PUNC e-portfolio

platform

manual

Structure and functionalities of the platform

Site-Google based platforms for e-portfolio typically have the following structure and functionality:

Site-Google based e-portfolios are typically structured as a series of pages. Each page can contain a variety of content, such as text, images, videos, and links. Pages can be organized into categories, and categories can be organized into subcategories. This allows users to create a well-organized and easy-to-navigate e-portfolio.

Site-Google based e-portfolios typically offer a variety of features, including:

Content creation and editing tools: Users can easily create and edit text, images, videos, and other types of content on their e-portfolio pages.

Collaboration tools: Users can collaborate with others on their e-portfolio by sharing pages and folders, and by leaving comments on each other's work.

Publication tools: Users can publish their e-portfolio to the web so that it can be viewed by others. They can also share their e-portfolio with specific people by sending them a link.

In addition to these basic features, many Site-Google based e-portfolio platforms also offer additional features, such as:

Templates: Users can choose from a variety of pre-made templates to create their e-portfolio. This can save users time and effort, and it can help them to create a professional-looking e-portfolio.

Themes: Users can customize the look and feel of their e-portfolio by choosing a theme. Themes can change the colors, fonts, and other design elements of the e-portfolio.

Integrations with other Google products: Site-Google based e-portfolio platforms often integrate with other Google products, such as Google Drive, Google Docs, and Google Slides. This allows users to easily embed content from these products into their e-portfolio.

Overall, Site-Google based platforms for e-portfolio offer a variety of features and functionality that can help users to create a professional and engaging e-portfolio.

Castomized PUNC e-portfolio mobile application

Mobile application to accompany the use of e-portfolio is available for students for free from PUNC project associated partner MARKED from Finland: You can download the app from the following links and find the PUNC Tool from the courses site.

Android: https://play.google.com/store/apps/details?id=com.ag.marked

Apple: https://apps.apple.com/us/app/marked/id1658302496

User name: punc Password: punc23 .

The general purpose of the application is to help youth engage in experiences, collectively reflect on turning their uncertainties into opportunities for collaboration and innovation, offer and request feedback from peers and mentors/tutors. The mobile application will augment the functions of the web-site based (sites google) content with the instant uploading multimedia, chat for comments and feedback as well as peer re-endorsement or future project planning.

The PUNChacker may offer the following functionalities:

1. Individual profile including
    - Name/nick name
    - Photo/avatar
    - Self-identity – link to sites google e-portfolio
    - Preferred roles (Hofstede's cultural barometer, DeBono's hats or Clifton strengths)
    - PUNC strengths – link to sites google e-portfolio
    - List of PUNC paths completed
    - PUNC outcomes list – link to sites google e-portfolio
    - List of peer endorsements
2. Team profile including
    - Name of the team, affiliation (academia, company, NGO, nonformal)
    - List of participants and mentors/instructors
    - Path description (link to PUNCtoolbox or original team's text or multimedia)
    - Map of team roles (e.g. according to Hofstede's Cultural Barometer, DeBono's hats or Clifton's strengths)
    - Map of team's PUNC outcomes
    - Summary of Neck's taxonomy (collective reflexional output with Neck's categories as a result of AI like chatbot)
3. Experience catcher including:
    - Active chat for specific path
    - Multimedia for team actions for specific path
    - Evidence for team created artefacts, prototypes, models, stories, designs etc

- Moments of celebrations, awards, rejoicing, cheering etc.
4. Feedback and reflection catcher
    - Feedback chat (with request and response functions)
    - Reflection prompter (Neck's and original questions)
    - Sharing reflection for the summery – links to e-portfolio
    - Recommended extra resources

There are many reported benefits to using the mobile application with a Site-Google platform e-portfolio, including:

- Convenience: Mobile applications allow you to access your e-portfolio from anywhere, at any time. This is especially convenient for students and professionals who are always on the go.

- Accessibility: Mobile applications are accessible to a wider range of people than traditional websites. This is because mobile applications can be used on smartphones and tablets, which are more affordable and accessible than computers.

- Interactivity: Mobile applications can provide a more interactive experience for users. For example, mobile applications can allow users to swipe through images, watch videos, and leave comments.

