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Undergraduates' Understanding of Skill- Based Learning Outcomes: Can e-Portfolios Help? – Appendix

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Appendix A: Consent Form

CONSENT FORM

Date: July 26, 2012

Project Title: Using e-portfolios to improve undergraduate communication about degree-related skills

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INVITATION

You are invited to participate in a study that involves research. The purpose of this study is to examine the utility of electronic portfolios (e-portfolios) as a means of helping undergraduates to better communicate what they have learned during their degree.

WHAT'S INVOLVED

As a participant, you will be asked to complete an e-portfolio and answer questions related to university assignments and job applications. Participation will take approximately 3 hours of your time, and you will receive 2% course credit for one of the following courses: 3F40, 3P30, 4P07, 4P93.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include an improved ability to communicate about what you have learned during the course of your degree. There are no known or anticipated risks associated with participation in this study.

CONFIDENTIALITY

All information you provide is considered confidential; your name will not be included or in any other way associated with the data collected in the study. Furthermore, because our interest is in the average responses of the entire group of participants, you will not be identified individually in any way in written reports of this research. Some of the data gathered in this study will be collected through an e-portfolio that is housed in Sakai, and will be downloaded to a separate site during the research session. The downloaded data will initially have your name attached, but will be stripped of identifying information within 24 hours of you completing the study (a participant number will replace your name on all data gathered via Sakai). Further, please be aware that the research team will have **no** access to your Sakai site as a result of your participation in this research.

Data collected during this study will be stored in a locked filing cabinet in Dr. Martini's lab. Data will be kept for 5 years after publication of the data, after which time raw data will be destroyed (paper-based data will be shredded; computer files will be erased).

Access to these data will be restricted to the principal investigator and the research assistants who are assisting with this project.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time. Should you wish to withdraw, the course credit that you receive will be prorated according to the amount of time that you participate (0.5% credit for each 45 minutes of participation).

If you would like to obtain the bonus points for this course but do not want to take part in this research, you may also complete a written assignment that will take approximately the same amount of time. This assignment requires you to carry out research and write a 5 page paper about the future of postsecondary education in Ontario.

Please note that the principal investigator for this project is also the instructor in PSYC 3F40 and PSYC 4P07. If you are enrolled in one of these courses, then you should be aware that your choice about whether to participate in this research will have no bearing (positive or negative) on your experience or your grade in these courses.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available by December 2013. Should you wish to receive information about the results of this study, please contact Dr. Martini using the email address provided above.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact Dr. Martini using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University [**File# 12-061**]. If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in this consent form. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name:

Signature:

Date:

Appendix B: Naming Skills

Please name up to 10 skills that you have acquired or further developed while you have been at Brock University. These can include skills learned through coursework, part time or full time jobs, extracurricular activities, community service, etc.

(1)
(2)
(3)
(4)
(5)
(6)
(7)
(8)
(9)
(10)

Appendix C: e-Portfolio – Selling Skills

Skill	Explain how you would go about selling your mastery of this skill to the person who was making a decision about your application. Be detailed and persuasive but also concise and to-the-point.
(1)	
(2)	

Appendix D: e-Portfolio – Defining Key Skills

Skill	Define this skill. If you saw this skill in a job ad, what do you think an employer would be looking for?
(1) Communication	
(2) Critical Thinking and Problem Solving	
(3) Teamwork	
(4) Leadership	
(5) Research and Project Development	

Appendix E: University Course Assignments

Assignment 1

One of your requirements for this class is to write one journal entry each week from 9/20 until 11/29, for a total of 11 entries by the end of the term. Each entry should be **no more than 3 pages, double spaced**.

Guidelines

Every week **before** seminar, you should look at the list of [topics](#). For each week, there is a general topic based on the readings from the syllabus. Your assignment is to choose a specific aspect of that general topic and to write about how it relates to a recent event in your life. For example, Week #5 has the topic heading of attribution, so you might decide to write about gender differences in attributional style, the Fundamental Attribution Error, etc. You may select any process, phenomenon, theory, or psychological tendency that is relevant to the general topic (attribution in this case). The textbook and material covered in lecture will be helpful in generating ideas for you to write about.

