Connecting the Dots: 
Integrating Learning Abroad and Career Skills through ePortfolios 

Paloma Rodriguez, Ann Hubbard & Helena Kaufman
Welcome to my International Studies Portfolio.

Catherine Barrios
Gainesville, Florida
What, Why, How of eportfolios as integrative tool
What is an ePortfolio?
Raise your hand if...

1. You mentor students in the development of eportfolios
2. You have an eportfolio yourself
3. Your campus has an eportfolio initiative
4. You are mostly unfamiliar with eportfolios
What is an eportfolio?

**A Product**
- Website
- A Platform
- A Technology
- Documentation
- Artifacts
- Digital Archive
- Showcase
- Capstone

**A Practice**
- Reflection
- Connecting learning
- Metacognition
- Deep Learning
- Identity Development
- Student Engagement
- Visibility
- High Impact Practice
A selection of purposefully organized artifacts that supports learning, reflective practice, and self-presentation, as well as documentation and assessment of student learning over time and across varied learning experiences.
Who uses eportfolios?

1. What percentage of US college students have developed an eportfolio in at least one course?

   a) 14%
   b) 23%
   c) 54%
   d) 73%

Data retrieved from the EDUCAUSE 2014 Survey of Undergraduates and Technology by Trent Batson Ph.D., AAEEBL (Association for Active Experiential Evidence Based Learning).
Why using eportfolios?
“Learning occurs, not necessarily as a result of the experience itself, but as a result of reflecting on the experience and testing it against further experience and the experience of others.”

Rodgers, C. (2002). Defining Reflection: Another Look at John Dewey and Reflective Thinking. Teachers College Record. 104.4
Who am I?
How do I know?
How do I relate to others?

Braskamp et al. 2012

Through their eportfolios students reflect on their role in constructing reality, on their goals, on their learning journey, on their relationship with others, and ultimately on their place in the world.
I liked this discussion because it reinforced an experience I had while in Beijing this summer. While visiting I saw that...

A fellow student with family from India that attended this discussion told us that…. It was really interesting to hear from someone in person with this view.

In class we’ve contrasted marriage as economic contract arranged by outside parties carrying certain expectations of roles versus emotional choice prioritizing individual desires.

It’s one thing to consider these practices abstractly and without context. However, speaking to a peer, hearing first hand their beliefs, and being able to ask them questions is a far more meaningful way to understand the perspective of someone different.
Social Pedagogy

Authentic Audience

- Visible and shareable
- Student engagement
- Purpose

- Collaborative space
- Feedback from faculty and peers
High Impact Practice

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects

11.ePortfolios

by George D. Kuh (AAC&U, 2008)
San Francisco State University

<table>
<thead>
<tr>
<th></th>
<th>Metro Academy, ePortfolio First Year/First Time Students</th>
<th>All SFSU First Year/First Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yr Retention Rate</td>
<td>90.0%</td>
<td>79.3%</td>
</tr>
<tr>
<td>2 Yr Retention Rate</td>
<td>79.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>4 Yr Grad’n Rate</td>
<td>24.6%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>


Data and other resources can be found online at the Catalyst for Learning site: http://c2l.mcnrc.org/evidence/evidence-1/
How are eportfolios used in International Education?

Coursework

Blog/ Essays

Study Abroad Programs

Journal/ Reflection

Global Certificate Programs

Capstone Project
What potential do eportfolios hold for education abroad?
Key elements

• Reflection

• Integration

• Social Pedagogy

• Assessment

• Development of Intercultural Competence

• Making Connections
• Career development

• Visibility
• Purpose & Engagement

• Holistic
• Window into student learning over time
ePortfolios for Career Development
80% of employers say that, when evaluating a job candidate, it would be very or fairly helpful for them to have access to an electronic portfolio.

AIFS Alumni Outcomes Survey

- Conducted in 2012
- 1600+ responses from 1990-2010 program alumni
- Responses on impact of AIFS programs categorized into:
  - Cultural Understanding & World View
  - Professional & Career Development
  - Personal Growth & Values
Cultural Understanding & Worldview

My participation in an AIFS Program contributed to:

- Developing awareness: Agree 40, Strongly Agree 43, Total 83%
- Interest in global issues: Agree 40, Strongly Agree 44, Total 84%
- Knowledge about another culture: Agree 28, Strongly Agree 70, Total 98%
Personal Growth & Values

My participation in an AIFS Program contributed to:

- **Importance of developing skills & talents**: 68%
  - Agree: 37%
  - Strongly Agree: 31%
- **Ability to take initiative**: 87%
  - Agree: 34%
  - Strongly Agree: 53%
- **Ability to be independent**: 96%
  - Agree: 26%
  - Strongly Agree: 70%
My participation in an AIFS Program contributed to:

