

Using ePortfolio

A Career Instruction Manual

A Handbook for www.ePortfolio.org

By John Wick

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Introduction

EPortfolio is one of the latest uses of Web-based computer facilities for students. The site provides college students with a space on the Web to organize and store electronic documents of all types. With good support and instruction from the college and university, the student will learn to assemble and manage personal records, creating a dynamic virtual identity. They can reflect and comment on their work, and reflect on their growth as they progress, giving it a dynamic journal quality. It is totally controlled by the student, who can come to see the ePortfolio as an enhanced resume, a set of credentials that can grow and stay with them over time.

This manual is intended to assist the career professional in working with students and their career development and job search using ePortfolio. EPortfolio is the ideal tool for organizing career goals and keeping track of work related to those goals. EPortfolio gives the career counselor opportunity to view the student's work and communicate with the student about it. This give-and-take can happen asynchronously and the record remains in the student's ePortfolio. It also allows the student to create special views for an employer, graduate school committee, or other evaluator to view and comment. EPortfolio brings one of the latest tools of job search to students of participating colleges.

It is expected that each institution will have some guidelines for its students using ePortfolio. This manual is not intended to be the initial instruction for the use of ePortfolio but is intended for career professionals to supplement other instructions or guidelines already created at the college or university. It also assumes that the reader has at least a basic working knowledge ePortfolio. Refer to "How to Create and Use Your ePortfolio" on www.eportfolio.org; click on "Creating an ePortfolio" for complete instructions.

It is also assumed that institutions will have their own philosophy of career development, with differing counseling styles, programs, workshops and courses. Whereas a style of career development may be evident here, it should not be difficult to adapt to that of the local college or university.

Uses of ePortfolio for Career Services

Not all students will be involved in every aspect of career planning during their college stay. In addition, colleges vary in the style and delivery of career services. The following scenarios give some suggestion of different ways that career professionals and others can make use of ePortfolio.

Career Counseling: individual planning and decision making

Career counseling involves gaining skills and insights that are important for a lifetime of planning, growth and change. The convenience, organization and permanence of ePortfolio allow students formulate career goals, and to keep track of their work even after the counseling sessions are finished. Although the counselor may recommend form and content for this part of the student's ePortfolio, it remains a student-centered tool, to which the counselor is "invited" to look and comment.

Career Planning: workshop or course

Whereas many career activities can be done in a group setting where assignments can be done on paper and handed in, the use of computers is common for completing many tasks. Much self-assessment and career research material is available on computer systems or the Web. Students creating work and doing assignments with a keyboard and mouse instead of pencil and paper can find convenient storage and organization in ePortfolio. Scanned documents, web pages and links can be included. They can invite the instructor/facilitator, and other students to view the material and give feedback in the comment area. For online (distance learning) and web supported courses, ePortfolio is invaluable.

Placement and Job Search

Good organizational skills and flawless job search documents are critical to an effective job search. EPortfolio can allow students to organize their materials in a place where they will not be damaged or lost. When the resumes and cover letters are perfect, they can be stored for safekeeping with as many versions as the student desires. Moreover, it can be used to showcase the student's work, and the employer or other evaluator can be invited to view. The student's "work" can include much more than word processed documents; slide shows, digital art or music, multimedia projects, all types of electronic media can be featured. Students are then able to create special **Views** for an employer or other "guests", choosing the **portfolios** of featured work and resume for that viewer.

Career Development: College-wide use of ePortfolio for career development

If the institution is having all students make use of ePortfolio, it makes good sense to have the career function be a central feature. In conjunction with career services staff and/or academic advisors, or perhaps in a first year experience class, the college can set up the expectation that all students at least develop career goals, keep track of work experience and accomplishments, create, update and keep reliable storage of the resume. The college can create a culture of enthusiasm and widespread use of the ePortfolio; the career function is an important reason to be enthusiastic about it.

Guidelines for Using ePortfolio for Career Development

A. Initial sign up and biography for ePortfolio Career uses

Sign up

If a student has not done so already, he/she needs to create an account. (The career counselor should also have an ePortfolio site) Refer to “How to Create and Use Your ePortfolio” on www.eportfolio.org for instructions.

