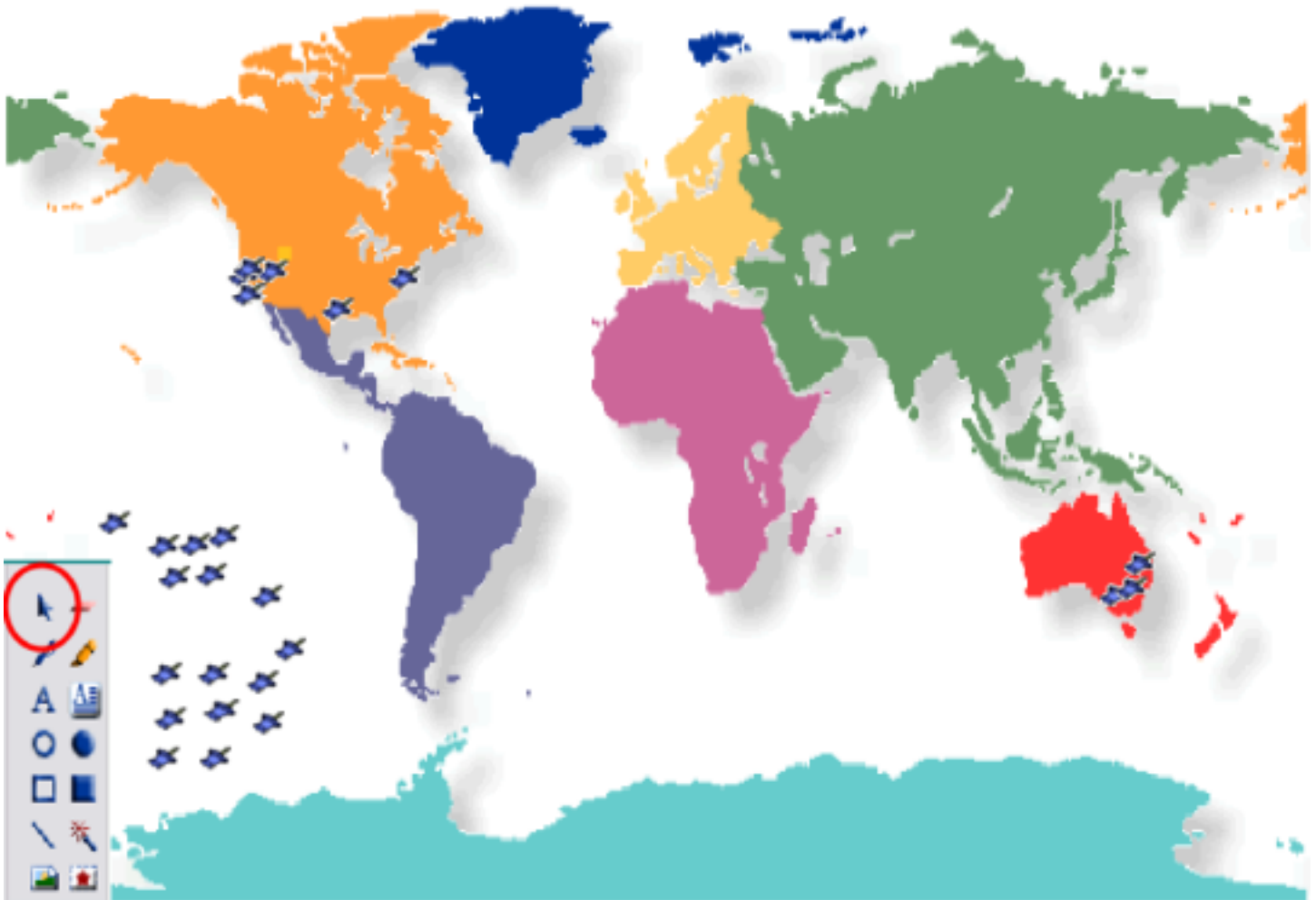Public Screen

Example Ice Breaker

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

Slide1

Slide2

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

Slide5

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

Slide8

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 inn 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 cape, 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, 9:59 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

Profile wall posts

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

Jennifer Cunningham - 22 March 2010, 11:17 AM

Stephen

I have marked WRHHD304A - Part A1 & A2. You still need to complete two views of your own work.

