

The Power of Portfolio: PLAR Tool for Transition

Tuesday, October 17

9:00 am-10:30 am

CAPLA 2006

Recognizing Learning: Recognizing Skills

Garry Ayotte

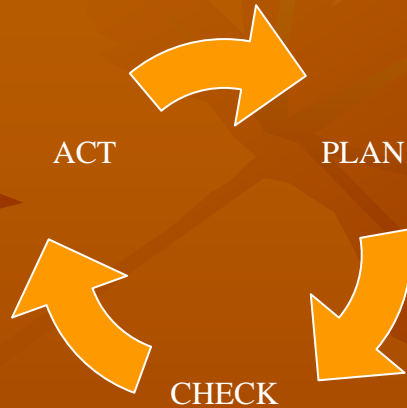
Shelley Hosaluk

The key to future possibilities...

- Reflective pedagogical practices
- Engaged youth in positive action
- Institutional connections and interdependency



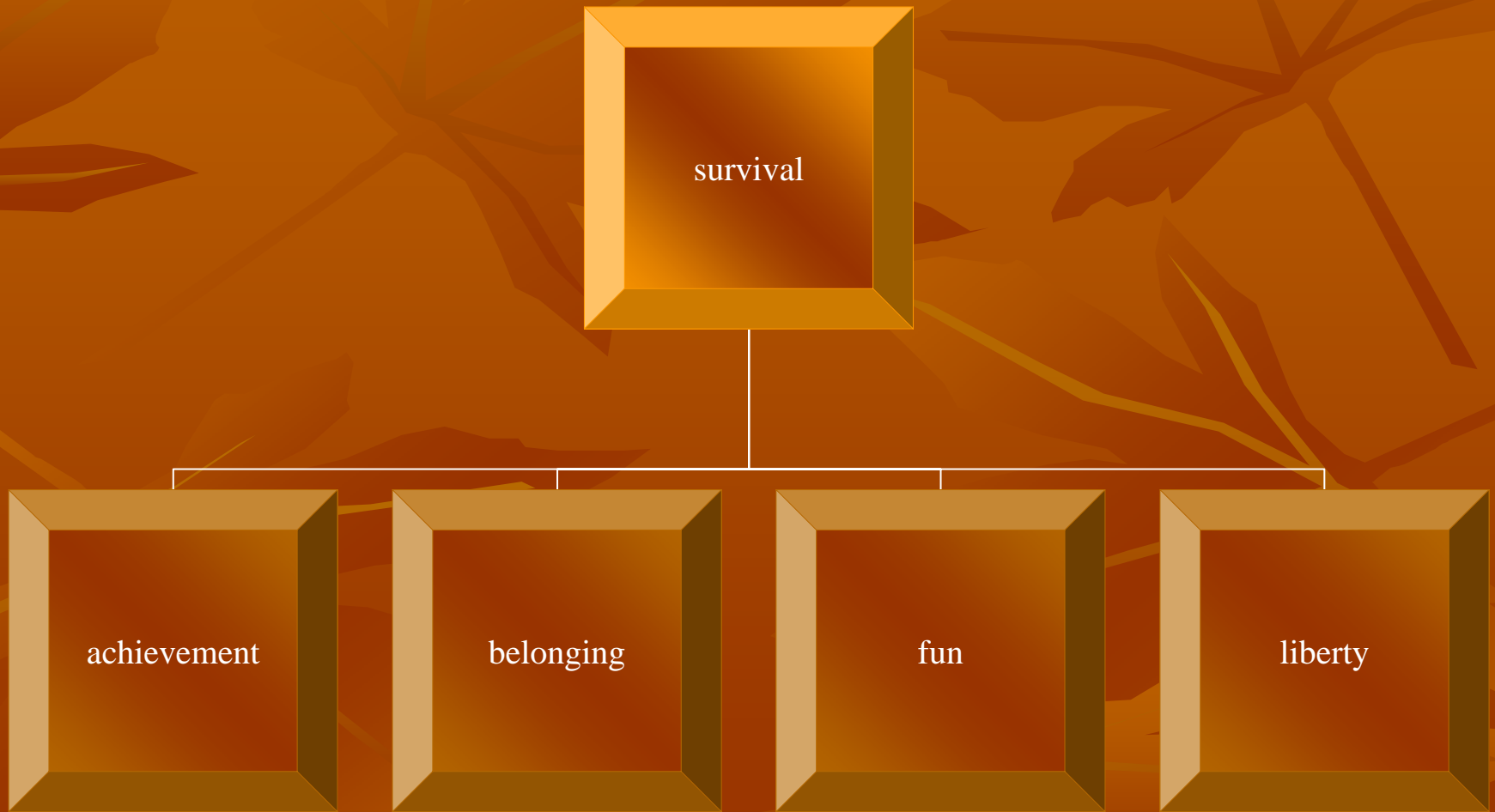
Transition...