- My ability to formulate career goals & clarify professional aspirations: 45% Agree, 12% Strongly Agree
- Developing my ability to understand an organization's culture: 68% Agree, 24% Strongly Agree
- My ability to adapt in diverse workplace environments: 80% Agree, 35% Strongly Agree
What do Employers Seek?
Figure 1: Attributes employers seek on a candidate’s resume

<table>
<thead>
<tr>
<th>Skill/Quality</th>
<th>Weighted average rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work in a team structure</td>
<td>4.55</td>
</tr>
<tr>
<td>Ability to make decisions and solve problems</td>
<td>4.50</td>
</tr>
<tr>
<td>Ability to plan, organize, and prioritize work</td>
<td>4.48</td>
</tr>
<tr>
<td>Ability to verbally communicate with persons inside and outside the organization</td>
<td>4.48</td>
</tr>
<tr>
<td>Ability to obtain and process information</td>
<td>4.37</td>
</tr>
<tr>
<td>Ability to analyze quantitative data</td>
<td>4.25</td>
</tr>
<tr>
<td>Technical knowledge related to the job</td>
<td>4.01</td>
</tr>
<tr>
<td>Proficiency with computer software programs</td>
<td>3.94</td>
</tr>
<tr>
<td>Ability to create and/or edit written reports</td>
<td>3.62</td>
</tr>
<tr>
<td>Ability to sell or influence others</td>
<td>3.54</td>
</tr>
</tbody>
</table>

*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important

Source: Job Outlook 2015, National Association of Colleges and Employers
Important attributes & skills, as per employers

Attributes employers seek:

- Leadership
- Ability to work in a team
- Written communication skills
- Problem-solving skills
- Strong work ethic
- Analytical/quantitative skills
- Technical skills
- Verbal communication skills
- Initiative
- Computer skills
- Flexibility/adaptability
- Interpersonal skills
- Detail-oriented
- Organizational ability
- Strategic planning skills

Job Outlook 2015, National Association of Colleges & Employers (NACE)
Proportion of U.S. employers who say they would be more likely to consider hiring a recent college graduate if they have had these skills/experiences

|---|---|---|---|
Intercultural Skills

- Cultural self-awareness
- Culture-general knowledge
- Culture-specific knowledge
- Curiosity
- Tolerance of ambiguity
- Suspension of judgment

Transferable Skills

- Initiative
- Self-management
- Time-management
- Customer skills
- Problem-solving

Adaptability
Perspective-taking
Empathy
Flexibility
Resolve conflict
Develop study abroad programs that build desired skills (i.e. team work).

“In short, studying abroad is not, in and of itself, a way to get a job.”

**Recommendations**

1. **Carry out research** on student learning abroad in order to collect data that will help convince employers that specific types of study abroad do in fact provide students with opportunities to develop or enhance desired learning outcomes.

2. Give students **training** in how to present what they have learned ... in ways that employers will appreciate.

ePortfolios as a place to articulate skills

Example for Ann?

- Situation
- Task
- Action
- Results

Hispanic Organization of Latino Activities

While being a Santa Fe student, I served as treasurer in the Hispanic organization, H.O.L.A. I was in charge of the finance of the club, and thanks to my dedication and leadership skills, I was unanimously elected president of the club after three semesters being in that position. During my first days as president, I found out that the organization was having problems in getting the “Five Star” status, the most prestigious award among collegiate organizations. My first step as president was to identify the club’s weaknesses, which were lack of leadership and poor strategic planning.

Before the semester started, we came up with possible solutions to achieve all our objectives. First of all, I decided that all the officers needed to know well their roles within the organization and in each activity, so that delegating tasks would be easier and more effective throughout the semester. Then, I made a business calendar with all the events during the semester. Having a detailed agenda for all the upcoming activities including fundraising and volunteer activities was essential to meet our goals. Additionally, the treasurer and I prepared the annual budget to cover all the organization’s expenses. We also planned alternative ways to raise money. For instance, we reinvented how to raise money on campus. We allowed the student body to prepay their food orders instead of using the club’s funds to buy the ingredients. With this system we were able to have funds prior to our events, maximize investments, and increase efficiency.

Once we set all our goals and established our financial needs, I assigned specific events for each of the officers. This way I managed to keep them more involved in our activities. Getting members of the club to work together to accomplish tasks was a major challenge for me. However, I developed constructive and cooperative working relations to increase their overall performance. After identifying the best students to complete each particular task, I was able to delegate responsibilities during the events.

