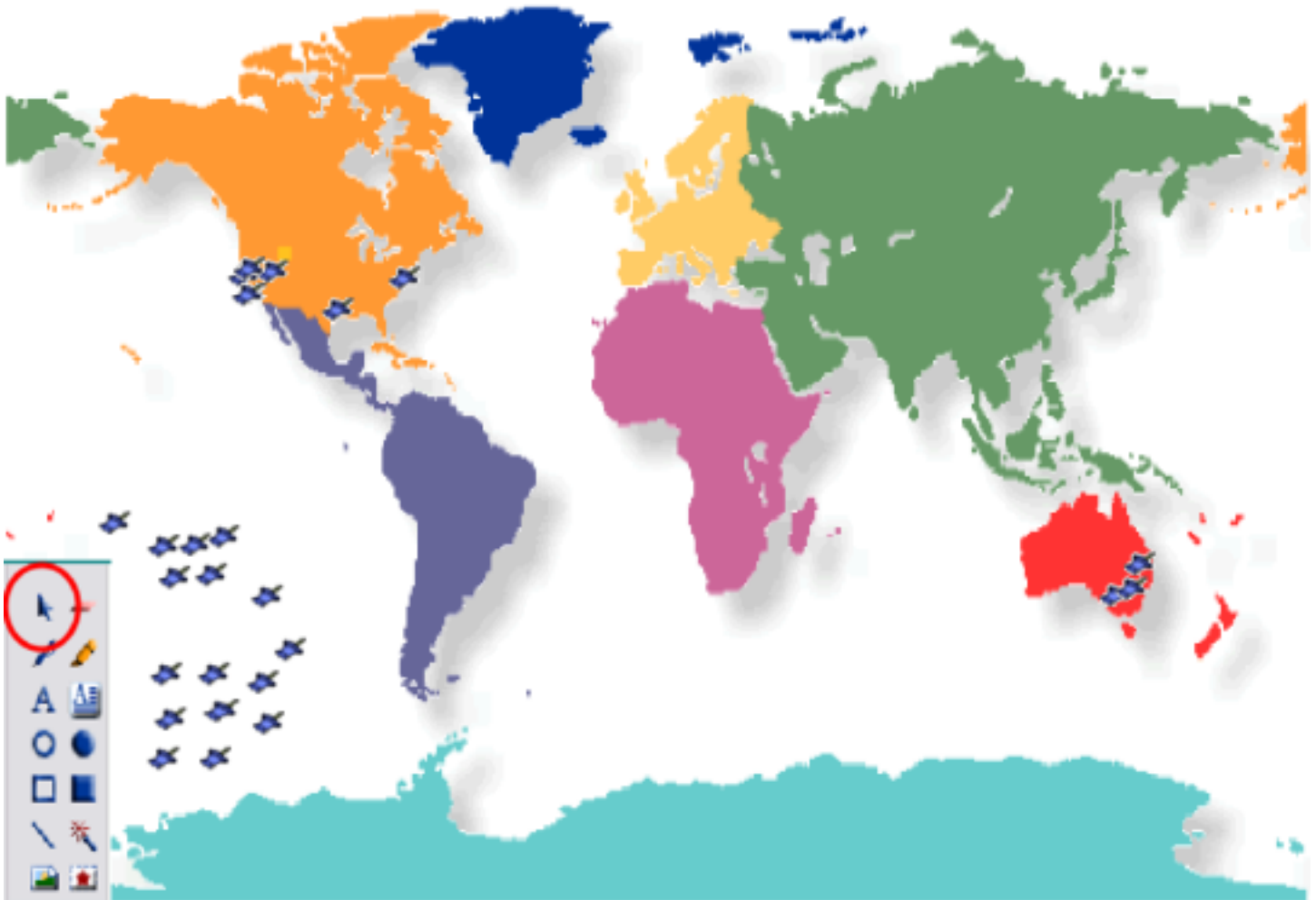


Public Screen

Example Ice Breaker

Use the selection tool to click on a push pin and drag and drop it where you are located!



Slide1

E-portfolios Month May 2011

A series of four free web conferencing sessions promoting local or disciplinary themes.

Summary of sessions:

2 May - 5.00pm AEST
Strategies for creating/maintaining local e-portfolio communities of practice

10 May - 10.30am AEST
E-portfolios for the professions

17 May - 8.00am AEST
E-portfolios for the trades (vocational education, career-technical education)

23 May - 10.30am AEST
e-Gems session - Strategies for implementing e-portfolios in your organisation

To join [click here](http://epcop.net.au)

epcop.net.au



Webinar May 17

eportfolio communities of practice

Slide2



VET E-portfolios

Community of Practice

Trades and vocational education, career-technical education : Hairdressing, Building & Construction, Culinary Arts, Public Health

Presenters:

1. **Nayomie Baihn & Jennifer Cunningham, TAFE NSW, AU**
2. **Simon Brown & Des Harms, QLD, AU**
3. **Maureen Dumas, James Griffin & Veera Gaul, Johnson & Wales Uni, USA**
4. **Dr Ruth Cox, San Francisco Uni, USA**

Slide3

VET E-portfolios Community of Practice and Resource Bank– a collection of strategies and resources to incorporate E-portfolios business activity work as well as other national and international e-portfolio projects eg Australian e-Portfolio Project, Eifel, SURF, JISC, AAEEBL, EPAC, ePortfolio California.

Australian *Flexible Learning* **Framework**

supporting e-learning opportunities

VET Eportfolios Business Manager: Allison Miller

Contact: Allison.Miller@tafesa.edu.au

Slide 4

ePortfolios for Trades



Hairdressing @ Nepean TAFE College

EpCop Presentation 17 May 2011




Slide5

WR0HC307A - Part A 2 ⊞ ⊞

You are required to look at this photo, upload a structure graphic that best suits it, as well as describe how you would cut and style this hair.

Mens Haircut A2 ⊞ ⊞



<http://celebrityhairpics.info/g/men-hairstyles-2010-uk/?f=3&p=1>

Cutting Techniques ⊞ ⊞

Describe step by step how you would complete this haircut.

Tools and Equipment ⊞ ⊞

List the tools and equipment you will require.

Styling Techniques ⊞ ⊞

Describe the styling techniques that would be suitable for this style.

Styling and Finishing Products ⊞ ⊞

What styling and finishing products would you use?

Structure Graphic ⊞ ⊞

Upload a structure graphic in the block below. Some (not all) haircuts may need more than one structure graphic.

Structure Graphic Upload ⊞ ⊞

Structure Graphic Upload ⊞ ⊞

Slide6

Structure Graphic  

Upload a structure graphic in the block below. Some (not all) haircuts may need more than one structure graphic.


Structure Graphic Upload  

Structure Graphic Upload  


Structure Graphic

Upload a structure graphic in the block below. Some (not all) haircuts may need more than one structure graphic.

