

A Student Guide: Compiling an ePortfolio



Wolsingham School and Community College

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The ePortfolio Process

An ePortfolio allows you to store, retrieve and present evidence your work, achievements, plans and thoughts. The process that you go through to compile an ePortfolio will help you to take more control of your own learning and help you to move on to the next stage of your life-long learning journey, including moving into employment, Higher Education or training. It will also help you to develop your Personal Learning and Thinking skills and your ICT skills.

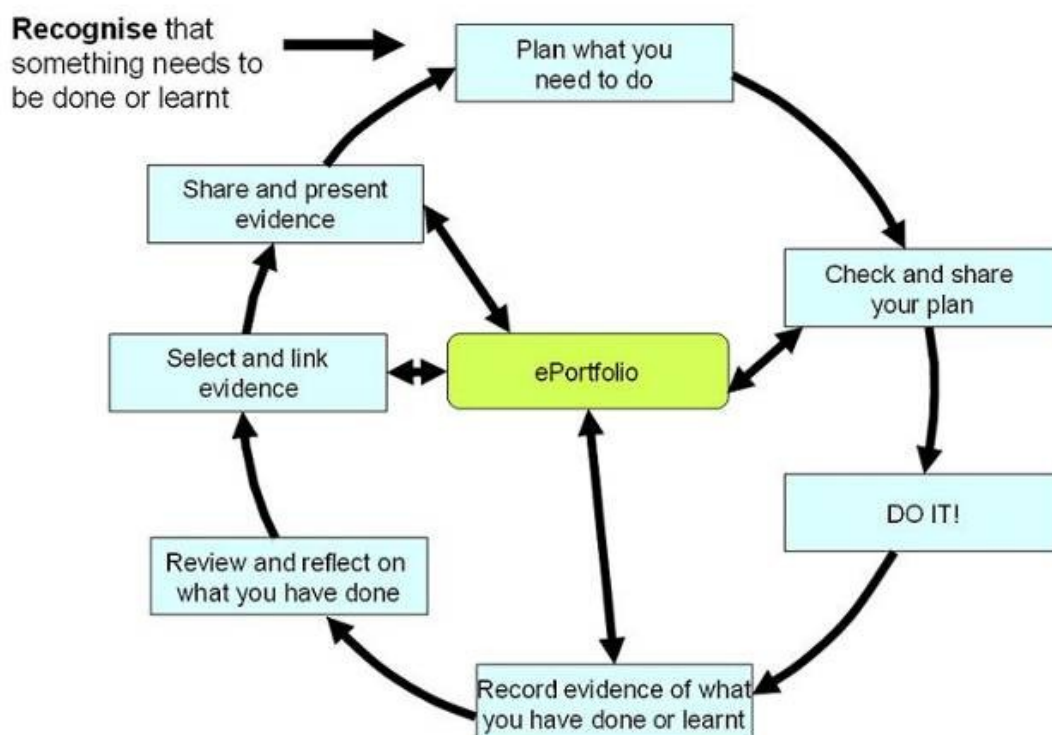
An ePortfolio, in addition to evidencing what you do in school, will let you store evidence of your achievements that you gained outside of school. These could include sporting awards or being a member of an organisation such as the Air Cadets.

An ePortfolio is your opportunity to produce an electronic record of your skills and achievements. It allows you to use your imagination and apply your creative skills independently to create something that will support you throughout your life.

The Portfolio process is not really anything new. In many of your courses you will need to build a portfolio of evidence. The ePortfolio process makes things a lot easier and more attractive when used to present evidence of your learning or achievements, because the evidence is stored, and linked using ICT systems and tools.

When you follow the process you:

- Recognise that something needs to be done or learnt;
- Plan how you might do it or learn it - you share it with your teacher or others people;
- Do whatever it was that you planned to do;
- Record evidence of what you have done or learnt;
- Review and reflect on what has been done or learnt - recording and sharing your reflections and thinking:



Your ePortfolio and you

Your ePortfolio (e-Me), as well as helping you to record your learning and achievement, will also help you to learn and achieve. To be successful in the future you will need to become an independent learner. To do this you will need to learn how to learn.

Your ePortfolio can help you. It provides a structure that you can use to record your learning and development. You will also be encouraged to record your 'thoughts' and 'reflections' on your learning and development.

By 'thinking about' or 'reflecting on' what you have learnt, what you have found difficult, what you have done well, you will begin to understand a little more about who you are and what you can actually do. By taking stock of your abilities, experiences, qualities and skills you will recognise your progress and achievements. This will help you to plan what you need to do, to improve. By taking more responsibility for 'planning' your learning, you will become a more independent learner. You will produce better coursework and do better in examinations.

As your ePortfolio grows it will provide a digital record or story showing how you have developed.

As you build your ePortfolio you will link in your latest reflections and evidence into your existing 'pages'. This linking and organisational process will help you to make new 'connections' with what you have previously learnt. This, in turn, will help you to learn more about how you learn. You will become a more independent learner and will be more 'marketable' to employers, to universities and to training providers.

Your ePortfolio can also help you to prepare for interviews and, in the near future it is likely that you will be expected to take your e-portfolio into interviews so that you can demonstrate your competency. You will find your e-portfolio useful when you sit down with your teachers or parents to review your progress and plan how you can move forward.

As you develop your ePortfolio you will practice and develop your ICT, multimedia, communication and organisational skills. It will free you up from having to use paper to record your achievements. You will create something that is organised, searchable, and transportable. Because you have used multimedia evidence, you will be able to provide the 'viewer/user' with a more accurate picture of what you can do, what you have achieved and something of your personality.

Take responsibility for developing your ePortfolio. Remember that it is personal and unique to you. You decide what goes in it, what it looks like and who sees it. (but – please encourage your teachers and parents to look at your ePortfolio). Be honest with yourself; make sure that it includes evidence from outside of school including your own interests and personal goals. Keep it up to date and most of all, enjoy it!

Recording your Personal Learning and Thinking Skills

To survive and succeed you will need to learn how to do things; how to solve problems; how to find things out; how to work with other people; how to create things and how to work independently. You need to develop the skills that will let you do this. These skills are called **Personal Learning and Thinking skills**. You need to know about these skills and how and where you can develop and practice them.

You will develop and use these skills in many different situations, both inside and outside of school. The skills have been organised as six groups:

- *independent enquirer*
- *creative thinker*
- *reflective learner*
- *team worker*
- *self-manager*
- *effective participator*

You can find out a lot more about these skills at QCA REF

By thinking about, how you solved a problem, how you did something or how you created something, you learn. You will think about what went well, what did not go so well; what you would do differently and how you might solve the same problem in the future;. You will have learnt something.

The ‘thinking about’ or reflection stage is very important, to move forward you need to reflect on what you have done so that the next time you have to do a similar task, you will be able to do it better. When you do this, you will be working as a **Reflective Learner**; you will get into the habit of thinking about your strengths and limitations and will spend more time planning your work, planning how you can find things out, solve problems and create things.

As you work and solve problems you will monitor the progress that you make, regularly comparing the progress that you make with what you had planned to do. You will think about your performance, how what you have done or not done has helped. You will invite other learners and your teachers to talk about and provide you with feedback on what you have done. You will work more independently; you will work as an **Independent Enquirer**.

When you work, you will need to organise your time and workload and take responsibility for managing the projects that you work on. You will use your initiative, creativity and enterprise skills. You will develop **Self-management** skills

Often, when you are working on projects, you will need to work with other people. To be able to work effectively with other people, you will need to develop **Team Working** skills. You will need to contribute, to participate and get-on with other people. You will need to work with others to solve problems. By solving problems, you will need to collaborate with others to Plan, Do and Review and Reflect on what you have done.

You will need to communicate with others, discuss issues and ideas and look for ways to solve problems. You will need to be able to analyse situations and use some problem solving techniques. You will need to have the skills and confidence to be able to put your ideas forward. To do this you need to operate as an **Effective Participator**.

When you are working with others to solve problems you will try different ways to tackle the problem. You will try to develop effective and creative solutions. You will operate as a **Creative Thinker**.

To be able to show that you have developed your Personal Learning and Thinking skills, you will need to record evidence of what you have done. The most appropriate place to store this evidence, along with your reflections and feedback from others, will be your ePortfolio.

As you develop and apply your Personal Learning and Thinking skills you will be following a familiar Plan, Do, Review process. You will want to record evidence that you have developed your Personal Learning and Thinking skills and therefore you will want to use your ePortfolio. Once you have decided to use your ePortfolio, you will be following the ePortfolio process REF PREVIOUS SECTION.

By recording evidence, including your plans and reflections, in your ePortfolio you will be able to share them with your teachers and others. Your teachers will need to know what skills you already have, before they can help you to plan what you must do to be able to practice, develop and apply other skills.

When you move onto new courses or into employment, you will be able to use your ePortfolio to prove that you have developed specific Personal Learning and Thinking skills.

Developing your Functional Skills

Updating your ePortfolio –

Progress Self Review

- Check that your “Exhibition of Work” pages include examples of your ‘best’ work from all of your subjects. Add and update the work on these pages. Check that all of the buttons and links work, then check that your “PCC” pages include examples of the work you have done in:
 - Citizenship
 - Community Work
 - House System

- Find the Target Setting Page in your ePortfolio and add a new Page called “ProgressDDmmYY (where DDmmYY is today’s date – e.g. 151108 for 15th November 2008) then add a new button on the Target Setting page and link it to your new “ProgressDDmmYY” Page.

