Developing Autonomous Learning through the use of Information Technology

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E-Portfolios

• .... a purposeful aggregation of ideas, evidence, reflections, feedback in a digital format that can evidence learning and ability to a selected audience (Jisc, 2014)

• Benefits are wide-ranging and include supporting dialogue with peers and tutors, evaluating and celebrating personal achievements and skills development, and, in the process, engaging learners in a deeper level of reflection on their CPD and development planning (Jisc, 2008)

• Fact that now the majority of students entering our programmes are Digital Natives and therefore find managing online resources easier and meets their learning expectations more readily (Mason and Rennie, 2008)
Pebblepad+ via CSP
Professional portfolio
Encompasses reflection and evidence
Linked to CSP Framework
Assessed as part of all clinical modules

Choice of production methods
Practical skills based portfolio
Demonstration, evidence and reflection
Assessed as part of 5 / 6 taught modules
Using Pebblepad+ to develop a Professional Portfolio

• As part of all clinical modules students complete a Pass/Fail portfolio of evidence
• Based on CSP Physiotherapy Framework at the level of a new graduate
• Standards have been allocated to each module focusing on the learning outcomes for the placement and the level of study.
• Total of five modules with average of 16 statements per module
• Workbook developed within Pebblepad+ which is shared with all students
• Students link their evidence to each statement with an explanation of how this achieves the standard
Sharing and giving feedback

• On completion of each portfolio, students share their portfolio with personal tutors who can then access and comment on the submission.

• Comments are left for each piece of evidence submitted and overall comments given.
Positives
• Students can share evidence with educators for feedback easily
• System allows evidence to be used for multiple standards
• Immediate feedback for students once marked
• Diversity of evidence used
• Environmental benefits

Challenges
• ‘Click’ heavy
• Students can change comments as no ‘lock’ facility in the current comments sections – copy of all comments has to be kept
• Lack of translation to mobile devices frustration for some students

Future Developments
• Looking at alternative ways of using Pebblepad+ which may be more user friendly
E-skills portfolio; context

• MSc Physiotherapy, accelerated, 2 year pre-registration programme
• Formative use across the programme to facilitate practice, reflection and development of clinical skills within a simulated environment
• ‘Menu’ of skills provided at each module
• Feedback provided towards the end of each module
• Movement towards m-learning; flexible and ubiquitous
• Implications for competency, learning and CPD
E-skills portfolio; process

Stephens & Parr, 2013
Positives

• Promotes engagement with CPD through a process of peer and self coaching
• Evidence of use at interviews for employment
• Technological advances - potentially ubiquitous learning

Challenges

• Students initially reluctant to commit to film
• Initial reluctance with learning autonomy – choice of format
• Access to resources – room booking

Future Developments

File sharing and opportunity for more dynamic, ‘continuous’ feedback
Integration within CPD ‘webfolio’
References

Jisc (2014) E-Portfolios – an overview
http://www.jisc.ac.uk/whatwedo/programmes/elearning/eportfolios.aspx#one (accessed 09.10.2014)