Structure Graphic Upload




Structure Graphic Upload



Slide7

WRHHD304A - Design & Apply Long Hair Design Finishes Template - Part A1

An Image



<http://www.hairstyleout.com/wedding-hairstyle/wedding-hairstyleout.htm>
15/10/08

Face Shapes & Characteristics
this design could suit a heart shape face, square face or a round face as it has height to extend the face with a swept over fringe so it doesn't shorten the face, its pulled back at the sides so it doesn't give it any extra width

Design Elements & Principles
line: the line in this style is curved and is pulled back diagonally, the barrel curls at the back add height to the design
shape: the shape is free form
direction: the direction of this style is back as the wave down the side directs the eye back
the size is medium
texture: the texture in this style is a combination of activated and unactivated surfaces, the barrel curls are activated while the top remains smooth and unactivated
colour: the colour in this style makes it a softer look as its mainly lighter at the front and around the face, the curls at the back appear lighter on top yet darker in the middle giving the design more depth
balance in this design is asymmetrical as both sides are different
gradation is present where the wave down the sides turns into the curls at the back
repetition is in the curls at the back
dominance is in this style in the curls at the back

Styling Techniques
set hair in large rollers leaving front section out
when taking them out use a soft wax to smooth or flyaway hair
sweep fringe and front section of hair back making a wave pinning hair in place using hair spray, make sure hair is smooth and secure
tie a small amount of hair in the middle of the head
using small sections top hair around making a barrel curl and pin in place
continue doing this until all hair at back is pinned up
make sure hair from front section is tucked away
add finishing flowers with bobby pins making sure they are secure and won't move

Tools & Equipment
bobby pins
sectioning clips
tail comb
ornaments
pin curl clips
hair ties
setting rollers
dryer
blow-dryer
tongs
towels
cape
fringe pins
mistle pine

Slide8

Emma WRHHD304A - Design & Apply Long Hair Design Finishes Template - Part A1

An Image



<http://www.hairystyleout.com/wedding-hairstyles/wedding-hairstyleout.htm>
13/10/08

Face Shapes And Characteristics

this style would suit a squared shaped face as its curls flat on the sides which would cut off the sharp corners and with the hair parted on the side will give her face a really soft look, the height in the back also gives the illusion that her face shape is longer.

also a round face shape as the hair is flat with a side part giving the illusion that the face is more oval and the height in the back helps with it appearing less round and plump.

Design Elements And Principles

DESIGN ELEMENTS

POINT

For this particular hairstyle we will do two primary sections from ear to ear then starting from the back getting the barrel curls done and pinned into place once happy with how the curls are sitting you can then start the front section.

LINE

The line to this style is curved

FORM

Free formed

DIRECTION

The direction to the style is going backwards towards the back of her head

TEXTURE

The design surface is smooth

COLOR

The colour for in this style is contrasting between a light blonde and dark blonde, which is helping to enhance the moulding from the front to the side of her head, also giving the barrel curls a little more "OOH" from the contrasting of colour throughout them.

PRINCIPALS OF DESIGN

REPETITION

There is a Repetition of curls in this style

ALTERNATION

There are two elements of design being used in image, Repetition of the barrel curls and harmony from the Texture and Line, being achieved by the varying wave movement as the front of the design is soft then moving into a 'S' shaped hair wave

Styling Techniques

to do this style you need to divide the hair into 2 sections from ear to ear, starting the upstyle from the back section, section the back into half doing a horizontal parting and in the middle of the section do two pony tails so you have something to pin the curls into, once you have done that you then need to set the pony tails doing so in sections, with the front section part the hair from the left mid eyebrow sweeping over to the right side set the left side so it can be brought back into the back section, once set you can now get the hair into a barrel curl and pin into place making sure to leave some loose curls out at the bottom.

Moving on to the front bring the left side around to the back into barrel curls and pin into place making sure that the hair is smooth and neat, with the right half of the front slowly then mould hair into the 'S' movement and pin into place, keeping in mind to make sure that the front is sleek and smooth, after getting the hair into place and are happy with the result you can now put in the last touches such as the roses and the brides veil, finish off with some hair spray and shine serum.

Tools And Equipment

- Hot rollers
- Tail comb
- Pin curl sticks
- Bobby pins
- Fringe pins
- Clips - BUTTERFLY OR SLIDE
- Hair dryer
- Curling Wand / Hot tonge
- Hair straightner

Styling And Finishing Products

STYLING PRODUCTS

- Mousse
- Power surge
- Root Lift Spray

FINISHING PRODUCTS


- Hair Spray
- Shine Wax (shines hair)
- Wax Stick
- Serum
- Vial

Slide9

keira's Mens Haircut B3

Your own work
Upload photos of a mens haircut that you have completed

Photo of haircut



Cutting Techniques Description
for this haircut i sectioned off the hair from the apex to the front hairline, starting from the back i cut the hair in a uniform layer through the interior to the apex of the head, then choosing a starting point using vertical partings i cut the hair in a variation layer through to the front of hair, then slowly pivoting from that point bring the sections up to that point, this creates a disconnected front with a variation layer through the exterior and a uniform layer through the back.


Tools and Equipment
I used my scissors, cutting comb, cutting caps, slide clips, water spray bottle

Photo of haircut



Structure Graphic
Upload a structure graphic that best suits this haircut into the image block below.

Structure Graphic Upload



Styling Techniques
When styling this hair i ran wax through the back and front messing the hair up, peiceing the front out to make it a side fringe.

Styling and Finishing Products
for this i used a small amount of fibre up by NAK

Ongoing Feedback

Ongoing Feedback

The importance & value of giving ongoing feedback:

Feedback on views


- Can be private or public

Feedback

Emma, you have thought of many different finishing products, is there anything that you may use as a "styling" product to help support this style? If you use the class handout on Design Elements it will help you to complete this section

 Gabriele Seidel-Wynne (gabriele.seidel-wynne) | 28 October 2010, 9:52 PM

You have added some great information, well done Emma!gx

 Gabriele Seidel-Wynne (gabriele.seidel-wynne) | 03 November 2010, 9:58 PM

Feedback

Hannah, great work, all you need to do now is complete Design Elements and principles, well done gx

 Gabriele Seidel-Wynne (gabriele.seidel-wynne) | 28 October 2010, 9:55 PM

Great job Hannah, only styling techniques to go and this one is done!gx

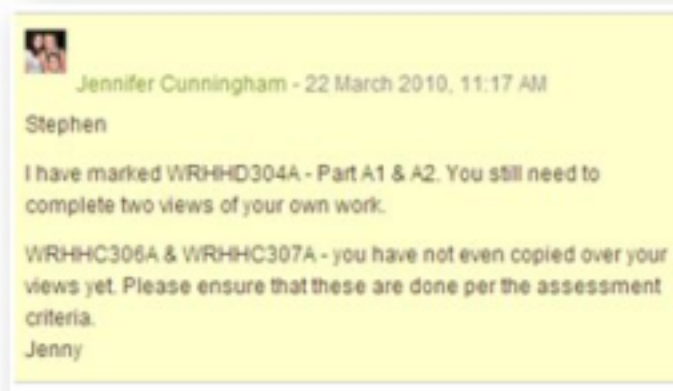
 Gabriele Seidel-Wynne (gabriele.seidel-wynne) | 03 November 2010, 9:57 PM

