

# **Exploring the Learner Experience of ePortfolios for Formative and Summative Feedback in the Health Sciences**

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and Sue Murray



# Overview

- Background
- Project aims
- Research methods
- Focus groups
- Preliminary findings
- Areas for consideration
- Resources and contact details



# Background

- Students in the health sciences undertake learning activities in clinical environments
- Feedback is critical for supporting knowledge acquisition and skills development
- Growth in popularity and application of ePortfolio in the tertiary education sector
- General student dissatisfaction regarding feedback



# Aims of the Project Funded by Health Sciences and Practice (HEA)

- To discover if and how health science learners engage with formative and summative feedback in ePortfolio
- To explore how present experiences compare with past feedback experiences



# Project Aims: Continued

- To identify and discuss the benefits and barriers encountered when feedback is received through ePortfolio
- To develop grounded guidelines to support institutional implementation and facilitate student engagement



# Research (Feb – July 2009)

<b>Case study</b>	<b>Focus groups</b>
<b>1. BSc (Hons) Diagnostic Radiography</b> - Year 2, 3, 4 PDP, forms, blogs, webfolio Formative and summative	3 groups Aged: 22-44 7 female 5 male
<b>2. MSc Physiotherapy (pre-registration)</b> -Year 2 Webfolio summative	1 group Aged: 26-37 4 female 3 male
<b>3. BSc Nursing</b> Year 4 Webfolio Summative	2 groups Aged: 21-29 12 female

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## Jess Campbell Reflective Diary Placement 1

04 October 2008

### Week 1 – Royal Infirmary Hospital – CT 📍

Incredibly interesting and busy week. I wasn't entirely sure what to expect but it certainly wasn't the throughput of patients.

At the beginning of the week, rather than stand around, I learned how to position patients on the table, operate the gantry, and how to set up the injection pump.

It was a week of moving and handling theory put into practice! Patient after patient needing to be lifted by radiographers, nurses and doctors working as a team to ensure the safety of patient and staff. It was good talking to the nurses about ventilators and other equipment and working out how to position everything so nothing would get either separated from the patient or smashed to pieces by carelessness. To be honest, it was satisfying to be able to contribute – even if it was just being another pair of hands.

I really enjoyed removing the venflon from patients before they left the department. It was a 'see one -do one' .. and while you're there, do some more! I even got a little form signed off to say I was now a capable venflon-remover – I think it's worded better than that!

By Wednesday I presumed the greatest challenge this week was dealing with the onslaught of new terminology and abbreviations and conditions. I mean, cross sectional anatomy is hard enough, but when faced with SAHs, CVAs, PACs, TACEs, EVARs, and deranged LFTs – by the end of the week it was more of a deranged JC.

Anyway, turns out that wasn't to be the challenge of the week. No, that would have been when the radiographers decided, "right Jess, sit yourself down and you can some scanning."!!! (my exclamation marks). Well, with some (a lot of) guidance, I did, heads and KUBs and a shoulder. It's very, very different when you're in the chair and not looking over someone's shoulder. It was a great feeling when my legs stopped shaking!

A scary at times week, but actually thoroughly enjoyable. If I remember half the things I learned this week I'll be satisfied – for now.

Posted by JESS CAMPBELL at 17:17

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Educational and Professional Portfolio for Stewart Wiseman (07000698) in connection with Medica - Microsoft Internet Explorer p

https://eportfolio.qmu.ac.uk/viewasset.aspx?oid=60461&type=webfolio&pageoid=60728

File Edit View Favorites Tools Help

Educational and Professional Portfolio for Stewart Wis...

Introduction **My Research Interests**

My Personal Details

RAP (Level 2)

CAL (Level 2)

**My Research Interests**

Qualifications

Radiography CPD Courses

CV

Improving image contrast in chest radiographs: can scattered photons be more successfully dealt with by using Kumakhov polycapillary lenses to remove scatter compared with traditional anti-scatter grids?

The Lotus Posture: a comparative study of a highly flexible yoga teacher against a chronic rheumatic patient. What can MRI tell us about the structure and function of hip anatomy between these two ends of the flexibility spectrum?

Why do muscles calcify?

Neuroimaging: how does the brain behave when muscles spasm in a chronic rheumatic patient - an investigation using MRI.

Neuroimaging: how does the brain behave when a person is having a panic attack - an investigation using MRI.

Analysis of x-ray scatter signatures in breast tissue: differentiating between benign and malignant tissue. Can we better detect disease with this technology?

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Subject: **Re: My Research Interests**

Posted by: **Alison Scott** on 22 October 2008 09:38

I was really interested in the Kumakhov lens! Do you think there is an application for diagnostic radiography given the typical beam energies that we use? From the little I have read it would appear that they are useful for focussing only at low energies (circa 50keV. I know that your function would be to remove scattered photons, what sorts of energies do you think they might have for a typical chest exposure?

