

2005-06 TEACH Grant Final Report

Self-Assessment Reflective Writing for Student Portfolios in FSHN

The goal of this project was to provide professional development training for Food Science and Human Nutrition (FSHN) course instructors to equip them to train FSHN students in self-assessment (in particular self-reflective writing) for their electronic portfolios. To accomplish this goal, two faculty workshops were held: January 20 and May 4, 2006 (Appendix A & B-Agendas). The first three-hour workshop, 'Helping Students Learn through Reflective Writing,' was attended by 20 faculty members. It addressed the following:

1. Electronic Portfolios-What are they and why should you care about them
2. Reflective writing-What is it and why should you care about it
3. Reflective Writing for your class-How do I do it in my class?

The second 1 ½ hour workshop, 'Reflection Workshop Follow-up,' was attended by 16 faculty members and addressed the following:

1. Review of reflective writing principles
2. Faculty (5) presentations of reflective writing assignments

The expected outcomes of these workshops were that FSHN instructors would be able to:

1. Recognize that self-assessment is the most important component of portfolio development
2. Guide students in conducting their own self-assessments
3. Recognize that self-assessment requires development of skill in reflective writing,
4. Provide clear and consistent guidance to FSHN students about reflective writing and assignments used in e-portfolios.

A qualitative outcomes evaluation using reflective writing was completed by 13 participants (Appendix C-Responses) at the conclusion of the first workshop to assess progress towards outcomes achievement. Participants were asked to reflect on the following: the purpose of the workshop, a personal goal for attending the workshop, confidence in using reflective writing in their course assignments, and future plans for using reflective writing. Typical participant responses which indicate outcomes achievement are as follows:

1. "I'm inspired to think more about my students' self-assessment."
2. "My goal is to set up my classes so that students take more responsibility for their own learning."
3. "I am now motivated to try reflective learning."
4. "I have the tools to use the reflection piece in my classes to assist learning."

Further evidence of outcomes achievement was demonstrated at the follow-up workshop by five faculty presenting reflective writing assignment components that they had developed for their classes. (Appendix D, E, F-Samples)

This fall 38 FSHN faculty members will begin using electronic portfolios and reflective writing self-assessment with 300+ students as a means of assessing student learning outcomes in ALL FSHN undergraduate courses. This effort is part of the FSHN [Outcomes Assessment Plan](#) and [Artifacts Chart](#). This grant has provided valuable training for faculty to accomplish this goal. Thank you for entrusting us with these funds.

Helping Students Learn Through Reflective Writing And...

A Free Lunch!

Friday, January 20, 2006 – 10 a.m. – 1:15 p.m.

Cardinal Room – Memorial Union

10:00 Welcome and Overview of Agenda - Eunice

10:05 - Part I – The Portfolio: What are Portfolios? Why Should You Care? –Anne
Curriculum directions: The portfolio

Introduction of our communication specialist, Anna Gardner

Uses of portfolio research: An overview – Lesya Hassall

10:35 – Part II – Reflective Writing: What is It? Why Should I Care? - Denise

Purposes of reflective writings

Fishbowl activity

1. What are our concerns re reflections?
2. What are the advantages of reflections?

Components of a reflective writing

TTYP: Reflect on reflections

An example of a reflection paper and group sharing - Cheryl

11:30 – Part III – Reflective Writing for Your Class: How Do I Do It? - Denise

Developing a reflective component for your class

Assessing reflective writings

Working lunch: Develop a reflective component for your class

1 minute reports: Report on plans for reflection components in your class

1:10 What/s Next? Farewell - Eunice

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Reflection Workshop Follow-Up

May 4 – 12:30-2:00

Joan Bice Underwood Tearoom

- 12:15** Come early to make yourself a root beer float!
- 12:30** Welcome-Eunice
- 12:35** Reflecting on this Semester
A. Review of Reflection Principles-Denise
B. Faculty Success Stories-Eunice, Cheryll, Janet, Linda, Pam
- 1:15** Reflecting on Outcomes Assessment Initiatives
A. Online department outcomes/course artifacts chart-Anna
B. Proposed syllabus template (outcomes portion)-Eunice
- 1:40** Reflecting on Next Year
A. How can I incorporate reflection experiences into class assignments?
B. How can I revise my syllabus?
- 2:00** What's next?

