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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 3: Development of the cross-curricular digital workspace fostering a lifelong journey

D3.2 Training materials for the users

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SECTION 1 | UNDERSTANDING THE EPORTFOLIO

1.1 What is an ePortfolio?

WHAT YOU WILL LEARN – By the end of this page, you will be able to explain what an ePortfolio is and how it differs from a simple digital folder.

Your personal digital learning space

An **ePortfolio** is a personal digital space where you can collect, select, organise and present evidence of your learning and development.

This **evidence** may include:

- assignments, reports and project outputs;
- images, videos and audio recordings;
- certificates and records of experience;
- journal entries, reflections and feedback;
- links to relevant online resources.

In Mahara, these different types of learning evidence are called **artefacts**. They can be organised into pages and reused in different parts of your portfolio.

MORE THAN A PLACE TO STORE FILES

A digital folder simply stores documents.

An ePortfolio helps you **give meaning** to them. Select the artefacts that best represent your experiences, achievements and progress, then explain:

- why you selected them;
- what you learned;
- which skills you developed;
- how the experience connects with other activities;
- what you would like to improve next.

KEY IDEA – Evidence and reflection transform a collection of files into a personal learning portfolio.

Digital folder or ePortfolio?

A DIGITAL FOLDER	AN ePORTFOLIO
• stores files and documents; • organises materials mainly by name or folder.	• selects evidence for a clear purpose; • adds reflection, skills, connections and future goals; • can be shared with different audiences.

How an ePortfolio works

COLLECT – Save evidence of your learning and experiences.

›

SELECT – Choose meaningful artefacts.

›

REFLECT – Explain what you learned and developed.

›

CONNECT – Link experiences, knowledge, skills and future goals.

›

SHARE – Present selected pages to activate feedback.

KEY IDEA – Your ePortfolio is not a finished product. It grows with you as you learn, gain experience, receive feedback and define new goals.

WHY BUILD AN ePORTFOLIO?

Your ePortfolio can help you:

- Recognise your progress over time.
- Identify academic, professional and transferable skills.
- Connect learning from courses, projects, internships and other experiences.
- Present your achievements to different audiences.
- Prepare for further study, an internship or employment.
- Plan your future learning and career development.

A SIMPLE EXAMPLE

Learning experience: Group presentation
Artefact: Presentation slides or a video recording
Skills: Research, communication and teamwork
Reflection: *Preparing this presentation helped me understand the importance of dividing responsibilities clearly and listening to different ideas. I also became more confident when presenting information to an audience.*

Next step: *In my next presentation, I will speak more clearly and use fewer words on my slides.*

TRY IT

Think about one recent learning experience.

1. *What artefact could represent it?*
2. *Which skill does it demonstrate?*
3. *What kind of reflection could you develop on it?*
4. *Who might be interested in seeing it?*

1.2 What is Mahara?

WHAT YOU WILL LEARN – By the end of this page, you will understand what Mahara is and how it can help you create, organise and share your ePortfolio.

A space for learning and interaction

Mahara is an open-source ePortfolio platform designed to support personal and professional learning and development. It combines portfolio creation with tools for communication, sharing and feedback.

It is more than a place to upload files: Mahara helps you organise your learning, explain the meaning of your experiences and interact with other users.

Learn more: mahara.org | Mahara 22.10 manual

YOU CAN USE MAHARA TO:

- store files and learning evidence;
- write reflections and journals;
- record education, experience, goals and skills;
- organise content into pages and collections;
- share work with selected audiences;
- receive/give comments and feedback.

The main components of Mahara

COMPONENT	WHAT IT MEANS
Artefact	A piece of learning evidence, such as a file, image, video, journal entry or résumé item.
Page	A selection of artefacts organised and presented for a particular purpose.
Collection	A group of pages organised in a logical sequence.
Audience	The people who are allowed to view your page or collection.

REUSE AND ADAPT - The same artefact can appear on different pages, and pages can be combined into different collections for different purposes and audiences.

How you work in Mahara

CREATE
Upload evidence and create reflections, journals, plans or résumé information.

›

ORGANISE
Select and arrange your learning evidence.

›

PRESENT
Build pages and collections for a clear purpose.

›

SHARE
Choose who can view your work.

›

ENGAGE
Receive feedback and interact with other users.

KEY IDEA – You remain in control of your ePortfolio. You decide what to include, how to present it and who can view it.

One artefact, different purposes

You can create different pages for different purposes and decide who can see each one. A page for a teacher, for example, may include assignments and learning reflections, while a page for a potential employer may present your best work, skills and résumé.

A SIMPLE EXAMPLE

Imagine that you have completed a group presentation.

1. Upload the presentation slides as an **artefact**.
2. Add the slides to a **page**.
3. Write a short reflection on your contribution and skills.
4. Share the page with your teacher or classmates.
5. Receive feedback and improve your reflection.

The same presentation can later be reused on a professional page to demonstrate communication and teamwork skills.

TRY IT

Match each example with the correct Mahara component:

☐ a video of your presentation → _____

☐ a page showing teamwork skills → _____

☐ three connected semester pages → _____

☐ the teacher who can view your work → _____

Possible answers: artefact · page · collection · audience.

1.3 Your Personal Learning Environment

WHAT YOU WILL LEARN – By the end of this page, you will understand how your ePortfolio can connect different learning experiences and support your personal and professional development.

Learning happens in different places

Your learning is not limited to one course or classroom. Knowledge and skills develop through university courses, projects, internships, work, volunteering, workshops, online learning and personal interests.

In DEVICES, the ePortfolio is designed as a **Personal Learning Environment.** It allows you to bring together evidence from these different experiences and understand how they contribute to your development.

YOUR LEARNING MAY COME FROM:
- courses and assignments;
- individual and group projects;
- internships and work experience;
- volunteering and community activities;
- workshops, seminars and online courses;
- personal interests and independent learning.

You are at the centre

A Personal Learning Environment is not simply a collection of digital tools. It is a space that you gradually build and manage according to your needs, interests and goals.

COURSES	PROJECTS	INTERNSHIPS
WORK EXPERIENCE	YOU	VOLUNTEERING
PERSONAL INTERESTS	FEEDBACK & RELATIONSHIPS	WORKSHOPS & ONLINE LEARNING
Your ePortfolio helps you connect experiences that may initially appear separate. Mahara supports this process because you can select evidence, combine it in different pages and present it to different audiences.		

From experience to development

Your Personal Learning Environment can help you move through **four stages**:

DOCUMENT	›	REFLECT	›	CONNECT	›	PLAN
Collect evidence of what you have done. *Examples: an assignment, a presentation, a certificate or a project.*		Think about what you learned and how you responded to challenges. *What was difficult?* *What helped you improve?*		Relate the experience to other activities, knowledge, skills. *Where else have you used this skill?*		Identify what you want to learn or improve next. *What is your next goal?*

Connecting learning and employability

Your ePortfolio can support your future career by helping you:
- recognise your professional and transferable skills
- provide evidence of what you can do;
- identify your strengths and areas for development and define learning and career goals;
- connect university learning with workplace situations;
- present your experiences clearly to potential employers.

CAREER CONNECTION
Do not simply write:
"I have teamwork skills."

Show where and how you developed them:
"During a group research project, I coordinated the work schedule, listened to different perspectives and helped the group reach shared decisions."

A COMPLETE EXAMPLE: ONE EXPERIENCE, DIFFERENT MEANINGS.
Experience: Organising a university event.

What I did: Worked with other students to plan and promote an event.
What I learned: How to manage responsibilities and respond to unexpected problems.
Skills demonstrated: Teamwork, communication, organisation and problem solving.
Future use: Project work, internships and future employment.
The value of the experience does not come only from the final result. It also comes from your ability to recognise and explain what you learned.

KEY IDEA – The value of the experience does not come only from the final result. It also comes from your ability to recognise and explain what you learned. Your Personal Learning Environment grows over time: every experience can help you understand what you can do and where you want to go next.

TRY IT – CREATE YOUR LEARNING MAP

Think of three experiences from the past year.

EXPERIENCE	WHAT I LEARNED	SKILL DEVELOPED
_____	_____	_____
_____	_____	_____
_____	_____	_____

Can you identify a connection between two experiences?

1.4 Your ePortfolio as a Curated Exhibition

WHAT YOU WILL LEARN – By the end of this page, you will understand why creating an ePortfolio is similar to preparing an exhibition in a gallery or museum.

Imagine that you are a curator

A museum may own thousands of objects, but it does not display all of them at the same time.
For each exhibition, the curator chooses a theme, selects meaningful objects, organises them, adds explanations, decides who can enter, and invites visitors to respond and leave feedback.

Building an ePortfolio involves the same kind of work: you select the artefacts that best communicate your learning, development and goals.

A CURATOR

- chooses a theme;
- selects meaningful objects;
- creates a clear sequence;
- adds explanations;
- controls access;
- invites feedback.

From the museum to your ePortfolio

STORAGE & OBJECTS	›	Private content area and learning artefacts
CURATOR	›	You, the portfolio author
EXHIBITION	›	A page or collection
EXPLANATORY LABELS	›	Descriptions and reflections
VISITORS, ACCESS & COMMENTS	›	Audiences, sharing settings and feedback

STORAGE Artefacts	›	SELECTION Chosen evidence	›	EXHIBITION Page / collection	›	INTERPRETATION Reflection	›	VISITORS Audience & feedback

SELECTION GIVES MEANING

A good exhibition does not overwhelm visitors. It selects a limited number of objects that work together to communicate a clear story.
The same principle applies to an ePortfolio:

Instead of asking:

"How many files can I upload?"

Ask:

"Which artefacts best demonstrate my learning and skills?"

REFLECTION IS YOUR EXPLANATORY LABEL

An artefact does not always speak for itself. Viewers may not know:

- why you created it;
- what your individual contribution was;
- which challenges you faced;
- what you learned;
- which skills it demonstrates;
- how you improved.

Your reflection helps the viewer interpret the artefact and understand its significance.

A SIMPLE EXAMPLE

Artefact: A poster created for an environmental awareness campaign.
Explanatory information:
Context: The poster was created for an environmental awareness campaign.
My contribution: I collected data and designed the visual presentation.
Learning: I learned how to communicate complex information clearly.
Skills: Research, teamwork, visual communication and time management.
Future improvement: I would use fewer words and make the main message more visible.
Without the explanation, the viewer sees only a poster. With it, the poster becomes evidence of learning and skills.

KEY IDEA – An ePortfolio is not simply a collection of objects. It is a curated learning story in which you select evidence and explain why it matters.

TRY IT – BECOME A CURATOR

Choose one artefact from a recent learning experience.