The body of each entry should begin with a description of an event or interaction in your life in **four or five sentences**. You should pick a specific event or interaction and describe it in enough detail so that your subsequent discussion will make sense to someone who was not there. Next you should describe how the specific topic you have chosen is relevant to this event. Your discussion should address some (but not necessarily all) of the following questions:

- * How can the psychological phenomenon you have chosen be seen in this interaction?
- * How does your current awareness of this psychological phenomenon change the way you interpret what happened during this event?
- * If you (or others) had been aware of social psychological research about this phenomenon during the event, how might the outcome of the interaction have been changed?
- * How will your learning about this phenomenon influence your attitudes/behavior/ perceptions in the future?
- * What questions do you now have after considering the event in light of psychological theory?
- * What type of experiment(s) might help address these issues?

Assignment 2

For this assignment, you will be working in small groups (3-5 people) to create a video or PowerPoint commercial. At the end of term, your group will present the commercial to the class, providing an explanation of the principles of cognitive psychology that you applied when making your commercial.

Commercials are designed so that when a consumer needs a product, the brand that is advertised should be one of the first to come to mind. Consequently, your commercial should incorporate elements that research in cognitive psychology has demonstrated capture attention and improve memory for a product, or cause an association to form between a product and a particular brand name. Be creative in your presentation and your application of what you have learned in class.

The commercial itself should be a video or a PowerPoint presentation, and should be *less* than five minutes long. It can be for any type of product or service that can be advertised on television, and you should be selling a particular brand of a specific product (e.g., “Toca Cola”). The type of product to be advertised is at your discretion (e.g., memory enhancers, study aids, boyfriend trackers, vegetarian grocery stores, travel agencies, etc).

The explanation of your commercial (provided during your group presentation at the end of term) provides you with another opportunity to be creative. You have up to 15 minutes to show the commercial and provide your

explanation. During the presentation, your group will need to:

- 1) identify the cognitive concepts used in your video
- 2) explain how you used each of those concepts
- 3) explain how the use of that concept would help to sell your brand of product
- 4) explain any limitations to the technique you used

Don't know how to make a video or don't own a video camera? There are campus resources that can provide assistance (see Sakai).

Assignment 3

Your assignment is to choose an underdeveloped topic related to abnormal/clinical psychology to research and write about on Wikipedia. You will perform a literature search on that topic, and work with an assigned group to create a new article or expand an existing one, **following any and all Wikipedia standards first and foremost**. During the active project phase, you will monitor and respond to feedback on your article, and assist other groups by reading and commenting on their work.

Project Details

Once you have gotten my approval for your topic, work together to create an interesting, in depth article about your chosen subject. Make sure you familiarize yourself with encyclopedia-type writing before you begin. Writing for Wikipedia is very different from writing an essay, although not that far from writing a descriptive scientific paper, and you need to write in an appropriate format. Please read the writing guidelines posted on Sakai to get a handle on how you should write your article **BEFORE** you start writing.

Wikipedia maintains a high standard of writing, and has taken great pains to improve these standards. You need to follow their directions to the letter, since deviating from these standards will invite article deletion. If your article gets deleted, you have to start over.

Feel free to include photos, but remember that not all pictures on the web are free for the taking. Familiarize yourself with Wikipedia's [Copyright Policy](#) to ensure you are not doing anything wrong (copyright violation, in the real world, means what [plagiarism](#) does in academia). Remember that any violation will be caught and dealt with by the plethora of editors on the site (and you **do not** want your group article to suddenly sprout a Copyright Violation).

Your article must include at least **two** academic books and/or journal sources per group member. However, keep in mind that this is a minimum requirement. You should also include a list of external links giving the reader more information on your subject, and link to your page from other Wikipedia pages, so your page is not an [orphan](#).

