

DIGITAL NATIVES
WHAT HAPPENS TO
LEARNING WHEN THE
POWER SHUTS DOWN?

MICHIGAN STATE UNIVERSITY
LIBERTY HYDE BAILEY SCHOLARS PROGRAM
JENO RIVERA, PH.D.

DOCUMENTING STUDENT LEARNING MULTIPLE OPTIONS USING TECHNOLOGY



Blogs

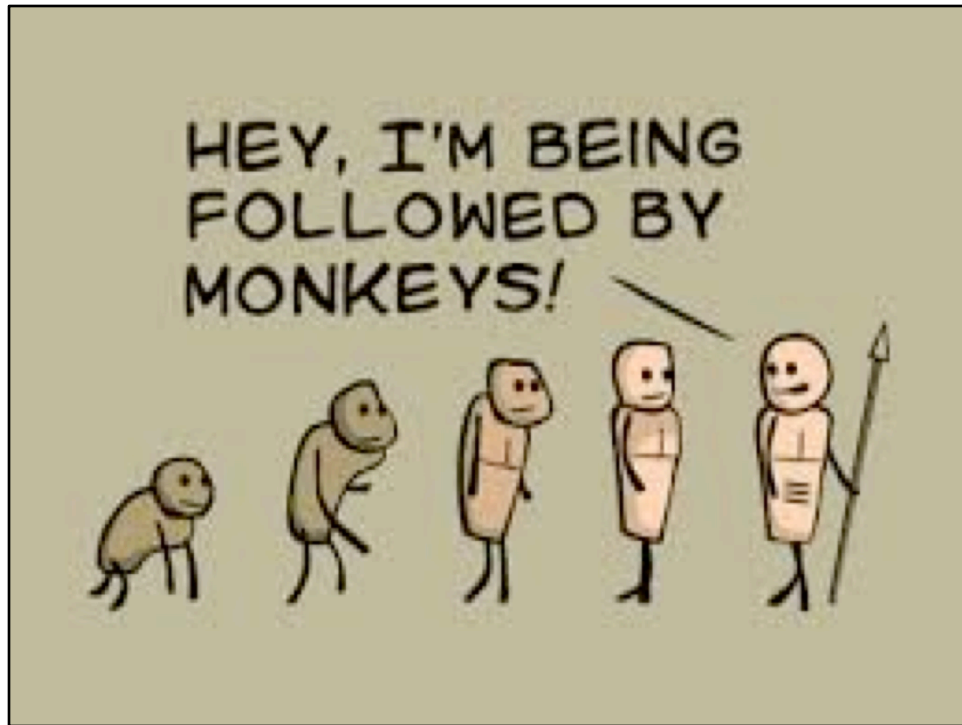
DOCUMENTING STUDENT LEARNING MULTIPLE OPTIONS USING TECHNOLOGY

The screenshot displays the Michigan State University Desire2Learn (D2L) interface. At the top, there is a navigation bar with the university name and the D2L logo. Below this, there are several tabs: 'My Courses', 'News', and 'Need Help?'. The 'My Courses' tab is active, showing a list of 'Last 10 Accessed Courses' with details such as course ID, name, and end date. The 'News' tab shows a recent announcement: 'We've upgraded to version 10.3!', dated May 8, 2014. The 'Need Help?' section provides contact information for MSU Distance Learning Services, including a local phone number, a toll-free number, and a web contact form. The interface is clean and professional, with a green and white color scheme.

BAILEY SCHOLARS PROGRAM

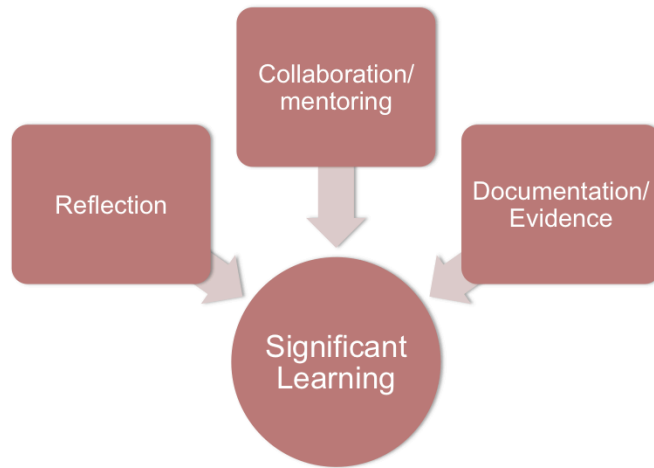
HOW DO WE DOCUMENT LEARNING?

