

Changing our Culture through Active Reflection, Alternative Assessment and the E- portfolio



The
Why and How
in

Criminology and Justice Studies

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Agree Approach Cbl Choice Confirmed Courses Describes
Developed Discussion

Efforts Expanded Found **Foundation** Good Great Hands Hard Helpful

Incorporating **Inform** Interesting Intuited Part Preliminary Presentations

Provided Recognizing Settings State Statement Strong **Strongly** Teaching

Theoretical Thoughtful **Training** Workshop Years

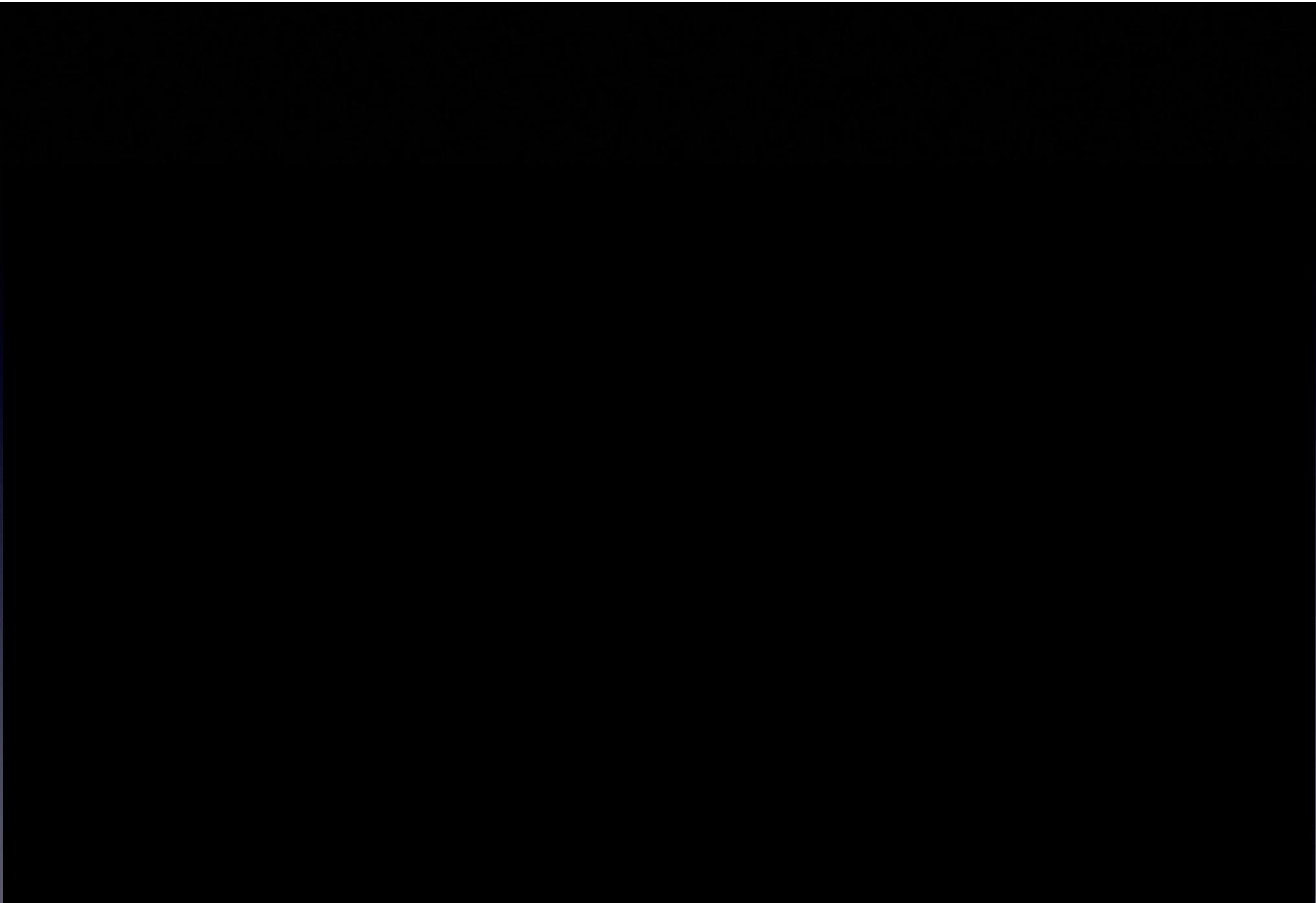
Text Entry

The discussions were great and the presentations were interesting, thoughtful, and helpful. If anything I would have liked the training to be expanded for more discussion about our own courses. While recognizing that such efforts might be preliminary, I still think it would be useful to try to think about incorporating some of the good information provided by the training into hands-on course development.

I found that the workshop for the most part did not so much inform my approach to CBL as it confirmed what I already intuited from many years of teaching in various settings.

It is hard to say whether I strongly agree that I developed a strong theoretical foundation. A statement that better describes my state would be that I strongly agree that I developed a theoretical foundation, but that is not a choice.

Qualtrics



Which did he Satisfy?

Would you hire him?

Admit him into your doctoral program?

  **RESPONSIBLE CITIZENSHIP**
DREXEL STUDENT LEARNING PRIORITIES

  **RESEARCH, SCHOLARSHIP & CREATIVE EXPRESSION**
DREXEL STUDENT LEARNING PRIORITIES

  **PROFESSIONAL PRACTICE**
DREXEL STUDENT LEARNING PRIORITIES

  **LEADERSHIP**
DREXEL STUDENT LEARNING PRIORITIES

