

**TITLE:** Promote Yourself: Online Portfolios for Jobs and More

**ESTIMATED TIME:** 4+ hours\* (2 = preparation/gathering information; 2 = creating portfolio).

*\*NOTE: Will take longer if students need to set up a Gmail account. You could also expand the “creating portfolio” part and work with the students on one section at a time.*

**LESSON OBJECTIVES:**

In this lesson, students will do the following to prepare for a job or college interview:

- Analyze and give feedback to peer on their ePortfolio.
- Write a personal statement/bio appropriate for applying for a job.
- Produce an online portfolio or video resume

*NOTE: This lesson assumes students have already created a static/print resume and at least one cover letter for a job application.*

<p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Portfolio - a purposeful collection of selective significant samples of student work.             <ul style="list-style-type: none"> <li>○ digital portfolio</li> <li>○ showcase portfolio</li> </ul> </li> <li>• resume</li> <li>• examples</li> <li>• samples</li> <li>• personal statement/ biography (bio)</li> <li>• highlight</li> <li>• experience</li> <li>• skills</li> <li>• marketing</li> <li>• digital footprint</li> <li>• work ethic/style</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Copy of student’s resume</li> <li>• Copy of student’s cover letter(s)</li> <li>• Internet connection</li> <li>• Computer, laptop, or tablet for each student</li> <li>• Gmail account</li> <li>• Free account with Portfolium.com</li> <li>• Online Portfolio Checklist</li> <li>• “Tell Your Story” handout</li> <li>• “Online Portfolio Tips” handout</li> <li>• “Google Yourself - Digital Footprint” handout</li> </ul> <p><b>Teacher’s materials:</b></p> <ul style="list-style-type: none"> <li>• Teacher Bio to use as sample</li> <li>• Teacher’s ePortfolio (in progress)</li> </ul>
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**WARM UP (10 minutes):**

Welcome students to the class and begin by asking them the following questions:

- *Have you ever applied for a job before?*
- *How did you convey your experience, abilities, interests, and accomplishments to potential employers?*



### WARM UP (10 minutes):

*\*(Answers may include: Cover letter, resume, interview, questions, follow up email, etc.)*

See if you can create some excitement by asking them:

- *What if you could pull everything together in one place?*

Respond with some enthusiasm: *That's a portfolio!*



### INTRODUCTION (10 minutes):

Now that you have your students' attention, explain to them that a portfolio is a collection of their work and ideas that showcases their beliefs, skills, qualifications, education, training, and experience. Expand the discussion by discussing that a portfolio provides insight into their personality and work ethic. Expound that in the past, portfolios would be a binder than included print samples of their work. Perhaps share your experience with them in your schoolwork, but that now, in the 21<sup>st</sup> Century, it is becoming more common to see an electronic portfolio, or a website that is a collection of examples of educational and work products.

To help illustrate this point, expand your discussion by stating that Digital Portfolios encourage students to showcase their accomplishments, works in progress, or personal history when applying for a job or for college entrance. Show them some examples which include:

<https://www.youtube.com/watch?v=0qFBObo8qYA&feature=youtu.be>



### PRESENTATION (20 minutes):

Let students know that in this lesson, students will plan, design, and create a digital portfolio. Remind them that digital portfolios, or E-portfolios, communicate accomplishments, works in progress, or personal history. With digital portfolios, they can present and share interactive work in a variety of ways. It's important to focus on design and content that will communicate who they are and optimize employers' perceptions of them.

Ask students to think about:

- *What they should include in their online portfolio*
- *What information potential employers are looking for*
- *What would help them stand out over other applicants*

Here is an opportunity to show examples of online portfolios (or have students explore in pairs or groups, if you have access to the technology). Ask students to identify skills vs. experiences vs. objectives vs. examples of work. See if some of your students already have an online portfolio and ask them to share it with the class if they do.