Biography

Students using ePortfolio for other uses will likely have filled out the Biography section when doing the sign up. It is suggested that they review and edit it for career purposes as much of this information flows into the draft resume. The following instructions to the student are suggested:

- From the Main Menu, click on **Profile** and then choose **Biography**. Fill in the boxes as prompted (or edit those already filled in). It is important to enter and proofread this information carefully. Most of it will appear on the guest page that others will see, and even more on the draft resume. Errors made here will have to be corrected later.
- You may provide a link to your webpage if you have one, and may upload a photo. Again, since this will be your “face” to those you invite as guests, be comfortable with any web page they link to, and the photo you choose for them to see.
- You will be able to include Narrative Information on individual guest pages from the Guest View section, which will be under the photo if you provide one. If you have a photo, this will work as a caption.
- Enter your date of birth and click on Save to add this information to your ePortfolio.

B. Career: Education, Experience and Resume

The section of ePortfolio called **Career** includes five areas: an area to list and invite Career **Counselors**, an area to preview an invited **Counselor’s View**, an area to document **Education** history, one to document **Experience** both paid and volunteer and one that initiates a formatted **Resume** with the student’s entered information. It is recommended that this be a required task for students new to college life; if part of a course, the work should be graded or evaluated. Counselors doing individual work should emphasize the importance of and give feedback to the initial effort. It is important for students to learn to chronicle their development, to establish a baseline of information and reflection on which to build.

This section will become the definitive chronicle of a student’s school and work, which will grow and mature with the individual. Those who take the time to make **comments** and **reflections** on their progress will see the growth over time.

*Note: **Career/ Education/Experience** does not allow for uploading related documents. This will be part of **Goals and Portfolios**; see section C below.*

The use of ePortfolio is meant to support and enhance career counseling and career development, not replace it. For example, the resume draft that is “magically” created through the resume tool is just a draft. The student will need to edit carefully, adding sections that are not created through ePortfolio and going over all entries to be certain the final resume is ready for its intended use.

Instructions for setting up **Career/Experience/Education** and drafting the **Resume**, written for the student, are included as Appendix A to this manual.

C. Using Goals and Portfolios for Career Planning

This is a brief overview for career professionals; be sure to refer to full instructions in “How to Create and Use Your ePortfolio”, located on the www.eportfolio.org website.

The sections of ePortfolio called **Goals** and **Portfolios** provide the elements for students to organize their documents or projects and comment on their work.

Goals are the broader category, and are a natural way to think about career development. Career goals typically include learning one’s interests and skills, choosing a major and a career, and finding an internship or job.

Goals are categorized in ePortfolio with eleven possible categories on a drop-down menu. Since there is a category called **Career** it is the suggested choice to label the goals for this manual.

Portfolios are a collection of work that documents or demonstrates the attainment of at least part of the goal. For a creative student this can be the most exciting part of the ePortfolio. Depending on the major, all kinds of projects can be featured -- from spreadsheets for the accounting major, to CAD/D drawings for the engineer, to scanned or digital photos of art work for the art major. All portfolios are connected to goals in ePortfolio.

[It is **Portfolios** and the work they contain that will be seen by guests invited to the **Views** created by the student. **Portfolios** will not be seen by the counselor who is invited to see the **Career** section (**Experience** and **Education**). The student can create a Career Counselor Guest View and include pertinent portfolios to which they can invite a Counselor as well.]

Any **Goal** and any **Portfolio** can be created by the student user for various purposes. It is recommended that the career counselor give guidelines for naming of career **Goals** and **Portfolios** that correspond to the structure of career planning at the institution.

Instructions for setting up **Goals** and **Portfolios** for career purposes, written for the student, are included as Appendix B to this manual.

D. Comments and Reflections

The most growth and learning may come from the reflection that the student does about his/her career development along the path. EPortfolio has sections for these **comments** and **reflections** and counselors should encourage this activity. Students starting their college 'career' may not be used to this critical thinking and need some support.

The following are some sample questions to put in front of a student who is to **introduce**, **comment** and **reflect** on a **goal** or **portfolio**:

- * Can you explain briefly what is in this **goal/portfolio**? Write an **introduction** as if you were telling someone what it's for.
- * Are you satisfied with this **goal/portfolio** at this point? Are you enthusiastic about it? Why or why not? Write a **reflection**.
- * How does this **goal** compare with your thinking 6 months ago?
- * Does this **portfolio** represent a comprehensive set of information or do you need to gather more? Need more examples of your work?
- * Are you confused about anything at this point?

Dates: Have students put the month/year after each **reflection** or **comment**. Later **comments** on the same **goal** can show growth, especially if the student sees the changes over time. And since ePortfolio does not show dates of work added, dated comments are important way to keep track of when work was done and how old submissions are.