Communication

Communication

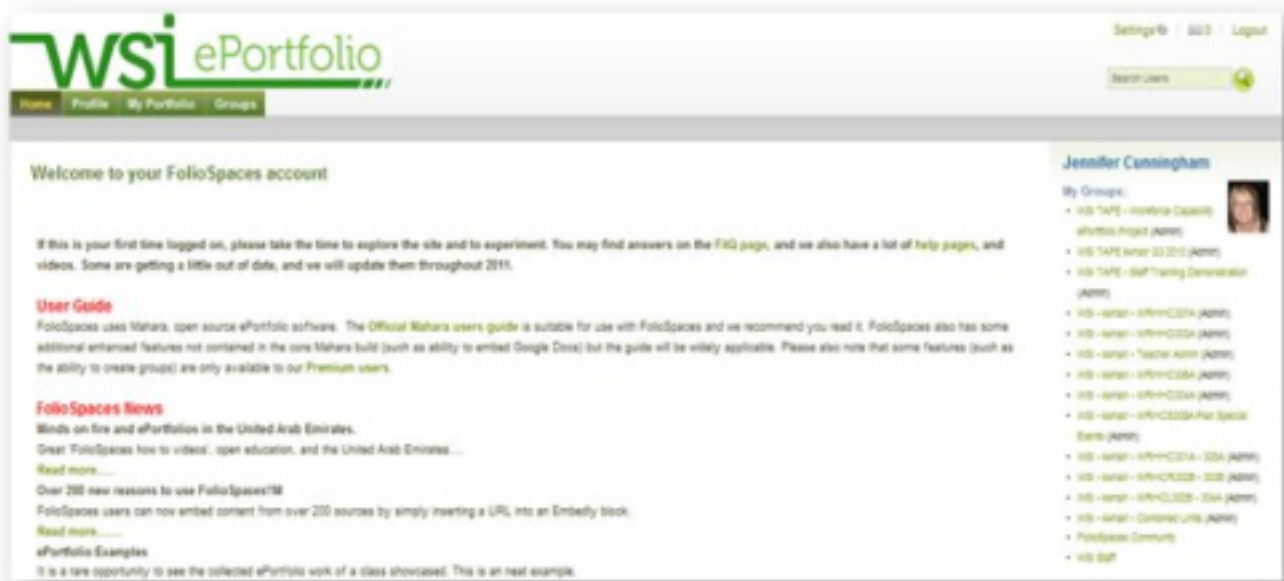
Profile wall posts

- Can be private or public
- If linked to email address (in settings) it's an easy way to notify students.



Live Demonstration

Live Demonstration



ePortfolios in the Trades

VET Eportfolios CoP ePortfolio Month : May 2011

ePortfolios in the Trades

Simon Brown

Des Harms


SkillsTech Australia

public or private conversations?

public or private conversations?

- assessment
- benchmark
- audience
- access
- ownership
- price
- security

honing and polishing a granite ball <http://youtu.be/O1HYvHoym8Q>



honing and polishing a granite ball
OdsOk 72 videos [Subscribe](#)

LET THE ENTERTAINMENT IN WITH
50% OFF
OUR STARTER PACK FOR 6 MONTHS
[GET FOXTEL](#)
*Minimum spend \$99 on a 12 month fixed term plan. New standard-rate cost. Not available in all territories. **FOXTEL**

Suggestions

- [Largest Floating Stone Sphere in the World](#) by water fountain 82,083 views **Featured Video**
- [stone ball project](#) by OdsOk 3,656 views
- [shaping granite](#) by OdsOk 4,000 views
- [Granite Polishing](#) by thurston 114,372 views
- [Polishing granite](#) by pauland30 53,704 views

11,544 likes

7 likes, 0 dislikes
Artist: [Mysterious Traveller](#)
Buy "Bernabè" on iTunes

Uploaded by [OdsOk](#) on Apr 4, 2009
Using power tools and abrasives to hone and polish granite. Captured with Canon Powershot A470. Edited in Picasa.

Uploader Comments ([OdsOk](#))

How are these balls made perfectly round in the first place? I saw a fountain at Carsington Water in Derbyshire today and just wondered if they were all hand formed and if so using what?
[graybags24](#) 6 months ago

[@graybags24](#) what's demonstrated here is an exercise to train stonemasonry apprentices in hand skills - the balls are set out using measuring and templating techniques, and shaped with hand and pneumatic power tools. The

sharing for teaching

Roof tiling ?? fixing battens <http://youtu.be/glj1zB-uoRc>

YouTube Search Browse Movies Upload 0ds0k Sign Out

Edit Video Detail Edit annotations Edit captions/subtitles AudioSwap Insight stats Promote

Roof tiling - fixing battens

0ds0k 72 videos [Subscribe](#)

Suggestions

- Deli Wall Decals**
by DelIDecals
137,690 views Promoted Video
- Roof Tiles - How they are made and laid**
by HolmwoodsELT
652 views
- How to Roof a House : How to Install Roof Battens**
by expertvillage
23,950 views
- Roof tiling 2**
by studleyroad
6,481 views
- Tile and Flat Roof Repair in Phoenix, Arizona**
by TradesUnlimitedInc

sharing for assessment

Under supervision



Authentic setting



authentic setting

Wearable video recorder



Hands free operation



Streamfolio ePortfolio <http://streamfolio.net>

My videos		Shared videos	Your Profile			
Type	Title	Description	Creator	Time		
File	Stacking roof tiles	Ray works with the roof tiling gang to distribute concrete roof tiles all around the roof in preparation for laying them. Recorded with DVR912 helmet cam - (at one point Ray comments to another worker that the helmet is hot to wear)	Simon Brown	15/04/11 22:37:36		
File	Lifting tiles 2	Danny and Jared shift the elevator and load tiles onto the roof. Recorded with DVR912 helmet cam.	Simon Brown	15/04/11 13:05:44		
File	Lifting roof tiles 1	Using a tile elevator to get the concrete tiles onto the roof. Recorded with a mobile phone and converted from 3gp to avi using free AnyVideo converter.	Simon Brown	15/04/11 11:45:27		
File	Ray talks about wearing the helmet cam	Roof tiler Ray describes wearing the helmet cam while fixing battens on a roof. Recorded with a mobile phone.	Simon Brown	15/04/11 11:39:54		
File	Fixing roof battens 1	Tiling a roof - first the battens are fixed in place. This skills clip was recorded with a DVR912 helmet cam. It took about 90 minutes to upload at 12 MBps.	Simon Brown	15/04/11 11:02:31		
File	getting ready for another session in the workplace	3rd visit to Fisher & Paykel	Simon Brown	17/03/11 12:09:54		
File	Greg presenting at the TALN	ElectroTechnology Teaching and Learning Network conference 11th March 2011	Simon Brown	11/03/11 00:04:59		

[Play](#)
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[Upload](#)
[Download](#)
[Delete](#)
[Share](#)
[Record](#)
[Broadcast](#)
[Help](#)

sharing in Streamfolio

to edit or not to edit?

to edit or not to edit?

- authentic
- flow
- appeal
- format
- size
- audio

EPAC Community of Practice

EPAC Community of Practice

- Virtual interactions through free online chats & discussions, audio and video conferences;
- Networking with EPAC members at conferences and meetings;
- Exchange of resources
- Tracking of international and national conferences, requests for proposals and funding opportunities;
- Active exploration and evaluation of ePortfolio tools and practices

<http://epac.pbworks.com/>

For more information: Helen L. Chen, hlchen@stanford.edu

Slide24



<http://www.pesc.org>



ePortfolio Standards Workgroup

Slide25

www.ePortfolioCA

The screenshot shows the homepage of the ePortfolio California website. At the top left is the ePortfolio California logo with the tagline "For learning. For life." To the right is a navigation menu with links for HOME, ePORTFOLIO, NEWS, EVENTS, COMMUNITY, RESOURCES, STANDARDS, and ABOUT. A search bar is located to the right of the menu. Below the navigation is a breadcrumb trail: "You are here: Home".

The main content area features a large dark banner with a yellow star icon. The text in the banner reads: "STUDENTS! Submit your ePortfolio to the Student Showcase Gallery for an opportunity to be featured on the ePortfolio California website. Monthly winners receive an iTunes music card (a \$10.00 value). Visit the [Student Showcase Gallery](#) and submit your ePortfolio today!" There is a small "twitter" icon in the bottom right corner of the banner.

