



Using a collective case study approach, we investigated learners' experience of using an ePortfolio to receive feedback within three health science programmes.

Study aims

- Develop an understanding of the impact of using an ePortfolio for feedback on the learning experience;
- Build a rich picture of actual learner experiences of engagement with feedback through an ePortfolio;
- Develop guidelines and case studies for educators to improve learner engagement with feedback.

Methods

- Online forms were used to collect data from Radiography, Physiotherapy and Nursing tutors, regarding use of ePortfolio for feedback and assessment;
- Focus groups enabled access to learners' views of, and perceptions about, feedback through an ePortfolio.

Key findings

- Understanding and expectations of feedback concurred with emerging research;
- Initial experiences of ePortfolio for feedback were found to be similar to more traditional methods.

ePortfolio can be used to facilitate an on-going assessment dialogue between tutors and students, supporting learners to:

- Store, collect and collate feedback from across their programme of studies;
- Reflect regularly on this collated feedback to deepen learning and encourage self-regulation.

Benefits of feedback through ePortfolio

- Immediate and permanent;
- Accessible anywhere with internet connection;
- Digital notification;
- Storage of feedback in a single location;
- Targeted and focused – enhanced contextualisation when linked to specific section;
- Transferability – technical and as part of CPD.

Potential barriers

- Preference for face-to-face contact;
- Technical issues;
- Inappropriate timing of introduction of tool;
- Inconsistency regarding alignment of marking criteria.

Recommendations

Development of an on-going assessment dialogue¹ requires tutors to clarify the:

- Link between the assessment and learning outcomes of the module;
- Link between the assessment, the assessment criteria and feedback;
- Purpose and role of feedback;
- Learner benefits of engaging with feedback throughout a programme of study.

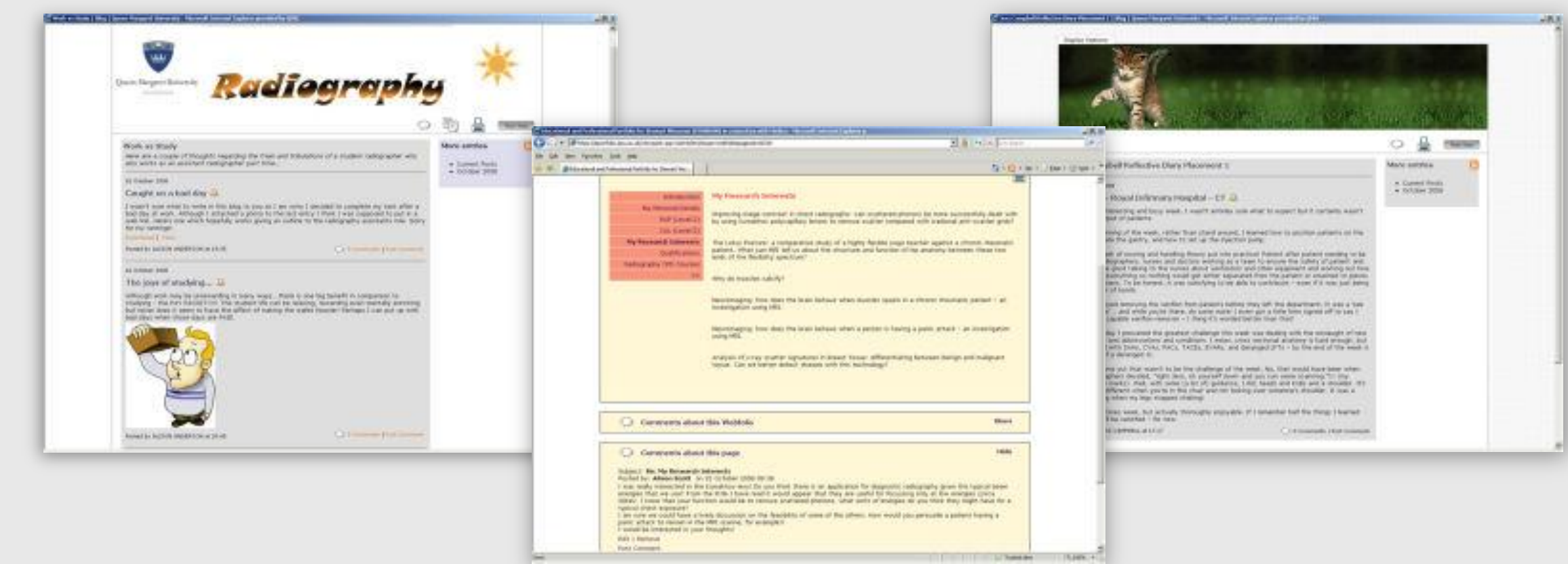
Tutors should be cognisant of the:

- Emotional investment learners attach to their assessments;
- Importance of maintaining communication channels.

Essential considerations:

- Timeliness of student orientation with tool;
- Consistency and clarity of feedback location;
- Reminding learners to use feedback and of its role in their development.

Case study	Focus groups
1. BSc (Hons) Diagnostic Radiography forms, blogs, webfolio (PDP) Formative and summative	Group 1 (yr4): 4 females, 1 male, mean age 30.8 Group 2 (yr2): 3 males, mean age 42.6 Group 3 (yr3): 3 females, 1 male, mean age 28.7
2. MSc Physiotherapy (pre-registration) Webfolio summative	Group 4 (yr2): 4 females, 3 males, mean age: 30.3
3. BSc Nursing Webfolio Summative	Group 5 (yr4): 6 females, mean age 23.8 Group 6 (yr4): 6 females, mean age 22.5



References

[1] Carless, D. 2008. Differing perceptions in the feedback process. *Studies in Higher Education*, 31 (2) pp. 219-233.