

- **Portfolio/Capstone Experience:** A student-assembled, student-maintained portfolio, compiled through the completion of established course requirements in a regularly scheduled 3000 or 4000-level.

Self Assessment of Student's Performance in Capstone Experience

Student _____ Course _____

Faculty _____ Date _____

Brief Description of project for Capstone Experience:

To what degree do you feel you met professional expectations as practiced in the field of history?

Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project			
Appropriate search for information			
Present project			
Document Sources			
Regulate work			
Skills for successful completion			

Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Analyze and interpret historical evidence			
Produce plausible explanations about cause and effect			
Identify influence of historical context			
Recognize and explain historical trends			

Communication:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Communicate effectively in written and oral modes			
Demonstrate competency in the standard historical writing style			
Use information/library literacy and technology effectively and efficiently to conduct and present research			

Values and Integrity:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Demonstrate academic integrity			
Adhere to ethical practices			

Content:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Recognize and apply concepts and principles			

State historiographical basis:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize and implement a thesis statement			

State thesis statement:

Identify and use primary sources			
----------------------------------	--	--	--

Provide examples:

Identify appropriate secondary sources			
----------------------------------------	--	--	--

Provide examples:

Apply original interpretation			
-------------------------------	--	--	--

Provide a brief description:

Portfolio Summarization: How does your portfolio reflect your best work? How does it reflect your mastery of skills necessary for professional historians?

Faculty Assessment of Student's Performance in Capstone Experience

Student _____ **Course** _____

Faculty _____

Brief Description of Basis of Performance of the student:

Project Management:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project			
Conduct an appropriate search for information			
Present project			
Document Sources			
Regulate work			
Demonstrate skills for successful completion			

Critical Thinking:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Sort, analyze and interpret historical evidence			
Produce plausible explanations about cause and effect			
Identify influence of historical context			
Recognize and explain historical trends			

Communication:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Communicate effectively in written and oral modes			
Demonstrate competency in the standard historical writing style			
Use information/library literacy and technology effectively and efficiently to conduct and present research			

Values and Integrity:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Demonstrate academic integrity and ethical practices			
Adhere to ethical practices			

Content:

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Recognize and apply concepts and principles			
Conceptualize and implement a thesis statement			
Identify and use primary sources			
Identify appropriate secondary sources			
Apply original interpretation			

Department of History Student Exit Survey

Date _____

Rate the following questions: 1=poor, 2=adequate, 3=good, 4=excellent

Overall experience in the program 1 2 3 4

Overall effectiveness of the faculty 1 2 3 4

Overall effectiveness of your advisor 1 2 3 4

Overall effectiveness of the classes 1 2 3 4

To what degree do you feel the lower-level courses prepared you to succeed in the upper-level courses?

1 2 3 4

To what degree you feel the upper-level courses prepared you to achieve UWFs Student learning outcomes?

A. Conceptualize, research and Present

a project 1 2 3 4

B. Document resources 1 2 3 4

C. Regulate work 1 2 3 4

D. Collaborate with fellow students 1 2 3 4

E. Analyze and interpret historical evidence 1 2 3 4

Which courses did you feel were the most value to you and why?

How would you change the lower-level courses? If you completed lower-level history courses at another Institution you may skip this question.

How would you change the upper-level courses?

What are your plans after graduation?

Self Assessment of Student’s Performance in Book Review 1.
Student_____

To what degree do you feel you met professional expectations as practiced in the field of history?

Write N/A if an student learning outcome is not applicable. For all else put a checkmark.

Project Management

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Conceptualize a project			
Conduct an appropriate search for information			
Regulate work			
Demonstrate skills for successful completion			

Critical Thinking

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Identify influence of historical context			
Recognize and explain historical trends			

Communication

Student Learning Outcomes	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Communicate effectively in written mode			
Demonstrate competency in the standard historical writing style			
Use information/library literacy and technology effectively and efficiently to conduct and present research			

Explain, for one area only, the steps you used to exceed expectations and for one area you met expectations. And, if applicable, explain the steps you needed in an area where you failed to meet expectations.

1. What problems did you encounter in writing this review and how did you solve them?
2. What is your weakest area and what is your strongest? What do you need to do to improve your weak areas?

