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E-Portfolios for Team-Based and Project-Learning Based Marketing Classes

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E-Portfolio
NFLC, Dr. Melika Kordrostami, May 2019

Please include in your e-Portfolio:

1. A description of your project goals and motivation
The objective of this project is to increase the effectiveness of teaching in a hybrid class by using evidence-based teaching practices.
2. A description of your project
I have incorporated multiple techniques in the MKTG 410 (Consumer Behavior) class such as group projects (team-based learning and project-based learning) and online discussions (web-based computer aided personalized system of instruction) to improve the learning in my class.
3. Any new materials you created and/or revised as part of your project
A group project is added to the class. The objective of the group project is to develop a consumer analysis report. Students have to submit a written report and present their results in class.
Two discussion prompts are added to the assignments. Students are required to write a short essay for each of the prompts and make at least one comment on another student's entry. I provide feedback to their entry and they also help their peers.
4. A description of how you intend your project to contribute to creating a student-ready college (McNair et. al.)
These new tools offer the students the opportunity to practice collaboration with their peers and learning from each other. In addition, they will learn about the practical implications of their learning.
5. A description of how your project reflects one or more of the five essential components of teaching for social justice (Hackman)
As identified in the article, social justice mastery has below five components:
 - "Content mastery
 - Tools for critical analysis
 - Tools for social change
 - Tools for personal reflection
 - An awareness of multicultural group dynamics" (Hackman 2005, p.104)The group project helps them to practice the dynamics of a multicultural group. The discussion points help them to become masters of the content and also it will offer them a venue to critically analyze each other's work.
6. A reflection responding to the following prompts:
 - a. What were you going to do?
I incorporated both of the group project and discussion forums in Fall 2018.
 - b. What actually happened as you implemented the project?
I made some modifications for the Winter 2018 and Spring 2019 based on my experience in the Fall 2018. For example, I added weekly group progress reports to their assignments in order to make sure they put some time in the group project every week.

Also, after the implementation I realized that the prompt for discussions need more clarification so I revised that as well.

- c. How was the project that emerged different from what you originally intended?
Few modifications were needed to implement the group project and discussions more efficiently.
- d. To what extent were you aware of identity (your own and/or others')? What impact do you think this had and why? How did your awareness shift throughout this process, if at all?
Students mentioned they enjoyed the group work and they learned from working with others. This encouraged me to be more aware of the impact of team-based learning and project-based learning.
- e. To what extent were you aware of your responses to the previous questions as you implemented the project and to what extent did you become aware as a result of engaging in this reflection?
I was aware of my answers since I had access to this document.
- f. How did you feel as you implemented the project?
I was happy that I'm helping students with evidence-based teaching techniques.
- g. Would you continue to implement what you did this project, and what changes might you make in the future?
Yes, I will continue the project. I have already made some changes and I will modify it based on the needs.
- h. What ripple effects (if any) has the project had in your role as a faculty member?
To use the EBTs in my future classes.