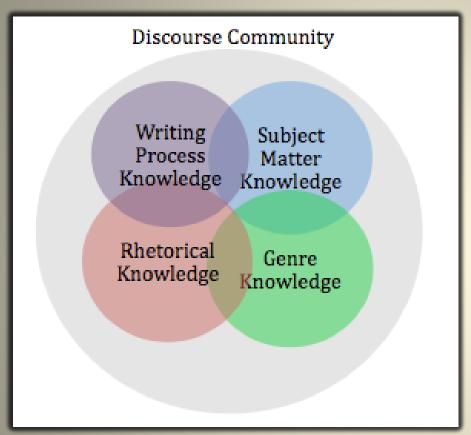
A DYNAMIC E-DUO:

Creating Complementary Electronic Portfolios to Enhance Student Learning

DR. JIM BEITLER

&

REBECCA QUIGLEY



Beaufort, Anne. *College Writing and Beyond.* Logan: Utah State UP, 2007. 19.

Our Course's

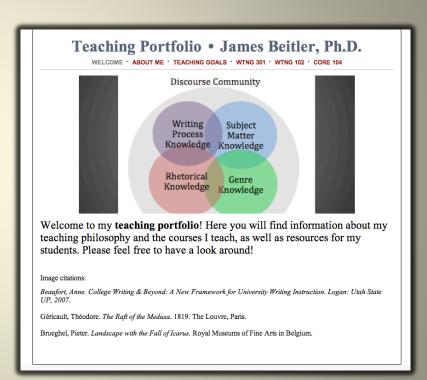
Conceptual Framework

Two Types of E-Portfolio

(HANDOUT, Page 1)

October 1st Assessment	December 1st Assessment
9	
•	
	October 1st Assessment

VS



"What we ask students to do is who we ask them to be."

- Kathleen Blake Yancey

"Postmodernism, Palimpsest, and Portfolios: Theoretical Issues in the Representation of Student Work." *CCC* 55(4): 2004. 738-761. Print.

The Matrix

View "Expository Writing Learning Outcome": James Beitler

This matrix will serve as your Assessment and Accreditation Portfolio. In the matrix cells, you will provide evidence of your learning at two different times during the semester-October 1st and December 1st.

Select user Beitler, James 💠		
Click on a cell to view/edit		
Expository Writing Learning Outcome	October 1st Assessment	December 1st Assessment
You will understand that standards for good writing vary across the academy and different discourse communities. (Discourse Community Knowledge)		
You will recognize or infer conventions of genre, format, and paragraphing to produce writing appropriate to the rhetorical situation. (Genre Knowledge)		
You will use language that generally conveys meaning to readers with clarity. (Rhetorical Knowledge)		
You will be able to understand and apply fundamental rhetorical concepts to writing and reading situations. (Rhetorical Knowledge)		
You will use the generative power of writing to increase comprehension and develop ideas. (Rhetorical/Subject Matter Knowledge)		
You will contribute to ongoing conversations by actively engaging the ideas and texts of others. (Subject Matter Knowledge)		
You will adapt practices (i.e., prewriting, drafting, revising, editing) that many writers employ as the rhetorical situation merits. (Writing Process Knowledge)		
You will use reader feedback and self-reflection to consider and improve written work. (Writing Process Knowledge)		

The Personalized Learning Portfolio

My Learning Portfolio • James Beitler, Ph.D.

WELCOME * LEARNING PROFILE * TEACHING GOALS * WTNG 301 * WTNG 102 * CORE 104



Welcome to my **learning portfolio!** Here you will find information about how I learn and what I've learned this semester. Please feel free to have a look around!

Image citations:

Beaufort, Anne. College Writing & Beyond: A New Framework for University Writing Instruction. Logan: Utah State UP, 2007.

Géricault, Théodore. The Raft of the Medusa. 1819. The Louvre, Paris.

Brueghel, Pieter. Landscape with the Fall of Icarus. Royal Museums of Fine Arts in Belgium.

REFLECTION

Reflection Essay

Ichi

N

San

Yon

» Go

Roku

Shichi

ご

六識転想アタラクシア (Six Consciusnesses Thought

Changing Ataraxia) by graphic novelist Shintaro Kago

This book was one of the first reading materials I have purchased in Japanese. Though I still do not fully understand the whole story in Japanese, I can

make out several page comic one day soon.



