

Using ePortfolios in students' preparation for professional practice: lessons from the ePrePP project

Dr. Bettie Higgs

University College Cork

Katie O'Sullivan

Tralee Institute of Technology

Health Sciences collaborating



- Medicine
- Pharmacy
- Nursing and Midwifery

Focus on

- Inter-professional learning
- Assessment and feedback
- Building digital resources



Rationale for using an ePortfolio: *Efficiency*

Substitution

- Straight substitution of paper-based by digital
- Supporting traditional teaching and learning structures

Augmentation: Substitution with some functional improvement

- On-site submission/return of work replaced by remote online
- Online marking and feedback
- A record of submission and return dates
- Coping mechanism for increased student:staff ratios

(There are other ways of doing these things, eg. VLEs, LMSs)

Rationale for using an ePortfolio: *Effectiveness*

Substitution with Pedagogical improvement

- More timely feedback
- Both tutor and student have a record of past feedback
- Facilitating better use of feedback to improve future work

Beginning to effect how students learn

Rationale for using an ePortfolio: *Enhancement and Transformation*

What are the possibilities for student learning?

- Students engaged in self assessment and peer-assessment and feedback (usually formative)
- Academic-Tutor assessment and feedback (usually formative or summative)
- Work-place Tutor assessment and feedback (can be formative and/or summative)
- Student-tutor dialogue

- Students build capacity to critically self-reflect
- Build a diverse and inclusive network to engage in discourse around learning
- Build capacity to re-assess assumptions and come to new understandings

Choosing the ePortfolio : PebblePad

- Matching needs analysis with ePortfolio specification
- PebblePad met requirements for health care students

- Closed and more secure than open source for sensitive information
- PebblePad integrates with the Blackboard VLE
- Students have their portfolio for life – free

Lesson learnt so far: Tutor feedback

- *“PP is very complex”*
- *“Technical support is needed”*
- *“There is a lot of initial work involved in creating and building templates.....testing and taking feedback.... and rebuilding...”*

Lesson learnt so far: Tutor feedback

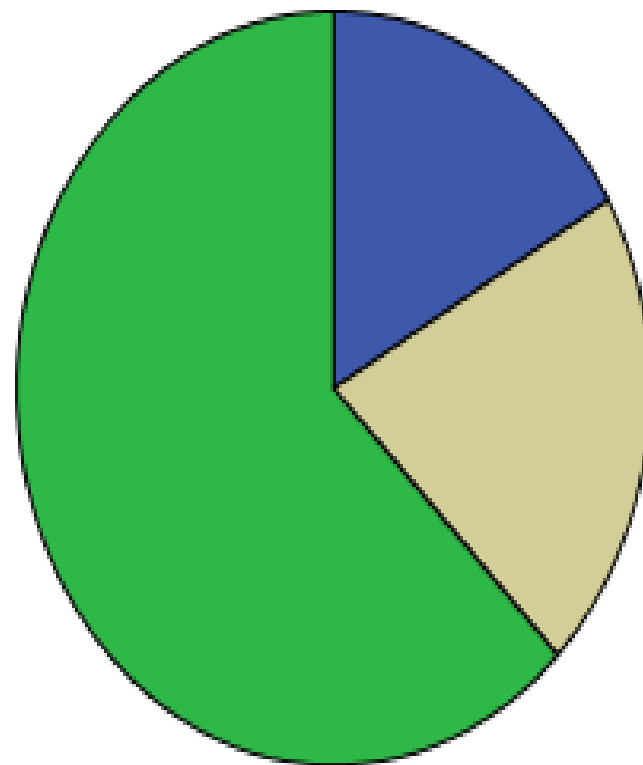
“I like it – in fact I love it – once I was trained. I’m in charge of my own templates – I don’t need a learning technologist to help me if I need to change something. So yes, need training at the start – but then you’re in charge”

Complexities

- From a reporting perspective – you can't generate a general report for an individual student across modules
- It is difficult to share templates across institutions. Templates need to be installed separately at each institution
- Linking students to work-based tutors, as they change frequently
- Support is very good from PP team.
- PP is looking for solutions.

