



Coaching and assessment in workplace learning

- (e)Portfolio

Harold Bok

Utrecht University

Faculty of Veterinary Medicine



Utrecht University

Based on webinar by dr. E. Driessen

Overview

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



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Workplace learning

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



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Learn from experience?

Don't *learn* your mistakes

But learn *from* your mistakes



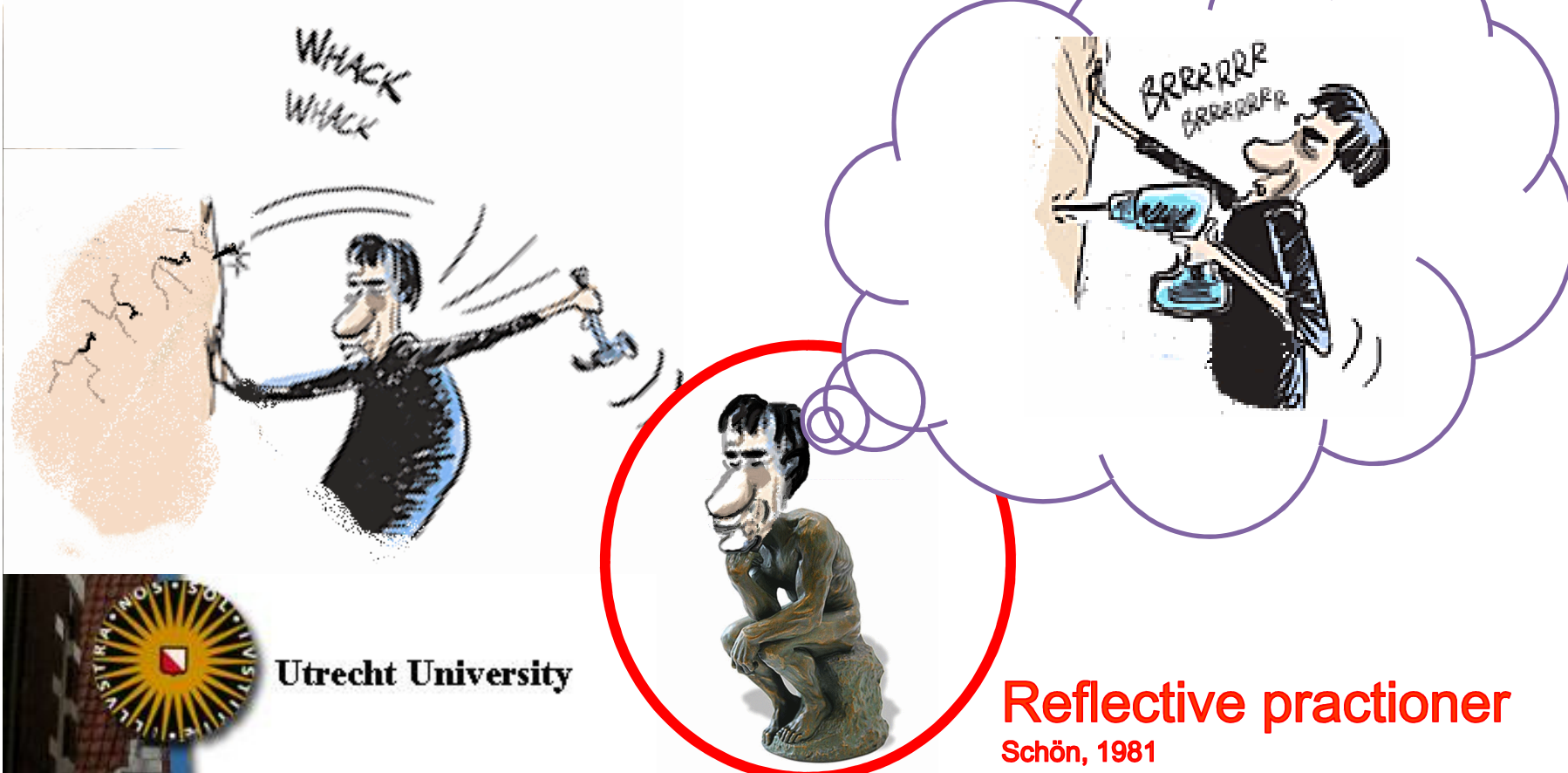
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Reflective practioner
Schön, 1981



