ePortfolio

workbook

What do you feel are the advantages of an ePortfolio (for you)?

The advantages for an ePortfolio are to have a readily available resume accessible online. The site would contain samples of some of my IT work to show potential employers, display my IT skills, and provide contact information.

What are the important factors for you when choosing an ePortfolio platform?

I need a platform/website host that will keep my work published online without expiring, needs to have a presentable website layout and easy editing tools, minimal ads, ability to change the domain name for the future, and big enough storage size.

Notes:

Design Principles

Text- legible, clear, sans serif, contrast well against background

Colour- cool colour palette with blues, purples, and whites

Sound- no sound

Images- for my project page, have a gallery of examples of my work, as well as a picture of myself on the font page so employers can visualise who would be working for them when they view my ePortfolio.

Page Layout- all consistent, navigation bar across the top, contacts / social media bar across the bottom. Pages- Home, Resume, Projects, Contact, and a page for User Interface Design course to update weekly homework.

What experiences have you had that could be included in your ePortfolio

Curricular
Group Work Information Systems Business Report (done in pairs)
Industry Project Empire Tattoos website development and design (individual project)
Studios N/A
Labs Programming Code for a Robot
Assignments Business Informatics Assignment Project for small business. Website Development and Design assignment-website for small business
Presentations N/A

Co-Curricular (aka Extra-Curricular)
Sporting Griffith Sport- Gym membership and Pump classes
Student Association Griffith University Notetaking Network
Mentoring Role / Leadership Role N/A
Volunteer Work Vocational placement at Villa Serena

International Experience
Verified Certificate *with distinction* at the University of California, San Diego
Microsoft Virtual Academy, Azure Cloud Computing training course

Industry Experiences and Connections

Conferences / Seminars	Microsoft Azure conferences and training day (March & April 2015)
Informational Interviewing	N/A
Online group membership	Safari Books Online, Microsoft Virtual Academy, Coursera, Azure Cloud Subscription
Contribution to online forums	N/A
Industry Mentoring Program	N/A

What else do you know / can you do?

Software programs
- Mac OS X
- Windows
- Microsoft Azure
- HTML/CSS,
- Java (basics)

• Microsoft Access • Microsoft Project • Dreamweaver • iMovie • Keynote • FileZilla • Microsoft Office • Virtual Machines (Azure)
Specialist equipment Computers, printers, tablets, mobiles
Knowledge of industry regulations Occupational Health and Safety

Brainstorm some category headings for your experiences – how would you group your experiences in a meaningful way? Which elements should appear on your home page or in the navigation bar?

The elements directly related to my IT career path, e.g. Cloud Computer experience, Website Development and Design projects, should be easily accessible i.e. skills/interest page or resume because that's the type of thing my potential employers will be looking for. The navigation bar should be simplistic and only contain a few headings that relevant e.g. Home, Projects or Resume, Contact, and User Interface Design (for this course's content).

To group my experiences in a meaningful way, I will have them categorised by genre and within that the most recent experience or project.

Sample Category headings (from the Griffith Enrich Your Studies Google Sites template):

About Me

My sample:

I'm Sophie and I study a Bachelor of Business Information Systems at Griffith University, Nathan. I also am undertaking a series of Microsoft Azure training courses online. I have a keen interest in cloud computing and website development. This is my ePortfolio with projects I have completed during my IT career so far.

Graduate   Qualities

Communication Skills

High quality communication skills are vital in every aspect of your career journey and are frequently the single most important attribute valued by employers. Your communication skills can be the key to landing a graduate job, doing it well, showcasing your accomplishments, and advancing in your chosen career.

Skilled communicators:

- Explain ideas and express their opinion;
- Feel confident making presentations;
- Write concisely with appropriate grammar and punctuation;
- Adapt their writing style to suit various audiences;
- Include evidence to support their recommendations.

Industry Knowledge

Experience in 'real-world' situations adds untold value to your portfolio when seeking a graduate role. Simply stated, it's the ability to apply your theoretical knowledge in practical situations to get the job done. You can pick up these types of experiences through

Students who are industry ready:

- Have practical experience in their field – developed through work experience, an industry placement, an internship or project work.
- Have developed relevant transferable skills through part-time work or volunteer opportunities.

internships, work placements, volunteering, or work integrated learning opportunities.

You may choose to summarise your industry knowledge and experience in this area, and explore an individual project or placement in more detail in the 'Learning Showcase' pages.

