

QUT's Student ePortfolio as a 'real world' learning tool

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Purpose of the QUT Student ePortfolio

To enable students to record, reflect on, catalogue, retrieve and present their experiences, activities, and things they produce both inside and outside of university life as evidence of the skills developed while at QUT that contribute significantly to their lifelong learning and career development.

Three Styles of Student ePortfolios

QUT aims to incorporate all three of the recognised styles of e-portfolios

- **Structured**
 - predetermined framework of objectives to meet external / internal needs
- **Learning / Dynamic**
 - opportunity for self-audit, recording, reflection, feedback and on-going development
- **Showcase**
 - collect together, organise and present accomplishments

Major purposes

Structure

- Collecting and recording in a single structure
- Knowing about the generic skills employers seek

Learning

- Connecting skills and experiences to the curriculum
- Learning through reflecting and evidence-based writing

Skill development

- Understanding and self auditing skills and experiences
- Planning where and how to develop skills

Showcasing

- Reviewing content and progress by self and others
- Showcasing slices of personal evidence

Building confidence

- Preparing evidence for academics and employers
- Preparing and building confidence for applications & interviews


Steps to Introduction at QUT

- Took a 'project management' approach
- Integrated into QUT wide existing systems - QUT Virtual
- Obtained QUT-wide acceptance
- Addressed key issues before building the system
- Planned & introduced in manageable pre-determined stages
40, 400, 400, 40,000
- Trialled with sub-groups and used feedback
- Identified and addressed key future developments
- Managed scope creep

Features

- Available to all students and staff (now a professional staff version)
- Student-centred, **includes 512mg** of space for artefacts
- **Automatically** appears on each student's Intranet "Home" page
- Similar features and feel to all other activities they perform in the Intranet such as Class Allocations, Enrolment
- **Linked** to QUT Virtual functionalities eg photo, Academic History
- Core/portable skill set based on QUT student capabilities / BCA / ACCI
- Specific skills sets tailored to suit faculty / industry requirements
- Legitimises activities undertaken outside QUT
- **Lifelong access** through Alumni
- Easy to use
 - **form based, Limited number of steps, lots of tips, help buttons**
 - word count guides, lots of self-help resources**

Menu











[QUT Home](#) [QUT Virtual Home](#)

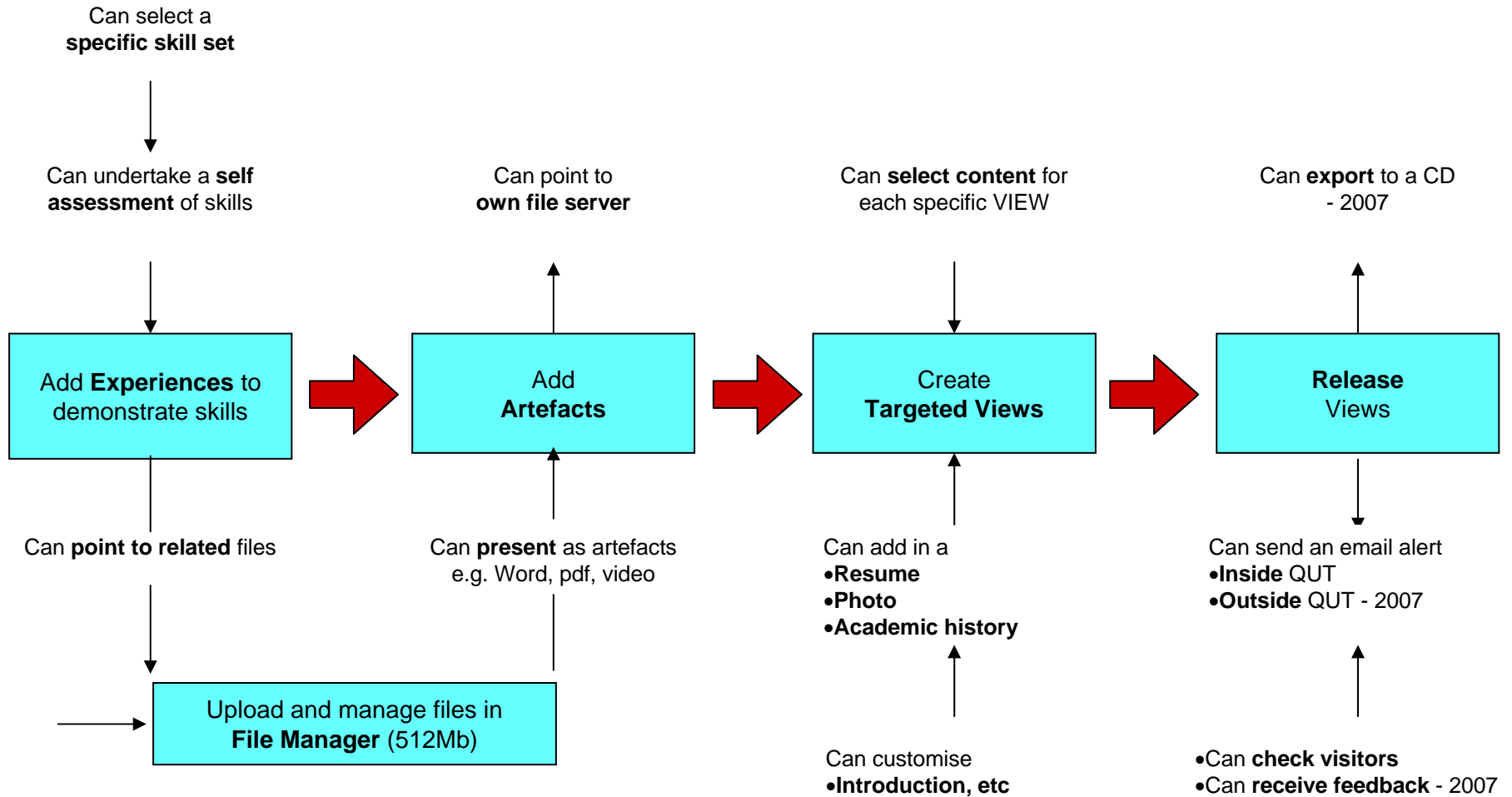
[personal profile](#) > student portfolio

