



University
of Glasgow | Faculty
of Medicine



The Great Britain
SASAKAWA
FOUNDATION
グレイトブリテン・ササカワ財団

Portfolios in Medical Education

Phillip Evans

Senior University Teacher in Medical Education

The University of Tokyo, 11th December 2008





I am grateful to the

Great Britain Sasakawa Foundation,
who have supported this visit to Tokyo.

11th December 2008

Lecture Over-view:

- A definition of portfolios
- Why are they important
- Examples from undergraduate phase
- Examples from post-graduate phase
- Strengths and weaknesses
- Potential advantages for Japanese undergraduates

A portfolio is

A collection of written work, made by the student.

It is part of course work.

Each piece of work is a reflective, thoughtful analysis of an event, a question or a case - but it is NOT an essay.

The work is discussed with a tutor and is formative.

The work is marked and contributes to the final result.

Therefore it is a summative assessment.

The characteristics of a portfolio:

In the broadest sense, a portfolio is a compilation of everything that the student wishes to include that is related to their course.

It might include their CV.

It might include a Record of Achievement.

The characteristics of a portfolio:

The work is reflective and thoughtful

For example - A patient known to the student.

The student would:

- a) Note key Clinical details
- b) Consider ethical and psychosocial aspects
- c) Reflect on how well they examined the patient
- d) How well they communicated with the patient
- e) Identify 'learning-points' for future thinking

The portfolio

- a) Provides evidence of self-directed learning.
- b) It is a **UNIQUE** record of what a student has done.
- c) It is highly valid and authentic.
- d) The quality is limited only by the student's ability

With respect to Quality Assurance,

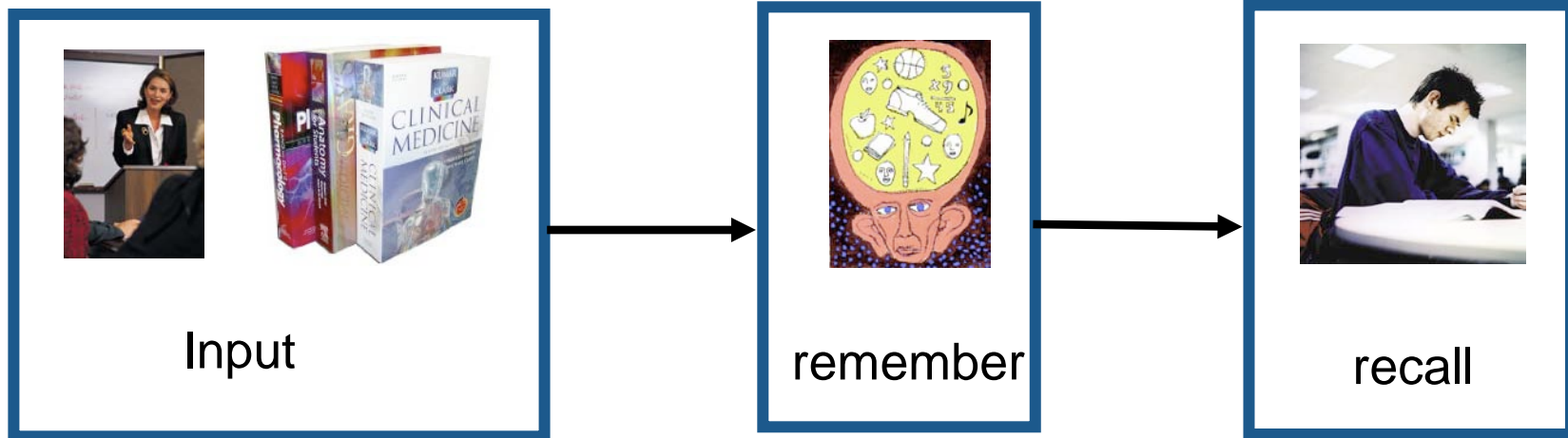
The portfolio.....

1. Provides evidence that the student is meeting the needs of the programme.
2. Provides evidence that tutors are developing the student's learning.
3. Provides evidence of the quality of the students academic achievement and capability.

In order to succeed, a student must be...