Reflection

Let future behavior be guided by a systematic and critical analysis of past actions and their consequences

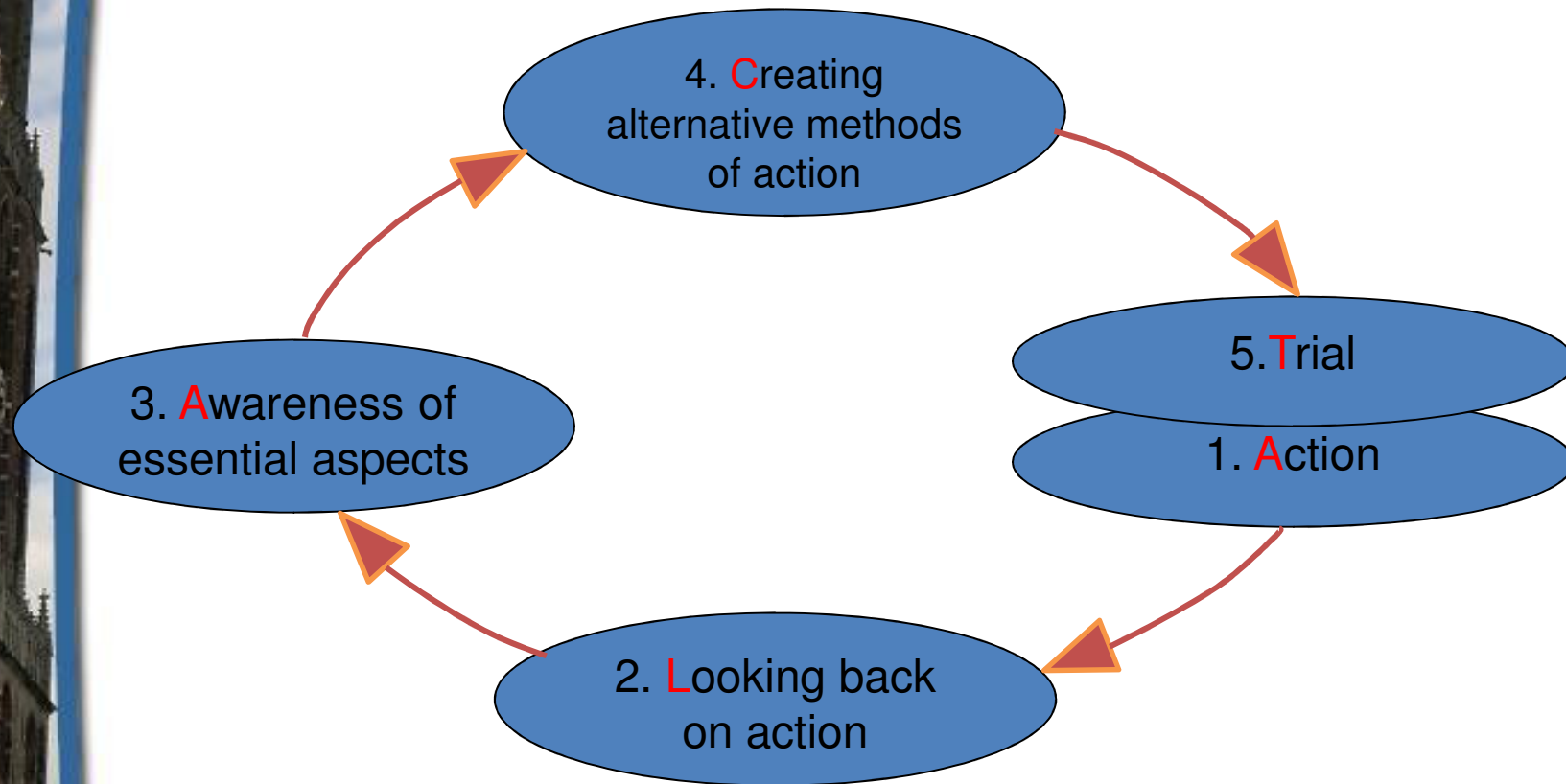


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Reflective practioner
Schön, 1981

