

MILESTONE SCHEDULE AND REFLECTION PROMPTS

PURPOSE AND OBJECTIVES



PHOTO BY ALINA GRUBNYAK ON UNSPLASH

LEARNING OBJECTIVES

Students completing the Milestone Project will be able to:

- Connect their identity and liberal arts experience to their future plans.
- Integrate their learning into a coherent narrative within an ePortfolio.
- Demonstrate digital literacy through communication of an idea to an audience.
- Use reflective practice to put multiple perspectives, experiences, and contexts into conversation in order to assess knowledge and produce new insights.

MINI-MILESTONE REFLECTION PROMPTS

Below you will find a bank of suggested prompts to help your students reflect on their Oxford experience. The schedule is organized into "Mini-Milestones." So long as you hold to the general framework provided here, you are welcome to use **any or none** of these prompts.

We recommend your students complete their reflections on the "Mini-Milestone" ePortfolio page, but this is up to you and your advisees.

We hope that your use of prompts in this way will yield impressive, introspective ePortfolios that reflect the values and mission of Oxford College.

Mini-Milestone #2 (Second Semester)

Reflect: You've been at Oxford for a semester now. Read over the "About Me" in your ePortfolio you wrote for our previous advising meeting. In a separate document, make a list of the things that have changed about yourself since writing that page; then, in no more than two sentences per item, describe both how you have changed and at least one person or group instrumental in making that change. When you have completed this list, update your "About Me."

Now that you've had a chance to situate yourself at Oxford, think about where you will go from here. Look back at your "About Me" page and, in 100 words, reflect on how that person might grow through their Oxford experience. Consider thinking about which courses, activities, or experiences have been most impactful; or think about how your academic interests have changed; you might even consider writing about the activities you wish to pursue next year or over the summer.

Mini-Milestone #3 (Third Semester)

Reflect: Now that you have completed a full year at Oxford, think back to your most meaningful classroom experiences. **SCREENSHOT FROM MILESTONE E-PORTFOLIO TEMPLATE**

SEMESTER 1, MINI-MILESTONE #1

In this semester, you will send your advisees reflection prompts that will help them articulate their identity as first year Oxford students. Let their short, ~100 word reflection guide your advising meeting. This reflection and conversation will help them write their "About Me" page later in the semester.



PHOTO BY CHRISTIAN MACKIE ON UNSPLASH

SUGGESTED REFLECTION PROMPTS

Prompts for your students should encourage reflection that looks backward to experiences that have shaped them, considers where they are as they begin their Oxford story, and thinks about what they expect/hope/fear for in the future. One of the following options might help your student reflect:

- Tell me (your advisor) about **you**: Who are you as a student? Which life experience or community you belong to best illustrates who you are and why?
- Thinking about identity: Which life experiences or communities you belong to have prepared you for Oxford? What skills do you bring to the Oxford community?
- Tell me about your community: To what communities do you feel a sense of belonging? What skills do you bring to the Oxford community?

SEMESTER 2, MINI-MILESTONE #2

The screenshot shows a student's ePortfolio page. At the top, there is a banner with the text "MILESTONE PROJECT | OXFORD COLLEGE | 2019" and a photo credit "Photo by Aga Putra on Unsplash". Below the banner, there is a navigation menu with links: "About Me", "Reflective Analysis", "Artifacts", "Work Experience", and "References". The main content area features a title "REFLECTIVE ESSAY" over a background image of green foliage. Below the title is a reflective text entry. At the bottom of the page, it says "JOCELYN CHOW, MILESTONE E-PORTFOLIO".

Now that your advisee has been at Oxford for a full semester, ask them to reflect briefly on changes in their identity, goals, hopes, and/or anxieties detailed in their first reflection. Once they have reflected, they should create their "About Me" ePortfolio page. The goal here is to help your student reflect on how they have changed as a learner, in particular, and begin to think about how their various relationships on campus have changed them, in general. This moment encourages the student to imagine themselves as an individual developing in a community.

