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DEVICES

Developing Education in Vietnam and Cambodia
Enhancing Employability for Students

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Developing Education in Vietnam and Cambodia
enhancing Employability of Students

Work Package 2: Setting up the basis to build the workspace tool and learning achievements recognition

D2.1 Report of the needs' analysis



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1. EXECUTIVE SUMMARY

The **DEVICES** project (*Developing Education in Vietnam and Cambodia Enhancing Employability for Students*), an Erasmus+ Capacity Building in Higher Education initiative, seeks to **create a shift from traditional professional development to lifelong learning & strengthen organizational and human capacity of Higher Education Institutions (HEIs)** in Vietnam and Cambodia in terms of successful career planning services for students; policy recommendations on employability; tools and mechanism for employment; guidance in adaptation to the trends of local and international labor market. By promoting a shift from traditional professional development approaches to lifelong learning, the project aims to empower students to actively shape their career paths through personal growth, skill recognition, and informed decision-making. Central to this effort is the development of a cross-curricular digital workspace—an e-Portfolio platform—that enables students to collect evidence of learning, reflect on their progress, and showcase their competencies in a dynamic and personalized way. In order to properly design this space, and ensure its relevance for both students and professors, Work Package 2 (WP2) of the project was dedicated to analyzing similar existing platforms and identifying the needs of the university community with regards to these tools.

As part of WP2, the project team conducted a **benchmarking study** of global ePortfolio systems alongside a comprehensive needs analysis. The benchmarking included platforms such as Mahara, PebblePad, Xello, Pathbrite, and regional tools like VietnamWorks, HANU Connections, and Ybox. These systems were assessed on their usability, support for reflection and multimedia, integration with career services, and alignment with lifelong learning. The findings provided key insights into successful features and common challenges that informed the design requirements of the DEVICES platform.

A central component of WP2 was the **needs analysis**, based on survey **responses from 3194 students and academic and career or employment center staff** across the partner institutions (2903 from Vietnam and 291 from Cambodia). Almost two thirds of the responses were from women, and the largest number was from university students (2697), followed by academic staff (443) and by career or employment center staff (54). **Over half of the respondents were unfamiliar with the concept of e-portfolios**, indicating a clear need for awareness-raising and training.

The results revealed a clear demand for digital tools that help students better understand, document, and communicate their learning experiences. Students expressed **interest in a centralized, user-friendly platform** that supports the **collection of both curricular and extracurricular experiences**, enables **guided reflection**, and provides a structure to **present their competencies** in ways that are relevant to employers. The need for multilingual support (English, Vietnamese, Khmer), mobile access, and personalization was also emphasized.

Significantly, the analysis identified a **knowledge gap among some academic and career or employment center staff regarding e-Portfolios and their relevance to employability**. This lack of familiarity suggests a need to raise awareness among educators and institutional leaders about the pedagogical and professional value of digital portfolios. Furthermore, it highlights the importance of providing **targeted training and professional development** to ensure staff can support students in effectively using the

platform—not only as a learning tool but also as a strategic asset for career readiness. Addressing this gap will be crucial to embedding the e-Portfolio into the broader educational ecosystem of participating HEIs.

Both students and staff emphasized the **growing importance of transversal and soft skills**—such as teamwork, communication, adaptability, and digital literacy—as **essential components of employability**. The DEVICES platform will be designed to allow users to track and reflect on these competencies, incorporating features such as digital badges, customizable layouts, peer and mentor feedback, and integration with labor market resources.

The **conclusions of the report** reaffirm the **value of ePortfolios as dynamic, interdisciplinary tools** that support not only academic assessment but also career development and self-awareness. To meet these goals, the DEVICES platform should incorporate key features such as:

- Multimedia support for showcasing diverse learning outputs
- Reflection prompts and structured journaling tools
- Peer and mentor feedback functionality
- Competency tracking and digital badges
- Portfolio customization and privacy control
- Scalable, mobile-friendly, multilingual design

Thus, the DEVICES e-Portfolio platform would serve as more than a digital showcase; it would be a transformative platform for students and institutions alike, and a catalyst for reflective learning, personal development, and professional growth. By combining the best practices from existing systems with the specific needs of local users, and by supporting institutional capacity-building through training and awareness initiatives, the **platform will empower learners to construct meaningful learning narratives, demonstrate their readiness for the labor market, and engage in lifelong personal and professional development**. This will empower students to construct meaningful narratives about their learning journeys and will position HEIs as active facilitators of successful career transitions. Additionally, by investing in staff training and institutional support, the project lays the groundwork for sustainable integration of ePortfolios into HEI cultures across Southeast Asia while fostering a culture of lifelong learning.

2. INTRODUCTION AND PROJECT CONTEXT

2.1. DEVICES

DEVICES “Developing Education in Vietnam and Cambodia enhancing Employability for Students” is an Erasmus+ Capacity Building in Higher Education project (No. 01177347) co-funded by the European Union. It aims to advocate a shift from traditional professional development to lifelong learning & strengthen organizational and human capacity of Higher Education Institutions in Vietnam and Cambodia in terms of successful career planning services for students; policy recommendations on employability; tools and mechanism for employment; guidance in adaptation to the trends of local and international labor market.

The project is focused on a new way of conceptualizing professional development. According to the new paradigm of lifelong career building, careers are constructed rather than chosen and this process of building is, at least in part, a process of learning and personal development. This approach better reflects the dynamic world we live in, in which new jobs are being continually created and individuals must be proactive and responsive to new opportunities. The project is going to support students to navigate themselves through unfamiliar contexts: help to self-identify development needs in key competences for lifelong learning (8 Key competences for lifelong learning) and take responsibility for assuring acquisition of them; empower students to take responsibility for their personal development needs and to make the relevant choices for obtaining them.

The project intends to apply a cross-curricular digital workspace (a continuous learning space where formal, non-formal and informal learning opportunities are identified and their outcomes recognized), to encourage students’ reflexivity by accompanying them continuously in the different phases of lifelong learning. The student-owned dynamic digital workspaces, wherein students can capture their learning and their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their key competences, will be enriched by micro-credentials.

The workspace will be available in English, Vietnamese and Cambodian, and will have a technological basis allowing it to host thousands of students. As a matter of fact, the project plans to involve about 500 students during the piloting phase, but the system will be scalable to 5.000 students and even more.

To learn more about DEVICES, please visit the project website: <https://www.devices-erasmus.eu/>

2.2. WP2 - SETTING UP THE BASIS TO BUILD THE WORKSPACE TOOL AND LEARNING ACHIEVEMENTS RECOGNITION

The importance of WP2 is to set up the basis for the workspace tool by identifying the best examples of similar practices worldwide and comparing their features. It also involves conducting an analysis to gather the needs of students in relation to similar tools.

The DEVICES tool will be designed to encourage students’ reflexivity by continuously accompanying them through different phases of their careers. The model will be equipped with descriptions of professional competencies related to culture, pedagogy, organization, community, and professional growth. Additionally, the work package will define the assessment mechanisms and learning achievements recognition, as well as the technical features of the digital cross-curricular workspace.

3. DIGITAL PORTFOLIO DESIGN AND DEVELOPMENT

In the framework of DEVICES an online cross-curricular digital workspace along the concept of an “e-Portfolio” or digital portfolio will be created to be used by students and professors of the Vietnamese and Cambodian partner HEIs. This space will allow students to demonstrate and promote the core competencies they have developed during their time at university. It will also help better position them as they transition to the world of work.

A digital portfolio is a digital environment where a person can store their best products in order to easily share them with their peers or stakeholders for future work. The concept is similar to that of an artist who has a portfolio of work that he or she presents to a prospective employer / sponsor in order to show off the quality of their work and their style.

In an educational environment, an e-portfolio can allow a student to show off their best work that they have developed during their studies (both during curricular or extracurricular actions), enriched by a reflection process on the material itself or on the creation of the material (for example contemplating what competencies they developed in the course of creating the work). In other words, it is a digital environment where students can collect digital artifacts that showcase their skills, achievements, experiences, and learning progress over time. It can include different types of media such as documents, images, videos, presentations, and links to projects or external resources.

E-portfolios play a crucial role in professional development and employability by helping students to:

- Reflect on learning and growth: By documenting experiences and achievements, individuals can assess their progress, set goals, and identify areas for improvement.
- Showcase skills to employers: e-portfolios provide concrete evidence of skills, competencies, and real-world projects, making job candidates more attractive to employers.
- Develop Digital Literacy: The process of creating and maintaining an e-portfolio enhances skills in digital communication, content curation, and personal branding.
- Enhance career readiness: e-Portfolios help individuals articulate their strengths, experiences, and professional identity, improving their ability to write résumés, cover letters, and perform well in interviews.
- Facilitate lifelong learning: Professionals can continuously update their e-portfolios to track career development, acquire new skills, and adapt to evolving industry trends.

In order to design the e-portfolio platform that will be used in the DEVICES project, an in-depth analysis has been done regarding existing platforms and the pre-existing knowledge and experience of Vietnamese and Cambodian students and professors with e-portfolios, and any needs or expectations they might have regarding such a platform. The results of this analysis are presented in the following sections.

4. ANALYSIS OF EXISTING PORTFOLIOS

DEVICES partners identified existing portfolios (both online and offline systems) that were being used either within their own institution or in other institutions. Each portfolio was described in-depth and analyzed to determine which features should be included in the platform developed by the project.

4.1. PORTFOLIOS

PORTFOLIO: MAHARA	
Institution using it: University of Macerata	Country: Italy
Digital? (y/n) YES	
Platforms used:	
Link (if exists): https://eportfolio.unimc.it https://Mahara.org	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> • <i>Purpose of the portfolio</i> <p>The Mahara e-portfolio allows students to reflect on their course and placement experiences, selecting and presenting the key learning and skills they have developed on the course and in other university and non-university experiences over the five years.</p> <ul style="list-style-type: none"> • <i>Who creates the content?</i> <p>The students, with the supervision of a tutor</p> <ul style="list-style-type: none"> • <i>Is it linked to a specific course or does it have a broader scope?</i> <p>It is related to the whole degree program</p> <ul style="list-style-type: none"> • <i>Is it private or public? Who is it shared with?</i> <p>The e-portfolio is private. The owner (the student) can decide who can see and what.</p> <ul style="list-style-type: none"> • <i>If it is online, where is it hosted?</i> <p>It is hosted in a university server</p> <ul style="list-style-type: none"> • <i>What language is it in?</i> <p>It is translated in Italian, but some pages are still in English.</p>	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> • Personal profile • Evidence of skills developed • Feedback & references (e.g. testimonials from colleagues, teachers, supervisors) • <i>Possibility of selecting and sharing materials?</i> YES <p>The student creates a specific web page called “view” where he/she can insert the artifacts and the reflection developed and can decide to whom it can be showed</p> <ul style="list-style-type: none"> • <i>Is a reflection process involved? How is it done? Is it shared together with the materials?</i> <p>Yes, a process of reflection is required and encouraged by the structure of the ePortfolio itself. A first moment of reflection occurs when the student uploads materials, as he/she is asked to explain why this particular material is important. A second moment of reflection is required when the materials are combined to form a view.</p>	

- Undergraduate students
- Academic staff (Teachers/researchers)
- Non-HEI teachers

Target group(s)

Reflection on this portfolio

Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.

Students can create their personal learning stories by uploading evidence of activities they have participated in and embedding publicly available content they have previously posted online. They can write reflections on their experiences that frame this evidence, link it to competences or registration requirements and provide the necessary context.

Mahara can be used for many different portfolio purposes such as study, professional development, work integrated learning, assessment, showcase and presentation and employability.

It is a very flexible tool and can be used for different purposes. Sometimes students can experience some difficulties if they are not interested in using all the features of the ePortfolio. Other students have found the interface somewhat difficult to use and not so intuitive.

Photos

The screenshot shows a Mahara ePortfolio profile page. At the top, there's a header with the Mahara logo, a language dropdown set to 'Sito predefinito (Italiano)', a 'Modifica' button, and a 'Login' button. The main section is titled 'Mi presento' with a tag 'autopresentazione'. Below the title, there's a paragraph of text in Italian: 'In questa videata mi presento in modo sintetico e descivo i motivi per cui ho scelto questa scuola. Introduco le esperienze di apprendimento più significative che ho vissuto a scuola, nei PCTO e nello stage e i miei progetti futuri che racconto nell'ePortfolio. Infine allego il mio curriculum vitae.' To the left of the text is a circular profile picture of a woman with dark hair. Below the profile picture are links for 'Add comment' and 'Details'. To the right of the profile picture, there's a text area with several paragraphs in Italian, including 'Mi chiamo Laura Bianchi ho 17 anni e frequento il quarto anno del liceo scientifico dell'I.I.S. «Dalla Chiesa» di Montefascone (VT).', 'Ho scelto questo tipo di scuola perché offre una preparazione in vari ambiti sia scientifico sia umanistico e perché alcuni amici me l'hanno presentata come una buona scuola.', 'Il percorso di studio che ho svolto in questi anni mi ha permesso di accrescere le mie conoscenze e competenze, di sviluppare un mio metodo di studio, di conoscere le mie capacità e i miei limiti e mi sta preparando ad affrontare il futuro con fiducia e con la certezza che posso sempre migliorare. Nelle esperienze di stage sono cresciuta nella capacità di assumermi delle responsabilità e di inserirmi in contesti lavorativi che non conoscevo.', 'I miei progetti futuri sono ancora aperti. Al termine del quinto anno vorrei andare all'università, ma non so ancora quale indirizzo scegliere.', 'In questo spazio digitale racconto le esperienze di stage che ho vissuto a partire dal terzo anno e faccio il punto su tutto quello che sto imparando a scuola e fuori dalla scuola. Inoltre documento i miei progressi e inserisco alcuni dei miei lavori migliori. Infine, allego il mio curriculum vitae.', and 'Montefascone, 31 gennaio 2022'. Below the text area, there's a section titled 'Il mio e-Portfolio' with a list of links: 'Mi presento', 'Le mie esperienze di apprendimento', 'I miei lavori', 'Il mio stage', and 'Le mie competenze'. To the right of this list, there's a section titled 'Una frase che mi ispira' with the text 'Sii il meglio di qualunque cosa tu possa essere' in a highlighted box. Below this, there's a paragraph in Italian: 'Non è importante essere i primi, svolgere ruoli di un certo rilievo, ma dare il meglio di se stessi, dimostrare che anche la più umile delle attività può essere svolta in maniera tale da suscitare la sorpresa, l'apprezzamento e la stima di tutti. Quindi stupisci il mondo con il tuo modo di essere, di creare. Sii UNICO, Sii IL MEGLIO di ciò che sei.' At the bottom right, there's a link for 'Il mio curriculum vitae'.

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Collection: Il mio e-Portfolio

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Le mie esperienze di apprendimento

Tags: apprendimenti, esperienze

In questa videata elenco le esperienze di apprendimento che ho vissuto a scuola, negli stage del PCTO e in altri ambiti. Scrivo alcuni esempi di cose che ho imparato e allego alcune evidenze (certificati, foto, link ad altre pagine del mio e-Portfolio).

A Scuola nei 5 anni



Parcorso e titoli di studio (Diplomi, Qualifiche, attività extracurricolari di arricchimento dell'offerta formativa organizzata dalla scuola, esperienze di mobilità studentesca, albo nazionale delle eccellenze, certificazioni linguistiche e informatiche)

Le esperienze più significative



Nello studio, in generale, ho imparato

- ad approfondire, a non accontentarmi di quello che è scritto sul libro e ripeterlo, a cercare altri libri e articoli su Internet e in biblioteca per conoscere anche fonti diverse da quelle presentate in classe. [🔗](#)



Nel Progetto Apprendo - QSA con l'aiuto del tutor ho imparato a

- riflettere sui miei punti di forza e sugli aspetti da migliorare;
- gestire l'ansietà nelle interrogazioni e nei compiti in classe. [📄](#)



Nel progetto Debate ho imparato a

- formulare argomentazioni logicamente stringenti e ad esporle in pubblico in italiano e inglese.
- dibattere, ma anche ad ascoltare gli altri. [👤](#)

Altre esperienze significative di apprendimento di questi cinque anni:



Certificazione ECDL e certificazioni linguistiche [📄](#)



Giornate in autogestione a Sermignano (VT) [📄](#)

I miei lavori

Tags: lavori, progetti, ricerche

In questa videata presento alcuni tra i lavori migliori che ho realizzato a scuola.

Usare strumenti digitali collaborativi

Ho scelto di presentare un **approfondimento sul modulo Collaboration del progetto ECDL**.

Ho svolto il lavoro da solo dedicando molto tempo alla ricerca su siti Internet specializzati. Ho scritto una relazione e poi ho realizzato una presentazione in Prezi e l'ho presentata in classe.

Il professore mi ha fatto i complimenti per la completezza dell'elaborato e per le modalità interattive usate per presentarlo ai miei compagni.

Nel fare il lavoro mi sono appassionato, ho approfondito le mie conoscenze sui dispositivi mobili, sui social media e sugli ambienti di apprendimento online.

La mia presentazione



La mia relazione



Approfondire la letteratura greca

Ho scelto di presentare **un lavoro a gruppi sulla letteratura greca**. Tale progetto consisteva nel leggere alcune commedie e tragedie greche e lavorare in gruppo su una di esse, presentando in classe la trama, il periodo storico e la contestualizzazione dell'opera scelta.

Insieme a due compagne abbiamo scritto una relazione su "L'Antigone" di Sofocle (Ἀντιγόνη), io ho curato la parte della trama.

La frase che Antigone dice: "Non sono nata per condividere odio, ma per amare con chi ama" e la sua scelta coraggiosa e libera mi hanno fatto comprendere che questo messaggio è attuale, molto vicino a noi e può interessare tutti.

Le mie competenze

Tags: competenze

In questa videata presento alcune competenze che ho sviluppato a scuola e nello stage. Ne ho selezionate 4 tra le tante che avrei potuto analizzare. Ho inserito una breve descrizione di una situazione e di un compito da me affrontato in relazione a ciascuna competenza.

Le elenco

Sono capace di cercare e di selezionare informazioni da fonti diverse e so metterle a confronto

So percepire le mie capacità e i miei limiti in modo realistico

Lo documento

A scuola, in una **ricerca di scienze** che il professore ha apprezzato molto, ho combinato informazioni che ho preso dal libro di testo, da un sito *internet* e da una rivista specialistica che ho trovato in biblioteca. Il lavoro è piaciuto anche ai miei compagni.

Ecco un estratto!

A scuola, nel **progetto "Apprendo-QSA"** sulle strategie di apprendimento, ho compilato un questionario di autovalutazione, il QSA. Con l'aiuto del mio docente tutor ho riflettuto sui risultati ottenuti e ho individuato alcuni aspetti da migliorare, in particolare, l'ansia nelle interrogazioni orali.

Il libretto del Progetto Apprendo-QSA

Di recente ho compilato un altro questionario, il QPCC, che conferma che devo ancora lavorare per imparare a gestire l'ansia di parlare in pubblico ma, allo stesso tempo, fa emergere la mia capacità di perseveranza.

I miei risultati al QPCC

Allego file e immagini



Progetto risultati QPCC

Fattore	Descrizione	Monitoraggio
A1	Senza di prima l'analisi	monitoraggio da fare
A2	Senza di prima l'analisi	monitoraggio da fare
A3	Senza di prima l'analisi	monitoraggio da fare
V1	Analizzazione e confronto sul testo	monitoraggio da fare
V2	Analizzazione e confronto sul testo	monitoraggio da fare
V3	Analizzazione e confronto sul testo	monitoraggio da fare
V4	Analizzazione e confronto sul testo	monitoraggio da fare
V5	Analizzazione e confronto sul testo	monitoraggio da fare
V6	Analizzazione e confronto sul testo	monitoraggio da fare
V7	Analizzazione e confronto sul testo	monitoraggio da fare
V8	Analizzazione e confronto sul testo	monitoraggio da fare
V9	Analizzazione e confronto sul testo	monitoraggio da fare
V10	Analizzazione e confronto sul testo	monitoraggio da fare

I miei sogni e progetti

Tags: progetti

In questa videata presento alcuni sogni e progetti in relazione a tre ambiti: formazione, professione e cittadinanza. In una lettera che scrivo a me stesso dal futuro, racconto ciò che vorrei realizzare. Scrivere la lettera mi è piaciuto e mi è servito a chiarirmi le idee su chi sono e chi voglio essere.

Formazione

★ **Ho in progetto** di continuare a studiare e vorrei iscrivermi all'Università. Ho molti interessi, ma non ho ancora deciso per un corso specifico: potrei scegliere Psicologia o Scienze dell'Educazione. Mi interessa e mi piace anche l'informatica.

Professione

★ In futuro **vorrei** lavorare a contatto con le persone. Mi piacerebbe aiutare coloro che si trovano in difficoltà, in particolare i bambini. Ho davanti a me un futuro ancora aperto. Di recente ho conosciuto una persona che frequenta un corso sulla cooperazione internazionale, vorrei informarmi meglio sui possibili sbocchi professionali.

Cittadinanza

★ **Ho un sogno.** Vorrei prendermi cura dell'ambiente. A tutti piace ammirare le cose belle, ma pochi sono capaci di fare scelte concrete per proteggere l'ambiente. Un esempio: meno sprechi, più riciclaggio della carta possono contribuire a proteggere le foreste. La mia scuola lo sta facendo con l'iniziativa Paperless.



PORTFOLIO: XELLO PORTFOLIOS	
Institution using it: Schools for students aged 5 to 18 years old. It encompasses the primary and secondary levels of schooling.	Country: USA & Canada
Digital? (y/n) Yes	
Platforms used: https://xello.world/en-gb/blog/product-news/xello-portfolios/	
Link (if exists): Xello: https://xello.world/en-gb/for-schools/ Sample portfolios: https://xello.navattic.com/portfolios YouTube introduction: https://www.youtube.com/watch?v=cccCKsMqlql	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> Purpose of the portfolio Xello Portfolios is a feature within the Xello platform, which is an online career exploration and planning tool used primarily by students in K-12 education. Xello helps students with career readiness, post-secondary planning, and developing soft skills by allowing them to create e-portfolios that showcase their academic achievements, career interests, skills, and personal goals. Who creates the content? Xello allows students to connect their personal goals, career interests, and academic records with post-secondary options. The platform helps guide them through various career pathways, college choices, apprenticeships, and other post-graduation opportunities. The e-portfolio is a central part of the platform, enabling students to track their learning journey and future aspirations. Teachers and school counselors can access students' portfolios and provide guidance and feedback on the student's academic and career plans. Is it linked to a specific course or does it have a broader scope? It has a have a broader scope. Xello allows students to add a range of achievements to their portfolios, from academic awards to sports achievements, volunteer experiences, and leadership roles. These activities can be presented in an organized way to showcase the student's well-rounded abilities. Xello portfolio encourages a more holistic approach to education and career planning. This reflects the growing recognition that soft skills, leadership, and personal interests play a significant role in student success. Is it private or public? Who is it shared with? For Schools: Xello is typically adopted at the district or school level, and educators are given access to a suite of tools that allow them to facilitate career exploration and guide students in using the portfolio feature. Teachers and counselors can use Xello's portfolio tools to monitor how students are progressing toward their career and academic goals. They can offer targeted advice, recommend resources, or suggest extracurricular activities that align with the student's aspirations. 	

For Students: Students create their portfolios as part of their Xello account. The platform is user-friendly, with step-by-step prompts to help students enter their information, select career interests, and upload relevant documents and reflections.

- *If it is online, where is it hosted?*

Online. Links above.

- *What language is it in?*

English

Aspects included in the portfolio:

Students can highlight both hard and soft skills they have acquired through coursework, extracurricular activities, or part-time jobs. Students can add descriptions of academic achievements, volunteer work, internships, certifications, and other accomplishments. As students complete career readiness tasks, Xello allows them to document competencies they've gained.

It includes the following aspects:

- Personal profile
- Evidence of skills (e.g. space to store work done or projects)
- Feedback & references (e.g. testimonials from colleagues, teachers, supervisors)
- Possibility of selecting and sharing materials: students can add images, videos, links, and other multimedia to their portfolios, making them more interactive and engaging. Students can share their portfolio with potential employers, colleges, or scholarship committees to demonstrate their skills and qualifications. Xello provides a safe environment where students' data is protected and privacy is respected. Students control who can view their portfolios. They can share them with school staff, family members, or external entities like employers.
- The portfolio encourages self-reflection, helping students to assess their growth and make adjustments to their career plans.

Target group(s)

Undergraduate students

Reflection on this portfolio

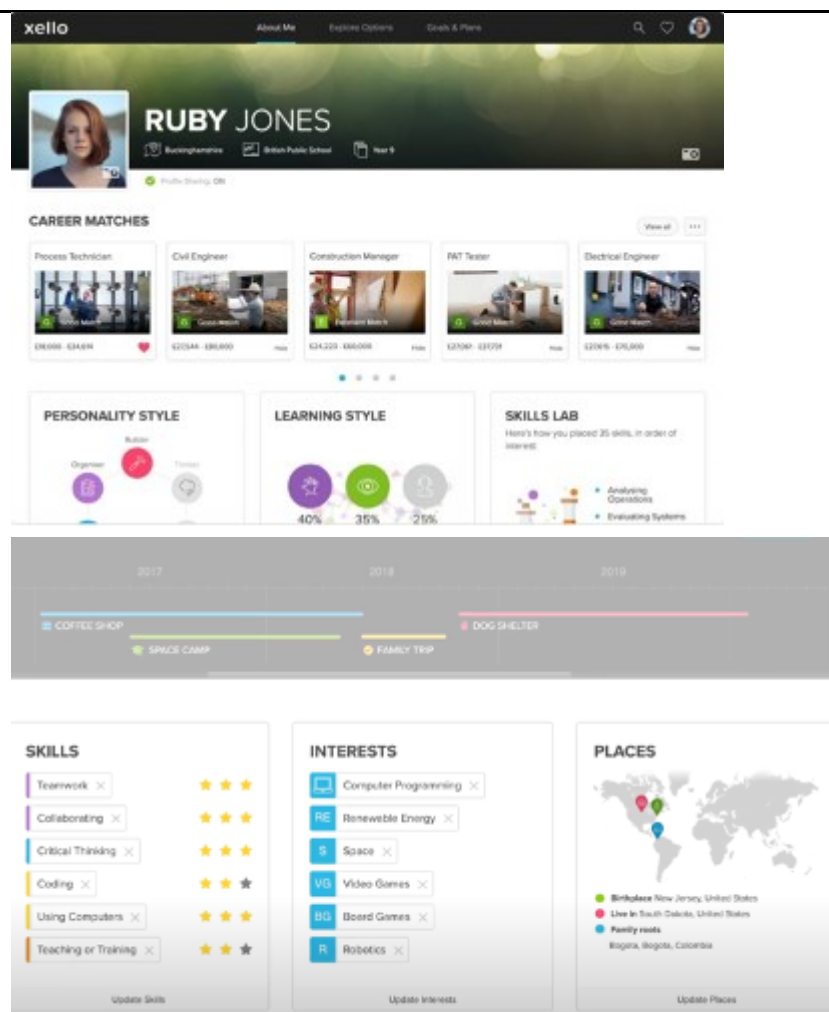
Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.

It is a valuable tool. The Xello Portfolio helps students organize and present a clear narrative of their education, skills, and career aspirations. It encourages self-reflection, facilitates career exploration, and enhances readiness for both higher education and the workforce. Through integration with other Xello tools, the portfolio provides a holistic view of a student's academic and professional development. A strength of Xello is its Real-World Application – presence of job search-related content like job preferences, skill sets, and work samples.

A negative aspect is the quite expensive pricing model: it could range from \$5 to \$15 per student per year, depending on the scale of the subscription and any customizations. Xello supports only the following languages: English (default language), Spanish, French, Portuguese, Chinese (Simplified).

It has been awarded Best Career Planning Solution in The EdTech Awards 2024 by [EdTech Digest](#).

Photos



PORTFOLIO: PEBBLEPAD	
Institution using it: Universities	Country: USA, UK, Australia, South Africa, Poland, Germany, the Netherlands, Spain, Middle East
Digital? (y/n) Yes	
Platforms used: PebblePad platform	
Link (if exists): https://pebblepad.com/	
Provide a brief description of the portfolio:	

PebblePad is a widely used ePortfolio platform in higher education and professional development settings. It enables students, educators, and organizations to create, manage, and showcase digital portfolios, reflecting personal growth, learning achievements, and career progression. PebblePad is known for its flexibility, interactivity, and user-friendly interface, making it a valuable tool for students to track and present their work, skills, and experiences.

- *Purpose of the portfolio*

PebblePad is an ePortfolio solution for higher education students and institutions aiming to foster reflective learning, personal development, and career readiness.

It focuses on Reflection and Learning. The ePortfolio allows students to record their learning experiences, assignments, and projects. This serves as a reflective tool where students can look back at their progress over time, identify strengths and areas for improvement, and understand how their learning aligns with academic goals and learning outcomes. It encourages self-assessment and reflection, which are critical in higher education. Through reflective writing and capturing evidence of learning (essays, projects, videos, etc.), students can deepen their understanding of the material and their own development. The portfolio helps students track the competencies they are developing as they progress through their academic journey. This could include both disciplinary skills (such as research skills for a science student or design skills for a graphic designer) and soft skills (like communication, teamwork, and leadership).

- *Who creates the content?*

In PebblePad, the primary creators of content are the students themselves, though other stakeholders such as educators, mentors, and administrators can also contribute or guide the content creation process.

- *Is it linked to a specific course or does it have a broader scope?*

A broader scope. Overall Academic Journey: PebblePad allows students to document and reflect on their entire academic experience, not just one course.

- *Is it private or public? Who is it shared with?*

In short, PebblePad is designed with privacy in mind, but it offers flexibility for users to share specific content with selected individuals or groups as needed.

Private by Default: Content on PebblePad is private by default and can only be accessed by the user.

Sharing Options: Users can choose to share their work with specific individuals or groups. This might include:

- Instructors or tutors (for assessment or feedback purposes).
- Employers or mentors (for professional development or job applications).
- Peers (for collaborative learning or sharing).

Public Sharing: While most content is kept private, users have the option to share specific parts of their portfolio publicly, such as showcasing achievements or submitting assignments for assessment.

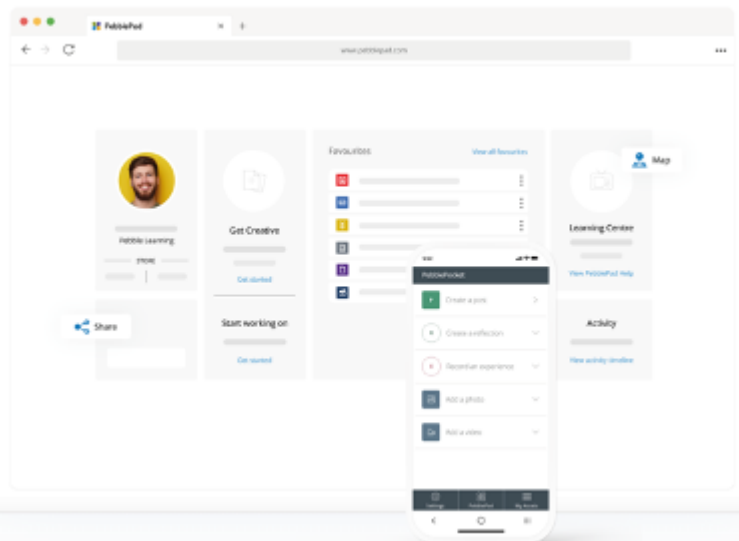
- *If it is online, where is it hosted?*

PebblePad is an online platform that is hosted on the cloud, which means it operates via the internet and does not require any local software installation. It is hosted on servers maintained by AWS (Amazon Web Services), a leading cloud services provider.

- *What language is it in?*

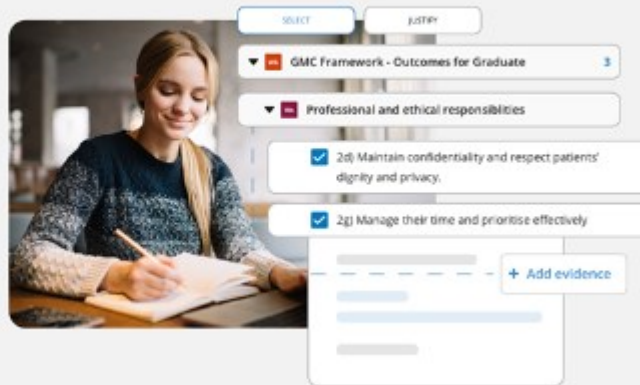
While PebblePad supports multiple languages, some features (like templates or help documentation) might initially be available primarily in English.

Aspects included in the portfolio:
<p>A PebblePad portfolio is highly flexible and can include a wide range of content types, from personal reflections and learning goals to evidence of academic achievements, professional experience, and multimedia elements. This allows users to create a holistic view of their learning journey and professional development.</p> <p>Aspects included:</p> <ul style="list-style-type: none"> ● Personal profile ● Evidence of skills (e.g. space to store work done or projects) ● Feedback & references (e.g. testimonials from colleagues, teachers, supervisors) ● Possibility of selecting and sharing materials ● A reflection process, as students document their learning journey through reflective writing. This could include reflections on assignments, personal experiences, or skills development.
Target group(s)
<p>Postgraduate students</p> <p>Graduates/Alumni</p> <p>Academic staff (Teachers/Researchers)</p>
<p>Reflection on this portfolio</p> <p><i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i></p>
<p>Important aspect of the platform is that PebblePad integrates well with Learning Management Systems (LMS) like Moodle, Blackboard, and Canvas. It also connects with academic and career support systems, providing a unified environment for students to access all necessary resources.</p> <p>PebblePad is not limited to academic use. It is also commonly used for: Career Portfolios (showcasing work experiences, certifications, volunteer activities, and career goals); Personal Branding (students can document their extracurricular activities, internships, leadership roles, and other career-related experiences); Lifelong Learning: after graduation, PebblePad can continue to serve as a tool for ongoing professional development, where individuals track new certifications, job experiences, and skills learned over time. This is particularly useful for professionals in fields that require continuous education, such as healthcare, law, or technology.</p>
Photos



Competencies, capabilities and skills

Map and track the development of competencies, capabilities and skills for programme-wide assessment aligned to specific outcomes or professional frameworks.



PORTFOLIO: Pathbrite/ Portfolium/in 2020 acquired by CANVAS LMS (part of Instructure's ePortfolio system) -	
Institution using it: Higher Education Institutions	Country: XXX
Digital? (y/n) Yes	
Platforms used: https://www.instructure.com/	
Link (if exists): How do I create a new ePortfolio? https://community.canvaslms.com/t5/Canvas-Basics-Guide/How-do-I-create-a-new-ePortfolio/ta-p/616171 https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-ePortfolios/ta-p/1 How to Create a Portfolio with Portfolium: https://www.youtube.com/watch?v=8HHpKbkuewY (examples of ePortfolios)	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> ● <i>Purpose of the portfolio</i> It is commonly used in educational settings, allowing students, teachers, and institutions to showcase work, document progress, and reflect on learning. Instructure's ePortfolio feature is part of its Canvas Learning Management System (LMS), but can also be used separately. Use ePortfolios to: <ul style="list-style-type: none"> ○ Create an online educational journal for reflection ○ Create an online site that can be turned in as an online Assignment ○ Demonstrate mastery of course Outcomes ○ Share your best work from multiple courses ○ Showcase professional-quality work for prospective employers ● <i>Who creates the content?</i> Students ● <i>Is it linked to a specific course or does it have a broader scope?</i> ePortfolios are tied to your user profile and not to a specific course. Since Instructure ePortfolio is part of Canvas LMS, it integrates seamlessly with assignments, grades, and other Canvas tools. Teachers can assign ePortfolio tasks as part of the course curriculum. ● <i>Is it private or public? Who is it shared with?</i> Users maintain control of their content and data. ePortfolios are typically protected by secure logins and are GDPR-compliant in some jurisdictions. Users can publish the portfolio or keep it private; share the link with instructors, peers, or potential employers if desired. ● <i>What language is it in?</i> English (multiple variations, including US, UK, and Australian English), Spanish (multiple variations, including Latin American and Spain, French, German, Japanese, Chinese (Simplified and Traditional), Korean, Arabic, Turkish and others. 	

Aspects included in the portfolio:

- Personal profile
- Evidence of skills? (e.g. space to store work done or projects)
- Feedback & references? (e.g. testimonials from colleagues, teachers, supervisors)
- Possibility of selecting and sharing materials?
- A reflection process can be involved via instructors asking students to reflect on their learning journey or offer feedback on assignments, projects, and assessments.

Target group(s)

Undergraduate students
Graduates/Alumni
Academic staff (Teachers/Researchers)

Reflection on this portfolio

Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.

Photos

The screenshot displays the DEVICES user interface. On the left, a dark sidebar contains a vertical menu with icons and labels: a circular icon, 'Account' (highlighted with a red box and a black circle with the number '1'), 'Dashboard', 'Courses', 'Groups', 'Calendar', 'Inbox', and 'History'. The main content area shows the user's profile for 'Emily Boone' with a circular profile picture and a 'Logout' button. Below the profile, a list of menu items is displayed: 'Notifications', 'Files', 'Settings', 'ePortfolios' (highlighted with a red arrow and a black circle with the number '2'), 'My Badges', 'Required Trainings Management', 'QR for Mobile Login', and 'Global Announcements'.

PORTFOLIO: Educational Management and Innovation Reflective Portfolio	
Institution using it: University of Alicante	Country: Spain
Digital? (y/n) No	
Platforms used: Word documents, Canva, Genially, Prezi, etc.	
Link (if exists): Not available, but many examples exist	
Provide a brief description of the portfolio:	
<p>This portfolio does not include a personal profile, as its main focus is on academic reflection rather than personal presentation. However, it serves as evidence of skills, as students demonstrate their ability to critically analyze educational topics and apply them to real-life contexts. While the portfolio does not incorporate direct testimonials or references, instructors review and provide feedback on students' reflections.</p> <p>Students have the possibility to select and share materials, particularly real-life educational examples that they find relevant to the course topics. These materials are shared directly with instructors as part of the coursework. A structured reflection process is a core component of the portfolio, requiring students to engage deeply with each topic and connect theoretical concepts to real-world educational experiences. These reflections form an integral part of the portfolio, contributing to the students' overall learning and assessment.</p>	
Aspects included in the portfolio:	
<p>This portfolio is used as a form of assessment in the course Educational Management and Innovation in Educational Contexts, part of the 1st year of the Bachelor's Degree in Primary Education at the University of Alicante. It consists of reflections on each topic covered in the course, incorporating real-life educational examples. The main purpose of the portfolio is to facilitate continuous assessment and monitoring of students' learning progress, while also encouraging them to reflect on educational topics by connecting them to real-world situations.</p> <p>The content is entirely created by students enrolled in the course, as they develop their reflections throughout the semester. It is specifically linked to the course Educational Management and Innovation in Educational Contexts and does not extend beyond this academic context. The portfolio is private, shared exclusively with course instructors for evaluation purposes.</p> <p>Although the portfolio is digital, it is not hosted on a dedicated online platform. Instead, students create their portfolios using various digital tools such as Word, Canva, Genially, Prezi, and similar applications. The language of the portfolio depends on the working language of the course, and it can be written in Spanish, English, or Catalan.</p>	
Target group(s)	
Undergraduate students	
Reflection on this portfolio	
<p><i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i></p>	

This portfolio serves as an effective tool for continuous assessment, enabling students to engage critically with course topics by relating them to real-world educational experiences. By requiring students to reflect on each topic, it fosters critical thinking, self-awareness, and deeper learning. Additionally, the flexibility in digital formats (Word, Canva, Genially, Prezi, etc.) allows students to express their reflections creatively, making the learning experience more dynamic and engaging.

For the DEVICES e-portfolio, several aspects of this model could be of interest:

- Structured reflection prompts: providing students with guiding questions to ensure deeper analysis and connection to real-world scenarios.
- Integration of multimedia elements: encouraging students to use various digital tools to present their reflections, making the portfolio more interactive.
- Customizable content organization: allowing students to select and highlight key reflections or projects they consider most relevant.
- Possibility of peer sharing: while this portfolio is currently shared only with instructors, the DEVICES tool could explore controlled sharing options among peers or mentors to encourage feedback and discussion.
- Multilingual support: given that this portfolio is developed in Spanish, English, or Catalan, the DEVICES platform could incorporate multilingual capabilities to accommodate diverse linguistic needs.

Overall, this portfolio structure aligns well with DEVICES' goal of enhancing students' employability through digital tools, as it promotes self-reflection, documentation of learning progress, and the ability to present work effectively.

Photos



Portfolio

Asignatura: Gestión e Innovación
en Contextos Educativos

TEMA 2

La estructura organizativa de los centros de Educación Primaria.
Órganos de gobierno y órganos de coordinación docente

1. ¿Qué ideas previas tenías sobre el tema?

La estructura organizativa de centros es algo que he podido ir viendo a lo largo de mi vida estudiantil, sobre todo más en el instituto, por lo que tenía una idea general de conceptos como: el equipo directivo formado por director, secretario y jefe de estudios.

Pero del organigrama general de centro así como de sus funciones y competencias específicas de cada uno de sus componentes, no tenía ese conocimiento. Ni tampoco sabía quien elegía esos cargos o qué poder tenía cada uno de ellos.

2. ¿Qué he aprendido?

En este tema, he aprendido en profundidad la estructura organizativa de un centro, la cual está formada por los profesores desempeñando distintos cargos. Esto me servirá para mucho el día de mañana a la hora de elegir un centro para tomar prácticas o una vez realizada la carrera, para desempeñar mi labor como docente en un colegio.

Tampoco sabía que el jefe de estudios tenía más poder que el director, lo cual refleja aquí porque me pareció muy interesante, siempre había pensado que era el director.

3. ¿Qué me está costando más aprender?

Cuando me ponga a estudiar para el parcial, sin duda lo que más me va a costar es diferenciar cada uno de ellos, porque en la explicación vemos que algunos tienen funciones muy parecidas pero con otro matiz, unos se encargan más de lo puramente administrativo, otros interviene más en cuestiones pedagógicas, etc.

Además de las numerosas competencias y funciones que alberga cada uno de ellos, que hay que aprenderse y que no se te mezclen en la cabeza. Pero aun así creo que es un tema, que vale mucho la pena saber bien para un futuro.

4. ¿Qué podría aprender más?

Personalmente me gustaría más indagar en funciones del alumnado como, delegados o consejo escolar, ya que considero que hay poca información de ello en los apuntes y es un órgano sobre el cual me gustaría saber más, para en un futuro animar a mis estudiantes a que formen parte de él, por sus derechos y libertades.

5. ¿Qué conocimiento puedo yo generar?

Me parece muy interesante y necesario que haya una coordinación en el centro sobre todos los papeles importantes que hay que desarrollar. Así no recaen todo el poder sobre la misma persona,

PORTFOLIO: Jaboko	
Institution using it: Faculty of Management and Tourism, Hanoi University	Country: Vietnam
Digital? (y/n) Yes	
Platforms used:	
Link (if exists): https://vn.joboko.com/uni/khoa-quan-tri-kinh-doanh-du-lich-hanu	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> • Purpose: The portfolio is designed to support students in securing employment and internship opportunities with reputable companies, particularly focusing on providing career development and practical experiences for students in the Faculty of Management and Tourism (FMT). • Content Creator: Academic assistants will support students and businesses in creating accounts. From there, students can create their CVs, and businesses can proactively post recruitment information. • Scope: This portfolio does not link to any specific course but serves the broader goal of career development and internship facilitation for students. • Public: The portfolio is exclusively shared within the Faculty of Management and Tourism. It is not intended for public access. Businesses and partners of the Faculty will give priority to recruiting students of the Faculty. The third and the fourth year students and new graduates can choose suitable internship and job opportunities and submit their applications. • Platform: The portfolio's format and platform were digital documents or hosted online by academic assistants. The portfolio is primarily in Vietnamese, catering to the local student population and faculty requirements 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> • Personal profile: Objectives, skills, experience, education. • References are optional, and there is no tool to verify qualifications 	
Target group(s)	
Undergraduate students, postgraduate students, graduates/alumni and business sector/employers	
Reflection on this portfolio	
<i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i>	

- User-friendly interface: The ability to filter jobs by major, location, or job type (full-time, part-time, internship) can significantly improve the job search experience.
- Application tools.
- Internship and Job Listings: the variety of job and internship opportunities are critical for hand-on experience.
- Employer Features: postings, access to an FMT student, or even employer branding features that help businesses attract top candidates.

Photos

TRƯỜNG ĐẠI HỌC HÀ NỘI
KHOA QUẢN TRỊ KINH DOANH VÀ DU LỊCH

N Trần Thị Thu Hiền - #1759666

TRANG CHỦ TẠO CV

THÔNG TIN VIỆC LÀM

KHOA QUẢN TRỊ KINH DOANH VÀ DU LỊCH

Cơ hội việc làm & thực tập

Cập nhật các vị trí tuyển dụng mới nhất dành cho sinh viên và cựu sinh viên

TẠO CV TẢI CV LÊN

THÔNG BÁO

Khoa Quản trị Kinh doanh và Du lịch - Trường Đại học Hà Nội phối hợp cùng Nền tảng tuyển dụng JobOKO để hỗ trợ sinh viên kết nối việc làm, thực tập tại các doanh nghiệp uy tín:

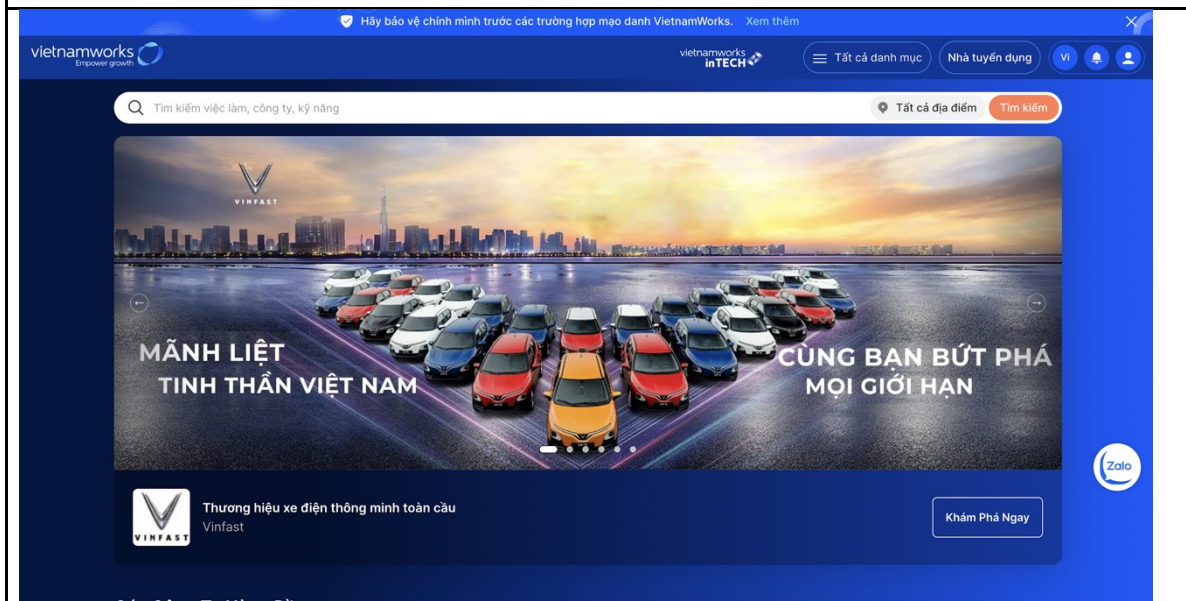
- Các doanh nghiệp sẽ ưu tiên tuyển dụng sinh viên của Khoa.
- Sinh viên năm 3, 4, mới ra trường có thể lựa chọn các cơ hội thực tập, việc làm phù hợp và nộp hồ sơ ứng tuyển.

PORTFOLIO: HANU Connections	
Institution using it: Hanoi University	Country: Vietnam
Digital? (y/n) Yes	
Platforms used: HANU Connections	
Link (if exists): https://connections.hanu.vn/c/5290/Co-hoi-viec-lam	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> ● Purpose: Create opportunities for connection between businesses and students - a source of high-quality labor. Manage two-way feedback: from businesses on student quality, from students on actual work. And then provide training directions for the labor market. ● Content Creator: <ul style="list-style-type: none"> ● Enterprises: Register information (directly or online) with the Student Affairs and Business Relations Department and are granted an account. From there, they can update information and post communication and recruitment information. ● Students: Log in to the system with the account provided from the 1st year at Hanoi University. All personal records during the study process will be saved ● Public: The platform is publicly accessible to alumni, current students, staff, lecturers, parents, businesses, and other interested customers. ● Hosting and Management: The portfolio is hosted online and managed by the Student Affairs and Business Relations Department of Hanoi University. It is presented in Vietnamese, ensuring accessibility for the local audience 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> ● Personal profile: list of certificates and personal information, learning process. When interviewing directly with the employer, students must show copies of certificates. There is no storage space for proof of work or certificates on the system. ● The two-way feedback of the current platform is still in the development and testing stage. 	
Target group(s)	
Undergraduate students, postgraduate students, graduates/Alumni, academic staff (Teachers/Researchers), business sector/Employers	
Reflection on this portfolio	
<i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i>	
<ul style="list-style-type: none"> ● Connecting Users and integrating interfaces suitable for corresponding users. ● It also integrates with academic systems, offering a cohesive platform where students can access all the essential resources. (In the testing phase, not yet officially operational) 	
Photos	

PORTFOLIO: Vietnamworks	
Institution using it: all people	Country: Vietnam
Digital? (y/n) Yes	
Platforms used:	
Link (if exists): https://www.vietnamworks.com/	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> ● Purpose: Operating for over 20 years, VietnamWorks connects millions of experienced candidates with new job opportunities and provides top-tier recruitment solutions for multinational corporations and leading companies in Vietnam. ● Content Creation: The content is managed by the VietnamWorks team. Businesses looking to post job listings must pay a minimum fee of \$100. Additional services include profile searches for approximately \$200 and brand promotion packages starting at \$2,000. ● Scope: The platform is not linked to any specific course but serves a broader purpose of connecting job seekers and employers. ● Accessibility: VietnamWorks is a public platform available to all users. It enables users to post job advertisements, explore job listings posted by others, and interact with fellow users. ● Language: The platform operates in Vietnamese. 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> ● Personal profile: list of certificates and personal information, learning process. When interviewing directly with the employer, students must show copies of certificates. ● There is no storage space for proof of work or certificates on the system. 	
Target group(s)	
Undergraduate students, postgraduate students, graduates/Alumni, academic staff (Teachers/Researchers), non-academic staff of the University, non-HEI teachers, business sector/Employers	
Reflection on this portfolio	
<i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i>	
<p>VietnamWorks stands out with its team of highly supportive consultants, catering to a wide range of industries and regions, ensuring tailored solutions for every employer and job seeker.</p> <p>Websites in Vietnam primarily focus on providing a platform for job information exchange and fostering connections between employees and employers. Additionally, significant efforts are being made to develop tools that assist in creating polished and professional CVs. Verifying candidates' educational backgrounds, diplomas, or work history is typically done during or after the in-person interview process.</p>	

Users do not have to pay any fees to apply. Under current Vietnamese law, employers are prohibited from collecting money from applicants.

Photos



PORTFOLIO: Ybox	
Institution using it: Students looking for a job (from 2nd year) and Employers	Country: Vietnam
Digital? (y/n): Yes	
Platforms used:	
Link (if exists): Ybox: https://ybox.vn/ Sample portfolios: https://ybox.vn/cv/steven-nguyen-11l7mp9cc/en Youtube channel: https://www.youtube.com/@ybox-kenhthongtinchatluong8870	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> ● Purpose of the portfolio Ybox aims to be a comprehensive career platform for young people in Vietnam, providing job opportunities, internships, scholarships, and personal development resources. It connects students and professionals with valuable career insights, skill-building articles, and networking opportunities. The platform also supports startups and businesses by offering recruitment and branding solutions. With a mission to empower the next generation, Ybox.vn fosters a proactive learning environment where individuals can explore their potential, gain industry knowledge, and enhance their employability. Through diverse content and career-oriented programs, Ybox.vn serves as a bridge between talent and opportunity. ● Who created the content? Ybox.vn's content is created by a mix of contributors, including: <ul style="list-style-type: none"> - Students – Students can create their own CV and portfolios with detailed descriptions and evidence. - Ybox Team – The platform's editorial team curates and publishes high-quality career-related content. - Companies & Organizations – Businesses and institutions post job opportunities, internships, scholarships, and training programs. - Guest Contributors – Professionals, mentors, and experienced individuals share insights, career advice, and personal development tips. - User-Generated Content – Students and young professionals contribute articles, stories, and experiences related to career growth and education. ● Is it linked to a specific course or does it have a broader scope? Ybox.vn has a broader scope. It provides resources across various fields, including job opportunities, internships, scholarships, career advice, and skill development. The platform caters to students, fresh graduates, and young professionals from diverse backgrounds, making it a valuable tool for career growth regardless of academic discipline. ● Is it private or public? Who is it shared with? 	

[Ybox.vn](https://ybox.vn) is a public platform, meaning its content is accessible to anyone with an internet connection. It is shared with a wide audience, including:

- **Students & Fresh Graduates** – Seeking job opportunities, internships, and scholarships.
- **Young Professionals** – Looking for career growth and skill development.
- **Companies & Recruiters** – Posting job openings and connecting with potential candidates.
- **Educational Institutions & Organizations** – Promoting training programs, events, and scholarships.

While most content is open to the public, some job applications or exclusive programs may require users to sign up or log in.

- ***If it is online, where is it hosted?***

Online. Links above.

- ***What language is it in?***

Contents in Vietnamese. CV can be created in Vietnamese and English

Aspects included in the portfolio:

- ***Personal profile?*** YES
- ***Evidence of skills? (e.g. space to store work done or projects).*** YES
- ***Feedback & references? (e.g. testimonials from colleagues, teachers, supervisors)*** **Students can add reference details to their CV, but there is no formal testimonial.**
- ***Possibility of selecting and sharing materials?*** YES
 - ***If there is the possibility to share materials, how is this done?***
 - **Saving & Bookmarking** – Users can save job postings, articles, or scholarship opportunities for future reference.
 - **Sharing via Social Media** – Articles, job listings, and other content can be easily shared on Facebook, LinkedIn, or other platforms.
 - **Copying & Referencing** – While content is publicly accessible, proper attribution is encouraged when sharing articles or resources.
 - **Embedded Links & Email Sharing** – Users can send opportunities or materials via email or messaging apps.
- ***Is a reflection process involved? How is it done? Is it shared together with the materials?***

Ybox.vn does not have a **formalized reflection process**, but users can engage in self-reflection in the following ways:

- **Writing & Sharing Articles** – Many students and professionals share personal experiences, career lessons, and insights, which can serve as a reflection.
- **Commenting & Discussions** – Users can reflect on content by discussing job experiences, skills, and career advice in the comment sections.
- **Portfolio & CV Building** – When creating CVs or portfolios, users naturally reflect on their skills, achievements, and career goals.
- **Career Development Programs** – Some mentorship programs and workshops featured on Ybox.vn encourage self-assessment and goal-setting.

Target group(s)

Undergraduate students, Postgraduate students, graduates/Alumni and Business sector/Employers
<p>Reflection on this portfolio</p> <p><i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i></p>
<p>Creating a portfolio on Ybox.vn is a straightforward and accessible process, offering a structured format that helps users showcase their skills and experiences effectively. It integrates well with job opportunities on the platform, making it easier to connect with recruiters. Additionally, the sharing feature enhances visibility, and the user-friendly interface makes it easy for beginners to create a professional profile.</p> <p>However, the platform has some limitations. Customization options are limited, preventing users from personalizing their portfolios beyond the provided structure. Ybox does not verify feedback and references from the school, lecturers, or former colleagues, making the information provided by CV creators less convincing. Additionally, since Ybox.vn is primarily focused on the Vietnamese job market, its reach may not be as broad as international platforms like LinkedIn or Behance. Despite these challenges, it remains a valuable tool for job seekers looking for structured portfolio creation and career opportunities.</p>
<p>Photos</p>

PORTFOLIO: Vietnamworks	
Institution using it: Students who are looking for a job (from 2nd year) and Employers	Country: Vietnam
Digital? (y/n) Yes	
Platforms used: https://faq.vietnamworks.com/vi/?utm_source_navi=footer	
Link (if exists): Vietnamworks: https://www.vietnamworks.com/ Facebook: https://www.facebook.com/VietnamWorksFanpage Youtube: https://www.youtube.com/@VietnamWorks2002/featured	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> Purpose of the portfolio: The purpose of the portfolio on VietnamWorks is to highlight a candidate's professional experience, skills, and achievements to attract potential employers. By showcasing work samples and accomplishments, job seekers can differentiate themselves in a competitive job market. Employers on VietnamWorks can use portfolios to assess candidates beyond just resumes, gaining a clearer understanding of their expertise and suitability for specific roles. Who creates the content? The content of the portfolio is created by the job seeker. Candidates upload their own work samples, achievements, and professional experiences to showcase their skills and expertise. They can include projects, certifications, case studies, or any relevant materials that demonstrate their qualifications. This allows employers on VietnamWorks to evaluate their capabilities beyond just a traditional resume. Is it linked to a specific course or does it have a broader scope? (e.g. for several courses, a whole degree programme etc.) The portfolio on VietnamWorks has a broader scope and is not limited to a specific course. It serves as a professional showcase for job seekers across various industries and experience levels. Candidates can include work from multiple courses, certifications, job experiences, and personal projects to highlight their overall expertise. This makes it useful for a wide range of job applications, from entry-level positions to senior roles. Is it private or public? Who is it shared with? The portfolio of VietnamWorks is typically semi-public. It is shared with potential employers and recruiters who review candidate profiles on the platform. While job seekers control what content they upload, the visibility of their portfolio depends on the platform's privacy settings. Some elements may be accessible to all registered employers, while others might require direct sharing through job applications or specific links. If it is online, where is it hosted? Online. Links above 	

Aspects included in the portfolio:
<ul style="list-style-type: none"> • Personal profile? YES. It can also be linked to a LinkedIn profile. • Evidence of skills? (e.g. space to store work done or projects). YES • Feedback & references? (e.g. testimonials from colleagues, teachers, supervisors) <p>There are no teachers or former employers who can directly leave a review, but when users add a review, they must provide the full contact information of the reviewer.</p> <ul style="list-style-type: none"> • Possibility of selecting and sharing materials? YES. <p>It is typically done by uploading files directly to the portfolio section. Job seekers can add documents, images, links, or other relevant work samples to showcase their experience. Additionally, they may provide links to external platforms such as LinkedIn, personal websites, or online portfolios. Some job applications may also allow candidates to attach their portfolio or share it via a direct link with recruiters</p> <ul style="list-style-type: none"> • Is a reflection process involved? How is it done? Is it shared together with the materials? <p>VietnamWorks does not have a formal reflection process as part of its portfolio feature. However, candidates can include descriptions of their projects, experiences, and skills, which may serve as a form of self-reflection. If candidates choose to add reflections—such as explaining challenges faced, lessons learned, or the impact of their work—these would be shared alongside the portfolio materials, typically within descriptions or project summaries. However, this is optional and depends on how the job seeker presents their profile.</p>
Target group(s)
Undergraduate students, Postgraduate Students, Graduates/Alumni and Business Sector/Employers
Reflection on this portfolio <i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i>
<p>The VietnamWorks portfolio provides a structured way for job seekers to showcase their experience and skills, but it primarily focuses on presentation rather than engagement or reflection. One key limitation is the lack of a structured reflection process, which could help candidates highlight challenges faced, lessons learned, and professional growth. Additionally, it does not offer feedback or endorsements directly from employers or colleagues, which could add credibility. To improve the DEVICES tool, features such as verified testimonials, portfolio analytics, and customization options could enhance user experience. Integrating a learning and development section would also allow candidates to showcase their continuous skill improvement. These enhancements would transform the portfolio from a static showcase into a dynamic career development tool, offering deeper insights to both job seekers and recruiters.</p>
Photos

PORTFOLIO: Facebook	
Institution using it: Faculty of Foreign Languages	Country: Vietnam
Digital? (y/n): Paper-based and post on social media and job channel at NTU	
Platforms used:	
Link (if exists): https://www.facebook.com/share/p/15WRocwTJy/ https://heyzine.com/flip-book/9887cf2a37.html	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> ● Purpose: The portfolio serves as a showcase of Doan Dang Minh Thuy's skills, experiences, and academic achievements, emphasizing her abilities in translation, interpretation, event organization, and design. It also highlights her passion for cross-cultural communication, teaching, and entrepreneurship. ● Content Creator: the portfolio consist of 5 key components: <ol style="list-style-type: none"> 1. Personal Introduction: a senior student majoring in Translation and Interpretation at Nha Trang University. She is eager to take on new challenges to improve her skills and personal development. 2. Internship and Experiences: She has interned at the Department of International Cooperation at NTU, where she developed skills in teamwork, event organization, project management, and translation and Designed teaching materials for Laotian students and organized cultural events. 3. Key Projects: she have participated some projects such as organizing conference to simulate professional dialogue and real-time interpreting; Co-founded "Rina Shop," contributing to brand identity, marketing, and customer satisfaction; Developing a simulated travel company project, designing promotional materials and itineraries; Organizing a Lunar New Year Spring Camp for international participants, fostering cross-cultural understanding. 4. Education and Skills: Background information on academic and language skills: (Nha Trang University (2021–present); Proficient in Vietnamese (native), English (conversational), and Korean (conversational). 5. Interests and Personal Skills: Interests include traveling, music, and shopping, Demonstrates strengths in teamwork, communication, creativity, and problem-solving ● Scope: The portfolio details personal, academic, and professional projects undertaken individually and collaboratively, primarily at the university and community levels. ● Public: The portfolio is opened for public access. ● Platform: The portfolio's format and platform were digital documents or hosted online by Academic assistants. The portfolio is primarily in English, catering to the local student population and faculty requirements 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> ● Personal profile: Objectives, skills, experience, education. ● References are optional, and there is no tool to verify qualifications. 	

Target group(s)

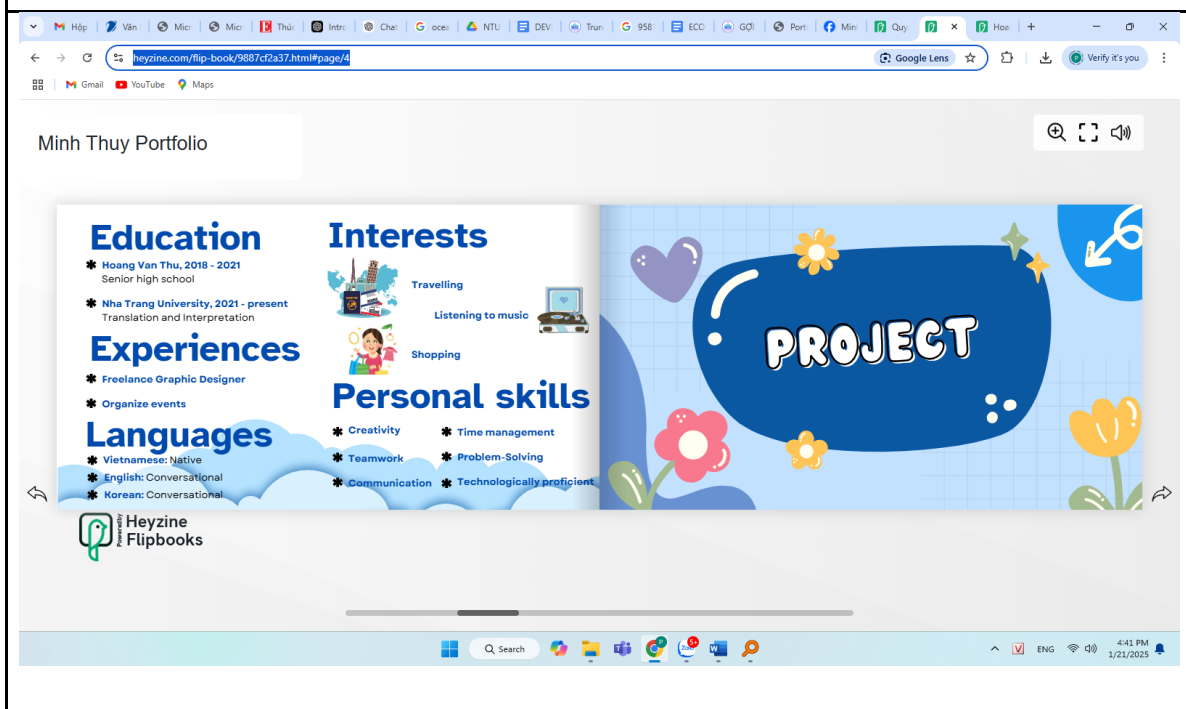
Undergraduate students and Business sector/Employers

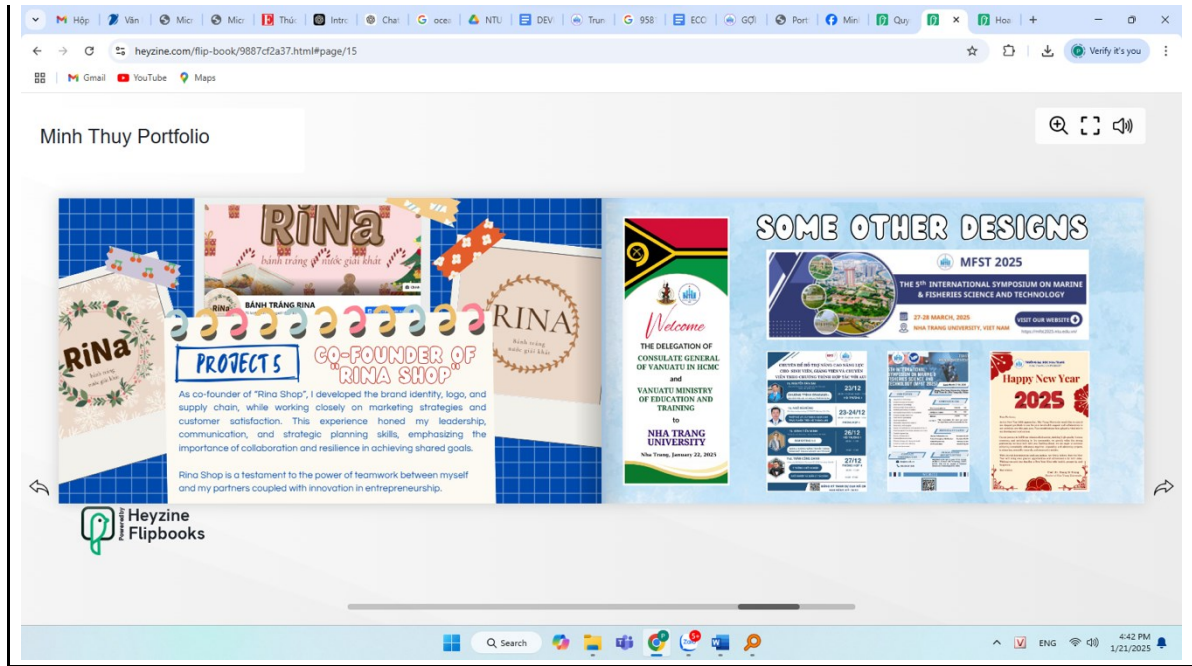
Reflection on this portfolio

Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.

The portfolio highlights the candidate as a versatile individual with rich experience in education and communication. The listed skills and projects demonstrate creativity, organizational abilities, and leadership potential. By detailing experiences, the portfolio not only reflects professional skills but also showcases enthusiasm, proactiveness, and adaptability across various roles.

Photos





PORTFOLIO: NTU Connections	
Institution using it: Center for Students Support and Start-up	Country: Vietnam
Digital? (y/n) Yes	
Platforms used: NTU Connections	
Link (if exists): https://heyzine.com/flip-book/48ffc91f60.html#page/1 https://htdnhtsv.ntu.edu.vn/a/168476/HUONG-DAN-SINH-VIEN-GOI-Y-MAU-HO-SO-XIN-VIEC-SINH-VIEN-THAM-KHAQ	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> • Purpose: The portfolio is created to: Introduce the individual, including skills, experiences, and career goals; Showcase professional expertise, creativity, and contributions to work; Aim for future career or educational opportunities, focusing on developing skills related to social networks, technology, and creating value for the community. • Content Creator: Personal information and career objectives, skills including languages (English, Korean, Chinese), graphic design, video editing, and office tools; Experience as a teaching assistant, English teacher, intern at the Department of International Cooperation, and entrepreneurship activities. • Projects: Involvement in brand management, organizing cultural events, and communication campaigns. • Public: The platform is publicly accessible to alumni, current students, staff, lecturers, parents, businesses, and other interested customers. • Platform: The portfolio's format and platform were digital documents or hosted online by Academic assistants. The portfolio is primarily in English, catering to the local student population and faculty requirements 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> • Personal profile: list of certificates and personal information, learning process. When interviewing directly with the employer, students must show copies of certificates. There is no storage space for proof of work or certificates on the system. • The two-way feedback of the current platform is still in the development and testing stage. 	
Target group(s)	
Undergraduate students, Postgraduate students, Graduates/Alumni, Academic Staff (Teachers/Researchers), Business sector/Employers	
Reflection on this portfolio	
<i>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</i>	
<ul style="list-style-type: none"> • Connecting Users and integrating interfaces suitable for corresponding users. • In the testing phase, not yet officially operational 	
Photos	



Hoai Thuong Portfolio

EXPERIENCES

MOON&SUN ENGLISH CENTER

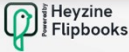
- Teaching Assistant (1/2024 - now)


NHAT HA ENGLISH CENTER

- Teaching Assistant (1/2024 - now)
- English Teacher (4/2024 - now)

ENGLISH TUTOR

- Tutor for secondary students (2022 - now)
- Teaching communication to non-English major students (2022)






EXPERIENCES

DEPARTMENT OF INTERNATIONAL COOPERATION

- Intern (11/2024 - 1/2025)

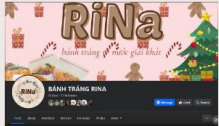



Hoai Thuong Portfolio

PROJECTS

CO-FOUNDER OF "RINA SHOP" (2023)



- Founded and operated an online rice paper store
- Designed and developed creative concepts
- Built and managed presence on social media platforms



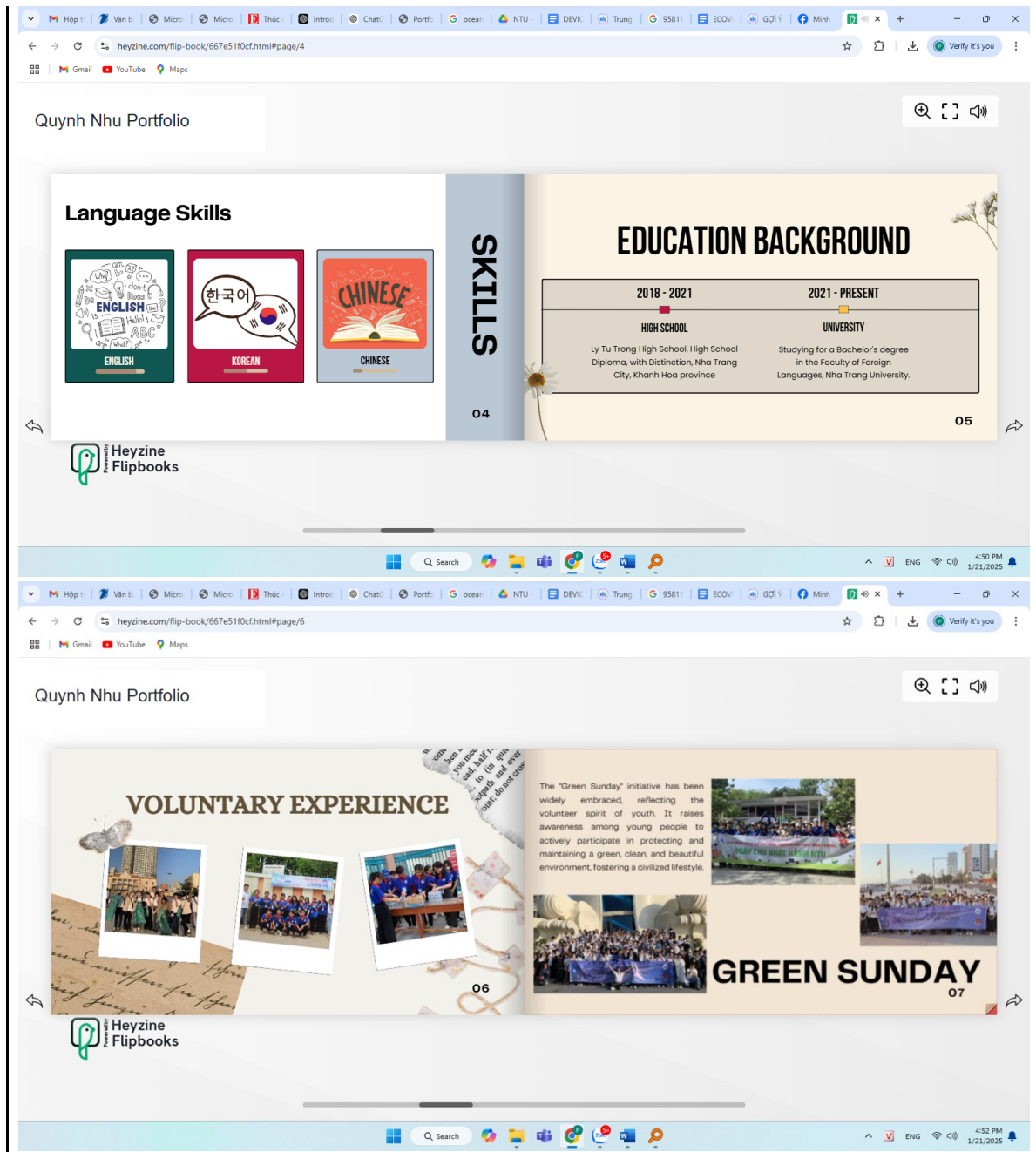
PROJECTS

MAKETER OF "FECA TRAVEL" (10-11/2024)

- Built brand image
- Developed marketing plans
- Promoted and enhanced brand presence across social media platforms



42



PORTFOLIO: E-Portfolio Sarah Cheesman	
Institution using it: University of Lethbridge	Country: Canada
Digital? (y/n) Yes, it is a digital platform	
Platforms used: Wix app	
Link (if exists): https://slcheesman.wixsite.com/educationjourney	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> • Purpose of the portfolio: It might be the requirement of the University of Lethbridge. Sarah Cheesman created an e-portfolio to collect her work products during her life at a university, experiences, skills and qualifications, and inspiration to become a teaching professional. • Who created the content?: the contents should be developed by Sarah herself . • Is it linked to a specific course or does it have a broader scope? The portfolio has a broader scope as it lists a collection of work products that Sarah has had during her life at the University of Lethbridge, her teaching practicum, her teaching philosophy, as well as her current employment. • Is it private or public? Who is it shared with? Sarah's e-portfolio is public. Anyone can access Sarah's e-portfolio. • If it is online, where is it hosted? The e-portfolio is online, and it is accessible at https://slcheesman.wixsite.com/educationjourney It is a digital collection of work products. Sarah started her e-portfolio by introducing her childhood, her education at university, her inspirational experience, and her teaching philosophy. She developed her e-portfolio with her teaching practicums in 2 semesters (II-III), in which she taught a few different courses. She ended her content with teaching quality standards (TQS), wherein she focused on pedagogical disciplines for providing good teaching quality, helping learners achieve their goals, especially, engaging in career-long learning for professional growth. Viewers can access all information in this collection easily. • If it is not online, how is it assembled and shared? It is an online portfolio. • What language is it in? It is written in English. 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> • Personal profile? It is a personal e-portfolio wherein Sarah displays her educational background, her goals, and her current job. At the bottom of the Home Page, she leaves a space for viewers to send her emails for any purpose. • Evidence of skills? (e.g. space to store work done or projects) Sarah has displayed some evidence of work and projects she has completed, for example, she shows her relationships with students, parents, and the community she works in. She has good collaboration and teamwork skills. • Feedback & references? (e.g. testimonials from colleagues, teachers, supervisors) Sarah has a feedback page wherein she shows her teacher mentors' feedback and feedback from her students. As a reference, Sarah has photos of written feedback from her teacher mentor during her teaching practicums in semesters II & III. 	

- **Possibility of selecting and sharing materials?**

- *If there is the possibility to share materials, how is this done?*

As the Wix app is a free digital platform for use and access, learners/users can add images, videos, and links and connect to other media to their portfolios. For Sarah Cheesman, all materials in her e-portfolio are collected, selected, and put in categories. Sarah has selected her work products, reflections, and evidence of skills, experiences, and professional progress from her life at the University of Lethbridge and her current work as a teaching professional. All of this information is listed on the Home page, Teaching Philosophy, Teaching Experiences in 2 semesters, and Connections which are linked to building relationships with students, parents, peers/guardians, and the local community to support student learning. Sara also set her goals in her teaching, and written feedback from her teacher mentors and students. In addition, Sarah has her teaching philosophy which she calls "My Classroom Credo". All information is shared.

- **Is a reflection process involved? How is it done? Is it shared together with the materials?**

She shows her reflection by describing her past performance on her planned tasks when she was doing the teaching practicums, and then being prepared better for the next tasks. Sarah also displays her goals to achieve while working as a substitute teacher (practicum). Sarah has attached a reflection on her work.

Target group(s)

Graduates/Alumni, Academic Staff (Teachers/Researchers) and Business sector/Employers

The e-portfolio of Sarah should be for these 4 target groups. First, for undergraduate/graduate students, the e-portfolio can be a model for them to learn from and design the digital portfolios of their life at the university. They may collect and store their work products at schools, such as doing assignments, internships, practicum, teamwork, or volunteer work which help them grow and sharpen their knowledge and skills etc. Second, the business sector/employers may learn about Sarah's attributes, qualities, skills, and experiences that she has if they are interested in hiring her to work at their businesses, while the academic staff (teachers/researchers) from any HEI may evaluate Sarah's academic performance, disciplinary knowledge she learned, and her skills/competences she gained from her practicum, especially, her plan for professional growth or career long learning.

Reflection on this portfolio

Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.

Having looked through Sarah's e-portfolio several times, I think this portfolio is good and attractive. The portfolio has little content but covers a lot of information, ranging from her work products, ambition, skills, teamwork and collaboration aptitude, education, major, background knowledge and experience, inspiration to become a teaching professional, and connections which would capture the interest of employers. The e portfolio should provide Sarah with a good career prospect.

Photos

Below are some excellent examples of student comic strips for our Language Arts novel study unit.

I have chosen to feature this summative task in my portfolio because this comic strip assignment was designed so that students of varying skill level and academic strength could excel, and both my teacher associate and myself were very pleased with the products of learning that the students produced.



Home Teaching Philosophy PSII Experience PSIII Experience TGS Connections

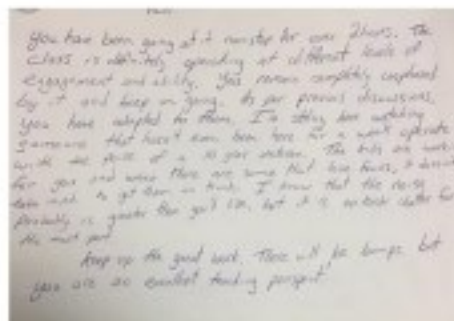
Feedback from Teacher Mentor



As a young teacher, I recognize the importance of feedback and therefore, I tried to work collaboratively with students, teachers, and my university consultant to benefit from their descriptive feedback.

Teacher Mentor Feedback:

My teacher mentor and myself facilitated dialogue throughout the practicum, which helped me to improve greatly. However, I have chosen to include an example of written feedback from my first week at practicum, because I believe that it demonstrates my capabilities as a teacher to show flexibility and composure.



PORTFOLIO: E-Portfolio Michelle Casten Magbanua	
Institution using it: University of Lethbridge	Country: Canada
Digital? (y/n) Yes, it is a digital platform	
Platforms used: Wix app	
Link (if exists): https://michellemagbanua.wixsite.com/michellecasten	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> ● Purpose of the portfolio: To collect skills, qualifications, attributes, qualifications, and experiences in the teaching profession for future job opportunities. ● Who created the content?: Michelle created the content of her e-portfolio herself. ● Is it linked to a specific course or does it have a broader scope? The e-portfolio does not link to any specific course Michelle has studied at the university. However, Michelle has collected what she learned during her internship. She displays her experiences, some work products, some principles of being a good teacher, her plan for lifelong learning and growth, and her commitment to becoming a good teacher. ● Is it private or public? Who is it shared with? Michelle's e-portfolio is accessible publicly with the link below. ● If it is online, where is it hosted? The e-portfolio is accessible online at https://michellemagbanua.wixsite.com/michellecasten Michelle hosted her e-portfolio by capturing important features, such as her teaching experience, professional progress, reflections on her work as a substitute teacher, her teaching profession, and an idea of improvisation for inspiring people to cope with any unplanned event.. ● If it is not online, how is it assembled and shared? It is an online e-portfolio. ● What language is it in? It is written in English. 	
Aspects included in the portfolio:	

- **Personal profile?** It is a personal e-portfolio.
- **Evidence of skills? (e.g. space to store work done or projects)** Michelle has shown some evidence of skills she has earned, including Teacher Professional Plan, Engaging in Career Long Learning, Planning the lessons, Collaborating with peers, Knowing student's learning goals, and Having good relationships with local community to support student learning.
- **Feedback & references? (e.g. testimonials from colleagues, teachers, supervisors)** In her e-portfolio, Michelle doesn't show any feedback. However, she demonstrates work and projects that she has completed, her qualifications, reflections on her teaching during an internship, and other developments she has made in the teaching profession.
- **Possibility of selecting and sharing materials?**
 - *If there is the possibility to share materials, how is this done?*

Michelle shares her materials from her work results, such as reflections, evidence of skills, especially, her perceptions of Teaching Quality Standards which she emphasises on Fostering Effective Relationships, Engaging in Career-Long learning, a professional body of knowledge, Indigenous foundation knowledge, making inclusive learning environment, and teacher professional plan. Michelle also links her blog in her e-portfolio.

- **Is a reflection process involved? How is it done? Is it shared together with the materials?**

Based on the contents of her e-portfolio, Michelle has a reflection on her work products. She starts by highlighting her educational background at the university, links to the projects completed, and reflections on what she has done to improve her career as a teacher, and then her plan for professional development. She reflected on her past performance and prepared for better future work. Some materials were attached to her e-portfolio.

Target group(s)

Academic Staff (Teachers/Researchers) and Business sector/Employers

Michelle's e-portfolio should attract the interest of the business sector as she has collected her work procedures, her work achievements, her reflections, and her plan for better future development. Especially, Michelle shows her ambition to pursue a career in the teaching profession. The employers may be interested in Michelle's qualifications. In addition, undergraduate students may take this e portfolio as a model to learn and design digital portfolios to store their work products, feedback, and reflections, while academic staff may evaluate Michelle's academic performance, quality of teaching practicum, and her commitment for professional growth.

Reflection on this portfolio

Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.

Having compared Michelle's e-portfolio and Sarah's e-portfolios a few times, I think that the two e-portfolios are attractive. Some clear aspects of the concise content, such as academic background, practical experiences, teaching quality standards, and relevant experiences are carefully collected and selected. It is a well-designed e-portfolio. This model should promote ownership of learning, reflective learning, and a professional development plan. All of this information makes strong career prospects for students.

Photos

Michelle Casten Magbanua

Substitute Teacher

Home

Practical Semester III

Relevant Experience

More

PROFESSIONAL GROWTH PLAN



Here are two goals I have set for myself going into PSIII practicum.



Goal #1

1. To learn how to effectively and efficiently differentiate my lesson plans

Rationale: In PSI and PSII I learned about the importance of assessment and differentiation for each individual student. Differentiating students based on their abilities and interests will open up a pathway of success for them to connect with subject content at the level they can strive in. Learning how to differentiate my lesson plans will ensure that no students gets left behind and everyone has a fair opportunity to learn.

Strategies:

- I will continue to build relationships with each and every one of my students, to understand and connect with them at a deeper level
 - I will do this by talking with students not just about school
- I will reach out to other teachers at the school to hear about their experiences and strategies for assessment and differentiation
- I will look for online or physical resources to learn more about differentiating strategies and the importance of differentiation

Goal #2

2. To learn more about and apply inclusive education in my classroom

Rationale: I believe that each and every child in my classroom has the potential to excel and needs to be provided with an opportunity of equal education in order to do so. Diversity is a concept that I value highly and would want my students to feel the same way.

Strategies:

- I will develop individual relationships with each and every one of my students

PERSONAL AND PROFESSIONAL ATTRIBUTES



The Unscripted Theatre Society

September 03, 2018

Since September 2018 I have been the executive officer for the U of L's Improv club, also known as The Unscripted Theatre Society. Having been a regularly-attending member for the past three years, I have developed several skills that I believe will help me as a future teacher. In the club, we have learned to have a "yes, and" mentality, or to be flexible. We have also

PORTFOLIO: E-Portfolio Nathan Comstock	
Institution using it: University of Lethbridge	Country: Canada
Digital? (y/n) Yes, it is a digital platform	
Platforms used: Weebly	
Link (if exists): https://nathancomstock.weebly.com/collaboration-and-partnership.html	
Provide a brief description of the portfolio:	
<ul style="list-style-type: none"> • Purpose of the portfolio: NATHAN creates his e-portfolio to display his qualifications, skills, enthusiasm for growth, and work experiences as a sports teacher, especially, his personal goal to contribute to community development. • Who created the content?: Nathan makes the content of his e-portfolio himself. • Is it linked to a specific course or does it have a broader scope? (e.g. for several courses, a whole degree programme etc.) Nathan's e-portfolio does not link to any specific course at the university, but it covers a broader scope of his work products. On his home page, Nathan displays his childhood and how he was raised with strong self-motivation that encouraged him to become what he is today. Nathan shows his perceptions of continuous growth and his teaching quality, attached with some pictures. In addition, Nathan shows off his best teaching practice and pedagogy wherein he includes collaboration and partnership, inclusive learning for all students, and career-long learning. He also adds his teaching experiences in various subjects at different schools. He ends the content by adding a professional growth plan, making the e-portfolio attractive. • Is it private or public? Who is it shared with? Nathan makes his e-portfolio accessible publicly online with the link below. • If it is online, where is it hosted? The e-portfolio is accessible online at https://nathancomstock.weebly.com/collaboration-and-partnership.html It is a digital collection of work products, teaching experience, professional progress, reflections on his work and perceptions towards becoming a good teaching professional. • If it is not online, how is it assembled and shared? It is an online e-portfolio. • What language is it in? It is written in English. 	
Aspects included in the portfolio:	
<ul style="list-style-type: none"> • Personal profile? Nathan has his e-portfolio profile personally. • Evidence of skills? (e.g. space to store work done or projects) To make his e-portfolio more attractive, Nathan captures the projects he has successfully completed, his necessary skills as a dynamic sports teacher, for instance, a plan for professional growth, skills for achieving work products, teaching quality standards, and what he has done to assist his students. He shows off his work talents as a sports teacher and his philosophy for life "Develop a passion for learning. If you do, you will never cease to grow". The idea is quoted from Anthony J. D'Angelo. The quote inspires him a lot for becoming a professional sports teacher and his contribution to community development. • Feedback & references? (e.g. testimonials from colleagues, teachers, supervisors) Nathan doesn't display any feedback or references from his teacher mentors, his co workers, his bosses, or professors from the university. Nathan mainly collects and stores what he has 	

<p>done, such as his volunteer work, certifications, teaching practice and pedagogy, teaching practicums of three semesters, teaching quality standards, and professional growth plan. Nathan displays his achievements and commitment to providing good quality teaching.</p> <ul style="list-style-type: none"> ● Possibility of selecting and sharing materials? <ul style="list-style-type: none"> ○ <i>If there is the possibility to share materials, how is this done?</i> <p>Nathan shares some materials he has made, such as a plan for professional growth, teaching quality standards in which he focuses on <i>Fostering Relationships, Engaging career-long learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments, Applying Foundational Knowledge about First Nations, Métis and Inuit, and Adhering to Legal Frameworks and Policies</i>. Nathan arranges his work products into categories which can be easily shared to viewers.</p> <ul style="list-style-type: none"> ● Is a reflection process involved? How is it done? Is it shared together with the materials? <p>Based on the contents of his e-portfolio, Nathan has a reflection on his work products. He mentions a lot about his teaching practicum and his work at the schools he teaches. He reflects on what he was assigned to do and the opportunities he has had to learn, practice, and grow professionally. Due to his reflection on his work performance, he has come up with a new idea of always learning and never stopping to grow professionally.</p>
<p>Target group(s)</p> <p>Postgraduates students, Graduates/Alumni, Academic Staff (Teachers/Researchers) and Business sector/Employers</p> <p>Nathan created his e-portfolio to attract the interest of some groups of people. The e portfolio looks more professional compared to Sarah and Michelle's e-portfolios. On his home page, Nathan starts with his volunteer work, resume and qualifications. In the next content, Nathan displays his teaching practice in which he specifies three core values, including collaboration and partnership, inclusive learning, and career-long learning. Then, he goes on to show off his best work by displaying his teaching practice in the three semesters and his current teaching job. Nathan also determines the teaching quality standards, and then he ends his e-portfolio with a plan for professional growth, making his e-portfolio attractive to prospective employers. To graduate students, alumni, academic staff, teachers and researchers, Comstock's e portfolio seems more appealing to these groups of people as they might learn from or evaluate Comstock's competencies and performance.</p>
<p>Reflection on this portfolio</p> <p>Please share your thoughts on this portfolio, including on what aspects you think could be useful or of interest to be incorporated into the DEVICES tool.</p> <p>Nathan's e-portfolio looks more professional and more attractive. The content is interesting. It covers a lot of activities which Nathan has done since he was a university student. Nathan displays a lot of information about his work products, experiences, and skills, his enthusiasm for making changes in the communities. It might be more appealing to many groups of people.</p>
<p>Photos</p>

<https://nathancomstock.weebly.com>

NATHAN COMSTOCK

HOME

TEACHING PRACTICE AND PEDAGOGY

PROFESSIONAL TEACHING IDENTITY

TGS

PROFESSIONAL GROWTH

Meeting Mr. Comstock



Teaching Career

Brooks Junior High

Teaching

- Grade Nine Humanities (Social Studies and ELA)
- Activity Options (playing a variety of sports and athletic games to promote a healthy lifestyle, inclusion, and respect)
- Passions (Friday afternoons I run a basketball session where I teach and facilitate a basketball program with students)
- Teacher Advisory Group (School wide respectful competition used to develop collaboration and sense of community)

Coaching

- Junior Boys Volleyball (Competitive Team)
- Junior Boys Basketball (Competitive Team)

Practicum Placements

PSI (Eastbrook Elementary School)

- Teaching Grade 3-5 ELL
- Running a LLI reading program
- Assisting with volleyball



PSII (Tilley School)

- Teaching 5-9 Social Studies, ELA, and Physical Education
- Running a LLI reading program
- Assisting with Badminton and Basketball

PSIII (Raymond Elementary School)

- Teaching Kindergarten (Literacy, Numeracy, Social Well Being, and Physical Education)
- Assisting in the Development of a Play-Facilitated movement within the school

<https://playfacilitatededucation.weebly.com>



4.2. CONCLUSIONS

With the use of e-portfolios learners and professionals create a dynamic, interconnected view of their work and development. This approach not only supports interdisciplinary learning but also builds a comprehensive personal brand that highlights the diverse set of skills that are increasingly valuable in today's multifaceted work environment. When linked to the job-seeking process, an e-portfolio can provide a structured way for job seekers to showcase their experience and skills, potentially with feedback or endorsements directly from professors, classmates, employers etc., that could present useful insight to potential employers.

To improve the **DEVICES** tool, features such as verified testimonials, portfolio analytics, and customization options could enhance user experience. Integrating a learning and development section would also allow candidates to showcase their continuous skill improvement. These enhancements would transform the portfolio from a static showcase into a dynamic career development tool, offering deeper insights to both job seekers and recruiters.

Considering the examples analysed, the following could be considered **key features** to include in a cross-curricular digital workspace to support the creation of ePortfolios.

1. Integration of Multiple Disciplines

The digital workspace allows students or professionals to showcase work across various subjects (e.g., STEM, humanities, arts, social sciences) within the same platform. For example, a student might include projects from a history class, art assignments, math problems, and computer programming projects in one cohesive space, demonstrating how skills in different areas are interconnected.

2. Personalization and Reflection

Allowing users can personalize their portfolios gives them an outlet to express their creativity and will engage them more in the updating of their portfolios. Further personalisation could be done via a reflection process, in which the students discuss what they have learned in each discipline and how it has contributed to their overall development.

Additionally, reflection tools can help the user to analyze their learning process, set future goals, and track progress over time. This might involve writing journal entries, adding media (photos, videos, podcasts), or simply commenting on the work and experiences they showcase.

3. Multimedia Integration

Cross-curricular digital workspaces should support various types of media, including text, images, audio, video, interactive elements, and links to external content.

For example, a student in a language class could upload recordings of their spoken language skills, while also adding a video project they completed in an art class, demonstrating creative multimedia capabilities.

4. Collaboration and Feedback

These platforms should facilitate collaboration, allowing users to share their work with others (peers, teachers, mentors, or employers) and receive feedback in real-time. Teachers could use the workspace to provide cross-curricular feedback, helping students understand how to improve not only in a specific subject but also in areas like communication, organization, and problem-solving.

5. Skills and Competencies Tracking

ePortfolios should allow individuals to track the development of various skills—both hard and soft skills—across disciplines.

For example, a student might track their development in technical skills (e.g., coding), analytical skills (e.g., critical thinking in literature), and interpersonal skills (e.g., teamwork in group projects).

6. Digital Badges and Certifications

Many platforms support the integration of digital badges, micro-credentials, or certifications, which can validate and recognize achievements in various disciplines. For instance, a student could earn a badge for completing a project that combines math and art or receive a certificate for mastering a language skill or coding technique. This could include some kind of certificate from a professor verifying the information presented.

It is clear that using cross-curricular ePortfolios can provide many **benefits** to university students, both during their studies and after they graduate. For example:

1. Holistic Learning

By incorporating work from different disciplines, the e-portfolio showcases a more complete picture of an individual's learning journey and intellectual growth. For students, this reflects how they apply knowledge and skills across various contexts, which is essential for real-world problem-solving.

2. Increased Engagement

A cross-curricular e-portfolio motivates learners to see the relevance of their work beyond the boundaries of individual subjects, connecting their academic experiences with real-world applications. It fosters an environment where students can experiment with new formats, integrate creativity, and be more engaged with their own progress.

3. Building a Personal Brand

E-portfolios allow individuals to craft and showcase a professional, personalized digital presence. This can be especially useful for students applying for internships or jobs, as they can present their skills in a more comprehensive and dynamic way than a traditional resume or CV.

For professionals, a cross-curricular e-portfolio might demonstrate how they apply diverse skills across various projects, highlighting their versatility and adaptability.

4. Improved Self-Assessment and Reflection

E-portfolios encourage the practice of self-assessment, enabling individuals to set specific goals for future development and track their improvement over time. The opportunity to reflect on learning across subjects helps users to develop a deeper understanding of their strengths, weaknesses, and areas of growth.

5. Supports Lifelong Learning

By building a portfolio over time, individuals can continuously update and refine their digital presence, reflecting on past experiences while planning for the future. ePortfolios help reinforce the idea that learning is an ongoing, evolving process and that new skills and competencies can always be added.

6. Cross-Disciplinary Skill Development

The cross-curricular nature of the workspace encourages individuals to develop a diverse set of skills—technical, creative, cognitive, and interpersonal—that can be used across different domains. For example, a student who has worked on a project that combines data analysis with a humanities essay might gain both technical and critical thinking skills, demonstrating adaptability in handling complex, interdisciplinary problems.

5. ANALYSIS OF SURVEY RESULTS

5.1. INTRODUCTION AND OVERVIEW OF THE RESPONDENTS

In order to determine the familiarity and needs of the HEI community in the Cambodian and Vietnamese partner universities with regards to ePlatforms, a targeted survey was conducted among academic staff at partner institutions to inform the design of a context-responsive and pedagogically meaningful e-portfolio system. The objective was to assess current levels of awareness, usage practices, perceived barriers, and functional expectations regarding digital portfolios in higher education.

The survey formed a core component of the needs assessment process and complements parallel activities such as the previously mentioned comparative review of existing e-portfolio solutions. The consultation was structured around three core stakeholder groups:

- Academics,
- Students and recent graduates, and
- Employment Staff (i.e. staff from Career / Employment Centers or equivalent).

By including these three groups, a holistic understanding of portfolio use and expectations is ensured. Not only from the perspective of educators as implementers, but also from learners as end-users, and via the employment staff that of employers as potential evaluators of student competences and evidence of employability.

The surveys were originally prepared in English in a Google Form, and then translated into Khmer and Vietnamese. These translated versions were disseminated to the target audience by the partners in the Cambodian and Vietnamese universities, and received 3.194 responses, almost two thirds from women. Of these responses, 2.903 came from Vietnamese respondents, and 291 from Cambodian respondents. The largest group of respondents was university students, with 2.697, followed by academic staff with 443 and by career or employment center staff with 54. Finally, over half of the respondents were unfamiliar with the concept of e-portfolios, indicating a clear need for awareness-raising and training.

Gender	Female	Male	Non binary	Total
Cambodia	161	129	1	291
Vietnam	1874	1010	19	2903
Total	2035	1139	20	3194

Age	18-25	25-35	35-45	45-55	55-65
Cambodia	158	71	51	9	2
Vietnam	2476	105	191	119	11

Do you know what a portfolio is?	Yes	No
Cambodia	158	132
Vietnam	1318	1585
Total	1476	1717

These responses were analyzed and the results presented in the sections below.

5.2. ANALYSIS OF ACADEMICS SURVEY

This section presents the results obtained from the academic staff cohort; one of the three primary target groups consulted.

Comparative Summary: Academics Survey

The following tables provide a comparative summary of the academic staff profile in Cambodia and Vietnam. There were more respondents from Vietnam (373) than Cambodia (70), for a total of 443 respondents, with a clear gender and age difference also seen between the two countries: more female respondents in Vietnam than in Cambodia (64.3% vs 21.4%), and also an older population (80.7% older than 35 in Vietnam vs 57.1% in Cambodia). This is also reflected by the higher number of years of teaching experience among the Vietnamese professors compared to the Cambodian professors.

More than half of the respondents in both countries knew what a portfolio is (62% of total). Their thoughts and needs on these are analyzed in the next sections separately by country.

Gender	Female	Male	Total
Cambodia	15	55	70
Vietnam	240	133	373
Total	255	188	443

Age	18-25	25-35	35-45	45-55	55-65
Cambodia	0	30	30	8	2
Vietnam	5	67	176	114	11

Teaching Experience	< 5 years	5-10 years	10-15 years	15-20 years	> 20 years
Cambodia	18	21	18	4	9
Vietnam	0	57	83	84	104

Do you know what a portfolio is?	Yes	No
Cambodia	46	24
Vietnam	229	144

5.2.1 Cambodia

5.2.1.1 Scope and Profile of the Surveyed Academic Community

This section presents the analysis of the responses collected from the Cambodian Academic Staff, with a particular focus on the baseline familiarity with e-portfolios, their current or intended pedagogical uses, and their perceptions regarding the technical, functional, and institutional conditions necessary for successful integration.

The survey was administered to academic staff at two Cambodian higher education institutions:

- National University of Battambang (NUBB)
- National University of Cheasim Kamchaymear (NUCK)

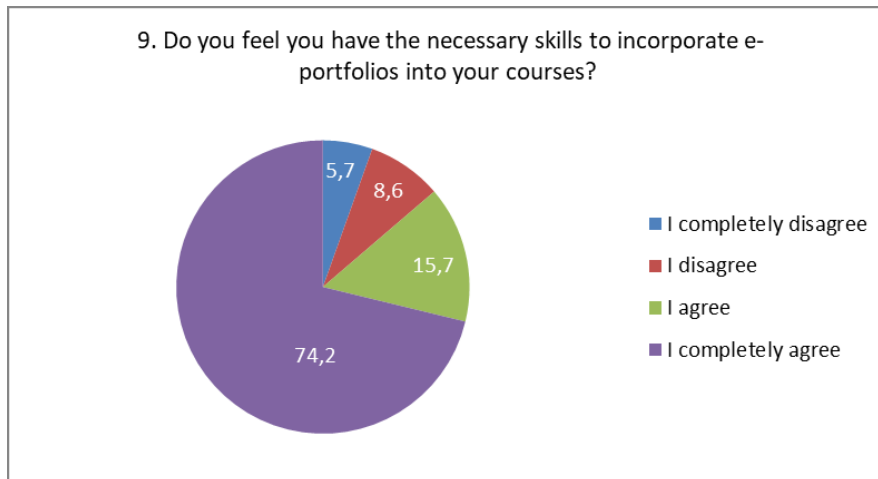
A total of 70 responses were collected (NUBB: 37; NUCK: 33) covering a representative range of facilities and academic disciplines. Respondents reflected varied levels of teaching experience levels, and age ranges, ensuring a representative sample across both institutions.

5.2.1.2 Familiarity with Portfolios and implementation

Results show that while awareness of portfolio is relatively high, actual implementation in teaching remains limited. At NUBB, over 70% of respondents reported being familiar with what a portfolio is, while at NUCK the rate was around 60.6%. Despite this, only a quarter of respondents in either institution had used e-portfolios in their courses. Additionally, almost half of the respondents (41,4%) were not aware that portfolios could be used to evaluate students' academic performance and progress during the year.

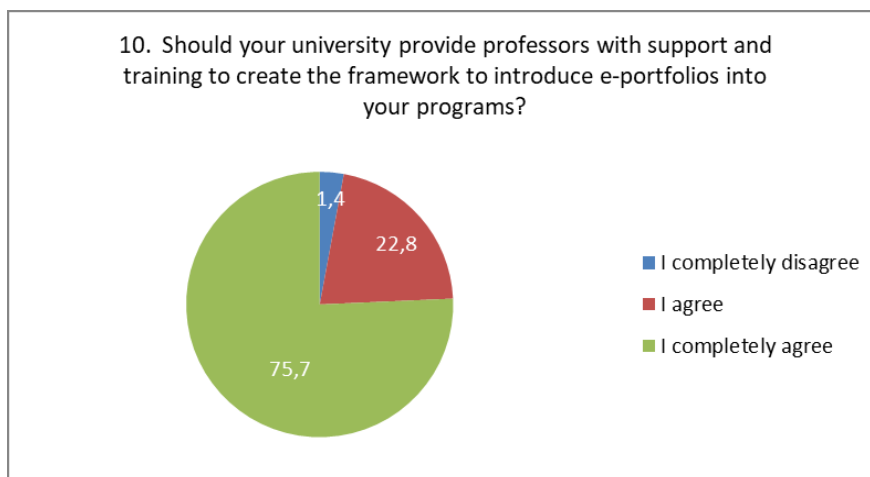
In addition, respondents were asked whether they felt they possessed the necessary skills to integrate e-portfolios into their teaching. As shown below (Figure 1), 15.7% agreed and 74.2% completely agreed, indicating a fair level of digital readiness. However, 14.3% of respondents expressed some level of disagreement or uncertainty, confirming the need for capacity-building measures.

Figure 1



As illustrated in Figure 2, responses indicate near-unanimous support for the provision of support and training for professors in order to introduce e-portfolios in their programs. Of the 70 respondents, 75.7% (53 individuals) selected "I completely agree", while 22.8% (16 individuals) selected "I agree". Only one respondent (1.4%) expressed complete disagreement, with no respondents choosing intermediate or moderate opposition levels. This striking concentration of positive responses—amounting to 98.5%—demonstrates that Cambodian academic staff not only value but actively expect their institutions to play a leading role in facilitating e-portfolio adoption.

Figure 2



5.2.1.3 Portfolios and Employability

Many of the respondents were not aware of the relationship between e-portfolios and employability or lifelong learning. Indeed, almost half of the respondents did not know that e-portfolios could enhance students' employability (38.6%) (Figure 3), that using e-portfolios promotes project-based learning (42.9%) (Figure 4), nor that the design and use of e-portfolios could support both theirs and their students' continuous professional growth (41.4%) (Figure 5).

Figure 3

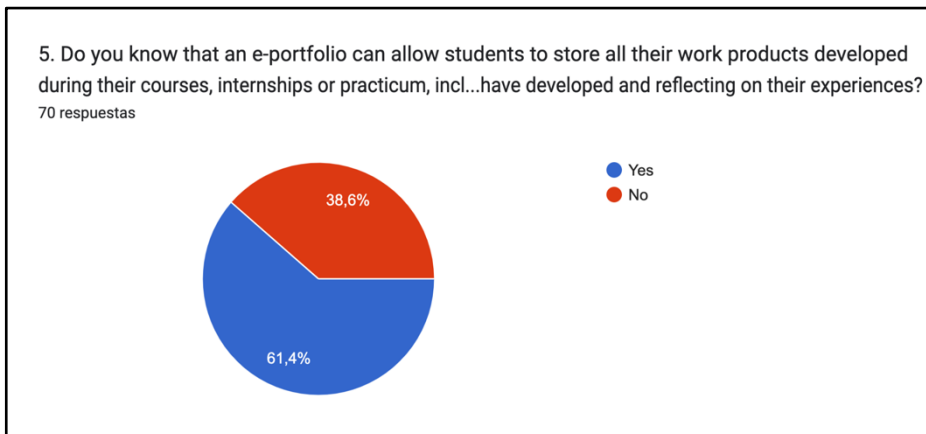


Figure 4

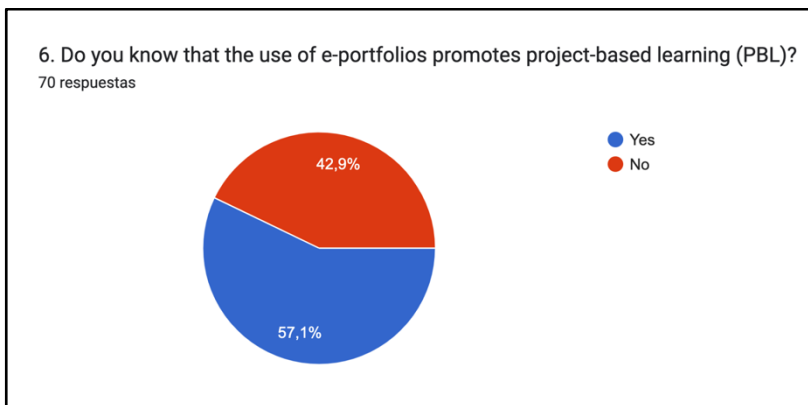
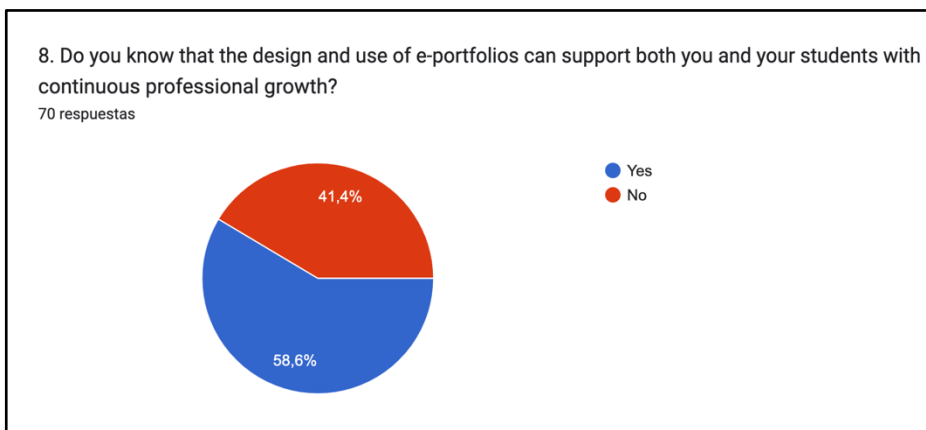
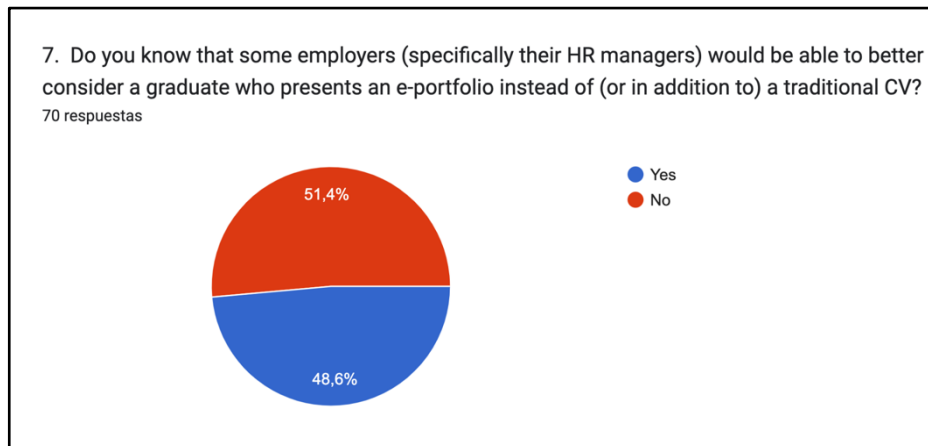


Figure 5



This lack of awareness was also made clear by the fact that more than half of the respondents (51.4%) didn't know that having an e-portfolio in addition to a CV would allow an employer to better consider a graduate as a potential candidate during the hiring process (Figure 6)

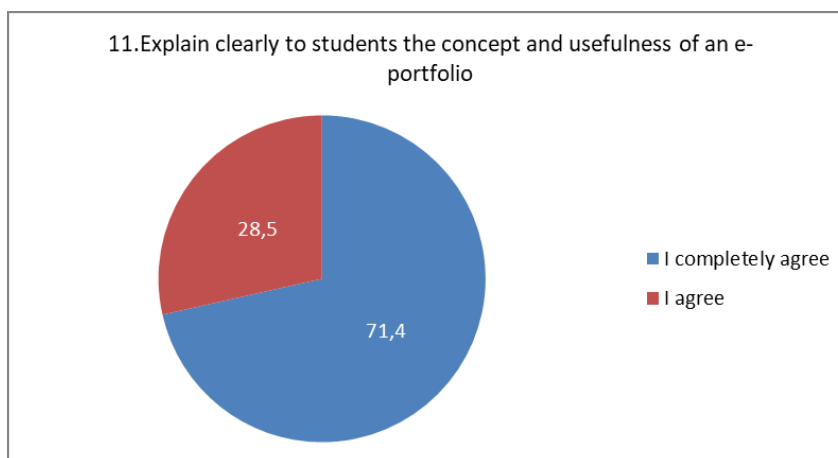
Figure 6



5.2.1.4 Pedagogical Relevance and Perceived Value

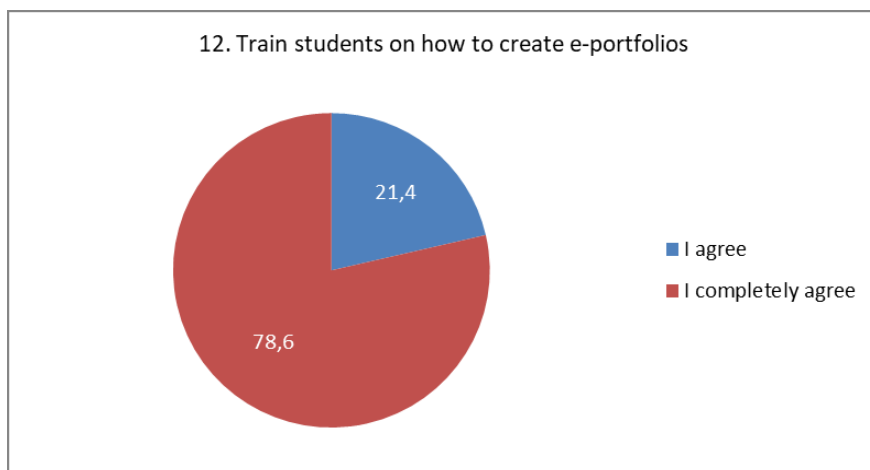
The pedagogical potential of e-portfolios was widely acknowledged by academic staff. When asked whether students should be explicitly taught what an e-portfolio is and why it is useful, the majority agreed. As shown in Figure 7, 71.4% completely agreed, while 27.1% agreed, resulting in over 98% support for explicit pedagogical introduction.

Figure 7



Further reinforcing this perspective, Figure 8 shows that 78.6% of respondents completely agreed and 20% agreed that students should receive training on how to build an e-portfolio, pointing to a widespread belief in the importance of scaffolding student engagement with this digital tool.

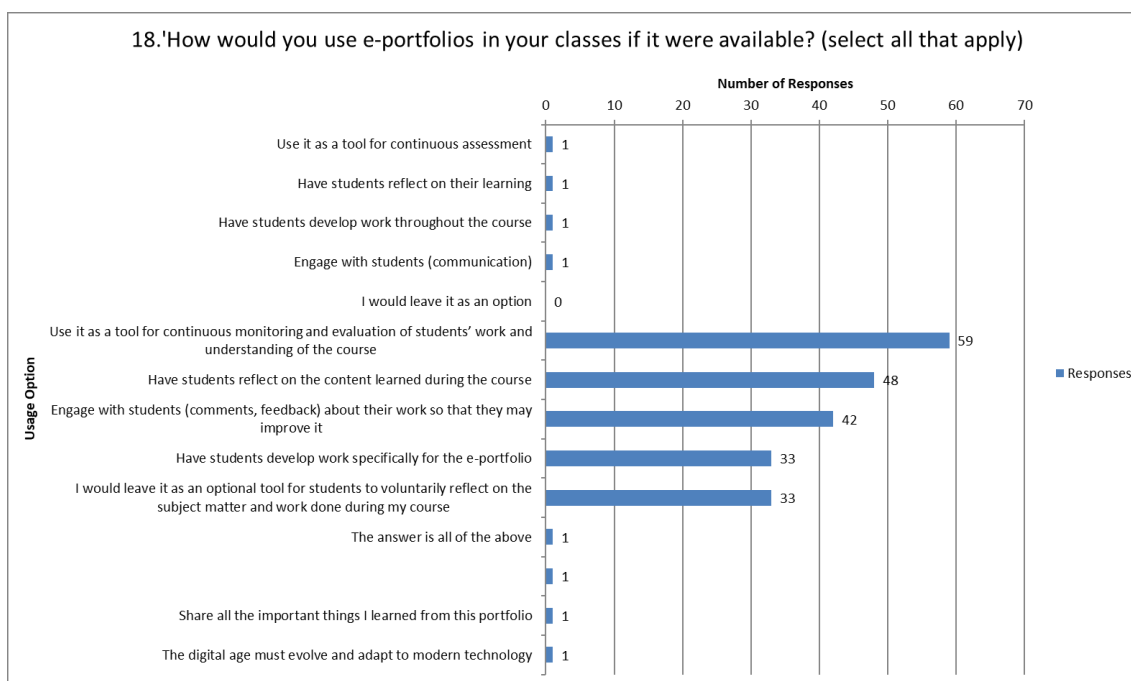
Figure 8



Regarding the intended pedagogical applications, respondents highlighted multiple and complementary use cases. Figure 9 presents the responses to a multiple-choice item, where staff selected how they would use e-portfolios in their courses. Among the most common applications were:

- Monitoring student progress (use it as a tool for continuous monitoring and evaluation of students' work and understanding of the course),
- Reflective learning (have students reflect on the content learned during the course),
- Evidence of learning outcomes, and
- Showcasing students' work over time.

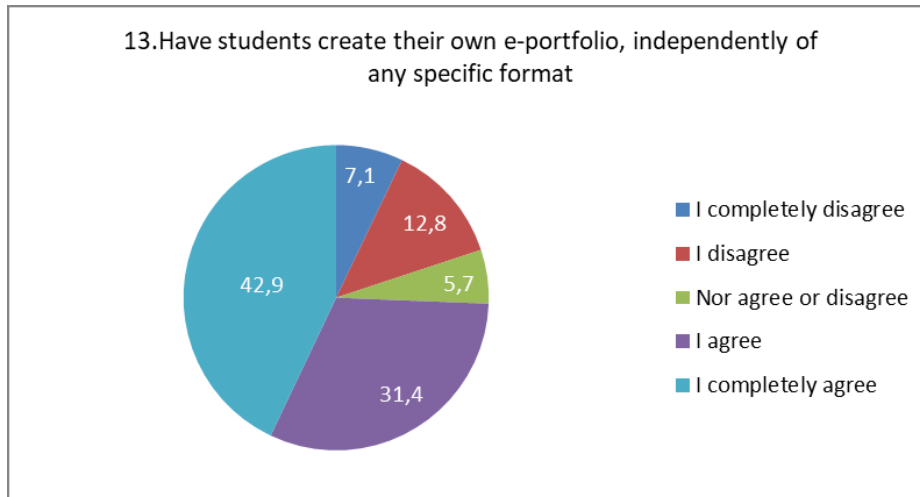
Figure 9



The answers confirm that academic staff view e-portfolios as valuable, multi-purpose pedagogical tools that go beyond assessment and support student-centered learning.

The responses also reflected a generally positive stance towards student-driven design (Figure 10). Out of 70 respondents, 30 participants (42.9%) completely agreed with the idea, and a further 23 (32.9%) agreed, showing that approximately three-quarters of respondents support a flexible and personalized approach to e-portfolio creation. This perspective aligns with pedagogical models that promote learner autonomy, creativity, and self-reflection.

Figure 10

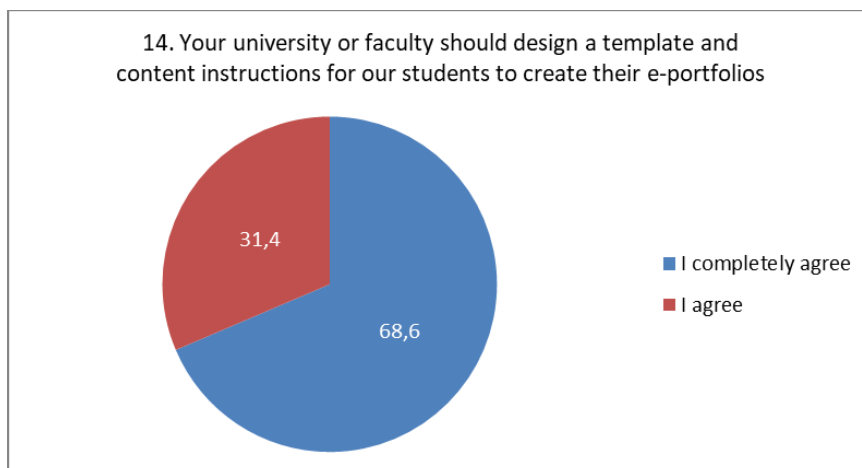


However, 4 respondents (5.7%) selected “Nor agree or disagree”, indicating either uncertainty or a perceived need for more contextual detail. A notable minority expressed reservations: 8 respondents (11.4%) disagreed, and 5 (7.1%) completely disagreed, reflecting concerns about a lack of standardization or the potential burden on students without clear instructional guidance.

5.2.1.5 Technical and Functional Requirements

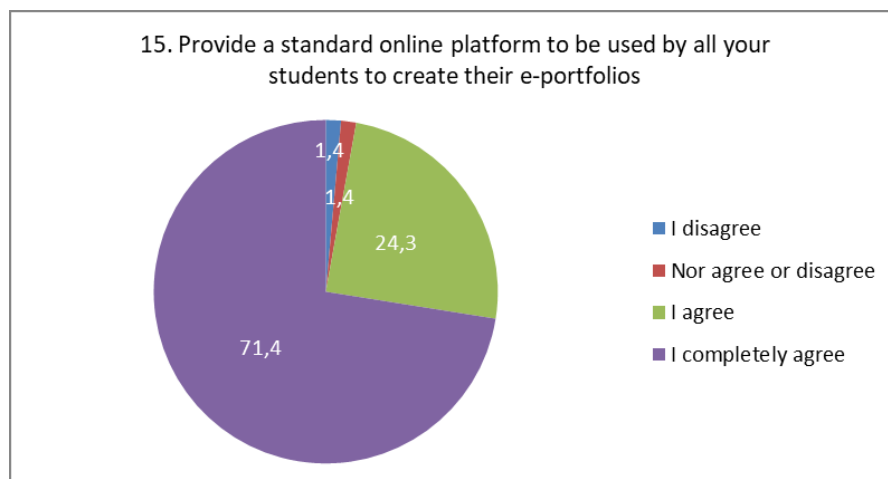
The survey also explored user expectations regarding the design and functionality. A strong majority supported the provision of predefined templates and instructional guidance. As shown below, 68.6% completely agreed and 31.4% agreed that the university or faculty should offer a standard model to help students structure their portfolios.

Figure 11



As shown in Figure 12, the majority of respondents also clearly supported the use of a standard online platform by students when creating their e-portfolios. Out of 70 participants, 51 (71.4%) indicated they completely agree with this proposal, while 17 (24.3%) stated that they agree. Only one respondent each selected “Nor agree or disagree” and “I disagree”, both representing 1.4% of the sample.

Figure 12



More than two-thirds of the academic staff express full support, and nearly all remaining respondents show at least partial agreement.

Additionally, when asked what technical aspects they thought e-portfolios should have, the following points were highlighted:

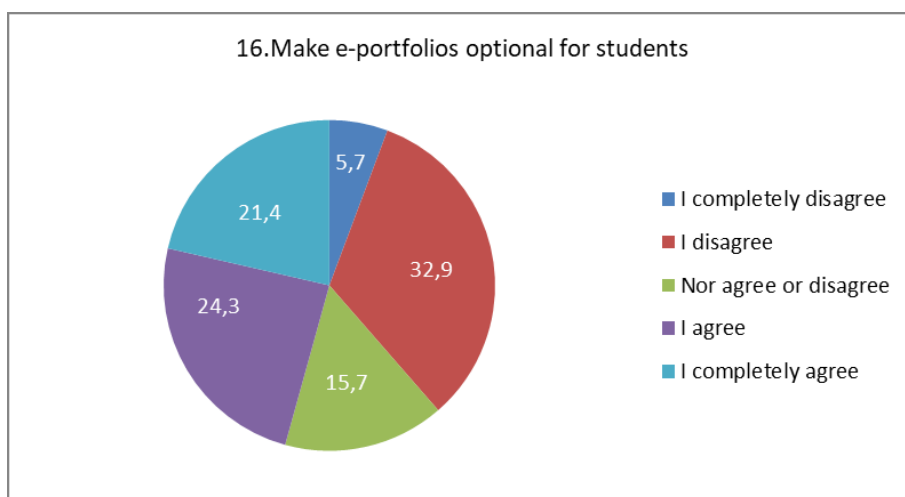
- It should be student-centered.
- It should include more information than a traditional CV.
- It should help to develop digital literacy skills.
- It should not be complicated, but easy to understand and work with, including a responsive design and user-friendly interface.
- It should have a content management system, with a way to upload multiple files and preview capabilities.
- Content should include text, imaged and videos.
- It should have the possibility to create pages and subpages and connect to other social networks.
- It should have a section to showcase students' grades, diplomas, letters of commendation or similar.
- It should be based on the university server.
- It should include security technology, such as QR code/barcode or digital signature to ensure that a document has not been modified, or blockchain (if possible) to keep any transaction data constant and auditable.
- It should have a digital identification system, with the possibility to register using email, account ID or App integration (via mobile app).
- It should have a responsive design (possible to display on computer or phone).
- It should have a choice of languages.

- It should have technology for tracking and evaluation, for example to show status (active / used / expired), track usage history, and a notification system to notify of expiration dates.
- It should have technology for integration into other systems (coordinate with common apps such as Telegram, Email, Wallet App etc.).

When considering whether e-portfolios should be optional or mandatory for the students, there is a wide diversity of opinion.

As we can see in Figure 13, the results indicate no clear majority regarding optional e-portfolios. Among the 70 respondents, 23 (32.9%) selected “I disagree”, and 4 (5.7%) chose “I completely disagree”, indicating that approximately 38.6% oppose making e-portfolios optional. In contrast, 17 respondents (24.3%) expressed agreement, and 15 (21.4%) stated they completely agree, suggesting that about 45.7% support a voluntary model. Meanwhile, 11 participants (15.7%) chose “Nor agree or disagree”.

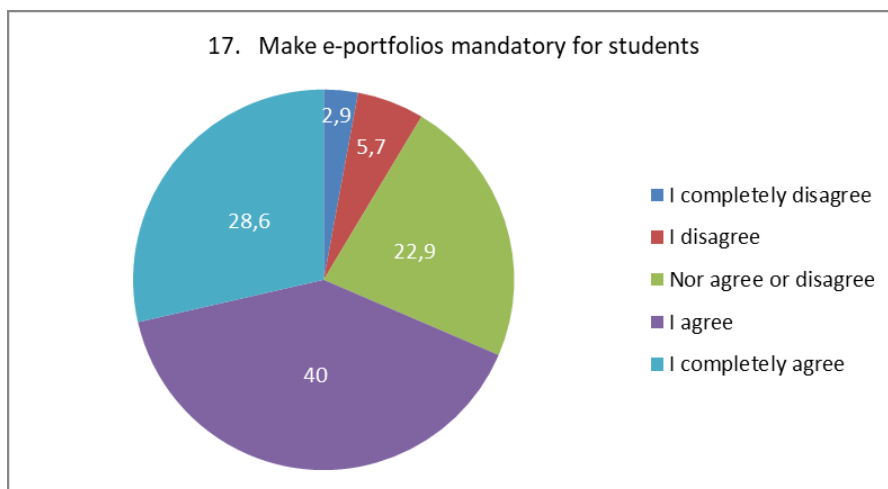
Figure 13



This contrasts with the results to the question if the e-portfolios should be mandatory (figure 14), the responses to which reflect a cautiously favorable stance, with 20 out of 70 respondents (28.6%) selecting “I completely agree” and 28 (40%) stating “I agree”. Together, this accounts for 68.6% of respondents who support mandatory implementation, indicating a general preference for ensuring broad student participation.

However, this support is not unqualified. A considerable proportion of respondents—22.9% (16 individuals)—answered “Nor agree or disagree”, suggesting some uncertainty or the need for further clarification regarding how such a policy would be implemented in practice. Meanwhile, a small minority expressed disagreement: 4 respondents (5.7%) selected “I disagree” and 2 (2.9%) chose “I completely disagree”.

Figure 14



This distribution shows that while most staff favour structured integration of e-portfolios into academic programmes, there are still reservations regarding institutional imposition.

5.2.2 Vietnam

5.2.2.1 Scope and Profile of the Surveyed Academic Community

This section presents the analysis of the responses collected from the Vietnamese Academic Staff, with a particular focus on the baseline familiarity with e-portfolios, their current or intended pedagogical uses, and their perceptions regarding the technical, functional, and institutional conditions necessary for successful integration.

The survey was administered to academic staff at three Vietnamese higher education institutions:

- Hanoi University (HANU)
- Halong University (HALOU)
- Nha Trang University (NTU)

A total of 373 responses were collected (HANU: 70, HALOU: 133, NTU: 170) covering a representative range of facilities and academic disciplines. Respondents were two thirds female (64.3%), and reflected varied levels of teaching experience levels, and age ranges, ensuring a good sample across all three institutions.

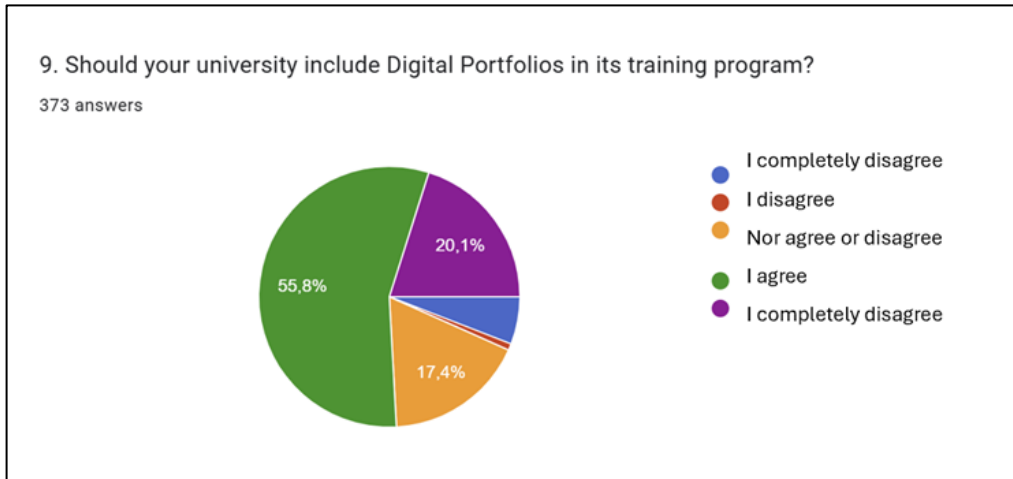
5.2.2.2 Familiarity with Portfolios and implementation

Awareness of portfolios is very high (61.4% know what it is), and a similar proportion (59.2%) know that an e-portfolio can allow students to store all their work products and reflecting on their experiences, while close to half of respondents (44.8%) are aware that portfolios could be used to evaluate students' academic performance and progress during the year. Despite this, it is only a very small percentage (9.7%) who have ever used one in their courses.

When asked if they thought e-portfolios should be included in the academic program, 55.8% (208 individuals) indicated that they agree with including a Digital Competence Portfolio in the university

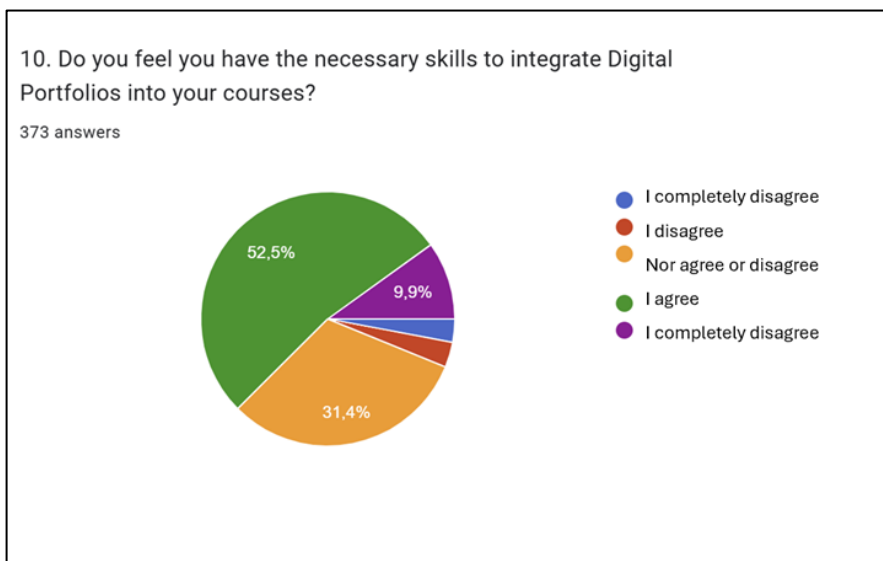
training programme. Additionally, 20.1% of respondents totally agreed with this proposal, reflecting strong support overall (Figure 15). In contrast, 17.4% of respondents selecting "Nor agree or disagree", could suggest some hesitation or uncertainty, possibly due to limited exposure to e-portfolio tools or pedagogical approaches involving digital assessment, highlighting an opportunity for further information and awareness-raising on the role of digital competence in higher education.

Figure 15



The largest proportion of respondents, comprising 52.5%, expressed a neutral stance, indicating that they neither agree nor disagree with having the necessary skills. (Figure 16). Conversely, 31.4% of the respondents affirmed that they "agree" with possessing the required skills. This group represents a notable portion who feel confident in their ability to implement. This group represents a notable portion who feel confident in their ability to implement digital portfolios. On the other end of the spectrum, a combined 9.9% "completely disagree" and approximately 8.8% "disagree" perceive a lack of necessary skills.

Figure 16



5.2.2.3 Portfolios and Employability

Slightly over half the respondents were aware of the relationship between e-portfolios and employability or lifelong learning, as indicated by the fact that 56.8% of respondents knew that e-portfolios could enhance students' employability (Figure 17), 55.5% know that using e-portfolios promotes project-based learning (Figure 18), and 58.2% knew that the design and use of e-portfolios could support both theirs and their students' continuous professional growth (41.4%) (Figure 19).

Figure 17

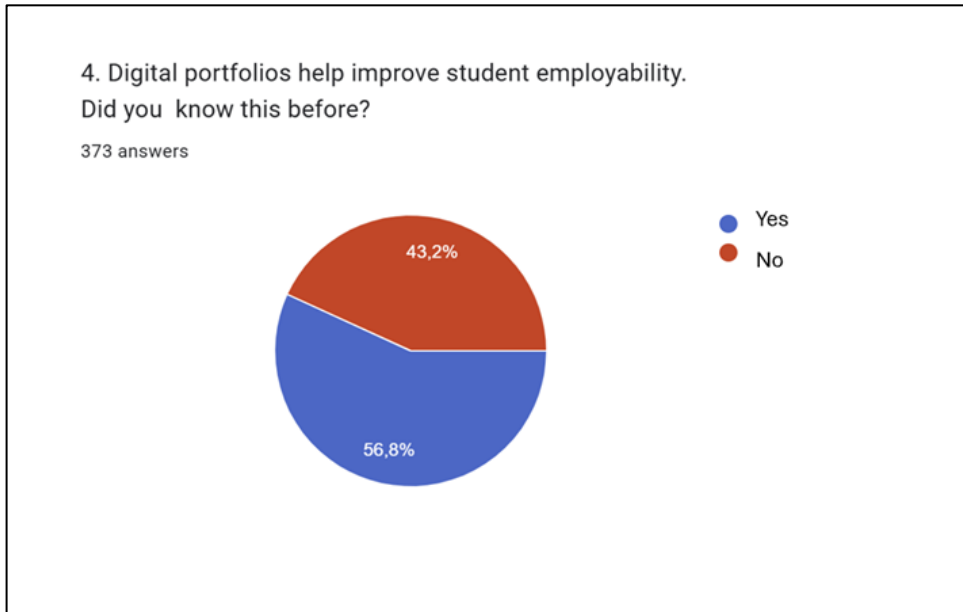


Figure 18

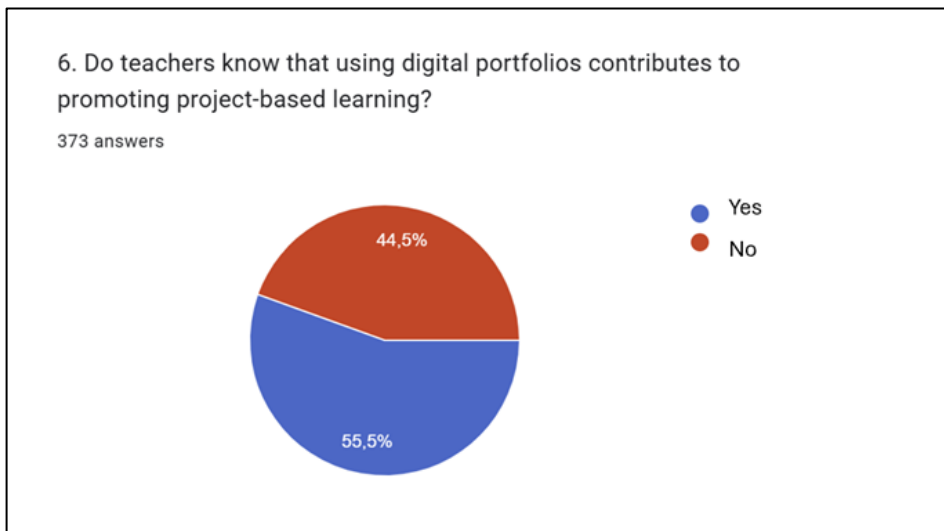
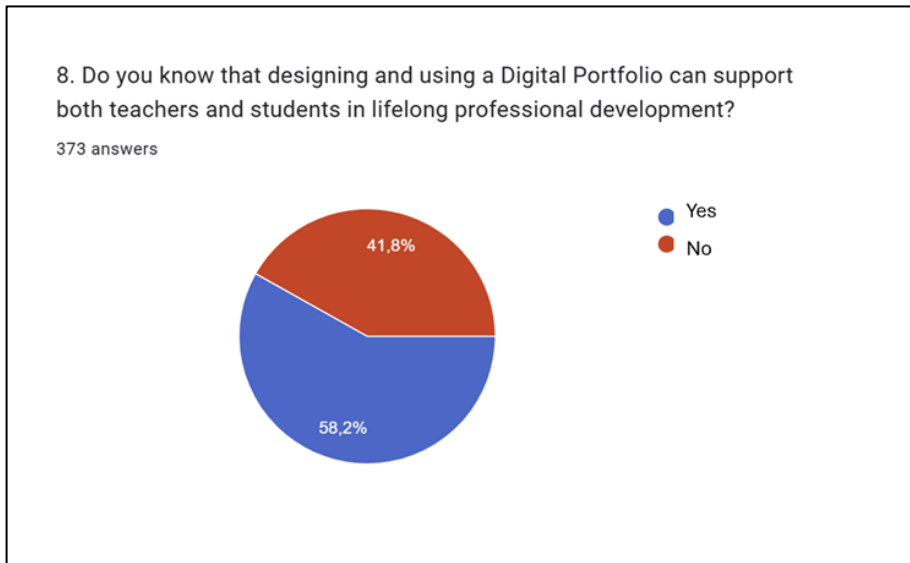
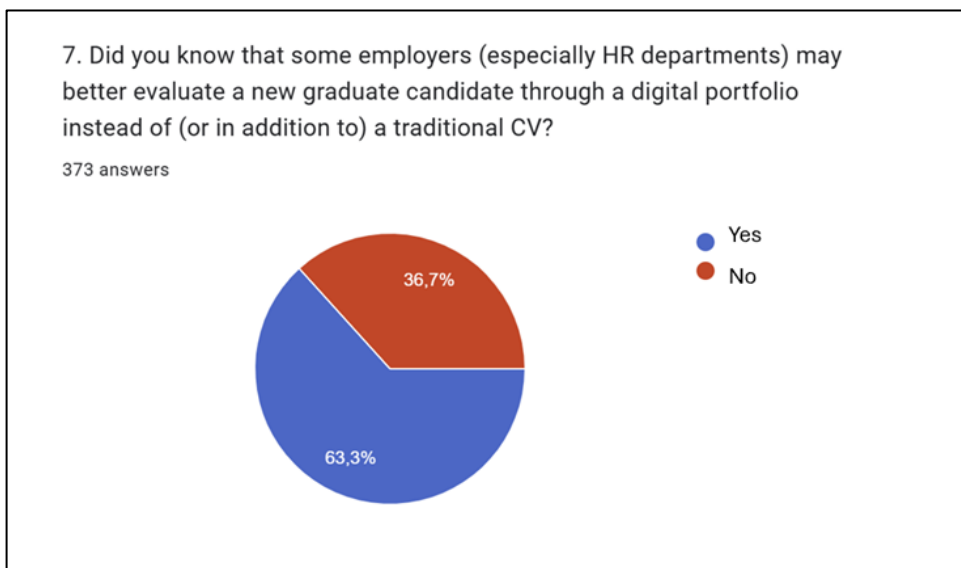


Figure 19



This awareness of the relationship between e-portfolios and employability was further confirmed by the fact that almost two thirds of the respondents (63.3%) know that having an e-portfolio in addition to a CV would allow an employer to better consider a graduate as a potential candidate during the hiring process.

Figure 20



5.2.2.4 Pedagogical Relevance and Perceived Value

According to Figure 21, a high level of confidence among respondents. A strong majority, encompassing 56.6% who "agree" and 29.8% who "completely agree," feel capable of explaining the concept and usefulness of an e-portfolio to their students. This combined 86.4% indicates a widespread perceived ability in this area.

Further reinforcing this perspective, Figure 22 shows that 30.6% of respondents completely agreed and 56.3% agreed that students should receive training on how to build an e-portfolio, reflecting strong

support for equipping students with practical skills to document and showcase their digital competences. Only 7.8% responded neutrally, while a small minority expressed disagreement—1.1% disagreed and 4.3% completely disagreed—indicating that overall, there is a clear consensus on the value of providing students with training in this area.

Figure 21

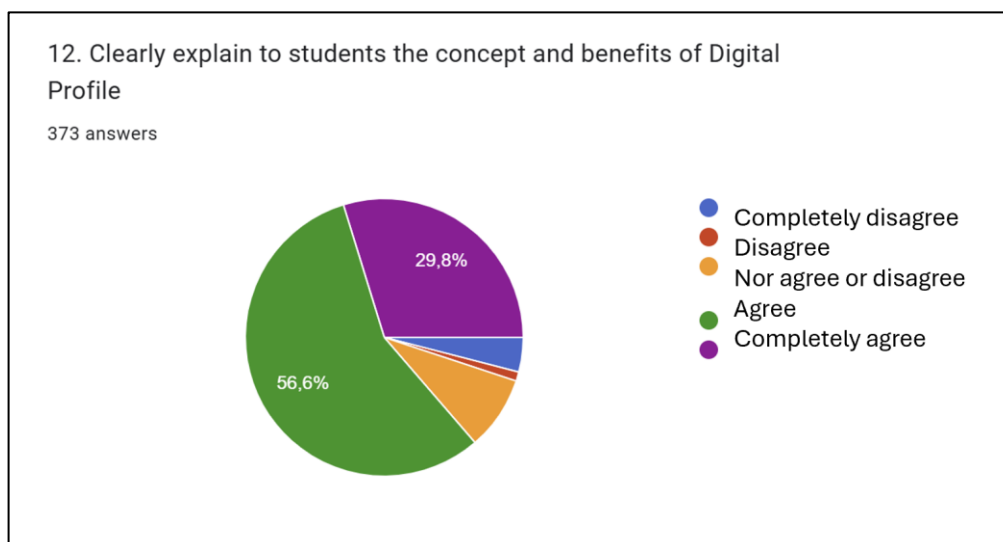
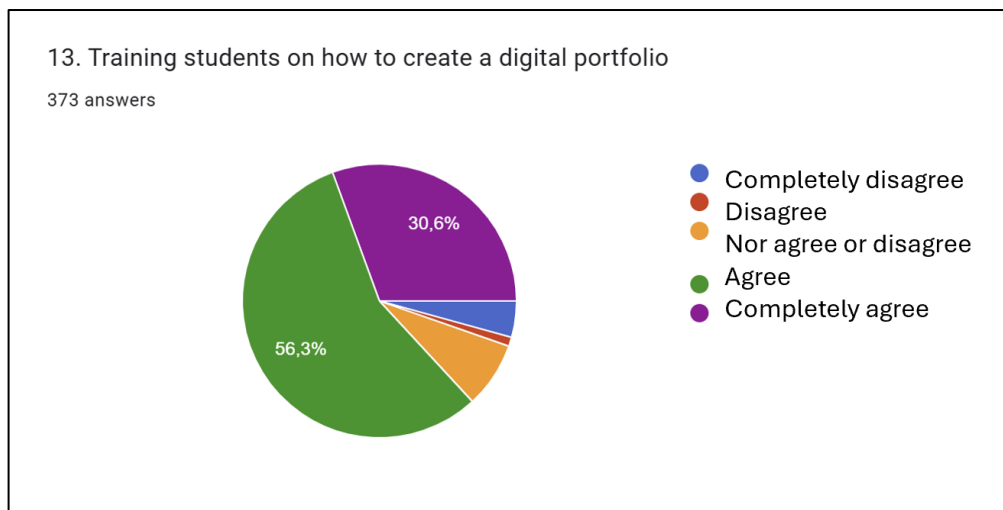


Figure 22



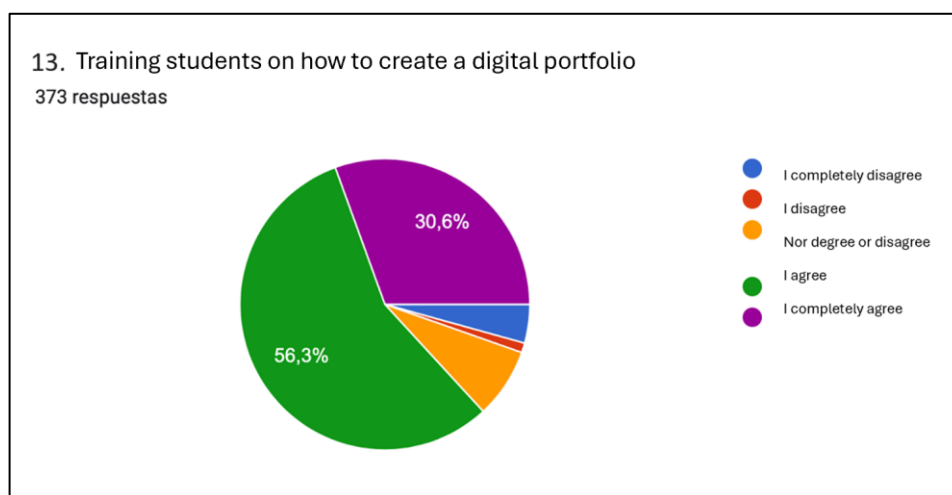
Among the respondents, the most commonly selected use of the Digital Portfolio was **as a tool to assess and monitor student thinking and perception** (69.2%, 258 answers), closely followed by its use to **interact with and support students through comments and feedback** (68.1%, 254 answers). These results highlight a strong interest in leveraging the portfolio for both formative assessment and student engagement.

A substantial portion of respondents (60.3%, 225 answers) indicated they would **offer the portfolio as an optional tool**, allowing students to reflect voluntarily on modules and assignments—aligning with a student-centred and flexible approach. Over half (51.7%, 193 answers) also planned to **require reflective activities after each module**, showing a pedagogical focus on metacognition and consolidation of learning. Additionally, 46.9% (175 answers) would use it to **require the completion of specific tasks**, suggesting its integration into structured learning activities.

Only a small percentage (7%, 26 answers) selected "**Other purposes**," indicating that most respondents see clear and defined pedagogical functions for the Digital Portfolio. Overall, the results suggest that educators envision the tool primarily as a means to support reflective learning, ongoing assessment, and student-teacher interaction, with a balanced mix of mandatory and voluntary applications.

Finally, a strong majority of respondents (78.6%) 56.3% agreed and 30.6% strongly agreed that universities should encourage students to create their own digital portfolios Figure 23, regardless of any specific format, indicating a broad support for promoting student autonomy and flexibility in how they document their digital competences. Meanwhile, 13.9% remained neutral, possibly reflecting uncertainty about implementation or value. A small percentage of respondents expressed disagreement, with 4.6% disagreeing and 2.9% completely disagreeing, indicating that the majority see value in encouraging personalised approaches to digital portfolio creation.

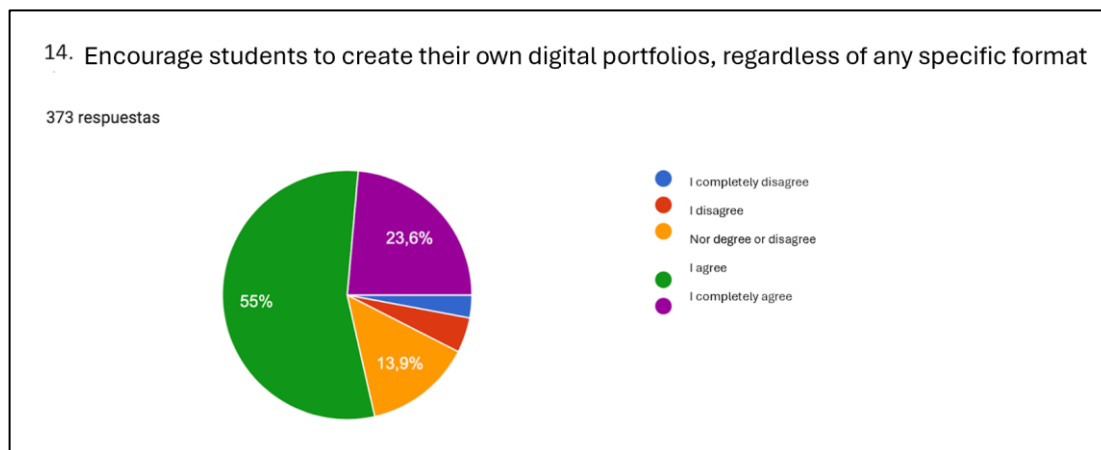
Figure 23



5.2.2.5 Technical and Functional Requirements

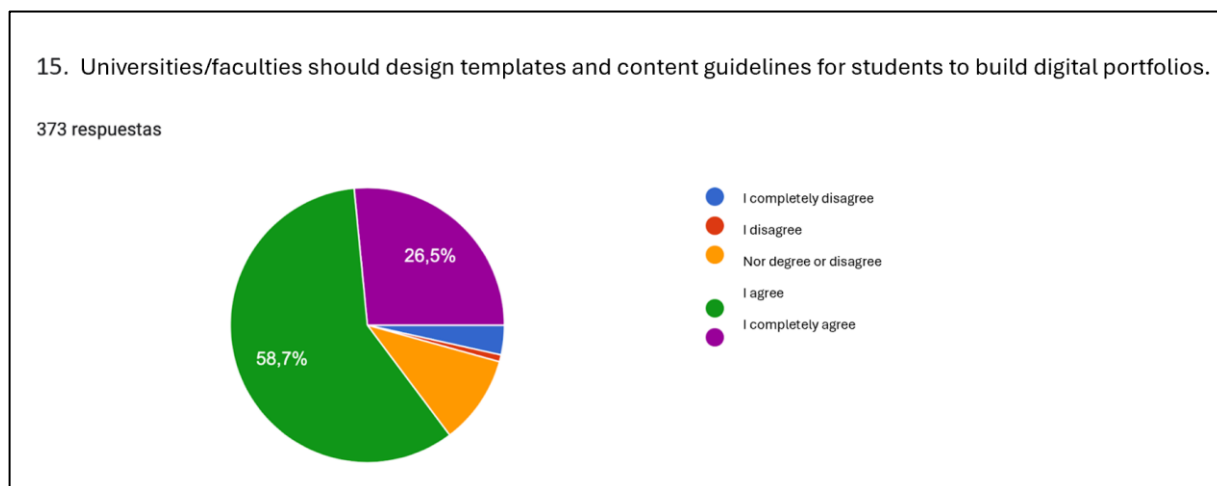
The results presented in Figure 24 underscore a clear demand for institutional support. A significant majority of respondents express strong agreement with this proposition: 55% "agree" and 23.6% "completely agree," combining for a substantial 78.6% who advocate for the university or faculty to provide such resources. Conversely, a smaller but still notable segment, 13.9%, maintained a neutral stance, choosing "Nor agree or disagree."

Figure 24



Additionally, in Figure 25, a strong majority of respondents consisting of 58.7% who "agree" and 26.5% who "completely agree," are in favor of establishing a standardized online platform for e-portfolio creation. This collective 85.2% underscores a clear preference for institutional guidance and uniformity in the technical aspects of e-portfolio development. In contrast, the segments representing "Nor agree or disagree," "I disagree," and "I completely disagree" are remarkably small. This indicates a near-unanimous desire among respondents for an standardized online platform.

Figure 25



With regards to the technical features of an ePortfolio, the respondents recommended the following:

1. User Interface and Experience

- Intuitive, user-friendly interface, suitable for both students and educators.
- Customizable design: users can personalize layout, colors, categories, and overall visual style.
- Fully responsive across multiple devices (desktop, mobile, tablet).
- Multilingual support and inclusive accessibility features.

2. Content Management and Supported Formats

- Compatibility with a wide range of file formats: text, images, videos, audio, links, PDFs, DOCX, etc.
- Drag-and-drop functionality, in-platform editing, and categorization of content (e.g., projects, skills, certificates).
- Long-term data storage and cloud integration (Google Drive, OneDrive, etc.).
- Options to export portfolios in various formats such as PDF, HTML, ZIP, or standardized CV templates (Harvard, Europass...).

3. Security, Privacy, and Access Control

- Robust data protection: encryption, two-factor authentication, customizable access permissions (public, private, by link).
- Capability to verify data authenticity through institutional validation or blockchain technology.
- Options for external verification and feedback, allowing teachers or employers to comment or confirm specific content.

4. Progress Tracking and Assessment

- Integrated tools for self-assessment and feedback, with input from educators or external evaluators.
- Dashboards that visualize progress through charts and milestone tracking.
- Automated evaluations and features to monitor learning outcomes and skill development over time.
- Tracking of assignments, academic results, extracurricular activities, and continued education.

5. Integration and Interconnectivity

- Seamless integration with LMS platforms (Moodle, Google Classroom, MS Teams), professional networks (LinkedIn, ORCID, Google Scholar), and academic databases.
- Shareable via QR codes or custom links for quick access.
- Synchronization with calendars, digital libraries, and learning tools.
- Compliance with open data standards and compatibility with advanced technologies like AI, AR/VR, and mobile apps.

6. Additional Features

- Automatic CV generation and portfolio summaries.
- Notification systems, reminders, tagging, and keyword-based search.
- Dedicated sections for recommendation letters, references, multimedia evidence, and interactive feedback.
- Spaces designed for interaction between students, instructors, and employers, with some features resembling social networks.

Finally, when considering whether e-portfolios should be optional or mandatory for the students, there seems to be a pretty clear consensus that they should be optional.

61.1% of respondents agreed that students should be allowed to use the Digital Portfolio on a voluntary basis, with an additional 18.8% totally agreeing, thus indicating strong support (79.9%) for a flexible, student-centred approach to implementation (Figure 26). Meanwhile, 13.1% responded neutrally, possibly reflecting uncertainty about the implications of making the Portfolio optional. A minority of participants expressed disagreement, with 3.8% disagreeing and 3.2% completely disagreeing. Overall, the results show a clear preference for **empowering students with the choice** to engage with the Digital Portfolio according to their individual needs and interests.

This is confirmed with the responses to the question of if students should be required to use the Digital Portfolio. Only 37.3% agreed or totally agreed that the use of Digital Portfolios should be mandatory (Figure 27).

Figure 26

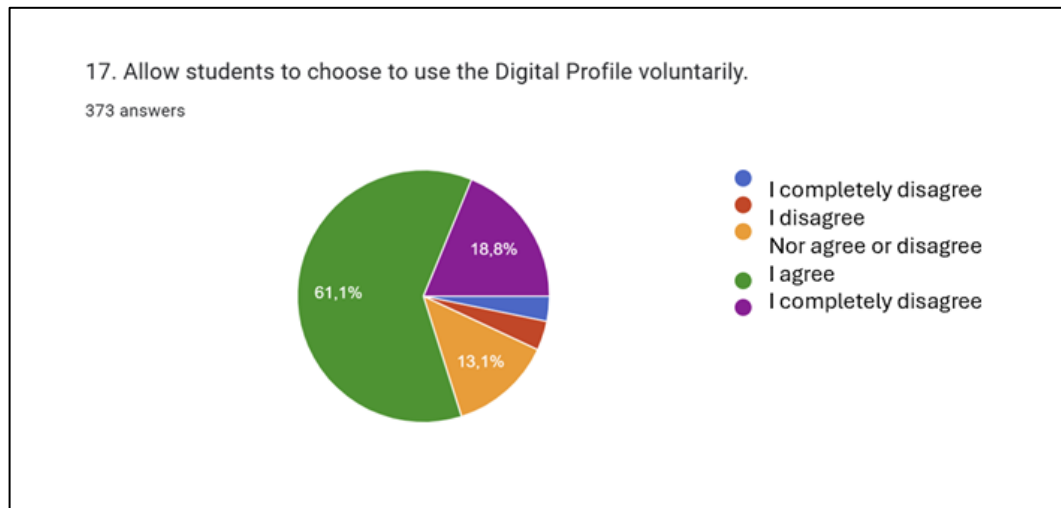
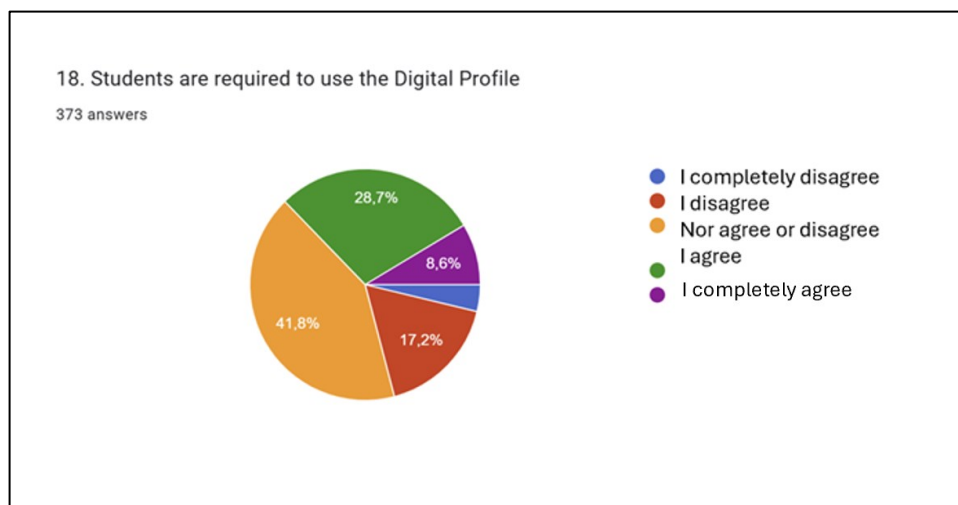


Figure 27



5.2.3 Conclusions from Academic Staff

Familiarity with portfolios & implementation

In both Cambodia and Vietnam there is a **high level of awareness of e-portfolios**, however despite this **very few professors use them** in their programs. In both countries most professors felt they had the necessary skills to integrate e-portfolios into their teaching, indicating a **fair level of digital readiness**, but there was also near-unanimous agreement that **universities should provide support and training** for professors to do so.

This would indicate that with some encouragement and support it should be possible to make e-portfolios a regular part of the courses in the future.

Employability

In both Cambodia and Vietnam barely over half of the surveyed academics were aware of the usefulness of e-portfolios to help develop and promote students' employability, and that having an e-portfolio would provide a potential with more information than a regular CV. Thus it seems clear that **work needs to be done to enhance professors' awareness and understanding of how the use of e-portfolios can be beneficial for their students' employability and can contribute to the process of lifelong learning**.

Pedagogical relevance and perceived value

The **pedagogical potential of e-portfolios was widely acknowledged** by academic staff of both countries, and the vast majority support clear and proactive communication from universities on this topic and the provision of training for the students. There was a generally positive stance towards **student-driven design**, supporting a **flexible and personalised approach** to e-portfolio creation. This perspective aligns with pedagogical models that promote learner autonomy, creativity, and self-reflection.

When considering how they might use e-portfolios in their courses, the most common applications identified in both countries were as a tool to monitor and evaluate student progress, as a tool for reflective learning. Additionally, Cambodian professors stated it could be used as evidence of the students' having achieved the desired learning outcomes and provide a platform for students to showcase their work over time. Vietnamese professors on the other hand expressed an interest to have students use it in order to develop specific tasks, or for them to be able to interact with and support students on their work.

Technical and Functional Requirements

With regards to technical and functional requirements of e-portfolios, there is a strong overall consensus on the value of **offering a consistent digital environment** to support students in showcasing their competences strong as the majority of academics in both countries supported the use of a **standard platform** for students to use when creating their e-portfolio. They also agreed that the university or faculty should **provide templates and content guidelines** to help students build their digital portfolios.

Respondents strongly emphasize the need for a **flexible, secure, and user-centric platform** that not only stores academic information but also captures skills, practical experience, and personal growth. Integration with external tools, ease of use, and robust progress tracking are seen as essential components for the effective deployment of digital portfolio. However, concerns about **data security, privacy, and authenticity** are also recurrent.

When considering whether e-portfolios should be optional or mandatory for the students, there is a wider diversity of opinion. In Vietnam there is a pretty clear consensus that they should be optional. In Cambodia however the academic staff tends to consider that e-portfolios should be mandatory for students, with only 45% of the professors believing they should be optional.

When asked if they had any additional comments regarding e-portfolios, academics generally seem to view them as a **valuable and timely tool** to support student development, self-reflection, and professional visibility. Many emphasize that it should be more than just a repository of information—it must actively contribute to **personal growth, capacity-building, and employability**.

5.3. ANALYSIS OF STUDENTS & GRADUATES SURVEY

This section presents the results obtained from the students and recent graduates cohort, one of the three primary target groups consulted.

Comparative Summary: Students Survey

The following tables provide a comparative summary of the student and graduates profiles in Cambodia and Vietnam. There were ten times more respondents from Vietnam (2.494) than Cambodia (203), for a total of 2697 respondents. In both countries there was a clear majority of female respondents (64.7% in Cambodia and 68% in Vietnam, and also a dominance of students between the ages of 18 and 25 (73.9% in Cambodia and 98.4% in Vietnam). With regards to their academic year, in Cambodia just over half the students (53.2%) were in their 4th year of undergraduate studies, whereas among the Vietnamese respondents there was an almost even distribution between the four years of undergraduate studies, with a slightly higher percentage (27.3%) in third year students. Both countries also included a few responses from graduate students and recent graduates.

Whereas in Cambodia there was an almost even split between respondents who knew or didn't know what an e-portfolio is, in Vietnam less than half of the respondents (42.9%) were familiar with this concept.

Gender	Female	Male	Non binary	Total
Cambodia	138	64	1	203
Vietnam	1613	862	19	2494
Total	1751	926	20	2697

Age	18-25	25-35	35-45	45-55	55-65
Cambodia	150	38	15	0	0
Vietnam	2455	32	7	0	0

Study year	1st year	2nd year	3rd year	4th year	Graduate students	Recent graduates
Cambodia	18	24	41	108	4	8
Vietnam	574	599	680	579	18	44

Do you know what a portfolio is?	Yes	No
Cambodia	101	102
Vietnam	1069	1425

5.3.1 Cambodia

5.3.1.1 Scope and Profile of the Surveyed Student Community

This section presents the analysis of the responses collected from Cambodian students and graduates, focusing on their general familiarity with e-portfolios, perceptions of their pedagogical and professional value, and preferences regarding their implementation.

The survey was administered to students at two Cambodian higher education institutions:

- National University of Battambang (NUBB)
- National University of Cheasim Kamchaymear (NUCK)

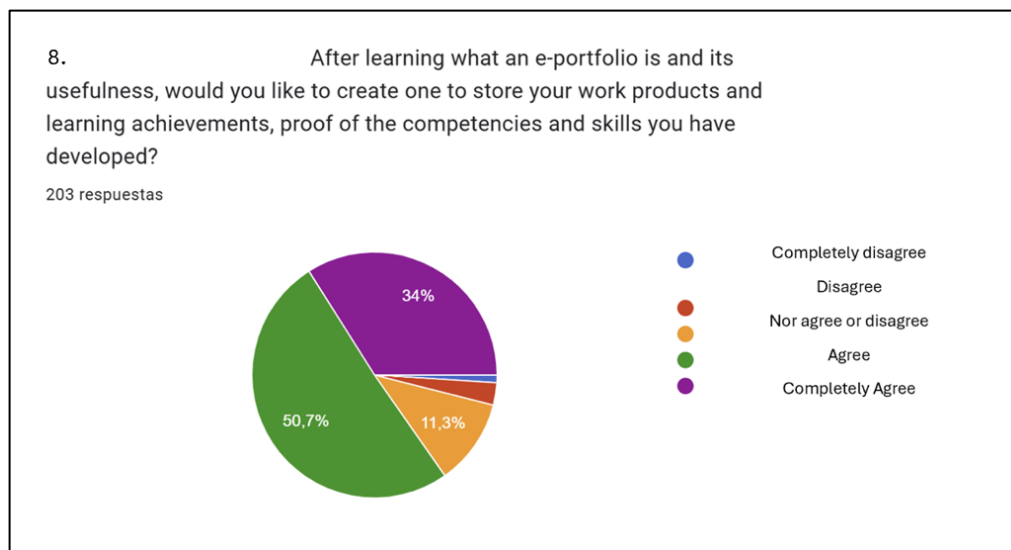
A total of 203 responses were collected (NUBB: 96; NUCK 107). The participant pool reflects a balanced range of academic levels and study programs, providing a meaningful basis to interpret student attitudes and expectations regarding e-portfolio adoption.

5.3.1.2 Familiarity with Portfolios and implementation

Students demonstrated a relatively high level of awareness regarding the benefits and academic applications of e-portfolios, though there is still room for improvement. 162 out of 203 students (79.8%) responded "Yes" to the question "Do you know what a portfolio is?", indicating a strong baseline understanding of the concept, and a large majority of them (72.9%) recognized that e-portfolios can enhance their employability. Many of them (69.5%) were also aware that professors can evaluate academic performance through e-portfolios and assign related tasks. However, awareness dropped to 54.7% when it came to asking if e-portfolios could also be used to store course work, internship products, and document soft and hard skills. These results highlight that while the majority of students are familiar with the general and evaluative functions of portfolios, fewer fully grasp their role in self-reflection and skill integration, underscoring the need for clearer institutional guidance and training on the comprehensive uses of e-portfolios.

Building on the strong foundational awareness of portfolios and the recognized benefits of e-portfolios for employability and academic tracking, it is particularly significant to observe how students respond when asked about their willingness to engage with such tools. As can be seen in the following figure, after being introduced to the concept and usefulness of e-portfolios, their level of motivation and openness becomes a critical indicator of potential adoption and success in future implementations:

Figure 28



From the 203 student responses collected, the majority displayed a strong inclination to engage with e-portfolios. Specifically, 103 respondents (50.7%) agreed and 69 (34%) completely agreed with the statement. This yields a combined approval rate of 84.7%, which indicates a robust level of enthusiasm and readiness among learners to integrate e-portfolios as a means of documenting their academic work, learning achievements, and acquired competencies.

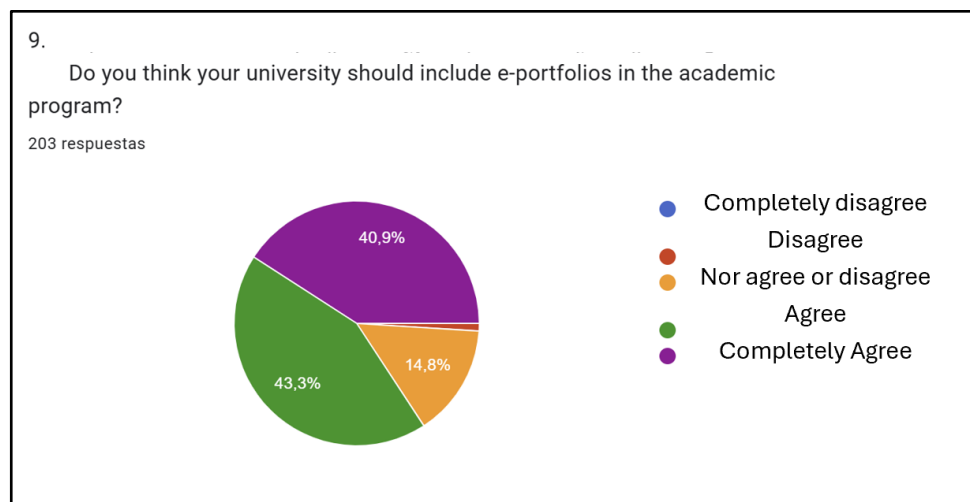
However, some reservations remain: 23 students (11.3%) selected “Nor agree or disagree”, showing a degree of ambivalence or the need for further clarification. A small minority expressed opposition, with 6 students (3%) disagreeing and 2 (1%) completely disagreeing.

The majority of students perceive clear value in the use of e-portfolios. This constitutes a strong basis for institutional implementation. Yet, the presence of undecided and disagreeing respondents underscores the importance of clear communication, orientation sessions, and supportive training, especially for students unfamiliar with digital documentation tools.

Building upon this positive disposition toward adopting e-portfolios, students also voiced strong support

for their formal inclusion in the university's academic framework:

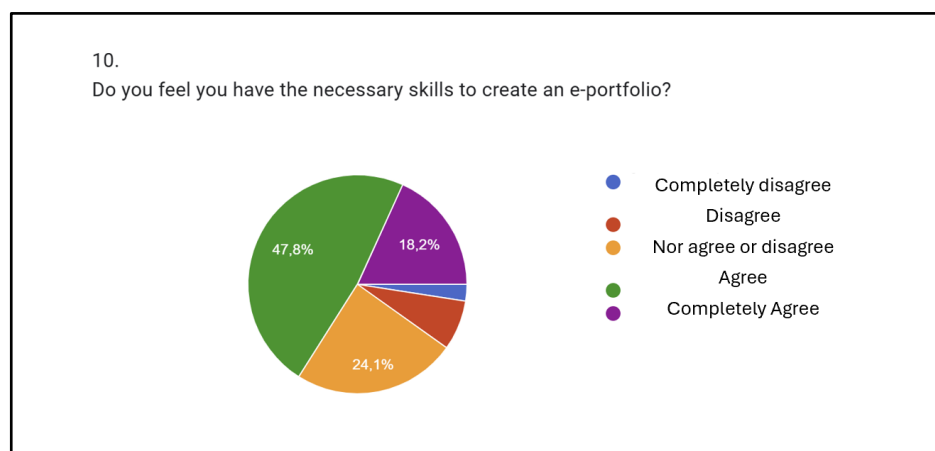
Figure 29



The results from Cambodian students regarding the inclusion of e-portfolios in academic programmes reflect a highly positive reception. A considerable majority expressed their support for integrating e-portfolios into the university curriculum. A significant proportion of students indicated agreement, either fully or partially, with only a very small fraction voicing disagreement. Specifically, 84.2% of respondents supported the idea—demonstrating either full endorsement or general agreement—while 14.8% remained neutral. Only 1% disagreed with the proposal. These results confirm a strong perceived value of e-portfolios among the student population and signal an encouraging level of acceptance for their formal adoption within educational structures.

Expanding from their interest in using e-portfolios, students further demonstrated support for formally embedding them within the academic curriculum. Simultaneously, this willingness is supported by their perceived competence, as a majority felt equipped with the necessary skills to develop their own e-portfolios.

Figure 30



Out of 203 respondents, the majority (47.8%) agreed that they possessed the required skills, while an additional 18.2% completely agreed, indicating a combined affirmative response rate of 66%. This

suggests that two-thirds of the student population feels at least somewhat prepared to engage with portfolio tools independently.

However, a significant proportion of respondents indicated uncertainty: 24.1% selected “Nor agree or disagree”, implying either unfamiliarity with digital platforms or limited exposure to the concept of portfolios. Meanwhile, a smaller group expressed concern over their capabilities—7.4% disagreed and 2.5% completely disagreed—together representing nearly one in ten students who feel underprepared.

5.3.1.3 Portfolios and Employability

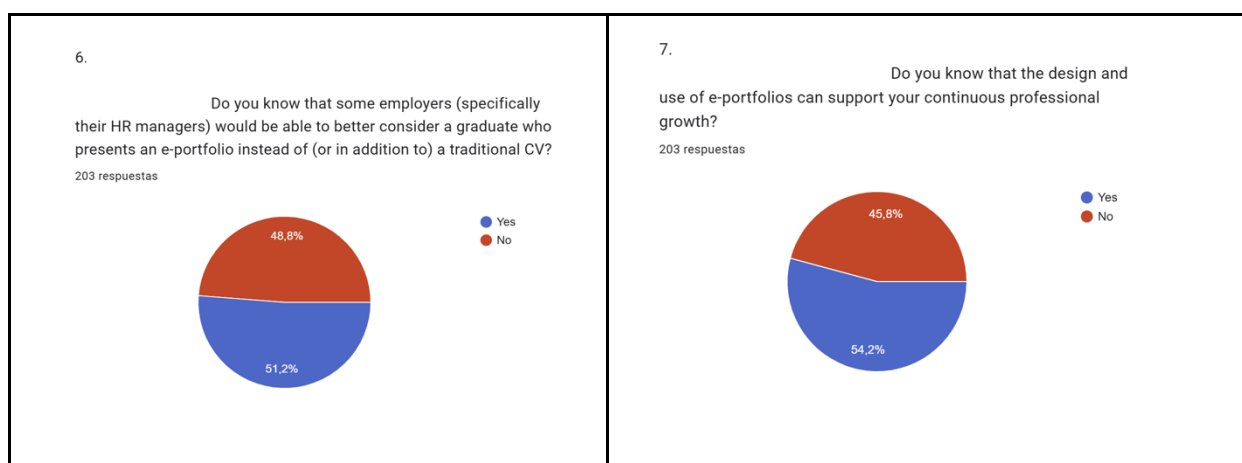
An essential dimension of the discussion surrounding e-portfolios concerns their potential to support students' future employment opportunities. To gauge students' awareness of this benefit, participants were asked whether they knew that e-portfolios could enhance their employability.

Figure 31

Out of 203 respondents, 116 students (57.1%) answered ‘Yes’, indicating that they recognize the value of e-portfolios in improving career prospects. However, 87 students (42.9%) responded ‘No’, showing that nearly half of the surveyed population remains unaware of how e-portfolios can be leveraged in the job market. This gap in awareness suggests the need for targeted communication and guidance to ensure students fully understand the career-related benefits of adopting digital portfolios.

Building upon the broader understanding of employability benefits explored earlier, questions 6 and 7 delve deeper into students' perceptions of the practical impact of e-portfolios in real-world professional contexts.

Figure 32



Question 6 asked students whether they knew that some employers—specifically HR managers—may better evaluate candidates who present an e-portfolio alongside or instead of a traditional CV. Of the 203 respondents, 104 students (51.2%) answered “Yes,” recognizing this potential advantage, while 99 students (48.8%) responded “No,” suggesting limited awareness of this growing hiring practice.

Similarly, Question 7 explored students' understanding of the long-term professional benefits of e-portfolios. When asked if they knew that designing and using an e-portfolio can support continuous professional growth, 110 students (54.2%) agreed, indicating a majority awareness of this benefit.

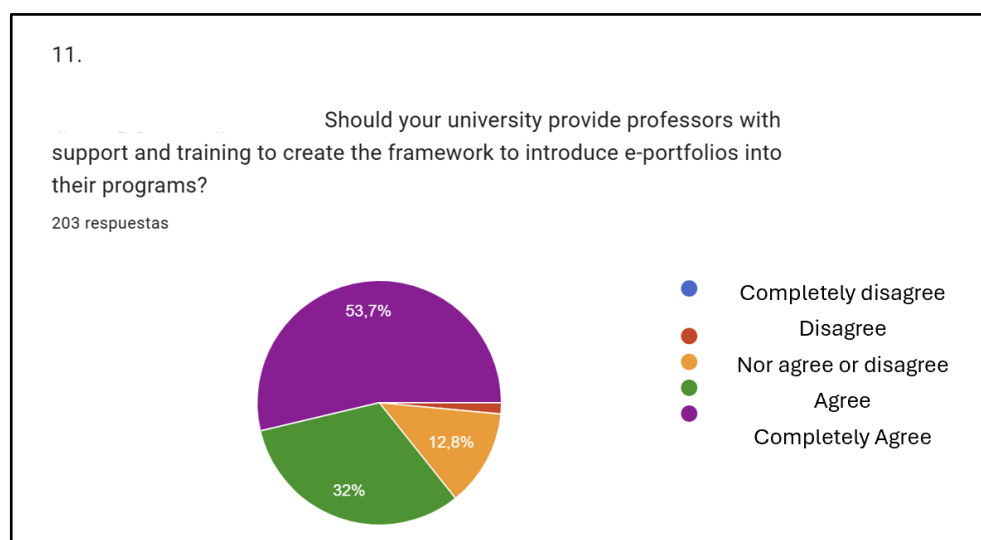
However, 93 students (45.8%) responded "No," implying that a substantial portion of the student population may still lack clarity regarding how e-portfolios can function as reflective tools for lifelong learning and career tracking

5.3.1.4 Pedagogical Relevance and Perceived Value

As the integration of e-portfolios into academic life moves beyond awareness and into practical application, it becomes relevant to assess how universities can facilitate their successful adoption.

One important aspect is the role of faculty, and whether they are given the necessary support to guide students effectively.

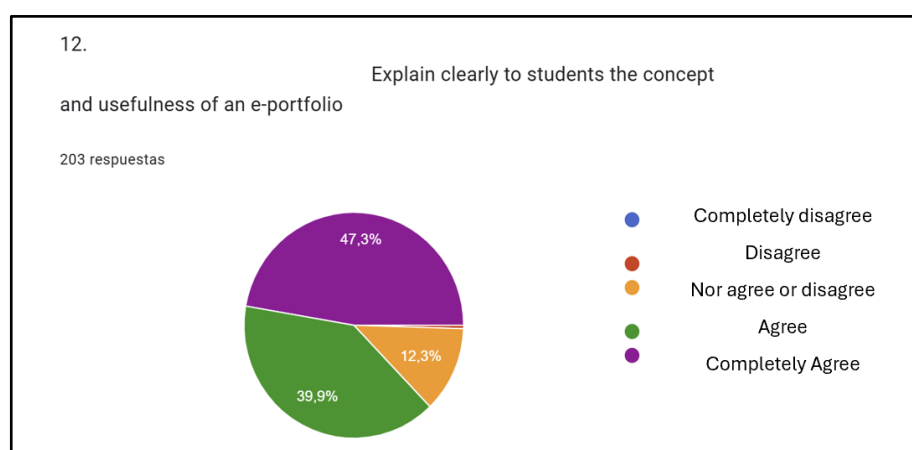
Figure 33



Out of the 203 valid responses, 109 students (53.7%) completely agreed and 65 (32.0%) agreed, meaning that 85.7% of all respondents are in favour of institutional support mechanisms. Only a small minority were less certain, with 26 students (12.8%) selecting “Nor agree or disagree”, indicating a degree of neutrality or lack of strong opinion. Just 3 students (1.5%) explicitly disagreed.

Following the emphasis on institutional support for faculty, attention must also be given to how well students understand the purpose and value of e-portfolios.

Figure 34

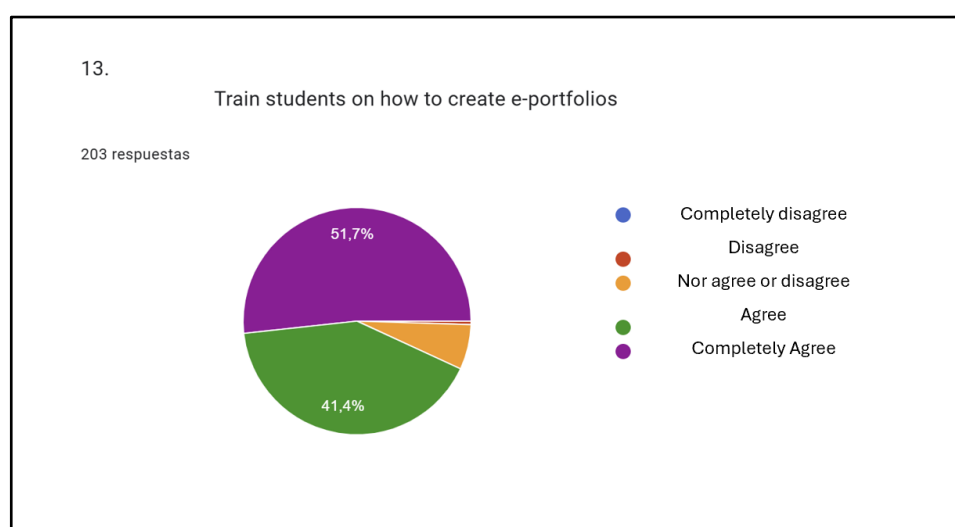


These results demonstrate a strong consensus among Cambodian students on the importance of pedagogical clarity. Out of 203 responses, 47.3% of participants completely agreed, while an additional 39.9% agreed, bringing the total level of agreement to an overwhelming 87.2%. A further 12.3% selected “Nor agree or disagree”, and only 0.5% expressed disagreement.

The near-total absence of dissent suggests that students not only welcome the implementation of e-portfolios but also consider conceptual orientation a prerequisite for their meaningful use.

Similarly, in Question 13, the majority of students expressed a highly positive attitude toward receiving training on how to create e-portfolios. Specifically, 51.7% of respondents completely agreed with the statement, while an additional 41.4% agreed. This means that an overwhelming 93.1% of students supported the idea of being formally trained to develop and manage their own e-portfolios.

Figure 35



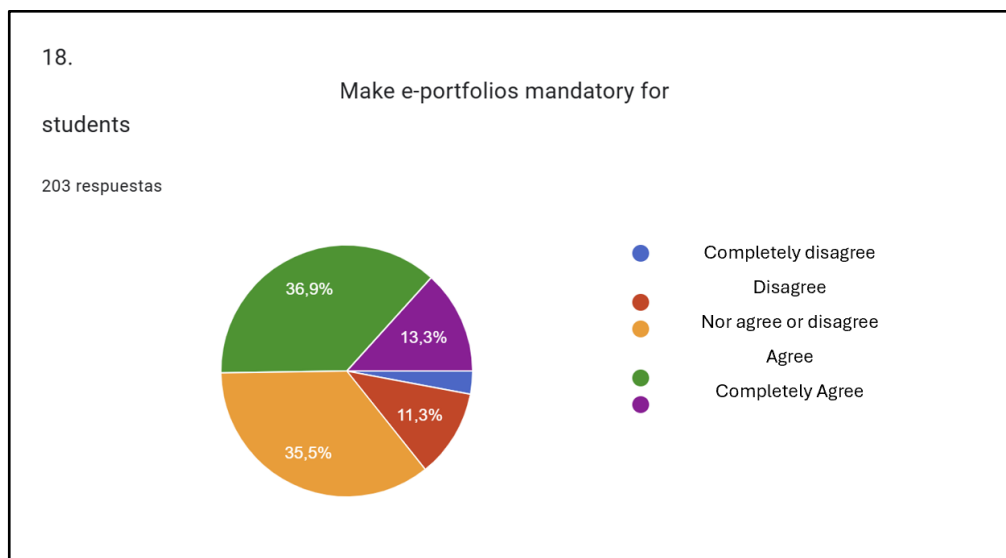
In contrast, only 1% of students disagreed, and 4.4% selected a neutral response (nor agree or disagree), while no student completely disagreed. This distribution strongly indicates a clear recognition among students of the importance of acquiring practical skills to effectively use e-portfolios.

Given the strong consensus on the importance of training students in e-portfolio creation, it is worth examining whether students also support the idea of making their use a compulsory component of their academic journey.

In response to the statement "Make e-portfolios mandatory for students," opinions among the 203 participants were mixed but leaned slightly in favor. A total of 36.9% of respondents agreed with the proposal, while 13.3% completely agreed—together forming a modest majority (50.2%) who support

mandatory implementation to some extent.

Figure 36



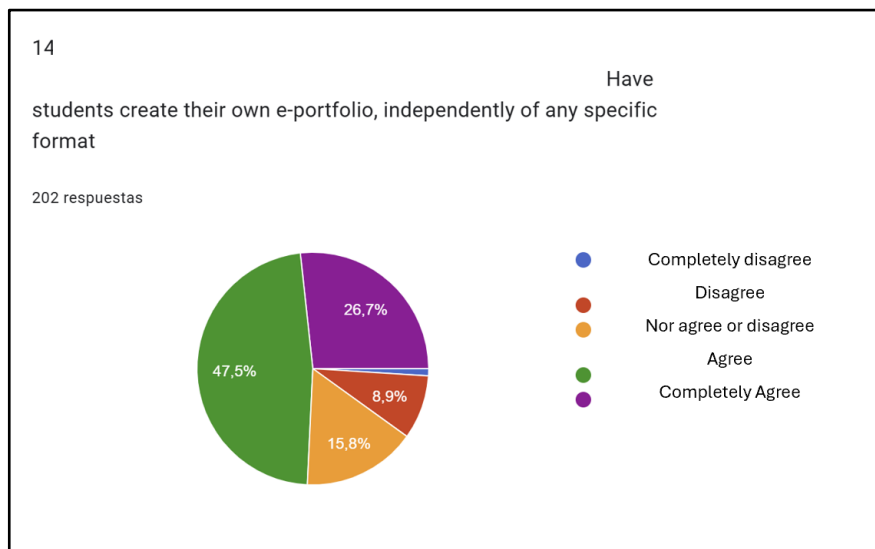
On the other hand, 11.3% disagreed and 3.0% completely disagreed, indicating that a small portion of students actively oppose compulsory use of e-portfolios. Notably, a significant share of students (35.5%) selected "Nor agree or disagree," reflecting either ambivalence, lack of information, or a preference for optional adoption. This high level of neutrality suggests that additional communication and contextualization of the benefits and purpose of mandatory e-portfolio usage may be necessary to build stronger consensus.

5.3.1.4 Technical and Functional Requirements

As universities consider integrating e-portfolios into academic programs, it becomes essential to evaluate the technical and functional aspects that could affect their implementation. One such aspect is the degree of autonomy students should have when creating their e-portfolios, including whether they should follow a specific structure or be free to design their own.

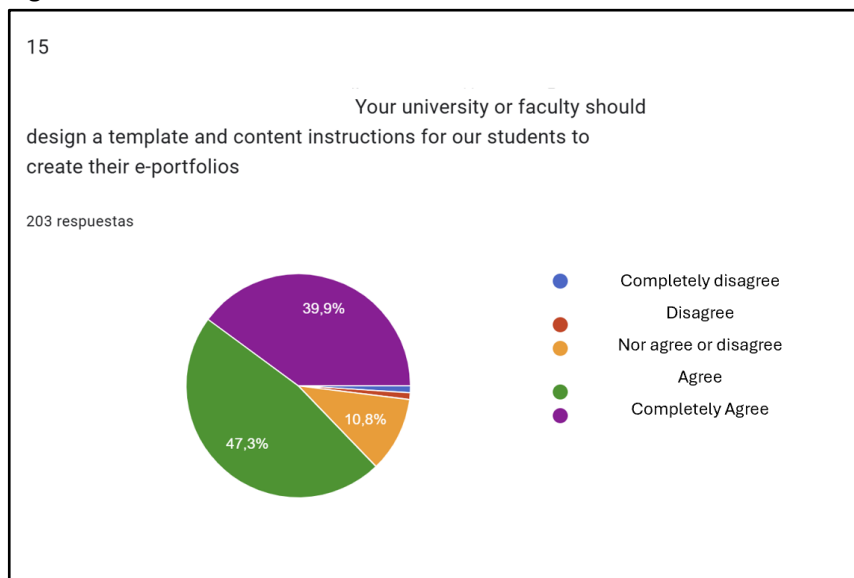
In exploring students' preferences and needs regarding the technical implementation of e-portfolios, three related aspects were examined. Question 14 responses showed a general willingness for autonomy: 47.5% agreed (approximately 95.9 students) and 26.7% completely agreed (around 53.9 students), meaning nearly three-quarters supported the idea of student-led portfolio development. However, 15.8% remained neutral (31.9 students), while a smaller group—8.9% (18 students) disagreed and 2.2% (about 2 students) completely disagreed.