The screenshot displays the Michigan State University e-Portfolio interface. At the top, the Michigan State University logo is visible. Below it, a section titled "Featured e-Portfolios" shows a row of seven small thumbnail images representing different student portfolios. A green button labeled "Create A New e-Portfolio" is positioned to the left of the search area. The search bar contains the text "You are currently searching Michigan State University." Below the search bar, there are navigation tabs: "All e-Portfolios", "My e-Portfolios", "By Person", "By Course", "By Title", and "By Tag". A "Sort By" dropdown menu is set to "Last Updated". The main content area displays four portfolio cards in a grid. Each card includes a thumbnail image, the portfolio title, creation date, last edit date, school name, and access level. The first card is "Rob Stewart E-Portfolio" (Created 09/10/13, Last Edit: Last updated 7 weeks ago, School: Michigan State University, Viewable within this school, Hits: 865 | Owners). The second card is "Miss Key" (Created 04/27/14, Last Edit: Last updated 7 weeks ago, School: Michigan State University, Public Access, Hits: 280 | Tags | Owners). The third card is "My Sweet Life (ANR 310)" (Created 04/03/14, Last Edit: Last updated 7 weeks ago, School: Michigan State University, Public Access). The fourth card is "Sean Flynn" (Created 03/15/13, Last Edit: Last updated 7 weeks ago, School: Michigan State University, Viewable within this school).



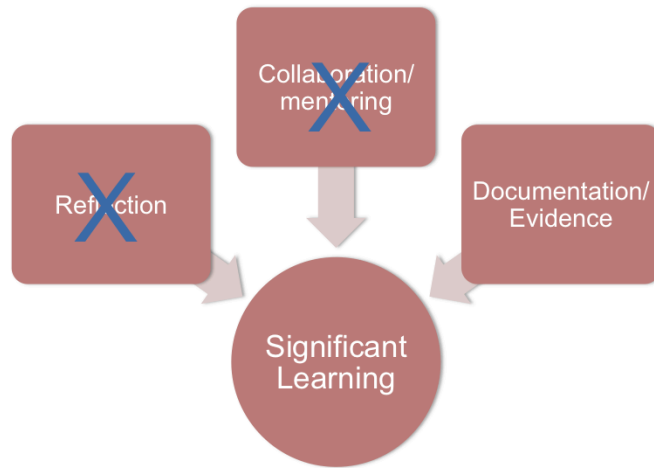
Made the assumption that this would be a easy tool to implement and would be a win-win for all involved

ADJUST OUR IMPLEMENTATION PROCESS OF E-PORTFOLIOS BASED ON OUR FINDINGS



The Learning Portfolio Model. Adapted from www.onwardslearning.com

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BACKGROUND OF THE STUDY:

(1) survey of all students within the Liberty Hyde Bailey Scholars Program, which is an academic program in the College of Agriculture and Natural Resources at Michigan State University with an emphasis on the Scholarship of Teaching and Learning (SoTL)

(2) semi-structured interviews with students focusing on their origins of reflection and electronic portfolios and

(3) Focus group with the program faculty who implemented this change to examine the theoretical and practical underpinnings of the decision to implement ePortfolio

Mixed methods

47% Response rate on the surveys

Conducted 14 interviews with the students (out of the 96 scholars)

All faculty and graduate fellows participate in the focus group

WHAT IS REFLECTION?

FACULTY PERSPECTIVE:

What did you learn?
How did you learn it?
**How could you have
learned better?**
**Why is this
important for you?**

STUDENT(S) PERSPECTIVE:

**What did we learn *at the
end of in class?***
*What do we like/dislike
about what we just
learned?*

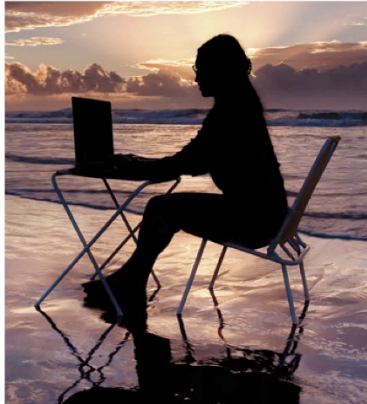
(1) we should not make assumptions that students know and understand the concept of reflection;

HOW DO YOU REFLECT ON YOUR LEARNING?



Student: At the end of an experience typically alone in written form

HOW DO YOU REFLECT ON YOUR LEARNING?



Faculty: small groups in class through out a learning cycle- this never got documented in the portfolios

Faculty: No guidelines on what was required in a learning reflection post- limited on the process the students went through and with any external life references

PROMPTS?

