

Nursing Studies

MSc/Cert/Dip in Advancing Nursing Practice

E-Portfolio Guidelines

Programme Director: Dr Anne Robertson

E-PORTFOLIO GUIDELINES

Introduction

This guide refers to the production of an e-portfolio for assessment. Please read this guide in conjunction with [Portfolio marking criteria](#). This guide does not refer to the Pebblepad software that is used to produce the e-portfolio.

What is an e-portfolio?

In its simplest form a portfolio is a collection of objects.

The term e-portfolio or electronic portfolio simply indicates that some or all of the evidence is collected in digital form. Definitions of an e-portfolio tend to include the following elements:

- A collection of digital resources that provide evidence of an individual's progress and achievements, drawn from both formal and informal learning activities, that are personally managed and owned by the learner that can be used for review, reflection and personal development planning, that can be selectively accessed by other interested parties e.g. teachers, peers, assessors, awarding bodies, prospective employers.
 - a collection of authentic and diverse evidence, drawn from a larger archive representing what a person or organisation has learnt over time, on which the person or organisation has reflected, and designed for presentation to one or more audiences for a particular rhetorical purpose . (NLII, 2003 cited in Barrett & Wilkerson 2004).

How to create an e-portfolio for assessment of learning outcomes

Step 1

Your first task is to decide what it is you are collecting in order to provide evidence that you have achieved your learning outcomes.

Any collection has to have a coherence of purpose. Collections can be made up of diverse objects, for example, a collection of 1960's artifacts, or they can consist of the same type of object, for example, a stamp collection. A portfolio allows you to collect a variety of artifacts (the elements that make up your portfolio) from different sources.

Artifacts can be audio clips, video clips, test scores, written work. It is important to check that the artifacts you wish to use are acceptable. They must reflect your work and work that is directly related to the programme of study, **not work previously submitted**. Your Academic Advisor should be consulted for guidance.

The rationale for the collection is important as it demonstrates to the viewer why the particular objects have been chosen.

The portfolio must then demonstrate integration.

Step 2

The next step is the organisation of the collection. What is the story that you wish to tell through your collection? What is the design of your portfolio?

If we return to the stamp collection example -

Stamps could be organised by geographical location. This would allow you to compare and contrast the different images and colours used by various countries in stamp design and draw conclusions.

Stamps could also be organised by value. This would allow you to explore the elements and features that rare stamps have in common.

The organisation of the elements within the portfolio create the argument that you wish to present.

Step 3

The creation of the portfolio. Two examples of different types of portfolio are provided as guidelines. They are not definitive and are suggestions only.

A portfolio is a piece of work that is created through time. It is also useful to engage in discussion with your peers for feedback about how your portfolio is progressing. This process can be documented in your portfolio. It is crucial that you make decisions as to what types of multimedia presentations you wish to demonstrate that you have met your learning outcomes.

Portfolios allow the opportunity for you to be creative and use for example photographs, powerpoints, sound graphs and hyperlinks.

Example 1

Student A has an interest in diabetic education for young people. The portfolio consists of the following elements organised as numbered files:

The word length in brackets in example 1 is only a guideline, but must be roughly equivalent to the word length of the dissertation.

The E-Portfolio (60 credits)

For students submitting an e-portfolio instead of a dissertation, please read 'Dissertation Guidelines' for general information regarding supervision and starting the task.

1. The rationale, learning contract (500-750).
 1. A podcast on diabetic education for young people created by the student.
 2. A transcript of the podcast (All podcasts must have a transcript to ensure that the material is accessible)
 3. An information leaflet designed by the student.
 4. A paper on the critical analysis of using podcasts and leaflets for health education purposes with reference to literature (4000-4500)
 5. A paper on the process of how the materials could be evaluated, demonstrating application of research theory knowledge (3000-4000)
 6. A reflective account of the process, using a model of reflection, on producing the materials. The self evaluation of learning outcomes with reference to discussion in action learning classes and peers comments (1000-1500)
 7. This portfolio demonstrates - *research awareness, understanding and application of theory, critical analysis,*

self reflection and evaluation and the production of learning materials.

