



SRI BALAJI VIDYAPEETH

(ACCREDITED WITH 'A' GRADE IN THE FIRST CYCLE BY NAAC)

Pillaiyarkuppam, Pondicherry - 607 402

PROSPECTU

CERTIFICATE COURSE ON E-PORTFOLIO TRAINING AND MANAGEMENT



Mahatma Gandhi
Medical College & Research Institute



VISION & MISSION

VISION

- Sri Balaji Vidyapeeth will strive to be a premier global health sciences university leading in the frontiers of education, research and patient care.

MISSION

- To create an innovative ecosystem that facilitates the development of health care professionals.
- To contribute to the health care workforce with competent and committed professionals.
- To provide preventive, curative and palliative high quality evidence – based care that is affordable and accessible.
- To foster a culture of scientific inquiry, research and innovation in contemporary and emerging health and related sciences.
- To be inclusive and committed in promoting wellness and empowerment of the society.

VALUES

- Inclusiveness, Integration, Innovation
- Engagement, Empowerment, Excellence



CHANCELLOR'S MESSAGE

Dear Students,

You are our National Treasure, and our Country's Future is in your safe Hands. Our Nation looks forward to utilizing your talents in service to the Society. We firmly believe that the moulding of the student into a well-rounded professional largely depends on the broad vision of an educational Institute.

Sri Balaji Vidyapeeth is an embodiment of a broader vision and planned development of a sound education system... where the environment is conducive and pleasant to study, live and work, where education and research hand in hand flourish... where the hidden and inherent skills and talents of the students are nurtured and developed for the benefit of the society, for generations to come.

Come, join our world. Let us create a better, viable, integrated global community of shared benefits, responsibilities and values for the benefit of all things living. Our origins and lives may be different, but we do share the same planet and belong to the same Mother Earth. And remember... you are the nation's greatest gift and we are duty bound to do our best to our Nation.

Shri. M. K. Rajagopalan

Founder and Hon'ble Chancellor, SBV

VICE-CHANCELLOR'S MESSAGE

Welcome to SBV & your future

The millennium has ushered in challenges which will have a profound impact on the role of private universities. Professional competence will be highly sought after in India and around the globe. The challenge - shared by all Universities - is to bestow the requisite knowledge and skills, and cultivate proper etiquette and attitude to produce top-notch professionals who will be valued both for their professional competence and their inherent ability to solve problems.

Sri Balaji Vidyapeeth, Deemed to be University and accredited by NAAC with 'A' Grade is dedicated to its mission in order to nurture healthcare professionals in Medicine, Dentistry, Nursing and Allied Health Sciences, who would contribute and strive ceaselessly towards caring for the comfort of the sick. The constituent colleges of SBV are already noted for the excellence in various avenues including teaching, research, and service to the community, especially those who are marginalised and underserved. SBV is endowed with committed, dedicated and outstanding faculty- a healthy mix of the young & veterans and excellent infrastructure. Our challenge for the future is to capitalize on this good start and establish ourselves firmly among the comity of leading Universities.

The reputation of any institution is essentially based on the quality of its output; the management and the academic staff do realise this and I promise that they will do their best to train and educate you well. You, the research scholars who have gained entry into the portals of SBV this year realise your ambition and must perform well with dedication and diligence and emerge as competent research professionals and make your parents and educators proud. We wish you all the very best and hope

WITH LOADS OF GOOD WISHES,

PROF. SUBHASH CHANDRA PARIJA, MBBS , MD , PhD , DSc, FRCPath, FAMS, FICPath , FABMS , FICAI, FISCD, FIAVP, FIATP and FIMS
Hon'ble Vice Chancellor, Sri Balaji Vidyapeeth



