Presenters

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Acknowledgements

- Clarence Chan, PT, DPT
- Debra Engel, PT, DPT
- Bret Eynon, PhD, Dir. Center for Teaching & Learning
- Kyoung Kang, BS, ePortfolio Consultant
- Jackie Ross, PT, DPT
Abstract

Presenters discuss a yearlong seminar that promoted reflections as a crucial element in the learning process, focusing on the ePortfolio studio hour as an innovative method to enhance learning.
Objectives

Upon completion of this course participants will:

- Create an assignment that promotes reflection.
- Identify benefits of ePortfolio.
- Design integrative learning components for a capstone experience.
What is ePortfolio?

An ePortfolio is a web site, a digital journal and a live file cabinet of materials that can show a student’s best work. It is unique in that it allows students to merge their personal and professional goals while putting their education into a larger context. The portfolio is easily accessible and transmittable.
ePortfolio for the LaGCC OTA Program

- Why ePortfolio?
  - What does the program get from it?
  - What do the students get from it?
  - What have we learned from the experience?
What does the program get from eP?

- Systematic way to address college core competencies
- Holistic approach to address professional core competencies
- Program/faculty collaboration
- A vehicle to examine and archive student growth and to validate program success
Use of ePortfolio in the Occupational Therapy Assistant Program

- The OTA template provides folders for Welcome, About Me, Educational Goals, Courses and Projects, Resume, Links and Contact information. Student-authored artifacts are collected from cornerstone, milestone, and capstone courses.

- The use of ePortfolio is infused at three different stages of learning: the introductory course, a midpoint/milestone course, and a capstone course. One two-hour ePortfolio lab is scheduled each semester where students are led through the following steps: 1) collect 2) select 3) reflect 4) connect.
OTA Student ePortfolios

Developed in Capstone studio hour Spring 2010:

1. Robert
2. Nely
3. Nilima
What is Reflection?

Learning is both an active and reflective process. Though we learn by doing, constructing, building, talking, and writing, we also learn by thinking about events, activities and experiences. This confluence of experiences (action) and thought (reflection) combines to create new knowledge.…. Reflection then is the vehicle for critical analysis, problem-solving, synthesis of opposing ideas, evaluation, identifying patterns and creating meaning – in short, many of the higher order thinking skills we strive to foster in our students.

“Action + Reflection = Learning”

What we really need for citizens and workers of the twenty-first century is people who can conduct a lifelong conversation between their own experience and learning – who can use their experience to enhance learning and their learning to enrich application.

- K. Patricia Cross
Special Issue on Reflection
Reflection and Growth

Reflection is key to making the learning process meaningful. Dewey sees reflection as the necessary counterpart of experience, “the bridge of meaning that connects one experience to the next, that gives direction and meaning to growth.” (Rodgers, “Defining”) “To reflect,” Dewey wrote, “is to look back over what has been done so as to extract the net meanings which are the capital stock for intelligent dealing with further experiences.”
The Use of Guided Reflective Journals in Clinical Nursing Courses
Valerie Taylor-Haslip, Health Sciences

The Narrative of Research as a Tool of Pedagogy and Assessment: A Literature Review
Louise Fluk, Library

The Peer Partner-in-Learning: Integrating the Practice of Reflection into the New Student Seminar
Kyoko M. Toyama, Counseling

Co-op, Reflection, and Professional Identity: An Experiential Education Approach
Deborah Robinson, Cooperative Education

Wikis and the Practice of Reflection
Jennifer Horton Benichou and Kathleen Huggard, The English Language Center

Reflection as a Learning Tool in Mathematics
Prabha Betne, Mathematics, Engineering, and Computer Science

Habits of Heart, Habits of Mind
Deborah McMillan-Coddington, Health Sciences

Reflection on Concepts, and the Concept of Reflection
Sreedevi Ande, Mathematics, Engineering, and Computer Science
Reflection Prompts

**Stones in Life and Learning**

Consider any or all of the following as you reflect on what the capstone course has meant to you:
- How have the transition from foundation stone course (101) and milestone course (204) led to a culmination in the capstone course (215)?
- Who has been the foundation stone in your life or education?
- What milestones have you traversed in your life and education?
- How do you plan to take your learning beyond the capstone course?
- What were the key stepping stones in your life and education? What were the boulders or large stones that you had to hurdle to get where you are today?
- What lessons have you learned along the path marked by the stones?
- What kind of stone would you like to be for others? Why?

**Roles in Life and Learning**

What roles do you currently have/play? What did you learn through your LaGuardia education and the capstone course that helps you to integrate your various roles in life?