Helping students become more reflective

(Korthagen e.a., 2001; Driessen e.a., 2008)



Overview

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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



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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

2009; 31: 320-339

MEDICAL
TEACHER

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 and 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



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Results

Time and Money
Working with portfolio
is resource intensive

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

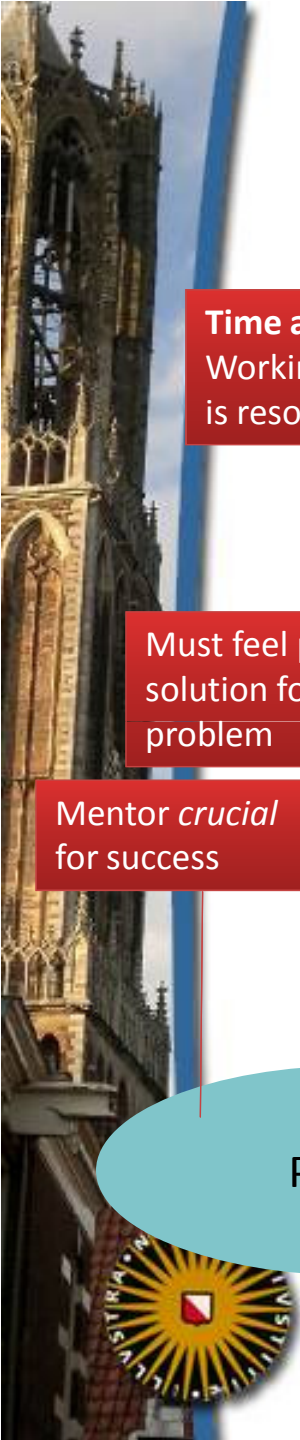
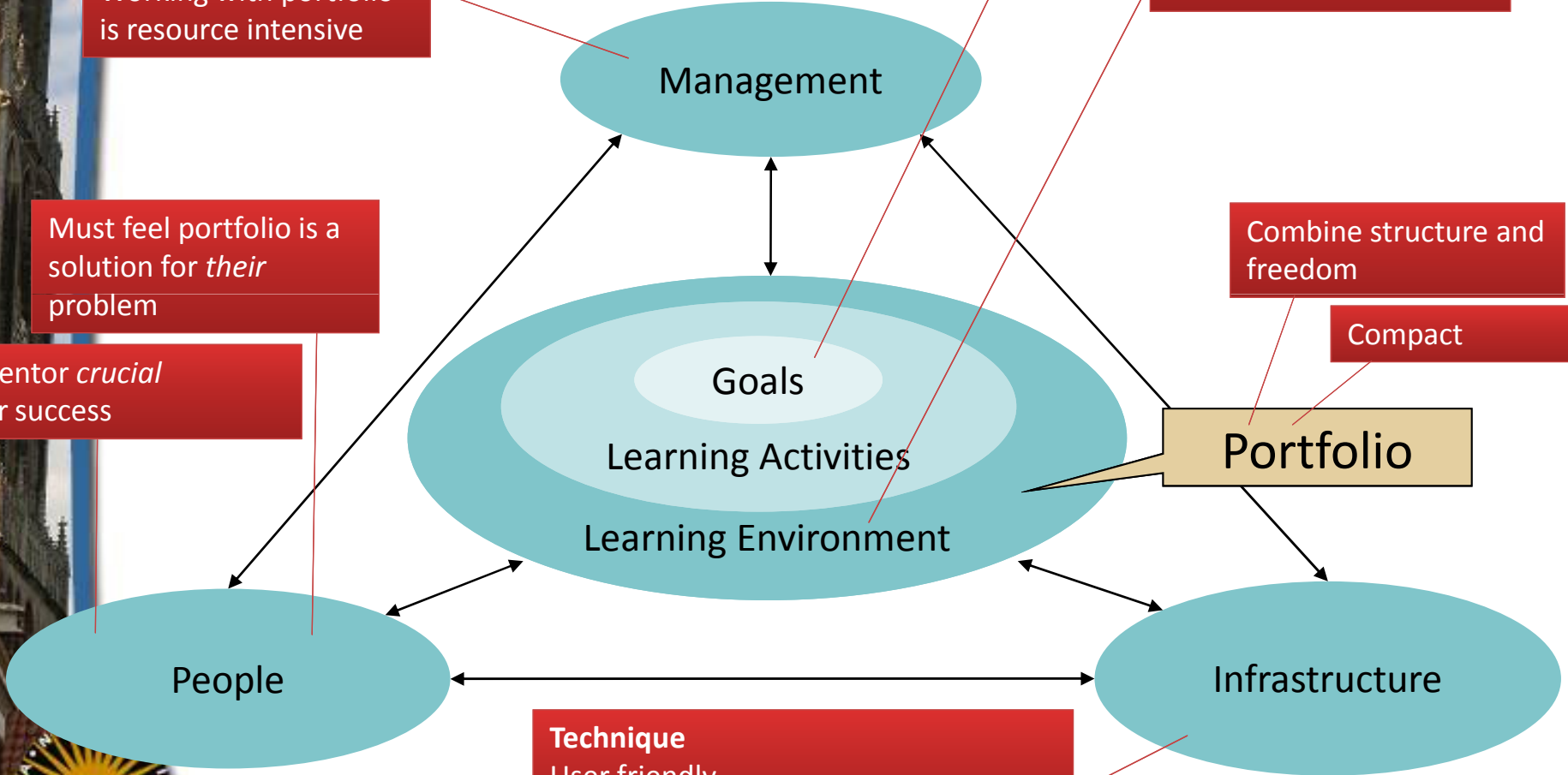
Assessment is a
condition for taking it
seriously