Once you begin writing your article, you are required to respond to any comments on your paper and act accordingly (make proper changes, defend your choices, etc). You will also read and evaluate/comment on your classmates' articles. Please make your comments constructive and useful. You will not get credit for such comments as "good article!" or "I liked it!" Suggest something that can be realistically improved, compare their article to yours and see if your group has learned any tricks that can help them.

At the end of the semester, each of you will turn in a reflective essay that evaluates your individual and collective experience, discusses both challenges and successes experienced during the project.

Assignment 4

Select one of the following regions of the brain:

- Frontal lobe
- Temporal lobe

Parietal lobe
Cerebellum
Brain stem
Limbic system

Based on your selected structure, prepare a 2500-word paper (10 pages) in which you analyze the impact of damage to the brain structure on cognition, emotion, and behavior. In your analysis be sure to address the following:

Provide a description of your selected region of the brain.

Explain the behavioral or functional changes that may occur as a result of damage to the selected area.

Determine the rationale for the predicted changes or deficit.

Discuss treatments and future research.

Include at least three recent references in your paper from scholarly, peer-reviewed sources, such as journal articles.

Appendix F: Assignment-Based Questions

Note: These questions were answered separately for each of the 4 assignments

Please read Assignment 1 and answer the following questions. For Questions 1-5, write the number that corresponds to your answer on the line beside the question.

_____ 1. To what extent do you see completion of this assignment as relevant to your future career goals?

1	2	3	4	5	6	7
Not at all relevant			Somewhat relevant			Very relevant

_____ 2. How valuable would the completion of this assignment be in light of your future career goals?

1	2	3	4	5	6	7
Not at all valuable			Somewhat valuable			Very valuable

_____ 3. To what extent would completing this assignment feel like “busywork” (ie., work that needed to be done, but didn’t serve much purpose)?

1	2	3	4	5	6	7
Not at all			Somewhat			Very much

_____ 4. How interested would you be in completing this assignment?

1	2	3	4	5	6	7
Not at all interested			Somewhat interested			Very interested

_____ 5. How effortful would it feel to get this assignment completed?

1	2	3	4	5	6	7
Not at all effortful			Somewhat effortful			Very effortful

6. What do you think the instructor was trying to achieve by giving you this assignment? What was his/her goal in having you do it?

Appendix G: Profile of Graduating Student

Julia Frankie

High School Experiences

Intramurals – hockey and volleyball

Won MVP every year she played volleyball

Spent summers working at a camp up north in the Haliburton area

Participated in a short story writing contest – didn't win a prize, but was chosen to go to Toronto to present her story to kids visiting the Royal Ontario Museum

University Life

- 4th year Psychology major
- Lives off campus with 3 other students – Julia and her roommates have had a hard time managing expenses at the house they rent. Some of her roommates pay their bills on time and others don't. This is frustrating for Julia because the hydro, gas and telephone bill are in her name. She came up with the idea of using a budget sheet – things are going much better now because her roommates love it and they all use it
- Babysat for her neighbour to make extra money – she thought one of the kids was really good, but the other two were always bad. She had to be creative when babysitting them in order to keep them occupied
- Volunteered for the Psychology department at Fall Preview day and Spring Open House for 3 years
- Student Affiliate member of the Ontario Psychological Association
- Attended 2 Ontario Psychological Association conventions
- Won best student paper award for the Canadian Sociology and Anthropology Association
- Plays on the varsity volleyball team
- Spent 1 summer working as a team leader at her high school camp
- Registered with Experience Plus
- Completed Bronze Level Foundations in Leadership
- Summer job working with Brock's Smart Start program
- Volunteered at the Niagara Children's Development Center. Initially volunteered 12-15 hours per week, but changed to 7-10 hours due to school commitments
- The best grade she ever received was for a paper she wrote for a Youth Justice System course
- Last summer she spent in Boston with her Grandma and just for fun took an Architecture of Boston course at Harvard

Appendix H: Entry-Level Job Descriptions

Job 1

Student Services Advisor – Continuing Studies, RCC INSTITUTE OF TECHNOLOGY

Concord, ON, CANADA

Posted May 31, 2012

With a high level of commitment to education and providing quality advice and guidance to students, the position of Student Services Advisor – Continuing Studies is the first point of contact for existing or alumni students looking to undertake additional educational opportunities either within the institution or at other schools.