Student feedback

Please indicate how successful you were in accessing Pebble Pad eportfolio

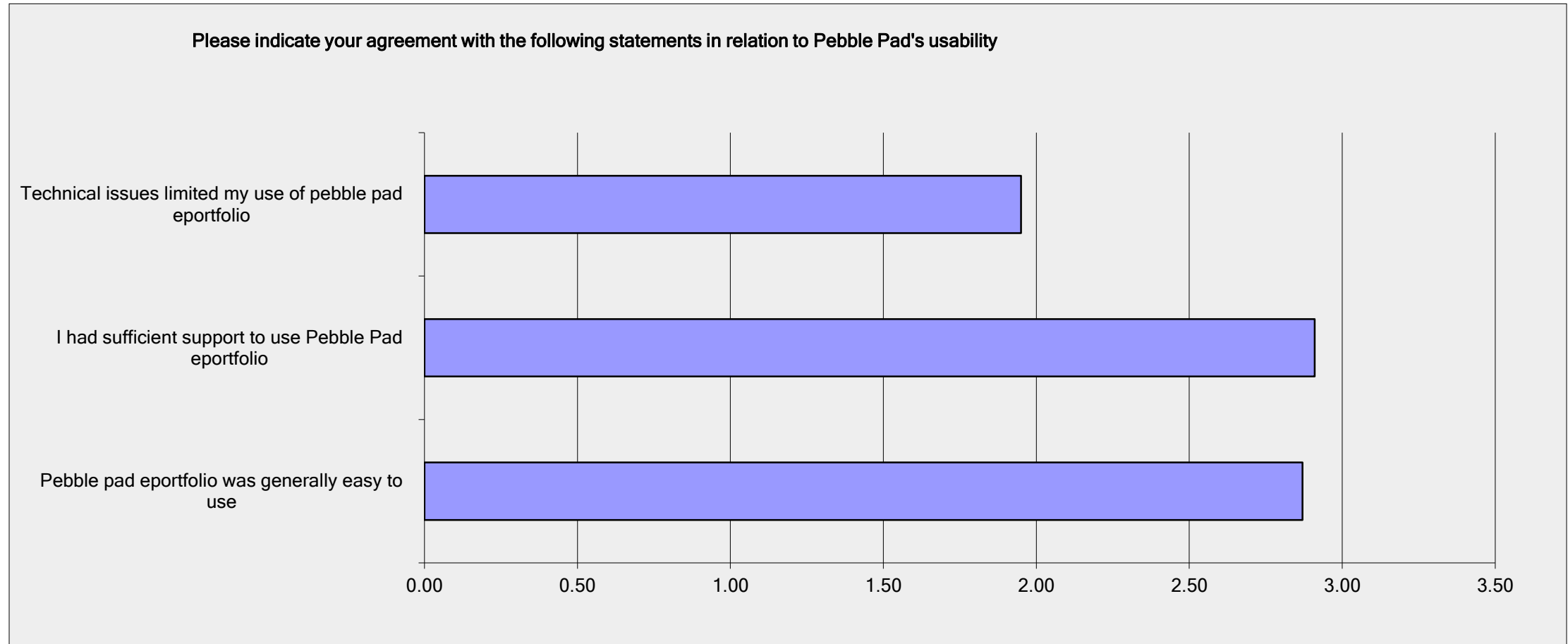


