E-Portfolios: How to showcase your professional self

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The goal or idea of the session and how it will operate

The goal of the session is to introduce the participants to the idea of using an e-portfolio (e-pf) platform in order to enhance a graduate's chances of success at interview. Students need to create an overarching narrative of their past experiences so that they can plan their future careers (Graves & Epstein, 2011). An e-portfolio gives the students a frame to recognise common themes in their experiences. Students can revisit and revise the e-portfolio frequently due to the electronic medium, empowering them and their future (Buyarski, Aarom, Hansen, Hollingsworth, Johnson, Kahn, Landis, Pedersen & Powell, 2015). Naturally, each e-pf will be unique to the student but the e-pf itself can be seen as a unifying platform that allows the student individual expression while being accessible to all. Self-authorship, reflection and meaning making all attribute to the creation of the e-portfolio and the unique aspects (Buyarski et al., 2015). The session will be instructive and interactive and will consist of demonstration, video use, role-play and reflection. The participants will be shown the technology, examples of its use in action and then asked to use the platform in a role-play situation. The attendees will, therefore, experience how the e-pf idea works and will be able to reflect upon whether they think it would be useful for their own educational contexts.

Names and biographies of the organisers of the session

Kevin Kempin

Kevin Kempin is a Professional Teaching Fellow and has been teaching on the Professional Development, Business Communications and Marketing courses within the University of Auckland (UoA), New Zealand for the last few years. Within that time, as Course Director, Kevin has redesigned and led the development of the Business Masters' Professional Development modules for the Business School, UoA.

Kevin is an experienced teacher who has received awards for innovation in teaching and curriculum development. Over the last 35 years, Kevin has worked in a variety of teaching and leadership roles which span national and international tertiary institutions, business schools and B2B industries. Key roles have included National Sales Manager (UK) within the publishing B2B sector, 'Academic Communications' tutor for INSEAD (France) and Curriculum Leader at Unitec, New Zealand. Kevin has a particular interest in student autonomy, programme development and teacher training.

Patricia R. Hubbard

Patricia Hubbard is a Professional Teaching Fellow and PhD student in the Graduate School of Management at the University of Auckland, New Zealand. She has previously been a Chief Financial Officer at a large school district in the United States and an adjunct professor at Montana State University (USA). Patricia has been involved in delivering a number of university courses in the areas of management, organisation, accounting, computer applications, website design, human resources and professional development. She has worked in various consulting capacities creating strategic, business, leadership, management, technology and marketing plans. This has spanned several industries such as education, financial services, telecommunications, social media technology, retail, real estate and non-profit organisations. Patricia is passionate about university studies, programme development and student achievement. She also brings an international perspective to enhance the employability of graduates and build up programme opportunities. She is an advocate of life-long learning and enjoys having the opportunity to be actively involved in the community.

What attendees will get out of your session

At the conclusion of the session, participants will have an understanding of:
- Why e-portfolios are used by graduates;
- How to integrate e-portfolios into their courses;
- Ideas of how participants might use e-portfolios;
- A student's view of the experience;
- The pros and cons of the tool;
- Implementation ideas and curriculum integration.

Who the session is aimed at

The target audience is anyone at the conference that would like to know more about practical, technological and collaborative ways to engage students to be better global citizens and to increase their chances of the ability to represent their skills and achievements upon graduation. Attendees will be seeking an innovative way to encourage students to be lifelong learners and reflect upon experiences.

How the session fits the ASCILITE 2019 theme

Bird (2007) used narrative construction to influence concepts of ourselves in story form. This session is influenced by narrative and sense-making theory in relation to the e-portfolio. Students draw on narrative construction to create their e-portfolio and historical experiences. Aligning to the theme, this session focuses on the learner's needs and analysing that need through the use of an e-portfolio. Diversity amongst students drives a need to diversify teaching practice to accommodate past experiences. E-portfolios offer students a practical tool to capitalise on their experiences and move forward in their chosen career. This session will demonstrate the outcomes that can be created with the use of an e-portfolio tool. A tool such as this is not a snapshot in time but a continuing project. Students can use this platform to continue to track new learning and upskilling as they progress towards their career. Reflection is good pedagogical practice for students and e-portfolios allow this to deepen and continue. Real-world knowledge can be applied within the tool on an individual basis to show personalised learning and diversity in experiences. In a sense, the e-portfolio can be the "One heart" that beats to guide students to pursue their passions and dreams.

References

Bird, S. (2007). Sensemaking and identity: The interconnection of storytelling and networking in a women's group of a large corporation. *The Journal of Business Communication*, 44(4), 311-339.

Buyarski, C. A., Aaron, R. W., Hansen, M. J., Hollingsworth, C. D., Johnson, C. A., Kahn, S., Landis, C.M., Pedersen, J.S. & Powell, A. A. (2015). Purpose and pedagogy: A conceptual model for an ePortfolio. *Theory Into Practice*, 54(4), 283-291.

Graves, N., & Epstein, M. (2011). Eportfolio: A tool for constructing a narrative professional identity. *Business Communication Quarterly,* 74(3), 342-346.