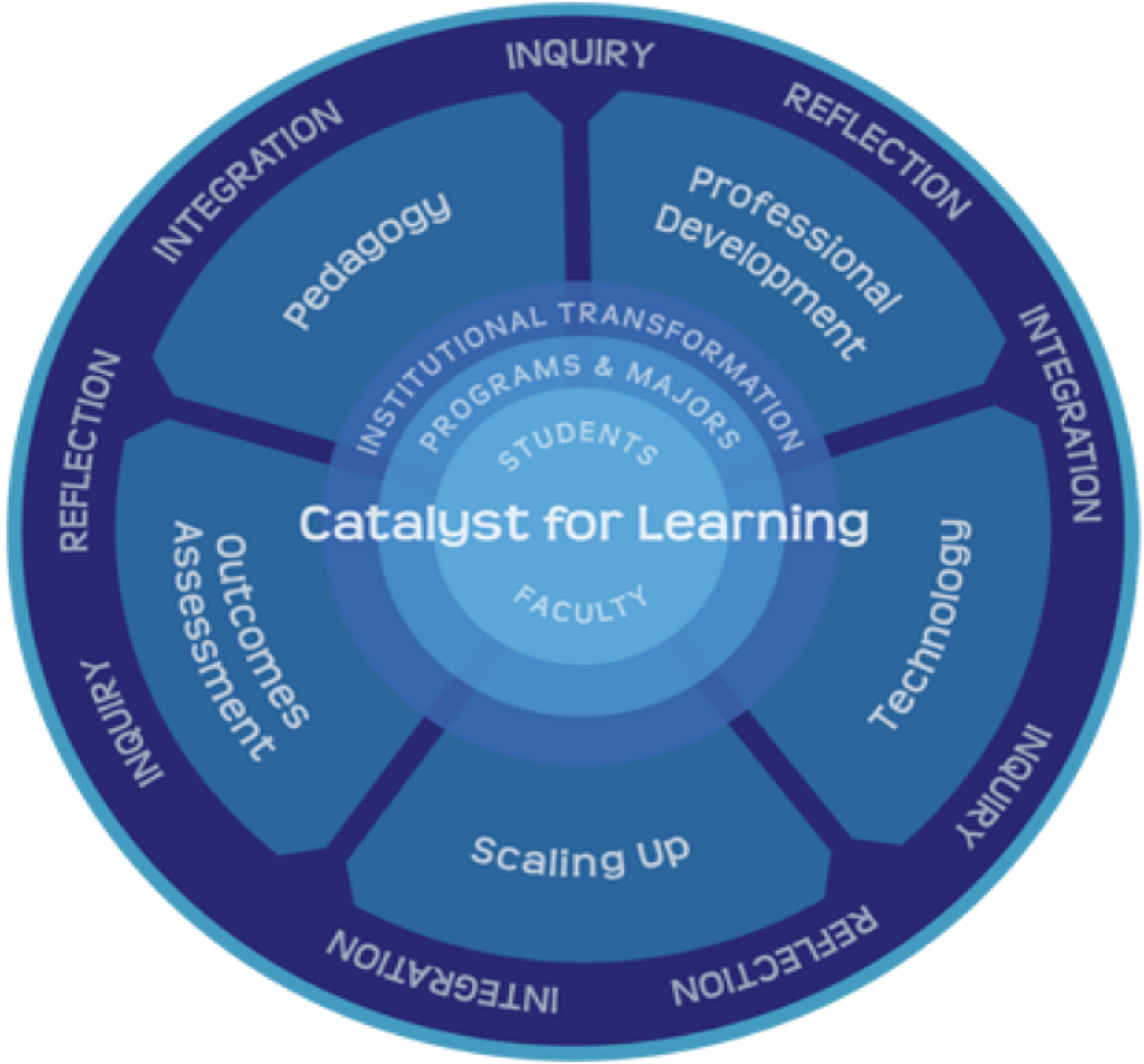
Catalyst for Learning: ePortfolio Resources & Research

Created by 24 campuses in the Connect to Learning project, this site demonstrates and deepens the value of ePortfolio to higher education. It offers data, practices and strategies, showing how ePortfolio can advance learning, deepen pedagogy and assessment, and support institutional change.

