

How to Get a Portfolio Afloat

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PURPOSE At present, education emphasizes on learning more than on teaching. According to the theory of constructivism the learning activity by constructing knowledge differs between individual students. To form a notion of this individual learning process students of the MSc Physiotherapy in The Netherlands apply a digital portfolio. The portfolio consists of two parts: [1]documentation of real life research-projects in which students participate during their four years of study and [2]documentation of reflections on study-performance. It is evident now that the 'reflection' part causes both students and tutors an amount of problems. This lecture demonstrates how to solve these problems. **RELEVANCE** Nowadays the design of curricula prioritizes the student's learning process, because learning activities are considered pivotal in competence development and the student is seen as the one who regulates this process of activities. **DESCRIPTION** Because one of the pursued competences is that the student is able to define his own progress, consequently the starting point of the portfolio was unstructured, as this was thought to facilitate students to structure their own portfolio. However, history demonstrates that without a proper structure the reflective part of the portfolio becomes a fiasco. Limited instruction based on the reflection circle of Kortenhagen facilitates proper progress of the portfolio. This circle describes five steps of reflection which warrants the student the opportunity to gain detailed insight in his learning process. At the same time tutors are provided with a tool for their guidance. In depth explanation of optimal use of this circle in the study is shown. **RESULTS** The results of this method are promising. Students who come to an impasse in their portfolio are content with this approach and start apparent reflection. Tutors sense that this method grants them an opportunity to guide their students portfolios towards the proper level. **CONCLUSIONS** The use of the reflection circle of Kortenhagen lend a hand to both students as well as tutors to reflect on learning processes and consequently the use of this method is advocated.