Be sure to view the student's comments and reflections, giving feedback as appropriate. Good instruction and feedback early on will allow ePortfolio to be a powerful learning tool.

Levels of Involvement for ePortfolio/Career

Students, career counselors and even institutions will have varying levels of interest and need for the career use of ePortfolio. It is suggested that the career professional think about how he/she may want to use this prior to working with students. Below are some ideas of how it can be seen, from the slight through a more comprehensive use.

Minimal Level

For students who simply want to make resumes and store them with basic job search documents. Use **Career: Education and Experience, draft resume**. Create resume and save on hard drive, keep a copy on ePortfolio. Create **Goal** such as “Job Search” or “Career.” Create **Portfolio** called “Job Search” and upload various cover letters, thank you notes, and job application records to this spot. Many different resumes can be kept on the resume page. Students can include their resumes on the **Views** they create for others. (See Appendix A for more specific instructions.)

Goal: Job Search

Portfolio: Resumes and Cover Letters

Examples of contents:

Resume(s)

Cover Letters

Job Application Records

Thank you notes

Moderate Level

For students using ePortfolio for other courses or for academic advising, or who know what career they want and don't need extensive career decision making, one or two **Goals** would suffice, with several **Portfolios** relating to the career development process and job search. Use **Career: Education and Experience, draft resume** in addition to these **Goals** and **Portfolios**.

Goal: Decide on a Career

Portfolio: Self-assessment

Examples of contents:

Skill Identification summary

SIGI Plus, Discover, Choices or other computer program summaries

Statement(s) about Interests and Passions

Portfolio: Identify and Plan a Major and Career

Occupational research /interviews on intended career

Statement of commitment to major/career direction

Goal: Career Planning/Job Search

Education and Experience records are recorded in Career section of ePortfolio, not repeated here.

Portfolio: Self-assessment

Personality summary

Transferable skills list

Portfolio: Career Related Projects

Examples of papers, projects, multi media presentations done in school that can help a job application

Portfolio: Resumes and Cover Letters

A link to a resume may also be uploaded to the guest page of the ePortfolio as long as that resume is in the Resume section.

Resumes

Cover letters for job applications

Letters of Recommendation (electronic copies or scans)

Portfolio: Interviews and Job Search Records

Job search record for applications, correspondence, interviews, offers

Follow up letters, emails, thank-you notes

Extensive Level

Students taking a career planning course or working with a counselor over several sessions would use an extensive ePortfolio for Career. It may actually mirror the outline of the career development course. It should also be adapted to the preferred model of career development for the college (see section V of this manual). The student would first develop the **Career: Education and Experience**, and **build a resume**. The following is an example of how the **Goals** could be organized:

Goal: Discover Myself (self assessment)

Portfolio: Dreams and Goals

Examples of contents:

Childhood dreams

Goal setting instructions

Goal setting activities

Portfolio: Interests and Skills

Various skill ID lists and checklists

Strong Interest Inventory results

SIGI Plus, Discover, Choices or other computer program summaries

Statement(s) about Interests and Passions

Portfolio: Values and Personality

Values Clarification Checklist and Exercises

MBTI type and related documents

Personality Traits Checklist

Goal: Research and Decide

Portfolio: Occupational Research

List of Tentative Careers for Research
Links for good Labor Market and Occupational Information
My occupational research notes

Portfolio: Informational Interviews

Guidelines and list of questions
Notes from informational interviews
Thank you letters

Portfolio: Decision Making Process

Decision making instructions
Summary of decision making: notes or chart

Portfolio: Choose a Major and Career

Notes from meetings with department heads/professors
List of careers that relate to majors I am interested in
Statement of commitment to major/career direction
Plan of action to attain career goal

Goal: Find a Job

Portfolio: Employer Information

Links to employer websites
General information gathered about employers

Portfolio: Resumes

Resume writing guidelines
Good sample resumes
My resumes; for print and web-ready

Portfolio: Cover Letters

Cover letter guidelines and tips
Good examples and templates
My cover letters

Portfolio: Applications and Interviews

Job search activity spreadsheet for leads, correspondence, interviews, follow-up
Copies of cover letters sent and thank you notes, important emails and other correspondences

Portfolio: Salary and Benefits Negotiation

National and Regional Salary Survey Information
My list of Expectations/Needs for Salary and Benefits

Goal: Develop my Career [post graduation]

Portfolio: Professional Development

Workshops and training completed
Continuing education plans
Skills I need to develop for advancement

Portfolio: Moving up and Moving out

Contacts and prospects to help advance my career
Salary negotiation notes and information

Portfolio: Building Credentials

Projects completed

Accomplishments at work (and in community)

Letters of commendation and “thank you”

Updated resumes

Institutional Integration using a Career Development Model

If a college has created and is using a model of career development, it can be integrated into the recommended format of the ePortfolio **goals** for career.