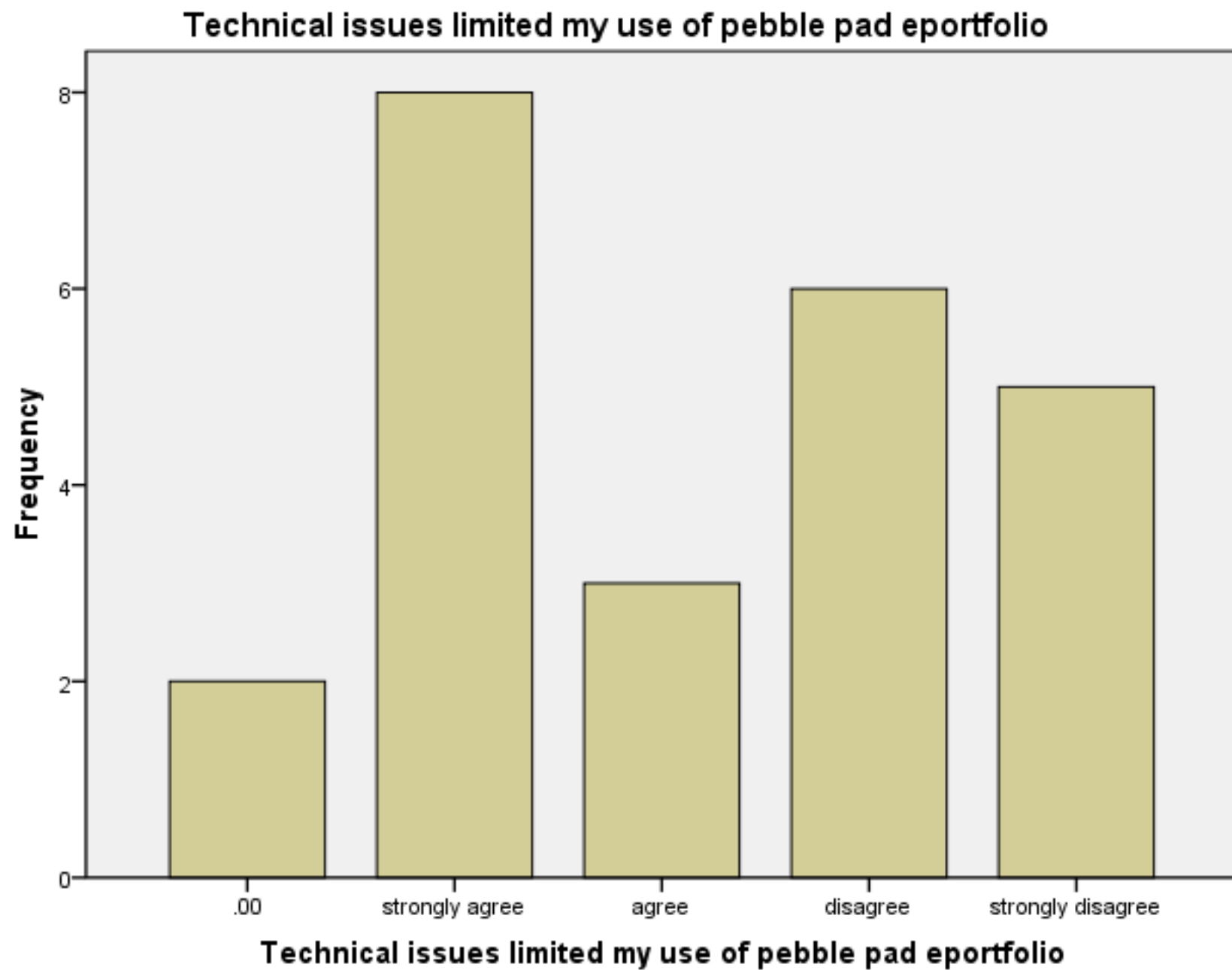
Very successful
16.7%

not very successful
20.8%

