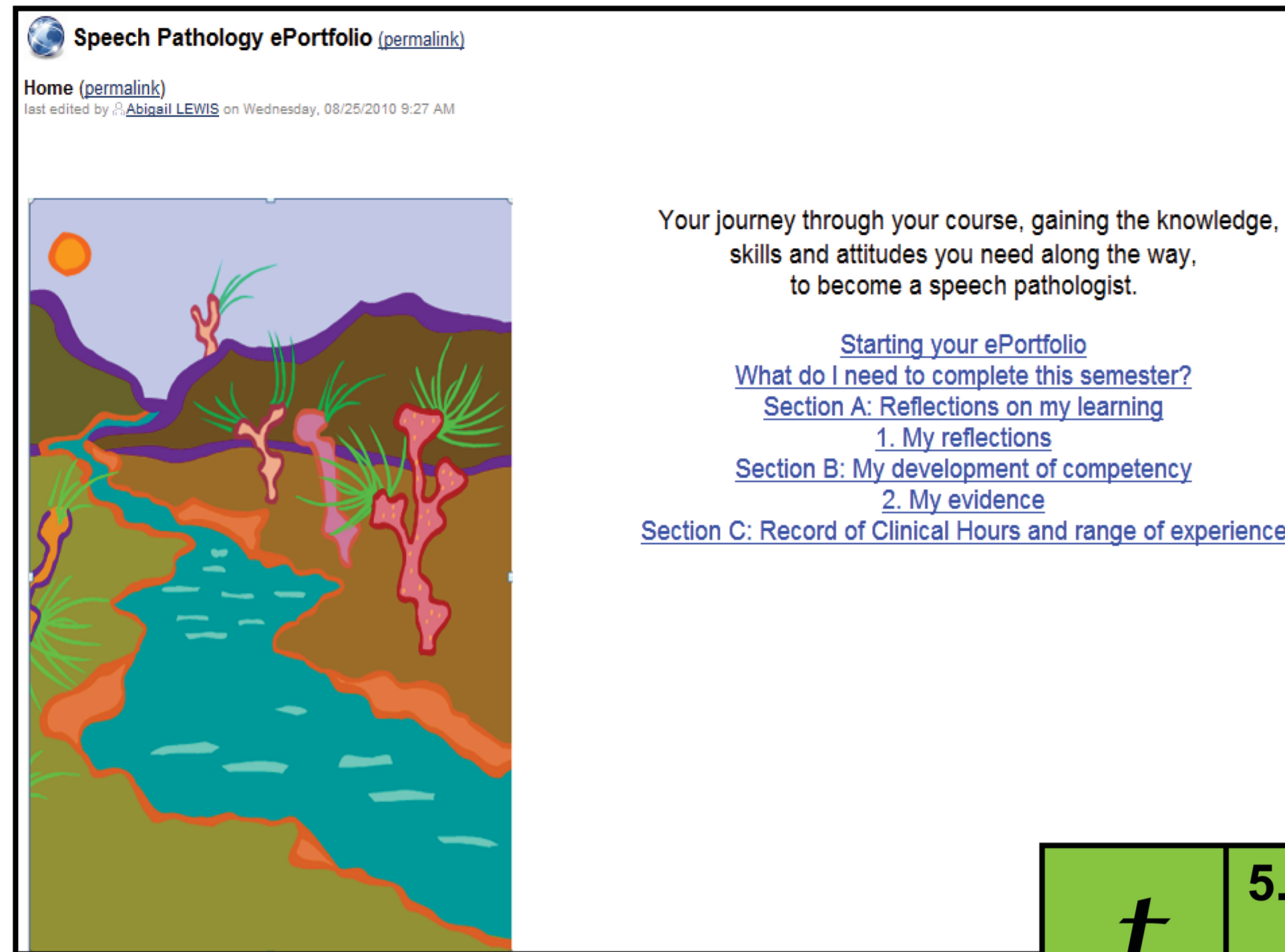


10 steps to ePortfolios for Employability

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Speech Pathology ePortfolio
home page

O 10. **O**ngoing improvements: obtain feedback from students and future employers about the usefulness of the ePortfolio and to make future improvements

i 9. **I**nspire: keep students interested with ongoing training and discussions in lectures and tutorials. Encourage students to share their ePortfolios with each other for comments and to obtain peer feedback.

L 8. **L**aunch: finally the ePortfolio is ready to launch to your students with great fanfare!
 . Are you going to launch your ePortfolio to all years of the course at once or only to new students?
 . How are you going to 'sell' it?

O 7. **O**ptions: this step involves deciding which software package will work for the ePortfolio.
 . Do you want the ePortfolio inside Blackboard or outside on the Web?
 . What about privacy settings, access and assessment issues?
 Speech Pathology have built their template in MyExpo (accessible from the Blackboard homepage).

f 6. **F**eedback and assessment: in Speech Pathology students complete a submission form & have the marking guide.
 . How are you going to assess the ePortfolio? What feedback are you going to give?
 . Is there going to be self-assessment by the students? Is there going to be peer assessment?
 . Are you going to assess the whole portfolio or different subsections? Do you have a marking guide?

t 5. **T**emplate: now it is time to develop the template for the ePortfolio. Speech Pathology have built a comprehensive template with all the information and pages the students need throughout their course.
 . Are students given a blank page to develop an ePortfolio however they wish? What guidelines are they going to be given?
 . Are they going to be given a template? Who needs to have input into the template?

r 4. **R**esearch and Resources: there are some great resources already developed to help you developing your ePortfolios:
 . Australian ePortfolio project: <http://www.eportfolioppractice.qut.edu.au/information/>
 . UK ePortfolio project: <http://www.jiscinfonet.ac.uk/e-portfolios>
 . Further ePortfolio resources: <http://www.altcexchange.edu.au/eportfolio-resources>

O 3. **O**pen up: talk to staff from other courses who are already using ePortfolios. Speech Pathology staff met with staff from teaching, nursing and the Centre for Learning and Development who all had useful information.
 . Who else in your faculty is using ePortfolios?
 . What other faculties have courses similar to yours who might have useful information?

P 2. **P**urpose and plan: decide as a group on why the ePortfolio is important for your course.
 . What is the ePortfolio for? What are the learning outcomes of the portfolio?
 . What is the ePortfolio going to look like?
 . What are you assessing?

e 1. **E**ngage and examine: engage all the academic staff across the course to discuss the ePortfolio. Here are some questions that may be helpful:
 . How will the ePortfolio be embedded across the curriculum and assessed each semester?
 . How will items be added from different units?
 In Speech Pathology we have mandated that students complete a reflection on the completion of an assignment and then the subsequent feedback given.

Higher education has a key role in developing lifelong learners who will continue to seek out information as and when they need it in their workplace. Portfolios are increasingly being used as a tool for learning in higher education and in the workplace. This poster describes the steps the new Speech Pathology course took in developing and launching an ePortfolio for students to complete during their course and take with them into the workforce when they graduate. Questions that may help other staff with this process are included at each step.