UNIVERSITY OF MICHIGAN
School of Social Work

COURSE TITLE: SW 631 Integrative Learning and e-Portfolio Development Web-based Course
TERM: Fall 2014
LOCATION: Web-based Course
SEMINAR INSTRUCTOR: Mary Ruffolo (mruffolo@umich.edu)
SEELIO TEAM CONSULTANTS: Moses Lee, Emily Keller-Logan, Holly Stuard
OFFICE HOURS: By Appointment

COURSE DESCRIPTION: This one credit web-based course focuses on integrative learning and e-portfolio development. The participants will engage in web-based generative learning sessions, complete podcasts and learning modules, and develop a professional portfolio. The participants will learn about the steps involved in a job search and develop skills for the interview process.

COURSE DESIGN

- There are two live web-based blue-jeans required sessions for this course (Sept. 19th and Nov. 19th).
- Students will be working in small groups 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. These small groups will meet using Blue Jeans conferencing and will be scheduled by the group participants.
- Podcasts that focus on each step of the portfolio building process and a self-paced Captivate module will be used as primary resources for students as they develop their Seelio professional portfolio.
- Students will schedule an individual web-based meeting with the seminar instructor to review and receive feedback on their e-portfolio development

COURSE OBJECTIVES
Students in this course 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 the Seelio platform and present this work in a live web-based 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, 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.

COURSE ASSIGNMENTS
Students will be required to complete the following:
1. Review the podcasts and the self-paced Captivate Module.
2. Participate in a Generative Interviewing Team and meet at least 3 times using Blue-Jeans or other web-based tools for peer consultation.
3. Develop an electronic portfolio on the Seelio Platform that contains the following:
   a. A solid working Professional Philosophy Statement.
   b. 3 Key Learning Experiences(Work Projects). When possible embed/attach Supporting Documentation with each Key Learning/Work Project Summary.
   c. Updated Resume
4. Meet with the Course Instructor about your e-portfolio development at least once during the summer using Blue Jeans or in person.

5. Share your portfolio with your field instructor, or a potential employer. 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. Submit this reflection on ctools using the drop box system.

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 C-Tools Site

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.

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
Sept. 17 Blue Jeans Session from 12:00 to 2:00:
Introduction to Integrative Learning and Portfolios –Live Web-based Session
- Review of syllabus and course expectations
- Introduction to integrative learning methods and portfolio development
- Bridging life experiences/ classroom experiences and field work learning

Nov. 19 Blue Jeans Session from 12:00 to 3:00 p.m.:
Portfolio Showcase –Live Web-Based Session
- **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 (Due Dec. 3rd)**
- 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

Resources:

Cambridge, D. (2008). Layering networked and symphonic selves: a critical role for e-portfolios in employability through integrative learning.   *Campus wide Information Systems* 25(4), 244-262.

Cambridge, D. (2010). *Eportfolios for lifelong learning and assessment.* CA: Jossey-Bass.

Schatz, M. (2004) Using portfolios: integrating learning and promoting for social work students. *Advances in Social Work* 5(1) 105-123.

Swingonski, M., Ward, K. , Mama, R., Rodgers, J. & Belicose, R. (2006) An agenda for the future: student portfolios in social work education. *Social Work Education* 25, 8, 812-823.

Tubaishat, A., Lansari, A., & Al-Rawi, A. (2009). E-portfolio assessment system for outcome-based information technology curriculum. *Journal of Information Technology Education* 8, 43-54.

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, Seelio). 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.