
National Academy of Professional Studies (NAPS)

ePortfolio Opportunity Requirements

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1. Purpose of an ePortfolio

As an Academy focused on the professions and believing in the importance of evidenced-based outcomes, NAPS encourages all students to produce an ePortfolio (electronic portfolio).

The ePortfolio is efficient and effective way of showcasing each student's skills, learning and experiences. It will be an extremely valuable tool for them when searching for employment.

2. Benefits of an ePortfolio

Collecting and presenting information electronically in an ePortfolio is the best way a student can provide evidence of their reflections and learning at NAPS. It can continue to be adapted to reflect lifelong learning and achievements as they progress in their career.

There are many reasons why students should prepare an ePortfolio.

- **Career Preparation.** ePortfolios provide an opportunity for students to think critically and creatively about their career and their academic and personal accomplishments. Producing an ePortfolio as they progress enables them to have ready access to their record of achievement featuring assignments, projects, and other work that best exemplifies their talents and skills as they progress.
- **Peer-to-Peer Learning.** Sharing their portfolio with peers and getting feedback from academic staff and professional volunteers provides a valuable learning opportunity and continually improves their ePortfolio.
- **Something to Show.** Rather than simply listing 'writing and communication skills', a student with an ePortfolio can prove it with images, videos, photographs and well-presented samples of work using various online tools.
- **Reflections.** As students prepare their ePortfolio, they will be reflecting on the major milestones of their educational journey and developing their sense of ownership. "The e-portfolio is the central .and common point for the student experience. It is a reflection of the student as a person undergoing continuous personal development, not just a store of evidence." (Geoff Rebbeck, e-Learning Coordinator, Thanet College, quoted in JISC, 2008)¹
- **Benefit to Employers.** An ePortfolio empowers employers to better assess the candidate and discover special skills difficult to discern from a transcript or a text-only CV.

¹ As quoted in."ePortfolios - Overview - ePortfolios with GoogleApps - Google Sites."
<https://sites.google.com/site/eportfolioapps/overview>. Accessed 22 Feb. 2018.

- **Match the Competition.** Many courses in universities around the world (e.g. Stanford) utilise ePortfolios whilst about a third of US Universities have it as a requirement for all students. Several universities in Australia including QUT, UNSW and Griffith University offer ePortfolio facilities to students.
- **Showcase the students' Technological Literacy Skills:** An ePortfolio also shows employers the creativity and digital skills of the student as they can utilise many different types of software packages and processes to create their final product. "Presentation portfolios can be created using a variety of tools, both computer desktop tools and online" (Barrett, 2000; Barrett, 2004-2008).¹

3. Grading of ePortfolios

Portfolios will be marked on a ready vs incomplete basis. If the portfolio is assessed as being not of a professional standard, the student will be given feedback on what is required to rise to the required standard. (See the Portfolio Readiness Rubric at the conclusion of these requirements.) The e-portfolios will be graded by the Course Co-ordinators. Technical assistance will be provided by the NAPS IT and Website Services Manager.

4. Technical Requirements

NAPS does not mandate particular software for the preparation and production of an ePortfolio. This gives students the flexibility to choose platforms depending on their needs, preferences, technical expertise and latest technological developments.

ePortfolios can be developed in a variety of ways including various software applications, blogging platforms, modules in learning management systems and/or dedicated software programs and services.

Several ePortfolio software applications exist which are free to students and an updated list of these will be available on the NAPS' Skills Hub.

Some of the online tools recommended and available are:

- pathbrite.com
- TenTools to Create Online Portfolios:
- carbonmade.com
- dunked.com
- www.krop.com
- dribbble.com

¹ "ePortfolios - Overview - ePortfolios with GoogleApps - Google Sites." Accessed Feb 22, 2018.