WRHHC306A & WRHHC307A - you have not even copied over your views yet. Please ensure that these are done per the assessment criteria.

Jenny

eForthlos In Hairdressing ByCop Presentation 17.05.2011

11

wsi
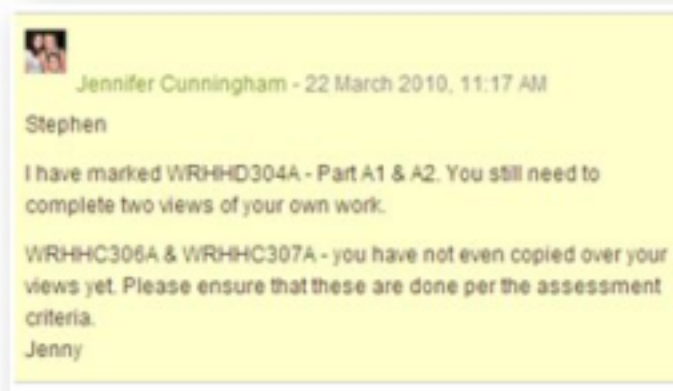
Live Demonstration

Live Demonstration

VET Eportfolios CoP
ePortfolio Month : May 2011
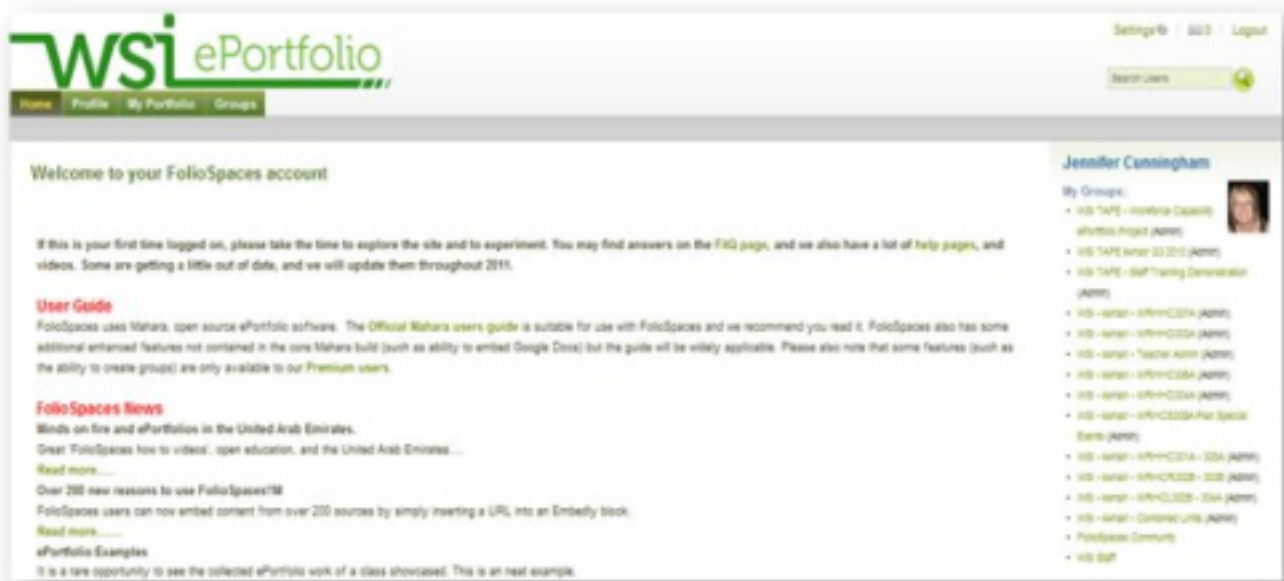
ePortfolios in the Trades

Simon Brown

Des Harms

SkillsTech Australia

public or private conversations?

