Making Transfer Connections

ePortfolio and Transfer in Education Programs at LaGuardia Community College, Queensborough Community College, and Queens College
Making Transfer Connections

Title V-funded, $3.7M, 5-year partnership between Queens & Lehman Colleges, Bronx & Queensborough and LaGuardia CCs

Goal: Use ePortfolio to support successful transfer and transition from community college to BA degree
Transfer is

More Than Admissions

Our Shared Focus: Helping Students Succeed in Achieving Advanced Degrees.

2- & 4-year Colleges Collaborate to Help Students:
- Prepare for Advanced Academic Work
- Engage & Re-engage in Planning, Consider Transfer Requirements
- Make a Successful Transition
- Adjust to a New Institution
- Proper Placement in New Programs
- Build on skills & achievements
Special focus on Education Majors


Five Key Dimensions:
- Teaching
- Planning
- Instruction
- Assessment
- Reflection
Making Transfer Connections with ePortfolios

ePortfolio
Advancing Student Success

Sustained documentation over multiple semesters shows broad range of benefits:

- Increased Student Satisfaction
- New Engagement in Learning
- Higher Course Pass Rates
- Improved Retention
ePortfolio addresses the Whole Student

- Academic Curriculum
- Learning Across Semesters
- Connecting with Faculty
- External Audiences
- Co-Curricular Activities
- Lived Curriculum
- Advisement

Reflection
Cross-Campus Partnership

Engaging Educators Early
• Faculty and Student connections through shared coursework

Jumpstart at QC
• Workshops to develop professional writing skills and use of academic vocabulary

Foundations Portfolio
• Develop writing, reflection and media literacy skills

Capstone Portfolio
• Fieldwork, professional development and transfer advisement
The plan is…

Spring/Summer 2014
- Finalize plans for pilot and collaboration
- Recruit students for pilot

Fall 2014
- Pilot Engaging Students Early with one ‘Foundations’ course section per campus
- Pilot Jumpstart at QC with 10 students per campus
- Pilot Transfer Advisement Template
LAGGEC Education ePortfolio
Project:
Laying the Foundation
ePortfolio Implementation

- Admissions/Orientation (NSAR/FYE)
- Programmatic/Disciplinary and Co-Curricular Integration
- Transfer
**ePortfolio @ Education Program**

**Introduction:** Includes resume & description of portfolio contents & background information on contents

**Educational Philosophy:** Includes values & beliefs about instruction, instructional & classroom management strategies, and Core Belief Statement providing beliefs about how students learn, the role of the teacher, the classroom environment;

**Coursework:** Includes selected work from courses taken at the college. Also includes a list of education courses completed & their relevance to teaching & working with students in the classroom; original work, reflective essays on academic journey at LAGCC, etc.

**Fieldwork:** School and Classroom Setting Essay 1 and II and comparison of the two experiences

**Professional Development Plan:** Includes short-term & long-term goals, general approach to long-term goal achievement as well as anticipated challenges to goal accomplishment & strategies to overcome or meet challenges.

**Professional Standards:** Include NCATE Unit Standards, State Teacher Education Standards, National Teacher Examination, State Certification, Professional Development Experiences & Course Outcomes
ePortfolio @ Education Program

Added:

**Education Seminar:** Includes discussion of Seminar coursework and insights gained about teaching as a career

**Educational Settings:** Includes two paragraphs: First paragraph describes school settings of teaching experience & student demographics. Second paragraph describes settings of actual experience
Facilitating Transfer

• College to College
• Program to Program
• Faculty to Faculty
QCC Education ePortfolio Project

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"Treat people as if they were what they ought to be and you help them become what they are capable of becoming." - Goethe

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QCC Education eportfolio
Static and Dynamic Dimensions

**STATIC**
- Repository
- Reflections on Artifacts
- Constructive Feedback
- Documentation of Growth

**DYNAMIC**
- Participatory
- Reflection in Action
- Multimedia Gift Exchange
- Virtual Learning Community
- Social Pedagogy
- Community Activism

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DESIGN LAYER FRAMEWORK

Social Core

Constructing and Communicating Understanding for an Authentic Audience

Social Pedagogies: Design Elements & Goals

- Create opportunities for students to:
  - Engage with Authenticity and Authority
  - Develop and Contextualize Understanding
  - Engage with Process and Product in Learning
- Such that they develop:
  - Authentic Knowledge and Practice
  - Awareness of Purpose and Process in Learning
- Participate in an Independent Community
- Connect the Effective and the Ineffective
- An Integrated Series of Personal and Professional Reflections

Design Layer

- Constructing Understanding
- Communicating Understanding
- Authentic Audience

Contact: Aferdenzi@qcc.cuny.edu
ENGAGING EDUCATORS EARLY SOCIAL CORE
Learning to Learn with Transfer in Mind

- Research Investigation
- Motivation and Self-Regulated Learning
- Academic Success Planning

