PORTFOLIO DESIGN

1	Course Title:	PORTFOLIO DESIGN
2	Course Code:	GRTS204
3	Type of Course:	Optional
4	Level of Course:	Short Cycle
5	Year of Study:	2
6	Semester:	4
7	ECTS Credits Allocated:	3.00
8	Theoretical (hour/week):	1.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	2
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Öğr.Gör. EVRİM SIRMALI ŞİRİN
15	Course Lecturers:	Yok
16	Contact information of the Course Coordinator:	evrim@uludag.edu.tr
17	Website:	
18	Objective of the Course:	This course aims to make students prepare and present themselves and their work efficiently and professionally for work life before graduation.
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	

		1	Acquiring the skill of preparing curriculum vitae and generating a professional designer's portfolio in different formats
		2	Gaining experience about an array of scenarios which includes the relationship of designer and customer in work life.
		3	Developing academic skills concerning design.
		4	Being familiar with how to tackle the difficulties that will be faced, prompting and methods to deal with stress.
		5	Solving problems that can arise while preparing portfolio in the multimedia setting.
		6	Using prototyping method for the portfolio.
		7	Gaining skills regarding presentation
		8	
		9	
		10	

21	Course Content:	

Course Content:	

Week	Theoretical	Practice
1	General information about the design of Portfolio	A student will collect own Works.
2	Information about the contents of Portfolio	A student selects the good ones from own Works.

3	Designing Portfolio	A student begins Portfolio of design sketches with a multimedia environment.
4	Evaluation of designs	Portfolio design is determined.
5	Be applied to the design's model	Placement of the multimedia environment according to the format of the images
6	Evaluation and switch to the application of the models	The prototype portfolio is critical with respect
7	An overview of applying for a job they will be careful	The output of the experiment by taking control of color and string
8	An overview of applying for a job they will be careful	The output of the experiment by taking control of color and string
9	Strategies to cope with problems encountered in working life	Made the necessary arrangements multimedia environment
10	Portfolio will be evaluated to determine the contents of visual and written texts	Student writers curriculum vitae
11	To develop methods of coping with stress and creativity exercises	Multimedia environment according to the format determined by the font
12	Work order will be placed into the designated portfolio	Text and images are placed
13	Continuing to work order will be placed into the designated portfolio	Continuing text and images are placed
14	Portfolio will include the preparation of written documents	Last time I made the controls, the pressure is taken

| 22 | Textbooks, References and/or Other Materials: | •Kaptan, F., Korkmaz, H. (2000). Portfolio Assessment in Science Teaching: Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, sayı:19
•Moya, S., O'Malley, M. (1994). A Portfolio Assessment Model for ESL: The Journal of Educational Issues of Language Minority Students, v13
•Chapman, J. M., Pettway C. ve White, M. (2001). The portfolio: An instruction program assessment tool. Reference Services
•Columba, L. ve Dolgos, K. A. (1995). Portfolio assessment in mathematics. Reading Improvement, 32(3), 174-176.
•Dubrovich, M. (2002). A diversify your assesment portfolio. Principal, 82(2), 7-56.
•Farr, R. (1990). Setting direction for language arts portfolios. Educational Leadership, 48(3), 103.
•Fazal, M. ve Goldsby, D. (2001). Now that your student have created web-based digital portfolios, how do evaluate them?
•Fenwick, T. J. ve Parsons, J. (1999). A note on using portfolios to assess learning.
•Gearhart, M., Herman, J. L., Baker, E. L. ve Whittaker, A. K. (1993). A question for the validity of large-scale portfolio
•142 A.Kan / H. Ü. Eğitim Fakültesi Dergisi 32 [2007] 133-144
•Koretz, D. (1994). The evolution of a portfolio program: The impact and quality of the vermont portfolio program. ERIC Document Reproduction Service. ED 379301.
•Krest, M. (1990). Adapting the portfolio to meet student needs. English Journal, 79(2), 29-34
•Moya, S., S.ve O' Malley, M. (1994). A portfolio assessment model for ESL. The Journal of Issues of Language Minority Students. 13(13), 13-36.
•Owings, C. A. ve Follo, E. (1992). Effect of portfolio assessment on students attitudes and goal setting abilities in mathematics. Michigan.
•Paulsaon, F.L., Paulson, P.R. ve Meyer, C.A. (1991). What makes a portfolio a portfolio? Educational Leadership, 48(5), 60-63.
•Valencia, S. (1990). A portfolio approach to clasroom assessment: The whys, whats and hows. The Reading Teacher, 43(4), 338-40
•Wolfe, E. W. (1996). Student Reflection in Portfolio Assessment. ERIC Document Repreduction Service. ED 396004. |

| 23 | Assesment |

TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	2	40.00
Quiz	0	0.00
Home work-project	0	0.00
Final Exam	1	60.00
Total	3	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		

| 24 | **ECTS / WORK LOAD TABLE** |

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	1.00	14.00
Practicals/Labs	14	2.00	28.00
Self study and preperation			
Homeworks	0		
Projects			
Field Studies			
Midterm exams	2		
Others			
Final Exams	1		
Total Work Load			
Total work load/ 30 hr			
ECTS Credit of the Course			3.00

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	4	2	2	4	3	4	4	5	5	2	4	4	0	0	0	0
ÖK2	4	3	4	4	3	4	4	5	5	2	5	4	0	0	0	0
ÖK3	4	4	4	4	3	4	4	5	5	2	4	4	0	0	0	0
ÖK4	4	3	4	4	3	4	4	5	5	2	5	4	0	0	0	0
ÖK5	4	4	4	4	4	4	4	5	5	4	4	4	0	0	0	0
ÖK6	5	4	4	5	5	4	4	5	5	4	4	5	0	0	0	0
ÖK7	4	3	4	4	3	4	4	5	5	2	5	4	0	0	0	0

LO: Learning Objectives   PQ: Program Qualifications

Contribution Level:	1 very low	2 low	3 Medium	4 High	5 Very High