

The Learning Portfolio: more than just a credit in university.

Plotting a direction with a learning portfolio.

Recognizing Learning: Recognizing Skills

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Workshop Learning Outcomes

That participants be able to:

- ▶ acquire information on how the portfolio process can be applied to engage students in taking ownership and direction of their post-secondary education path
- ▶ research information developed through the HRSDC Essential Skills project and explore how that information can be utilized in the development of a learning portfolio

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graph LR; A((Workplace Education PEI PLA SERVICES)) --> B((PLAR Information Resource)); A --> C((PLA Practitioner Certification)); A --> D((Learning Portfolio Development Training)); A --> E((CAPLA National Link));
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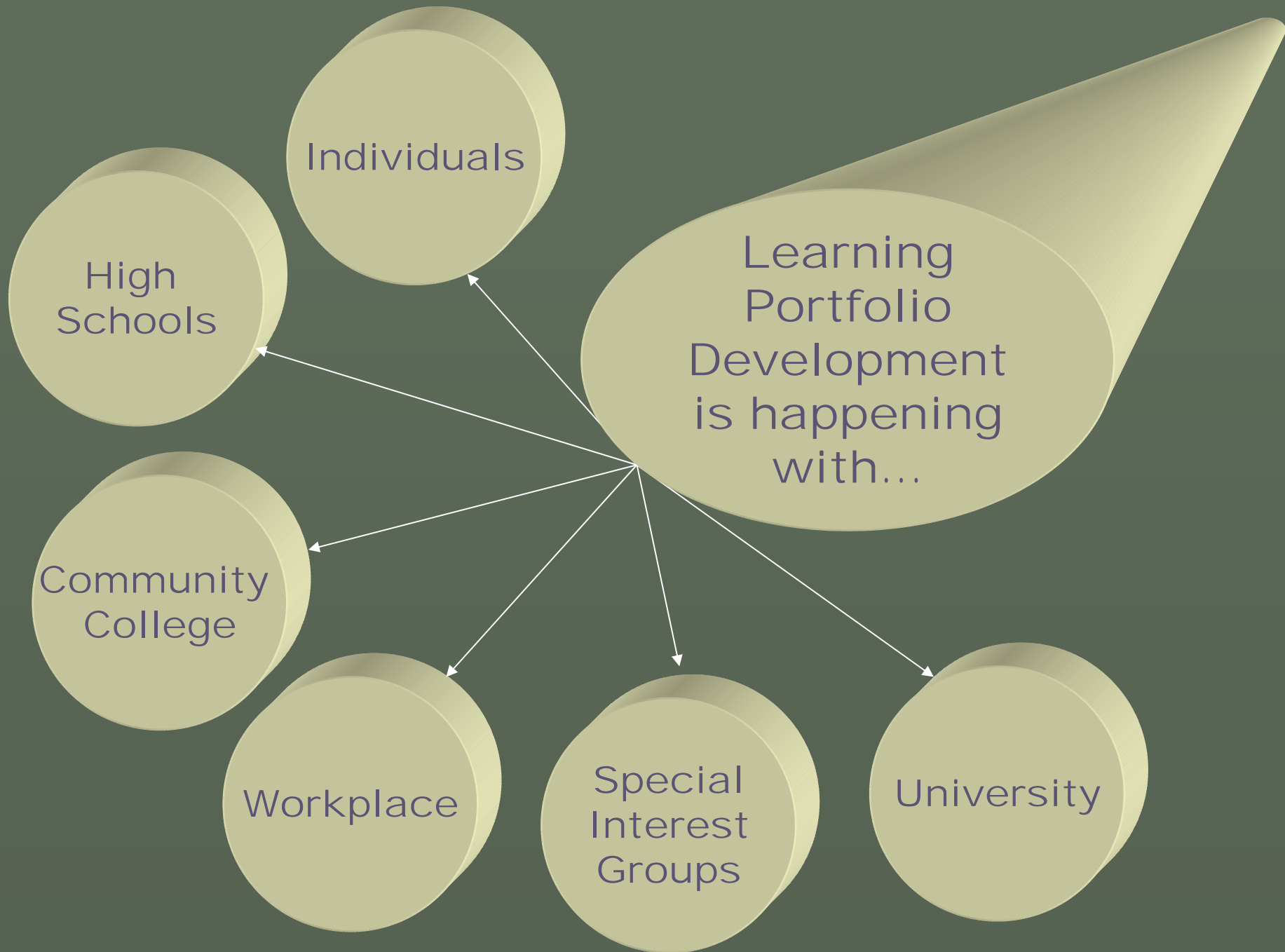
Workplace
Education PEI
PLA SERVICES