The following typical model may apply to students who stay at one college, or those who go from community colleges through university through graduate school. EPortfolio will “follow” them through their years of education and into the world of work. This suggested model uses the “extensive level” of ePortfolio usage listed in section IV of this manual. Naturally many of these phases will overlap in practice.

1. Phase I: SELF ASSESSMENT

- a. Meet with a career counselor to discuss career options and majors. Learn of Career Services programs and workshops.
- b. Set up ePortfolio with **Biography**; under the **Career** area add **Education** and **Experience** prior to college.
- c. Work with Career Services; do self-assessment activities for interests, personality, skills, and values.
- d. Complete computer-based career assessment.
- e. Create a **Goal** called *Discover Myself*. Set up **portfolios** for *Interests and Skills*, *Dreams and Goals*, *Values and Personality* to keep track of these activities.
- f. Join clubs and activities; add to **Experience** section of **Career**.
- g. Explore majors; try different courses, speak with faculty, attend majors fair or transfer fair.
- h. Use **Resume Builder** to create a resume with pre-college experiences, extra-curricular activities, campus employment. Put resume on ePortfolio **guest view**.

2. Phase II: CAREER EXPLORATION

- a. Create a **Goal** called *Research and Decide*. Set up **portfolios** for *Occupational Research*, *Informational Interviews*, *Decision Making Process*.
- b. Explore careers: see career services office for suggestions. Use *Occupational Research* **portfolio** to keep track of exploration.
- c. Start to take leadership responsibilities in clubs and organizations. Document in **Career: Experience**.
- d. Consider volunteer and service learning opportunities. Document in **Career: Experience**.
- e. Do job shadowing or informational interviewing with people in careers. Upload to *Informational Interviews* **portfolio**.
- f. Choose major based on tentative career plans or academic interests. Make some plans in *Dreams and Goals* **portfolio**.
- g. Seek summer job that relates to your career interests. Use **Resume Builder** and update and edit resume for summer job applications.

3. Phase III: CAREER DECISION AND PREPARATION
 - a. Document relevant academic projects related to major in **Portfolios** created to organize them.
 - b. Work with career services on clarifying career decision. Create a **portfolio** called *Decision Making Process* to keep track of materials and reflections related to this important process.
 - c. Create a new **Goal** called *Find a Job*. Set up **Portfolios** called: *Employer Information, Resumes, Cover Letters, Applications and Interviews*.
 - d. Update resume for internship applications; upload resume to **Resumes portfolio** and one to ePortfolio **guest page**. Create cover letter and upload to *Cover Letters portfolio*.
 - e. Apply for internships. Use *Applications and Interviews portfolio* to keep records of activity as needed.
 - f. Do internship in major. Document this **Career: Experience** so that it can be part of the next resume.
 - g. Document service learning or semester abroad in **Career: Experience**.
 - h. Plan summer job that will give relevant experience in chosen field.

4. Phase IV: FINDING A JOB
 - a. Clean up ePortfolio for professional presentation. Make resume as clean and powerful as possible. Put together projects and documents into **portfolio(s)** that can be shared with employers on job search.
 - b. Sharpen resumes to relate to specific career opportunities.
 - c. Work with career services to create action plan for job search. Research employers and manage information in *Employer Information portfolio*.
 - d. Create spreadsheet or database to keep track of correspondence and applications with employers. Keep it in *Applications and Interviews portfolio*.
 - e. Organize and create special **views** in ePortfolio for employers or graduate schools. Make applications using these **portfolio views**.
 - f. If appropriate, document graduate school application process with an appropriate **portfolio**.

In summary, career development use of ePortfolio is a central part of the learning and growth of students using this tool. With its possibilities for creating a powerful presentation of credentials, the career aspect of ePortfolio becomes a prime motivating factor for students to embrace the ePortfolio idea. Institutions that create and support a culture of use will give their students able a competitive edge in the marketplace. Career counselors and faculty who use ePortfolio to train students to collect, organize and reflect on their best work will give their students a critical skill for surviving life's changes. Students who adopt ePortfolio as the place where they plan and organize their dreams, goals and career will be in control of their future.

