Alternative/Flipped Finals: Beyond Blue Books & Bubble Sheets

G. Alex Ambrose, Ph.D.
Professor of Practice, Kaneb Center for Teaching & Learning
Concurrent Faculty in the Education, Schooling, and Society Department,

Elena Mangione-Lora
Associate Teaching Professor, Romance Languages & Literatures

Patrick Clauss, Ph.D.
Director, First Year Writing and Rhetoric

Kaneb Workshop 9/28/17
Mission Statement

The Kaneb Center supports the pursuit of teaching excellence by stimulating scholarly reflection and conversation about teaching and encouraging the adoption of practices that enhance learning.
Guiding Questions

1. Does the traditional final do what we want it to do? If not why?

2. What do alternative & flipped finals look like and how do we know they work?


***Questions Welcome Along the Way***
Goals

After successfully completing this workshop you will be able to:

- state reasons for incorporating an alternative/flipped final
- describe at least one way to conduct an alternative/flipped final
- apply best practices in designing an alternative/flipped final
Blue Book & Bubble Sheet
Does the traditional final do what we want it to do?
If not why?
Sticky Note Brainstorm Exercise

1. Write down on sticky notes any problems, challenges, or shortcomings you have with the traditional final.

2. Discuss with your neighbor then post on the wall.

3. Be prepared to share your best ones with the group.
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<td>Instructor-structured</td>
</tr>
<tr>
<td>Evidence</td>
<td>Indirect (select a response)</td>
</tr>
<tr>
<td>Meaning</td>
<td>Artificial</td>
</tr>
</tbody>
</table>
• Academic Code: 3.2.1 Undergraduate courses require a final summative assessment, such as a written examination, term paper or project, take-home test, or oral examination (hereinafter collectively referred to as “final examinations”). Final examinations may not be weighted for less than one-fifth or more than one-half of the semester’s work in the determination of the student’s final grade.

http://facultyhandbook.nd.edu/assets/202212/undergraduate_academic_code_effective_7.1.2016_for_posting_.pdf
What is missing in the literature?
What do we mean by Flipped?

Before Class

During Class

After Class

Before Class

During Class

After Class
“Focusing on your Learners by Involving them in the Process”

What do alternative & flipped finals look like and how do we know they work?
Spanish Conversation and Writing
A fifth semester language and culture course
Varied writing assignments for different purposes* and feedback

- Freewrite: Starting point for conversation
- Reflection on experiential learning: General written or oral instructor and/or peer feedback
- Discussion questions: Partner and class reaction, instructor feedback
- Exam questions: Self reflection, instructor feedback
- Collaborative writing project: Peer review with written and oral feedback
- Meta-Reflection: Low stakes peer comments and instructor feedback
- Traditional essay: Draft: Peer review, Final draft: Instructor feedback
- Captioning (ePortfolio): Peer and instructor summative feedback

*Graham and Perin, 2007
Traditional Final Assessment

Course material → Exam

Flipped Assessment Using ePortfolios

Final Project → Meta Reflection
Meta Reflection → ePortfolio As Exam
ePortfolio As Exam → Coursework

2nd to Last Fri Class = ePortfolio Workshop
Final Exam = ePortfolio Presentation
Un semestre de español - P. Natale

Remate

Me llamo Phoebe Natale, y estoy en mi segundo año de estudios aquí en Notre Dame. Estoy estudiando psicología y las empresas económicas, pero tengo un gran interés en español y todo que incluye. Siempre me ha gustado aprendiendo español, pero tenía una experiencia en Guatemala este verano pasado que me inspiró seguir estudiando con una determinación nueva (una foto de mi viaje aparece en el fondo de este ePortfolio). Esta experiencia aparece mucha en el trabajo que está en este ePortfolio, y espero que usted disfrute leyendo todo lo que tengo para ofrecer.

https://nd.digication.com/un_semestre_de_espa_ol_p_natale/Welcome21/published
**Cara Molulon, Proyecto Final**

**Galería**

*Aprendizaje por experiencia*
- Reflexión #1
- Reflexión #2
- Reflexión #3
- Reflexión #4
- Reflexión #5

