



## **ePortfolios a plan for success: Australian new graduate experiences**

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### **Abstract:**

*Lifelong learning and professional development play a strong and fundamental part in the career journey of any information professional. Imagine a tool that can assist you to do this. One that can guide and help you to actively learn, develop and promote your skills in a competitive environment. ePortfolios are such a tool.*

*There are many pathways to a successful and fulfilling career. Recognition of Prior Learning (RPL), transferable skills and academic qualifications are just parts of the whole. Matching all these skills and attributes with job selection criteria can be confusing and time consuming.*

*Do you find it difficult to market yourself to potential employers? Employers would like you to provide evidence that you will be able to perform well in a job and it is very difficult to provide this evidence in a standard resume or response to key selection criteria. Is career planning also an obstacle? How do you keep track of your PD?*

*ePortfolios offer a solution to these problems and as members of the ALIA/AeP2 Pilot Study in 2009 we developed ePortfolios that focused on career planning, PD, job applications and performance reviews.*

*ePortfolios offer the user a new way of collating and displaying information. As new graduate librarians we have been able to demonstrate our wide range of skills and attributes in a dynamic and exciting format whilst embracing a new technology. This has caught the attention of our managers, professional association and peers.*

*This paper will explore the possibilities and opportunities that ePortfolios offer the new graduate librarian in assessing qualifications and skills and matching these against appropriate job specifications so that effective career planning can be achieved. The possibilities for recording and assessing professional development as an accreditation tool will also be explored and the application of recorded assets as a job application will be highlighted.*

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## **Introduction**

You have your degree so now what? Apply for that dream job - Absolutely. Question - where do you start? What steps do you need to take to get that perfect job? Your university study has given you a strong theoretical foundation to base your future career on which is fantastic. A lot of time and money has been invested in your studies so how do you demonstrate to potential employers all that you have to offer? How do potential employers get a good solid overview of you as a potential employee? As three new graduate librarians' ePortfolios have offered us a solution to all of these problems and become a lifeline in our budding careers.

Throughout 2009 Rebecca, Corrinne and Jo participated in the ALIA/AeP2 LIS ePortfolio Pilot Study. As new graduates this project enabled us to develop an ePortfolio to "support our learning and professional development" (AeP2, 2009). It became 'a personal learning system' (PebblePad, 2010). A place that we could record our achievements, reflect, learn, store information, plan career paths and network. Quickly this proved to be more interesting than previous methods of tracking professional development, applying for jobs, storing information and displaying achievements. No more paper job applications, storing evidence of achievements in unsearchable formats or delayed access to important documentation.

This paper will explore the functionality of ePortfolios from a new graduate and new user perspective and discuss how the same software can be used and adapted depending on the individual needs of the user. As a group interested in Professional Development (PD) and career planning we have all had different and unique experiences with ePortfolios and this will be explored. Our favourite aspects of the software used for the study, PebblePad, will be discussed including the use of blogs, action plans, webfolios, Curriculum Vitae (CVs), profiles and proformas.

We will outline how participating in the ALIA/AeP2 LIS ePortfolio Pilot Study (Pilot Study) has enhanced our job prospects through the development of assets within an ePortfolio. A how

to on creating pathways to a successful and fulfilling career through the use of a personal learning system such as PebblePad will be discussed.

You now have a fantastic job with plenty of scope for further development. How do you stay at the top of your game? PD and career planning is the answer. We will explore the individual methods we have used for tracking our PD and developing our careers. The future potential of ePortfolios will also be touched on.

## **Background Information**

**Rebecca** - Marketing yourself in a competitive environment is always hard. As a new graduate librarian with a background in Journalism and Public Relations I was looking for a new and dynamic tool to market myself to potential employers whilst also being able to track my PD and map my career. ePortfolios have offered me a solution to this situation.

My ePortfolio is a personal tool of progression and enhancement. Since graduating with a Masters in Library and Information Management in 2008 I have progressed from acting librarian roles to a permanent position as a Regional Librarian with a busy and progressive library service in South East Queensland. With an ePortfolio I have been job ready at all times.

**Corrinne** - has worked in several different jobs before discovering her inner-librarian. She worked in many non-traditional library roles such as medical records management, information management in the hospitality industry, as well as in libraries as a casual library assistant and volunteer. Although Corrinne had a goal to work in a library she realised that career planning was essential if she was ever to have her dream career. Living in a remote rural area, library work was hard to find and competition was fierce requiring extensive experience with solid evidence to meet selection criteria.

