



PORTFOLIO AS A LEARNING/ASSESSMENT TOOL :A PILOT STUDY

DR. USHA RANI CHADALAWADA¹, DR. JYOTHI VEESHALA², DR. ARYA T S³, DR. ARUBAM BEEGITA⁴, DR. CHANDRALEKHA. M⁵

Professor & Head of Department¹, Assistant Professor², Postgraduate³, Postgraduate⁴, Postgraduate⁵, Department of Community Medicine, Government Medical College, Mahabubnagar, Telangana

gmcm.psm@gmail.com , 989700053

Introduction

"A portfolio is a forum that encourages students to develop the abilities needed to become independent, self-directed learners."⁽¹⁾ Portfolios have been reported to be a good method for cataloging and explaining academic performance in medical student and resident education, and in academic practice.⁽²⁾ Indeed, portfolios offer medical students "a self-regulated, cyclical process in which [they may] mentally revisit their actions, analyze them, cogitate alternatives, [and] try out alternatives in practice"⁽³⁾

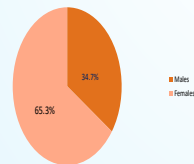
In the context of medical education, most portfolios are likely to be developed in order to provide an opportunity for a learner to demonstrate learning and achievement to another person.⁽⁴⁾ Portfolio based learning is recognized to be useful in continuing medical education as it gives autonomy to the adult learner.^(5,6) This should also help students to assess themselves as per the key learning objectives and outcomes expected out of them and the faculty could also get feedback regarding individual student's progress toward the learning outcomes and facilitate the students achieve the same. The biggest challenge at present is to generate more evidence on the use of portfolio in medical education and training. This study addresses this challenge by assessing the effectiveness of portfolio as a learning/assessment tool.

Methodology

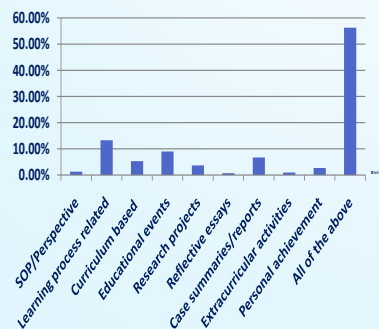
Study was conducted among 300 medical undergraduates of 2020 and 2021 batches of GMC, Mahabubnagar. A pre-tested semi-structured questionnaire was used for data collection. Those who were present on the day of data collection were included.

Results

GENDER-WISE DISTRIBUTION



CONTENTS OF PORTFOLIO



PORTFOILO AS A LEARNING TOOL

	Yes	No
Reflective learning	88.30%	11.70%
Institutional based learning	85.30%	14.70%
Documentation skills	91.30%	8.70%
Progress of competencies	86%	14%
Instilling life-long learning	86%	14%

PORTFOILO AS AN ASSESSMENT TOOL

	Yes	No
Professionalism	87.30%	12.70%
Advancement in communication skills and competencies	82%	18%
Aiding interaction with mentors	84.30%	15.70%
Formative assessment	92%	8%
Summative assessment	100%	0%

Conclusion

Portfolios offer a structured and longitudinal approach to learning, empower students to cultivate essential competencies for future medical practice. As medical education continues to evolve, mandatory implementation of portfolios as a learning and assessment tool in their curriculum offers a promising approach to preparing undergraduate medical students for the complexities of modern healthcare. This innovative approach can foster a generation of physicians who are reflective, competent, and committed to lifelong learning, ultimately leading to improved patient care and outcomes.

Acknowledgements

We express our sincere gratitude to the undergraduate students of 2020 and 2021 batches who participated in the study. And we extend our heartfelt thanks to our HOD madam, all faculty members, paramedical staffs for all their immense support throughout the study period.

References

1. Paulson, Paulson, Meyer. What makes a portfolio a portfolio? Educational Leadership 1991; 48 (5): 60-3
2. Fida NM, Hassanien M, Shamim MS, et al. Students' perception of portfolio as a learning tool at king abdulaziz university medical school. Med Teach. 2018;40(sup1):S104-S113.
3. Sahu, Swaroop & Soudarssanane, Mb & Roy, Gautam & Premrajan, Kc & Sarkar, Sonali. (2008). Use of Portfolio-based Learning and Assessment in Community-based Field Curriculum. Indian Journal of community medicine: official publication of Indian Association of Preventive & Social Medicine. 33. 81-4. 10.4103/0970-0218.40873.

