

# Portfolio writing - nursing education as example

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# Portfolio as a tool for learning and assessment

.....a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in (a) given area(s). This collection must include **student participation** in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection. (Arter and Spandel 1992, p. 36)

1. What is the content of the portfolio?
2. How is portfolio writing supported?
3. What role does the portfolio play in assessment?

A nursing program as example

# What is the content of the portfolio?

«...tells the story about student`s efforts, progress or achievement....»

- Who decides?
- Learning vs. assessment?
- Process vs. product?
- Student`s stories?

# Nursing programme:

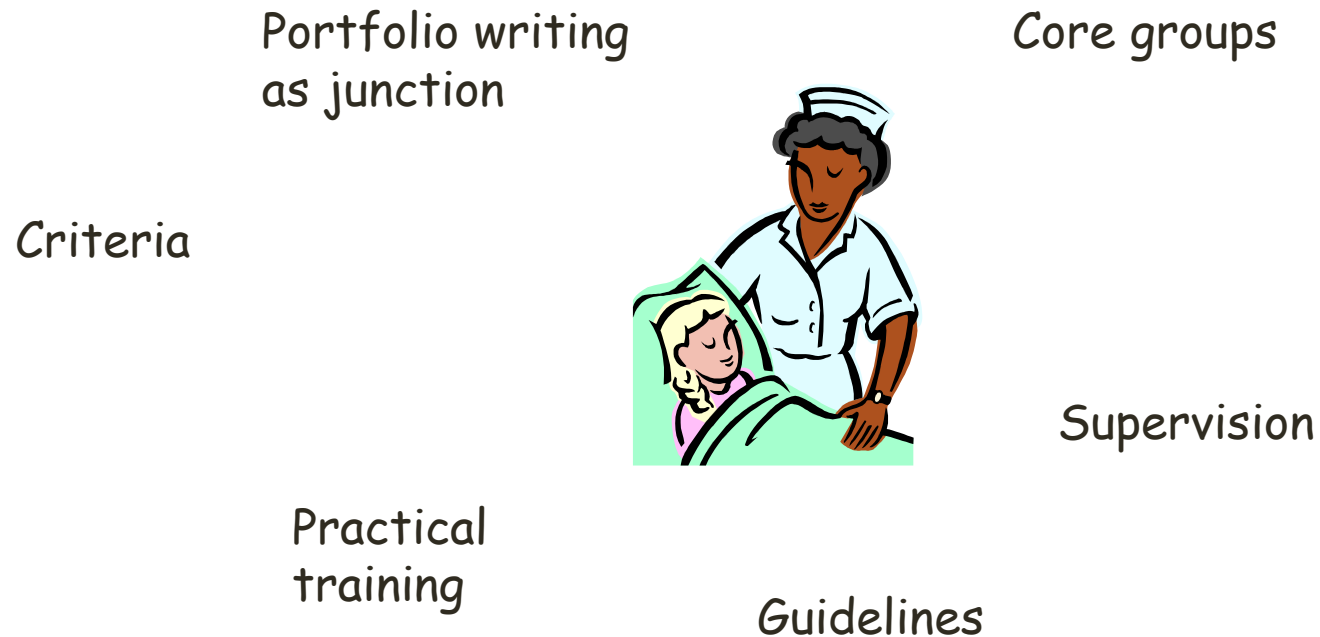
Demands and limitations are specified in the guidelines:

Three parts: a reflection-portfolio, documentation-portfolio,

## **academic portfolio**

- Certain themes must be covered (e.g., geriatrics)
- Theory and practice must be integrated in 2/3 of the assignments
- There must be at least three assignments that are written individually and three made by the group
- Altogether this portfolio shall consist of 10 000 words
- Discussion with supervisor must be included in min. 2 assignments
- Peer-response must be included in min. 2 assignments
- Different methods for study work must be used
- Criteria must be specified by the student (3-7 for each assignment)
- At least two research articles must be used and referred to
- The study group design the portfolio content together according to the guidelines.
- Learning portfolio (student) ⇔ assessment portfolio (teachers)

# How is portfolio writing supported?



“... This collection must include **student participation** in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection....”

# What role does the portfolio play in assessment?

A selection of the content in the portfolio will form an integral part of the summative assessment



# Lessons to be learned



### Episode A.2.1

1. Lars: There is a danger that **we** have to be aware of, **we** must not wait to long before **we** start writing...

2. Silje: ... can't wait

3. Lars: I mean with the other [assignments] and, suddenly **we** are in the situation that **we** have six assignments that should be finished

4. Kristin: Yes, I couldn't **agree** more

5. Arvid: Yes, **we** have to get going

6. Martine: Well then, **we** have to work with everything (points to the overview of the assignments

that the group have decided together) parallel all the way through, and **we** must see to that **we** do a lot of the writing **in common**. And we are already divided into two **groups** [in practical training], so we must make a **division of labour** according to that. We just have to **agree** upon what the two **groups** are going to focus on. And from there **we** just have to divide the tasks **between** us. And **we** have to see to that **we** are working contemporary, so that **we** can work on this

7. Kristin: Yes

8. Martine: If not, **we** will not reach goal

9. Arvid: Oh no!

(Several mumble agreeing)



# Portfolio as a pedagogical tool is a strong structuring tool with potential to enhance student learning/student writing

- This potential is interpreted in each case
- Learning by doing alone and in study groups must be supported by present teachers / experts
- It takes time to learn how to use the potential – both for institutions, teachers and students