PLAR
Information
Resource

PLA
Practitioner
Certification

Learning
Portfolio
Development
Training

CAPLA
National
Link



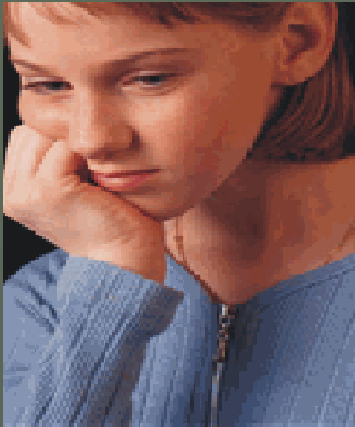
Portfolio Applications in a University Setting

- ▶ Program based credit *
- ▶ Course based credit
- ▶ Reports/Assignments
- ▶ Education and career planning

* Bachelor of General Studies url - upei.ca

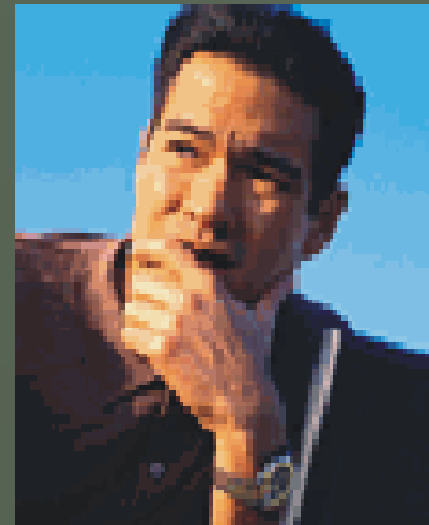
The Anomic Syndrome (AS)

Social orientation to university is just one of the major adjustments for many students.



I always thought
I wanted to be in
engineering.
Now here I am...but
where is it leading me?

Everyone says I
am really good
with people. But what
do I really want to do?



Transition Program (TP 102)

Student profile:

- ▶ New students who need extra support
- ▶ Out of school for some time
- ▶ Graduated high school but marks do not meet entrance requirements

TP102 Program Outcomes

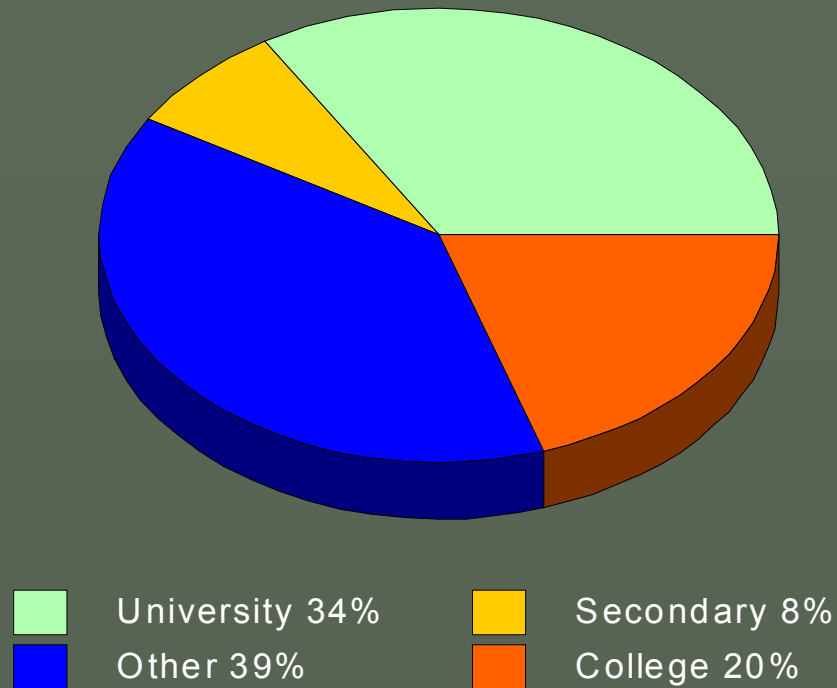
- ▶ That students develop tools necessary for a successful career at UPEI
- ▶ That students strengthen writing, research, reading, study and computer skills needed to achieve success in university studies
- ▶ That students receive academic and personal support through workshops and individualized assistance
- ▶ That new students become familiar with the campus to benefit from all available services and activities