- Reflect on their own work and seek feedback to improve performance and increase their industry knowledge.
- Connect with professionals and attend events to stay abreast of current issues in their field.
- Feel confident using standard software and equipment relevant to their industry.

Leadership Expertise

Adding leadership skills to your portfolio will give your future employer an instant glimpse of what to expect when they hire you. Effective leaders inspire, motivate, respect and empower others. They have credibility and integrity, show initiative, tackle challenges, and take responsibility for getting the job done.

Effective Leaders:

- Provide valuable feedback;
- Inspire and motivate others;
- Negotiate responsibilities, allocate tasks and encourage others to complete tasks;
- Coordinate groups;
- Accept positions of responsibility.

Multicultural Awareness

Culturally diverse workplaces are now the norm, rather than the exception, so strong interpersonal skills and the ability to collaborate with colleagues from varied backgrounds is becoming increasingly important. Multiculturalism in the workplace also challenges workers to consider a wide variety of viewpoints and can lead to innovative and creative

People with multicultural awareness and interpersonal skills:

- **Relate to people from a range of cultures and backgrounds;**
- **Listen, understand and respect others' perspectives;**
- **Work effectively in diverse teams;**
- **Facilitate communication to assist conflict resolution in group;**
- **Tactfully and diplomatically assert their needs.**

solutions to complex problems – skills that are highly regarded by employers in all industries.

Professional Development

True professionals start their development early, and keep working at it throughout their career. You can get started now by establishing links to the industry you wish to enter – meet with a mentor, attend relevant seminars and workshops, join a professional association, or explore ways to connect online.

Professional development can take place in a wide variety of ways - from taking student membership in the professional association relevant to your discipline, to attending conferences or meeting with a mentor. If you have attended a professional conference you could include information about the key note speakers, the topics discussed and the break-out workshops or sessions you were involved in. Remember to include a reflection on the experience that relates to your personal and professional objectives.

People who are professional:

- Manage their time and priorities to meet deadlines;
- Plan, monitor and evaluate their own work and seek ongoing improvement;
- Have a clear sense of career direction;
- Have an understanding of roles and organisations in their field, and identify where they might like to work after graduation.
- Start networking with professionals before graduation;
- Feel ready to prepare job applications that positively convey their skills and experiences.

Socially Responsible

Corporate social responsibility is a given

Professionals who are socially responsible:

- **Demonstrate ethical behaviour by**

in the modern workplace – companies are increasingly aware of the triple bottom line and their obligation to consider the economic, social and environmental impact of their activities. It follows that students with a high degree of social responsibility and demonstrated awareness of these issues are highly valued in these organisations.

following rules, adhering to community standards and following their own conscience.

- **Are fair and honest, and have the courage to act with integrity – especially in the face of conflict.**
- **Respect others and refrain from discriminatory behaviour.**
- **Show concern for other's well-being, and support causes that exist to improve society.**
- **Use environmentally friendly services and sustainable products.**

Learning Showcase

Sophie Smith's ePortfolio.
Expected to complete design my week 4, and finished product with all work by final due date at the end of the semester.

Enter your Program Title and expected completion date here.
- Bachelor of Business Information Systems
- I first was interested in this career choice when I completed Certificate II in Information Technology during high school
- Study area interests- Cloud Computing,

Questions to consider to effectively analyse your experiences:

1. What was it?
2. What did you have to do?
3. How did you do it?
4. What was the result?
5. What strengths (skills or personal attributes) did you use?

You can also apply the STARL-P method:
S - Situation (Describe the situation)
T - Task (What did you have to achieve?)
A - Action (What did you do?)

Website Development and Design. • Examples of projects I've completed can include a website I made from HTML5 and CSS3 during my first year of uni, and information system project proposals.	R – Result / Reflection (What was the result?) L – Learning / P - Planning

Community Internship

Applying for an Information Technology community internship as an elected for Year 2 Semester 2.

International Experience

Was elected as a potential intern for the APRIOT summit in Japan 2015. But due to unforseen circumstances I could not attend.

Professional Skills

With my sound understanding and skills of business and information technology systems, I am keen to utilise and expand my existing abilities and further my career as an I.T. My current university degree has so far provided me with a decent understanding of my chosen field, as well as a desire and interest in the business and client side of I.T and cloud computing. I believe this will be an asset to both my future career and employers.