Public C2L Partner ePortfolios

Each of the campuses in this section created a robust public portfolio which showcases their ePortfolio initiative. Click on any of the icons below to learn more about a particular institution's ePortfolio project.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REFLECTION
INTEGRATION
INQUIRY
REFLECTION
INTEGRATION
INQUIRY
REFLECTION
INTEGRATION
Pedagogy
Professional Development
Technology
Scaling Up
Outcomes Assessment
INSTITUTIONAL TRANSFORMATION
PROGRAMS & MAJORS
STUDENTS
FACULTY
Catalyst for Learning

Integrative Learning at Pace University

Professor Andrew Stout, who teaches a core English course, used the Mahara groups feature to host discussion forums, keeping the conversation among students in the course within ePortfolios. Communications professor, Dr. Michelle Pulaski Behling, has students create robust portfolios of their work and education experience and present them to their peers. In so doing one student describe e-portfolios as an evolving "live" tool that provokes thought and inspiration. Another student talked about the power of the story that was created with e-portfolio and the nature of a social narrative.In this same spirit, Dr. Andrew Wier's microbiology course requires students to interact with one another as they build a robust ePortfolio page. The students spend eight weeks developing an ePortfolio dedicated to a specific species of bacterial phylum. The page components include an introduction, news blog and multimedia.The social pedagogy factor of the assignment is highlighted when students review one another's work. This component is key! Students are required to share their page with all logged-in users. To reinforce the sharing aspect, 15% of final exam material is taken from student ePortfolios. Dr. Wier's assignment adds to the work the e-Portfolio team is doing with biology department. Currently the team is working with the department chair to establish procedures for using ePortfolio as the assessment tool for the BIO internship course. Students that have taken Dr. Wier's course are better prepared for future ePortfolio requirements.

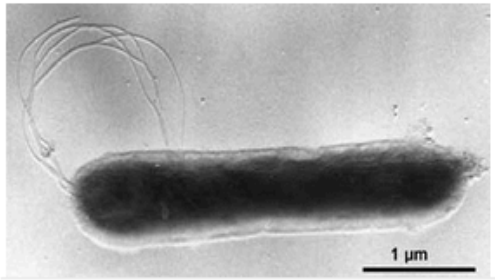
Microbiology

Katelyn Spadalik

Hope you enjoy learning about the Aquificae phyla of bacteria!

- **Country:** United States
- **Display name:** Katelyn Spadalik
- **Email address:** ks63527p@pace.edu

Aquifex aeolicus



Comments (0) Add comment

Aquifex Enviornment

Comments (0) Add comment

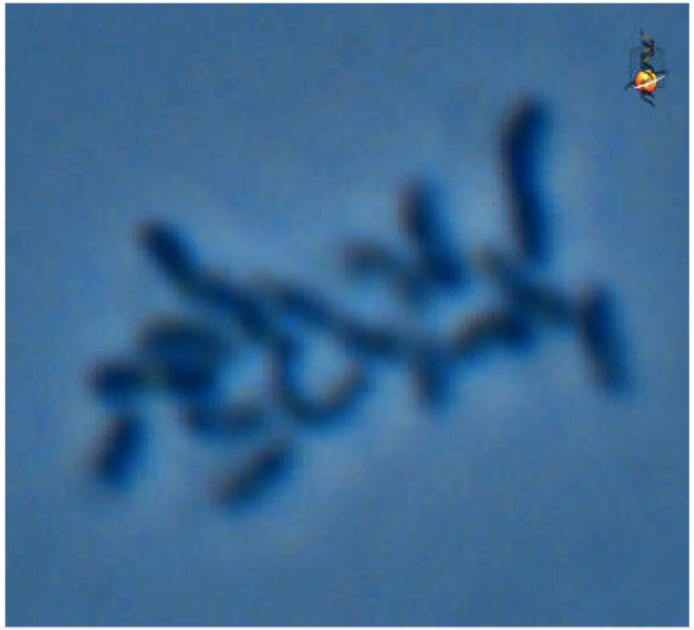
Aquificae

Want to know more about the bacterial phyla Aquificae? You are in the right spot!

