



Assessment Institute 2020, IUPUI Indianapolis, Indiana

Implementing Project-Based Micro-ePortfolios: Community Engagement Through Student-Community Client Partnerships Using High Impact Practices

Debbie Oesch-Minor, Senior Lecturer, IUPUI

Hosted by Scott Weeden, Senior Lecturer, IUPUI

Featuring Amelia Bragg, Sophie Carrison, Katy Hole, Kelly Johnson,

Natalie Muhammed, Anthony Rea, and Annemarie Stacey



Use your cell camera to
scan the bar code to
access the Wordpress
page + Powerpoint



Assessment Institute 2020, IUPUI Indianapolis, Zoom

Follow along by searching

Oesch IUPUI Wordpress

Find the Tab: Assessment Institute 2020

<https://oeschminoruiupui.wordpress.com/2020-assessment-institute/>

This is an argument for more flexibility in the way we conceptualize and use folio thinking as part of rigorous examination of the value of ePortfolios.

Micro-ePortfolios provide unique opportunities for students to build self-contained, reflective ePortfolios that document learning related to a specific objective or objectives AND create low-risk opportunities for faculty to experiment with ePortfolios.

Innovations in ePortfolios

Micro-ePortfolios

Micro ePortfolios

- **Project Oriented**
- **Self-Contained**
- **Versatile and Adaptable**
- **Highly Portable**

**All of the flexibility and pedagogical benefits
of ePortfolios implemented at project scale**



Project Oriented Self Contained ePortfolio

IDEAL FOR

- Team Projects
- Multi-Component Course Projects
- Partnerships with Community Clients
- Professional ePortfolio Excerpt
- Internships/ Study Abroad
- Undergraduate Research



Home

About Our IUPUI Team

Executive Summary

Recommendation Report



**Micro-ePortfolio:
Student/Team logistics project
prepared for Indy Humane**

Prepared for: Indyhumane

**Canine Transport Program
Recommendation Report**

The goal of this project was to create a transportation system
between Indyhumane and other animal shelters in Indiana.

Prepared by: IUPUI student-writing consultants
(Meet our IUPUI team)

Date: April 23, 2019

**Transport a
Puppy with
Indyhumane**



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Highly Portable

With One URL Micro-ePortfolios Can Be Added to

- Emails
- Course-Oriented ePortfolios
- Graduation ePortfolios
- Websites
- Internship/ Study Abroad Platforms
- Resumes
- Professional Websites like Linked In

**Micro-ePortfolio:
Student/Team
marketing project
prepared for
Champions Together**



Opportunities to Layer High Impact Practices

Micro-ePORTFOLIOS CAN STACK HIPs

- Writing Intensive Projects
- Collaborative Assignments
- Undergraduate Research
- Service Learning/Community Based Learning
- Capstone Experiences & Signature Assignments



Professional Writing Skills
Professor Oesch-Minor
Spring 2019

**Micro-ePortfolio:
Student/Team suggestions for
turning RSVPs into
event attendance prepared for
Indiana State Museum**



**Authentic Assignment + Authentic Audience + Authentic Outcomes:
Team Recommendation Report for a Community Client**

IUPUI W231 Professional Writing Skills

IUPUI W231 Professional Writing Skills

- Over 40 sections fill each year
- Meets a 200-level writing requirement
- Caps at 25 students
- Earn RISE credit for “E” Experiential Learning

Approximately 1,000 students enroll in W231 each year

W231 Student writing consultant teams created recommendation reports for over 150 community clients



IUPUI W231 Professional Writing Skills

ALL SECTIONS REQUIRE

Three Writing Projects/ one of the three is the

10-Week-Scaffolded Team
Recommendation Report Project

- Faculty creativity encouraged
- Support from the course coordinator, Gail Bennett
- Writing Program faculty workshops twice each year
 - Applied Research Project/ARP Booklet provided



IUPUI W231 Professional Writing Skills

150 Community Clients

x 200 Total hours of student research, analysis, writing
per team across 10 weeks

= 30,000 hours of student service to the community

Micro-ePortfolios allow students to deliver reports to client efficiently AND include a complete picture of the research, local study, team roles, and report in context and conversation with ongoing research.



IUPUI W231 with Oesch-Minor

- **Writing Project 1:** Landing a Client, Asking for a Project Challenge, and Pitching the Client's Challenge to the Class
 - VOTE: Elect 5 community client projects
- **Writing Project 2:** 10-Week Team Recommendation Report Project **Constructed in a Micro-ePortfolio**
- **Writing Project 3:** Reflect on the Recommendation Report Experience/ Compose a Next Step Document



Rhetorical Context and Hyper-Textuality

- Micro-ePortfolio are valuable tools for teaching Rhetorical Context and the roles of audience and purpose in writing
 - **No more hypothetical scenarios and fake assignments**—students are writing to a specific audience and reaching them through the internet-based micro-ePortfolio
- Micro-ePortfolio provide [Hyper-Textuality](#) by linking comments and sources directly to ongoing conversations through hyperlinks
 - [\[link to Mike Sandbothe's "Interactivity - Hypertextuality - Transversality. A media-philosophical analysis of the Internet"\]](#)
- Makes Often Invisible Stages of Projects Visible
- **EXAMPLE: Sharing outcomes from a local study in W231**



Katy Hole

- **TEAM:** Fishers Test Kitchen
- **CHALLENGE:** Cultivating a loyal customer base through social media

The micro-ePortfolio provided innovative ways to share findings from our **local study**

- Charts in the Appendix
- Hyperlink to the survey tool



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Prepared for Fishers Test Kitchen & City of Fishers by a Team of IUPUI W231 Professional Writing Student Consultants



IUPUI Faculty Consultant: D.J. Oesch-Minor
Completed May 5, 2020

Recommendation Report Table of Contents



IUPUI

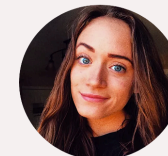
About Us

Meet our team!



Christina Poetz

Christina is a sophomore at IUPUI. She plans to major in Journalism with a concentration in Public Relations and a Communications minor. Poetz's focus was to design & create the website, analyze the survey data, write a portion of the analysis, and help edit the writing. She plans to be a PR Director for an NBA team.



Nicole Reitz

Nicole is a sophomore at IUPUI. She plans to major in Sports Journalism and minor in Media Communications. Reitz's focus was to write the executive summary and edit references. She plans to become a sports journalist for an MLB team.

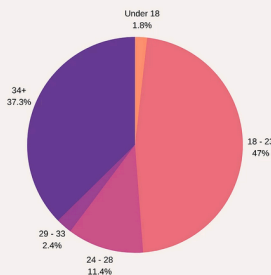


Katy Hole

Katy is a Junior at IUPUI. She plans to major in Communications Studies. Katy's focus was writing sections about the types of events that drive business as well as the introductions and closings for the project and editing wherever needed. She plans to work as a corporate trainer or in sales.

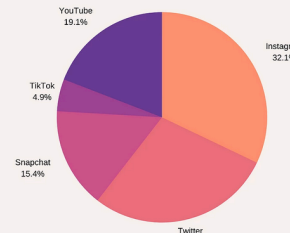
Micro-ePortfolio as Versatile for Sharing Data

- Hyperlinks to team online surveys and findings
- Helps bridge the Analysis and Recommendations



What age range do you fall into?

Which of the social media platforms listed below do you use the most?



Introduction + Methodology

Research Goal

Our team's goal was to work with the scope of determining how to market to our customer base through social media marketing. In order to tackle this research, we researched a broad body of information in relevance to social media marketing. We used to conduct the research included: social media marketing, social media platforms, social media content creation, benefits of social media interaction, restaurant incentivization, loyalty programs, etc.

Division of the Research Process

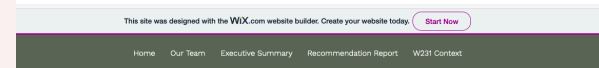
To facilitate the research process, we divided the research into topics that were researched by a different team member.

- Adebola researched Social Media content and the benefits of planning
- Christina researched the Value of Planning and Creativity in Food Content
- Crysta researched Using the Power of Social Media to Market to Young Adults
- Katy researched Opportunities for Restaurants to Target Demographics on Social Media to Increase Business on Weeknights Through Events
- Mack researched Using Social Media to Showcase Your Food Photography
- Nicole researched Social Media and Retail.

Through individual research, a twenty-one source annotated bibliography and team meetings, we discussed our personal findings and we were able to understand the scope of the project. And we determined that the most common recommendations for the Fishers Test Kitchen would be these three recommendations. We solely focused on these three recommendations.

- The Effectiveness of Social Media for Marketing to Young Adults (Millennials/ Gen-Z)
- The Importance of Planning and Strategizing for Social Media
- Translate the Demographic Information Into Physical Bodies in the Test Kitchen

However, we still wanted to know the choices of consumers and did not want to base it on common sense. Over the course of our research, our team relied primarily on two



Our Recommendations

The three recommendations in this report focus on driving business to the Fishers Test Kitchen through social media marketing. The team examined how to reach the target audience, post content, planning ahead and loyalty programs, and events that would draw customers into the building. All recommendations are based on extensive research and a local study.