- Engagement: Mobile applications can help to keep users engaged with their e-portfolio. This is because mobile applications can provide notifications when new content is added to the e-portfolio or when someone comments on a user's post.

Here are some specific examples of how this particular mobile application can enhance a Site-Google platform PUNC e-portfolio:

- Students can use the PUNChacker mobile application to access their e-portfolio to chose and track their learning outcomes from the PUNC menu, view their assignments, roles and see them in the relation to their teammates, grades, and feedback from their teachers. They can also use the application to submit assignments and to communicate with their peers and instructors.

- They can use a mobile application to access their PUNC e-portfolio to update their PUNC outcomes, resume, create new projects, and connect with potential employers. They can also use the application to stay up-to-date on other VUCA developmental training and practice opportunities.

- Anyone can use a mobile application to create and share a portfolio of their uncertainty management personal and collective growth. This can be useful for students, professionals, artists, and anyone else who wants to showcase their skills and accomplishments.

Overall, using a mobile application with a Site-Google platform e-portfolio can provide a number of benefits, including convenience, accessibility, interactivity, and engagement.

The system of hashtags or other elements of AI to help showcase students' competences by helping them to:

1. Identify and organize their skills and accomplishments: Hashtags can be used to tag content on an e-portfolio with keywords that describe the student's skills and accomplishments. This can help the student to identify their strengths and weaknesses, and to organize their e-portfolio in a way that is easy for potential employers and other stakeholders to navigate.

2. Connect with other students and professionals: Hashtags can be used to connect with other students and professionals who have similar interests and skills. This can help students to learn from others, to collaborate on projects, and to find job and internship opportunities.

3. Receive feedback on their work: AI can be used to analyze student work and provide feedback on their skills and performance. This feedback can help students to identify areas where they need to improve, and to develop strategies for improving their skills.

Here are some specific examples of how a system of hashtags or other elements of AI can be used to showcase students' competences:

- A student could use hashtags to tag their e-portfolio content with keywords that describe their skills and accomplishments, such as #programming #webdevelopment #graphicdesign #writing #publicspeaking. This would help potential employers and other stakeholders to quickly and easily identify the student's strengths and weaknesses.
- A student could use a hashtag like #studentdeveloper to connect with other students and professionals who are interested in software development. This could help the student to learn from others, to collaborate on projects, and to find job and internship opportunities.
- A student could submit their reflection to an AI-powered writing assistant to receive feedback on their grammar, style, and clarity. This feedback could help the student to improve their writing skills, which would be an asset in any field.

Overall, a system of hashtags or other elements of AI can be a valuable tool for helping students to showcase their competences. By using hashtags and AI, students can identify and organize their skills and accomplishments, connect with other students and professionals, and receive feedback on their work. This can help students to stand out from the competition and to achieve their career goals.

HOW TO CAPTURE AND VALIDATE PUNC COMPETENCES DEVELOPED AND RECORDED ON THE E-PORTFOLIO PLATFORM

To validate competences from an PUNC e-portfolio platform, you can use the following steps:

1. Identify the competencies that you want to validate. This can be done by referring to the PUNC competency framework, and/or more general taxonomies such as the European Qualifications Framework (EQF) or the Digital Competence Framework (DigComp).