Participant Reflections
Reflective Writing Workshop
January 20, 2006

Purpose of workshop? How to use reflection and reflective writing as a learning tool in classes.

Personal Goal? How to assess reflection and reflective writing or use reflection better in my classes.

Confidence Using Reflection? Already confident that this works. Now I am more confident how to make it work better.

Now What? I want to implement more reflection (or more organized reflection) in all of my classes.

Christine Hansen

Purpose of workshop? Helped us to understand what reflective writing is and how it can help students feel responsible for their own learning as well as help the instructor improve their teaching (and the connection to e-portfolios).

Personal Goal? My personal goal was to learn how to incorporate reflective writing into my class.

Confidence Using Reflection? I got some good ideas about why reflective writing is good for students and instructors.

Now What? Inspired me to think more about my students' self assessment and ways to incorporate that into my class.

Rose Rollenhagen

Purpose of workshop? Reflective writing in classroom

Personal Goal? Set up courses so students take more responsibility for their own education and learn more.

Now What? Think about it more and try to incorporate into my courses.

Purpose of workshop? Give the participants some tools to write reflection oriented questions and assignments.

Personal Goal? I hope to become better at using reflection in my classes I teach.

Confidence Using Reflection? Have some guidelines to work from to implement effective reflection in my classes.

Now What? I will use the reflection piece in my classes to assist learning. I feel like I have the "tools" to be able to do this.

*Denise did a great job of presenting. Thanks so much.

Purpose of workshop? To learn techniques and strategies that will help students develop their skills in reflective writing

Personal Goal? To develop ideas for providing guidelines to help students develop reflective writings to reflect on achievement of learning outcomes.

Confidence Using Reflection? Realized some aspects of reflective writing are already part of course. Need to focus on how to develop questions to guide students to improve their reflective thinking or more technical aspects.

Now What? Work on developing guidelines for reflective thinking and revise based on students' achievements.

Jean Anderson

Purpose of workshop? To help us figure out how to get real reflections without lots more work on my time.

Personal Goal? My goal was to stay engaged and actually create a reflection piece.

Confidence Using Reflection? Received good examples of questions and processes to do this from Denise-good sharing of examples generates great ideas! YES I CAN do this!

Now What? I'll incorporate these ideas into 203 and the DI.

Wendy White

Purpose of workshop? Good overview of the benefits of using portfolios.

Personal Goal? Gain a basic understanding of how portfolios are implemented.

Confidence Using Reflection? Now motivated to try reflective learning.

Now What? Will take first step to begin implementation on a small scale.

*Great workshop!

Purpose of workshop? To build student self-reflection into FSHN course framework.

Personal Goal? To get more faculty thinking of portfolios and assessment.

Confidence Using Reflection? Yes, confident for my courses. Less confident for entire department.

Now What? Build outcomes into entire curriculum, technical skills.

Purpose of workshop? The workshop was about helping us help students become more conscious about what and how they are learning.

Confidence Using Reflection? I learned the value of teaching self-reflecting and practicing self-reflection in the classroom.

Now What? I am excited about trying self-reflection in the classroom-specifically include questions on each assignment.

Purpose of workshop? To learn about what e-portfolios are-and description of why they are important.

Personal Goal? Learn how what I am already doing can be used in an e-portfolio (e-doc format).

Confidence Using Reflection? Very confident. I already do a lot of it-I just haven't referred to it that way.

Now What? Make my three classes models for my department in framework for developing e-doc system.

Purpose of workshop? Learning about portfolios and how to interpret reflective components in my class.

Confidence Using Reflection? I feel confident about integrating reflective components in my class now that I have a better understanding of the process.

Now What? Let's do it, just start and analyze what I have and improve it.

Purpose of workshop? Introduce us to reflective writing and show how to practice reflective writing.

Personal Goal? Find a way to put it in a class.

Confidence Using Reflection? Lots of people resources to ask and check with.

Now What? Try it. Add reflective writing to oral summary in 111 and in #1, 2, and 4 in 214.

Janet Johnson

Purpose of workshop? Encourage use of reflective self assessment in coursework leading to outcome assessment.

Confidence Using Reflection? Gained in further recognition of improvement of personal feedback to student-reassurance to student, leading to goals of professional development and lifelong learning.