Ideas for Your Learning Journal

- I can now ... because ...
- I enjoyed ... because ...
- I chose ... because ...
- I want to ... because ...
- I plan to ... because ...
- I will not forget to ... because ...
- My goal is ... because ...
- I liked ... because ...
- ... is worth the time because ...
- ... was hard because ...
- ... was easy because ...
- ... was interesting because ...
- ... was enjoyable because ...
- ... made me think because ...
- ... prompted questions because ...
- ... made me feel uneasy because ...



Reflective Practice

27 Ways to Reflect on Your Teaching

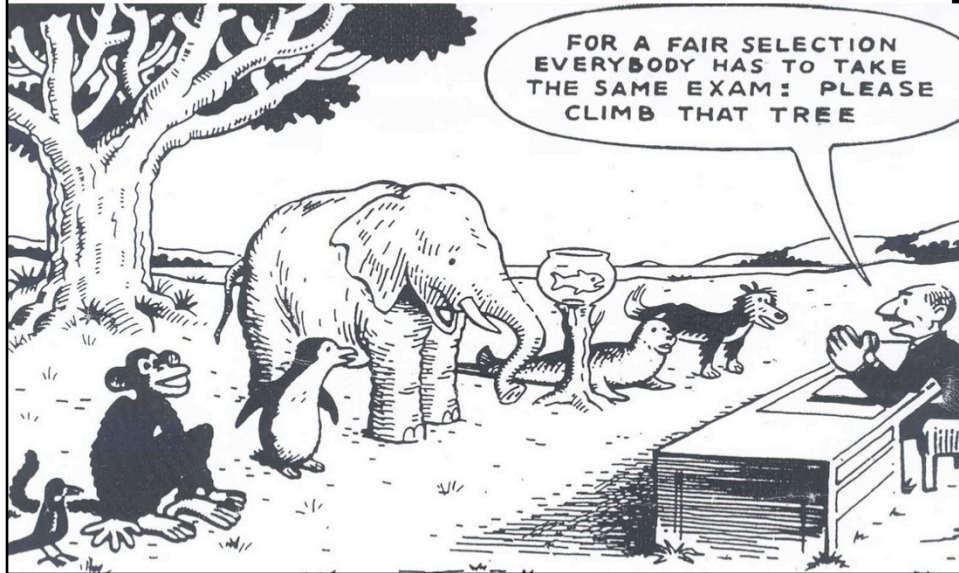
Blog Start a blog. Share it with your colleagues. Reflect on what is happening.	Snap Snap pictures throughout the class. While everything is happening, snap. Upload it.	Incorporate Incorporate a new tool, strategy, technique, or practice. Document what you are doing effectively.
What are the reasons for not reflecting?	Chat Use with others. Share lessons. Discuss what you are doing. Ask for feedback.	Stop Stop frequently to think about what you are doing. Consider if you are doing it right. If not, stop and start again.
Look Look at the students during the lesson and do not look at your phone. See what they are doing. Reflect on what you are doing.	Stick-it Keep a clipboard with sticky notes ready to take notes on what you are doing. Use it to take notes on what you are doing.	Document Document what the students are doing. Use photos, videos, or audio to document what you are doing.
Present Present an audience. Share what you are doing. Get feedback. Share with your colleagues.	Partner Partner with someone to reflect on your practice. Share ideas and get feedback.	Video Video your classroom. Watch and reflect.
Journal Journal about your day.	Do you see the need to reflect?	Draw Draw not what you are doing, but what you want to do. Draw it back and look to see if you are doing it.
Cartoon Use an online cartoon generator. What has happened in your classroom?	PREDICT Make a prediction. What do you think will happen? Why?	Blame Pin the "Blame Game" on the wall. Blaming someone else for your classroom practice.
Interact Interact with the general public. Share what you are doing. Get feedback. Share with your colleagues.	READ Read the research.	Are you Current?
ASK Ask your students how you are doing.	Park-It Use a parking lot on your phone. Use the numbers to add ideas.	See Look at yourself through the eyes of your students. How are you doing through their eyes?
Join Join learning communities.	Are you Reflecting?	Attend Attend conferences. Attend workshops. Attend webinars. Attend what you are doing.

Reflective practice occurs when teachers take time to think about what they are doing. The most likely to succeed at this task. They ask, "How can I be better?" They identify what they did or did not do well during the learning activity and offer...

By: Mrs. Pauline

Student that does what they need to get the grade. Answer to the prompt and go no further
 Student that felt this was controlling. Some found prompt limiting
 Faculty: what more can I do (or not do)??