   Please refer to other PUNC results, in particular to the PUNC toolbox to use the PUNC competence framework:
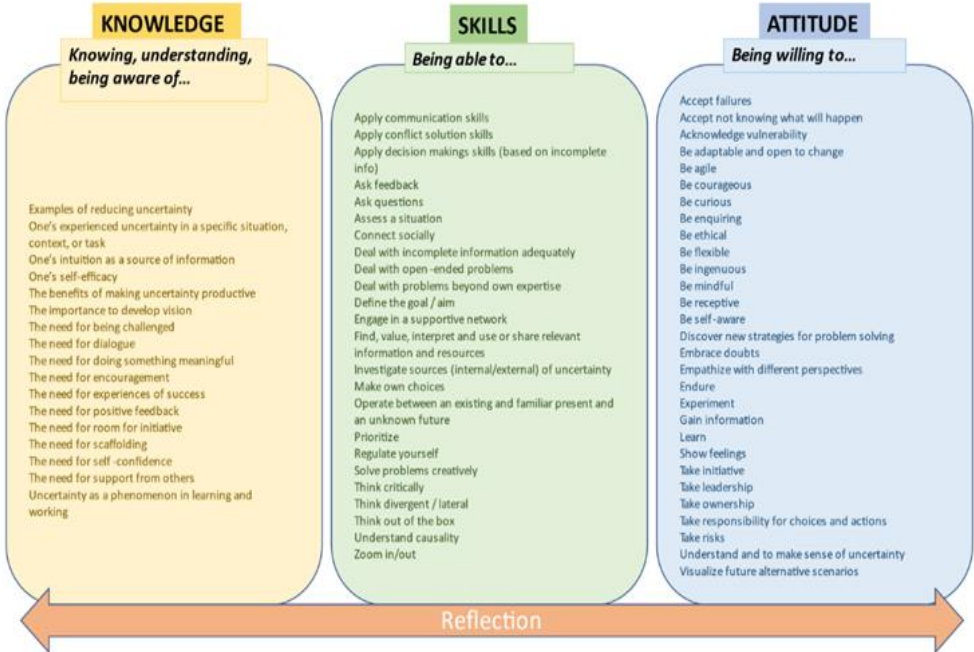
2. Review the e-portfolio for evidence of these competencies. This may include artifacts such as work samples, videos of activities, podcasts, presentations and pitching records, feedback and feedforward, certificates, and reflective writing/filmed narratives or dialogues with peers or experts.

Students will have select the learning outcomes from the PUNCmenu list (mobile application will offer it in the unfolding menu) e.g.

https://sites.google.com/d/1xJrFMCCjyps1JksGlaBpxprE_05_f2vt/p/1clpkSUZeVITpNG7x6tV1Mt82lou KjPZ5/edit.
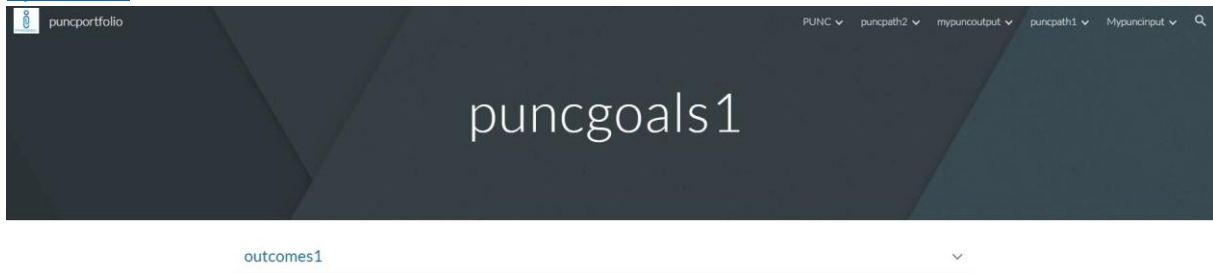
In line with the PUNC e-portfolio guide the students either will have described the tool themselves or use PUNCbox link (available in the mobile application). They should also add some digital artefacts like photos or short videos of being engaged in the activity e.g.

https://sites.google.com/d/1xJrFMCCjyps1JksGlaBpxprE_05_f2vt/p/1uefxsMk2-H8cennVXltiiJ_xzV0i6tJv/edit.

It is important that they are given the time and space to fill in the reflection part for the specific experience and ask for peer/expert feedback directly after the activity or as soon as possible using the Neck's taxonomy scaffolding (again available as guiding questions in the mobile application) . Students list their PUNC learning outcomes as skills and attitudes they self-identified or got feedback/assessment from peers, instructors, experts or other stakeholders e.g.

https://sites.google.com/d/1xJrFMCCjyps1JksGlaBpxprE_05_f2vt/p/1TNUTFZ97YpiBg4QpdH 5TPIHD62WEYBv7/edit

3. Assess the evidence to determine whether it is sufficient to demonstrate competence in reference to the framework. This may involve considering the quality of the work, the level of reflection, and the context in which the work was produced to satisfy the chosen learning outcomes .

