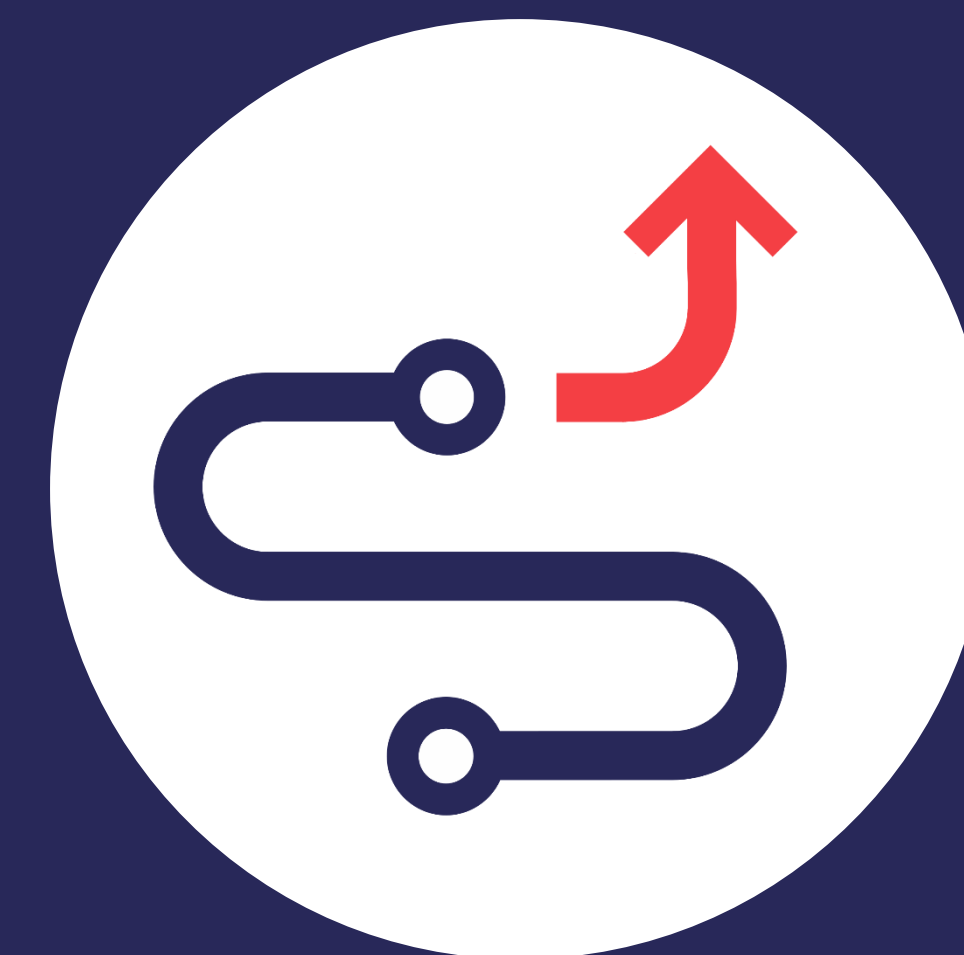


WORK PACKAGE 2: PEDAGOGY AND TRAINING



PhD student: Sofie Van Ostaeyen

Promotor: Prof. dr. Tammy Schellens

Co-promotors: dr. Mieke Embo, Prof. dr. Martin Valcke

Doctoral advisory committee: Prof. dr. Lieven De Marez, Prof. dr. Katrien Cuyvers

DONE

D2.1.1 Analysis of existing user training initiatives

Aim: To consolidate evidence from studies describing the design of ePortfolio user training initiatives and their outcomes

Method: Scoping review

Timing: January 2020 – December 2021

Status: Published in Medical Science Educator

Take home messages:

- EPortfolio user training needs to be
- individual
 - ongoing
 - grounded in a theoretical framework
 - tailored to the needs of user groups
- Future research:
- More research on EPF user training as core object of study
 - Experimental designs
 - Not only evaluate user satisfaction
 - More training for teachers and mentors



D2.1.2 Report on usage procedures

Aim: To map the user procedures related to ePortfolio use of different educational programs

Method: Document analysis

Timing: June 2020 – September 2020

Status: Research report completed

Take home messages:

- User procedures partly match and partly differ across educational programs
- Many aspects of ePortfolio use in common
- 10 themes identified related to ePortfolio use: competency framework, learning goals, learning moments, reflection, giving feedback, receiving feedback, (self-)assessment, conversations, logbook, and portfolio.
- Biggest differences in terms of registering learning moments, feedback process and (self-)assessment

D2.1.3 Educational design

Aim: To contextualize the functionalities and architecture of the Scaffold ePortfolio from an educational perspective

Method: Thematic analysis

Timing: March 2021 – December 2021

Status: Research report completed

Take home messages:

Definition: The Scaffold ePortfolio is a digital, learner-centered tool that documents, scaffolds, visualizes and proves (future) healthcare professionals' continuous competency development during workplace learning. It facilitates and fosters the learning cycle of goal setting, reflection, feedback and (self-)assessment, as well as the interaction between all actors. The ePortfolio optimally uses smart multimedia technology to ensure an easy (=user-friendly), fast (= efficient), safe and regulatory compliant usage.

