

ELO Components

All ELOs will include a mix of some (if not all) of the following components. Please click the links below (or scroll) to see the details on each component.

- [Product](#)
- [Research](#)
- [Reflection](#)
- [Presentation](#)

Please see the chart below to see which types of ELOs require which components:

	Product	Research	Reflection	Presentation
Independent Coursework	✓	✓		
Career Exploration/Job Shadow	✓	✓	✓	✓
Internship/Apprenticeship	✓	✓	✓	
Project-Based Learning	✓	✓	✓	✓

Product

(required for all types of ELOs)

The Product is required of every type of ELO, and it is important because it is the final showcase of your learning. Most importantly, it should be relevant to your ELO as it serves to show your Mentor Teacher, Community Partner, and ELO Coordinator the depth and quality of your learning. Final Products can be almost anything, as long as they are relevant, demonstrate rigor, and follow the Product Rubric ([FOUND HERE](#)).

ELO Product Examples		
Song/song lyrics	Comparison chart	Itinerary
Outlines / Diagrams	Free-form map	Travel guide
Visual graphic	Flowchart Debate	Floor /building plan
Drawing	Pictures / Photos	Tapestry
Original experiment	Graphic novel	Bulletin board
Interview	Persuasive letter	Weather forecast
Play script	Facilitation of a meeting	Quilt
Newspaper article	Booklet 3-D model	Performance
Advertisements	Painting	Group discussion
Brochure	Mural	Game
Historic document	Lesson plan	Illustrated time line
Letter to the editor	Multimedia presentation	Menus/ Recipes
Web development	Video	Pilot TV show
Web based demonstration		

List of products from from “New Hampshire Extended Learning Opportunity Program Design Handbook” by Sheila Ward, Bonnie Robinson, and Doug Cullen, 2016

Research

(required for all types of ELOs)

Research demonstrates the high quality of your learning, and shows that you learned new material by interviewing experts, digging into scholarly sources, or synthesizing information learned on-the-job. Other types of research resources could include:

- Books
- Documentaries
- Scholarly articles (published in a peer-reviewed journal)
- Informational interviews
- On-the-job learning
- News articles

Your research should be clearly documented. This could take the form of an [annotated bibliography](#), journal of key learnings, video explaining your research, or others as approved by the ELO Coordinator.

Your research will be graded on the criteria in the Research Rubric ([FOUND HERE](#)).

Reflection

(required of Career Exploration/Job Shadow, Internship, and Project-Based Learning ELOs)

Reflection is a key component of an ELO because it allows you to effectively tailor your learning experience to be the best it can be by analyzing past learning and articulating what could be done to make it better. You can reflect on your time management, assessment outcomes, experiences in the community, and anything else that is involved with your ELO. Additionally, as you develop your short-term and long-term goals, you should be sharing them with your Mentor Teacher, ELO Coordinator, and Community Partner regularly.

Your reflections can take many different forms, but should always meet the criteria in the Reflection Rubric ([FOUND HERE](#)). Additionally, please find some questions below that can guide the content of your reflections:

- What activities did you engage in and how did they go?
- What will you continue to work on and why? What can you change moving forward?
- What are your goals and expectations for this experience? Were they achieved?
- How did your first impressions of the experience change over time?
- Describe the physical environment of your experience. Was this a business/organization? Did you work independently?
- Who did you work most closely with throughout this experience? What was your relationship like? What kind of feedback did you get about your performance?
- What did you like best about your experience? What did you like least?
- Was it hard to maintain other commitments while in this experience?
- What do you feel you did really well in this experience? Where could you have used some improvement?
- How has this experience impacted your education and career goals?
- What new skills have you learned from this experience? Did any of your impressions or attitudes change as a result of this experience?
- What would you do differently if you were to do this again?
- Cite any research you conducted. What did you research? How did it impact your experience?

List of questions adapted from Winnacunnet High School's ELO program.

Presentation

(required of Career Exploration/Job Shadow and Project-Based Learning ELOs)

Presentation is important because it allows others to understand what you have learned and provides an opportunity for your learning to benefit the community. This also provides you the opportunity to demonstrate your communication skills, and to connect your ELO experience to your career and educational goals. Your presentation should be people within the community, including experts in the field of your ELO, teachers, administrators, other students, parents/guardians, and other relevant stakeholders.

Your presentation can take many forms (PowerPoint presentation, video, engaging interactive lesson, showcase, poster presentation, and more), but should adhere to the criteria listed in the Presentation Rubric ([FOUND HERE](#)).