Example PUNC learning outcomes (phenomenological analyses of the narratives in pilot e-portfolios)

Skills:

being able to…

Attitude:

being willing to…

High uncertainty avoidance	Low uncertainty avoidance		High uncertainty avoidance	Low uncertainty avoidance

Assess a situation

Embrace doubts

See an opportunity instead of threat listen to others' insights into the situation/context accept suggested roles you can take list resources and successes so far	select a role to use one's strengths observe yourself and be aware of emotions, work on self-regulation and impact of calmness on others take time to reflect and re-group after failure make a list of tasks and priorities make a map of stakeholders		When in doubt DON"T leave it out. Do not to panic facing polarization or confrontation – encourage a round of diverse voices	Appreciate doubts as gut feelings Evolve through dialogue include spiritual experience Use ethical design

Investigate sources of uncertainty

Show feelings

Collective (ir)responsibility avoidance Avoiding losing face Linearity of knowledge building	Diversity of personalities Known Unknowns Unknow Unknowns Inability to find cause-and-effect links		Stay cool, neutral face, smile, show enthusiasm Refer/resort to a ritual/metaphors, healing practices Accompany others in the whole range of emotions	Be yourself, no control or judgment Show honesty, vulnerability, compassion Acknowledge conflicting emotions, confusion Embrace negatives

Ask questions

Endure

Asking the ones in the known out of curiosity instead of arrogance Question is not a sign of weakness or ignorance but act of courage if you acknowledge uncertainty Ask wholistically instead of details/aspects	Divergent questions invite answers reducing uncertainty and create opportunities for innovation Ask from the position of an inquirer, trying things out rather then expecting the only correct answer		Replace avoidance, sabotage or open aggression with openness and patience for emerging ideas	Withhold judgement, be not discouraged by, do not respond to aggression, engage diversity Demonstrate resilience

Find, value, interpret and use or share relevant information and resources

Take initiative

Access group secret knowledge to solve a problem	Connect the dots, look in new places, question the obvious		Modify your offer if rejected, find your voice, demonstrate what you mean, seek support for your ideas	Say YES and…, avoid BUT Encourage the quite to contribute

Offer information and see if it is used	Appreciate offers, welcome questions, clarifications	Go beyond reduced doable goals, be creative	Start acting, experimenting to see how it may go

Understand causality **Take responsibility & ownership**

Inaction, avoidance, spreading panic only enhance uncertainty	Uncertainty moves people to action, caring about others and the planet	Trusts leads to commitment. Once engaged you show you can be trusted	Choosing action yourself brings the sense of owning and belonging

Prioritize **Take leadership**

Not all the steps at the same time. Failing or losing some things is unavoidable	Start with your strengths Understand what others value most Build and sustain trust	Lead only when you are in the right role Make others feel safe with you being in charge Help others focus on the task, give space, facilitate silence and show curiosity	Lead with empathy, delegate, decentralize, make the opportunity for all Align diverse talents, focus on collaborating, leveraging creative tensions in the team

Explore in-depth **Take risks**

Ask "why" more than once Scan all the parts/risk elements & potential failures	See what knowledge is hidden on purpose Find excluded experts Empty your head to make more space for the unknown	Prepare soft landing for yourself Hold hands with friends when making leaps	Risk to gain advantage for the sustainability not yourself Risk with surplus of resources, time, resilience, creativity

Deal with incomplete information adequately **Make sense of uncertainty**

Hypothesize and test Use feedback loops	Consider all plausible futures Include qualitative data and gut feelings	Neglect has no excuse in uncertainty Self-protection may cut you off from community of lerners	No uncertainty means no freedom, no love or even friendship Embracing it leads to innovation, sustainability, solidarity

Strategize **Empathise with different perspectives**

Reframe problems, create predictability in small doses, imagine positive scenarios	Engage all as changemakers Improvise Visualize future and go backwards to the entry point	Ask rather than assume or judge others Help to heal by linking past to present, show respect and interest in sources of fear/prejudice/grievances Give/offer information/resources/support first Stay curious	Show understanding by rephrasing values Be compassionate unconditionally Share vulnerability Focus on relationship, sensitivity and complexity of emotions

Build a supportive network

Get what you give Appreciate unbiased perspective Stay visible, active	Be authentic, lead with value Offer support to changemakers

Connect socially

Listen to find common values Deal with rejection	Quality over quantity of interaction (empathy, intimacy)

Accept unpredictability

Cut off from catastrophic narratives Express yourself creatively Focus on controlling your controllables	Go where the others are afraid to go The unknown unknowns do know what failure is

Be mindful

Stop reading minds, be for the others Smile is contagious Recognize and allow embodied experiences and insights Avoid putting labels on people and situations	Peace in your body, peace in your mind Be curious about inner experiences to use them for leading with empathy Nurture, give yourself grace/RAIN

4. Document the validation process and the outcome. This may include creating a validation report or simply recording the decision in the e-portfolio.