Considering the AOTA role delineation, what do you see as your future role as an OTA? How has your LaGuardia education helped to shape your perception of that role?

As you plan to work with clients who have many roles in life to which you might help them return, which role would you prefer to address? Why? Which would you find most challenging? Why?
Examples of OTA Student Reflections

“... It has been a great learning experience, although it has been tough. The program has changed the way I deal with everyday people in that I am looking through trained eyes now, dissecting, analyzing activities, posture, movements, words and all the things that humans do. The learning experience has given me the desire to learn more, help more and be more. I plan to further my education and my career. Some of the key stepping stones in the program was managing my time with work and school and making it all work as a unit. It made me get serious and will myself to be responsible and work hard...”

“...One of my strengths is my comprehension of the materials I am learning in the classroom and my ability to visualize how it can be transferred to the clinic... In order for me to be successful, I continue to become better in my studies, learning processes, time management, interpersonal skills and many other aspects that come along with my chosen profession...”
Roles in Life and Learning
What are your current roles in your home, your community, and your work environment? How has your education helped to shape your perception of those roles? What particular aspect of your learning best prepared you for a particular role?
As you work with clients who have many roles in life to which you might help them return, which role would you prefer to address? Why? Which would you find most challenging? Why?
Reflections re Assignments

- **Activity Analysis** (Critical Literacy)
  What surprised you? How did you feel about having to consider details, such as sequencing steps?

- **Budget Plan** (Quantitative Reasoning)
  With which were you more comfortable, using print catalogues or online resources? How best did you handle the calculations -by hand and via computer?

- **Cultural Presentation** (Oral Communication)
  How did you feel about sharing your personal experiences with your classmates? Were you comfortable reflecting back to earlier times? Why or why not?
There were some slower students who expressed concern and wanted more time. However, in each case the consultant alerted faculty and asked for guidance or suggested that faculty speak with the student. This is an appropriate way to deal with the sessions as otherwise the designated assignments would not have been completed.

Eportfolio Consultant
One student commented that she hadn’t realized how hard it was to explain how to do a particular activity. Others shared that they found themselves unable to figure out how to manipulate a control or forgetting an important safety precaution.

When it came to the final reflection in the final studio hour, students were so overwhelmed with what they were experiencing at the end of the term, that there was some resistance to completing the assignment. This might have been handled more appropriately with earlier reminders, allowing for more time to think through the reflection, and advance clarity on where and when it was to be uploaded.

Students were pleasantly surprised by the end results of what they had achieved with their final ePortfolios. Some were excited about the sense of pride shared from family in other countries.
Enhancing the Capstone Course Experience

Naomi S. Greenberg, OTR, BS. MPH, PhD, FAOTA; Sherrell Powell, OTR, EdD, MA; Rhodalen Bulatao, OTAS; Jung Lee, OTAS

Re-Thinking the Capstone Experience

Funded by a Title V grant and building upon valuable groundwork laid by a Faculty Research Team, the Re-Thinking the Capstone Experience seminar brought faculty together to study best practices in Capstone courses nationwide. Through explorations of current scholarship and engagement with functional models at other institutions, seminar participants considered a number of critical questions, including: how integrative pedagogy can inform the Capstone experience at LaGuardia; how Capstone courses can help students meet college-wide and professional goals; how Capstone aims differ between community- and four-year colleges; what role Capstones can and must play in institutional assessment; and the ways in which ePortfolio can help scaffold Capstone pedagogy.

*Pedagogy: the art or science of teaching; education; instructional methods.

Connecting through ePortfolio

![Diagram showing connections between Academic Curriculum, Faculty, Across Semesters, External Audiences, Across Disciplines, Lived Curriculum, and Student]

Courtesy of J. Elizabeth Clark

LaGuardia Community College
Capstone Experience

Making Connections
- The world of work
- Continuing education
- Application to life roles
- Becoming a professional

The Peak/Crescendo
- Final stage in the sequence
- Highest step in the educational program
- Climbing to the top of the mountain
- Achieving entry level status
- Attaining a learning plateau
- Reaching eligibility for certification
- Graduation on the horizon

Types of Integration
- Internal Integration, linking different elements within the capstone course
- Disciplinary Integration, linking learning from prior courses into a culminating understanding of the discipline
- Cross-Disciplinary Integration, connecting disciplinary learning with Gen Ed competencies
- Personal Integration, linking classroom learning with lived experience (work, family, etc.)
- Goal-focused Integration, using new knowledge to inform plans and goals for the future (LAGCC CTL)