You will be responsible for promoting programs and assisting students in continuing their education in programs both inside and outside RCC Institute of Technology. You will also guide prospective students through the admissions and registration process and promote these educational opportunities to groups and individuals.

Position Profile

- An undergraduate degree in related area preferred.
- 1-2 years sales or marketing experience.
- Previous experience working in an educational setting is preferred.
- Experience working with the public in some capacity is required.
- A sound understanding of the programs and courses offered.
- Knowledge of admissions processes is an asset.
- Demonstrated strengths in relationship-building, public speaking, and client-relations are preferred.
- Outstanding communication and interviewing skills both in person and by telephone.
- Presentation skills
- Customer service oriented.
- Capable of working both independently and as part of a team.
- Results and goal oriented.
- Entrepreneurial attitude towards individual performance.
- Excellent organizational skills with meticulous record-keeping and attention to detail.
- High standards of ethics and integrity, with a commitment to changing lives.
- Able to work a flexible schedule, reflecting a periodically heavy workload

Job 2

The **Excel Society** is recruiting for Child and Youth Care workers. Some of the responsibilities of the Child and Youth Care Worker position include: program development for youths, supporting youths in developing independent daily living skills and ensuring the youths receive quality care. At Excel we utilize a team approach and work closely with the families and guardians of the children we support. Having the skills to work independently, as well as within a team, is an essential asset for those who apply.

Applicants must have at least a Child & Youth Care, Psychology, Social Work, or Education diploma from a recognized postsecondary institution and related work experience.

The Excel Society provides a comprehensive benefits package and an excellent work environment. We have our own training Academy that provides free training in a variety of job specific areas. You are also paid an hourly wage while you attend the training

All interested applicants must send their cover letter and resume to sng@excelsociety.org by June 22, 2012. Only successful candidates will be contacted for an interview.

Appendix I: Job-Based Assignment Questions

Note: Participants completed this table for each of the two jobs

Job #1

Student Services Advisor, RCC Institute of Technology

Using the table below, describe the three most important things that Julia should highlight in her cover letter to this organization when she applies for the job, and explain why you believe each of these to be critical in terms of improving her chances of getting an interview.

In your answer, do NOT speculate about Julia's background – use only the information that is provided in the profile.

Three things Julia should highlight	Why?
1.	
2.	
3.	

Appendix J: Overall Assessment of e-Portfolio

The purpose of this research was to provide you with an e-portfolio tool that you could use to organize your thinking about skills-based learning across a variety of experiences (e.g., coursework, paid and volunteer work, extracurricular activities), and to give you a framework for communicating more clearly about your skills. I'm interested in whether you feel that we met these objectives, and whether you feel that the e-portfolio has the potential to be useful for undergraduates.

Please take a moment to answer the following questions:

Before today's study, to what extent had you experienced concern about how to 'sell' what you had learned at university when you applied for a job, or for post-graduate programs?

1	2	3	4	5	6	7
Not at all			Somewhat			Very much

To what extent have your university courses/instructors emphasized the transferrable skills that specific assignments have been aimed at fostering?

1	2	3	4	5	6	7
Not at all			Somewhat			Very much

Before today's study, to what extent had you thought about skills-based learning while completing your university coursework?

1	2	3	4	5	6	7
Not at all			Somewhat			Very much

To what extent did you find this session to be helpful in terms of giving you some broad skills-based terms (e.g., 'critical thinking', 'leadership', 'teamwork' etc.) for you to organize your thinking about this type of learning?

1	2	3	4	5	6	7
Not at all helpful			Somewhat helpful			Very helpful

To what extent did you find this session to be helpful in clarifying what various skills-based terms mean (e.g., 'critical thinking'; 'project development')?

