Supporting Integration of Learning, Identity Development, and Assessment:
ePortfolios in Capstone Seminars at IUPUI

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Capstones at IUPUI

Course-based culminating experiences intended to help students:

• Integrate and/or apply learning in general education and the major
• Achieve sense of closure, accomplishment, purpose, and agency
• Prepare for transition to life as professionals and members of various communities

And (sometimes) help faculty/programs:

• Develop and gather evidence of student learning for assessment
Capstone Seminar in English: Bateson on “Composing a Life Story”

“Composing a life...has to do with the ways in which you compose your own versions of your life....the stories you use as lenses for interpreting experience as it comes along. What I want to say is that you can play with, compose, multiple versions of a life.” (Bateson, Willing to Learn: Passages of Personal Discovery, 2004)
Life Stories Reflection

1. Create two one-page narratives that represent different versions of your life story
2. Re-read your stories and write a reflection that addresses one or more of the questions below
3. Conclude the reflection by telling us which story your ePortfolio will focus on and how its elements will convey that story to your audience
Devon

• “I’ve kind of always thought that my story goes one way and it can’t be altered...it's interesting to think that I can be in complete control over my life story, how it is perceived, and what I decide it will mean for me. It's actually kind of liberating.”
“It was difficult for me to compose both stories. Approaching the capstone, I was ready to think about life after my degree. I was not prepared to reconsider all the decisions I made previously. But an idea in Mary Catherine Bateson’s “Composing a Life Story” did make these stories come out a little easier. She mentions ‘making creative choices in how you look at your life’ (462). Previously I had only thought of my life as one continuous story, and I had never examined my life in different, unrelated ways. I feel that interpreting my own story in as many ways as possible is the first step to learning more about myself in order to discover what I would like to do with the rest of my life.”
Rather than focusing on only one of these stories in my ePortfolio, I have included ideas from both. My fields of study truly are linked, and I wanted to demonstrate that theme, showing how what I’m learning in one area strengthens the other and has led me to the career path that I am now pursuing. Threading these narratives together...my Work Showcase pages display work completed in my different areas of study.... As a whole, my ePortfolio shows...the convergence of my interests...It embodies the harmony of my studies, connected by my deep love of language in its varying forms.
ePortfolio Pedagogy

• Constructivist approach to knowledge
• Integrative approach to learning and experience
• Metacognition
• Identity representation and development
• Student engagement, agency, purpose
• Social pedagogy
What is Philanthropic Studies?

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.
PHST Learning Outcomes

• Understanding philanthropic traditions in society.
• Understanding ethics, values, norms and motivation 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.
Who am I as an emerging graduate and professional in Philanthropic Studies?
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.

• To gather evidence to improve the BA degree program curriculum and its instruction
### Philanthropy P450 Capstone - Spring 2016

**Directions:** The grid below displays the categories, requirements, and statuses for each author that you are able to evaluate. **NOTE:** The grid will only display items based on the search criteria previously selected.

<table>
<thead>
<tr>
<th>Learning Outcome #1</th>
<th>Learning Outcome #2</th>
<th>Learning Outcome #3</th>
<th>Learning Outcome #4</th>
<th>Learning Outcome #5</th>
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Legend:
- Submitted
- Needs Resubmit
- Resubmit
- Evaluation In Progress
- More Eval(s) Required
- Ready for Reproduction
- Reevaluation In Progress
- Resubmitted
- Completed

**Release Selected Evaluation(s)**
#4 Using Communications Skills Effectively for Varied Audiences

• “Throughout my time with IUPUI, I have conducted numerous tours for prospective students of various ages, socioeconomic backgrounds, geographic locations, and even professions. This was complemented by my participation in a variety of technology-based tours, such as the “IUPUI Diversity Video,” a virtual tour, and conference calls with live-streamed questions. Perhaps the best testament to my mastery of this skill was my promotion to Lead Campus Ambassador in the office, which required me to teach the importance of proper communication to training ambassadors. I did this through a Communication Workshop, where I gave critical information on verbal communication (rate, tone, volume, pitch, articulation, etc.) and nonverbal communication (gestures, body language, eye contact, etc.). I discussed each of these with the trainees, and showed how certain aspects of communication are critical on tour.”
#6 Articulating Philanthropic Values, Civic Identity, & Strategies for Increasing Capacity to Take Action

• “In PHSTP-P 201, Introduction to Philanthropic Studies, we were asked to write about our own philanthropic autobiography. I wrote about my childhood experiences with philanthropy, personal identities that impacted my philanthropy, and what those motivations could mean for my future. I examined my past experiences with philanthropy by talking about my missionary childhood and how my family always were “constantly attending conferences and going to service projects and events together”. I then connected my past experiences and communicated my philanthropic motivations by saying “While I am a compassionate person, my philanthropy is instead fueled by a logical sense of justice”. I fulfilled Learning Outcome #6 by talking about my philanthropic background and why I am motivated to do philanthropic work.”
Conclusion: Ways to Support Integration of Learning, Identity Development & Assessment

• Connect in-class learning with outside-class learning
• Revisit signature assignments across curriculum
• Share results with colleagues to build awareness and inform curriculum development
• Start the eportfolio process early
Neuroscience at IUPUI

• Highest average GPA in School of Science with 3.34/4.0

• About half of majors are in Honors Program or College

• About 90% plan on going to graduate or professional school (e.g., medical school)
Neuroscience at IUPUI

Growth of Neuroscience Major

- 2012: 3
- 2013: 51
- 2014: 111
- 2015: 183
- 2016: 204
Idea to create a capstone ePortfolio

• Need to assess learning outcomes of capstone
• Need students to be able to show professional growth, content knowledge, and critical thinking skills
• Need way to monitor and develop students in an interdisciplinary major – Neuroscience across the Neuroscience capstone options
• Interest in using ePortfolio to evaluate integrative learning of capstone and major.
• Funded by IUPUI ePortfolio grant and Psychology Teaching, Learning, and Assessment grant
Why integrative learning?