- On this new “ProgressDDmmYY” Page, add content that describes:
 - The most challenging work that you have done during the year.
 - How you prefer to learn:
 - practical work
 - read
 - listen
 - use ICT
 - etc
 - How you have developed:
 - Confidence
 - ability to complete homework
 - ability to complete work on time
 - ability to work in groups
 - The work that you enjoyed the most.

- You will need your Interim Report or a printout from your Form Tutor to help you to complete this task.
 - Find the “Target Setting” Pages in your ePortfolio and design a page that includes:
 - The date
 - Your Working at Levels for all subjects
 - Your Target Level for all subjects
 - Your Effort Grade for all subjects

- On your “ProgressDDmmYY” Page explain your plans for next year:
 - how you will work
 - what subjects you will concentrate on
 - how you will handle homework
 - etc

- Test that all of the Buttons and Links in your ePortfolio work. Show your ePortfolio to as many of your teachers as you can. Talk to them about your plans and targets. Think about what they have said and update your ePortfolio again.

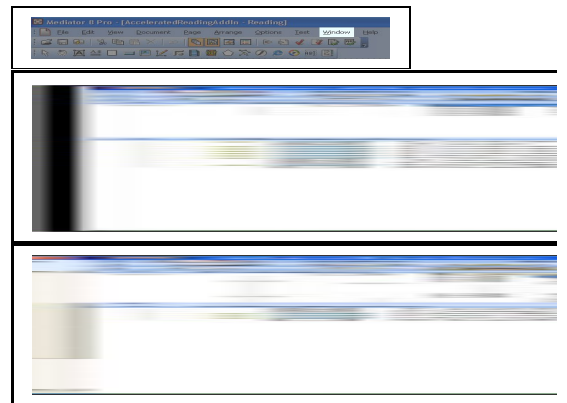
- Show your ePortfolio to your parents and make sure that you keep it up to date.

Recording your Reading Development (1) Adding a Reading Page

We have created some ready made pages to help you keep track of your reading development, and we have stored them in the shared area.

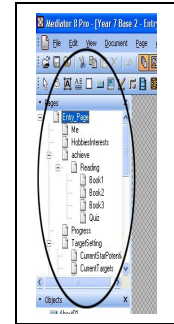
Add these pages to your ePortfolio:

- Load your ePortfolio.
- Find and load the file for the reading add-in pages.
 - The add-in pages can be found by following this path:
 - My Computer
 - RMShared Documents
 - E-Me Templates
 - Key Stage 3 Template
 - AcceleratedReadingAddIn
- Use the 'Window' menu to switch between the two files.
- Select the AcceleratedReadingAddIn file, and right click on 'Reading' in the pages list at the top left of the screen, then select 'Copy'.
- Use the 'Window' menu to switch over to your e-Me file.
- Right-click on the 'Me' page in the pages list of your e-Me and select 'Paste'. This should place the pages into your e-Me.
- Add a button on the front page, linked to the first reading page, and check that the links work.
- Save and test your ePortfolio.



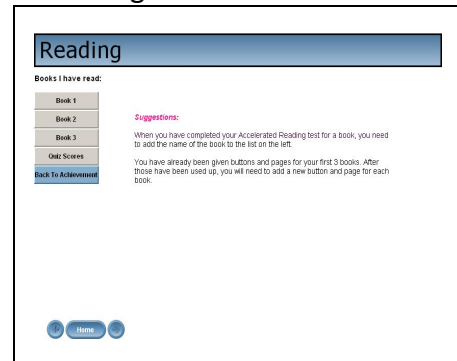
Recording your Reading Development (2)

You need to know the titles, authors and scores you achieved for the books you have read. If you cannot remember them yourself, print out a list of the books you have read with the test scores on from the Accelerated Reader Quiz webpage.



Move into your “Reading” page.

- Change the names of the buttons on the left to the names of the first 3 books you read.
 - To do this, double click on the button, to edit the text. Change it to what you need it to be, and then click off it to save the changes.
- For each book you have read, add some information, such as:
 - What your favourite character was called.
 - What happens to them?
 - What you liked about the book.
 - To do this, double click on the text to change it, click out of the highlighted area to finish this.
- Add your scores you have achieved so far into the “Quiz Scores” page.
 - To do this, use the same method you did to put writing in your individual books pages.
- On the “Reading” page, explain what you plan to do to improve your future quiz scores.
- Add a picture of the cover of each book you have read to the page.
 - To do this, find the picture, using the internet, and then save the picture into your ePortfolio folder.
 - When you have done that, click on the picture icon at the top of the page, and select where you want to place the picture on the page.
 - Then resize the picture to suit what you want on your page.



Reflecting on your learning and achievements

To move forward you need to 'think about' or 'reflect on' what you have done so that the next time you have to do a similar task, you will be able to do it better. After you have completed an assignment, a piece of coursework or an activity, try to reflect on what you have done and how you have performed. Use this checklist to help you reflect.

Quality of outcome

- Are you proud of what you have done or produced?
- How could it be improved?
- What grade or level has it been assessed at? Is it better than your star potential?
- What could/ should you have done to make it better?

Planning the activity

- Did you plan the activity?
- Did you stick to your plan?
- Did anything happen that made you change your Plan?
- Did your plan include completion dates/deadlines?
- Did you meet or beat your completion dates/deadlines?
- Did you use
 - A mind-map?
 - A time line?
 - A Gantt chart?
 - An Action Plan?
- Next time you start a project/activity how will you plan it?
- Did anyone help you to put your Plan together?
- Did you ask anyone to review your plan as you worked through the Project?
- Did you produce any design sketches or notes? Did they help you?

Resources

- Did you identify resources, tools, equipment that you needed?
- Did you identify people who could help you?
- Did you make good use of tools and resources including ICT?
- Did you use tools and resources safely and efficiently?

Working with others

- Did you ask other people for help or support?
- Did you work with other people to solve the problem/complete the task?
- Did anyone ask for your help?
- Did the group work well together?

Problem solving

- Did you solve the problem that you were given?
- How successful was your solution?
- How did you know that your solution was successful?
- How would you tackle a similar problem in the future?
- What role did you take in the team/group? Did you lead?
- How did you feel about working with other people?
- Did you have to convince other people that your ideas were 'right'?
- Were you able to listen to other members of the group?
- Did other people convince you that their idea was 'right'?

Research

- Did you have to find information?
- Did you find what you wanted?
- Did you find it efficiently?
- Did you have to use a questionnaire to collect the information that you needed?
- Did you have to set up an experiment

Learning

- Do you learn best by:
 - Listening
 - Watching
 - Practical tasks

Action Plan

- What do you need to do to:
- Improve the quality of the product or outcome
- Make sure that you meet or beat your star potential
- Work more effectively within a team
- Solve problems more efficiently

Make sure that you describe what it was that you did and add your reflections to your ePortfolio.

Targets, Reading and Exhibition of Work

- Load up your ePortfolio and make sure that it works - no broken links, missing pages or missing images (to check this, go to Test -> Check Document, or press F11)
- Update your Reading page (use a help sheet if you need to)
 - Are your test scores improving?
 - Are you enjoying your reading?
 - What do you need to improve?
 - Design and insert a page for each of the books that have you read
 - For each book explain:
 - What your test score was
 - What did you think about the book?
 - Did you enjoy reading the book?
 - Would you recommend the book to your friends?
- Update your Target setting/progress pages
 - Include a Action Plan following your January review day
 - What did you agree that you needed to do?
 - What progress have you made?
 - What have you done?
- Update your Star Potential Target Setting pages
 - For each subject:
 - What level are you working at?
 - What is your effort level?
 - What is your target grade?
 - What are you doing to make sure that you achieve your target level?
- Find the button labelled 'Topics' on the front page and change it so that it reads 'My Work'
- Update the pages that show examples of your best work for each of your subjects
 - Rename the buttons so that you have one for each of your subjects
 - Make sure that each of the buttons link to a separate subject page
 - Make sure that each of the subject pages has:
 - The subject name at the top
 - A explanation of what you have done recently in that subject
 - An link to one piece of work that you are most proud of (use a help sheet if you need to)

Recording your Career Ideas and Plans

Find the Career Ideas and Career Plan pages in your ePortfolio. Use the prompts and tasks below to help you to customise these pages. (you need to explain your career ideas and your career plans).

- If you Have a career/job idea:
 - What is the job? ○ List the Qualifications will you need to get the job.
 - List the Skills you would need to do the job (use Careerscape and the On the Spot file to help).

- If you do not have a career idea try to provide the following information, it will help you to think about the type of job that you might want:
 - List the subjects that you most enjoy.
 - Use Careerscape (follow Subject link - then Where is __ useful link) to search for information on careers that use the subjects that you enjoy or are good at. Add this information to your Career Ideas Page.
 - Look at the Job Families listed on the back of this sheet. Find two Job Families that you might be interested in.
 - Use www.connexions-direct.com/jobs4u/ to search for information on the two job Families that you are interested in. Add this information to your Career Ideas Page.

