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

Why Blog?

Connect with parents
Improve literacy
Share ideas
To motivate students
To reflect
Connect with others
Replace newsletters
Create a 24/7 learning environment
Obtain feedback
Connect with a Global Audience
Share lessons and assignments
Express creativity
Develop a voice
Extend classroom walls
Create a school website
ePortfolios

Blogs
DOCUMENTING STUDENT LEARNING
MULTIPLE OPTIONS USING TECHNOLOGY

Why Blog?

- Connect with parents
- Improve literacy
- Share ideas
- Facilitate online discussions
- To motivate students
- Share Resources
- For digital literacy
- Develop a voice
- Extend classroom walls
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DOCUMENTING STUDENT LEARNING
MULTIPLE OPTIONS USING TECHNOLOGY
BAILEY SCHOLARS PROGRAM
HOW DO WE DOCUMENT LEARNING?

[Image of a webpage from Michigan State University]
Made the assumption that this would be an 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
(1) we should not make assumptions that students know and understand the concept of reflection;

<table>
<thead>
<tr>
<th>FACULTY PERSPECTIVE:</th>
<th>STUDENT(S) PERSPECTIVE:</th>
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<tbody>
<tr>
<td>What did you learn?</td>
<td>What did we learn <em>at the end of in class</em>?</td>
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<tr>
<td>How did you learn it?</td>
<td><em>What do we like/dislike about what we just learned</em>?</td>
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<tr>
<td>How could you have learned better?</td>
<td></td>
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<tr>
<td>Why is this important for you?</td>
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**WHAT IS REFLECTION?**
Student: At the end of an experience typically alone in written form
Faculty: small groups in class throughout 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
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)??
(2) meanings of reflection, authentic learning, and evidence of learning differs among faculty and students
Evidence of learning:
Student: End product or grade
Student: Being able to teach someone else how to do it
Faculty: Students were limited on the process and rarely documented the cycle of learning
Faculty: They would post a picture or a video with limited information to how that contributed to their learning
(3) there are challenges in changing the culture of learning with the integration of technology that focus more on meaning making than technology implementation. Boxes- Keep this separate from my social box
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??
The crisis
We made assumptions about our students and their ability in regards to authentically assessing their learning using ePortfolios
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
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)
Do your research and plan for learning to learn sessions

BLOG
WEBSITE
GOOGLE SITE
MAHARA
Open source
DIGICATION