

# *E-Portfolios: Providing Evidence of Workforce Readiness*

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# ***e-Portfolios: Demonstration of Individuals' Workplace Readiness***

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- ▶ President Obama's administration has focused on preparing workers for 21st century jobs; \$261 million has been budgeted in 2011 to establish funds that will enhance workforce readiness training for young people preparing to enter the workplace. (*WASHINGTON, Feb. 12 IPRNewswire-US Newswire*)
- ▶ As the United States economy continues to struggle with high unemployment and the effects of the recession, it's critical that job applicants demonstrate the knowledge, skills, and abilities they bring to the workplace.



# ***e-Portfolios: Providing Differentiation in a Competitive Job Market***

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- ▶ Given today's competitive job market, candidates must enhance their ability to pass the initial job screening by **demonstrating** they have the skills in the areas indicated in the job ad/description
- ▶ e-Portfolios
  - ▶ present **more** than just the traditional resume
  - ▶ can present the applicant's **goals, accomplishments, skills, and knowledge** to prospective employers before an interview (Powell & Jankovich, 1998)
  - ▶ can provide **examples of projects** completed in classes as well as in the work environment or through volunteer experiences—with the applicant's reflection on these accomplishments and growth
  - ▶ allows for the **integration of personal narration and reflection** through audio/podcasts and the incorporation of short video clips

# Portfolios: Traditional and e-Portfolios

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- ▶ Portfolios are a purposeful collection of **selected work** that exhibit collections of self-generated artifacts that demonstrate the individuals' knowledge and skills developed over time (*Raelin, 2008*).
- ▶ Portfolios
  - ▶ allow individuals to illustrate their work in a comprehensive fashion well beyond the presentation in resumes
  - ▶ have different purposes:
    - to provide tangible evidence of learning and progress
    - to assess student learning outcomes
    - to showcase projects (*Barrett, 2001*).
- ▶ Important components of the portfolio are
  - projects that demonstrate work over time
  - the individual's reflective statement on the progress made in applying what they learned to artifacts in the portfolio.

# *What is an e-Portfolio?*

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- ▶ An e-Portfolio is a digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution.
- ▶ The collection can include:
  - ▶ Text /Documents
  - ▶ Graphics
  - ▶ Multimedia elements
- ▶ Can be archived via:
  - ▶ Web
  - ▶ CD
  - ▶ DVD
  - ▶ Other Electronic Means

*(Lorenzo & Ittelson , 2005)*



# *Advantages of e-Portfolios*

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- ▶ Many artifacts—reports, presentations, web sites—are already in electronic format—it’s much easier to include them in a digital format in the e-portfolio
- ▶ Since they are portable, electronic portfolios can be easily updated, customized, reproduced, and distributed
- ▶ They capture the dynamics of knowledge through work –done by employing and combining a variety of media such as text, graphics, audio and video *(Raelin, 2008)*.
- ▶ e-Portfolios give individuals the ability to analyze classroom and life experiences and articulate the knowledge gained from those experiences for employers, assessment in colleges and universities, and for credentialing.

# ***e-Portfolios to Demonstrate Workplace Readiness***

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- ▶ e-Portfolios are gaining importance as **supplemental tools to enhance the job interview process**
  - ▶ Permits **differentiation** among many job applicants by allowing the job seeker to leave a specialized/unique digitized “folder” of his/her work experiences that translate into a fit for a position; **supplements/enhances the resume**
  - ▶ **Gives the employer additional information** to evaluate an applicant’s knowledge, skills, and abilities for a position
  - ▶ Provides a “tool” to **showcase the individual’s academic, work and life experiences** as well as credentials to demonstrate his/her fit for the position
  - ▶ **Provides strong examples** of the individual's writing skills, organizing abilities, technical skills, computer skills, and creative abilities

# ***e-Portfolios: Enhance the Job Search***

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## **What are employers looking for in new employees?**