Must feel portfolio is a
solution for *their*
problem

Mentor *crucial*
for success

Combine structure and
freedom

Compact





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.



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ePASS electronic Portfolio Assessment and Support System

Maastricht University
M&TEUM

[Home](#) [Portfolio](#) [Competenties](#) [Nieuw](#) [Mijn Info](#) [Help](#)

Welkom Debbie Jaarsma (test)

U bent ingelogd als Masterstudent Diergeneeskunde in het Universitair Medisch Centrum Utrecht te Utrecht.



Under construction

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ePASS - Utrecht

Portfolio Dummy Marjan5 (AIOS)

(VieCurie Medisch Centrum, Venlo, mail: marjan5@azrn.nl, telefoon: 85738)

Overzicht	CV en Opleidingschema	Werkplekbeoordeling en Competenties	Verrichtingen en Bekwaamheid
Cursussen en Toetsing	Wetenschap en Doceren	Leren en Reflectie	Gespreksverslagen

Toon semester: [alles](#) < [eerder](#) 5-2 > [later](#) > [laatste](#)]

Competenties



[Naar overzicht competentieontwikkeling](#)

Overzicht werkplekbeoordelingen

Datum	Formulier	Afdeling	Betreft	Geval.	Niveau	Supervisie	Inzien
18-3-08	KPBP	VieCurie MC/Gyn/ver	algemeen polispreekuur	ja	Op niveau	Nihil	inzien
29-3-08	KPBP	VieCurie MC/Gyn/ver	acute geneeskunde	ja	Op niveau	Nihil	inzien
09-4-08	KPBP	VieCurie MC/Gyn/ver	algemene poli	ja	Op niveau	Nihil	inzien
16-4-08	KPBN	VieCurie MC/Gyn/ver		ja	Op niveau	Nihil	inzien
29-4-08	KPBP	VieCurie MC/Gyn/ver	gastro-enterologie en voerdng	ja	Op niveau	Nihil	inzien
13-5-08	KPBP	VieCurie MC/Gyn/ver	endocrinologie en metabolisme	ja	Op niveau	Weinig	inzien
19-5-08	KPBV	VieCurie MC/Gyn/ver	lumbaalpunctie	ja	Op niveau	Nihil	inzien
06-6-08	KPBP	VieCurie MC/Gyn/ver	acute hoge koorts	ja	Op niveau	Weinig	inzien
15-6-08	KPBV	VieCurie MC/Gyn/ver	X-thorax	ja	Op niveau	Nihil	inzien
26-6-08	KPBP	VieCurie MC/Gyn/ver	ademhalingssysteem	ja	Op niveau	Nihil	inzien
30-6-08	KPBP	VieCurie MC/Gyn/ver	endocrinologie	ja	Op niveau	Nihil	inzien