1. What story does it help you tell? _____
2. Why would you include it? _____
3. What information does a viewer need? _____
4. Who is the most appropriate audience? _____

1.5 How Mahara Organises Your ePortfolio

WHAT YOU WILL LEARN – By the end of this page, you will understand how artefacts, blocks, pages and collections work together and how you can share them with different audiences.

From private evidence to a shared portfolio

When you upload or create content in Mahara, it belongs to your personal content area. Uploading a file does not automatically make it visible to other users. You control which artefacts are presented and who can access the resulting portfolio.	**TO SHARE YOUR WORK** Your artefacts remain private until you: 1. Select the artefacts; 2. Place them on a page; 3. Organise the page; 4. Give other people permission to view it.

The main building elements

1. ARTEFACT A piece of learning evidence you create or upload: a document, image, video, journal entry, plan, résumé item or reflection.	**2. BLOCK** The element used to display content on a page: text, image, files, media, journal or résumé information. Blocks allow you to arrange internal and external artefacts on your portfolio page.
3. PAGE A selection of blocks and artefacts organised for a clear purpose, message and intended audience. *Examples:* *My learning goals;* *Group project and reflection;* *Internship experience;* *My professional skills;* *Final course project.*	**4. COLLECTION** A group of pages arranged in a logical order, helping viewers move through related pages without placing all content on one very long page. *For example: My Career Development Portfolio* *1. About me* *2. My learning experiences* *3. My professional and transferable skills* *4. Projects and achievements* *5. Career goals and action plan*

ARTEFACTS	›	BLOCKS	›	PAGES	›	COLLECTIONS	›	AUDIENCES
Your private evidence.		Choose how each artefact will appear.		Select and organise evidence for a specific purpose.		Connect pages in a logical sequence.		Control access and choose your audience.

KEY IDEA – Artefacts are the evidence. Pages create the story. Collections connect the story. Access settings determine who can see it.

A COMPLETE EXAMPLE: ONE ARTEFACT, DIFFERENT PAGES

Artefact: a video of a presentation.
It could appear on:
Course page: show that you completed an assignment (for your teacher);
Personal page: discuss how your communication skills developed (for you and your peers);
Professional page: provide evidence of public-speaking and presentation skills (for a potential employer).

You do not need to upload a new copy of an artefact every time you want to use it. Mahara allows the same artefact to be reused across different pages and contexts.

DIFFERENT PAGES FOR DIFFERENT AUDIENCES

PURPOSE	CONTENT	AUDIENCE
Feedback on an assignment	Assignment, reflection, questions	Teacher
Share a group project	Outputs and group reflection	Peers
Document an internship	Activities, evidence, skills	Tutor
Present professional skills	Best work, résumé, goals	Employer

PRIVACY AND CONTROL

- Your artefacts are not automatically public.
- You decide what to include and how to present it.
- You choose who can view each page.
- You can decide how long access remains available.

TRY IT – DESIGN YOUR FIRST PORTFOLIO

Imagine that you want to create an ePortfolio about one semester of learning. Complete the structure:

Collection title: _____
Page 1: _____
Page 2: _____
Page 3: _____
Some artefacts I could include: _____
My intended audience: _____

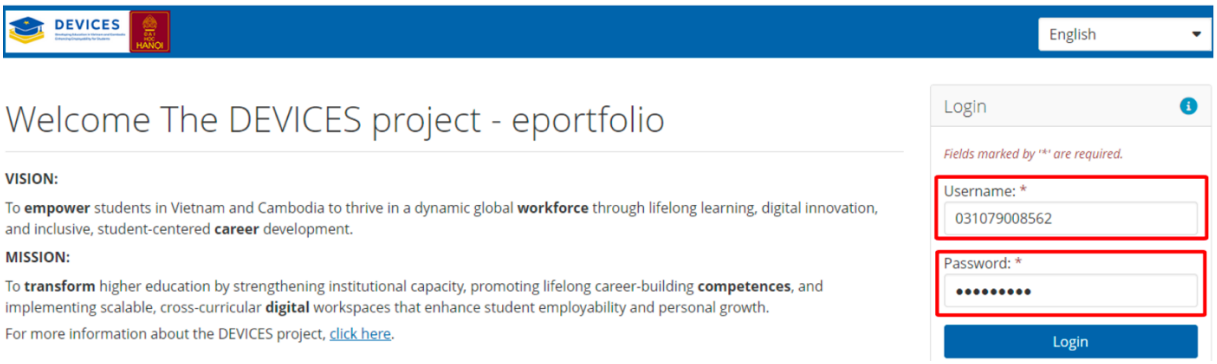
SECTION 2 | YOUR PERSONAL SPACE

2.1 Accessing the DEVICES ePortfolio Platform

WHAT YOU WILL LEARN – By the end of this page, you will be able to log in to the DEVICES ePortfolio platform, secure your account and log out correctly.

Log in and log out

HOW TO LOG IN
Access the DEVICES platform using the link and account details provided by your university.
1. Enter your username in the **Username** field.
2. Enter the password provided by your university in the **Password** field.
3. Check that you have entered your details correctly and select **Login**.



YOUR FIRST LOGIN
When you log in for the first time, the platform may ask you to change your temporary password.
1. Enter a **New password**.
2. Repeat it in **Confirm password**.
3. Select **Submit**.

CREATE A SECURE PASSWORD
Follow the requirements displayed on the platform. Use at least 8 characters, including uppercase and lowercase letters, numbers and special characters.
Security tips:
- Avoid your name, student ID or date of birth.
- Do not use simple sequences such as 12345678.
- Use a unique password.
- Never share it.

IF YOU CANNOT LOG IN
Check before requesting support:
- username and letter case;
- keyboard language and Caps Lock;
- spaces before or after the username;
- the correct password.

If the problem continues, contact university technical support.

PROTECT YOUR ACCOUNT
- Keep your password private.
- Do not save it on a shared computer.
- Change it if another person may know it.
- Log out and close the browser on public devices.

HOW TO LOG OUT
1. Open the **Account menu** in the top-right corner.
2. Select **Logout**.
3. Check that the login page appears again.

IMPORTANT: Closing the browser window may not end your session. Always select Logout, particularly when you use a shared device.

TRY IT – LOG IN AND LOG OUT
After logging in:
☐ Change your temporary password.
☐ Check your name.
☐ Locate the Account menu.
☐ Find the Logout option.
☐ Log out and log in again using your new password.

2.2 Understanding Your Dashboard

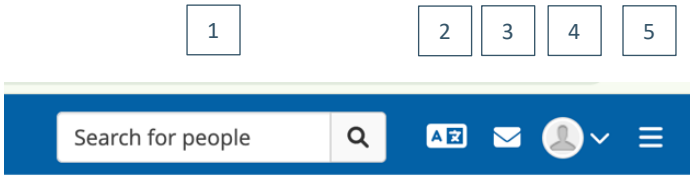
WHAT YOU WILL LEARN – By the end of this page, you will be able to recognise the main areas of the Dashboard and use them to navigate the DEVICES platform.

Your starting point

After you log in, you arrive at your **Dashboard**. It is your private personal homepage and provides quick access to content, portfolios, messages, groups and account information.

KEY IDEA – The Dashboard helps you manage your work. It is not a page that you normally share as part of your ePortfolio.

The main areas of the Top Toolbar



1. SEARCH	2. LANGUAGE	3. INBOX	4. ACCOUNT MENU	5. MAIN MENU
Find people and shared content.	Change the interface language.	Messages and notifications.	Profile, profile picture, settings and logout.	Dashboard, Create, Share, Engage and Manage.

Additional Dashboard sections

The Dashboard also includes sections that help you access information and keep track of your activity, such as:
- your name and profile picture;
- people currently online;
- groups and pending invitations;
- profile completion suggestions;
- links, resources and notifications;
- recent portfolios and shared content.

Some areas will initially be empty. They will contain information as you create pages, join groups, receive messages and gain access to other users' portfolios.

Dashboard or Profile page?

DASHBOARD	PROFILE PAGE
Your private starting page	Your personal presentation to other users
Visible only to you	May be visible to others
Helps you navigate the platform	Provides selected information about you
Displays shortcuts and updates	Can include your introduction and profile picture
Used to manage your work	Used to present yourself

COMMON MISTAKE
Do not use your Dashboard as an ePortfolio page. Create a separate page when you want to present and share your learning.

TRY IT – EXPLORE YOUR DASHBOARD
Log in to the DEVICES platform and find:
☐ Main menu. ☐ Account menu. ☐ Inbox. ☐ Language. ☐ Create. ☐ Share. ☐ Engage. ☐ Name/profile picture.
Then answer:
Which area would you use to create a new portfolio page? _____
Which area would you use to change your password or profile information? _____

2.3 Navigating Mahara

WHAT YOU WILL LEARN – By the end of this page, you will be able to use the Main menu and the Account menu to find the principal areas of the DEVICES platform.

Two menus for different purposes

Mahara uses the Main menu for creating, sharing and exploring content, and the Account menu for managing your profile, preferences and account settings. Keeping these functions separate makes it easier to distinguish between your portfolio activities and your personal account settings.

THE MAIN MENU	THE ACCOUNT MENU
Select the three-line icon to open the Main menu. This menu is organised around five principal areas: **DASHBOARD**: Return to your personal starting page. **CREATE**: Portfolios, Files, Journals, Notes, Plans, Résumé and Tags. **SHARE**: Shared portfolios, access, secret URLs and submissions. **ENGAGE**: People, groups, discussions, messages and feedback. **MANAGE**: Import or export personal portfolio content.	Select your profile icon in the top-right corner to open the Account menu. This menu provides access to the following areas: **PROFILE**: Open your Profile page. **PROFILE PICTURES**: Upload or choose your image. **SETTINGS**: Preferences, legal information, notifications, connected apps and institution membership. **LOGOUT**: End your session securely.

KEY IDEA – The Main menu supports portfolio activities; the Account menu manages your identity and preferences.

Three quick ways to begin

Though the Main Menu, you can access three main work areas:

CREATE	SHARE	ENGAGE
Use the Create area to develop and organise your portfolio. In this area you will find: • Portfolios - create and manage pages and collections. • Files - upload and organise documents, images and other media. • Journals - record experiences and reflections over time. • Notes - create reusable text. • Plans - define goals and related tasks. • Résumé - document your education, experience, skills and achievements. • Tags - browse and manage content by tag.	Use the Share area to control access to your portfolio and manage submissions. You can: • View the pages and collections you have shared. • Check who can view them. • Share a portfolio with individuals or groups. • Access pages and collections shared with you. • Create or manage a secret URL. • Manage portfolio submissions.	Use the Engage area to connect with other users and interact with the learning community. Depending on your access, you may be able to: • Find people and groups. • View their profiles and shared portfolios; • Create and join groups. • Participate in discussions. • Send messages or friend requests. • Give and receive feedback.

