Connecting the Dots: Integrating Learning Abroad and Career Skills Through ePortfolios

Paloma Rodriguez, Andie Cochran, & Ann Hubbard
Career Integration Conference 2018
Hello!

Paloma Rodriguez
Associate Director of Undergraduate Academic Programs,
University of Florida International Center

Andie Cochran
Associate Director for Industry Engagement,
University of Florida Career Connections Center

Ann Hubbard
Vice President of AIFS Study Abroad
Welcome!
Employer Expectations
What Employers Seek On A Resume

“When two candidates are equally qualified for a position, employers indicate that academic major is still the deciding factor in their hiring decisions.”

Source: Job Outlook 2018, National Association of Colleges and Employers.
So What's Missing?
“...college students entering the job market often find it challenging to demonstrate their soft skills on applications and résumés and in interviews. Yet it is the acquisition and application of these soft skills that can make all the difference for success in the workplace.”

What do employers value?
Transferrable Skills

- Problem-solving skills
- Computer skills
- Leadership
- Communication skills (written)
- Analytical/quantitative skills
- Interpersonal skills
- Strong work ethic
- Organizational ability
- Ability to work in a team
- Tactfulness
- Creativity
- Detail-oriented
- Communication skills (verbal)
- Entrepreneurial skills/risk-taker
- Communication skills (verbal)
# Influence of Attributes on Deciding Candidates

<table>
<thead>
<tr>
<th>Attribute</th>
<th>2018 Average Influence Rating</th>
<th>2017 Average Influence Rating</th>
<th>2016 Average Influence Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has completed an internship with your organization</td>
<td>4.6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Has internship experience in your industry</td>
<td>4.4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Major</td>
<td>3.8</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Has held a leadership position</td>
<td>3.7</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Has general work experience</td>
<td>3.7</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Has no work experience</td>
<td>3.4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>High GPA</td>
<td>3.4</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Has been involved in extracurricular activities</td>
<td>3.3</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>School attended</td>
<td>2.8</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Has done volunteer work</td>
<td>2.7</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Is fluent in a foreign language</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>Has studied abroad</td>
<td>2.2</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Source: Job Outlook 2018, National Association of Colleges and Employers
Future of Recruiting
Changes in Recruiting Methods

On Campus Recruiting

- 31.7% Attending Fewer Career Fairs
- 21.4% Less Travel

Technology

- 61.9% Using more technology
- 52.4% Using more social networks

Source: Job Outlook 2017, National Association of Colleges and Employers
Do employers search for online profiles?

The number of employers that use online search engines to screen job candidates is increasing.

- **84%** of employers use social media for recruitment.
- **43%** of employers resort to searching online profiles (Linkedin, Google) to screen candidates.
- **36%** of organizations have disqualified a job candidate because of information found on a social media/internet search.

“Experience is the new classroom, we're already witnessing this shift. By 2021, universities will award course credit for substantive internships. Experiential learning will receive the academic recognition and value it deserves. Why? Because it will raise the employment rate for our graduates.”

Future of Employer Needs
Intercultural Skills
AIFS Alumni Outcomes Project

- AIFS alumni outcomes survey conducted in 2012 & 2017
- Now have 2,700 respondents and 400+ as ‘same-subject’ longitudinal group
- Impact categories:
  - Cultural Understanding & World View
  - Professional & Career Development
  - Personal Growth & Values
Imagine you are in a job interview and the employer asks you to tell about a skill you developed while abroad; write your answer below describing when and how you demonstrated a skill that will have value in the workplace.
INTERCULTURAL SKILLS ARE IMPORTANT TRANSFERABLE SKILLS

Intercultural intelligence (or competence) is a skill set that is applicable across all work sectors and positions and valued by employers. Reflect upon what you are learned abroad from exposure to different people, ideas, attitudes, and ways of knowing. Intercultural skills include: Curiosity, Cultural Self-Awareness, Respect, Empathy, Creativity, Problem-Solving, Flexibility, Adaptability.

Cultural intelligence is not specific knowledge of a single culture, but rather knowing what it takes to effectively communicate across cultures – knowing where the differences lie and ways to learn about and manage them.

EMPLOYABILITY

[əmˈplɔɪəbiliˈdɛ]
noun

1. a broad range of skills and competences necessary to function in a working environment and to enable one to succeed in the workplace (Erasmus Impact Study, 2014, European Commission, p. 29)

In this model, ‘mindfulness’ points to the need to reflect on what we have learned (knowledge) and how we can apply it (skills).

