

# ePortfolios: Creating Intentional Pathways toward Global Learning

Audrey Holt, Associate Professor of English, Santa Fe College

Paloma Rodriguez, M.A., Coordinator of International Education, Santa Fe College



# What is an ePortfolio?

## Definition

*ePortfolios are a personalized web-based collection of work and reflections that are used to demonstrate key skills and accomplishments.*

Adapted from "An Overview of Institutional. E-Portfolios" by George Lorenzo and John Ittelson. Edited by Diana Oblinger. ELI Paper 2: 2005. September 2005. <https://net.educause.edu/ir/library/pdf/eli3001.pdf>

**Rodrigo Cortez** 000000218  
111 Web-Site

Home About Me Resume Involvement Research Travels Awards Contact

## Business Management

"Stay hungry, stay foolish"  
Steve Jobs

Hall Of Fame @SF

The Santa Fe College Hall of Fame is the highest honor bestowed upon Santa Fe students. The Hall of Fame is reserved for those students who have shown truly superior leadership and achievement through their activities and scholarship while members of the Santa Fe community.

Read More

### Testimonies

**Dear Rodrigo,**  
you are very entrepreneurial and extraordinarily resourceful. Your ability to remain focused on your academic and career goals and your general determination has always impressed me.

Paloma Rodriguez, International Education Coordinator

# Who uses ePortfolios?

**54%** (over 10 million) of students in the US used eportfolios in at least one course

**14%** (2,800,000) of students in the US used eportfolios in 2 courses or more

Data retrieved from the [EDUCAUSE 2014 Survey of Undergraduates and Technology](#) by Trent Batson Ph.D., AAEEBL (Association for Active Experiential Evidence Based Learning). AAEEBL is an association of eportfolio professionals.

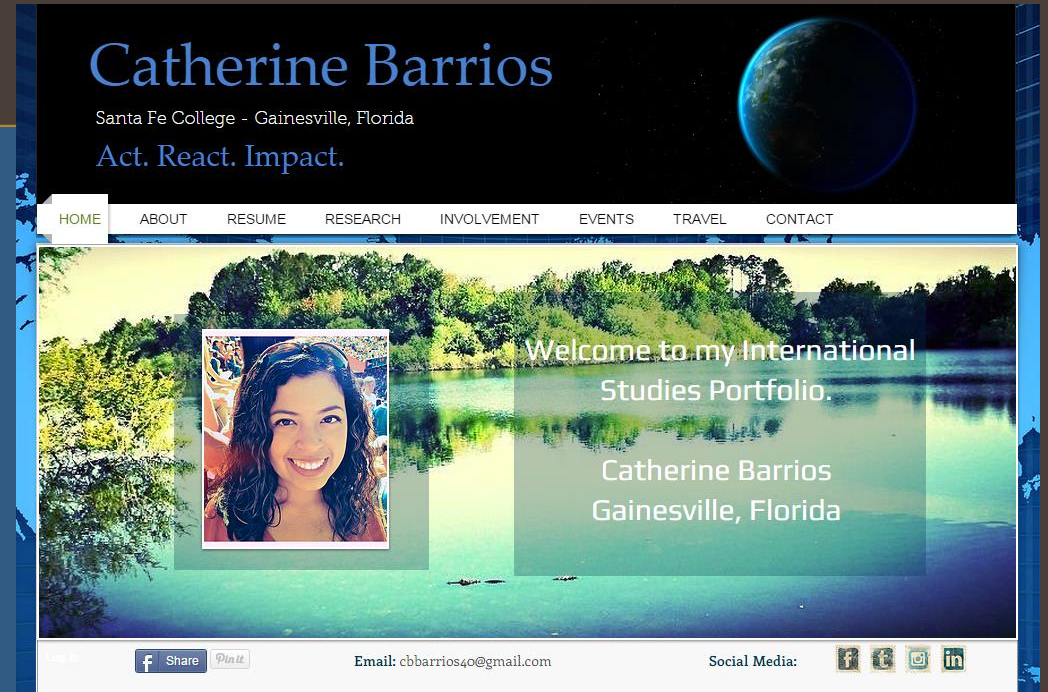
- |   |  |   |
|---|--|---|
| Appalachian State University                      | Journalism CUNY                            | Salt Lake Community College             |
| Auburn University                                 | Kapi'olani Community College               | Salve Regina University                 |
| Baruch CUNY                                       | Kingsborough CUNY                          | Southern New Hampshire University       |
| Bloomsburg University                             | LaGuardia Community College CUNY           | Southern Utah University                |
| Borough of Manhattan CUNY                         | Lane Community College                     | Stanford University                     |
| Boston University                                 | Law CUNY                                   | Staten Island CUNY                      |
| Brandeis University                               | Lehman CUNY                                | Stonehill College                       |
| Bridgewater College                               | Loyola of Chicago                          | Stony Brook University, SUNY            |
| Bronx College CUNY                                | MIT  | Texas Christian University              |
| Brooklyn CUNY                                     | Macaulay CUNY                              | Texas Woman's University                |
| Brown University                                  | Manhattanville College                     | The George Washington University        |
| Bryant University                                 | Middlesex Community College                | Tufts University                        |
| Cal State University Fresno                       | Molloy College                             | Tunxis Community College                |
| Carleton University, Canada                       | Medgar Evers CUNY                          | UFS CUNY                                |
| Central Piedmont Community College                | Mercy College                              | University of Alaska                    |
| Central CUNY                                      | Montgomery College                         | University of Cincinnati                |
| Central Michigan University                       | Mount Ida College                          | University of Georgia                   |
| Centre For Recording Achievement                  | Naropa University                          | University of Guelph, Canada            |
| City College CUNY                                 | Nebraska Wesleyan University               | University of Kansas                    |
| Champlain College                                 | NYC Coll of Tech CUNY                      | University of Laverne                   |
| Clemson University                                | Guttman Community College CUNY             | University of Michigan                  |
| Columbia University                               | Northeastern University                    | University of North Carolina Greensboro |
| College of Saint Elizabeth                        | Northwestern Connecticut Community College | University of Nottingham                |
| Dartmouth College                                 | Norwalk Community College                  | University of Notre Dame                |
| Davenport University                              | Old Dominion University                    | University of Queensland                |
| Deakin University, AU                             | Otterbein University                       | University of Virginia                  |
| DePaul University                                 | Pace University                            | University of Washington                |
| Dominican University                              | Pennsylvania State University              | University of Waterloo                  |
| Edith Cowan University, AU                        | Pepperdine University                      | Utah Valley University                  |
| Embry-Riddle                                      | Point Loma Nazarene University             | Vaughn College                          |
| Empire State College SUNY                         | Plymouth State University                  | Virginia Tech University                |
| Emory and Henry College                           | Prairie View A&M University                | Washington State University             |
| Everest College                                   | Pratt Institute                            | Wentworth Institute of Technology       |
| Ferrum College                                    | Portland State University                  | Westminster College                     |
| Georgetown University                             | Queens CUNY                                | York CUNY                               |
| Graduate Center CUNY                              | Queensborough CUNY                         |   |
| Harvard University                                | Queensland University of Technology        |   |
| Hostos CUNY                                       | Radford University                         |   |
| Hunter University CUNY                            | Richard Stockton College                   |   |
| Indiana University Purdue University Indianapolis | Roger Williams University                  |   |
| John Jay CUNY                                     | Saint Francis University                   |   |
| Johnson & Wales University                        |  |   |



# ePortfolios in International Education

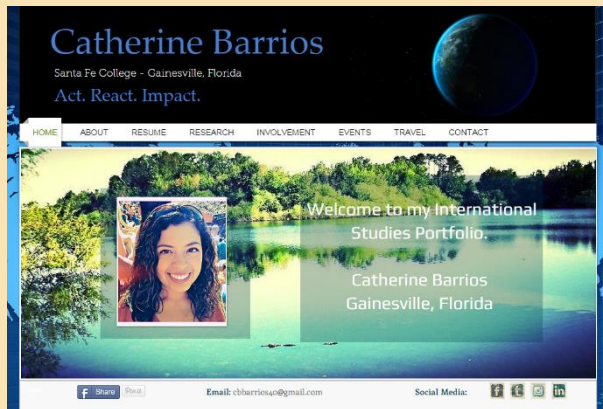
How can ePortfolios contribute to global learning?

How can ePortfolios contribute to Internationalization efforts?



# ePortfolios in International Education

## In Global Certificate Programs




## Capstone Project

## In International Courses

**Blog 2: Guns, Germs and Steel.**

The documentary *Guns, Germs and Steel* was shown in class a few weeks ago. The documentary follows biologist and UCLA Professor Jared Diamond as he shows viewers his evidence for why Europeans were able to conquer the world and how agriculture and geography promoted faster cultural, technological, industrial and economic growth of a particular region. The documentary is based on the book *Guns, Germs and Steel* written by Jared Diamond.

I thought the documentary was well made and showed solid evidence for the theories that Professor Diamond asserts. His theories basically suggest that the main reason that Europeans and descendants of the Mesopotamia region were able to conquer the world during the Middle Ages and onward was due to the fortunate circumstances surrounding the rise of agriculture and the domestication of animals. Some of the factors he points out are temperature and how it relates to geography, favorable native vegetation for crops, favorable native animals for domestication, and general conditions that promoted agriculture. Professor Diamond states that of all the known animals on earth only 14 have been successfully domesticated and of those 14, 13 of them are native to Africa and the Mesopotamia region.