Below the banner is a section titled "Seeking Input for Proposed ePortfolio Developer Webinar Series" with a globe icon. It asks "Have you ever asked or been asked these questions?" and lists three bullet points:

- What ePortfolio tools are available?
- What criteria should I use to evaluate various ePortfolio platforms?
- Does [insert name of ePortfolio vendor] support [insert feature or function such as social networking, assessment management, etc.]?
- Do you know anyone who is using [name of ePortfolio tool] who I could talk to about their experiences?

On the right side of the page, there are two sidebar widgets. The top one is titled "Stay informed" and contains a text input field and a "Subscribe" button. The bottom one is titled "Events Calendar" and lists two events:

- July 25 - 27, 2011 [AAEEBL Annual Conference "World Portfolio Summit"](#)
- March 18, 2011 [AAEEBL Northeast Regional Conference](#)

Slide26



ePortfolios in Health Education (And Beyond) at San Francisco State

ruthcox@sfsu.edu

eport@sfsu.edu

<http://eportfolio.sfsu.edu>



ACADEMICTECHNOLOGY
advancing education with technology



From the Beginning??

From the Beginning...

- SF State Masters in Public Health (MPH) required a “Skills Portfolio” (in lieu of Final Exit Exam)
- Viewed as both an academic record and valuable tool for advising & career connections



ACADEMICTECHNOLOGY
advancing education with technology



Slide28



Making the Shift

Making the Shift



Oscar Macias

[Introduction](#) | [Professional Mission Statement](#) | [Competencies in Public Health](#) | [Culminating Experience](#)
[Leadership Skills](#) | [Resume](#) | [SP52 RPH Overview](#)

In this section:

- Community Health Assessment
- Program Planning for Community Change
- Program Evaluation Design & Research
- Research Methods, Biostatistics & Public Health
- Diversity and Culture

Core Competencies in Public Health



Students in the Master of Public Health Program at San Francisco State University are required to prepare an electronic portfolio that includes evidence from academic classes, practice courses, and their culminating experience project demonstrating their competence in the core functions of Public Health as they pertain to Community Health Education.

The content provided in the first four competencies included in this page illustrate evidence of proficiency in the core courses of San Francisco State University's Master of Public Health Program. These competencies are based upon standards established by the Society for Public Health Education (SOPHE), the American Association for Health Education (AAHE), and the Association of Schools of Public Health (ASPH).

Diversity and Culture has been added by the Health Education Department at San Francisco State University to demonstrate multicultural competence.

2005-2011

2005-2011

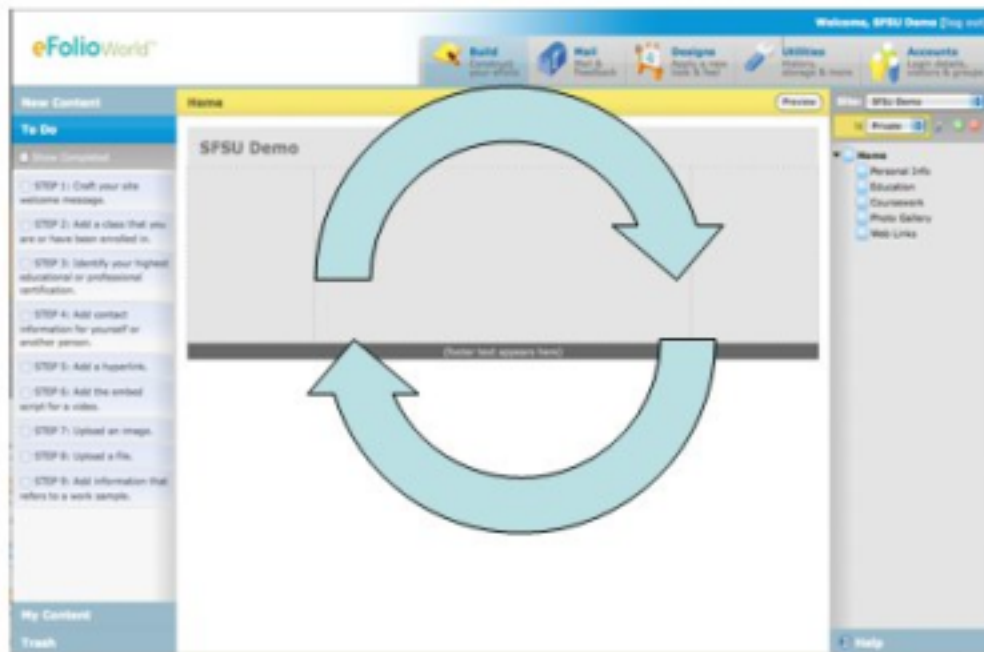


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90 Minute Training?? Overview of eFolio Tool

90 Minute Training— Overview of eFolio Tool



The MPH eFolios were designed to support:

The MPH eFolios were designed to support:

- Collecting range of evidence
- Knowledge of **core competencies**
- Reflection
- Leadership Skills
- Academic and professional development
- A durable “container” to archive work.

Introduction

Professional Mission Statement

Competencies in Public Health

Community Health Assessment

Program Planning for Community Change

Program Evaluation Design & Research

Theories In Community Health Education

Diversity and Culture

Slide33

How can we guide students to *demonstrate* theory linked with practice?



Slide34



Rachel Poulain



The Children's Nutrition Program DVD

Rachel Poulain
Member of Public Health Profiles

Introduction

Professional Mission Statement

International Community Based Experience Haiti

Coordinating WFP Project Haiti on DVD

Competencies in Public Health

Resume

WFP WFP Overview

Search

Welcome!

After the honor of completing the Master of Public Health at San Francisco State University, I gained a wide range of knowledge reflected throughout this site. From traditional coursework and applied practice in community, to traveling abroad, this experience has been challenging and rewarding.

Photo 1/11

The highlight was being the privilege of working in Haiti with the Children's Nutrition Program conducting a program evaluation and producing a short DVD. To learn more and watch the DVD, go to the Coordinating WFP Project Haiti page.

Welcome to my site. I appreciate your visit.

Rachel

Public Health Profiles
A Free to Public Health Professionals - World
Lillian King, Jr.

Photo 2/11


Slide35





Campus-wide Project: <http://eportfolio.sfsu.edu>

Campus-wide Project: <http://eportfolio.sfsu.edu>

SAN FRANCISCO STATE UNIVERSITY
Academic Technology



ePortfolio

Portfolio Home

About ePortfolio

- Projects
- Events
- News

Gallery

Students

- Student Overview
- 1 - ePortfolio Workflow
- 2 - Build Options
- Templates
- Student Help

Faculty

- Faculty Overview

Welcome to SF State's ePortfolio Website!


This site will provide you with the information you need to create your ePortfolio. Collecting and sharing your work within an ePortfolio can provide a great way to reflect on your academic work, career goals, and life experiences. A web-based portfolio will also allow you to archive and display a wide range of your work using various types of media.

First, to get a clearer idea of what an ePortfolio is, we recommend that you take a minute to look through the variety of student sites in our gallery.