Intercultural Competence & Transferable Skills

Intercultural Skills
- Cultural self-awareness
- Culture-general knowledge
- Culture-specific knowledge
- Curiosity
- Tolerance of ambiguity
- Suspension of judgment

Transferable Skills
- Adaptability
- Perspective-taking
- Empathy
- Flexibility
- Resolve conflict
- Problem-solving

Transferable Skills
- Initiative
- Self-management
- Time-management
- Customer skills
Language & Culture PLUS, a new additions to “expand the skill set for the demands of today’s global workplace:

Productivity  Resilience  Curiosity
<table>
<thead>
<tr>
<th>Productivity Skills/Traits</th>
<th>Resilience</th>
<th>Curiosity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>Able to adapt</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Analytical</td>
<td>Know limits &amp; strengths</td>
<td>Interest towards new issues</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Confident</td>
<td>Intercultural knowledge</td>
</tr>
<tr>
<td>Credibility</td>
<td>Persistent</td>
<td>Cooperation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Networking ability</td>
</tr>
</tbody>
</table>
“In short, studying abroad is not, in and of itself, a way to get a job.”

Recommendations

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

2. **Carry out research** on student learning abroad in order to collect data that will help convince **employers** that specific types of study abroad do in fact provide students with opportunities to develop or enhance desired learning outcomes

3. Give students **training** in how to present what they have learned ... in ways that **employers** will appreciate.
While abroad in Spain, I was enrolled in course called Creative Economy. Our semester project was to find a problem, create a product that addressed it, and ‘sell it’ to the class. I chose to work with three others each from a different country. We had to use creative brainstorming techniques (such as mind-mapping); we found that we each had different solutions and this initially seemed to create a road block. But we worked together and found a solution that involved a piece of each of our individual ideas. After we presented to the class, we realized how challenging it was with different backgrounds but felt that we knew one another much better, appreciated our differences and would look forward to working together again.

Nick Surovec, Barcelona, Spring 2017
Finance and Business Economics major
Grand Valley State University
ePortfolios
What they are, what they do
What is an ePortfolio?

Definition

A curated digital archive of a student’s experiences, achievements, and reflections on learning in a variety of settings and across time.
Welcome to my online portfolio.

I am an undergraduate student at the University of Florida pursuing a Dual-Degree in Biology and Anthropology. I am very passionate about community development, multiculturalism and serving under-represented communities. I wish to pursue a career in the medical field and practice International Family Medicine.

I developed this portfolio as part of the International Scholars Program at the University of Florida to showcase my global and personal interests.

I hope you find this portfolio interesting and useful.

READ MORE
KATHARINE CHANTRE
University of Florida

MULTICULTURAL ASSOCIATION OF PRE-HEALTH STUDENTS
MAPS Health Fair Co-coordinator ’16-17

The Multicultural Association of Pre-Health Students at the University of Florida is an organization that strives to provide knowledge, skills, and experience to pre-health students who have aspirations of entering the various fields of the health profession.

MAPS hosts a variety of programs and events that cater to pre-health students and the Gainesville community, including the Annual Research Forum, Gainesville Community Health Fair, Shadowing, Study Nights, Ronald McDonald House, Mobile Clinic, Mentoring, and Social Functions.

Since returning from London, I knew I wanted to continue to globalize my education and encourage my peers to do so. Being an IPSA has allowed me to relive my study abroad experiences, while influencing other students to create their own stories abroad. Leaving your comfort zone can be scary, but my role as an IPSA has made me more confident in leading others down an uncertain path of adventure, self-realization, and a whole new cultural experience.
Education Abroad

MEDICAL AID TRIP
Gator Alliance for World Health is a student organization at the University of Florida. In 2016, we raised money and traveled to Costa Rica to serve in the rural area’s surrounding San Jose. We volunteered through Maximo Nivel, an organization that manages medical aid in Costa Rica, Guatemala, and Peru. I utilized my health education skills by teaching patients the health education materials, taking need assessments and visits, and teaching hygiene and prenatal care. We stayed with a host family in the city of San Jose. Our host family cooked most of our meals and engaged us in conversational Spanish.

