Evaluating & Documenting
Student Learning
through the use of E-Portfolios

Teaching Conversations
April 20, 2009
Introduction

- Overview of portfolios
- Contents of portfolios
- Roles of students and faculty members
- Administration and review process
- Proposed timeline
Reflective Portfolios

- collection of artifacts/evidence to demonstrate achievement and personal and professional development through a critical analysis and reflection of its contents

“Student portfolios should be employed to document students’ progressive achievement of the competencies throughout the curriculum and the practice experiences. The portfolios should be standardized and include student self-assessment, as well as faculty and preceptor assessments of the educational outcomes.”
LiveText Pilot Testing 2008-2009

- Seven P4 students during academic rotations
- Five P2 students during two meetings
- All students provided verbal and written feedback regarding usability, quantity and quality of instruction, etc.
Contents of Portfolio - Artifacts

- Referenced, organized, thoughtful, and representative of outcomes
- Required and elective
- Representing a progression of assignments
- Examples could include presentations, papers, videos, etc.
Contents of Portfolio - Reflections

• Shows relationship to competency and describes rationale for inclusion of artifact
• Prompts used during pilot testing
  • Please write a brief reflection regarding the context, importance, and purpose of your artifact.
  • How did this artifact contribute to your overall learning as a Pharmacy student?
  • What was the most memorable aspect of this artifact, and why? (Was it the preparation, content, audience, delivery, feedback, or something else?)
• Danger of socially desirable reflections
Contents of Portfolio – An example

- LiveText portfolio template for P4 pilot students:

  https://c1.livetext.com/
Roles

- **Students**
  - All – collecting, presenting, and defending artifacts
  - P2, P3, P4 – serving as peer mentors

- **Faculty**
  - Identifying and defining competencies and standards, criteria for meeting them, and timelines and guidelines for evaluation

- **Portfolio Committee?**
Faculty and Student Buy-In

- **Barriers**
  - Fear of additional work, time, etc.
  - Inability for students to see relevance of reflections
  - Lack of faculty understanding of outcomes upon which reflective portfolios are based

- **Potential solutions**
  - Designated calendar for student due dates and review periods for faculty mentors
  - Clear expectations to students
  - Sufficient preparation time for faculty
Review Process - Considerations

- Formative assessment – low stakes, minimal impact on grades, ongoing feedback, focus on progress
  - Written and verbal feedback from faculty, open dialogue between faculty and student

- Summative assessment – high stakes, evaluative feedback, focus on outcome
  - Formal review at the end of a semester or academic year
Review Process - Considerations

- **Interrater reliability**
  - Are the evaluations of portfolios consistent regardless of the reviewer or the student?

- **Validity**
  - What conclusions or inferences or decisions would we make from the students’ scores on the portfolio?
### Review Process – Potential models

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## Review Process – Potential Models

### Completion checklist
- Completed by faculty
- **Ratings** – unacceptable, acceptable, exemplary

### Reflection rubric
- Completed by faculty
- **Criteria** – depth of reflection, language use, mechanics

### Competency tracker
- Completed by students
- **Ratings** – introduced, developed, applied
Proposed Timeline – Summer, 2009

Preparations for Faculty and Administration

Portfolio Committee → Faculty Mentors → LiveText Training
Proposed Timeline – 2009-2010

Incoming P1 Class

Fall
- NSO/PDC
- Set up
- 1-2 artifacts

Fall/Spring
- Formal review

Spring
- 1-2 artifacts
- Formal review
Proposed Timeline – 2010-2011

New P1 Class, Experienced P2 Class

- **Fall**
  - NSO/PDC
  - 1-2 artifacts

- **P2 -> P1**
  - Fall/Spring
  - Formal review

- **Spring**
  - 1-2 artifacts
  - Formal review
Questions?