After two semesters as president, the club met all the objectives set at the beginning. Under my leadership, the organization received the “Five Star” status for its outstanding management including volunteer activities and service on and off campus. Only 4 out of 50 student organizations received this recognition. It is my hope that my administration left a responsible and effective legacy for future members.
ePortfolio Implementation: Strategies and Challenges
Curriculum Integration & Integrated Learning

The ability to learn across context (in different situations) and over time (prior knowledge + new knowledge) and to be motivated to learn this way (Reynolds & Patton, 2014)

Integrative Learning = learning skills + reflective judgment

Connections between:
• on-campus courses
• off-campus studies
• co-curricular activities
• community engagement
• student employment
• internships
• fellowship
• personal development
• reflection & metacognition

Theory ↔ Practice
Discipline ↔ Practice
Knowledge ↔ Engagement ↔ Meta-literacy
Process ↔ Product
Why Reflection?

Articulation Reflection Self-Assessment Integration

What -> How -> How Much
Reflection Prompts

- **What metaphor** would you use to describe your Carleton College education? What is a common thread that runs through your experiences, especially as evidenced by the artifacts collected in your eportfolio?
- **What are the most profound experiences you had? Why?** Have you used skills or knowledge gained in one class or an out-of-class context to help you succeed in another? How do these experiences connect, especially as you compare the in-classroom and out of classroom settings? **What do they add up to?**
- **Global Citizen Graduation Requirement** stipulates that:
  
  *Carleton students will be effective citizens and leaders and make a difference in this world only if they are equipped to navigate foreign cultures, be conversant in foreign languages, and acquaint themselves with multiple cultures and societies that are different from their own.*
  
  Do you believe that you have truly fulfilled this requirement? Why or why not? **Is global citizenship something you aspire to?** Why or why not? How?
Prompted Reflection
(adapted from assignment by Prof. Heather Hall, Anthropology Study Abroad Program leader, Santa Fe College)

Perspective
- Ability to evaluate competing perspectives on global issues
- Awareness of one’s own values and culture

Critical Thinking
- Critical thinking skills
- Research & Data Collection

Cultural Self-Awareness
- Awareness of global issues
- New perspective on the U.S. and its role in the world

Personal Growth & Skills
- Self-reliance
- Problem-solving
- Tolerance for ambiguity
- Flexibility

Connect Learning
- Connections
- Learning Awareness

Career Goals & Personal and Social Responsibility
- Interest in community service/involvement
- In what way has this experience helped you define your career path?
Neighborhood Exercise
Describe-Interpret-Integrate

- A photo that communicates something about the neighborhood you visited that is less accessible to a casual tourist
- A short one-page essay that explains why you selected the photo – what do you want the photo to express and why? What questions about these places are you left with?

The mural is the protagonist of this photo . . I chose to frame it with important context. The trees . . interestingly parallel the tree/earth figure in the mural. The clothes hanging out to dry . . describe the area as residential. . The crane . . and the building under construction . . offer a striking contrast to the organic quality of the mural and its pro-Earth message, perfectly describing the tension cities face between conserving the natural/ authentic and furthering industrial development/modernization.

Almirante Reis is a place that has benefitted from both a thriving radical street art scene and a push toward renovation and sanitization, toward cleaning up the less desirable aspects of a working class neighborhood with a history of drug use and crime. The arrival of diverse immigrant communities stimulated the economy and brought many desirable changes, which is why it’s considered a success case of “gentrification.” Despite this, the area has maintained its authentic feel and is a home for many small businesses and artists.
Implementation Challenges

Sustainability
How to make the eportfolio sustainable?
• Student motivation
• Institutional support

Audience
Should the eportfolio have a well-defined audience – such as employers – or can it be successful in a blended format that combines personal reflection, academic accomplishments, and transferable career skills?

Choice
How much choice should students have in designing the content of their eportfolios and how much should be determined by institutional goals?

Training & Advising
How to best combine technical training (use of the specific software or platform) with content training and advising?
Resources
Getting Help

Campus Units

- Teaching & Learning
- Career Resource center
- Leadership
- Academic Technologies
- Programs
- Student Life
- Institutional ePortfolios
- Nursing

Organizations

- AAEEBL
  - ePortfolio professionals

- AAC&U
  - ePortfolios are the 11th High Impact Practice
  - Integrative Learning VALUE Rubric
  - Field Guide to ePortfolio - April 2017
# AAC&U VALUE Rubrics

## Intercultural Knowledge and Competence VALUE Rubric

**Definition**


Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmark (full or) level performance.

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
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</thead>
</table>

### Knowledge

#### Cultural self-awareness

Articulates insights into own cultural rules and biases (e.g., reflecting carefully on how his experience has shaped those rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

Identifies own cultural rules and biases (e.g., a strong preference for those rules shared with own cultural group and seeks the same in others.)

### Knowledge

#### Knowledge of cultural worldviews and frameworks

Demonstrates sophisticated understanding of the complexity of elements important to members of another culture as related to its history, values, politics, communication styles, economy, or beliefs and practices.

Demonstrates adequate understanding of the complexity of elements important to members of another culture as related to its history, values, politics, communication styles, economy, or beliefs and practices.

