

# Alternative/Flipped Finals: Beyond Blue Books & Bubble Sheets

G. Alex Ambrose, Ph.D., [gambrose@nd.edu](mailto:gambrose@nd.edu)  
Professor of Practice, Kaneb Center for Teaching & Learning  
Concurrent Faculty in the Education, Schooling, and Society Department

Alison Lanski, Ph.D., [alanski@nd.edu](mailto:alanski@nd.edu)  
ePortfolio Specialist, Kaneb Center for Teaching & Learning  
Previous teaching in Classics, Notre Dame and University of Illinois

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/RHMOjF>) or email [eportfolio@nd.edu](mailto: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)

# CDT -- Putting it all together

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

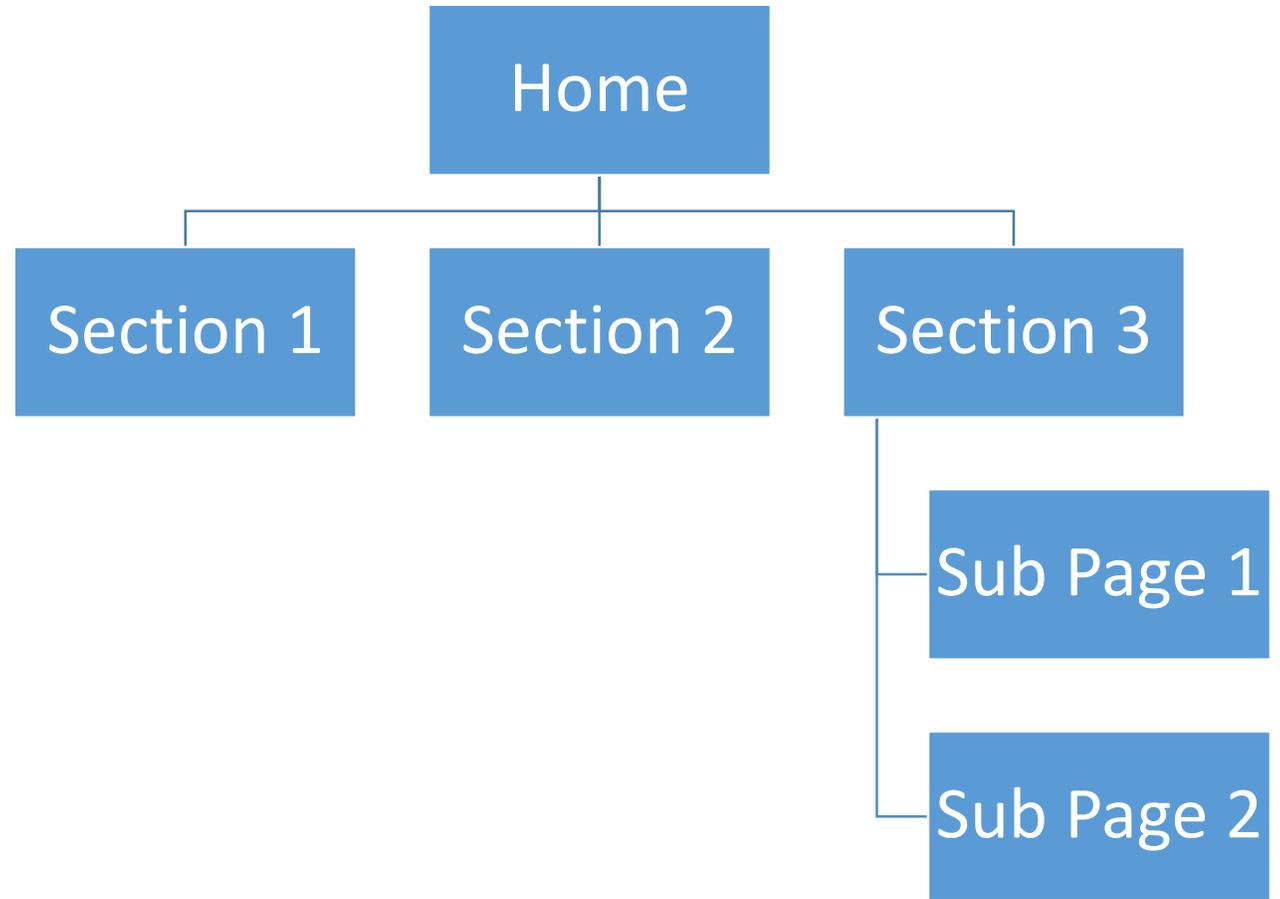
Give a 3-4 minute “pitch” based on your ePortfolio  
Audience – Speak as if you are applying for a specific position at a specific place  
Name an actual business, agency, school, etc.  
Name a specific job (or internship, degree program, etc.)  
Connect what you show to the position you seek  
Highlight 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?

	<b>B: 12-13 points</b> (basic requirements for all portfolios)	<b>A: 14-15 points</b> (satisfy several - <b>not all</b> )
<b>Gathering</b>	Home page - basic info, photo, context Three project pages with <ul style="list-style-type: none"> <li>• Media in a functional player,</li> <li>• Reflection (150-250 words),</li> <li>• Editor screen capture linked to Flickr</li> </ul> Critique from one of the exams Visual identity material Resume with visual identity applied	Additional content <ul style="list-style-type: none"> <li>• Revised project</li> <li>• Contact form</li> <li>• Video intro</li> <li>• New project</li> <li>• New critique</li> </ul>
<b>Reflecting</b>	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
<b>Arranging</b>	Delete all template directions Apply visual identity in some way Match content to the audience Make at least one customization <ul style="list-style-type: none"> <li>• Banner image</li> <li>• Directory icon</li> <li>• Outside background color</li> </ul> Credit all media: title, artist, & source URL	Make multiple customizations Format text and media elegantly Follow design conventions
<b>Presenting</b>	Dress appropriately State an <b>explicit</b> goal (job, degree, etc.) at a <b>specific</b> 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**

<b>Interacting</b>	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
--------------------	---	--

ePortfolio Template Graphic Organizer



# Traditional → Flipped Final

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

# References

Barrett, H. C. (2007). Researching Electronic Portfolios and Learner Engagement: The REFLECT Initiative. *Journal of Adolescent & Adult Literacy*, 50(6), 436-449.

Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press.

Karsenti, T., & Collin, S. (2010). The Eportfolio: How can it be used in French as a second language teaching and learning?. *International Journal of Technologies in Higher Education*, 7(1), 68-75.

Nieveen, N., & van den Akker, J. (1999). Exploring the potential of a computer tool for instructional developers. *Educational Technology Research and Development*, 47(3), 77-98.

Tuttle, H.G. (2007) E-portfolios are the wave of the future. Digital-Age Assessment. Retrieved March 3, 2012 from <http://www.techlearning.com/article/44127>

Stiggins, R.J. (2002). Assessment crisis: The absence of assessment FOR learning. *Phi Delta Kappan*, 83, 758–765.

Wiggins, G. (2004). Assessment as feedback. *New Horizons for Learning Online Journal*, 10(2).  
Chicago.