Which menu should I use?

I WANT TO…	WHERE SHOULD I GO?
Create a new portfolio page	Main menu → Create → Portfolios
Upload a document or image	Main menu → Create → Files
Write a learning journal	Main menu → Create → Journals
Add information to my résumé	Main menu → Create → Résumé
Share a portfolio	Main menu → Share
Find another user	Main menu → Engage → People
Read a notification	Inbox
Edit my personal presentation	Account menu → Profile
Change account settings	Account menu → Settings
End my session	Account menu → Logout

TRY IT – FOLLOW THE NAVIGATION PATH

Log in to the DEVICES platform and complete the following tasks without changing or deleting any content:

☐ Open the Main menu. ☐ Find Portfolios, Files and Résumé. ☐ Return to the Dashboard. ☐ Open the Account menu. ☐ Find Profile and Settings. ☐ Locate the Logout option.

Complete the two navigation paths:

To create a portfolio page: Main menu → _____ → _____

To edit my Profile page: Account menu → _____

2.4 Your Profile Page

WHAT YOU WILL LEARN – By the end of this page, you will understand the purpose of your Profile page and know how to present yourself while protecting your personal information.

Your introduction to other users

Your **Profile page** is a brief personal presentation page connected to your Mahara account.
Depending on platform settings, it may show: your display name, profile picture, institution, short introduction, shared portfolios and groups.

Profile page or portfolio page?

PROFILE PAGE	PORTFOLIO PAGE
Brief introduction to you	Selected evidence of your learning
Connected to your account	Created for a specific purpose
May reach a broad audience	Shared with selected audiences
Basic personal information	Artefacts, reflections and skills
Digital business card	Curated learning exhibition

KEY IDEA – Use your Profile page as a **short introduction**. Use regular portfolio pages to present projects, evidence, reflections and professional development.

What should your Profile communicate?

A useful Profile page should help another user understand:
- who you are in the learning community;
- what you are studying;
- your main academic or professional interests;
- what types of learning experiences interest you.

It does not need to contain a complete biography or detailed personal information.

EXAMPLE OF A SHORT PROFILE INTRODUCTION
"I am a second-year student in Business Administration. I am interested in digital communication, entrepreneurship and sustainable development. Through my studies and group projects, I am developing research, teamwork and presentation skills."

INFORMATION TO INCLUDE CAREFULLY
You may choose to include:
- your programme of study and academic interests;
- relevant professional interests;
- a brief description of your goals;
- a suitable profile picture;
- links to portfolio pages for the intended audience.

Before adding information, ask: *Does another user need this information to understand my learning or professional interests?*

INFORMATION TO KEEP PRIVATE
Avoid publishing sensitive or unnecessary information, such as:
- your password;
- your full home address;
- personal identification numbers;
- financial or banking information;
- private phone numbers, unless genuinely necessary;
- confidential information about other people;
- documents containing signatures or identification data;
- information that may place you or another person at risk.

PRIVACY AND SAFETY
Information placed on your Profile page may be visible to more users than a portfolio page shared with a specific teacher or group.
When a Profile page or portfolio page is made publicly available, search engines may index and cache it. Removing public access later does not necessarily remove copies that have already been stored by search engines. Secret URLs are generally not indexed unless they are linked from another publicly accessible page.
For these reasons: share only information that is appropriate for the intended audience; avoid making content public unless it serves a clear purpose; review files and images for hidden personal information; ask your teacher or local administrator when you are unsure.

Profile introduction template

You can complete and adapt the following text:
I am a _____-year student in _____.
I am interested in _____.
Through my studies, I am developing _____.
In the future, I would like to _____.

ALTERNATIVE QUESTION PROMPTS
What are you studying?
What topics interest you?
Which skills are you developing?
What kind of experience would you like to gain?
What are your future learning or career goals?

COMMON MISTAKE
Do not copy your complete résumé into your Profile page. Keep the profile concise. Use the Résumé area and dedicated portfolio pages to present detailed evidence of your education, experience and skills.

TRY IT – REVIEW YOUR DIGITAL INTRODUCTION
Draft a profile introduction of 40–60 words.
Check: ☐ Study programme. ☐ One or two relevant interests. ☐ Skills or goals. ☐ No sensitive data. ☐ Clarity for an international audience. ☐ Respectful tone. ☐ Spelling and grammar.
Finally, ask yourself: *What first impression will another user receive from my Profile page?*

2.5 Editing Your Personal Information

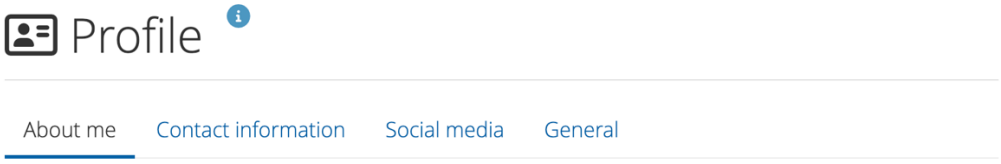
WHAT YOU WILL LEARN – By the end of this page, you will be able to update your personal information, write a short introduction and select an appropriate profile picture.

Your Profile settings

HOW TO EDIT YOUR PERSONAL INFORMATION
1. Open the **Account Menu.**
2. Select **Profile.**
3. Choose the section that you want to update and enter/revise your information.
4. Select **Save Profile.**

Some fields may be managed by your university and may not be editable.

The sections of your Profile area



1. ABOUT ME
The About me section contains your basic profile information.
It includes: your first name, last name, student ID, display name and introduction.
Your first and last name may be required, while most of the other information is optional. Your introduction may appear automatically on your Profile page.

WRITE A SHORT INTRODUCTION
Who I am: I am a _____-year student in _____.
What interests me: I am interested in _____.
What I am developing: Through my studies, I am developing _____.

2. CONTACT INFORMATION
The Contact information section allows you to add: an email address, a website or blog, your town, region or country, telephone numbers and other contact details. Most fields are optional and need not be displayed on a page.

PRIVACY AND SAFETY
Treat your contact details like information on a business card.
Ask: *Does the viewer need it? Is it appropriate for this page? Would I share it with this audience?*

3. SOCIAL MEDIA
Mahara may allow you to save links to social media accounts or external profiles. Only add links that:
- support your academic or professional identity;
- contain appropriate and up-to-date content;
- contribute to the purpose of your portfolio.

You can save social media references in your Profile settings and later choose whether to display them on a portfolio page.

TIP
You do not need to link every social media account you use. Select only what contributes meaningfully to the image you want to present.

COMMON MISTAKE
Updating information does not mean every detail should be visible to everyone. Select only the information that is useful for your learning community and for the specific audiences of your portfolio.

Adding a profile picture

To manage your profile picture:
1. Open the **Account Menu**.
2. Select **Profile Pictures.**
3. Choose an image from your device.
4. Add an optional title and select **Upload**.
5. Choose the image that you want to use as your default image.
6. Select **Set Default**.

CHOOSE AN APPROPRIATE IMAGE
- clear and suitable for education or work;
- simple, non-distracting background;
- not blurred or heavily edited;
- no other people without permission;
- no private information or copyright problems.

Square images work best. The Mahara manual recommends approximately 100 × 100 pixels for display across the platform.

TRY IT – COMPLETE YOUR DIGITAL INTRODUCTION
Complete the following tasks: ☐ Open the Account menu and select Profile. ☐ Check your name. ☐ Write/revise the introduction. ☐ Review contact details. ☐ Remove any unnecessary data. ☐ Open the Account menu and select Profile pictures. ☐ Upload/select a suitable picture. ☐ View the Profile page as another user.
Then answer: *What information helps another user understand who you are as a learner?*

2.6 Building Your Résumé

WHAT YOU WILL LEARN – By the end of this page, you will be able to enter and organise information about your education, experience, achievements, goals and skills in the Mahara Résumé.

Your online Résumé

The **Résumé** is an online curriculum vitae that you can update progressively. You may later include the complete résumé or selected sections in different portfolio pages.

HOW TO ACCESS

1. Open the **Main Menu.**
2. Select **Create**.
3. Select **Résumé.**

The sections of your Résumé

Résumé | Introduction | Education | Employment | Achievements | Goals and skills | Interests

1. INTRODUCTION This section includes a cover letter and selected personal information. Complete only what is useful and appropriate for the intended purpose.	**2. EDUCATION** Use this section to record your academic and professional qualifications. For each entry, you may include: institution, qualification type and name, start and end dates, a brief description and supporting evidence. Mahara allows you to create multiple education entries and change their order.	**3. EMPLOYMENT** Use this section to record relevant work experiences. You may include: paid work, internships, short-term professional experiences, part-time roles and relevant responsibilities. For each position, you can add: employer; job title; start and end dates; short description of your main activities.
4. ACHIEVEMENTS This section may contain: certifications, accreditations, awards, books and publications, memberships. Mahara allows supporting files to be attached to many résumé entries, such as certificates or evidence of awards.	**5. GOALS AND SKILLS** Mahara organises goals and skills into: personal, academic, and career/work. These sections can later be included in portfolio pages to show employers the qualities and capabilities that you can contribute to a role or working group.	**6. INTERESTS** This section allows you to list your personal and/or professional interests. This might include: your hobbies, sporting activities, volunteer work, areas of research and expertise, etc. Include interests when they help the viewer understand your motivations, values or potential contribution.

EXAMPLE OF A STRONG EDUCATION ENTRY

Institution: Hanoi University
Qualification: Bachelor's degree in English Studies
Dates: 2024–present
Description: Studies focused on language, communication, intercultural competence and academic research.

YOU DO NOT NEED TO COMPLETE EVERYTHING AT ONCE

Your résumé is a developing record, not a task that must be finished in one session.

- Start with education and one or two important experiences;
- record current skills and short-term learning or career goals;
- return regularly to add new experiences or qualifications, update dates, revise descriptions, record achievements, reconsider your goals.

USE CLEAR AND ACTIVE LANGUAGE

Describe what you did, your responsibilities and what you learned. Replace general claims with evidence from a specific activity.
For example:

INSTEAD OF	*Participated in a group project.* *Good communication skills.*
WRITE	*Collaborated with four students to research an issue, organise the presentation and communicate findings.* *Developed communication skills by presenting research findings, answering questions and adapting explanations for different audiences.*

CAREER CONNECTION

Your résumé provides structured information.
Your portfolio provides the evidence and reflection that make the information credible.

For example:

- the résumé states that you completed an internship;
- the portfolio shows an artefact from the internship, and the reflection explains what you learned and which competencies you developed.

TRY IT – CREATE YOUR FIRST RÉSUMÉ ENTRIES

Complete at least three areas:

EDUCATION
Institution: _____ Programme: _____ Dates: _____ Main areas: _____.
EXPERIENCE
Role/activity: _____ Organisation: _____ What I did: _____ What I learned: _____.
GOAL
During the next six months, I would like to _____.
SKILL
I developed _____ through _____.