Workshops and Modules

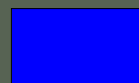
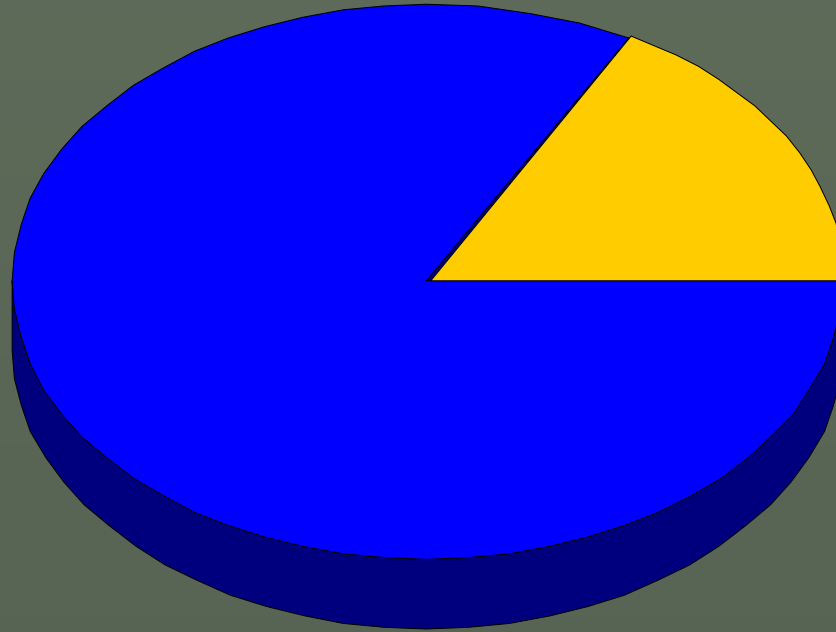
- ▶ Orientation & benefits to becoming involved in university activities
- ▶ Effective Reading
- ▶ Effective time and stress management techniques
- ▶ Organizational skills and study habits
- ▶ Computer skills
- ▶ Career and Learning Portfolios

Where does learning take place?

Mature Students in Canada
(19 years, out of the formal system 2 or more years)



What does the learning picture look like for a person who has finished their formal “recognized” learning in Grade 12?