**Ensayos**
- Ensayo 1
- Ensayo 2
- Ensayo 3

**Grabación oral**
- Voiceboard 1
- Voiceboard 2
- Voiceboard 3
- Voiceboard 4

Voiceboard 1: Durante el semestre, mi amiga, Julie, y yo hablábamos sobre una variedad de temas con Voiceboard. En este Voiceboard, hablábamos sobre diferencias culturales entre la cultura americana y la cultura hispana, especialmente con respecto al sentido del tiempo y el mantillo del grupo. También hablábamos de nuestras familias y cómo su influencia ha modelado nuestras culturas.

...
El Camino de Español - Claire Turgeon

Remate

En esta sección, hay una reflexión holística sobre todo lo que aprendí durante el tiempo en la clase como resultado de mi tiempo en las clases anteriores, mi camino y carrera hasta ahora. La remate sobre mi progreso y también la manera para la mejora en la escuela, el hablar, la percepción, la escritura, la gramática, la reflexión en la cultura, y los planes para el futuro. Debajo de este, he incluido el sitio web para poder acceder a lo que ustedes podrían hacer (o lo que se debe de realizar):

Métodos de reflejo

- Leaning: Understanding the main points of the extended speech, complex arguments, and lectures.
- Reflexión: Durante el año, había muchas oportunidades para mejorar la escuchas. Todas las lecciones del semestre se habían realizado totalmente en el Español. El pedagogo de mis clases imprimió una encuesta en Español y después, nuestra profesora y todos los estudiantes hablamos en el Español también. Además, esperamos entornos de spar inglés para practicar más. Una de mis favoritas era "El secreto de sus ojos" porque trata un argumento construido y investigado sobre los datos de la justicia contra la ley. Para continuar, el vocabulario era muy avanzado y los personajes hablaban muy rápido.

- Reading: Being able to read and comprehend texts from a variety of sources and begin to discern an author’s attitudes and viewpoints.
- Reflexión: Este artículo refleja uno de los desafíos más claros para mí. En mi país, he escuchado un ejemplo muy sofisticado y avanzado, pero, para mí, era una experiencia muy restrictiva. Además, los temas que se hablan están muy profundos. En el artículo, podrían existir correlaciones entre las temáticas de la victimización, la condena, y la idea de que la vida y la muerte en los libros, los viajes a museos de arte, y unas películas.

- Speaking: being able to use a greater degree of precision and nuance in more informal discussions on topics that are familiar, of personal interest, or pertinent to everyday life.
- Reflexión: El hablar fue uno de mis desafíos más grandes por la gente. Las frases se digieron antes de esta clase. Pero, con las lecciones, pude leer algunas nuevas experiencias, conversación natural y exponerme. Además, se hizo mucho más profundamente en los temas de la clase, ideas de literatura y films. Formas de expresión y arte, y desafíos mundiales en culturas avanzadas.

Indice de artefactos

- El secreto de sus ojos
- El hablar avanzado
- El arte de la reflexión
- Leaning: Understanding the main points of the extended speech, complex arguments, and lectures.
Patrick Claus Writing ePortfolio Samples
Hello! I am Reuben!

I am currently an International Student at the University of Notre Dame. I'm planning to take up BS Biochemistry (as a pre-med). I really like music, science and spending time with friends! I have great hopes for the future and I plan to work hard to get there!
Evidence
### Survey Sample

ROSP 20202: Intermediate Spanish II  
Fall 2016 (3 sections) - Spring 2017 (2 Sections)  
Professor Elena Mangione-Lora

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>43</td>
<td>23</td>
<td>66</td>
</tr>
<tr>
<td>Number of surveys submitted</td>
<td>33</td>
<td>18</td>
<td>51</td>
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<tr>
<td>Response rate</td>
<td>76.74</td>
<td>78.26</td>
<td>77.27</td>
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</table>
Demographics Survey Respondents

Class Distribution (from survey)

- First Year: 65%
- Sophomore: 23%
- Junior: 6%
- Senior: 6%

Gender Distribution (from survey)

- Male: 29%
- Female: 69%
- Prefer not to answer: 2%

<table>
<thead>
<tr>
<th>Class</th>
<th>Count</th>
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</thead>
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<tr>
<td>First Year</td>
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<tr>
<td>Sophomore</td>
<td>12</td>
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<tr>
<td>Junior</td>
<td>3</td>
</tr>
<tr>
<td>Senior</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1</td>
</tr>
</tbody>
</table>

I found the final ePortfolio less stressful than a traditional final.