Recommendation One: Using Social Media As A Marketing Tool, Best Practices and How to Target a Younger Audience

- Using Social Media to Attract a New, Younger Audience
 - Use the Power of Social Media to Market to Gen Zers

Recommendation Two: Make a Plan to Use Multi-Channel Marketing to Grow your Restaurant's Business

- Social Media Content Creation: Make a Plan for the Best Results
 - The Benefits of Blending Social Media Marketing and Traditional Marketing for Restaurants
 - Restaurant Social Media Success Plan: Keep It Fresh and Plan Ahead
 - Value of Planning and Creativity in Food Content Marketing
 - Using Social Media to Showcase Your Food Photography to Interest an Audience

Recommendation Three: Get Them Through the Door, How Interaction on Social Media Leads to Interaction in Person

- Social Media and Retail- The Money is in the Numbers
- Fast-Food-Gone-Gourmet is Using Social Media in a New Way
- Opportunities for Restaurants to Target Demographics that are Active on Social Media to Increase Business on Weeknights

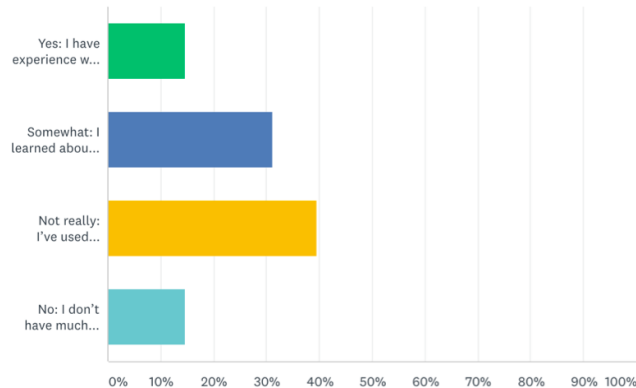


Public Facing ePortfolios and Micro-ePortfolios in W231: Supported Student Understanding of Secondary Research

UNDERSTANDING RESEARCH STRATEGIES PRE

I am familiar with secondary research strategies on academic databases as well as the Internet and use Boolean operators to refine the scope of my searches. I can also assess the value and validity of resources.

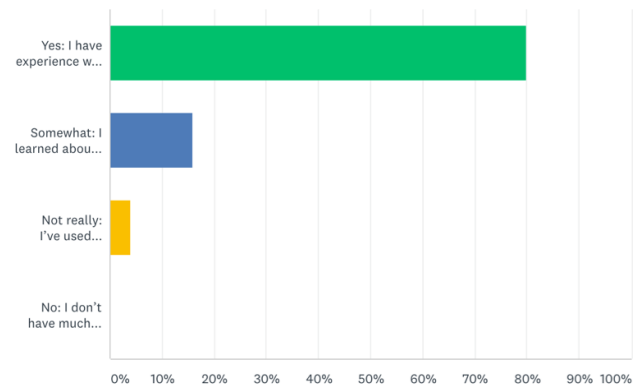
Answered: 48 Skipped: 0



UNDERSTANDING RESEARCH STRATEGIES POST

I am familiar with secondary research strategies on academic databases as well as the Internet and use Boolean operators to refine the scope of my searches. I can also assess the value and validity of resources.

Answered: 25 Skipped: 0



Pre-Post Survey W231 IUPUI Oesch-Minor students 2019



Micro-ePortfolio & It's Place Among ePortfolio Innovations

VALUE of Micro-ePORTFOLIO: Documents Learning as a Process— Creates Transparency

Micro-ePORTFOLIOs provide avenues for students to document and share each step of their research and learning to create transparency: ePortfolios make invisible aspects of their learning process VISIBLE for personal reflection, faculty/program assessment, and professional advancement

It Takes More Than A Major:

*Employer Priorities for College Learning
and Student Success*

Key findings from survey among 318 employers
Conducted January 9 – 13, 2013
for



Cited by Dr. Tia McNair 2014

Employers Want Students to Participate in HIPs and Have Evidence of Learning

Employers believe a variety of emerging educational practices have the potential to help graduates succeed.

■ Will help a lot to prepare college students for success after graduation ■ Will help a fair amount

Expecting students to develop the skills to research questions in their field and develop evidence-based analyses



Students complete significant project before graduation, demonstrating knowledge in major & analytical, problem-solving, communication skills



Students complete internship or community-based field project to connect classroom learning with real-world experiences



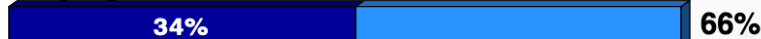
Expecting students to develop the skills to conduct research collaboratively with their peers



Students acquire hands-on experience with the methods of science to understand how scientific knowledge is developed



Expecting students to work through ethical issues and debates to form their own judgments about the issues at stake



Key Findings

It Takes More Than A Major:

Employer Priorities for College Learning and Student Success

Key findings from survey among 318 employers
Conducted January 9 – 13, 2013
for

 Association of American Colleges and Universities

- ◆ **Innovation is a priority** for employers, and they report that the challenges their employees face today are more complex and require a broader skill set than in the past.
- ◆ Employers recognize **capacities that cut across majors** as critical to a candidate's potential for career success, and they view these skills as **more important than a student's choice of undergraduate major**.
- ◆ Employers recognize the **importance of a liberal education** and the liberal arts. The majority agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for long-term career success.
- ◆ Employers endorse education practices that involve students in active, effortful work and the **application of skills**.
- ◆ Employers express **interest in e-portfolios** and **partnerships** with colleges to ensure college graduates' successful transition to the workplace.

It Takes More Than A Major:

*Employer Priorities for College Learning
and Student Success*

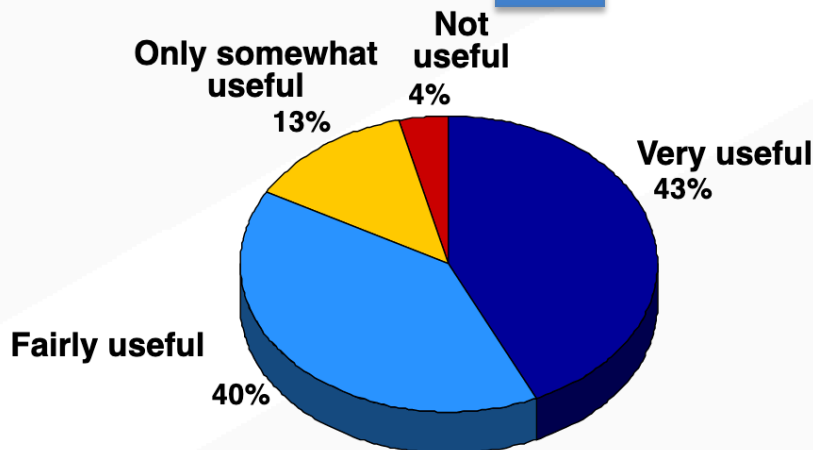
Key findings from survey among 318 employers
Conducted January 9 – 13, 2013
for



Micro-ePortfolios Provide Documentation that Is Useful to Cultivate Future Opportunities

Employers say that an electronic portfolio of students' work and knowledge areas would be useful in evaluating candidates for hire.

In addition to a recent college graduate's résumé and college transcript . . . how useful would it be to see an electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, evidence-based reasoning, ethical decision-making)?



**Evidence of student participation in HIPs
documented using tools like micro-
ePortfolios is beneficial for**

**Students
Faculty
Employers**



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Micro-ePortfolios as a Practical Tool for Teaching and Assessment

THEORY MEETS PRACTICE

The Challenge:

Getting faculty members and academic programs unfamiliar with ePortfolio to try ePortfolios

Micro-ePortfolios are a good introduction

Common Faculty Objections:

- I don't know how to use the technology
- I don't have time to teach technology
- I don't see why this matters more than a good 'ole APA research paper
- I never did that when I was in school



Micro-ePortfolios Integrated at the Course Level

- To support faculty members as they consider and experiment with ePortfolios, advocates can
 - **Share benefits**
 - **Explain expectations**
 - **Provide examples**
 - **Address fears**



The Reality:

Getting faculty members to try Micro-ePortfolios

- I don't know how to use the technology: **but your students already do**
- I don't have time to teach technology: **you don't have to—but if you want to highlight the basics, it takes about 15 minutes**
- I don't see why this matters more than a good 'ole APA research paper: **think both-and rather than either-or**
- I never did that when I was in school: **that doesn't mean it isn't valuable now, in the age of internet learning**

Add one Micro-ePortfolio to one class: see the benefits for yourself

Add one Micro-ePortfolio to each year in your major: analyze the outcomes



Benefits for Faculty

- Demonstrates Student Mastery of Course Concepts
- Enables Faculty to See Students Creativity and Innovation as They Curate Their Work
- Quick Links to Research and References
- Easily Accessible and Easily Navigated to Expedite Assessment and Evaluation



Image from Faculty Focus
<https://www.pinterest.com/pin/383509724497930543/>



Tangible Benefits for Students

- Hyper Contextualizes the Project
- Convenient for Building and Sharing Materials
- Supports Curation of Artifacts [not one and done]
- Lives on After the Class
- Gives Student More Control of Their Educational Experience



Image from Faculty Focus



Sophie Carrison & Annemarie Stacey

- **TEAM:** Women4Change
- **CHALLENGE:** Best marketing practices for student organizations

The micro-ePortfolio provided FREEDOM to be creative and make it our own—we had more control of our learning and our project

Technologies prepared us for the future: Digital tools we used laid a solid foundation for a successful project when classes moved online because of Covid 19



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WOMEN4CHANGE RECOMMENDATION REPORT

BEST MARKETING PRACTICES FOR STUDENT ORGANIZATIONS: FREE GIVEAWAY ITEMS, IN-PERSON ADVERTISEMENT, AND STRONG TWITTER PRESENCE



PREPARED FOR ISRA HAIDER AND THE IUPUI
WOMEN4CHANGE CHAPTER

PREPARED BY IUPUI W231 STUDENTS
SOPHIE CARRISON, ANNEMARIE STACEY,
LAUREN SHAFFNER, HANNAH BOWLES

DATE RELEASED: MAY 5, 2020

[HOME](#) [THE TEAM](#) [RECOMMENDATION REPORT](#)

MEET THE TEAM

Sophie Carrison



My name is Sophie Carrison and I am currently a freshman at IUPUI. I am a Biology major and hope to eventually become a physical therapist. When not focusing on school, I work in a research lab. I have been interested in joining the Women4Change organization and would like to become a more active member in future semesters. I feel as though the organization is a great and educational opportunity for all students. For this reason, I was drawn to helping the organization in any way.