Student Portfolio

Student Portfolio is an online tool that you can use to document and present your academic, professional and personal development in the format of an e-portfolio (electronic portfolio). You can access information about Student Portfolio by clicking on 'Help and Resources' below or by visiting the Student Portfolio [support website](#).

Select one of the following areas by clicking on the title or accompanying icon:

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 Visitors Log See who has viewed your portfolio. More detail...	
 Portfolios Released to You View portfolios released to you by others. More detail...	



Structured Portable/Core Skill Set

Built around 10 core skills based on

- QUT Student Capabilities
&
- the Australian Chamber of Commerce and Industry /
Business Council of Australia Employability Skills Framework
- Students can add one of their own
- Four settings are provided to encompass skills and experiences developed both inside and outside QUT

Skill sets desired of QUT students

Relationships between the skill sets

Career management / Self reliance skills (PDP)

Accepts responsibility for, and takes proactive steps to both understand and manage their own lifetime career progression in learning and work

Academic capability / Learning efficacy skills

Becomes competent in the QUT desired generic skills which maximize participation in the teaching and learning process

Employability skills (and attributes..)

Understands and strives to attain those generic skills and attributes which employers indicate are necessary to be an effective worker

Technical / Professional / Research skills

Develops specific knowledge and skills which leads to possessing expertise in a field(s) of study

A sample student's matrix of Skill Areas and Settings

SETTINGS:	Academic	Work	Community	Personal
SKILL AREAS(ACCI/BCA/QUT):				
Communication	5 experiences	2 experiences		1 experience
Teamwork	4 experiences		2 experiences	1 experience
Problem Solving/Critical Thinking		1 experience	1 experience	
Life Management Life-long Learning	1 experience			2 experiences
Technical / Professional / Research	2 experiences	1 experience		
Managing / Organising		2 experiences		1 experience
Social / Ethical Responsibility	1 experience	1 experience		2 experiences
Leadership	2 experiences		1 experience	
Creativity / Design	1 experience			1 experience
Initiative / Enterprise	2 experiences	1 experiences		
(Plus one skill area of your own)				

Mapping of QUT Student ePortfolio Skill Areas

QUT has mapped the 10 Skill Areas used in the e-Portfolio to:

- **Faculty/Schools** listings for matching skills with the curriculum
eg for Business, Law, Creative Industries
- **Professional listings** to match with external bodies
eg for Nursing, Teaching
- **Specific sub-sets** for teaching purposes
eg for auditing management skills