Aquificae is a bacteria that lives in hot springs, thermal vents, and near volcanoes. Aquificae bacteria are some of the most thermophilic and oldest bacteria discovered. Aquificae bacteria split hydrogen gas of hydrogen sulfide and fix carbon dioxide for carbon as their mode of nutrition.

Stay tuned for updates about this ancient bacteria!

Genra- Hydrogenobacter



Comments (0) Add comment

Tree of Life: Try to find Aquificae

Aquificae News

PubMed

pubmed: aquificae

NCBI: db=pubmed; Term=aquificae

1. Metagenomics of an Alkaline Hot Spring in Galicia (Spain): Microbial Diversity Analysis and Screening for Novel Lipolytic Enzymes.

Last updated on 07 December 2015, 9:00 PM

Read my paper!

aquificae.2.docx
17.8KB | Friday, 05 April 2013 | Details

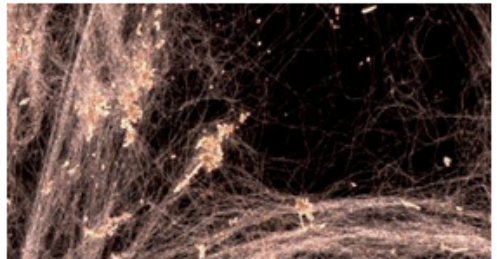
Extra Credit

3 questions on your phylum that might be used on the final exam.docx
13.7KB | Wednesday, 17 April 2013 | Details

