



**Fulfilling the Promise: Using Reflection to
Connect Students to College Mission and
Priorities**

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Global Engagement & Leadership ePortfolio Pilot

Dean of the College and Vice President for Campus Life charged us with developing a pilot. Students would demonstrate “who they are as globally-engaged citizens with great potential to lead initiatives that will contribute to the goal of tackling the world’s hardest problems.”





Mission of Smith College

Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society's challenges.





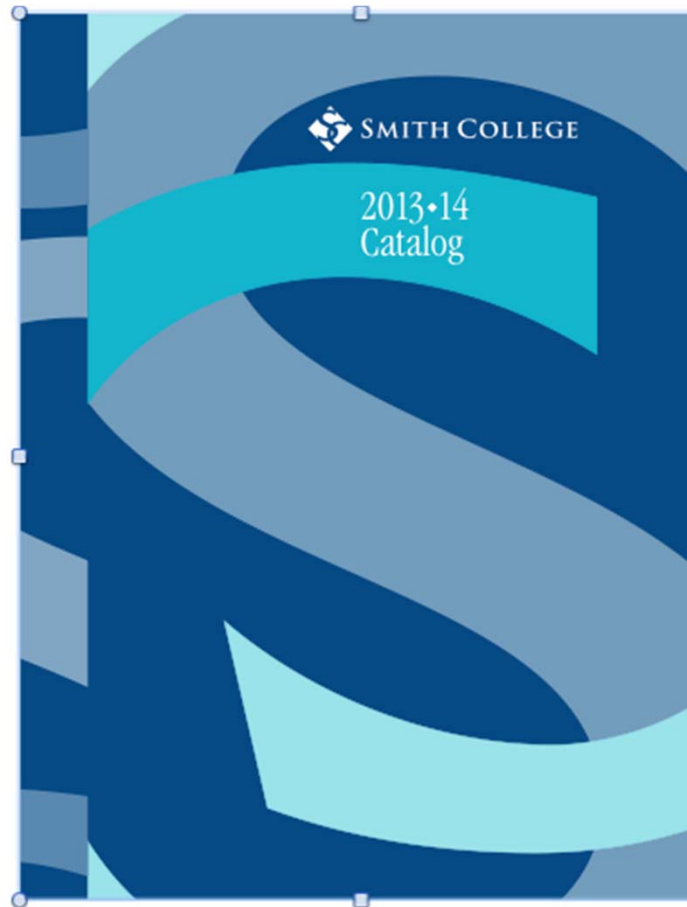
Global Leadership ePortfolio Process

- Three retreats
- Between retreats, groups of three students met with mentor.
- Five months, three to five short essays called “snapshots.”





Kathleen
Yancey of FSU
talks about the
“delivered
curriculum . . .”





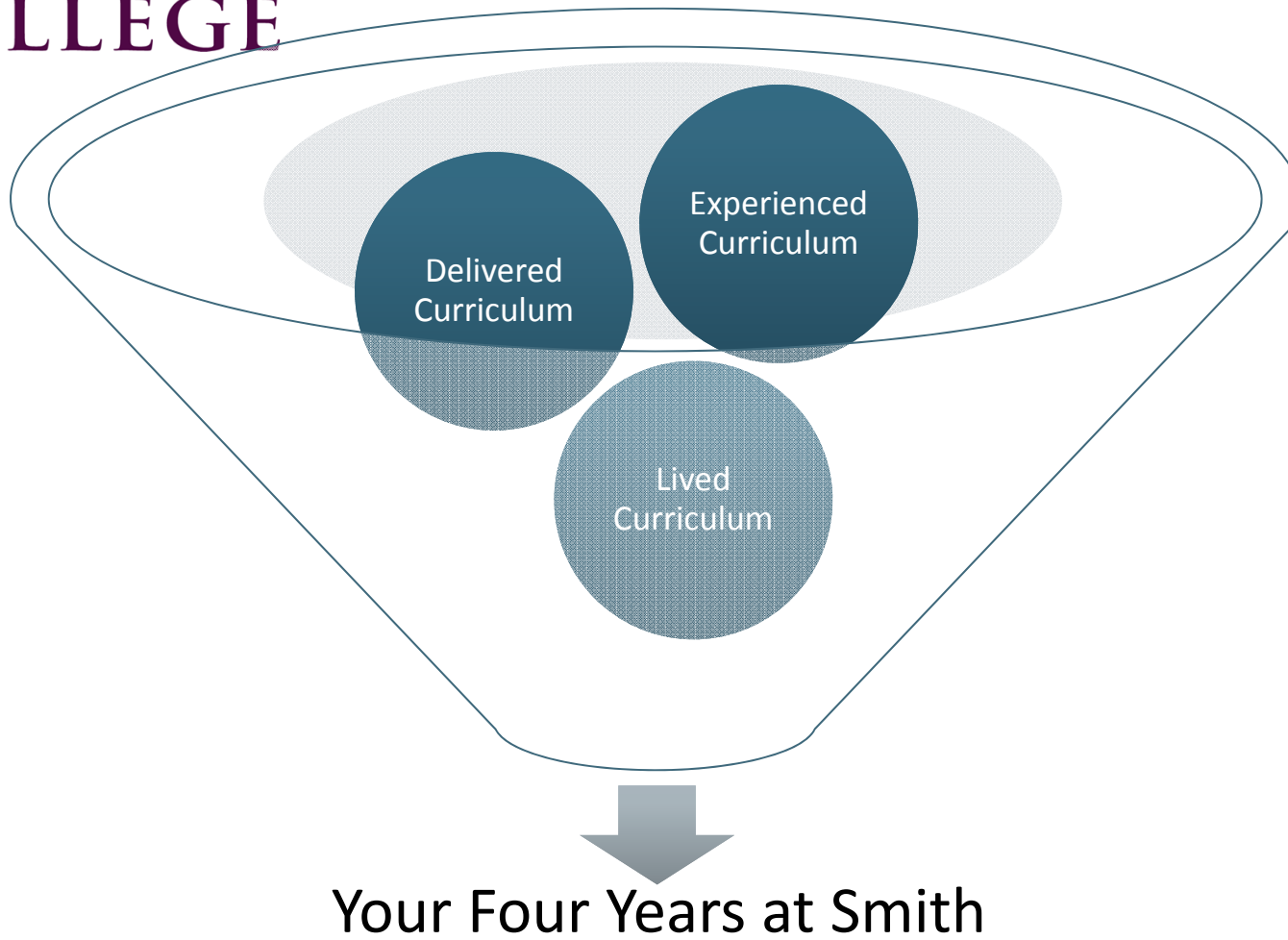
the
experienced
curriculum...