- ▶ Written and oral communication skills (*can be demonstrated through audio/visual/written samples in the portfolio*)
- ▶ A combination of technical, leadership and interpersonal skills (*can be documented through examples of work done using technology, leadership and interpersonal skills as exhibited in team projects presented in the e-portfolio*) (NACE, 1995)
- ▶ Mastery of specific knowledge and skills required by licensure and certification boards



# ***e-Portfolio Design***

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- ▶ Employers' needs, or those of an accrediting body, are often the primary drivers of the portfolio content
- ▶ Content in the e-portfolios
  - ▶ should **demonstrate the link** between the individual's strengths and the jobs' specifications/credentialing requirements
  - ▶ **provides evidence** that verifies individuals' education, training, credentialing, work performance, skills, and accomplishments that relate to the job
  - ▶ **positions the individual** for future jobs by demonstrating evidence of experience, skills, and knowledge

# Types of Portfolios

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- ▶ **Prior Learning:** Usually assessed by faculty experts in the area for the purpose of assigning college credit for prior experiential learning (e.g. as would be used at Thomas Edison State College)
- ▶ **Comprehensive Record:** Usually includes grade reports, narrative assessments from faculty, degree program plans. Documentation is usually not for generated by the student
- ▶ **Credential:** Used for employment. Documents skills competencies (Whitaker, U. (1989). *Assessing Learning: Standards, principles, and procedures*. Philadelphia: Council for Adult and Exceptional Learning)

# *The Credential Portfolio for Employability*

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- ▶ Individuals document **learning through work experience**, not just the work experience
- ▶ Documents “transferable” skills; often the learning that adults have acquired is “experiential” [prior learning] through military experience, work or volunteer experiences which can be documented in e-portfolios (Tillery & Coe, 2010).
- ▶ Skills are generic/ transferable to be of use in more than one specific application
- ▶ Individuals assess and reflect on their competence in these skills  
(Holtzman & Dagavarian, 2007)



# *Inventorying Workplace Learning*

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- ▶ List of jobs and titles, including volunteer work [relates to content on resume]
- ▶ For each job, responsibilities are listed noting skill or knowledge that is required to carry out each responsibility (examples: office skills, technical skills, artistic talent, mechanical ability, languages, interpersonal skills, etc.)
- ▶ College course descriptions can provide ideas



# ***Examples of Evidence of Workplace Learning***

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- ▶ Reports, proposals written
- ▶ Professional awards
- ▶ Blueprints, schematics or diagrams, artwork, or other work products
- ▶ Performance evaluations
- ▶ Job descriptions
- ▶ Licenses or certificates
- ▶ Grants awarded
- ▶ Document activity or skill directly
- ▶ Include samples of work (reports, projects)
- ▶ Include credentials (licenses, certificates, documentation of in-house training)
- ▶ Include notes taken during training or execution of duties
- ▶ Include letters from others who can verify the learning

*(Holtzman & Dagavarian, 2007)*

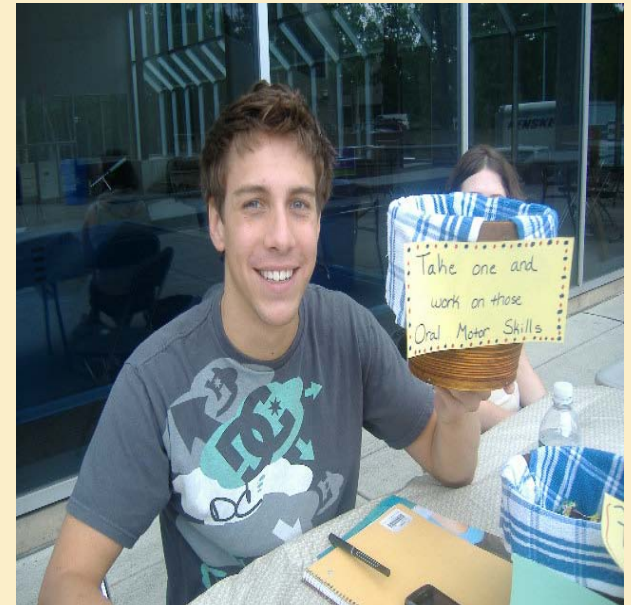
# ***e-Portfolios and Accountability***

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In this era of accountability to stakeholders [consumers, legislators, corporations/businesses, accrediting bodies] , an e-portfolio of a student's work can demonstrate and assess the learning outcomes of individuals' experiences.