D2.1.4 Report on mapping and validating competency frameworks

Aim: To uncover advantages and challenges of using an online Delphi survey to validate competency frameworks

Method: Semi-structured interviews

Timing: March 2021 – December 2021

Status: Research report completed

Take home messages:

- Advantages: equal opportunity to express oneself, easy contact with participants, no time pressure, anonymity, digital data format, no geographical constraints
- Challenges and tips related to
 - Recruiting participants
 - Informing participants
 - Using an online survey format



IN PROGRESS

D2.2.1-D2.2.7 Training program: Focus on feedback



1

Aim: To explore whether automatic text analysis can be used to predict feedback quality and content

Method: Machine learning analysis:

Transformer model 'RobBERT'

Timing: April 2022 – October 2022

Status: In progress

Aim: To explore the quality and content of narrative comments in ePortfolios

Method: Qualitative content analysis

Timing: June 2021 – June 2022

Status: Article in progress

2

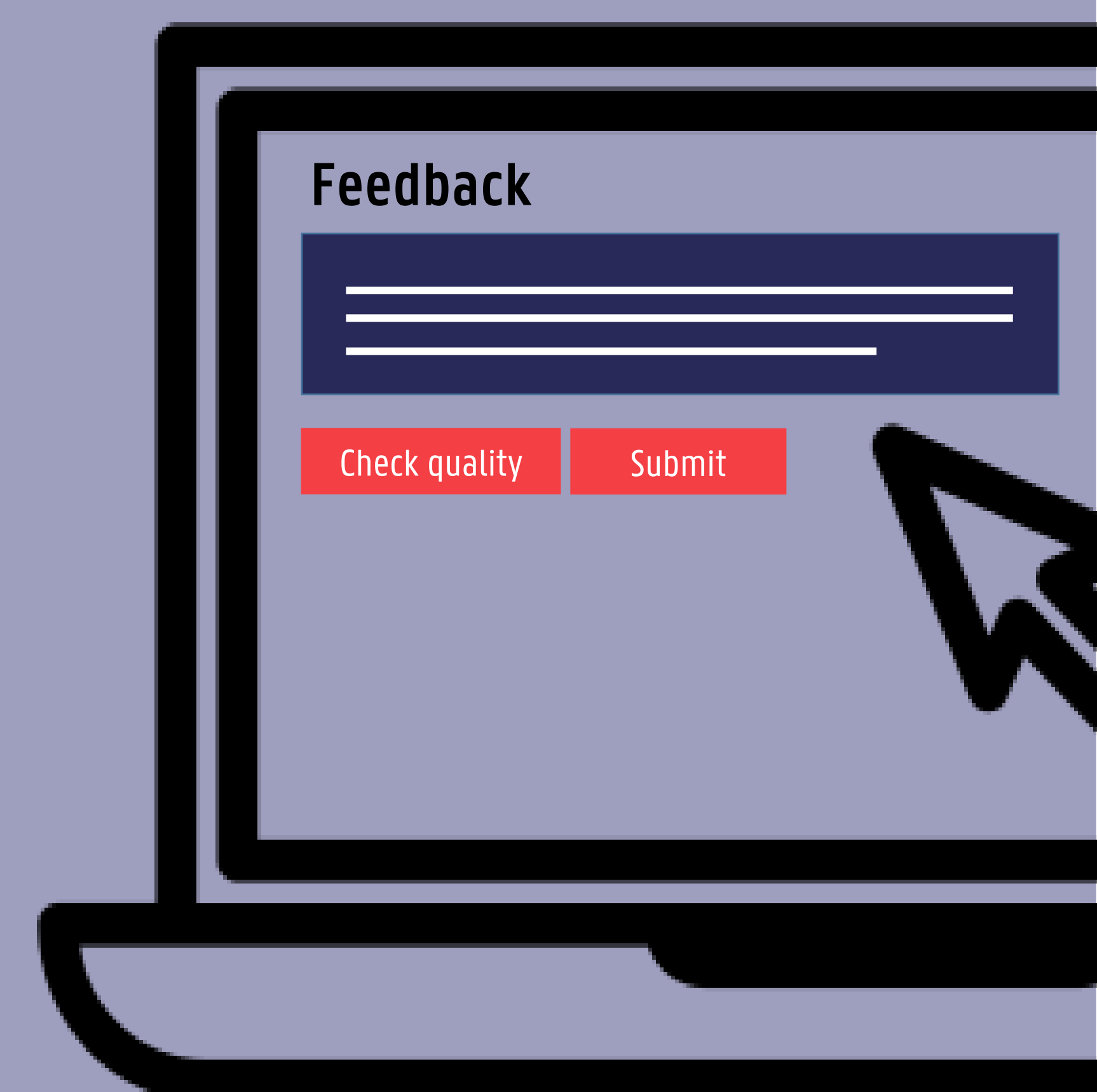
Aim: To evaluate the impact of using the feedback tool on feedback quality and content

Method: Experiment

Timing: January 2023 – April 2023

Status: To start

3



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