Skills- Mac OS X, Windows, Microsoft Azure, HTML/CSS, Java (basics), Microsoft Access, Microsoft Project, Dreamweaver, iMovie, Keynote, FileZilla, Microsoft Office

University Work

Being asked to explain what you have done in your degree sounds simple to begin with, but if you don't have a structured approach it can quickly become difficult to categorise your experiences.

You could consider the following questions for each of your assignments, case studies, group work, lab work, studio experiences etc:

- What was this?

- What did I have to do?

- What was the result?

- What skills or personal attributes did I use?

- What skills or personal attributes did I develop?

Work or Industry Placements

An example sub-page where you can include information about work or clinical placements, industry projects and other relevant work experience.

Resume

Although your ePortfolio will include much more than just your Resume, including it in your Portfolio will give you instant access to it, and will allow you add to it quickly and easily. If you create your resume in a Google document you can link it here. Any updates you make in the document will immediately reflect on this page.

The STARL-P Framework for reflection

The STARL formula helps you structure your reflections on experiences:

Situation

Situation is where you had the experience. Describe the environment, the type of people or equipment you worked with. This gives the reader the background information and puts the experience into context.

Task

The task is what was required of you. When addressing a task, it may be that the project itself, a presentation you had to deliver, a problems that arose in a project such as personal differences

Action

When addressing action, think about what you did to resolve the problem or perform the task. Ask yourself, what did I actually do?

Result/Reflect

Think about how your actions affected the outcome of the situation and the status of the task. How do you know what you did made a difference (or not)? **Or** the focus may be ore on reflecting on what you have seen or done Reflect on the experience to identify what has happened, what you have realised or what needs further investigation or thought.

Learning/Planning

Highlight the skills that came out of the process and how they can be applied elsewhere. This will show your growth and personal development as well as the skills you possess. **Or** the focus may be more on your planning E.g. You may plan to explore a topic further; develop further skills by undertaking targeted activities or by studying a particular course or unit.

An example.....

I recently studied a management subject at QUT. In this unit, I was required to complete a project. This project required me to work in a team. My team had a couple of mature age students.

There was immediately a clash of values between the younger students (who'd come to uni straight from school) and the mature age students.

I had to find some middle ground between my team members' differing views. I decided to call a team meeting to set up some rules for the group. When the project was over, the team received a Credit. The project might not have been a brilliant success, but the task was completed satisfactorily

- **Situation** - The situation is the context in which the experience occurred. In our example, the experience took place at the Queensland University of Technology within the context of a team project. This project was undertaken as part of a management subject (MGB222). The team had six members, two of whom were mature-age students.

- **Task** - The task is what was actually required of you in the situation. If an experience occurred during a project at uni, the associated task might have been related to organisation (e.g. managing project documentation), teamwork (e.g. ensuring that each team member was aware of their responsibilities), or communication (e.g. delivering a presentation as part of the project). In our example, the task was to resolve a problem that arose as a result of personal differences.

- **Action -** Action refers to the steps that you personally took in response to the task. When reflecting on your actions, ask yourself why you chose to respond in that particular way. In our example, the action was initiating and organising a team meeting to develop some ground rules.

- **Result -** Result refers to the outcome of your actions. How did your actions contribute to the completion of the task? How did your actions affect the final outcome of the situation? In our example, the action resulted in successful conflict management, and contributed to the satisfactory completion of the project.

- **Learnt -** Learnt refers to the things you have learned from the experience. Highlight any skills or abilities that you have developed or improved as a result of the experience. Think about whether you have gained a deeper understanding of any particular issues. Think about how you might apply what you've learned to other situations. In our example, we might have learned

that setting team rules is a good way to impersonalise any issues or conflict, and that this should be done as early in the process as possible.