2.7 From Experience to Professional Identity

WHAT YOU WILL LEARN – By the end of this page, you will be able to identify the skills developed through your experiences and connect them with evidence, future goals and employment contexts.

A professional identity develops over time

Your **professional identity** is not defined only by your degree or future job title. It develops through what you learn and experience, the responsibilities you accept, the problems you solve, the feedback you receive, and the interests, values and goals that guide your choices.
Your **ePortfolio** helps you make these elements visible and connect them into a meaningful personal and professional narrative.

Move from experience to evidence

EXPERIENCE Where/when did it happen?	ACTION What did I do?	SKILL Which skill did I use or develop?	EVIDENCE What can I show to support this?	REFLECTION What did I learn?	FUTURE USE Where could I apply this skill again?

A COMPLETE EXAMPLE

Experience: A group research project on sustainable tourism.

Action: Searched reliable sources, organised data with other group members, contributed to the written report and presented conclusions.
Skill: Research, teamwork, written and oral communication and time management.
Evidence: Final report, slides, teacher feedback and group planning document.
Reflection: *I learned that effective teamwork requires clear responsibilities and regular communication. At first, our group found it difficult to coordinate the different tasks. Creating a shared schedule helped us complete the report on time.*
Future use: *These skills will be useful in future university projects, internships and professional situations that require collaboration and project planning.*

Connect your résumé and portfolio

Your résumé and portfolio have complementary functions.

RÉSUMÉ	PORTFOLIO
Summarises your education and experiences	Provides detailed evidence
Lists your skills	Shows how you developed them
Presents goals and achievements	Explains their meaning
Is concise and structured	Allows reflection and personalisation
Tells the viewer what you have done	Helps the viewer understand what you can do

ACTIVITY VS SKILL

The activity is what you did. The skill is the ability you developed or demonstrated while doing it.

ACTIVITY	POSSIBLE SKILL
Gave a presentation	Oral communication
Worked in a group	Teamwork and negotiation
Completed a report on time	Planning and time management
Compared sources	Critical thinking and information literacy
Responded to feedback	Reflection and adaptability

RECOGNISING DIFFERENT TYPES OF SKILLS

The Mahara résumé allows personal, academic and work skills to be recorded and later displayed through selected résumé blocks on portfolio pages.

- Academic: research, critical thinking, academic writing, data analysis, information literacy.
- Professional: specialist software, business planning, translation, educational design, financial analysis.
- Transferable: communication, teamwork, problem-solving, organisation, adaptability, creativity, autonomy.

CAREER MANAGEMENT SKILLS

An ePortfolio can help you understand strengths and areas for improvement, set realistic goals, identify skills that you still need to develop, select relevant evidence and communicate your experience for internships or employment, revise your plans as your interests and opportunities change.

CAREER CONNECTION

Your ePortfolio does not guarantee employment.
However, it can help you prepare for employment by making your skills, evidence, development and goals clearer to yourself and to others.

TRY IT – BUILD A SKILLS–EVIDENCE MAP

Choose one important experience and complete the map.
Experience: *What did I take part in?* _____. Action: *What did I personally do?* _____.
Skill: *What did I develop?* _____. Evidence: *What can I show?* _____.
Reflection*: What did I learn?* _____. Future use: *Where can I use it again?* _____.
Then write a short skills statement: Through _____, I developed _____. This is demonstrated by _____. This skill will be useful for _____.

Final Section 2 checkpoint

Before moving to Section 3, check that you have: ☐ Accessed and explored your Dashboard. ☐ Reviewed your Profile page. ☐ Written a short introduction. ☐ Selected a profile picture. ☐ Entered your main education information. ☐ Recorded at least one relevant experience. ☐ Identified at least three skills. ☐ Written one academic or career goal. ☐ Connected skill and evidence.

SECTION 3 | CREATE: BUILDING PAGES, REFLECTIONS AND CONNECTIONS

3.1 Plan Before You Create

WHAT YOU WILL LEARN – By the end of this page, you will be able to define the purpose, audience and main content of an ePortfolio page before creating it in Mahara.

Start with a clear purpose

Before adding files, images or text, take a few minutes to plan your page. A well-designed ePortfolio page communicates a clear message and helps the viewer understand what you are presenting, why the evidence matters and what you learned. Planning first also helps you decide whether you need one page or a collection of related pages.	**KEY IDEA –** Design should help the viewer understand your learning. It should not distract from the evidence and reflection.

Who is the audience?

POSSIBLE AUDIENCE	WHAT THEY MAY NEED TO UNDERSTAND
Teacher	What you learned and how you responded to the task
Classmates	What you created and how it may connect with their learning
Internship tutor	What activities you completed and which professional skills you developed
Potential employer	What you can do and what evidence supports your skills
You	How your learning, interests and goals are developing over time

The planning sequence

PURPOSE *Why am I creating this page?*	AUDIENCE *Who will view it?*	MESSAGE *What should the viewer understand?*	EVIDENCE *Which artefacts support the message?*	REFLECTION *What will I explain about learning?*	LAYOUT LAST *How can design support the message?*

Plan the content before the layout

It may be tempting to start by choosing columns, images and colours. However, a visually attractive page is not necessarily a meaningful ePortfolio page.	
Begin with: purpose; content; evidence; reflection; audience.	**Then consider:** layout; order of blocks; images; visual balance; page design.
FOUR QUESTIONS TO GUIDE YOUR PLANNING **1. What is the purpose?** Why am I creating this page and what experience do I want to document? **2. Who is the audience?** Who needs to understand this learning experience? **3. What is the main message?** Complete: "After viewing this page, I want the reader to understand that …" **4. Which artefacts provide the best evidence?** Select only reports, slides, images, feedback or other artefacts that support the purpose.	**A SIMPLE PAGE PLAN** **Page title:** My Group Research Project **Purpose:** Document the project and reflect on teamwork and research skills. **Audience:** My teacher and classmates. **Artefacts:** Final report · presentation slides · planning document · teacher feedback. **Reflection:** My contribution · challenges · problem-solving · skills developed · next steps. **Main message:** The project helped me develop research and teamwork skills and understand how communication supports collaboration.

COMMON MISTAKE – Do not upload every file connected with an experience. Select the artefacts that provide the clearest and most relevant evidence.

TRY IT – PLAN YOUR FIRST PAGE

Complete the planning card before opening the Mahara page editor:

Provisional page title: _____

Purpose: _____

Intended audience: _____

Main message: _____

Artefacts I could include: 1. _____ 2. _____ 3. _____

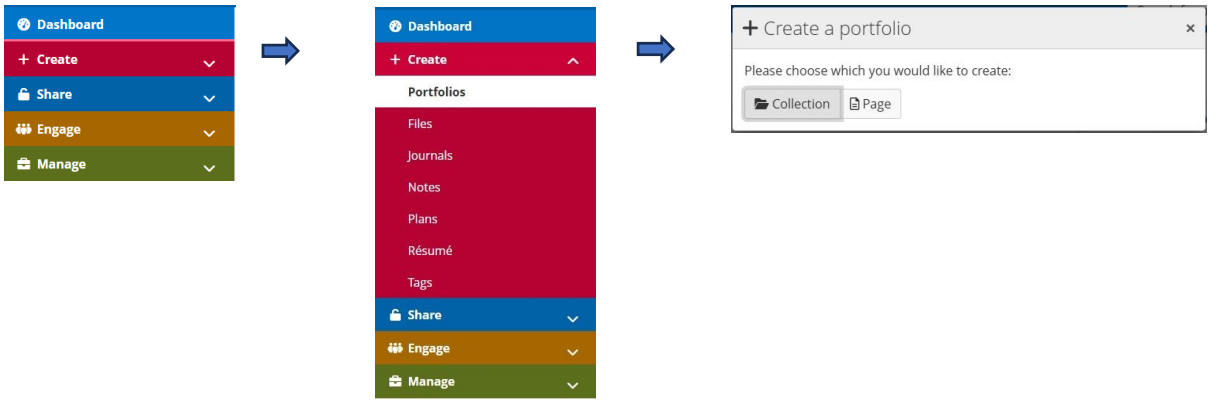
What I will reflect on: _____

3.2 Creating a New Page

WHAT YOU WILL LEARN – By the end of this page, you will be able to open the Portfolios area and create a new ePortfolio page in Mahara.

Open the Portfolios area

Main menu → Create → Portfolios → Create a portfolio



Step-by-step: create a new page

1. OPEN	2. CREATE	3. PAGE	4. SETTINGS	5. SAVE
Open Portfolios.	Select Create.	Choose Page.	Add title and details.	Save and start editing.

What can you do in Portfolios?

CREATE	COPY & SEARCH	SORT & ACCESS	MANAGE
Start a new page or collection.	Reuse an enabled portfolio or find existing work.	Change the order and review who can view it.	Edit, copy or delete; add a cover image where useful.

CREATE A PAGE OR A COLLECTION?

- **Select Page when you want to:**
  present one learning experience or project;
  reflect on a particular skill;
  combine a limited group of related artefacts.
- **Select Collection when you want to:**
  connect several pages;
  organise a long-term or professional portfolio;
  guide the viewer through content in a logical order.

TIP – If this is your first experience with Mahara, begin with a page. You can add it to a collection later.

CREATE FROM SCRATCH OR COPY?

- **Create from scratch** when you want to design your own structure or create an individual page for a specific experience.
- **Copy an existing portfolio** when your teacher provides a template, you want to reuse a previous page, or a shared portfolio can be copied.

When copying, review the title, instructions, content and settings. Remove example content that does not apply to you.

Before continuing:
- confirm that you selected Page, not Collection;
- complete Settings and save the page;
- add content, preview it and share it with the appropriate audience.

COMMON MISTAKE – Do not edit the Dashboard or Profile page when you intend to create a learning portfolio. Use Create → Portfolios → Create → Page.

TRY IT – CREATE A PRACTICE PAGE
Create a new page with the provisional title: **"My First ePortfolio Page".**
At this stage:
☐ open Portfolios
☐ select Create
☐ select Page
☐ confirm that Settings appears
☐ do not share the page yet
Then answer: *Where would you go to create a collection instead?* _____

3.3 Setting Up Your Page

WHAT YOU WILL LEARN – By the end of this page, you will be able to give your page a clear title, write a useful description, add tags and review the main page settings.

The Settings screen

1. PAGE TITLE	2. DESCRIPTION	3. TAGS	4. INSTRUCTIONS
Required and specific	Short and informative	Relevant and consistent	Read before editing

Create → Page → Settings → Save

1. CHOOSE A CLEAR PAGE TITLE

The title should tell the viewer what the page is about.

