UNT COMPREHENSIVE LEARNER RECORD

Comprehensive Learner Record and Marketable Skills Dashboard
The odds of strongly agreeing education was worth the cost are:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Odds</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professors at [University Name] cared about me as a person.</td>
<td>1.9x</td>
</tr>
<tr>
<td>Had at least one professor at [University Name] who made me excited about learning.</td>
<td>1.8x</td>
</tr>
<tr>
<td>Was extremely active in extracurricular activities and organizations while attending [University Name].</td>
<td>1.6x</td>
</tr>
<tr>
<td>Held a leadership position in a club or organization such as student government, a fraternity or sorority or an athletic team.</td>
<td>1.4x</td>
</tr>
<tr>
<td>Had a paid job or internship.</td>
<td>1.2x</td>
</tr>
<tr>
<td>Had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>1.9x</td>
</tr>
<tr>
<td>Worked on a project that took a semester or more to complete.</td>
<td>1.6x</td>
</tr>
<tr>
<td>Had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>1.5x</td>
</tr>
<tr>
<td>Was a member of a national fraternity or sorority.</td>
<td>1.3x</td>
</tr>
</tbody>
</table>

Source: Gallup, 2015
High-Impact Practices

High-impact practices engage students in learning activities that foster essential learning. These activities must include high performance expectations, significant investment of student time and effort, and substantial interaction with faculty, staff, and peers. The best HIPs are coordinated and meaningful, something Career Connect is facilitating by supporting student reflection and evidence collection.

- **First-Year Seminars and Experiences**
  First year seminars or programs that bring small groups of students and faculty or staff together with an emphasis on inquiry, writing, collaborative learning, and practical competencies.

- **Capstone Course and Projects**
  Culminating experiences that require students nearing the end of their college years to integrate what they have learned into a project (e.g., papers, performance, ePortfolios, etc.).

- **Undergraduate Research**
  Real-life opportunities to engage in empirical observation, technology, unanswered questions, and more along with faculty mentoring and intentional learning opportunities.

- **Service-Learning & Community-Based Learning**
  Field-based experiential learning with community partners and gives students a chance to practice their learning in real-world settings.

- **Diversity/Global Learning**
  Courses and programs that help students explore cultures, experiences, and worldviews different from their own. In the best examples, intercultural education is supported with experiential learning during the study abroad experience.

- **ePortfolios**
  ePortfolios enable students to collect work over time and reflect on their personal and academic growth. In the best examples, the ePortfolio is used in concert with another HIP.

- **Writing-Intensive Courses**
  Experiences that emphasize writing at all levels of instruction in which students produce and revise writing for different audiences and disciplines.

- **Common Intellectual Experiences & Core Curriculum**
  Common courses or experiences vertically organized and includes advanced integrative studies and/or participation in a learning community.

- **Collaborative Assignments and Projects**
  Learning experiences designed with the goal of helping students learn to work and solve problems with others and in an effort to improve how one understands and listens to others with different perspectives.

- **Learning Communities**
  Experiences that encourage the integration of learning across courses and involves students in discourse around common topics and act as a bridge between the classroom and the real world.

- **Internships**
  Direct experience in work settings, usually related to career interest.

Definitions adapted from AAC&U and NSSE
BA French

1. Interpersonal communication in French
2. Critical thinking in French
3. Collect and analyze data in French
4. Multi-cultural/diversity competencies in French
5. Oral and written communication in French
Foundations Drawing

Mission

The Foundations Program in the College of Visual Arts and Design provides the broad foundation to develop the practical skills and conceptual methodologies necessary to enter any of the Visual Arts majors within the college. The program promotes the understanding of historic and contemporary currents and their relationships.

The Foundations Program achieves the following outcomes:

1. Materials and techniques;
2. Visual aesthetics and organization;
3. Creative processes;
4. Visual literacy (development of vocabulary, critical analysis, articulation of process and product; content and context);
5. Historic and contemporary visual cultures;
6. Professional pathways.

Work completed by Foundations Drawing students demonstrates the rigorous critical inquiry, practical skill-building and visual exploration that are hallmarks of this well-established program.
What is a CLR/ILR/ULR?

IMS Global CLR
✓ Transparent
✓ Relevant
✓ Equitable
✓ Private
✓ Secure
✓ Portable
✓ Interoperable
✓ Shareable
✓ Verifiable

AACRAO CLR
✓ where and when learning occurs
✓ student’s collegiate experience
✓ learning may occur in various places
✓ digital
✓ official documents issued by the institution
✓ rich set of information

Educause CLR
✓ Students understand their learning
✓ share a verifiable record of their knowledge and accomplishments
✓ With a learner’s consent, the CLR gathers data about performance beyond just course grades
✓ capturing, recording, and communicating learning when and where it happens
✓ across a student’s higher education experience.
Definitions for CLR/ILR/ULR = XLR!

