

Working with students in partnership to design an E-portfolio for use on the MPharm degree.



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Introduction

The university of Reading introduced a conventional paper-based portfolio in 2014, for MPharm students (parts 1-3) to record achievements, placements/IPE completion, CPDs and reflective accounts that feed into an oral and folder assessment in the part 3.

Portfolios are important way to keep track of competencies and CPD's and are used by many professions. The GPhC requires pharmacists to record a minimum of 9 CPDs each year to remain registered, all submitted through an online platform (GPhC, 2018).

With this move to electronic record keeping academics in partnership with current MPharm students and technology enhanced learning (TEL) chose to design, test and develop a bespoke VLE integrated E-portfolio.

Student feedback on the current approach

Prior to the start of the project a module review was used to obtain students thoughts on the current paper portfolio. Over 80 responses were recorded with the top 15 most common themes represented below.

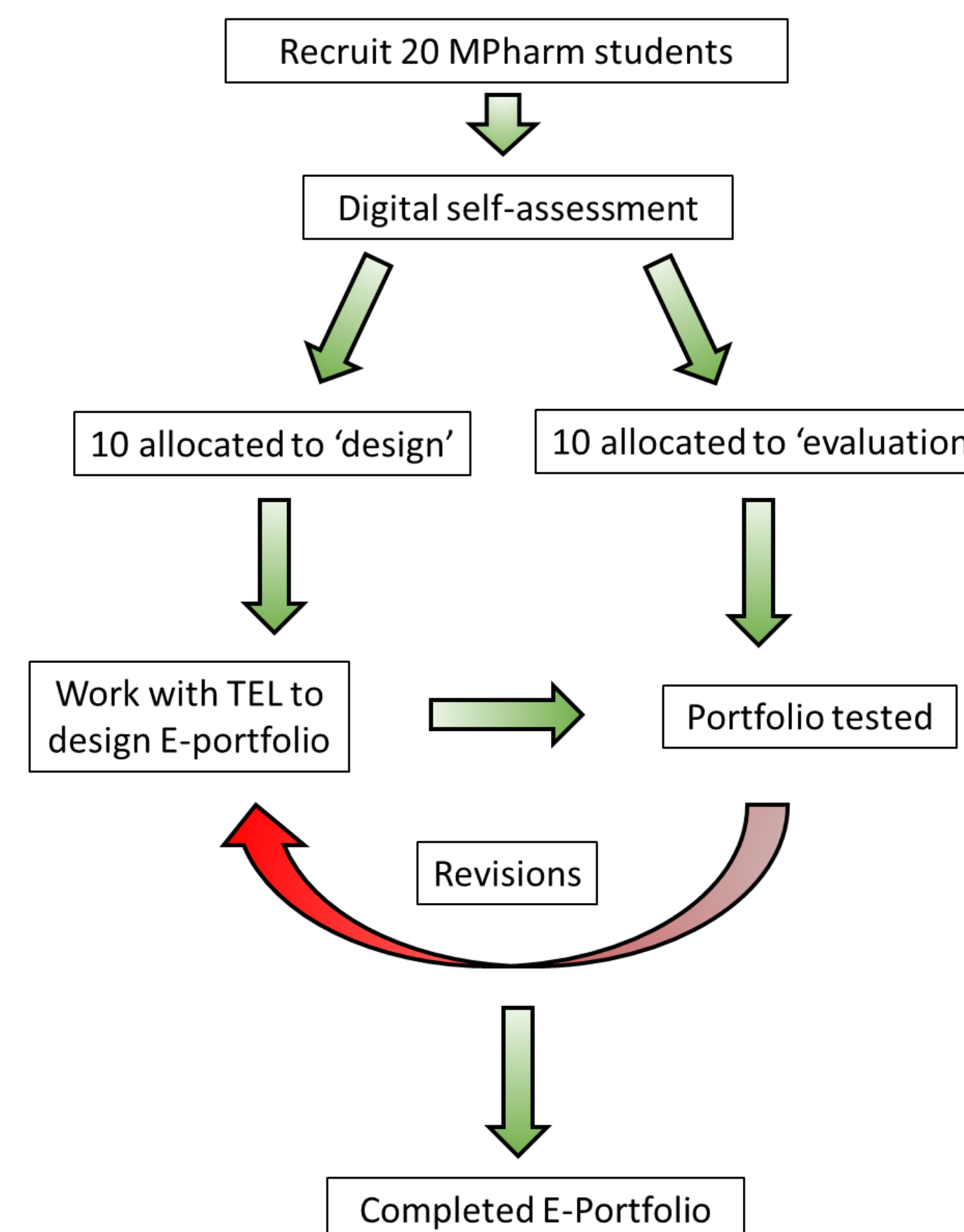


Figure 1. Word cloud of most common feedback terms from module feedback on the non-digital portfolio.

Each of these terms was cross referenced against the proposed E-portfolio, and it was deemed that the virtual platform could have a positive impact against each of the student feedback terms.

Project design

Students from part 3 of the MPharm were targeted for recruitment due to having the most experience with the current paper based format.. 20 students were recruited and undertook a digital self-assessment test, this test consisted of 5 Linkert scale questions accessing their prior experience of digital design. Based on responses precipitants were assigned to a 'design' or evaluation 'team' (key responsibilities given below). A design and feedback cycle was undertaken over 8 weeks producing a final and validated E-portfolio.



