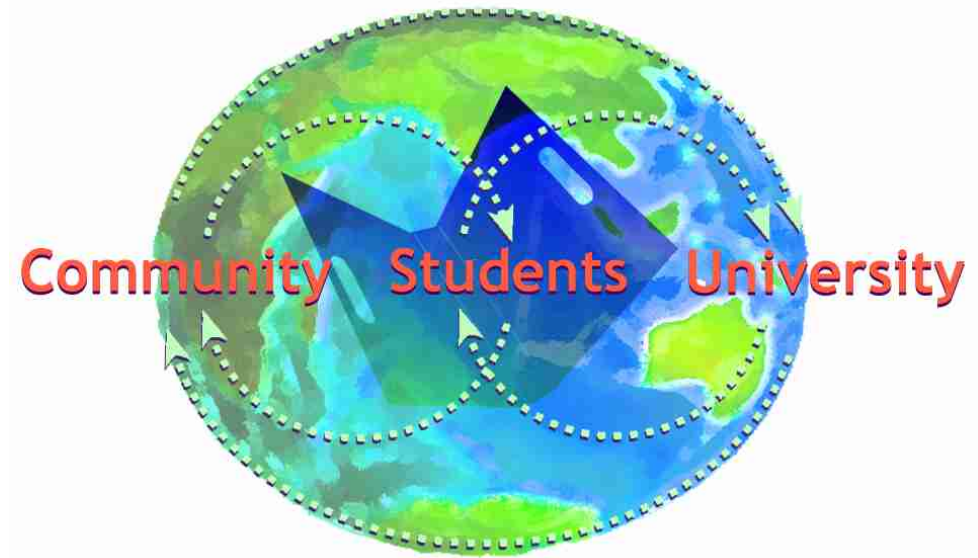


wsuctlt.wordpress.com/tag/grade-book

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Capturing and assessing real-world problem-solving with ePortfolios



Meeting the University's Strategic Goals

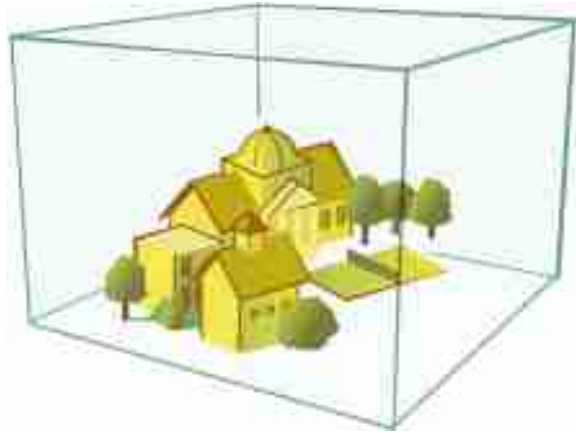
Goal 1: Achieve national and international preeminence in **innovation, discovery, and creativity.**

Goal 2: Provide a premier education and transformative experience that **prepares students to excel in a global society.**

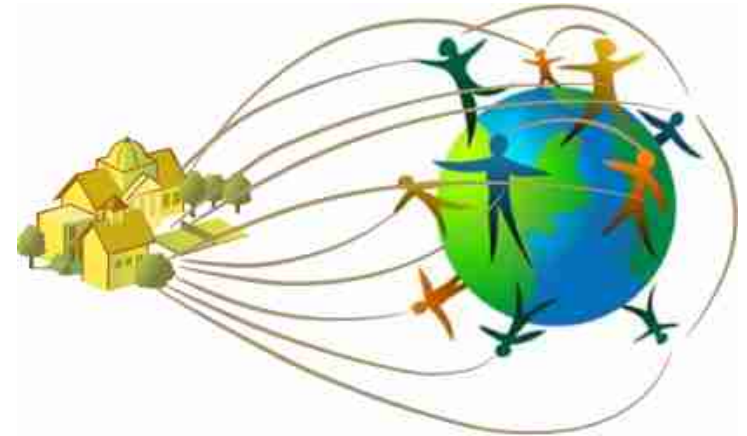
Goal 3: Lead in relevant local, national, and global **outreach and engagement.**

Goal 4: Embrace an environment of **diversity, integrity, and transparency.**

Without community relationships students are not challenged to develop global competencies.