**Jo** - As a second career, new graduate librarian, working as a library assistant in a regional area, Jo was determined that her qualifications would not be in vain. Regardless of there being no immediate work, she undertook as much PD as possible to help her keep up to date in a constantly changing and evolving industry. It was at a professional development event that she first heard about ePortfolios and applied to be part of the Pilot Study.

## Functionality of ePortfolios - a new graduate perspective

What is an ePortfolio? It is 'a personal learning system' (PebblePad, 2010). A place that you can record your achievements, reflect, learn, store information, network and plan your studies and career path. It is up to the individual or institution (school, university, professional body or work place) to determine the context of this learning. This learning can be tailored to meet such things as graduate attributes, professional development and organisational goals and objectives.

Functionality - it is possible to create blogs, action plans, webfolios, CV's, profiles and proformas. Profiles and proformas would commonly be set by a teacher, professional body, employer or administrator and require the individual to complete them for assessment, performance planning or PD (Randle, 2009). It is possible to record abilities, achievements, experiences, meetings/minutes and thoughts. Once items are completed and saved they are stored as assets. It is possible to receive and share completed assets with both internal and external users, via the web and inside gateway communities. Commonly you would share with a teacher, supervisor or mentor. Support is offered by way of a glossary for unfamiliar terms and help sheets and movies if you need guidance (PebblePad, 2010).

Information sharing - ePortfolios can be utilised to facilitate information sharing with individuals or among groups. Group work among classes of students is already well developed and the step to collaboration among work colleagues is very easy. It can be easily shared and is secure. There is no longer the possibility of losing USBs or discs. If you have access to the Internet then you can access your ePortfolio.

We have all shared reports with managers, colleagues or ALIA for PD accreditation. There is no requirement that any of these people or groups use ePortfolios or have special software to receive these reports. It is also possible to include links to other files and use graphics in a way that a hard copy portfolio does not allow.

It must be noted that the skill of reflective thinking has become a major part of the way the ePortfolio user 'works' and has the "potential to transform the lifelong learning experience" (Hallam, 2008. pp. 5-6). Common thought processes include why is this information or activity useful, does this apply to me, who can I share this information with, how will I use this information in the future?

*Rebecca's ePortfolio is 'hitting the mark every time. My employer, colleagues and friends have been excited by its capabilities and potential.'*

*Corrinne's ePortfolio is 'making her a better professional and is allowing her to demonstrate skills and knowledge more easily and more evidently'.*

*Jo's ePortfolio is an 'organic tool that captures who I am, what I have done and helps me set the direction for what I want to achieve'.*

## **ALIA/AeP2 Pilot Study**

PebblePad is one of the many ePortfolios available and is currently being used by participants in the ALIA/AeP2 LIS ePortfolio Pilot Study. The Pilot Study lead by Gillian Hallam explores the use of ePortfolios in learning and career development across a range of library and information services (Hallam et al, 2009). The objective for individuals in the group is to develop an ePortfolio that focuses on career planning, PD and performance reviews.

For the majority of participants the study began in February 2009 with our attendance at the 2nd Australian ePortfolio Symposium (AeP2) in Brisbane, Australia. This symposium was a lead up to the pilot study and gave attendees a broad understanding of the context and potential for ePortfolios in both education and career development.

Networking and collaborating - A key element and important aspect of the ALIA/AeP2 Pilot Study. PebblePad has allowed the participants to do this in one space. We have been able to share thoughts, suggestions, achievements, troubleshoot technical difficulties and typically as information professionals establish and debate the best way to organise, display and retrieve information stored in our ePortfolios. Participants in the pilot study are currently working through a set profile based on ALIA's *Core Knowledge and Skills*. This is for self-audit purposes and so individuals can create a development plan for improvement in key areas (Randle, 2009).

*Rebecca - 'I have been able to demonstrate to myself, my peers and my employer how much I have achieved professionally as a Librarian and previously as a Journalist. My ePortfolio is a wonderful repository for storing and tracking my experiences, qualifications, achievements and professional development. If I have a connection to the Internet then I can access my information'.*

*Corrinne - 'has discovered a tool that creates a synergy between what she has done, her current activities and employment, and where she plans to go'.*

*Jo - 'I wanted to be part of the bigger picture, and hopefully give something back to the LIS community. Who knows, maybe some of the outcomes of this pilot may help shape some new policies on continuing professional development within ALIA'.*

### **PebblePad an exciting and dynamic technology**

PebblePad is visually appealing and individuals can express themselves by personalising their ePortfolios. A vast array of templates are available and there is the ability to create your own. There is no right or wrong way to use PebblePad and there are several pathways to create, store and organise information. It is possible to upload photos, websites, scanned images and videos. These assets would typically be added to CV's and webfolios and enable the creation of a rich portfolio of reflective evidence and information about the user and their learning and development journey.