and the “lived curriculum.”







Melissa Peet's
Integrative Knowledge Portfolio Framework

“Through synthesis, reflection, and dialogue with others, students first learn how to recognize the knowledge, skills, and insights they’ve gained within a particular context; they then learn how those skills and insights can be applied to other areas of their lives.”

Electronic Portfolios and Student Success: Effectiveness, Efficiency and Learning by Helen L. Chen and Tracy Penny Light – AAC&U publication





Integrative Knowledge Portfolio Process

Emphasis not on providing evidence but on reflecting on and synthesizing to generate new meaning.

Steps:

- Identify important learning experiences
- Reflect, talk, write
- Discuss, receive feedback
- Organize, synthesize, present





Short video about project.





“Those who do not have power over the story that dominates their lives, power to retell it, to rethink it, deconstruct it, joke about it, and change it as times change, truly are powerless.”

-Salman Rushdie, *1000 Days Trapped Inside a Metaphor*





Importance of Narrative

Autobiographical reasoning:

- adolescents begin to conceive of themselves and others in biographical terms, constructing connections between life-events and building a sense of identity.

Social-dialogical aspect to narrative development:

- Responsive listeners pay attention, ask questions, and contribute to the narrative. They support the telling of a person's story.





Workshop Exercise – 3 minutes

Think about one important learning experience from the past two years. Make notes so you can talk about it:

What was the context? Your role?

Describe a challenge or obstacle **AND/OR** a moment of deep engagement or insight.

What did you learn and how has it translated into other areas of your life?





Interview process

- Speaker – tell your story (4 minutes)
- Interviewer – listen, ask questions as necessary, don't offer advice or talk about your own experience when you're in this role. (Respond 1 minute)





Writing with specificity

- We had several iterations of prompts.
- Our goal: Having students write specific descriptions of small moments -- **specific writing is a tool** for digging into the layers of an experience.





What does leadership mean to you?





What does leadership mean to you?

- A service that is given
- Collaborative and Supportive
- Confidence
- Leading alongside others
- Being in tune with yourself
- Observant
- Creating a shared vision for the future
- Careful listening
- Engage mindfully
- Being Proactive
- Utilizes Critiques
- Modeling Positive Behavior
- Goal Oriented
- Guiding others
- Interested in and promotes plurality of views
- Maintaining Positive, productive structure
- Self-Directed
- Role Model
- Dynamic
- Bold and Assertive
- Not afraid to ask for help
- Sharing new idea
- Shows Initiative
- Forward Thinking
- Approachable
- Gives Back
- Strong or soft depending on situation
- Persistent
- Mitigate Conflict





- Think about your partner's story. Articulate a link between the experience that he or she described and one of the leadership characteristics that you or the students identified.
- Share and discuss
- Did the conversation develop any new insights for you?





- Questions and comments