LESS EFFECTIVE	CLEARER
My Page · Project	Sustainable Tourism Group Project
Reflection · Semester 1	Skills Developed during my Internship

TIP – Experience + focus – Include the experience and, where useful, its purpose: *Group Presentation: Developing Communication Skills.*

2. WRITE A SHORT DESCRIPTION

Briefly explain what the page contains, why it was created and what the viewer can expect.
Template: *This page presents ____. It includes ____. It focuses on ____.*
Example: *This page presents a group research project completed during the first semester. It includes the final report, presentation slides and a reflection on the research, teamwork and communication skills I developed.*

COMMON MISTAKE – Do not put the complete reflection in the description. Add it later in a text or journal block.

3. ADD USEFUL TAGS

Tags help you organise and find pages. Use three to five terms such as course, semester, experience, skill, project topic or reflection.

Example: *English · Semester 1 · Group project · Communication · Teamwork*
Be consistent: use Teamwork rather than alternating between Team work, Group work and Working in teams.

4. READ PAGE INSTRUCTIONS

Teacher instructions may specify required artefacts, reflection prompts or sharing settings. Read them before adding content.

OPTIONAL ADVANCED SETTINGS

- Cover image – relevant, clear at small size and legally usable;
- Name display – appropriate for the purpose and audience;
- Page URL – personalised where enabled;
- Theme or skin – use visual options to support readability.

For your first page, focus on: Title · Description · Tags

A COMPLETE EXAMPLE

Title: Developing Teamwork through a Group Research Project.
Description: A group project on sustainable tourism, with report, presentation and reflection on my contribution.
Tags: Tourism · Teamwork · Research · Semester 1.
Instructions: Add two artefacts; explain one challenge and one skill.

TRY IT – COMPLETE YOUR PAGE SETTINGS

Use the page created previously.
Title: _____
Description (2–3 sentences): _____
Tags (3–5): _____
Then select **Save.**

CHECK BEFORE YOU SAVE

☐ Clear title
☐ Short description
☐ Relevant, consistent tags
☐ Instructions read
☐ No sensitive information
☐ Legal cover image
☐ Settings match purpose and audience

3.4 Editing the Layout and Adding Blocks

WHAT YOU WILL LEARN – By the end of this page, you will be able to add blocks, arrange them on your page and create a clear and accessible layout.

The Edit page screen

After saving the page settings, Mahara opens the Edit page screen. Here you can add, move and resize blocks, return to settings, preview the page and manage sharing.
Use the editing toolbar to reach the main functions even when the page becomes longer.

THE MAIN EDITING TOOLS

- Add a block – place new content on the page.
- Settings – edit title, description, tags and options.
- Display page – preview the viewer's experience.
- Share – manage who can access the page.
- Portfolios – return to your pages and collections.

How to add a new block

DRAG	DROP	SELECT	CONFIGURE	SAVE
Select the Add block tool.	Choose the position.	Choose the content type.	Add title and content.	Confirm the block.

ADD A BLOCK
- Drag "Add a new block" to the desired position.
- Release it when the dotted outline appears.
- Choose Text, Image, Files, PDF, Embedded media, Journal or Résumé information.
- Configure the block and select Save.

TIP
Organise blocks in the order you want viewers to read them.
A simple sequence is:
Introduction → Artefact → Reflection → Skills → Next steps

Choose a simple layout

MOVING AND RESIZING BLOCKS
In Edit mode, you can drag blocks to a new position, place them beside or below each other, resize them and create rows or columns.
Use one column for longer reflections; two columns to pair evidence with explanation; three columns only for short related content.

ONE- AND TWO-COLUMN EXAMPLES

One-column layout:

Page introduction
Project artefact
Reflection
Skills developed
Future improvement

Two-column layout:

Left column	Right column
Project image or video	Description and context
Assignment file	Reflection
Feedback received	Revision and next steps

Avoid four or more columns: they are difficult to read on smaller screens.

Make the page easy to understand

USE MEANINGFUL BLOCK TITLES
Less useful: Text · File · Image · My work
Better: About this project · My contribution · Final report · What I learned · Feedback and revision · My next steps

ACCESSIBILITY TIP
Use meaningful headings, avoid very narrow columns, do not communicate meaning through colour alone, add image descriptions and check the page at different screen sizes.
Preview regularly with Display page to check reading order, block width, media, empty space and readability.

COMMON MISTAKE – A file name such as *Presentation_final_2.pptx* does not explain why the artefact matters.

TRY IT – BUILD YOUR PAGE STRUCTURE
Add four placeholder blocks:
1. About this experience
2. Learning evidence
3. My reflection
4. Skills and next steps.

Arrange them in a logical reading order, then check:
☐ No more than three columns.
☐ Meaningful block titles.
☐ Important content first.
☐ Clear reading order.
☐ Viewed in Display mode.

3.5 Adding Text and Writing Reflections

WHAT YOU WILL LEARN – By the end of this page, you will be able to add text to your page and write a reflection that explains the meaning of your learning evidence.

Text gives meaning to your artefacts

A file, image or video shows what you produced. Text helps the viewer understand the context, your contribution, the learning process, the skills demonstrated and your future development. Without explanation, the viewer may see the product but not the learning behind it.	**ADDING A TEXT BLOCK** 1.Open the page in **Edit mode** and add a **new block**. 2. Select **Text** and give the block a meaningful title. 3. Write and format the **content**; add **tags** where useful. 4. Select **Save**.

Description is not reflection

DESCRIPTION ANSWERS What happened? What did I do? What was the task? What was my role? It gives the viewer the necessary context.	**REFLECTION ANSWERS** What did I learn? What was difficult? How did I respond? Which skills developed? What would I change next time? It explains what the experience means for your learning and development.

A guided reflection model

DESCRIBE	INTERPRET	EVALUATE	CONNECT	PLAN
What did I do?	What did I learn?	What worked / was difficult?	What does this relate to?	What will I do next?

MOSTLY DESCRIPTIVE We prepared a group presentation. I searched for information and prepared three slides. The teacher gave us feedback.	**MORE REFLECTIVE** Preparing the presentation showed me that finding information is only one part of research. I also needed to evaluate whether sources were reliable and relevant. In future projects, I will compare sources more carefully and explain why I selected them.

Choose the right space for reflection

TEXT BLOCK Best for introductions and focused reflections linked to one page or specific artefacts. Useful for a concise final presentation.	**JOURNAL** Best for dated entries that document learning over time, such as an internship, long project or semester course. Example: initial goal → challenge → feedback → evidence of progress → final reflection.
REFLECTION PROMPTS *What did I understand better? What changed in my thinking? Which skill did I develop? What would I do differently?*	**WRITING TIP** Use short paragraphs and clear sentences. A focused reflection of about 100–200 words can be more effective than a long description without a clear learning point.

KEY IDEA – Description tells the viewer what you did; reflection explains what the experience means for your learning and development.

TRY IT – WRITE YOUR FIRST REFLECTION

Choose one artefact and complete the prompts:

I selected this artefact because _____.
My main contribution was _____.
The most important thing I learned was _____.
One difficulty I encountered was _____.
This experience helped me develop _____ because _____.
Next time, I will _____.

Now combine your answers into one coherent reflection. _____

3.6 Adding Files, Images and Media

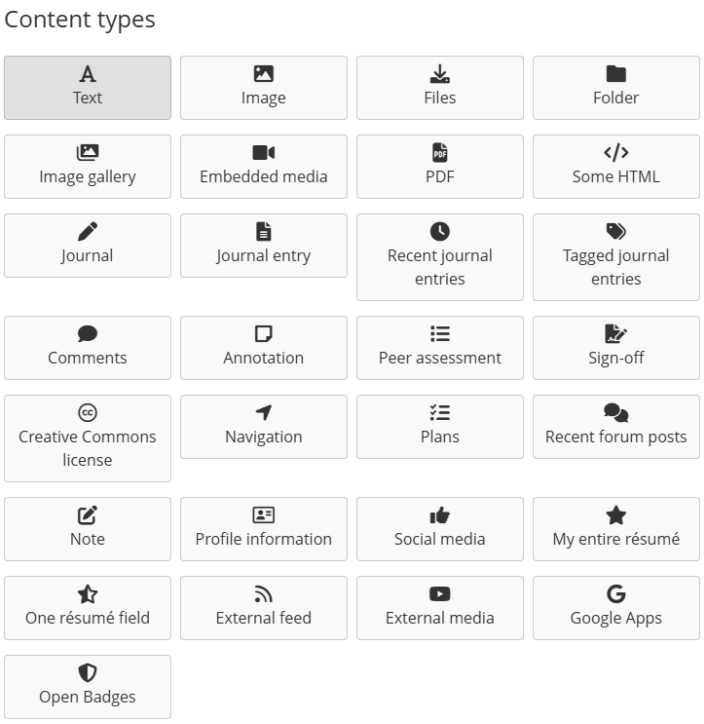
WHAT YOU WILL LEARN – By the end of this page, you will be able to select the appropriate block for a file, image, PDF, audio or video artefact and present it clearly and responsibly.

Choose evidence that supports your message

Digital artefacts can include reports, slides, photographs, posters, certificates, spreadsheets, audio or video recordings and feedback documents.
Do not add a file simply because it is available. Choose evidence that supports the purpose and message of the page.

BEFORE YOU ADD AN ARTEFACT, ASK:
- *What does it demonstrate?*
- *Is it my own work, or do I have permission to share it?*
- *Does it contain confidential or personal information?*
- *What explanation will the viewer need?*

Choose the correct block



Add and present your artefacts clearly

FILES AND IMAGES
1. Add a new block and choose Files or Image.
2. Select an existing item or upload a new one.
3. Give the block a clear title and check the file name.
4. Add a short explanation of what the artefact represents and your role.

MEANINGFUL FILE NAMES
Prefer *Sustainable_Tourism_Group_Report.pdf to final.docx* or *report_new_final3.pdf.*

PDF AND AUDIO / VIDEO
Use the PDF block when the viewer should read a document directly on the page. A long PDF should not replace your reflection.
Use Embedded media for supported uploaded audio or video. Before uploading, check file size (maximum 8 MB), format, quality, permission and whether captions or a transcript are needed.

ACCESSIBILITY TIP
Add a useful image description so the important information is also available to viewers who cannot see the image clearly.

Copyright, consent and confidentiality

CHECK BEFORE SHARING
☐ You created the content or have permission to use it.
☐ Sources and authors are acknowledged.
☐ People visible or audible have agreed to its use.
☐ Personal identification or confidential data have been removed.

PRIVACY WARNING
Documents may contain names, email addresses, student IDs, signatures, comments about other people, confidential workplace information or hidden metadata.
Review the file itself — not only what is visible on the portfolio page.

