Welcome to the course. This course is a unique opportunity for you to recognize, experience and struggle with what you have read. It is really that simple. We herein provide two versions. Let us know if you have questions.

Jen's Short Version

Learning Outcomes
1. Do what you plan
2. Re-evaluate and grow
3. Continue

How do you do this?
1. Capture your experience via journaling and reflection. Collect it all in PebblePad or Evernote (cost = $30).
2. Discuss with us and peers.
3. Kolb may or may not be a helpful guide in developing a learning portfolio. Think cultural anthropologist.

Evaluation
see below
More on Learning Portfolios
Reflection + Documentation + Collaborate = Learning

Instructor's Longer Version

Learning Outcome 1

Each of you has developed objectives for an ELE. Your objectives, in each case, will have centered on application of learning from HTH SCI 2Q06 (Fundamentals of Global Health) and 2DS3 (Complexities of Disease States in Less Developed Countries). Of course, you also have knowledge from the other level one and two courses, including epidemiology, biochemistry and cell biology. Therefore, the first thing we will expect of you is that you accomplish your objectives as they are or as they modify and develop over time.

Learning Outcome 2
The second thing we will expect from you is a maturation and persistent re-evaluation of your personal objectives and knowledge.

Learning Outcome 3

Working locally and globally requires a diverse skill set. We started in level one inquiry with an examination of the skill set, including the sense that you need to constantly reflect and examine your own skills and behaviours. This still needs work, as expected. The third goal then, is to provide you with an opportunity to continue with appropriate skill development and practice of ethical and professional behaviours. You need to seek feedback form people you encounter and work/learn from.

How do you do this?
You will need to keep a detailed portfolio of your activities, actions and observations and knowledge content. In sum, these will contribute to a Learning Portfolio. Think of it as a butterfly collection. You are collecting. Questions will arise and you will at some point go back to your collection to look for answers. It will include everything; soil samples, photos, drawings, musings, tweets, all e-mails, successes, failures, tons of questions, maybe some answers, foreign currency, water quality analysis, lovely people, nasty people, political hacks, laundry chits. Well, you get the picture. This should all be in PebblePad or Evernote. You will need to submit pieces to us as you progress.

We expect that upon completion of your extensive and detailed learning portfolio, you will have many questions; some asked by us and some by you. At some point, we will focus on deconstructing your experience, as a group and identifying knowledge gaps that will help you become more confident and competent more generally. Some of these gaps will be individual needs; some will be common to some or all participants.

You need to constantly reflect on your personal behaviours, needs, wants, ethics, group interactions etc. The general flavour of Kolb's work is useful as a guide when thinking about a learning portfolio and reflections. If you have not already seen this, try this pointer. ([http://www.whitewater-rescue.com/support/pagepics/lsitechmanual.pdf](http://www.whitewater-rescue.com/support/pagepics/lsitechmanual.pdf)). Alternatively, use any framework you are comfortable/familiar with. Learning style literature is controversial.

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**Evaluation**

50% of the final grade

The learning portfolio will be assessed for depth, breadth and learning, including relational (previous courses, experience) learning. Students will review parts of the portfolio with the instructor at several points to acquire feedback before final submissions. Final Due Date is negotiable.
Upon completion of the ELE, each student or student group will be required to explain and defend their work and experience with an external committee consisting of 2-4 faculty members assigned on the basis of content that is apparent in the ELE experience.

Your portfolio should be in PebblePad or Evernote.

15% of the final grade

Regular reflection submissions from the learning portfolio. This will not be the entire portfolio but it will be up to you to determine appropriate submissions. Submissions should focus on elements that you are struggling with or that you are proud of. It should include questions and of course we will ask questions. I don’t want to impose a schedule on this. Reflections are important; journaling is important but it is also important that you do it as required/needed, rather than an artificial schedule. Let’s treat this as 911 but you should have submitted several before you finish. One advantage of doing this may be that our questions/feedback will help you look at something in a new way while you are completing the ELE.

15% of the final grade

You must demonstrate a record of professional and personal behavior that is exceptional. You should document things that concern you that you observe in the environment. You will ask for help as required with these issues and we will help. Some of your needs may be addressed from the literature and from colleagues. This component is extremely important and therefore it will be assessed from your journals/portfolios as a separate element. You will need to demonstrate that you ask for, receive and act on feedback (either from your group members, us, or your colleagues in situ).

20% of the final grade

You must select three important questions that you have developed during your experience and seek answers. The answers will be presented in the form of a scholarly essay. We can discuss this in more detail when you are ready.

More on Learning Portfolios (with thanks to the CHS program)
What is a Learning Portfolio?

A learning portfolio is a systematic and organized way for you to display the skills, knowledge base, and professional goals that you will develop through the your experiences. A learning portfolio is an opportunity to combine personal, academic, and professional experiences to create a holistic overview of your diverse skill set. A learning portfolio can be an essential tool to help you monitor and reflect on your experiences and learning. Reflection, documentation, and collaboration are critical elements of a learning portfolio. This learning portfolio will be a unique opportunity for you to document and reflect on your learning, while collaborating with your peers and facilitators, hosts to foster higher level learning.

Reflection + Documentation + Collaboration = Learning

This learning portfolio is meant to enhance your learning and help you fully realize the diverse skill set you will develop in the Child Health Specialization.

What is the Value a Learning Portfolio?

Learning portfolios are inherently valuable as a record of your learning, skills, and experiences. However, one of the key benefits of a learning portfolio is its ability to not only document, but also facilitate and enhance your learning itself. The process of developing a learning portfolio may seem poorly defined, and perhaps even daunting. This lack of structure, however, requires you to carefully think about and reflect upon your learning process in order to organize and create your learning portfolio. In preparing your portfolio, you may develop a better understanding of and in this way actually contribute to your personal learning process.

Writing itself requires reflection, understanding, and clarification, and can in its own way enhance the learning process:

Learning portfolios capture your thoughts for future use, allow you to monitor your learning over time, and facilitate collaborative efforts to enhance your learning.

Crafting a learning portfolio is an independent and self-directed endeavour that strengthens your sense of ownership over the learning process, and is itself a valuable learning tool.

Works Cited