COSTA RICA

THE LIFE IN RIO DE JANEIRO AND SÃO PAULO
My expectations of Brazil prior to the trip were unexpectedly challenged by the true reality of the Latin American culture and lifestyle. Rio de Janeiro’s street pavements and buildings reminded me of the small town in Italy where I grew up. The streets were full of life and street vendors were selling fruits I have never seen before. I was surprised by how quickly I became at ease with the cultural shock of this new environment. Visiting Copacabana beach was a beautiful experience and I was excited to try exotic foods while wandering around the streets of Rio de Janeiro.

São Paulo was the city that challenged my beliefs the most. I was informed about the major difference between São Paulo and Rio de Janeiro, but I did not expect the two cities to be so totally different. While in Rio de Janeiro it was common to see shirtless people walking to the beach, in São Paulo it was hard to see someone who was not dressed in professional business attire. São Paulo’s streets were filled

VISITING BRAZIL

As a freshman, I attended a ton of study abroad information sessions, not even sure I wanted to go abroad. A specific session led by UFSAI who went on the UF in London program convinced me that I had to go. Many of my friends, family, and peers were doubtful of me going abroad during my freshman summer, worried that I was too young and had plenty of time to do a study abroad program down the road.

Looking back, I am happy I let go of the doubts and fears caused in me because time is everything and I would not change one thing about the people, experiences, or program. UF in London proved to be unique because I not only took international courses, but I lived and experienced in London. Since I was a freshman, I knew I wasn’t going to get a major finance internship, so instead I looked towards my passions and interned at a nonprofit in the youth sector of the UK.

This internship immersed me into British life, fully experiencing the differences in the working world of the UK and the United States. nonprofit work has always been close to my heart, so working for the National Society for the Prevention of Cruelty to Children (NSPCC) was the most meaningful part of studying abroad. I’ll never forget traveling to Yorkshire, England to put on a cycling event that helped plan and seeing the impact our team made right before my eyes.

Studying and interning abroad left me with invaluable skills that I could not have attained anywhere else. Leaving my comfort zone, America, to work for a British organization proved to be a challenging, yet one of a kind experience. What life in the UK is completely different than the corporate world I have interned in at home. My key takeaway was holding myself accountable and being willing to put myself out there and ask any questions I have in order to gain more knowledge and
Personal Interests

Students Organize for Syria asks UF for five full-tuition scholarships for Syrian-migrant students  
November 1, 2016 | Katie Mellinger

A chalk-drawn figure was carefully sketched onto the cement walkway of the University of Florida’s Turlington Plaza Nov. 1, as a group of five students held signs calling for others to join in their effort to provide higher-education to Syrian refugees. The figure, which depicted the outline of a human body, was meant to promote a silent... Read More

Study Abroad: Day 6 - Velazquez, and Goya, and Greco--Oh, My!  
July 9, 2016 | Katie Mellinger

Today my class took a trip to El Museo del Prado -- Spain's foremost museum of Renaissance and Classical art. From the look of the exterior, I was in for a treat. As a major museum, any type of museum appeals to me. This one in particular did because along the side of every painting or sculpture was a plaque that...
Resume & Skills
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).
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ePortfolio Effectiveness
High-Impact Educational Practice

Integration of learning
Ownership
Reflection
Self-authorship
Self-assessment
Metacognition
Deep Learning
Improved Outcomes

Learning Abroad: Key Components

- Mentorship
- Sharing
- Reflection
- Reflective Activities
- Reflective Prompts


Internships Abroad

MAIA WHELAN

Currently, I am a student at the University of Florida majoring in General Psychology with a Business Administration minor. My choice of study was inspired by my passion for understanding and collaborating with people from all walks of life, including those from diverse cultures.

In the summer of 2018, I was able to gain international experience in Sorrento, Italy that was critical in helping me develop professional and multicultural skills.

Please explore this site to learn more about my time abroad.
### ePortfolios for Internships

#### FORUM ON EDUCATION ABROAD
BEST PRACTICES FOR INTERNSHIPS ABROAD

1. Reflect on experience
2. Identify goals
3. Connect academics and work experience
4. Provide supervision
5. Provide mentorship
6. Provide feedback

**FORUM, 2017**

#### Reflective Practice

ePortfolios promote reflection and can support the needs of internship participants as they engage in self-study and assess their own goal attainment and skill development. ePortfolios facilitate the mentorship process, allowing students to receive quality feedback.

#### Identity Development

ePortfolios promote self-awareness and help students envision a past and future self.

#### Metacognition

Employmability skills develop progressively. ePortfolios capture learning over time and allow for reflection on students' learning journey.