TRY IT – ADD ONE LEARNING ARTEFACT
Select one artefact and check:
☐ the artefact supports the purpose of my page; ☐ I selected the correct block type; ☐ the file has a meaningful name; ☐ the block has a clear title.
☐ I explained what the artefact is and my contribution; ☐ I connected it with learning or skills; ☐ I checked copyright, consent and permission; ☐ I removed unnecessary personal information.
Finally, view the artefact in Display mode and check that it appears as intended.

3.7 From Artefact to Meaningful Reflection

WHAT YOU WILL LEARN – By the end of this page, you will be able to explain why an artefact is meaningful and write a reflection that connects experience, learning, skills and future development.

An artefact is evidence, not the complete story

An artefact can show the result of an activity, but it does not always explain the learning process behind it. A presentation may show the final slides, topic and organisation — but not necessarily your contribution, decisions, challenges, feedback or future intentions.	**KEY IDEA** – Reflection provides the missing story. It helps the viewer understand not only what you produced, but how the experience contributed to your development.

The reflection process

SELECT Why this artefact?	DESCRIBE What happened?	ANALYSE What did I learn?	CONNECT What does it relate to?	PROJECT What comes next?

SELECT + DESCRIBE Explain why the artefact matters, then give enough context for the viewer to understand the activity, your role and what you produced. *Useful starters: "I selected this artefact because…" / "This work is significant for my learning because…"* **ANALYSE** Focus on learning: what was difficult, how you responded, what changed in your thinking and which feedback influenced your work.	**CONNECT + PROJECT** Connect the experience with another course, previous activity, internship, professional competence, interest or future goal. Conclude with a realistic next step: what you will do differently, which skill still needs development or how you will apply the learning elsewhere. **REMEMBER** Keep description concise. The central part of the reflection should explain learning and development.

From description to reflection

MAINLY DESCRIPTIVE *"We completed a group presentation. I researched the topic and prepared the slides. We presented the project and received feedback."*	**MORE REFLECTIVE** *"I selected this presentation because it shows how my approach to group work changed. Using a shared outline improved coordination and helped me develop communication skills. In my next presentation, I will simplify visual information and explain key points orally."*

Reflection depth: three levels

LEVEL	MAIN FOCUS	EXAMPLE
Descriptive	What happened	*"I prepared three presentation slides."*
Analytical	What I learned and why	*"I learned that visual information must be selected carefully because too much text distracted the audience."*
Developmental	How I will use the learning	*"In future presentations, I will use one key message per slide and prepare a clearer oral explanation."*

Questions for deeper reflection

LEARNING + CHALLENGES • *What do I understand now that I did not understand before?* • *What did not work as expected, and why?* • *What strategy did I use, and was it effective?*	**FEEDBACK + FUTURE ACTION** • *What feedback influenced my work?* • *Which skill became more visible or still needs development?* • *What is one realistic next step, and where can I apply this learning again?*

TRY IT – DEVELOP YOUR REFLECTION

Choose one artefact and write one or two sentences for each stage:

Select – why I chose it; Describe – what the activity involved and my contribution; Analyse – what I learned and one challenge.

Connect – another experience or skill it relates to; Project – one realistic next step.

Then combine your answers into one coherent reflection of approximately 150–200 words.

3.8 Connecting Learning, Skills and Employability

WHAT YOU WILL LEARN – By the end of this page, you will be able to connect your learning evidence with professional and transferable skills and explain how these skills may support your future career.

From learning experience to employability

Employability is not based only on having a qualification. It also involves recognising what you know and can do, identifying competencies developed through experience, providing evidence, communicating them clearly and planning further development. The DEVICES ePortfolio supports this process by connecting experiences, evidence, reflection, skills and future goals.	**CAREER CONNECTION** Potential employers need to understand what you contributed, what you can do, what evidence supports your claims and why your experience may be relevant to their context.

The skills-evidence connection

EXPERIENCE *Where?*	ACTION *What did I do?*	SKILL *What ability?*	EVIDENCE *What can I show?*	VALUE *Why useful?*

Do not simply list your skills

SIMPLE STATEMENT *"I have teamwork skills."*	**EVIDENCE-BASED STATEMENT** *"During a group research project, I coordinated the task schedule, shared progress and helped resolve differences about the final structure. The planning document, presentation and peer feedback provide evidence of my teamwork and organisational skills."*

Different types of skills

ACADEMIC SKILLS • research, critical thinking and academic writing • data analysis, information literacy and self-directed learning	**PROFESSIONAL / TECHNICAL SKILLS** • field-specific tools, procedures and specialist software • professional tasks such as translating, designing or analysing
TRANSFERABLE SKILLS • communication, teamwork and problem-solving • organisation, adaptability, creativity, autonomy and intercultural competence	**CAREER MANAGEMENT SKILLS** • recognising strengths and development needs • setting goals, exploring opportunities, making decisions and adapting plans

Activities are not skills

WHAT YOU DID	POSSIBLE SKILLS
Conducted interviews	Communication, listening and research
Organised an event	Planning, teamwork and problem-solving
Revised an assignment after feedback	Reflection, adaptability and self-regulation
Worked with international students	Intercultural competence and collaboration

Build a credible skills statement

USE THIS STRUCTURE *Through [experience], I developed [skill] by [action]. This is demonstrated by [evidence]. The skill will be useful for [future context].* **Example**: *Through an internship, I developed professional communication skills by responding to enquiries and preparing information for different audiences. The materials I produced and supervisor feedback provide evidence.*	**ADAPT TO THE AUDIENCE** • Teacher: learning process, disciplinary knowledge, feedback and progress. • Internship tutor: responsibilities, professional conduct and skills developed. • Employer: relevant competencies, concrete evidence, contribution and future goals.

TRY IT – CREATE A SKILLS-EVIDENCE STATEMENT

Choose one experience and identify:

☐ your action or contribution; ☐ one skill developed; ☐ supporting evidence; ☐ a possible future use; ☐ one area to improve; ☐ your next step.

Then write: Through _____, I developed _____ by _____. This is demonstrated by _____. This skill may be useful for _____.

3.9 Creating a Collection

WHAT YOU WILL LEARN – By the end of this page, you will be able to create a collection, add existing pages and organise them in a logical sequence.

What is a Collection?

A Collection is a group of portfolio pages connected in a defined order. Use it to organise related pages, document stages of a project, connect evidence and reflection, or guide viewers through a longer learning story.

TIP – Create the individual pages first. Organise them into a collection when their relationship and preferred order are clear.

Page or Collection?

PAGE	COLLECTION
Presents one main topic or experience	Connects several related pages
Contains blocks and artefacts	Provides navigation between pages
Has its own title and purpose	Has an overall title and description
Can stand alone	Creates a broader portfolio structure

Design and organise a Collection

CREATE	DESCRIBE	ADD PAGES	ORDER	REVIEW	SHARE
Open Portfolios	Title + description	Select pages	Arrange sequence	Check navigation	Set access

How to create the collection

STEPS 1–3
1. Main menu → Create → Portfolios.
2. Select Create, then choose Collection.
3. Enter the collection name, description and tags.

STEPS 4–6
4. Select Next: Edit collection pages.
5. Add existing pages and arrange them in the desired order.
6. Review navigation and continue to access settings.

Organise pages in a logical sequence

POSSIBLE SEQUENCE
Introduction → Evidence → Reflection → Skills → Future goals
Ask: *What should the viewer see first? Which pages provide context and evidence? Where should reflection appear? How should the collection conclude?*

PRIVACY WARNING
Check every page before sharing the collection. One page may contain information appropriate for a teacher but not for a broader audience.

A SIMPLE COLLECTION PLAN

MY CAREER DEVELOPMENT PORTFOLIO
1. About Me and My Goals
2. Learning Experiences
3. Skills and Evidence
4. Internship Experience
5. Future Development Plan

COLLECTION DESCRIPTION
This collection presents my learning and professional development. It includes selected evidence, reflections on skills and an action plan for future learning and career goals.

CONSISTENT TITLES
Use a similar style and level of detail across page titles. Avoid mixing vague labels such as “Project” with highly specific titles.

COMMON MISTAKE
Do not create a collection containing pages with no clear relationship. A collection should communicate one broader learning or professional story.

TRY IT – DESIGN A COLLECTION
Plan a collection containing three to five pages.
Write a collection title and short description, then list the page sequence in the order you want viewers to follow it.
Intended audience: _____
Overall message: After viewing this collection, I want the audience to understand _____.

3.10 Reviewing Your Portfolio

WHAT YOU WILL LEARN – By the end of this page, you will be able to review the content, reflection, structure and presentation of a page or collection before sharing it.

Review before you share

CONTENT	MEANING	PRESENTATION
Is the evidence relevant and complete?	*Have I explained what I learned and developed?*	*Can the audience navigate and understand the page easily?*

Use Display page to review the portfolio without editing controls and check it from the viewer's perspective.

What makes a complete page effective?

1. INTRODUCTION State the purpose and what the viewer will find.	**5. SKILLS** Connect the experience with competencies.
2. EVIDENCE Select artefacts that support the main message.	**6. FEEDBACK** Show how feedback informed improvement.
3. CONTRIBUTION Make your individual role visible.	**7. NEXT STEPS** Identify realistic actions for continued learning.
4. REFLECTION Explain learning, challenge and development.	**CLEAR TITLE** Identify the experience and the main focus quickly.

Portfolio quality checklist

PURPOSE · EVIDENCE · REFLECTION	DESIGN · LANGUAGE · PRIVACY
☐ Purpose, audience and main message are clear.	☐ Headings and blocks follow a logical reading order.
☐ Artefacts are relevant, titled and explained.	☐ Text is readable; images have meaningful descriptions.
☐ My contribution is visible; files and links work.	☐ Language is clear, concise and consistent.
☐ Reflection explains learning, challenge and response.	☐ Personal information, copyright and consent are checked.
☐ Skills are connected with evidence and a next step.	☐ Audience/access settings are correct; Display mode is reviewed.

Peer review before sharing

ASK A CLASSMATE	FEEDBACK PROMPTS
• *What is the main purpose of the page?*	*A strength of this portfolio is…*
• *Which artefact is most convincing?*	*The artefact that best demonstrates learning is…*
• *What learning or development is visible?*	*One section that could be explained more clearly is…*
• *Which skill is demonstrated most clearly?*	*One possible improvement is…*
• *Is anything difficult to find or understand?*	*One question I still have is…*

TRY IT – REVIEW YOUR PORTFOLIO

Open your page in Display mode and review it using the checklist above.

Ask one classmate to identify one strength and one improvement.

My strongest section is _____. One change I will make before sharing is _____.

