

## Seminar 101: How to Live in the World

### Independent Learning Project

DUE: Friday, December 14th by 12:30 pm

The **Independent Learning Project (ILP)** is an opportunity for you to demonstrate your interpretation of “striving not just for knowledge in books, but knowledge about how to live in the world.” I have established the overall structure and deadline; you are free to pursue this project in a manner that is meaningful to you.

To succeed in this project, you will effectively demonstrate your proficiency in each of the three areas of the First-Year Experience Mission (see page 3). Your project will not only identify *what* learning outcome(s) you demonstrate in your project, but *how* you demonstrate your proficiency of the outcome(s).

#### What to submit via Canvas ePortfolio by the deadline:

1. Demonstration of your accomplished learning in a form of visual storytelling
2. Written Artist’s Statement outlining your process and project for the ILP
3. Narrative Self-Assessment

#### Narrative Self-Assessment

As your first quarter at Western draws to a close, I encourage you to reflect on your achievements and areas of growth. This self-assessment is not specific to Seminar 101. Instead, take a moment to think critically about yourself as a person and learner overall since you enrolled at Western. Devote attention to both your curricular (classes) and co-curricular experiences (clubs, organizations, leadership, work, community service, workshops, etc.).

In your self-assessment, I first ask you to examine and comment on three areas: 1) **Expectations & Goals**, 2) **Assignments & Projects**, 3) **Participation & Engagement**. Your self-assessment then culminates with a **final reflection**. Your self-assessment should be formatted as a cohesive narrative, which means that you are not simply responding to the prompts in disconnected sentences or paragraphs. You may exclude any questions that do not apply to you. Please aim to keep your self-assessment to roughly no more or less than 600 words. I am more interested in the *quality* than the quantity of your words.

#### Expectations & Goals

- What did you expect to learn?
- What were your goals?

#### Assignments & Projects

- What did you take on? What was your approach to regular assignments and to larger projects?
- What were the individual projects you completed? Did you complete all assignments? If not, why not? Did you do more than was assigned? If so, what? And what did you accomplish with this extra work?
- How hard did you work at doing routine assignments and/or special projects well? How successful were you? How did you respond when you encountered confusion, hang-up, procrastination, or lack of full engagement with the work? What did you do/not do to make your performance as good as it could be?

### **Participation & Engagement**

- Be specific about your attendance. Were you attending classes regularly? If not, how often, and why not? Did you support the community of learning in the classroom? Did you go to classes prepared? If so, how consistent were you? How well did you prepare? Did you find ways to improve your attendance and engagement during the term?
- What was your role in class discussions and/or other class activities? What did you do/not do to help facilitate good discussion or other fruitful participation in activities? Were you prepared for discussions? Did you make specific note of any problems or questions and bring them to class to share them?

### **Reflection**

- How well did you do? What were your strengths and challenges? What do you need to work on the most? What new strengths or challenges did you discover?
- If you had problems or difficulties with the way a class was proceeding, did you bring those to the attention of the instructor so circumstances could improve? Did you do other things to face difficulty directly?
- Did you seek out help when you needed it? How successful were you? What did you do/not do to make your experience meet your expectations?
- What did you learn (subject matter, skills, ways of knowing and working, etc.)?
- What changes happened in your attitude, your confidence, your behaviors, or your perspectives?
- What's next? What are your goals for yourself as a person and learner? What are your action steps?

### **FYE Mission Statement**

The first year at Western is a time of significant intellectual and personal development. The entire Western community—faculty, administrators, staff, and students—is committed to helping students:

- Understand the intellectual, moral, civic, and personal purposes of their liberal arts education
- Connect to Western faculty and the larger campus community
- Negotiate successfully the academic and personal opportunities and challenges of their first year

***Understand the intellectual, moral, civic, and personal purposes of their liberal arts education.***

**Student Learning Outcomes:**

1. Students articulate the purposes and values of the GURs.
2. Students connect their academic experiences to their lives.
3. Students explore their role and responsibilities as engaged citizens.
4. Students associate how their academic and interpersonal decisions impact themselves and others.

***Negotiate successfully the academic and personal opportunities and challenges of their first year.*****Student Learning Outcomes:**

1. Students begin to create individual learning goals.
2. Students acknowledge the importance of individual learning goals for their personal and academic success.
3. Students identify resources on campus to support their academic and personal learning.
4. Students develop a network to support their academic and personal learning.
5. Students make decisions to further their learning goals.

***Connect to Western faculty and the larger campus community.*****Student Learning Outcomes**

1. Students develop a relationship with faculty and peers through participation in a small class.
2. Students can name a faculty member who knows their work well enough to provide a recommendation or offer academic or career advice.
3. Students can recount a course-related moment that changed their perspective on the world.
4. Students are aware of a university extracurricular program or event.
5. Students can name a contribution they have made to the campus community.
6. Students can recount an experience that led to meaningful connections with peers.