  **GLOBAL COMPETENCE**
DREXEL STUDENT LEARNING PRIORITIES

  **TECHNOLOGY USE**
DREXEL STUDENT LEARNING PRIORITIES

  **SELF-DIRECTED LEARNING**
DREXEL STUDENT LEARNING PRIORITIES

  **INFORMATION LITERACY**
DREXEL STUDENT LEARNING PRIORITIES

  **ETHICAL REASONING**
DREXEL STUDENT LEARNING PRIORITIES

  **CREATIVE & CRITICAL THINKING**
DREXEL STUDENT LEARNING PRIORITIES

  **COMMUNICATION**
DREXEL STUDENT LEARNING PRIORITIES

What
should
every
college
student
know?



What
should
every
college
student
*know
how to
do?*

Criminal Justice ePortfolio

Criminal Justice Program e-Portfolio at Drexel University
by Cynthia Rickards



Home

Communication
Creative and Critical Thinking
Ethical Reasoning
Global Competence
Information Literacy
Leadership
Professional Practice
Research, Scholarship, and Creative Expression
Responsible Citizenship
Self-Directed Learning
Technology Use

Home

Student Name

Degree

link to resume

Replace this text with a paragraph about what the Drexel Student Learning Priorities are, what they mean to you and how they relate to this portfolio.

replace this text with a favorite quote



replace this text with a favorite quote

how they relate to this portfolio.

Replace this text with a paragraph about what the Drexel Student Learning Priorities are, what they mean to you and

link to resume

degree

How?

University 101

- Begin Process of gathering, archiving & reflection
- Benchmarks
- iPad
- Instructional Design Support



University 102

- Transformation to a Professional Portfolio
- Graduate & Law Schools, Employers
- Students as Life-Long Learners

Evaluation & Assessment

- Innovative Assessment Collected with a Variety of Tools
- Program and Course Level Learning Outcomes
- Middle States & PAR