Other 92%



Secondary 8%

**Purpose
Statement**

**Table of
Contents**

Introduction

Cover

Learning Portfolio

**Learning
Chronicle**

Appendix

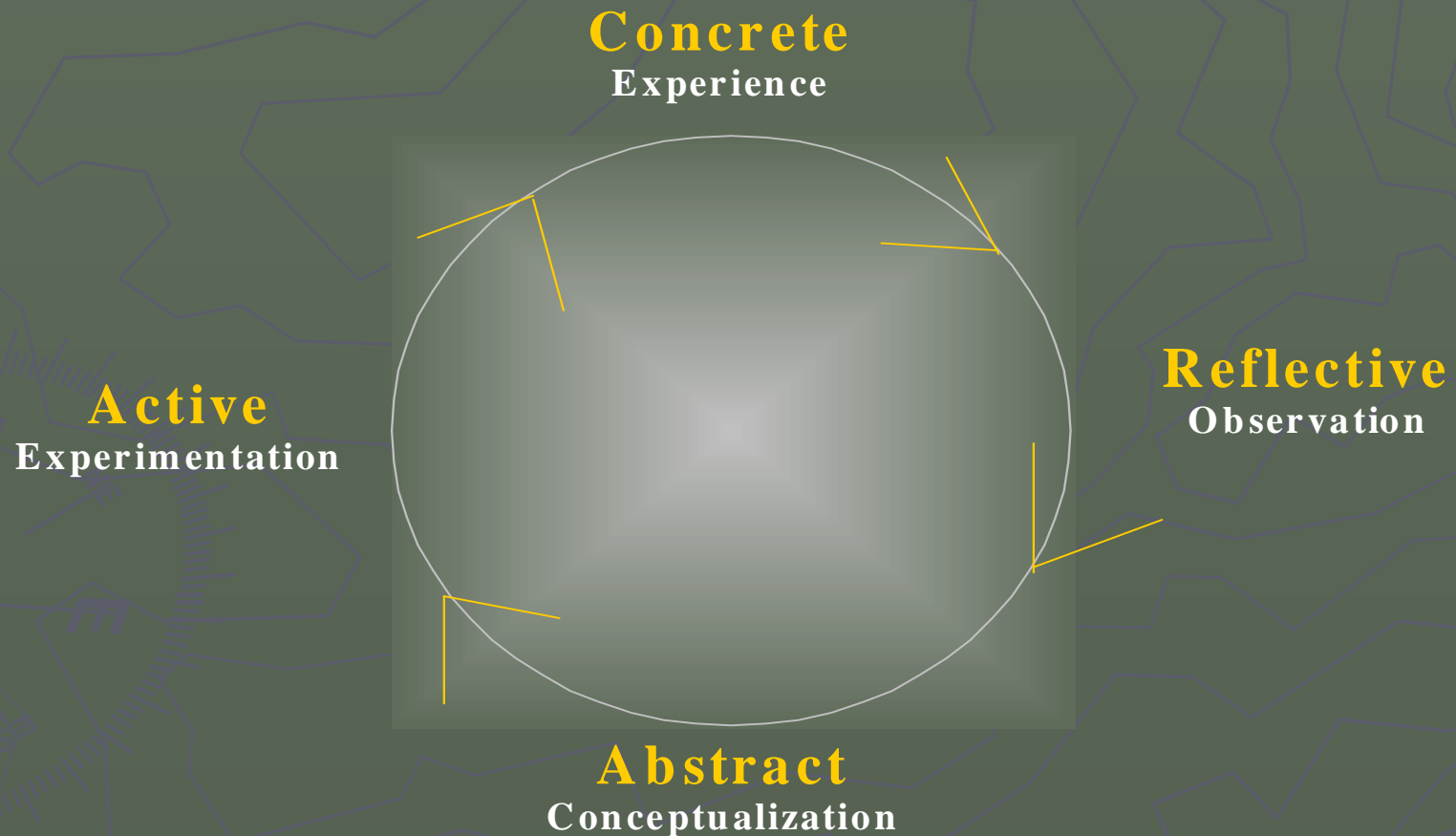
**Learning
Narrative**

**Documentation
& Chart**

**Résumé &
Cover Letter**

**Career/Goal
Development
Chart**

PLAR Portfolio Development Process Learning Cycle

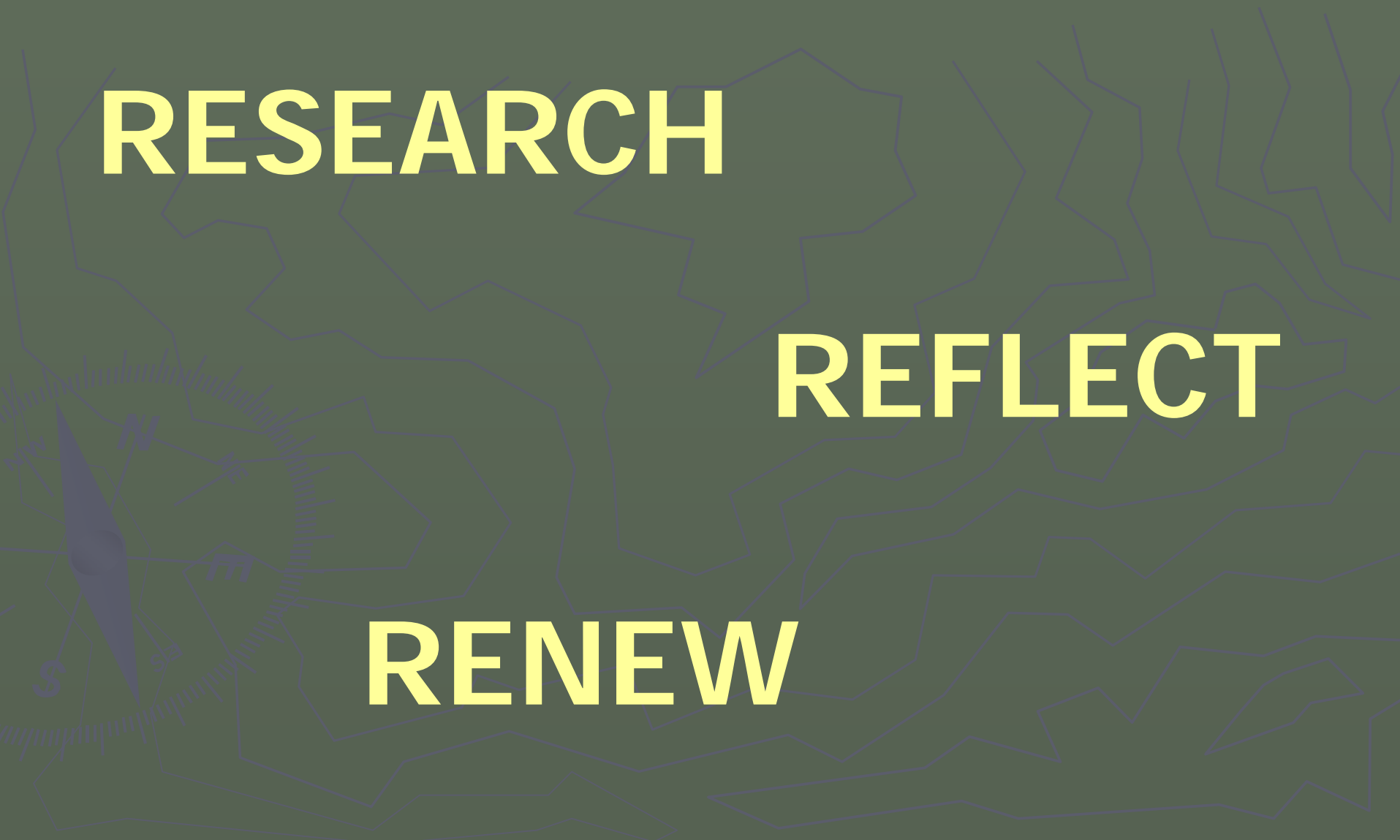


Development Strategy

RESEARCH

REFLECT

RENEW



RESEARCH...

DOCUMENTATION

- begin gathering learning documents

DIRECT and INDIRECT EVIDENCE

- identify levels of learning
- identify learning experiences
- identify personal learning style

REFLECT...

LEARNING CHRONICLE

Introduction to developing learning outcome statements

- time
- experience
- learning from the experience

REFLECT...

LEARNING NARRATIVE

- indication of written communication skills level
- articulate values statement/s
- identify additional learning experiences
- indication of thought flow process

REFLECT...

GOALS SECTION

Goals Summary – short and long term

- realistic (*visualize, measure, flexibility, resources*)

Goals Chart

- goal, plan, method, status, target date

RENEW...