1	2	3	4	5	6	7
Not at all helpful			Somewhat helpful			Very helpful

How would you evaluate the STARR method in terms of its ability to clarify your communication about transferrable skills?

1	2	3	4	5	6	7
Not at all helpful			Somewhat helpful			Very helpful

How likely is it that you would use the Sakai-based e-portfolio in the future?

1	2	3	4	5	6	7
Not at all likely			Somewhat likely			Very likely

Some universities offer students the opportunity to begin an e-portfolio at the beginning of their university degree, and then provide regular opportunities to update it as they move from first to fourth year. Such a program might begin in first year with a discussion of skills, followed up in second year with a discussion of reflection about learning and so on.

1) To what extent do you think such opportunities would add value to a degree?

1	2	3	4	5	6	7
Not at all valuable			Somewhat valuable			Very valuable

2) To what extent do you think such opportunities would better prepare students for entry into the job market following graduation?

1	2	3	4	5	6	7
Not at all			Somewhat			Very much

Do you have any thoughts about how the e-portfolio could be improved?

Any other thoughts?

Appendix K: Naming Skills Coding Scheme

1 – Organization

- time management
- organization
- multitasking
- planning and goal setting
- task management
- balance life between social, work and academics
- prioritizing
- managing deadlines
- punctual

2 – Leadership

- leadership
- leading a group
- teaching/training/coaching others
- delegating
- management skills

3 – Interpersonal Skills

- team/group work
- understanding others
- capable/better at taking direction
- asking for help
- co-operation
- helping skills
- interpersonal communication
- peer and authority interaction
- conflict resolution
- interpersonal skills
- networking
- interaction adjustment
- meeting new people

4 – Communication

- facilitating discussions
- listening skills
- writing skills
- academic writing
- communication skills
- reading and comprehension
- speak with less bias
- open-ended questions
- oral communication (public speaking, presentations, debates, etc.)
- how to speak to people from other cultures/ backgrounds/languages

5 – Critical Thinking

- problem solving
- analyzing/analytical thinking
- critical thinking
- critiquing problems/ideas

- picking up on key ideas
- logic and reasoning skills
- developing ideas
- use and simplify information
- critical understanding of media
- fully assessing situations
- use information effectively
- objective assessment abilities

6 – Job-Specific Skills

- working with money/inventory
- customer service or sales
- financial management/budgeting
- interview skills
- office administration
- started dance business
- management of materials
- project development
- event planning
- sport environment experience
- physical labour
- working in a public setting
- fundraising
- volunteer work
- working with special populations – special needs, children, elderly
- certifications

7 – Technical Skills

- data entry and database skills
- computer skills
- Specialized software (SPSS, EEG)
- understanding statistics
- technology skills

8 – Research Skills

- research skills (methods, library, etc.)
- how to run participants in a study following a framework

9 – Self-Management

- adapt to new environments
- adaptation to overcome obstacles
- being assertive
- being friendly
- being more outgoing
- being professional
- confidence
- cultural awareness
- dedication/determination
- delay of gratification
- dependability
- diligence
- efficiency
- emotional regulation

- empathetic
- encourage people
- energetic
- eye for detail
- focus
- generous with others
- goal and results oriented
- going above what is required
- hardworking or good work ethic
- honesty
- independence
- imaginative
- initiative
- kind
- loyalty
- more easy-going
- motivation
- open mindedness
- optimism
- out of comfort zone/taking risks
- patience
- perseverance/persistence
- reconciliation
- reflection
- reliable
- respect
- responsibility
- resourcefulness
- seeing both sides of an argument
- self-care
- self-discipline
- self-understanding/intrapersonal skills
- selfless and think about others
- stress management
- tactful
- thinking creatively

10 – Academic Skills

- taking notes
- study skills
- excellent memorization
- revision/citation skills
- multiple choice tests