- Permeates life experience for all
- Is often unforeseen
- Can be desirable
- Is predictable...
change is constant



Inducements...



Courage



“You will make all kinds of mistakes but as long as you are generous and true, and also fierce, you cannot hurt the world or even seriously disturb her.”

Sir Winston Churchill

Transition happens whether you plan it or not...

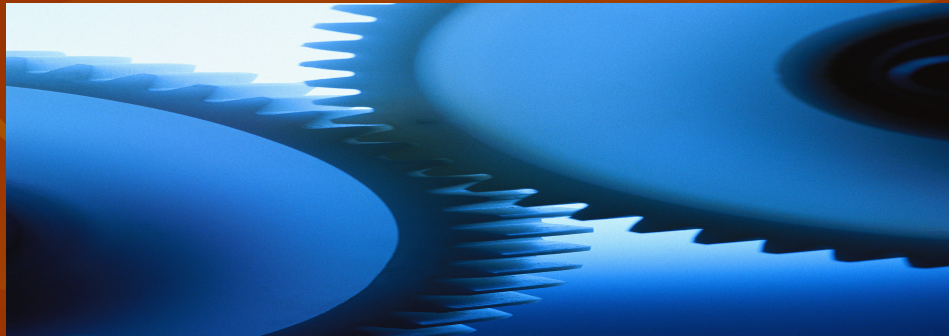


“Adult education is like a train. You can get on and off when you want. But trains need to run on a track and have a schedule.”

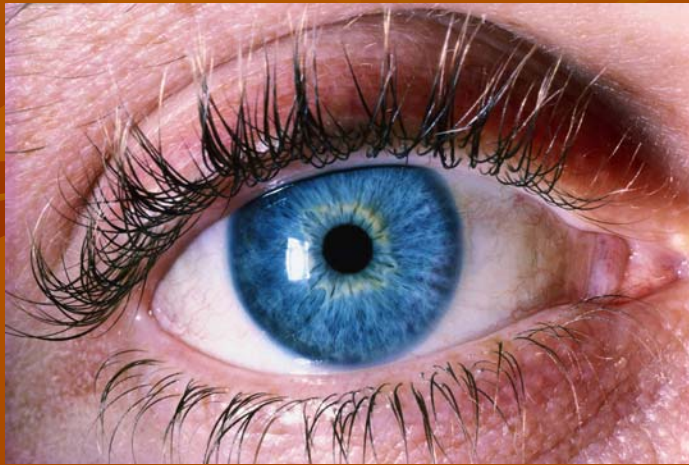
Lena Johannesson

The portfolio...

- Recognizes the value of formal, informal and non-formal learning
- Is a tool to effectively bridge transitions within:
 - the workforce,
 - the secondary and post-secondary sector
 - in the voluntary sector
- Can encompass a diversity of voices
- Is an exploratory process for the participant



“The real voyage of discovery consists not in seeking new landscapes but in having new eyes” Marcel Proust



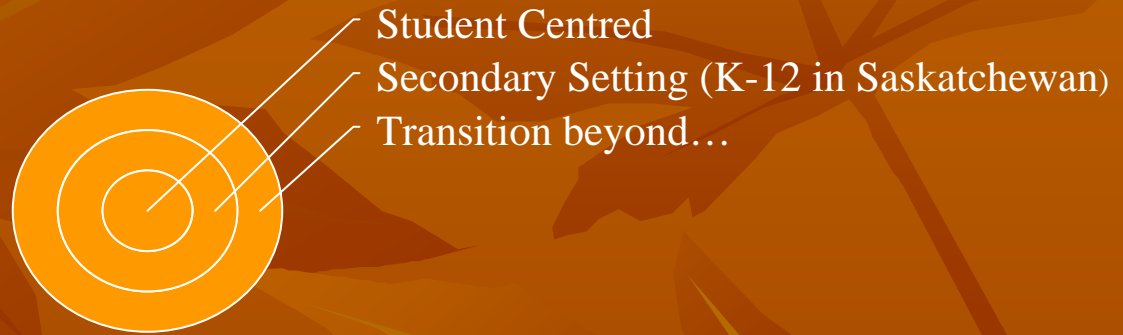
**“To live is to learn.
Continual social
learning is the most
distinctive feature of
human beings.”**

David Livingstone

THE DVD Power of Portfolio: Tool for Transition

- Is a grassroots attempt to document and reflect upon experiential learning
- Captures and validates the skill development and skill identification of “real” student participants involved in the portfolio learning process
- Creates a culture that assists students in setting career and life goals while defining individual strengths and areas for improvement

The Original Vision...