We are all passionate about emerging technologies and the role they play in creating relationships between organisations, staff and customers, and how they can be used to enhance communication and create conversations. Jo is particularly interested in how marketing can promote library services and programs. Her webfolio allows her to provide visual evidence of how she has used various strategies to market library services and programs, and share reflections on what worked and what didn't, giving future employers solid evidence of documented work samples.

### **Life before ePortfolios**

Kim Dority (2006) discusses a process of planning for a future career by exploring options and focusing on solutions and opportunities. In the past, career planning, PD and creating CV and job applications were often tasks approached as individual and isolated activities. This meant that separate documentation was created for each activity, sometimes referring to other activities but never effectively using each activity as part of a whole career planning and professional development tool. Keeping track of which activities were useful for which purposes and recording them in a suitable format for each was confusing, time consuming and it demonstrates one of the key barriers to participation in PD.

Career planning is crucial to a successful career. Even with qualifications in hand, finding a job does not come easily. The competitive job market and high expectations of employers can mean that often new graduates do not have the required experience in the library industry to meet job selection criteria.

Previously to track her PD Corrinne used a paper based system provided by ALIA, the *ALIA Career development kit* (2008). But this didn't link in evidence or new skills and knowledge. She further refined a system using spreadsheets and hyperlinks that was still quite clumsy but had the advantage of storing information once and linking it to identified criteria.

*Corrinne - 'PD is an integral part of my life. A tool that will streamline the processes, integrate the tasks and enhance the learning potential of PD is a dream come true'*

*Rebecca - 'before I started working on my ePortfolio I had less direction and purpose professionally. I feel lucky that I was introduced to PebblePad as a new graduate'*

### **Pathways to a successful and fulfilling career - a personal learning system**

Recognition of prior learning, transferable skills and academic qualifications are all parts of a whole - in addition many professional fields now also require evidence of professional competency such as a portfolio for accreditation (Hallam, 2008). The Australian Library and Information Association (ALIA) promote a voluntary accreditation program called the *ALIA PD Scheme* (ALIA, 2010) which demonstrates the participant's commitment to lifelong learning. Recording all these activities can be complicated and saving them in a meaningful manner that allows them to be retrieved, updated and reused can be time consuming and confusing.

The solution is a personal learning system such as an ePortfolio that can be used for a variety of purposes. Rebecca has used her ePortfolio as a place to record her achievements, reflect, learn, store information, network and plan her studies and career path. Practically this has allowed her to support the claims made in several successful job applications by linking to uploaded documents or webpages that substantiate her claims and showcase her work. The physical act of creating an ePortfolio demonstrates a commitment to lifelong learning, improves the calibre of employment applications whilst embracing new technology.

ePortfolios offer a new way of collating and displaying information. Jo states that her ePortfolio is “ firstly a digital repository that allows me to collect, store and organise information that pertains to me. Essentially it contains a record of my lifelong learning. I have scanned copies of my professional qualifications and achievements. I have captured my experiences, content I have created, professional development and personal thoughts and

reflections, and stored them within my ePortfolio as 'assets'. I have also uploaded photos, you tube clips, screen casts and audio grabs.”

ePortfolios not only allow the user to record past experiences but put them in context with current and planned requirements. It is possible to plan a career pathway and assess the gaps in skills and knowledge then plan how to achieve the prerequisite criteria.

Gillian Hallam (2008, p. 7) notes that an ePortfolio creates a structured environment that supports recording and reporting of professional activities for individuals, employers and professional associations.

*Rebecca - 'As a librarian I love having a unique tool that enables me to grow professionally.'*

*Corrinne- 'my goal is to record my professional development activities so I can analyse and plan my career pathway.'*

*Jo - 'I have become an ePortfolio evangelist, using the PebblePad app to showcase my personal ePortfolio assets and webfolios, thus introducing others to the concept of a visually rich, interactive, instructional tool'.*

## **Recognition of prior learning**

Recognition of Prior Learning (RPL) is the 'process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a qualification. RPL recognises this prior knowledge and experience and measures it against the course in which students are enrolled. A student possessing some of the skills and/or knowledge taught in the course may not need to complete all of its units. (Recognition of Prior Learning, 2008).