Biologist and Professor at UCLA Jared Diamond

All of these factors contributed specifically to Spain's ability to conquer the New World with very few men and resources. The Spanish conquistadors were well armed and well equipped due to the fact that they had been the beneficiaries of successful agriculture for longer than the people native to North and South America. The Spanish also had a secret weapon that was extremely effective against the native people of the New World. The Spanish, and essentially all Europeans, carried with them effective means of biological warfare, diseases, bacteria, and viruses that decimated native populations. Professor Diamond believes that this, too, was due to the fact that Europeans had a more successful and a larger scale agricultural operation. Most of what Jared Diamond asserts makes sense but it does seem too simple. To say that one culture's ability to conquer another culture is all due to which culture had access to agriculture first seems like an over simplification of the situation. Hopefully I will continue to learn about this subject in particular and decide for myself whether Jared Diamond is correct or whether there is more to it than what he believes.

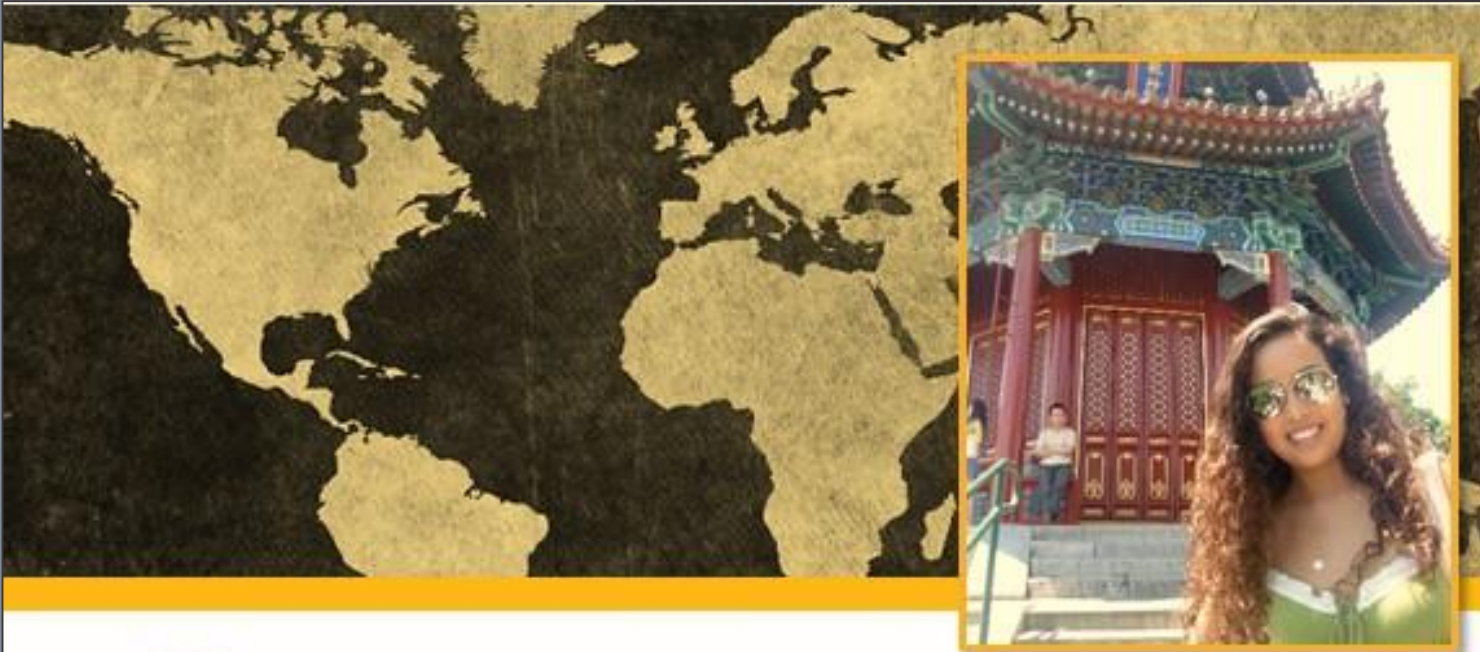
## Blog

## In Study Abroad Programs



## Journal/ Reflection

## Eportfolios As Capstone Project



Example:  
**The International Studies  
Certificate Program  
At Santa Fe College**



Be Globally Competitive.  
Earn an International Studies Certificate.

[www.sfcollge.edu/international](http://www.sfcollge.edu/international)

# Global Certificate Programs

Asian Religions & Humanities

Humanities & Fine Arts Courses

World Music & African Drumming

Humanities of Latin America

Western Humanities

African Humanities

Art History

World & African Dance

International Courses

## Part 1: Curricular Requirements

12 credits	Internationalized Coursework
8 credits	Foreign Language

# Part 2: Extracurricular Requirements





Santa Fe College  
involvement  
under

A. Joy  
St. George  
Lawrence

At the  
St. George  
the list  
re

[Home](#) [Resume](#) [Involvement](#) [Contact](#)

Santa Fe College - Gainesville, Florida

## Act. React. Impact.

[HOME](#) [ABOUT](#) [RESUME](#) [RESEARCH](#) [INVOLVEMENT](#) [EVENTS](#) [TRAVEL](#) [CONTACT](#)



## HELLO HOLA BONJOUR 你好,

Based in Gainesville, Catherine Barrios is a Santa Fe College graduate. She received an Associate of Arts Degree (A.A.) in Political Science and will transfer to Florida State University in pursuit of a double major in International Affairs and Political Science. She worked at the University of Florida's Bureau of Economic and Business Research Center during her studies at Santa Fe College. Catherine plans to combine her healthcare background and future graduate work to address global health issues.

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## Explore. Learn. Discover.

# ePortfolios in International(ized) Courses

- Model: International Certificate's capstone project
- Need for engaging assignments
- The need for a creative medium – use critical thinking skills
- Changes in technical communications
  - Need to prepare our students for the digital, global workplace
- New pedagogical approaches:
  - experiential learning
  - metacognitive skills

COMMUNICATIONS GUIDE » CURRENT PROJECTS » WORKS CITED » STAFF

Home >

## | Home of the Restoration Project



To get started, head to the menu located at the top of the screen or click the links below. There you can find information on:

- Current Projects
- Customs in Japan

# HUM 2030: Western Humanities

Create a Wix site!

HOME

ABOUT ME

RESEARCH

EVENTS

INVOLVEMENT

VOLUNTEERING



## Hello! My name is Michelle Molina...

...and I am a Santa Fe College student seeking an Associate's Degree in English and a certificate in International Studies. I will be transferring to the University of Florida in the Fall of 2015.

Being an English major and a person of multicultural background, I've used my education and my upbringing to channel into my goals, aspirations, and interests for the future. From a very young age, I've been greatly fond of the arts, mostly dancing, literature, singing, theatre, writing, and drawing. Quickly an appreciation for the arts and the close analysis of them became an obsession. and consequentlv. is now second-nature. The great artists

# HUM 2020: Encountering the Humanities

BLOG

BRIDGE PROJECT

RESEARCH

ABOUT

RESUME

## RESEARCH... REVIEWS... ESSAYS

I'm a nerd. I actually enjoy writing papers for my classes. I have been taking a Renaissance class this semester and I have a few essays, reviews, and little papers from the class I'd like to share. First off, they're actually intellectually pleasing and will (hopefully) help you see a different view of something. Secondly, they're a great example of a good papers to maybe someone get an idea of the format and detail a good document should have. I hope you enjoy.

((Please do not plagiarize my work. I really did spend time and effort on these and it would be appreciated if you cite my work properly. It doesn't take that much time, and it makes the world of intellectual property go round.)) -Amanda <3



### ELIZABETH: THE GOLDEN AGE

This is an essay about the movie *Elizabeth: The Golden Age* in which Queen Elizabeth is both battling the Spanish Armada and her feelings for man she can't have. This movie is based off of actual historical events during the reign of Elizabeth I. I argue that the director is trying to make her out to be a real person unlike the view we often see of her sitting god-like on a throne.