COMPARISON OF STUDENT e-PORTFOLIO SKILL AREAS / QUT STUDENT CAPABILITIES / BCI / ACCI EMPLOYABILITY SKILLS / FACULTY SPECIFIC

e-Portfolio Skill Areas used at QUT	QUT Student Capabilities (MOPP)	Business Council of Australia /Australian Chamber of Commerce & Industry Employability Skills	Skills of Business Graduates	Skills of Law Graduates
<p>Communication Listening, speaking, writing, understanding, presenting, reading, editing, interpersonal relations.</p>	<p>Effective communication in a variety of contexts and modes including: effective written and oral communication with discipline specialists and non-specialists and in cross-cultural contexts.</p>	<p>Communication skills that contribute to productive and harmonious relations between employees and customers.</p>	<p>Listening and Responding Involves being attentive when others are speaking, and responding effectively to others comments, during a conversation.</p> <p>Oral Communication Involves the ability to present information verbally to others, either one-to-one or in groups.</p> <p>Written Communication Involves the effective transfer of written information either formally (eg business reports, correspondence) or informally (eg memos, notes).</p> <p>Interpersonal Skills Involves working well with others (superiors, subordinates and peers), understanding their needs, seeking feedback and being able to negotiate effectively.</p>	<p>Communication Clearly and accurately communicating, both orally and in writing, through listening, non-verbal communication, speaking, presenting, reading, writing, editing, drafting, negotiating, interviewing, advocacy, mooting and report writing; using appropriate language for a variety of contexts; interpersonal interaction.</p> <p><u>Specific Skills:</u></p> <ul style="list-style-type: none"> ●Oral communication (Communication) ●Written Communication (Communication) ●Oral presentation (Communication) ●Advocacy (Communication) ●Interviewing (Communication) ●Mooting (Communication) ●Negotiating (Communication) ●Drafting (Communication) ●Report Writing (Communication) ●Interpersonal interaction (Relational)

Mapped to Professional Staff Skills / Competencies

- Communication
- Teamwork
- Problem Solving / Critical Thinking
- Self Management / Life-long Learning
- Technical / Professional
- Managing / Organising
- Social / Ethical Responsibility
- Leadership
- Business Focus
- Change / Innovation

Structures Used to Reflect on Experiences

(1500 characters – 350 words)

STAR-L Evidence of Skill

- **Situation** is the context of where you had the experience.
- **Task** is what was required of you in that situation
- **Action** includes what you actually did
- **Result** is about what happened and what were the outcomes
- **Learnt** includes reflecting on what was the key element of your actions and what you might have done differently

STAR-P Personal Development

- **Situation** is the context of where you had the experience.
- **Task** is what was required of you in that situation
- **Action** includes what you actually did
- **Reflect** on where and how well you did
- **Plan** what you intend to do to further develop the skill

Sample– Introduction Page



Introduction

Welcome to my Student Portfolio. Here you can view a selection of my Experiences, as well as Artefacts which are examples of my work. The information I have made available to you demonstrates the QUT commitment to developing graduates who can contribute effectively as citizens, leaders in the wider community and competent professionals within their chosen discipline.

This portfolio contains reflections upon my Experiences and Artefacts across a range of skills and settings including academic, work, community and personal and is presented as evidence of my success in these skill areas.



Sample - Experiences



[Display experiences in all skill areas](#)

[Communication](#)

[Teamwork](#)

[Problem Solving / Critical Thinking](#)

[Life Management / Life-long Learning](#)

[Technical / Professional / Research](#)

[Managing / Organising](#)

[Social / Ethical Responsibility](#)

[Leadership](#)

[Initiative / Enterprise](#)

[Committee Work](#)

Experiences - Leadership

Academic

Kmart project

For the subject MGB309 Strategic Management I was required to work with 2 other students and undertake a research project into Kmart, its operations and its marketing strategy. The other two students were both inexperienced in doing group projects and so they looked to me to lead the group. We agreed on a schedule of meeting times and we also delegated tasks according to our suggested strengths and we set ourselves a small set of group rules eg what we would do if one of us could not complete a task on schedule.

The experience of leading the small group was fantastic. I had been part of a couple of groups where things didn't work too well and I have had difficulties in influencing their progress. I was determined to learn from this and proceed so that we all contributed and achieved our desired outcome.