Ready to get started? Its as easy as 1 - 2 - 3. Take a look at the [Student Overview](#) or [Faculty Overview](#).



ePortfolio Gallery



Quick Links

- Academic Tec
- ePortfolio Account
- Labs on Campus

Process-Based Comprehensive Assessment Approach

Process-Based Comprehensive Assessment Approach



- Collect
- Select
- Reflect
- Build/Link
- Publish
- Share



Steps for Success at the Department Level

Steps for Success at the Department Level

- Portfolios are started in a **Gateway** course with **clear guidelines**
- **“Signature” Assignments** from selected courses are uploaded **each semester & required at the course level**
- **Portfolio completion required in Capstone Course**

ePortfolio Sequence

ePortfolio Sequence

Gateway eFolio Workshop
(Semester 1)

"Signature" Assignments
required and uploaded from pre-
identified courses each semester

ePortfolios Completed in Final
semester (Identified Capstone
courses)

Planting ePortfolios in the Metro Health Academies Program 2 Yr>4Yr UndergraduateProgram

Planting ePortfolios in the Metro Health Academies Program 2 Yr>4Yr UndergraduateProgram



Mapping Artifacts to Institutional Goals

Mapping Artifacts to Institutional Goals



From: Kevin Kelly, SF State



Local to National??to Global

Local to National...to Global

AAC & U VALUE Leadership Campus

Making Connections Project

PROGRAMS MEETINGS PUBLICATIONS LEAP PRESS ROOM

Association of American Colleges and Universities

PROGRAMS

VALUE: Valid Assessment of Learning in Undergraduate Education

VALUE Leadership Campuses

These campuses have been selected by AAC&U in recognition of their work on e-portfolios and assessment.

They assist the VALUE efforts by sharing examples of their student work with the project's review panels, by contributing to the development of rubrics for the Essential Learning Outcomes, and by piloting the draft metarubrics on their campuses.

- Alverno College
- Bowling Green State University
- City University of New York - LaGuardia Community College
- College of San Mateo
- George Mason University
- Kaplan Community College
- Portland State University
- Rose-Hulman Institute of Technology
- San Francisco State University
- Spelman College
- St. Olaf College

Making Connections
National Resource Center on Inquiry, Reflection and Integrative Education

HOME ABOUT PROGRAMS EVENTS

The Connections Project works with a dynamic national network of 22 campuses, community colleges, and research universities to collectively engage in a recursive learning process.

Slide43



Thanks for the opportunity to share our work!

Slide 44



JOHNSON & WALES
UNIVERSITY



ePortfolios for the Trades: An overview of facilitating active and reflective learning during experiential education.

Australian ePortfolio Community of Practice
Veera S. Gaul, James E. Griffin, Maureen Dumas
Johnson & Wales University, Providence, RI USA
Monday, May 16, 2011

Presentation Outline:

Presentation Outline:



- Introduction of Panel

- Brief Overview of Johnson & Wales University



- Definition of Experiential Education at Johnson & Wales University



- Defining Competencies/Outcomes

- Faculty engagement with Experiential Education



- Audience Questions for Panel

- Wrap Up

45



Snapshot of the Presenters:

Snapshot of the Presenters:



Veera S. Gaul, Ph.D.
University Provost
20 Years at JWU



James E. Griffin, Ed.D.
Associate Provost
22 Years at JWU



Maureen Dumas
Vice President
Experiential Education
& Career Services
18 Years at JWU

One University, Four Campuses

One University, Four Campuses



- **Providence Campus - *Founded in 1914***
 - 2009-2010 enrollment: 10,709 students



- **North Miami Campus - *Founded in 1992***
 - Opening enrollment: 61 students
 - 2009-2010 enrollment: 2,033 students



- **Denver Campus - *Founded in 2000***
 - Opening enrollment: 325 students
 - 2009-2010 enrollment: 1,461 students



- **Charlotte Campus - *Founded in 2004***
 - Opening enrollment: 1,014 students
 - 2009-2010 enrollment: 2,452 students

47



An Introduction to Johnson & Wales University

An Introduction to Johnson & Wales University

- **Founded in 1914**
- **Nonprofit, private regionally accredited (NEASC) institution with four campuses**
- **More than 16,000 graduate and undergraduate students from all 50 states and 96 countries**
- **Student centered, Experientially based, Industry Relevant, Employment Focused and Globally Oriented**
- **Committed to urban revitalization, civic participation and thoughtful historic renovation**



JWU Academic Offerings

JWU Academic Offerings

- A wide range of associate, bachelor's, master's and doctoral degree programs for traditional and continuing education students.
- Undergraduate Degree Programs:
 - College of Business
 - The Hospitality College
 - College of Culinary Arts
 - School of Technology*
- Graduate Degree Programs:
 - Alan Shawn Feinstein Graduate School (M.B.A.)*
 - School of Education (M.A.T., M.Ed. And Ed.D.)*



* Only offered at JWU's Providence Campus

??Institutional?? Assessment

“Institutional” Assessment



- How do we assure we are fulfilling our mission and that we abide by our values?

Mission

The mission of Johnson & Wales University is to empower its diverse student body to succeed in today's dynamic world by integrating general education, professional skills and career-focused education. To this end, the university employs its faculty, services, curricula and facilities to equip students with the conceptual and practical tools required to become contributing members of society.

Core Values

The following core values motivate and guide the institution. Johnson & Wales University's [mission](#) statement reflects a commitment to these values.

Student Centered

We are strongly student centered, stressing personal development as well as career management skills.

Experientially Based

We integrate hands-on learning with a career-focused curriculum, to enable our students to gain real-world experience.

Industry Relevant

We are industry relevant, focusing both on the needs of our students and the needs of our students' future employers.

Employment Focused

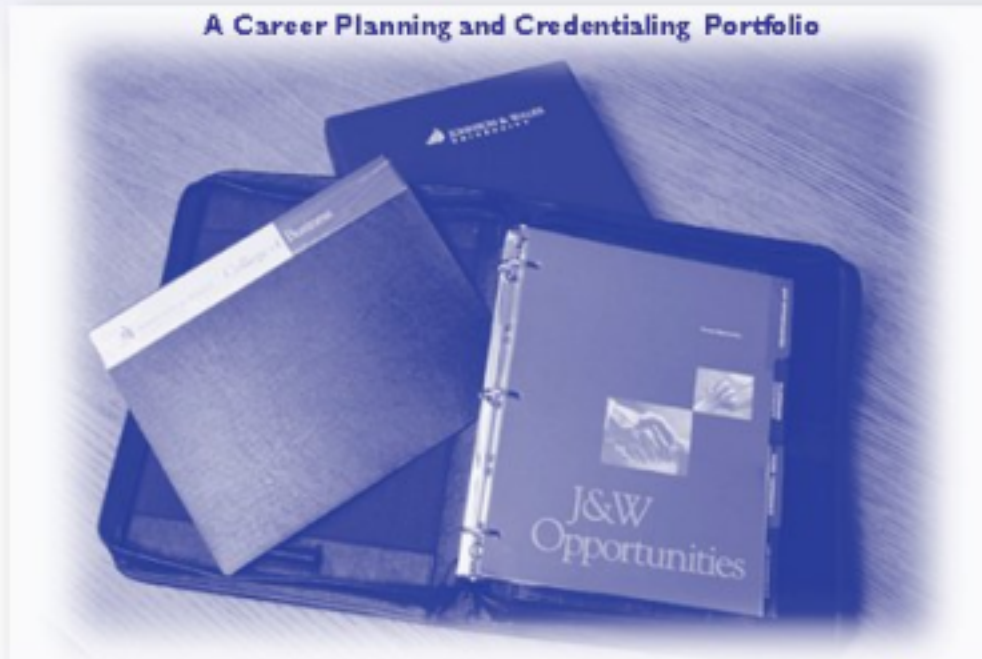
Our business is developing employment-ready, motivated graduates for world-class employers.

Globally Oriented

We respond to the increasingly global nature of business by fostering multiculturalism and providing an international educational experience.