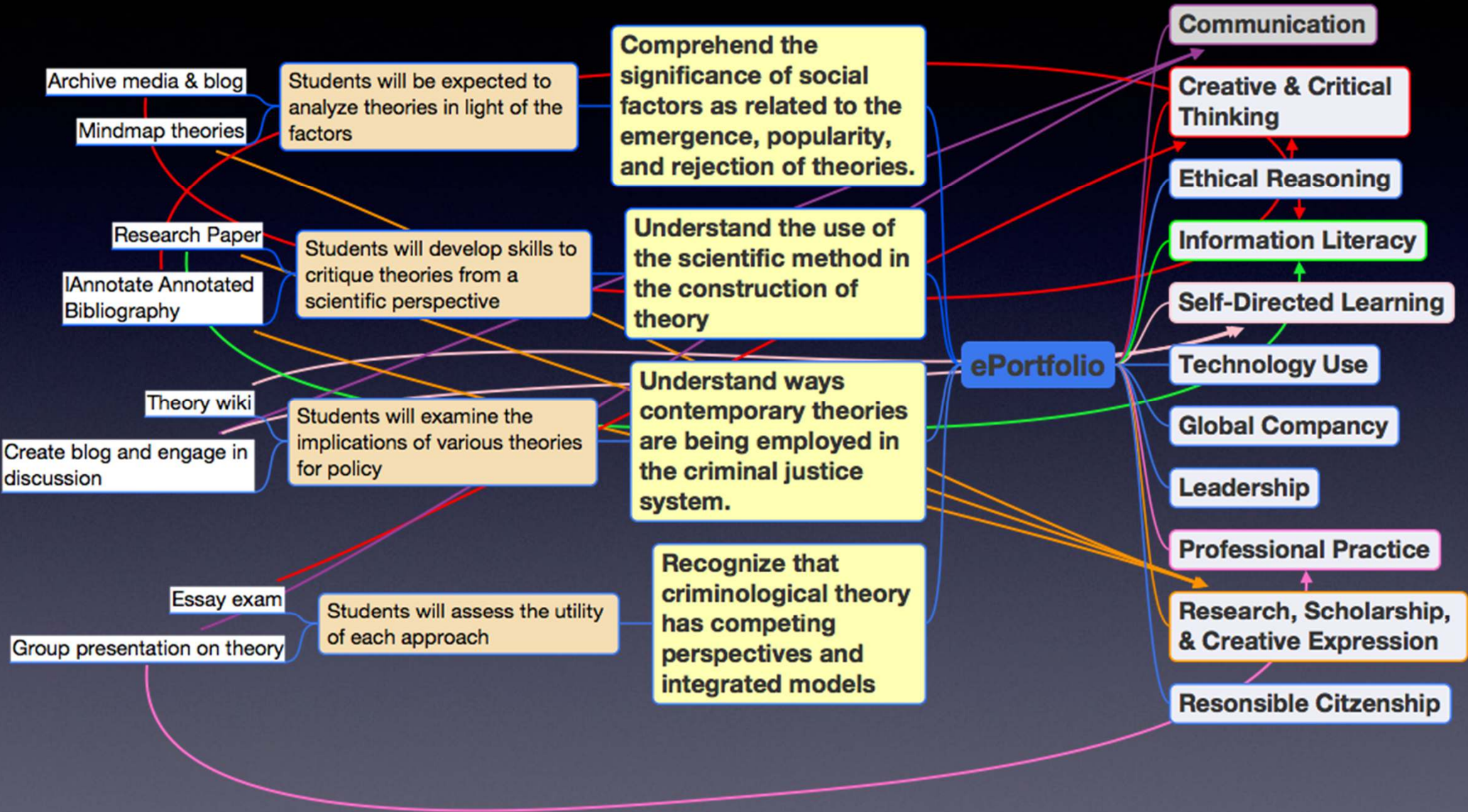


Sustainability & Meaning

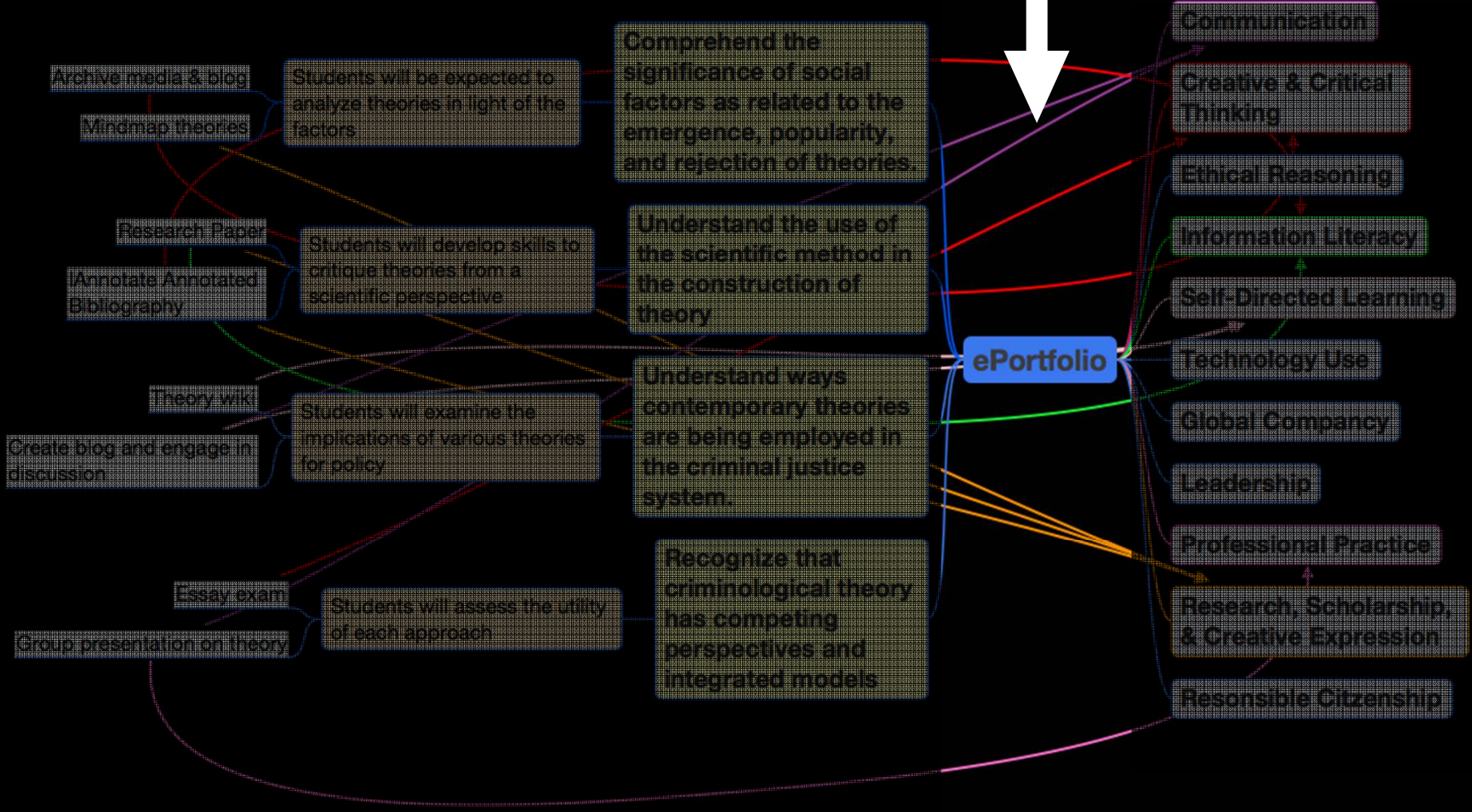
- Term Group Meetings
- One Individual Meeting
- Instructional Design Office Hours
- Mentor Program
- Portfolio Defense