JOB FAMILIES		JOB FAMILIES	
Administration Business and Office Work		Building and Construction	
Catering & Hospitality		Computers and ICT	
Design, Art and Crafts		Education and Training	
Engineering		Environment, Animals and Plants	
Financial Services		Healthcare	
Languages, Information and Culture		Legal and Political Services	
Leisure, Sport and Tourism		Manufacturing and Production	
Marketing and Advertising		Media, Print and Publishing	
Performing Arts		Personal and Other Services, including Hair and Beauty	
Retail Sales and Customer Services		Sciences, Mathematics and Statistics	
Security and Armed Forces		Social Work and Counselling Services	
Transport and Logistics			

- Explain what Skills you have and what you are interested in e.g.:
 - Communication skills ○ Working in teams ○ Leadership
 - Handling money ○ ICT skills ○ Sporting skills
 - Working with people ○ Dance ○ Gardening
 - Working with cars/wood/metal

- Design a Careers Action Plan.
 - List your Career Targets – what you need to do to get the job that you want.
 - Explain what Optional Subjects you want to take in Year 10 and 11.
 - Explain what Examination results you will need to get the job that you want.

Thinking about your future - Creating a Careers Animation

- Go to the Career Plans page in your ePortfolio
- For the career that you are thinking about:
 - What is the job?
 - Think about the skills that you have and that you want to use when you start working:
 - Communication skills
 - Working in teams
 - Leadership
 - Handling money
 - ICT skills
 - Sporting skills
 - Working with people
 - Dance
 - Gardening
 - Working with cars/wood/metal
 - Numeracy skills
 - Time management skills
 - Make a list of these Skills on your Career Plans Page
- Think about what you will need to get the job
 - What qualifications will you need to get the job? – List them
 - What skills will you need? – List them
 - What experience will you need to have had? – describe them
- Think about what you will need to do ‘get’ these qualification, skills and experiences
 - e.g. Develop skills
 - Learning skills
 - Working habits
 - Getting on with others
 - Communication skills
 - Numeracy
 - ICT skills
 - Vocationally specific skills
 - e.g. Work towards qualifications
 - SATs
 - GCSEs
 - 14-19 Diplomas
 - A Levels
 - Modern Apprenticeships
 - Degree
 - e.g. arrange Work experience
 - Part time Jobs
 - work experience
- Extension Activity – Design an Animation that describes the decisions that you need to make and the route that you will need to follow to get the ‘job’ that you want. Use a timeline and add sound clips
 - You will find some images that might be useful in the Shared Area – eMe Templates – WorkingWith
 - Add key points, such as SATs, GCSE, work experience, A-Levels, job applications, family & retirement
 - Make a button labelled “My Future” on the page
 - Add a picture of you to the page, to travel through the different stages
 - Set up an animation path, which passes through the key points on the way to your chosen career
 - Click on the button, right click, and then go to ‘Events’
 - Set up On Mouse Click -> Animate
 - Select the picture of you as the object to animate
 - Select the path you drew as the animation path
 - Test the page, and ensure that your button works correctly

Careers Animation Voiceover – Script

Prepare a script that will help you when you record your audio voiceover. Use the outline below to help you to get started.

Before you sit down to record your voiceover, take some time to practice what you are going to say.

JOB

I am thinking about a career or job in

...because I

SKILLS

To do this job I will need to be able to

...because I will need to

QUALIFICATIONS

To get the job I will need qualifications in

WHAT I WILL NEED TO DO

To get these skills and qualifications I will need to

HOW I WILL DO IT

To do this I will

Adding a CV

A CV is a summary of your personal details, qualifications, skills, competencies and experiences. It is a good idea to include a copy of your CV in your ePortfolio.

You will need to keep it updated and make sure it includes details of the 'key competencies', qualifications and experiences required by your chosen job/employment area. This is best placed towards the top of the CV in the Personal Profile section. A statement such as '..... , seeking employment in retail management'. For help with the production of your CV look at your copy of choices at 17 and 18+ - a job - County Durham Connexions (page 32).

You will use your CV when you apply for jobs and will need to hand in a copy before your End of Year review meeting in July. The panel will select questions appropriate to the job/employment area that you have identified.

Personal Profile			
Name		PHOTO	
Address			
Tele No			
E-mail			
NI No			
		Date of Birth	
Self-marketing statement			
Key Competencies		Evidence of competence	
Educational History			
School	From	To	
Current Courses			
Subject	Level	Subject	Level
Qualifications			
Subject	Grade and Date	Subject	Grade and Date
Interests			
Work Experience			
Referees			

Recording your Enterprise experiences (1)

During your enterprise activities you used a range of different skills and personal qualities such as:

- decision making
- initiative
- communication and presentational skills
- team-working and planning skills
- open-mindedness
- determination

Task 1:

- Add an Enterprise Page into your ePortfolio. Link this new page into your existing navigation structure.
- Test that this link works and that someone using your ePortfolio will be able to get at and see the page by using your buttons.

Task 2:

- Write a brief explanation that describes what you did during the enterprise activity.
- Put your explanation onto your Enterprise Page.

Task 3:

- Think about the Personality Quiz that you did. Were you an:
 - Organiser
 - Creative
 - Technical
- Add something about this on your Enterprise Page.

Task 4:

- Think about what you did during the enterprise activity.
- Use the Reflection Sheet (printed on the back of this sheet) to help you explain what you felt about what you did and how you worked.
- Add this explanation to your Enterprise Page.

Task 5:

- Look in Enterprise folder in the Shared Area on the network and load the file Enterprise Self Evaluation.doc.
- Save a copy of this file into your My Documents folder.
- Complete this self assessment and Save As a web page in your ePortfolio Folder.
- Insert your self evaluation into your Enterprise Page – add another page if you need to.

Recording your Enterprise experiences (2)

During the last few weeks you will have worked on enterprise activities in all of your subjects. These activities will have helped you to develop many different skills and personal qualities such as:

- decision making
- initiative
- communication and presentational skills
- team-working and planning skills
- open-mindedness
- determination

Task 1:

- Write a brief explanation that describes what you did during the enterprise activities you have taken part in, in each of your subjects.
- Check that you have mentioned all of your subjects.
- Update the Enterprise Page in your ePortfolio so that it includes your explanation.
- Test that someone using your ePortfolio will be able to get at and see the page by using your buttons.

Task 2:

- Think about what you did during all of the enterprise activities.
- Update the Enterprise Self Evaluation that you should already have added to your ePortfolio.
- IF YOU HAVE NOT added this evaluation:
- Look in Enterprise folder in the Shared Area on the network and load the file Enterprise Self Evaluation.doc.
- Save a copy of this file into your Documents.
- Complete this self assessment and Save As a web page in your ePortfolio Folder.
- Insert your self evaluation into your Enterprise Page – add another page if you need to.

Enterprise Self Evaluation

Skills

	I have developed and use this skill a lot	I use this skill sometimes but am not confident	I am trying to develop this skill	Do not have this Skill
Initiative				
Time management				
Effective planning				
Negotiation				
Communication				
Problem solving				
Team working				
Leadership				
Presentational				
Handling uncertainty				
Positive response to change				
Decision-making				

Qualities

	I have this quality	I sometimes demonstrate this quality	I would like to develop this quality	I do not have this quality
Imaginative				
Action-orientation				
Self-confidence				
Determination				
Competitive				
Independence				
Open-mindedness				
Self-reliance				
Practical and use common sense				
Respect for evidence				
Commitment to making a difference				
Organised				
Adaptability				
Perseverance				
Flexibility				

Your ePortfolio helping you –

a Year 12 Student ePortfolio

ICT and multimedia technology have developed so that it is now possible to produce a video rich, multimedia, 'CV' or ePortfolio. A multimedia ePortfolio [e-Me] will let you store evidence of what you have done and what you can do. You will be able to use it to help you reflect on what you have learnt as well as being able to customise it so that it supports your preparation for interviews. As many application forms now ask for evidence of competency, your ePortfolio will help you to fill in application forms. If you apply to university it will help you to write your personal statement.

For Key Skills, employability skills, citizenship and some of your A-Level courses you will need to be able to demonstrate that you 'can do' things i.e. have developed a competency. Multimedia evidence can help you. Your ePortfolio will let you store, structure, retrieve and present multimedia evidence.

By reflecting on what you have done, learnt or achieved you will be better able to plan and set targets for your future learning and development.

You will have the majority of ICT skills that you need to create and maintain a multimedia CV. We will show you how to use Mediator, a multimedia authoring package; we will give you a 'template' that you can use to help you to structure your evidence; we will support you as you develop your Your; we will provide you with an opportunity to practice using your ePortfolio in a formal interview situation.