"I now know that I cannot just study terms for a biology exam...Reading about a spectrometry instrument, for example, is different than actually using one hands-on. Therefore, I need to get involved in a lab setting to broaden my knowledge of science. I can study countless definitions in Japanese that are relevant to the chapter in which we will be tested on, but I need to practice the terms while speaking outside of a classroom. Learning for the sake of passing an exam will not benefit me."

My Learning Portfolio •

HOLA * LEARNING PROFILE * REFLECT

REFLECTIVE ESSAY

» My Learning at RWU

EXPOSITORY WRITING

Lit. Narrative

LIT/PHIL

Ethical Essay

PSYCHOLOGY

Abn. Notes

SPEECH CLASS

M&L Outline

STATISTICS

Stats Notes

My Kaleidoscope of Learnir

"When I was younger I always classified myself as a visual, auditory learner. I based these assumptions, at first, on multiple learning quizzes and surveys named, "What type of learner are you?" It always appeared to be easier to remember facts..."

LEARNING PROFILE

» Learning Profile EVIDENCE CW220 - Poem CW220 - Essay

"I've learned a lot about how I learn."



This semester I've learned the definition of the term "discourse community," Kant's theory on ethical duty, the meter for a Petrarchan sonnet, how to write using modular design, and the right way to break a line.

To put it plainly, I've learned a lot. Probably more than I have during any semester at high school, honestly. But perhaps more importantly than learning facts, I've learned a lot about how I learn.

I definitely learn best when I'm able to read something and then listen to a lecture or talk given about the same subject. For example, when I'm given a reading in my

The Matrix

View "Expository Writing Learning Outcome": James Beitler

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Select user Beitler, James 💠		
Click on a cell to view/edit		
Expository Writing Learning Outcome	October 1st Assessment	December 1st Assessment
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You will use reader feedback and self-reflection to consider and improve written work. (Writing Process Knowledge)		

The Matrix Assignment (HANDOUT, Page 2)

Part II

Matrix Cells – December 1st Assessment

Due: December 1st

75 Points

Task: Complete the matrix cells for the December 1st Assessment by uploading evidence that you have met each of the course learning outcomes. Completed matrix cells that demonstrate a high level of proficiency will include (1) exemplary and relevant SELECTIONS of your work and (2) a REFLECTION that persuasively argues that you have met the outcome.

Expository Writing Learning Outcome

You will understand that standards for good writing vary across the academy and different discourse communities. (Discourse Community Knowledge)

You will recognize or infer conventions of genre, format, and paragraphing to produce writing appropriate to the rhetorical situation. (Genre Knowledge)

You will use language that generally conveys meaning to readers with clarity. (Rhetorical Knowledge)

You will be able to understand and apply fundamental rhetorical concepts to writing and reading situations.

(Rhetorical Knowledge)

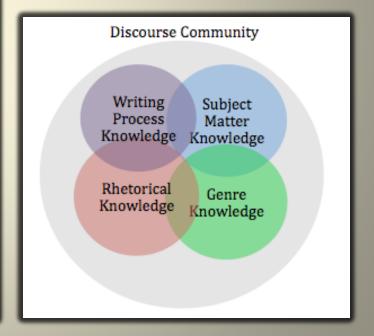
You will use the generative power of writing to increase comprehension and develop ideas. (Rhetorical/Subject Matter Knowledge)

You will contribute to ongoing conversations by actively engaging the ideas and texts of others. (Subject Matter Knowledge)

You will adapt practices (i.e., prewriting, drafting, revising, editing) that many writers employ as the rhetorical situation merits. (Writing Process Knowledge)

You will use reader feedback and self-reflection to consider and improve written work. (Writing Process Knowledge)

Matrix Outcomes



Return to List

View "Expository Writing Learning Outcome" (READ ONLY): Rebecca Quigley

This matrix will serve as your Assessment and Accreditation Portfolio. In the matrix cells, you will provide evidence of your learning at two different times during the semester--October 1st and December 1st.

Click here for the matrix grading rubric.