11 – Content

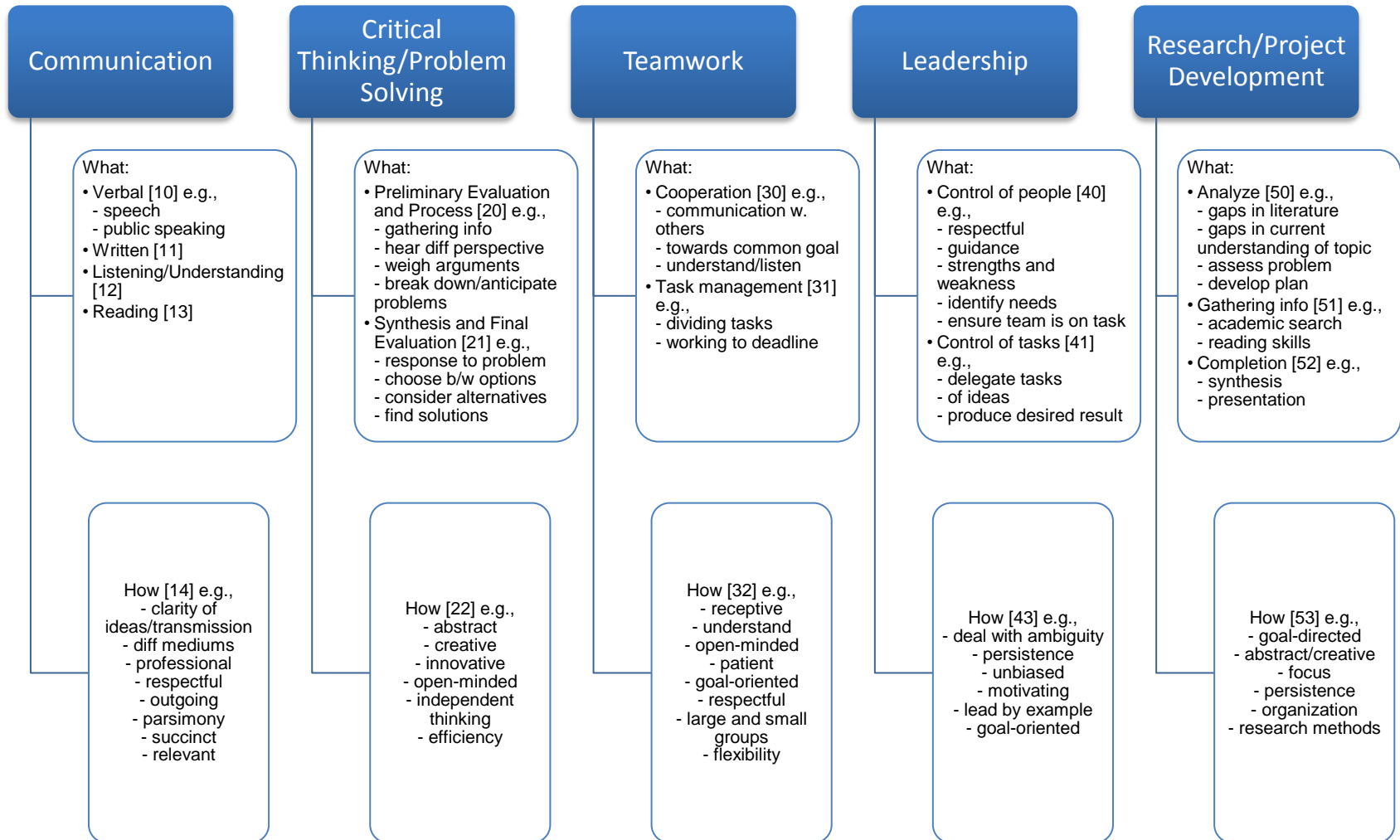
- knowledgeable about neurological disorders
- psychology theories
- psychological disorders
- symptom recognition

12 – Other/Life Skills

- how to sew buttons on shirts
- how to use a public transportation system

- how to improvise a comedy or otherwise
- dance
- athletic
- excitement for a new change
- silk screening
- performance/production
- higher education
- cooking skills
- managing finances

Appendix L: Defining Skills Coding Scheme



Appendix M: Selling Skills Coding Scheme

Selling Skills Legend

Data will be coded as follows:

Column 1: Does the response contain some information pertaining to STAR (1) or does it contain no information pertaining STAR (0)?