- Queensland University of Technology. (2011). *The STARL-P framework for reflection.* Brisbane, Qld: Author. Retrieved from http://www.studenteportfolio.qut.edu.au/projectinfo/STARL-P%20Framework%20_2_.pdf

YOUR TURN:

The STARL-P Framework

Write a dot-point summary of one of your experiences using the STARL-P framework. You can use this worksheet or enter it directly into your ePortfolio.
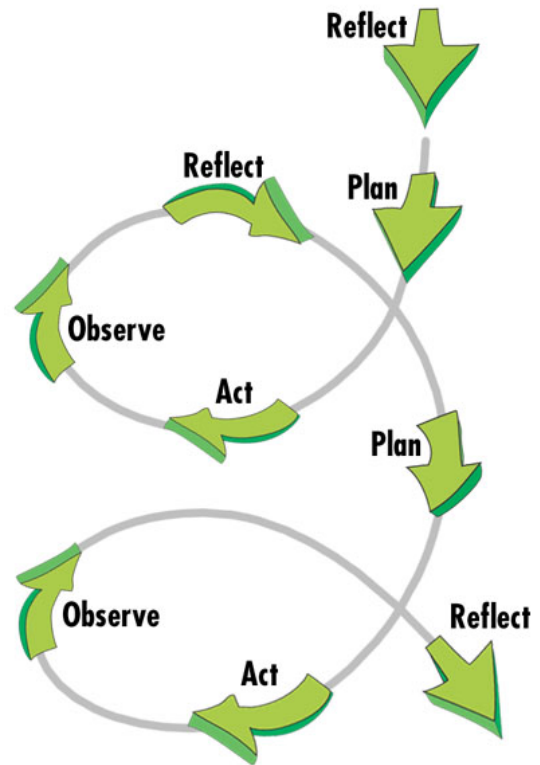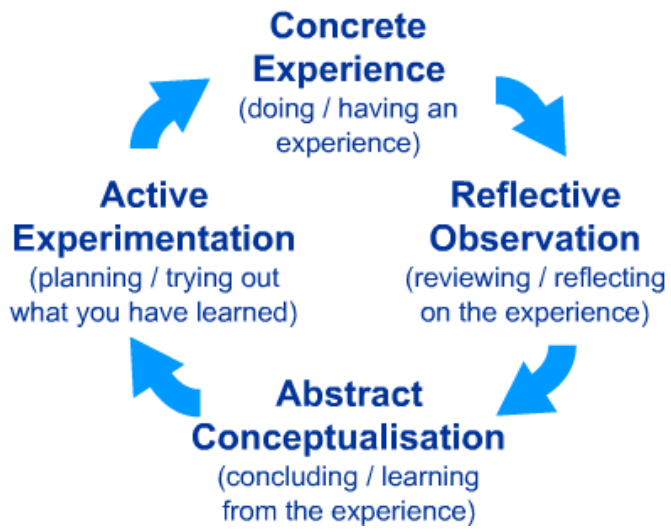
Situation: The experience took place in a Marketing subject at Griffith University within the context of a team project. This group have 4 team members, two females (including me) and two males. Within this group, the females were the only two that did majority of the work in time, and we clashed with the lazy males.

Task: The task required a business report marketing a small time magazine, with the work load divided up between the group. An element of communication, responsibility, initiative, and team work was required to complete this project with high marks.

Action: During the first few weeks of the project, I was the only team member to do any sort of work. It was stressful to handle the entire workload and I believe if the other team members contributed before the final week, we would have gotten more than a pass grade.

Result / Reflect: The conflict was subsided when the team members pulled their weight and handed me some work a few days before it was due. However it was of poor quality.

Learning / Planning: What I have learnt from this traumatic group project is to organise the team early and in advance, have a good means of communication (instant messaging), divide on who will work on what within the first week and create deadlines and meeting times to keep everyone up to day. Don't make the other team members thinks they can get away with doing nothing as someone else will pull their weight! This will also help reduce bad conflicts and negativity within the group.

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

Reflect

Plan

Reflect

Observe

Act

Plan

Observe

Act

Reflect

Student to Professional

Building your professional identity while building your portfolio

External Sense-Making Process: a new understanding about yourself related to the perceived expectations of others.

Review your reflection. Have you:

☐ Framed yourself as a job applicant

☐ Created a persuasive case about your readiness for professional practice

☐ Compared yourself to others to make sense of your standing vs. your peers in the process of becoming a professional (not articulated)

Internal Sense-Making Process: new realisations about your own abilities.

Review your reflection. Have you:

☐ Reframed personal events and increased the relevance of these to becoming a XXX

☐ Defined yourself as XX and claimed membership of that field

☐ Constructed future trajectories in becoming an XX

☐ Realised and articulated your own values as XX

☐ Defined your understanding of XX practice

☐ Refined your ability to tell your story

Consider how the sense-making process relates to your current situation (first year, second year, final year):

Internal perspective – consistent with early-years students

- creating a series of reflections and a record of your experiences to draw from later

- making it possible to track and understand your growth as a student of XXX

External perspective – consistent with later-years students

- creating your marketable self

- understanding how your experiences contribute to your personal brand

- developing explicit statements about what you can do and what you can offer a prospective employer

Questions for later reflection:

- Have you written your reflection from an external or internal perspective?