ePortfolio reflection

ePortfolio Reflection Statement.docx
13.2KB | Thursday, 18 April 2013 | Details

Genra of Aquificae- Hydrogenobaculum



See more of Pace's' Story at Catalyst for Learning

Reflection at Rutgers University

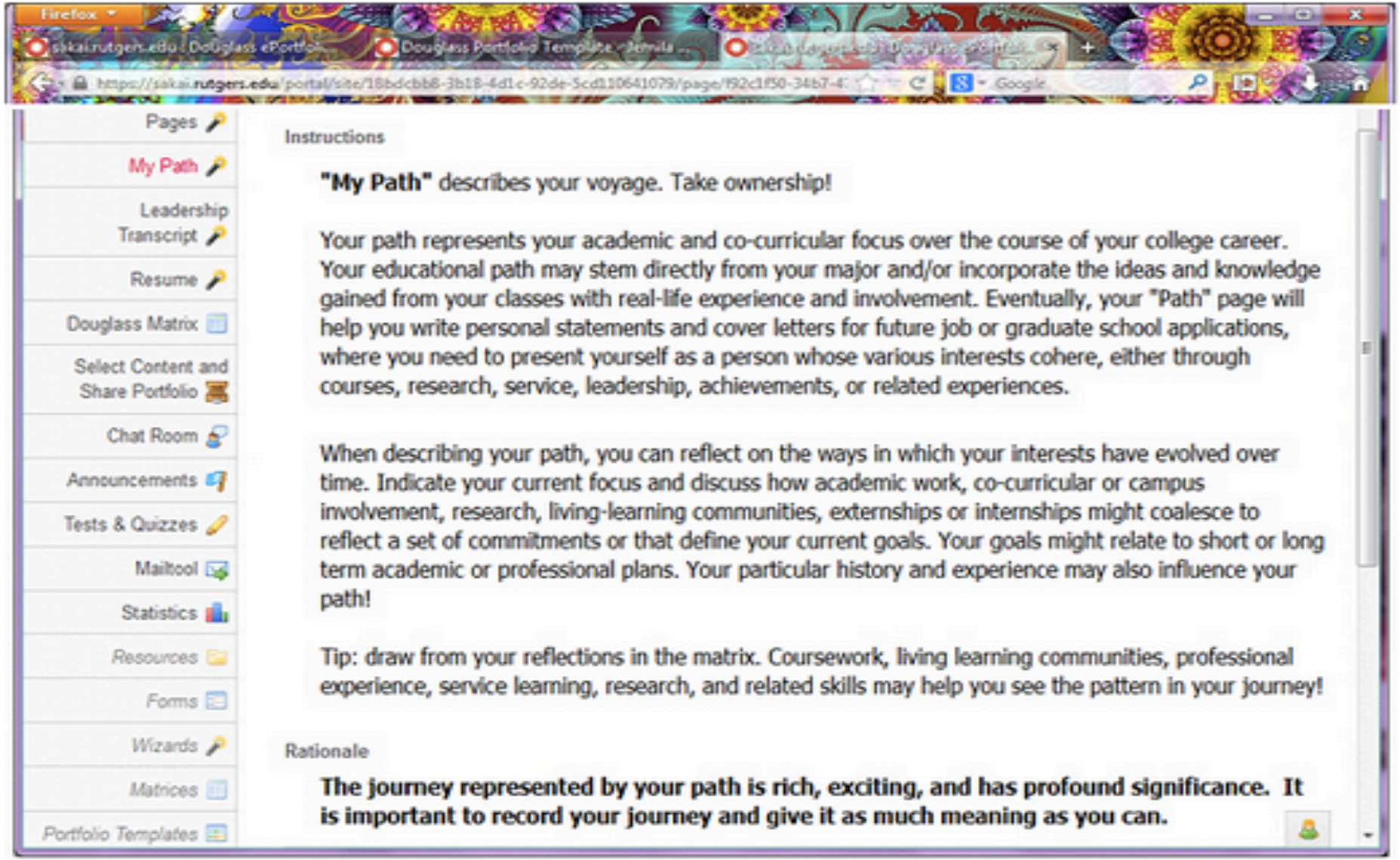
Douglass College Students

- Reflection as integrative
- Reflection as systematic & disciplined
- Reflection as social pedagogy
- Reflection as a process of guiding personal change

Reflection as Integrative:

Students' ePortfolio reflections are designed to help them…

- Make connections among academic, co-curricular, and lived experiences.



See more of Rutgers' Story at Catalyst for Learning

The ePortfolio reflects the Douglass model of advisement. When developing an advising framework for the residential college, we based it on an integrative model, promoting academic "pathways," ideally helping students link academic work to co-curricular programs and to personal and professional goals. We encouraged students to see the ePortfolio as a career showcase tool, one they would revise as needed, so that first year assignments and lengthy meditations might develop into clearer statements about professional goals. We also emphasized the importance of connecting classroom and non-classroom work: ultimately, students should be able to create an integrated portrait of their interests, goals, and skills.

The page entitled "My Path" prompts the students to connect experiences so that they themselves develop integrative habits of thought, as the student above, in the East Asian House (one of the learning communities) eventually links Chinese words for "nervous disorders" to her interest in neurobiology and the stigmas associated with mental illness, as well as connections that her brain makes in learning a new language. By learning a new language and learning in general, my brain is working in different ways and developing new connections. I intend this to be a lifelong process. There are an infinite number of ways to challenge the mind, she writes.

See statement below by a junior:

La Casa Hispanica

Although I am yet to live in the Spanish House, I have been accepted into the Global Village for the 2012-2013 academic year . . . Living in the Spanish House will complement my Spanish minor here at Rutgers. Additionally, I hope to double minor in Latin American Studies as well. My reason for living in the Spanish House next year is based on my prior experience with Hispanic culture, and my hope for the future. I am majoring in Business Analytics and Information Technology because I hope to significantly influence the economic development of Latin American nations through technology. Through the means of an international NGO such as Mercy Corps, I hope to use my analytical and technical skills in economic development throughout Latin America.

Reflection Prompts

Examples of Poor Reflection Prompts

- No prompt--students have to guess.
- Add some reflection to your ePortfolio for this class/assignment.
- Reflect on something.
- Reflect on what you liked about this class.
- Summarize what we did in this class.