Elizabeth I PaperWORD.docx

## MODELING VS. MANNERISM

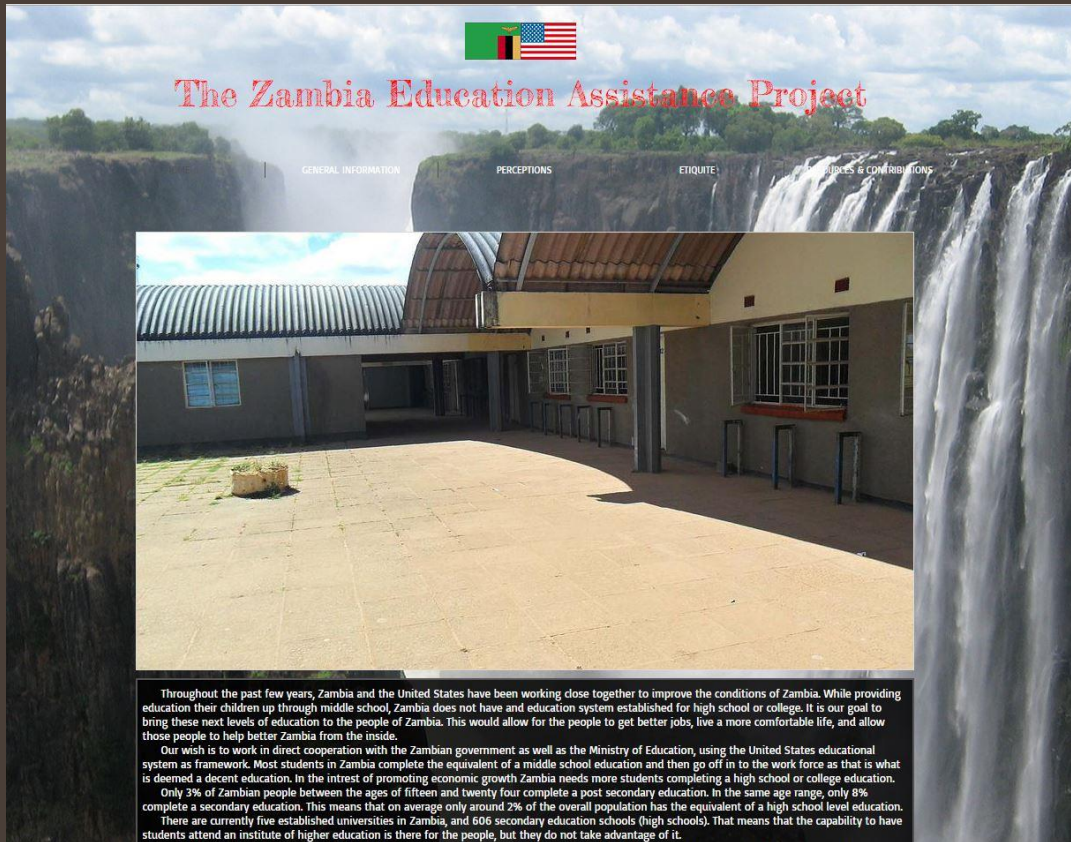
November 3, 2014

Have you ever been in professional photos? Maybe your high school senior photos or your photography major friend experimented on you? Modeling for pho...



[Read More](#)

# ENC 2210: Collaborative Intercultural Project and ePortfolio



**The Zambia Education Assistance Project**

GENERAL INFORMATION    PERCEPTIONS    ETIQUETTE    VALUES & CONTRIBUTIONS

Throughout the past few years, Zambia and the United States have been working close together to improve the conditions of Zambia. While providing education their children up through middle school, Zambia does not have an education system established for high school or college. It is our goal to bring these next levels of education to the people of Zambia. This would allow for the people to get better jobs, live a more comfortable life, and allow those people to help better Zambia from the inside.

Our wish is to work in direct cooperation with the Zambian government as well as the Ministry of Education, using the United States educational system as framework. Most students in Zambia complete the equivalent of a middle school education and then go off in to the work force as that is what is deemed a decent education. In the interest of promoting economic growth Zambia needs more students completing a high school or college education.

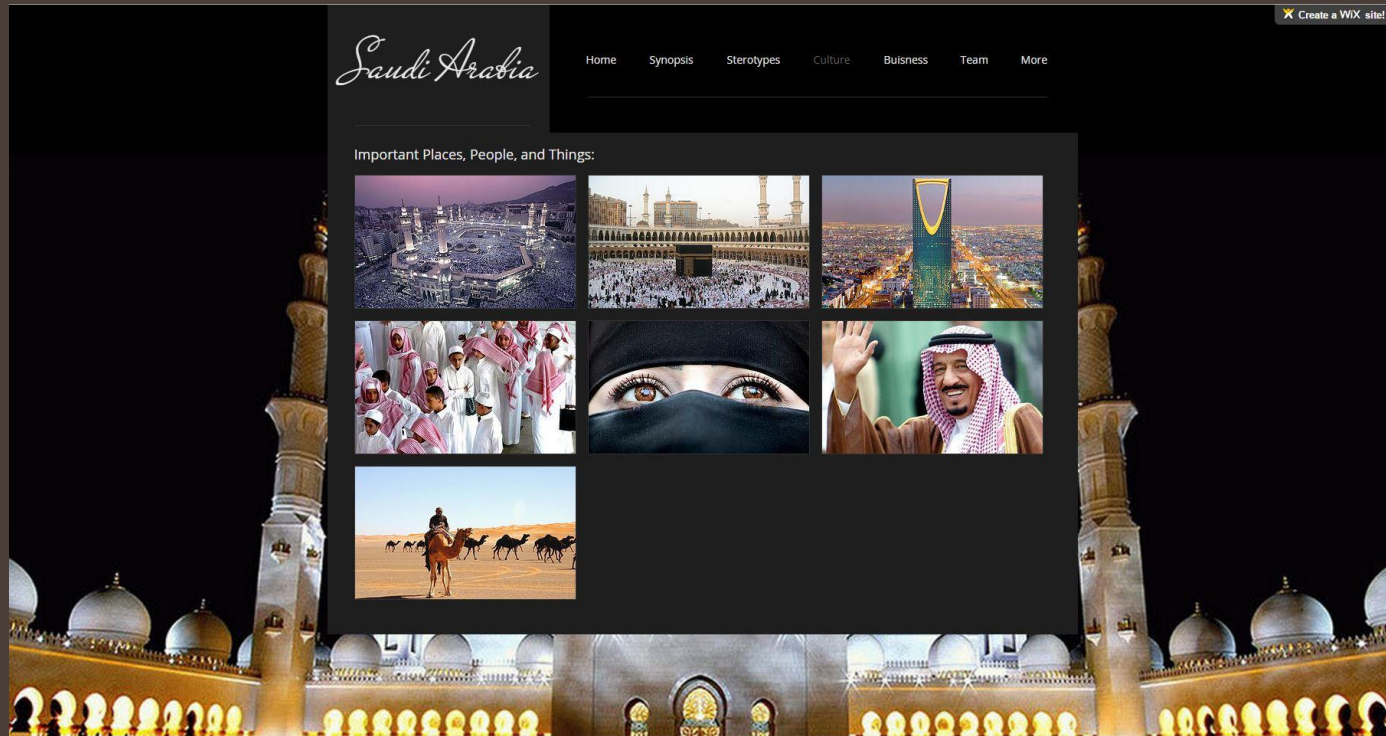
Only 3% of Zambian people between the ages of fifteen and twenty four complete a post secondary education. In the same age range, only 8% complete a secondary education. This means that on average only around 2% of the overall population has the equivalent of a high school level education.

There are currently five established universities in Zambia, and 606 secondary education schools (high schools). That means that the capability to have students attend an institute of higher education is there for the people, but they do not take advantage of it.

You and your colleagues are tasked with the job of educating others in your organization about the cultural expectations and practices of your country of choice in order that exploratory trips will be more successful in setting up connections.

- *A business seeking to form a global partnership,*
- *an NGO planning to provide aid to address a problem (in human rights, education, the environment, etc),*
- *a college hoping to develop a program with another school.*

# ENC 2210: Collaborative Intercultural Project and ePortfolio



Discuss and research the following questions:

- A. What common stereotypes are associated with this country?
- B. How do people in this country perceive Americans?
- C. What customs, attitudes, and values most characterize communication in this country?
- D. What are the most important practices specific to the country's business etiquette?

# Apple in Indonesia

Our mission is to build a global partnership by being aware of all the different aspects of Indonesia



## About Indonesia

Knowing a few facts and figures about Indonesia will help make conversation while visiting Indonesia. Click the "more" link to find out more.

[More](#)

## Stereotypes

Being educated on the common Indonesian stereotypes will keep you out of confrontations. It will also give you an advantage while trying to expand and create business relationships. Click the "more" link to find out more.

[More](#)

## Culture

Culture is very important to Indonesians so understanding these cultural differences will make your time in Indonesia go smoothly. You don't want to find yourself in any kind of trouble. Click the "more" link to find out more.

[More](#)