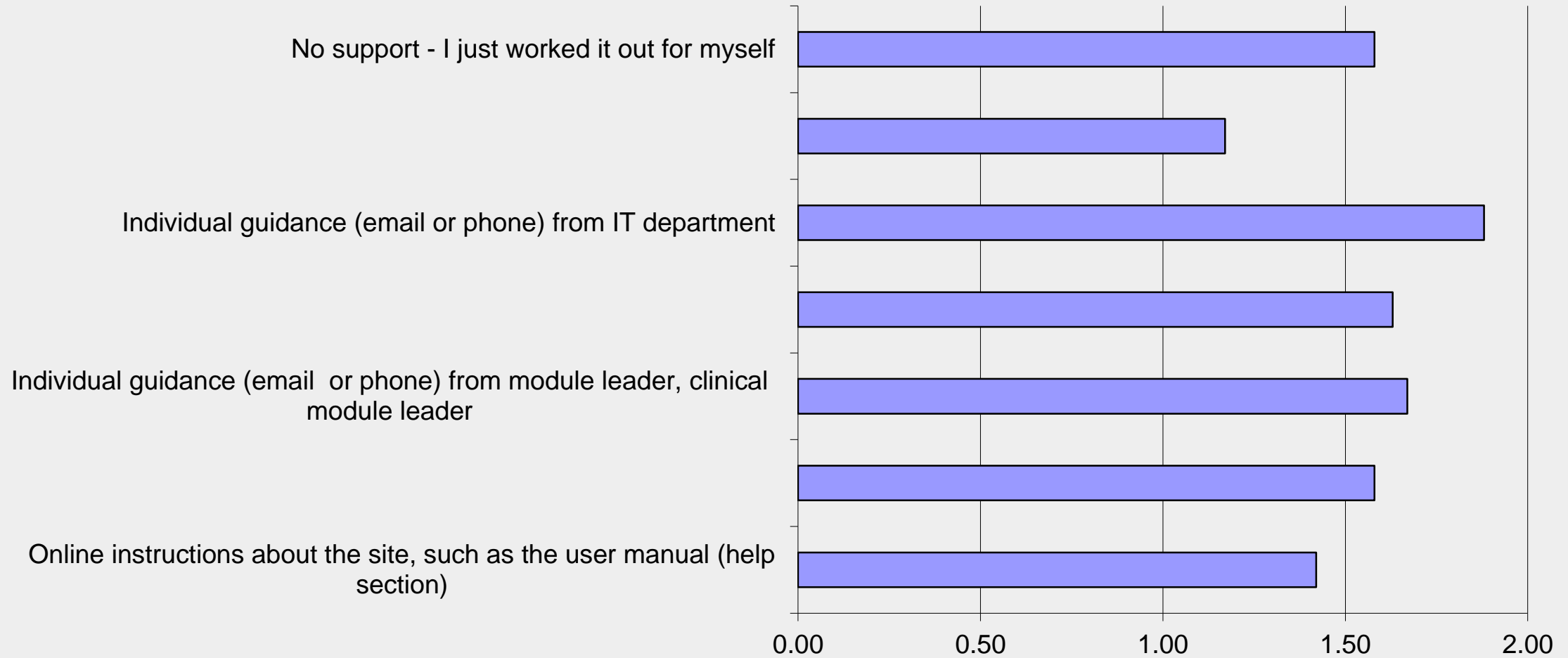
Quite successful
62.5%

Student feedback

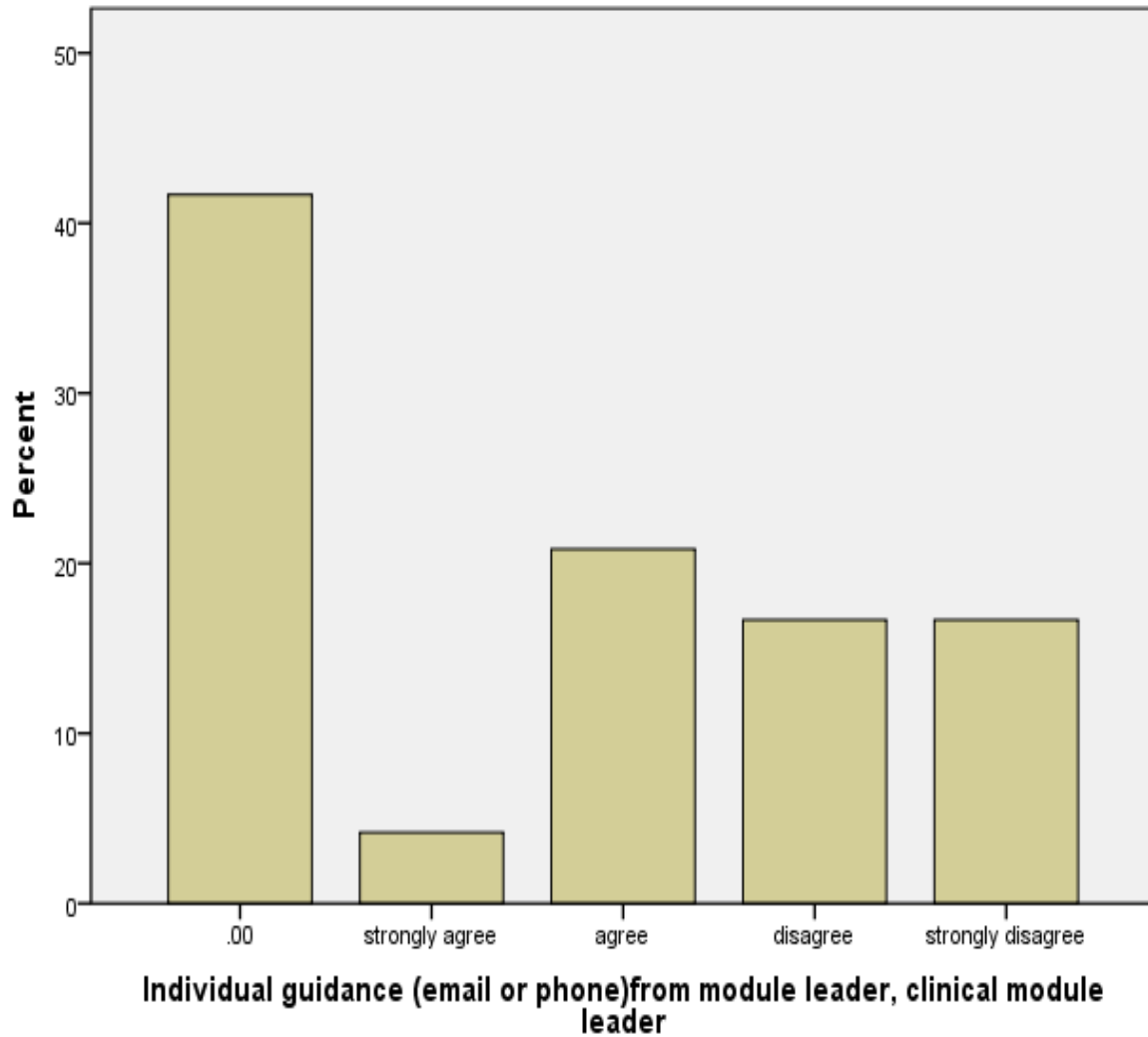