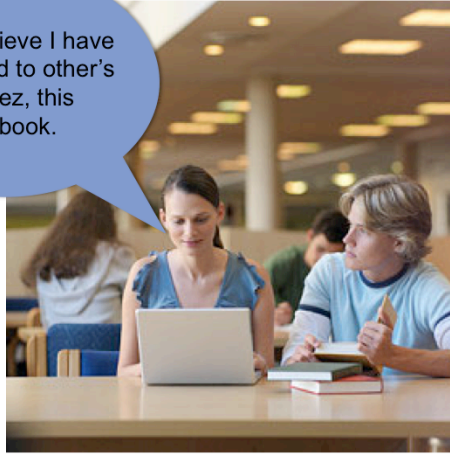
AUTHENTIC LEARNING



(2) meanings of reflection, authentic learning, and evidence of learning differs among faculty and students

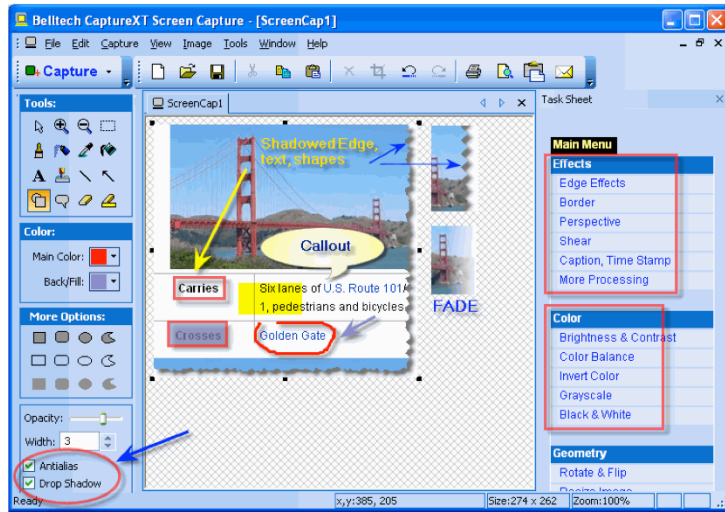
CHALLENGES

I can't believe I have to respond to other's post....geez, this isn't Facebook.



(3) there are challenges in changing the culture of learning with the integration of technology that focus more on meaning making then technology implementation. Boxes- Keep this separate from my social box

TECHNOLOGY LIMITED IN USAGE



Familiar with basic applications- MS Office but not the advanced features to be able to do what they want to do with them (i.e. a voice over PPT as a video upload)

WHAT HAPPENS WHEN THE POWER SHUTS OFF?



Platform went down??

PROBLEM SUMMARIZED



The crisis

We made assumptions about our students and their ability in regards to authentically assessing their learning using ePortfolios

NEXT STEPS....



The solution

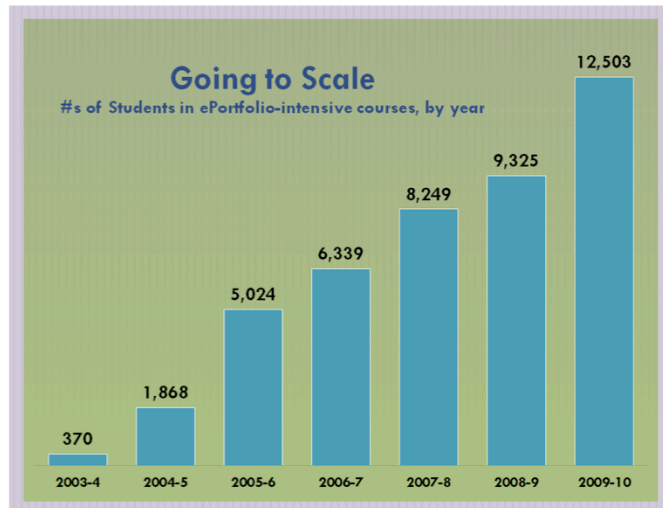
We need to address how to remedy these problem areas

Include and encourage the social dynamic

Not make it an administrative tool but one for openness and reciprocity

Take the time to teach about learning portfolios and the selected tool to capture

SCALING UP



This is a national trend. Without the tools given to the students ePortfolio's will become another box in a students' life

Scaling Up refers to the broadening and deepening of an ePortfolio initiative, often from a small pilot to programs, departments and across an institution

2009 60% of American institutions reported ePortfolio implementation in some fashion (according to AACU)

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ACR 305 COMMUNICATION SUSTAINABILITY
SUSTAINABILITY...ONE CHALLENGE AT A TIME.