Examples of Good--But Could Be Better--Reflection Prompts

- Make connections between what you studied in this _____ course with what you've learned in other courses at SLCC or before.
- What did you learn by creating the signature assignment?
- What process did you go through to create this assignment?
- What are the strengths and weaknesses of your signature assignment?
- Reflect on how you thought about (course topic) before you took this course and how you think about it now that the course is over.
- Reflect on what you have learned about _____.

SLCC's ePortfolio Professional Development Site
http://facultyeportfolioresource.weebly.com/reflection-prompts.html

Examples of Great Reflection Prompts

[Note that giving students multiple prompts from which to choose is a good practice.]

Summative Reflection

- In what ways have you improved as a writer/artist/scientist/etc.? What brought about those improvements? Point to specific experiences, readings, assignments, or discussions in this course.
- What did you learn by creating the signature assignment? Be specific with respect to your work on the assignment and the topics/skills/concepts you learned in the course.
- What was your biggest accomplishment in the course? How did the signature assignment and other course elements help you reach it? Be specific.
- What skills did you master in this course? How are they reflected in the signature assignment and other course work? Be specific.

Process Reflection

- What problems did you encounter in completing the signature assignment? How did you troubleshoot them, if you did?
- Talk about the aims and strategies that led to the completion of your assignment. How did your thinking about it evolve over time (point to specific experiences while working on the assignment)? How did the assignment evolve (or not evolve) with your thinking (again, point to specific experiences) about it? What went according to plan and what surprises did you encounter? What still needs work?
- What risks did you take in the assignment/course? Be specific.
- Outline the steps you took to complete the signature assignment, and tell me about your thinking at each step.
- Write about your learning process throughout this course and what it felt like at different stages until you mastered certain skills. Discuss skills you are still developing.

Evaluative Reflection

- What are the strengths and weaknesses of your signature assignment? Explain while making specific references to your work. Discuss your best work for the course and explain why it's your best. Be specific.
- Discuss each piece of work for the course and touch on the strengths of each. Be specific.

SLCC's ePortfolio Professional Development Site
http://facultyeportfolioresource.weebly.com/reflection-prompts.html

Reflection on Learning

- Make connections between what you studied in this _____ course with what you've learned in other courses at SLCC or before. Make specific references to your work in this class and in the other courses. How did what you learn in the other courses enhance what you learned in here, and vice versa?
- What does your work on the signature assignment illustrate about you as a learner? Be specific.
- Take a look at SLCC's learning outcomes for General Education at the end of this syllabus. Note that while no specific course helps students move toward achieving all of those outcomes, each Gen Ed course is supposed to help you make progress in achieving as many of those outcomes as are relevant to the course. Making specific references to your work in this course, tell me how you have progressed toward achieving at least three of those outcomes.
- Reflect on how you thought about (course topic) before you took this course and how you think about it now that the course is over. Have any of your assumptions or understandings changed? Why? What assignments/activities/readings were influential in this process? How will you approach (course topic) differently in the future?
- What aspect of the signature assignment made you want to learn more about _____? Why?
- Outline a chronology of significant events and "Aha" moments during the semester. Why do these events and "Aha" moments stand out? How did they help you develop as a student inside and outside of the class?

Interpretive Reflection

- Paint a textual landscape of your learning throughout the semester. What learning and skills would you use as "landmarks" within this landscape? Why?
- Write a very short personal narrative (story) about the time you spent creating the signature assignment for this course. Include musing, scene setting, and dialogue. Include both your perspective as you created the assignment and your perspective once the assignment was submitted.

SLCC's ePortfolio Professional Development Site
http://facultyeportfolioresource.weebly.com/reflection-prompts.html

Karl Twelker Portfolio

HOME RESEARCH TEACHING SERVICE

Welcome!

Welcome to my online portfolio! Here you'll find what I do and have done in the field of experimental physics. In my time as a graduate student at Stanford, I've had the opportunity to pursue one of the most challenging methods of reducing backgrounds in radioactive decays. As an undergraduate, I observed and measured proper motions in a supernova remnant. Find out about both these projects in the research section.

In both of these settings I have taught physics as an assistant to a number of different courses, most prominently astronomy at Middlebury and introductory lab courses at Stanford. I've written more about that in the teaching section.

