

Exploring health learner experiences of, and attitudes to, feedback through ePortfolios

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Project Information

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

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Overview of the workshop

- The project
 - Drivers for our research
 - Overview of research
- Learner perceptions of ePortfolio and feedback
- An overview of an emergent approach to feedback using ePortfolios to support the development of professional competency and identity in health science learners



Background thinking

- Students in the health sciences undertake learning activities in clinical environments where feedback is unstructured, ad-hoc, if at all.
- Feedback is critical for supporting professional knowledge acquisition , skills development and especially professional identity
- General student dissatisfaction regarding feedback
- Growth in popularity and application of ePortfolio in the tertiary education sector particularly for **reflection**

Project aims

(Funded by HEA Health Sciences and Practice)

- 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

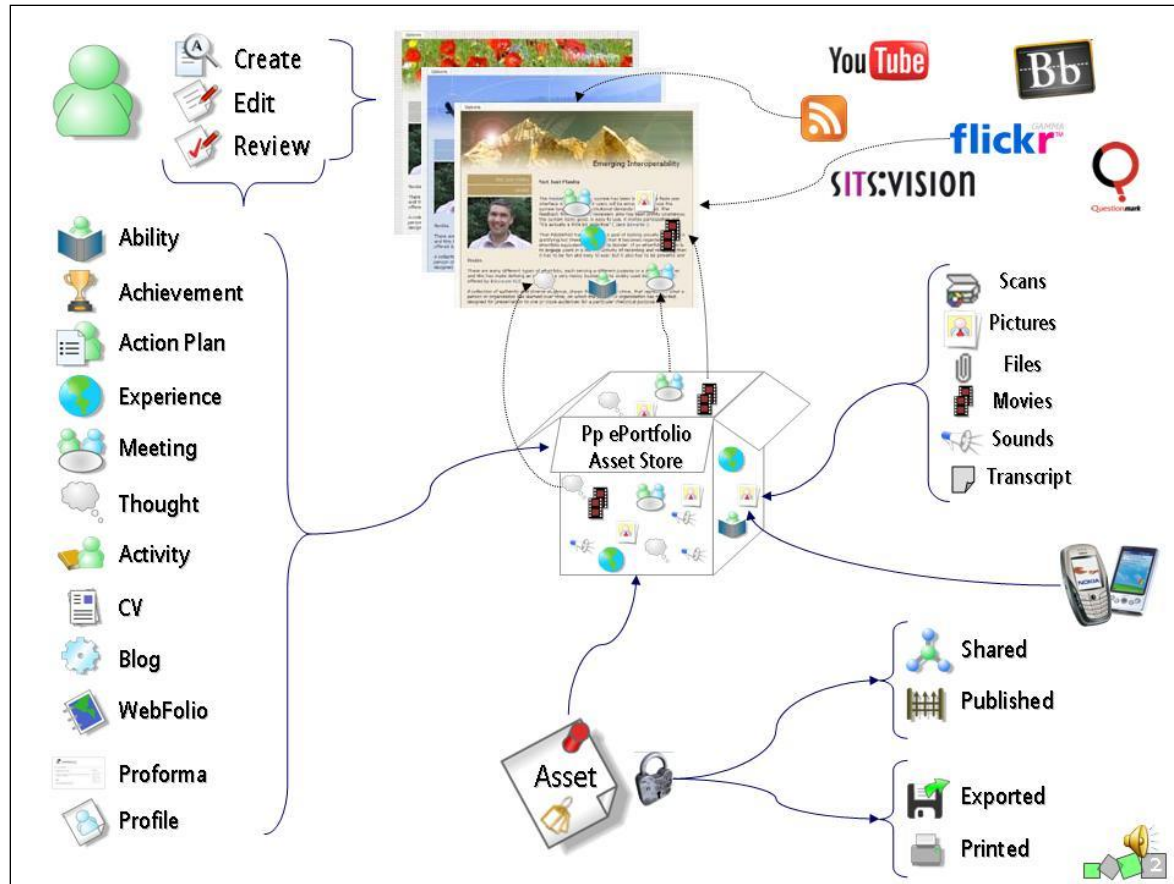


Project Aims: Continued

- 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



What is an ePortfolio?



the PebblePad ePortfolio. (© 2008, Pebble Learning Ltd. Used with permission.).