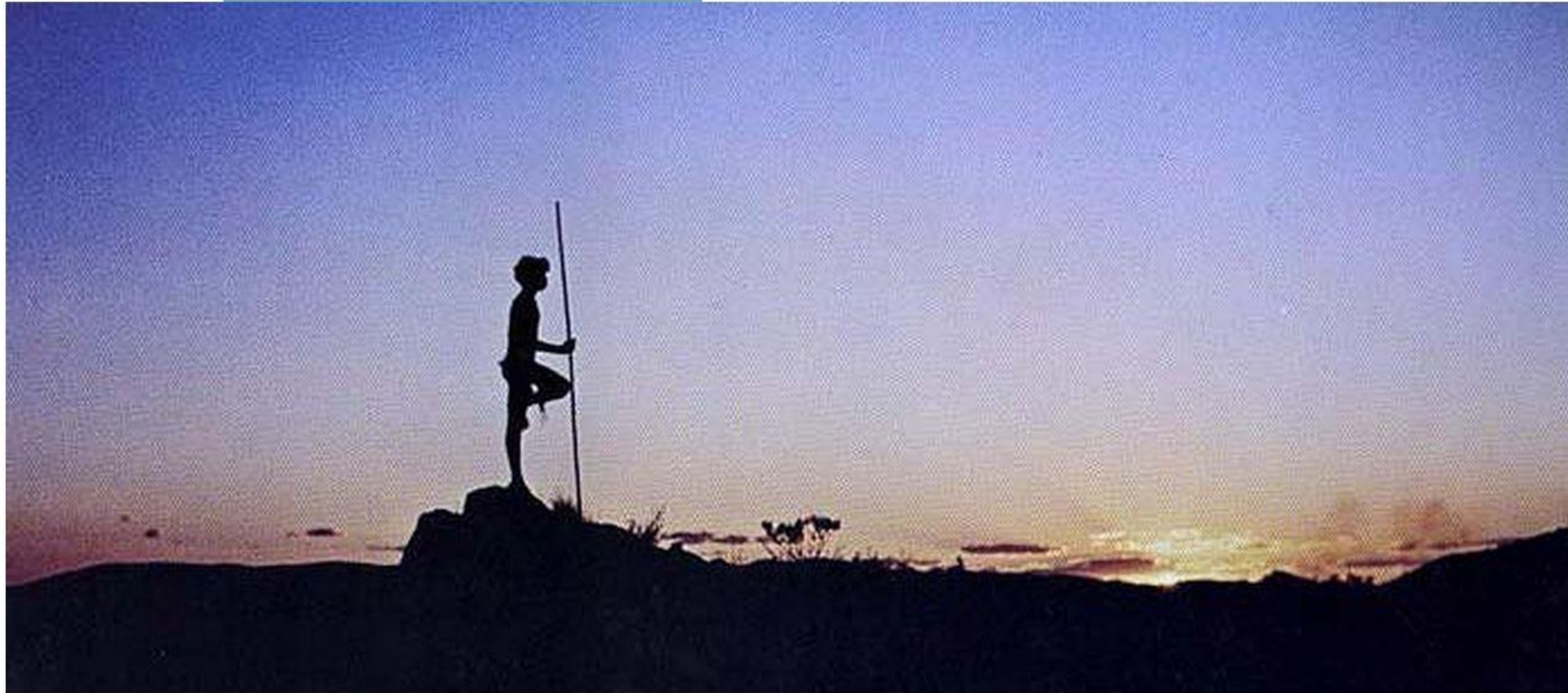
## Do's and Don't's

It is important to know how to act when visiting Indonesia. You don't want to offend anyone. Click the "more" link to find out more.

[More](#)

**Dylan Webster**

**The Walkabout**



As a single footstep will not make a path on the earth,  
so a single thought will not make a pathway in the  
mind. To make a deep physical path, we walk again  
and again. To make a deep mental path, we must think  
over and over the kind of thoughts we wish to  
dominate our lives.

**Henry David Thoreau**





Questions?

# Learning with Electronic Portfolios

# What difference does an eportfolio make?

Zac Henzel  
8th gup  
11/3/06

This second page I'll be typing about what I have learned through out this very long year. I'll be talking about things I've learned when I was a white belt like the first pattern. I'll be talking about what I've learned in yellow strip. Also I'll be talking about when I was and still now a yellow belt.



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Passport & Essay

## Catherine Barrios

Santa Fe College - Gainesville, Florida

Act. React. Impact.



HOME ABOUT RESUME RESEARCH INVOLVEMENT EVENTS TRAVEL CONTACT



Welcome to my  
International Studies  
Portfolio.

Catherine Barrios  
Gainesville, Florida

ePortfolio

# ePortfolios and Active Learning

## Learner-Centered

ePortfolios are a learner-centered pedagogy that promotes deep and active learning.

Reflection

Ownership

Self-authorship



Self-assessment

Metacognition

Connect learning

# Active Learning

By working on their eportfolios, students

- take ownership of their own learning
- make a meaningful use of technology

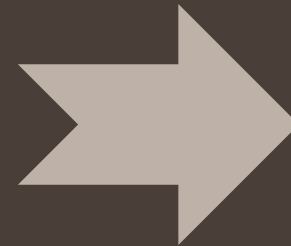


**Question 6** 10 points [Save](#)

Fill in the blanks in this quotation.

The war is not meant to be , it is meant to be . Hierarchical society is only possible on the basis of  and . This new version is the past and no different past can ever have . In principle the war effort is always planned to keep society on the  of .

George Orwell



Compliance with requirements

Active Learning

# Gracelyn Klettner

Anthropology



[HOME](#)

[RESUME](#)

[PROJECTS](#)

[TRAVELS](#)

[CONTACT](#)

## Hello, a bit about me:

[MY RESUME](#)

[MY TRAVELS](#)

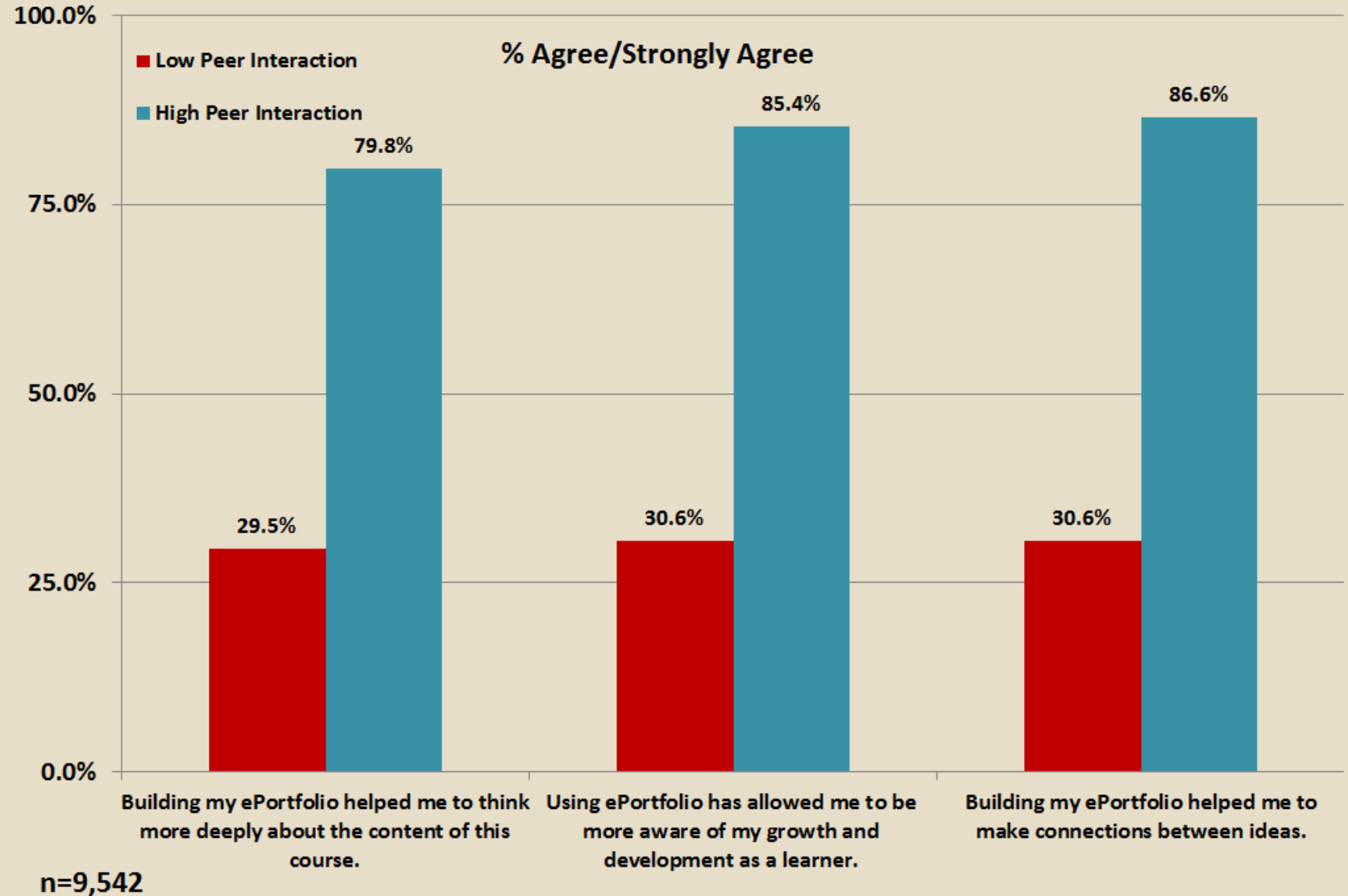
[MY RESEARCH](#)

Welcome to my site! I am currently attending the University of Florida completing a Bachelors in Anthropology and starting to think about Grad school. In five years i see myself in Ecuador with a job in the ecotourism business. I hope to be helping to conserve some of South America's most precious places, animals, and cultures that are currently threatened while at the same time sharing all of the things that make them so unique with others. My wish is that through coexistence and preservation these precious resources will not only be saved but thrive. I believe that education and experiences through ecotourism can change the way the world looks at not only the components of the natural Ecuador.

# Authentic Learning



## C2L Core Survey Social Pedagogy Results



# Integration

ePortfolios allow students:

- To **establish connections** between what they learn in
  - courses
  - co-curricular activities
  - life
  - career





# Integration

## Marriage in China

## Deep Learning

Asian Corner is a learning community at Santa Fe for those interested in engaging in discussion about Asian culture.

I liked this discussion because it reinforced **an experience I had while in Beijing this summer**. While visiting I **saw** that...

A fellow student with family from **India** that attended this discussion told us that.... It was really interesting to hear from someone in person with this view.

In **class** we've contrasted marriage as economic contract arranged by outside parties carrying certain expectations of roles versus emotional choice prioritizing individual desires.

It's one thing to consider these practices abstractly and without context. However, **speaking to a peer**, hearing first hand their beliefs, and being able to ask them questions is a far more **meaningful way to understand the perspective of someone different**.

