Applied Learning Experience Orientation Workshop

We'll supply breakfast, snacks, coffee, juice, etc. The topics covered will assist you in answering the questions on your feedback sheet. The agenda for the workshop is as follows:

8:00 – 8:30 Breakfast
8:30 – 8:45 Overview of applied learning
8:45 – 9:15 Writing a good reflection: thinking critically, making the connections, and enhancing the global view
9:15 – 9:30 Using the rubric
9:30 – 10:00 Chalk and Wire demo
10:00 – 10:10 Questions?
10:10 – 11:00 ALE Office breakout session
   Undergrad research – lounge
   Service Learning and Leadership – classroom
   Internships – conference room
   Study Abroad/Study U.S. – lounge
Applied Learning Orientation Workshop
August 25, 2010

Agenda
- Breakfast and sign in
- Welcome and thank you
- Overview of applied learning and QEP implementation
- Writing a good reflection: thinking critically, making the connections, and enhancing the global view
- Using the rubric
- Chalk and Wire demo
- Questions
- Office breakout sessions

Welcome
- Initial the sign-in sheet
- QEP Kickoff Group
- ALE application feedback form
  - Please update your application accordingly by Sept. 10.
Resources

- REAL Website
  - http://www.tarleton.edu/real/
  - Will be updating this with information, opportunities, and list of experiences.
- QEP Coordinator
- ALE offices
- REAL Council

Keeping It R.E.A.L.

- The mission of "Keeping it REAL" is to engage the student in applied learning in order to broaden and strengthen their real-world connections to experiences inside and outside the classroom, thus transforming the baccalaureate degree at Tarleton into a distinctive educational experience.

What is Applied Learning?

- Applied learning experiences engage students in real-world situations requiring them to put into action the knowledge and skills they are developing through academic coursework as well as extracurricular activities.
- These experiences help students connect academic learning to the real world, enabling them to obtain and enhance the knowledge and skills required for employment, further education, and active participation in local communities.
Applied Learning Areas

- Applied learning experiences for this initiative may fall into one or more of the following areas:
  - Undergraduate Research – Russell Pfau
  - Service Learning – Johnny Robinson
  - Leadership – Johnny Robinson
  - Internship/Practicum – Darla Doty
  - Study Abroad/Study U.S. – Marilyn Robitaille

Student Learning Outcomes

- Students will analyze how this applied learning experience enabled them to apply what they learned from their courses, both in major and core curriculum areas, and from their extracurricular experiences to the real world.
- Students will evaluate how the applied learning experience expanded their views of academic, political, social, cultural, and/or economic environments and prepared them to contribute more meaningfully to a global society.
- Each applied learning office also has SLOs
  - [http://www.tarleton.edu/real/SLOs/GeneralSLOs.html](http://www.tarleton.edu/real/SLOs/GeneralSLOs.html)

Professional Development Outcome

- Faculty/staff supervisors will teach and model for students the intellectual practices needed to analyze connections between content knowledge and real-world phenomena.
  - The experience is more than just adding an e-portfolio component
  - The experience supervisor may wish to periodically engage the students in discussions related to the SLOs.
  - This is an opportunity to develop new courses, partnerships, etc.
  - Experiences may result in publications
For the Students

- As students engage in applied learning experiences, they will develop an e-portfolio. This is an important means by which the students can showcase key skills to potential employers or graduate programs.
- The value of an experience is often realized when one looks back on the experience and analyzes its impact. Thus each experience will require a written analytical reflection.
- Students who successfully complete a number of applied learning experiences will receive special recognition at graduation and on their diploma. This is a valuable distinction for their résumé and prompts questions regarding their experiences and e-portfolio.

Criteria

- Each applied learning office has specific criteria.
  - http://www.tarleton.edu/real/Criteria/General.html
- A syllabus/contract is needed that will:
  - This activity is being conducted as an applied learning experience and a description of how that will be accomplished.
  - The REAL SLOs.
  - The applied learning office SLOs.
  - The inclusion of the e-portfolio reflection as a required component.
  - The inclusion of at least one additional e-portfolio artifact as a required component.

Impact

- Describe how the students will achieve the SLO.
- Describe how students will be prepared to write an analytical reflection.
- Describe how the experience will be transformative for the students and the faculty/staff supervisor.
Implement your strategies for achieving the SLOs
Evaluate the required reflection according to the REAL rubric.
Require and evaluate at least one additional artifact related to the experience.
Provide feedback to the student on their reflection and other e-portfolio submissions so as to help them develop a quality e-portfolio.
Complete any requirements related to the applied learning office SLOs.
Complete the post-ALE survey.

Stipend for experience development will follow the DGS model.
- Intent is for the experiences to be sustainable and require only supplemental funding such as scholarships or field trips after the preliminary development.
- As experiences evolve, they can be used as seeds for larger initiatives and external grants.
Other expenditures will be managed through the QEP Coordinator.
- Additional details will be finalized on an individual basis.

