

EPortfolio case study

This template provides an overview of how ePortfolios have been integrated into the curriculum at a programme or module level at QMU. If you would like any further information about the case study or ePortfolios at QMU, please contact eportfolio@qmu.ac.uk.

Student group	Professional studies – core module of the MSc in Physiotherapy (Pre-registration) SCQF: Level 11 Further information about the programme and module is available at: http://www.qmu.ac.uk/courses/PGCourse.cfm?c_id=199
Name of tutors	Jane Hislop
Purpose/s of ePortfolio	ePortfolio for reflective portfolio assignment
Background	<p>The students range in age from mid 20s to late 30s and are studying full-time on campus. They are supported through WebCT, our Virtual Learning Environment, especially whilst on placement. There are between 20 - 30 learners on the module and most have a first degree in science and engineering. They complete this intensive programme in two years to gain registration with the Health professions Council as a physiotherapist.</p> <p>The aims of the this module is to explore the range of roles and responsibilities of the physiotherapist as an allied health professional within the health and social care context.</p> <p>The learning outcomes of the module are to:</p> <ul style="list-style-type: none"> • Explore issues relating to professional autonomy and accountability • Discuss the roles and responsibilities of the physiotherapist and analyse the factors that may influence the ability of the physiotherapist to carry out these roles and responsibilities • Critically analyse the roles and requirements of the physiotherapist within the interprofessional team and the wider health and social care context • Discuss the changes in the method of health and social care service delivery • Analyse the personal and professional skills required of an allied health professional with reference to professional relationships.
Intended purpose(s) of using the ePortfolio	<p>The Professional studies module, which runs over semester 1 & 2 in level 1, includes seminars, group activities and a clinical visit. The summative assignment for the module, presented as ePortfolio, is a critical reflective account of the students' learning experiences in relation to the learning outcomes of the module. The student is asked to support their account with evidence of their learning experiences which they have gathered over their level 1 studies. The aim is to introduce students to process of developing an ePortfolio resource and to facilitate the students engagement with Continuing Professional Development. The plan is for the students to build upon their ePortfolio when they progress onto their clinical placements which occur in Semester 3.</p> <p>The webfolio tool in PebblePad provides an online tool for the portfolio. It allows learners to structure their reflective assignment into appropriate sections which are clearly labelled and organised, for example.</p> <p>Links to a wide variety of digital evidence including PDFs, PPTs, feedback, photos and weblinks are included at relevant places in the reflective account. Each</p>

	<p>webfolio is customised by the students and submitted through an online assessment gateway. Initially the students submit a template of their webfolio and the tutor provides feedback on this. This allows the tutor to gauge the students' IT capability in using this online resource and provide support where necessary.</p> <p>Then, the webfolio is viewed by tutors online and marked through the PebblePad system. Comments are added at appropriate sections in the learners' webfolios by the tutors. A feedback sheet is also used and attached to the webfolio. An external examiner is provided access to the webfolios. After the examination board, the grades and feedback are released through the system to the learners.</p> <p>In some cases, learners will continue to use the ePortfolio system for other modules in their programme or will move the contents of their webfolio to their professional body's ePortfolio system such as Chartered Society of Physiotherapists.</p>
How are the students introduced to the ePortfolio and what support mechanisms are available to them?	Students are provided with a face-to-face induction session which shows them a mock-up of the type of webfolio they will be required to submit.
Which tools are used in the ePortfolio?	<ul style="list-style-type: none"> • The webfolio • The gateway (ePortfolio equivalent of an online assessment dropbox)
The challenge(s)	Although several of the students needed technical support especially in the later stages, all of the students have successfully submitted.
Tutor feedback	<p>It takes time and effort to move a paper-based portfolio online. This impacts on:</p> <p>A) the student experience Students had to develop their IT skills in order to use this resource. In some cases this was quite challenging. All student managed to submit a webfolio however some student were more adapt at making links to their evidence and customising their webpage.</p> <p>B) the tutor experience Staff had to become familiar with using this medium for marking, which was challenging in terms of getting used to reading on screen. Initially this can be more time-consuming in tutors learning how to navigate through ePortfolio to the assignments and to providing feedback. Finally there is reduced the flexibility of where marking can be undertaken e.g. internet access required.</p>
The ePortfolio advantage for students taking this module	<p>Improve student IT skills - once over the barrier our learners have extended their IT skills and have a digital archive which they can continue to develop as they progress through the programme.</p> <p>Linking to their professional PDP – our learners have developed something that they can show to others very quickly and build upon for their professional bodies.</p> <p>Early preparation of webfolio – the learners are shown the webfolio early in the module and this helps them to prepare earlier than previously with a paper-based portfolio</p>
Key points for effective practice	<p>General</p> <ul style="list-style-type: none"> • Think carefully about how the online tool will be introduced to the students especially those who are less comfortable with IT. • Provide lots of support and advice especially technical. • Work with Registry and your external examiner on how the auditing processes of online assessments will impact on institutional procedures and processes for assessment

	<p>Online portfolio (webfolio)</p> <ul style="list-style-type: none"> • Provide exemplars but which allow a degree of freedom for students to develop their own webfolio which reflects their unique learning <p>Gateway (online assessment dropbox)</p> <ul style="list-style-type: none"> • Always provide a test gateway so learners can familiarise themselves with this especially when outwith the institution • Ensure that 'late' submissions can be handled by the Gateway • an email notifying that they have submitted to the institutional gateway in their institutional email – not their personal yahoo email accounts.
The student perspective/comments	We are collecting student feedback.
Technical issues	Student not having IT skills meant that it was more time-consuming for them to become familiar with this.
Conclusions	So far we have made good progress but this is a learning curve for both tutors and students.
Key words	Online assessment; reflection; moving paper-based portfolios online.