**GUIDED PRACTICE (20 minutes):**

In order to have students expand their knowledge of what a digital footprint is, ask them: *What is an online presence?*

Give students the “Google Yourself” handout to see what potential employers and others would find if they did a search just based on your name. Show them how to do this with your own information and discuss the results with them. Then, have them “Google” themselves and discuss their results a partner. Ask students to share the highlights with the whole class.

**Expansion activity:** Google the names of friends, family, and celebrities.


**COMMUNICATIVE PRACTICE (1 hour):**

Now that the class has an understanding of what is already out there on the internet about them, tell them that it’s time to add to their positive digital footprint. Instruct them that before assembling their portfolio, they will need to gather and generate content.

Let them know that one of the most important pieces of content is their bio (short for “biography”). Let them know that a “bio” is a short statement that emphasizes their philosophies, work ethic, personality, and it is written in the third person (as if someone else wrote it about them).

Display or distribute your own bio as an example. Ask the students to identify:

- *Which part of the teacher’s bio expresses his/her philosophies?*
- *Which part of the teacher’s bio describes his/her work ethic?*
- *Which part of the teacher’s bio shows his/her personality?*

Allow this bio to serve as a scaffold for your students. If needed, go over the tense structures used and the kinds of sentences that are used. (*Show examples of personal statements/bios to start, if necessary. Emphasize written in 3<sup>rd</sup> person.*)

Once you have deconstructed your own bio, allow the students to start their own. Give your students a 5-minute free write describing themselves. Ask them to write for 5 minutes without stopping to edit or correct themselves and to just focus on content. Ask them to set aside the writing.

Hand out the ‘Tell Your Story’ handout and have students circulate around the classroom or work with a group. Interview each other using the questions from the handout. Have students make notes about which aspects of their story are most interesting to their classmates.

Have students write one paragraph that expresses their philosophy, work ethic, and/or personality after their practice above and use the contents of their quick-write if possible. Have them ask a classmate or two to read their bio and give them feedback. Have students use



**COMMUNICATIVE PRACTICE (1 hour):**

content from both writings and peer discussions as they improve their bio. As students work on these writings, circulate around the classroom to field any questions that may come up.



**APPLICATION (2+ hours):**

Now that students have worked on their bios and have gotten an understanding of their digital presence, they should be ready to begin creating their e-portfolio:

Ask students to follow the Collect-Select-Reflect steps to create their own online portfolio:

- Collect: Gather the Parts of their Portfolio
- Select: Choose the Best Evidence (of the quality and creativity of their work)
- Reflect: Be true to themselves while considering how they come across to others

Encourage students to remember the adage “Less is More,” and to keep their portfolios simple.

*Teacher Tip: Once you choose the tool your students will be using (see “Online Resources,” below), search for documentation to give the students that covers the technical step-by-step process.*

Principles of Portfolio Design: unity, navigability, and simplicity

[https://www.e-education.psu.edu/styleforstudents/c7\\_p5.html](https://www.e-education.psu.edu/styleforstudents/c7_p5.html)



**EVALUATION:**

**Formative Assessment:** Peers review as each section developed. Role-play as “screeners.” *Is there any missing information? Anything else you’d like to know?*

**Summative Assessment:** Panel of instructors role-play as potential “employers” and review portfolios. Give scenarios (you are an employer looking for XYZ). *Would you hire this person? Why or why not? What feedback/advice could you give the applicant?*



**EXTENSION (time varies, 30-60 minutes each activity):**

- Create a professional email address to use when applying for jobs
- Create a Google Voice account (to avoid sharing your personal cell number)
- Learn how to promote an online portfolio (e.g. link to LinkedIn, social media)
- Create a print portfolio to complement the digital