'Design'

- Storyboard portfolio features
- Design E-portfolio
- Program E-portfolio (support by TEL)
- Program E-portfolio revisions based on feedback

'Evaluation'

- Test E-portfolio prototypes using exemplar documents
- Highlight missing features
- Report feedback to the 'design' team
- Write user instructions

Results

The portfolio is accessible in two modes, the 'edit' mode that is used by the students when inputting their documents and a 'view' mode which shows the VLE formatted final portfolio. Within the 'view' mode students can change general colour and font styles but the uploaded documents are fixed. The final portfolio has seamless integration with the VLE and can be directly submitted for marking or shared with an academic tutor.

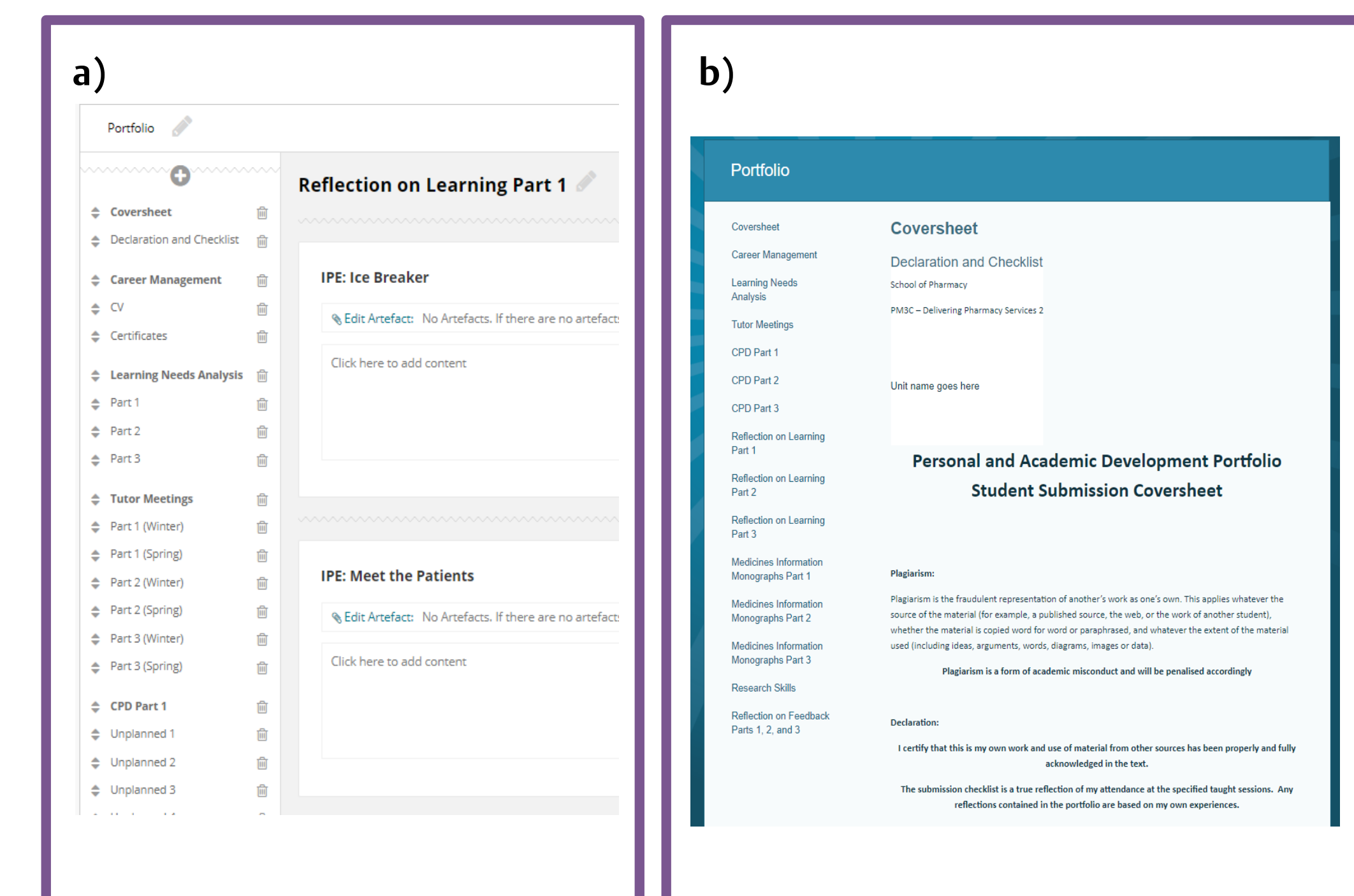


Figure 2. Example VLE platform a) designing and editing b) final portfolio design

The final portfolio can be downloaded as a HTML. file that the students can keep without VLE access, though no further manipulation of the document is possible.

Implementation and evaluation

The E-portfolio has been implemented into part 1 of the current MPharm. Final evaluation is planned upon final submission of the portfolios in part 3, using a questionnaire (open and Linkert scale) exploring the challenges and successes of the electronic platform, with results to be evaluated by quantitative and qualitative thematic analysis. Biyearly module evaluations are and will be monitored prior to final analysis to allow for any modification to be made to the platform whilst in this development and evaluation stage, allowing all students to engage with feedback.

References

- General Pharmaceutical Council. (2018). Revalidation framework. Available at :https://www.pharmacyregulation.org/sites/default/files/document/gphc_revalidation_framework_january_2018.pdf Accessed 16 July 2021
- Would like to thank CQSD (University of Reading) for funding this partnership project, alongside the TEL team and MPharm part 3 students for their hard work in designing the platform.

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