Your ePortfolio should include:

- Curriculum Vitae
- Personal Statement
- Career Plan
- Target Setting interview notes and Action Plans
- Copies of Interim Reports
- End of Year Reports – all Subjects
- Tutor Report
- Examination and Skills Certificates
- One piece of coursework, from each subject area.
- Evidence of your preparation and contribution to a formal discussion. (e.g. Ethics)
- Evidence that you have used Action Planning to help with two pieces of coursework.
- Evidence of at least one extra curricular activity in which you have participated (e.g. science project, school production, work experience, sports team, mock trial, debating society etc)
- Completed 'Preferred Learning Style' assessment

Developing a Personal Statement

The majority of students find it difficult to write a personal statement. Your ePortfolio will really help you. Your personal statement summarises your learning and achievements, provides an insight into your interests, experiences and aspirations. You will need a Personal Statement if you decide to apply for University. It will also provide a useful starting point for a letter of application for employment. It is a 'marketing document' that helps you to 'stand out from the rest' - who all may have the same examination grades – it is your skills and experiences that make you unique! Employers and admissions tutors are not just looking for academic ability. They are looking for students who have the skills, competencies and experiences that will enable them to do the job or make a contribution to the course and university.

If you are applying for a course which does not interview it may be the only thing they see that tells them about you as a person. Your ePortfolio will help you to compile your formal, written personal statement. If you have kept your ePortfolio up-to-date, the process of writing the final statement should be relatively straight forward and certainly less stressful and time consuming. The final statement is likely to provide a more accurate and more attractive personal marketing document.

Your ePortfolio is a 'digital portrait' of you and should already store all of the information that you need to write your personal statement. At an early stage you should write a basic personal statement that, briefly explains your career plans/aspirations; your personal interests; your work community and experiences, and something about your work ethic and preferred working styles.

Once you have written your 'basic' statement, you should try to get into the habit of reading and updating it regularly. This will make production of the final personal statement easier and certainly less stressful. It is a good idea to write a 'personal statement' and keep it up to date.

Writing the final statement - use your ePortfolio find the information or evidence:

Choice of university course

- Why you have decided to apply for the degree programme you have applied for - show interest and enthusiasm in the subject
- Why the subject interests you.
- What career plans do you have for when you complete the course? – does your chosen course help to move you on.

School/college experience

- Details of any course that does not have a formal assessment and therefore would not be listed with your qualifications.
- Any responsibilities you have had: anti-bullying scheme, running a sports club, school drama production, school orchestra or choir classroom assistants, reading support assistant, librarian etc.
- Reflections on delivering your careers presentation.

Employment experience – look at employability skills

- Part-time jobs - any job will have given you skills and experiences – explain what skills you have [communication skills, team working, customer service skills, maturity and independence etc]. Evidence commitment, reliability and responsibility.
- Yr12 Work Experience - What skills and experiences did you gain from these?
- Skills – look at employability skills – look at the skills profile for the course – look at the key competencies required by the 'job'

Outside school/college experience

- Explain what you have learnt from your involvement in outside activities - mentoring or summer schools, master classes or study skills, Duke of Edinburgh award, Young Enterprise etc. explain how your involvement has helped you
- Sporting activities: member of a team or compete individually. commitment, teamwork skills etc.
- Interesting and relevant hobbies?
- Life experiences have you learned from and life skills have you developed

Concluding statement

- Sum up include anything that shows that you are motivated, independent and will succeed at university.
- Focus on course and success at university
- Skills/experiences/ambitions

Remember, at all times, you must remember to be yourself and to be honest. Make sure that you proof-read, spell check and grammar check your statement. Make sure that it satisfies the UCAS guidelines.

Once you have written your personal statement remember to store it in your ePortfolio for the next time you apply for a job.

Preparing for a Review Meeting

In your Review Meeting your Tutor will discuss your achievements, personal development and the progress you are making towards meeting or beating your Star Potential Targets. They will want you to talk about your plans for your future learning and career.

Your e-portfolio, will help you to prepare for your Review Meeting. You will be able to use your ePortfolio in the meeting. You will be able to use it to quickly find evidence of the quality of work that you are producing and of the activities that you have taken part in. You will be able to find information from your Interim Report and suggestions that your teachers have made for things that you need to do to achieve your targets.

Your ePortfolio will only be of use to you if you have kept it up to date! Use the checklist below to make sure that your ePortfolio is ready for your Review Meeting.

- Your "Exhibition of Work" Pages, include examples of your 'best' work from all of your subjects.

Your "Star Potential Target Setting" pages include:

- Your Working at Levels for all subjects
- Your Target Level for all subjects
- Your Effort Grade for all subjects
- Your thoughts and plans about what you will do to move forward

Your "Progress" Page explains your plans for next year:

- How you will work
- What subjects you will concentrate on how you will handle homework

Your Career Plans explain:

- What careers you are considering
- What skills and competencies you would need
- What qualifications and experience you would need
- What you are doing to get the qualifications and skills

Your "PCC" Pages, include examples of the work you have done in:

- Citizenship
- Community Work
- House System

You have you described the most challenging work that you have done during the year and how you prefer to learn:

- Practical work
- Reading
- Listening
- Using ICT

How you have developed:

- In confidence
- Ability to complete work on time
- Ability to complete homework
- Ability to work in groups the work that you enjoyed the most.

All of the Buttons and Links should work. [Check Document (F11)] Show your ePortfolio to as many of your teachers as you can. Talk to them about your plans and targets. Think about what they have said and update your ePortfolio again.

Think about the audience, your tutor and parents.

- Are your backgrounds appropriate, are they consistent, are they too 'bold', too 'bright' or too 'busy'?
- Do the help you get your message across or do they distract the user?
- Are the images that you have used appropriate?
- Do they help to describe something about you?
- Have you described what your 'evidence' shows that you have done, or can do?

Remember - your ePortfolio should store details of your learning, achievements and plans. It will change as you learn and develop. You will need it to support you throughout your life. It is important that you keep it up-to-date.

Preparing for an End of Year Review Meeting

Check that in your ePortfolio you have:

- Identified the job/career that you want
- Found out, and listed, the:
 - key competencies,
 - qualifications,
 - and experiences that you will need to get/do the job
- Looked at the competencies, qualifications and experiences required by the job and have:
 - identified the key competencies etc that I already have
 - explained what you are doing/have done to make sure that you develop the competencies that you need, but currently do not have
- Included the video of your careers presentation, the panel feedback sheets, your Tutor feedback and your personal feedback sheet
- Included evidence, in an appropriate format (written; video, photographic etc) of the competencies, qualifications and experience that the job requires.
- Included an updated your CV so that it provides details of the 'key competencies', qualifications and experiences required by your chosen job.
 - This is best placed towards the top of the CV in the Personal Profile section.
 - A statement such as '..... , seeking employment in retail management'.
 - You will need to hand in a copy of your CV prior to your End of Year review meeting.
 - The panel will select questions appropriate to the job/employment area that you have identified.
- included evidence of your employability skills:
 - Able to work effectively as part of a team
 - Organisational skills
 - Punctual and able to manage own time
 - Prepared to take responsibility and to use initiative
 - Able to think creatively and solve problems
 - Effective written Communication
 - Effective face to face communication
 - Honest, trustworthy, and reliable
 - Adaptable – ready to learn new skills
- Included evidence of your best work for all of your subjects
- Included details of your out of school interests and activities
- Included attendance reports, interim report and target setting action plan

Also, think about, and have an example of the following sorts of situations and scenarios:

- A situation where you resolved conflict with a colleague
- A time you worked to a tight deadline
- The project or piece of work you are most proud of
- A time when something went wrong and what you did to resolve it
- An example that demonstrates good leadership skills
- An example of working as a team to achieve a common goal

Interview questions will focus on past situations and your behaviour and performance in those situations. Questions are likely to start with:

- Please give me an example when...
- Please describe an occasion when...
- Tell me about a time when...
- Describe a situation where...
- What would you do if...

When you give your answer or present your evidence, the interviewer will probe deeper and ask about the detail such as:

- How exactly did you do that?
- Tell me exactly what steps you took to resolve that
- What was the basis for that decision

By investigating further the interviewer is trying to discover more about your skills as well as looking for clues which may suggest that you are exaggerating your part in the process or have created a complete fabrication.

Planning and Preparation Prevents Pretty Poor Performance

Preparing for an Interview

An ePortfolio is a collection of evidence, in a digital format that you can use to record your learning, achievement and competencies. Many schools and colleges are beginning to recognise the value of e-portfolios and are encouraging their students to compile them.

Why maintain a portfolio? It will encourage you to recognise and reflect on your learning and achievements. You will become more involved in your own learning, more aware of how you learn and will help you to plan what you need to do to move forward. This process will help you to prepare for job/HE interviews.

A multimedia ePortfolio, E-Me, will let you store evidence of what you have done and what you can do. You will be able to structure it to help you reflect on what you have learnt as well as being able to customise it so that it supports you in an interview for employment or progression into training or Higher Education. By reflecting on what you have done, learnt or achieved you will be better able to plan and set targets for your future learning and development. It also means that it is easy to select and 'package' specific evidence that you might need for an interview or learning review meeting.

ICT and multimedia technology have developed so that it is now possible to produce a video rich, multimedia, 'CV'- an ePortfolio.

Competency-based interviewing

You have developed a 'competency' when you can consistently apply your skills and knowledge to complete a particular task. It is the ability to use your skills and knowledge to 'do something'.