Appendix A: Career ePortfolio: Education, Experience and Resume Builder

Instructions for Students

This site can become the reliable career file for you to take from college into your professional life. Good records of education and experience are invaluable when filling out job applications, and when applying for promotions, writing promotional bios, and other uses. The reflections and comments made during or shortly after the experiences can be invaluable later when these thoughts are otherwise forgotten.

One of the most attractive features of ePortfolio is its ability to create a draft resume for you to work with. The program takes information that that you have entered into the three areas, **biography, education and experience**, and puts that data into a resume format, adding a couple of other sections to be completed. You then add missing information and edit carefully for consistency, relevance and possible errors. The formatting may be changed, and review is best done with the tutoring of a career professional. The finished resume(s) can be stored in the ePortfolio, and you will be able to invite employers to see it there. Of course these resumes may be printed and emailed.

Specific instructions for Career sections of ePortfolio:

*These instructions will assume that you will be using the **resume builder**, and there are references throughout to that task. However, the **Biography, Education and Experience** sections are important by themselves even if you are not at the point in your career development that you need a resume. You may use it in the future; resumes are virtually worthless if they have errors, so much emphasis here is on accuracy.*

Enter **Biography** information when first creating the personal ePortfolio. *Care should be taken at the very outset; if this is accurate and typed with proper spelling, punctuation and use of caps etc., it will “flow” into the resume perfectly. If you have any errors at all in this section you should repair it prior to drafting the resume.* If you have previously entered **Biography** information, you may want to return and edit to be totally accurate. Avoid abbreviations, keeping the finished resume in mind. One error can contaminate multiple resume drafts.

Do not be concerned about entering *too much* information in any of these sections. Not everything will appear in the resume, and you will be free to edit the resume to remove anything you need to. Making a complete chronicle of your history will be important for other uses in the future.

In ePortfolio, click on the section called **Career**; the links for **Education and Experience and Resume** will be on that page.

Education: Include high school diploma, awards, and any prior college degrees, college major and expected date of graduation. The pull-down menu shows the types, “**Degree, Certificate,**

Honor, Diploma/GED” (the type designation does not appear on the draft resume). Training programs and workshops can be entered here; use **Certificate** as the type, even if you did not have a certificate awarded; use the **Description** text box to clarify the training.

Degree/Award, Granting Institution, Program and **Date/Year** should be entered completely and accurately. **Program** will not flow to the resume draft, but others will appear just as typed here. *Tip: this form does not include an address for the granting institution. In the **Institution** box, following the institution and a comma, it would be helpful to put the city and state of the school. For example: “Saint Joseph College, West Hartford Connecticut”.*

Text entered into the boxes for **Description** and **Other Information** can be very useful, and will flow into the resume draft. **Description** could clarify an interdisciplinary college major, identify the qualities that were criteria for an award, describe a certificate training and purpose. **Other Information** could be used to fill in reflections about the educational accomplishment that you would like to highlight or simply remember for later use. It can be edited out of the resume draft easily, so better to include more at this point.

Experience: This should include all paid employment, full time and part time, as well as other experiential accomplishments. There are six categories available for experience. (The type designations do not appear on the resume.)

Experience categories: (from pull-down menu)

Co-curricular: Activities and accomplishments engaged in while in school which were alongside the curriculum, such as sports, student clubs and groups, arts activities.

Internship: Program-related work experience, normally for credit, either on campus or in the community. Sometimes called “co-op work experience” or “practicum”. Frequently paid work, sometimes unpaid.

Community: Involvement in local community affairs, serving on boards, assisting with community projects or events. This makes a good statement of civic responsibility and would be appropriate on a resume.

Professional: Paid employment. All full and part-time jobs should go here. Even work that does not seem “professional” should be documented here such as pizza delivery, student worker or grocery clerk. This is a wonderful place to make a permanent record of your employment, and maintain it throughout your career.

Research: If engaged in significant research while in college you should keep track of it here. Although the research done for a term paper is not likely to be included on a resume, any project that is beyond that, where professional research skills were learned/used, should be documented here.

Volunteer: Volunteer “jobs” are an important part of growth and professional learning as well as a statement of “giving back”. They often are formative in learning values and attitudes, not to

mention transferable skills. Good recording of this important part of your career is essential here.

