

# Evaluating and Explaining Levels of Student Engagement and Disengagement with Electronic Portfolios for Personal Development Planning (PDP)

Part of JISC funded ELP project

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# OUTCOMES

- Outlined two models of engagement
- Identified different levels of engagement in different educational contexts
- Identified factors which impact on engagement
- Identified practical steps which can support/enhance 'required' engagement



# Workshop Outline

- Outline contexts and nature of cohorts
- Introduce 1<sup>st</sup> model-E-portfolio at centre
- Discussion on factors which impact on this model
- Introduce 2<sup>nd</sup> model-User at Centre
- Discussion on type of user engagement required
- Conclude-Critique of models



# 3 uses, 3 e-portfolios

Year 12 students (16/17 yo) applying to University	PebblePAD
1 <sup>st</sup> year Social Science undergraduates on a skills module	Blackboard VLE
Pre-Registration House Officers PDP for professional registration purposes	Bodington VLE logbook



# Sixth form students using PDP to help University application

- Voluntary, assessed module about:
  - Making better decisions about university / career
  - Recording & reflecting skills / experiences
  - Action planning
  - Using evidence to compile personal statement for university application



# Cohort

School	Students	Voluntary	Completion rate
A	Mixed subjects / mixed ability	Yes	64%
B	Able students / mainly science subjects	No, teacher volunteered	81%
C	IT students / mixed ability	No, teacher volunteered	64%



# Engagement

- Successful engagement
- Students saw the value of the PDP activity
- The activity was of real benefit to the students
- Technology was not a barrier
- Positive attitude of the teachers



# An e-portfolio for first year Psychology students

- Covers study skills and PDP, and tries to introduce a critical psychological perspective
- Formally assessed (60% of the module mark)
- Wanted a portfolio which:
  - Satisfies the criteria for a 'Progress File'
  - Has an easy and accessible interface
  - Allows students to store their materials and build their portfolio over a semester
  - Allows students to adapt the portfolio to suit their needs and developing interests
  - Allows staff to insert templates to encourage and support particular forms of reflection





# Issues 05/06

- Organisational issues
- Technology not available at beginning of year
- Non-scalable solution which had limitations.
- Interface was difficult, esp. for large amounts of text input.



# Engagement

- The purpose was clear but technology and organisational issues were barriers.
- Some students produced comprehensive portfolios
- The majority did not engage
- Not enough time spent supporting students in preparing and developing portfolio entries



# Implementation 06/07

- Organisational issues improved
- Using Blackboard CMS, although not happy with interface.
- Not intuitive needs a user guide just to get started.
- More input / 'buy in' from staff to support it.
- Seems positive so far...



# Stages of Engagement

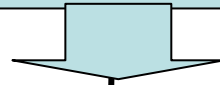
- Influenced by Barrett's (2000) 5 by 5 model of e-portfolio development.
- However, Barrett's model uses generic tools to create portfolios.
- We used PebblePAD, a specific web-based e-portfolio.
- Based on observations of our project.
- Need for different 'cognitive' levels to be added.



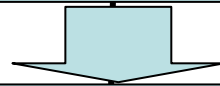
Enabling Stage: Technology, Purpose, Organisation



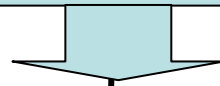
Initial Learner Engagement Stage



Learning Engagement Stage



Sustained Learner Engagement Stage



Output Stage



- **Enabling stage:** The purpose of the e-portfolio, the technology, institutional aspects. When these are in place...
- **Initial learner engagement stage:** learner uses the e-portfolio for the first time to record some activity. If this is successful then...
- **Learning engagement stage:** learner starts to reflect on experiences and plan development. Continue use of e-portfolio over time results in...
- **Sustained learner engagement stage:** learner records, reflects and plans over a prolonged period of time creating numerous 'artefacts'. At some stage the learner needs to present these artefacts commensurate with the initial purpose of use.
- **Output Stage:** Learner pulls together the various artefacts in a presentational portfolio for others to view.



Stages	Purpose	Technology	Organisation
Enabling			
Stages / Levels	Surface	Strategic	Deep
Initial learner engagement			
Learning engagement			
Sustained learner engagement			
Output			



# Question?

- What factors will move students through the stages?
  - From own experience or the two cases
- What factors act as barriers?





# Foundation Years e-Portfolio

- Drive from West Yorkshire Deanery part of Modernising Agenda
- Adapted from paper-based portfolio
- 33 PRHOs undertaking Foundation Year of medical training
- 33 Educational Supervisors
- Tool to place assessments and to produce PDP's and reflective comments
- Feedback from Educational Supervisors
- Portfolio must be signed off before PRHO able to move onto F2



# Model Based on Individual Usage

Type of Engagement	Characteristics	% (n=33)
Non-User	Didn't access e-portfolio after induction	12%
Reader	Makes no entries in the e-portfolio. May access once or on multiple occasions just to read the content.	0%
Tentative	Makes 1 entry	3%
Selective	Makes entries but only in sections they feel they can benefit from.	48%
Continuous	Makes continuous entries	36%



# Factors Impacting on Usage

- Technology- only 1 (n=8) found e-portfolio easy to use but 87% usage rate.  
Relevance of assessment dominant factor

- Feedback

All of '*Continuous Users*' received feedback

25% of '*Selective Users*'

*'Tentative User'* no feedback



# Educational Supervisors

- 60% accessed tool.
- Average of 2 feedback posts each
- No of Feedback posts links with continuous use of PRHO
- Attitude:

*“I have a secretary who uses computers”*

*“Not designed for busy clinicians”*

*“A solution.....a paper version!”*



# Discussion

- What would a model for 'feedback providers' look like?



