

COURSE TITLE: SW 631 Seminar in Integrative Learning and e-Portfolio Development

TERM: Winter 2013

TIME: Thursdays, 12:00 p.m. – 2:00 p.m.

DATES (2012): Jan. 17, Jan. 24, Feb. 7, Feb. 21, Mar. 14, Mar. 28, and Apr. 11 (Class Showcase)

LOCATION: 2816

SEMINAR INSTRUCTOR: Adriana Aldana (aldana@umich.edu)

OFFICE HOURS: By Appointment

SEMINAR DESCRIPTION: This one credit blended learning course focuses on integrative learning and e-portfolio development for students in who have completed Foundation field instruction (SW515), are currently enrolled in Advanced field instruction (SW691), or have fully completed SSW field instruction requirements.

SEMINAR DESIGN

- Class sessions will meet a total of 7 times for two hours each session. During the last session of class, students will present their e-portfolios in a public showcase open to the SSW community.
- Students will be working in small groups throughout the term using a peer-mentoring model for professional, constructive support and feedback. These are designed to facilitate small group sharing of e-portfolio products and integrative learning processes
- Class sessions will consist of online modules that focus on each step of the portfolio building process, short didactic/demonstrations sessions, exercises and activities, including self-assessments, and generative interviewing
- Students will be required to schedule an individual “mid-term” meeting with the seminar instructors to review and receive feedback on their e-portfolio development

SEMINAR OBJECTIVES

Students in this seminar will:

1. Engage in activities that use integrative learning principles to facilitate knowledge transfer and link classroom, fieldwork, and personal experiences.
2. Identify, document, and link knowledge and skills across educational, professional, and personal experiences.
3. Create a beginning e-portfolio by completing the assignments listed below utilizing Google software and present this to the Social Work community in a showcase at the end of the term.
4. Identify individual “tacit knowledge” (the “know-how” as opposed to the “know-what” [facts] and the “know-why” [theory or science]. A simple example: one does not know how to ride a bike or swim due to reading a textbook, but only through personal experimentation, by observing others, and/or being guided by an instructor).
5. Demonstrate basic skills for integrative learning, generative interviewing, appreciative inquiry, giving and receiving professional feedback, and personal reflection.
6. Explore their roles as learners, leaders, and professionals and become prepared to speak fluently about their work and experiences, roles played in fieldwork and as agents for social change.
7. Develop meaningful relationships with student peers, seminar instructors, field instructors, and

other mentors who can be utilized as sources of inspiration and support.

8. Reflect on how social justice principles and processes are reflected in their work and how this can be strengthened.

SEMINAR ASSIGNMENTS

All assignments will have handouts and involve the use online modules to prepare each assignment component.

Students will be required to complete the following:

1. The 5 online modules and the exercises in each of the modules that address each component of the portfolio building and integrative learning process. The online modules are located at the course C-tools site.
2. An electronic portfolio that contains the following:
 - a. A solid working Professional Philosophy Statement. Refer to Online Module 2 for preparing this document.
 - b. 3 Key Learning Experiences. Refer to Online Module 3 for content and formatting options for these learning experiences. When possible embed/attach Supporting Documentation with each Key Learning Summary.
 - c. A Vision Page. Refer to Online Module 4 for details on how to develop this page.
 - d. A Welcome Page and Resume Page. Refer to Module 5 to develop these pages.
3. Before the final showcase, share your portfolio with your field instructor, a potential employer or your Faculty Advisor. Then write a 1 page reflection on this experience of sharing your professional portfolio and the learning you have gained about your own development as a professional social worker.
4. Throughout the term brief evaluations of each online module will be required in evaluating how helpful these modules have been for completing assignments, overall clarity of the material covered in the module and any feedback for improving the module.

FOUR CURRICULAR THEMES

- *Multiculturalism and Diversity* issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation)
- *Social Justice and Social Change* issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection
- *Promotion, Prevention, Treatment, and Rehabilitation* approaches will be addressed within the context of the student's orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences
- *Behavioral and Social Science* research approaches will be addressed within the context of the student's orientation and method. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences

- *Relationship to Social Work Ethics and Values*

Social work ethics and values will be addressed within the context of the student's orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks to inform students about professional conduct expectations and ethical comportment as a social worker.