A Look Back at a Decade of Experience with Student Portfolios: ??The Career Passport?? (discontinued in 2007)

A Look Back at a Decade of Experience with Student Portfolios: "The Career Passport" (discontinued in 2007)



51



A Shift to Outcomes Based Assessment

A Shift to Outcomes Based Assessment

From:

- employer oriented to student centered
- career focused to learning based
- artifact collection to critical reflection

From *Career Passport* as portfolio for career marketing to
outcomes assessment to assure student learning

Experiential Education

Experiential Education

- Over 3600 students participate in internships every year
- Over 1400 employers/organizations host our internship students every year
- Over 400 students participated in study abroad programs in 2008-2009
- All four JWU campuses named to President Obama's Higher Education Community Service Honor Role (2006-2009)

Defining Experiential Education Competencies

Defining Experiential Education Competencies

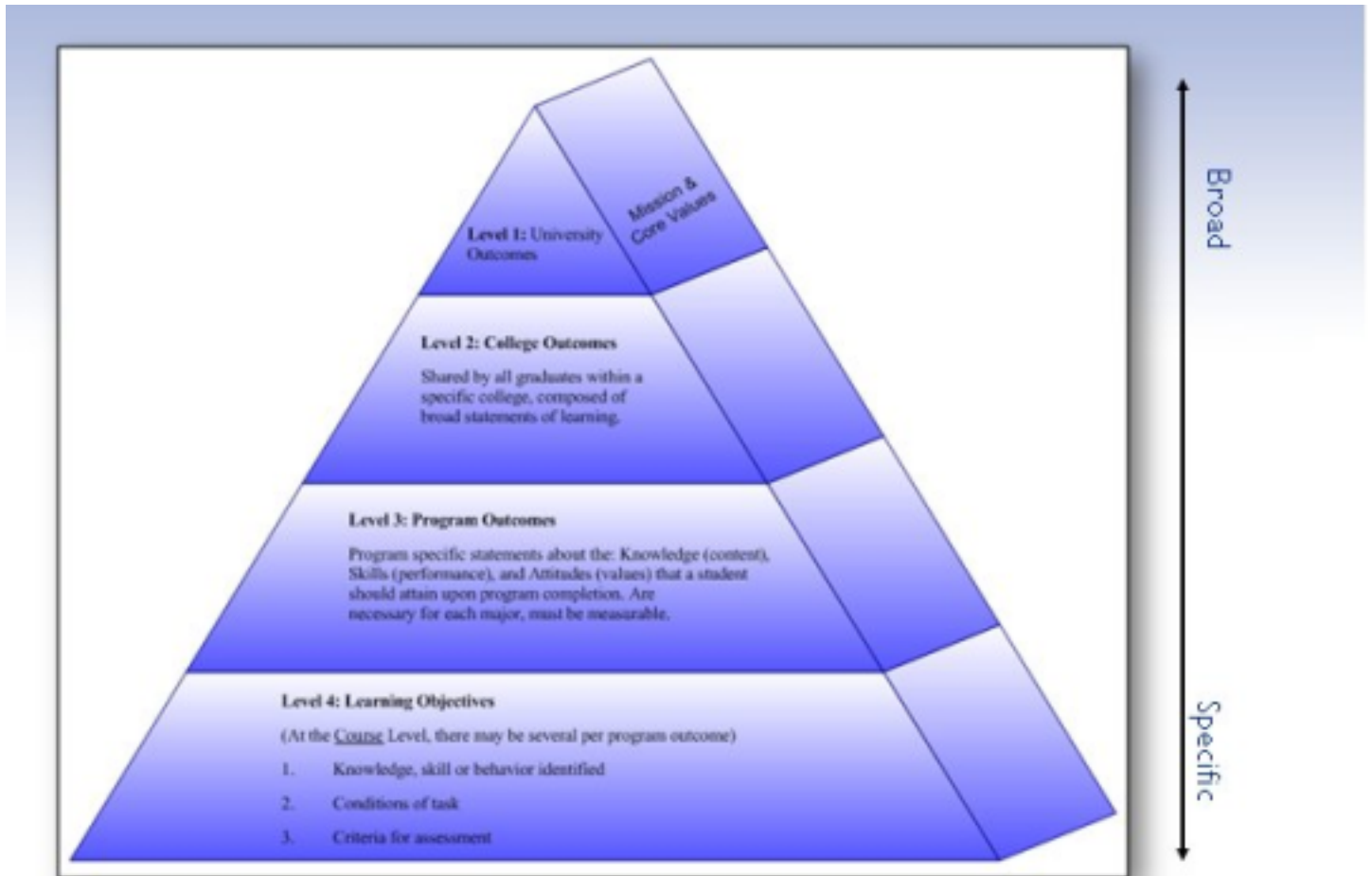


400 Employers surveyed:

Most Important Skills:

- Professionalism/work ethic
- Oral & written communication
- Team work/collaboration
- Critical thinking/problem solving
- Survey 1,400 host JWU employers
 - Similar skills identified
- Deans/Academics
 - Major specific skills identified

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Measuring Student Learning

Measuring Student Learning

- Disciplinary Skills Competencies
 - Major specific
 - **Accounting**-demonstrate competency in financial transactions
 - **Advertising**-creating/exposure to creative brief
 - **Hotel**-examines/exposure to revenue generation strategies
 - **Culinary**-demonstrate competency in the application of safety and sanitation in the preparation of foods
 - **Finance**-demonstrate competency in analyzing reports and preparing reconciliations

Measuring Student Learning

Measuring Student Learning

- Experiential Education Competencies
– Applies to all programs

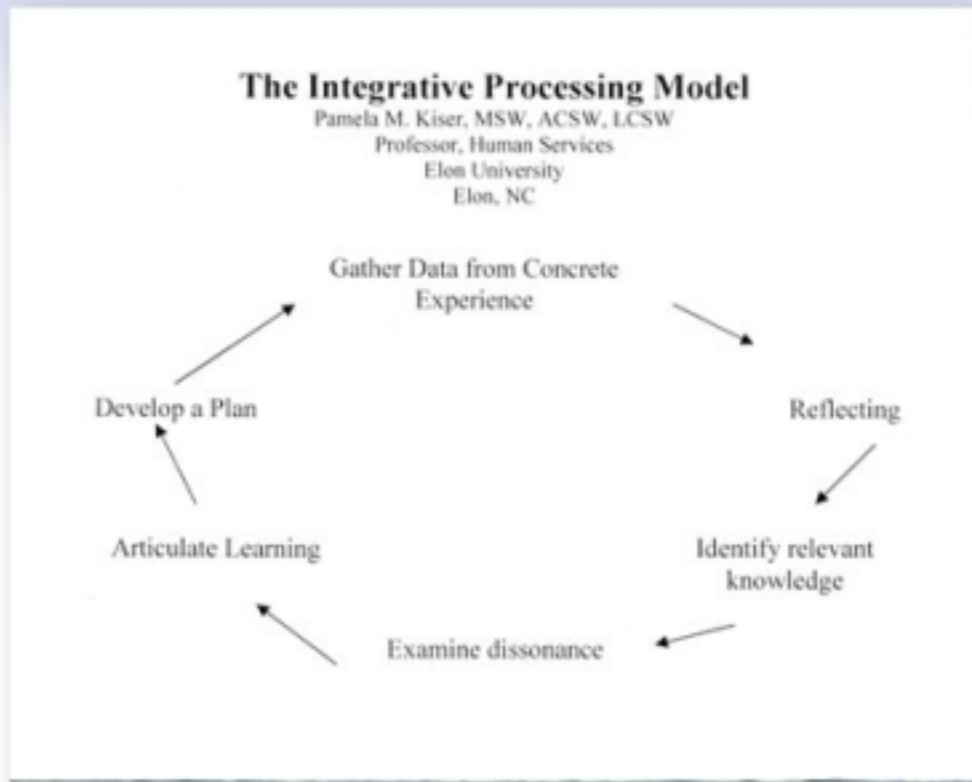
Description	Revised Skill and Behavior-Based Statements (based on employer feedback) June 2010
Disciplinary Knowledge/Skill: <i>Individual per college program</i>	Disciplinary Knowledge/Skill: <i>Individual per college program</i>
Professionalism/Work Ethic: The student is competent in approaching the internship with a positive attitude, carrying out work with a sense of responsibility, and showing professional work behaviors in the workplace.	Professionalism/Work Ethic: The student... <ul style="list-style-type: none"> • approaches tasks/projects with a positive attitude and performs work with a sense of responsibility • effectively uses time to accomplish work/projects/tasks • is punctual and meets attendance standards • uniform, dress, grooming, and hygiene meet the standards set by host site
Problem Solving: The student is competent in assessing, analyzing, recommending and/or implementing suitable solutions to workplace problems.	Problem Solving: The student... <ul style="list-style-type: none"> • applies judgment and decision-making skills while performing daily procedures, tasks, or projects • uses knowledge, facts, and data to solve workplace problems and/or challenges • effectively assesses and analyzes workplace problems and/or challenges • recommends and/or implements appropriate solutions to workplace problems and/or challenges
Communication: The student is competent in listening and communicating verbally and in writing with co-workers and guests/clients (as appropriate to the work experience)	Communication: The student... <ul style="list-style-type: none"> • listens attentively, takes notes, and asks questions as necessary • expresses thoughts and ideas clearly and effectively, verbally and in writing (as appropriate to the situation) • effectively responds to supervisor, co-worker, and guest/client concerns/questions verbally and in writing (as appropriate to the situation)
Collaboration: The student is competent in working within a team and relating to others in the organization.	Collaboration: The student... <ul style="list-style-type: none"> • builds relationships with colleagues and customers • effectively negotiates and manages workplace conflicts • takes a proactive and participatory role when working in groups/teams • assists and supports colleagues and supervisors to accomplish tasks/projects