Asian Corners  
December 17, 2014

Asian Corners is a learning community at Santa Fe for those interested in engaging in discussion about Asian culture, history, politics,



Humanities & Fine Arts Courses

Art History

Western Humanities

World Music & African Drumming

Asian Religions & Humanities

World & African Dance

Humanities of Latin America

African Humanities

International Courses

# The use of eportfolios has significant impact on retention and success

## San Francisco State University

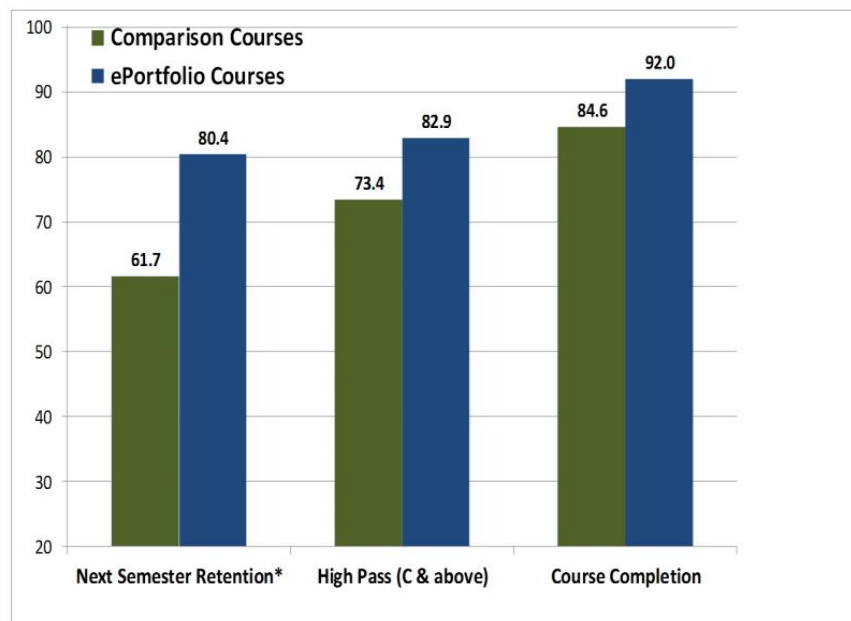


Metro Academy,  
ePortfolio First Year/  
First Time Students

All SFSU First Year/  
First Time Students

1 Yr Retention Rate	90.0%	79.3%
2 Yr Retention Rate	79.0%	60.0%
4 Yr Grad'n Rate	24.6%	14.9%

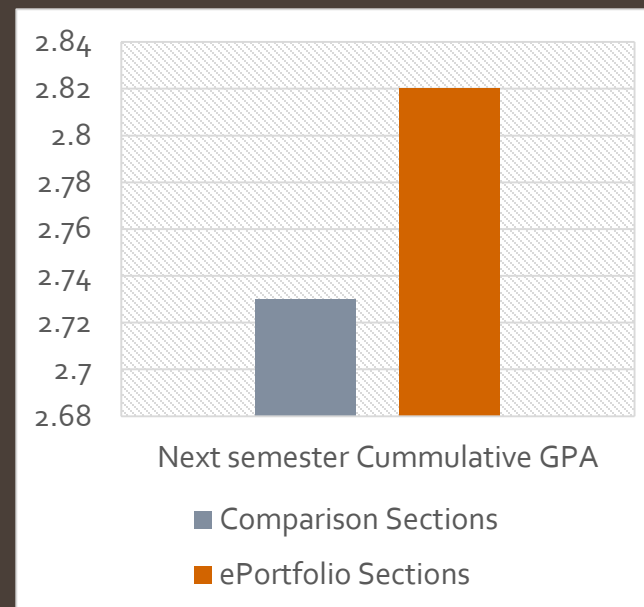
## Building Student Success at LaGuardia



2012-13 Connected Learning Program (Title V)

Data from LaGuardia Office of Institutional Research

## IUPUI ePortfolio-based Personal Development Plan in First-Year Seminar



Eynon, B., L. M. Gambino, and J. Török. 2014. "What Difference Can ePortfolio Make? A Field Report from the Connect to Learning Project." International Journal of ePortfolio 4 (1). <http://www.theijep.com/pdf/IJEP127.pdf>

Data and other resources can be found online at the Catalyst for Learning site: <http://c2l.mcnrc.org/evidence/evidence-1/>

# ePortfolios and Identity Development

## Self-Authorship

- Who I am
- Where I am
- How I got here
- Where I am going

Through their eportfolios students reflect on their role in constructing reality, on their goals, on their learning journey, on their relationship with others, and ultimately on their place in the world.

Santa Fe College - Gainesville, Florida

Act. React. Impact.

HOME ABOUT RESUME RESEARCH INVOLVEMENT EVENTS TRAVEL CONTACT

**HELLO HOLA BONJOUR 你好,**

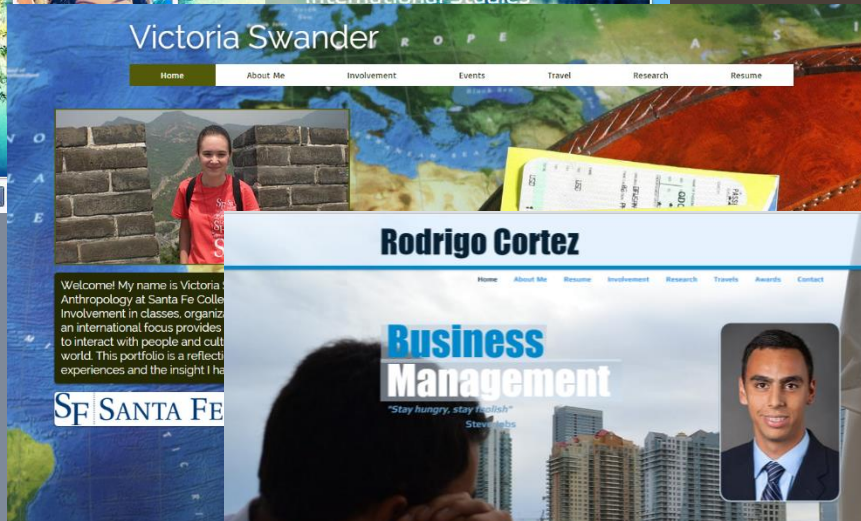
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**Explore. Learn. Discover.**

The screenshot shows a student's ePortfolio website for Santa Fe College. The header includes the college name and the motto "Act. React. Impact." Below the header is a navigation menu with links for HOME, ABOUT, RESUME, RESEARCH, INVOLVEMENT, EVENTS, TRAVEL, and CONTACT. The main content area features a large photo of a woman standing in front of a Mayan pyramid, with a smaller photo strip below it. To the right of the photo is a greeting in multiple languages: "HELLO HOLA BONJOUR 你好," followed by a paragraph of text about the student's education and career plans. Below that is another paragraph about her background and interests. At the bottom right, the text "Explore. Learn. Discover." is displayed in a large, bold font.

# ePortfolios & Global Learning



Exposure  
Immersion  
Reflection

# Learning Abroad

Who experiences the highest gains in intercultural competence during study abroad?

1- A student who studies abroad...

- a. 2-6 weeks
- b. 18 weeks (1 semester)
- c. 1 year

2- A student who lives abroad

- a. With a local host family
- b. With host and international students
- c. With other US students

3- A student who takes courses

- a. with local students
- b. with local, US, and other international students
- c. with US students

Vande Berg, M., Connor-Linton, J. & Paige, R. M (2009) The Georgetown Consortium Project. Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-75

- 61 programs
- 2003-2007
- 1,159 students abroad
- 138 non-study abroad participants

IMMERSION- not enough

INTERVENTION- predictor of learning

REFLECTION- needs to be prompted



Engberg, M.E.,  
Jourian, T.J. (2015).  
Intercultural  
Wonderment and  
Study Abroad.  
*Frontiers: The  
Interdisciplinary Journal  
of Study Abroad*, 25, 1-  
19.

- Which aspects of the study abroad experience are **most influential** in predicting student learning and developmental outcomes?
  - **Faculty/staff** support and challenge
  - Curricular based activities designed to **reflect on one's experience**
  - **Sharing and discussing** one's experience with others

# Reflection



I expected a relatively leisurely stroll across an old wall. I was utterly unprepared...

I staggered up to the tower and peeked out a window... I was **proud** that **I hadn't given up** earlier, and risked missing out on that sight.

**Throughout my time in China, I remembered this day** as I encountered other situations with new **obstacles**.

In order to adjust I had to learn how to **modify my behavior**. I had to approach situations from a **different perspective**.