RÉSUMÉ

- combination format
- ESSENTIAL SKILLS identified first

COVER LETTER

- ensure learners can write an effective sample

RENEW...

DOCUMENT CHART

THE MOST CRITICAL PIECE!!!

- authentic
- measurable
- organized
- directly equal or MORE THAN learning outcomes required
- shows theoretical and practical understanding of the recognition requested

RENEW...

TABLE OF CONTENTS

- organized and accurate

APPENDIX

- complete and organized

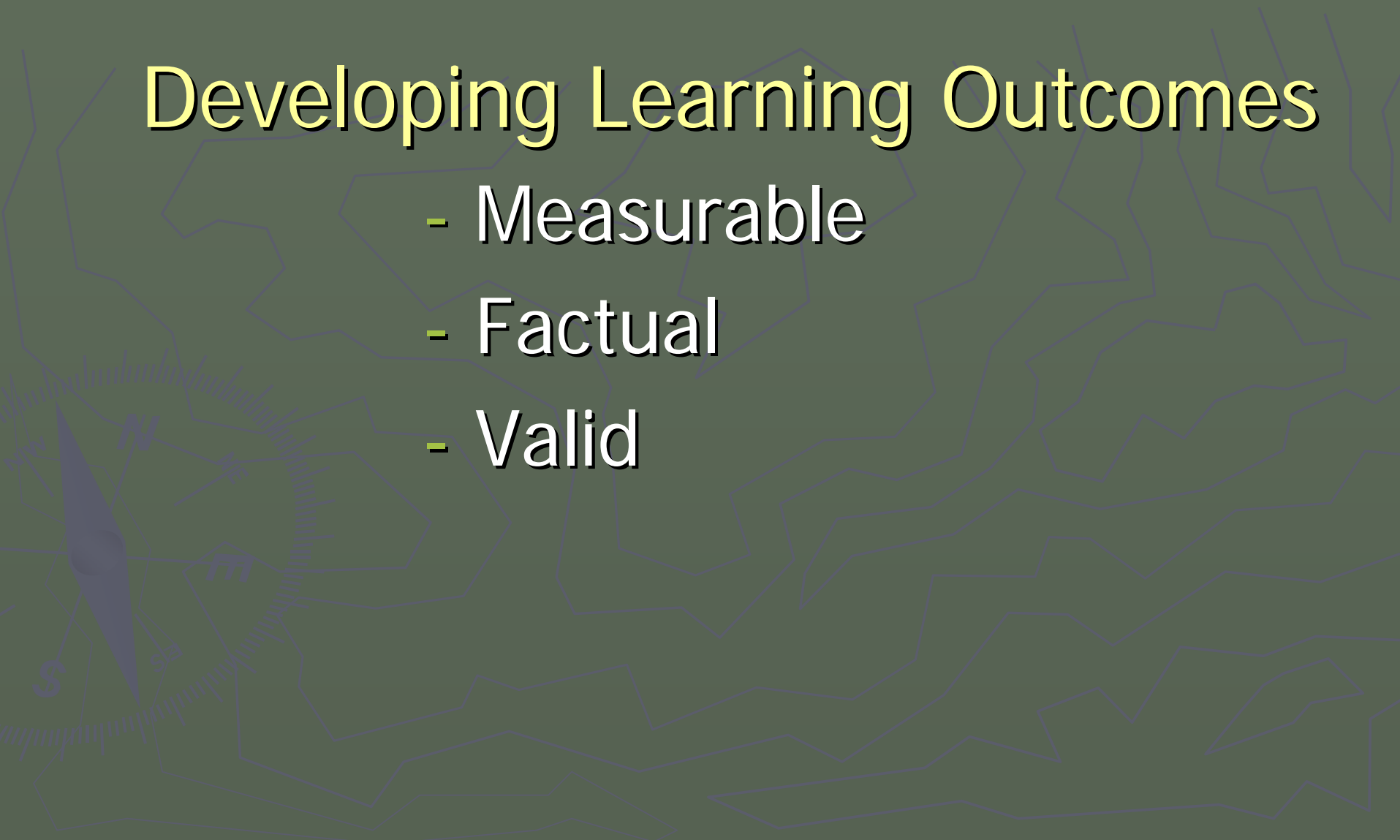
COVER

- who you are
- where the portfolio is going
- to whom
- from whom
- date

Key Element

Developing Learning Outcomes

- Measurable
- Factual
- Valid



Essential Skills History

1992

**Human Resources Development
Canada**

National Occupational Classification (NOC)