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Reflective Model

Reflective Model



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Program Specific Guidelines for Student Reflection

**CULINARY AND BAKING/PASTRY INTERNSHIP
SKILLS JOURNAL ASSIGNMENT TEMPLATE**

What is a Skills Journal?

- The Skills Journal is a skill-building journal that allows students to document the skills they develop throughout the internship.

How do I write my Skills Journal Entries?

- Read the Experiential Education Competencies on the following page. Reflect and identify examples during your internship experience where you have used these competencies.
- Write your responses/examples in the designated area using the included template.

How do I save my Skills Journal Entries?

- After writing your journal entries for the specific week, save your report including your name and the week of your report (e.g. John Smith Week 2, Jane Smith Week 8).

When do I submit my Skills Journal entries?

- During specific weeks (Weeks 2, 4, 6, 8) of the internship program students will be asked to reflect on specific behaviors, knowledge, and skills, write journal entries to document them, and submit them.

How do I submit my Skills Journal Entries?

- Each time you submit journal entries, please submit both your previous journal entries and the new journal entries.

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Early Reflection ?? Week 2 Consider your internship experience over the first few weeks and respond to the following questions:

Early Reflection – Week 2

Consider your internship experience over the first few weeks and respond to the following questions:

- What have you observed about your internship experience so far?
- What have you observed about your behavior and actions as an internship student?
- How will you be effective in your internship? Review the general workplace skills and behaviors: **professionalism & work ethic, problem solving, communications, collaboration, disciplinary knowledge & skills.** What goals do you have in developing these skills?

Real-time Reflection ?? Week 6 Consider your existing academic and practical knowledge and answer the following questions:

Real-time Reflection – Week 6

Consider your existing academic and practical knowledge and answer the following questions:

- **How is the internship experience consistent with your academic knowledge and coursework?**
 - How did your knowledge gained from your coursework help you organize, understand, and make sense of the internship experience?
 - How does your internship experience contradict or challenge the knowledge you gained from your coursework?

- **Consider the goals you documented in week 2.**
 - How is your progress towards these goals?
 - Which areas do you want to focus on improving before the end of the internship experience?

Reflection & Next Steps ?? Week 9 Consider your overall internship experience to respond to these questions:

Reflection & Next Steps – Week 9

Consider your overall internship experience to respond to these questions:

- What were the key events or highlights of your internship experience?
- In Week 2 and 6, you were asked to document how you would be effective in your internship experience and reflect on progress towards your workplace skills and behavior goals.
- *Consider the question “Where do I go from here with my work, career, and learning?”*
- Submit an updated version of your resume which includes the various skills and experiences gained.

Engaging Faculty in Experiential Education

Engaging Faculty in Experiential Education

- Build Collaboration
 - Shared Goals
 - Define outcomes/competencies together
 - Faculty/workplace partnerships
 - Provide Services to Faculty
 - Career Fairs
 - Classroom presentations
 - Industry speakers
 - Field trips
 - Faculty Advisors

Engaging Employers in Experiential Education

Engaging Employers in Experiential Education

- Set expectations early
- Set non-negotiable
 - Review expected outcomes/competencies
 - Orientation
 - Mentor onsite
 - Allow feedback

??Institutional?? Assessment

“Institutional” Assessment



- The data suggests that we are fulfilling our mission and aligned with our core values.

Mission

The mission of Johnson & Wales University is to empower its diverse student body to succeed in today’s dynamic world by integrating general education, professional skills and career-focused education. To this end, the university employs its faculty, services, curricula and facilities to equip students with the conceptual and practical tools required to become contributing members of society.

Core Values

The following core values motivate and guide the institution. Johnson & Wales University’s [mission](#) statement reflects a commitment to these values.

Student Centered

We are strongly student centered, stressing personal development as well as career management skills.

Experientially Based

We integrate hands-on learning with a career-focused curriculum, to enable our students to gain real-world experience.

Industry Relevant

We are industry relevant, focusing both on the needs of our students and the needs of our students’ future employers.

Employment Focused

Our business is developing employment-ready, motivated graduates for world-class employers.

Globally Oriented

We respond to the increasingly global nature of business by fostering multiculturalism and providing an international educational experience.

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Institutional Assessment Lessons Learned

Institutional Assessment Lessons Learned

- Link assessment to strategy: screen through core values and mission
- Start your assessment effort with what you have, work from there
- Keep it simple (so people can understand and act on the data)
- Be patient and persistent: assessment takes time (lots of time)
- Link assessment efforts with program review process