Be thorough and accurate here. Avoid using abbreviations. Clean work here makes the resume easier to create and avoids replication of error later in other uses. Note: this form will only allow the two letter abbreviation for the state in the addresses. You may want to edit the draft resume later to change CT to Connecticut.

Experience Comment Sections: Thoughtful comments will be invaluable later as you find a need to remember what you did. They will help “flesh out” the resume and can be edited later.

Responsibilities: document job tasks and responsibilities. These will appear on the resume draft, though you may not need them. Good guidance by a resume expert will be valuable here.

Accomplishments: any significant achievements on the job? Record them here. This will flow to the draft, and is very useful for resume building. You may also use this feature to justify promotions in your career.

Awards: Your work-related awards or commendations can be recorded here. These will appear on draft resume.

Skills Used: Identify work-related and transferable skills learned/developed through this experience. This is useful for career planning as you look at skills/abilities you have learned that you will use in other occupations. **Skills Used** will *not* appear on the draft resume.

Summary: This is useful for making a summary statement about how the job fit into your career; the **Summary** will appear on draft, though you may not want to keep it there.

Reasons for leaving: useful for your personal information. These do *not* flow to resume, though may be useful for employment applications that ask for this information. It will remain with your ePortfolio.

Other information: Open space to make other comments and personal reflections. This section will *not* appear on resume draft.

Building the Resume:

When above information is entered, return to **Career** section. Click on **Resume** link, and then “**draft resume**”. Download and to your hard drive. While downloading, give the document a name (e.g. JW Draft Resume), and ‘save as’ a word processing document (the default is a web page). Then edit with your word processor. *It is critical to remember that the resume builder creates a template and fills parts of it in with your entered information as outlined above. This is not a resume to be used for employment without editing!* Good resume guides are bountiful and career professionals should be consulted for review before you make this important document available to an employer.

Some comments:

Sections for **Objective/Summary** and **Professional Accomplishments** are included in the resume draft but not filled in. These are fairly standard sections for a resume, though may have different titles. For that matter, you may not need both these sections, depending on your intended audience and your experiences.

The overall resume format is a good one, but aside from the name and address information, all lines are left justified on the page. Proper indenting should be done, and strict consistency should be followed. Major headings can be centered, and consider moving your name to the top of the resume above your address.

Font sizes and styles can be changed. Keep it conservative; follow the recommendations of a professional or a good resume guide.

The final resume can be put on your guest page. Under **Career, Resume**, look for **Browse** to upload your edited resume from your computer. Be sure to give the resume a title which will appear as the link. Your title may simply be “My Resume” since the page will be all about you.

New resumes can be initiated with this program as needed, or the first may be modified for differing uses. To create another resume, follow the steps above. Make sure you give it a different name, and then upload it to the resume section. It will appear in a list of your final resumes. When you create a **Guest View**, you can choose which of the resumes you would like to appear in that View.

In summary, the **Career Experience** and **Education** section are invaluable on their own to record these aspects of your professional history. The addition of the **Resume Builder** is a convenient feature to get the resume started, and may be done at any time. Once the draft is “built” it is critical to finish the job with careful editing, and saving the document in ePortfolio.

Appendix B: EPortfolio for Career: Creating Goals and Portfolios

Instructions for Students

Have you had the experience of looking for an important paper or document that has been misplaced? Have you gotten to the point where you seem to spend more time looking than it took to create the document? Have you come across photos and not remembered of whom or where they were taken? EPortfolio provides a wonderful way to keep track of your records. You can set personal, educational and career **goals** and put the pieces together to attain those goals in ePortfolio. Each **goal** will contain individual **portfolios** where you can gather the evidence to document your progress and achievements. All your work will be in **portfolios**, organized around your broader **goals**. To make an analogy, this can take a drawer full of scattered, unmarked and yellowed photographs and make clean, well-organized, accurately documented albums that are permanent.

*You may be using **Goals** and **Portfolios** for other classes or educational purposes. Here we will create them for your career development throughout your college years and beyond. These instructions assume some familiarity with ePortfolio. The goals and portfolios are suggested only. Work with your career counselor to determine the organization that works best for your college or university.*

To set up **Goals** for Career Planning:













- Log on to the ePortfolio. Go to **Main Menu**.
- Click on **Goals** from **Main Menu** or from Menu Bar.
- Scroll to the form at the lower section of the page where it says: “To add a new **goal**, please fill out the form below and click the "Save" button.”
- At the pull-down menu, choose “**Career**” as the Type of **Goal**.
- Enter a name for the first **Goal**. (Do this four times for the recommended career development goals.) The names suggested for this career example are:

Discover Myself
Research and Decide
Find a Job
Develop my Career

(Consult with your career counselor or instructor for recommended names of **Goals** and **Portfolios**.)