We eventually produced a PowerPoint presentation and received very positive feedback and we have also kept close friends since then. See preparation I felt really confident when doing the presentation. It is at

- <http://careers.qut.edu.au/portfolio/0200040/artefacts/MGB309.ppt>

I enjoyed the responsibility of leading a small group and now would like the challenge to lead a much larger group.

Community

Voluntary collection

In year 12 we were asked to form groups which would take responsibility for doing voluntary work collecting for the Leukaemia Foundation. I agreed to lead one of the groups. I rounded up my mates and asked them to invite their

Sample– Artefacts page



Artefacts

[Display this artefact \(78KB\)](#)
Requires Microsoft PowerPoint

[Display this artefact \(814KB\)](#)
Requires Microsoft Word

[Display this artefact \(1098KB\)](#)
Requires Microsoft Word

[Display this artefact \(4KB\)](#)
Internet Explorer or Netscape Navigator

MGB309 Presentation

Presented 7 May 2003
Powerpoint slides of the final presentation I presented for a MGB309 Strategic Management team project. Collaborative preparation by the group ensured that I was able to successfully present our content in accordance with given specifications on the day.

MGB210 Amcor report

1st Semester 2003
This is an example of my written communication skills. As part of the unit MGB210, three of us were required to undertake an investigation into AMCOR CARTONBOARD Petrie Mill.

MGB220 report

An example of my data analysis capabilities. Utilising the Nudist data analysis program to process the data, I was able to attain a Distinction for the project. The lecturer's marking sheet is available in pdf format at <http://careers.qut.edu.au/portfolio/0200040/artefacts/MGB220Assessment.pdf>

Dancing

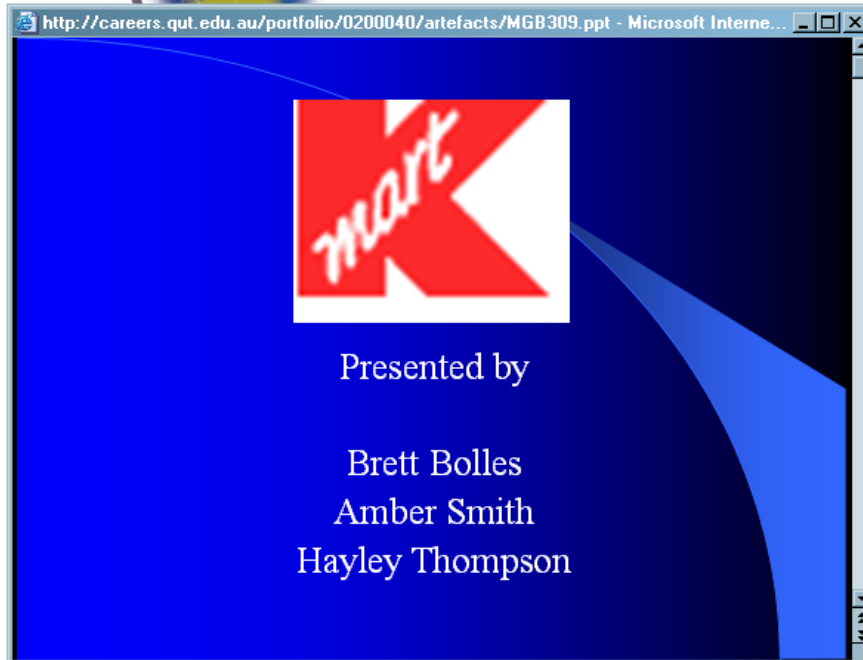
I have been a member of the Polish Dance group, Obertas, for almost 4 years and have danced at many locations around Brisbane.

Sample– display Artefact



Artefacts

[Display this artefact \(79KB\)](#)
Requires Microsoft PowerPoint



http://careers.qut.edu.au/portfolio/0200040/artefacts/MGB309.ppt - Microsoft Internet Explorer

mart

Presented by

Brett Bolles
Amber Smith
Hayley Thompson

MGB309 Presentation

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Powerpoint slides of the final presentation I presented for a MGB309 Strategic Management team project. Collaborative preparation by the group ensured that I was able to successfully present our content in accordance with given specifications on the day.

MGB210 Amcor report

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Dancing

I have been a member of the Polish Dance group, Obertas, for almost 4 years and have danced at many locations around Brisbane.