Now What? Plan to incorporate it more systematically in course syllabus and link it to each assignment. *Thanks Denise!!

Counseling Project Self-Reflection Directions

Prepare a typed narrative self-reflection (*2-4 pages, double spaced, 12 font, 1 inch margins all around, indented paragraphs, no subheadings*) utilizing your audio tape or videotape and addressing the following:

- Pre-reflection
 - **Session 1 only:** Explain in your own words the purpose of this project
 - **Session 1, 2, 3:** Discuss one or two PERSONAL communication goals you wanted to accomplish in this counseling session (These are goals for yourself, not for your client.)
- Reflect on your experience in terms of the following:
 - **Session 1 & 3:** Discuss how effective were you in using:
 - nonverbal skills,
 - empathic responses,
 - expressing compassion,
 - listening skills
 - **Session 1 only:** Discuss how effective were you in gathering accurate and reliable assessment data?
 - **Session 1 & 3:** Discuss how effective were you in using methods and questioning techniques that allowed you to conduct the session in an organized manner, to maintain control, and to allow client to communicate.
 - **Session 2 only:**
 - By listening to your audio or video recording, record how many of each of the following types of verbal responses you gave to your client: silence or minimal (head nod, um-hmm, okay, yes, and, tell me more), reflective, paraphrasing, closed ended question, open-ended question, directive, repeating key words, affirmation, advice giving, information-giving, self-disclosure, humor, noting a discrepancy.
 - Calculate and discuss the percentage of verbal responses in each category and the implications of these percentages.
 - Discuss what verbal responses could have been better phrased and how would you re-state them.
 - Discuss which, if any, verbal responses could or should have been omitted and why.
- Now what?
 - **Session 1 & 2:** Discuss what things you did well and how you will continue these.
 - **Session 1 & 2:** Discuss what you did not do well and your action plan for working on these.
 - **Session 3 only:** Discuss what new skills you have gained that will contribute to you communicating effectively with others.
 - **Session 3 only:** Discuss what new skills you have gained that will contribute to you as a dietetics professional.
 - **Session 1, 2, 3:** Discuss how you feel about this session/project.

**FSHN 480 Oral Presentation
Self-Evaluation and Reflection**

Please review your oral presentation on the CD provided and answer the following questions about what you learned.

1. How effective were you in translating the research information topic to your peers?
2. How effective were you in answering questions about your research topic?
3. What would your score be if 100 = no improvement needed? What would you need to do to improve your score?
4. How did preparing and presenting the information improve your understanding of the research topic?
5. What did you learn about yourself while preparing/presenting the research information?
6. How will you approach this experience the next time you have to interpret scientific information to an audience of your peers (for example, interpreting iron metabolism to dietitians or explaining the behavior of a hydrocolloid in a frozen food to food technologists)?

Laboratory Presentation

Presenter

FS HN 214

Product

25 points

Listener

Learning Outcomes: To use correct terminology when describing food ingredients and preparation procedures. To choose appropriate terms to describe the sensory attributes of foods.

Your Job as Presenter: You will be assigned a recipe to prepare for tasting by the entire class. You will also make a presentation to the class about the product that you have prepared. This presentation should be 4-5 minutes long and you should plan it in advance of lab. A portion of your product should be reserved to show while making your presentation.

Include the following information in your presentation:

Name the important ingredients and their functions.

Discuss terms and concepts related to your product.

Identify any temperatures important to your product.

Describe any additional techniques critical to the success of your recipe.

Describe any food safety or sanitation issues relating to the ingredients or procedures that you used.

Describe the sensory attributes of the product.

Appearance

Flavor

Texture

Compare the product to the standard characteristics for product quality. Indicate whether it met the standard or was below the standard. If it is below the standard, identify the characteristics that are not up to the standard. Discuss what you would change in order to meet the standard the next time that you prepare this product.

Follow-up: Within one week, the presenter should turn in a written summary (one page or less) of the presentation using scientific terminology. The summary should include information from your research as well as addressing questions raised during the presentation.

The follow up should also contain **your reflections** about the presentation. What did you learn while doing this activity? What would you do the same or differently next time?

Your Job as Listener: During the presentation, make notes about the information presented. Write down one question for the presenter.

My question is:

Also, each listener should write down one thing the speaker did well and make one suggestion for improvement.

Presenter did this well:

A suggestion for improvement: