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Student ePortfolios for Independent and Group Projects

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About Us

- Stanford University School of Medicine
- EdTech Group, Lane Medical Library
<http://lane.stanford.edu/edtech>
- Technology Integration

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Today's Learning Goals

- Learn the basics of ePortfolios
- Find out how ePortfolios are currently used in medical education
- Differentiate between ePortfolio tools
- Plan an ePortfolio pilot and evaluation
- Learn recommendations from our experiences

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Learning How to Play the Game

Courtesy of Stephane Karoubi, flickr.com

- Traditional: students watch instructor hit, students hit, instructor gives feedback, repeat
- New Model: students watch instructor hit, students are videotaped while hitting, student and instructor critique student while watching video, repeat

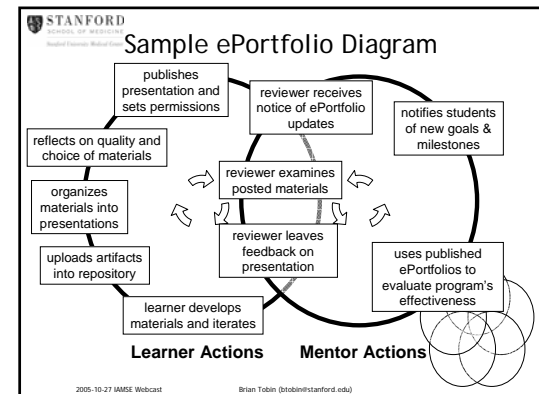
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Definitions

- ePortfolio / e-Portfolio
 - Collection of work(s) a learner selects and reflects upon to demonstrate achievement and rapidly iterate based upon peer / mentor feedback
- Artifact / Evidence / Asset / Learning Object
 - Learner-constructed contents in an ePortfolio
- Milestones
 - Steps or deadlines in ePortfolio process
- Advisor / Mentor / Guide / Reviewer / Facilitator
 - Provides feedback or guidance on learner's ePortfolio

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Anatomy of an ePortfolio: OSP

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Anatomy of an ePortfolio: OSP

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Know Your Learners

- “Digital Natives”
(Mark Prensky)
- Collect, archive, and share content freely
- High Expectations
- Active and relevant learning
- Faculty should be accessible

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Active Learning in the Classroom

- Fewer lectures
- Student-centered
- Project-based learning
- Discussions and cases

- Example:
Team Learning Classroom
 - theater-in-the-round
 - audience polling
 - students show laptops on projector

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Know Your Mentors

- “Digital immigrants”
- Email savvy
- Taught by lecture
- Physicians
- Researchers
- Educators
- ... ePortfolio mentors?
- Need easy way to manage learner progress

Courtesy of Kingsley Wink - SUNET

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Examples of ePortfolios in Medical Education

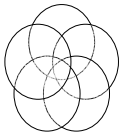
- Case Western Reserve
 - Student evaluation centered upon portfolios
- University of MN
 - Residency High/Low Points
- Johns Hopkins
 - Students apply to highly desirable internships
 - Pediatrics continuing medical education
- University of Pittsburgh
 - Student independent projects
- University of California, San Francisco
 - Student project presentations

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Factors for Selecting a Tool

- Price
- Integration into existing curriculum and student information system
- Variety of permissions settings
- Ease of reviewing ePortfolios
- Compliance with standards
- Ease of artifact management
- Archive /download capability
- Reusability and length of use

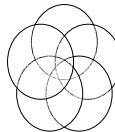


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Common ePortfolio Tools

- Freely Available
 - Open Source Portfolio "OSP"
 - Wikis (Tiki, Confluence, PM)
 - KEEP Toolkit
- Course Management System
 - Angel
 - WebCT (+Blackboard?)
- Document Management
 - Microsoft Sharepoint
 - Xerox DocuShare
- Custom-built
 - ePortaro Folio
- Home Grown
 - UW Catalyst ePortfolio
- HTML and web space