Figure 37



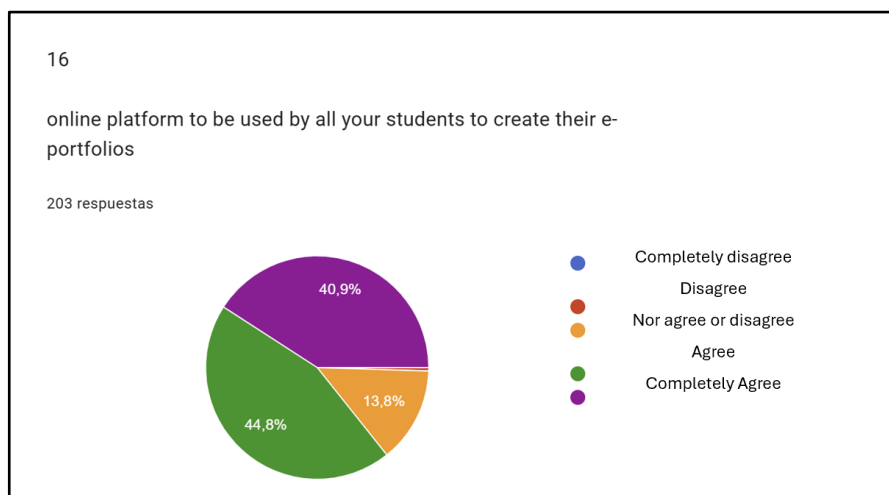
At the same time, a strong preference emerged for institutional guidance. Question 15 asked whether the university should design a template and provide content instructions to assist students. Here, 47.3% agreed (96 students) and 39.9% completely agreed (81 students), representing a compelling 87.2% majority in favor of standardized support. Only 2.0% disagreed, 2.0% completely disagreed, and 10.8% (21.9 students) selected a neutral stance.

Figure 38



Similarly, Question 16 examined whether a standardized online platform should be made available to all students for e-portfolio creation.

Figure 39



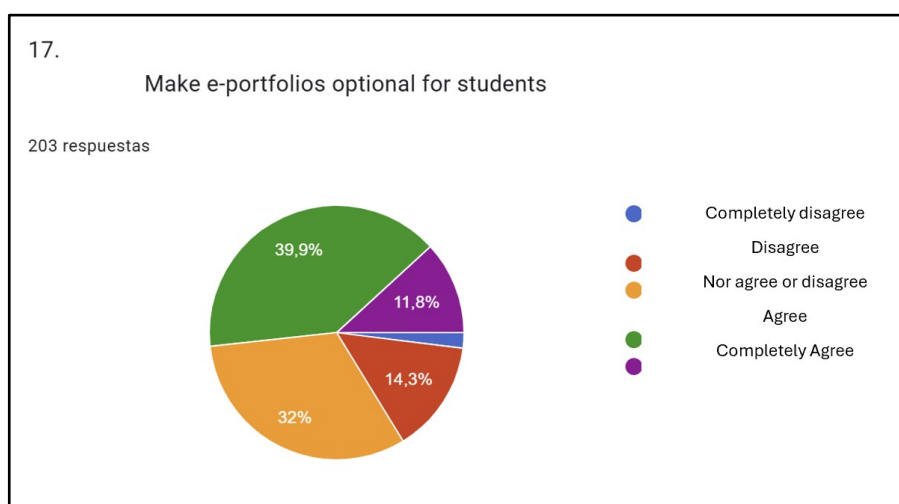
The results again reflected considerable agreement: 44.8% (91 students) agreed, 40.9% (83 students) completely agreed, and only 13.8% (28 students) were neutral. Just 1 student (0.5%) expressed disagreement.

Together, these findings suggest that while a notable proportion of students value flexibility and independence in how they design their e-portfolios, there is an even stronger demand for structural support and institutional tools to ensure clarity, consistency, and usability across the academic community.

Following the insights gathered on autonomy, institutional support, and digital infrastructure, the next set of questions delves into student's preferences regarding the voluntary or mandatory nature of e-portfolios within academic programs.

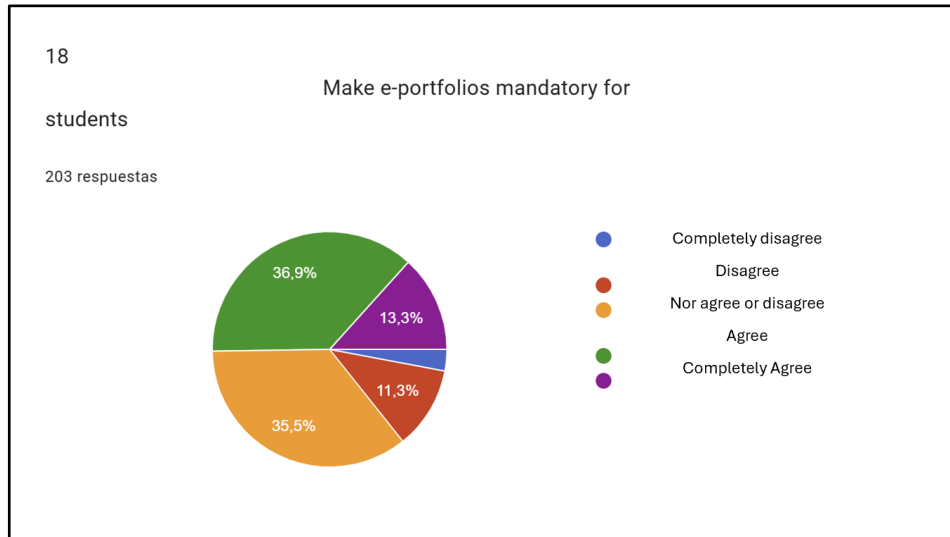
The analysis of students' views on how e-portfolios should be implemented reveals a preference for flexibility. In Question 17, when asked whether e-portfolios should be optional, 39.9% of respondents agreed and 11.8% completely agreed. However, 32% selected "Nor agree or disagree," indicating a notable level of ambivalence. A smaller portion expressed opposition, with 14.3% disagreeing and 2% completely disagreeing.

Figure 40



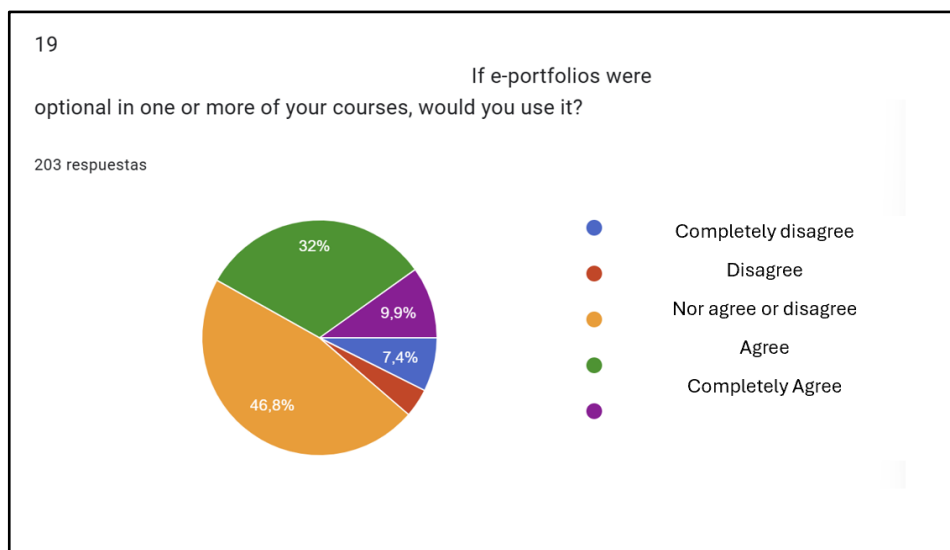
Responses to Question 18, which explored the idea of making e-portfolios mandatory, showed a different distribution. A majority supported this approach, with 46.9% agreeing and 13.3% completely agreeing. Nonetheless, 35.5% chose a neutral stance, and 11.3% disagreed, suggesting that while compulsory implementation is favored by many, a significant number remain hesitant.

Figure 41



Further insights emerge from Question 19, where students were asked about the likelihood of using an e-portfolio if it were offered as an optional component in one or more courses. The majority, 46.8%, said they would use it occasionally, while 32% stated they would use it often. A smaller group (9.9%) indicated they would fully engage with it, whereas 7.4% reported they would never use it, and the remaining portion indicated they would use it rarely.

Figure 42



Furthermore, a total of 199 students provided open-ended responses to the question "What technical aspects do you think the e-portfolio should have?" – revealed a wide range of views.

Some students expressed uncertainty or a lack of familiarity with technical requirements. Among those who provided more specific input, key themes emerged. Many emphasized the importance of ease of use, requesting a system that is user-friendly, intuitive, and easily accessible. Suggestions also included features such as the ability to upload multimedia (videos, images, documents), integration with academic records (e.g., GPA or transcripts), performance stability, and tools for organizing and presenting achievements clearly. Some students also proposed options for verification, such as QR codes or digital authentication, and stressed the importance of data security and compatibility across devices.

5.3.2 Vietnam

5.3.2.1 Scope and Profile of the Surveyed Student Community

This dataset contains responses from a total of 2,494 students across three universities:

- Halong University (Đại học Hạ Long): 1,574 students
- Hanoi University (Đại học Hà Nội): 636 students
- Nha Trang University (Đại học Nha Trang): 284 students

5.3.2.2 Familiarity with Portfolios and implementation

A total of 2,494 students responded to the survey. Regarding general awareness, 1,069 students (42.8%) stated that they know what a portfolio is, while a larger portion, 1,425 students (57.2%), reported they are unfamiliar with the concept. This indicates that more than half of the respondents lack basic awareness of portfolios.

When asked about previous use of e-portfolios in their courses, only 166 students (6.7%) confirmed having used one—specifically noting that they would provide further details—while a vast majority of 2,328 students (93.3%) had never used an e-portfolio. This reveals an extremely limited prior exposure to the tool in academic settings.

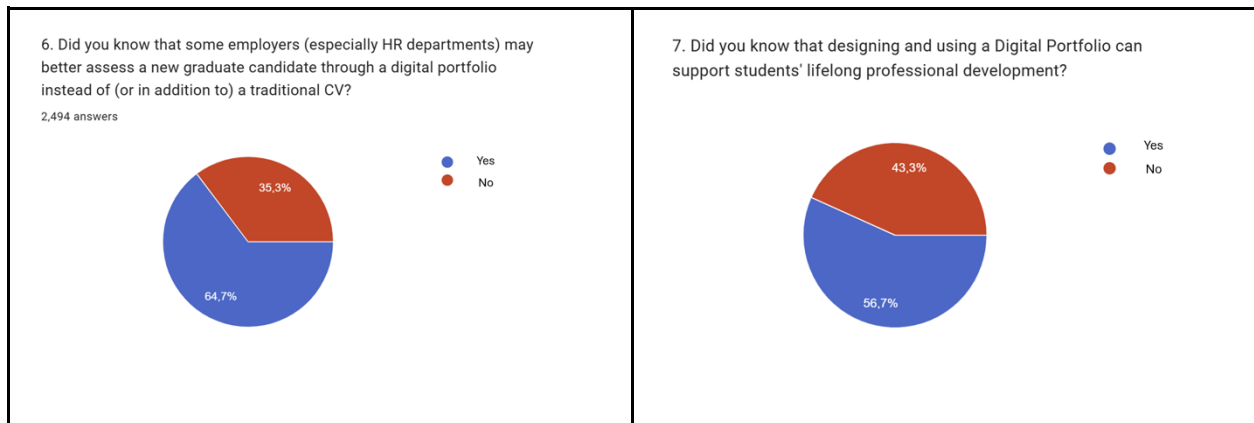
Despite limited use and awareness, students appeared more informed when asked about the evaluative potential of e-portfolios. 1,442 students (57.8%) responded affirmatively to the idea that professors could use e-portfolios to evaluate academic performance and monitor progress, while 1,052 students (42.2%) said they were not aware of this possibility.

Out of 194 students, 154 responded positively when asked about their awareness of the functionalities of digital portfolios, representing 79.4% of the sample. The remaining 40 students, or 20.6%, indicated they were not familiar with these capabilities.

This suggests that most students understand the comprehensive role e-portfolios can play in organizing and showcasing their academic achievements and practical experience.

When asked about the relevance of digital portfolios in professional contexts, 64.7% of Vietnamese students recognized that employers—particularly human resource departments—could more effectively evaluate graduates using a digital portfolio alongside or in place of a traditional CV. This demonstrates a significant awareness of how portfolios can improve employability by offering richer insights into candidates' competencies.

Figure 43

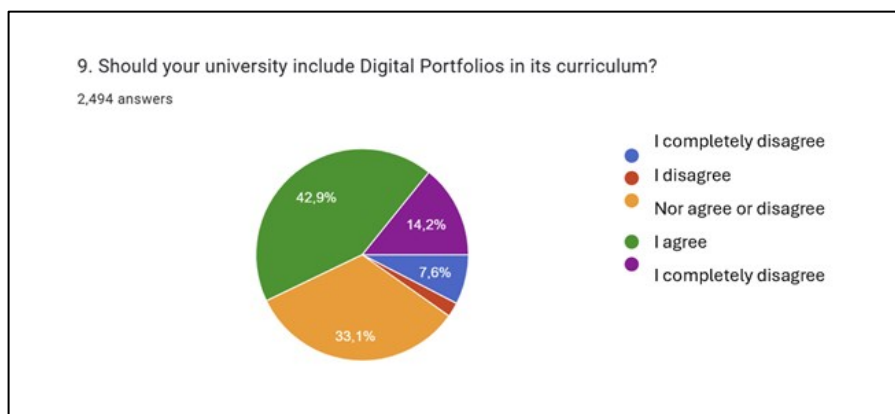


Additionally, 56.7% of respondents understood that the design and use of a digital portfolio could support their lifelong professional development. This reflects a growing acknowledgment that digital tools not only enhance immediate job prospects but also contribute to sustained career growth.

Regarding whether students are motivated to create a digital portfolio after learning about its benefits, the responses reflect a favorable outlook. A combined 61.2% of the 2,494 respondents expressed a positive inclination—44.0% agreed and 17.2% completely agreed. Meanwhile, 26.0% selected a neutral stance, indicating they neither agreed nor disagreed. On the other hand, 12.7% of students expressed resistance or uncertainty, with 11.1% completely disagreeing and 1.6% disagreeing. These figures show that, although there is a strong interest in adopting digital portfolios, a considerable portion of the student body remains ambivalent or hesitant, highlighting a need for further encouragement and support to foster broader engagement.

The analysis of Question 9, which asked whether students believe that their university should integrate digital portfolios into the academic curriculum, shows a generally favorable response. Out of a total of 2,494 responses, the majority of students (42.9%) agreed with the idea, and an additional 14.2% completely agreed. Together, this indicates that 57.1% of respondents support curricular inclusion of e-portfolios.

Figure 44



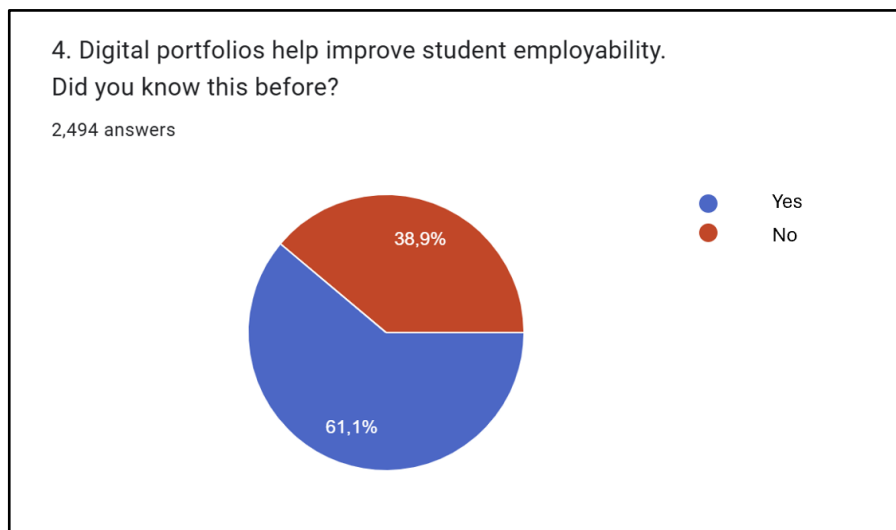
However, a significant proportion—33.1%—remained neutral, neither agreeing nor disagreeing, which may reflect uncertainty or lack of sufficient information on the topic. Meanwhile, a combined 9.8%

expressed opposition, with 7.6% completely disagreeing and 2.2% disagreeing. This distribution suggests a majority are positively inclined towards integration, although a notable portion either lack a firm opinion or express reservations.

5.3.2.2 Portfolios and Employability

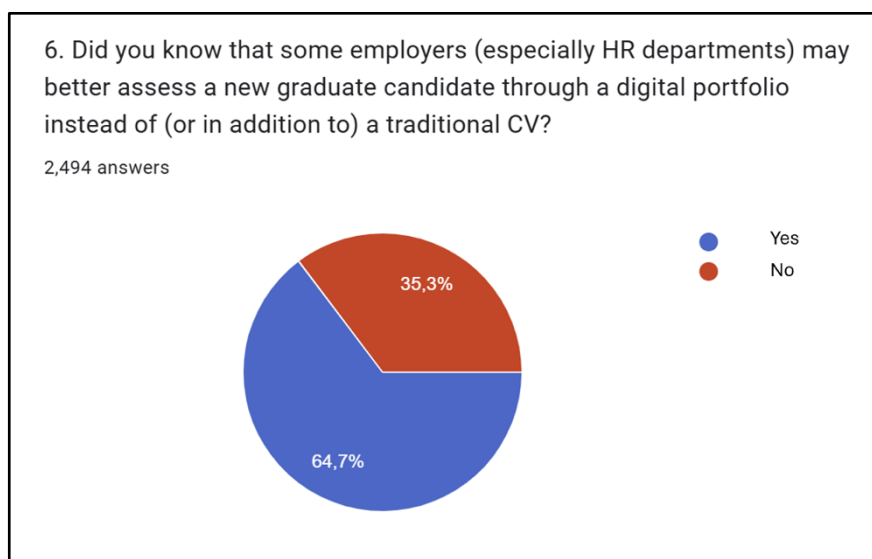
Figure 45 reveals a clear division among respondents. A significant majority, 61.1%, indicated a pre-existing knowledge of this beneficial relationship, suggesting a fairly widespread understanding of e-portfolios' utility beyond academic record-keeping. Conversely, a substantial 38.9% of the respondents admitted they were not aware of this connection before being asked.

Figure 45



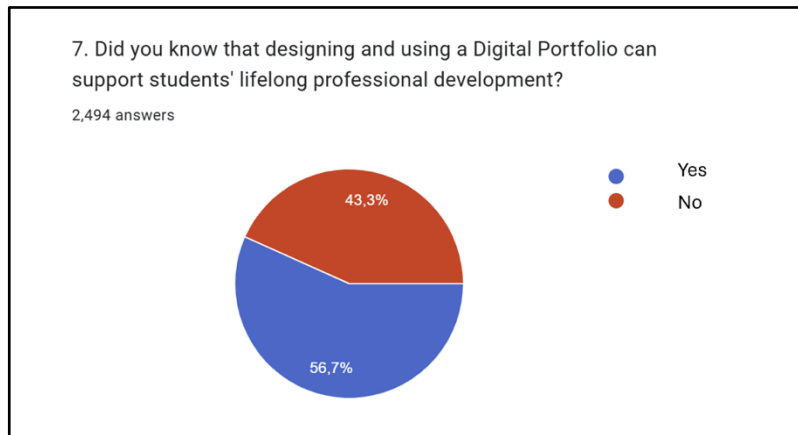
Similarly, Figure 46 reveals a clear understanding among a majority. A significant 64.7% of the respondents affirmed their knowledge of this practice, indicating that the utility of digital portfolios in modern recruitment processes is recognized by a substantial segment of the surveyed population. But a considerable 35.3% of the respondents admitted they were not previously aware of it.

Figure 46



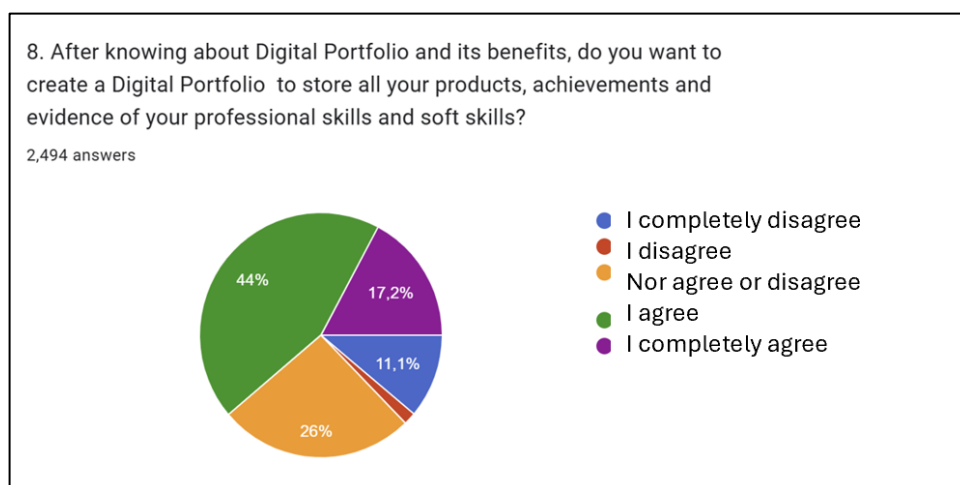
Among the 2,494 students surveyed, awareness about the role of digital portfolios in supporting lifelong professional development was notably high. A majority of respondents, 56.7%, confirmed that they were indeed aware of this benefit. This suggests that over half of the surveyed population understands the long-term professional value of e-portfolios. However, 43.3% of the respondents replied "No," indicating that they were not previously aware that designing and using a digital portfolio could support students' lifelong professional development.

Figure 47



In response to Question 8, the majority of the 2,494 respondents expressed interest in using this tool. Specifically, 44% (1,098 individuals) agreed with the idea of creating a Digital Portfolio, and an additional 17.2% strongly agreed, demonstrating substantial enthusiasm for its adoption. Meanwhile, 26% remained neutral, indicating that a significant portion of students may still be undecided or need more information. Only a small minority opposed the initiative, with 1.6% disagreeing and 11.1% strongly disagreeing. These findings reflect a generally favorable attitude towards Digital Portfolios, while also underscoring the importance of continued outreach and support to increase engagement.

Figure 48

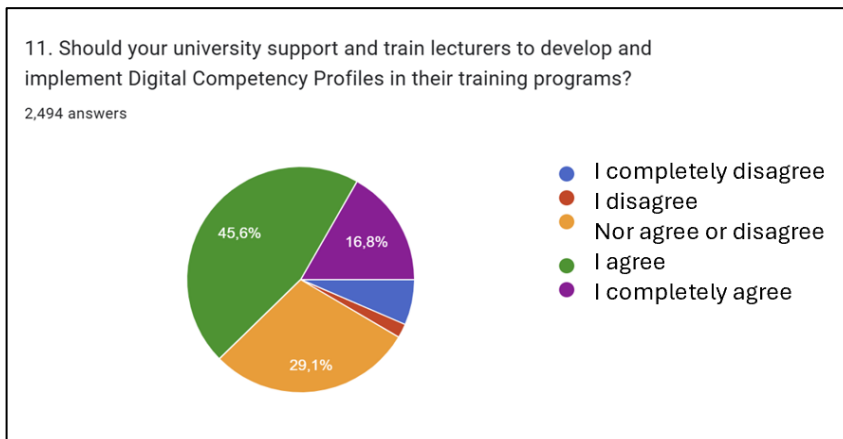


5.3.2.3 Pedagogical Relevance and Perceived Value

In this section, student's responses reveal not only their interest in using digital portfolios but also their expectations for institutional support in making this innovation effective.

As we can see in the following figure, for Question 11 the majority of students respondents expressed strong support.

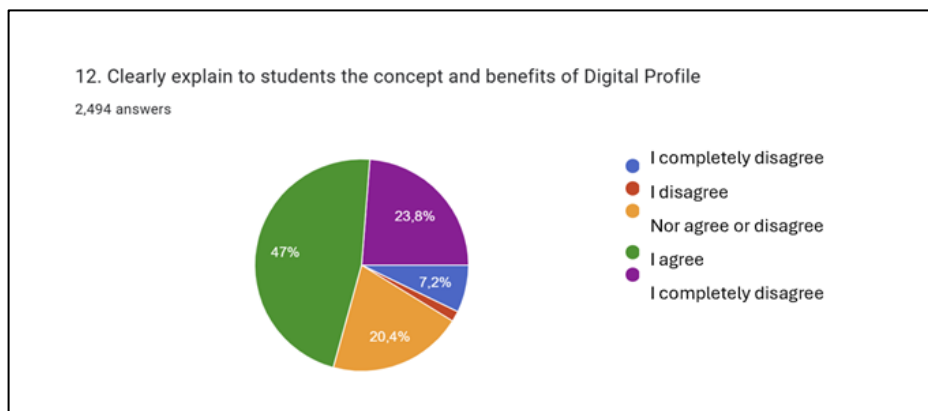
Figure 49



Specifically, 45.6% (1,137 students) agreed with this statement, and an additional 16.8% strongly agreed, indicating widespread recognition of the need for institutional support in this area. Meanwhile, 29.1% remained neutral, possibly reflecting a need for further clarification about the concept or its practical implications. Only a small portion of respondents expressed opposition: 2% disagreed and 6.5% strongly disagreed. These results suggest that students value the role of trained lecturers in guiding the effective integration of digital competencies into their academic journey.

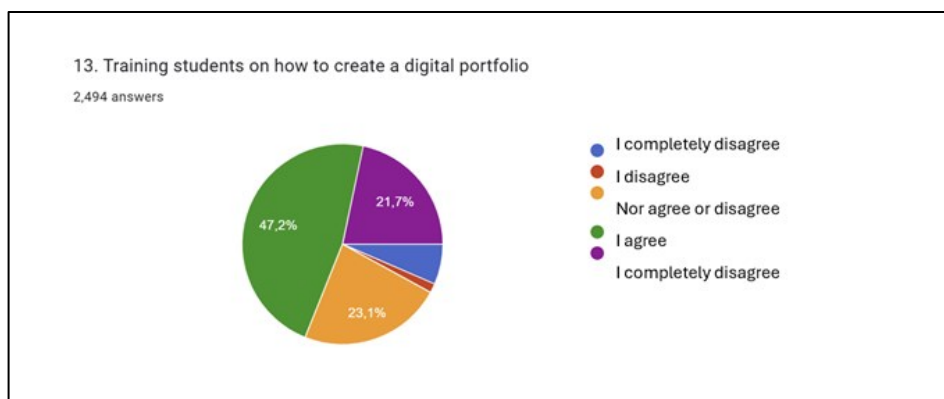
The analysis of Question 12 reveals that among the 2,494 respondents, 47% (1,171 individuals) agreed that their university should clearly explain the concept and benefits of Digital Portfolios to students, while an additional 23.8% strongly agreed, indicating a widespread recognition of the importance of proper guidance and communication on this topic. Meanwhile, 20.4% of participants remained neutral, which may suggest a lack of familiarity with the concept or uncertainty about its relevance. Only a small minority expressed disagreement, with 1.6% disagreeing and 7.2% strongly disagreeing. These results reflect a generally positive attitude toward greater institutional involvement in raising awareness about Digital Portfolios and highlight the need for clear, accessible explanations to support their effective adoption among students.

Figure 50



Expanding on the need for institutional support, student responses to Question 13 further emphasize the importance of practical assistance through training initiatives. 47.2% (1,178 individuals) agreed that students should receive training on how to create a Digital Portfolio, while an additional 21.7% strongly agreed, reflecting a clear consensus on the importance of equipping students with the necessary skills to use this tool effectively. Meanwhile, 23.1% of participants remained neutral, suggesting that although the value of such training is widely acknowledged, a portion of students may still need further information or may be unsure about its relevance. Only a small minority expressed disagreement, with 1.5% disagreeing and 6.5% strongly disagreeing. These results highlight a generally positive attitude toward the implementation of targeted training, and emphasize the role of universities in providing practical support to ensure that all students can benefit from the opportunities offered by Digital Portfolios.

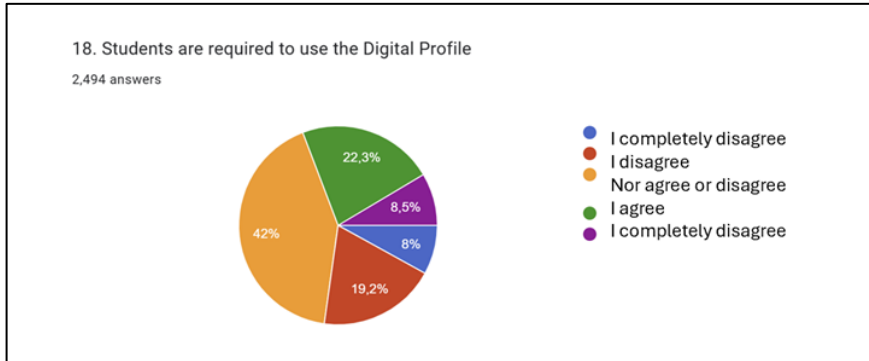
Figure 51



While many students support greater guidance and training for using Digital Portfolios, their views shift when considering whether the tool should be mandatory. Question 18 reveals a more divided stance: only 22.3% agreed and 8.5% strongly agreed that universities should require students to use the Digital Portfolio, amounting to just over 30% in favor of a mandatory approach. A significant portion—42% of respondents—remained neutral, pointing to uncertainty or ambivalence about enforcing such a requirement. Meanwhile, 19.2% disagreed and 8% strongly disagreed, reflecting clear resistance among

a notable minority. These results suggest that while students value support and resources for using Digital Portfolios, they are less unified on the idea of compulsory implementation.

Figure 52

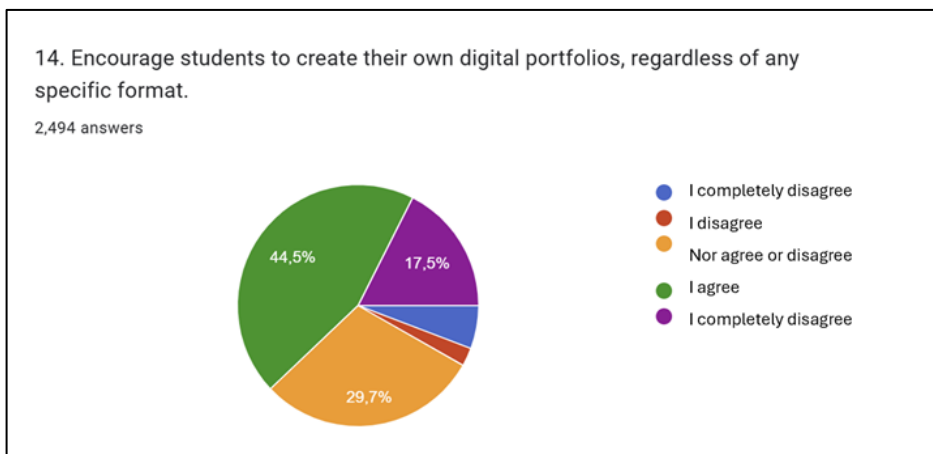


5.3.2.3 Technical and Functional Requirements

As the conversation around Digital Portfolios shifts from pedagogical relevance to practical implementation, it becomes important to understand students' views on how these tools should be structured and supported within their academic environment. The emphasis now turns to technical and functional considerations that can influence adoption, ease of use, and long-term integration.

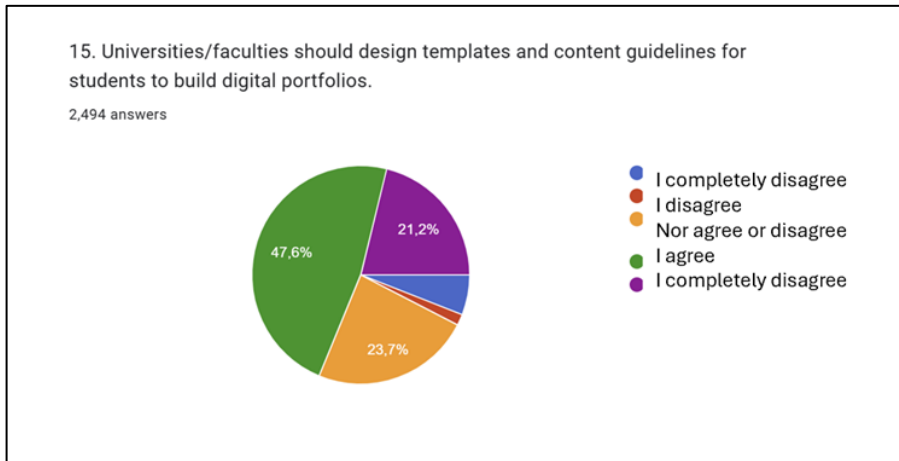
As we can see in the following figure, among the 2,494 respondents, 44.5% (1,111 individuals) agreed that their university should encourage students to create their own Digital Portfolios regardless of any specific format, while an additional 17.5% strongly agreed, reflecting a broad interest in promoting flexibility and autonomy in how students showcase their skills and achievements. Meanwhile, 29.7% of participants remained neutral, suggesting that some students may still need further clarification on the benefits or implementation of such an initiative. Only a small minority expressed disagreement, with 2.4% disagreeing and 5.8% strongly disagreeing. These results indicate a generally positive attitude toward the encouragement of Digital Portfolios, and underscore the value of fostering student creativity and ownership in the process, while also pointing to the need for supportive guidance to ensure wider engagement.

Figure 53



Complementing the interest in flexibility and self-directed design, it is equally important to assess whether students value institutional guidance through structured templates and content guidelines.

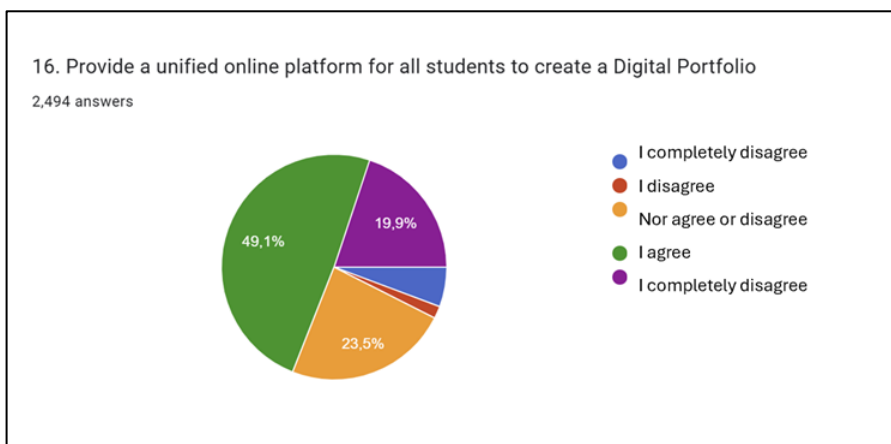
Figure 54



There was a strong overall support for structured guidance in the portfolio creation process, with 47.6% of the respondents (1,187 individuals) agreeing that their universities or faculties should design templates and content guidelines to help students build their Digital Portfolios, and an additional 21.2% strongly agreeing. Meanwhile, 23.7% of participants remained neutral, suggesting that while many see the benefit of such support, others may be undecided or prefer more flexible approaches. Only a small proportion expressed disagreement, with 1.6% disagreeing and 5.9% strongly disagreeing. These findings reflect a generally positive attitude toward the provision of institutional resources to facilitate the development of Digital Portfolios and highlight the importance of offering clear, accessible tools to support student engagement.

Building on the support for structured guidance, it is also relevant to explore student opinions on the provision of a unified digital platform that could standardize and facilitate the creation of Digital Portfolios across the university.

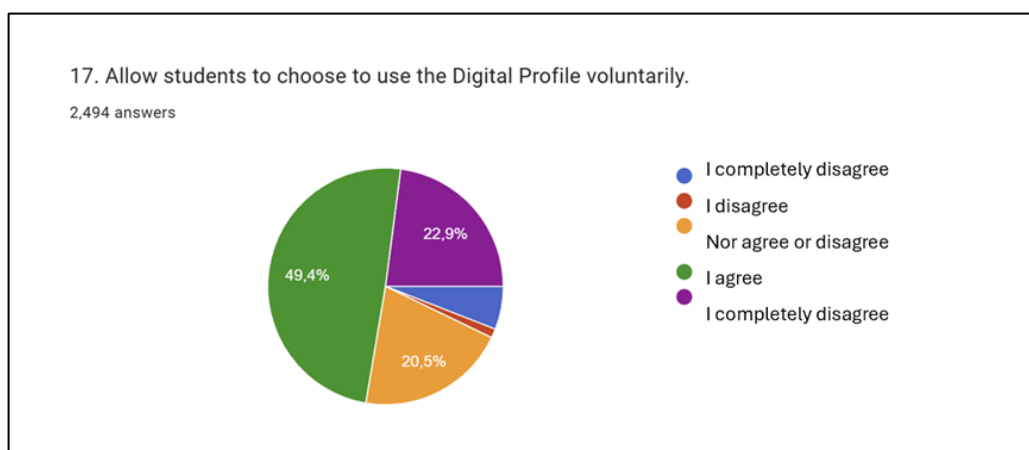
Figure 55



49.1% of the respondents (1,225 individuals) agreed that their university should provide a unified online platform for all students to create a Digital Portfolio, while an additional 19.9% strongly agreed, indicating a significant overall support for this initiative. Meanwhile, 23.5% of participants remained neutral, which suggests that a considerable number of students may need more information or encouragement to fully appreciate the benefits of such a platform. Only a small minority opposed the idea, with 1.8% disagreeing and 5.7% strongly disagreeing. These findings demonstrate a predominantly positive attitude towards the implementation of a unified Digital Portfolio platform, while also pointing to the importance of further communication and promotion to enhance student engagement.

