Alternative/Flipped Finals: Beyond Blue Books & Bubble Sheets

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Kaneb Workshop 3/23/18
Guiding Questions

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

2. How do you begin to redesign a final?

3. What do alternative & flipped finals look like?

4. What could your flipped final look like?

***Questions Welcome Along the Way***
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
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)
The ePortfolio is a chance to take stock and demonstrate what you learned in the course. You will present evidence of your skills, “connect the dots” of various aspects of the course, and relate media literacy to your life.

**Learning goal** – after successfully completing this project you will be able to organize and present an online portfolio with evidence of your media skills.

**Client** – Yourself and the instructors  
**Audience** – Primary: prospective employers, graduate schools, Secondary: professors, parents, fellow students

Expect to spend some time; this is essentially your final exam. Resist the temptation to think of it as filling in blanks or checking off boxes.

Your ePortfolio is a way to communicate a message about your media knowledge and skills. The target audience goes beyond the professor, it is someone who might offer you an internship, ob, or admission to grad school. Keep that in mind when writing reflections, choosing additional media, or preparing your presentation.

You may have an audience, but the ePortfolio is definitely about you. A couple of ways to make it uniquely yours are by customizing the way it looks and adding samples of your media work from beyond the course.

When changing the visual appearance of the ePortfolio, remember the design conventions you learned earlier in the semester. Consider where you want the viewer’s attention to focus. If you add a background image, consider a small pattern that will tile smoothly and not distract. Also consider the content of the media you include (banners, background images, embedded videos...). Don’t simply pick random things you like. They should have something to do with the message of the ePortfolio. Again, remember your audience.

Finally, the presentation is important. As you work on this project, consider what you might want to say. Direct it to the same audience as the ePortfolio and make sure you practice at least a couple of times. When you are asked to give feedback to others after their presentations, you will be responding as if you were an employer or grad school admissions person.

**Deliverables**
- New ePortfolio from template
- Finished ePortfolio
- Presentation
- Presentation feedback
- ePortfolio Rubric

**Content requirements**
- Home page with basic info, photo, context  
- A course reflection (500-700 words)  
- Three project pages with embedded media, a short reflection (150-250 words), and an image of an editing screen.
- Critique – from one of the exams  
- Visual Identity – elements shown and described
- Resume – with visual identity applied

**Upgrade options**
- Customize the look of your ePortfolio  
- Add your own banner image  
- Add your own directory icon  
- Change the outside background color  
- Make CSS layout changes  
- New content options  
- Video intro – replace your photo and context statement with video (perhaps from the One Button Studio)  
- Additional project – a media project you created outside of class  
- Additional critique – something new or created for another context.
- Contact – add a contact form module
- Enhance your reflections with web links, images, and videos.

**Presentation**
- Give a 3-4 minute “pitch” based on your ePortfolio
- Audience – Speak as if you are applying for a specific position at a specific place
- Name an actual business, agency, school, etc.
- Name a specific job (or internship, degree program, etc.)
- Connect what you show to the position you seek
- Highlight parts of the ePortfolio – include things such as ...
- Your two favorite pages, A project you are proud of
- A major upgrade you made, A challenge you overcame (the reflection prompts should be helpful)
- Dress – at least business casual
- Delivery – Make eye contact. Speak expressively and clearly. Make minimal use of notes. PRACTICE at least once ahead of time!
- Feedback – you will be randomly assigned to give feedback to two other students
- Pick out one thing you particularly liked
- Ask a question – How? Why? What?
CDT 30423 ePortfolio — Grading Rubric — Spring 2017

**Home**

**Section 1**

**Section 2**

**Section 3**

**Sub Page 1**

**Sub Page 2**

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**ePortfolio Template Graphic Organizer**

<table>
<thead>
<tr>
<th>B: 12-13 points</th>
<th>A: 14-15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(basic requirements for all portfolios)</td>
<td>(satisfy several - not all)</td>
</tr>
</tbody>
</table>

**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

**Reflecting**
- Write 500-700 words about the course
- Connect it to “real life”
- Include web links

**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.

**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

**ePortfolio Feedback**

**Interacting**
- Imagine you work at the agency/business/school
- Comment on one thing you particularly liked
- Ask a probing question - How? Why?

- Make insightful comments
- Ask thoughtful questions

G. C. Clark, University of Notre Dame, 04/24/17
### Traditional to Flipped Final

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Traditional Final</th>
<th>Flipped Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process (time/space)</td>
<td>Study and cram @ home then take exam @ class</td>
<td>Build, plan, reflect, prepare ePortfolio @ home then present @ class</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Instructor Audit</td>
<td>Student Empowerment &amp; Ownership</td>
</tr>
<tr>
<td>Grading Burden</td>
<td>Lengthy Instructor Evaluation (that students never read comments)</td>
<td>Self Assessment &amp; Peer Review (360 degree feedback)</td>
</tr>
<tr>
<td>Perspective &amp; Purpose</td>
<td>Letter Grade and GPA</td>
<td>Confidence &amp; Competency</td>
</tr>
<tr>
<td>Bloom’s Taxonomy</td>
<td>remember, understand and apply (bottom of pyramid)</td>
<td>Analyze, evaluate, and create (top of pyramid)</td>
</tr>
<tr>
<td>Control</td>
<td>Instructor-structured</td>
<td>Learner-structured</td>
</tr>
<tr>
<td>Evidence</td>
<td>Indirect (select a response)</td>
<td>Direct (perform a task)</td>
</tr>
<tr>
<td>Meaning</td>
<td>Artificial</td>
<td>Authentic (real-world)</td>
</tr>
</tbody>
</table>
References