- Under **Area** you can indicate the specific area of the **goal**. This may be for a career counseling session or for a course: mention “career counseling” or the name of the course as the **area**.
- For each **Goal**, it is suggested that **Introduction** and **Comments** be entered to summarize what is intended for that part of your ePortfolio. For “Discover Myself” your **Introduction** may be something like: “This is where I am keeping information about who I am.” A **Comment** might be “I thought I knew myself, but a better picture of me is emerging here.” (**Goals** appear in Guest Views when they are connected to a **Portfolio**.) **Reflection/Learned** allows a place for comments on the career development process and **Other Information** may be important; but are likely added later as you make progress toward your goals.
- Click on **Save**.
- Repeat the process until you have entered in all the career related **goals** for your ePortfolio.

It should look something like this:

Goal	Type	Area	Function
Discover Myself	Career	Career Counseling	  
Research and Decide	Career	Career Counseling	  
Find a Job	Career	Career Counseling	  
Develop my Career	Career	Career Counseling	  

To create **Portfolios** related to career planning:

- Log on to the ePortfolio. Go to Main Menu.
- Click on **Portfolios** from Main Menu or from Menu Bar.
- Scroll down to where it says: “To create a new **portfolio**, please fill out the form below and click the "Save" button.” Enter a title for the **portfolio**. (Suggested titles are listed below.)

Under the **Goal** called “Discover Myself” you should create **portfolios** like the following:

My Interests and Skills
 My Dreams and Goals
 My Values and Personality

Your **portfolios** will look something like this:

Goal	Portfolio	Created/Updated	Function
Discover Myself	My Interests and Skills	5/21/2004	   
Discover Myself	My Dreams and Goals	5/21/2004	   
Discover Myself	My Values and Personality	5/21/2004	   

- If you are a beginner you will likely skip the **Link** box.
- In the **Introduction** box enter a simple description of what you expect the **Portfolio** to contain, if you know this information. For example “This will contain the results of my Interest Inventory and Skills Identification Checklist”. The **Introduction** can be added or edited later.
- **Reflection, Comments and Other Information** can be included for this **portfolio**, or may come later as you enter documents and have comments to add.
- Repeat for each **Portfolio** you are instructed to enter for your Career Development program.

To add work (documents) to your **portfolio**:

- While in the **portfolio** to which you want to add a document, click on the **Manage** icon.
- Click on **Browse** to locate and upload the document from your computer.
- Give the work a good name that others will understand (as you will invite others to visit).
- Write a brief **introduction** in the appropriate text box. Mention what kind of document it is, and the date you uploaded it.
- Add some **reflection** on the meaning of this work to your career development. There is room for further **comments** and **other information** that you may be requested to use by your counselor.
- Click on **Save** to upload to your ePortfolio.

For an example of how to create Career: Experience, Education and Resume use this link to how a Guest View of my ePortfolio:

<http://www.eportfolio.org/public.cfm?uc=7C48C64ACB6C69839564A85301B259F2>

Appendix C: Practical Tips for Career Counselors using ePortfolio

Getting students started with ePortfolio

It is important to be enthusiastic about this tool. EPortfolio takes some work to get set up and to maintain; not all students will appreciate the value of it until they are well into it. Speak/write of it in upbeat terms, make it an assignment not an option, give support and praise as they get started. Your enthusiasm will matter.

Your own experience helps

Be sure to try ePortfolio features yourself prior to asking students to use it. Develop your own using the guidelines you are asking students to use as much as possible. Your instructions will make more sense, and your expectations will be more realistic. Become proficient and keep on top of what your students are doing.

Some enthusiasm statements:

“EPortfolio will become the place where you record your school and work accomplishments. As you develop and maintain it, you can count on it to be there and work for you even after college.”

“Those doing job searches quickly learn the numbers game; there are a lot of applicants out there for the good jobs. The good candidate must stand out. A professional portfolio with samples of work, credentials and letters of support can make the difference in many situations. An ePortfolio is even better for any job which values computer skills, and has the added advantage that you can email an invitation for an employer to view at any time.”