My Project Contributions:

- Report intro and conclusion
- Analysis for recommendation #3 (except paragraph about testimonials)
- Recommendation list

Annemarie Stacey



My name is Annemarie Stacey, and I am a junior here at IUPUI. Psychology major here at IUPUI. I am a Michigander at heart, born and raised. I am on a track to work with children who have Autism (ASD) as either an ABA therapist or working in the school systems. I wanted to be apart of the Women4Change project because I love the empowerment I get from other women who are out there making a difference in the world. I think women are finally getting a bigger voice in society and we need to come together to make our voices heard louder. Giving everyone equal chances in life and standing up for what you believe in are so important to me and this group really makes me feel like my voice and opinion matter, so helping them in any way felt like

Lauren Shaffner



My name is Lauren Shaffner and I am a junior here at IUPUI. I am majoring in Health Sciences and hope to attend physician assistant school after undergrad. I have a year and a half year-old golden who basically runs my life, but when I'm not with him I am finding ways to be my best self. I wanted to get involved with Women4Change because I am all about educating and empowering all people. I think that this organization really makes an influence not only in politics, but embracing women as a whole. This is a concept that is really important to me.

My Project Contributions:

- Methodology with Annemarie
- Transmittal Letter (not included in word count)
- Analysis (recommendation:

Hannah Bowles



My name is Hannah Bowles and I am a freshman at IUPUI. I'm majoring in Civic Leadership in hopes of one day going to the McKinney School of Law. When I am not focusing on my studies, I am hanging out with friends and family. I wanted to be part of the project for Women4Change because I really value women being involved politically, and what better way to express this passion than working directly with their organization to make a difference.

My Project Contributions:

- Full Executive Summary
- Analysis Part 1 (Recommendation #1)
- Analysis add-on to Recommendation #2
- Last minute revisions/ Website editor
- Review of Literature

Sophie Carrison & Annemarie Stacey

- The micro-ePortfolio was more than a file folder, it encapsulated and demonstrated everything we were learning
- Annemarie: "The micro-ePortfolio helped me speak to both the topic and organization using skill we learned in class . . . The way we presented the report and evidence helped us demonstrate our credibility and compel the client to embrace team recommendations."
- Sophie: " From a STEM background as a Bio major, this would be an awesome tool for organizing, reporting, and sending out lab/research information. This tool is definitely not strictly for writing classes and can be integrated into so many different aspects, like resumes, lab reports, and research opportunities."
- <https://scarrison16.wixsite.com/w4c-recreport>



Recommendation #3: Establish a Stronger Twitter Presence for Event Information Distribution
Our team sought to determine how enhancing Women4Change's Twitter presence could benefit the organization's event attendance. The team researched how to utilize social media for marketing and what platforms seem to be most popular among students in college.

Figure 4 illustrates often, a question

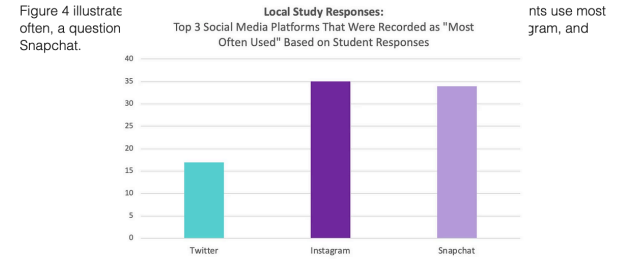


Figure 4 shows the distribution of responses when asked the question, "What forms of social media do you most often use?"

While Instagram and Snapchat rank slightly above Twitter, according to the local study survey conducted and presented in Figure 4, based on previous conversations with Isra Haider, Women4Change already has an active Instagram account and did not foresee Snapchat as a feasible medium. As a team, we feel that Twitter has many benefits and can prove to be a promising platform to pursue.

Using Twitter as a Way of Developing a Community for Women4Change Active and Potential Members on Social Media

The idea of belonging to a community is, what some say, drives the desire to use social media platforms, such as Twitter. According to an article written about the effectiveness of online advertising, "Research proves that the main motivators for using these web pages are driven by consumer's need to build and nurture social relationships" (Pikas & Sorrentino, 2014, p. 71).

HOME THE TEAM RECOMMENDATION REPORT

LOCAL STUDY

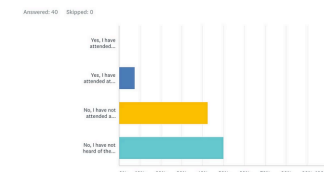
In order to identify the specific results for marketing and finding the optimal way to spread the Women4Change organization, we constructed a survey that consisted of questions that would identify the critical data we needed. This was our second wave of research on how popular the organization was/was not and how to reach the attention of college students.

We have added the survey link for the survey for opportunity to read through it or take it yourself: [Women4Change Survey Monkey](#)

Question #1: Have you ever attended an event or activity hosted by IUPUI's Women4Change organization?

Answer Selection:

- Yes, I have attended multiple Women4Change events
- Yes, I have attended at least one Women4Change event
- No, I have not attended a Women4Change event
- No, I have not heard of the Women4Change organization



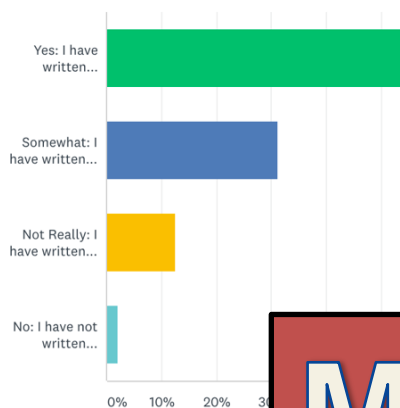
ANSWER CHOICES	RESPONSES
Yes, I have attended multiple Women4Change events	0.00% 0
Yes, I have attended at least one Women4Change event	7.50% 3
No, I have not attended a Women4Change event	42.50% 17
No, I have not heard of the Women4Change organization	50.00% 20

Public Facing ePortfolios and Micro-ePortfolios in W231: Can Help Emphasize the Role of Reflection

UNDERSTANDING THE ROLE OF REFLECTION PRE

I understand the role of reflection and have used writing as a way to reflect on my growth as a thinker and writer in previous classes in high school and/or college.

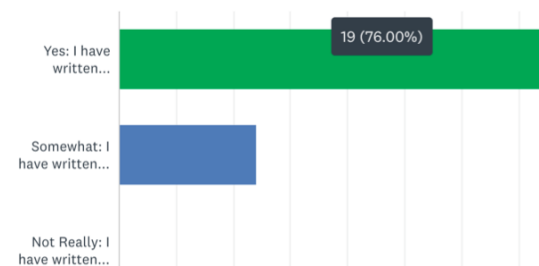
Answered: 48 Skipped: 0



UNDERSTANDING THE ROLE OF REFLECTION POST

I understand the role of reflection and have used writing as a way to reflect on my growth as a thinker and writer in previous classes in high school and/or college.

Answered: 25 Skipped: 0



Metacognition in 3D

Pre-Post Survey W231 IUPUI Oesch-Minor students 2019

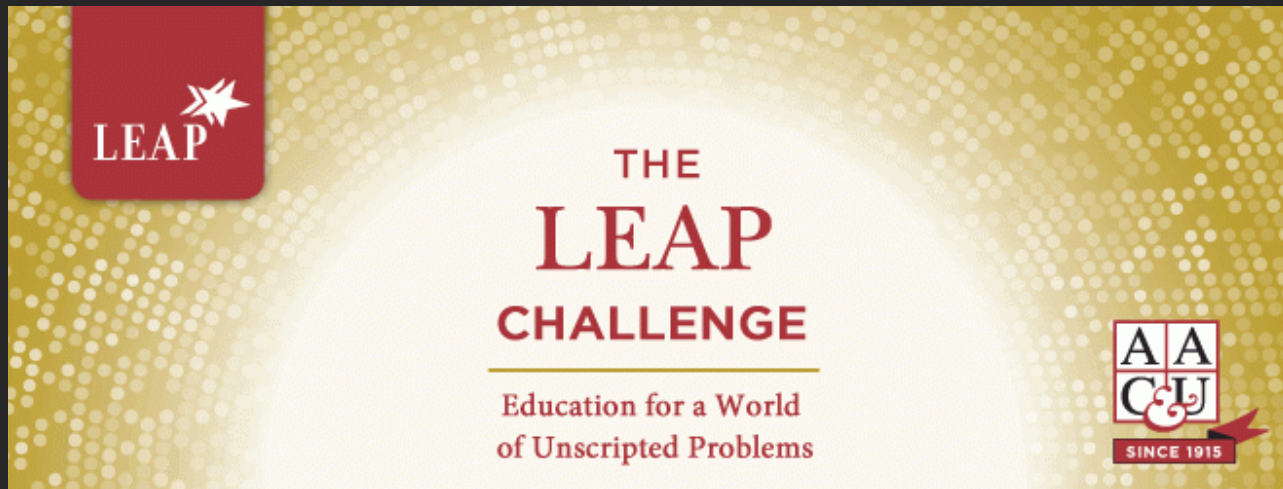


ENGAGED LEARNING EXAMPLE

Micro-ePortfolios: Meta-High Impact Practice

W231 Professional Writing Skills

W231 student-community client partnerships embodies the AAC&U LEAP Challenge through engaged learning



Graduate Relevant Problem Solvers

- **AAC&U LEAP Challenge**

“The LEAP Challenge calls on colleges, universities, and community colleges to help each student identify a problem or question that matters, both to the student and to society, and complete a significant project related to that problem or question” ([Schneider](#)).