If no information (0), code a zero in column one. The following 3 columns will be coded with a 99 for not applicable.

If some information (1), use the STAR-coding scheme listed below to determine if the information is present or absent

Column 2: Situation/Task – Code as present (1), absent (0), or not applicable (99)

Column 3: Action – Code as present (1), absent (0), or not applicable (99)

Column 4: Result – Code as present (1), absent (0), or not applicable (99)

*Note. **Cannot code the same information under more than one category**

For example, if you code a phrase or sentence as (1) Situation/Task, that same phrase or sentence cannot be coded as (2) Action, (3) Result.

However, there can be several points or sentences written by a participant that can all refer to the same code. E.g. 3 points listed by participant all refer to Action

COLUMN ONE

(0) No Information

- None of the other 3 codes apply
- Does not include a context
- Does not describe a task
- Does not list steps taken to achieve skills
- Does not describe an end result achieved

Examples: No matter what path you take in life you will have to work with other people at some point or another and learning to work with others in a way that allows everyone to express their opinions and ideas so as to come to the best result is an extremely important asset to have

Sometimes it is better to know when to listen to someone rather than when to speak and I believe many individuals have the need to be listened to

90% in abnormal psychology class; 98% final exam; 90% on final paper of treatment of ODD

COLUMN ONE

(1) Some information pertaining to STAR

Information pertaining to one or more of the three categories below will be present

COLUMN TWO

a. Situation/Task (Present-1, Absent-0, Not applicable-99)

NOTE. If experience is not relevant or somewhat related to all points listed then it is most likely not *Situation/Task*, it is more likely *Action*

- Provides a **context** for learning a skill

- States a **specific** experience(s) that demonstrates their skill
 - Example: Throughout my university studies; While working at Camp Trillium etc.
 - NOTE. Just because “*I have previous experience in _____*” does not automatically make it situation
- If more than one experience is listed they must share a common denominator to make it situation
 - Additionally, the experiences should be simultaneous
 - E.g. I am a full-time student, work part-time, and am involved in soccer
- Explains how the experience stated relates to the skill they’re selling
- Tendency to answer the question “**Where**” did they learn the skill
- Key phrases include “Through my experience _____ I have gained _____ skill”, “Through roles such as _____”,
“I have learned a lot about _____ through my _____ experience”
- Does not include:
 - Procedural list of how they accomplished tasks
 - A result achieved by participating in specific activities

Examples: While working part-time and attending Brock University, I have developed time-management skills

As both a full-time student and part-time employee, I have perfected my time management skills

I was a varsity volleyball player for 2 years at Brock and had to find a balance between academics and sports/how this is an asset in all aspects of life

Working at Camp Trillium, I learned how to...

Previous work at the LCBO, Foodland and cashier at restaurants...

COLUMN THREE

b. Action (Present-1, Absent-0, Not applicable-99)

- States a procedural list
 - If it’s a bunch of unrelated experiences, it’s most likely a procedural list
 - The list will most likely be **Sporadic** and unrelated to each other
 - E.g. I am part of 7 clubs. I work at a restaurant. I tutor high school students.
- **Explains what they did or how (as in the method) they learned the skill** (doesn’t refer to where they learned the skill)
 - Example. I learned how to communicate with other people through class presentations
- List includes steps taken to achieve the skill or to improve their skill
- Key phrases include “I can...”, “I am able to...”