- It is a good way to network with people who have either gone through the same steps or similar process.
- Working with ePortfolio can also give administration an inside look on how I interact with other students and on my work.
- I feel more connected and that I am hands on with the material. The world is in the computer and technological era. Exposing our work online is a good tool.
The QCC Transfer Project

- Joint Appointments: Faculty and Staff
- Dual/Joint Program
- Transfer Timetable
The QCC Transfer Project

- Academy Events
- Future Teacher Society
- Connect to QC
  - Engaging Educators Early
  - Jump Start
ePortfolio & Cross-Campus Support for Education Students

A Pilot Collaborative Project
Opportunities and Challenges

• Opportunity to streamline the liberal arts prerequisites for applicants to the Queens College Elementary & Early Childhood (EECE) undergraduate professional certification sequence

• Effective and consistent student advisement about course selections throughout students’ undergraduate studies, particularly for community college students planning to transition into the EECE professional certification sequence.

• Teacher Performance Assessments (edTPA) for all teaching candidates beginning in Spring 2014

• Candidates need more preparation in professional writing, the use of academic English connections, and articulating the connections between data and instructional decisions.
Two Workshop Series Address Needs of Different Student Populations

- Students currently enrolled in the Social Foundations of Education course at one of the three campuses.
- Students in their final semester at LGA and QCC, preparing to transfer to Queens College.
- Transfer students in their first semester at Queens College.
- Students who began their undergraduate studies at Queens College and have completed 1 or more of the education prerequisites (EECE 201, 310, 340).

A primary goal of both Workshop Series is involving students in a cross-campus community of practice focused on educational issues.
Jumpstart at QC

Goals:
- Increased proficiency in academic language for education
- More elaborated writing about educational topics
- Development of critical voice regarding educational issues
- Participation in a cross campus community of practice

Image source: http://joe-mccullough.com/
Jumpstart at QC

Population:
- Four populations: Final semester students at LGA, Final semester students at QCC, First semester QC transfer students, and Native QC students (45 Credits+) who are interested in obtaining certification as elementary or secondary school teachers
- Recruit 5-10 per population
- Stipends provided upon completion

Format:
- 4 Saturday morning writing workshops (2 at QC, 2 on-line)

Process:
- Activities include shared reading and writing, peer editing, writing about contemporary educational issues; these activities will be conducted in person and online
- ePortfolios will be used to collect students’ writing samples and reflections
Engaging Educators Early

Goals
● Experience engaging in critical discourse about educational issues
● Participation in a cross-campus community of practice focused on the field of education
● Facilitating faculty collaboration across campuses; providing opportunities for students to practice professional discourse

Image source: [http://www.qc.cuny.edu/Academics/Degrees/Education/Elementary/Pages/default.aspx](http://www.qc.cuny.edu/Academics/Degrees/Education/Elementary/Pages/default.aspx)
Engaging Educators Early

Population
- Students enrolled in Social Foundations of Education courses at all three campuses
- 1 section per campus

Format
- 2 workshops/activities per semester led by class instructors
  - 1st workshop views selected video clips of classrooms
  - 2nd workshop views film selected jointly by course instructors

Process
- Activities include in-person campus discussions, shared online assignment, and online asynchronous cross-campus discussions
- Access to shared materials online

Image source: http://www.nytimes.com/2013/06/10/education/grouping-students-by-ability-segans-flaw-with-educators.html?_r=0
Expanding our cross-campus collaboration through these pilot projects, and utilizing technology, particularly ePortfolios, to support students’ successful transition into Queens College Education programs by:

- Creating an information base for advisement to guide course selection in ways that facilitate transfer of credits and support students’ academic progress, successful transfer to QC, and timely program completion
- Supporting the development of professional identity and writing through activities and prompts within ePortfolio that elicit use of academic vocabulary and formats
- Providing opportunities for reflective practice by eliciting reflective writing about early field experiences
- Developing a community of practice for students that extends across the three participating campuses, enabling students to participate in professional discourse about topics and materials related to learning and teaching
Paired Connections at LaGuardia Community College and Queens College

A Student to Student Collaboration
Capstone Education ePortfolio

- The ePortfolio is edited and amended when students are taking the Language and Literacy Capstone cluster in either Elementary or Secondary Education
- The students in this course have applied to or are in the process of applying to four year colleges
- In Seminar II, we begin the semester by having students copy and rename their foundations ePortfolio
Reflective Learning

- All original work created in the Foundations course is preserved
- New reflective writings related to content
- New reflective writings related learning
- New artifacts that reflect learning
- Awareness of self as learner
  - How have I grown academically over time?
  - How is my learning in various content areas connected?
  - What more do I need to learn?
- Allows students to connect and reflect upon their learning over the two semesters in a similar manner to what they are expected to do in their teaching
Continued Development of Multiliteracies

- Traditional literacy
- Media literacy
  - Learn how media communicates messages as well as influence thinking
  - How to present themselves professionally
  - How to present information in a clear and cohesive manner
  - Writing for various specialized audiences
- Visual literacy
  - Learn that the pictures you choose send messages
  - How to connect chosen picture with content
  - Encourage students to use artifacts or pictures taken during their field experiences
- Digital literacy
  - Learn how to move things around
  - Learn how to digitally build upon something
Fieldwork