• What are students getting out of the major?

• Make transparent what students think and do and value

• Use for letters of recommendation and applications for internships and graduate program.
My name is [Name], I am a Psychology and Neuroscience dual-degree senior at Indiana University Purdue University- Indianapolis. I am also a pre-physician’s assistant student. My life’s passion is making a positive difference in the lives of those who cannot adequately provide for themselves or loved ones. As a physician’s assistant I hope to be able to have a lasting impact not just directly through those I am able to help, but also by raising awareness to the public.

My current research is focused around the consumption and development of dependence to ethanol and THC in a mouse model. We wanted to see what the differences would be between adult and adolescent male mice in how they develop dependence, tolerance and learned helplessness among other scores. Future directions of this research lead to the question of the impact of adolescent drugs abuse and its long-term effects on adulthood onset neurological and behavioral dysfunction.
Professional Development

As a neuroscience major, my studies heavily consisted of an interdisciplinary curriculum grounded in biology, psychology, and mathematical sciences, with the nervous system as a common focus. My research and coursework fueled my concentration in the cellular/molecular components of the field. Courses taken to achieve this focus included cellular biology, biochemistry, and cellular and molecular neuroscience. Additionally, through coursework consistent with the graduate course, psychopharmacology, I completed a research review paper focusing on the neuropathophysiology and pharmacological interventions of Alzheimer’s disease (available below).

From my schooling and research, I discovered 2 main takeaways that are quite applicable to my future career in medicine. As best stated by Abigail Adams, “Learning is not attained by chance, it must be sought for with ardour and attended to with diligence.” In the sciences, knowledge on a specific topic is constantly changing. To learn, one must be willing to constantly seek out the unknown. As stated by Socrates, “And in knowing that you know nothing, that makes you the smartest of all.” The field of medicine is so vast and hard to digest. In order to be the best physician, one must always remember to question the unknown and always stay curious.
Assessing with VALUE Rubric capstone level of rubric only on 0-3 scale mean score in pilot

<table>
<thead>
<tr>
<th></th>
<th>Connect experience and academic knowledge</th>
<th>Connects across disciplines and perspectives</th>
<th>Transfers and adapts skills, abilities, theories, methodologies in new situations</th>
<th>Integrates Communication</th>
<th>Self as learner and reflection of development</th>
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Integrative learning rubric of capstone e-Portfolio
Hello and Welcome to my e-Portfolio!

My Name is Charmayne Duerson. I am from Gurnee, IL, a northern suburb of Chicago (DA BEARS!). I am a senior at Indiana University-Purdue University Indianapolis, graduating in May 2017.

Currently, I am pursuing my Bachelors of Science in Neuroscience. After graduation, I intend to enroll in a Ph.D. program focusing my research in the areas of behavioral neuroscience and social psychology. I am particularly interested in conducting research on the stigma of mental illness, especially amongst women and minorities. Growing up, I witnessed firsthand how when ignored or left untreated, severe mental illness can and will be detrimental to the success of the family as a unit. As an African American student in neuroscience, it troubles me that people from the same cultural background are hesitant to seek treatment or may be ashamed of their mental health status. Pursuing a graduate education in social psychology and behavioral neuroscience is important to me because it is clear to me that a cultural disparity exists with this population.

Throughout my undergraduate career, I have been heavily involved in research, student organizations and community service. These experiences have provided me with the necessary platform to further explore and develop my research interests and career goals.
Teaching Module Research

For my capstone, I was able to collaborate with three other college students to develop an engaging and convenient teaching module that may be used for teaching undergraduate introductory neuroscience. I was very happy with the final product of this teaching module because of the hard work and thought that was put into it. The module was presented to a first year college course. Overall, the students did feel like the module was a good teaching asset for the course and found it to be very useful and organized. I was a bit surprised with some of the feedback from the students because I was initially expecting for them to prefer this method of teaching over regular in-class lectures. But, after careful thought and analysis I was able to understand the low rating of preference for the module because the students were in their first year of college. I would be interested in further studying the thoughts of the module in upper classmen because of the convenience they could experience with this teaching module.
Assessing with VALUE Rubric capstone level of rubric only on 0-3 scale mean score 2\textsuperscript{nd} time
Lessons learned

• Always integrate with the course syllabus, assignments, and learning outcomes. Add-ons look like add-ons.

• Template and creativity are required for ownership and learning for student.

• Coherence of the narrative and the artifacts needs stewarding and development.

• Coaching and mentoring relationship-building is critical; development throughout the course is critical.
What’s next

• Incorporating an ePortfolio throughout the major, with different touchpoints to assess student growth
• Comparing grades to VALUE Rubric after course is finished – correlation?
• Assessing critical thinking in the major using the Critical Thinking VALUE Rubric
• Built into the strategic plan for the major – use at different points throughout in the curriculum and advising
• Creation of touchpoints during undergraduate degree to use ePortfolio to set expectations and apply – value of portfolio.
Contact us

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