Using ePortfolios to Engage Students and Improve Assessment of Global Learning: OSU, Istanbul U Collaborations

• **Melinda C McClimans**, Assistant Director of the Middle East Studies Center, The Ohio State University
• **Danielle Schoon**, Lecturer, The Ohio State University
• **Mark Visco**, Co-founder & CEO, Suitable
• **Mehmet Acikalin**, Professor of Education, Social Studies, Istanbul University
Piloting the e-Portfolio in a Near Eastern Languages and Cultures Course
Hoşgeldiniz! Welcome!

You are embarking on a journey of cultural learning and authentic cultural interaction.

What you can expect:

You can expect to read challenging texts (and other media) introducing you to literary and cultural themes tied to values, beliefs, and norms in Turkey. You will learn about history and how it connects to identity in Turkey. You will also learn through experience by working directly with students in Turkey (online).

Before you get started:

1. Read the Syllabus under the Modules tab: TURK2241_AU17_Syllabus.pdf
2. Check out some of the resources provided in our Pages tab
3. Sign the contract: https://mesc.osu.edu/cross-cultural-conversations-agreement

Dr. Danielle Schoon
Near Eastern Languages and Cultures

Ph.D. in Anthropology and Middle Eastern Studies (dual degree), University of Arizona, 2015

M.A. in Near Eastern Studies, University of Arizona, 2008

M.A. in World Arts and Cultures/Dance, UCLA, 2002

B.A. in Religious Studies, Northern Arizona University, 1999
Our experiences with online engagement:

Mehmet Acikalin, Professor of Social Studies Education, Istanbul University

Ph.D., Ohio State University, Social Studies and Global Education
M.Ed., University of Missouri, Columbia, Curriculum and Instruction, Social Studies Education
B.A., Istanbul University, Faculty of Letters, History

Dr. Acikalin’s research focus is on social studies education with an emphasis on technology in the classroom and global perspectives. He has research capability with international scholars and is fluent in English. He has published articles and book chapters in Turkish and English regarding multicultural and global education. Recently he has published a social studies method book in Turkish, which includes a chapter regarding multicultural and global education, and teaching for cross-cultural understanding.

Selected Publications:


Melinda McClimans
Assistant Director of the Middle East Studies Center

MA in Near Eastern Languages and Cultures

ABD, Global Education

s-Portfolio manager, occasional lecturer.

Roles at the Middle East Studies Center: teaching, developing curriculum, evaluation and assessment.
Overview:

• E-Portfolio description: Learning activities, e-book cover, buckeye badges.

• What we learned from the pilot: pitfalls and solutions, future projects.

• Our experiences with online engagement, and the use of tools such as Canvas and Suitable to gamify and aid in our tracking of student progress.
Main elements of the e-Portfolio:

• Final product: Students collaborated to write this e-book on Turkey.
Main elements of the e-Portfolio:

Stage 1 Learning objectives:

• communicate effectively with peers at Istanbul University about daily life.
• Build trust with their Turkish peers.
• Learn from peers and gain new perspectives on global issues.
• Gain the ability to teach fellow Americans about aspects of reality "on the ground" in Turkey.

This allows students to break the ice and ease into cultural exchange.
Main elements of the e-Portfolio:

Badging to Mark Achievement:
Global Community Building
Buckeye Badge
Main elements of the e-Portfolio:

**Stage 2 Learning Objectives:**

- Students successfully collaborated to create an educationally effective media item about the reality on the ground in both places. It is only awarded to students who did their part on the team, held themselves accountable to the others, and actively listened to their teammates.

- Choose one of the following team roles for the project: image curator, copy writer, copy editor, designer, or project manager. Demonstrate good teamwork by agreeing to take on one of several specific roles, being accountable to the team, and actively listening to your teammates. The project is complete when final manuscript is uploaded for review.

Students develop team skills, and real-world cross-cultural collaboration experience.
Main elements of the e-Portfolio

Badging to Mark Achievement: Global Media Project Buckeye Badge

Demonstrate team leadership by joining with at least two peers to work with on creating a video. Ensure all team roles for the video project: image collector, image editor, script writer or video producer. Demonstrate accountability to the team, and actively listening to your teammates. The project is complete when final video is uploaded.

Related:

1. **Global Competency**: Undergraduate students will learn to communicate across cultural boundaries, players.
   http://buckeyebadges.osu.edu/node/67

2. **Cross-cultural teamwork**: Undergraduate students will learn to: develop substantive knowledge of collaborative research and utilize visual data to produce a video with educational value.
   http://buckeyebadges.osu.edu/node/67
Main elements of the e-Portfolio:

Summary:
Students were able to engage online, and track their progress with several tools. The online discussions took place on Ohio State University’s Canvas learning management system (Carmen). We used the app Suitable to gather frequent reflections and other feedback, while also allowing students to track their progress and view the progress of their peers (they became rather competitive). We offered optional Buckeye Badges (Global Community Building and Global Media Project) for students who successfully completed all of the submissions in Suitable in addition to the work required for their assignments.
Main elements of the e-Portfolio:

Pilot outcomes
- Participation is optional, opt-in
- 100% participation
- Global Community Building – (7/7) 100% completion
- Global Media Project - (5/7) – 71% completion

Results:
These badges form the center of the e-portfolio of learning activities, reflections and collaboration. These activities resulted in the production of an e-book, thanks to the generous support of Ohio State's Office of Distance Education and e-Learning, and their Affordable Learning Exchange program.
Main elements of the e-Portfolio:

Our product.