Fieldwork reflection

It was a joyful moment when I was assigned to my fieldwork assignment. But this reaction quickly changed on the first day in the classroom. I remembered being filled with mixed emotions; excited but scared, empowered but weak, and all of this took place because of the uncertainty of the classroom. I was intimidated by the children's reactions toward me, also worried how will the classroom teacher react towards me. All this changed in the first hour of my internship. The class teacher showed a warm appreciation of having me in his classroom and the students were welcoming as well. This has made the transition for my observation work very easy. My fieldwork experience involved working with fifth graders in a public elementary school in New York City spring of 2013. This experience was great for me as a student who is studying and preparing to become a childhood teacher in the near future. Although the field coordinator liaison with me throughout the course, my experience gained with the students and field instructor outnumbered the listed learning plan discussed in the field seminar. These fast hand experiences taught me there are many more experiences that I had to possess besides academic knowledge in order to become an effective teacher in a classroom. I was actively involved in the classroom environment, both observing students in their natural habits and participating in various lessons and class activities with students. For example, throughout this semester I worked with different 5th graders groups, observing them studying and working independently on math problem solving methods, reading their textbooks and answering assigned questions, and writing and comprehension literacy. I also had the privilege to work with two great teachers. One male and the other female have showed their strengths and weaknesses in different ways however both have stood on one common ground as strong disciplinarians. Their philosophy of seeing education as a gift and those children are capable of learning at their own pace, is quite intriguing to me because I always felt that education was a punishment. His techniques used to keep students actively involved during a lesson are strategies of making the lesson exciting and fun. New topics are presented as the most interesting thing the students will ever see and done so in an enthusiastic and animated way. Different programs such as PowerPoint and smart notebook were also used to keep things varied. The use of positive reinforcement and incentives to encourage positive behaviors has exemplified among other experiences I had as a child in my elementary school life. I have gleaned much from this class and it has certainly aided in my understanding of what a teacher's quality should possess. I will take this experience as a foundation and building on it throughout my teaching career. My overall experience has been an enjoyable one and look forward to complete my second internship.

Fieldwork Experiences

(picture from one of my internship classroom)

On this page is a brief description of my fieldwork experiences as a pre-service teacher. My first and second internship was done consecutively in the year 2013 at different Public Schools located in Queens, New York. In both instances I’ve observed the way students learn in a classroom and the way the lesson was presented to the students. Both internships varied differently however, are vital for my pre-service teaching. My first intern was done congruently with my Foundations of Education course which introduced me to the philosophy of education, history of education, and the sociology of education. Through these three scholarly traditions, I’ve learned the values, beliefs and attitudes towards education, the growth process of individuals and society, and past events that related to education. My second intern was guided by language and literacy. This course focused on the theoretical understanding of literacy in education, an exploration of practices and fostered literacy in learning in a range of context. From the teachings in the classroom and my fieldwork experience, I’ve come to see that students gain a comprehensive perspective on literacy development through reading and writing; which is a major struggle for most of our students in the American public schools. These two varied classroom teachings and fieldwork experiences collaboratively have helped shaped my knowledge of what education is, and given me a better understanding of what teaching and learning should be.
An authentic audience

- Student: What do you want me to put on the ePortfolio?
- Me: Imagine I was someone else that was reviewing your ePortfolio. Would I understand what I was seeing?
- They are writing for me not a wider audience
Paired Connections

- 7 LaGCC students enrolled in language and literacy in childhood and bilingual education that have been accepted or intend to apply to QC
- 7 students currently enrolled in QC’s EECE 220 (educational technology course)
  - methods courses completed
  - final semester of student teaching
  - completing edTech and student teaching portfolios
Purpose

LaGuardia Community College Students
- Authentic literacy activity – authentic audience
  - Studies have shown that it increases writing skills, engagement, motivation, purpose
  - Writing for a wider audience
- Make connections between future Queens students and Current Queens students (open student to student dialogue before entering QC)
- Help the transfer process by allowing LaGCC students to find out about the new environment from the QC students (an insider’s perspective)
- The peer to peer connections might encourage LaGCC students to ask questions that they might otherwise feel they can’t ask of others, e.g. faculty or advisors

Queens College Students
- Authentic assessment activity - using a rubric to provide constructive feedback
- Gain new perspective as they develop their own professional portfolios
- Share insights and experiences with LaGuardia students who intend to become QC education majors
What have we asked the students to do?

- Review particular sections of the Capstone ePortfolio and give feedback using the Capstone Education ePortfolio rubric (or an adapted version of the rubric)
- Given that the QC students have not taken the LaGCC course, have the LaGCC students presented the information in such a way that their QC education peers can understand that information, e.g. have they simply cut and paste a reflective essay, or have they explained to the outside viewer what they are viewing
Facilitating Transfer

• College to College
• Program to Program
• Faculty to Faculty
• Student to Student
Thank You!

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