Badging & ePortfolio to Credential Beyond Disciplinary Skills

Jeff King, EdD | Center for Excellence in Transformative Teaching & Learning
University of Central Oklahoma
3 Challenges:
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1. More effective instructional practice, better student learning at university
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2. Graduates who possess both content knowledge and beyond-disciplinary skills
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1. More effective instructional practice, better student learning at university

2. Graduates who possess both content knowledge and beyond-disciplinary skills

3. Graduates ready and motivated to solve societal challenges and who want to create, not simply consume
We can no longer afford to graduate engineers who can only follow directions. We must graduate engineers prepared to ask, “What ought to be?”

Patrick Awuah | President
Ashesi University | Ghana
STUDENT TRANSFORMATIVE LEARNING RECORD
STLR is how UCO implements Transformative Learning.

Transformative Learning:

- Develops students’ beyond-disciplinary skills
- Expands students’ perspectives of their relationships to self, others, community, and environment
STLR is built around UCO’s Central Tenets.
Other institutions adopting/adapting STLR
Plus 13 institutions in 10 countries members of the Transformative Learning International Collaborative
More effective instructional practice, better student learning at university
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Faculty and staff receive training in how to:

- Design Transformative Learning experiences
- Associate Tenets to existing assignments
- Use robust, validated rubrics to authentically assess achievement in beyond-disciplinary skill development
Rubrics for assessing beyond-disciplinary learning are based on the Validated Assessment of Learning in Undergraduate Education (VALUE) rubrics from the Association of American Colleges & Universities.
VALUE Rubric Development Project

The original VALUE initiative in 2007-09 involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months to develop 16 VALUE rubrics for the LEAP Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students’ work on over 100 college campuses.

Download the Rubrics

As part of AAC&U’s Liberal Education and America’s Promise (LEAP) initiative, the VALUE rubrics contribute to the national dialogue on assessment of college student learning. Since the initial release of the rubrics, more than thirty-two thousand first time individuals have visited the VALUE website between June 2010 and January 2014. The VALUE rubrics have been viewed at more than fifty-six hundred discrete institutions, including schools, higher education associations, and more than thirty-three hundred colleges and universities in the United States and around the world.

https://www.aacu.org/value/rubrics
<table>
<thead>
<tr>
<th>SL: The student is actively engaged in socially responsible behavior and civic dialogue beyond course material. The student develops and articulates informed perspective based on both theory/knowledge (class content) and service experience. The student’s ability to think critically about societal issues is evident and demonstrated through personal reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE: The student can articulate through thorough explanation and/or direct application an understanding of her/his rights and responsibilities as a contributing citizen in a democratic society.</td>
</tr>
<tr>
<td>SL: The student expresses awareness of how her/his service experience contributes to understanding and awareness of core societal issues. The student may become actively engaged in addressing one or more core societal issues but does not completely make connections beyond course material.</td>
</tr>
<tr>
<td>CE: The student has a developing sense of her-or himself as a contributing citizen, but may not fully grasp her/his individual rights or responsibilities. The student’s level of engagement is growing, but has not reached the point of full contribution.</td>
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<tr>
<td>SL: The student completes the required service-learning component of the class. There is no evidence of the application of course material to practice within the service-learning experience.</td>
</tr>
<tr>
<td>CE: The student comes to an awareness of what democracy is and what opportunities are available for citizen engagement and contribution. The student has not demonstrated active engagement or involvement in civic life.</td>
</tr>
<tr>
<td>SL: The student does not complete the required service-learning component of the course.</td>
</tr>
<tr>
<td>CE: The student has not engaged with the community and is not aware of democratic principles or concepts.</td>
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## STLR Evaluation Rubric

Graded By: Amanda Admin

<table>
<thead>
<tr>
<th>Student Transformative Learning Record</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
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<tr>
<td>Global &amp; Cultural Competency</td>
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<tr>
<td>Research, Creative &amp; Scholarly Activity</td>
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<tr>
<td>Service Learning &amp; Civic Engagement</td>
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<td></td>
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<tr>
<td>Health &amp; Wellness</td>
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</table>

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
</tr>
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</table>

- Transfer rubric feedback to general feedback for the assignment.
STLR Class Assignments

Official STLR Student Events
3. Student Organization or Group w/STLR Artifact

4. STLR TL
   Student Projects

- Leadership
- Service Learning & Civic Engagement
- Health & Wellness
STLR Student
Mobile Dashboard

STLR - Overall Progress

- **Global and Cultural Competencies**: Achieved 5
- **Health and Wellness**: Achieved 9
- **Leadership**: Achieved 7
- **Research, Creative and Scholarly Activities**: Achieved 5
- **Service Learning and Civic Engagement**: Achieved 3

**My Grades**
- Minorities in American Society
- Sociological Research
- Biological Psychology
- Comparative Psychology
- Psychology of Sport
- Beginning Archery

**Upcoming Dates**
WEEKLY OVERVIEW
Nov 01 - 07
More effective instructional practice, better student learning at university

Semester GPA* by STLR Engagement
Title III Target Population** First-Time Freshman
N=1,497

† Significantly higher than “No STLR” at p<.001
*Includes confidence intervals at 95%.
**Target Population Definition: Low socio-economic status, first generation, underrepresented minorities. “Low STLR”: Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement (“exposure”); “High STLR”: Created a learning artifact assessed using STLR rubrics.
More effective instructional practice, better student learning at university

### Non-Target Population

<table>
<thead>
<tr>
<th>Event</th>
<th>No STLR</th>
<th>Low STLR</th>
<th>High STLR</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Freshman</td>
<td>54%</td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2015 – Fall 2016</td>
<td>(N=874)</td>
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### Title III Grant Target** Population

<table>
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<th>No STLR</th>
<th>Low STLR</th>
<th>High STLR</th>
</tr>
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<tbody>
<tr>
<td>First-Time Freshman</td>
<td>56%</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 2015 – Fall 2016</td>
<td>(N=1,497)</td>
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Graduates who possess both content knowledge and beyond-disciplinary skills

STLR Employer Advisory Board
Graduates who possess both content knowledge and beyond-disciplinary skills

STLR Employer Advisory Board

AT&T
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume

STLR Achievement Record
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume

STLR ePortfolio

(link to Julia’s eportfolio)
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.