Conference Board of Canada

1994

HRDC Essential Skills

Common Language

Common Skills

Complexity Levels

1994

**International Adult Literacy Survey
(IALS)**

Scales for:

Prose

Document Use

Quantitative Literacy

1997

HRDC Essential Skills Profiles

Nine Essential Skills Defined by HRSDC

- ▶ Reading text
- ▶ Document Use
- ▶ Numeracy
- ▶ Computer Use
- ▶ Working with others
- ▶ Writing
- ▶ Oral Communication
- ▶ Continuous Learning
- ▶ Thinking Skills
 - problem solving
 - decision making
 - critical thinking
 - job task planning
 - use of memory
 - finding information

Complexity Levels

Reading Text

1. Short Text. Locate one piece of information.
“Find it, use it”
2. More complex text or several pieces of information from a single text. Need to make low level inferences.
“Find, integrate and use it.”
3. Read various sources of text OR several parts of a single text. Make inferences.
“Find, sort, evaluate, integrate, and use it.”
- 4/5. Integrate and synthesize information from several sources using complex and lengthy texts. Use background knowledge. Evaluate quality of text.
“Find, sort, interpret, integrate, create and use it.”

Complexity Levels - Numeracy

| Complexity Level | Operations Required | Translation |
|------------------|---|---|
| Level 1 | One type of operation, clearly stated. | Minimal translation needed to turn the task into a math operation. All information required is present. |
| Level 2 | Specific operations may not be clearly specified. One or two types of operations needed. Few steps of calculations. | Some translation needed or numbers from different sources. Simple formulae may be used. |
| Level 3 | A combination of operations is required. | Some translation is required but the problem is well defined. Combinations of formulae used. |
| Level 4 | Multiple steps of calculation. | Considerable steps of translation. |
| Level 5 | Multiple steps. Advanced math techniques. | Numbers need to be derived or estimated. Complex formulae, equations or functions. |

Where do you find this information?

Web Search – Essential Skills Canada



Web Address:

<http://srv600.hrdc-drhc.gc.ca>



Français

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Who is HRP?

Related Links



Essential *Skills*

All Profiles

Note: Printing of these profiles should be performed in **Landscape** mode.

| | |
|---|---|
| Accounting and Related Clerks (NOC 1431) | [View Entire Profile] |
| Administrative Clerks (NOC 1441) | [View Entire Profile] |
| Air Transport Ramp Attendants (NOC 7437) | [View Entire Profile] |
| Aircraft Assemblers and Aircraft Assembly Inspectors (NOC 9481) | [View Entire Profile] |
| Airline Sales and Service Agents (NOC 6433) | [View Entire Profile] |
| Amusement Attraction Operators and Other Amusement Occupations (NOC 6443) | [View Entire Profile] |
| Apparel Production Supervisors (NOC 9225) | [View Entire Profile] |

● Understanding
Essential Skills

● Essential Skills and
Workplace Literacy
Initiative

● Essential Skills
Profiles

● Authentic Workplace
Materials

● How Can I Use
This Site?

● Tools and
Applications

● Resource Guide

● FAQs

Application of ES for Learning Portfolios in the Transition Program

- ▶ Common language between the workplace and post-secondary institutions
- ▶ Learning outcome statements
- ▶ Career futures information
- ▶ Course of study

What are students saying?

- ▶ I changed programs because now I know the career I want didn't match the program I was in.
- ▶ Now I believe I can be anything I want to be and how to make a plan to get there.
- ▶ I didn't know how many careers there are (in this field). Now I am excited about where my degree can lead me.