I've been an officer for the Stanford cycling team for several years. Helping people get into and enjoy the sport of cycling has been a very enjoyable part of graduate school for me.

I've also managed a few adventures in between, including building and riding my own mountain bike. A few more details are available in the lifelong learning section.

This entry was posted in Uncategorized on April 5, 2013.

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April 2013

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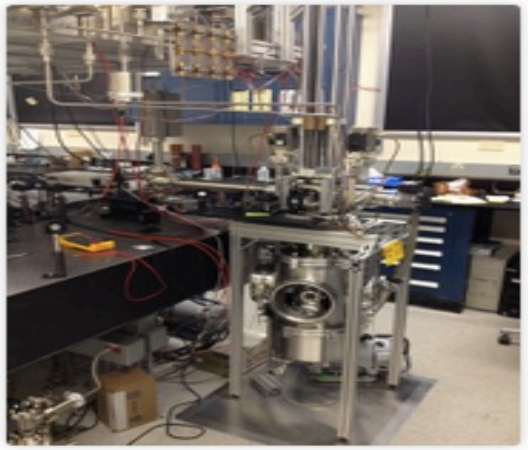
Signature Work

Barium tagging for EXO



In graduate school at Stanford, I took on a novel approach to a very important question in neutrino physics: are neutrinos their own anti-particles? While answering that deep and important question is beyond the reach of my graduate career–several collaborations are pursuing this–I have researched a technique to eliminate backgrounds from our detector technology.

In order to establish whether or not neutrinos are their own anti-particles (they would be the first fundamental particles we know of to have this "Majorana nature"), we need to construct a situation in which two neutrinos can annihilate. Double-beta decay in Xe-136 offers this opportunity, where the neutrinos can annihilate within the reaction as virtual particles. The Enriched Xenon Observatory (EXO) has built a detector out of Xenon to measure the decay rate of this process. We were able to measure the two-neutrino decay in Xe-136 for the first time [1], and further set a limit on the neutrinoless decay–observation of that mode would indicate that neutrinos are their own antiparticle [2].

A perfect addition to the EXO detector would be a background elimination technique that identifies the daughter of the xenon decay (Ba-136). I've built a system which relies on depositing the daughter ion onto a metal surface, then extracting it to a vacuum, where we can use an IR laser to thermally desorb the ion from the surface, then re-ionize it using Resonance Ionization Spectroscopy (RIS). This approach is both very efficient and also very selective. We then confirm the mass of the ions by drifting them down a time-of-flight.

In building the test for this technique, I constructed a system to liquefy and hold a small amount of xenon using liquid nitrogen. I've used a number of barium ion sources to introduce barium ions, including an in house developed nuclear recoil driven source [3].

The challenge of thermal desorption from the metal surface has been central to making this technique work. In order to confront these issues, I've had to learn a lot about surface chemistry and thermal desorption. With much of the rest of the process well-established, this is the main area where work is needed to reach our goal of very high efficiency.

[1] N. Ackerman, B. Aharmim, M. Auger, and D. Auty, Phys. Rev. Lett. (2011).
[2] M. Auger, D. Auty, P. Barbeau, E. Beauchamp, V. Belov, C. Benitez-Medina, M. Breidenbach, T. Brunner, A. Burenkov, and B. Cleveland, Phys. Rev. Lett. 109, 32505 (2012).
[3] M. Montero Díez, K. Twelker, W. Fairbank Jr, G. Gratta, P. Barbeau, K. Barry, R. DeVoe, M. Dolinski, M. Green, and F. Leport, Rev. Sci. Instrum. 81, 113301 (2010).

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Signature Work

BRAINSTORMING TIME!

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Integrative Learning

What connections would you like to see students make within a course? A project?

From course to course?

How can you guide this kind of learning with targeted questions, inquiry & reflective practices?

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Reflection

What kind of reflection would benefit your courses?

What kinds of questions would help students make connections and focus on inquiries?

Do questions & assignments need to change along the way?

