

Welcome Presentation Script

Slide 1:

Welcome to the SDV 298 PLACE portfolio development course! Thank you for being a part of this class, and I look forward to working and learning with you over the next 12 weeks! I hope that through the process of developing your portfolios, you gain insight into yourselves as learners and a greater appreciation for the learning you have obtained throughout your life experiences.

Slide 2:

This introductory presentation is designed to give you an overview of the PLACE program and this course, start you thinking about your learning, and also get you started on your first assignment, the Chronological Record.

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The SDV 298 PLACE course has been offered at NOVA since 1987. This course is unique as a method for assessing prior learning because it is a learning process as well as a means of demonstrating learning. By that, I mean that in the process of creating a portfolio you are learning about yourselves beyond just documenting what you already know. You will be reflecting on your experiences and evaluating the learning you have obtained throughout your lives to determine if it is college-level.

Some of the intended outcomes of this process are that the college-level learning you have gained throughout your lives will be validated, you will view yourself as an accomplished learner, and you will complete a professional portfolio demonstrating your competencies that you can share with employers or whoever you would like.

There are different ways to develop credit for prior learning portfolios. The PLACE portfolios at NOVA are set up in a "course match" type style. This means that you will be choosing a course in your program and then demonstrating your learning of that course based on its Course Content Summary. The learning you explain will be very specific to the course you are challenging. If you already know which courses you are going to challenge, that's great! If not, don't worry. In a few weeks you will be reviewing your programs to choose a course to challenge.

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This course is all about you and your learning. You are the content experts! The exercises involved in creating your portfolio are designed to help you evaluate your experiences and learning to become more aware of how you learn, what you already know, and how to demonstrate your learning.

Slide 5:

On the screen are some questions to start you thinking about and reflecting on your learning. Take some time to read over these and try to answer them.

Some of these questions may seem simple, but it starts the process of looking not just at what we do but also at what and how we are learning. Earning credit for your portfolio will be determined by how well you can demonstrate that you have learned the competencies required for a specific course.

Slide 6:

On this slide you can see the 8 different components of the e-portfolio. We will go over each of these in more detail throughout the course, but here's a brief overview.

Numbers 1 and 2 in blue, the Introduction and the Cover Letter, are your introduction to the faculty member who will be evaluating your portfolio and your request to challenge a specific course.

Numbers 3 and 4, the Chronological Record and Life History paper, are where you will really start reflecting on the events of your life and looking at the learning you have gained over time. The Chronological Record is an outline of the main events of your life, and you will further reflect and expand on these events in the Life History paper.

Number 5, the Goals Paper, shifts gears from reflecting on the past to planning for the future and in it you will write short and long term goals.

Then the last three sections in purple, numbers 6, 7, and 8, the Course Content Summary, Narrative of Competencies, and Documentation, are where you will focus in on the course you are challenging to explain your learning in that area.

Slide 7:

To help keep you on schedule when creating your portfolio, we have set up some guidelines to follow. You will want to thoroughly review the Syllabus and print it out. On the screen you can see an overview of the Assignments Schedule, which is included in the syllabus. It is a quick reference document to show you what the weekly activities are, when you have discussion questions due, and what assignments you should be working on or completing that week.

Each of the main assignment has an accompanying rubric. Use this rubric as a guide when completing the assignments. After each assignment is due, this rubric will be completed with feedback and sent to you so you can make any necessary revisions to your work. The portfolio is a fluid document and throughout the semester, some components, especially the Narrative of Competencies, may require multiple revisions and edits. That's okay. As you receive feedback or remember additional events in your lives, you will want to go back and update your portfolio as needed.

Slide 8:

Your e-portfolios will be created using Google Sites, which can be accessed through your student email accounts. You will be creating your e-portfolio from a template e-portfolio, but you do have freedom to change some details, such as the background design, to make it your own.

On your screen you can see a sample e-portfolio, John Student's e-Portfolio. This e-portfolio is available to you as a reference to give you an idea of what a complete e-portfolio could look like. We will be referencing it often in this course and I encourage you to read through it. Keep in mind that this is not a perfect portfolio, but designed to give you an idea of what a complete portfolio might look like.

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Okay, now let's move on to the first assignment, the Chronological Record! As mentioned before, this is year-by-year account of the main events in your life since high school. This can be used as the outline for your Life History paper. As you can see on the screen, some of the events you may include are travel, employment and promotions, training/seminars/workshops attended, and major life events such as marriage, birth of a child, relocations, etc.

Each entry will begin with an action verb and you want to indicate the state and city location.

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Here is part of a sample Chronological Record. As you can see, the first entry begins directly after high school with, "Graduated from St. Joseph High School." The city and state are indicated in each entry (St. Joseph, MO; Chicago, IL). Also, each entry begins with an action verb (graduated, moved, promoted, started, stopped, enrolled). They are short phrases, not paragraphs, that just highlight the main events. You may have just one event for each year or you may have more than one. You might also skip a year here and there.

You can also view John Student's e-Portfolio to see another example of a Chronological Record.

This assignment can be challenging when trying to remember all the things you have done since high school. It may be helpful to speak with friends or relatives to help spark some memories. Completing the Chronological Record will help you organize the main events in your life so you are prepared to begin reflecting on and analyzing your experiences in the next assignment, the Life History Paper.

Slide 11:

To wrap up the welcome, let's quickly touch on what to do if you have questions. There is a discussion board labeled, "Questions", where you can post any course questions you might have. Use this board for questions about assignments, the course, etc., because your classmates may have similar questions. If one of your classmates posts a question and you know the answer, feel free to share it. Please do not wait for me to post first. Use each other as resources.

Also, you can reach me on my office phone or by email.

Use these first two weeks to familiarize yourselves with the online classroom, create your e-portfolio from the Google Sites template, post to the discussion board, and look over the sample e-portfolio, John Student's. I will be reaching out to each of you individually within these first couple weeks to welcome you to class and review any questions you may have.

Thank you for listening in!

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