After addressing institutional support and standardization, it is also important to consider the degree of autonomy students desire—particularly whether they believe the use of Digital Portfolios should remain a voluntary choice.

Figure 56



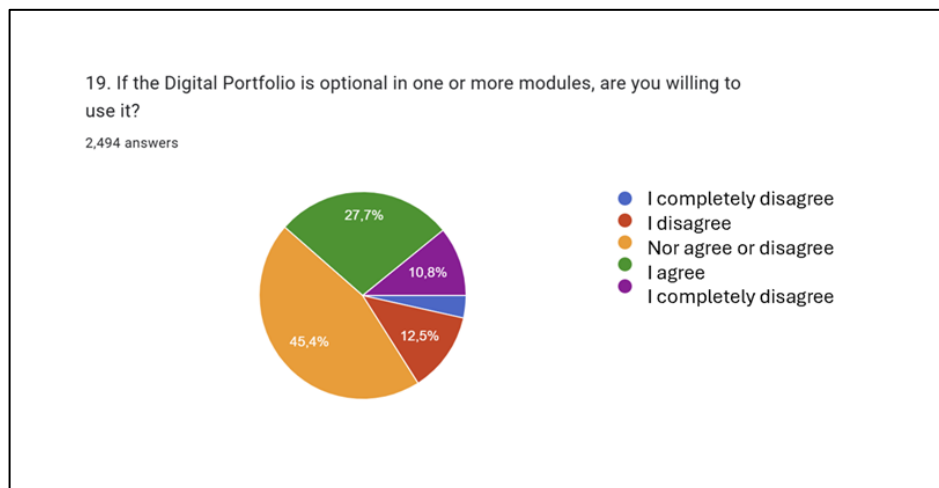
Among the 2,494 respondents, 49.4% (1,232 individuals) agreed that the University should allow students to choose to use the Digital Portfolio voluntarily, while an additional 22.9% strongly agreed, reflecting a clear preference for giving students the freedom to decide whether to adopt this tool. Meanwhile, 20.5% of participants remained neutral, indicating that some students may still be undecided or require more information about the benefits of voluntary use. Only a small minority opposed the idea, with 1.2% disagreeing and 5.9% strongly disagreeing. These results suggest a broadly positive attitude towards voluntary participation in the Digital Portfolio, emphasizing the importance of respecting student choice while promoting awareness and understanding of the platform's advantages.

In continuation of student's views on flexibility of implementing digital portfolios, the following question examined their willingness to engage with the tool if its use were optional within specific modules.

27.7% of the respondents agreed and 10.8% strongly agreed that they would be willing to use the Digital Portfolio if it were optional in one or more modules, showing a moderate level of interest in voluntary adoption. However, a significant portion—45.4% (1,133 individuals)—remained neutral, indicating uncertainty or the need for more information before making a decision. Meanwhile, 12.5% disagreed and 3.5% strongly disagreed with using the Digital Portfolio under optional conditions. These findings suggest

a cautious but generally open attitude toward optional use of the Digital Portfolio, emphasizing the importance of clear communication and incentives to encourage greater participation.

Figure 57



Following the exploration of students' willingness to adopt Digital Portfolios, the next focus was on identifying which technological features they consider most important for effective and user-friendly implementation.

Among the 2,494 respondents, the most valued technological features for a Digital Profile include a **user-friendly and accessible interface** optimized for both computers and mobile devices, and **multimedia integration** (supporting text, images, videos, and audio). Respondents emphasized the importance of **flexible content management**, allowing users to easily create, edit, and organize information such as education, skills, work experience, and certifications.

Other key features include **customizable templates**, **integration with external platforms** (e.g., LinkedIn, Google Drive), and **secure data storage** with encryption and user authentication. There was also strong support for **sharing capabilities** (via QR codes, links, or PDFs), **feedback and evaluation systems**, **progress tracking**, and the **ability to suggest career paths or skills development** based on user data.

Finally, the Digital Profile should enable **smart search and categorization**, **automatic updates**, and **compatibility with multiple languages and platforms**, ensuring both efficiency and adaptability for diverse users.

To conclude the survey, respondents were invited to share any additional comments on the Digital Portfolio. As the final open-ended item, it offered valuable qualitative insights into user expectations and suggestions for successful adoption and implementation. Several respondents emphasized the importance of raising awareness and providing **clear guidance** on how to use Digital Portfolios, particularly for students and individuals who are less familiar with digital tools. Many suggested that universities should **integrate the Digital Portfolio into curricula** from the first year and ensure **compatibility with Learning Management Systems (LMS)** to simplify usage and updates.

Respondents also stressed the need for **strong data security and privacy measures, multi-language support, and customization options** to enhance user experience. There was a strong call for **training initiatives and dissemination efforts** to promote the tool among students, employers, and academic institutions. Some proposed **contests or recognition programs** to motivate students to create high-quality portfolios.

Overall, the comments reflected enthusiasm about the potential of Digital Portfolios to support academic, professional, and personal development—provided they are **easy to use, well-explained, secure, and widely adopted**.

5.3.3 Conclusions

Familiarity with Portfolios & Implementation

Both the Cambodian and Vietnamese student communities show a strong foundational understanding of portfolios, with over 80% in both countries reporting they know what a portfolio is. However, actual experience with digital portfolios remains low—only 28.1% of Cambodian and 17.1% of Vietnamese students have used one in their studies.

Most of the respondents also knew that e-portfolios can store and showcase academic work, internships, soft skills, and self-assessments, and that professors can evaluate students through e-portfolios, suggesting growing exposure to their academic application.

These findings indicate significant readiness to embrace the concept, though practical experience is still limited. Importantly, 54.8% expressed willingness to create one after learning about its benefits, and 54.7% supported integrating e-portfolios into the curriculum, signaling moderate enthusiasm tempered by the need for more institutional engagement and instruction. It is interesting to note that this willingness was significantly higher among Cambodian respondents (almost 80%) than Vietnamese ones (only half).

Employability

The link between digital portfolios and employability is highly recognized among Cambodian respondents (72.9%), but only moderately recognized among the Vietnamese (51.7%). However, in both countries barely half of the students knew that e-portfolios can give employers better insight into candidates compared to traditional CVs or their role in long-term professional growth. These numbers reflect a general, albeit cautious, understanding of how digital portfolios can benefit future career development and support lifelong learning and suggest room for further education on how these tools strengthen employability and align with current recruitment practices.

Pedagogical Relevance and Perceived Value

A majority of students in both Cambodia and Vietnam supported increased institutional involvement in portfolio education, and they felt that their university should train lecturers to develop and implement Digital Competency Profiles.

However, when it came time to provide students with clear explanations of digital portfolios' benefits, and 47.2% called for training on how to create them, there was a clear difference in the opinion of Cambodian and Vietnamese students. A large majority (around 90%) of the Cambodian respondents favored providing students with clear explanations and training initiatives, whereas only 47% percent of the Vietnamese students felt the same way. That means that in Cambodia there is a stronger demand for structured guidance and a clearer view of e-portfolios not just as repositories but as pedagogical tools for reflection, assessment, and growth.

Technical and Functional Requirements

Vietnamese students expressed interest in both autonomy and institutional structure when it comes to the technical framework for e- portfolios. 44.5% agreed that students should be encouraged to create their own portfolio regardless of format, while 40.6% supported universities offering templates and content guidelines. A significant 51.1% supported the idea of a unified digital platform. The desire for autonomy is balanced by a clear need for coherence, usability, and alignment with academic expectations, indicating that effective implementation must blend flexibility with a reliable framework to ensure both accessibility and quality.

Cambodian students on the other hand expressed nuanced views on the implementation design of e-portfolios. While 74.2% supported the idea of students independently creating their portfolios without a fixed format, an even larger share (87.2%) believed that universities should provide templates and content guidelines, showing a preference for guided flexibility. Furthermore, 85.7% endorsed the use of a standardized platform, indicating a desire for consistent technological support across institutions.

When asked whether use should be mandatory, few Vietnamese respondents agreed (less than 40%), whereas 60% of Cambodian students did. Were it to be optional, again less than 40% of Vietnamese respondents said they would use it, and almost half (45%) were undecided. Most Cambodian students on the other hand (71.9%) stated that they would use the tool at least occasionally if optional. These results suggest cautious interest and underscore the importance of demonstrating real utility and offering incentives.

Students identified several key features that they consider important for an effective e-portfolio platform. Chief among these are ease of use, robust multimedia compatibility, strong data security, and seamless integration with academic tools and external tools such as LinkedIn or cloud storage services. They also placed importance on customizable templates, multilingual support, integrated feedback systems, and functionalities that support career development—such as skill tracking and personalized recommendations. And responses to open-ended questions echoed these preferences, reflecting a high level of enthusiasm for e-portfolios, provided they are intuitive, well-supported, and clearly contribute to both academic success and professional advancement.

5.4. ANALYSIS OF EMPLOYMENT / CAREER CENTER STAFF

This section presents the results obtained from the employment or career center staff cohort, one of the three primary target groups consulted.

Comparative Summary: Employment/ Career Center Survey

The following tables provide a comparative summary of the employment / career center staff profile in Cambodia and Vietnam. It is valuable to analyze these results in relation to the differences observed in this sample compared to the Academic Survey. In this case there were also more respondents from Vietnam (36) than Cambodia (18), and for a total of 54 respondents. Regarding gender and age distribution, the differences between the two countries in this sample diverge from those observed among academic staff. In Vietnam, there are more female respondents than in Cambodia, however the overall gender distribution is relatively balanced (58.3% in Vietnam vs 44.4% in Cambodia), and interestingly, nearly half of the respondents in both countries are under 25 years old (44.4%), and when considering staff up to 35 years old, this figure rises to 61.1%.

These findings suggest a young profile for staff at the Career/Employment centers. Additionally, this high proportion of younger staff could reflect the lack of extensive experience (44.4% Cambodian respondents & 61.1% of the Vietnamese respondents have a working experience of less than 5 years), particularly concerning the management and use of e-portfolios.

Gender	Female	Male	Total
Cambodia	8	10	18
Vietnam	21	15	36
Total	29	25	54

Age	18-25	25-35	35-45	45-55	55-65
Cambodia	8	3	6	1	0
Vietnam	16	6	9	5	0

Working Experience	< 5 years	5-10 years	10-15 years	15-20 years	> 20 years
Cambodia	8	4	1	2	3
Vietnam	22	6	2	4	2

Do you know what a portfolio is?	Yes	No
Cambodia	11	7
Vietnam	20	16

5.4.1 Cambodia

5.4.1.1 Scope and Profile of the Surveyed Career / Employment Center Staff

This section presents the analysis of the responses collected from the Cambodian Career / Employment Center Staff, with a particular focus on the baseline familiarity with e-portfolios, their current or intended pedagogical uses, its usefulness in relation with students' employability and lifelong learning, and their perceptions regarding the technical, functional, and institutional conditions necessary for successful integration.

The survey was administered to staff at two Cambodian higher education institutions:

- National University of Battambang (NUBB)
- National University of Cheasim Kamchaymear (NUCK)

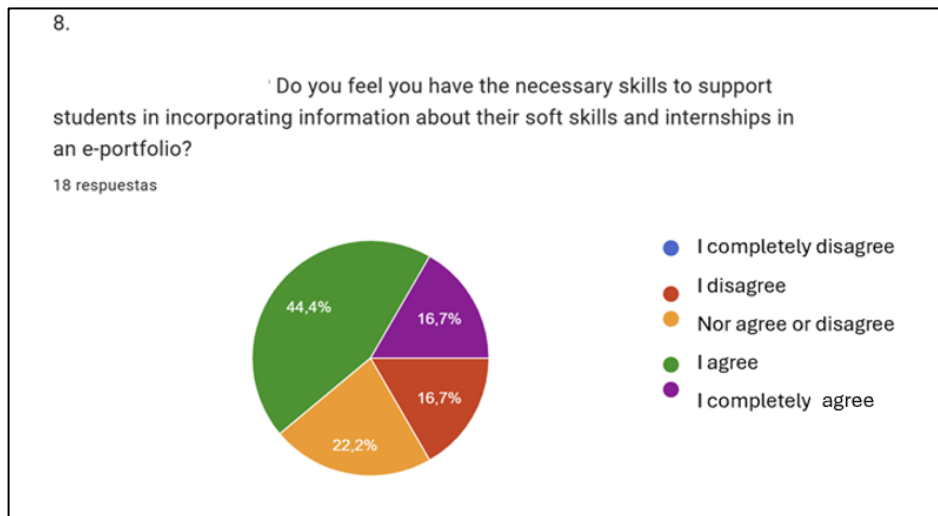
A total of 18 responses were collected (NUBB: 13; NUCK: 5). Respondents reflected varied levels of working experience levels, and age ranges; however, 44.4% had less than 5 years of working experience and over 94% were under 45 years old and 61.1% were under 35, resulting in a rather young sample approach.

5.4.1.2 Familiarity with Portfolios and implementation

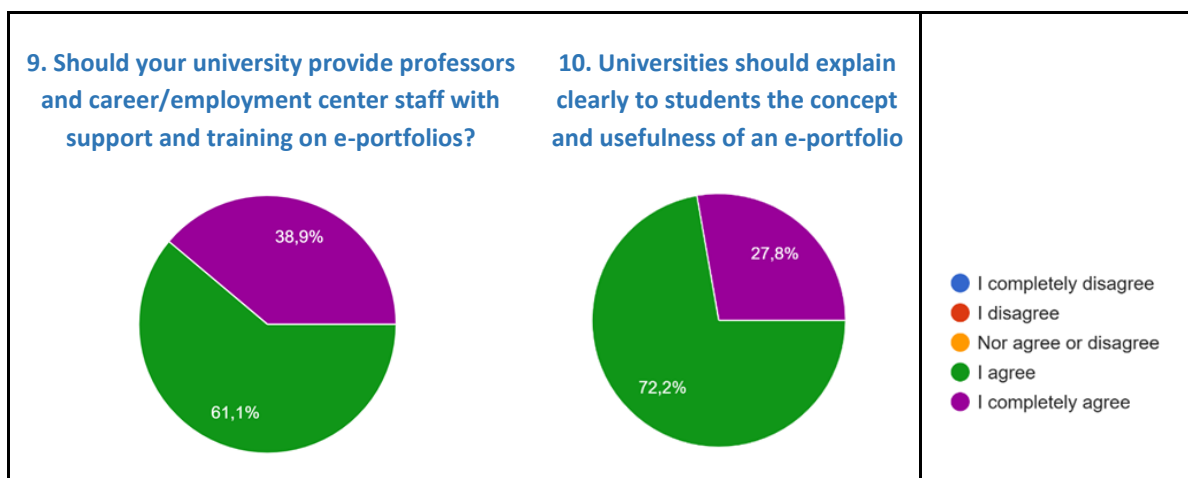
Results show that awareness of portfolio represents the majority, but the numbers of Career/Employment Centre staff who are unfamiliar with the term in the Cambodian partners is quite significant (38.9% declare not knowing what a portfolio is), what consequently translate in this exact percentage of the sample (38.9%) not being aware of the role of e-portfolios to enhance the employability of graduates and on how useful these e-portfolios are for graduates when seeking employment.

Nevertheless, the sample shows that a majority of the respondents (61.1%) consider that they have the necessary skills to support students in incorporating information about their soft skills and internships in an e-portfolio (Figure 58).

Figure 58



But all respondents consider that their universities should introduce e-portfolios for the students and clearly explain the concept and its usefulness (Figure 59). Finally, they also consider that the universities should provide professors and career/employment centre staff with support and training on e-portfolios



5.4.1.3 Portfolios and Employability

The majority of the respondents stated that they knew that an e-portfolio can allow students to store all their work products developed including all their academic and work experience and including the soft skills developed (66.7%) (Figure 60). However, almost half of the respondents (44.4%) did not know about the connection between e-portfolios and student continuous professional growth (Figure 61).

Figure 60

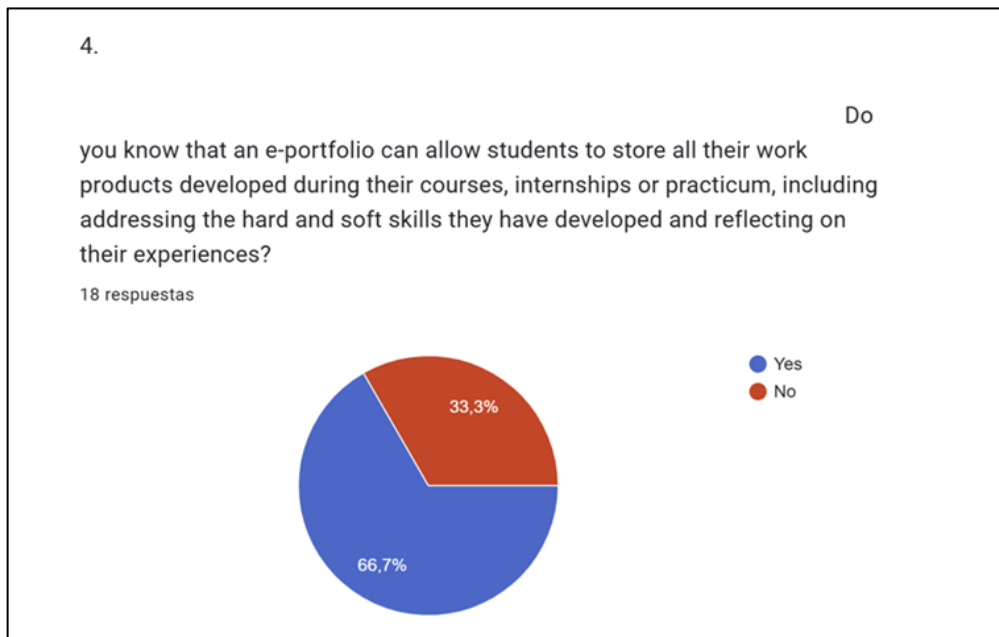
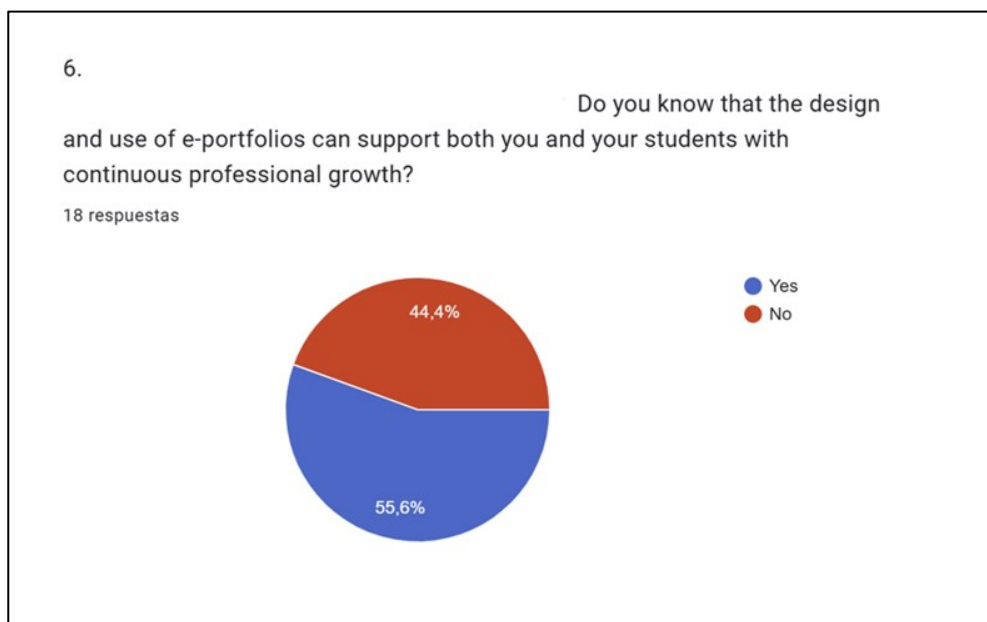


Figure 61



Additionally, a high majority of the respondents (61.1%) were not aware that some employers (specifically HR managers) would be able to better consider a graduate who presents an e-portfolio instead of (or in addition to) a traditional CV. This lack of awareness will clearly impact the type of advice and guidance that these Employment/ Career Centres can provide to students and graduates.

Respondents also assessed the type of essential qualities or skills that students should have acquired by the time they graduate in order to get a good job, and that should be reflected in the e-portfolio. These included (1) Essential skills for good employment, (2) Key competency areas.

1. Essential skills for good employment:

- Hard Skills. Relevant technical expertise, practical experience through internship and projects, or other aspects such as being updated with new technologies (AI, cloud computing, data analytics, digital marketing, etc.).
- Soft Skills. Strong communication, critical thinking, problem-solving, time management, and adaptability skills.
- Character and Attitude. Willingness to learn, honesty, responsibility, discipline, punctuality or leadership potential.
- Foreign Languages. Especially the use of English for reading, writing or communicating in international or remote work contexts.
- Networking. To be prone to engage in seminars, workshops and industry events to connect with professionals in their desired fields.

2. Key competency areas for students (Soft Skills developed):

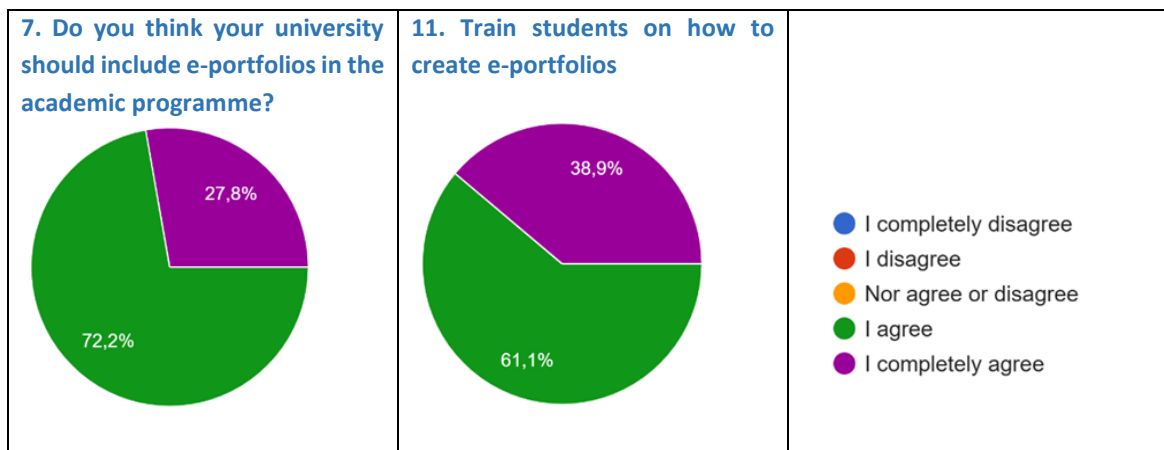
- Research and Critical Thinking. Ability to engage in research studies to develop analytical and problem-solving skills.
- Effective communication. Master verbal and written communication.
- Digital literacy. Be proficient with digital tools and technologies.
- Leadership and initiative. Demonstrate leadership potential and proactive behaviour.
- Teamwork and collaboration: work effectively with teams, using technology and scientific knowledge.

Respondents also stated that students can demonstrate these essential skills by carefully showcasing their experiences and achievement in their e-portfolio.

5.4.1.4 Pedagogical Relevance and Perceived Value

The pedagogical potential of e-portfolios was widely acknowledged by employment/career staff. When asked whether students should be explicitly taught about the concept and its usefulness as part of their academic programme and that students should be trained on how to create them, all respondents agreed.

Figure 62



When assessing whether students shall create their own e-portfolio, independently of any specific format, a majority agreed (66.6%), however 22.2% disagreed. From this, it can be understood that a part of the sample considers that it is important that students learn how to do a portfolio (based on the previous answers), but that the selection of the format should not be completely free (Figure 63). Instead, they consider that the university or the faculty should design a template and content instructions for the students (Figure 64).

Figure 63

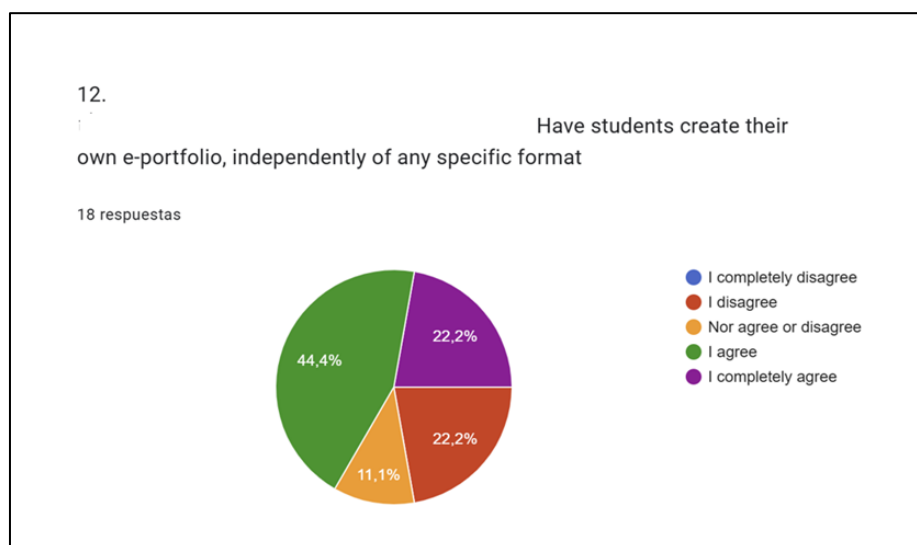
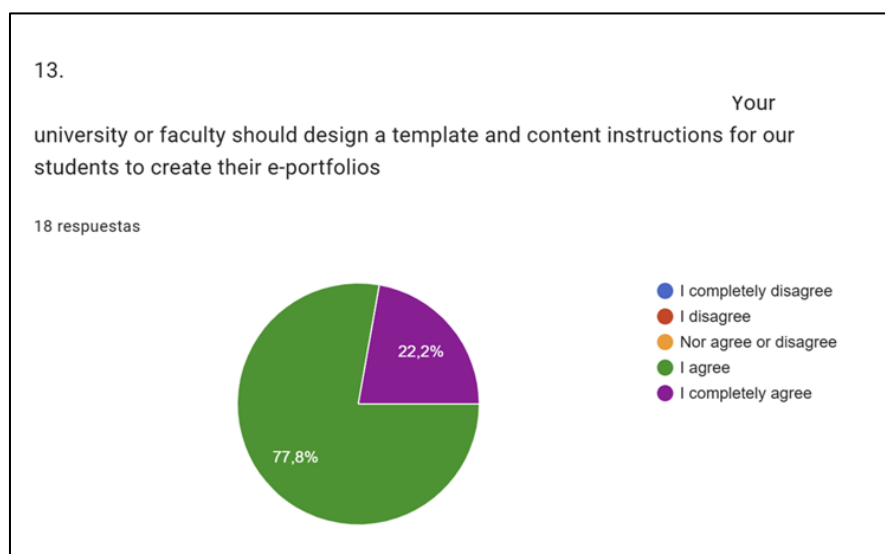


Figure 64

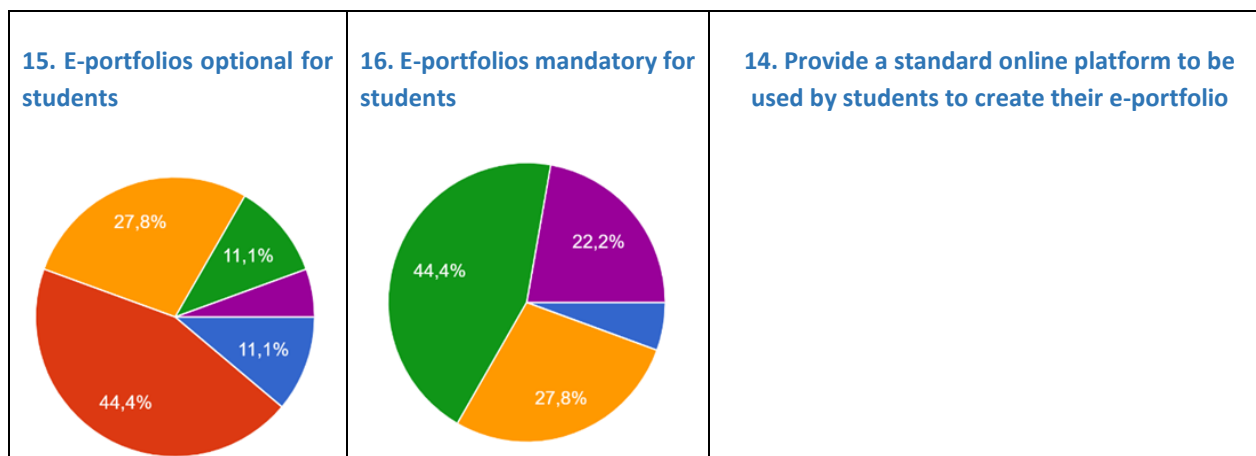


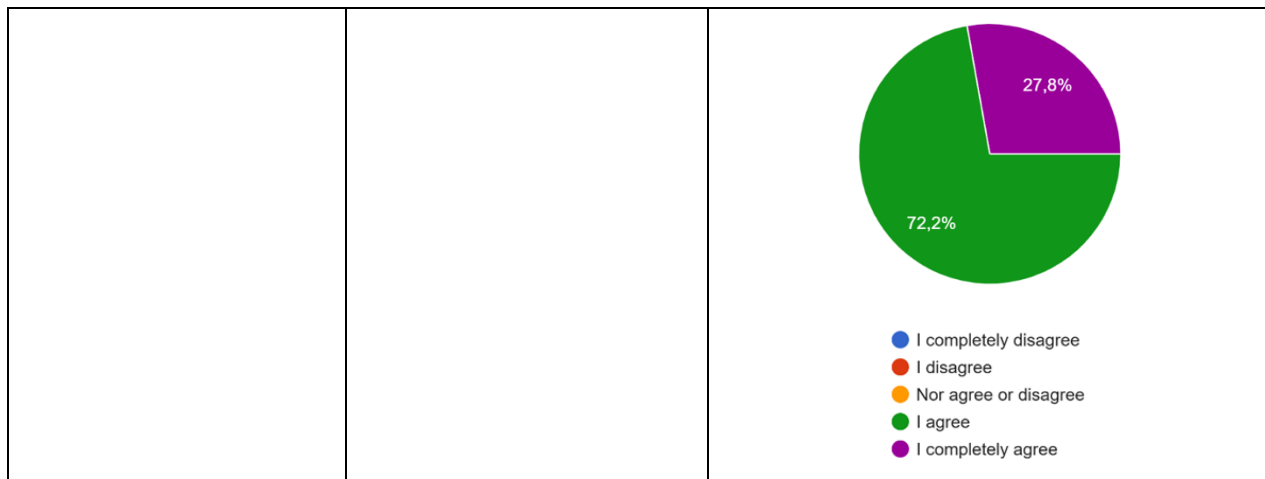
The respondents also suggested that since these e-portfolios are not only a document certifying a competence, but a digital report on an individual's personal experience, abilities, and development it should clearly state soft skills such as ability to set goals and reflection tools, critical thinking, communication skills, autonomy and self-learning, etc. They also suggested that these e-portfolios should be supplemented with Artificial Intelligence. Additionally, they highlighted that in order to maximise their impact, this is something enhancing students' possibility to get good and high-performing jobs, it should be ensured that they are well-maintained, updated and easily navigable.

5.4.1.5 Technical and Functional Requirements

The survey also explored user expectations regarding the design and functionality. A majority of the sample considered the need of making e-portfolios mandatory rather than optional (66.6% agreed on mandatory e-portfolios vs. 16.7% on optional e-portfolios), a strong majority supported the provision of predefined templates and instructional guidance.

Figure 65





As shown, 72.2% completely agreed and 27.8% agreed that the university of faculty should offer a standard model to help students structure their portfolios. They consider that these e-portfolios should incorporate a series of technical and technological aspects. Some of the technological aspects to be considered include:

- **Hardware compatibility:** e-portfolios should support various devices to ensure accessibility and convenience.
- **Software features:** needs to include content management, sharing, collaboration tools and support for multiple file types.
- **Design & Accessibility:** user-friendly design for optimal viewing across devices.

While considering the technical aspects, a series of elements should be considered:

- **Easy to use:** the platform should be user-friendly, enabling students and graduates to easily create, organise and update content.
- **Content organisation:** clear standards and content management systems that facilitate professional showcasing and personal development.
- **Support for documentation:** functionality to include CVs, curricula, projects, and contact information.
- **Update & maintenance:** regular updates, proper management and standards adherence are essential for relevance and security.
- **User Privacy & Security:** to incorporate data encryption, digital signatures and online verification links to safeguard private information and ensure document authenticity.
- **Additional features:** QR codes or barcodes for quick recognition and verification, language option for diverse users, and personalisation features to tailor user experience.

5.4.2 Vietnam

5.4.2.1 Scope and Profile of the Surveyed Academic Community

This section presents the analysis of the responses collected from the Vietnamese Employment/Career Centre Staff, with a particular focus on the baseline familiarity with e-portfolios, their current or intended pedagogical uses, its usefulness in relation with students' employability and lifelong learning, and their perceptions regarding the technical, functional, and institutional conditions necessary for successful integration.

The survey was administered to academic staff at three Vietnamese higher education institutions:

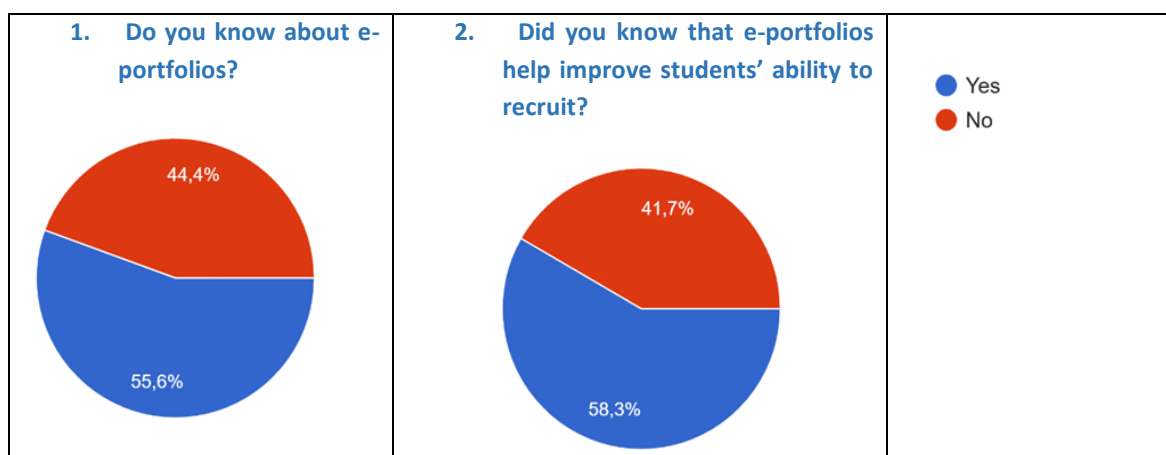
- Halong University (HALOU)
- Hanoi University (HANU)
- Nha Trang University (NTU)

A total of 36 responses were collected (HALOU: 26; HANU: 7; NTU: 3). Respondents reflected varied levels of working experience levels, and age ranges; however, 61.1% had less than 5 years of working experience and over 86.1% were under 45 years old and 61.1% were under 35, resulting in a rather young sample approach.

5.4.2.2 Familiarity with Portfolios and implementation

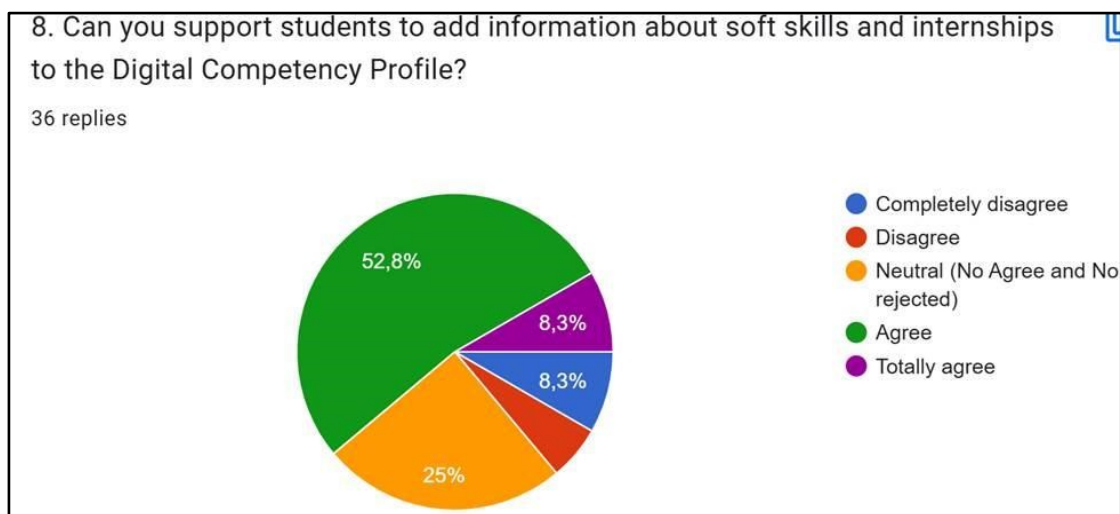
Results show that awareness of portfolio represents the majority, but almost half of the sample declare to be unfamiliar with the term (44.4% declare not knowing what a portfolio is), what translates in 41.7% of the sample being unaware of the role of e-portfolios to enhance the employability of graduates and on how useful these e-portfolios are for graduates when seeking employment.