- Is this approach consistent with how you think you will use your ePortfolio?

- Do you think there is value in both perspectives (for you)?

Top Tips for ePortfolios

(www.griffith.edu.au/enrich-your-studies)

A good ePortfolio is well-organised, visually appealing, has great content and tells a compelling story about you. It's an online space where you can collect and store information about all of your experiences - what you did, who you worked with, what the results were, why it was important, and much more.

Although some ePortfolios are created to share with potential employers, to start with we recommend building a complete collection of your experiences, knowing that these pages are for your reference only. You can use this collection as a start point to build a public profile - either in another Google site, in LinkedIn or another option that suits you - and you can draw from these reflections to answer selection criteria when applying for graduate positions.

Get started on your ePortfolio with these top tips from the Careers and Employment Team:

▲ Tip 1: Choose the right platform for you.

There are any number of ways you can create an ePortfolio and not one of them is the absolute "right" way. The right platform for you will depend on how confident you are using web-based tools and whether or not you are already familiar with a program – like WordPress, Weebly, or Google Sites - that can be adapted to creating an ePortfolio.

▲ Tip 2: Content is critical.

Explore different ways to build your database of experiences to help you get a visual picture of your achievements. Well-chosen images, links to video clips or files, and clever use of headings and design features will help support your text and will give you greater depth when you are applying for graduate roles.

Use your website structure to highlight your best work, and be ruthless when deciding what to include in your public profile – if a particular experience or reflection doesn't add any value to your experience, don't use it.

▲ Tip 3: Organisation is key.

Organise and group your pages systematically so the site navigation makes sense. You'd be surprised at how many experiences you will have to include in your ePortfolio, and how much easier it will be to extract relevant examples if your work is well-organised. For example, your industry experience could include a summary of your internship and work placement information on one page, with links to specific examples you want to highlight.

▲ Tip 4: Keep it brief.

In an online format particularly, you do not want pages and pages of text. Be honest – when you open a web page do you ready every word, or do you scroll for the important bits? The old adage "less is more" is definitely one that fits this context. If you start with a succinct summary in your personal ePortfolio it will be much easier to keep it brief down the track as well.

▲ Tip 5: Research.

If you're really not sure what an ePortfolio should look like, hit Google and do some research! There are many examples of great ePortfolios on the net that will give you some ideas of what (and what not) to include.

To get you started we've pinned a few interesting articles on Pinterest.

Attributes of all Griffith Graduates

Knowledgeable and Skilled in their Discipline	Comprehensive knowledge and skills relating to their disciplines
	An interdisciplinary perspective
	Capacity to find, evaluate and use information
	Ability to apply discipline/professional skills and knowledge in the workplace
Effective Communicators and Team Members	Capacity to communicate effectively with others orally and in writing
	Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines
	Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts
Innovative and Creative with Critical Judgement	Ability to use knowledge and skills to devise solutions to unfamiliar problems
	Ability to analyse and critically evaluate arguments and evidence appropriate to their discipline
	Knowledge of research methodologies in their disciplines and capacity to interpret findings
	Ability to generate ideas/products/artworks/methods/approaches/ perspectives as appropriate to the discipline
Socially responsible and engaged in their communities	Ethical awareness (professional and personal) and academic integrity
	Capacity to apply disciplinary knowledge to solving real life problems in relevant communities
	Understanding of social and civic responsibilities, human rights and sustainability
	Understanding the value of further learning and professional development
Competent in culturally diverse and international environments	Awareness of and respect for the values and knowledge of Australian Aboriginal and Torres Strait Islander First Peoples
	Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts
	A global and international perspective on their disciplines

How have you developed your skills and knowledge?

What do you know?

Disciplinary knowledge

- Lecture content
- Assignment Topics
- Discussion in tutes or with peers
- Professional Development Events

What Can you do?

Practical / Professional Skills

- Labs
- Workshops
- Work Experience
- Seminars
- Projects
- Assessment

Employability Skills

- Teamwork
- Problem Solving
- Socially Responsible
- Communication
- Interpersonal Skills
- Multicultural Awareness