

**Summer 2007 GICE
PA College of Technology
Content in Action
Electric Portfolio Lesson**

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Subject: Business Education

Grade Level: 9

Time Needed to Teach: A 40 and 90 minute period during the semester.

Standard Category: 3.6 Technology Education, 3.7 Technological Devices, and 13.2 Career Planning Portfolios

Technology: Computer and PC Application Software

Equipment: Computer, Internet, Application Software,

Brief Overview of the Lesson: Students will learn how an Electronic Career Portfolio is a purposeful collection of work that tells the story of an applicant including achievements, growth, vision, reflection, skills, experience, training, and career goals. It is a tool that gives employees a complete picture of who you are ---your experience, your education, your accomplishments,--- and what you have the potential to become; it is much more than what a mere letter of application and resume can provide.

I. Standard Statement 3.6.10B, 3.7.10B,C, & 13.2.11B,C,D,E

Apply knowledge of information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.

- Describe the proper use of graphic and electronic communication systems.
- Apply a variety of advanced mechanical and electronic drafting methods to communicate a solution to a specific problem.
- Apply and analyze advanced communication techniques to produce an image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).
- Illustrate an understanding of a computer network system by modeling, constructing or assembling its components.

Utilize computer software to solve specific problems.

- Identify legal restrictions in the use of software and the output of data.
- Apply advanced graphic manipulation and desktop publishing techniques.
- Apply basic multimedia applications.
- Apply advanced word processing, database and spreadsheet skills.
- Describe and demonstrate how two or more software applications can be used to produce an output.
- Select and apply software designed to meet specific needs.

Apply basic computer operations and concepts.

- Identify solutions to basic hardware and software problems.
- Apply knowledge of advanced input devices.
- Apply knowledge of hardware setup.
- Describe the process for basic software installation and demonstrate it.
- Analyze and solve basic operating systems problems.

- Apply touch keyboarding skills and techniques at expectable speed and accuracy.
- Demonstrate the ability to perform basic software installation.

Evaluate resources available in researching job opportunities, such as, but not limited to:

- CareerLinks
- Internet (i.e. O-NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is *Occupational Outlook Handbook*, *PA Career Guide*)

Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Postsecondary education/training applications
- Request for letter of recommendation
- Resume

Identify the importance of developing a plan for the future

Discuss the importance of the essential workplace skills, such as, but not limited to:

- Dependability
- Health/safety
- Team building
- Technology

II. Project Competencies

- Written communication skills
- Organizational skills
- Creativity
- Career Development
- Technology skills---Internet, computer programs
- Multimedia
- Use of scanners
- Self-assessment
- Knowledge of employability skills and trends

III. Content

1. What is an electronic career planning portfolio?

- A visual story or electronic autobiography of oneself.
- It includes a research component, resume, cover letter, software instructions, and slide show.

2. What is Application Communication Software?
 - Proprietary or Non-proprietary software.
 - Software available to all that is used as an electronic tool from the free software community or at a price.
3. What are Inventories?
 - These are groups of questions that are organized in such a way that results give indications of a person's personality, emotional intelligence, and learning style. Used for brainstorming.
4. What are some tools individuals can use for brainstorming, researching, compiling, and constructing a career plan portfolio?
 - <http://connection.naviance.com/Radnor>
 - <http://www.uwstout.edu/art/artedportfolios/creatingyour/index.html>
 - <http://www.electronicportfolios.com>
 - http://www.asdk12.org/staff/lloyd_pam/pages/Electronic_Portfolio/pages/EP/_career.html

IV Assessment (Electronic Portfolios)

Assessment Criteria

- Advanced: The electronic portfolio is completed and produced with ease.
- Proficient: The electronic portfolio is almost completed and is produced with little effort.
- Basic: The electronic portfolio is somewhat completed and is produced with minor problems.
- Below Basic: No electronic portfolio is completed and little if any parts are produced.

V. Activity (Active Learning)

1. Brainstorm about student portfolios.
 - Use tutorials and sites to help learn about how to create and maintain your student portfolio.
 - Make sure the portfolio audience is defined in advance so the student will include samples which meet the audiences expectations.
2. Formulate what it is that the student could put in their electronic shoebox.
 - Collect items for the shoe box
 - Exhibit all the interests.
3. Compile a personal inventory.
 - Select your finest work. Consider your Personal character traits, talents, finest moments, affiliations and memberships, challenges, and interests
4. A weekly portfolio log.
 - Students keep a weekly log; this can be one of the most important exercises for students to compile items for their shoebox.
5. Brainstorm about your audience.
 - Students identify the audience for which their portfolio is being constructed. .
6. Selecting your samples.
 - Using the weekly log and other components as reference. A one-on-one conference with the student's teacher can occur.
7. Analyzing student samples. (Optional)
 - Students analyze their samples with a coding system developed by U.S. Department of Labor.

8. Outlining the Portfolio

- Organizing a portfolio is like organizing an autobiography.
- Students prepare a categorized introductory table of contents slide in a Power Point template that summarizes their life.
- Category slides are created from a category sample in the table of contents.

9. Writing Basic Descriptions.

- Basic descriptions are added to each category slide.

10. Enriching those descriptions.

- Descriptions are organized.

11. Finalizing and compiling those descriptions.

- Resume and Cover Letter files are prepared using the data from the portfolio Power Point.

12. Portfolio Directions or a Read Me file are created describing how to navigate through the portfolio.

VI. Adaptations/Accommodations (Diversity in Learning)

Teacher adaptations/accommodations for students with Impairments:

Partner reciting instructions of what is to be accomplished

Second partner to observe and support the first partner

VII. Additional Resources (including books, website, videos, etc.)

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