Drama Certificate

Year 12
During my last year in high school, I was director of the year 8 play Fossils. The play won 2 awards at local drama competitions and I got gold colours for my contribution to the college's drama department.

Genethics Certificate

In year 12, a friend and I participated in the Genethics competition which required us to write an essay on Huntington's disease and once at the State finals we presented on oral on the topic.

Sample– Resume



[Display entire resumé](#)

[Personal Details](#)

[Education Qualifications](#)

[Computer Skills](#)

[Language Skills](#)

[Skills and Achievements](#)

[Work History](#)

[Community and Other Activities](#)

[Additional Information](#)

[Referees](#)

Education Qualifications

Tertiary Qualifications

2001 - 2004

Bachelor of Business - Management

Queensland University of Technology

Secondary Major - International Business
(Expected completion date - Mid 2005)

Course GPA: 4.5 (Scale 1-7, 7 highest)

Credits:

- Economics
- Marketing
- Strategic Management
- Organisational Behaviour
- Business and the World Economy

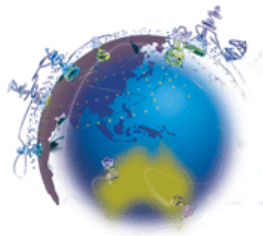
Team Projects:

- MGB210 Production and Service Management
AMCOR CARTONBOARD Petrie Mill Project
- MGB309 Strategic Management
K-Mart Operations and Marketing Strategy Project

Special Interest Area:

- Strategic Planning

Sample– Academic History



Academic History

BS56 BACHELOR OF BUSINESS
Course entry: 14 Feb 2002
Expected course completion: MID 2004
Course status: ENROLLED
Major: No Majors
Attendance mode: I
Attendance type: FT
Course GPA: 4.571
Total credit points achieved: 252
Home Campus: GP

Academic credit units

Unit	Credit points
BSB110 ACCOUNTING	12
BSB112 INTRO ELECTRONIC COM	12
BSB114 GOV, BUS & SOCIETY	12
BSB115 MGMT, PEOPLE & ORG	12
LSB118 LIFE SCIENCE	12
MAB101 STAT DATA ANALYSIS 1	12
NRB100 ENVIRONMENTAL SCI	12

2002/1

Unit	Credit points	Result	Unit Status
BSB113 ECONOMICS	12	5 CREDIT	COMPLETED
BSB122 BUS INFORMATN ANALYSIS & COMMUNICATN	12	4 PASS	COMPLETED
BSB126 MARKETING	12	5 CREDIT	COMPLETED

2002/2

Unit	Credit points	Result	Unit Status
AYB223 LAW OF BUSINESS ASS	12	4 PASS	COMPLETED
MGB222 MANAGING ORGANISATIONS	12	4 PASS	COMPLETED

Exporting

- Export to take information out of Student Portfolio for addressing selection criteria or on graduation
- Export can be either of a View or the whole portfolio
- Export on to a CD to be collected from the Library like print material can

Visitor Log

- After a View has been released you can check to see if there have been any visits.
- You can select one or all your Views and a date range

Maintenance/Help



Queensland University of Technology
Brisbane Australia

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[personal profile](#) > student portfolio

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[More detail...](#)



QUT Virtual File Manager

Upload and manage files.
[More detail...](#)



Export your Portfolio

Save a copy of your portfolio as an HTML file.
[More detail...](#)



Visitors Log

See who has viewed your portfolio.
[More detail...](#)



Portfolios Released to You

View portfolios released to you by others.
[More detail...](#)



Help and Resources

View tutorials, guides and example portfolios.
[More detail...](#)



Resumé Builder

Create and update your resumé.
[More detail...](#)