HyLighter supports learning, assessment, and knowledge- building

1. Makes thinking that is ordinarily hidden, become transparent and available for self-reflection and feedback.
2. Allows users to continuously compare their developing understanding to others, monitor progress, and assess performance.
3. Provides new, technology-enhanced ways to organize and synthesize ideas from multiple sources and create meaning from multiple perspectives.

highlight a section of text

The screenshot displays the HYLighter web application interface. At the top left, there is a logo for "HYLighter" and a "Home" button. Below the logo, it says "Welcome: user1". The main content area shows a document titled "IDEAS FOR EFFECTIVE ONLINE INSTRUCTION" with a subtitle "June 2003 (pp. 4-5)". The document is categorized as a "GUEST COLUMN" and features the title "Medieval Scholarship Meets 21st Century Technology Part One: The Collaborative Annotation Model" by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D. The text "The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text." is highlighted in blue. On the right side, there is a vertical toolbar with icons for "Highlight", a folder, and a red arrow. The "Highlight" icon is currently selected.

HYLighter Home ?

Welcome: user1

IDEAS FOR EFFECTIVE ONLINE INSTRUCTION

June 2003 (pp. 4-5)

GUEST COLUMN

**Medieval Scholarship Meets 21st Century Technology
Part One: The Collaborative Annotation Model**

by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D.

The Problem

The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text. In other words, they have not acquired or choose not to practice the "grazing" habits of active readers and strategic learners (i.e., students who have a robust repertoire of learning or study strategies and know how, when, and where to apply them across a range of content areas; Pressley, 1995). This is the first of a two-part paper describing a new application of shared or collaborative annotation practice (i.e., highlight important text, add remarks to pages, and share results with other readers) for helping students assume increasing responsibility for their own learning.

Highlight

add a comment

The screenshot shows the HYLighter web application interface. At the top left is the 'HYLighter' logo. A green navigation bar contains a 'Home' button and a 'Welcome: user1' message. The main content area displays a document titled 'IDEAS FOR EFFECTIVE ONLINE INSTRUCTION' with a subtitle 'June 2003 (pp. 4-5)'. Below this is a 'GUEST COLUMN' section with the title 'Medieval Scholarship Meets 21st Century Technology Part One: The Collaborative Annotation Model' by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D. The text 'The Problem' is followed by a paragraph about student learning strategies. On the right side, there is a vertical toolbar with icons for navigation and editing. Below the toolbar is a 'Enter Comment:' section with a text input field containing the text 'Classroom conditions make surface approaches to learning adaptive.' and two buttons: 'Submit' and 'Cancel'.

HYLighter

Home

Welcome: user1

IDEAS FOR EFFECTIVE ONLINE INSTRUCTION

June 2003 (pp. 4-5)

GUEST COLUMN

**Medieval Scholarship Meets 21st Century Technology
Part One: The Collaborative Annotation Model**

by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D.

The Problem




The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text. In other words, they have not acquired or choose not to practice the "grazing" habits of active readers and strategic learners (i.e., students who have a robust repertoire of learning or study strategies and know how, when, and where to apply them across a range of content areas; Pressley, 1995). This is the first of a two-part paper describing a new application of shared or collaborative annotation practice (i.e., highlight important text, add remarks to pages, and share results with other readers) for helping students assume increasing responsibility for their own learning.

Enter Comment:

Classroom conditions make surface approaches to learning adaptive.

Submit Cancel

view a comment

Home

Welcome: user1

IDEAS FOR EFFECTIVE ONLINE INSTRUCTION

June 2003 (pp. 4-5)





GUEST COLUMN

Medieval Scholarship Meets 21st Century Technology
Part One: The Collaborative Annotation Model

by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D.

The Problem

The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text. In other words, they have not acquired or choose not to practice the "grazing" habits of active readers and strategic learners (i.e., students who have a robust repertoire of learning or study strategies and know how, when, and where to apply them across a range of content areas; Pressley, 1995). This is the first of a two-part paper describing a new application of shared or collaborative annotation practice (i.e., highlight important text, add remarks to pages, and share results with other readers) for helping students assume increasing responsibility for their own learning.



user1: ✕ 🗑️ 📄

Classroom conditions make surface approaches to learning adaptive.