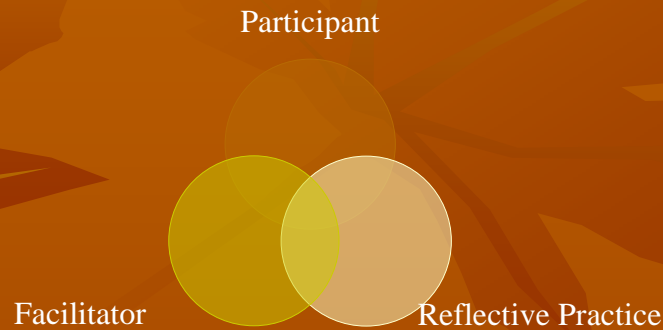
- How can students gain credit and/or make selections for post-secondary and work-based learning experiences?
- Implement a process and observe the student response
- What are the contexts for change and applicability?

Historical overview...

- Academic influences
- Literacy foundation
- Curricular connections
- Mirrored reflective practice
- Alignment
- Relevancy of community based connections



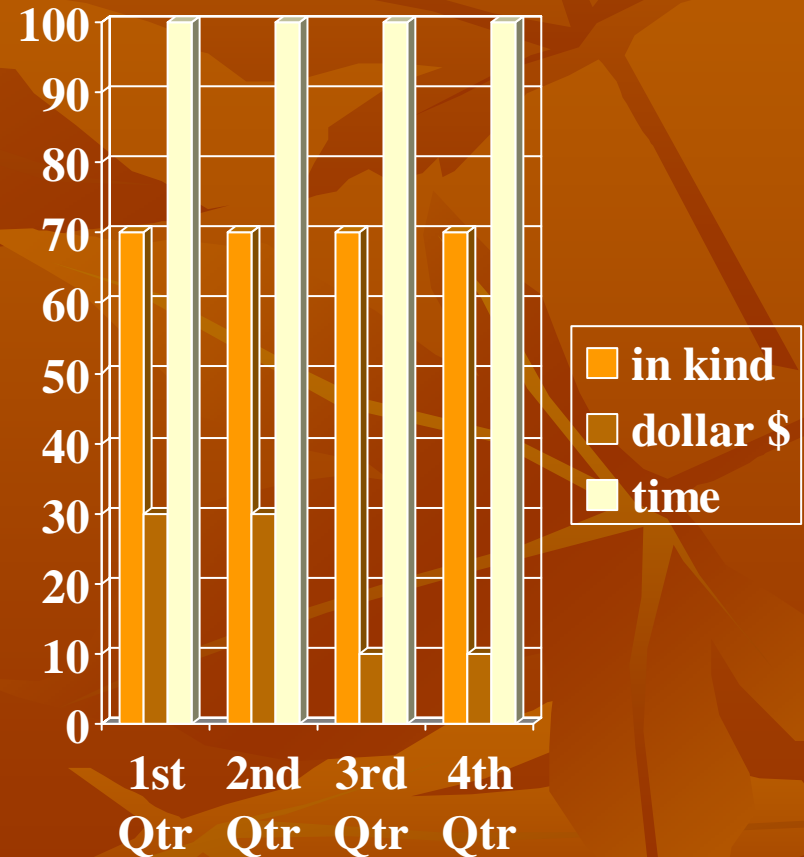
Prototype descriptions...



- Student created
- Teacher facilitated
- Collegial dialogue within/without institutions

Funding and support...

- Institutional “in kind”
- Parental
- Student motivation
- Minimal dollar support



Cross-institutional relationship development...

- Action research
- Professional freedom
- Portfolio Exhibitions
- Community involvement

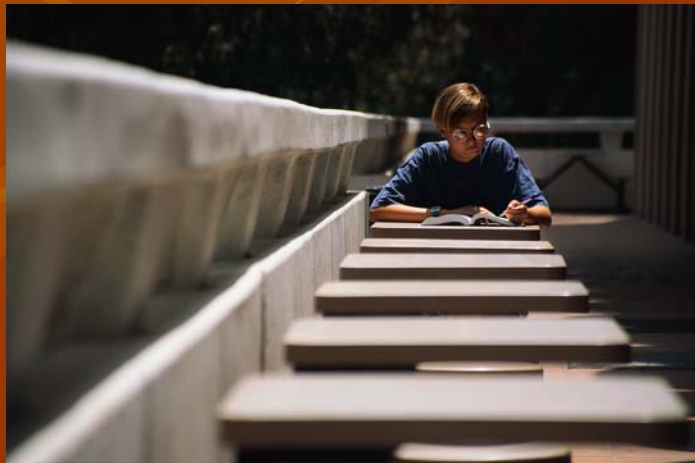
Focus group assembly...



