

Chapter 9

The Career Concept Map: ePortfolio Content and Critical Thinking Skills

Paul A. Fritz
University of Toledo, USA

EXECUTIVE SUMMARY

Many undergraduates do little active reading about their intended professions. This becomes a problem when they interview with potential employers and cannot demonstrate their depth of knowledge about the job they seek. To help prevent this problem, the authors designed a semester-long project requiring the students to gather at least fifty news clippings from The Wall Street Journal about current issues in their careers. At semester's end, students presented short speeches summarizing their career research on a concept map with two axes: North-South and East-West. They organized their presentations with evidence from their clippings in the map's four quadrants: stories about jobs in this profession migrating to other countries, stories indicating jobs were being developed domestically, stories about a decreased need for jobs in the future, and stories about this profession's increase of jobs. These clippings became documents for students' ePortfolios.

ORGANIZATION BACKGROUND

This exercise was introduced in a traditional classroom setting before converting it to a distance-learning course. We will demonstrate the changes we made as we incorporated it into our distance learning class COMM 2400, "Analysis and Synthesis

DOI: 10.4018/978-1-4666-1933-3.ch009

The Career Concept Map

of Information.” In COMM 2400, students use critical thinking skills as they analyze Websites using the five rubrics of journalistic reporting: objectivity, authority, accuracy, currency, and coverage. We have taught distance learning courses at our university since 1995. We have learned that most distance learning exercises should be launched in a face-to-face class to gain students’ assessments of the activities.

Our academic home is a state-funded Carnegie Foundation Doctoral Research Extensive University. Enrollment is approximately 23,000 distributed among nine colleges. As an open enrollment university, many of our freshmen are first-generation college students. These students may come to college with unrealistic expectations about obtaining the baccalaureate. Many may think the diploma will guarantee them employment. Some students in this group may think there might be little need to begin a program of active reading about their careers in the first semester of their freshman year.

To help students become proactive in selecting careers, many professors at our university have expanded their traditional course content to include student engagement techniques and career selection exercises. These exercises might include sending students to interview working professionals, observing executives on the job, researching how their professions are depicted in the media, or critical analyses of profession-specific newsletters and magazines. Many of our colleagues require students to create personal Webpages where they may mount these documents as senior ePortfolios.

SETTING THE STAGE

Some academic disciplines and professors may think that an undergraduate ePortfolio is a type of scrapbook of term papers and laboratory reports students have accumulated over their undergraduate careers. By scanning an ePortfolio’s contents an experienced instructor can make a reasonable estimate of the student’s intellectual depth. Academics may assume that potential employers reading the same ePortfolio would gain as much meaning from the content as they did.

Ward and Moser (2008) at the University of Findlay surveyed 700 employers to learn what portfolio content employers would find meaningful. The responses included: reports on campus or class projects, analyses of current employment problems, students’ proposed solutions to current workplace problems, interviews with industry leaders or diaries of how students managed a budget for a club project. With just as an academic reading, an ePortfolio can perceive how well a student *fits* into the academic community, employers apparently want documents in the portfolio that might indicate how candidates might *fit* into the corporate world. Charlotte Braumer (2007), a professor at Samford University, found that employers saw many

12 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/career-concept-map/68100

Related Content

Sequential Pattern Mining

Florent Massegla, Maguelonne Teisseire and Pascal Poncelet (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1800-1805).

www.irma-international.org/chapter/sequential-pattern-mining/11062

Discovering Unknown Patterns in Free Text

Jan H. Kroeze (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 669-675).

www.irma-international.org/chapter/discovering-unknown-patterns-free-text/10892

A Data Mining Methodology for Product Family Design

Seung Ki Moon (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 497-505).

www.irma-international.org/chapter/data-mining-methodology-product-family/10866

Action Rules Mining

Zbigniew W. Ras, Elzbieta Wyrzykowska and Li-Shiang Tsay (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1-5).

www.irma-international.org/chapter/action-rules-mining/10789

Seamless Structured Knowledge Acquisition

Päivikki Parpola (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1720-1726).

www.irma-international.org/chapter/seamless-structured-knowledge-acquisition/11050