WAC Snack Attack:

Portfolio Assessments
Thursday September 26, 2013

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Outline

- WAC Faculty Reading Group
- ECON 318: Intro and Course Objectives
- Course Schedule
- Case Method
- Case Reports and Presentations
- First Draft Assessment
- Portfolio Instructions
- Example Portfolios and Feedback from Students
Writing Across the Curriculum Faculty Reading Group

- Initiative of the Writing Liaison Committee
- Organized by Chalet Seidel (English)

GOALS: Gain insight into:
- how students develop as writers
- how writing is used effectively across disciplines
- AND provide hands-on strategies for using writing in the classroom
ECON 318: International Economics

- Economics Majors (15 students)

- Course Objectives: The student will be able to…
  - Communicate economic concepts, **orally and in writing**, to an **interdisciplinary** audience
  - Analyze **data** and construct theoretical and mathematical models of observed economic behavior
  - Apply economic theory learned in class to **discussion of current and past** economic policies and events
Course Schedule

- Two week modules:
  - Lecture & Activity (Monday)
  - Case Study Discussion (Wednesday)
  - Lecture and Activity (Monday)
  - Case Study Presentation (Wednesday)
The Case Method

- Harvard Business School Cases

- Five Cases:
  - To Trade or Not to Trade: NAFTA and the Prospects for Free Trade in the Americas (Comparative Advantage)
  - Chiquita Brands International (Tariffs and other Trade Barriers)
  - Brazil: Leading the BRICS? (Regional and Global Trade Agreements)
  - Foreign Ownership of U.S. Treasury Securities (Foreign Direct Investment)
  - China’s Renminbi: Our Currency, Your Problem? (Exchange Rate Determination)
Case Reports

- Group Work
  - Group Construction
  - Group Contract

- Case Report
  - “How to Write a Case Report”
  - Rubric
Case Presentations

- Group Assignments
  - Rubric

- Low Stakes Writing (Peer Feedback)
  - 3-2-1 Method
    - Provide 3 examples of issues or arguments that the group presented with clarity
    - Provide 2 questions for the group on issues or arguments you want more explanation on
    - Provide 1 overall comment on the effectiveness of the presentation and anything you learned today
First Draft Assessment: RUBRICS!

- Engaging Ideas – John C. Bean

- Quick, Easy, Consistent Grading
  - Overall score based on rankings
    - All Strong = A
    - Mostly Strong, Some Average = B
    - All Average = C
    - Mostly Average, Some Weak = D
    - All Weak = F
First Draft Assessment: JING!

- Verbal (Video) Feedback
  - Using JING (Free software!!)
    - 5 minutes videos, outlining best course of action for revision

- Example:
  - Case 4 – Group 4
Case Portfolio

- Why use Portfolios?

- Components
  - 1 Cover Letter outlining and reflecting on the contents of the portfolio
  - 3 Case Reports (Original Submission)
  - 3 Case Reports (Revised Submission)
  - 3 Cover Letters (one for each report) outlining and reflecting on the revisions made
Portfolio Examples

- SUPERIOR product after revision
- Cover Letters very reflective
  - Guided my assessment
- Option to work with group or solo
Group Feedback

✔ Group Work
  ✔ Mixed Results
    ✔ 1 Group member had to withdraw due to absence policy
    ✔ 1 Group had power struggles
      ✔ Leader re-wrote partner’s pieces
    ✔ 1 Group member felt intimidated and scared to contribute
  ✔ Mixed backgrounds
    ✔ Goal: older/wiser students would teach/lead
My Thoughts

- Portfolio Assessment
  - Revision process improves outcomes
  - Cover Letters force reflection
  - Rubrics make grading easy and consistent

- See something you like?
  - Take it and run with it!! 😊