

MODULE DES3190: PORTFOLIO PRESENTATION

Level: Advanced

Theme: Business/Issues/History

Prerequisite: None

Module Description: Students prepare a presentation portfolio for a specific purpose, such as entry into the workplace or a post-secondary institution.

Module Parameters: Tools and equipment for mounting, recording and/or displaying design work. Specialized facilities or equipment depend on the approach taken to the module.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare a presentation portfolio for the purpose of gaining entry into the workplace and/or a post-secondary educational institution present the portfolio in an interview setting 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> quality of the portfolio. <p><i>Assessment Tool</i> <i>Project Assessment: Portfolio Presentation (DES3190-1)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	70
	<ul style="list-style-type: none"> preparation and presentation of a design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and peers will be placed on the scope and presentation quality of the portfolio, and the student's ability to present his or her portfolio in a professional manner. <p><i>Assessment Tool</i> <i>Presentations/Reports Portfolio Presentation (DES3190-2)</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each criteria</i></p>	30

MODULE DES3190: PORTFOLIO PRESENTATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal exploration during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Skills Development</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the purpose of the portfolio being designed. 	<p>It is extremely important for students to be able to present a well-crafted portfolio. The portfolio should exhibit the breadth and depth of the student's capabilities, and indicate his or her academic, personal management and teamwork skills. The portfolio may take several forms and be made up of several parts (e.g., flats of two-dimensional design and photography, photographs or slides of three-dimensional work, video tape, computer disk, or any combination of the above). The student's collection of work retained during his or her studies in design will form the basis for this final presentation portfolio.</p>

MODULE DES3190: PORTFOLIO PRESENTATION (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • select the most appropriate work for inclusion in the portfolio • prepare the selected work for inclusion in the portfolio. This might include remounting and/or reworking some pieces, photographing or videotaping design work • write a supporting page introducing the student and providing a listing and short description of the portfolio contents and/or provide a description of the work and rationale for the work through the video medium. 	
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> • see Specific Learner Expectations for 2-D Design Studio 1 • present completed portfolio to teacher and peers. 	See notes from other Studio modules.