Examples: Makes an agenda for the day,
set deadlines, set goals, schedule time,
attend all classes, prioritize my homework/work tasks

I would take on the role as leader and delegate responsibilities

Writing numerous essays; Effectively communicating my ideas and course concepts verbally through seminar presentations

Can quickly compose concise texts that comprehensively encompass the pertinent subject matter

I am able to find research on a given topic and write about it effectively
I can summarize an author without plagiarizing
I can make and defend an argument in an essay
I can write about a variety of topics, providing critical analysis

COLUMN FOUR

c. Results (Present-1, Absent-0, Not applicable-99)

- Explains the **end result**
- What they were able to achieve by setting procedural lists and through their experiences
- **What they achieved** by performing the skill effectively
 - E.g. Received a good grade because they had good time management; communicated effectively;
were able to complete all work assigned
- Because of one point they mentioned, they are now able to do something else
 - E.g. Because of practicing my writing daily) (action, I can now write faster and be more concise (result)
- Key phrases include:
 - “allows me to”, “can allow”,
 - “results in”, “as a result”,
 - “I have gained”, “I have succeeded”
 - “Have been successful” “Completed”

Example: Able to complete assignments by deadlines

My time management skills allow me to work full-time, go to school full-time and coach a hockey team

“I have learned to _____ and because of that I can now do this _____”

Because of past experience I can create a good client base

Appendix N: e-Portfolio Coding Scheme (Quality of Responses)

	Capstone (4)	Milestone (3)	Emerging (2)	Benchmark (1)
STAR Example	<ul style="list-style-type: none"> STAR story is an excellent example of the competency it represents. STAR story demonstrates that person has applied the competency in a unique or challenging situation. Description of action is process-oriented. Result section goes beyond grade received. STAR story is rich and descriptive, thoroughly and elegantly described, and would be extremely impressive to a potential employer. 	<ul style="list-style-type: none"> STAR story provides a good, solid, relevant example of the competency. Person describes STAR example clearly (may include one or two peripheral points). Person may “list” things but majority of the focus still stays on those things as they relate to the competency. One section may not be as strong as the others (e.g., Result section might only include grade received OR only include grade received plus another superficial comment). STAR story is not as thorough, detailed, or elegant as a 4 response BUT would still be a good example to give a potential employer. 	<ul style="list-style-type: none"> STAR story provides an adequate example of the competency (i.e., it relates to the competency but is not particularly strong). Person may “list” things they did without clearly linking these actions to the competency itself. Descriptions within sections of the STAR story are more vague and ambiguous. Two or more sections of STAR Story (Situation/Task, Action, or Result) are weak. Would be an acceptable but the most basic example to share with a potential employer. 	<ul style="list-style-type: none"> STAR story is weak, lacks sufficient detail, or is unclear. It is not clear how the STAR example relates to the particular competency that the individual is supposed to be describing. Would not be a sufficient example of the competency to share with a potential employer. Would be an inappropriate example to share with a potential employer.

Appendix O: e-Portfolio Coding Scheme (Quality of Reflections)

	Capstone (3)	Emerging (2)	Benchmark (1)
Reflection	<ul style="list-style-type: none"> • Reflection demonstrates that the person has taken the time to thoroughly reflect upon their experience, and they recognize how it has facilitated their growth/learning beyond simply the course content or the specific experience described. • Reflection demonstrates thorough and insightful explanations about strengths and/or weakness. • Person provides specific indications of how future work can be improved (or has improved since). • It is clear that the person has thoroughly reflected upon the situation, and they recognize and appreciate what they have gained from it. 	<ul style="list-style-type: none"> • 'Strength/weakness' reflection is described clearly, but not as thoroughly or elegantly as a capstone response. • Person acknowledges having learned something specific from the situation, but it may not extend beyond that particular experience. • There may be some consideration of need for further work to improve, but it is not as detailed as a capstone's consideration. • There is some evidence of reflection about their experience and recognition of how it has facilitated their growth/learning in a particular area. 	<ul style="list-style-type: none"> • 'Strength/weakness' reflection is brief, superficial, and/or may lack depth. • There is little, if any, consideration of need for further work. • Reflection demonstrates little evidence of reflection, or that the person recognizes how it has facilitated their growth/learning in a particular area. • In some cases it seems like the individual should have learned something specific from his/her description of the situation or something he/she mentioned in passing, but the individual does not seem to recognize, acknowledge, or appreciate it.



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