#### Self-Assessment

ePortfolios allow students to identify their own goals for the internship experience. ePortfolios engage students in selecting evidence that best represents their own learning and skills.

#### The 11th High-Impact Practice

ePortfolio practice has a positive impact on retention and success, increasing student engagement, and promoting deep learning. ePortfolios work best in combination with other HIPs (internships, study abroad, service learning ...)

#### Connections

Students develop employability skills in informal and formal learning contexts. By connecting experiential learning, work, and academics, ePortfolios allow students to develop a holistic view of themselves and their abilities. ePortfolios provide an opportunity for synthesis and integration.
During my time as the Student Wellness Intern at the SanDiego Institute, I conducted research concerning the personal, academic, and professional benefits of students who study abroad while incorporating a focus on mental health and overall wellness. During my time, I was able to begin conducting a first-of-its-kind study, create a SanDiego guide providing information on the benefits of education abroad, and work to establish a cultural immersion crash course for incoming students. My interest in mental health took a more holistic form as I sought opportunities to improve the overall student experience by creating a campus-based program that addressed mental health issues in a more comprehensive manner.

**Responsibilities**

1. Research student life and benefits
2. Attend weekly “You Matter” student meetings, intern meetings, and meetings with the president
3. Begin establishing a cultural shock crash course
4. Design university brochure for student benefits and the student experience

This campaign was a work in progress before I arrived to intern at SanDiego. My goal-oriented attitude and student perspective pushed progress forward and we were able to announce it for all students in the summer semester. I created an email in constant contact that was sent to over 300 alumni.

**Projects.**

A list of the projects I worked on or completed during my time as an intern.

**Mentorship Topic**

This article was written for the SanDiego, a local newspaper that provides a detailed look into the research that was conducted in the study, including a case study on mental health during the fall and spring. I also shared my expertise on the health and wellness of the population and the benefits of education abroad.

**Social Media Schedule**

The importance of the social media schedule was that it allowed us to remember the focus of each post, in addition to being important for the student to understand the fall and spring. It also allowed us to reinforce the theme of the study and the benefits of education abroad.

**Photo Essay**

The student award illustrates my ability to capture unique questions that led to thorough feedback. We addressed the survey in such a way that response was interactive and not obligatory. This allowed us to remove the constant need for engagement in a very short period of time.

**Campaign End**

This campaign was a work in progress before I arrived to intern at SanDiego. My goal-oriented attitude and student perspective pushed progress forward and we were able to announce it for all students in the summer semester. I created an email in constant contact that was sent to over 300 alumni.

**Leadership.**

This article was written for the SanDiego, a local newspaper that provides a detailed look into the research that was conducted in the study, including a case study on mental health during the fall and spring. I also shared my expertise on the health and wellness of the population and the benefits of education abroad.

**Skills.**

A list of the skills I developed during my time as an intern.

**Reflection**

My final thoughts on how my time as an intern abroad shaped me as an individual and global citizen.

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Professionally, my biggest challenge was adjusting to the Italian work style. As an American and college student, I have become accustomed to "coloring inside the lines" when completing projects. In other words, there is always a very strict set of rules to follow, whether I'm writing an essay or at my hostessing job. In Italy, however, my internship guidelines were very loosely structured. I was given an idea of what needed to be accomplished, but the way in which I accomplished it was up to me. Initially, this approach was very unsettling. I felt scared that my interpretation and execution of projects would be received poorly and that all my work would be discarded.

But as the days went on, I began to feel more comfortable with the relaxed work environment. After discussing ideas with faculty and receiving positive feedback, my confidence grew. By the end of my internship, I even started to appreciate the freedom I had to initiate my own ventures. I proposed new projects that were accepted with great enthusiasm, and I took the time to focus on the quality of my work rather than completing it by a certain deadline, as I would back home. Ultimately, I overcame my fears and challenges by choosing to view them as opportunities rather than obstacles.
Visible & Shareable

syart_gallery Working on our internship project with @stannainstitute

Our welcome to Samantha.

#sorrentocoast #studyabroad #artgalleries #santanna #internationalartists #contemporaryart #rossluth #leonecappiello

The day officially begins with the 3 kilometer hike to Ieranto Bay. You hike up a rocky mountain and try your best.

Step 1: Hike to Ieranto

A big part of my day at the bay involves boat monitoring. Ieranto Bay does not allow boats to enter and anchor because

Step 2: Watch the info point

The info point is an area where tourists can come and receive

Step 3: Clean, gown, clean!