- Public school sector
- Community college
- Government representation
- Saskatchewan Teachers' Federation
- First Nations



Student and educator participation...



Documentation...



- Release forms
- Facilitator guide
- Accounting
- Permissions

The Production Process...

- Proposal
- Videographer/equipment
- Script-writing
- Storyboard
- Light and sound
- Space
- Participants
- Rehearsals
- Editing
- Credits



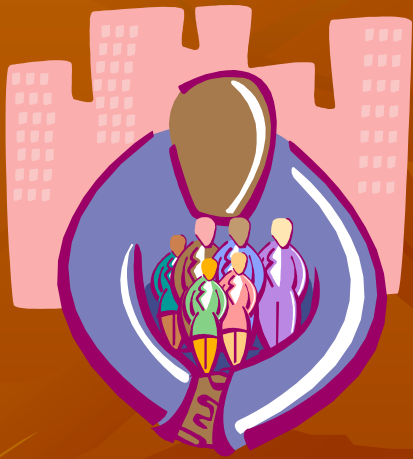
Distribution Requirements...

- Legal documentation
- Waivers
- Copyright
- Timelines
- Content guidelines
- Communication



“A great deal of time and energy is expended in negotiating this labyrinthine bureaucracy.”
(Veeman, Ward, & Walker)

Learning ...



...Outcomes

- Increased awareness of the value of the portfolio process as a bridging mechanism
- Informed understanding of cross-institutional issues
- How to navigate and implement the portfolio process with individuals



Discussion Questions...

- 1) If the goal is to offer a plan for transition, what supports are currently available?
- 2) Don't you think that if we implement this type of learning process, its just going to cause a lot more work with no real benefit for students?
- 3) How can I force myself to operate out of my comfort zones and preferred cognitive styles?
- 4) Are my practices congruent with my values and beliefs?

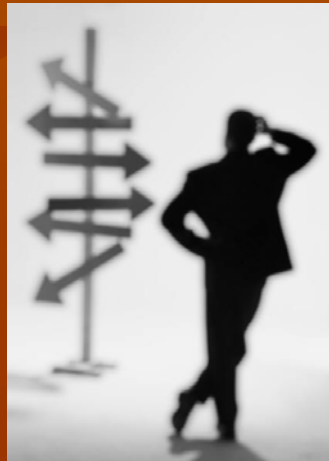
Diagnostic Routine...

What do we need?

What are we doing to get it?

Is it working?

Do we need to find an alternate way?

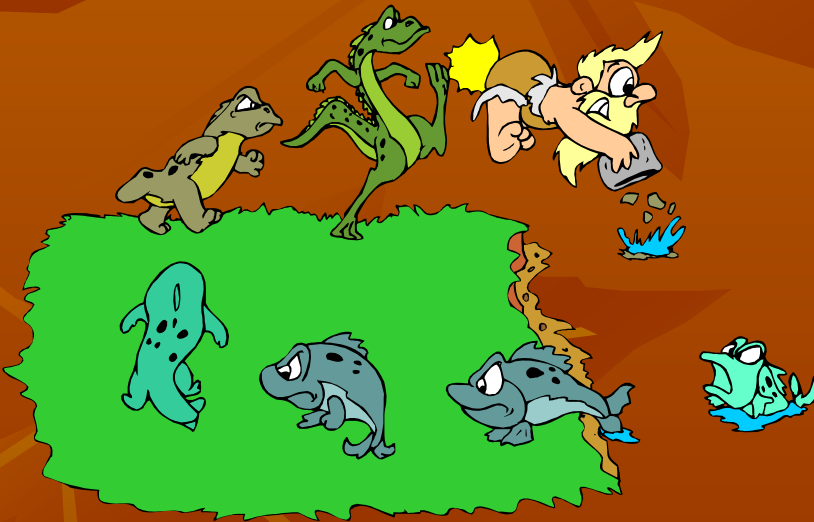


Barriers to implementation...

- Systemic structures???
- Resources???
- Funding???
- The Policy Paradox???
- Social Justice issues???
- Others...

Institutional Evolution...

- Inevitable
- Political and social pressure
- Philosophical paradigm
- Proactive choices
- How do we want our preferred future to look?
- What are the influencing factors?
- What train do we catch?



Moving on...



“What is more mortifying than to feel that you have missed the plum for want of courage to shake the tree?”

Logan Pearsall Smith