Back to Student Portfolio??s

Back to Student Portfolio's

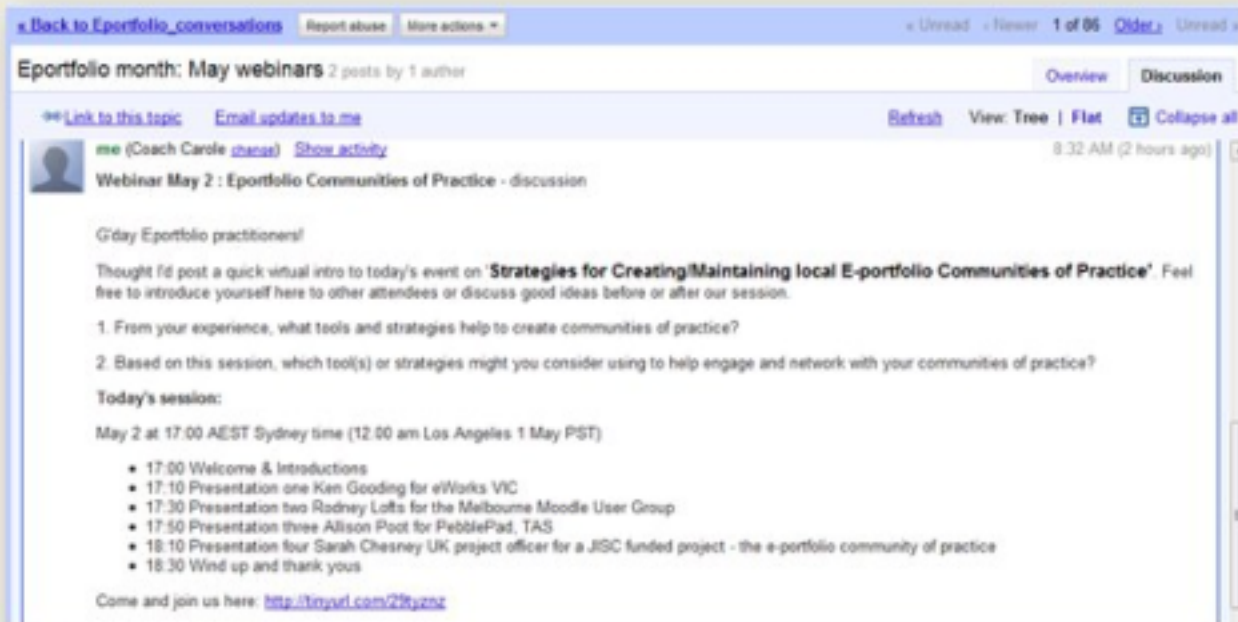


- Now that we have systems in place, we are well positioned should we decide to revisit the use of student portfolios, particularly ePortfolios
- A small group of JWU staff and faculty are building expertise in the use of ePortfolios through membership in the Association for Authentic, Experiential and Evidence Based Learning (AAEEBL), the professional association for the global ePortfolio community
- We will continue to use various types of technology in our assessment effort

Questions?

Questions?

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The screenshot shows a Moodle forum post. At the top, there are navigation links: 'Back to Eportfolio_conversations', 'Report abuse', and 'More actions'. On the right, there are 'Unread', 'Newer', '1 of 06', 'Older', and 'Unread' links. The forum title is 'Eportfolio month: May webinars' with '2 posts by 1 author'. There are tabs for 'Overview' and 'Discussion'. Below the title, there are links for 'Link to this topic', 'Email updates to me', 'Refresh', 'View: Tree | Flat', and 'Collapse all'. The post is by 'me (Coach Carole @eas)' and is dated '8:32 AM (2 hours ago)'. The post title is 'Webinar May 2 : Eportfolio Communities of Practice - discussion'. The content of the post includes a greeting to Eportfolio practitioners, an introduction to the webinar on 'Strategies for Creating/Maintaining local E-portfolio Communities of Practice', two discussion questions, the date and time of the session (May 2 at 17:00 AEST Sydney time), and a list of agenda items for the session. The agenda items are: 17:00 Welcome & Introductions, 17:10 Presentation one Ken Gooding for eWorks VIC, 17:30 Presentation two Rodney Loffs for the Melbourne Moodle User Group, 17:50 Presentation three Allison Poot for PebblePad, TAS, 18:10 Presentation four Sarah Chesney UK project officer for a JISC funded project - the e-portfolio community of practice, and 18:30 Wind up and thank you. At the bottom, there is a link to join the session: 'Come and join us here: <http://tinyurl.com/22kyzoz>'.

<http://conversations.epcop.net.au>

Carole McCulloch: VET Eportfolio Community of Practice

Public Screen 2

Summary

1. seeing visuals from hairdressing and building
2. issue of privacy evident in all
3. reflection and its critical role in eportfolios
4. issue of alignment of individual goals with institutional assessment

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• Latest news

The screenshot shows a Blackboard workspace page with the following content:

- Page Title:** List of ePortfolio-related Tools
- Author:** k@lgecc.cuny.edu (8 hours ago)
- Section Header:** ePortfolio-related Tools and Technologies
- Metadata:** Updated 5/15/2011. For the archived list, click [here](#).
- Section Header:** Ways You Can Help:
- Text:** We are looking to update the ePAC wiki to include a refreshed look at ePortfolio systems. Would you please consider helping us out by filling out this short survey? We will only share your information if you are willing to share it.
- Text:** Here's the form: <https://spreadsheets.google.com/viewform?formkey=d6UHa11ld0cy9Z96KvR2RrTzhyamc6H9>
- Text:** Want to add a system to the list? contact J. Elizabeth Clark at kclark@lgecc.cuny.edu.
- Section Header:** ePortfolio-related List of Systems
- Text:** Please note that the purpose of this list is to provide a comprehensive overview of available ePortfolio-related tools (the definition of ePortfolio is in the sidebar). EPAC **does not advocate nor support** any specific ePortfolio tool, product, or technology. Inclusion in this list should not be taken as endorsement. We do try to keep our community informed about the range of products currently in use in order to allow our members to share their experiences, best practices, and suggestions for what questions to keep in mind and issues to consider when deciding which ePortfolio system to implement. This list was compiled from existing resources and we welcome any and all suggestions for additions and changes.
- Text:** ePortfolio Creation Wizard (1): <http://www.blackboard.com/CMS/pages/Getfile.aspx?guid=90171a00-5472-479b-af46-04d53d1cfe1&file=epac-portfolio-creation-wizard.pdf>
- Text:** ePortfolio Labs: <http://www.campuslabs.com/>

The right sidebar contains a search bar, a 'To join this workspace' section with a 'Log In' button, a 'Navigator' section with a 'Resources' list (including 'Archive: Funding Opportunities', 'Archive: Presentations and other...', 'Archive: Websites', 'Copyright Free Resources', and 'Evolving List of ePortfolio-related Tools'), and a 'Sidebar' section with the heading 'How do I join EPAC?' and a sign-up link: <https://mailman.lgecc.cuny.edu/mailman/listinfo/epac-siglist>. A note below states: 'NOTE: You do not have to request access to this workspace. Just sign up for the list.'

<http://epac.pbworks.com/w/page/12559686/Evolving%20List%20of%20ePortfolio-related%20Tools>

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VET E-portfolios
Community of Practice



Implementing ePortfolios

Next webinar is May 23 at 10.30 am AEST

<https://sites.google.com/site/eportfoliocommunity/events-actions-2011/eportfolio-month-may-2011>

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Thank you to all our presenters!



Thank you for joining us!

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The screenshot shows the VET Eportfolios CoP website. At the top, there is a green header with the text "VET Eportfolios CoP" and a search box labeled "Search this site". Below the header, the page is divided into two main sections. On the left is a sidebar with the following content:

- Join the Group**
- Google groups
- Eportfolio_conversations
- [Visit this group](#)
- Community Planning Pages**
- None
- ▾ **Announcements**
- ▾ Events & Actions
- ePortfolio Month : May 2011**
- [Registration for Webinars](#)
- [EAC: Call for papers](#)
- [Community conversations](#)
- [Contact file](#)
- ▾ **Connecting Communities**

The main content area on the right contains the following information:

- Events & Actions >**
- ePortfolio Month : May 2011**
- Four Themed Illuminate Webinars**
- A series of four sessions promoting local or 'disciplinary' themed events - one per week. These will be scheduled for different times on each of those days to suit our international guest speakers. EpCoP joins with E-gems for the fourth in the series on May 23: e-Gems session – Strategies for implementing e-portfolios in your organisation
- Get your promotional materials from the attachments below.**
- [Register for one or more events here.](#)
- Webinar Schedule:**
- May 12: Strategies for Creating/Maintaining local Eportfolio Communities of Practice**

Visit the EpCoP at: <http://epcop.net.au>