Many employers use a competency-based interview, in which the questions are based entirely on gathering evidence of your competencies. The employer produces lists of competencies required for each job. The interview consists of a set of questions designed to find out whether you have the set of competencies required for the job. The set of competencies will be made up of 'core' competencies [Key Skills/Employability skills] AND some skills specific to the job.

The End of Year review meeting

You need to prepare for your End of Year review meeting. It will be a competency based interview. The panel will ask for examples that demonstrate you have specific competencies. You will be able to use your ePortfolio in the interview. The key is to prepare for the interview. To do this you need to find out what the key competencies are for your chosen job. Then make sure that your ePortfolio contains evidence that you have, or have an action plan that will ensure that you will develop, the required competencies. Your evidence/examples must stand up to detailed challenging questions, including about whether there was anything that you learned from the experience.

Work through some of the sample questions given at the end of this document and make sure that you have answers and/or evidence that you could use in the interview. It is important to think about the best format for your evidence. Written evidence is appropriate if you are trying to show that you can write a report or prepare an action plan; photographic evidence is appropriate to something you have designed or created; video evidence is appropriate if you are trying to demonstrate that you can deliver a formal presentation. Think about what you are trying to demonstrate and then think about the most appropriate format – then link it into your ePortfolio.

Information relating to typical competencies for jobs can be found in either the job description, person specification, KUDOS, Careerscape etc.

Link the following information into your ePortfolio:

- You have identified the job/career that you want
- You have found out, and listed, the:

- key competencies
- qualifications
- experiences

that you will need to get/do the job

- You have looked at the competencies, qualifications and experiences required by the job and have:
 - identified the key competencies etc that I already have
 - explained what I am doing to make sure that I develop the competencies that I need, but currently do not have
- You have included evidence, in an appropriate format (written; video, photographic etc) of the competencies, qualifications and experience that the job requires.

You will also need to update your CV so that it provides details of the 'key competencies', qualifications and experiences required by your chosen job. This is best placed towards the top of the CV in the Personal Profile section. A statement such as '...seeking employment in retail management'. You will need to hand in a copy of your CV prior to your End of Year review meeting. The panel will select questions appropriate to the job/employment area that you have identified.

You should also include evidence for the employability skills:

- Able to work effectively as part of a team
- Organisational skills
- Punctual and able to manage own time
- Prepared to take responsibility and to use initiative
- Able to think creatively and solve problems
- Effective written Communication
- Effective face to face communication
- Honest, trustworthy, and reliable
- Adaptable – ready to learn new skills

Also, think about, and have an example of the following sorts of situations and scenarios:

- A situation where you resolved conflict with a colleague
- A time you worked to a tight deadline
- The project or piece of work you are most proud of
- A time when something went wrong and what you did to resolve it
- An example that demonstrates good leadership skills
- An example of working as a team to achieve a common goal

Interview questions will focus on past situations and your behaviour and performance in those situations.

Questions are likely to start with:

- Please give me an example when. . .
- Please describe an occasion when
- Tell me about a time when
- Describe a situation where
- What would you do if

When you give your answer or present your evidence, the interviewer will probe deeper and ask about the detail such as:

- How exactly did you do that?
- Tell me exactly what steps you took to resolve that
- What was the basis for that decision

By investigating further the interviewer is trying to discover more about your skills as well as looking for clues which may suggest that you are exaggerating your part in the process or have created a complete fabrication.

Possible Questions – further example can be found on the internet using the keywords “competency based questions” +interview +[chosen job]

Give examples of when you have communicated with other people effectively?

- Show us a written report that you are proud of.
- Show us evidence that you have delivered an effective presentation to an audience
- Show us evidence that you have communicated effectively with someone in a 1:1 situation.
- Give an example of a difficult or sensitive situation that required extensive communication.
- Tell me about a time when you really had to pay attention to what someone else was saying, actively seeking to understand their message.

Give an example of how you have organised a project or an event?

- Explain how you ensured that you met deadlines?
- Were you pleased with the event or project?
- Why were you pleased?
- What went well? What would you do differently?

Wider Key Skills – Level 2

Describe an occasion where you set yourself targets and planned how to meet them?

- How did you seek information on ways to achieve what you want to do
- Identify factors that might affect your plans
- Use this information to set realistic targets and clear action points
- Plan how you will manage your time, use support, review progress and overcome possible difficulties

✓	Assessor Questions	Candidate response(s)
	At the beginning of a project you will often work with your tutor to set targets and agreed what you will do, by specify dates. Describe an occasion when you did this, and explain what information you provided to help set your target(s).	<ul style="list-style-type: none"> • What it is that I want to achieve • Examples of what I have done before • What might affect my chances of success
	Give me an example of the targets that you set. Tell me why they were SMART targets.	The target should be <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time bound
	Once you had agreed your action plan, what factors might have affected your plans?	<ul style="list-style-type: none"> • Time constraints • Financial constraints • Legal requirements • Health and safety requirements • Available opportunities • Motivation • Other commitments
	What things did you need to take into account of when you identified your deadlines?	<ul style="list-style-type: none"> • Time needed to complete each task • Other people’s availability • Availability of resources (materials, tools, equipment)

	Describe a situation where there were problems with a project. How did you identify the problem and what did you do to mitigate or overcome those difficulties?	
	Describe a situation where you worked to a tight deadline on a project. What did you do to ensure that you met the required timescales?	

Describe an occasion when you worked well as a member of a team?

- What role did you take in the team?
- What do you think you contributed to the work of team?
- What did you learn from working as member of the team?
- How did other team members interact with you?

✓	Assessor Questions	Candidate response(s)
	For one occasion when you worked as a member of a team, explain, when planning who is going to do what, which things should you considered?	<ul style="list-style-type: none"> • What individuals are good at doing • What individuals like doing • The amount of time individuals have got to work on the tasks • Who works well with whom
	Explain what working arrangements might you needed to confirm with other members of the team?	<ul style="list-style-type: none"> • When I will be working • Where I will be working • Who I will be working with • Relevant health and safety procedures

How did you take responsibility for your learning and using your plan?

- Manage your time effectively to meet deadlines
- Revise your plan as necessary
- Choose ways of learning to improve your performance
- Work independently (at times)
- Adapt your approaches to meet new demands
- Reflect on your progress
- Seek feedback and relevant support to help you meet your targets

✓	Assessor Questions	Candidate response(s)
	There will have been many occasions in year 12 when you will have had to 'learn' something. You will have had to decide the 'way' that you were going to learn... Describe the factors that you considered before making your decision?	<ul style="list-style-type: none"> • My preferred learning style • Time available • Resources available • How much support I can expect
	Things don't always go to plan. Describe a situation when you had to change your plan and explain it became necessary for you to change it.	<ul style="list-style-type: none"> • If I meet unexpected problems • If I complete tasks more quickly/slowly than expected
	How could you manage your time effectively? (Describe an occasion when you have had to manage your time effectively.)	<ul style="list-style-type: none"> • Prioritise action • Deal with any difficulties as they arise • Revise my individual learning plan to take account of any changes
	What is your preferred learning style? What is your learning style are you least comfortable with?	<ul style="list-style-type: none"> • Visual/ 'show me' • Auditory/ 'tell me' • Kinaesthetic & tactile/'hands on'

	When you were trying to learn something new, what support did you need?	<ul style="list-style-type: none"> • Extra tuition • Additional resources (materials, equipment) • More information/instructions • Advice about problems
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How did you review progress and establish evidence of achievements?

- Provide information on the ways you have used your learning to meet new demands
- Provide information on the factors affecting the quality of the outcome
- Identify the targets you have met and gather evidence of your achievements
- Consult appropriate people to agree ways to further improve your performance

✓	Assessor Questions	Candidate response(s)
	Demonstrate how, during Year 12, you have reviewed the progress that you have made.	<ul style="list-style-type: none"> • Ways of learning that have suited me best • Pieces of work that show what I have learned • Ways to improve my performance
	How can planning and reviewing your learning help to improve your performance?	<ul style="list-style-type: none"> • Identify strengths and weaknesses • Be pro-active about your learning • Focus on improving weaknesses • Build on strengths • Keep focused on overall goals
	What factors influenced how well you met the targets that you set yourself in Year 12?	<ul style="list-style-type: none"> • How motivated I am to achieve my targets • Choice of learning style and methods • The learning situation • Quality of feedback and support I receive
	How might other people affect the way you worked on a task together?	<ul style="list-style-type: none"> • Positively, e.g. help to motivate, offer help • Negatively, e.g. disrupt the work by not pulling their weight or not co-operating

✓	Assessor Questions	Candidate response(s)
	Think of an occasion when you worked with other people to complete a job/task. What did you do to make sure that you got on with the other people in your team/group?	<ul style="list-style-type: none"> • Avoid actions that offend or discriminate against others • Act assertively, when needed, to protect my own rights • Show willingness to sort out disagreements or other problems
	What might stop you from making progress when working with others on a job and how would you deal with this? <ul style="list-style-type: none"> • Problems • Conflicts • External changes 	<ul style="list-style-type: none"> • Speak to someone in team • Speak to supervisor or line manager • Suggest ways to move forward
	When working with others on a job/task, describe how you might offer support to other members of the team?	<ul style="list-style-type: none"> • Ask individuals if they need any help • Speak up for someone in sorting out a disagreement • Talk through a problem
	Please give me an example of a situation where you worked together well with others as a team to achieve a specific goal.	