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

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

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

Under supervision

under supervision

Authentic setting

authentic setting

Wearable video recorder

wearable video recorder

Hands free operation

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 DV912 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 DV912 helmet cam. It took about 90 minutes to upload at 12 MBps.		Simon Brown	15/04/11 11:02:31
○	File	geting 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   ✎ Edit   ⤴ 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

ePortfolio Standards Workgroup

Slide25

Slide26

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

ruthcox@sfsu.edu
eport@sfsu.edu
http://eportfolio.sfsu.edu

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

SAN FRANCISCO STATE UNIVERSITY

Slide28

Making the Shift

Making the Shift

2005-2011

90 Minute Training?? Overview of eFolio Tool

90 Minute Training—
Overview of eFolio Tool
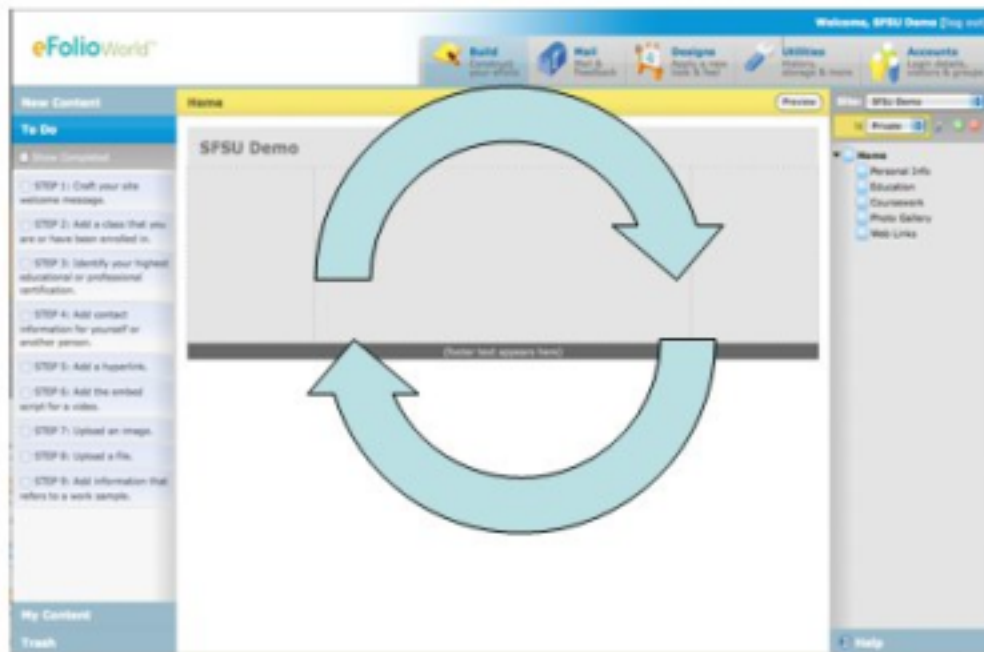
The MPH eFolios were designed to support:

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

Slide35

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

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

Process-Based Comprehensive Assessment Approach

Process-Based Comprehensive Assessment Approach

The Portfolio Process

Collect Content
- Define Audience
- Collect Examples
- Select
- Reflect

Build your ePortfolio
a. **Choose:**
- Department Software,
- Dept./Course template,
- Create your own design

b. **Input content**

Publish + Share

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

SAN FRANCISCO STATE UNIVERSITY

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** <u>required</u> 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

Local to National??to Global

Local to National…to Global

AAC & U VALUE Leadership Campus

Making Connections Project

Slide43

Thanks for the opportunity to share our work!