Research (Feb – July 2009)

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 Formative and 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

Feedback and ePortfolios ?

- In groups, consider **from the learner perspective:**
 - What is the role of feedback in your learning?
 - What type of feedback do you expect?
 - What do you do with feedback?
 - What could be the advantages of/potential for linking ePortfolios and feedback for you?



Student perception of role of feedback

- Informs student
 - Are they on the right track?
 - About their strengths and weaknesses
- Focus on error correction
- Expected and deserved



Learner Quotations

“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.”

“...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.”



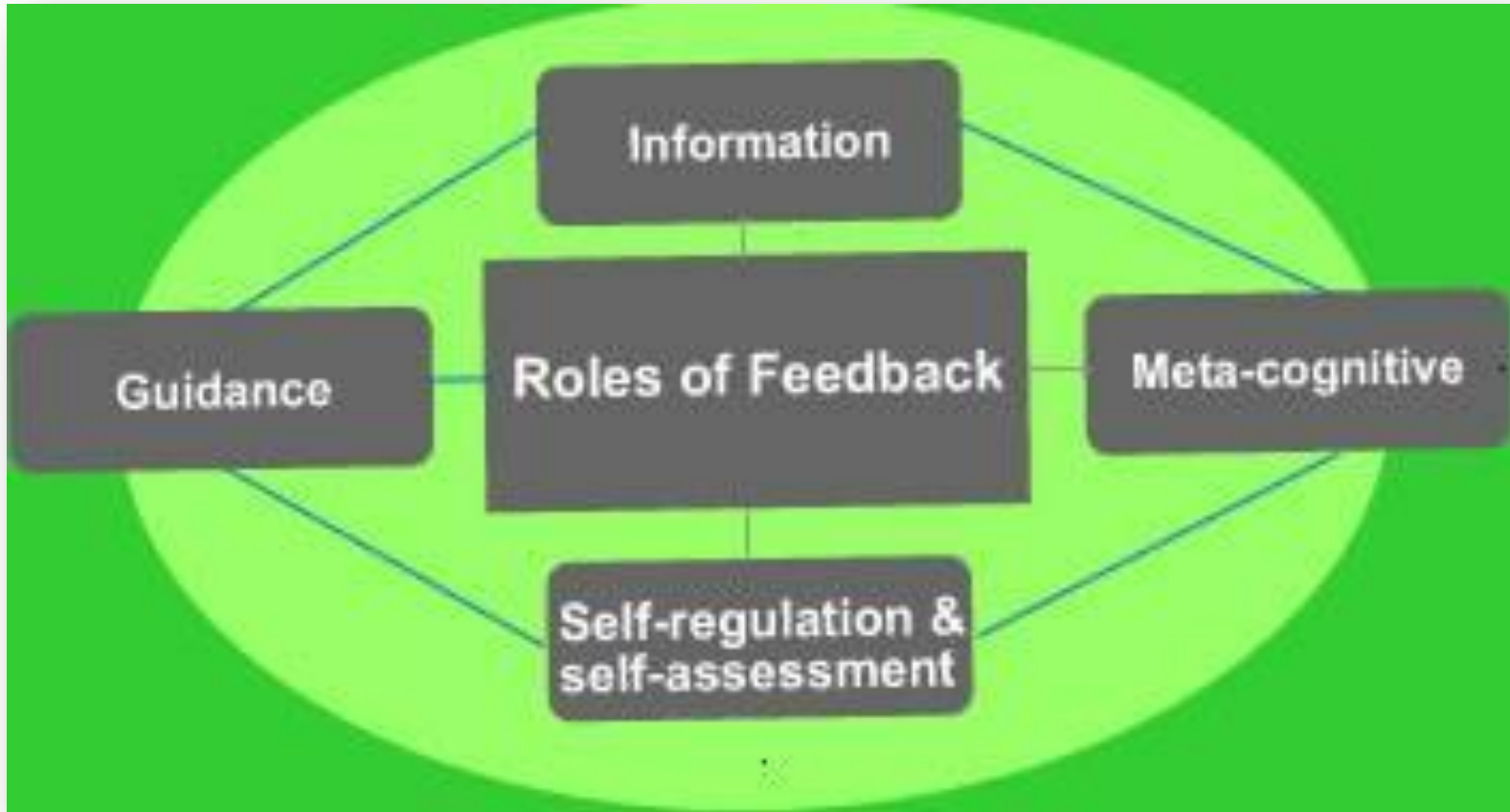
Student quotations

“...feedback’s essential if you’re wanting to learn... basically I don’t think you can learn without getting comments back from somebody who was expecting you to have done a certain thing or written about something in particular way...”

“If they didn’t evaluate our work then we will never improve, it's better to enhance it from now than to be in the field and don't know how to do it



