

Essential Learning Outcomes

The Richard Stockton College of
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Kick-Off Issue

UPDATE: The ELO Pilot

The ELO pilot has been underway for a few weeks now. The piloters include faculty members teaching first-year seminars, FRST courses, and program courses. The piloters have integrated ELOs into their courses and assignments and plan to instruct students' in how to create ePortfolios. Students' ePortfolios will be assessed at the end of the semester for two ELOs: Critical Thinking and Information Literacy and Research Skills.

The ELO Steering Committee is at work drafting a strategic plan; more on that in upcoming issues.

In this column, you will have an opportunity to learn from piloters what has worked for them and what has not when guiding students to develop ELOs and to display their learning in ePortfolios. Be on the lookout for write ups about their experiences in future issues of this newsletter.

If you are interested in incorporating ELOs into your courses and in working with students to create ePortfolios for display of and reflection on their ELO competencies but you are not in the pilot, *you don't have to go it alone.*

Blackboard currently has a user-friendly electronic portfolio tool. In addition, the Office of E-Learning can help you out with Blackboard ePortfolio construction. To also aid students and teachers, the Office of E-Learning has created **[instructor](#)** and **[student](#)** support videos. These videos offer step-by-step guidance for creating ePortfolios.

And you can contact Susan Davenport, Sonia Gonsalves, and Carra Hood anytime with questions about ELOs, ePortfolio reflection assignments, pilot assessment of ELOs, etc.

Share Your Assignments

As we move to integrate ELOs into our courses, programs, and co-curricular activities, we will all benefit from each other's wisdom, talents, and successes.

One or another ELO may prove challenging for some of us; sharing assignments or exercises is one way for us to ... well, share, and as a result, expand our collective confidence with and knowledge of ELOs.

Let's start by sharing learning activities that focus on two ELOs:

What assignments/exercises have you all created for students to practice and to develop Adapting to Change and Teamwork and Collaboration?

Please send me brief descriptions of activities that have benefited your students' growth as agents of change/individuals able to cope with change or as contributors to a group/collaborative project/activity by October 25, 2014.

Essential Learning Outcomes (ELOs) will help all Stockton College students focus on the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century.

CURRENT RESEARCH: Students' Perceptions of Learning ELOs

Do students learn their ELOs if they do not know they've learned them?

Do students learn their ELOs if they do not realize they've learned them – even when their teacher has provided them with the most skillful instruction?

Research indicates that the answer to both questions is “no, they don't.” Students do not learn if they do not perceive they learn.

In many learning situations, students measure their learning by the grades they receive on tests and at the end of a semester. However, in an ELO-enriched learning environment, teachers and students gauge the quality of students' learning quite differently, by looking at multiple measures. In his article “What Do Students Think They (Should) Learn at College?: Student Perceptions of Essential Learning Outcomes,” Paul Walker explains:

“...student perceptions can be valuable in discovering the breadth of what students learn....[so] students should have the opportunity to identify, evaluate, and reflect on learning expectations and outcomes throughout their college career” (57).

This is precisely what ELOs offer to Stockton students: the opportunity to practice self-regulated and integrative learning (see [AAC&U's LEAP Initiative](#)). Assessments that consider grades in conjunction with quality and depth of learning demonstrated in the artifacts and reflections collected in a student's ELO ePortfolio provide a much broader and more complex evaluation – and, according to the author, possibly, a more equitable one.

<http://www.stockton.edu/elos>



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NEXT ISSUE: your ELO assignments/exercises, tips from ELO piloters, faculty scholarship on ELOs, highlights from the IUPUI Assessment Institute presentation on ELOs at Stockton, and more...