The XLR standard is one in which the student controls the input, output, and use. It's X+L+R, with X being the unknown variable.
LMS Canvas
Eportfolio Foliotek
Manual or import
French 2040/50

Interpersonal Communication in French

Critical Thinking in French

French Marketable Skills
by University of North Texas

Published: Oct 15, 2010

Guided Writing (FREN 2040)
University of North Texas

In Class Oral Participation
(FREN 2650)
University of North Texas

In Class Oral Presentation
(FREN 2650)
University of North Texas

French 2040/50

Count toward parent completion

Guided Writing (FREN 2040)
University of North Texas

Description
During a specific class time (as indicated on syllabus), students wrote a composition in French on a specific topic assigned by instructor. Prior to the in-class portion of the activity, students completed a pre-guided worksheet including exercises such as gathering of vocabulary, review of grammatical structures, cultural elements research, etc. Students were not allowed to use any electronic devices while completing the in-class portion of the activity.

View Full Badge Details

Earning Criteria

Narrative
A rubric designed specifically to evaluate writing in French was used. Criteria used in assessing the various elements included clarity of language, relevance of content, and accuracy in word choice.
Guided Writing (FREN 2040)

During a specific class time (as indicated on the syllabus), students wrote a composition in French on a specific topic assigned by the instructor. Prior to the in-class portion of the activity, students completed a pre-guided worksheet including exercises such as gathering of vocabulary, review of grammatical structures, cultural elements research, etc. Students were not allowed to use any electronic devices while completing the in-class portion of the activity.

EARNING CRITERIA

A rubric designed specifically to evaluate writing in French was used. Criteria used in assessing the various skills included quality and quantity of content, critical thinking skills, demonstrated level of language, and communicative success. Skills were considered as met if students received a minimum of 70% for the assignment.
Understanding Open Badges

Open Badges provide portable and verifiable information about skills and achievements. Individuals can unlock opportunities by sharing collections of badges representing desired skill sets in a dynamic, evidence-based way.

Open Badges represent legitimate, authenticated achievements, described within badge and linked to the awarding organization.

Individuals and organizations who accept badges and offer opportunities in exchange, play a critical role in the ecosystem. Through this process Open Badges can be turned into new collaborations, jobs, internships, and richer connections between lifelong learners.

Things you can verify and explore in a badge:

- Details about the organization issuing the badge
- What the individual has done to earn the badge
- The criteria that the badge has been assessed against
- That the badge was issued to the expected recipient
- The badge earner’s unique evidence (optionally included)
- When the badge was issued and whether it has expired
Blockchain allows for independent verification of lifelong learning records.

Secure, student-centered digital record that is future-ready and future-proof.
What is a CLR/ILR/ULR? (more details!)

White House Workforce Policy Board
✓ Clearly defined, enables comparison, and is based on shared open standards, common language/ descriptions, and skills ontologies/frameworks
✓ Provides contextual information for determining relevance and skills mastered
✓ Carries meaning and value applicable to useful purposes, including employment, career advancement, and ongoing learning
✓ Enables endorsement by recognized experts and authorities for specific purposes
✓ Remains up-to-date
✓ Enables educational, social, and economic mobility for people with varying abilities, preparation, and skills
✓ Supports pathways to better employment opportunities and to further education and training
✓ Access to selected fields of the ILR is limited to the parties, purposes, and duration specified by the learner
✓ Complies with relevant privacy standards and permissions to protect the individual’s identity and record
✓ Complies with relevant security standards to protect the data from unauthorized editing or access
✓ Can be used in a variety of environments, across sectors and states, connecting to multiple purposes and opportunities in employment, education, and other contexts
✓ Allows the individual to control the location, organization, and combination of their own records for their own uses
✓ Uses open standards and common ontologies/frameworks to enable data to be machine readable, exchangeable, and actionable across technology systems and, when appropriate, on the Web
✓ Supports combinations of data from multiple sources
✓ Enables human interoperability and can be understood by people in different occupations and industries from diverse backgrounds
✓ Enables learners to share their ILRs when they apply for jobs or educational opportunities
✓ Learners reserve the right to grant appropriate permissions to provide relevant access for the time duration specified by learners
✓ Can be digitally confirmed by one or more issuers to be authentic and intact
✓ Supports expiration and revocation by the issuer
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