Select user Quigley, Rebecca \$

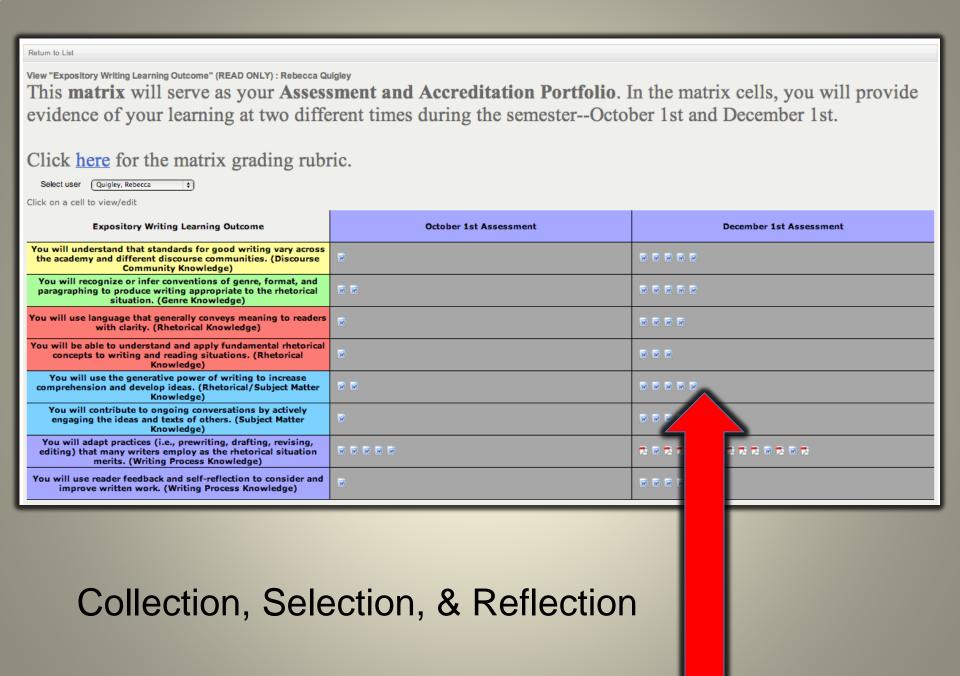
Click on a cell to view/edit

Expository Writing Learning Outcome	October 1st Assessment	December 1st Assessment
You will understand that standards for good writing vary across the academy and different discourse communities. (Discourse Community Knowledge)	₩	
You will recognize or infer conventions of genre, format, and paragraphing to produce writing appropriate to the rhetorical situation. (Genre Knowledge)		
You will use language that generally conveys meaning to readers with clarity. (Rhetorical Knowledge)		
You will be able to understand and apply fundamental rhetorical concepts to writing and reading situations. (Rhetorical Knowledge)	₩	
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You will contribute to ongoing conversations by actively engaging the ideas and texts of others. (Subject Matter Knowledge)		
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You will use reader feedback and self-reflection to consider and improve written work. (Writing Process Knowledge)	₩	

Two Assessment Periods







The Personalized Learning Portfolio Assignment (HANDOUT, Page 3)