8. In the marking of the portfolio the university marking guidelines are used. Referencing, language and critical analysis conventions must be followed.

Example 2

Student B has an interest in wound care for the elderly following trauma. The portfolio is organised as a concept map. The word length in brackets in example 1 is only a guideline, but must be roughly equivalent to the word length of a 20 credit course paper.

The E-Portfolio (20 credits)

1. The rationale, learning contract (500-750)
 1. A literature search on wound care for the elderly following trauma with critical analysis (1500-2000)
 2. A description of current practice in own work place (500-750)
 3. The production of a guide for staff
 4. A reflective account of the process, using a model of reflection, on producing the materials and how the literature helped inform the guidelines. The self-evaluation of learning outcomes with reference to discussion in action learning classes and peers comments (1000-1500)

This portfolio demonstrates - *research awareness, understanding and application of theory, critical analysis, self reflection and evaluation and the production of learning materials*

The following site gives examples of portfolios and useful advice on how to assess your portfolio. Please visit.

<http://www.uwstout.edu/art/artedportfolios/evaluating/index.html>

For further advice read [masters portfolio.pdf](#) which gives useful information.

References that are useful

Barrett H (n.d.) *Collaborative Planning for Electronic Portfolios: Asking Strategic Questions*, Available on line at <http://electronicportfolios.org/portfolios/planning.html> (accessed 14 September 2006)

Barrett H & Wilkerson J (2004) *Conflicting Paradigms in Electronic Portfolio Approaches. Choosing an Electronic Portfolio Strategy that Matches your Conceptual Framework*, Available on line at <http://electronicportfolios.org/systems/paradigms.html> (accessed 14 September (2006)

Barrett H (2006) Using Electronic Portfolios for Classroom Assessment, *Connected Newsletter*, **13**, 2, 4-6.

Beetham H (n.d.) *e-portfolios in post-16 learning in the UK: developments issues and opportunities. A report prepared for the JISC e-Learning and Pedagogy strand of the JISC e-Learning Programme*, Available on line at <http://ferl.becta.org.uk/display.cfm?nes1D=18154>

Currant N, Murray C, Higgison C, Taylor J, Raby S, Hairsine J and Sykes R (2006) *Into HE: Learner's Experiences of e-Portfolios in Raising Aspirations and Pre-entry Support*, Networked Learning

Elango S, Jutti RC & Lee LK (2005) Portfolio as a Learning Tool: Students' Perspective, *Annal Academy of Medicine*, **34**, 8, 511- 4.

Grant S, (2005) *Clear e-portfolio definitions: a prerequisite for effective interoperability* Available on line at <http://www.simongrant.org/pubs/ep2005/maintext.html> (accessed on 20 September 2006)

Greenberg (2004) The digital convergence: Extending the portfolio model, *Educause Review*, **39**, 4, 28-37.

Joyce P (2005) A Framework for Portfolio Development in Postgraduate Nursing Practice, *Journal of Clinical Nursing*, **14**, 4, 456-463.

Ledoux M & McHenry N (2006) Electronic Portfolio Adoption for Teacher Education Candidates, *Early Childhood Education Journal*

Lupton K (1979) Portfolios versus Syllabus Methods in Experiential Education, *Alternative Higher Education*, **4**, 2, 114-126.

Orland-Barak L (2005) Portfolios as evidence of reflective practice: What remains Untold? *Educational Research*, **47**, 1, 25-44.

Rees C & Sheard C (2004) Undergraduate medical students' views about a reflective portfolio assessment of their communication skills learning, *Medical Education*, **38**, 125-128.

Spendlove D & Hopper M (2006) Using 'Electronic Portfolios' to Challenge Current Orthodoxies in the Presentation of an Initial Teacher Training Design and Technology Activity *Journal of Technology and Design Education*, **16**, 177-191.

Woodward H & Nanlohy P (2004) Digital Portfolios: Fact or Fiction, *Assessment & Evaluation in Higher Education*, **29**, 2, 227-238.
Available on line at

<http://www.aare.edu.au/02pap/woo02363.htm>