View “map” of group highlighting (yellow is mine, blue is yours, and green is ours)

The screenshot shows the HY Lighter web application interface. At the top, there is a navigation bar with 'Home', 'Project Admin', and 'System Admin' buttons. Below this, a green banner displays 'Welcome: diebow'. The main content area shows a document titled 'IDEAS FOR EFFECTIVE ONLINE INSTRUCTION' with a date of 'June 2003 (pp. 4-5)'. The document is categorized as a 'GUEST COLUMN' and is titled 'Medieval Scholarship Meets 21st Century Technology Part One: The Collaborative Annotation Model' by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D. The text of the document is highlighted in yellow, green, and blue. A sidebar on the right contains navigation icons (home, list, folder, back) and user management options. The 'Logged in User: Compare with all' section shows a 'Compare All' button and a 'Key' section with 'Me' (yellow), 'We' (green), and 'You' (blue) buttons. Below this is a 'Selected User: Compare with other(s)' section with a 'Compare Root User:' dropdown menu showing 'Lebow,David' and a list of other users (User1, User2, User3, User4) with a 'Compare' button.

HY Lighter

Home Project Admin System Admin

Welcome: diebow

IDEAS FOR EFFECTIVE ONLINE INSTRUCTION

June 2003 (pp. 4-5)

GUEST COLUMN

Medieval Scholarship Meets 21st Century Technology
Part One: The Collaborative Annotation Model

by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D.

The Problem

The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text. In other words, they have not acquired or choose not to practice the "grazing" habits of active readers and strategic learners (i.e., students who have a robust repertoire of learning or study strategies and know how, when, and where to apply them across a range of content areas; Pressley, 1995). This is the first of a two-part paper describing a new application of shared or collaborative annotation practice (i.e., highlight important text, add remarks to pages, and share results with other readers) for helping students assume increasing responsibility for their own learning.

Introducing CAM

A pressing concern of educators is how to include instruction in "learning to learn skills" (i.e., a variety

Logged in User: Compare with all

Compare All

Combine All

Key: Me We You

Key: 25 50 75 100 %

Selected User: Compare with other(s)

Compare Root User:

Lebow,David

Lebow,David
User1,lam
User2,lam
User3,lam
User4,lam

Compare

Combine

View merged highlighting and comments of group members - the "collective annotation model"

The screenshot displays the HYLighter web application interface. At the top, there is a navigation bar with "Home", "Project Admin", and "System Admin" buttons. A welcome message "Welcome: dlebow" is visible. The main content area shows a document titled "IDEAS FOR EFFECTIVE ONLINE INSTRUCTION" dated "June 2003 (pp. 4-5)". The document is a "GUEST COLUMN" titled "Medieval Scholarship Meets 21st Century Technology Part One: The Collaborative Annotation Model" by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D. The text "The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text. In other words, they have not acquired or choose not to practice the 'grazing' habits of active readers and strategic learners (i.e., students who have a robust repertoire of learning or study strategies and know how, when, and where to apply them across a range of content areas; Pressley, 1995). This is the first of a two-part paper describing a new application of shared or collaborative annotation practice (i.e., highlight important text, add remarks to pages, and share results with other readers) for helping students assume increasing responsibility for their own learning." is highlighted in green. A sidebar on the right contains a comment list with entries from users jpapay, hhartman, and dlebow, each with a "Remove" button below the list.

HYLighter

Home Project Admin System Admin

Welcome: dlebow

IDEAS FOR EFFECTIVE ONLINE INSTRUCTION

June 2003 (pp. 4-5)

GUEST COLUMN

**Medieval Scholarship Meets 21st Century Technology
Part One: The Collaborative Annotation Model**

by Dale W. Lick, Ph.D. and David G. Lebow, Ph.D.

The Problem

The ability to gain knowledge from text in widely different subject matter areas is key to academic success and lifelong learning. Many students are passive learners who primarily use memorization and simple rehearsal strategies to study text. In other words, they have not acquired or choose not to practice the "grazing" habits of active readers and strategic learners (i.e., students who have a robust repertoire of learning or study strategies and know how, when, and where to apply them across a range of content areas; Pressley, 1995). This is the first of a two-part paper describing a new application of shared or collaborative annotation practice (i.e., highlight important text, add remarks to pages, and share results with other readers) for helping students assume increasing responsibility for their own learning.

Introducing CAM

A pressing concern of educators is how to include instruction in "learning to learn skills" (i.e., a variety

jpapay : ✕ 🗑️ 🚩
Students do as taught.

hhartman : ✕ 🗑️ 🚩
Yes, attention to domain-specific knowledge from the outset!

dlebow : ✕ 🗑️ 🚩
Classroom conditions often make surface approaches to learning adaptive.

Remove