- **Signature Assignments**

- **High Impact Practices**

- *Innovative Course Design*
- *Dynamic Assignments*

*PROBLEM SOLVERS:
\$0.20 portable
blood centrifuge
to test for malaria*



Dr. Manu Prakash, Stanford



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Micro-ePortfolios as Authentic Outcome for Signature Assignments

A Meta-High Impact Practice



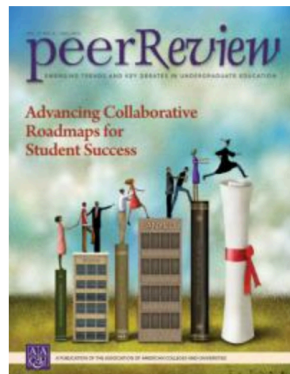
Association of American Colleges & Universities
A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

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SEARCH

[Home](#) > [Peerreview](#) > 2015 > [Advancing Collaborative Roadmaps for Student Success](#)



Fall 2015, Vol. 17, No. 4

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Peer Review

Reflective E-portfolios: One HIP to Rule Them All?

By: David Hubert, Jason Pickavance and Amanda Hyberger

As colleges and universities embrace high-impact practices (HIPs), we can envision a future—as yet a fantasy world—where they become more common, anchored in curricular pathways and designed to improve the retention and graduation rates of new majority students. At the same time, we see the accelerating adoption trajectory of electronic portfolios (e-portfolios), which suggests that they might also become commonplace in our higher education system. What would the educational landscape look like in this future where HIPs and e-portfolios took prominent places in the lives of students at colleges and universities?



PEER REVIEW

[About Peer Review](#)

[Current Issue](#)

[Previous Issues](#)



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Authentic Assignments with Outward Facing Options like Micro-ePortfolios Cultivate Engaged Learning for Students

“Wicked Students [are]

- Open to new challenges
- Deliberate and thoughtful
- Able to draw from multiple areas
- Able to adapt ideas and technologies to new settings
- Able to ask the right questions
- Not afraid to fail and able to try again”



Photo from Roanoke College Website

Paul Hanstedt,
Roanoke College



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Anthony Rea

- **TEAM:** IUPUI Housing
- **CHALLENGE:** Best practices for assigning roommates and first year roommate retention
- The micro-ePortfolio is a flexible format that is also highly portable
- **BEST PARTS:** Having more independence as part of a team. The micro-ePortfolio is not one size fits all. It is flexible enough to meet different team members' goals.



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IUPUI Housing & Residence Life Recommendation Report: Best Roommate Practices

Made for Josh Skillman, Associate Dean of Students/Director of
Housing and Residence Life.

Recommendation Report

[Executive Summary](#)

[Introduction and Methodology](#)

[Analysis Part 1](#)

[Analysis Part 2](#)

[Analysis Part 3](#)

Authors of The Recommendation



Evan Frazer

I'm Evan Frazer. I grew up in Marshall, Illinois and Chicago and I now reside in the Indianapolis area. My major at IUPUI is Communications.



Caitlin Way

My name is Caitlin Way. I was raised in Fairland, Indiana and now live in Downtown Indianapolis. I am currently attending IUPUI and pursuing a major in Policy Studies.



Anthony Rea

I am Anthony Rea. I am majoring in Philosophy and minoring in Psychology. I lived in St. John Indiana my whole life until I moved out and now I reside in Indianapolis attending IUPUI.



Brandon Adams

My name is Brandon Adams. I was born and raised in New Palestine, Indiana. My major at IUPUI is Psychology.



Katie Tyson

My name is Katie Tyson. I am from Greenwood, IN and I'm currently attending IUPUI. I am pursuing a degree in Biology.



Anthony Rea

- Different and new: Daunting at first
- Help us stay organized
- Simple/Easy to access
- Used it to apply for an internship
- Reflected curation of our work
- "Built for the audience"
- <https://brandensa14.wixsite.com/roommaterreport>

Presents a visible body of work that's authentic and reflects the research that the team performed that can be shared with other potential clients or academics.

Recommendations

The recommendations in this report are based on information collected through internet-research and a local study. We have came up with three recommendations that we feel will benefit IUPUI Housing and Residence Life. Our main focus was to find ways to match roommates that promotes harmony and decreases students dissatisfaction.

Recommendation #1: Pair Roommates Based on Personality Similarities

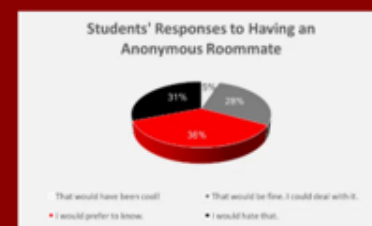
- Incorporate a personality test into your pairing process
 - Option 1: Incorporate the Myers-Briggs personality test
 - Option 2: Incorporate the NEO-PI-R personality test to determine personality traits based on the Big Five Factor model of personality
 - Option 3: Incorporate a questionnaire measuring degrees of independence and affection into your pairing process
 - This could be independent or combined into one of the personality tests mentioned above

Recommendation #2: Keep roommate assignments anonymous until move-in day

- Prevent students from looking each other up on social media
- Improve the students' perceived similarity

Recommendation #3: Administer a Conflict Management course to incoming students.

- Create a conflict management course for incoming students.
- Better prepare and prep RA's for roommate conflict and problem solving situations.
- Improve the personal efficiency and compromising abilities of incoming students.
 responses to reach a favorable number we considered to be significant, we input the data for each question into Microsoft Excel to construct graphs for each question to help visualize the significance of the answers for each question.



Appendix C: Annotated Bibliography

Bahns, A. J., Crandall, C. S., Canevello, A., & Crocker, J. (2013, March). Deciding to dissolve: Individual- and relationship-level predictors of roommate breakup. *Basic and Applied Social Psychology*. Retrieved October 15, 2019, from <https://web.b.ebscohost.com/ehost/detail/detail?vid=59541-7444206-3051-6671-61616ac04049dc-y-ssamz03016444-10Npd21q2WttrQ1L212Q---&AN=86160049&db=apb>.

College freshman who roomed together with random roommates had a similar possibility of having success or dissolving later in the year. When they roomed together, the school had made a questionnaire containing preferences of the students that would have made them better pairs however, it was individual factors that made the students decide to end the non romantic relationship and the availability of abandoning the current roommate pairing. When the college allowed students to separate at the end of the year, many students did indeed separate.

Bland, H. W., Melton, B. F., Welle, P., & Bigham, L. (2012). Stress tolerance: New

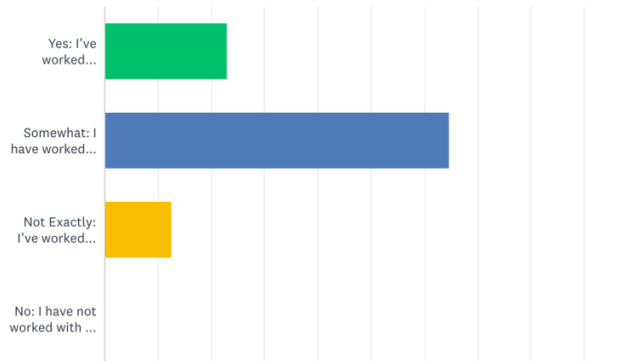


Public Facing ePortfolios and Micro-ePortfolios in W231: Clarify Team Roles

UNDERSTANDING TEAMWORK PRE-SURVEY

I have experience working with peers on a multi-week project and know the strengths I'll bring to a team as we tackle the client interview, project research, chart building, report writing, and website design of the recommendation report for our community client.

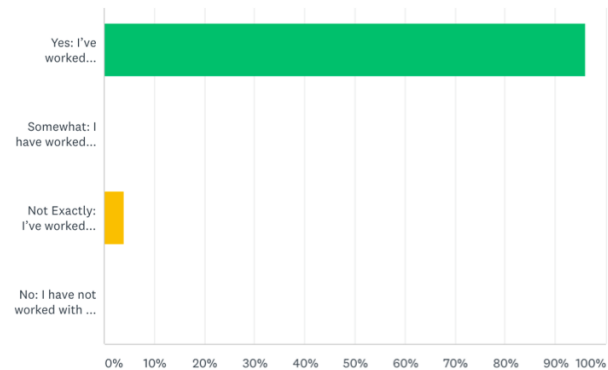
Answered: 48 Skipped: 0



UNDERSTANDING TEAMWORK POST-SURVEY

I have experience working with peers on a multi-week project and know the strengths I'll bring to a team as we tackle the client interview, project research, chart building, report writing, and website design of the recommendation report for our community client.