Slide 44

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:

Snapshot of the Presenters:

One University, Four Campuses

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

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JOHNSON & WALES
UNIVERSITY

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

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??Institutional?? Assessment

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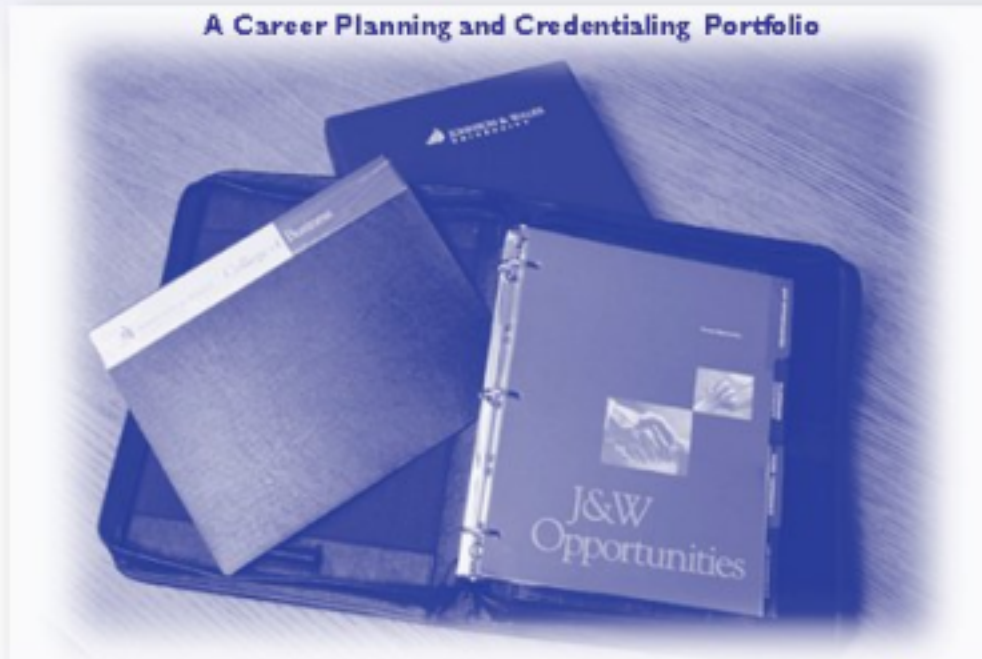
A Shift to Outcomes Based Assessment

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

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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)

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Defining Experiential Education Competencies