As new graduates undergoing a career change we all brought previous life experiences, work skills, knowledge and informal training and education to our new careers. An ePortfolio offers the user the ability to record evidence by documenting as assets all prior knowledge and experiences (Hallam, 2008, p. 6). Certificates of attendance can be scanned, interviews/professional conversations can be recorded as thoughts, workplace observations can be noted as experiences and meetings and minutes can be scanned and included as evidence of prior learning. An ePortfolio is the perfect place for collating this information as it facilitates the process of learn-reflect-evaluate and store.



95% of participants in the ALIA/AeP2 LIS ePortfolio Pilot Project indicated that their ePortfolios would store examples of their RPL experiences as they were deemed 'relevant to their current and future careers' (Hallam, 2009, p. 40).

## **Academic qualifications**

You have spent a lot of time and money investing in your studies and you want to make sure that you get the most out of it. ePortfolios as a learning repository to support professional practice is particularly useful for new graduates who don't have the experience to draw on. Qualifications are just part of the whole. While Corrinne is studying her Masters, she uses her ePortfolio to blog about her learning experiences. Each blog entry is saved as a separate entry and can be used in her professional practice to build a business case or reflect on research to support a management decision. Many from the joint ALIA/AeP2 LIS ePortfolio Pilot Project documented each university subject undertaken with written and visual evidence of their new knowledge and skills, thereby building an evidence-based study ePortfolio.

An ePortfolio also acts as a digital repository, storing scanned copies of all academic and professional qualifications. Once scanned and added as assets, these qualifications can be added to CV's and webfolios giving future employers documented evidence matching assets to job criteria. Storing qualifications electronically ensures a permanent copy exists, reducing the risk of lost or damaged testamurs. The future vision is of a permanent link to a verified testamur stored securely by the university.

*Rebecca - 'Receiving my Masters degree was a personal highlight. My ePortfolio has enabled me to get the most out of all this study'*

*Corrinne - 'My ePortfolio stores all my qualifications and I can choose which ones I need to link to in a webfolio.'*

*Jo - 'My ePortfolio has become a cloud based professional repository, guaranteeing portability and accessibility'*

## **Transferable skills and answering job selection criteria**

Lifelong employability means active and effective lifelong learning. The value of skills

obtained through life and transferring them into professional practice is a well known practice and valued by employers. Darlene Weingard noted in her 1999 IFLA presentation that education has several distinct and overlapping segments that continue throughout the whole of our lives. ePortfolios come into their own when managing this continuous cycle of learning, recording, reflecting and reusing of information. What is learned at secondary school is further developed at university and enhanced by practical experiences gained both in the work environment and other life experiences such as social networks, home life and cultural activities. All are valued and can be demonstrated by recording them in an ePortfolio.

Transferable skills are particularly important to the new graduate as they may not have the experiences in the professional setting but potentially they will have experiences from another setting that will match the required criteria. Using this kind of supporting evidence in a job application has the added and very potent benefit of showing the applicant's understanding of the criteria and therefore the requirements of the job and their skill for thinking strategically to achieve their fullest potential.

As new graduates our ePortfolios have become a valuable resource whilst trying to emerge in a new profession. They are also a valuable tool for professionals applying for new positions or building their careers. The process of recording past experiences as assets enables the user to match them against selection criteria or job specifications. It facilitates career planning by allowing you to pinpoint strengths and weakness and to plan for professional development. ePortfolios creates a searchable database of assets that can be matched against selection criteria, pulling all the required information together into a new document, reusing information so it saves rewriting and reformatting, everything is prepared within the ePortfolio.

An ePortfolio contains a summary of one's academic and professional life, and evidence of RPL. Assets can be used to create a CV in preparation for future job interviews. Addressing key selection criteria becomes easier by mixing and matching assets in an ePortfolio with the selection criteria for a job, thus being 'job ready' at all times.

Many of the joint ALIA/AeP2 LIS ePortfolio Pilot Study participants used their ePortfolio to organise a CV and resume in preparation for future employment (Hallam 2009, p. 42). Whilst employers and applicants may be happy with the look and feel of a paper based CV, it is still a one dimensional document. Instead a CV or webfolio developed using an ePortfolio takes answering and presenting selection criteria to a new level. Due to the multi-dimensional

effect of these assets so much information can be presented on one page. Scanned documents such as university testamurs, photographs, links to blogs, profiles and proformas, and even more exciting it can include links to multimedia such as YouTube, graphic slide shows, music and more. The only limit is the imagination.

