

Implementation of a Digital Portfolio

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PURPOSE: The purpose of this presentation is to evaluate the implementation of a digital portfolio in an honours program at the Hogeschool van Utrecht in The Netherlands, a physical therapy school in the Netherlands. **RELEVANCE:** In physical therapy education not only skills are being assessed, but also "professional attitude". Whereas skills are relatively easy to test, attitude is a more difficult concept. A good option might be through the use of a portfolio, in which students can show their professional and personal growth during their education. **DESCRIPTION:** In September 2003, the Hogeschool van Utrecht launched the first honours program in the country at physical therapy schools, with an enrolment of 17 students. The honours part of this BA program includes coursework from the MSc Physiotherapy, in which a digital portfolio is used to assess the student's level of knowledge as well as his or her academic and professional attitude, which are a starting point to define one's individual learning objectives and processes. As in January 2003, MSc students evaluated the use of the portfolio as a satisfactory learning tool, it was decided to introduce the digital portfolio in the BA program as well. **RESULTS:** A preliminary evaluation in January 2003 showed 90% of the students (n=20) agreed they had gained insight in their learning processes and 75% of the students agreed the portfolio was a good learning tool. **CONCLUSION:** Based on good experiences with the use of the portfolio to gain insight into both professional attitude and learning processes, this new educational tool has been implemented with a small group of BA honour students. A positive experience with the portfolio among these students and their educators as well may lead to a wider use of the portfolio in the physiotherapy department at the Hogeschool van Utrecht.