Detailed Notes of Class Observed:

Laura arrived early to set up for the day's activities. 12:30 p.m. the class began. She introduced me as a visitor/observer for the day.

12:30 Sent around an assignment sheet and previewed what they will do for the day. She asked, how is the Annotated Bibliography going? There was a question from a student and she explained how to act on feedback via peer review that they received. She gave "workshop" suggestions. She said that the Annotated Bibliography is due by midnight tonight. She said that sand castles and sand boxes would be talked about in depth. There followed an in class writing to help think about the portfolio. On the screen was

"I feel _____ when I think about creating an e-portfolio because _____.

There were 20 students, 9 male and 11 female. It was really hot in the room and she had to keep the door open. Laura was very animated and friendly and students seemed open to asking questions. Some students wrote with pen a paper and other students used their laptops. Students were asked to write about their prompt and if they finished one emotion to go ahead and write about another emotion.

Discuss:

1. Purpose of e-portfolio and why do we make you do it anyway.
2. Review content of portfolio again see checklist (hyperlink)
3. Some example portfolios (hyperlink)
4. What are some possible hosting sites and the positives and negatives associated with them?

12:41   Laura asked, who wrote anything positive? Different student comments were shared. Ones student said that the portfolio was that it was a lot of work for 50% of the grade.

Laura reminded students that there is no written final examination, that we have time to put together our best work, but not perhaps not what received the best grades. She tells students she will catch up with grading ASAP as she has had technical problems.

12:43   Began talking about why we do e-portfolios. She pulled up a check list

* Homepage:

-original title

Original images

Basic introduction to portfolio

Comprehensive reflection letter

* Daybook:

-Your best written in-class writing

-300 word reflection on in-class writing and experience of writing 10 pieces you chose

* 3 Best Reading Responses:

-reading responses

-300 page reflection

A discussion was held around where might you need to do a portfolio?

-job

Other similar tasks

Laura explained the above elements and started talking about the check list but said think reflection, not just checking off boxes. Your submission is not always the best grades, it could be something you figured out and what it represents.

* Inquiry project:

- Rhetorical analysis of a space
- Discussion notes
- Midterm reflection-in class

While this checklist was up on the screen Laura went over all parts and explained what they mean and what is needed

In class prompt on canvas
Laura suggested to first look at the reflective letter, the directions and about how to review your portfolio. She said to look at these things and be engaged in the informal writing.
Laura then explained the portfolio breakdown of points:
In class writing 25
Final reflection letter 25
Polished rhetorical analysis 25
Polished final product 25

Laura explained what should be in the final reflective letter. Laundry list of what it should do 1-4
Suggestions are remainder of the handout. Some of this was discussed.

Audience: Laura said the letter should be addressed to her as the Primary audience. The rest of the Portfolio has multiple audiences. The class will workshop portfolios and look at them in class.
She gave more strategies from the handout and explained how she will evaluate the student portfolio.

12:57   In answering a student question, Laura explained that this list has been on canvas from day 1.
12:58   Sample portfolios examples on canvas (links) all good examples
Student 1 developed a game for the project. Showed how the student introduces himself. Midterm reflection – can post a copy of handwritten midterm reflections. Showed copy of reflection letter. Showed tabs student used. Showed rough draft and final draft and explanation. This is an example of a good portfolio.
Student 2 example showed the student using Ebola as an inquiry project. Laura scrolled through the tabs and showed blogging and tweeting involved with this project
Student 3 had music and examples
Student 4 used Wix and showed the tabs and commented that this is very well organized.
Laura encouraged the students to think about what you are compiling.
Student 5 all examples were on our website. Take note of what platform students used.

1:00   Laura asked students what patterns did you see? They answered that they were all websites, all organized, all personalized, all have a theme, and all have some sort of argument. An example: "When I began UWRT 1103, I thought this, but now…."

1:07   Showed platforms to help you choose which one. Played Wix review of Wix website builder. Encouraged students "Do not spend any money" Told students to think about what you want to accomplish with your website. Had a discussion with students about who used Wix before and encouraged them to use Weebly also. Showed Weebly review of website builder. Laura said that with Weebly you can drag and drop. Don't freak out about the technological aspects of it. There is page limitation and can add apps to cite and to expand the functionality. She says both offer opportunities to let you use themes. One student shared her use of Wix vs. Weebly.