Additional Questions

- Describe a situation where you disagreed with a colleague. What was the issue and how did you resolve it?
- Leadership is an important aspect of this role. Please tell me about an occasion where you showed strong leadership, and the reaction you received from your peers and direct reports?
- Skills:
 - ICT skills
 - Creative skills
 - Health + hygiene
 - Sport + coaching
 - Customer care
 - Caring
- Vocational skills
- Experience
- Community work
- Qualifications

Getting started with your ePortfolio

Your ePortfolio (e-Me) can help you by providing a structure that you can use to record your 'thoughts' and plans about your learning and development. By 'thinking about' what you have learnt, what you have found difficult and what you have done well, you will begin to understand a little more about who you are and what you can actually do. This will help you to plan what you need to do, to improve.

As your ePortfolio grows it will provide a digital record or story showing how you have developed and what you can do. You will find it useful when you sit down with your teachers or parents to review your progress and plan how you can move forward.

Customising the entry page

Check you have the "Entry_Page" page selected from the pages list (see picture to right).

Customise your title page to your own style. To do this, you could do the following:

- Change "A Pupil: My E-Me" to your name.
 - To do this, double click on the text to change it, click out of the highlighted area to finish this.

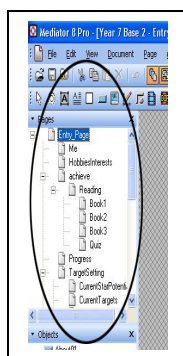


Figure 1 - Page Panel

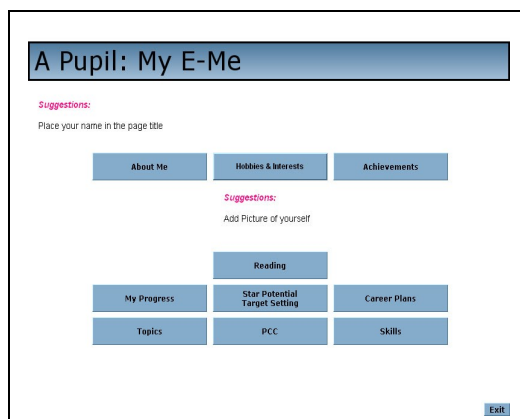


Figure 2 - The entry page

- Test the program by going to Test → Run Document.
 - Press Esc to return to where you can edit your e-Me.
- Change the colour of the banner behind the title.
 - To do this, right click on the banner, then select properties, and click on the tab that has a white square.
 - To change the colour, click on the blue area next to "Color", and select the colour you want.
 - If you just want 1 colour, select "Normal" from the background style.

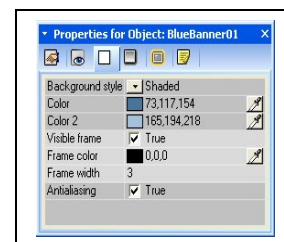


Figure 3 - The properties of the banner

- Move the buttons to where you want them to be
 - To move the buttons, click and drag them about to position where you want them.
- Insert a picture of yourself if you have one

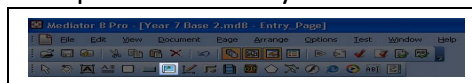


Figure 4 - The location of the picture bar

- To do this, first store the picture in your e-Me folder.
- When you have done that, click on the picture icon at the top of the page, then select where you want to place the picture on the page.
- Size the picture to suit what you want on your page.

Customising your “Me” page

Move into your “Me” page, using the pages list.

Customise this page by doing the following:

- Add some writing about who you are and what you enjoy doing.
 - To do this, double-click where it says “Suggestions”, and edit the text as you would in Word. To finish, click outside of the highlighted area.
- Add some pictures of where you have been.
 - To do this, use the same method as you did on the title page to put your own picture in.



Figure 5 - The “Me” page

Customising your “Hobbies and Interests” page

Move into your “Hobbies and Interests” page, using the pages list. Customise this page by doing the following:

- Add some writing about which hobbies you take part in, using the suggestions on the page.
 - To do this, use the same method you did to put writing in your “About Me” page.
- Add some pictures with your hobbies in.
 - To do this, use the same method as you did on the title page to put your own picture in.



Figure 6 - The “Hobbies and Interests” Page

Developing your “Reading” pages

Move into your “Reading” page, using the pages list.

Customise this page by doing the following:

- Change the names of the buttons on the left to the names of the first 3 books you read.
 - To do this, double click on the button, to edit the text. Change it to what you need it to be, and then click off it to save the changes.
- Add some information about each book in their individual pages, using the suggestions on the page.
 - To do this, use the same method you did to put writing in your “About Me” page.
- Add your scores you have achieved so far into the “Quiz Scores” page
 - To do this, use the same method you did to put writing in your “About Me” page again.

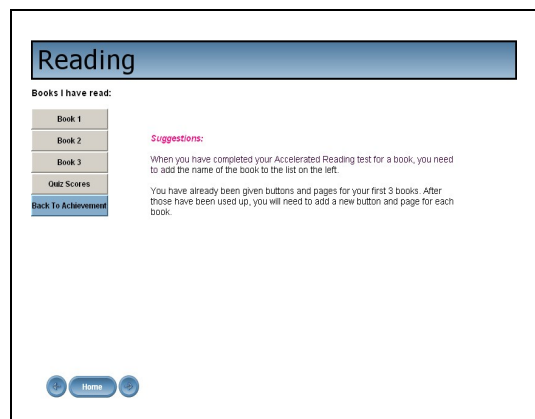


Figure 7 - The Reading page

Creating an ePortfolio - Using Mediator

In the shared area there is an E-me template you can use. This will give you a basic structure of pages that you can use to fill in relevant information, or to help you design your own.

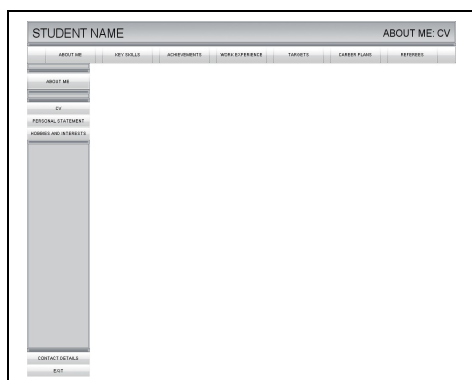


Figure 8 - The blank Year 12 e-Me template

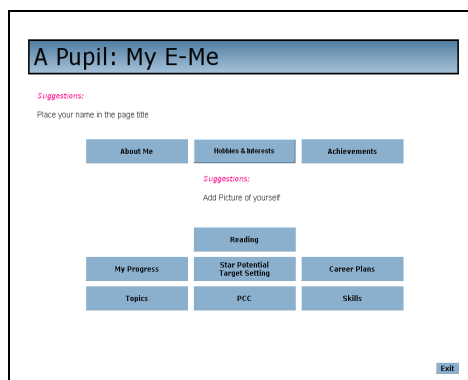


Figure 9 - The blank Year 7 e-Me template

On the entry page some buttons have been included on the template and also some instructions. You can now personalise your e-Me by adding your name in the header and a photograph of yourself. In the Year 12 e-Me template, this is achieved by going to the MASTER page, at the bottom of the pages list, and making the edit there.


Create a new folder for your e-Me in your My Documents folder and save the template as [your name] e-Me. Remember you can change the buttons and the layout of each page once it has been saved.


Introduction to Mediator 8


Basic Features of Mediator 8


Figure 10 - The Mediator Working Environment


As well as these panes, you should familiarise yourself with the following functions of Mediator:


-
-  This icon will play the whole e-Me, starting at the entry page


 -  This icon will play the page of the e-Me you are currently on.


 -  This icon will spell check the whole e-Me document.


 -  This icon will allow you to add text boxes to your e-Me pages

 -  This icon will allow you to place buttons into your e-Me pages

 -  This icon will allow you to place pictures into your e-Me pages

 -  This icon will allow you to place videos into your e-Me pages

 -  This icon will allow you to input a webpage, or an active document such as a PowerPoint, Word or DTP display.

 -  This icon will allow you to check the document for any errors such as broken links and missing pictures

Using the Multimedia Catalogue

The multimedia catalogue contains colourful backgrounds, flash buttons, clip art and animated gifs. To open up the multimedia catalogue you will need to find the following icon in the toolbar:



The icon used to access the Multimedia Catalogue in Mediator

Once you have clicked on the icon, a new box will pop up, allowing you to select from the various templates, buttons and clipart available, as demonstrated in Figure 4

Once you have found a design simply click on the design icon in the multimedia catalogue, hold the mouse button down and drag the design icon onto your page.

If you are utilising a whole page template, Mediator will create you a new page which incorporates the chosen design. For the other types of multimedia, the dragged information is added to the page in the location it was dragged to.