<p><b>CORE LESSON COMPONENTS:</b></p>
<p><b>BASIC COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Adopt and maintain a formal and informal style and tone, as appropriate</li> <li>• Write a detailed sequence of events or steps in a process, with clear sequential or chronological order</li> <li>• Develop an informational topic with facts, details, and evidence</li> </ul>
<p><b>COLLEGE/WORKFORCE PREP:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective job promotion strategies</li> <li>• Write a personal statement appropriate for applying for a job</li> </ul>
<p><b>DIGITAL LITERACY AND CITIZENSHIP:</b></p> <ul style="list-style-type: none"> <li>• Produce an online portfolio</li> <li>• Create digital content that addresses career needs</li> </ul>
<p><b>21<sup>ST</sup> CENTURY SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Collaboration &amp; Leadership</li> <li>• Agility &amp; Adaptability</li> <li>• Initiative &amp; entrepreneurship</li> <li>• Oral communication</li> <li>• Written Communication</li> <li>• Access &amp; analyze information</li> <li>• Have &amp; use curiosity &amp; imagination</li> <li>• Play, passion &amp; purpose beyond the classroom</li> </ul>
<p><b>ONLINE RESOURCES:</b></p> <p>Articles/Webinars/Tips for Teachers:</p> <ul style="list-style-type: none"> <li>• Blog post: “How to Create Digital Learning Portfolios in the Classroom” (TED-Ed Blog) <a href="http://blog.ed.ted.com/2016/05/07/how-to-create-digital-learning-portfolios-in-the-classroom/">http://blog.ed.ted.com/2016/05/07/how-to-create-digital-learning-portfolios-in-the-classroom/</a></li> <li>• Telling My Story: Writing a Personal Statement (CDE) <a href="http://www.californiacareers.info/documents/Grade-12/tellingmystory2017.doc">http://www.californiacareers.info/documents/Grade-12/tellingmystory2017.doc</a></li> <li>• Webinar: ePortfolios - Building Your Online Profile (CSUF): <a href="https://youtu.be/neB9gv3g2r0">https://youtu.be/neB9gv3g2r0</a></li> </ul> <p>Development &amp; Publishing Tools:</p> <ul style="list-style-type: none"> <li>• Portfolium: <a href="http://www.portfolium.com">www.portfolium.com</a></li> <li>• Create an Account (Portfolium): <a href="https://help.portfolium.com/portfolium-com/join-portfolium/create-an-account">https://help.portfolium.com/portfolium-com/join-portfolium/create-an-account</a></li> <li>• Wix: <a href="http://www.wix.com">www.wix.com</a></li> <li>• Edutopia: <a href="http://www.edutopia.com">www.edutopia.com</a></li> <li>• Weebly: <a href="http://www.weebly.com">www.weebly.com</a></li> <li>• Squarespace: <a href="http://www.squarespace.com">www.squarespace.com</a></li> </ul>

**CORE LESSON COMPONENTS:**

**Examples:**

- Electronic Portfolios: Students, Teachers and Lifelong Learners:  
<https://eduscapes.com/tap/topic82.htm>
- The Learning Portfolio Project: Student Blogs/Portfolios (designed using Wix):  
<http://xy1234567890.wixsite.com/copy-of-learning-por/portfolios>

**Rubrics:**

- Excellent Rubric for Using Digital Portfolios in Class  
<https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

**ADAPTATIONS (time varies):**

Multi-level: Higher-level students could interview lower-level students to collect their information for their portfolios.

High Tech: Have the students organize a “mock interview panel” where the students have to give a presentation, leading the panel through their portfolios.

Low Tech: Design print version of portfolio instead of digital.

**TEACHER TIPS:**

**PREPARATION**

To prepare for this lesson, you should create a free Portfolium (or other) account and create your own portfolio. Not only will you create an example you can use to demonstrate for your students, you will also be able to empathize with the student experience, as well as use it for your own professional connections. \*This ePortfolio should not be complete, it should be a work-in-progress so that you can work on it with your students while explaining how to create it.

You will also want to create your own bio, if you haven’t already. Ideally, it should be published on your college web page. You can show students how to find the bios of instructors before taking their future classes.