Similarities and Differences: Capstone Assessment of Student Learning with ePortfolios

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The senior year and the capstone:

• Integrating learning over time, across courses and disciplines, across in- and out-of-class experiences
• Reflecting on “what it all adds up to”
• Achieving a sense of closure and accomplishment
• Preparing to make a transition to post-college life/work/education
Capstone Seminar in English: Course Components

• Senior project
• Readings and online discussion forums
• Speakers
• Reflective ePortfolio

Capstone ePortfolio Purposes

• Reflect on and articulate college learning, with evidence
• Develop integrative learning narrative
• Consider personal/academic/professional identity in light of their learning
• Envision next steps in light of above
Special issues for us

• Students’ educational experiences may have been more fragmented than most
• Students may believe that liberal arts have little worth—or have unrealistic expectations about the job market
• Students may be undecided/apprehensive about what comes next
• Students may be inexperienced with reflection or see it as having little practical value

Capstone reflections

1. Experiential: a personal narrative, then a reflection on it that prompts students to think deeply about some aspect of their identity

2. Integrative: a reflection in which students think integratively about their learning and intellectual/professional development as undergraduates
Life Stories Reflection

Create two one-page narratives that represent different versions of your life story (or, if you’d prefer, of an experience...like your undergraduate experience or the “story” of how you became an English major). Next, re-read your stories and write a 2-3 page reflection that addresses one or more of the questions below....Conclude the reflection by telling us which version of your story you expect your ePortfolio to focus on.

How will you build your ePortfolio so that its elements (text documents, section introductions, photos, introductions to examples of your work, and any other media you incorporate), viewed together, convey and demonstrate that story to your audience?

Integrative Reflection

For this reflection assignment, we ask you to analyze 2-4 selected items from the Work Showcase in your ePortfolio. What do these items collectively tell us about how your studies in English have shaped your identity in the world—as an emerging professional, as a member of a particular community or culture, as a global citizen, as a lifelong learner, or in relation to some other aspect of the world beyond your college education?

What does your Work Showcase tell us about your strongest skills as you move from this stage of your life to the next? Can you identify specific aspects of your English major that have shaped your self-concept and aspirations? Do your Work Showcase items show a trajectory of development as a learner? Please describe and give examples.
Every class that I have taken...

“Islam Y107.doc exemplifies my ability to be a critical thinker because I had to put forth significant effort to separate my emotion from the facts and research. This skill was one of the first skills taught to me in college. I believe that objectivity and rationality are at the core of every serious student—this paper shows me that I can be a serious student. Every class that I have taken in political science, English, and philosophy has emphasized the importance of looking past the surface of things. Additionally, my education in the liberal arts has taught me that there is much more to things than what my emotions tell me there are. There is an entire world of people out there, each person possessing a uniqueness of mind and emotional experience. There are several cultures and societies that need to be taken into consideration before my own. My emotions are only central to my own experiences, and my critical thinking skills allow me to leap outside of my own experiences.”

Capstone ePortfolios and Assessment

- Authentic evidence that captures complex learning outcomes
- Information about what students are making of their experiences in our programs and institutions—the experienced curriculum vs. the formal curriculum
- Meaningful information that can be used to guide improvement

- Reflection plays a central role in ePortfolios’ ability to offer meaningful information in all of the above
E-designing the Anthropology Capstone Experience

Susan B. Hyatt, Department of Anthropology, IUPUI
The need for a new capstone course

• In Fall 2013, the Anthropology Department undertook a re-examination of our capstone course. The course was essentially an independent study supervised by a faculty member. While our best students thrived with this model, many did not.

Challenges

• Some students were unable to carry out their projects largely on their own and ended up delaying their graduation.
• In addition, the workload for project supervisors was not spread evenly as students tended to gravitate to faculty who had local research projects.
The ePortfolio

- Recognizing the need to have a way to evaluate our students’ learning in the major, and wanting to incorporate content on professionalization and on preparing students to talk about Anthropology in job-seeking settings, we shifted to the ePortfolio project as the focus of our new capstone.

Rationale

- The new capstone course and ePortfolio offer us the opportunity to gather some data about how well our students are mastering particular skills through their training in our department. As Berheide (2007) notes, “Assessment, therefore, is not an end in and of itself, but rather a means to an end. That end is the improvement of student learning at the individual, program and institutional levels. Analyzing capstone projects is an efficient and effective approach to achieving that end.”
Elements of the ePortfolio

• Reflective journal entries;
• An intellectual autobiography;
• Integrative Project: A research paper on an area of anthropology of interest to the student, either within the academy or in an applied setting, which includes an interview with an anthropologist working in that area.
• The ePortfolios also included projects and papers students were particularly proud of from their undergraduate years.

Professionalization Labs

• The capstone class in which the ePortfolio is constructed is a 3-credit course taught in the fall semester;
• The spring semester includes a 1-credit series of “professionalization labs” in which students learn to put together an effective CV and to handle job interviews.
Student ePortfolios: DeLoera

Welcome

My name is Anthony DeLoera and growing up, most have me an U.S. school student for Tony DeLoera. I am currently a senior at Millikan High School and I'm pursuing a degree in Jazz Performance. I enjoy playing guitar, while I also plan to continue to play in a variety of music such as jazz, folk, and rock & roll. I also enjoy playing the guitar in various bands and have been a part of several bands in the past. I also enjoy playing different types of music, including rock, folk, and country. I enjoy spending time with my family, watching movies, and playing the guitar. I am also an avid reader and enjoy reading books about music and history. I am a hard worker and always strive to do my best in all that I do. I am an avid reader and enjoy spending time with my family, watching movies, and playing the guitar. I am also an avid reader and enjoy reading books about music and history. I am a hard worker and always strive to do my best in all that I do.