Demonstrates partial understanding of the complexity of elements important to members of another culture as related to its history, values, politics, communication styles, economy, or beliefs and practices.

Demonstrates surface understanding of the complexity of elements important to members of another culture as related to its history, values, politics, communication styles, economy, or beliefs and practices.

### Skills

#### Empathy

Intercepts intercultural experience from the perspective of own and one other worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

Recognizes and articulates the emotional components of other cultural perspectives but responds in all situations with own worldview.

Identifies components of other cultural perspectives but responds in all situations with own worldview.

Views the experience of others but does so through own cultural worldview.

### Skills

#### Verbal and nonverbal communication

Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact, while communicating in different cultures or use direct/indirect and explicit/implicit meaning) and is able to skillfully negotiate a shared understanding based on these differences.

Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on these differences.

Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.

Has a minimal level of understanding of cultural differences in verbal and nonverbal communication, is unable to negotiate a shared understanding.

### Attitudes

#### Cynicism

Asks complex questions about other cultures, seeks out and articulates answers to those questions that reflect multiple cultural perspectives.

Asks deeper questions about other cultures and seeks out answers to those questions.

Asks simple or surface questions about other cultures.

States minimal interest in learning more about other cultures.

### Attitudes

#### Openness

Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

Initiates and develops interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.

Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.
Books

Documenting Learning with ePortfolios: A Guide for College Instructors
TRACY PENNY LIGHT, HELEN L. CHEN, JOHN C. ITTELSON

High Impact ePortfolio Practice
Ben Friesen 

Websites
http://c2l.mcnrc.org/

Free Online Journals & Publications

Learn More
### Career Integration

**Survey of Employees**
- What do employees think about international education? How do they see global knowledge? How much do they value intercultural competence or foreign language proficiency? The AACC has conducted several surveys of employees that can inform international education efforts.
- 2015 AACC Survey of Employees
- 2015 AACC Employee Student Survey

**Advisor Guide to Study Abroad Career Plan**
The Study Abroad Career Plan provides a structure for advising students to consider the career implications of their decisions to study abroad, from the moment they decide on a program, to the critical moments when they are asked to describe their skills in interviews.
- NAFSA Study Abroad Career Plan: A Guide for Advising Students

**Student Guide to Study Abroad & Career Development**
The goal of this Guide is to provide students with a framework to understand the impact and added value of study abroad for their career development.
- NAFSA Student Guide to Study Abroad & Career Development

### ePortfolios

**Examples**
- Santa Fe College International Studies Certificate ePortfolios
- Florida International University Global Learning Metadatabase ePortfolios

**Step by Step**
- **For Students**
  - Student Manual to ePortfolios (Santa Fe College)

**About ePortfolios & Global Learning**
- Why ePortfolios? ePortfolios contribute to retention and success, and ownership and integration of learning. They can also make international programs visible and relevant to external audiences.

**Platforms**
- A number of content management platforms are available for free:
  - Google Sites
  - WordPress
  - Tumblr
  - Wordpress
  - WordPress

For a more comprehensive list including commercial platforms, please click here.

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**Welcome Page**
- Include a picture of yourself
- Let the background speak of where you are, or where you came from
- Make sure that your navigational bar is clear and prominent
- Keep text to a minimum
- Include a short and catchy introduction
- Additional sections add a short headline and/or quote

**Resume**
- Include picture of yourself
- Include statement of career goals
- Include list of skills, jobs, education and extracurricular activities
- Don't forget to showcase your international experience (study abroad or other)
- Refer to the Resume model in Canvas and to the sections on career tips in this module

**About Me Page**
- Include picture of yourself
- Include a brief statement of career goals
- Include some personal insight about your personality and philosophy of life
- Discuss your personal hobbies and abilities (Do you play a musical instrument? Do you enjoy photography?)
- This needs to be a brief introduction to who you are. Keep it under 400 words

Case Studies:

ePortfolios in Global Certificate Programs:
- ePortfolios for Global Learning at Florida International University by Eric Feldman
- ePortfolios in Global Certificate Programs: a Vehicle for Comprehensive Internationalization by Paloma Rodriguez

ePortfolios in Education Abroad:
- ePortfolios for Study Abroad: Carleton College by Helena Kaufman
- Making Meaning in the Modern Age: ePortfolio Use in Education Abroad by Ann Hubbard & Angela Manginelli
- Cultural Pathways through Eastern Europe ePortfolio by Beata M. Jones

https://www.aacu.org/eportfolios/fieldguide
The Forum's 13th Annual Conference
Creating and Sustaining the Education Abroad Continuum

- March 29-31, 2017
- The Westin Seattle | Seattle, WA

List of Resources

Check conference website or leave your business card with us
References

So now what?

1. What are some ideas I want to remember?
2. What is my vision now?
3. What requires further explanation or exploration?
THANKS!

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