Please do not be shy about asking questions.
Please do not be shy about offering feedback for program improvement.
We hope that you choose to serve as an advocate of applied learning experiences in your department or division and encourage others to develop or implement experiences.
- A campus wide workshop will be offered in the fall, followed by another call for proposals.
Writing a Good Reflection

- Helping the students think critically, make the connections, and enhance their global view.

Using the Rubric

- Overview
  - A review will be conducted closer to utilization

Chalk and Wire Demo

- Overview
  - A more detailed training will be conducted closer to utilization
  - CITDE Chalk and Wire site:
    - [http://online.tarleton.edu/fac_dev/applications/chalk-wire/index.htm](http://online.tarleton.edu/fac_dev/applications/chalk-wire/index.htm)
Due by Friday, Sept. 10

All applications: please address the following:

- Number of students impacted:
- Describe the strategies you will use to help the participants achieve the ALE office SLOs.
- Describe how you will help the participants develop their analytical reflection writing skills.
- Describe how providing this experience will help your own professional growth.
- Any comments from the REAL Council specific to your application

Questions

ALE Office Breakout Sessions

- Undergrad research – lounge
- Service Learning and Leadership – classroom
- Internships – conference room
- Study Abroad/Study U.S. – lounge
Chalk and Wire Program Assessment

Wednesday, August 25, 2010

• Things we want to accomplish today:
  – Login to Blackboard
    • Check that an email address is in your Blackboard profile.
  – View the Blackboard QEP course
  – Login to Chalk and Wire from the Blackboard QEP course
  – Grade an assessment
  – Notify Online Instructional Support Services the course sections that you’ll be using for your QEP experience.
  • Experiences not tied to a course in banner will need to provide our office with First & Last name(s) and student UID numbers (ex: 000071877).

• Things we want to accomplish today:
  – Login to Blackboard

  – At this time, go to www.tarleton.edu ➔ Blackboard ➔ Blackboard Course Log-in ➔ Sign-in using your UID and PIN number.
Chalk and Wire Program Assessment

- Things we want to accomplish today:
  - Login to Blackboard
    - Check that an email address shows in your Blackboard profile.
  
  - At this time, click on “My Settings.” → Check that an email address appears in your Blackboard Profile.

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Chalk and Wire Program Assessment

- Things we want to accomplish today:
  - View the Blackboard QEP course
    - The QEP Course is titled *Keeping It Real - Applied Learning Experiences*
  
  - At this time, click on *“Keeping It Real - Applied Learning Experiences”*

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Chalk and Wire Program Assessment

- Things we want to accomplish today:
  - View the Blackboard QEP course
    - The QEP Course is titled *Keeping It Real - Applied Learning Experiences*
    - View each section of the QEP course
    - Briefly view the “Getting Started with Chalk and Wire Module.”
    - Make sure everyone can login successfully via Chalk and Wire Powerlink
      - Discuss enrollment of students in Blackboard course/Chalk and Wire
      - No earlier than the 12th class day!
      - Our office will send an email once students have access to the QEP course.
Chalk and Wire Program Assessment

• Things we want to accomplish today:
  – Grade an assessment
    • A portfolio submission has been sent to you and is ready for assessment.
      – Click on the “My Assessments” tab.
      – Click on the name of the student. Ex: Carrell, Justin
      – Click on the action link next to No assessments available.
      – Select Assess from the drop down menu.
      – You can start the assessment immediately or choose Express Assessment (once you are acclimated with the rubric, express assessment shows a simplified version while assessing student work.)

Chalk and Wire Program Assessment

• Things we want to accomplish today:
  – Grade an assessment
    • Now you try it. Send an assessment to someone in the room. Here’s how:
      – Click on “My Portfolio’s”
        » Check that you are a member of the QEP department.
        • Select Show All Departments ➔ Green check mark next to QEP – Member
      – Select Add New Portfolio
      – Choose the correct Table of Contents
        » For today’s workshop, choose QEP – Training
        » Select a theme and give your portfolio a name.
        » Select Save
        » Select an Experience from your portfolio and Add Content.

Chalk and Wire Program Assessment

• Things we want to accomplish today:
  – Grade an assessment
    • Now you try it. Send an assessment to someone in the room. Here’s how:
      – Choose the correct Table of Contents
        » Type in some text and select Save
        » Click on Submit Page
        » Type in the name of an assessor (pick a neighbor).
      – Click on the My Assessments tab and grade their work.
Select the QEP – Training TOC

Chalk and Wire Program Assessment

• Things we want to accomplish today:
  – Notify Online Instructional Support Services the course sections that you’ll be using for your QEP experience.
    • Example responses: **EDU 320 - 010**
    • Navigate back to the QEP course and fill out a quick survey of this Chalk and Wire training session and let our office know the course which will be utilizing a QEP experience.
      – If you are an ALE Supervisor who does not have a QEP experience in a class room setting (Student’s do not register in DuckTrax) then we will need to know:
        > First name, Last name, and UID of each student in your experience. (UID Ex: 000071877)