RESOURCES

- SW631 CTools Site
- Google Site Link: <http://tinyurl.com/mswportfolio2012> for portfolio templates
- MPortfolio Technical Support (mporthelp@umich.edu)

STUDENTS IN NEED OF ACCOMMODATIONS

If you have a documented disability or condition that may interfere with your participation in this course; please schedule a private appointment with the instructors as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify the instructors so we can discuss appropriate arrangements.

GRADING FOR THE COURSE

This seminar will be graded as follows: S = Satisfactory or U = Unsatisfactory based on the final Portfolio Showcase. Throughout the term, the instructors will be giving verbal and/or informal written feedback as appropriate.

Grade of Incomplete: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an "I" grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor.* The student must formally request a grade of Incomplete from the instructors prior to the final week of classes.

A NOTE ON THE LEARNING ENVIRONMENT

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a "teacher and a learner" in the class will enhance the learning for all class members. To facilitate the co-learning environment, the instructors will provide useful and constructive comments, facilitate a safe forum for discussion and learning and be responsive to students' questions both in and out of class. A student is expected to be on time, prepared with any questions related to assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

SEMINAR REQUIREMENTS

Realizing that there are 7 total class sessions for this course, attendance and active participation are required and expected. Through the integrative portfolio-based learning process, the author (i.e.; student) is in control of their own learning and development and therefore the outcomes from this process can be richly diverse and well as continuous.

SESSION SCHEDULE

Session One -Jan. 17, 2013: Introduction to Integrative Learning and Portfolios

- Review of syllabus and course expectations
- Introduction to integrative learning methods and portfolio development
- Bridging life experiences/ classroom experiences and field work learning
- Outside of class: Review Online Module 1 and bring completed exercises to Session 2

Session 2 – Jan. 24, 2013: A Look at What You Have Accomplished and Your Values

- Bring Exercise 1 Inventory of Experiences and Exercise 2 Inventory of Values
- Outside of class: Review Online Module 2 and bring completed exercises to Session 3

Session 3— Feb. 7, 2013: The Professional Philosophy Statement

- Bring Draft Professional Philosophy Statement to Class Session
- Bring Hard Copy of Wordle
- Outside of class: Review Online Module 3 and complete exercises from this Module prior to Session 4

Session 4 – Feb. 21, 2013: Key Learning Experiences

- Bring Drafts of 2 Key Learning Experiences to Session
- Bring any supporting documentation for experiences. This may include course assignments, field learning products and other forms of documented accomplishments.
- Outside of class: Review Online Module 4 and bring completed exercises to Session 5

Session 5— Mar. 14, 2013: The Vision Statement

- Bring Draft of a 3rd Key Learning Experience, and Draft Vision Statement
- Bring Laptop to Session
- In-class demonstration of technology and design of Portfolios and using Google Sites
- Outside of class: Review Online Module 5 prior to Session 6

Session 6 – Mar. 28, 2013: Putting the Portfolio Pieces Together

- Guidelines for e-Portfolio Showcase Distributed
- Individual Work time and Peer Feedback
- Outside of class: Meet with Course Instructors about your portfolio development prior to the Showcase (Session 7)

Sign up for individual appointments with each of the course instructor between Mar. 28 and Apr. 9.

Session 7– Apr. 11, 2013: Portfolio Showcase

- Share your e-portfolio and receive feedback
- Submit reflection summary of your experience with sharing your e-Portfolio with field instructor, potential employer or Faculty Advisor
- Developing additional products and next steps
- Completion of the Student Authorization for Release of e-Portfolio (if you agree to share your e-Portfolio with another class or other UM students/faculty). Editing services will be available

IMPORTANT INFORMATION ON AN EVALUATION PROJECT COMPONENT TO THIS COURSE

We are working on an evaluation project that seeks to investigate how students experience learning

with instructional technology (e.g., online modules, Google sites). We plan to use this evaluation project to help us understand the best ways to incorporate instructional technologies in graduate social work courses and to enhance how future students experience learning with these technologies. In this class, the main assignment is to develop an e-portfolio. What we are doing with the main assignment is what we would normally do for this course, regardless of the evaluation project. We plan to analyze the class use of these instructional technologies as part of the project. In any presentation of the results, we will not include your name or any identifying details. If we plan to quote extensively; e.g., more than a few lines or phrases from your e-Portfolio, we will follow up with an email to check that this is acceptable to you. *Please note that the evaluation project will have no influence on your course grade.* Please speak with Mary Ruffolo or email her (mruffolo@umich.edu) if you have any questions or concerns about the evaluation portion of this project.