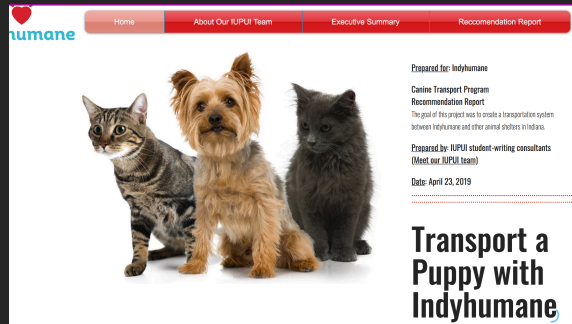
Answered: 25 Skipped: 0



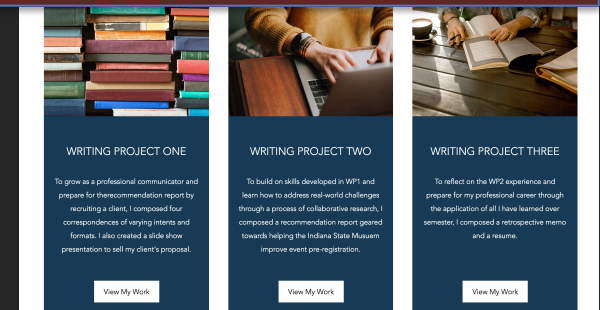
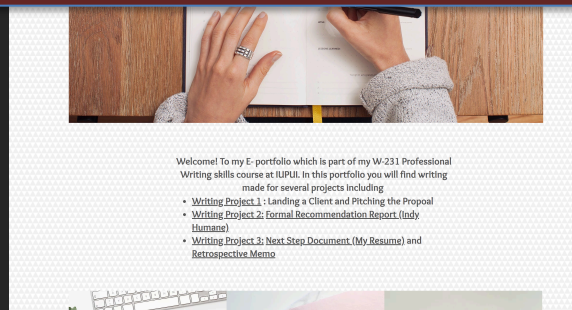
Pre-Post Survey W231 IUPUI Oesch-Minor students 2019



W231 Professional Writing Skills: Course ePortfolios



Team Designs Above — Chief Designer's Personal ePortfolios Below



Kelly Johnson

- **TEAM:** 4WARD
- Current W231 Professional Writing Skills student writer/consultant
- Completed a course oriented ePortfolio in her first-year writing class
- Is one month into research for the team project
- As a student returning to college after years in the professional world, the experience blending technology AND a real world team project reinforces learning in practical ways

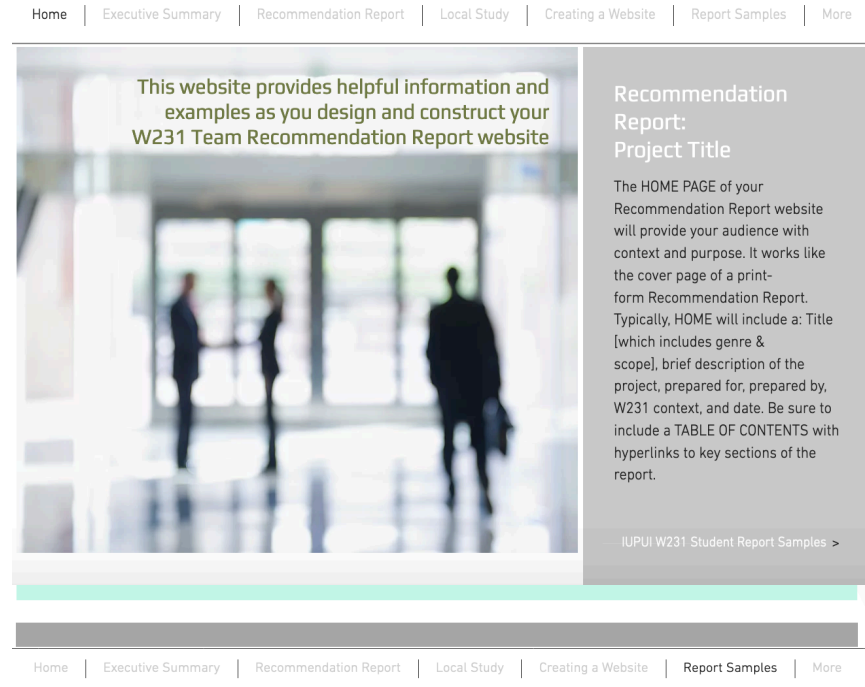


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IUPUI W231: Building Your Team
Recommendation Report Website



Special thanks Ian Carson, our Loretta Lunsford Scholar and teaching assistant for his work developing the W231 WIX Recommendation Report support pages.

W231 SAMPLE Micro-ePortfolios

IUPUI Housing
<https://brandensa14.wixsite.com/roommatereport>

Back On My Feet
<https://devtaylo.wixsite.com/bomfrecommendation>

Previous IUPUI W231 Professional Writing Skills clients and their projects

Our W231 teams of student-writing-consultants work hand-in-hand with local clients to research and build impressive recommendation reports. Our teams have worked with a range of Indy clients from the NBA Pacers to St. Vincent's ER. The scope of team project topics is even more expansive than our list of clients:

- NBA Pacers
 - Reaching the Next Generation of NBA Fans
- St. Vincent Hospital
 - Keeping Patients Informed in the ER Waiting Room
- IU Theatre
 - Attracting Millennials to Shows
- West Michigan Veterinary Clinic
 - Offering Pharmaceutical Products Online
 - Managing Phone Calls and Patient Scheduling

W231 Professional Writing Skills: Student Benefits from Team Micro-ePortfolios

- Pre-Post Assessment indicated significant gains in confidence as writers, familiarity with website building, and familiarity with business writing formats
- Reflective memos indicated that the Micro-ePortfolio was a beneficial experience.
 - Lilli wrote that the team project allowed her to practice valuable business writing strategies “while allowing me, the [ePortfolio] curator, to implement new and useful strategies in real world situations” (2019).
 - “This intensive project was definitely a major learning experience in terms of actual writing, carrying out research, taking appropriate courses of action, dealing patiently with setbacks and dividing tasks among members according to their strengths in order to maximize efficiency. I feel I am now better equipped to create my own professional online portfolio because of this course” (Hafsa, 2019).



Orchard School Library Remodel

[HOME](#)[About W-231](#)[Executive Summary](#)[The Report](#)[The Team](#)[Review of Literature](#)

Recommendation Report: Orchard School Library Revamp

[HOME](#)[About W-231](#)[Executive Summary](#)[The Report](#)[The Team](#)[Review of Literature](#)

TEAM



Amelia Bragg

Favorite book: Winter Garden by Kristin Hannah
Junior at IUPUI School of Liberal Arts majoring in Anthropology.
Wrote all sections concerning gardens. Ran point on the analysis section, and helped edit the executive summary.



Nallely Chavez

Favorite book: Diary of a Wimpy Kid
School of Science- Biology Sophomore
Throughout this project we decided into categories, I researched the development of literacy and planned workshops for the library. W



Stephanie Coffing

Favorite Book: Crazy Rich Asians series by Keven Kwan.
I'm a Junior here at IUPUI pursuing a Bachelors degree Social Work with a minor in Sociology. I am also trying to learn American Sign Language.
I wrote all sections concerning modular furniture & layout, along with aura of the environment. Contributed to Review of Literature, Analysis

Amelia Bragg

- **TEAM:** Orchard School
- **CHALLENGE:** Best practices in library services as the school explores remodeling options

The micro-ePortfolio provided synergy as we pulled different ideas together into one report

BEST PARTS: Experience working with a community client and using professional communication strategies we learned in class to write/build the micro-ePortfolio. The client could easily access our report, the research, and the local study.



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The process and structure supported project goals: folio thinking

- Scaffold of Assignments Supported ePortfolio and Report construction
- Routine Progress Reports and Peer Review Provided Ideas and Inspiration
- *Best part for me:* Satisfying to See All of Our Accomplishments in One Area
- <https://mc1486.wixsite.com/oslr>



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Interdisciplinary workspaces and Incentives to increase foot traffic to the library

Interdisciplinary workspaces allow for more collaborative work between students across several different subjects. Like modular workspaces, these can be moved around to different parts and put back together into different shapes around the school, rather than having to be stuck in one place.

Create a rewards program (like Qdoba or Starbucks) to increase foot traffic to the library. If the Orchard school incentivizes the library and trips to the library, they can increase the foot traffic to the library. Creating a rewards card / punch card or points program could be key to incentivizing kids and teachers to go to the library. The school could make it a year-long contest: whichever grade (or class) has the most points accumulated, they would get a special prize or treat at the end of the year. The end-of-year deadline is to ensure that people will still keep coming all year long as opposed to a short-term contest where people may only be pulled to the library and not come back after the contest is over.

