I am grateful to the Great Britain Sasakawa Foundation, who have supported this visit to Tokyo. 
11th December 2008
Lecture Over-view:

- A definition of portfolios
- Why are they important
- Examples from undergraduate phase
- Examples from post-graduate phase
- Strengths and weaknesses
- Potential advantages for Japanese undergraduates
A portfolio is ..... 
A collection of written work, made by the student. 
It is part of course work. 
Each piece of work is a reflective, thoughtful analysis of an event, a question or a case - but it is NOT an essay. 
The work is discussed with a tutor and is formative. 
The work is marked and contributes to the final result. 
Therefore it is a summative assessment.
The characteristics of a portfolio:

In the broadest sense, a portfolio is a compilation of everything that the student wishes to include that is related to their course.

It might include their CV.

It might include a Record of Achievement.
The characteristics of a portfolio:

The work is reflective and thoughtful

*For example* - *A patient known to the student.*

The student would:

a) Note key Clinical details
b) Consider ethical and psychosocial aspects
c) Reflect on how well they examined the patient
d) How well they communicated with the patient
e) Identify ‘learning-points’ for future thinking
The portfolio

a) Provides evidence of self-directed learning.

b) It is a UNIQUE record of what a student has done.

c) It is highly valid and authentic.

d) The quality is limited only by the student’s ability
With respect to Quality Assurance,
The portfolio........
1. Provides evidence that the student is meeting the needs of the programme.
2. Provides evidence that tutors are developing the student’s learning.
3. Provides evidence of the quality of the students academic achievement and capability.
In order to succeed, a student must be...

1. conscientious, committed and determined to sustain high quality learning
2. open to develop their personal and professional attributes
3. agreeable to constructive criticism about their work over the whole of the programme
4. empathic to tutors and fellow students and relate to learning opportunities
Significant Educational models:
The classic model:

- Input
- remember
- recall
Significant Educational models:
The classic model:
Significant Educational Models:

Deep learning = learning for understanding

Marton, F.; Saljo, R. On Qualitative Differences in Learning: 1--Outcome and Process. *British Journal of Educational Psychology*, 46 pt1, 4-11, Feb 76
Significant Educational Models:

(The Novice to Expert Shift)
Learning TRANSFORMS a novice towards expertise

Mezirow believed that individuals should include reflective writing in their private study routine.
Significant Educational Models:
Bloom’s Taxonomy:
Learning is more than remembering:
- cognitive domain
- affective domain
- psychomotor domain
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Bloom’s Taxonomy:
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Significant Educational Models:
The Spiral Curriculum
Significant Educational Models:


Two modes of delivery:

a) Paper based

b) Electronic

http://www.eportfolios.ac.uk/FDTL4/docs
Examples of Undergraduate

Undergraduate schools adopt their own portfolio structure.

Most schools require two or three pieces of written work for each part of the course. Most ask for students to write about a patient, or clinically related topic. These are based on the GMC themes:

- The scientific basis of practice
- Treatment
- Clinical and practical skills
- Communication skills
- Teaching skills
- General skills
- Medico-legal and ethical issues
- Disability and rehabilitation
- The health of the public
- The individual in society

[http://www.gmc-uk.org/education/undergraduate](http://www.gmc-uk.org/education/undergraduate)
The Postgraduate portfolio is electronic and completed on-line.

- A list of competences required to successfully complete the foundation programme
- Examples of forms to record meetings with the Educational Supervisor
- Educational agreement
- Assessment forms
- Personal development plan and careers planning

http://www.foundationprogramme.nhs.uk
Strengths and weaknesses

Strengths:
Focuses attention on the process of learning
Students are no longer retain and recall knowledge
More documentation provides better quality assurance of content

Weaknesses:
Requires more time for completion
Logistics are complex and require web-based archives
Strengths:
Focuses attention on the process of learning
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Weaknesses:
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Logistics are complex and require web-based archives
The potential for students:
• Strengthens student ‘ownership’ of learning
• Enhance skills of analysis and reflection.
• Increase discussions with teachers about what has been understood.
• Promotes broader perception of the role of a doctor.

Brings a new ethos for Medical Education
Email: p.evans@clinmed.gla.ac.uk

Thank you