1:16   Laura said to take out tablets, laptops and look at two websites, do not have to choose today, but see how they work. Poke around until 1:30. Laura answered questions. The majority of the students were doing what was asked of them.

1:26   It got loud in the hall ways and the door had to be closed. Laura began a discussion about revision. She asked the class when they were revising a paper for class what do they do? Make sure it looks right, MLA correct, grammar may or may not need visuals or internet is different because we consume it differently. Showed dooce-a mommy blogger. Wanted to point out that we have to be aware of how we read on line. How do we do it? Skim, so stuff that grabs our eye needs to be there. Paragraphs are shorter, paragraph breaks, color, hypertext, great part of using the internet to make a point. She said to be careful to not just throw pictures on there from your phone. Use a variety of sentences. Purpose, audience and method of delivery and genre. Think about how the writing is different.
Showed another blog. Think about format, genre, and audience.

1:32   Laura asked, what questions do you have for me? The due date is December 7th. You are not alone we will work on them together. There is no written exam. Do have portfolio and genre presentations. She says she will fix the grading portion check list. There was another student question

1:35   Laura called for Wix or Weebly questions and advised students to bring their laptops for next time. Students asked questions. Laura announced that there is no vignette due, she has to revise and she will update that information. Students had questions about: sources, page number question, annotated bibliography, what is scholarly, what can constitute a genre project, what is technological and non-technological, and audience. Laura related well to the students and answered their questions. She seemed to have a good relationship. Students told her they workshopped outside of class. Laura used Canvas and her laptop.
She announced that next time they would discuss and work on revision.
1:45   Class ended.

Observation Analysis
The University Writing Program's Student Learning Objectives are evident in this class. There are some tangible examples of how this instructor facilitates the SLO's by the structure of the class and what she does in the class below.

EXAMPLE: The classroom environment was conducive to learning. Laura related well to the students and answered their questions. The students seemed comfortable voicing their opinions, asking questions, engaging with one another, and working alone. The instructor seemed relaxed as she answered questions, while providing the information in an understandable format. No one seemed confused, the questions asked were legitimate for this point in the semester. Laura voiced her concerns about not wanting students to pay extra in their efforts to make the portfolio the best it could be. This gains student trust and these efforts are echoed by other instructors in our program. Laura's ability to answer questions with ease and her care for her students demonstrated that the students are confident and comfortable with her as an instructor. This comfort and confidence is important to student success.

EXAMPLE: Laura showed Wix and Weebly examples of how to approach the e-portfolio. She talked about basic, but essential elements for students to be aware of and look for. The tips she gave were helpful and practical. It is important to remind students of the basics, while encouraging them to try new things as well. By offering students the opportunity to poke around on both Wix and Weebly options while she was in the room and there to ask questions helped students to begin shaping this important element of the course.

Materials/Technology Used: Laura used her laptop in tandem with the smart podium and screen to access documents she had on canvas or websites. Students used their laptops and tablets to access whatever they were being directed to access. These items were used throughout the class period. Laura used the laptop to access the Wix/Weebly discussion, show documents she referred to, to show examples. Students used their laptops to access the Wix/Weebly sites and to journal on the questions or exercises Laura was directing. The technology helped Laura show examples and it helped the students work on or poke around on the sites which they were directed. It helped keep Laura and the students connected with the activities of the day and helped the students keep record of their journaling.

Activity: A very helpful activity was to let students have some class time to poke around in websites that had been mentioned as good solid choices for the e-portfolio.

Follow-Up after class

Immediately following class, I spoke with Laura. She explained that in general the class usually engages in more group work. In addition, she described that other class activities involve students reading and then taking a quiz or she will give them a discussion question or they will post on the discussion board. For today she had intended more group work, but there was useful and solid information for the students today that seemed to build upon the previous classes and preparing students for the e-portfolio submission.

When completed I will send a draft of the observation report, and then a final draft to all the appropriate parties.

Final Thoughts, Recommendations/Suggestions:

Overall, this was a positive observation session, showing Laura Knudson's abilities to model, to engage students in an important component of their course work, to answer questions, to articulate instructions and relate well to her students. The University Writing Program's Student Learning Objectives are evident in this class. I have included some examples of how this instructor facilitates the SLO's by the structure of the class and what she does in the class, but there were others as well.