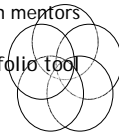


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Stanford e-Portfolio Pilot 2004-2005


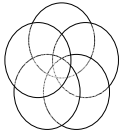
- Scholarly Concentration individual research projects
- Goals:
 - students organize learning experiences
 - students reflect on the process
 - facilitate communication between mentors and students
- Tool- borrowed UW Catalyst ePortfolio tool



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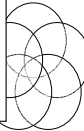
Stanford ePortfolio Home Page

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Stanford Student Project Page





University of Washington Catalyst ePortfolio tool
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Evaluation Findings

- Usage varied
- Students rarely posted except at deadlines
- Students had little interest in peer review
- Students shared project info with mentors during face-to-face meetings
- Mentors never gave students feedback on ePortfolios
- Students prefer sending email

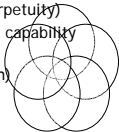


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Learn from Others' Experiences

- About Running ePortfolios
 - clearly define and publicize ePortfolio purpose
 - face-to-face meetings between reviewers/ learners
 - start small and let project grow as users become comfortable
 - define rules and etiquette of online system
 - address privacy and ownership issues (perpetuity)
 - useful to have archiving and downloading capability
 - use camtasia / captivate to create help documentation (users need a walkthrough)

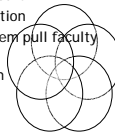


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Learn from Others' Experiences

- About the Learners
 - assume varying levels of interest among learners
 - set requirements for deadlines/milestones
 - users want to selectively publish materials to a variety of groups (private, mentor only, peers only, public web)
 - build a culture of reflection and make it an expectation
 - encourage peers to leave feedback for each other
 - embrace email: use automatic email notification
 - students may be the best advocates- have them pull faculty into the process
 - use same login as course management system
 - educate learners about HIPAA issues




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Learn from Others' Experiences

- About the Reviewers
 - assume varying levels of interest among reviewers
 - faculty development workshop on how to communicate in online forum / ePortfolio
 - continuously encourage mentors to leave feedback on projects
 - negative or simple comments will still increase portfolio usage
 - use pass/fail grading
 - minimize the work required to post/leave feedback

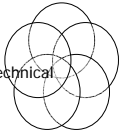


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Learn from Others' Experiences

- Credits:
 - Helen Chen & Brian Tobin, Stanford University
 - Kari Branjord & Michael Lougee, University of Minnesota
 - Chandler Mayfield, University of California, San Francisco
 - Eileen Palenchar, Brown University
 - Jeff Haywood, University of Edinburgh
 - W. R. Klemm, Texas A&M
 - Karen Lundstrom, CUNY New York City Technical College

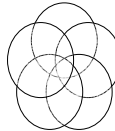


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Starting an ePortfolio Pilot

- Determine where students collect materials and where they would benefit by presenting and getting feedback
- Install a free system or use an established system
- Clearly define purpose and goals of the ePortfolios
- Start with a face-to-face meeting between mentor/learner
- Use deadlines and requirements, but keep it simple
- Create culture of documentation and reflection
- If ePortfolios do not work out, at least faculty:
 - clarified learning goals
 - learned more about the student experience
 - used insights to improve their program

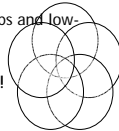


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Evaluation of an ePortfolio Pilot

- Collect usage statistics
 - artifacts, reflection, feedback
 - add images or html pages to track hits on web server
- Survey learners and reviewers
 - surveymonkey.com or within Course Management System
- Hold focus groups
 - Compare feedback from high-usage groups and low-usage groups
- Are the ePortfolios meeting their goals?
- Share your results with peer institutions!



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Other Resources

- ePortfolios
 - Electronic Portfolio Consortium
 - <http://www.eportconsortium.org/>
- Technology in Medical Education
 - Computing Resources in Medical Education (CRIME)
 - <http://missinglink.ucsf.edu/crime/>
 - Consortium on Medical Education and Technology (COMET)
 - <http://comet.med.nyu.edu>