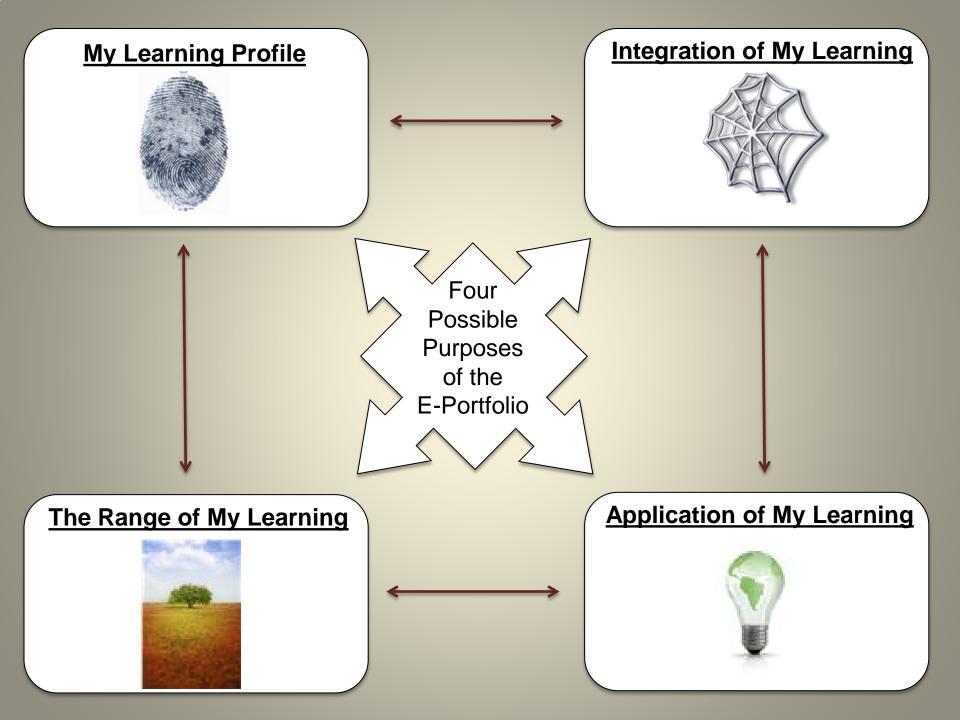
Part III

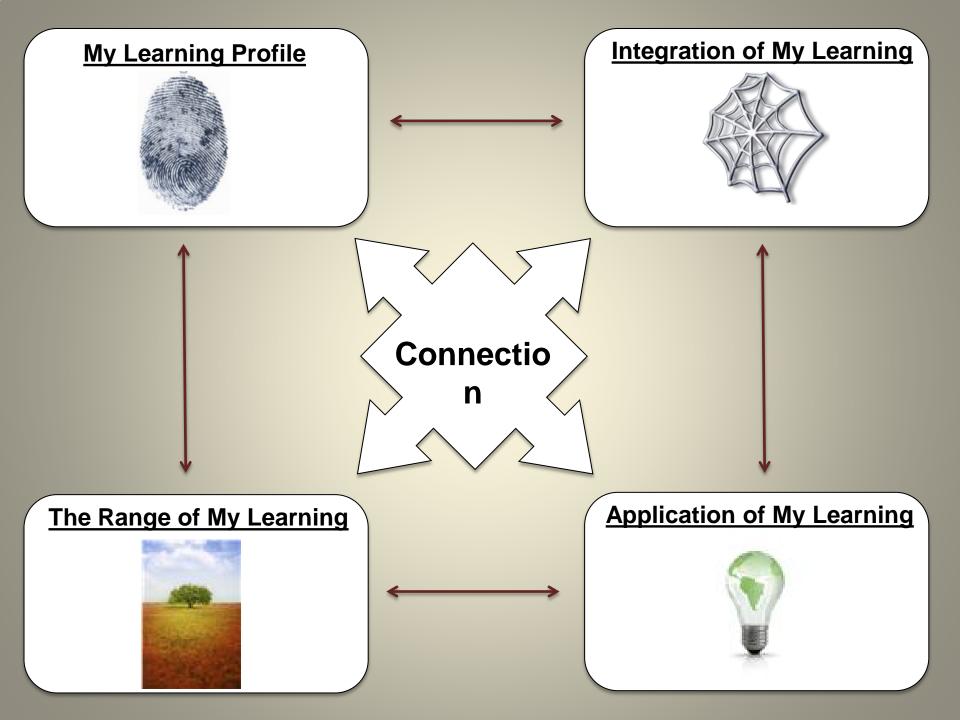
Personalized Learning E-Portfolio

Due: Friday, December 10th before class

150 Points

Task: Using the Portfolio software on Bridges, design a learning portfolio for a faculty working group comprised of your professors that showcases (1) who you are as a learner and (2) what your learning has looked like across and beyond your courses. Here are the requirements for this assignment:





1. My Learning Profile

- How have I learned or not?
- What kind of learner am I? What is my identity as a learner? Or: What kind of learner have I become?
- When have I learned? In what circumstances? Under which conditions?
- What aspects of my courses have been most meaningful to me?



2. Integration of My Learning

- Has my learning been connected, integrated, coherent? If so, how? If not, how might I make it so?
- How does what I have learned fit into a scaffolded plan for learning?
- What major ideas, themes, threads do I find in all of my coursework? How have the ideas I've in various classes developed as they've been brought into conversation with ideas in other classes?

3. The Range of My Learning

- When, how, and why has my learning surprised me?
- What is the scope of my learning? What gaps and challenges do I experience?
- What values and principles underlie my work?
- What did I know before starting college? How has this knowledge been augmented?



What else do I need to learn?
 How will I go about doing so?

4. Application of My Learning

- Is my learning relevant, applicable, practical in other areas of my life? If so, how? If not, how might I make it so?
- What difference has the learning made in my intellectual, personal, ethical, professional, and/or spiritual development?
- How might others benefit from my learning?