1. conscientious, committed and determined to sustain high quality learning
2. open to develop their personal and professional attributes
3. agreeable to constructive criticism about their work over the whole of the programme
4. empathic to tutors and fellow students and relate to learning opportunities

Significant Educational models: The classic model:



Significant Educational models:

The classic model:



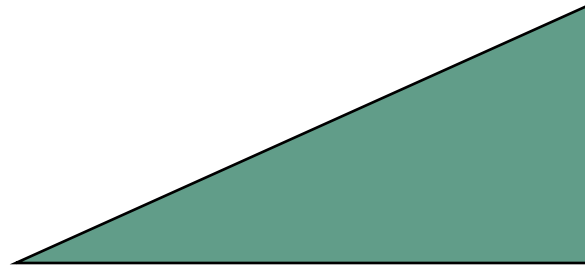
Significant Educational Models:

Deep learning = learning for understanding

**Marton, F.; Saljo, R. On Qualitative Differences in Learning: 1--
Outcome and Process. *British Journal of Educational
Psychology*, 46 pt1, 4-11, Feb 76**

Significant Educational Models:

(The Novice to Expert Shift)
Learning **TRANSFORMS** a novice towards expertise



Mezirow, J. (1991). *Transformative dimension of adult learning*. San Francisco, CA: Jossey-Bass.

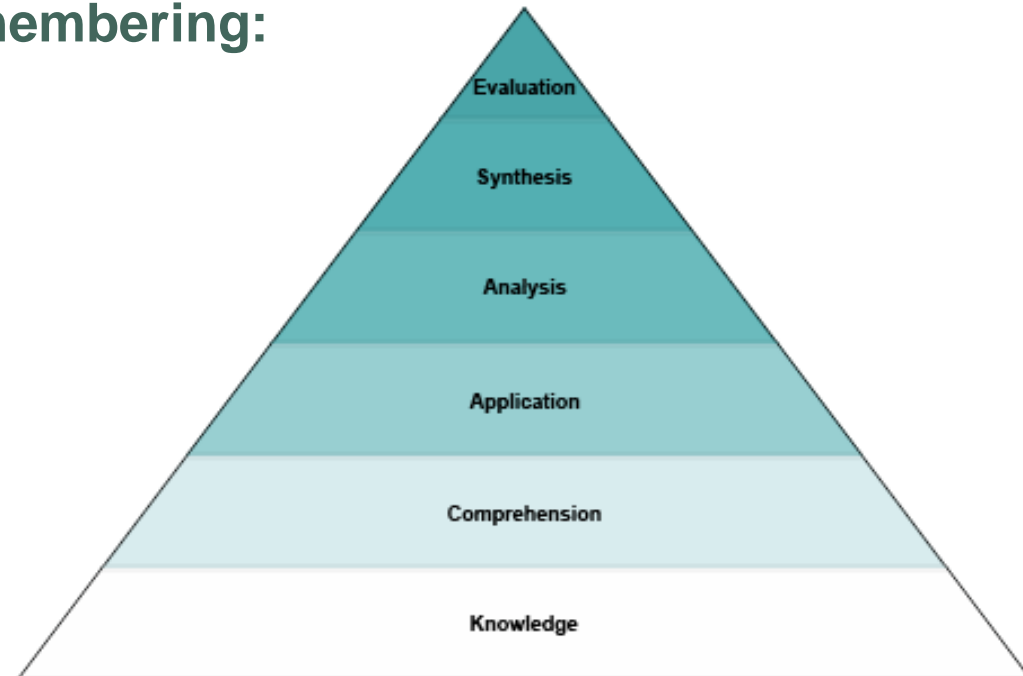
Mezirow believed that individuals should include reflective writing in their private study routine.

Significant Educational Models:

Bloom's Taxonomy:

Learning is more than remembering:

- cognitive domain
- affective domain
- psychomotor domain



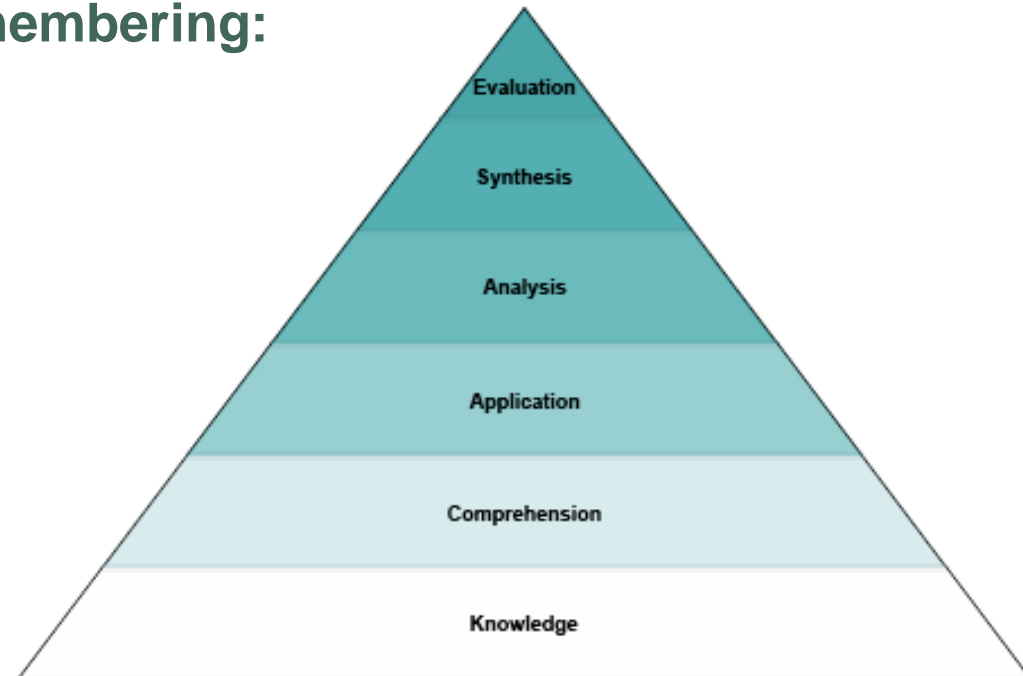
Bloom's Taxonomy of learning. Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Significant Educational Models:

Bloom's Taxonomy:

Learning is more than remembering:

- cognitive domain
- affective domain
- psychomotor domain

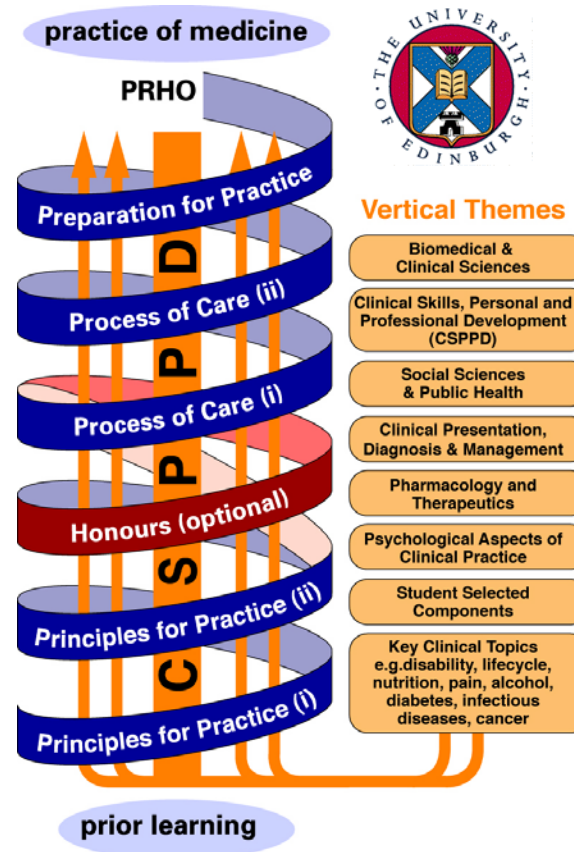
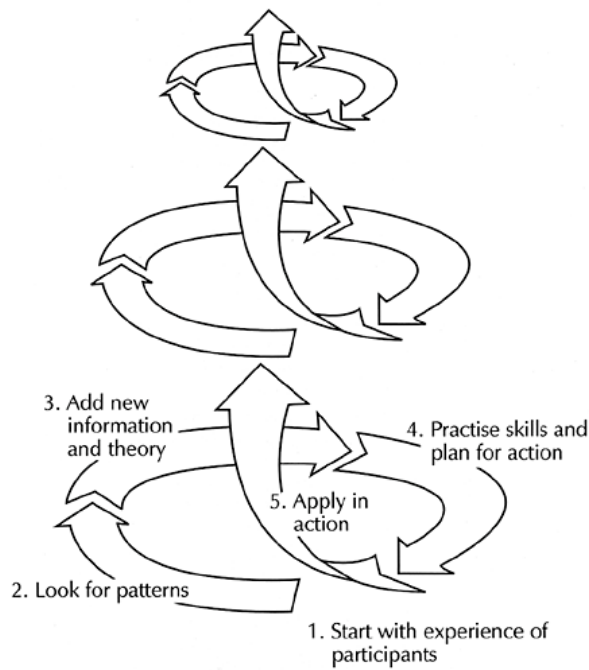


Bloom's Taxonomy of learning. Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.