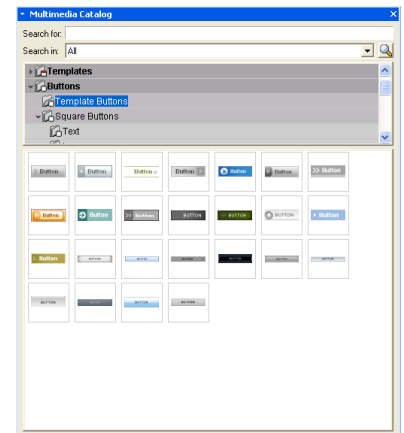


Figure 11 - Multimedia Catalogue

Adding a new page

When you are creating and developing your e-Me you will need to add new pages. To do this all you will need to do is click on Page in the top toolbar and then New. You will then see a message box appear, giving you the chance to name your page. And select the background colour. No spaces are allowed for names so use the underscore “_” instead of a space. Choose these appropriately, and click OK.

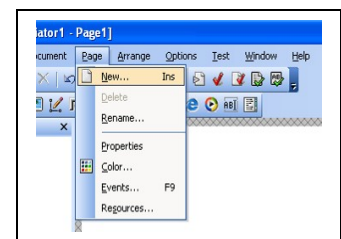


Figure 12 - Where to insert a page into your e-Me

Copying your page design using the Multimedia Catalogue

It is possible to use the multimedia catalogue to create and save your own page design. You can then copy this design onto every page in your e-Me. This will give the pages of your e-Me a consistent appearance.

All you need to do is create your design first and then complete the following steps using the “User Area” of the multimedia catalogue.

1. When you are happy with your design, open up the User Area of the multimedia catalogue by clicking on it.

Pages

2. Now click on the page with the design you want and drag it into the User Area.



Page

Master Pages

You can achieve the same effect as this within your project by using master pages. A master page is a page that is designed to be the template for other pages that you will create in the future.

What you have to do is firstly create the page, and then apply that page to later pages created to give them that basic design.

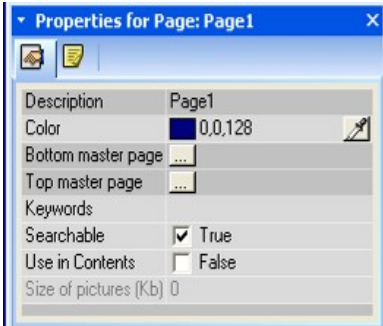


Figure 14 - Properties window for a page

On the pages, in the Properties menu, you can assign the master pages to the page. There are two types of master page that you can have:

Bottom Master Page: You will be able to place things on top of the design of that master page.

Top Master Page: You will be able to place things underneath of the design of that master page.

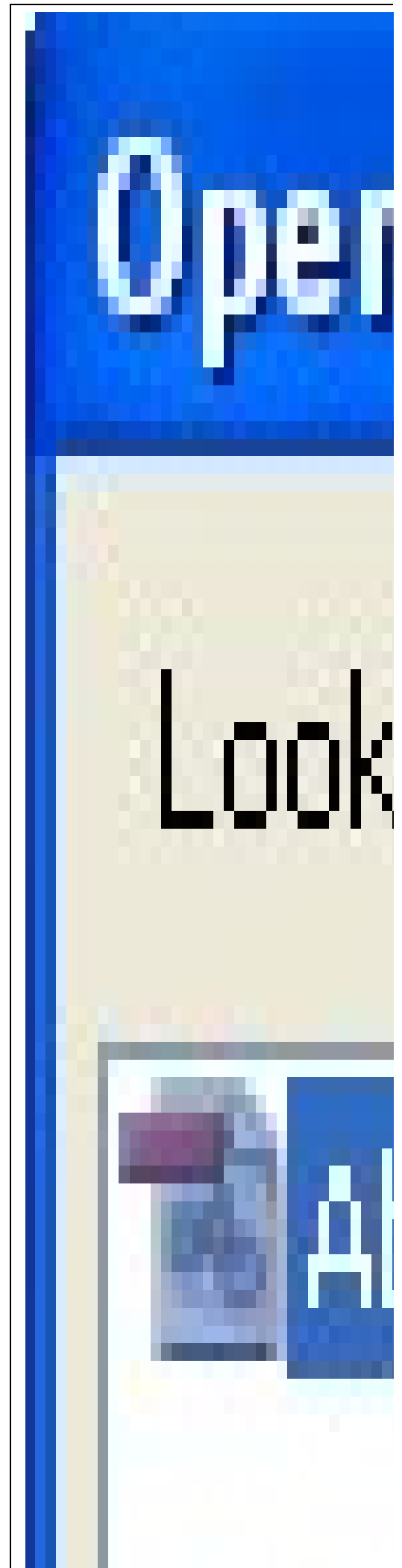
Inserting an image

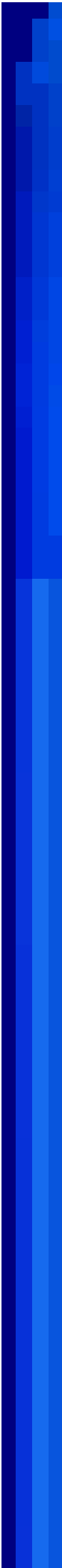
To insert an image, start by clicking the following image icon on the toolbar:



With that icon selected, you can then draw a box on the page, designating where you would like to place the image. Once you have chosen this, a dialog box will appear, giving you the option to choose which picture to place within the box.

Once you have located the picture you require, select open to trigger the next dialog box.

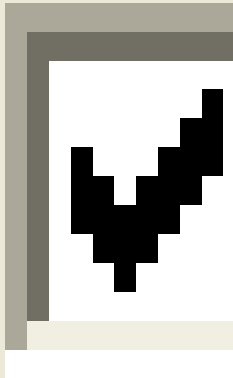




Pic

When this box appears click yes, this will give you the image at its maximum size, from here you can change the size of the image if you want, although the quality of the image might be affected.

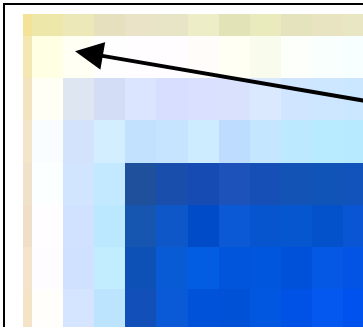
Remember to save all images, digital photographs and videos in your e-Me folder. When saving a digital image, it is usually best to save it as a JPEG format rather than a GIF format. This is because JPEG use more colours and are quicker to download due to having a smaller file size.



Changing the properties of an image

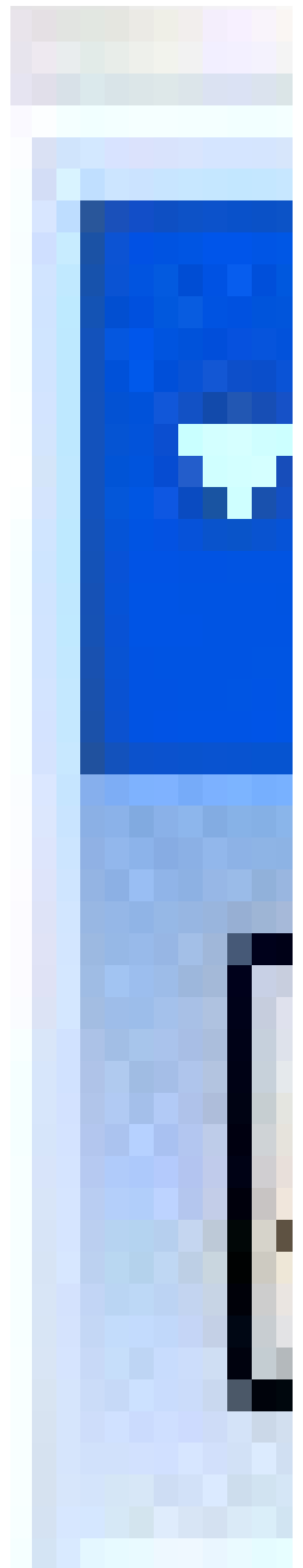
Sometimes we may want to change the properties of an image. This will also be appropriate if we want to change the properties of a page as well.

If you right click on the image you want to change and then click on Properties the following message box will appear.




If you click on the following icon we can change the transparency of the image to give it a faded appearance.

Once you click on this icon you will see the following in the properties box.



Importing a video clip into your e-Me

To insert an image, start by clicking the following video icon on the toolbar: 

As was the case with the image insertion for an e-Me, once you have selected the icon, draw a box on your e-Me, outlining where you would like to place the video. Again, there will be a dialog box that appears, asking you to locate the file.

Once you have located the file, an adjustment window will appear, and you have the option to resize the movie. Make a decision on whether or not you do, and select "OK".