You	ur Portfolio Title • Your Name	
Welcome	About Me: Purpose 1	Purpose 2, 3, or 4
Pictures:	Your Learning Profile	Your Reflective Essay
E-Portfolio Overview:	Evidence	
	Evidence	Evidence Category 2

Dr. James Beitler's Expository Writing Classes

Invite You to Attend an

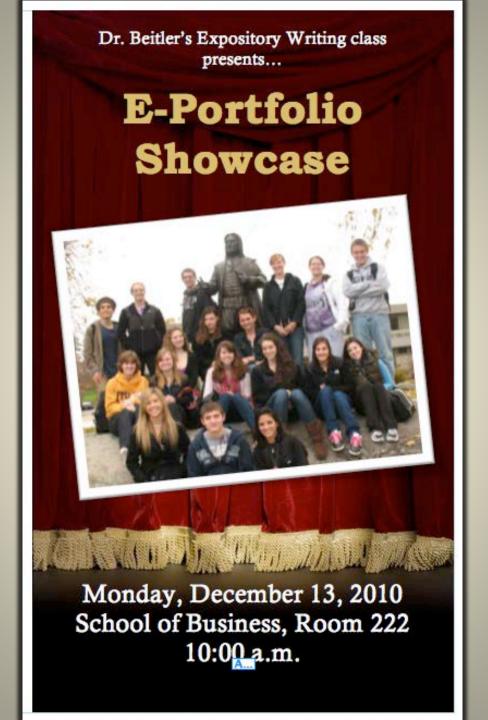
e-Portfolio Showcase

of Our Learning

Monday, December 13th, 2010

10:00-10:50 AM School of Business, Room 222

12:00-12:50 PM Global Heritage Hall, Room G06



Brochure design by Rebecca Quigley & Catherine Grimm







Student Reflections on the Assignments

The learning that took place during the matrix completion was more focused on this class and the art of writing essays...When I constructed my learning portfolio I was able to branch out of just this classroom and delve into my learning through the various stages of education, like elementary school, high school, and college. The learning portfolio was much more personal and could be adapted many ways to fit an individual's unique writing style. I enjoyed the personalized learning portfolio more because it was so unique and flexible. Rigid assignments tend to take away from individual learning, and I think the learning portfolio actually aided me in the sense of learning about myself.

Student Reflections on the Assignments

I preferred the learning portfolio because it was simply more stimulating and interesting to create than what seemed to be a monotonous eight pages of text defending each of the learning outcomes.

I did learn how my learning actually applied to the learning outcomes...but I got tired of having to justify myself so much.

My personalized learning portfolio required more time on layout than the matrix. Because this technology is new and I had to learn the steps to create links and insert pictures, it became more about how it looked than what it contained.

Student Reflections on the Assignments

I think both assignment had benefits and should be continued. I think the matrix was very effective because we were able to prove our own case and use a combination of persuasion and evidence to convince you that we did learn each learning objective. The matrix also gave me a very clear, concrete example of how much I really did improve and learn over the course of one semester. The learning portfolio was a very creative assignment, and I found it very enjoyable. I think it was helpful because I had never taken a step back and analyzed what I have learned already and what there is for me to learn next. I was able to reflect on my goals as a learner and adapt them accordingly. I learned more about myself than I have through any other assignment.

"What we ask students to do is who we ask them to be."

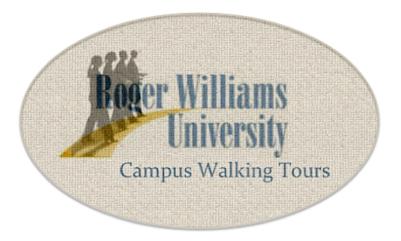
- Kathleen Blake Yancey

"Postmodernism, Palimpsest, and Portfolios: Theoretical Issues in the Representation of Student Work." *CCC 55*(4): 2004. 738-761. Print.

The Campus Walking Tour

Hawk • Walks

HOME * ARCHITECTURAL TOURS * ENTERTAINING TOURS * EDUCATIONAL TOURS * ENVIRONMENTAL TOURS



Hawk Walks

are self-guided walking tours, which allow you to explore the Roger Williams campus in novel and interesting ways.

Our tours are organized thematically. To get started, simply click on one of the themes above, find a tour of interest to you, download it, and let us do the rest!

Happy Walking!



Hawk Walks are brought to you by Dr. James Beitler's Fall 2010 Expository Writing classes.

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