If you and your advisee are using the "Mini-Milestone" page of the ePortfolio, ask them to include this reflection in the "Reflect" space provided under "Mini-Milestone #2."

SUGGESTED REFLECTION PROMPTS

During your next advising meeting, we suggest you discuss with your student how they have changed at Oxford. To facilitate a productive conversation, it may help to ask your student to reflect with one of the following prompts before you talk:

- You've been at Oxford for a semester now. Read over the reflection you wrote for our previous advising meeting. In a separate document, list two ways you have changed; then, in no more than two sentences per item, describe both how you have changed. When you have completed this list, update/create your "About Me."
- Now that you've had a chance to situate yourself at Oxford, think about where you will go from here. Look back at your reflection from our meeting last semester and, in 100 words, reflect on how you might grow through your Oxford experience. Consider thinking about how your academic interests have changed, or about the activities you wish to pursue next year or over the summer.

SEMESTER 3, MINI-MILESTONE #3

During advising meetings this semester, students will start to identify influential products and experiences—what we call “artifacts”—from their time at Oxford to include in their ePortfolios.

Prior to your first advising meeting of this new semester, ask your student to identify an impactful artifact that says something meaningful about their Oxford experience—it can be academic, extracurricular, or social. Then ask them to send you a ~100 word reflection. Let this reflection partially guide your advising meeting. Once edited, the student should then add the artifact and reflection to their Mini-Milestone #3 in their ePortfolio.

If your advisees struggle to articulate their personal identities and experiences we suggest you ask them a question akin to the third in the adjacent section, which should help them reflect on their trajectory as a person.

SUGGESTED REFLECTION PROMPTS

To facilitate the selection of an artifact and their 100-word reflection, try asking your students one or more of the following questions (or some version of these questions):

- Thinking about your first year at Oxford: What is a pivotal moment in your Oxford experience? Who was instrumental in making this experience happen? Write 100 words reflecting on these questions and then select something you produced from that moment to include in your ePortfolio under Mini-Milestone #3.
- In 100 words, explain a pivotal moment from your Oxford experience like you were explaining it to a colleague. Additionally, identify an artifact that was produced from or represents this experience. Include this artifact in your ePortfolio under Mini-Milestone #3.
- Select an artifact you produced at Oxford that speaks to where you are in your intellectual and personal journey. In 100 words, discuss how this artifact relates to some of your past Milestone reflections. How does this artifact show ways you have changed over two semesters?

SEMESTER 4, MINI-MILESTONES #4-8

The fourth semester of the Milestone will feature three in-person meetings with your cohort of Milestone advisees. These sessions should center around peer feedback, while you, the advisor, facilitates productive conversations between the students over their work. This semester sees the completion of Mini-Milestones #4-8.

Suggested Meeting Schedule

Class #1:

Before Class: Students will have completed draft versions of Mini-Milestones #4-5. Recommend they include artifacts from different semesters.

During Class: Students will choose artifacts from Mini-Milestones and arrange in their ePortfolios. Then, students should work in pairs or small groups to provide feedback. Students should consider the following questions for their peers:

- What story do these artifacts tell?
- Do they tell that story effectively?
- Are there other forms of media that will help the artifacts tell a story when situated on that page?
- Does each artifact page look good?

Class #2:

Before Class: Students will write a rough draft of their reflective analysis, but will **not** post it in their ePortfolio.

During Class: Students deliver peer feedback on the Reflective Analysis.

Class #3:

Before Class:

1. Students revise Reflective Analysis and include it in their ePortfolio.
2. Students create a rough draft of their ePortfolio--all elements should be in place and tell a story.

During Class:

1. Visit from Academic Technology to discuss ePortfolio design.
2. Students deliver peer feedback on entire ePortfolios, focusing on the story their colleagues are trying to tell and whether or not those respective ePortfolios succeed at telling that story.

Final Portfolio

Due Week 10 of the semester.