Reflecting on Citizenship: Curating Civic Identities in a Capstone ePortfolio Course

Tom Schrand, Associate Dean for General Education
Katharine Jones, Associate Professor of Sociology and Gender Studies
Valerie Hanson, Associate Professor of Rhetoric and Writing and Program Director, Hallmarks Core

AAC&U: 9th Annual Forum on Digital Learning and ePortfolios
January 27th, 2018
Capstone hypothesis: curating ePortfolios

Can students in a general education capstone course use their completed ePortfolios as the starting point for a new round of reflection and identity-building?
Our “value proposition” for general education

The Hallmarks Program for General Education at Jefferson empowers students to:

- **Question**, based on curiosity and confidence
- **Adapt**, based on contextual understanding and global perspectives
- **Contribute**, based on empathy and collaboration
- **Act**, based on initiative and ethical reflection

with the goal of imagining and realizing better futures.
The Hallmarks Program for General Education

Organized around 8 shared learning goals:

Curiosity
Confidence
Contextual Understanding
Global Perspectives

Collaboration
Empathy
Initiative
Ethical Reflection
General education across the curricula

ePortfolio: Artifacts for each of the eight goals
### General education core curriculum with “touchstones”

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debating U.S. Issues</td>
<td>Writing Seminar II</td>
<td>Debating Global Issues</td>
<td>Capstone Folio Workshop</td>
</tr>
<tr>
<td>Writing Seminar I</td>
<td>Ethics</td>
<td>Global Citizenship</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>American Diversity</td>
<td>Integrative Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics or Scientific Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of ePortfolios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Focused</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrations of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Focused</td>
<td>Content and Process of Learning Focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifacts/demonstrations of learning</td>
<td>Artifacts/demonstrations of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflections on the artifacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Focused</td>
<td>Content and Process of Learning Focused</td>
<td>Content, Process, and Connections in Learning Focused</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Artifacts/demonstrations of learning</td>
<td>Artifacts/demonstrations of learning</td>
<td>Artifacts/demonstrations of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflections on the artifacts</td>
<td>Reflections on the artifacts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connections made between content in the ePortfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content Focused</td>
<td>Content and Process of Learning Focused</td>
<td>Content, Process, and Connections in Learning Focused</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Artifacts/demonstrations of</td>
<td>Artifacts/demonstrations of learning</td>
<td>Artifacts/demonstrations of learning</td>
<td>Artifacts/demonstrations of learning</td>
</tr>
<tr>
<td>learning</td>
<td>Reflections on the artifacts</td>
<td>Reflections on the artifacts</td>
<td>Reflections on the artifacts</td>
</tr>
<tr>
<td>Connections made between</td>
<td>Connections made between content in the ePortfolio</td>
<td>Connections made between content in the ePortfolio</td>
<td>Connections made between content in the ePortfolio</td>
</tr>
<tr>
<td>content in the ePortfolio</td>
<td>Use of the ePortfolio for identity development: connection between self and content of the ePortfolio</td>
<td>Use of the ePortfolio for identity development: connection between self and content of the ePortfolio</td>
<td>Use of the ePortfolio for identity development: connection between self and content of the ePortfolio</td>
</tr>
</tbody>
</table>
Connections between artifacts, or meta-reflection

“You’re asking us to reflect on our reflections!”


Narrating the self


Why citizenship in the capstone?
Reflection, narration, identity

“Curating citizenship” assignment

- What has your citizenship journey been?
- How has your understanding of citizenship changed over time?
- Who are you as a citizen, either in terms of your university, professional, local, national, or global citizenship?
Global Citizenship Today

- “Becoming citizens of the world demands that students step away from the comfort of assured truths, from the nestling feeling of being surrounded by people who share one’s convictions and passions” (Nussbaum). Class Reading.
- Belzung defines empathy as, “faculty to identify ourselves with someone and to feel what the other person is feeling”. Outside source.
- “All Change comes from the bottom up,” (Parkinson). Outside source.
- Lessons from the Buduburam Refugee Camp, NWT using force to stop victims from going to police. Class Reading.
Initiative & Professional Citizenship
-effective therapists transform their knowledge into a real-world application that aims to solve their clients’ problems and enhance the wellbeing of others

Contextual Understanding & Professional Citizenship
-effective therapists ensure clear communication of their ideas by carefully selecting what they say and how they say it in order to prevent offending someone and undermining their wellbeing

https://www.amazon.com/Body-Keepts-Score-Healing-
http://www.barnesandnoble.com/w/the-body-keeps-the-score-instaread/1122854680?type=eBook

Collaboration & Local Citizenship:
Artifact: Business Models
Helping people with projects allowed cooperation with others and being able to communicate with big groups
Lessons learned: reflecting on reflections

❖ Addressing student resistance to reflection

❖ Giving more guidance to students as they link concepts of citizenship and identity

❖ Continuing ways to make eportfolio work relevant by designing assignments that include Career Services


The capstone as curricular vantage point

- First views from the pinnacle
- Consistent messaging
- Finding our balance
- Narrating forward
Questions? And thank you!

Valerie Hanson: hansonv@philau.edu
Katharine Jones: jonesk@philau.edu
Tom Schrand: schrandt@philau.edu