Slide1
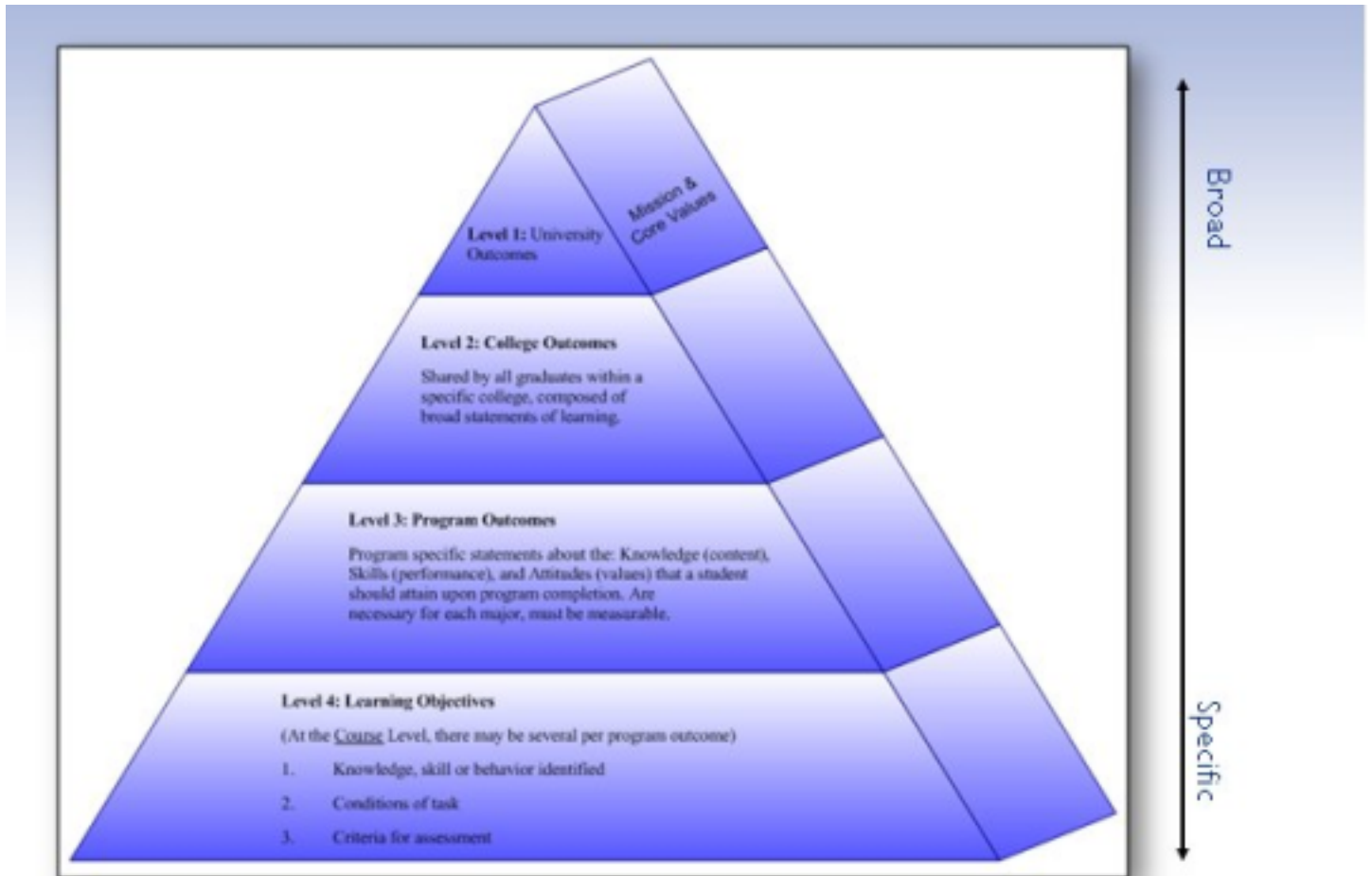
Measuring Student Learning

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

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2

Measuring Student Learning

Reflective Model

Reflective Model

The Integrative Processing Model
Pamela M. Kiser, MSW, ACSW, LCSW
Professor, Human Services
Elon University
Elon, NC

Gather Data from Concrete
Experience

Develop a Plan

Reflecting

Articulate Learning

Identify relevant
knowledge

Examine dissonance

4

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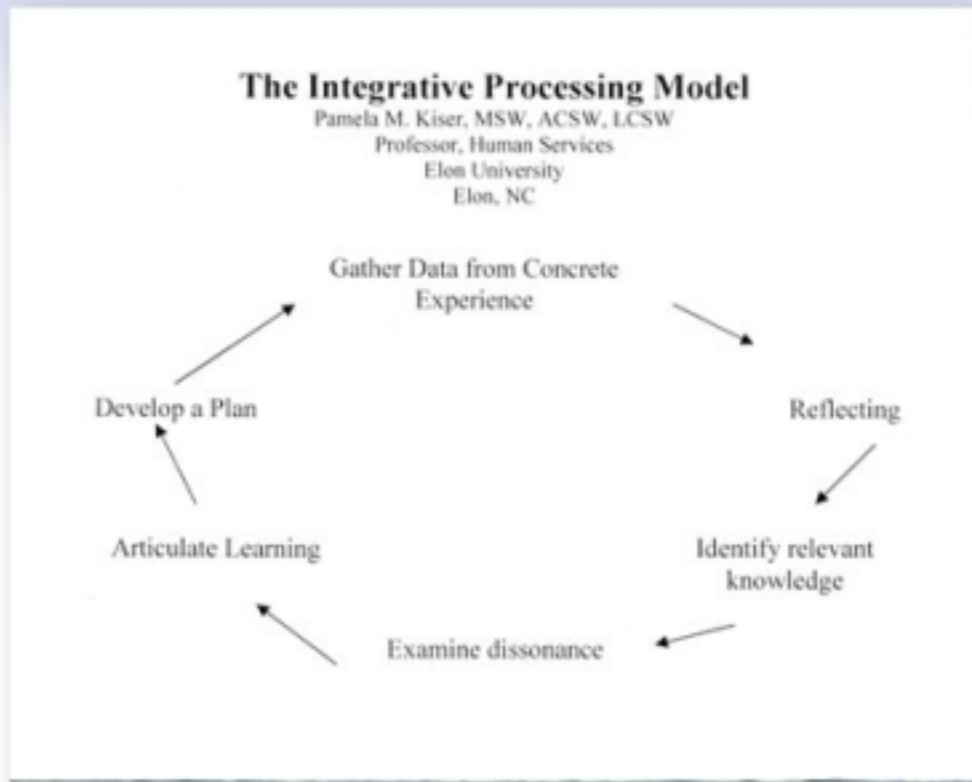
Slide5

