

“Is Anybody out There?” Developing the Skills for Lifelong Learning: Towards a Model of Engagement in the e-Portfolio Process

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Overview

- The project
- Evaluation Methodology
- The ‘Models’
- Characteristics of the ‘Types’
- Conclusions
- Issues to discuss?



The ELP Project (FE)

- Tool to Widen Participation
- Assistance in preparing for university application to Healthcare and Medicine
- Currently only a 1 in 10 chance of success
- Careers Education Module designed by Project Officer
- Feedback on exercises and entries from Project Officer and undergraduate medical students
- 2005/2006 4 Institutions 48 students
- 2006/2007 6 Institutions 160 students
- 75% of 2005/2006 students place on their 1st choice of course-100% placed



Undergraduates

- Nurses on Post and Undergraduate courses
- 30 inducted to use of e-portfolio
- Marketed to students as a 'Progress File'
- Advantage quicker feedback whilst on placement from multiple sources
- Designed by staff within School of Nursing
- Feedback from tutors and nursing supervisors



Doctors

- 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
- Drive from West Yorkshire Deanery part of Modernising Agenda
- Adapted from paper-based portfolio



Evaluation

Cohort	Formative (Response Rate 53%) <i>On-line survey</i> <i>Focus groups</i> <i>Interviews</i>	Summative (Response Rate 21%) <i>On-line survey</i> <i>Focus groups</i> <i>Interviews</i>
FE students (1) FE students (2)	n=7 n=92	n=7
Nurses (1) Nurses (1 + 2) Nursing Supervisors	n=7 n=4	n=31 n=4
PRHOs PRHO supervisors Deanery Staff	n=33 n=33 n=33	n=33 n=33 n=33

The First Model

Continued Engagement
System use feedback
channelling back into

Initial Engagement
Design and
Technology
Relevance
Sharing entries

Learning Engagement
Pedagogy
Reflection
Self Analysis

Sustained Engagement
Feedback

Types Of Engagement

Type of Engagement	Characteristics	% (n=204)
Non-User	Didn't access e-portfolio after induction	40%
Reader	Makes no entries in the e-portfolio. May access once or on multiple occasions just to read the content.	45% (n=124)
Tentative	Makes 1 entry	13% (n=124)
Selective	Makes entries but only in sections they feel they can benefit from. May proceed to output stage	21% (n=124)
Continuous	Makes continuous entries and proceeds to output stage.	21% (n=124)

Factors Impacting on Engagement

Individual Factors

- Learners Attitude to Technology
- Relevance
- Gender

External Factors

- Feedback Provision
- Organisation Attitude to Technology
- Design of E-portfolio Content

Non Users

- **Relevance**
"It was just something extra on a long list of work that needed to be done and wasn't a priority"
Lowest % Of Non-users:
Assessed users
- **View of Technology**
"...was easier just to use the methods I was used to."
- **Organisational Attitude**
"They get this kind of support from us"
Where support in the use of the e-portfolio provided in institutions 69% moved to reading phase vs 51% with no institutional support



No difference in gender usage at this stage

Reader

- Sees the broad relevance to them
- Decision made by users how they will use the tool?
- Organisational Attitude-
43% in supportive institution made entries vs 16% in institutions with no support



- Females more likely to be 'Readers'. 73% of males turned into posters vs 56% of females

Tentative

- Feedback-100% of tentative users received no feedback



- Tentative users slightly more likely to be male!

Selective

- Relevance
Assessment, 55% of users, 17% of voluntary users.
- Nurses user only posted to 4% of the contents of the entire tool.
- Feedback? ◀



• Selective users are more likely to be male: 52% vs 32%

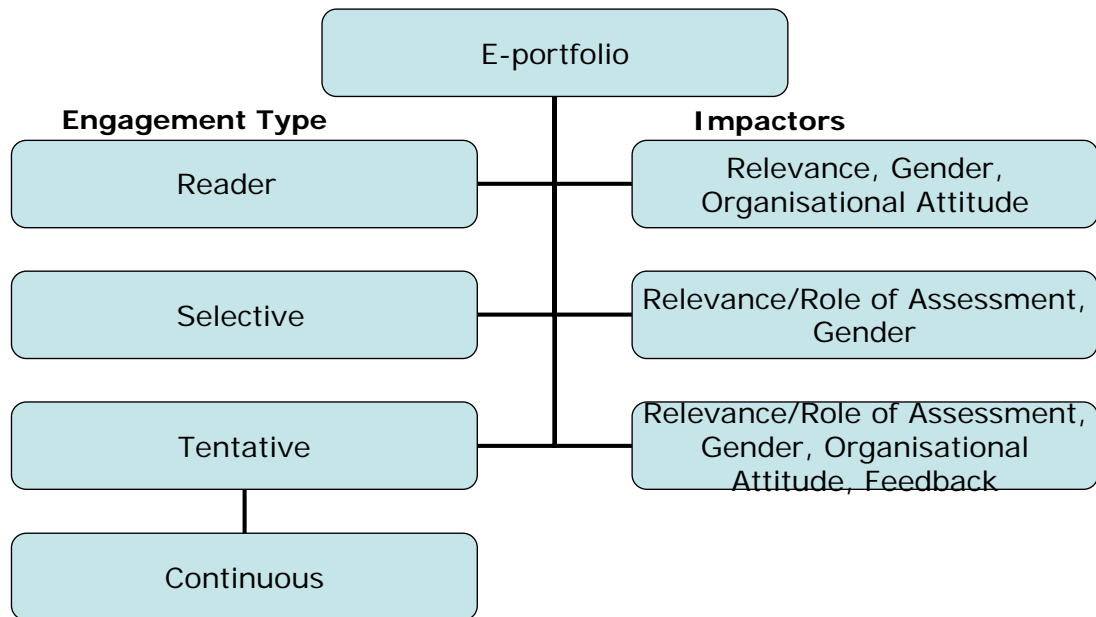
Continuous

- Feedback-100% of continuous users received feedback
- Highest use, 41%, assessed users, 13% voluntary users



• Continuous users twice as likely to be female

The 'Learner Centred' Model



Conclusions

- Use of technology has not impacted on engagement
- 'Ownership' of feedback provider promotes 'ownership' and type of engagement experienced by user
- E-Portfolio a tool-Relevance of content important. "Why Should I Use This?"
- 'Added Value' is crucial
- Is a model of 'feedback provider'/supporter engagement required?



Issues to Discuss

- What is Engagement?
- What type of 'Engagement' do 'we' want the users to experience?
- If all factors were equal would we really see 100% continuous use? Is engagement with the e-portfolio tool just an extension of the users preferred way of learning?
- Has the nature of the users impacted on the use of the e-portfolio is there an 'Arrogance of Intellect' towards PDP activities?



Thank You

- For more information on the ELP project go to :
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