I am sure we could have a lively discussion on the feasibility of some of the others. How would you persuade a patient having a panic attack to remain in the MRI scanner, for example?!

I would be interested in your thoughts!

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# Preliminary findings: Learners' general perceptions of/ and attitudes to feedback

- Motivational, directive, indicator of progress
- Constructive and positive
- Multi-modal



Comments about this

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Subject: **Re: Week 1 block 1 RIE OPD Rm2** ⚠

Posted by: **Alison Scott** on 06 October 2008 10:51

This is a brief account of the first week back in placement but, although nicely written, it is rather superficial and a little brief! Why were you excited - was it because you had such a long break? Did the fact that you had worked during the summer help your confidence? Why do you think things were not more demanding? Is it because your level of expertise is at the right level or is it because the staff are not testing you? How do you think a less capable student might feel about being loosely supervised? You clearly feel that the week was beneficial but you need to more clearly identify what you learned - in the tutorial for example; did you learn any new techniques or perfect any that you were previously unsure of?

[Edit](#) | [Remove](#)

Subject: **Re: Week 1 block 1 RIE OPD Rm2** ⚠

Posted by: **Alison Scott** on 09 October 2008 16:46

Well done, the changes and additions you have made improve the piece, I now have greater certainty that you are thinking, evaluating and analysing your situation more. One or two typos but generally good presentation - would perhaps look better if you joined up the very small paragraphs a bit - looks a wee bit like a list of sentences!! Sorry, am I being picky?!

[Edit](#) | [Remove](#)

Subject: **Re: Week 1 block 1 RIE OPD Rm2**

Posted by: **CHARMAINE GITTENS** on 11 October 2008 12:35

Hi, thanks for your comments. I have hanged to sentencing and paragraph layout slightly. I think it looks better now, let me know if you want anything else.

Thanks.

[Reply](#)

Subject: **Re: Week 1 block 1 RIE OPD Rm2**

Posted by: **Alison Scott** on 22 October 2008 09:02

I agree that the structure of the piece is much improved. There are still a few 'typos' which detract from the quality of the writing. I could ask how you feel about a situation where the level and quality of interaction with staff depends upon whether they like you or not!

[Edit](#) | [Remove](#)

Subject: **Re: Re: Week 1 block 1 RIE OPD Rm2** 🔔

Posted by: **CHARMAINE GITTENS** on 22 October 2008 14:40

Hi Alison.

I am glad that you care about my quality of work. I would be happy to add a bit about the 'staff'.

I don;t mean to be a complete pain now, but can you point out my typos please- perhaps they are obvious? I have read this a few times, is it grammatical or sentence structure?

Also are you happy with the fluoro reflective report for week 2 and are you able to view my display images with the photos?

I can't and thought I should ask you how it looks and if you would prefer me to write this via word?

Thanks.

[Reply](#)



# Learner Quotations

- “...because otherwise you would just be trouping on without any sort of way to gauge how you were doing, how you were...you could be going completely off in the wrong direction, and you need someone to say *‘hang on a second, go this way or find out what’s right and what’s wrong, what are the things you have done’* and direct you a little I suppose.”
- “Feedback is when the lecturer is reading over your work and giving you suggestions and comments on how you can improve it, what’s right and what’s wrong.”



# Learners' perceptions of benefits of ePortfolio and feedback

- Immediate, permanent & accessible
- Single location
- Targeted and focused



# Learners' perceptions of barriers to ePortfolio and feedback

- Face-to-face contact required
- Technical issues



# Learner Quotations

- “I think the trouble with that is it then puts a large workload on our tutor because she’s having to read every single person’s entries and think about them on these personalised terms and give personalised feedback. But yeah I agree it’s good.”
- “I’d hate to think that ePortfolio would mean that you wouldn’t get any of that type [*referring to face-to-face*] of feedback. I mean I think it’s nice to have it but I’d hate it to overtake, you know just get rid of the verbal feedback or any kind of interaction because that would be wrong.”



# Areas for Consideration – Feedback

- Learner understanding about feedback
  - Perceptions
  - Purpose
  - Role
- Importance of Constructive Alignment
- ePortfolio
  - tutor buy-in
  - early engagement
  - refer to feedback



# Resources

- **Project Information**

<http://www.qmu.ac.uk/eportfolio/research.htm>

- **Project Blog**

<https://eportfolio.qmu.ac.uk/viewasset.aspx?oid=79666&type=blog>

- **Health Sciences and Practice Subject Centre**

<http://www.health.heacademy.ac.uk/>



# Contacts

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