- Rewards cards work with businesses and have success
- Keeps people coming back
- Reinforces the behavior of doing something right (turning a book in on time)

Ecological Literacy in the Library enhanced by Adding Indoor Gardens

In this section of analysis, the focus is how to best incorporate the natural world into the library – keeping with Orchard's intention. The first research phase using IUPUI's databases revealed that many libraries have undergone major renovations to become more environmentally centered (Falkenberg, 2012). Cutting edge libraries and other workspaces around the world have been installing foliage inside of their buildings. The trend is catching on because of the overwhelming positive benefits:

- Reduced levels of carbon dioxide, nitrogen dioxide, and dust.
- Easy interior design.
- Mood improvement.
- Noise reduction.
- Lower risk of illness.
- Enhanced concentration.

Gary Altman, Director of the Horticulture Therapy program at Rutgers, said this when discussing the psychological benefits of caring for a garden. "Potting plants and actively maintaining them provides an opportunity to forget about troublesome, stressful things that may be going on in your life, and focus on the here-and-now. While this is helpful to us and our psychological wellbeing, the plant enjoys this care as well, and grows better and is better



and/or a laptop that can run VR well.

Implement Interdisciplinary work spaces, Flexible furniture to create more collaborative environment and Incentives to increase foot traffic to the library

Interdisciplinary use of flexible furniture ties into Orchard School's pre-existing spaces throughout the building allowing for optimum flow of energy, use, and aura, along with their hands-on and collaborative learning styles so that the furniture can be used for many things, in many different ways for a long time.

- Create a rewards program that rewards kids (of all grades) for going to the library and checking out books and returning them on time
 - Make it a year-long competition between all the grades, the grade with the most total points wins a prize.
- Have Modular Furniture (furniture that is easy to move, make different shapes, put back together, and sturdy)
 - Such as LoveSac, School Outfitters, Poppin, Constructiveplaythings.com
- Set up the new furniture in shapes conducive to learning, the aura and architectural flow of the room increase work-flow and welcoming feel of the environment
 - Circles, small 4x4 squares, a sectional-style living room (furniture on one side, a table in the middle, and furniture on the other side)
- Put rubber grips on the bottom of chairs and tables (if they don't already have them) to make it easier to move them around the room

Design and Install a Vertical-Hanging Garden in the Library

A garden will bring Orchard's mission of nature-based learning into the library, while also engaging children with non-linear learning techniques.

- Consider bringing in a landscape architect to consult on the project.
- Assess the library for climate and lighting conditions for the plants, then select the plants accordingly. Recommendations for resilient, low-light plants are located in Appendix B.
- Decide what water delivery system will be utilized e.g. hydroponics, manual watering.
- Implement and care for the new garden.

E-portfolio shows student's problem-based learning and proficiencies over time

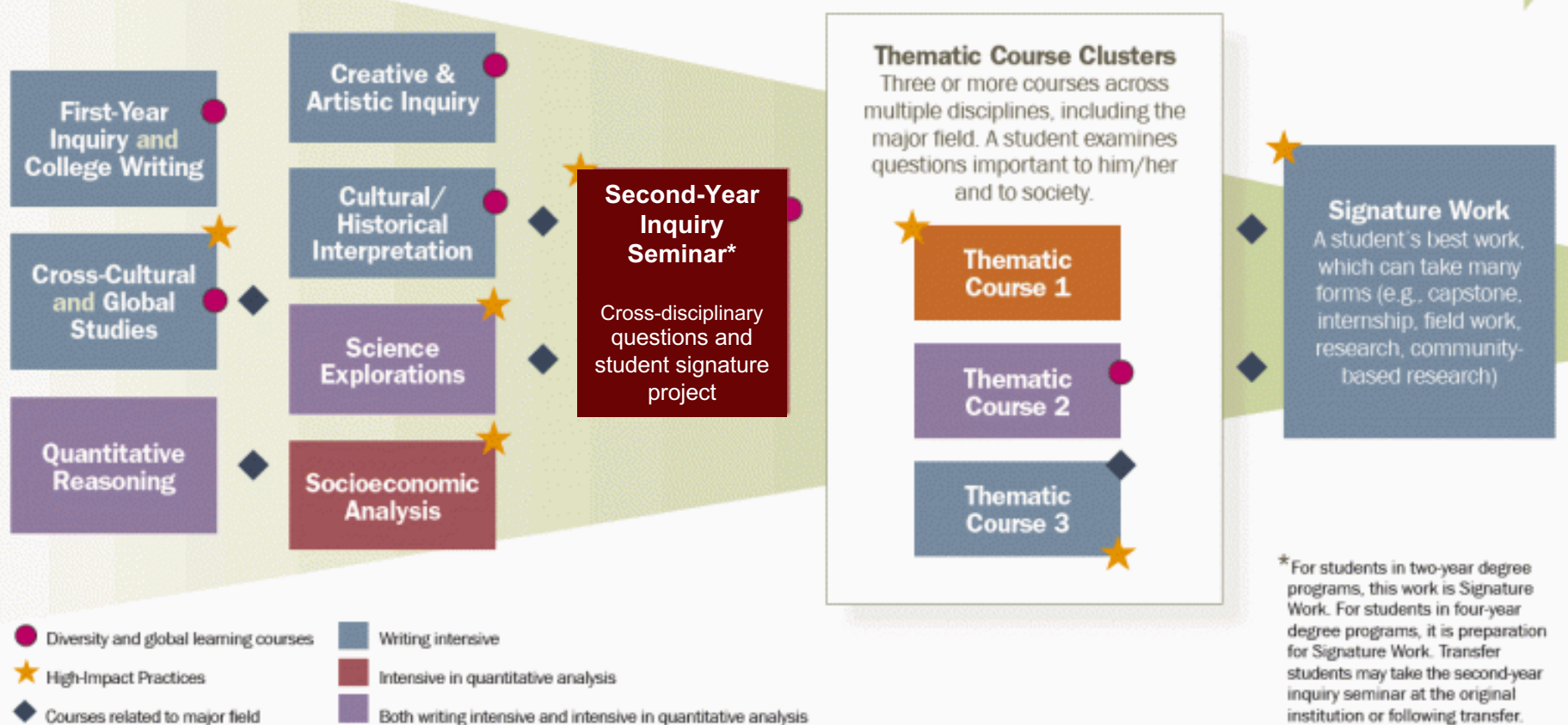


Image from the [AAC&U LEAP Challenge Web Link](#)



Natalie Muhammed

- **TEAM:** Camp Cavy Guinea Pig Rescue
- **CHALLENGE:** How to use cross marketing and communicate with audiences effectively
- Camp Cavy used the ePortfolio as a commercial—shared link on social media. It added credibility to their role/contributions to the community.

BEST PARTS: Practical experience with technology and engineering/design thinking from concept to prototype to completed project



CAMP CAVY GUINEA PIG RESCUE RECOMMENDATION REPORT: HOW TO USE CROSS- MARKETING AND COMMUNICATE WITH THE AUDIENCE EFFECTIVELY

Prepared for:
Angela Kuta, Camp Cavy Guinea Pig
Rescue Founder

Meet the Team



Natalie

- Senior at the School of Science, pre-med
- MA in International Journalism
- <https://www.linkedin.com/in/natalie-muhammed-8560510/>
- Research focus: Increasing attractiveness among the audience



Saba

- Senior at the School of Informatics, pre-med
- Chemistry minor
- <https://www.linkedin.com/in/saba-a-6a529510/>
- Research focus: Fundraising and Volunteering



Daphne

- Freshman in the School of Social Work
- Gerontology minor
- <https://www.linkedin.com/in/daphne-oeish-ba79b5b188/>
- Research focus: Fundraising for a non-profit organization



Deborah

- Freshman in School of Public and Environmental Affairs
- Majoring in Criminal Justice
- Research focus: Social networking & human resources



Shelby

- Freshmen in the College of Liberal Arts
- Double Majoring in Japanese Studies and International Studies
- Minors in Economics and Linguistics
- Research focus: social networking



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Natalie Muhammed

- “Micro-ePortfolio was value added for me—even though I have a graduate degree—because it brings a different perspective and experience with technology.”
- "Divide and conquer - it is easy to set achievable goals for teammates who have different skillsets and experiences"
- “I can transfer micro-ePortfolio building skills into my Masters in Biochemistry and Molecular Biology.”

Analysis

INTRODUCTION:

Our team sought ways we could provide the Camp Cavy Guinea Pig Rescue with recommendations that will enhance the Rescue's performance and help these guinea pigs find a good home.

There are many guinea pigs that end up in rescue for various reasons. That means that the rescues need to be prepared for future pigs as well as taking care of current ones. Since the rescue is a nonprofit, it is supported by Angela and any additional donations she receives. Social exposure and building networks can assist the rescue by getting these donations. This means posting on social media, creating events that invite community members to see the guinea pigs, and spreading awareness about the rescue. The community members can offer further resources whether it is collaborating with the rescue, donating money, or volunteering their time. The following explains what we found and why it is beneficial for the rescue.

RECOMMENDATION 1. Participate in social networking

Understanding what social networking is

According to Susan Ward in her What Is Business Networking & What Are the Benefits the definition of networking is:

"Business networking is the process of establishing a mutually beneficial relationship with other business people and potential clients and/or customers. The primary purpose of business networking is to tell others about your business and hopefully turn them into customers."