Disclaimer: This is a pilot program with lots of flexibility and patience

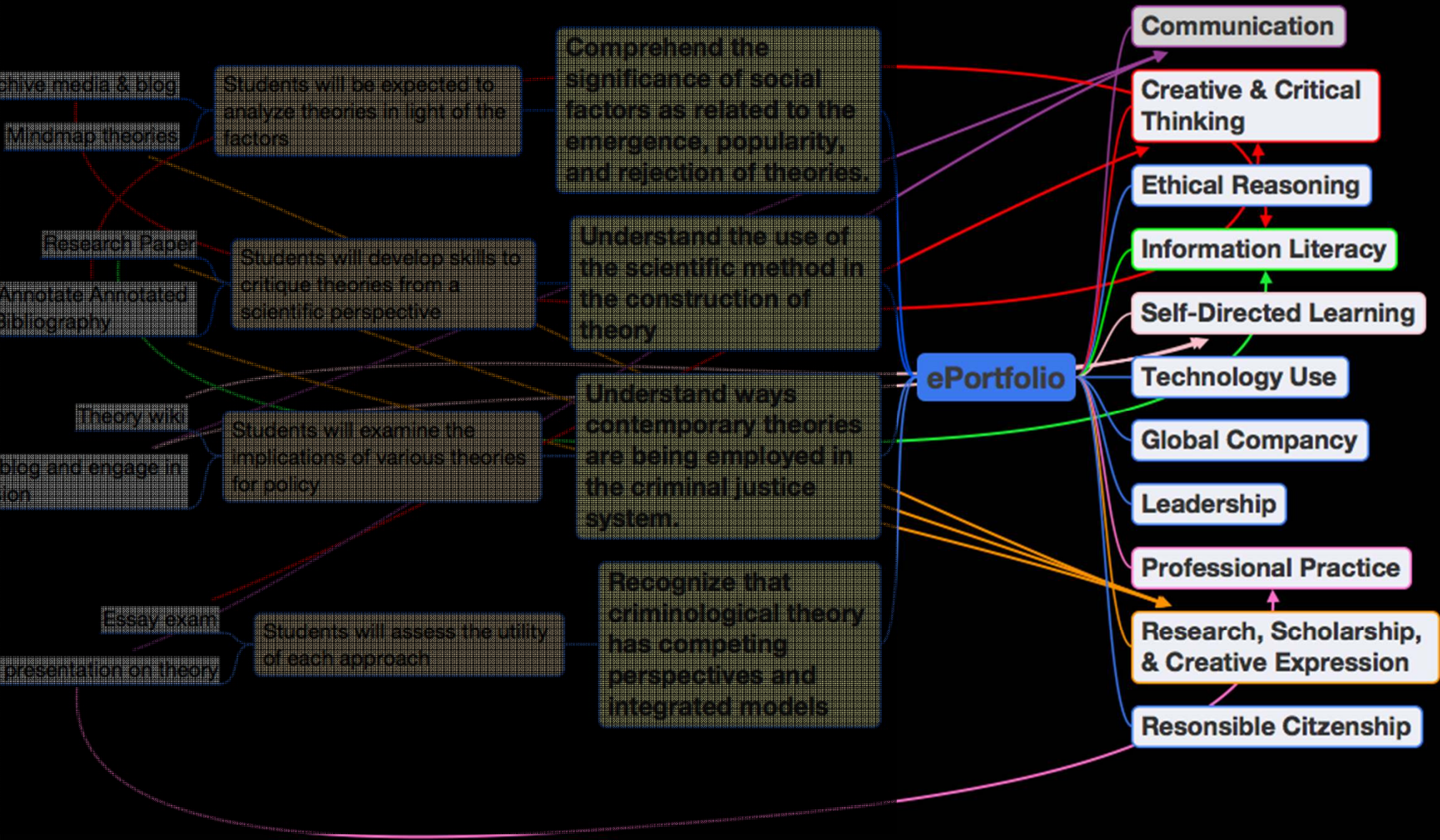