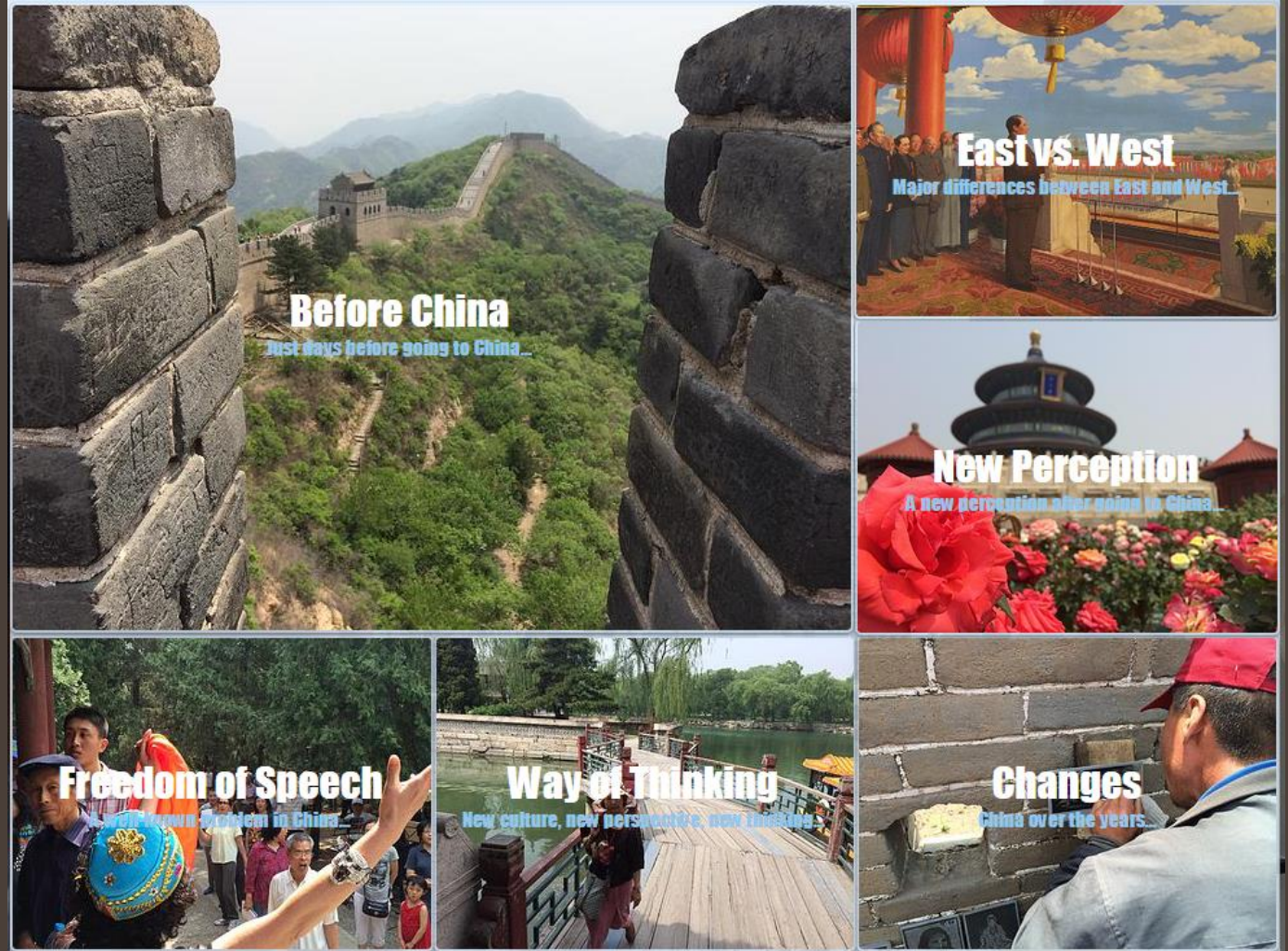
I had to focus on accomplishing **small goals** in the face of - sometimes **overwhelming tasks**.

I had to be **open** to everything as a **learning experience**.






# Intentionality

- ePortfolios can contribute to increase intentionality in Study Abroad programs.
- Students embark on experiences with awareness of learning goals and ownership of the learning process.
- Students reflect and debrief after their experience in their eportfolios.




# Reflection Tool for International Students



### Global Citizenship

I grew up in La Paz, Bolivia, a city where I was able to see poverty just by looking throughout my window. I grew up in a city where you can see every single day that there is a prominent difference between people that are poor compared with the middle-class and wealthy people. With the help and effort of my parents, I was able to go to a private school in which I had friends whose parents were in some cases working on the senate or parliament. One day when I was 16 years old, I was walking down the street of my house and just realized how lucky I was. I understood that I lived all those 16 years without any moment of thinking what am I going to eat today?, where am I going to sleep? Or if I needed to quit school to help my parents to provide to my family? That was the moment that changed my life forever because that day I became part of the most important organization in my high school that raises funds for beneficial goods.

At the beginning of my journey as part of the organization I realized that we were having issues regarding how each person was involved with the



# Rubrics & Reflection Prompts

Inquiry  
Reflection  
Integration

What?  
So what?  
And now what?

## INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [valub@aacu.org](mailto:valub@aacu.org)



### Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J.M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

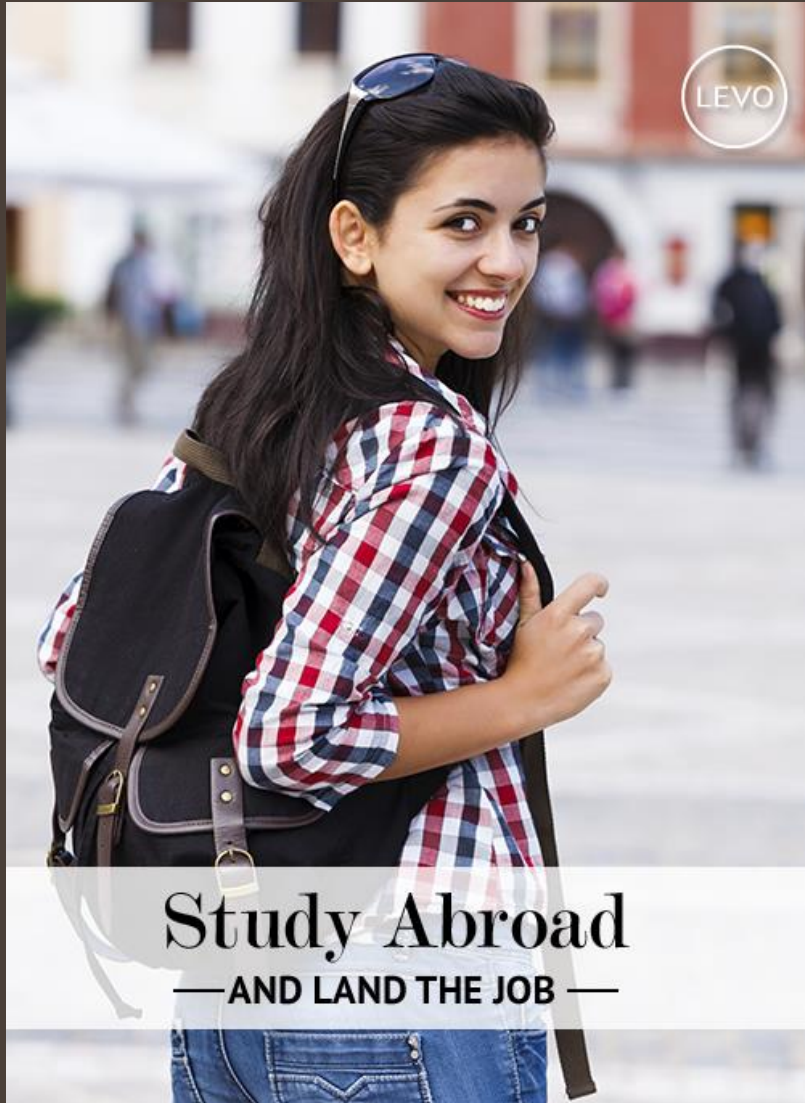
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.



# Career Integration

“To enhance your career opportunities in a globally interconnected world”



1. American employers value study abroad experiences

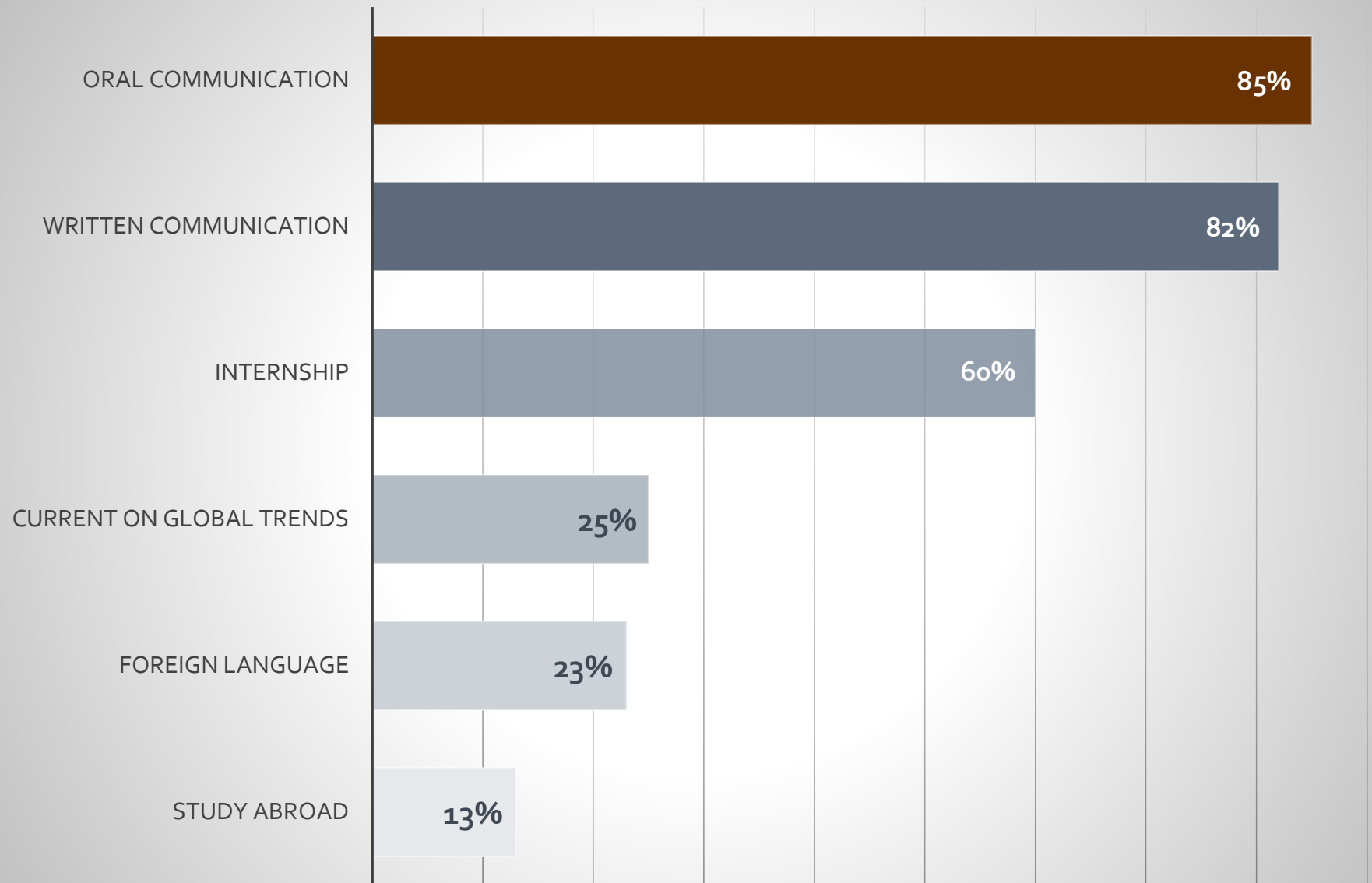
2. American employers value knowledge of foreign languages and/or global awareness