Significant Educational Models: The Spiral Curriculum

Bruner, J (1960) *The Process of Education*, Cambridge, Mass.: Harvard University Press.



Significant Educational Models:

Schön, D. (1983) *The Reflective Practitioner. How professionals think in action.* London: Temple Smith.

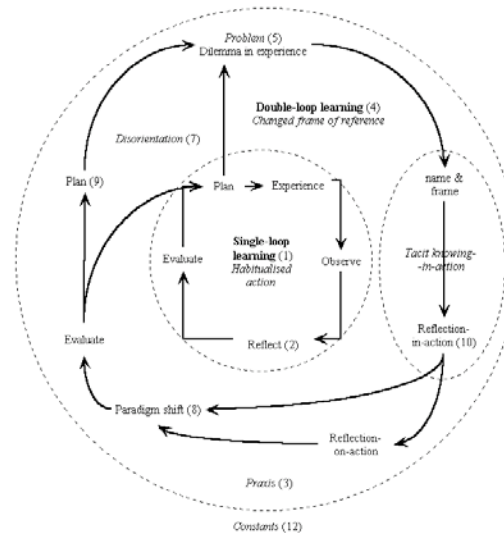


Diagram devised by R. Hatten, 1997. *Guidelines for Effectiveness in Continuing Professional Education.* Unpublished master's thesis, University of Sydney, New South Wales, Australia.

Two modes of delivery:

a) Paper based

b) Electronic

<http://www.eportfolios.ac.uk/FDTL4/docs>

Undergraduate schools adopt their own portfolio structure.

Most schools require two or three pieces of written work for each part of the course.

Most ask for students to write about a patient, or clinically related topic.

These are based on the GMC themes:

The scientific basis of practice

Treatment

Clinical and practical skills

Communication skills

Teaching skills

General skills

Medico-legal and ethical issues

Disability and rehabilitation

The health of the public

The individual in society

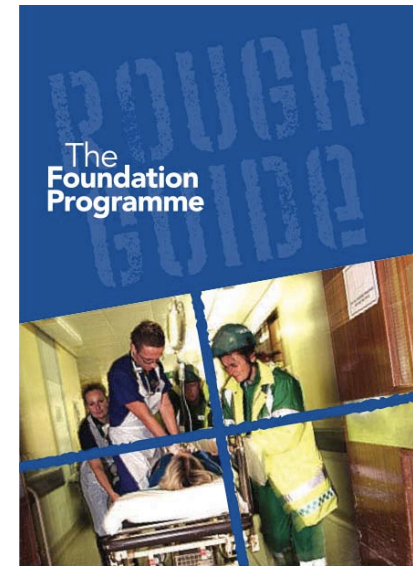


<http://www.gmc-uk.org/education/undergraduate>

The Postgraduate portfolio is electronic and completed on-line.

- A list of competences required to successfully complete the foundation programme
- Examples of forms to record meetings with the Educational Supervisor
- Educational agreement
- Assessment forms
- Personal development plan and careers planning

<http://www.foundationprogramme.nhs.uk>



Strengths:

Focuses attention on the process of learning

Students are no longer retain and recall knowledge

More documentation provides better quality assurance of content

Weaknesses:

Requires more time for completion

Logistics are complex and require web-based archives

Strengths:

Focuses attention on the process of learning

Students are no longer retain and recall knowledge

More documentation provides better quality assurance of content

Weaknesses:

Requires more time for completion

Logistics are complex and require web-based archives

The potential for students:

- Strengthens student 'ownership' of learning
- Enhance skills of analysis and reflection.
- Increase discussions with teachers about what has been understood.
- Promotes broader perception of the role of a doctor.

Brings a new ethos for Medical Education



Email: p.evans@clinmed.gla.ac.uk

Thank you