In order to do so, you need to have a common mindset that you have something that someone else wants, while the other person has something you want. An example would be you connecting with a pet supply company to have a promo code the other people would use to get extra discounts on certain pet supplies. This can be

Recommendations

LIST OF RECOMMENDATIONS:

1. Participate in social networking

- Find similar organizations to collaborate with
- Take part in the festivals/fairs/conventions and other events organized by fellow rescue organizations

2. Create opportunities to receive external help from the community

- Use the help of volunteers
- Organize fundraisers/ donation events
- Post donation/sponsorship links on the website (Amazon smile, Petco foundation)

3. Communicate with the rescue's audience more effectively:

- Organize adoption parties
- Include the detailed description of the guinea pigs up for adoption
- Create rescue posters. Ask the website visitors to print them out/place on the local community board
- Offer free services such as nail-clipping, guinea pig care and housing advice.



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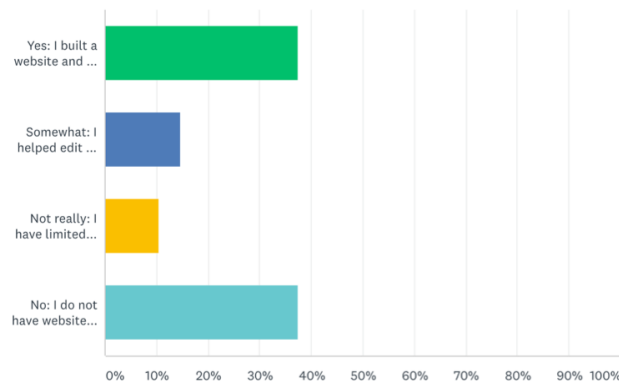
NEXT: CONCLUSION —>

Public Facing ePortfolios and Micro-ePortfolios in W231: Reinforce Technological Skills

WEB BUILDING SAVVY PRE-SURVEY

I built a website and am comfortable with one or more online web building platforms. Note: If you built an ePDP [electronic Personal Development Portfolio] in your First Year Seminar course, you have built a website.

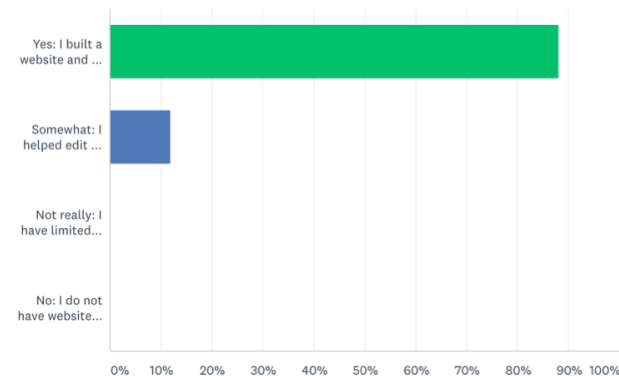
Answered: 48 Skipped: 0



WEB BUILDING SAVVY POST-SURVEY

I built a website and am comfortable with one or more online web building platforms. Note: If you built an ePDP [electronic Personal Development Portfolio] in your First Year Seminar course, you have built a website.

Answered: 25 Skipped: 0



Pre-Post Survey W231 IUPUI Oesch-Minor students 2019



Getting Beyond the Label:
What Makes High-Quality HIPS, How
Widespread Are They,
and Who Has Access to Them?



Alexander C. McCormick, Jillian Kinzie, Robert Gonyea,
Brendan Dugan, Samantha Silberstein

Indiana University Center for Postsecondary Research

Micro-ePortfolios are a benefit when they include best practices—exactly the sorts of student engagement Amelia commented on

< Hyperlink

One Assessment Institute Presentation's
List of Essential Qualities of HIPS

1. High performance expectations
2. Significant investment of student time and effort over an extended period
3. Interactions with faculty and peers about substantive matters
4. Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

Kuh, G. D. & O'Donnell, K. (2013). *Ensuring quality and taking high-impact practices to scale*, Washington, DC: AAC&U.

National Survey of Student Engagement

nsse.indiana.edu



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This is an argument for more flexibility in the way we conceptualize and use folio thinking as part of rigorous examination of the value of ePortfolios.

Micro-ePortfolios provide unique opportunities for students to build self-contained, reflective ePortfolios that document learning related to a specific objective or objectives AND create low-risk opportunities for faculty to experiment with ePortfolios.

WAYS YOU MIGHT EXPERIMENT WITH MICRO-ePORTFOLIOS

~~*Think, Pair, Share*~~

Brainstorm, Breakout

BRAINSTORM

- AB/AR/AMS ePortfolio as a transferrable platform to CN, LinkedIn, Professional Website, Sample of Consulting Work, Resume Link
- DESIGN Be open [some teachers may find it challenging to be open to student choices] Few restriction-
 - HOW DOES THIS HAPPEN: Teams contribute BUT one person develops then others add—collaborative—possibly forced to step up—share in process with team members AND with the class—Peer Review—SCAFFOLD each step—TEAM WORK online
 - ALSO can work to allow individual contributions to a larger whole for independence within team works [OWNERSHIP of parts as well as role in the whole]
 - COVID HIT: Was the ePortfolio helpful? Yes, we used GoogleDocs and tech prior to Covid so the transfer went smoothly AMS.
- To teachers who don't want to teach this technology: Allows the Students Freedom to Run With It AMS "Like Driving" Teaching Assistant Can Help,
- DECISION ARE BEING MADE about AUDIENCE, visual engagement, to reach assignment goals, AR "It's built for the audience" not one size fits all, highly adaptable

Brainstorming Your Options

- Micro-ePortfolios are valuable additions
 - Class Projects
 - Graduation Portfolios
 - Program Assessment
 - Internships
 - Study Abroad
- List 5 ideas you have for implementing a micro-ePortfolio [2 minutes]



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Exploring Benefits

- Look back at your list of different ideas and uses for micro-ePortfolios
- Using lists or building a web, jot down ways in which these micro-ePortfolios could help you meet pedagogical, assessment, or program objectives

[3 minutes]



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Focusing on One Idea

- Look back at your notes
- Which idea seems most promising?
- Circle it.
- For 2 minutes, write about how you could shape the micro-ePortfolio component to achieve your goals

[3 minutes]



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ZOOM BREAKOUTS

**Share Your Ideas in a
Zoom Breakout Room,
Hosted by an IUPUI
Student Writing
Consultant**

Guide to Getting Into a Breakout Area for up to 50 Participants

1. **If possible, keep this window open to have easy access if we return to the Assessment Zoom session.** [You may opt to minimize this window or close it—folks who opt to remain in the main session might raise questions in the chat or talk. There will be a RETURN TO ZOOM URL in the **Breakout Zoom CHAT** area.]
2. On the next slide, you will see a QR code and hyperlink. These lead to the same Zoom Breakout option. **You can use your phone to scan the QR and Zoom by cell.** –OR- You can copy/paste the URL into a new browser window to join the Breakout.
3. Please maintain access to THIS Zoom area just in case you experience technical difficulties as you try to join a breakout. **Debbie and Kelly will stay in the main area to take your questions along with our Moderator, Scott Weeden.**



Scan with your cell to join by phone—
then you can access
this Zoom Session area here + join your
Breakout on your phone



ZOOM BREAKOUT ACCESS

Zoom Breakout URL for Micro-ePortfolio Discussions

<https://iu.zoom.us/j/81139380425>

Copy/Paste this URL into a new window
—or— CLICK on this URL available in the Chat

Guide to Getting Into Breakout Areas

if there are more than 50 micro-ePortfolio enthusiasts

1. **If possible, keep this window open to have easy access if we return to the Assessment Zoom session.** [You may opt to minimize this window or close it—folks who opt to remain in the main session might raise questions in the chat or talk. There will be a RETURN TO ZOOM URL in the **Breakout Zoom CHAT** area.]
2. On the next slide, you will see QR codes and hyperlinks associated with student writing consultant-alumni from W231 Professional Writing Skills. These lead to Zooms with Breakout options. **You can use your phone to scan the QR and Zoom by cell.** –OR- You can copy/paste the URL into a new browser window to join the Breakout.
3. Find the QR or link **associated with the first letter of your last name** –OR- join the room of a writing consultant you have a question for.
4. Please maintain access to THIS Zoom area just in case you experience technical difficulties as you try to join a breakout. **Debbie and Kelly will stay in the main area to take your questions along with our Moderator, Scott Weeden.**



JOIN A ZOOM BREAKOUT

**Click on the Zoom Link to Join a Conversation –OR–
Scan the QR Code to Join By Phone**

Last
Names
A-E



Amelia Bragg

<https://iu.zoom.us/j/83028850023>

Last
Names
F-L



Sophie Carrison &
Annemarie Stacey

<https://iu.zoom.us/j/84391590432>

Last
Names
M-P



Katy Hole

<https://iu.zoom.us/j/87985443791>

Last
Names
Q-T



Anthony Rea

<https://iu.zoom.us/j/83459695365>

Last
Names
U-Z



Natalie Muhammed

<https://iu.zoom.us/j/81903895641>

OR Stay in the Main Session to chat with Debbie Oesch-Minor and the student in the middle of her micro-ePortfolio project Kelly Johnson

BREAKOUT GUIDE:

Each participant gets 90 seconds
to share one idea then friends respond

- Hi my name is --
- I'm from --- and work with ---
- My idea to integrate a micro-ePortfolio is ---

At 5:00 Breakout Rooms Close

**RETURN TO THE MAIN SESSION USING THE
ZOOM ACCESS LINK**

SHARING IDEAS

- Visit the Shared Session PowerPoint to exchange contact information and share your micro-ePortfolio ideas
- https://indiana-my.sharepoint.com/:p:/g/personal/djoeschm_iu_edu/ESkElyv-0lpEgVV6LQwz3agBkN5FsdXUlgX7_TMqd677IA?e=y7LhT7



QR To access “ideas”
PowerPoint to share
your thoughts

Special Thanks to **Susan Kahn** and **Amy Powell** for their work with The Assessment Institute HIPs in the States with an eye toward ePortfolios.

