URES
Oral Presentation Suggestion: Learning Portfolios
Why use a Learning Portfolio for your oral presentation??

• Allows a more in depth offering of your content in a reflective, creative, and visual way
• Allows for a multitude of artifacts and imagery to be portrayed
• Makes intentional connections between content
• Can be updated in real time and can always be added to
• Participants can leave the session with the link for full review after the presentation or can be distributed to those unable to attend
• Can transcend all disciplines as it allows for an deep analysis of content
Learning Portfolios
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Can be used as tools to further guide an oral presentation or continue the conversation and interest in a poster presentation.

**What’s the added difference and benefit?**

Adds further depth and reflection to the components of your analysis and description of the project. Participants and those unable to attend your presentation gain a better understanding of material and concepts. The link can be updated with new research/content in real time.

http://www.luc.edu/experiential/eportfolio/eportfoliogallery/professionaleportfolios/

For more information visit: http://www.luc.edu/experiential/eportfolio/
What would a learning portfolio look like?

• Build your learning portfolio around your research question and learning
• Add artifacts, graphics, and pictures to support your content, descriptions, and reflections
• Make sure your portfolio is clean of any blank tabs
• Balance content with artifacts

We recommend using TaskStream to create your learning portfolio as it is a free for all Loyola students. Access TaskStream via eportfolio.luc.edu.
What to include in your research-focused learning portfolio?

Similar to what has been previously stated!

Research-focused learning portfolio components:

- Title
- Author(s) Name(s)
- Abstract
- Introduction
- Background
- Objectives
- Methods/Research Design
- Results
- Discussion/Conclusion
- Literature Cited
- Acknowledgements
Research-focused Learning Portfolio

UNIV 391 Internship Seminar Undergraduate Research

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B.S. MOLECULAR BIOLOGY
RESEARCH
MUSIC

EXPERIENCE MORE
THE CENTER FOR EXPERIENTIAL LEARNING

LOYOLA UNIVERSITY CHICAGO
1870 AD. MAJORUM DEA. GLORIAM
Note: This is an example of what one could look like. You can put your own spin on it!
Research-focused learning portfolios can allow you to go deeper into the following questions provided earlier in this presentation:

- **Purpose** or reason for the project
  - Why are you/did you undertake the project?
  - What is the problem or issue you’re looking to solve?
  - Why is the work important or original?
  - How does the work fit into the larger body of research/work in this discipline?
  - What is the history of this issue or concept?
- **What** did you do and **how** did you do it?
- What techniques or procedures did you use?
- What was your process?
- How did you get to your end results?
  - What were your findings?
  - Present data (if relevant)
  - Not analysis, just a presentation of results
  - *Show graphically, when appropriate*
What to include in your community-based learning portfolio?

Community Based Learning Portfolios can allow you to further delve into the following areas provided earlier in the presentation:

**Educate**
- Articulate an important question, problem, or issue that was central to your experience.
- Speak about your experience in a concise, compelling, and articulate way.

**Inform**
- Provide insights into how you addressed the question or problem.
- Inform your audience about the problem addressed through your experience.

**Insight**
- How did your Engaged Learning experience help you to connect to the mission?
- How did the Engaged Learning experience in this course impact your personal, intellectual, civic and/or professional development?

**Empower and Inspire**
- Provide your audience with opportunities to take action to address the problems articulated.
Community Based Learning Portfolio

UNIV 390: SOCIAL JUSTICE INTERNSHIP

You don’t think your way into a new kind of living.
You live your way into a new kind of thinking.
-Henri Nouwen

Hi, my name is Justin Hoch, a recent intern for the Volunteer Relations department at Catholic Charities of the Archdiocese of Chicago. Thank you for visiting my eportfolio. Here you will find information and reflections from my internship experience as well as my resume, academic work and service experiences.
Reflection A: Life and Leadership Context

Where there is not community, trust, respect, ethical behavior are difficult for the young to learn and for the old to maintain. Robert Greenleaf, Servant As Leader

Here are excerpts from my reflection on my life and leadership context.

In terms of my life context, many factors from academics to friends have played and continue to play a role in who I am. I would consider the things that make me happy and less stressed as assets, while liabilities are things that add stress and consume time.

I have a support network of friends and family that cares for me and challenges me to take advantage of this internship.

I sometimes take on too much outside of the classroom. I get spread too thin, not committing my full attention to my activities. I need to find a balance between my professional, social and academic lives.

At Catholic Charities' Tuesday Night Supper, I see a variety of leadership styles working symbiotically to achieve a common goal or a common vision—to feed the hungry. In the dining room, the more outgoing extroverts interact with clients to make them feel welcome. In the kitchen, the leader delegates tasks to various people.

Since I have been there for over a semester, I have noticed myself stepping in and guiding others. Overall, all the volunteers and supervisors exhibit servant leadership. It is about asking, “What can I do for the clients?”

I have learned from my supervisor's example. Lisa's leadership style of servant leadership enables others to act. This is the type of leadership I hope to display in my career.

Read the whole reflection below.
How to present a learning portfolio?

• Do not read all of the text!
• Use your learning portfolio as a guide.
• Showcase artifacts, imagery, and incorporate oral reflection, understanding, and analysis within presentation
• Make connections between tabs, content, reflections
• Refer to the learning portfolio for more information for participants to come back to
Want to learn more about learning portfolios?

We have Learning Portfolio Peer Mentors to help you!

Contact eportfolio@luc.edu and a peer mentor will respond OR visit us in Sullivan Center 295 to meet with a peer mentor one-on-one!

Visit us at www.luc.edu/eportfolio.