What Difference Can Portfolio Make in Radiographer Work Practice

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19th International Society of Radiographers and Radiological Technologists, World Congress
The University of Sharjah established at 1997, has 14 colleges and offers 86 programs at the bachelors, masters, doctoral and diplomas levels.
What is a Portfolio?

• As defined by Paulson & Paulson in 1991, a portfolio tells a story.

“A portfolio is the story of knowing. Knowing about things. . .Knowing oneself. . .Knowing an audience. . .

Portfolios are students’ own stories of what they know, why they believe they know it, and why others should be of the same opinion.

A portfolio is opinion backed by fact. . .Students prove what they know with samples of their work.”
Types of Portfolios

Teaching Portfolio:
This portfolio is used for pre-service teachers or for relicensure. It is a structured collection of teaching documentation with student samples.

Working Portfolio:
An intentional collection of work guided by specific learning objectives. Contains documents students are currently working on or have recently completed.

Display Portfolio:
Showcase of a students’ best work demonstrating the highest level of achievement.

Assessment Portfolio:
Illustrates how a student has met specific standards and learning outcomes.
Motivation

Proper Communication

Promotion

Experience

Reflecting in and on practice

Scientific Discussion

lifelong learning
Opportunities for:
• self-direction,
• independent decision-making
• career choices
• goal setting.

Recommend:
• (a) allow sufficient time for the **reflection** process
• (b) develop personal **mission** statements to drive the **goal-setting** process
• (c) use effectiveness criteria to **critique** their goals
Promoted self-regulation on an individual level because it facilitated:

- narrative reflection
- self-assessment
- goal setting
The Objectives of this study was to gain an understanding of radiology professionals’ awareness of, and approach towards e-portfolio use. A further aim was to monitor the effect of the training intervention, and individuals’ views and attitudes towards e-portfolio usage in their continuous professional development.
Materials and Methods

- Pre-intervention phase to investigate radiographers knowledge and understanding of e-portfolios “142”.

- An intervention phase was then carried out consisting of training such as lectures, handouts, and group discussions relative to the benefits of e-portfolio use.

- Post-intervention questionnaires were then distributed to those participants who had responded to the initial survey and had experienced training during the intervention phase.
Results

- Statistically significant post-intervention results indicate that participant perceptions towards e-portfolios improved following training and enhanced their interest to adopt it for lifelong learning.

- It is evident that individuals’ understanding of what e-portfolios are and how they can help to develop an individual both professionally and personally is lacking. Following the intervention period the positive responses from participants increased significantly indicating that in order to encourage the future use of e-portfolios amongst those who work in radiology, either clinically or academically, prior training and awareness sessions would be beneficial.
Discussions

- It is evident that individuals’ understanding of what e-portfolios are and how they can help to develop an individual both professionally and personally is lacking.

- Following the intervention period the positive responses from participants increased significantly indicating that in order to encourage the future use of e-portfolios amongst those who work in radiology, either clinically or academically, prior training and awareness sessions would be beneficial.
Researchgate.com as Example of E-Portfolio
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Detailed stats for week ending Oct 16 2016
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