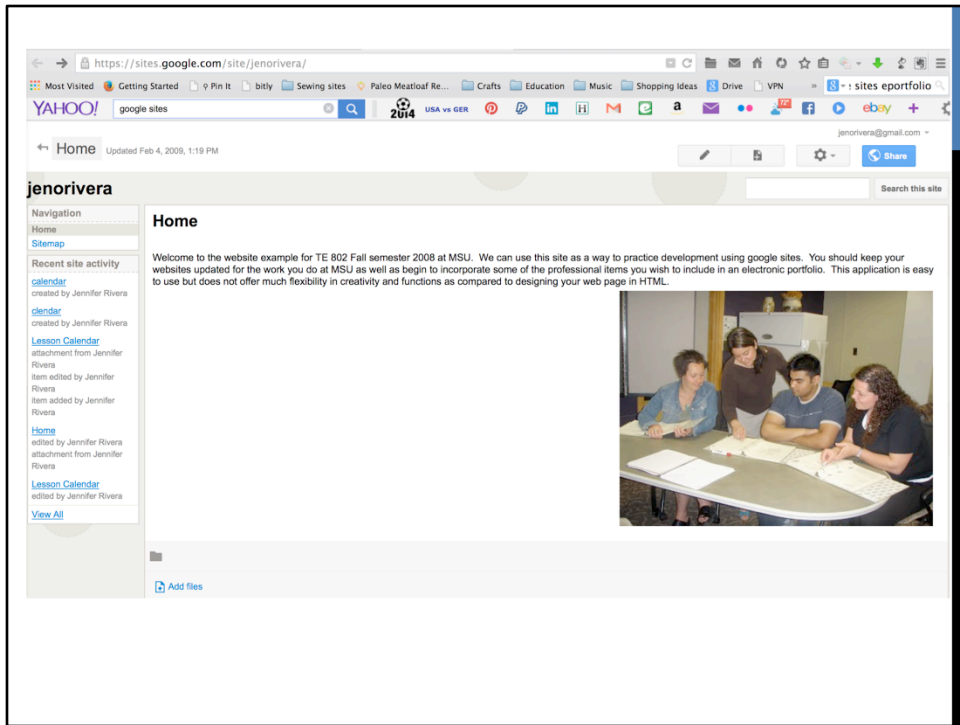
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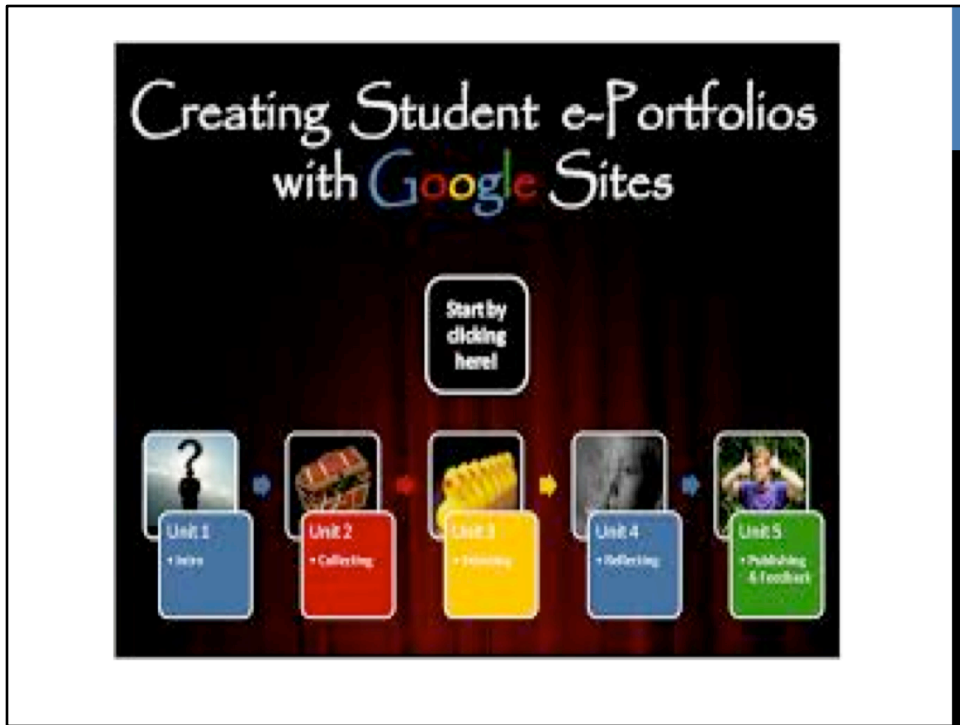
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