5. ePortfolio Content Requirements

Each student's ePortfolio needs to include the following:

- professional quality photograph of the student;
- consistent formatting including professional font and colour scheme;
- professional introductory statement;
- table of contents or other navigational tools;
- CV (resume) Page;
- summary of awards and achievements;
- Skills Pages;
- items showcasing the students' abilities; and
- Written Communication Page.

ePortfolios should include samples of written work such as business contracts, business plans, sample budgets, and research papers. They could also include an advice memo prepared for a client; argument made to a Member of Parliament suggesting business reform, powerpoint presentations and evidence of work experience.

Oral Communication

Digital audio and/or video of a presentation such as a making a pitch or explaining a budget.

Collaboration

Samples of work showing evidence of effective teamwork such as a group project.

Leadership

Records of leadership roles and what was learned; samples of skills developed, entrepreneurship talents, marketing, networking and business development strategies. *See links to eLeadership in the Further Reading section below.*

Technology Literacy and Leadership

Below is a non-exhaustive list of technology literacy that students should aim to master before graduation. The NAPS Skills Hub has been established to assist NAPS students in developing a high level of technological literacy and 'soft' skills such as leadership.

Students can visit the NAPS Skills Hub for self-paced tutorials and other information related to skills development and advancement. The Hub will also have a special focus on e-Leadership, preparing students for the role of technology in enabling transformational change and coping with disruption in traditional models of employment, in institutions and in society itself. The Hub will also provide resources to develop leadership skills which will help to secure sustained success and growth in their chosen professions. There is extensive literature on how leaders are developed and how leadership can be learned.

The NAPS Skills Hub will include online training to develop skills in:

- Microsoft Word (including use of style sheets)
- Excel
- PowerPoint and other presentation software
- Adobe
- LinkedIn
- Facebook, Twitter and other Social Media
- Google Tools
- Mobile Phone Tools
- Project Management
- Time Management
- Entrepreneurship
- Business Skills
- Website Design
- Lexis-Nexis
- WestLaw
- HeinOnline
- Blogging
- Podcasting
- Coding
- Statistics

Community Service Page

Photographs and reports from any community service; volunteer work or pro bono work undertaken at any time.

Work Experience

A report on the work experience, including employer, role and tasks, what was learned, skills developed and outcomes achieved as well as samples of work where possible.

Contact Information

Students need to ensure their key details are kept up-to-date especially email, mobile, LinkedIn and address.

Be Creative

These content requirements clarify the key areas that all students need to address, however there are many possibilities and types of presentations to achieve this.

Students are encouraged to use their creativity to present and document their value to potential employers, showing their individual strengths and talents by adding their own special touches to their ePortfolio.

6. Further Reading: ePortfolios and eLeadership

The following resources will also be of assistance:

<https://sites.google.com/site/eportfolioapps/overview>

<https://learnonline.canberra.edu.au/portfolio/view/view.php?id=2791>

<http://www.portfoliogen.com/pricing.cfm>

<https://billymeinke.wordpress.com/2012/01/31/5-tips-for-making-your-eportfolio-get-noticed-by-employers/>

7. Rubric for Evaluating an ePortfolio

Rubric Evaluation	Incomplete	Professional/Ready	Comments
Content	Gaps in content Information not always relevant or of sufficient detail	Covers all the essentials categories above; quality of data is acceptable and relevant	
Organisation	Hard to navigate. A lack of clarity and order in the information provided.	Items are easy to find and organised in a coherent logical order. There are navigational tools to assist the reader	
Style/Presentation	Colour scheme and design is unprofessional; spelling and other errors in grammar, syntax, and expression.	Presentation is attractive; professional and without spelling or grammatical errors; items eg digital videos are well-integrated and links are in working order.	
Creativity	Boring—little evidence of creativity or personalisation	Demonstrates creativity that is designed and works to persuade and inform	
Persuasiveness	Unpersuasive. Lacking in credibility Insufficient emotional or logical appeal.	Addresses all three of Aristotle’s criteria as articulated in his Rhetoric: ethos (credibility); pathos (emotion) and logos (logical argument)	
Other			