Real-world assessment by community members promotes authentic learning and prepares students for a 21st century work environment.



Real-world feedback includes students in a conversation with professionals and community members. It recognizes that students are integral to the community.



Community feedback focuses directly on **real-world problems** rather than **academic issues**.*

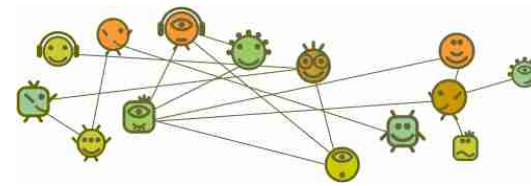


Real-world problem solving requires:

- Identification of real-world problems.
- & Interaction and feedback from community stakeholders

ePortfolios are a natural place to capture the process of real-world problem solving

The WSU 2007-08 ePortfolio Contest asked contestants to:



- 1 Collaborate with community members - institutional, local, or global - in identifying a problem or need.
- 2 Develop a solution or plan of action and take steps toward implementing that plan.

- 3 Submit an ePortfolio that was a record of that process:
 - problem identification*
 - solution exploration and development*
 - impact evaluation*
 - plan follow through*

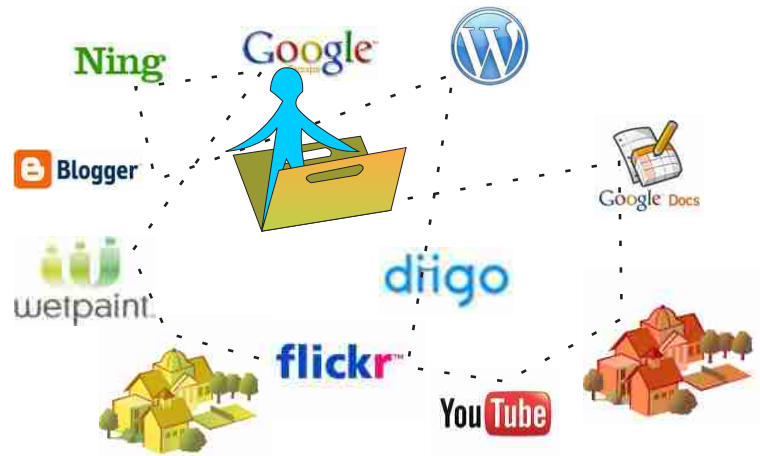
Contestants tackled real world problems such as piping water to a Kenyan school, fighting the threat of community devastation from a border fence, providing resources for the owners of unwanted horses, and marketing a product developed at WSU.



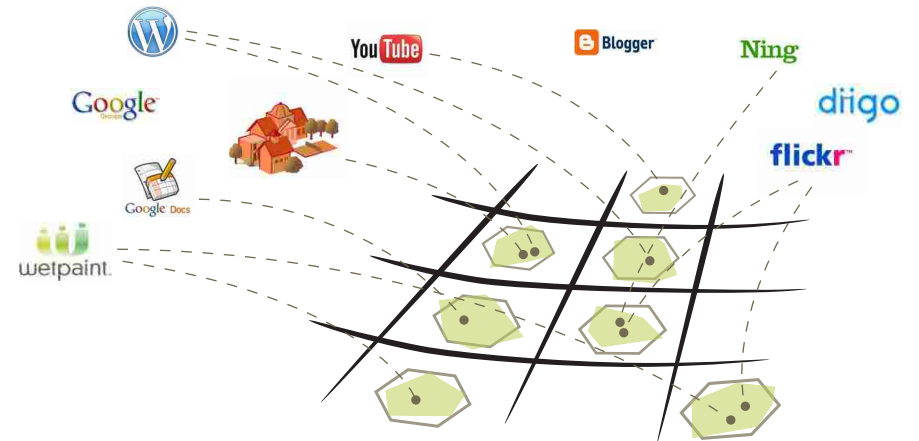
ctlit.wsu.edu/contest07/gallery

How do we assess learning out in the world?

Assessment can be embedded wherever learning happens.



It can then be harvested in a gradebook.



wsuctlt.wordpress.com/2009/01/20/harvesting_gradebook

How does assessment get “embedded” ?

Please give me feedback on this poster. Click [HERE](#) for the online feedback form

Online assessment can be linked to artifacts wherever they reside.