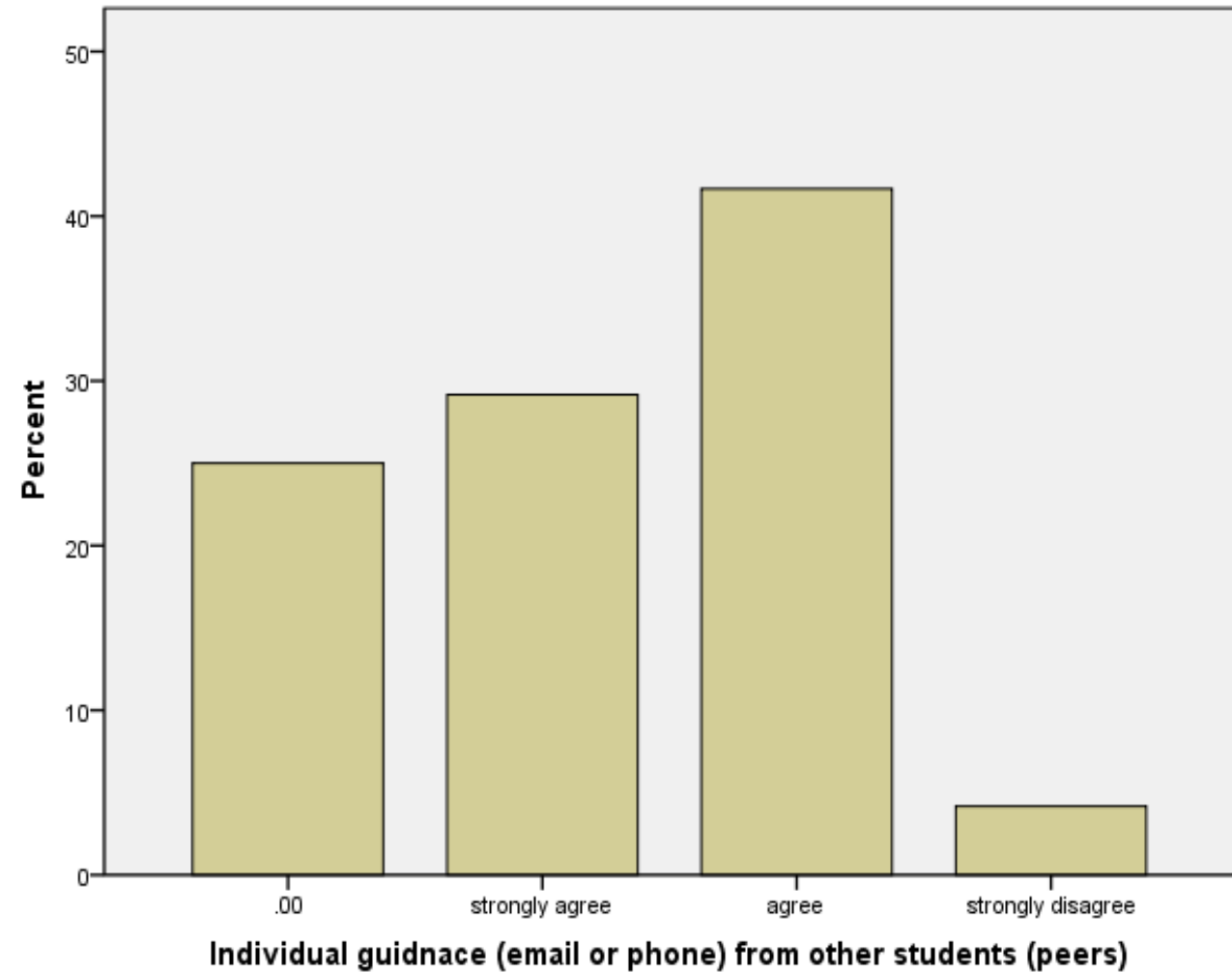
Which types of support did you utilize in learning how to use Pebble Pad eportfolio ?