Signature Work

What kind of signature work would be the best example of student achievement in your course? Program? Institution?

What characteristics, skills, and knowledge would you hope this signature work might display?

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The Gestalt

What is the role of the whole student in the ePortfolio? In education? In professional life?

Other?

What other kinds of assignments can you imagine on ePortfolio?

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ePortfolio Projects: Beyond One Classroom

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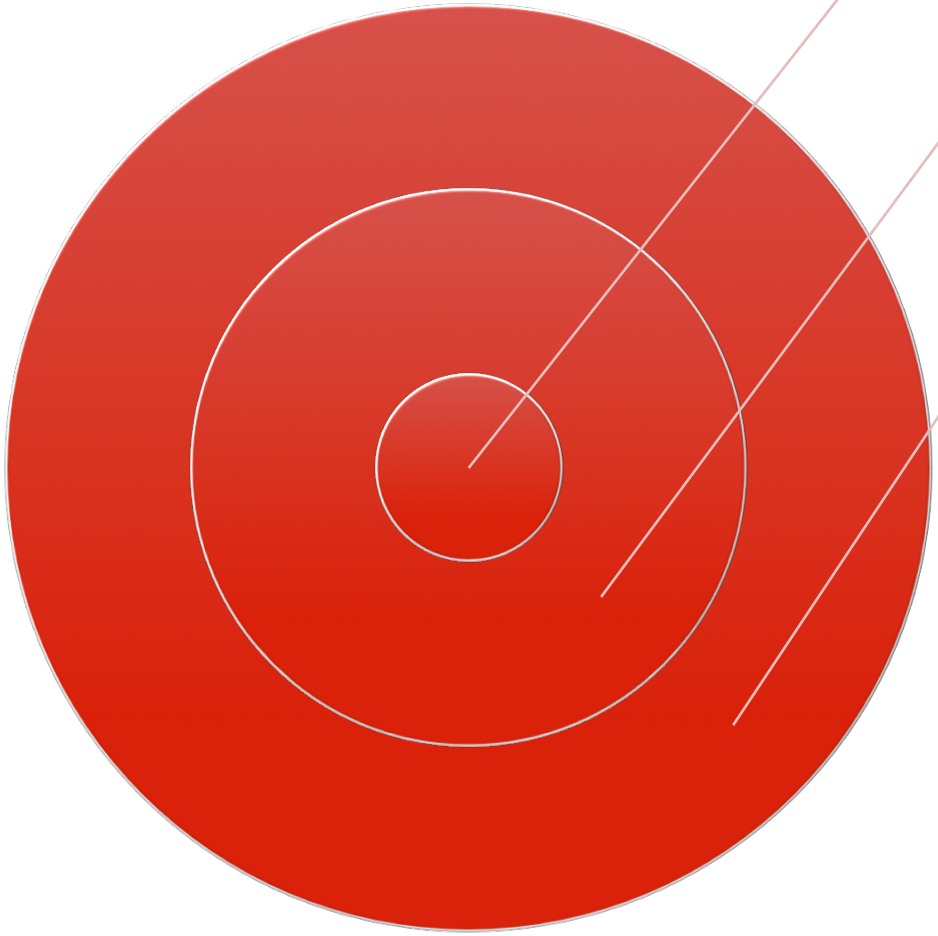

Individual Course

Projects, Clusters, Programs, Departments

Integrated ePortfolio: The Gestalt

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QUESTIONS TO CONSIDER

- What are your goals for students?
- What are your goals for faculty?
- Are program goals different than institutional goals?
- What are your goals for your institution?
- Where would the ePortfolio be located?
- Is it integrative?
- Is it student centered?
- What does reflective practice look like?
- What is signature work for your discipline? What habits of mind accompany it?
- Who & what do you need to make this happen?
- What does a whole college approach look like?

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RESOURCES

ePortfolio Readings & Resources:

http://www.jelizabethclark.com/eportfolio-readings-resources/

ePortfolio Examples:

(general showcases, examples by discipline, case studies, and materials for creating syllabi)

http://www.jelizabethclark.com/eportfolio-examples/

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THANK YOU!