



FYW Meeting Minutes for February 19, 2016

Following are the minutes for the latest FYW meeting. Please contact me with any revisions.

Meeting Called to Order: 11:00am

Attending: Alison Cardinal, Asao Inoue, Jim Liner, Heather Porter, Alison Walker Stromdahl, Riki Thompson

Absent: Nicole Blair, Caitlin Carle, Kelvin Keown, LeAnne Laux-Bachand, Janie Miller, Andrea Modarres, Abby Murray, Heather Stansbury, Amy Whitcomb

Assessing the Portfolio

Discussion of Passages and Sections – How to think about portfolio assessment for the program?

Riki - Combining classroom and program in the research group, looking at the portfolio, noticing what kinds of prompts they want to be given as a whole to be more strategic and effective about prompts, these things get at what we're all trying to get. It would be preferred to use the portfolio for reflection, metacognition, and an opportunity for students to polish. The grading contract is more of an opportunity to revise. There is a lot of stress from asking students to revise and paper management. A bunch of students want to turn it in at the end of the quarter. They should know what isn't going to get a B in another class. Find a way to be explicit on where this would stand. It's still low-stakes and part of process, part of a larger curricular plan where there's space for it to come in, maybe a portfolio. The mid-term essay is built on summaries and response. On paper, it still looks like students have missed assignments. A wave of revisions come in at the end.

Alison - This quarter the grade contract had different categories with late/incomplete equaling 1, missed equaling 0, and 24 hours to get it in late (complete). How does a portfolio fit in with grading?

Riki – We should look at Asao's contract. Essays were differentiated and it became a problem. The feeling was that logs would be too much for instructors. If students use them, this may be why Asao gets fewer revisions later in the quarter, because they're tracking it in the log.

Asao - Last quarter they did a great job on reflecting on labor.

Riki – There is an argument for why the labor logs may be worth using, they may help instructors manage the workload. The book assumes the portfolio is graded work, but it doesn't have to be.

Ali - What have we been doing in the portfolios over the last two quarters? There is an opportunity for students to revise in essay one and two, reflect upon that revision, do sideshadowing, and do an overall reflective cover letter.

Asao - Riki is grading on quality, taking it another step further.

Riki – It must meet the criteria of acceptable work.

Asao - Most criteria is word count and time.

Ali - Bring in the most useful things that were failures and putting them in the portfolio.

Asao – This works well with selection/reflection. Hasn't made a practice of having them include something they did poorly and something they did well. What do they need to include?

Riki – Does not give as many choices for the selection. May not have as many options to choose from.

Ali - Since they have 10 questions to pull from, they have to choose what to put in depending on which question they choose to transfer. Has 11 questions. They choose 2 or 3 questions.

Alison - Has them do 3 essays. Everything is scaffolding leading up to that.

Asao - How has this turned out for students? Do you like how it turned out?

Alison – It's not necessarily better.

Asao – For reflections, did those changes get better?

Alison – It went from really bad to kind of bad. Students don't understand that revising is equal to rewriting. They want to just add stuff.

Riki - For a presentation, they would take their topic, put it in “This I Believe” podcast format, and then have to read it. Reflection would talk about writing the same argument for different audiences. This I Believe: <http://thisibelieve.org/guidelines/>

Asao – The only concern about videos and podcast is time lost watching from writing.

Riki - Wants metacognition from portfolios, writing humanities for essay one and sciences for essay two. They see the contrast. It's still too early for them to see the nuances.

Ali – The typical portfolio we assess for writing and the portfolio where students pick what they put in reveals differences in assessment tools. We have three different models for what we're looking at.

Riki - Do we want standardization?

Asao - Are we doing what we say we're doing? This might match last summer's dynamic criteria map. The plan was to use this summer to help with the process.

Riki – It would be interesting to look over a couple years.

Alison - 121 focuses on translating existential writing. They all came up with a research question.

Riki – There is a concern about equity of workload if we're doing things differently. We should discuss before we go into next year.

Asao – Agreed. This will help with how we read portfolios in summer. Minimum number of sources used in their projects?

Alison – Three. One is in class.

Asao - Typically for B contract to do what's expected there should be at least three sources. An A would require five sources.

Riki - B papers are 4-5 pages, primarily research (data collecting) this quarter, two shared sources, one independent source. Two more sources and 5-6 pages for an A.

Ali - Five sources, three from the library and two they can pull from class.

Riki - Using more independent sources seemed to be resulting in less quality.

Asao - Bring the book back for next quarter's discussion. What we want to look at might be informed by the book. Discuss the 200-level class. How might we find ways to make things consistent?

Action Items:

- Discuss portfolios for assessment. (assignments, criteria, etc.)
- Discuss program assessment work. (Summer)

Meeting Adjourned: 12:00pm