Coaching and assessment in workplace learning

(e)Portfolio

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Utrecht University
Faculty of Veterinary Medicine

Based on webinar by dr. E. Driessen
Overview

- Workplace-based learning
- Learn from experience: Reflection
- Learn from experience: Feedback
- Portfolio
Workplace learning

- Learning situated in the (clinical) workplace
- Undergraduate, graduate and CME
- Learn from experience
Workplace learning: problems

• Structure problem (Dornan e.a., 2006)
  – Learning by coincidence

• Feedback problem (Norcini & Burch, 2007)
  – Hardly observed
  – Hardly general competences
  – Poor feedback

• Behavior change problem (Eva & Regehr, 2008)
Overview

• Workplace-based learning
• Learn from experience: Reflection
• Learn from experience: Feedback
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Learn from experience?

Don’t *learn* your mistakes  
But *learn from* your mistakes

Reflective practioner  
Schön, 1981
Reflection

Let future behavior be guided by a systematic and critical analysis of past actions and their consequences.
Helping students become more reflective  (Korthagen e.a., 2001; Driessen e.a., 2008)

1. Action
2. Looking back on action
3. Awareness of essential aspects
4. Creating alternative methods of action
5. Trial
Overview

• Workplace-based learning
• Learn from experience: Reflection
• Learn from experience: Feedback
• Portfolio
Learn from experience: feedback
(Shute, 2008)

- Focus on the task, not the learner
  - Separate person and performance
- Specific and clear
  - Link feedback to goals and performance
- Narrative is more informative than numeric
  - Feedback should describe the what, how and why of a given problem
Learn from experience: feedback
(Shute, 2008)

• Promote a learning goal orientation
  – Mistakes are an important part of the learning process
  – Emphasize that effort yields increased learning
• Reduce uncertainty between performance and goals
• Provide honest feedback
  – Be a trustworthy source
Overview

• Workplace-based learning
• Learn from experience: Reflection
• Learn from experience: Feedback
• Portfolio
Portfolio: what is it?

• Student shows competences
  - ability to accomplish tasks
  - knowledge, skills and behaviour

• Combination of
  - material (assessment methods/feedback)
  - overviews
  - self-reflection
• A portfolio is worth the effort
  – Yes
  – No
Evidence

BEME GUIDE

The effectiveness of portfolios for post-graduate assessment and education:
BEME Guide No 12

CLAIRE TOCHEL, ALEX HAIG, ANNE HESKETH, ANN CADZOW, KAREN BEGGS, IAIN COLTHART &
HEATHER PEACOCK
NHS Education for Scotland, UK

Abstract

Background: Portfolios in post-graduate healthcare education are used to support reflective practice, deliver summative assessment, aid knowledge management processes and are seen as a key connection between learning at organisational and individual levels. This systematic review draws together the evidence on the effectiveness of portfolios across postgraduate healthcare and examines the implications of portfolios migrating from paper to an electronic medium across all professional settings.

Methods: A literature search was conducted for articles describing the use of a portfolio for learning in a work or professional study environment. It was designed for high sensitivity and conducted across a wide range of published and unpublished sources relevant to professional education. No limits for study design or outcomes, country of origin or language were set. Blinded, paired quality rating was carried out, and detailed appraisal of data extraction from included articles was managed using an online tool developed specifically for the review. Findings were discussed in-depth by the team, to identify and group pertinent themes when answering the research questions.

Results: Fifty-six articles from 10 countries involving seven healthcare professions met our inclusion criteria and minimum quality threshold; mostly uncontrolled observational studies. Portfolios encouraged reflection in some groups, and facilitated engagement with learning. There was limited evidence of the influence of a number of factors on portfolio use, including ongoing support from mentors or peers, implementation method, user attitude and level of initial training. Confounding variables underlying these issues, however, have not been fully investigated. A number of authors explored the reliability and validity of portfolios for summative assessment but reports of accuracy across the disparate evidence base varied. Links to competency and Quality Assurance frameworks have been demonstrated. There were conflicting reports about whether the different purposes of portfolios can be...
• Buckley S et al (2010) The educational effects of portfolios on undergraduate student learning: a Best Evidence Medical Education systematic review Medical Teacher
• Driessen, Erik (2009) Portfolio critics do they have a point? Medical Teacher, 31(4):279-281


Management

Clear goals
Combination of goals (mentoring/assessment) is no problem

Time and Money
Working with portfolio is resource intensive

Assessment is a condition for taking it seriously

Combine structure and freedom

Must feel portfolio is a solution for their problem

Mentor crucial for success

Results

Goals

People

Learning Environment

Infrastructure

Portfolio

Learning Activities

Technique
User friendly
Must work!!!!!
A realistic view on portfolio use

• Make the portfolio lean and meaningful for learning.
• Fit form and content to purpose.
• Make it personal for students.
• Appoint mentors to guide and support portfolio learning.
Utrecht University

ePASS electronic Portfolio Assessment and Support System

Welcome Debbie Jaarsma (test)
You are logged in as Masterstudent Diergeneeskunde in het Universair Medisch Centrum Utrecht te Utrecht.
ePASS - Utrecht

Portfolio Dummy Marjan5 (AIOS)
(VieCurie Medisch Centrum, Venlo, mail: marjan5@akzn.nl, telefoon: 85738)

<table>
<thead>
<tr>
<th>Overzicht</th>
<th>CV en Opleidingschema</th>
<th>Werkplekbeoordeling en Competenties</th>
<th>Verrichtingen en Bekwaamheid</th>
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<td>Leren en Reflectie</td>
<td>Gespreksverslagen</td>
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Toon semester: alles < eerder 1-2 later > laatste |

Competenties

Naar overzicht competentieontwikkeling

**Overzicht werkplekbeoordelingen**

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<th>Datum</th>
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Voeg nieuwe werkplekbeoordelingen toe

**Overzicht afgesloten 360-graden feedbackronden**

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</tr>
</tbody>
</table>
Competenties Dummy Marjan5 (AIOS)
(VieCurie Medisch Centrum, Venlo, mail: marjan5@azm.nl, telefoon: 85738)

2.1: De specialist bouwt effectieve behandelrelaties met patiënten op.
Bekijk/verbeg Instructie
Switch naar tabel

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**Samenwerken**

*Is in staat collegiaal samen te kunnen werken met collega’s, overig personeel en derden.*

- Respecteert de inbreng en expertise van anderen en maakt hiervan adequaat gebruik.
- Maakt heldere afspraken met teamleden en is op de hoogte van de taakverdeling.
- Kan een patiënt gelegenheid overdragen.
- Voert verderaf inhoudelijke discussies om in samenspraak met elkaar tot consensus te komen.

**Geef de student feedback m.b.t. haar/zijn samenwerken tijdens het uitvoeren van de geobserveerde taak**

**Wat ging goed:**

**Verbeterpunten:**

**Overall indruk (Beschrijving ondersteunend voor overall indruk):**

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<td>Houdt zich niet aan afspraken (tijd, uiterlijk, voorbereiding). Niet op de hoogte van taakverdeling. Staat niet open voor de mening van teamleden. Draagt patiënt niet/ongelijkwaardig over.</td>
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<tr>
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<td>Houdt zich aan afspraken. Gaat flexibel om met taakverdeling. Taalvol. Maakt gebruik van expertise van teamleden en brengt hiermee de inhoudelijke discussie verder.</td>
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Thank you!

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Assessment group