*Rebecca - 'I have applied for two positions with my webfolio and been successful both times'*

*Corrinne - 'The process of recording my past experiences as assets allows me to match them against selection criteria or job specifications'.*

*Jo - 'I wanted something that would make my CV stand out from the rest and a PebblePad webfolio is just the tool'.*

## **Webfolios - Marketing to potential employers - the new graduate experience**

'Research has consistently shown that one of the best predictors of job performance is a work sample'(Heath & Heath, 2009). A webfolio provides employers with examples and evidence – a work sample - of a wide range of skills and attributes in a dynamic and exciting format, whilst demonstrating lifelong learning and a willingness to learn and try new things. Building a CV based on assets is the first step in trying to market yourself, creating a webfolio is the next step in highlighting your potential and gaining the interest of a future employer.

Interactive, hyperlinked pages created within a webfolio can prove to a prospective employer evidence of true abilities and skills needed for a position. It can also showcase some of the unique skills, attributes or special interests that a prospective employee can bring to an organisation. Jo has been able to demonstrate this with hyperlinked examples of social networks she has created, digital photo stories she has made promoting the library and the resources and services they provide, local radio station interviews promoting Library and Information Week and video clips of activities and programs that she has been directly involved in running. Jo has demonstrated her skills as a children's librarian through her audio boo interviews and visual links within her webfolio.

Webfolios are easy to create and flexible with information that can be updated automatically as changes occur. Rebecca has created several webfolios that document and showcase her current position, PD and career plan. Jo has created a webfolio for her current position as Youth Outreach Librarian. It contains pages about the various roles and responsibilities of her job, as well as an action plan for achieving the organisational goals and objectives set for

her during a performance review. This webfolio has been published to the web and shared with her supervisor who has commented on her work.

*Rebecca - 'currently as a new Regional Librarian I am developing a webfolio based around the new Logan City Council Libraries key priorities'.*

## **Professional development and accreditation - it is up to you**

As librarians we are all passionate about the benefits of PD and believe that keeping up with trends and knowledge is the best way we can serve our employer and profession. The majority of employers agree with employees participating in regular PD activities both for personal learning and the benefit of the organisation. Many of these activities can also be used for professional accreditation as part of the ALIA PD scheme.

Previously Corrinne would prepare individual reports and store them separately, however with her ePortfolio, one report is prepared and can be shared with her manager and her work colleagues and she can add it to her accreditation portfolio for reporting at the end of the year. Potentially the activity could also be used to apply for a job or as evidence for a work appraisal. The reports are easily compiled and look professional and they can be emailed, printed or linked to a webpage.

Randle (2009) states in her article published in InCite that like other professional development activities it is up to the individual how actively they engage with their ePortfolio and if they use it to its full potential. Like other web 2.0 technologies ePortfolios require a level of participation and interaction on behalf of the user. The potential lies with the user and is therefore self-driven. ePortfolios take time but are a sound investment as they provide direction and purpose.

## **Career planning - 'failing to plan is planning to fail'**

The reflective nature of the ePortfolio platform is an asset to any professional actively involved in PD and career development. ePortfolios support review and evaluation of learning, making planning and development of career pathways clear.

As skills become evident pathways are identified and the user becomes more confident with the growing ePortfolio of skills and knowledge previously unacknowledged and is encouraged to further their learning. Progress over time is evident and this can be useful not

only for the user but also for managers reviewing staff appraisals. The synergy between training and employment is well supported by ePortfolios.

Most new graduates have no real plan for what they are going to do with their qualification. What type of library to work in, what type of work is available or even what is needed to get a job apart from the initial qualifications and a keen sense of adventure. Planning is essential, not only does it mean that outcomes are achieved but it provides an evaluation of successes.

*Rebecca - 'My children were starting to use ePortfolios at school and I could see that they had a strong future in education, professional development and career planning'.*

*Jo - 'I have used my ePortfolio to promote myself and get a new job. I can now say that my ePortfolio is exactly the right tool that will help me when it comes time to start planning where I want to go and what I need to accomplish before I get there'.*

## **Mobile Learning**

*Mobile Application* - PebblePad now supports learner mobility by creating an application for iPhone. The application allows the user to add thoughts and reflections, upload files and access their asset list and webfolio from their mobile device.