   When creating an e-portfolio-based competence validation report, it is important to keep the following in mind:

   - Be clear about the purpose of the report. Are you using it to validate competencies for employment, education, or another purpose?

   - Choose a format that is appropriate for your audience. If you are submitting the report to a potential employer, you may want to use a more formal format. If you are submitting it to a school, you may want to use a less formal format.

   - Be specific about the evidence that you are using to validate each competence. Don't just list the artifacts that you have included in your e-portfolio. Explain how each artifact demonstrates the competence that you are assessing.

   - Use clear and concise language. Avoid jargon and technical terms that e.g. employers may not understand.

Here are some additional tips for validating competences from an e-portfolio:

- Use a variety of evidence. This will help you to get a more complete picture of the person's competence.

- Look for evidence of transfer. This means evidence that the person can apply their skills and knowledge to new situations.

- Consider the context in which the evidence was produced. This will help you to assess the difficulty of the task and the person's level of support.

- Be transparent about the validation process. This will help to build trust and confidence in the outcome.

Here are some examples of how you can validate different types of competences from an e-portfolio:

- Knowledge: Look for artifacts that demonstrate the person's knowledge of a particular topic, such as certificates, transcripts, and research papers.

- Skills: Look for artifacts that demonstrate the person's ability to perform a particular task, such as work samples, portfolios, and project reports.

- Problem-solving: Look for artifacts that demonstrate the person's ability to identify and solve problems, such as case studies, project plans, and presentations.

- Communication: Look for artifacts that demonstrate the person's ability to communicate effectively, such as written reports, presentations, and emails.

- Teamwork: Look for artifacts that demonstrate the person's ability to work effectively with others, such as group projects, team evaluations, and self-reflections.

It is important to note that there is no one-size-fits-all approach to validating competences from an e-portfolio. The specific approach that you use will depend on the context, the competencies that you are validating, and the evidence that is available and the culture of the higher education institution.

For most of the PUNC partner universities the validation process was very simple as the project staff members were directly involved in the activities with the students and followed the development of their e-portfolio, offering them feedback, assessment and writing validation reports themselves. Once the students felt that their e-portfolios could showcase their PUNC competences they generated a link to it and asked their Dean to use it in the supplement to their diploma.
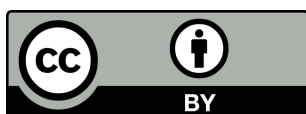
To generate a link to your Site-Google platform e-portfolio, follow these steps:

1. Go to your Site-Google e-portfolio.

2. Click the Share button in the top right corner of the screen.

3. Under the Link section, click the Copy link button.

4. The link to your e-portfolio will be copied to your clipboard. You can now paste this link into any email, document, or website.

Here is an example of a link to a Site-Google e-portfolio:

https://sites.google.com/view/your-eportfolio-name

You can also create a shorter, more memorable link to your e-portfolio using a custom domain. To do this, you will need to purchase a custom domain from a domain registrar such as Google Domains or GoDaddy. Once you have purchased a custom domain, you can connect it to your Site-Google e-portfolio.

To connect a custom domain to your Site-Google e-portfolio, follow these steps:

1. Go to your Site-Google e-portfolio.

2. Click the Manage site button in the top right corner of the screen.

3. Click the Custom domains tab.

4. Click the Add custom domain button.

5. Enter your custom domain name in the text box and click the Add button.

6. Follow the instructions on the screen to verify your custom domain ownership.

Once you have verified your custom domain ownership, you can create a shorter link to your e-portfolio using your custom domain. For example, if your custom domain is example.com, you can create a link to your e-portfolio like this:

https://example.com/eportfolio

Creating a shorter link to your e-portfolio using a custom domain can make it easier to share your e-portfolio with others and remember the link yourself.