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Creating Online Support for Students Working Independently on Prior Learning Assessment (PLA).

Michelle Navarre Cleary
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Creating Online Support for Students Working Independently on Prior Learning Assessment (PLA)

Michelle Navarre Cleary
Teaching Adult Writers in
Diverse Settings SIG
CCCC San Francisco
3/13/09

Need for the site

- Independent Learning Pursuits (ILPs)
 - Outside of class structure
 - Many plan, few complete
- Students and faculty need support
- Lack of Writing Center services for adult students

Visiting the site

- <http://snl.depaul.edu/writing/index.html>
- <http://snl.depaul.edu/writing/ILPs.html>

writingguide

for SNL students

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Faculty on Writing



...ust published his first book, *Educational Change*. To hear ...d out about writing, click ...ew, Ty mentions a couple of ...p him manage his writing ...are:

[Course Planning Worksheet](#) -- use **your time**

[Review Template](#) -- use this

...my classes to help students ...ecting what they read and ...their own experiences."

Dana McDermott

...al representation of

Paula Bartholome

On this website you can find:

[How to Write a Paper](#)

Strategies for starting, focusing, organizing, developing, revising and editing your paper without driving yourself or your loved ones crazy.

[Writing Help](#)

Where to get help when you are confused, stuck, or just want to learn more.

[Rubric](#)

This rubric for grading papers at SNL explains what teachers are looking for in your papers and provides guidance on how to write papers that fulfill these expectations.

[L4 Q & A](#)

Answers to commonly asked questions about the writing competence, L4, and classes at SNL.

[SNL Assignments](#)

SNL faculty advice on some of the most common writing assignments and annotated examples of Externship Journals, Independent Learning Pursuits (ILPs) and Advanced Projects (APs).

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on Discussion Board Posts and Research Papers

posts:

be specific, responsive to other posters, and supported by evidence from sources and/or the texts in question. The posts were too general, unoriginal, rude, simplistic, and supported with emotion rather than fact. The posts focused on the need for reflection--as opposed to agreement/disagreement with previous posters--and interactivity. They suggested composing posts without emotional outbursts or poorly worded comments but they also emphasized that students should read other posters' comments carefully and respond to their responses to the topic.

Some students demonstrated a grasp of the assignment, were thoughtful, and addressed the question thoughtfully, but others were general to the particular, and used sources that were not relevant. Some papers failed to state their purposes or theses and evinced poor research and a lack of organization. Instructors recommended that students writing research papers pay special attention to the thesis, supporting it with credible evidence, and analyzing that evidence rather than merely

SNL Assignments

For guidance and annotated examples, click on the following:

[Independent Learning Pursuits \(ILPs\)](#)

[Externship Journals](#)

[Advanced Projects \(APs\)](#)

[Advanced Elective Papers](#)

[Research Seminar Research Proposals](#)

You may also find helpful [the student papers](#) recognized for their excellence in the SNL Writing Showcase.

For more examples, see Bedford/St. Martin's [Model Documents Gallery](#) for annotated examples of writing in the following areas:

- Business and Technical Writing (including e-mails, proposals, and job search documents)
- Humanities

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SNL Faculty on ILPs

focus on the area of competence and between evidence from the student's research. Reflection upon the larger personal experience is a critical element for to address the competence and explore key concepts.

and that students focus on relating the reflecting deeply on their experiences, source material to support their ideas.

-- from SNL Faculty Workshop, 1/11/06

Independent Learning Pursuits (ILPs)

Annotated Sample ILP Papers:

["Learning to Teach Creatively"](#), Competence A2X

["The Changing Role of Technology in Educational Settings"](#) by Brian Holmsten, Competence S3F

Additional ILP Samples:

["Principles of Effective Public Speaking and Assessing Effectiveness"](#) by Mary Erl for the H-3-E Competence. In addition to this eight-page paper and her [ILP Submission Form](#) provided the following documentation to support her claim of competence: an evaluation of one of the speeches she gave as a member of Toastmasters; a certificate from Toastmasters International for "successful completion of the Toastmaster's Communication and Leadership Program;" a newspaper article about her as president of her local Toastmaster's club; a flyer, news release and newspaper articles on financial planning seminars she offers at community sites.

Having worked as a professional photographer, this student completed the A2A competence through an oral presentation in [Art Share](#). Here is her [ILP Submission Form](#) and [supporting materials](#) she prepared for her [Art Share](#) presentation.

ILP Writing Tasks:

Students submitting ILPs have up to three writing tasks:

1. Students are encouraged to use the [ILP Worksheet](#) to gather their ideas and get feedback from their faculty mentor. See a [sample ILP Worksheet here](#).
2. The [ILP Submission Form](#) requires that all students write a Rationale for their ILP. See a [sample ILP Submission Form here](#).
3. As evidence that they have attained the competence, students may submit a variety of kinds of evidence, including artifacts like a painting, photographs or a video and other artifacts like those awarded for training. Very often students write a research paper to demonstrate evidence of their learning and its application to the competence.

More Help:

For more about ILPs, see [chapter seven of the Foundation's book](#).

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Faculty on ILPs

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action upon the larger
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IL Faculty Workshop, 1/11/06

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Learning to Teach Creatively

Commentaire :
is a paper and all pa
have titles. A title te
you know how to di
for success.

Submitted to the Committee for the Assessment of Student Competence at the School for New Learning of DePaul University for A-2-X. Approved Spring 2006. Used with permission of the author. Annotations by Michelle Navarre Cleary, Assistant Professor and Writing Coordinator, The School for New Learning.

Competency A-2-X: Can teach language to students in a creative manner

Commentaire :
competence stateme
of your paper to hel
focused on it. Your
statement acts like a
it is what you are tr
demonstrate in your

If you have criteria
competence stateme
criteria here also. O
criteria give you the
outline for your pap
out the major points
cover.