11-7-08	KPBN	VieCurie MC/Gyn/ver		ja	Boven niveau	Nihil	inzien
05-11-09	KPBP	VieCurie MC/Gyn/ver		nee			inzien

[Voeg nieuwe werkplekbeoordelingen toe](#)

Overzicht afgesloten 360-graden feedbackronden

Datum	Aantal afgerond	Status	Bekijk resultaten
15-5-08	8/8	Goedgekeurd	resultaten



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Competenties Dummy Marjan5 (AIOS)

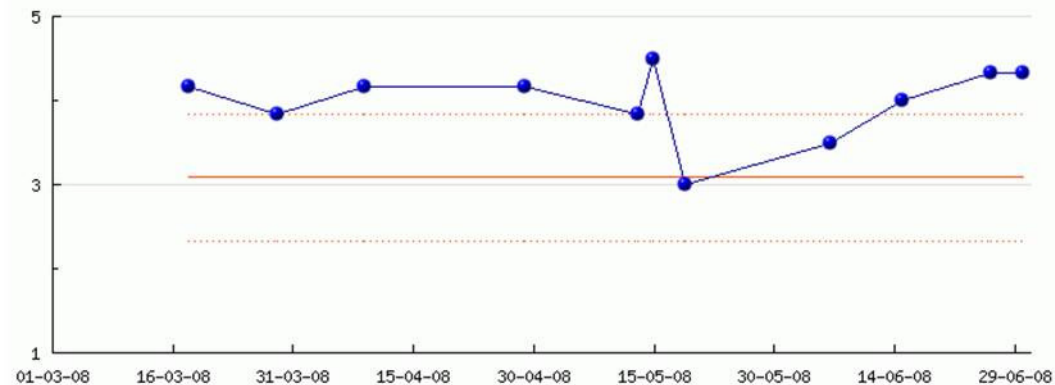
(VieCurie Medisch Centrum, Venlo, mail: marjan5@azm.nl, telefoon: 85738)

Hoofdcompetentie: < vorige volgende > Communicatie
Deelcompetentie: < vorige volgende > Behandrelatie opbouwen
Semester: alles < eerder 5-2 later > laatste]

2.1: De specialist bouwt effectieve behandelrelaties met patiënten op.

[Bekijk/verberg Instructie](#)

[Switch naar tabel](#)



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Samenwerken

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

- Respekteert 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 gedegen overdragen
- Voert veterinair 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)

1	2	3	4	5
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/onduidelijk over.	Komt niet alle afspraken na. Houdt zich gedeeltelijk aan taakverdeling. Staat gedeeltelijk open voor de mening van teamleden. Draagt zelf niet actief bij aan discussie	Houdt zich aan afspraken m.b.t. werk. Houdt zich aan taakverdeling. Staat open voor de mening van teamleden. Draagt bij aan de discussie.	Houdt zich aan afspraken. Gaat flexibel om met taakverdeling. Maakt gebruik van de mening van teamleden en heeft een actieve eigen inbreng.	Houdt zich aan afspraken. Gaat flexibel om met taakverdeling. Tactvol. Maakt gebruik van expertise van teamleden en brengt hiermee de inhoudelijke discussie verder.



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Thank you!



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Assessment group



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