DIMENSION 1: Topic Identification and Contextualiz considers the historical antecedents of the topic.

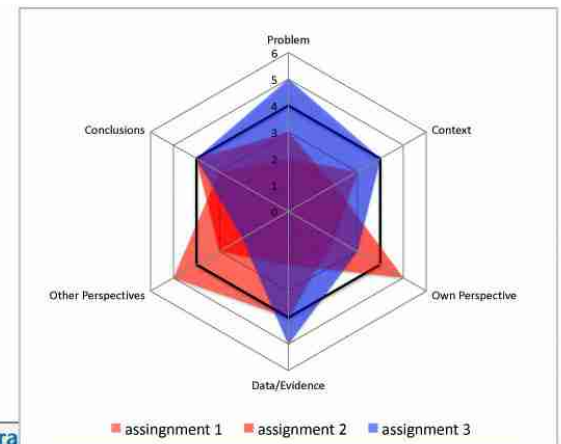
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Identifies a focused issue involving interesting but not particularly enlightening aspects of history.
Provides relevant contexts and future implications regarding issue, though in a limited way.

Comments on Dimension 1

What does the gradebook look like?

Ratings on rubric dimensions are captured in radar graphs. Rollovers provide detailed information including rater commentary.



	A	B	C	D	E	F
1	Student Name	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
2	Student 1					
3	Student 2					
4	Student 3					

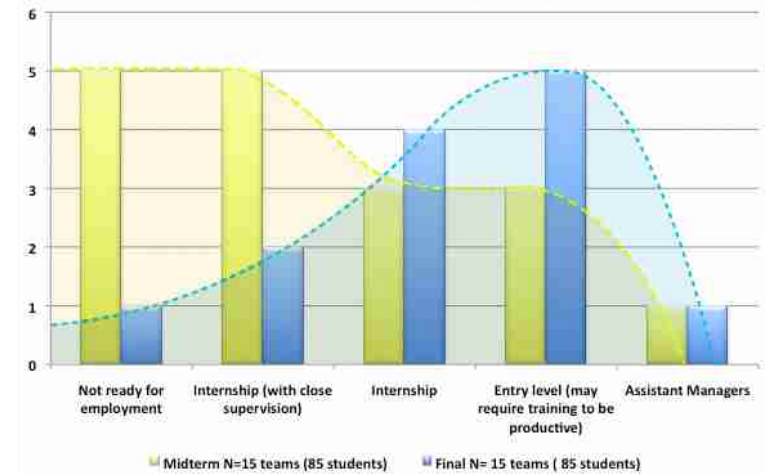
What does the conversation look like?

(Very similar across groups):



These results matter in the real world.

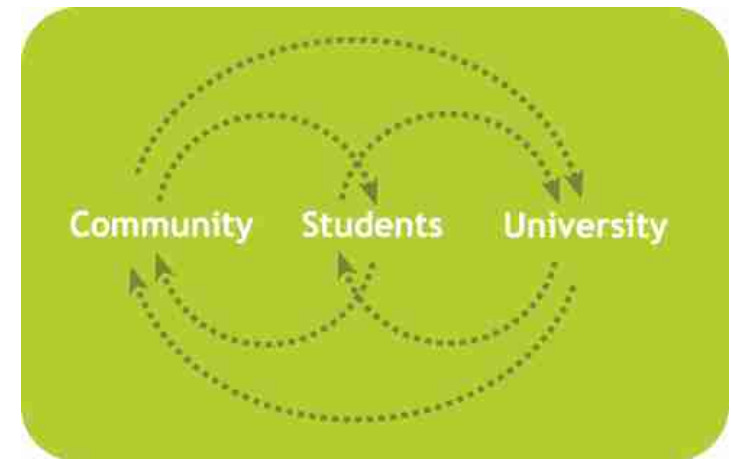
Below is a graph of what 8 industry professionals said about the employability of students they had given (embedded) feedback at midterm and again at the end of the semester.



Ultimately the student, *not the institution*, owns the work and the social capital accrued from interacting with communities.



The ePortfolio can be refined and edited throughout the course of a lifetime.



ePortfolios with embedded assessments that solicit community feedback are a **direct** and **scalable** way to close the assessment loop.