Figure 66



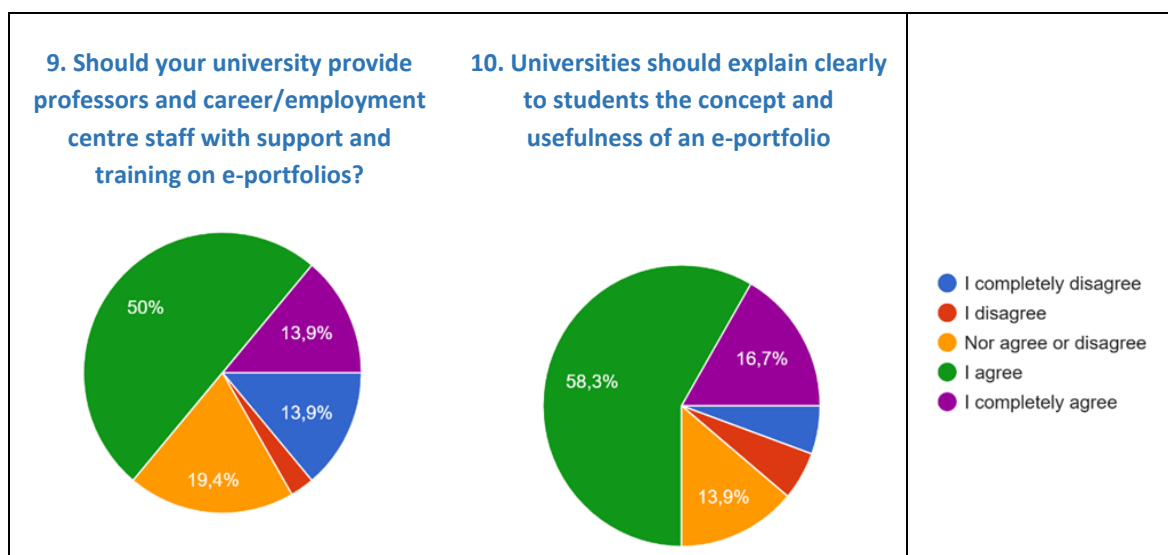
Nevertheless, the sample shows that most of the respondents (61.1%) consider that they have the necessary skills to support students in incorporating information about their soft skills and internships in an e-portfolio.

Figure 67



In comparison to the Cambodian sample, in the Vietnamese sample there is non-uniform response towards the need of their universities to introduce e-portfolios for the students and clearly explain the concept and its usefulness and nor the responsibility of these universities to provide professors and career/employment center staff with support and training on e-portfolios (with only 75% and 63.9%, respectively, agreeing on this). In short, these results highlight a generally positive attitude toward the need for effective awareness-raising to ensure students understand the value of e-portfolios, but also some uncertainty (19.4% and 13.9% of the respondents, respectively, were neutral), and even reluctance (16.7% and 11.2% of the respondents, respectively, disagreed).

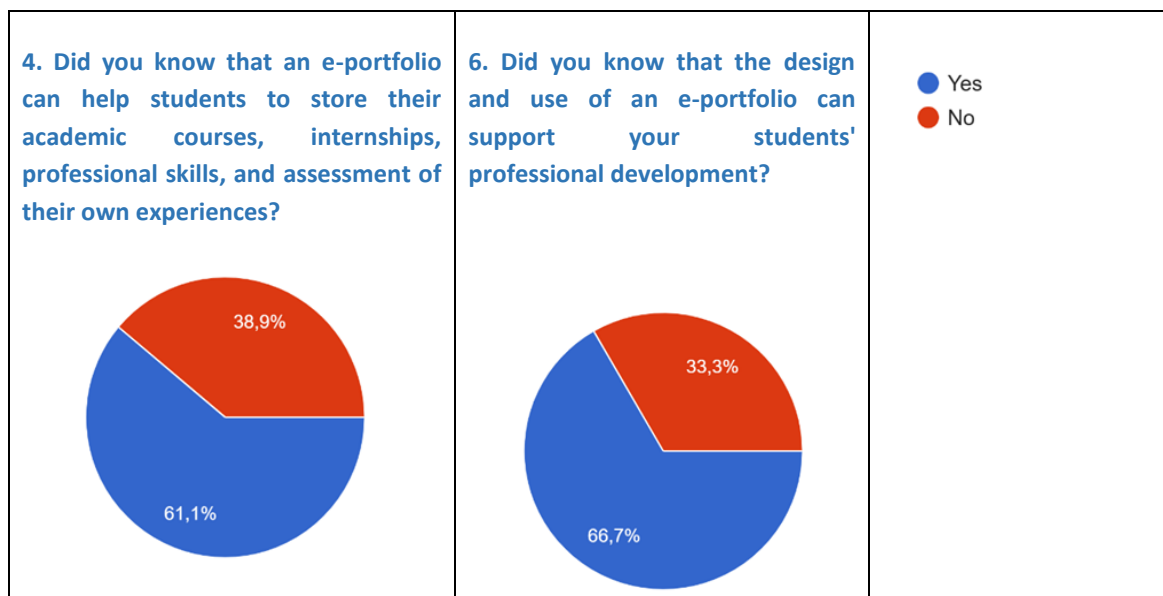
Figure 68



5.4.2.3 Portfolios and Employability

The majority of the respondents stated that they knew that an e-portfolio can allow students to store all their work products developed including all their academic and work experience and including the soft skills developed (66.7%). However, almost half of the respondents did not know about the connection between e-portfolios and student continuous professional growth.

Figure 69



But a high majority of the respondents were indeed aware that some employers (specifically HR managers) would be able to better consider a graduate who presents an e-portfolio instead of (or in addition to) a traditional CV.

Respondents also assessed what skills are essential for graduates' employability.

1. Essential skills for good employment.

- Technical and Professional Skills: Deep expertise in the chosen field, practical experience, and proficiency with digital tools and technology.
- Learning and Adaptability: Continuous self-learning, flexibility, and openness to new knowledge and environments.
- Communication and Teamwork: Effective verbal and written communication, ability to collaborate and build professional relationships.
- Problem-solving and Creativity: Analytical thinking, innovative approaches, and resilience in addressing workplace challenges.
- Work Ethic and Professionalism: Responsibility, discipline, integrity, and the capacity to work under pressure.
- Language Proficiency: Strong foreign language skills, especially in English, for international or remote work.

2. Key competency areas for students.

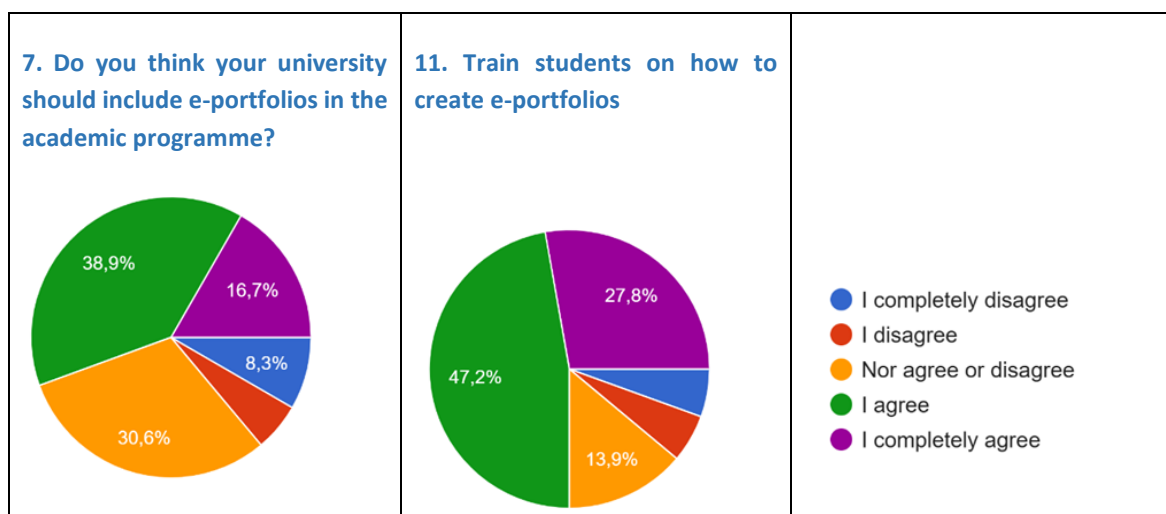
- Core Knowledge and Expertise: Mastery of major-specific knowledge and practical application.
- Soft Skills Development: Communication, teamwork, problem-solving, adaptability, and time management.
- Personal and Professional Attitudes: Responsibility, seriousness, ethical conduct, and continuous self-improvement.
- Digital and Foreign Language Skills: Competence in ICT, digital literacy, and foreign languages to enhance employability.
- Professional Behaviour: Discipline, professionalism, proactive learning, and the ability to work effectively under pressure.

They also highlighted that students can prove their skills through e-portfolio by systematically and vividly presenting practical demonstrations of the learning, experience and personal development process. When showcasing that experience, they should highlight soft skills, as they are important skills that employers pay great attention to. The e-portfolio will enhance students and graduates' employability if file proofs of diplomas, certificates, mark records, research papers, practical experience, or even photos or videos are also available.

5.4.2.4 Pedagogical Relevance and Perceived Value

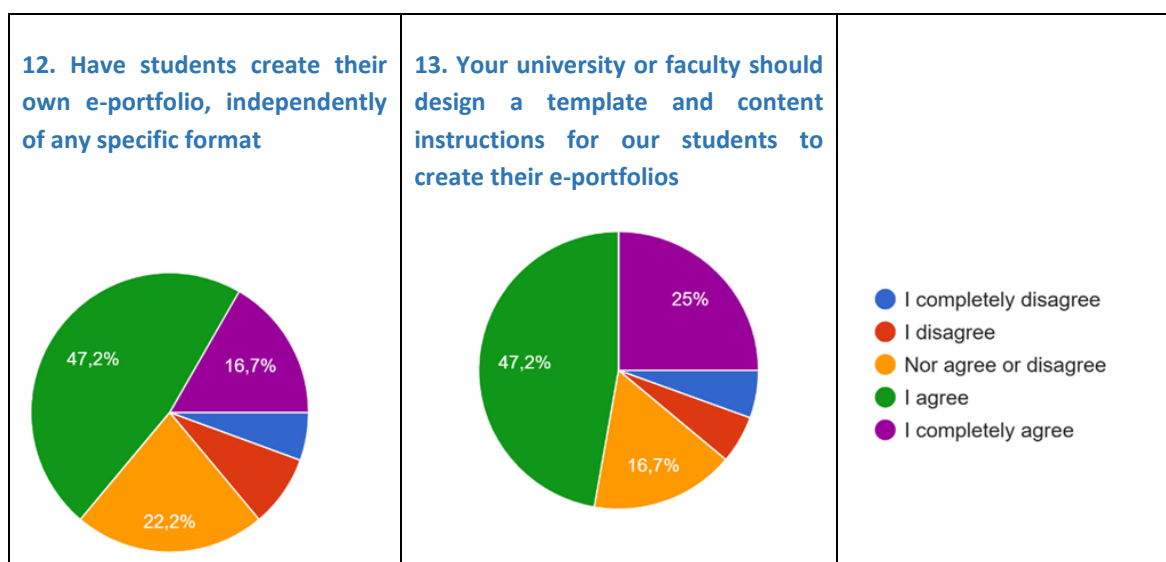
The pedagogical potential of e-portfolios was widely acknowledged by employment/career staff. When asked whether students should be explicitly taught about the concept and its usefulness as part of their academic programme and that students should be trained on how to create them, responses varied in comparison to the Cambodian sample (in which all the respondents agreed). The Vietnamese respondents from Employment/ Career Centres only agreed on 55.6% and 75%, respectively. So, even though they consider e-portfolios to be important and are well-aware of the relevance of this for HR managers (69.4% declared to be aware), still a 44.4% of the sample are neutral or against incorporating e-portfolios to the academic programme (5.6% disagreeing and 8.3% strongly disagreeing). These results suggest overall support for integrating Digital Portfolios into training programs, while also highlighting the need for further awareness and guidance to increase acceptance.

Figure 70



When assessing whether having students create their own e-portfolio, independently of any specific format, a majority agreed (63.9%), while 13.9% disagreed. A part of the sample considers that it is important that students learn how to do a portfolio (based on the previous answers), but that the selection of the format should not be completely free (Figure 71). Instead, most of the respondents (72.2%) consider that the university or the faculty should design a template and content instructions for the students, while there are still some that disagree with this (11.2%).

Figure 71

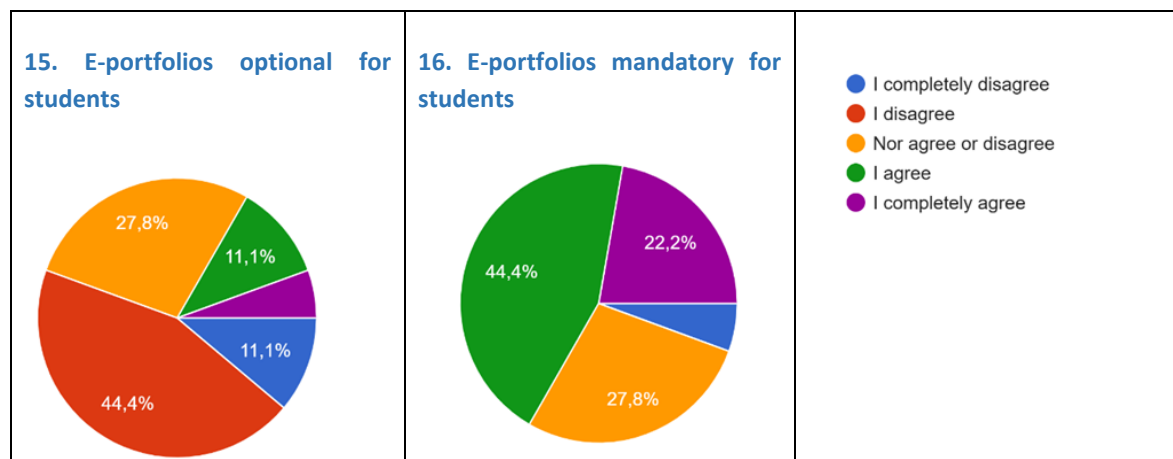


The respondents also suggested that an effective e-portfolio should integrate modern digital tools such as data analysis, AI technology or specialised platforms to automate the process of managing and presenting information, which consequently will save time and increase accuracy as well as the ability to adapt to rapid changes. That it should focus on the strengths and how to overcome existing weaknesses and highlight the practical competence of the students and graduates.

5.4.2.5 Technical and Functional Requirements

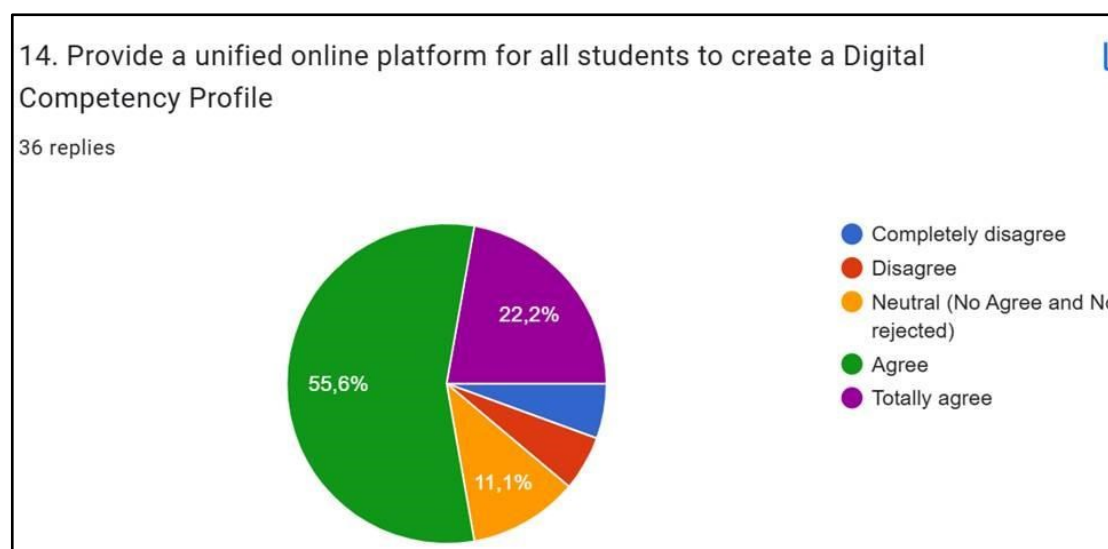
The survey also explored user expectations regarding the design and functionality. A majority of the sample considered the need of making e-portfolios optional rather than mandatory (contrary to the Cambodian sample) (only 30.6% agreed on mandatory e-portfolios vs. 72.2% on optional e-portfolios). A majority supported the provision of predefined templates and instructional guidance.

Figure 72



As shown below (Figure 73), 77.8% agreed that the university or the faculty should offer a standard model to help students structure their portfolios. However, it is important to state that 11.2% do not consider that universities or faculties should facilitate that unified template.

Figure 73



Respondents emphasised the need for a user-friendly and easily navigable e-portfolio. Key technical features desired include:

- **Automation:** automatic information extraction, updating, and identification of skills.

- **Ease of use:** the profile should be intuitive and straightforward for users to input and access information.
- **Smart features:** automated analysis of skills and suggested improvements to the profile content.
- **Clear structure:** categorisation of skills (hard and soft), and clear listing of certificates/courses with dates.
- **Data management:** automated data extraction and a fast, clear lookup system are required for efficient retrieval of information.
- **Career Focus:** the profile should highlight career-related skills and strengths.

5.4.3 Conclusions

1. Growing awareness and recognition of e-portfolios.

In both Cambodia and Vietnam, there is a demonstrated increasing awareness of e-portfolios' potential to enhance student employability and lifelong learning. However, significant proportions of respondents remain unfamiliar with the concept, indicating a need for targeted awareness campaigns and training.

2. Support for integration into academic programs.

There is strong consensus on the pedagogical value of e-portfolio, with most respondents agreeing that universities should include them in curricula and provide training for students, faculty and career centers. Vietnam sample shows, however, more variation, with some respondents neutral or hesitant, highlighting the importance of further advocacy and capacity-building.

3. Importance of clear guidelines and templates.

Both countries emphasize that students should be guided through structured formats, preferably using standardized templates designed by universities to ensure consistency, quality and ease of use. The design of these templates should focus on showcasing practical skills, soft skills, and personal development, aligned with employer expectations.

4. Technical and functional requirements of the e-portfolio are critical

The respondents highlighted the necessity of user-friendly, accessible online platforms supporting automation, easy content management and security features, while the integration of advanced features such as AI, automated skill identification, and career-focused structuring were pointed as valuable enhancements.

5. Challenges and opportunities

The Cambodian sample shows a strong preference for mandatory e-portfolios, whereas the Vietnamese sample leans towards optional implementation, reflecting different institutional attitudes. Both communities recognize the need for institutional support, including training, technical infrastructures and clear policies, to effectively implement e-portfolios.

Overall, the surveys reveal a positive trend towards adopting e-portfolios in higher education in Cambodia and Vietnam, driven by recognition of their pedagogical and employability benefits. To capitalize on this

potential, strategic efforts should focus on increasing awareness, providing practical training, developing standardized and user-friendly platforms, and fostering institutional commitment to integrate e-portfolios into academic and career development frameworks.

6. CONCLUSIONS

The initial analysis of existing e-portfolios highlights the variety of options available, the expression of creativity by the users, and the potential it has to support a reflective process. With the use of e-portfolios people can create a dynamic, interconnected view of their work and development. For students this supports interdisciplinary learning when developed in various courses, and also builds a comprehensive personal brand that can highlight the diverse set of skills that are increasingly valuable in today's multifaceted work environment. When linked to the job-seeking process, an e-portfolio can provide a structured way for job seekers to showcase their experience and skills, potentially with feedback or endorsements directly from professors, classmates, employers etc., that could present useful insight to potential employers.

It is clear that incorporating e-portfolios into the student experience can provide them with many benefits, including the possibility of holistic learning, increased engagement with the academic experience, building a personal brand, improved self-assessment and reflection and cross-disciplinary skills development. The regular use of e-portfolios can also support lifelong learning.

As a result of this analysis numbers key features were identified that should be considered when designing the DEVICES online platform. These include the integration of multiple disciplines, personalization and reflection, multimedia integration, collaboration and feedback, skills and competencies tracking, digital badges and certifications.

Following the analysis of the survey results, it is clear that among academics in both Cambodia and Vietnam there is a high level of awareness of e-portfolios, including their pedagogical potential and links to student employability, yet despite this, and most feeling that they had the necessary skills to integrate e-portfolios into their teaching, very few professors actually use them in their programs. They do however feel that they should be incorporated into the curriculum, the only difference being that in Vietnam most academic respondents considered this should be on a voluntary basis for the students, whereas in Cambodia they feel it would be better if it were obligatory. This geographical difference was the same in the responses of the career or employment center staff.

In a similar way, most of the students showed a strong awareness and understanding of e-portfolios, but very few of them had used one during their studies. There was less enthusiasm however among the students for the integration of e-portfolios into the curriculum, barely above half of the respondents. This would indicate a need to raise awareness of the value of e-portfolios and more institutional engagement and instruction.

The survey participants from career or employment centers in both the Cambodia and Vietnamese universities presented a much younger and less-experienced profile than the academics. This was reflected in having a lower percentage of people who were familiar with the concept of e-portfolios than among the academic staff. They were however strongly aware of how the use of e-portfolios could support

student employability and provide them with an opportunity to develop and demonstrate their skills. Despite this, over 60% of Cambodian and over 30% of Vietnamese employment center staff were not aware that e-portfolios could be a good source of information (in addition to a traditional CV) for employers (specifically HR managers), potentially allowing them to better be able to consider a graduate during a hiring process. This lack of awareness will clearly impact the type of advice and guidance that these Employment/ Career Centers can provide to students and graduates, and thus it would be highly recommended to provide the staff with information and training on this topic.

When it came to students, there was a clear difference between Cambodian and Vietnamese regarding the relationship between e-portfolios and employability, as the former were well aware of it, whereas only half of the latter were. There is therefore room for further education on how these tools strengthen employability and align with current recruitment practices.

In both countries, and among both types of staff, there is a clear consensus that universities should provide support and training for professors to incorporate these e-portfolios in their courses and for students and staff to be able to use them properly, as well as providing a consistent digital environment for students to use. Cambodian students expressed a similar level of enthusiasm, whereas less than half of the Vietnamese students felt that way. Both groups however felt that universities should train lecturers to develop and implement Digital Competency Profiles.

Finally, with regards to the technical aspects of an e-portfolio platform. All respondents, independent of category, highlighted the necessity of user-friendly, secure and accessible online platforms supporting automation, easy content management, robust multimedia compatibility and security features, while the integration of advanced features such as AI, automated skill identification, seamless integration with academic tools and external tools such as LinkedIn or cloud storage services and career-focused structuring were pointed as valuable enhancements. Additionally structured but customizable templates and content guidelines should be provided to help students build their digital portfolios. Related to this, the employment center staff felt that these templates should focus on showcasing practical skills, soft skills, and personal development, aligned with employer expectations.

In conclusion, the findings support the inclusion of digital competence training as a strategic priority for universities, aligning with broader goals of employability, innovation, and digital transformation in the academic sector.

7. ANNEXES

- [Needs Analysis Questionnaires with instructions.](#)



DEVICES

Developing Education in Vietnam and Cambodia
Enhancing Employability for Students



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DEVICES

Developing Education in Vietnam and Cambodia
Enhancing Employability for Students



Co-funded by
the European Union

T2.1.2. Needs Analysis Questionnaire

Project Acronym:	DEVICES
Full Project Title:	Developing Education in Vietnam and Cambodia enhancing Employability for Students
Website:	www.devices-erasmus.eu
Project No.:	101177347
Funding Scheme:	Erasmus +
Project Coordinator:	University of Macerata
Work Package:	WP2 Setting up the basis to build the workspace tool and learning achievements recognition
Work Package Leader:	University of Alicante
Target Group:	All Project Partners
Document Title:	Template for data collection on digital portfolios
Authors:	Cristina Beans, UA Thach Ban, NUCK
Document Version:	Final document. 14.03.2025

INTRODUCTION

In the framework of the DEVICES project “Developing Education in Vietnam and Cambodia enhancing Employability for Students”, an online cross-curricular digital workspace along the concept of an “e-portfolio” will be created to be used by students and professors of the Vietnamese and Cambodian partner HEIs. This space will allow students to demonstrate and promote the core competencies they have developed during their time at university. It will also help better position them as they transition to the world of work.

In order to identify the real needs of students, academics and employers, partners must disseminate a questionnaire to each of the target groups. For students, data should be collected from both undergraduate (final years) and graduate students and recent graduates, while for the perspective of the labour market, data will be collected from staff working in career center or employment offices or similar.

Once a preliminary analysis of those results has been completed, focus groups must be organised with a mixed participation including representatives from the 3 target groups, including employers if possible, to go more in-depth with the analysis.

INSTRUCTIONS FOR COLLECTING THE DATA

Target audience

3 questionnaires will be created and should be disseminated to:

1. Academic staff (teachers, lecturers, assistant professors, professors etc.)
2. Students & Graduates
 - 3rd & 4th year undergraduate students
 - Graduate students
 - Recent graduates (maximum 3 years post-graduation)
3. Career center / employment office staff (or equivalent)

KPIs

In order to ensure a wide profile and perspective of the respondents, each of the universities in Cambodia & Vietnam must disseminate the Google form within their universities and obtain a minimum of the following number of responses:

- **Academic staff:** at least 5 academics from each Faculty
 - Ensure you have in total at least 20 academic responses
- **Students & Graduates:** at least 10 students/graduates from each Faculty
 - Ensure you have in total at least 50 student responses and 10 graduate responses
- **Career center / employment office staff** (or equivalent): at least 5 staff

Timeline

Please respect the following timeline:

- Week of March 17th UA will create the Google form in English to serve as a model for KH & VN colleagues to create the Google forms in Vietnamese and Khmer, and send out detailed instructions for Form dissemination.
- The forms should all be created in the DEVICES Google Drive folder: WP2>Needs Analysis and then the corresponding folder based on the questionnaire and language.
- Dissemination of questionnaires & data collection to take place in March & April, deadline for KPIs to have been reached: April 28th, 2025.

Links to Google Forms

In Vietnamese:

- Academics: <https://forms.gle/5ArWCCPN32Uk81f37>
- Students/Graduates: <https://forms.gle/vGSaGGWxyELFabmk7>
- Employment staff: <https://forms.gle/hpP1153dEn3BVkKo8>

In Khmer:

- Academics:
<https://docs.google.com/forms/d/e/1FAIpQLSdDlnbJLmNRMcZL3VKmJREzkwV70b7ikA18v76v38cpRezI5Q/viewform>
- Students/Graduates:
<https://docs.google.com/forms/d/e/1FAIpQLSdhtrLJRBgYl-4A2rn5RHMDea9mfZekvOPespTX5uNZ8ht2BQ/viewform>
- Employment staff:
https://docs.google.com/forms/d/e/1FAIpQLScfiIfWy701nf8BifRVRXf_agm3-zl1KAHhS1EC9Z3_v2ipA/viewform



CONTENT OF THE QUESTIONNAIRE

Introductory / Welcome text

Dear student / graduate / colleague [depending on the questionnaire], our university is a partner in the Erasmus+ project DEVICES “Developing Education in Vietnam and Cambodia enhancing Employability for Students”, co-funded by the European Union. DEVICES aims to increase the level of competences and the employability potential of our students by developing new and innovative education programmes and digital tools.

In the framework of this project we will be establishing a new cross-curricular digital workspace to support the students’ employability, and the continuous learning of our staff. In order to design a platform that takes into account our particular context, we need to hear from you, our students / colleagues, via this online questionnaire. It is very straightforward and shouldn’t take more than 10 minutes to complete.

We thank you for your contribution and support to the project.

Signed: the DEVICES team

For more information about DEVICES, please visit our website and social media channels.

What is an ePortfolio or “digital portfolio”? *(text to include in the questionnaire)*

An **ePortfolio** (or **digital portfolio**) is a digital environment where students can collect digital artifacts that showcase their skills, achievements, experiences, and learning progress over time. It can include different types of media such as documents, images, videos, presentations, and links to projects or external resources.

ePortfolios play a crucial role in **professional development** and **employability** by helping students to:

- **Reflect on learning and growth:** By documenting experiences and achievements, individuals can assess their progress, set goals, and identify areas for improvement.
- **Showcase skills to employers:** ePortfolios provide concrete evidence of skills, competencies, and real-world projects, making job candidates more attractive to employers.
- **Develop Digital Literacy:** The process of creating and maintaining an ePortfolio enhances skills in digital communication, content curation, and personal branding.
- **Enhance career readiness:** ePortfolios help individuals articulate their strengths, experiences, and professional identity, improving their ability to write résumés, cover letters, and perform well in interviews.
- **Facilitate lifelong learning:** Professionals can continuously update their ePortfolios to track career development, acquire new skills, and adapt to evolving industry trends.

ACADEMIC STAFF QUESTIONNAIRE

Profile information:

University (dropdown menu)

Faculty (written option)

Gender: male / female / non-binary (EU categories),

Age: 18-25, 25-35, 35-45, 45-55, 55-65, over 65

Teaching experience: less than 5 years, 5-10 years, 10-15 years, 15-20 years, more than 20 years

Programmes you teach in (written option)

Portfolio questions:

- Do you know what a portfolio is?
 - Yes/no
- Have you ever used an e-portfolio in one or more of the courses you teach?
 - Yes/no
 - If yes, can you share some details?
- Are you aware that you can evaluate students' academic performance (including assigning them specific tasks linked to their e-portfolio) and progress during the year by reviewing their e-portfolio?
 - Yes/no
- Do you know that e-portfolios can enhance the employability of your students?
 - Yes/no
- Do you know that an e-portfolio can allow students to store all their work products developed during their courses, internships or practicum, including addressing the hard and soft skills they have developed and reflecting on their experiences?
 - Yes/no
- Do you know that the use of e-portfolios promotes project-based learning (PBL)?
 - Yes/no
- Do you know that some employers (specifically their HR managers) would be able to better consider a graduate who presents an e-portfolio instead of (or in addition to) a traditional CV?
 - Yes/no
- Do you know that the design and use of e-portfolios can support both you and your students with continuous professional growth?
 - Yes/no

Explanation of what an e-portfolio is. (UNIMC text above)

- Do you think your university should include e-portfolios in the academic program? (1 being "I completely disagree" and 5 being "I completely agree")
- Do you feel you have the necessary skills to incorporate e-portfolios into your courses? (1 being "I completely disagree" and 5 being "I completely agree")
- Should your university provide professors with support and training to create the framework to introduce e-portfolios into your programs? (1 being "I completely disagree" and 5 being "I completely agree")

- On a scale of 1-5 (1 being “I completely disagree” and 5 being “I completely agree”), what do you think your university should do to introduce e-portfolios for the students?
 - Explain clearly to students the concept and usefulness of an e-portfolio
 - Train students on how to create and use e-portfolios
 - Have students create their own e-portfolio, independently of any specific format
 - Your university or faculty should design a template and content instructions for our students to create their e-portfolios
 - Provide a standard online platform to be used by all your students to create their e-portfolios
 - Make e-portfolios optional for students
 - Make e-portfolios mandatory for students
- How would you use e-portfolios in your classes if it were available? (select all that apply)
 - Use it as a tool for continuous monitoring and evaluation of students’ work and understanding of the course
 - Have students reflect on the content learned during the course
 - Have students develop work specifically for the e-portfolio
 - Engage with students (comments, feedback) about their work so that they may improve it
 - I would leave it as an optional tool for students to voluntarily reflect on the subject matter and work done during my course
 - Other: (please explain)
- What technical aspects do you think the e-portfolio should have? (written answer)
- Do you have any additional comments about e-portfolios? (written answer)
- If you would like to be informed of any training provided by your university, or the development of a platform for e-portfolios in the framework of the Erasmus+ CBHE, please indicate your email:

QUESTIONS FOR STUDENTS / GRADUATES

Profile information:

University (dropdown menu)

Faculty (written option)

Degree/Programme (written option)

Year: 1st year, 2nd year, 3rd year, 4th year, graduate student, I have already graduated

Gender: male / female / non-binary (EU categories),

Age: 18-25, 25-35, over 35

Portfolio questions:

- Do you know what a portfolio is?
 - Yes/no
- Have you ever used an e-portfolio in one or more of the courses you have had in your studies?
 - If yes, can you share some details about this?
- Are you aware that professors can evaluate your academic performance (including assigning you specific tasks linked to the e-portfolio) and progress during the year by reviewing the e-portfolio?
 - Yes/no
- Do you know that e-portfolios can enhance your employability?
 - Yes/no
- Do you know that an e-portfolio can allow you to store all your work products developed during your courses, internships or practicum, including addressing the hard and soft skills you have developed and reflecting on your experiences?
 - Yes/no
- Do you know that some employers (specifically their HR managers) would be able to better consider a graduate who presents an e-portfolio instead of (or in addition to) a traditional CV?
 - Yes/no
- Do you know that the design and use of e-portfolios can support your continuous professional growth?
 - Yes/no

Explanation of what an e-portfolio is.

- After learning what an e-portfolio is and its usefulness, would you like to create one to store your work products and learning achievements, proof of the competencies and skills you have developed? (1 being “I completely disagree” and 5 being “I completely agree”)
- Do you think your university should include e-portfolios in the academic program? (1 being “I completely disagree” and 5 being “I completely agree”)
- Do you feel you have the necessary skills to create an e-portfolio? (1 being “I completely disagree” and 5 being “I completely agree”)
- Should your university provide professors with support and training to create the framework to introduce e-portfolios into their programs? (1 being “I completely disagree” and 5 being “I completely agree”)



- On a scale of 1-5 (1 being “I completely disagree” and 5 being “I completely agree”), what do you think your university should do to introduce e-portfolios for the students?
 - Explain clearly to students the concept and usefulness of an e-portfolio
 - Train students on how to create and use e-portfolios
 - Have students create their own e-portfolio, independently of any specific format
 - Your university or faculty should design a template and content instructions for our students to create their e-portfolios
 - Provide a standard online platform to be used by all students to create their e-portfolios
 - Make e-portfolios optional for students
 - Make e-portfolios mandatory for students
- If e-portfolios were optional in one or more of your courses, would you use it? (1 being “I would never use it” and 5 being “I would fully use it”)
- What technical aspects do you think the e-portfolio should have?
- Do you have any additional comments about e-portfolios?

QUESTIONS FOR CAREER / EMPLOYMENT CENTER STAFF

Profile information:

University (dropdown menu)

Faculty (written option)

Gender: male / female / non-binary (EU categories),

Age: 18-25, 25-35, 35-45, 45-55, 55-65, over 65

Number of years working in the career/employment service: less than 5 years, 5-10 years, 10-15 years, 15-20 years, more than 20 years

Portfolio questions:

- Do you know what a portfolio is?
 - Yes/no
- Do you know that e-portfolios can enhance the employability of your university's graduates?
 - Yes/no
- Do you know how useful e-portfolios are for graduates when they seek employment?
 - Yes/no
- Do you know that an e-portfolio can allow students to store all their work products developed during their courses, internships or practicum, including addressing the hard and soft skills they have developed and reflecting on their experiences?
 - Yes/no
- Do you know that some employers (specifically their HR managers) would be able to better consider a graduate who presents an e-portfolio instead of (or in addition to) a traditional CV?
 - Yes/no
- Do you know that the design and use of e-portfolios can support both you and your students with continuous professional growth?
 - Yes/no

Explanation of what an e-portfolio is.

- Do you think your university should include e-portfolios in the academic program? (1 being "I completely disagree" and 5 being "I completely agree")
- Do you feel you have the necessary skills to support students in incorporating information about their soft skills and internships in an e-portfolio? (1 being "I completely disagree" and 5 being "I completely agree")
- Should your university provide professors and career/employment center staff with support and training on e-portfolios? (1 being "I completely disagree" and 5 being "I completely agree")
- On a scale of 1-5 (1 being "I completely disagree" and 5 being "I completely agree"), what do you think your university should do to introduce e-portfolios for the students?
 - Explain clearly to students the concept and usefulness of an e-portfolio
 - Train students on how to create e-portfolios

- Have students create their own e-portfolio, independently of any specific format
- Your university or faculty should design a template and content instructions for our students to create their e-portfolios
- Provide a standard online platform to be used by all your students to create their e-portfolios
- Make e-portfolios optional for students
- Make e-portfolios mandatory for students
- What technical aspects do you think the e-portfolio should have?
- Do you have any additional comments about e-portfolios?

Employability questions:

- What do you consider to be the essential qualities or skills that students should have acquired by the time they graduate in order to get a good job?
- How do you think they could demonstrate those skills in an e-portfolio?
- If you would like to be informed of any training provided by your university, or the development of a platform for e-portfolios in the framework of the Erasmus+ CBHE, please indicate your email: