


Electronic Portfolios in Hospitality, Foodservice Management & Dietetics Education


JOAN S. FRANK, MS, RDN
ASSISTANT PROGRAM DIRECTOR, DIETETICS
DEPARTMENT OF NUTRITION
UC DAVIS



JSFRANK@UCDAVIS.EDU

WHAT IS A PORTFOLIO?

- a. A portable case for holding material, such as loose papers, photographs, or drawings.
- b. The materials collected in such a case, especially when representative of a person's work.



<http://www.thefreedictionary.com/portfolio>

WHAT IS A PORTFOLIO?

- A reflective tool that demonstrates growth & achievement over time
- A Container of evidence:
 - knowledge, skills, achievement
- Collection of specific pieces of a person's work
- A "work in progress"



<http://electronicportfolios.org/graphics/eportfolio.gif>


THE E-PORTFOLIO

- Digital "artifacts" organized online combining various media:
 - Text
 - Images/graphics
 - Audio
 - Video
- NOT:
 - A digital scrapbook
 - A multimedia presentation
 - A LinkedIn "resume"



THE BENEFITS OF E- PORTFOLIOS


- Minimal storage space
- Easy to create back-up files
- Portable
- Long shelf-life
- Learner-centered
- Increase technology skills
- Accessible
- Able to provide proof of meeting standards



<http://electronicportfolios.com/portfolios/encyclopediaentry.htm>
Helen C. Barrett, PhD. (2001). Electronic Portfolios. A chapter in Educational Technology: An Encyclopedia.

STUDENT USES

Students use portfolios to collect*, reflect upon and share their work with others.


	Collect →	Reflect →	Share
Collect class requirements Collect graduation requirements	Reflect on learning in class Reflect on learning both in and outside the classroom (integrative)	Share with peers and instructors Share with peers, instructors, administrators, parents, future employers, etc.	

* The process of collecting artifacts is believed to aid in reflection

K. Sucher, ScD, RD – San Jose State University

THE STUDENT LEARNING EXPERIENCE


Experience with portfolios also enables students to demonstrate learning for other purposes, such as employment, higher education admission and scholarships.



K. Sucher, SCD, RD – San Jose State University

PROGRAM PORTFOLIO USES

- Student Reflection & Assessment
- Course Assessment
- Program Outcomes Assessment
- College Reviews
- ACEND / AAFCS / ACPHA Accreditation
- WASC Accreditation



Nutrition & Dietetics 2010, 67: 112-116 DOI: 10.1111/j.1747-0080.2010.01429.x

INSIGHT

Advancements in nutrition and dietetics teaching and learning: Evaluation of the student portfolio


Evelyn VOLDERS, Judy TWEEDIE and Amanda ANDERSON
Nutrition and Dietetics, Department of Medicine, Monash University, Melbourne, Victoria, Australia

Abstract
Aim: To describe the use and evaluation of a clinical teaching and learning portfolio in undergraduate nutrition and dietetics education.
Method: The results of a quantitative and qualitative questionnaire evaluation of the portfolio by students and supervisors conducted during 2008 are described.
Results: A portfolio is a valuable tool for use in clinical teaching and learning as our results show it assists in goal setting for the students, clearly identifies course requirements, facilitates regular opportunities for effective feedback and provides structured self-directed learning activities to help students improve their knowledge of disease processes in the workplace setting.
Conclusion: Nutrition and dietetics educators should consider the use of a portfolio as a tool for assessing critical thinking, communication and problem-solving skills.

Key words: competency standard; education; evaluation; professional.

TYPICAL ARTIFACTS

- Personal Statement:
 - Work philosophy
 - Career goals
 - Brief biography
 - Skills area
- Resume
- Required elements
 - Class assignments
- Work samples
- Certificates, diplomas, awards, scholarships
- Letters of recommendation
- Member affiliations
- References
- Photos
- Video



EXAMPLES OF “WORK SAMPLES”

- Nutrition & Dietetics:
 - Foodservice Management
 - Food Science
 - Community/Public Health
 - Sciences
- FSM/Hospitality:
 - Foodservice Management
 - Business Courses
- Projects:
 - Volunteerism
 - Internships
 - Work

COURSE SKILLS INVENTORY

Course	Skills learned:	Proof (work samples)
	•	
	•	
	•	
	•	
	•	
	•	
	•	