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 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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5

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?

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6

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?

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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.

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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

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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

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??Institutional?? Assessment

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

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Back to Student Portfolio??s

Back to Student Portfolio's
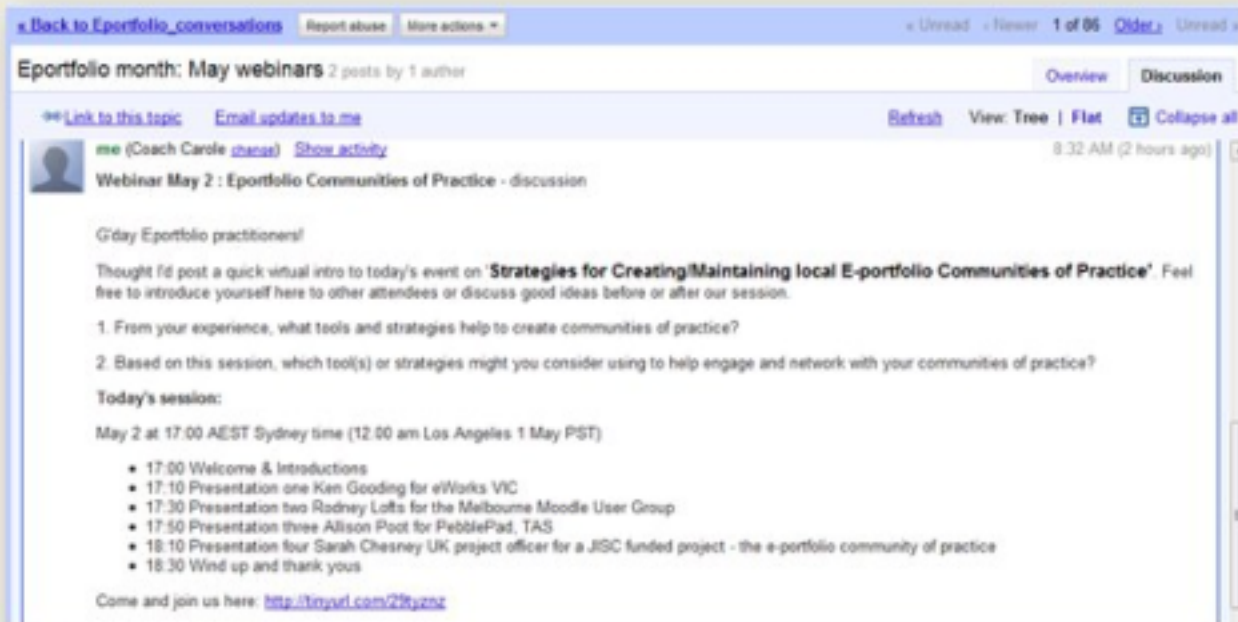
- Now that we have systems in place, we are well positioned should we decide to revisit the use of student portfolios, particularly ePortfolios
- A small group of JWU staff and faculty are building expertise in the use of ePortfolios through membership in the Association for Authentic, Experiential and 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

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Questions?

Questions?

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Slide55

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

Slide56

http://epac.pbworks.com/w/page/12559686/Evolving%20
List%C2%A0of%C2%A0ePortfolio-related%C2%A0Tools

Slide57

Slide58

Slide59