Student ePortfolios: Howard

Hello, a bit about me:

My name is Devin Howard and I am an Anthropologist and Archaeologist. I have just completed my Bachelor's degree in Applied Anthropology from Indiana University-Purdue University Indianapolis. I have worked on a wide range of projects, from preparing archaeological for neutrino projects, to helping preserve environments in the Florida Keys and Caribbean Islands. As an applied anthropologist, I hope to in the future work in environments that allow me to use my diverse skills in Anthropology.
Devon Howard: Research Products

Devon Howard: Journals

Perspectives on Intimate Ethnography
September 2012

Human Rights and Careers in Archaeology
October 2011

Memories of Organized Labor
Located here...

Read More
Student ePortfolio: Hannon

Erin Hannon

ASPIRING COLLABORATIVE ANTHROPOLOGIST

WELCOME

"Love all, trust a few, do wrong to none."  - William Shakespeare

Hannon Interview Project

Erin Hannon

Interview Project

The interview project was a very large part of this semester work. We were required to interview an applied anthropologist, writing a essay similar to what we were to do in other projects. We were then required to write a paper giving the interview enough to a broader anthropological context, and to relate it to our future goals as anthropological professionals. Below are the interview and related paper in my interview with Erin Hannon, a Research Associate at Dederko Refuge in California. The experience allowed me to develop my goals and research skills as a professional anthropologist. I overall felt that my interview was a good part of my understanding in determining my future goals in the area.

I decided for my final paper to focus on how collaboration within and outside of the field of anthropology can yield productive results. I also hoped to broaden our understanding and awareness of the skills that are not traditionally associated with anthropology. It was a very educational and interesting experience researching and writing this paper, so I hope you enjoy it. To view the paper, click the image to the left.

Erin Hannon Inventory - 2 November

0.00

0.00
Next Challenge

• Using the ePortfolios to create an assessment tool that can be used to help our department reflect on our teaching across the board and to examine our students’ learning outcomes by the time they have completed their Anthropology majors.

Conclusions

• Courses were very well received by students and received positive evaluations;
• All of the students except one finished the courses and graduated on time;
• In presenting their work to this year’s cohort, last year’s students spoke positively about the way that the ePortfolio project allowed them to summarize their learning in the major and to market themselves for graduate school or employment.
What is Philanthropic Studies (PHST)?

A multi-disciplinary field focused on the

a) voluntary action of individuals, groups and organizations,

b) who pursue their ideals,

c) to develop and share resources,

d) to achieve the common good

B.A. in PHST Learning Outcomes

• Understanding philanthropic traditions in society.
• Understanding ethics, values, norms and motivations in philanthropy.
• Understanding the role of nonprofit organizations in society.
• Using communications skills effectively for varied audiences.
• Using interpersonal skills to address issues.
• Articulating philanthropic values, civic identity, and strategies for increasing capacity to take action.
Capstone (noun)

1. A finishing stone of a structure
2. The crowning achievement, point, element, or event.
Capstone Learning Outcomes

• To express a coherent understanding of Philanthropic Studies by articulating knowledge, skills, and dispositions you have gained through experiences and coursework at IUPUI.

• To gain authority and confidence in what you have learned and share this knowledge with others to influence positive change.

Who am I as an emerging graduate and professional in Philanthropic Studies?
Eportfolio Matrix

Artifact Description

Description
Please upload an artifact from your studies that illustrate your achievement of RHST Learning Outcome #1: Understanding Philanthropic Traditions in Societies. Be sure your artifact meets at least half of the following:

- Summarizing key terms (e.g., advocacy, advocacy, civil society, fund development, nonprofit organization, policy, policy) in philanthropy.
- Connecting key historical events, people, terms, social movements and explaining their influence on philanthropy today.
- Interpreting contemporary events, people, trends, and social movements and placing them in the broader context of philanthropy.
- Examining philanthropic traditions by using a multi-disciplinary perspective (e.g., economics, history, philosophy, psychology, political science, religion, sociology).
- Comparing and contrasting the nature of civil society and philanthropy across traditions, cultures and contexts.

Be sure to include a brief caption statement to introduce this artifact and how it adds to your portfolio.

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<td>#1 Understanding philanthropic traditions in societies.</td>
<td>Social entrepreneur research paper and archives research project.</td>
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<td>#5 Using interpersonal skills to address issues.</td>
<td>Internship reflections and portfolio.</td>
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### Course Information: Contemporary Contexts for and Approaches to Philanthropy Semester & Year completed: Fall 2015  Document Exam 2 – Dartmouth College Case and Artifact #1

**Case Statement:**

Being aware of the need to keep a record of the issue to determine what has been recorded by the author, we can consider the following: In philanthropic studies, the task is to provide insights into philanthropy, its motivations, and how organizations operate in this sector. Contemporary Contexts for and Approaches to Philanthropy is a United States-based institution, dedicated to exploring the role of philanthropy in society. Understanding philanthropic traditions is crucial for developing effective strategies for increasing capacity to take action. The course aims to equip students with the skills necessary to analyze philanthropic practices and understand the complex dynamics within the field. Through a combination of lectures, discussions, and case studies, students will gain a deeper understanding of the role of NPOs in society, the motivations behind philanthropic activities, and the strategies that can be employed to address issues effectively. By the end of the course, students will be able to articulate the values, civic identity, and strategies for increasing capacity to take action in the field of philanthropy, thus contributing to the development of effective philanthropic practices.
Contact us

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