Critical Reflection
- What do you expect that students who complete your course will be able to do?
- What skills and knowledge will they possess?
- What will they need to learn next?
- What specifically can you do to prepare students for the next stages of their education?
- How could you build on what they have done previously and encourage integration of their learning? (Center for Teaching and Learning)
Crafting Reflective Prompts

- Reflection is a key tool for addressing capstone themes—Integration, Culmination, and Transition. Integration is particularly central and in some ways encompasses the others.
- Please use this time to plan concretely how to use reflection to support different facets of integration in your capstone course or experience.
- **Step 1. Getting Your Juices Flowing.** Working individually, please review reflective writing prompts drafted by faculty.
- Are there prompts that you find particularly interesting? What could you borrow, adapt or credit?
- Think about the types of integration. Which types of integration do these prompts address most clearly? What types are missing?
- What stages of the reflective cycle do you see in these prompts? Could they be strengthened, in this regard? How?
- **Step 2. Drafting Prompts for Your Class:** Think about your capstone course or experience. What specific prompts or activities would help your students integrate their learning?
- Come up with 3 drafts of different reflective prompts or activities that you could use in your course. (They can be original or adapted.) What types of integration would they address? Do they incorporate the reflective cycle in any way? Where in the course would they take place?
- **Step 3. Sharing & Feedback:** Meet with a partner to share your drafts and get feedback. Take turns & use your time fairly. Partners should ask questions, make suggestions, and think about how prompts could be strengthened.
- **Step 4. Refining Your Prompts:** Working on your own, consider the feedback you got. What did you learn? What could you do to strengthen your draft prompts? What other ideas came up? Make some notes to yourself, to help you remember what you want to do as you move towards implementation.
Addressing Gen-Ed Competencies

- (Critical literacy)
  - (SCO 101) Introduction to Occupational Therapy / Activity Analysis → (SCO 204) Psychosocial and Geriatric Conditions / Case Study

- (Quantitative Reasoning)
  - (SCO 214) OT Skills & Functional Activities I / Budget Plan →
  - (SCO 175) Clinical Reasoning Occupational Therapy / Evidence Based Research – use of statistics

- (Oral communication)
  - (SCO 101) Introduction to Occupational Therapy / Cultural Presentation →
  - (SCO 215) OT Skills and Functional Activities II / Best Practice

- (Research and Information Literacy)
  - (SCO 110) Legal and Ethical Issues in Occupational Therapy / Annotated Bibliography
  - (SCO 205) OT Process: Physical and Development Disabilities / Research Paper

- (Technology literacy)
  - (SCO 110) Legal and Ethical Issues in Occupational Therapy / Introduction to Professional Portfolio
  - (SCO 215) OT Clerkship for Physical & Developmental Disabilities / Advanced ePortfolio
# General Education Competency Grid for OTA program

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<th>Baseline</th>
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1. Critical Literacy (Writing Intensive)
2. Quantitative Reasoning
3. Oral Communication
4. Research and Information Literacy
5. Technological Literacy
ePortfolio as Integrative Learning

- Assignments that support core competencies
- Continuing Across the curriculum
- Bridging academic learning and clinical skills
Examples of Best Practice

Videos from Spring 2010:

- James
- Kamika
Examples of OT Journey

Videos from Fall 2010:

- Vera
- Crystal
- Marcela
Advocacy Letter Prompt

☐ (– get one from Shrrell)
Critical Literacy Projects

- Advocacy Letter Example
  (→ get one from Shrrell)
ePortfolio enables Faculty Collaboration

- eP allows OTA faculty to view academic, clinical, and personal growth as the student progress through the program.
- eP encourages OTA faculty to develop course work and assignments that are staged through the entire program.
- eP provides OTA faculty with the opportunity to assess student attainment of educational competencies prior to graduation.
What do Students get from eP?

- Provides a repository of pre-clinical & clinical work
- Enhances technological competency
- Encourages exploration and development of creativity and individuality via multimedia expression
- Promotes ongoing review, reflection, and integration of course work throughout the program
- Creates a professional identity to help prepare for workplace and/or continued professional education
What have we learned?

- Faculty collaboration
- Pedagogical tool
- Assignment creation
- Assignment progression
- Culmination of knowledge (Capstone experience)
- Continuum of learning
- Complementary to traditional assessment
- Window to student’s world
What to take home?

- ePortfolio can work.
- Reflection takes time.
- Capstone is an evolution.
- Integrative learning fosters success.
- Results may vary.


Powell, S. Greenberg, N. (2009, March) ePortfolio: A Tool to Support Best Practice in Occupational Therapy Education, in Education Special Interest Section Quarterly,


Q & A

THANK YOU

http://www.lagcc.cuny.edu/eportfolio