The role of feedback

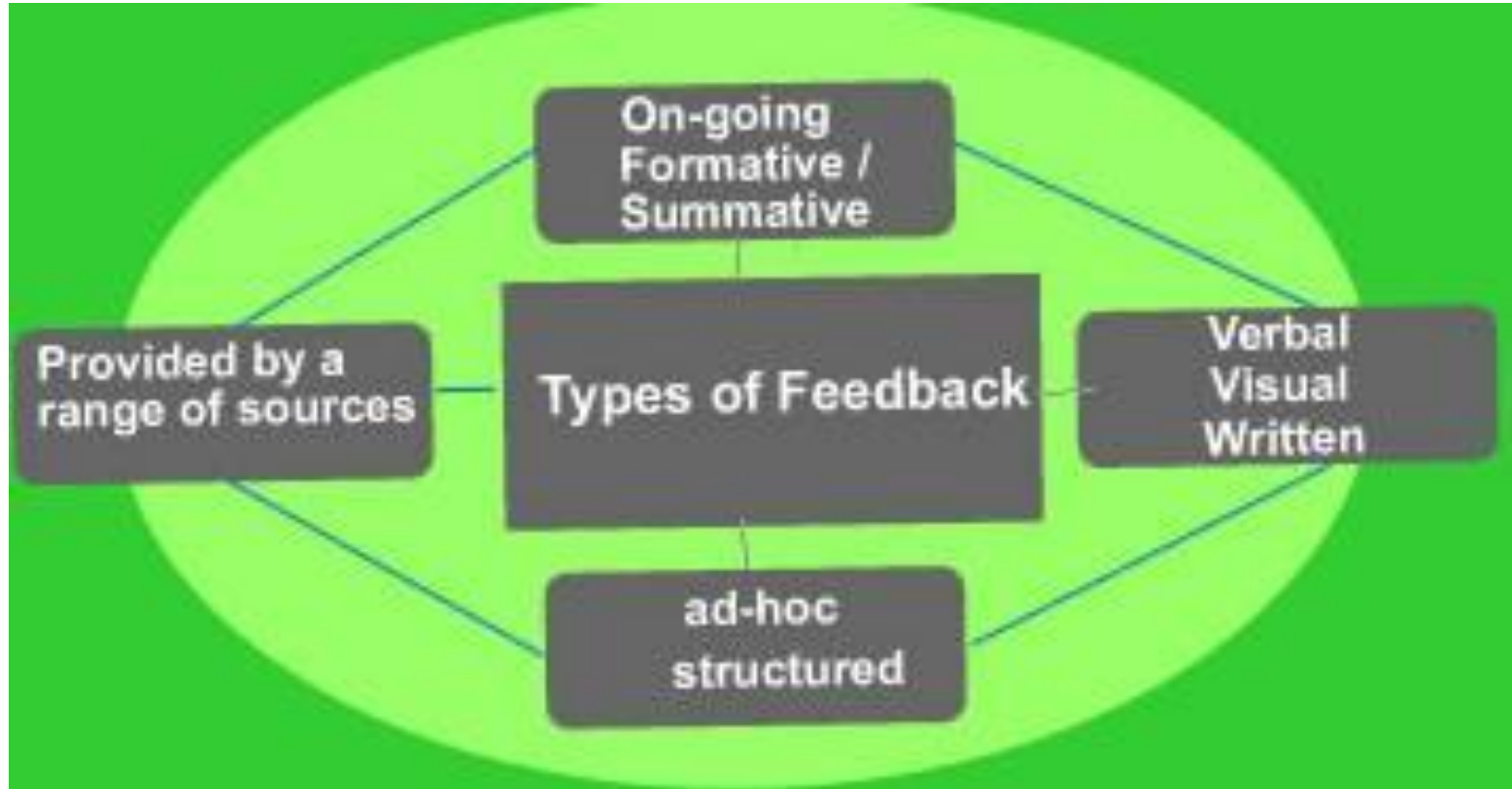


Type of feedback

- Personal
- Written and/or verbal communication
- From tutor or specialist expert
- Summative
- Structured



The types of feedback



What do learners do with feedback?

If I expect a mark, low or high, and it's that, I don't really read the comments. If I get a mark that's really different from what I expected then I'll read the comments.
(Student quotation, Bevan et al. 2008 [online])”



Student quotations

- I probably would have read it [the feedback] so it would be in the back of my mind, but I wouldn't refer to it really closely or exactly or anything. I would probably be aware of what I had to do, but not really, it wouldn't be, like, in the forefront of my mind or anything. (p.58) (Higgins et al. (2002))

Learner role in feedback process



Learners' perceptions of benefits of ePortfolio and feedback

- Immediate, permanent & accessible
- Single location
- Targeted and focused
- Springboard to further discussion



Learner quotations

“...it's quite nice knowing it's going to be there and it's safe and you can access it whenever.”