Making the Connections



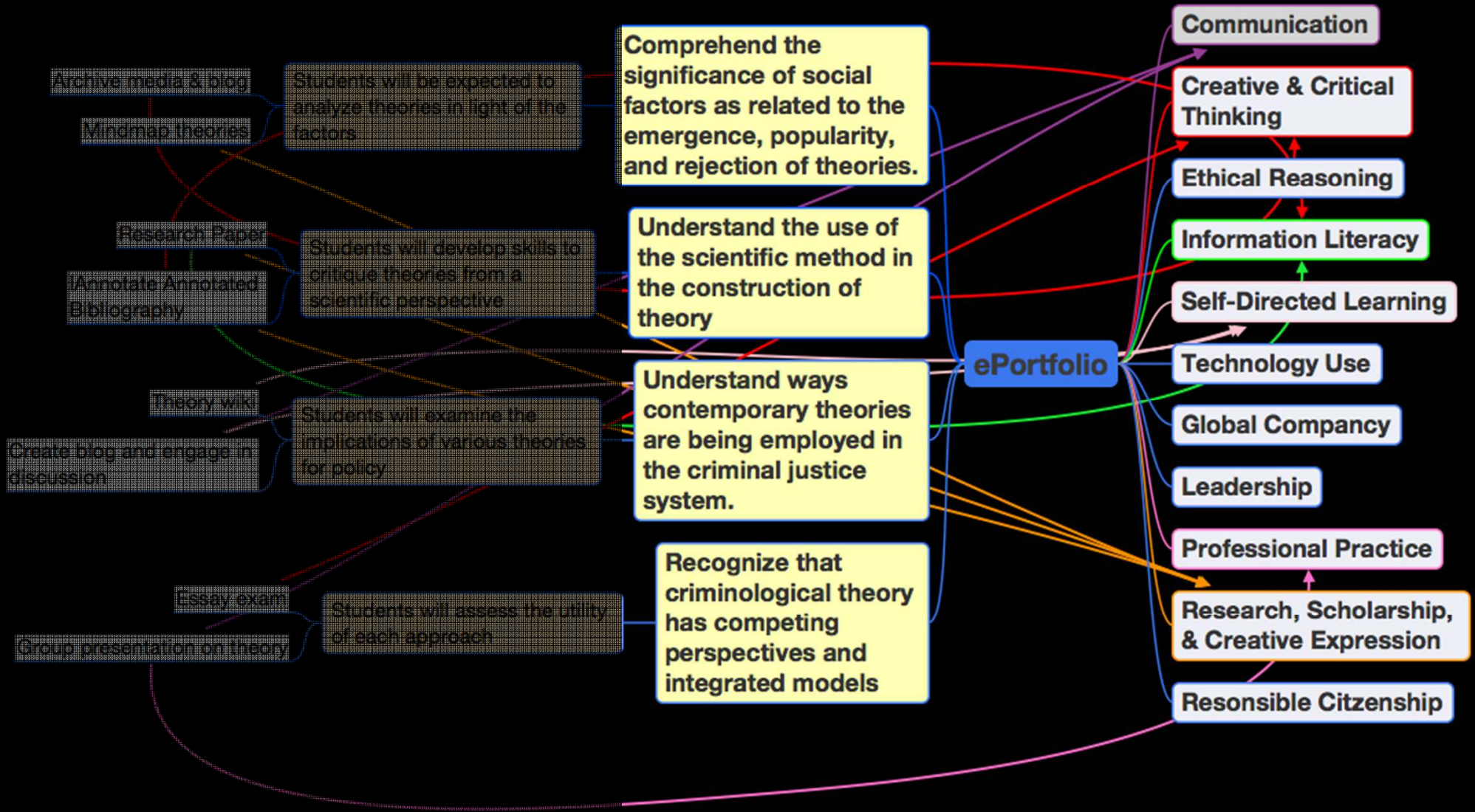
Core of Cj



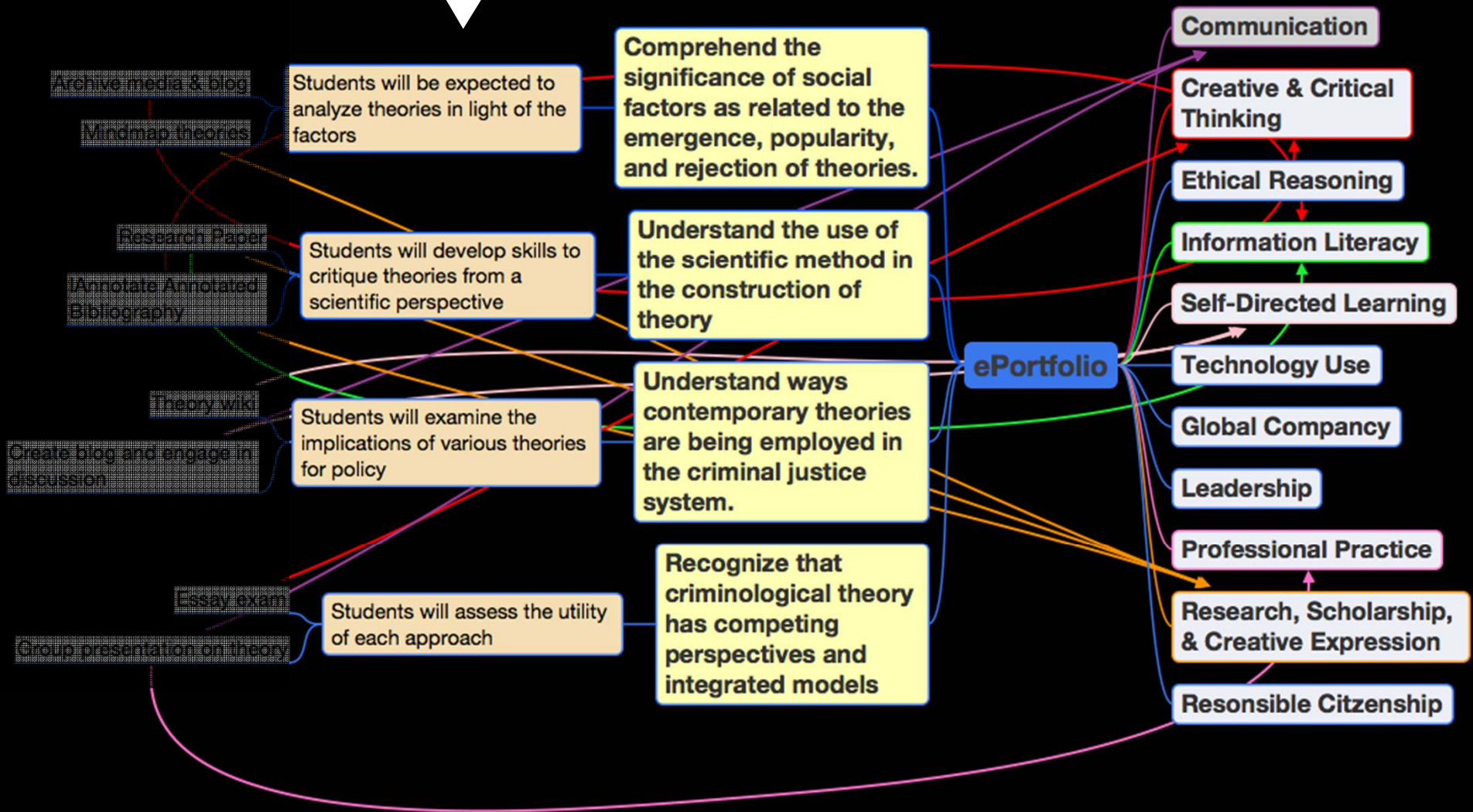
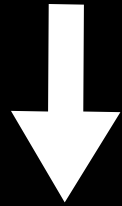
DSLTP Template- Demonstration of Competency upon Graduation