'Clark Quinn, professor, author, and expert in computer-based education, defined mobile learning as the intersection of mobile computing (the application of small, portable, and wireless computing and communication devices) and e-learning (learning facilitated and supported through the use of information and communications technology). He predicted that mobile learning would one day provide learning that was truly independent of time and place and facilitated by portable computers capable of providing rich interactivity, total connectivity, and powerful processing' (Corbell & Corbell, 2007).

*Jo - 'I have used my iPhone app whilst at a conference to jot notes that I went back later and expanded upon. I have also taken photos to document and support my learning'.*

*Rebecca - 'the potential is amazing. I am looking forward to using a mobile app'*

## Conclusion

Corrinne, Jo and Rebecca have discovered that planning and learning are enhanced through ePortfolios. While they have come to their current career \*positions\* through different pathways, they agree that making ePortfolios part of their PD and career planning has trained them to think reflectively and to process what they learn in new and exciting ways.

Their ePortfolios each reflect their personalities and interests while showcasing their strengths and professional qualifications. ePortfolios effectively bring together all the elements of PD and career planning along with the ability to compose CV, job applications, reports and other communications into one platform and increase the interaction between all these elements.

The potential for ePortfolios to support a full range of applications makes it a desirable tool for showcasing visual and audio talents as well as practical evidence of skills that are difficult to express and evaluate in the written format. Employers and managers will value ePortfolios for the 'clean' applications that clearly show the links between criteria and evidence and make the process of reviewing applications much easier. As a reporting format managers will be able to receive and share reports and collaborate with colleagues and staff efficiently and securely.

Graduates will soon be emerging from universities around the world having used ePortfolios as a learning tool during their undergraduate study, they will be followed by students who have used this tool through their secondary education and later by those who have used ePortfolios throughout their formal education. This will be a natural environment for these students and they will be comfortable in the ePortfolio environment. This combined with an increasingly competitive career market and increased expectations from employers more critical analysis of criteria and application of evidence is vital to professional success.

The future of employment that already sees people changing careers more than a few times places more emphasis on the need to record evidence of transferable skills and RPL. Furthermore the changing face of retirement, which will see people working for longer and in different modes, means that retirement doesn't mean not working and that career planning will be extended beyond the gold watch. Lifelong employability takes on a more important and perhaps more literal meaning, ePortfolios will support learning and career needs of the

individual for their entire life, from preschool to retirement. A dynamic tool that can be applied in a multi dimensional way.

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### **Rebecca Randle**

Biographical Information: Rebecca Randle is a Regional Librarian working for Logan City Council Libraries in South East Queensland. Her qualifications include an undergraduate degree in Journalism and Public Relations (2003), a Graduate Diploma in Library and Information Management (2006) and a Masters in Library and Information Management (2008). She has a background in Journalism and Public Relations that has given her a firm understanding of many of the elements of practice in the library and information sector. She is an Associate Member of ALIA, and participated in the ALIA/AeP2 Pilot Study in 2009. As a new graduate Rebecca has a strong interest in professional development and new and emerging technologies.

### **Corrinne Hills**

Biographical Information: Starting at the ground and working her way up, Corrinne has worked in a variety of paid and unpaid positions in the information industry over the last 15 years. Her experience in a wide range of traditional and non-traditional library settings has given her valuable insights into how library-type work and knowledge can be experienced and transferred to more practical settings. Currently she works as Library Manager of DRUG ARM Resource Centre. Her qualifications include a Diploma of Library and Information Science (2002), Bachelor of Applied Science (Library and Information Management) (2008), and she commences her Masters in Library and Information Management in 2010. She is an Associate Member of ALIA and participated in the ALIA/AeP2 Pilot Study in 2009. Corrinne has a keen interest in promoting both the role of the information professional and helping new professionals to develop in the field by mentoring and networking.

### **Joanne Beazley**

Biographical Information: Jo Beazley is truly a new grad librarian, having graduated in 2009 with a Graduate Diploma in Applied Science (Library and Information Management) from Charles Sturt University. She also has a Bachelor of Arts from the University of New England. She is an Associate Member of ALIA and participated in the ALIA/AeP2 Pilot Study in 2009. She is passionate about emerging technologies and the role they will play in creating relationships between organisations, staff and customers, and how they will be used to enhance communication and create conversations. She is also interested in how guerrilla marketing can promote library services and programs. Jo has over five years library experience and has currently obtained a new position as Youth Outreach Librarian working for Logan City Council Libraries. Jo is very keen to put her theoretical knowledge into practice!