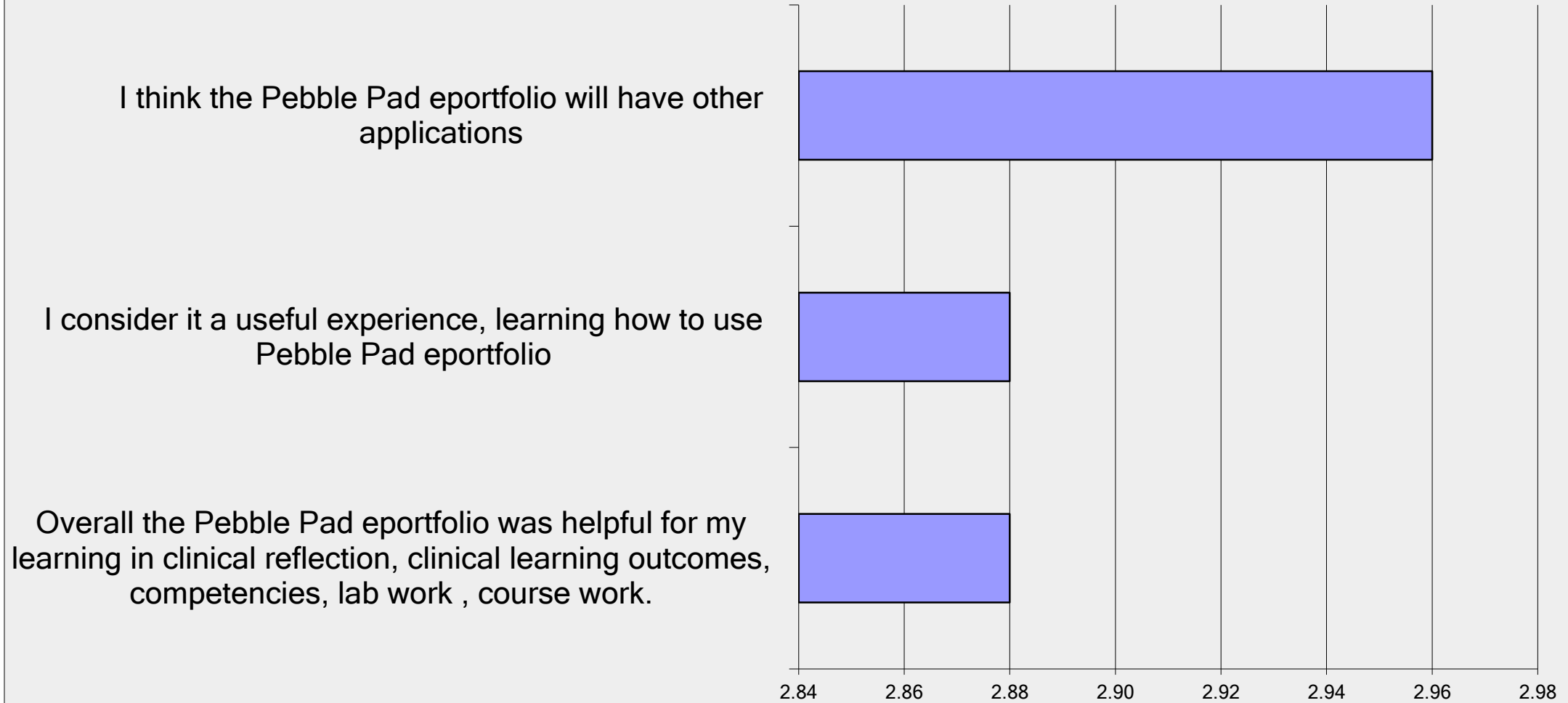
Individual guidance (email or phone) from module leader, clinical module leader



Individual guidance (email or phone) from other students (peers)



Overall impact of Pebble Pad



Over to Katie.....