Unfortunately, trash is easily compiled in the bay. Besides the trash left by the beach-goers, more trash is brought in by strong sea winds that carry in the rubbish floating in the open waters. My co-workers and I would go onto the beach and clean up the trash using the 46xan bags that have been provided to us by the company. We would also use double kayaks to paddle around Ieranto Bay and scoop up the floating plastic and other materials that didn’t belong in the water.
Do employers prefer eportfolios over transcripts?

80% of US employers find that eportfolios would be useful in evaluating a job applicant.

45% of employers, in contrast, think transcripts are equally useful.

What’s the best way to share eportfolios with employers?

75% of employers indicate that the only reason they do not use eportfolios in the recruitment process is because they do not know about them.

Do eportfolios prepare students for job interviews?

The process of developing an eportfolio helps students perform better in job interviews.

Implementation Tips
### Branding International Experiences:
How Career Services and International Centers Can Help

<table>
<thead>
<tr>
<th>Reflection of Experience</th>
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</thead>
<tbody>
<tr>
<td>Understanding what impact the experience has made and why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus on Skills Gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match international skills gained with employers' desired skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulate personal growth with employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the holistic transformation the experience caused</td>
</tr>
</tbody>
</table>
Global Distinction Program

Workshops

Capstone ePortfolio

ePortfolio Workshop: Getting Started
Tuesday, January 16th
1:55-2:45pm
UF International Center’s Large Conference Room

Marketing your International Experience to Employers

GLOBAL SKILLS
Employers are looking for

- Leadership
- Team Work
- Interpersonal Skills
- Initiative
- Adaptability
- Communication Skills
- Computer Skills

Employers would prefer to see...

- Transcript and ePortfolio (80%)
- Just a transcript (9%)

Join, Learn, Experience, Showcase.
BE IMPACTFUL. BE A GLOBAL GATOR.
Study Abroad ePortfolios

**Workshops for Faculty**

**ePortfolio Workshop for Faculty**

*Learn how to incorporate eportfolios into your study abroad and international courses*

- **Thursday, January 31st 12:30pm-2:30pm**
- **Wednesday, March 21st 12:30pm-2:30pm**

**UF International Center’s Large Conference Room**

**Student Manual & Templates**

**9 Programs are piloting ePortfolios**
Implementation

Pre-departure
- Sample Template
- ePortfolio Guidelines
- ePortfolio 101 Workshop

Onsite
- ePortfolios group sessions
- ePortfolio review & feedback

Re-entry
- ePortfolios career sessions
- ePortfolio Showcase
- (Mock interviews)
Resources
Getting Help

Campus Units

Teaching & Learning
Career Resource center
Leadership
Programs
Student Life
Nursing
Academic Technologies
Institutional ePortfolios

Organizations

AAEEBL
- ePortfolio professionals

AAC&U
- ePortfolios are the 11th High Impact Practice
- Integrative Learning VALUE Rubric
- Field Guide to ePortfolio - April 2017
Catalyst for Learning
ePortfolio Resources and Research

http://c2l.mcnrc.org/

Websites

Free Online Journals & Publications

Learn More

Books
Field Guide to ePortfolio


ePortfolios in Global Certificate Programs:
- ePortfolios for Global Learning at Florida International University by Eric Feldman
- ePortfolios in Global Certificate Programs: a Vehicle for Comprehensive Internationalization by Paloma Rodriguez

ePortfolios in Education Abroad:
- ePortfolios for Study Abroad: Carleton College by Helena Kaufman
- Making Meaning in the Modern Age: ePortfolio Use in Education Abroad by Ann Hubbard & Angela Manginelli
- Cultural Pathways through Eastern Europe ePortfolio by Beata M. Jones

Free online publication: https://drive.google.com/file/d/0B8t_OY4denF1c0NLM3VoNUFhaU0/view
Resources

Website

http://gclc.net

Digital Handout
UF International Scholars Program

The International Scholars Program (ISP) is an exciting campus-wide opportunity available to all degree-seeking undergraduate students. They share their global and professional learning journey by developing the following ePortfolios.

https://internationalcenter.ufl.edu/global-learning/international-scholars-program/eportfolios
Thanks!

Paloma Rodriguez, prodriguez@ufic.ufl.edu
Andie Cochran, ACochran@ufsa.ufl.edu
Ann Hubbard, ahubbard@aifs.com