Special thanks to **Scott Weeden** for his guidance and brilliant ideas during rehearsals and his generous oversight as Moderator.

And my warmest regards and gratitude for my co-presenters who endured a cascade of emails and multiple rehearsals to share their insights and experiences with us:

- Amelia Bragg
- Sophie Carrison
- Katy Hole
- Kelly Johnson
- Natalie Muhammed
- Anthony Rea
- Annemarie Stacey

<https://sites.google.com/iu.edu/elweek2020/english-w231>

**Link to the IUPUI Engaged Learning
Showcase Featuring
Micro-ePortfolio Projects by
Several of our co-Presenters**



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What are ways you might use Micro-ePortfolios to teach ePortfolio thinking at your university?

Thank you!

djoeschm@iupui.edu

Debbie Oesch-Minor

Senior Lecturer, Department of English

IU School of Liberal Arts

IUPUI in downtown Indianapolis



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FULFILLING *the* PROMISE

WIX Micro-ePortfolio Recommendation Report Tutorial and Team Micro-ePortfolio Hyperlinks

WIX Micro-ePortfolio SUPPORT TUTORIAL

<https://oeschminor.wixsite.com/w231reporttemplate/report-samples>

SAMPLE TEAM PROJECTS/ MICRO ePORTFOLIOS

Indy Humane <https://mgomezg.wixsite.com/indyhumanesociety>

Jackson Realty <https://lilshiel.wixsite.com/recommendation>

Progress House <https://progresshouse.wixsite.com/progresshouse>

Indiana State Museum <https://jeffgrogan.wixsite.com/ismrecreport>

Champions Together <https://viricarr.wixsite.com/championstogether/executive-summary>



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Student/Course ePortfolios AND Their Team Micro-ePortfolio Hyperlinks

TEAM ePORTFOLIO DESIGN COORDINATORS' Personal W231 Course ePortfolios

Indy Humane <https://mgomezg.wixsite.com/indyhumanesociety>

Margarita [Indy Humane] <https://mgomezg.wixsite.com/w231>

Jackson Realty <https://lilshiel.wixsite.com/recommendation>

Lilli [Jackson Realty] <https://lilshiel.wixsite.com/memo/writing-project-2>

Indiana State Museum <https://jeffgrogan.wixsite.com/ismrecreport>

Levi [Indiana State Museum] <https://levboli.wixsite.com/pwseportfolio>

Jeffery [Indiana State Museum] <https://jeffgrogan.wixsite.com/w231jeffery>

Champions Together <https://viricarr.wixsite.com/championstogether/executive-summary>

Virdi [Champions Together] <https://viricarr.wixsite.com/wpex1>



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IUPUI's W231:

**Amazing
Project Possibilities**

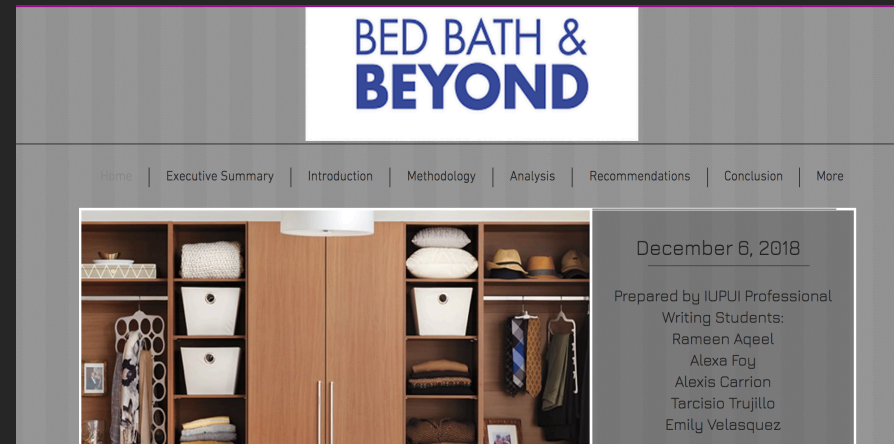
**Students
Rise to the Challenge**



Thanks to funding from the IUPUI ePortfolio Pilot Initiative

Project-Based Team Micro-ePortfolio

- Executive Summary
- Formal Recommendation Report
 - » Introduction
 - » Methodology
 - » Analysis [this is the heart of the project: 2 pages per student]
 - » Recommendations
 - » Closing
- Review of Literature
- References
- Appendices
- Link to Local Study and Results



W231 Student Project Inspires His Business Model for a Multi-Million Dollar Real Estate Company

Dustin Branum



www.dreamteaindy.com

The next four slides were written by
Dustin Branum for the Indiana Teachers
of Writing Conference, 2018.

Slight edits made for the EC More Conference.



IUPUI
SCHOOL OF LIBERAL ARTS

Dustin Branum and Team:

Bru Burger Bar project for W231

Faculty Host, Mary Ann Cohen, IUPUI Writing Program

■ The Problem:

Bru Burger's Vegan/ Vegetarian menu items were under-performing. Also, vegan and vegetarian items weren't indicated on the menu. The General Manager was managing all marketing herself, but only when she could find the time.

■ The Research:

The literature affirmed growth in markets serving vegetarian options.

The local survey population revealed Indianapolis has a huge Vegetarian population.



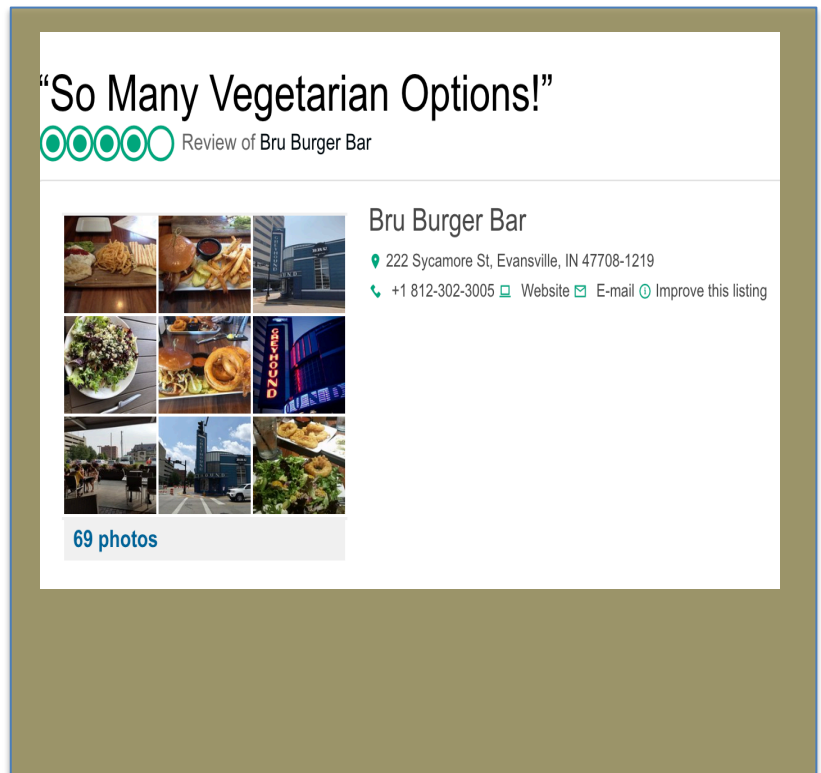


Team Recommendations

- Leverage a tech-savvy server or bartender to manage social media accounts and provide incentives for social media marketing successes.
- Clearly mark vegetarian and vegan options on the menu and add the clause: “Vegetarian or Vegan? Ask your server how to modify your choice to meet your dietary needs.”
- Host the meetings of three prominent vegetarian groups who gather regularly in Indianapolis.

The Outcomes

- Bru Burger Bar on Mass Ave saw a 28% growth in the sale of vegan and vegetarian menu items the next month.
- There was also a 9.8% growth in overall sales compared to that month last year.
- Bru Burger was called out in 3 different vegetarian blogs and publications as a city favorite.



Dustin's Business

Application of W231 Strategies

Dustin built a solid network of 17 real estate investors, both local and out-of-state. These investors use Dustin and *dreamteamindy.com* exclusively for their real estate needs.

Dustin's group was projected to exceed \$28,000,000 in sales volume with investor activity alone in 2018.

Dustin says that for each investor, he follows the W231 Recommendation Report research model:

- Initiates communication with possible investors.
- Meets with them and their partners to determine needs and challenges specific to them and their organization.
- Researches the buyers and tenants in the locations where their business is centered, to determine project management decisions that will be the most lucrative for them.
- Recommends investment options based on research supporting market viability.



Dustin Identified and Applied Transferrable Skills

Enhanced problem solving skills and recognition of transferrable skills are practical outgrowths of

authentic assignments for
authentic audiences with
authentic outcomes



Students Recognize the Value of Their Experiences

**W231 “has been one of the most useful class I have taken.
I learned many skills that are transferable
to my job and school.”**

--Fall 2018 Student Z

**“The real world experiences and education I have acquired
has been a great confidence booster. Professional Writing
has given me the ability to effectively communicate,
gather credible information, and think critically”**

--Fall 2018 Student XY