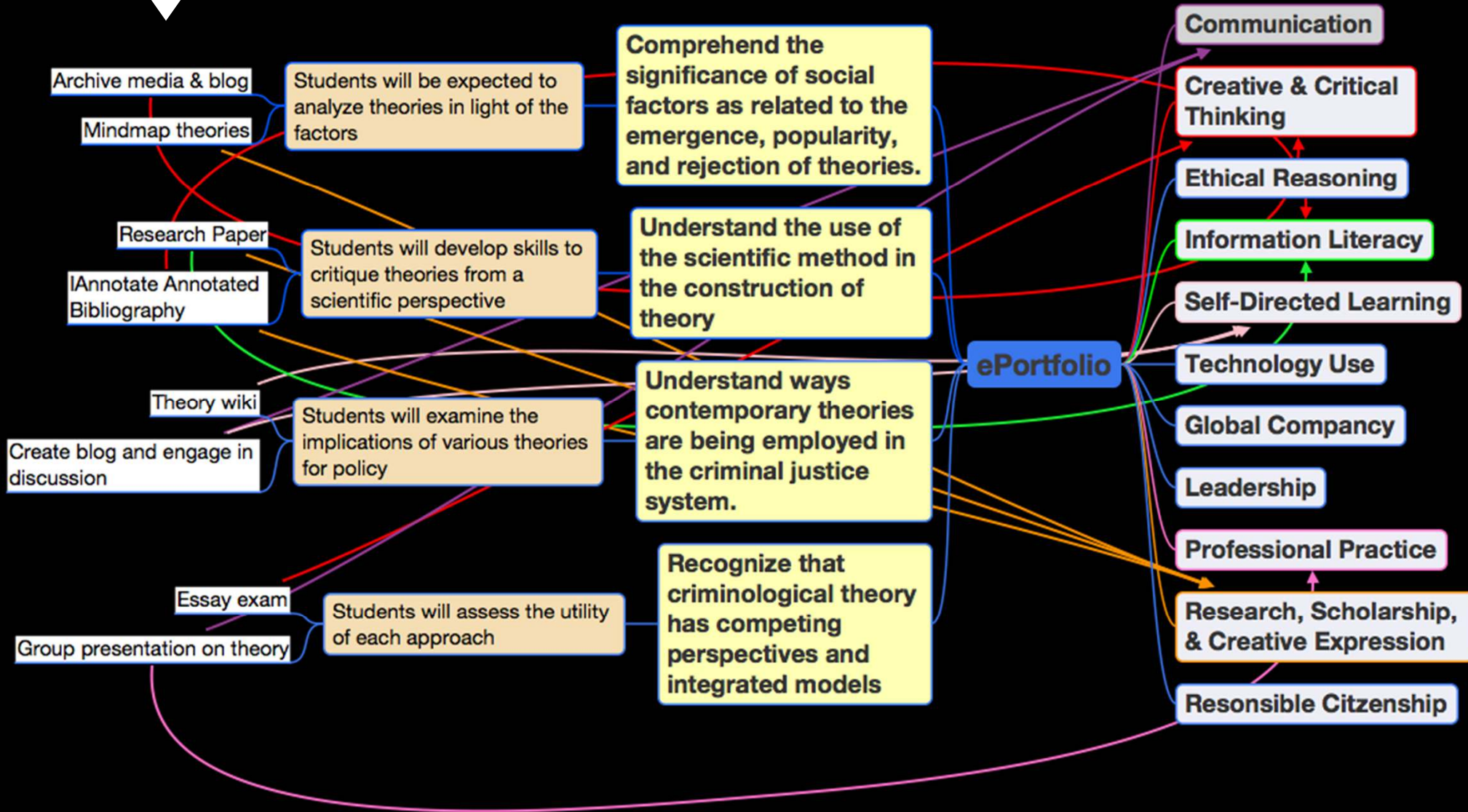
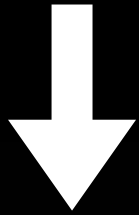
Program Level Outcomes



Course Level Learning Outcomes



Evaluation & Assessment iPad





UPON GRADUATION, STUDENTS WILL...
Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media



FOR MORE INFORMATION GO TO: www.drexel.edu/provost/Learning Priorities

Instructional Design Blog: 21st Century Learning

[21st Century Learning](#)

This blog was a weekly look at 21st century education issues focusing especially on the use of technology. It was used to ultimately write a term paper debating Robert Kozma's stance that media itself can influence learning and Richard Clark's stance that it is the method rather than the media that influences learning. This has to do with communication because I had to effectively summarize and respond to the different articles each week.

Color Website

[Color](#)

This tutorial was created to help educators have a better understanding of how color can be effectively used to influence moods, communication and even education. This fits into the communication category because the website was created to communicate the importance of color in every day situations.

Student Empowerment & Reflection

Criminal Justice ePortfolio: Structure for Thoughtful Reflection



The National Educational Technology Plan 2010 report said schools:

“.. must be more than information factories; they must be incubators of exploration and invention. Educators must be more than information experts; they must be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside of their students. Students must be fully engaged in school – intellectually, socially, and emotionally (Colvin, 2013, p. 64).