

Waarom zijn portfolio's wisselend succesvol?

Erik Driessen
Jan van Tartwijk
Cees van der Vleuten
Val Wass

Welke studies werden geselecteerd?

- (Basis) artsen (in opleiding)
- Lerenden
- Empirische studies

Welke studies vonden we?

- **Gescreend**: 1939 titels en samenvattingen
- **Eerste beoordeling**: 86 artikels
- **Studie selectie**: 30 artikels

Study/ Research Question	Design	Participants and setting	Intervention	Findings	Limitations
Burch, 2005 #278 RQ: unclear	Descriptive statistics of assessment. Correlations with other assessment methods	181 (100%) students in a clerkship Und grad clerkships	Aim: assessment Content: patient descriptions, reflections Coaching: no information Assessment: yes by interview	No effect level R=-0.42 with mc examination R=-0.37 with clinical case based examination (Authors don't give a meaning to this result) Not very labour intensive	no clear research question, therefore the results are not very meaningful. (descr. Statistic and internal item consistency) No information about methods
Campbell, 1996 #251 RQ: How is the portfolio used and what are the perceptions of the users on the influence on professional development?	Content analyses, Focus groups, Post survey	152 physicians from diverse specialities who participated as self-selected volunteers	Aim: monitoring and planning of CME, promoting reflective thinking Content: overviews (logbook) (digital) Coaching: no Assessment: no	Level 1 and level 3 willingness to change practice Response on survey 94 % Both survey (75%) and focus groups suggests that portfolio stimulates reflective learning and help monitoring and planning cme.	Strength is combination of instruments. Weakness is selection of participants Possible bias because of the use of self-selected volunteers
Dagley, 2005 RQ: evaluate feasibility and added value of portfolio for GP appraisal, revalidation and clinical governance	Single group, no comparison, pretest-post-test, questionnaires, interviews, qualitative data sources, content analyses	23 out of 346> GPs	Aim: coach and monitor professional development of GP's Content: overviews, material and pdp's (digital) Coaching: no Assessment: no	Level 1 Only 5 out 23 GPs used the portfolio because of time constraints and technical problems with the software. The content of the portfolios was rich and varied. The pdps were of good quality. Formal audits were not included in the portfolio	Small N, self selected volunteers, short timescale
Davis, 2001 #17 RQ evaluation of portfolio as a final examination method	Post survey (questionnaire), descriptive statistics, correlations with other assessment methods	126 Final year undergraduate students (100% intervention, 83 % survey) 33 examiners (100%)	Aim: final examination Content: diverse evidence material (prescribed by faculty) Coaching: no Assessment: yes	Level 1 (100% response examiners; 83% students) Moderate correlations Examiners: Readingtime was high burden, support for portfolio as an examination instrument Students: general support for portfolio as an examination method, too much paperwork More information on how to compile the portfolio is needed,	Perspective of examiners and students Weakness RQ not very specific, the statistical results are not very meaningful
Dornan, 2002 RQ: How is the portfolio used and what are the perceptions	Post survey questionnaire	95 out of 439 (22%) consultants in diabetes/endocrinology who	Aim: monitoring and planning of CME, promoting reflective thinking	Level 1 Limited use by learners (34%) due to lack of time,	Limited use of evaluation instruments (one page questionnaire) Possible bias

Hoe zijn de studies geanalyseerd?



Wat leren de resultaten?

- Acceptabele inter-beoordelaars betrouwbaarheden ($m=0.63$)
 - Kleine groep getrainde beoordelaars
 - Discussie tussen beoordelaars
 - Globale criteria, met *rubrics*

Waarom zijn portfolio's wisselend succesvol?

- **Tijd (rovend)**

- Slimmere* portfolio implementatie (feasibility).

- Nut* voor de lerende (open structure)

Waarom zijn portfolio's wisselend succesvol?

- (Slechte) implementatie
 - Duidelijke doelen en richtlijnen

 - Portfolio is onderdeel van het curriculum
 - Coaching
 - Gekoppeld aan (ander) onderwijs
 - ICT

En hoe zit het met het E-portfolio?

- Studie met experimenteel design:
 - 45 studenten web-based
 - 47 studenten paper-based
- Analyse:
 - Inhoudsanalyse van het portfolio
 - Studenten: enquête
 - Mentoren: interviews

Wat leren de resultaten?

Kwaliteit portfolio	Resultaat
Reflectie	WBP = PBP
Onderbouwing	WBP = PBP
Structuur	WBP = PBP
Motivatie	WBP=>PBP 0.39 (p<0.05; effect size 0.76)

Wat leren de resultaten?

	Resultaat
Student tijd	WBP(15.4) > PBP(12.2) (t=2.1; p<0.05; effect size 0.46)
Student tevredenheid	WBP = PBP
Mentor tevredenheid	WBP > PBP Gebruikersvriendelijk

Waarom zijn portfolio's wisselend succesvol??

e.driessen@educ.unimaas.nl

Meer informatie

- <http://e-learning.surf.nl/portfolio>
- e.driessen@educ.unimaas.nl
- Snadden, D., Thomas, M. L. & Challis, M. (1999) AMEE Medical Education Guide No. 11 (revised): *The use of portfolio-based learning in medical education*.
- Tartwijk, Driessen, Vleuten & Stokking (2007) Factors influencing the successful introduction of portfolios *Quality in Higher Education*, 13(1): 69-79.
- Driessen E.W., Tartwijk J. van, Vermunt J.D., Vleuten C.P.M. van der. (2003) Use of portfolios in early undergraduate medical training. *Medical Teacher*; 25 (1): 18-23