3. Students know how to articulate study abroad experiences in resumes and job interviews

# Employers' Views

What percentage of employers value these skills as highly important in a job candidate?

1. Ability to effectively communicate orally
2. Ability to effectively communicate in writing
3. Participation in an internship
4. Staying current on global developments and trends
5. Proficiency in a foreign language
6. Participation in study abroad program



Hart Research Associates. 2015. *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities.

Trooboff, S., Vande Berg, M., Rayman, J. (2007).

## “Employer Attitudes toward Study Abroad,”

*Frontiers: The Interdisciplinary Journal of Study Abroad*, v15 p17-33

“In short, studying abroad is not, in and of itself, a way to get a job.”

### Recommendations:

Develop study abroad programs that build **desired skills** (i.e. team work)

Give students **training** in how to **present** what they have learned ...  
**in ways that employers will appreciate.**



# Employers' views on ePortfolios

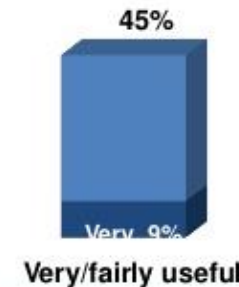
Are employers are willing to use eportfolios for hiring purposes?

**80 %** of employers say that, when evaluating a job candidate, it would be very or fairly helpful for them to have access to an electronic portfolio.

## Most employers say they would find e-portfolios useful.

*Employers: How useful do you find/would you find this in helping you evaluate job applicants/recent college graduates' potential to succeed at your company?*

College transcript



Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas



LEAP

HART  
RESEARCH  
ASSOCIATES

AA  
CU  
ASSOCIATION  
OF AMERICAN  
COLLEGES AND  
UNIVERSITIES  
2015-2016

Hart Research Associates. 2015. *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities. Full report available at <http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>.

# Professional Digital Identity



ePortfolios allow students to develop a professional digital identity and link academics with career development.

# Student Testimonial


"As **non-traditional student** who has had work and **military** experience

This is **e-portfolio is great** for me because I have a family and am the **executive director of a non-profit.**

**It is a skill I need to work on as a part of my personal teamwork skills as an employer** in supervising volunteers who may have great ideas but I do not want to tell them no. I am learning how to polish a stone instead of continuing to hit it with a hammer.

## Catherine Barrios

Address: Gainesville, FL 32607  
E-mail: cbbarríos40@gmail.com



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### Resume

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#### Education

<b>SANTA FE COLLEGE</b> Gainesville, FL Associate of Arts in Political Science, SFC GPA: 3.8 Honors Program International Studies Certificate	August 2012 – May 2014
<b>JUPITER HIGH SCHOOL</b> Jupiter, FL High School Diploma Medical Science Academy Allied Health Certification	August 2005 – May 2009

#### Leadership and Extracurricular Activities

HEALTH OCCUPATIONS STUDENTS OF AMERICA, Alumna	June 2014 - Present
1st FLORIDA MODEL EUROPEAN UNION, Founder and Director-General	February 2014 - April 2014
UNIVERSITY OF FLORIDA MLK DAY OF SERVICE, Volunteer Recruiter	January 2014
LEAGUE OF WOMEN VOTERS, Legislative Intern	January 2014 – May 2014
SANTA FE COLLEGE, Honors Program, Student	November 2013 - Present
PHI THETA KAPPA HONOR SOCIETY, Member	November 2013 - Present
UNIVERSITY OF FLORIDA GATOR PLUNGE, Volunteer Recruiter	September 2013

#### Languages

Native Command of English  
Native Command of Spanish  
Proficient in French  
Intermediate Level Mandarin

#### Skills

Public Speaking  
Leadership  
Event Planning  
Fundraising  
Civic Engagement  
CPR/First Aid Certified

## Employers' views on Skills

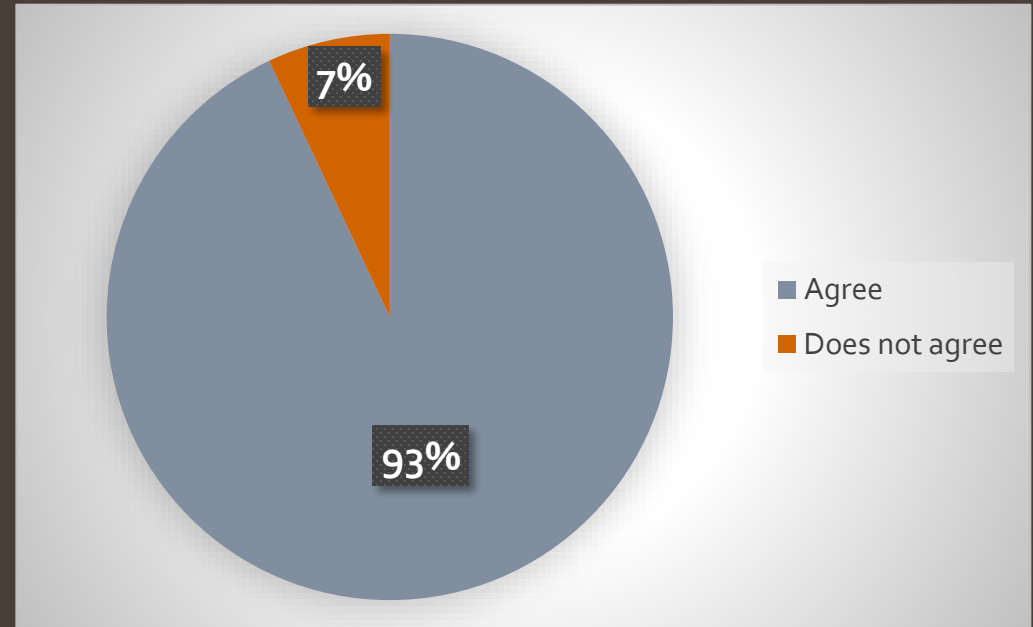
Employers are more interested in skills than in specific majors.

**93 %** of employers say that a demonstrated capacity:

- **to think critically**
- **communicate clearly**
- **and solve complex problems**

is more important than a candidate's undergraduate major.

ePortfolios allow students to showcase highly valued job skills.



*It Takes More than a Major: Employer Priorities for College Learning and Student Success.* 2013. Washington, DC: Association of American Colleges and Universities and Hart Research Associates. Full report available at <http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary>

# Showcasing Skills

As they discuss the skills gained through their involvement in international organizations or study abroad, students can generate narratives that will prepare them for future job interviews.

S

• Situation

T

• Task

A

• Action

R

• Results

"The 'How To' of Helping Students Incorporate Their International Experience Into the Job Search and Interview Process" Ann Hubbard, M.A., Vice President – AIFS, Director, University Relations for Customized Programs and Academic Assessment and Darren Kaltved, M.Ed. Assistant Director – Career Services, School of Public Health, University of Minnesota.

Home About Me Resume Involvement Research Travels Awards Contact

## Hispanic Organization of Latino Activities



While being a Santa Fe student, I served as treasurer in the Hispanic organization, H.O.L.A. I was in charge of the finance of the club, and thanks to my dedication and leadership skills, I was unanimously elected president of the club after three semesters being in that position. During my first days as president, I found out that the organization was having problems in getting the "Five Star" status, the most prestigious award among collegiate organizations. My first step as president was to identify the club's weaknesses, which were lack of leadership and poor strategic planning.