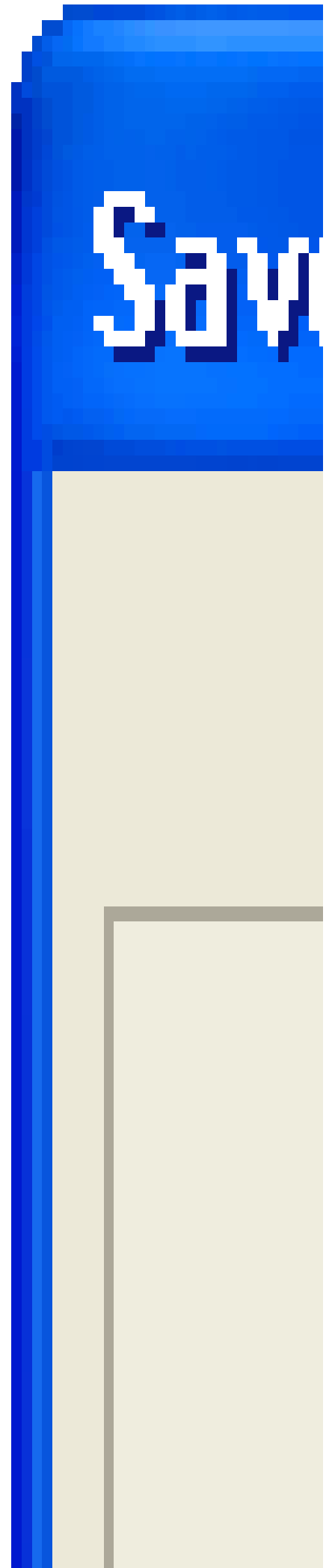
Inserting a document into your e-Me

You will create work that you are proud of and that you want to show to other people. Your e-Me is a very useful showcase for your work. You can link in evidence of your work that you have produced using packages such as Word, Excel, and PowerPoint etc.

Before you can link in your work, you will need to save it as a web page.

To save a file as a web page in Word, Excel or PowerPoint:

- Open your Word, Excel or PowerPoint document, go to “File” at the top left, and select “Save as Web Page”.
- A dialog box will appear, asking you where you want to save your web page.
- Where it says “Save in”, select your e-Me folder, and click “Save”.



To save a file as a web page in Publisher:

- Open your Publisher document, go to File at the top left, and select “Convert to Web Publication”
- Select “Yes, save my print publication and then convert it to a Web publication”.
- On the next screen, if your file has more than 1 page, select “Yes, add a navigation bar”, if not, select “No, do not add a navigation bar” then click “Finish”.
- If you added a navigation bar, it will appear on your pages. You will have to give each page a sensible name that is to do with what is on the page. Once you have done that, move the navigation bar to a sensible position on each page.
- Go to “File” at the top left, and select Publish to Web.
- Where it says “Save in”, select your e-Me folder, and click “Save”.


To link your document into your e-Me:

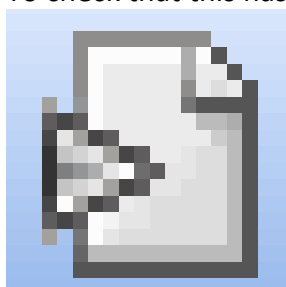
- Move into the page where you want to link in your new work.



Figure 20 - Inserting a web page



- Click the  icon at the top of the page and draw a frame on the page where you want to show your new work. It should look something like this:
- Find the document you saved in your e-Me folder by clicking on the browse button and then click OK.
- To check that this has worked correctly, click on the



icon near the top to test the page.

Developing your ePortfolio - Mahara

If the ePortfolio that you have developed is stored on a local file server it can only be used within the school/college. You might be able to export an executable copy to a DVD that you could take home or take and show to an employer.

It will be useful for you to be able to access and present **some sections** of your ePortfolio by using the internet. You might want to share some of the pages that you create with your friends, family and teachers and no-one else. **Access control** will allow you to do this.

One open source tool that will allow you to do that is Mahara, at <http://eportfolio.mosep.org>, which allows you to blog, store files, create an online profile and CV/resume and keep in contact with other people using the service. Mahara allows you, through access control, to decide who can see any information you store in it.

Who might you want to share information with?

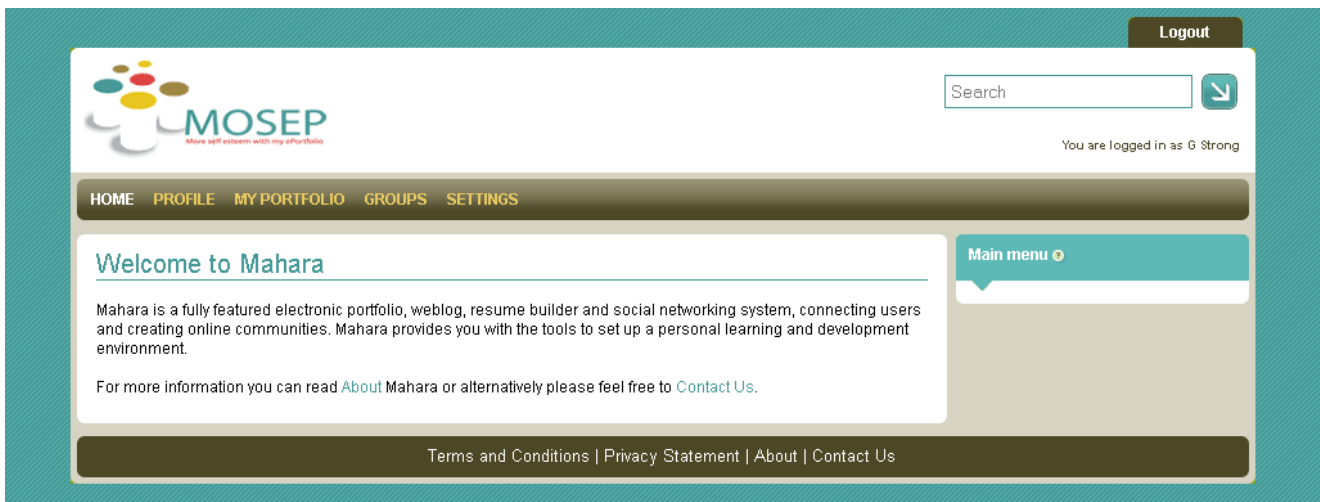
Information	Shared with						
	Self	Parents	Other students	Learning Manager	Subject Teacher	Careers Advisors	Employers/ University
Personal contact details	✓		✓	✓			✓
Career plans	✓	✓	✓		✓	✓	✓
Exhibition of work	✓	✓	✓	✓		✓	✓
Progress review	✓	✓	✓	✓	✓		
Skills development	✓	✓	✓	✓	✓	✓	✓
Hobbies and interests	✓	✓	✓		✓	✓	✓
Aspirations	✓	✓	✓		✓	✓	
Personal targets	✓		✓				
Personal Reflections	✓		✓				

If you do decide to do this you **must** take care. As soon as you store personal information about your self on the internet you **must** take precautions to protect your *Digital Identity*.

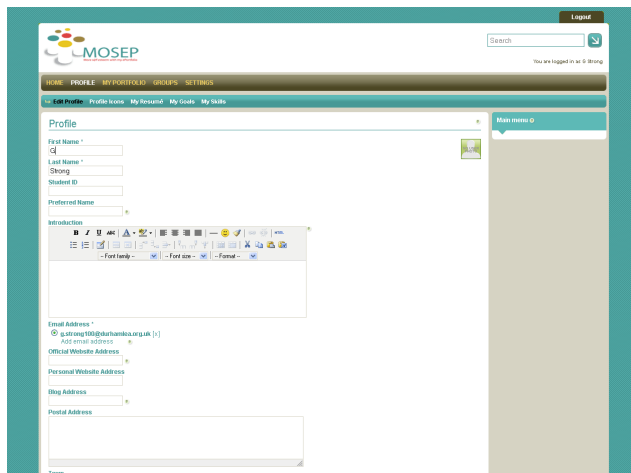
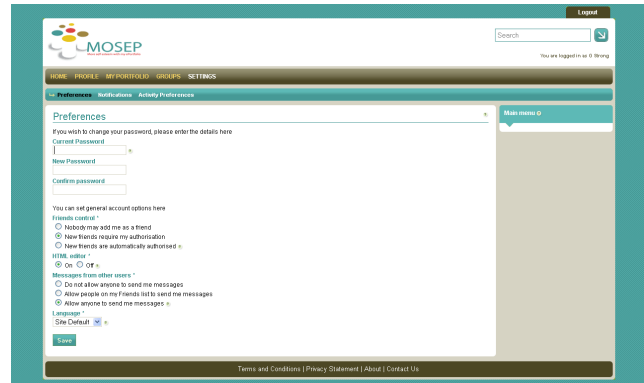
Until you have found your way around Mahara, **do not**:

- Show any of the following on your personal profile pages:
 - Your address
 - Your phone number
 - Your email address
 - Your date of birth
- Talk about (name) any of your friends, family or colleagues
- Talk about your birthday or those of your friends or family

Once you have registered, activated your account and logged in, the layout of your page should look something like this:



The first page to edit is the “Settings” page, where you can set the privacy options for your account. When you first open your account, you want to keep it private, so that you don’t accidentally show people information that you don’t want them to see. To begin with, set the “Messages from other users” option to “Allow people on my Friends list to send me messages,” and click “Save” at the bottom. Because you can say who you will allow as a friend or not, this means that you can make sure you get nothing from people you don’t know.



Once you have set that up, you should set up your profile. To do this, click on “Profile” in the navigation bar at the top of the page. Work your way down the boxes, filling in the ones that you and your parents have agreed to be acceptable for people to see. This will mean that there are probably several boxes that are not filled in, either for privacy, or because you haven’t got anything to put in them. For example those without a job will have nothing to fill in for occupation.

Once you have completed that, begin working on your resume (CV). Work your way through some of the sections, such as your goals and your skills.