I found the final ePortfolio more valuable than a traditional final.

I preferred doing the final ePortfolio instead of a traditional (bubble sheet) final exam.

I preferred doing the final ePortfolio instead of a traditional (blue book) final paper exam.

I would recommend other courses to use a final ePortfolio.
How do I ReDesign my final?
Understanding by Design (UBD) Backwards Design
By Grant Wiggins

Retrieved from: https://www.fitnyc.edu/files/pdfs/Backward_design.pdf
Step 1: Desired Results

Facilitator: What should students know, understand, and be able to do? Key Concepts & Performance? Big Ideas & Questions?
Step 1: Desired Results
Design Prompts

Course Learning Goal Audit

[] Blooms Taxonomy check: How high up the pyramid do your learning goals go?

[] Be Know Do check: Do your learning goals cover the range of Know/Knowledge, Do/Skills, and Be/Dispositions?

Pick 1-2 of your learning goals and make a small adjustment:
Step 2: Determine Assessment Evidence

How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?
Types of Activities/Assignments According to Degree of Student Engagement

Kolb’s Learning Dimensions
From Focus on Faculty, Volume 14, Number 1, Fall 2006. http://goo.gl/COitk
Step 2: Determine Assessment Evidence

Design Prompts

Course Assignment Audit

[] Assessment Map check: Do each of your stated learning goals have an assessment with evidence of learning/competency connected?

[] What learning evidence do I want to endure beyond my classroom? What types and degree of evidence?

Pick 1-2 of your learning goals and ensure you have enduring evidence:
Step 3: Plan learning experiences and instruction

Think about assessment as learning.

Rethink your final class, study period, and final exam meeting time by re-examining the face-to-face, online, synchronous, and asynchronous interaction opportunities.
Step 3: Plan learning experiences and instruction

Design Prompts

Draft your final assignment:

[] Draft the purpose and description of the final and directions for showcasing their coursework in a gallery and indexing to learning goals.

[] Draft the meta-reflection and presentation prompts

[] Draft out the template and rubric

**See examples***
Remate Assignment

Your final assignment provides you with an opportunity to reflect on your work and progress in this course through the semester. In addition to writing a meta-reflection on your experience with Spanish, you will examine how your work has helped you meet the learning goals of this course and present your findings to the class. The ePortfolio you will use for this assignment already has the necessary structure --- you just need to add your content and customize the appearance to make it your own.

You will end up with an ePortfolio collection of your coursework which can be shared with anyone, especially prospective employers, as a way to showcase your oral and written skills as well as your learning process. In addition to the ePortfolio technical help provided in class on 12/4, you can visit the ePortfolio help website (https://goo.gl/RHM0jF) or email eportfolio@nd.edu with questions.

Your finished ePortfolio will have four main display pages:
1. Invitación: A short bio introducing yourself, your portfolio, and the course (aimed at a stranger)
2. Metareflexión: The text of your metareflexión
3. Índice de artefactos: Explanations of how the work you’ve done during the semester shows your progress in or achievement of each course learning goal
4. Galería: A group of sub-pages where you will introduce and archive all your major assignments (sub-pages linked to in your Índice will be visible, other sub-pages can be hidden from public view)

More details
The invitación is your chance to welcome a viewer to your ePortfolio (and you!) so they understand its purpose and content. Draft some text and select an appropriate picture of yourself.

For the metareflexión and galería pages, you will copy and paste the text from your assignments into the appropriate ePortfolio page after a sentence or two introducing the assignment. The sub-pages for your voiceboards contain directions on how to upload mp3s.