“I quite like the fact that if there's one specific issue you can generate a dialogue and I would never have done that with a paper-based feedback.”



Role of ePortfolio



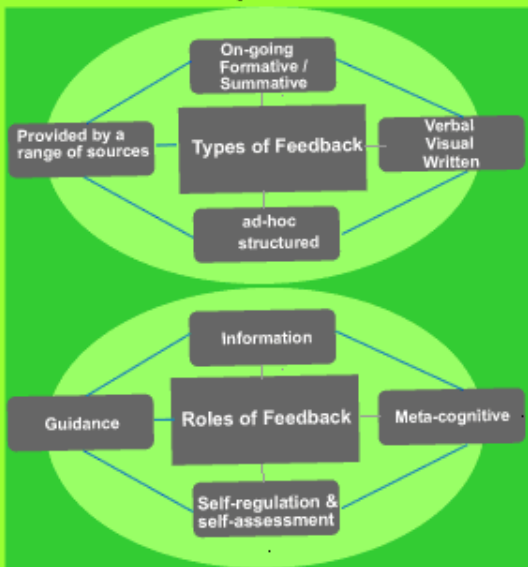
Maximising impact of ePortfolio for deeper engagement with feedback

- Learners need to
 - Develop a broader conceptual understanding of feedback
 - Take a more pro-active role in the feedback process
 - Acquire a better understanding of how they can use ePortfolio for feedback

Developed an emergent approach for health science learners.

Learners as active agents in the feedback process

need to develop a broader conceptual model



need to engage with feedback



need to use ePortfolio as a facilitative tool



external dialogue

internal dialogue

to develop over time

A more informed
dense of skills,
knowledge and
achievement

Skills and knowledge
to become
lifelong learners

leading to professional competence and identity

An emergent approach to feedback using ePortfolios to support the development of professional competence and identity in healthcare learners