Windows into Turkish Culture
Daniele V. Schoon
Mehmet Acikalin, Melissa Abdoulat, Noah Bayindirli, Meghan Cahill, Ashley Clark, Paige Jordan, Mohammad Mansour, Melinda Mcclimans, Robert Murphy, Kerem Posacioglu

A student-authored Ohio State University Text Book
What we learned from this pilot

• Culture learning requires work, and the development of resilience. Interpersonal skills necessary, but not enough!
• Politics—emotional and physical safety online.
• Expectations vary: many students still do not expect competency-based education at Ohio State.
• Other...
Image of Grand Bazaar, taken by one of our Turkish participants.
Walkthrough

Suitable
Measured through levels of proficiency

Within each competency, there are five different levels of activity:

- Level 1 – Exposure
- Level 2 – Interaction
- Level 3 – Participation
- Level 4 – Expertise
- Level 5 – Mastery

Each level is designed to introduce aspects of gamification to help students track and measure how well they are developing in each of their competencies.
How does Suitable track activity?

Hesselbein Global Academy

Description
This one-of-a-kind program offers participants a transformative, globally-minded leadership experience right here on campus! Through our annual Hesselbein Student Leadership Summit, student leaders from around the world convene on our campus for an intensive four-day experience. Delegates participate in interactive workshops, receive mentorship from government and business leaders, and take part in hands-on problem-solving sessions.

Reflection
Enter your reflection

Submit

OSU Global Learning Assessment
Make an appointment with Melissa, Assistant Director, to review your assessment results and discuss how to integrate Buckeyes Badges into your resume.

What skill do you possess that makes you unique to an employer? Describe how you have used this skill in order to accomplish a personal, professional, or academic goal.
Helping you reach students who don’t seek guidance directly

Global Media Project Badge
Students who earn this badge must have earned the Global Community Building badge which demonstrates they communicated effectively with peers at a foreign institution about daily life in two cities, Columbus and Istanbul. Earning this badge means group of these students at both institutions successfully collaborated to create an educationally effective video about the reality on the ground in both cities. It is only awarded to students who did their part on the team, held themselves accountable to the others, and actively listened to their teammates.

- 28.6% Attend 7 team meetings
- 0.0% Submit a sample of your work with a reflection
- 100.0% Choose and reflect on your role
- 100.0% Global Media Project Evaluation
- 0.0% Submit link to final product of group work

45%
Empowering students with personalized recommendations
Creating a Global Career Plan

Developmental workshops offer opportunities to gain a heightened understanding of the career options in business and to become more marketable post-graduation through acquiring additional business credentials, skills, knowledge and practical experiences. Becoming more connected and engaged in your career journey and expanding your professional knowledge base are a few examples of how these workshops help provide a more fulfilling OSU experience. Successfully complete at least two (2) approved "Developmental Workshops" Activities from the list below. Activities could require attendance at events, reflections, and/or ePortfolio uploads.

- Added by International Affairs

Requirement of:
- Global Media Project Badge

Jane Doe

Reflection:
Last Thursday, January 25th, 2018 I viewed the "Get-Hired Globally" Bootcamp workshop. I learned a few valuable tips about how to make my LinkedIn profile standout and integrate the tool into my career plan. It was especially enlightening to find out that "Followers" are more important than "Connections" when trying to make your posts reach a larger audience. LinkedIn will show your posts to people who follow the people who follow you vs only having "Connections".

Date submitted:
3:44 PM EST
Jan 25 2018
An automated tracking system for students & admins
Translating activities, programs, certificates into competencies

Scorecard

Nihar Patel
Ohio State University

Current level
4
Total points
968

Competencies

- Leadership Development
- Career and Professional Development
- Communication Skills
- Cross-Functional Team Management
- Personal/Financial Literacy and Wellness
- Global and Cultural Engagement
- Business Engagement
- Networking and Relationship Management
- Business Acumen
- Civic and Social Engagement
An intuitive, fully-supported, ePortfolio for students
Peer-to-peer connections and community building

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>GROUPS</th>
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<tbody>
<tr>
<td></td>
<td>All Time</td>
</tr>
<tr>
<td>Organization</td>
<td>Residence</td>
</tr>
<tr>
<td>Global Media</td>
<td></td>
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</tbody>
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1. David Yesilcionis  
   Senior  
   Level 5  
   13,850

2. Maximillian Kneis  
   Senior  
   Level 5  
   10,625

3. Marlee Bickmore  
   Senior  
   Level 4  
   11,700

4. Daniel Voter  
   Graduate  
   Level 4  
   11,595

5. Alexander Thornton  
   Senior  
   Level 4  
   7,990

6. Sarah Brazza  
   Sophomore  
   Level 3  
   7,735

[Image of a smartphone interface with a list of students and their respective levels and scores.]
Real-time reporting and customizable analytics & rubrics
Thank you!

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