The índice is your opportunity to show what you have learned in this course as a whole. On this page you will:
• link to the assignment (from your galería) which best demonstrates your progress or achievement of each course learning goal
• write an explanation of your choice
• add one unexpected learning goal you achieved in this course, and provide explanation and evidence for it as well
• introduce your work on this page and summarize the key points of your metareflexión (including a link to your metareflexión page)

In class, you will show part of your remate and explain some of your choices (in topics, selections, and/or customization)
Meta-Reflection Assignment

Translated from Spanish: Please write a reflection on what you have learned this semester with special emphasis on the material and activities we did in class (readings, discussions, Snite, Día de los Muertos, drills, speed interviews, YouTube videos, NPR reports), and homework (compositions, supersitio, VoiceBoards, experiential learning, movies) and independently (lectures, films, activities, Spanish Tables, Tertulia, shows, conversations with friends and family, trips, and other activities)

Did you achieve the goals you had for this semester? Why or why not? Please also comment on how you plan to incorporate what you experienced and learned in the future. Please mention specifically:

• The most important thing you’ve learned
• What you would have done differently
• Your own performance – what were your achievements / challenges
• The strategies that you used and whether they were effective or not, and why not
• The most fun thing you did and that which gave you the most satisfaction
• What you plan to / hope to experience and learn in the future / how you will use what you used in this course
### CDT 30423 ePortfolio — Grading Rubric — Spring 2017

<table>
<thead>
<tr>
<th>B: 12-13 points</th>
<th>A: 14-15 points</th>
</tr>
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<tbody>
<tr>
<td>(basic requirements for all portfolios)</td>
<td>(satisfy several - not all)</td>
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#### Gathering
- Home page - basic info, photo, context
  - Three project pages with
    - Media in a functional player,
    - Reflection (150-250 words),
    - Editor screen capture linked to Flickr
  - Critique from one of the exams
  - Visual identity material
  - Resume with visual identity applied
- Additional content
  - Revised project
  - Contact form
  - Video intro
  - New project
  - New critique

#### Reflecting
- Write 500-700 words about the course
- Connect it to “real life”
- Include web links
- Weave course material together
- Embed media
- Make excellent use of media language

#### Arranging
- Delete all template directions
- Apply visual identity in some way
- Match content to the audience
- Make at least one customization
  - Banner image
  - Directory icon
  - Outside background color
  - Credit all media: title, artist, & source URL.
- Make multiple customizations
  - Format text and media elegantly
  - Follow design conventions

#### Presenting
- Dress appropriately
- State an explicit goal (job, degree, etc.) at a specific agency, business, school, etc.
- Take 3-4 minutes
- Make eye contact
- Speak loud and clearly, not too fast
- Highlight specific items in the ePortfolio
- Use media language
- Come across as rehearsed
- Make minimal use of notes
- Speak expressively

#### ePortfolio Feedback

<table>
<thead>
<tr>
<th>Interacting</th>
<th>Make insightful comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine you work at the agency/business/school</td>
<td>Ask thoughtful questions</td>
</tr>
<tr>
<td>Comment on one thing you particularly liked</td>
<td></td>
</tr>
<tr>
<td>Ask a probing question - How? Why?</td>
<td></td>
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### ePortfolio Template Graphic Organizer

- **Home**
  - **Section 1**
  - **Section 2**
  - **Section 3**
    - **Sub Page 1**
    - **Sub Page 2**

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G.C. Clark, University of Notre Dame, 04/24/17
Sharing & Discussion
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<td>Authentic (real-world)</td>
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Now what?
References


“An end of class final should not be about cramming a cohort of knowledge into your head that you will have forgotten by the first day of winter/summer break. A final that ends the course should have much more meaning than that. Consequently, I loved the portfolio because it allowed me to self-assess... and see how I progressed both as a Spanish speaker and as a person.”
If you are interested in connecting & collaborating:

G. Alex Ambrose, gambrose@nd.edu
Elena Mangione-Lora, Mangione-Lora.1@nd.edu
Patrick Clauss, pclauss@nd.edu