Self-assessment

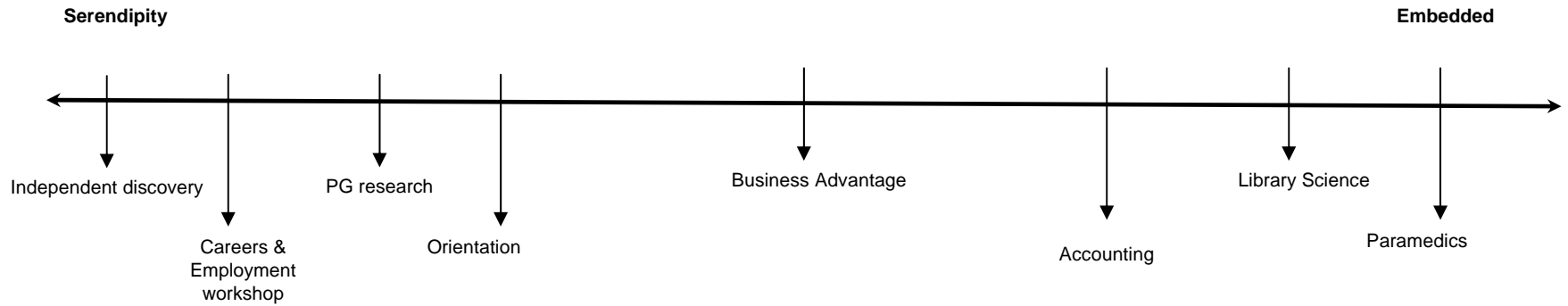
Identify your strengths and areas for improvement.
[More detail...](#)



Use and uptake

Students with a portfolio	32,236
Student visits to Portfolio (average per month for all students)	14,800
Experiences Artefacts	range 1 to 43; total 21,515 range 1 to 41; total 15,548

Voluntary to compulsory: A continuum



Examples at QUT (27 programs)

- **Independent discovery** - approx 25% serendipity
- **Careers & Employment Workshops** - recommended
- **Orientation workshops** – introduction
- **P/G Research** – recording of skills/voluntary supervision
- **Career Mentor Scheme** – reflecting /recording experiences
- **Discrete elements** – resumes, artefacts (eg dance clips)
- **Business Advantage** – voluntary modules (30 at a time)
- **Information Technology/Creative industries** – 3 modules in core 1st year unit
- **Law** – 1st year Sem 2 core subject, 2nd year unit, virtual workplace
- **Accounting** - 1st and 2nd year mandatory assessment
- **Library science** – embedded but optional
- **First year Psychology** – 500 compulsory reflections in a Unit
- **Work place learning** – Nursing, Teaching, BEE,
- **Nurse Practitioner** – fully embedded, course
- **Paramedic** – fully embedded, compulsory and graded and monitors skills
- **School of Management** – all units, particularly in 3rd year HRM units (coaching)

Requirements for success

- Single university wide system
- Faculty/Uni wide agreement before technical development
- Student centred
- Core / portable employability skill set
- Mapping to specific skill sets
- Relevance
- Structure
- Scaffolding
- Integration
- Open timing
- Shared responsibility
- Mixed purposes

Some of the Issues

- Security (outside QUT)
- Privacy
- Interoperability
- Creativity
- Limited organisational agility
- Mixed purposes (good and bad)
- Shared responsibility (good and bad)

Findings

Students

- find easy to manage IT
- Can allocate to 10/11 Skill Areas easily
- find it difficult to write first experience
- After first experience, others follow easily
- Liked working with 1500 character limit
- Good for self-audit, selection criteria, interview preparation
- Good for storing wide range of artefacts

Alumni

- Ease of access and like life long access

Staff

- accepted matrix, good for work integrated learning activities, improved communication skills

Employers

- students better organised / prepared, good access to artefacts, increase in confidence

Example



Unit MGB315 Evaluation (100 x2 students)

- Unit MGC315 included mandatory use of the student e-Portfolio
- The ePortfolio reflections and presentation were assessed.
- Evaluations were conducted in week 7 (mid) and week 14 (end)
- The comments were grouped into categories
- The results also provide a trend analysis over time during the semester.

Question	Response	% of Total Mid Semester	% of Total End of Semester
How did you feel about using it?			
<i>Grouped Comments</i>	Very Positive	27%	
	Neutral	38%	
	Very Negative	35%	
How useful were the information sessions?			
<i>Grouped Comments</i>	Very Useful	54%	
	Neutral	12%	
	Not Useful	35%	
How helpful was the manual?			
<i>Grouped Comments</i>	Very Helpful	29%	
	Neutral	44%	
	Not Helpful	27%	
Did you need any additional help?			
<i>Grouped Comments</i>	No, didn't need help	19%	
	Neutral	58%	
	Needed more help	23%	
Would you recommend it to others?			
<i>Grouped Comments</i>	Highly Recommended	58%	
	Neutral	15%	
	Not Recommended	27%	