Helpdesk and other support

It is vital to give students support as they begin ePortfolio. Be sure that the students know about CTDLC’s help at <http://www.ctdlc.org/Help/index.html>. Teachers and counselors who ask students to use it should be available to answer questions in the beginning. If large numbers of students are using it, arrange for a helpdesk on campus in addition to the CTDLC assistance. A person available in the career center or library would be an excellent idea.

Working with groups/courses: some tips

- Have clear instructions sent/posted to all. The clearer the instructions in the beginning, the fewer frustrated students and the fewer questions.
- Post a FAQ list of answers on your course or website. As you answer student questions, add them to the list if they are likely to be asked again.
- Respond to ePortfolio invitations early, within 24 hours if at all possible. Give good feedback; be supportive and positive especially early on as students are evaluating the experience.

The professional look for ePortfolio

It is recommended that students be encouraged to get each piece of work uploaded as clean and error free as possible as they submit. As they choose work to be included in different views, it is helpful to have it ready to show and not have to do extensive editing later.

Corresponding between counselor and student using ePortfolio

The student can make observations and reflections right on the document's supporting page. The counselor can make comments to any piece of work he/she is viewing as an invitee. It is recommended that each make a practice of recording comments for the other with these communication methods in this otherwise silent cyber world.

Spell checking

EPortfolio does not have a spell checking feature in the text entry boxes. When writing comments that are more lengthy, students who are accustomed to spell check may want to compose their thoughts in their word processor, edit with spell check, and copy/paste to the text box in ePortfolio.

File naming conventions

File names should clearly identify what is behind them. It is a challenge to name a document with enough information to separate it from others and yet be short enough... some tips:

- Choose between all lowercase, all upper case, or mixed caps and lowercase (example: Second Draft Resume). Mixed caps and lowercase is recommended as more professional.
- When you find a convention you like, be consistent.
- Use abbreviations as long as it is clear what they are. If you are sharing this with a professor/counselor be confident the reader will understand the abbreviations.
- When there are several documents that are similar, make the differences in the name. For instance:
 - Career Research Special Ed Teacher
 - Career Research Nursing Instructor
 - Career Research Anthropologist
 - ~or abbreviate with~
 - CR Elementary Teacher
 - CR Blacksmith
 - CR Ceramic Engineer

 - Sales Resume Draft
 - Sales Resume Basic
 - Sales Resume Outside Sales
 - Sales Resume Hospital Focus
 - Sales Resume Bombardon Industries

- If you want to put the date into the document name, think ahead. Start with the year, then month and day so that it will be easy to read in order. Then your word processing folders will order them by date automatically. So a cover letter created on September 3, 2004 would be “2004 09 04 cover letter”.
- If you find a convention that works for you after naming a few documents, it is wise to rename them all with the convention you chose. Be careful not to mis-name!

Working With Multiple Students

If you are working with several students or conducting a Career Planning class you may want to construct a table in a Word document to keep links to Career Counselor and Guest Views.

- Have the student add you to her/his counselor list and send you an invitation.
- Have the student create a Career **Guest View** (under the **Communication** menu) and send you an invitation to View it.
- Once a student invites you to her/his ePortfolio as either a Counselor or a Guest, put that link in the table. Then if you have deadlines for work to be entered into the ePortfolio, you can use the table to quickly View and comment on the student’s work rather than having them re-invite you and managing a lot of email.
- The links won’t change even if the student edits or adds information.

My Career Planning Class Fall 2004			
First Name	Last Name	Counselor View	Guest View
Sarah	Smith	http://www.eportfolio.org/counselorview.cfm?ak=E20B940A2F4277EFBC309F1E061C73F8	http://www.eportfolio.org/public.cfm?uc=3289EF03BE01FD723D177B8950673BC0
Fred	Flynn		

Appendix D: Summary of Advantages for Students, Career Counselors, Institutions of Higher Learning.

- A well developed ePortfolio will help to organize the career planning process. If the structure is set up well in the beginning, students will know where to put documents and where to find them later.
- EPortfolio encourages reflective thinking, which is an important part of the process and helps students to see growth and movement.
- The site is reliable and accessible from any computer connected to the internet.
- Students can invite career counselors and faculty to see their work and share comments asynchronously.
- Students can create a “view” for employers, transfer colleges, graduate schools and other possible evaluators to see.
- EPortfolio will be available after graduation and continue to be useful as career development tool.
- Good consistent use of ePortfolio for career will enhance other efforts to use it for learning and pedagogy.