Final Section 3 checkpoint

Before moving to Section 4, check that you can:

☐ plan a page for a purpose and audience
☐ create a page and complete its settings
☐ add and organise blocks
☐ present artefacts clearly
☐ write a meaningful reflection
☐ connect evidence with skills and employability
☐ create and organise a Collection
☐ review the portfolio from the viewer's perspective

SECTION 4 | SHARE AND ENGAGE

4.1 You Control Your Audience

WHAT YOU WILL LEARN – By the end of this page, you will understand how access permissions work and be able to select an appropriate audience for a page or collection.

Your portfolio is private until you share it

Creating or uploading content does not automatically make it visible to other users.
Your files, journal entries, résumé information and other artefacts remain in your personal area.

To share learning evidence, place it on a page, review the page, choose who may view it and save the access settings.
Mahara therefore separates creating content from giving access to content. Artefacts can be shared with others after they have been placed on a portfolio page and the viewer has been granted permission to access that page or collection.

KEY IDEA – You decide what to share, with whom and for how long. Not every page needs the same audience.

Different pages for different audiences

AUDIENCE	POSSIBLE PURPOSE	POSSIBLE CONTENT
Teacher	Receive feedback or complete a course activity	Assignment, reflection, learning challenges and questions
Classmates	Share ideas and receive peer feedback	Project outputs, learning strategies, reflections
Internship tutor	Document professional development	Activities, evidence, feedback and competencies
Potential employer	Present relevant skills and experience	Résumé, selected achievements and professional evidence
External assessor	Support evaluation or certification	Required artefacts and structured reflection
You	Record learning, private development	Draft reflections, personal goals and development plans

The access decision

PURPOSE	AUDIENCE	CHECK	ACCESS	TIME	REVIEW
Why share?	Who needs access?	Is content suitable?	Which access type?	Should it end?	What will viewers see?

Choose the smallest appropriate audience

LEVELS OF ACCESS

- PRIVATE — Only you. For drafts, private reflection and personal planning.
- SPECIFIC PERSON — Selected users. For teacher feedback, mentoring or supervision.
- GROUP — Members of a selected group. For course, project or peer-review activities.
- REGISTERED USERS / INSTITUTION — A broader academic audience; use only for a clear reason, when the content is appropriate for a wider academic community.
- SECRET URL — External viewers without an account who receive the link.
- PUBLIC — Anyone online who finds the page; use only when public visibility is intentional.

TIPS

PURPOSE COMES BEFORE AUDIENCE
Choose the smallest audience that genuinely needs access.

TEMPORARY ACCESS
For people or groups, use *"From / To"* dates when access is needed only for assessment, recruitment, supervision or a project period.

CHECK THE ENTIRE COLLECTION
Review every page: remove outdated information, drafts, personal data and files that should not be shared.

PRIVACY WARNING – One inappropriate page can make the entire collection unsuitable for the intended audience.

TRY IT – CHOOSE THE AUDIENCE

Match each situation with the most appropriate sharing option: private; specific person, group; institution; secret URL; public.

1. Lecturer comments on a draft reflection: _____
2. Employer without a Mahara account: _____
3. Personal career plan while still developing it: _____
4. Project group reviews a shared presentation: _____

My current page should be shared with _____ because _____.

4.2 Sharing with People and Groups

WHAT YOU WILL LEARN – By the end of this page, you will be able to share a page or collection with a teacher, another user or a group within the DEVICES platform.

Open the sharing settings

Mahara provides access to the Edit access screen both from the page-editing area and from Share → Shared by me. The Portfolios overview also uses locked and unlocked icons to show whether a portfolio has already been shared.

FROM THE PAGE EDITOR	FROM PORTFOLIOS OVERVIEW	FROM THE SHARE AREA
Edit mode → Share → Edit access	Main menu → Create → Portfolios → access icon → Manage access	Main menu → Share → Shared by me → Edit access

COMMON MISTAKE – Before changing permissions, check that you selected the correct page or collection. Do not assume that only the page currently visible will be shared.

Choose who can view the portfolio

SHARING WITH A PERSON
Use this for a teacher, tutor, classmate, mentor or another registered user.
1. Choose Person.
2. Search by name.
3. Check the profile details.
4. Select the correct user.
5. Add From / To dates if needed.
6. Save.

SHARING WITH A GROUP
Use this when all members of a course or project group should have access.
1. Select "Group" in the "Share with" menu.
2. Search for the group name.
3. Select the correct group.
4. Check the eligible members.
5. Add a time limit if needed.
6. Save.

SET AN ACCESS PERIOD
Use *"From and To"* dates for assessment, peer review, internship supervision or a project period. Without an end date, access may continue until you remove it.

ADVANCED OPTIONS
Allow comments — enable when feedback is required.
Moderate comments — approve comments before they become visible to others.
Allow copying — enable only for templates, examples or reusable learning resources. It is normally unnecessary for personal evidence or private reflections.

SAVE AND VERIFY
After saving, check the access icon, review the people/groups with access and open the portfolio in Display mode.

Person or group?

SHARE WITH A PERSON	SHARE WITH A GROUP
Appropriate for Individual feedback	Appropriate for Collective activities
Selected user(s)	All eligible group members
Useful for Teacher / mentor review	Useful for Peer review / project work
More precise control	More efficient for larger cohorts

Share, then check

SELECT	CHOOSE	SET	REVIEW	SAVE	VERIFY
portfolio	audience	dates	options	changes	access

COPYING WARNING – Allow copying only when you understand what another user will be permitted to duplicate.

TRY IT – SHARE WITH A TEACHER OR PEER
Use a practice page without sensitive information.
☐ Open Edit access
☐ Check the page title
☐ Select the correct user/group
☐ Enable comments if needed
☐ Add an end date if appropriate
☐ Save
☐ Verify the access icon and access list.
Then complete:
I shared the page with _____. Purpose: _____. Access ends: _____.
Comments are enabled / disabled because _____.

4.3 Secret URLs and Public Sharing

WHAT YOU WILL LEARN – By the end of this page, you will understand the difference between a secret URL and public access and be able to share a portfolio safely with someone who does not have a Mahara account.

Sharing outside the DEVICES platform

SECRET URL	PUBLIC ACCESS
A private link for selected external viewers who do not have a Mahara account. The viewer needs the complete link, and access can be limited in time.	Makes the portfolio available on the internet to anyone who knows or discovers its URL. Use only when public visibility serves a clear purpose.

KEY IDEA – A secret URL is private because it is difficult to guess, not because it is restricted to one named person. Anyone who receives the link may be able to use it.

Secret URL or public access?

SECRET URL	PUBLIC ACCESS
Selected external viewers	General online audience
Complete private link required	May be discovered online
Can have start/end dates	May remain visible until removed
Link can be deleted	Cached copies may remain
Good for employers / assessors	Only for intentionally public work

PUBLIC ACCESS WARNING – Removing public access later does not guarantee that copies, screenshots or cached versions will disappear from the internet.

WHEN SHOULD YOU USE A SECRET URL?

A secret URL may be appropriate when:

- the viewer does not have a Mahara account;
- access should remain limited;
- the portfolio supports an application or assessment;
- access should end after a specific period;
- the portfolio does not need to appear in search results.

WHEN MIGHT PUBLIC SHARING BE APPROPRIATE?

Public sharing may be considered when:

- the work is intended for a public audience;
- the student owns the content or has permission to publish it;
- the portfolio contains no confidential or sensitive information;
- public visibility supports a clear academic, professional or community purpose;
- the institution has provided appropriate guidance.

EXAMPLES MIGHT INCLUDE:

an open educational project; a public community initiative; a professional portfolio deliberately designed for general visibility; a public exhibition of original creative work.

Create and manage a secret URL

SHARED BY ME	SECRET URL	CREATE	COPY	SET DATES	SEND SECURELY	DELETE WHEN DONE

HOW TO CREATE IT

1. Main menu → Share → Shared by me.
2. Select Edit secret URL access.
3. Select New secret URL.
4. Copy the generated link.
5. Add a start and/or end date.
6. Save.

MANAGE ACCESS

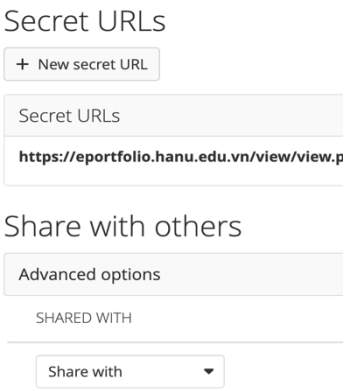
Create separate URLs for different audiences when useful. Each link can have its own dates and can be deleted independently. To deactivate access, return to *"Shared by me"* and delete the relevant URL.

PUBLIC ACCESS

Use only when the work is intentionally public, contains no sensitive information and you have permission to publish all content.

CHECK BEFORE EXTERNAL SHARING

- Remove IDs, private contact details and signatures.
- Check names, images, voices and group contributions.
- Remove confidential institutional or workplace material.
- Confirm copyright, licences and permissions.
- Review every page in the collection.



Send the link securely

Use an individual email or secure message. Explain what the portfolio contains, why the person is receiving access and when access ends. Ask the recipient not to forward the link, and deactivate it after use.

EXAMPLE

"I am sharing my DEVICES ePortfolio. The link will remain active until [date]. Please do not forward it."

TRY IT – PLAN EXTERNAL ACCESS

Imagine sharing a professional portfolio with an internship supervisor who does not have a Mahara account.

Sharing method: _____ Reason: _____ End date: _____

Content to review/remove: _____ How I will deactivate access: _____

Final Safety Check:

☐ Review every page; ☐ Remove personal information; ☐ Check permissions/copyright; ☐ Set an appropriate access period; ☐ Test the link while logged out.

4.4 Giving and Receiving Constructive Feedback

WHAT YOU WILL LEARN – By the end of this page, you will be able to give respectful and useful feedback, receive comments on your portfolio and choose an appropriate public or private feedback setting.

Feedback supports portfolio development

An ePortfolio can support dialogue, revision and continued learning. Feedback can help you recognise strengths, identify what is unclear, improve reflection, connect evidence with skills and define realistic next steps.	**COMMENTS IN MAHARA** Comments on a shared portfolio page are normally displayed in the Comments section. The author controls whether comments are allowed.

KEY IDEA – Effective feedback does more than say whether a portfolio is good or bad. It helps the author understand what works, what needs clarification and what could be done next.