Mid Semester comments

Question	Response	% of Total Mid Semester	% of Total End of Semester
Would you continue to use it now you have completed the Unit?			
<i>Rating Scale</i>	Never	23%	14%
	Seldom	12%	18%
	Some	21%	33%
	Often	29%	22%
	Definitely	15%	13%
Do you feel confident using it now?			
<i>Rating Scale</i>	Not Confident	2%	0%
	Slightly Confident	6%	3%
	Confident	21%	6%
	Very Confident	29%	58%
	Extremely Confident	15%	33%
Do you feel you have gained information and will continue to use it in your personal/professional life?			
<i>Rating Scale</i>	No		0%
	Not a lot		0%
	Some		0%
	A moderate amount		22%
	A significant amount		78%
Please rate the Unit as a whole.			
<i>Rating Scale</i>	Poor		0%
	Needs Improving		0%
	Ok		3%
	Good		39%
	Excellent		58%

Mid and End of Semester comments

SUMMARY OF GROUP FEEDBACK – END OF SEMESTER

Thinking back over the whole semester, please identify what is good about this unit in terms of Student e-Portfolio.

Good introduction and learning how to use it, good use for the future.

Good concept, wish we had had it at the start of the degree though. It is a bit late for those of us who have disposed of past assessments.

Good concept for students nearing end of course, but not of value at late stage as have not been able to use it previously.

Didn't realise there was one but now I know I have been using it.

I think the student portfolio is a good tool, but I am not sure if I will continue to use it.

Summary of focus group comments

Dom's Perspective



How I came across and use the Se-P

- First came across it accidentally and used it to record examples of my work to present for an Award
- Used it for storage purposes and to organise thoughts etc in a single location
- Used it in a Business Advantage Module
- Used it in CGB115 for a compulsory assignment
- I will use it as part of the Career Mentor Scheme
- Now use it to prepare for graduate employment
- I expect some of my next lecturers will be using it
- I have 15 experiences, 10 artefacts and a Resume

My perspective - technically

- Easy to use, straightforward, signposted, logical
- I use similar processes for my normal interactions with QV
 - eg similar forms to selecting units and timetable
 - eg creating artefacts are just like doing attachments to an e-mail
- Plenty of tips, explanations directions, step by step guides
- The structures helped me organise myself
- Having a sample portfolio was very useful
- Easy access to it from QV

Writing experiences

- Writing my first one was difficult – trying to organise my thoughts into a concise explanation of specific situations not broad statements
- It was the first time I had to think about my role in a situation and forced me to think deeply about what I did and the skills I already had
- I found talking it through with someone helped me clarify what I had achieved and what skills I had developed and what I had learnt
- The STARL scaffold helped me organise my thoughts and prepared me for future re-telling to employers
- Subsequent stores were much easier as I understood how to analyse and present in a evidence format

My usage

- All the ground work will be done before I get to graduate recruitment interviews, selection criteria using skills employers value
- I have already shown an employer an artefact and it demonstrated my effort and skills which were highly valued by the employer – good positive reinforcement
- It is easy to use as a storage tool
- I started with the basic Resume which gave me a solid framework but have now built my own tailored version
- I expect to use it more in class as lecturers become familiar with its capabilities
- When I use it regularly it is not an imposition

My reflections

- Initially I used the artefact facility without assistance
- The first experience was difficult to write
- The Resume facility was easy to use but I have now developed my own
- It was easy to use as a classroom tool to get stuff to my lecturer
- I now have many experiences and artefacts and feel very confident that I have all these examples behind me
- I intend using it regularly for my own growth and development –including self assessment and identifying areas for improvement
- I am beginning to understand the full value of the e-portfolio

Comments

“I think you pay more conscious attention to your learning [when you reflect on it]. Like you make a point of [saying], ‘OK, what did I learn from that?’ because otherwise... it can slip by you and you don’t realise [any] difference before and after prac.” 3rd year Education student, QUT

“The Portfolio [gives] the opportunity for academics to use field, project, clinical and problem-based approaches which cover a wide range of graduate capabilities in one holistic pattern.” Dr Al Grenfell, Director of Academic Programs, Science Faculty, QUT

“I am very excited about this project at QUT as it will be so helpful for graduates in applying for jobs. This will make my role as Graduate Recruitment Manager so much easier because it will improve the quality of graduate applications tremendously.” Cherie Herbst, Graduate Recruitment Manager, Queensland Treasury