## ***Student Portfolios***

- Can support advising
- Demonstrates career preparation
- Provides credential documentation



# ***Examples of e-Portfolios***

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## ▶ **Speech Pathology & Audiology**

- ▶ Program Assessment: To document student learning outcomes. Are students able to document knowledge and skills in clinically related courses (per professional association standards/ASHA).
- ▶ Student Portfolios: To use as documentation when applying to graduate school and for employment

## ▶ **Business Studies (BA, BS)**

- ▶ Program Assessment: To demonstrate students' attainment of core business competencies as defined by the AACSB, an international accrediting body for Schools of Business
- ▶ To use as documentation when applying to graduate school and for employment

# *Use of Blackboard Portfolio in SPAD Program at The Richard Stockton College of New Jersey*

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- ▶ Authentic Assessment
  - ▶ For Student Self-Assessment
    - ▶ Continuous Improvement & Personal Reflection
    - ▶ Graduate School Application/Acceptance
    - ▶ Career Planning
  - ▶ To Document Learning Outcomes for Course Work
  - ▶ To Document Professional Association Standards
    - ▶ (KASA in Speech Pathology & Audiology Program)
  - ▶ For Program Assessment

# Course Standards-SPAD

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## Course Objectives

- ▶ Describe treatment principles in speech-language pathology
- ▶ Describe ethical practice in speech-language pathology
- ▶ Describe multicultural issues in treatment
- ▶ Demonstrates procedures for collecting data in treatment
- ▶ Describe evidence-based practice in speech-language pathology
- ▶ Describe behavioral principles used in treatment
- ▶ Identify treatment targets
- ▶ Be able to write behavioral objectives as part of a treatment plan
- ▶ Be able to report client progress based on treatment data
- ▶ Describe methods and materials suitable for pediatric and adult speech and language disorders
- ▶ Identify principles related to client and family counseling

# *Use of e-Portfolios to Demonstrate Students' Competencies in Business Degree Courses at RSC*

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## **Assurances that must be met for Accreditation**

1. Communication abilities
2. Ethical Understanding and reasoning abilities
3. Analytic Skills
4. Use of Information Technology
5. Multicultural/diversity understanding
6. Reflective thinking skills
7. Management Specific Knowledge and Skill Areas
  - a) Information Literacy
  - b) Team Work
  - c) Interviewing; job prep Skills
  - d) Professionalism

## **Demonstrated in the portfolio**

1. Writing assignments; video taped interviews; oral presentations
- 2, 3, 5, & 7 d: Assignments completed with interactive case studies
4. Use of Blackboard and Computers for development of e-Portfolio and power points to accompany oral presentations
- 6 and 7 a, b, c, d: Interview with a Manager Project and Job Interviewing Project
6. Reflective paper at end of term and reflection of their managerial style completing the "Hot Seat" management scenarios.

# *Future of e-Portfolios*

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- ▶ Individuals will own and manage their personal portfolio information from childhood through careers as a tool for reflective life-long learning.
- ▶ May be required in high schools/colleges, as mandated by states' legislation, to showcase students' readiness for the job market [eFolioMinnesota)]. (*Karlen & Sanchirico, 2010*)
- ▶ E-Portfolios are becoming the new standard that every person has to have...and have broken out of the educational sector and are being adopted for employees in companies.

*(Batson, ePortfolios, Finally!)*



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