INTRODUCING SRI BALAJI VIDYAPEETH

Young, Modern & Marching Ahead

- Sri Balaji Vidyapeeth (SBV) is a young deemed University, proud of its modernity, yet firmly grounded in rich educational heritage.
- SBV aims to excel in academic and clinical medicine; research and training; nurturing passion and enthusiasm into achievement and converting theoretical knowledge into evidence based practice and research.
- SBV was granted 'Deemed University' status by the University Grants Commission (UGC) under section 3 of the UGC Act of 1956 in 2008, in recognition of its outstanding quality of providing education, potential for excellence and obtained NAAC "A" Grade in 2015, with CGPA of 3.11 on 4 point scale.
- SBV has been placed in the top 100 for three consecutive years 2016, 2017 & 2018 at the National Institutional Ranking Framework (NIRF) and is in the top 25 among the Medical colleges through its flagship institute, namely Mahatma Gandhi Medical College & Research Institute.
- SBV(DU) thus enjoys complete autonomy to develop and implement innovative curriculum and academic programs and to design its own education process that is responsive and tailored to the evolving needs and changes of health sciences.
- The Deemed University's constituent colleges and courses are all duly accredited and recognised by the respective statutory bodies such as the Medical Council of India, Dental Council of India and the Indian Nursing Council. Graduates of SBV(DU) are eligible to register with any state council or pursue further education in any part of India.
- SBV(DU) ensures that its programs and courses are recognised internationally, by registering under appropriate provisions of various statutory and registration authorities around the world to enable its graduates the right to qualify for practice in any nation, including appearing for USMLE, (USA) PLAB, MRCP/MRCS/etc (UK), MCCQE (Canada), AMC (Australia), CGFNS/NCLEX (Nursing, USA) etc.
- SBV(DU) is a research oriented university and the establishment of state-of-the-art Central Interdisciplinary Research Facility pledges considerable resources and investment for Biomedical Research.
- SBV's research output has been consistently high in quality and impact, as evident from its rapidly growing research publication record that inspires our students, a fact attested by the region-wise lead position in number of ICMR sponsored STS research projects (Short Term Studentship) undertaken and ably accomplished by our undergraduate medical and dental students.
- SBV caters to the needs of the patients in the form of alternate medicine. The presence of Yoga and Music Therapy is an innovative move to step forward from Illness to Wellness and treating the patients through complementary medicine. MoU signed by SBV for a collaborative doctoral program in music therapy with the IMC University of Applied Sciences, Krems, Austria and with Kaivalyadhama Yoga Institute for Yoga research are noteworthy milestones and bear ample testimony.
- The Centre of Health Professions Education brings together all health professionals to achieve academic excellence through training and research in pedagogical sciences, which saw SBV signing a long term partnership with Partners Medical International, USA.
- Every year is a year of challenges, accomplishments as we attain our targets, setting newer goals and constantly striving to renew our commitment for better medical training, scientific research and clinical practice.
- SBV is governed by an enlightened collegium of eminent scholars, clinicians and scientists, headed ably by our visionary Chairman and Chancellor, Shri. M. K. Rajagopalan; Vice Chancellor Prof.SC.Parija, a well recognised medical educationist; Renowned teacher, Prof.N.Ananthkrishnan, Dean of Faculty & Allied Health Sciences; Prof. M. Ravishankar, Dean, Faculty of Medicine, providing leadership and stewardship towards excellence.

Introduction of the course

Name of the course	Certificate course on ePortfolio Training and Management
Duration and Frequency	3 days & once a year (24 hrs lecture and 16 hrs self-directed learning)
Intended Audience	students of medical institutions (both undergraduates and postgraduates)
Intended Learning Outcomes	<ul style="list-style-type: none">• Improve the skills and knowledge in e portfolio training and management• Find closer links between assessment and learning by improving learning outcomes using assessment and providing feedback• Enhance their knowledge in the assessment of areas that are difficult to assess by traditional methods in a wide range of clinical contexts which include attitudes, personal attributes, reflection and professionalism• Enhance job opportunities as electronic platform for portfolio is the need of future
Course Fee	Free
Course details	<ul style="list-style-type: none">• The program will be a regular course involving 3 days of classroom learning along with 16 hours of self-directed learning for ePortfolio creation and assignments completion.• The course is organized into seven learning modules with a total workload of 2 credit points.• The course is restricted to 30-35 participants per session.

Details of the course

Theory

Modules

Module 1: Understanding eportfolios

Introduction

This is an introductory module on ePortfolios and no previous knowledge on the topic is required. The module provides an entry point to individuals and/or institutions that want to use and implement an ePortfolio for the first time or want to improve an existing ePortfolio or develop a new one.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- Describe what an ePortfolio is from the user's perspective.
- Identify why users need an ePortfolio.
- Analyze a scenario in which an ePortfolio could be implemented to cover a need.

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- What is an ePortfolio? What do you expect from an ePortfolio?
- Why build an ePortfolio? Why do you think the ePortfolio is a right or a wrong option?
- Why do you or your institution need an ePortfolio? What benefits do you expect from an ePortfolio?

Module 2: Set the ePortfolio Purpose/s

Introduction

The second module will let you gain more understanding of the potential of ePortfolios for multiple purposes. You will also contemplate ePortfolio's different perspectives regarding ownership, management, but above all, intentional use within a personal or institutional setting.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- Establish a perspective for your ePortfolio (who are you? what's your role?)
- Identify the main purpose/s of your ePortfolio.
- Produce an initial scenario for building/exploiting your ePortfolio.

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- How could ePortfolios be used to accomplish your needs?
- What could be the main purpose/s of your ePortfolio?

- Can one single ePortfolio be used for everything or do you need different ePortfolios for different purposes?

Module 3: Outline an ePortfolio Strategy

Introduction

This module will assist you in defining the initial steps of an ePortfolio strategy, including the basic structure, the kind of evidence you will present, who will have access (and under what circumstances) and the tools and services that better meet your aims.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- Identify the key points for planning a successful ePortfolio solution.
- Develop a strategy prioritizing actions, tasks and decisions.
- Identify which ePortfolio tools are appropriate to achieve your objective(s).

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- How will you structure your ePortfolio? What kind of evidence will you choose to include?
- How will you distribute the planned tasks into a timeframe?
- Which ePortfolio tools and functionalities are best aligned to your planned structure and the kind of artefacts you will present?

