

**Wringing the most out of an Arts degree:
Using e-portfolios to engage students in
thinking about graduate attributes**

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First year
Asian Studies
Graduate Attributes
project



HMA 101

Asia: Enduring Traditions



Angkor Wat, Cambodia

Semester 1, 2010

University of Tasmania
Faculty of Arts
School of Asian Languages and Studies

CRICOS Provider: 00588B

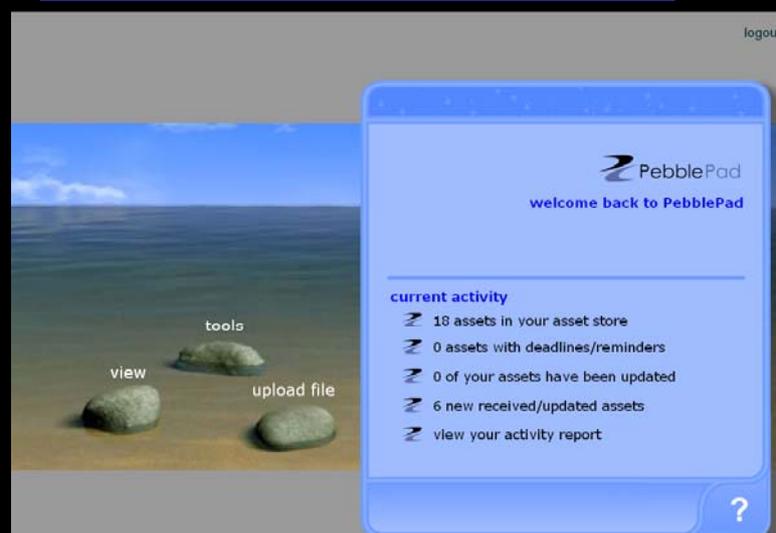
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Short assignments (20%)

Two components of this task:

- 1) Regular short comments on the week's topic or reading, to be submitted electronically. (10%)
- 2) A series of short reflective pieces of writing which bring together the contents of the unit and the University's generic skills and attributes. (10%)

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The screenshot displays the PebblePad user interface. At the top right, there is a 'logout' link. The main area features a background image of a beach with three stones. Overlaid on this are three buttons: 'view', 'tools', and 'upload file'. A large blue sidebar on the right contains the PebblePad logo and the text 'welcome back to PebblePad'. Below this, a section titled 'current activity' lists the following statistics:

- 18 assets in your asset store
- 0 assets with deadlines/reminders
- 0 of your assets have been updated
- 6 new received/updated assets
- view your activity report

A question mark icon is located at the bottom right of the sidebar.

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Instructions to students (abridged)

Each student at the University of Tasmania is expected to graduate with a set of skills (called generic skills) and also to have achieved a level of competency in the graduate attributes:

(UTAS List of Graduate Attributes)

In HMA101 students can develop these attributes through:

(List of how GA are specifically met in HMA101)

There are also some intended learning outcomes which students who successfully complete HMA101 are expected to have:

(List of HMA101 Learning Outcomes)

The reflection task requires you to think about how you are achieving these attributes and learning outcomes. You will be required to write 300 words for each entry (5% each = 10% total). **Due Week 4 and Week 12**

Quiz

- How many attributes are UTAS graduates expected to have developed?
- What are they?



UTAS graduate attributes

- Knowledge
- Communication skills
- Problem-solving skills
- Global perspective
- Social responsibility



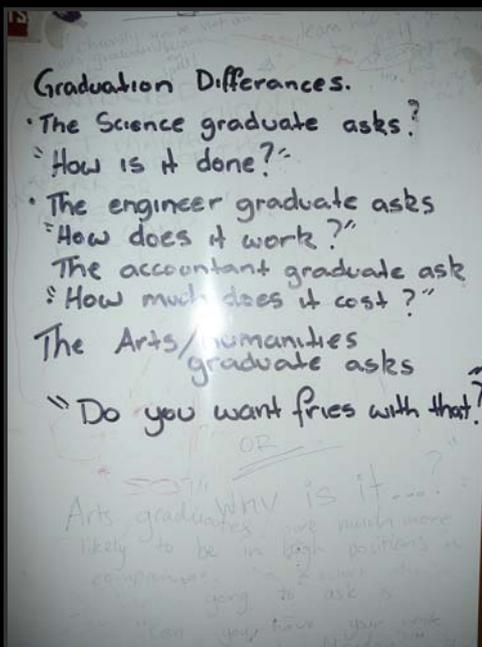
Importance of graduate attributes



Photo: <http://www.utas.edu.au/graduation/information-for-graduands2/academic-dress>
retrieved 18/11/10

What do Arts students think?

Inside door,
women's toilets
1st cubicle, 3rd Floor
Social Science Building
Sandy Bay campus, 18/11/10



DASSH
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BA Scoping Project

Section Categories

The project focused specifically on the undergraduate award programs called Bachelor of Arts.

Project aims:

- To understand the nature and role of a Bachelor of Arts degree in contemporary Australia
- To map the diverse Bachelor of Arts programs on offer in Australia between 2001 - 2008
- To identify the major strengths, difficulties, capabilities and contributions of the program
- To provide rich base-line data on the nature and models of BAs to be accessible for future curriculum planning for Arts Faculties.

[More Information](#)

- [About the Project](#)
- [Process Outcomes](#)
- [Project Definitions](#)
- [Data Sets](#)
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NOTICE BOARD

2010 Conference & AGM

Incorporating Associate Deans Learning & Teaching Network National Meeting

Wednesday 29 September - Friday 1 October, Fremantle, WA

Program, as of 30 August is available. Subject to change.

Registrations open.

Travel assistance available to Associate Deans

▶ READ MORE

DASSH 2010 AGM

Thursday 30 September at 11:30am, The Esplanade Hotel, Fremantle, WA

Call for Nominations and Resolutions

Nominations are called for:

- President
- Deputy President
- Treasurer
- Four (4) Board members

Please use the Nomination Form one per nomination. Any member unable...

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First year Asian Studies
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Motivating questions for our project:

Are first year students *capable* of grappling with the idea of graduate attributes?

If so, how can graduate attributes be 'made real' to students (especially when graduation seem along time away)?

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What I did:

- Made it assessable – marks indicate value to students
- Kept it low stakes – to reduce stress and anxiety over performance of an unfamiliar task
- Did not dictate form or structure – kept it open
- Aimed to provide practical and encouraging feedback, though a simple rubric and a personal note on each entry

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Outcomes:

Interesting, varied and thoughtful responses from students including:

- problems with study habits
- difficulties with some of the key concepts
- plans on how to improve study
- fears and concerns
- questions about uni and life in general
- worries about the future
- successes

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Problems encountered:

Problems with administration

- registering student accounts was done manually
- students unfamiliar with new system
- tutors unfamiliar with new system
- teething problems with PP management

Pebblepad limitations

- difficulties with managing gateways
- lack of useful PP documentation
- PP appearance a bit 'teletubby'

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Was the trial a success?

Student evaluation forms indicate that some students appreciated this 'unusual task' and a small number of others saw it as 'just another thing to do'

Verbal feedback from over a dozen students was that the whole exercise enabled them to keep perspective - once the pressure of assessment started to mount they could use the PP work to see how much they had progressed

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Where to from here?



<http://www.utas.edu.au/graduation/information-for-graduands2/graduation-checklist> Retrieved 18/11/10