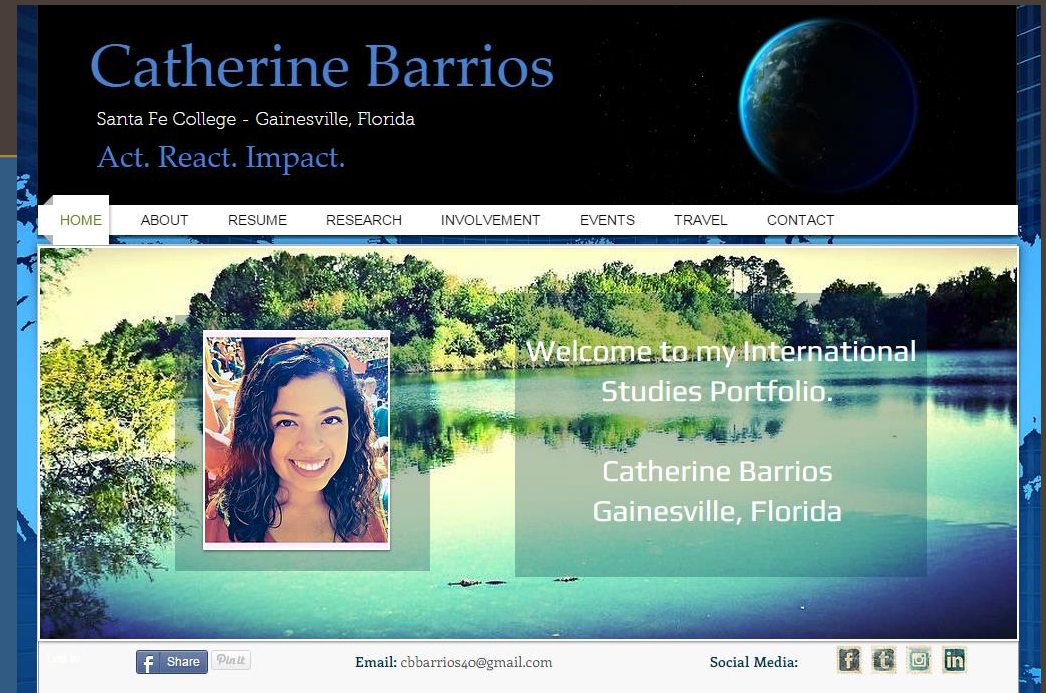
Before the semester started, we came up with possible solutions to achieve all our objectives. First of all, I decided that all the officers needed to know well their roles within the organization and in each activity, so that delegating task would be easier and more effective throughout the semester. Then, I made a business calendar with all the events during the semester. Having a detailed agenda for all the upcoming activities including fundraisings and volunteer activities was essential to meet our goals. Additionally, the treasurer and I prepared the annual budget to cover all the organization's expenses. We also planned alternative ways to raise money. For instance, we reinvented how to raise money on campus. We allowed the student body to prepay their food orders instead of using the club's funds to buy the ingredients. With this system we were able to have funds prior to our events, maximize investments, and increase efficiency.

Once we set all our goals and established our financial needs, I assigned specific events for each of the officers. This way I managed to keep them more involved in our activities. Getting members of the club to work together to accomplish tasks was a major challenge for me. However, I developed constructive and cooperative working relations to increase their overall performance. After identifying the best students to complete each particular task, I was able to delegate responsibilities during the events.

After two semesters as president, the club met all the objectives set at the beginning. Under my leadership, the organization received the "Five Star" status for its outstanding management including volunteer activities and service on and off campus. Only 4 out of 50 student organizations received this recognition. It is my hope that my administration left a responsible and effective legacy for future members.

# ePortfolios in International Education

How can ePortfolios contribute to  
**Comprehensive  
Internationalization** efforts?



# Social Desirability

# Effects on International Education



ePortfolios can increase the social desirability of International Education programs, due to:

- their visible and shareable nature
- their pragmatic applications
- and their integration of technology

# Perceptions of Study Abroad

ePortfolios can help redefine study abroad as an essential academic experience and a valuable career investment.

ePortfolios are a compelling tool to present this message to important decision makers, such as parents and administrators.



A screenshot of a professional ePortfolio for Victor Droz, Business Major. The page has a dark header with the name 'Victor Droz' in green and white, and 'Business Major' in smaller white text. Below the header is a navigation menu with links: HOME, RESUME, MODEL UNITED NATIONS, INVOLVEMENT AND PROJECTS, AWARDS, PICTURES, CONTACT. The main content area features a photo of Victor Droz in a suit sitting in a lecture hall. To the right of the photo, the text reads: 'I'm available for hire', 'My name is Victor Droz, I am a 20 years old, and I was born and raised in Venezuela. This website aims to give a glimpse of who I am, what are some my goals, and some of my most recent accomplishments.', 'Available for: Hire', 'Cell: (352)-792-5062', 'Email: victordroz25@gmail.com', and 'Social links: [Facebook, Twitter, LinkedIn icons]'. A green button labeled 'My Resume' is positioned at the bottom right of the main content area.



# Institutional Partnerships

## Technology



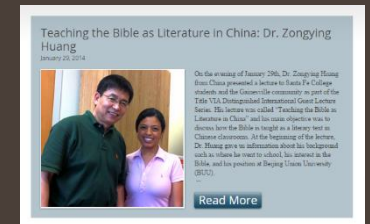
## Research



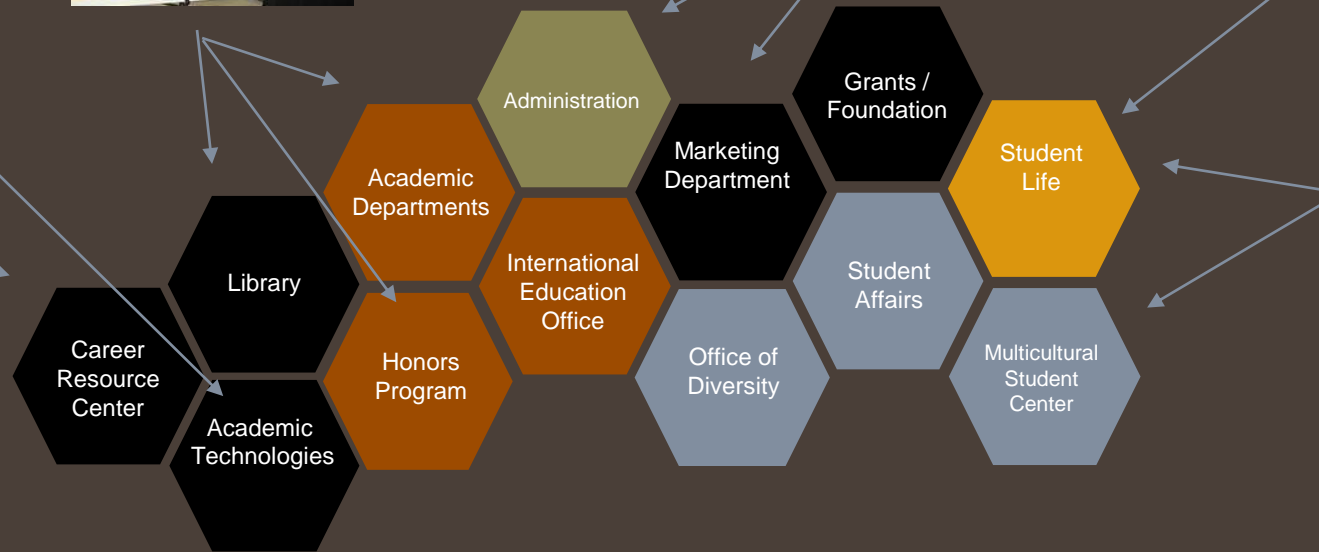
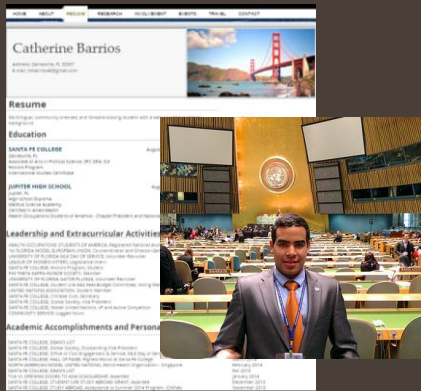
## Fundraising



## Events



## Career Resource Center



## Student Life



ePortfolios can strengthen campus collaboration by making international programs relevant and visible to a variety of stakeholders.

# Alignment with Institutional Priorities

ePortfolios can help visualize the alignment of International Education programs with the Strategic Plan and Mission of the institution.

- Prepare globally competitive graduates.
- Prepare students to adapt to a changing world and effect positive change.
- Model and instill professionalism and intercultural proficiency.



## Santa Fe College 2014-2019 Values and Strategic Plan



# Alignment with Institutional Priorities

- To provide research-based, learner-centered program of services that supports access and student engagement from matriculation to goal attainment.
- Lifelong learning
- Increased utilization of technology in teaching



## PROJECTS

Study Abroad: Ukraine 2013

Project 001 Research of St. George's Wooden Church in Drohobych

Studying Culture, Business, and History

In 2013, I was able to travel to Ukraine with a small group from my college on a study abroad trip to learn international business and Ukrainian culture. During my time in Drohobych, Ukraine I worked with another student on a separate project for the Honors program, researching a wooden church located on the outskirts of a main square. The wooden church was St. George's, a UNESCO National Heritage Site.

St. George's church held significant cultural value to the citizens of Drohobych, and was apparent by the stopping and praying of many of its residents. We were given several tours of the site, both publicly and privately, and were also accompanied by several of the language students and professors. With their assistance we were able to learn not only the history of the church, but much about its function today.

How to get started:

## ePortfolio Resources

<http://www.gclc.net/resources/technology/eportfolios/>

## Manual & Student ePortfolio Samples:

<http://www.sfcollege.edu/international/index.php?section=eportfolio>

Audrey Holt  
[audrey.holt@sfcollege.edu](mailto:audrey.holt@sfcollege.edu)

Paloma Rodriguez  
[paloma.rodriguez@sfcollege.edu](mailto:paloma.rodriguez@sfcollege.edu)  
[www.sfcollege.edu/international](http://www.sfcollege.edu/international)