A simple feedback structure

NOTICE a strength	EXPLAIN why it works	QUESTION what is unclear	SUGGEST a next step

LEAVE A COMMENT 1. Open the shared page in Display mode. 2. Go to Comments / Add comment. 3. Write your feedback. 4. Check whether the comment is public or private. 5. Attach a file if needed and permitted. 6. Select Comment.	**CONSTRUCTIVE FEEDBACK IS** • Specific – refers to a particular section or reflection. • Evidence-based – explains what led to the observation. • Respectful – focuses on the work, not the person. • Balanced – identifies strengths and areas for development. • Actionable – suggests a realistic next step.
PUBLIC OR PRIVATE? • Public: visible to everyone who can access the page. Useful for shared peer-review discussion. • Private: visible only to you and the portfolio author. Prefer this for sensitive or individual feedback.	In Mahara, comments are public to the portfolio audience by default unless the commentator changes the setting. Private comments are visible only to the commentator and the portfolio or artefact author.

PRIVACY TIP - Before submitting feedback, check the visibility setting. Do not include confidential or personal information in a public comment.

From unhelpful to useful feedback

TYPE	LESS USEFUL	MORE USEFUL
Too general	*"Good portfolio."*	*"The project evidence is clearly organised, and the reflection shows how your research approach changed."*
Only negative	*"The reflection is unclear."*	*"The activity is clear, but the reflection could explain what you learned from the difficulty and what you would do differently next time."*
Too directive	*"Delete this section."*	*"Dividing this section into 'What I learned' and 'Next steps' may make the message clearer."*

Receiving feedback

Read the complete comment. Identify the section it refers to. Separate the reviewer's observation from the suggested solution. Ask for clarification when needed, compare comments and decide how you will respond.	**REMEMBER –** Feedback is an invitation to review and improve. The portfolio author remains responsible for deciding which changes are appropriate.

TRY IT – GIVE CONSTRUCTIVE PEER FEEDBACK

Review one portfolio page created by a classmate.

One strength is _____ because _____.

I would like to know more about _____.

One connection that could be clearer is _____.

One possible next step is _____.

Check:

☐ Specific

☐ Evidence-based

☐ Respectful

☐ Balanced

☐ Realistic suggestion

☐ Correct public/private setting

4.5 Revising Your ePortfolio after Feedback

WHAT YOU WILL LEARN – By the end of this page, you will be able to interpret feedback, decide which changes to make and document how your portfolio has developed.

Feedback becomes useful through action

Receiving feedback does not automatically improve a portfolio. Improvement occurs when you interpret the comment, compare it with your purpose, decide how to respond, revise the relevant content and review the effect of the change.	**KEY IDEA –** Feedback is not the end of the process. It begins a new cycle of reflection, decision and revision.

The feedback-to-revision cycle

READ	INTERPRET	DECIDE	REVISE	CHECK	REFLECT
What is said?	*What is the issue?*	*How will I respond?*	*What will I change?*	*Did it improve?*	*What did I learn?*

Decide how to respond

Accept	Adapt	Clarify	Postpone	Do not adopt
The suggestion improves the portfolio.	The issue is real, but you choose another solution.	You need more information.	Useful, but not possible now.	The change does not support your purpose.

REMEMBER – Not using a suggestion does not mean ignoring it. Consider the feedback and be able to explain your decision.

A feedback decision table

FEEDBACK	WHAT IT MEANS	DECISION	REVISION
"Your role is unclear."	The group work is described, not my contribution.	Accept	Add a "My contribution" block.
"Add more project files."	The reviewer wants stronger evidence.	Adapt	Add one useful planning document.
"Change the page colours."	This is mainly a design preference.	Do not adopt	Keep the accessible visual style.
"How did feedback affect your work?"	The reflection does not explain revision.	Accept	Add a paragraph on changes made.

Revise, check and document your development

WHAT MAY NEED REVISION
- Content – add/remove artefacts or update information.
- Context – clarify the task and your role.
- Reflection – analyse learning, challenges and future action.
- Skills – connect claims with evidence.
- Organisation – improve titles, order or layout.
- Access and privacy – review audience and confidential material.

QUICK EDIT OR FULL EDIT?
- Quick edit: focused text/file/PDF changes.
- Full Edit mode: blocks, layout, structure and new reflections.

CHECK THE EFFECT
Open Display page and ask: Is the message clearer? Is the evidence stronger? Is the reflection deeper? Is my contribution visible? Is the page still coherent and appropriate for its audience?

DOCUMENT THE CHANGE
A short "Feedback and revision" section can explain what changed and what you learned.

OPTIONAL TIMELINE
Where available in Mahara 22.10, Save to timeline can preserve selected versions before major revisions.

IMPORTANT
A submitted portfolio may be temporarily locked. Complete and check it before formal submission.

TRY IT – CREATE A REVISION PLAN
Feedback received: _____
Decision: ☐ Accept ☐ Adapt ☐ Clarify ☐ Postpone ☐ Do not adopt
What I think it means: _____
Revision I will make: _____
How I will check the result: _____
What I learned from the feedback: _____
Final Check:
☐ Appropriate audience
☐ Comments reviewed
☐ Revision checked in Display mode
☐ Access removed when no longer needed

Glossary and Learning Overview

WHAT YOU HAVE LEARNED – After completing this guide, you should be able to understand the ePortfolio approach, manage your personal space, create and organise portfolio content, and share, receive feedback and revise your work.

What you have learned

UNDERSTAND	MANAGE YOUR PERSONAL SPACE	CREATE	SHARE AND ENGAGE
• Explain what an ePortfolio is and how it differs from a digital file archive. • Understand Mahara's main components. • Recognise the ePortfolio as a Personal Learning Environment.	• Navigate the Dashboard and edit your Profile. • Protect personal information. • Build and update your Résumé. • Identify academic, professional and transferable skills.	• Plan pages for a purpose and audience. • Create pages, add blocks and artefacts. • Write meaningful reflections. • Connect evidence with skills and future goals. • Create and organise a Collection.	• Select an appropriate audience. • Share with users and groups. • Create and deactivate secret URLs. • Evaluate public sharing. • Give and receive constructive feedback. • Revise after feedback.

Essential glossary

ACCESS: Permission given to another person or group to view a page or collection.

ARTEFACT: A piece of content or learning evidence created or uploaded in Mahara, such as a file, image, journal entry, plan or résumé item.

AUDIENCE: The person or group for whom a page or collection is created and shared.

BLOCK: An element used to display content on a page, such as text, an image, a file, a PDF or a journal entry.

COLLECTION: A group of portfolio pages organised in a logical sequence.

COMMENT: A response or feedback message added to a page or individual artefact. In the Mahara manual, the terms comment and feedback may be used interchangeably.

DASHBOARD: Your private starting page in Mahara, containing navigation shortcuts, notifications and information relevant to your account.

DISPLAY PAGE: The mode used to view a portfolio without editing controls and check how it appears to its audience.

EMPLOYABILITY: The capacity to recognise, develop, demonstrate and communicate knowledge, skills and experience in relation to learning and work opportunities.

FEEDBACK: Information provided by teachers, peers or other viewers to help the author understand strengths, difficulties and possible next steps.

JOURNAL: A tool for recording dated experiences, reflections and development over time.

PAGE: A selection of blocks and artefacts organised for a particular purpose and audience.

PERSONAL LEARNING ENVIRONMENT: A personal space in which different learning experiences, resources, relationships, evidence and goals are connected and managed by the learner.

PROFILE PAGE: A personal introduction page connected to your Mahara account. It is different from a dedicated portfolio page.

REFLECTION: An explanation of what an experience means for your learning, development, skills and future action.

RÉSUMÉ: The Mahara area used to record education, employment, achievements, goals, skills and interests.

SECRET URL: A unique link that allows a person without a Mahara account to view a selected page or collection. Anyone who receives the link may potentially use it.

TAG: A keyword used to organise and search for content and portfolios.

TRANSFERABLE SKILLS: Skills such as communication, teamwork and problem-solving that can be used across different academic, professional and personal contexts.

KEY IDEA – The glossary is a reference tool: return to it whenever you need to clarify the meaning of a Mahara feature or an ePortfolio concept.

Final Checklist, Cycle and Support

FINAL REVIEW – Use this page before you share or submit a portfolio. The checklist brings together the main quality, accessibility, privacy and feedback principles introduced throughout the guide.

Your complete ePortfolio checklist

PURPOSE ☐ My portfolio has a clear purpose. ☐ I have identified the intended audience. ☐ The title and introduction communicate the main message.	**EVIDENCE** ☐ I selected relevant artefacts. ☐ Each artefact has a meaningful title. ☐ I explained its context and significance. ☐ My individual contribution is clear. ☐ Files, links and media work correctly.
REFLECTION ☐ I explained what I learned. ☐ I analysed at least one challenge. ☐ I described how I responded. ☐ I connected the experience with other learning. ☐ I identified a realistic next step.	**SKILLS & CAREER DEVELOPMENT** ☐ I identified relevant skills. ☐ I supported skill claims with evidence. ☐ I connected learning with future contexts. ☐ I identified areas for further development. ☐ My Résumé and portfolio evidence are consistent.
ORGANISATION & ACCESSIBILITY ☐ Blocks follow a logical order. ☐ Titles and headings are clear. ☐ Text is divided into readable paragraphs. ☐ The page does not contain too many columns. ☐ Images have useful descriptions. ☐ The design supports the content.	**LANGUAGE** ☐ The language is clear and concise. ☐ I checked spelling and grammar. ☐ I used terms consistently. ☐ The text is understandable to an international audience.
PRIVACY, COPYRIGHT & SHARING ☐ I removed unnecessary personal information. ☐ I have permission to share the content. ☐ I acknowledged external sources. ☐ I selected the correct audience. ☐ I set access dates where appropriate. ☐ I checked the complete portfolio as a viewer.	**FEEDBACK & REVISION** ☐ I enabled comments when feedback was needed. ☐ I requested focused feedback. ☐ I reviewed comments carefully. ☐ I revised the portfolio where appropriate. ☐ I documented significant learning from the feedback process.

The ePortfolio cycle

CONTINUE THE CYCLE – Collect new evidence, reflect on your development, revise your goals and adapt your portfolio as new academic and professional opportunities emerge.

Main resources, support and credits

Mahara 22.10 User Manual: The DEVICES materials are based primarily on the introductory, Dashboard, Create, Share and Engage areas of the official manual. Mahara 22.10 was released in October 2022 and is no longer supported by the Mahara project; these materials therefore describe the specific version currently used by the DEVICES platform. **Licence:** The official Mahara manual is available under Creative Commons Attribution-ShareAlike 3.0 or GNU General Public License version 3 or later. Adapted text or images should be attributed and handled in accordance with the selected licence. **Manual:** manual.mahara.org/en/22.10/ **DEVICES E-Portfolio User Manual for Students:** Local guide, developed by the research team of the Hanoi University, with screenshots and examples for login, password management, Résumé creation, pages, blocks, collections and sharing.	**Image and content credits:** The images were specifically produced for DEVICES project; screenshots from the DEVICES Mahara instance were captured in August 2026. **Local technical support:** Contact your university technical support for platform access or account issues.