Teaching a language is similar to being an actor. The actor attempts to draw the audience in, to engage the spectator. Even though the story line or subject is dull, engagement can snag the interest of the audience. Engagement on the stage can be induced by the scenery, dialogue, body language, music, and props. If one thinks about the Nutcracker Suite, as an example, the story can be told without words. In this piece, the music, movements, gestures, body language, and costumes all work together to engage the audience and communicate the story. Teaching a language is very similar to being an actor.

Commentaire :
start your paper with
competence stateme
the student wrote hi
competence stateme
he did not write the
statement until after
paper. He started kn
wanted to get comp
for his ESOL certifi
quickly realized tha
focus on creativity
With this in mind, h
paper and then wrot
competence stateme

Learning a language obviously requires the use of words. For many students, being in an

Commentaire :
teaching to actina e

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Mary Erl

ILP H-3-E: Can speak effectively in public settings.

Page 1 of 8

STUDENT: Mary Erl **ID:** _____

PHONE NUMBER: _____ **E-MAIL:** _____

FACULTY MENTOR: _____

P.A.: N/A

COMPETENCE #: H-3-E

COMPETENCE AND COMPETENCE STATEMENT: Can speak effectively in public settings

Essay: Principles of Effective Public Speaking and Assessing Effectiveness

Principles of Public Speaking

Public speaking is a skill that comes easier to some than others, but being effective takes time and effort. There are a number of principles common in successful speeches as gleaned from my years of work experience and time in Toastmasters International. In this essay I will discuss the principles of clarity in purpose of speech,

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RATIONALE FOR YOUR ILP

Updated 7-31-06

In addition to the evidence you are submitting, prepare and write a rationale for your independent learning. The purpose of the rationale is to clarify the basis for the correlation of your work with the requirements of the competence.

Write a one-paragraph statement for each of the following seven items. After the question, insert a one-paragraph response to each question after the question. Or you may prepare a separate essay in which you include the response to each of these questions.

1. Context

Describe your own background—how does this experience on which you are basing the ILP relate to your work or studies?

My independent learning was active participation in a community Toastmasters group and achieving the Competent Toastmasters certificate. I joined Toastmasters because I had a fear of public speaking and recognized this would hold me back in my career. The first few speeches were very difficult for me, but I gradually improved. I eventually became president of our club and on the job, earned a promotion to a position that had me presenting our solutions to customer's IT challenges. Since leaving the IT world I have presented seminars at libraries on financial planning.

2. The Experience(s)

Describe the experience(s) that led to gaining competence. What did this (these) involve and how did you participate?

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More Help:

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Phone Number: 111-222-3333 Email: samplestudent@depaul.edu

COMPETENCE LETTER and # A-1-E

COMPETENCE STATEMENT: Can interpret the work of writers or artists within a historical or social context.

When I plan to complete this ILP: January 1993

THE PROPOSAL

Project Overview

Describe briefly what the project will be. For example, if you plan to prepare a blueprint for a house to demonstrate your ability to apply principles of design, state that you will prepare that blueprint and also will prepare a paper in which you indicate which principles you incorporated in the design. Or if you will report on a program you completed in the past on becoming a volunteer at the Zoo, explain that you will provide a certificate of completion for that program as well as a journal you completed during that program and a summary of how and what you learned.

At the start of the 1790s, women in the United States were establishing schools, agitating for the vote, and quoting feminist Mary Wollstonecraft. Property owning women in New Jersey actually had the right to vote from 1790 until 1807. However, by the end of the 1790s, much of the radicalism of this early woman's movement was lost, replaced

Selling the site

- Faculty opposed to models
 - Internal grant
 - Faculty workshop
 - Just do it
- Lack of awareness

Getting the word out

- E-mails, flyers almost useless
- Links from SNL websites
- Faculty partners
- Demonstrations
- Build into writing classes

Assessing the effectiveness of the site

- Need for qualitative study
- Google Analytics for quantitative:
 - 1,992 students at SNL
 - 1,052 people visited the Writing Guide for SNL students website between 1/1/09 and 3/9/09
 - 12% of page views on the assignment page

Visitors Overview

Jan 1, 2009 - Mar 9, 2009

Comparing to: Site




1,052 people visited this site

 **1,688 Visits**

 **1,052 Absolute Unique Visitors**

 **3,993 Pageviews**

 **2.37 Average Pageviews**

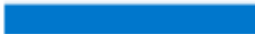



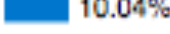
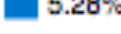
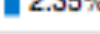
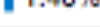
 **00:02:23 Time on Site**

 **51.84% Bounce Rate**

 **58.06% New Visits**

8 page titles were viewed a total of 3,993 times

Content Performance

Pageviews 3,993 % of Site Total: 100.00%	Unique Pageviews 2,815 % of Site Total: 100.00%	Avg. Time on Page 00:01:45 Site Avg: 00:01:45 (0.00%)	Bounce Rate 51.84% Site Avg: 51.84% (0.00%)	% Exit 42.27% Site Avg: 42.27% (0.00%)	\$ Index \$0.00 Site Avg: \$0.00 (0.00%)
Page Title	Pageviews	Pageviews			
Writing Guide for SNL Students	1,546	 38.72%			
Writing Help	679	 17.00%			
How to Write a College Paper	513	 12.85%			
SNL Assignments	493	 12.35%			
Writing Showcase	401	 10.04%			
Rubric	211	 5.28%			
L4 Q & A	94	 2.35%			
Values and Goals	56	 1.40%			

Next steps

- Better assessment data to understand how students use site:
 - Expand Google analytics
 - Qualitative study
- Add wiki for Q&A
- Add interviews with ILP writers

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