Module 4: Design an ePortfolio ecosystem

Introduction

Contrary to common belief, choosing an ePortfolio platform is not an essential part of creating an ePortfolio solution. What is essential is to create an ePortfolio eco-system where all stakeholders can interact as seamlessly as possible. This module will assist you in designing this context, which will “house” your and/or your users of the ePortfolio. The course module will not recommend any specific technical solution but will make some recommendations on the possible architectures for an ePortfolio eco-system. Note that in module 6 you will get more information on how to evolve your ePortfolio ecosystem into an more widespread organizational solution.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- Based on your strategy set up a list of demands for your ePortfolio ecosystem
- Review whether your existing assets can be used as a possible infrastructure for ePortfolios
- Describe what practices the use of ePortfolio will replace, or how the use will change practice

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- Do you have existing assets that could facilitate/hinder the implementation of an ePortfolio?
- What do you expect from the implementation of an ePortfolio?
- Do you plan to use ePortfolios to do what you are already doing or to change practice?

Module 5: Evaluate the ePortfolio Solution

Introduction

Not all ePortfolio initiatives includes evaluation, but there are some benefits to it, that we would like you to consider. An evaluation of an ePortfolio initiative needs to be highly sensible to the different perspectives of the agents such as a student, a tutor, an employer or a practitioner. Also, an evaluation tool should be regarded as integrated part of the ePortfolio strategy and ecosystem - as the evaluation has impact on the setup, implementation and strategy as such. This module will assist you in deciding whether or not ePortfolio evaluation is something you should do. The course module gives you specific knowledge of one tool for evaluation.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- To decide whether or not ePortfolio evaluation is conducive to your purpose with the ePortfolio.
- To design an ePortfolio evaluation tool.

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- What can be gained from evaluating the portfolio for your purpose?
- What are different evaluation methods, and for what purposes are they relevant?
- How can you use the resource to evaluate?
- When would it make sense in relation to your purpose to evaluate the ePortfolio?

Module 6: ePortfolio: From Standalone to Integrated Initiatives

Introduction

One of the problems with ePortfolio initiatives is their fragmentation, including within an institution. Several ePortfolio initiatives within institutions only address one single function (e.g. Recognition of Prior Learning), a single course or discipline. There are also 'global' initiatives at institutional level, e.g. a capstone ePortfolio, that do not affect the way teaching and learning is managed in the rest of the institution.

The current fragmentation is also an indicator of the degree of maturity of ePortfolio initiatives: many ePortfolio initiatives are standalone initiatives led by enthusiast innovators. This raises a number of

issues: sustainability, as initiatives might stop when the innovators move on or get tired, and also the return on investments (for innovators and learners), as the investment in ePortfolios is not valued beyond a course or a discipline.

Moving from a standalone to an integrated initiative is not a trivial process. The main issue is not technological but educational, organizational and managerial. For the ePortfolio not to become “one more thing to do on top of all the things that have to be done,” which is more likely to lead to failure, developing an integrated approach to ePortfolios will require some changes within the institution in order to align its practice to the values embedded in the ePortfolios: authentic learning, authentic assessment, empowerment of learners as self-directed learners.

This module offers insights and perspectives regarding the process as well as a framework for transition from standalone to integrated initiatives.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- Critically review a “successful” standalone initiative — strengths and weaknesses.
- Set the conditions for moving a successful standalone initiative into a successful integrated initiative.

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- Are the learning and teaching foundations of your organization “ePortfolio-ready”?
- What will you or your organisation have to change to fully benefit from ePortfolios? (for ex.: teaching-learning strategies, etc.)
- Do you have existing organisational processes that would be improved with ePortfolios?
- How will you use intrinsic motivation (of learners and staff) as the engine for ePortfolio practice?
- How will you avoid extrinsic motivation (of learners and staff) as an incentive for ePortfolio practice?
- How will you involve the stakeholders in the design, implementation and running of the ePortfolio initiative?

Module 7: ePortfolio: From Programmatic to Systemic Change

Introduction

When Jean Piaget describes the adaptation associated to a learning process through which awareness of the outside world is internalised, he identifies two types of changes: assimilation and accommodation.

In *assimilation*, what is learned is incorporated without changing the internal structure of previous knowledge; the representation of the world remains structurally unchanged. In *accommodation*, what is learned creates a dissonance that requires a change in the structure to be fully assimilated — think of the battles of the Roman Catholics against Heliocentrism!

It is the same kind of difference between *programmatic* and *systemic* change. A *programmatic* change with ePortfolios can be found in the use of ePortfolios to support an existing process, e.g. replace a dissertation with the presentation of an ePortfolio. A *systemic* change is about changing the structure of a curriculum, the structure of the organisation and/or its processes, e.g. removing grades and tests, learning through projects rather than disciplines, etc.

If learning is a combination of assimilation and accommodation, then a *learning organisation* should demonstrate its ability to combine *programmatic* and *systemic* change. Systemic change for the learning organisation is no more an option than accommodation is to the learning individual. The ability to recognize the need for and implement systemic change is the sign of a healthy learning organisation.

These are some of the issues that you will have the opportunity to address in this module.

Remark: there is no need to start with programmatic prior moving to systemic change. Systemic change can be planned at the start of an ePortfolio project.

Specific Learning Objectives of the module

At the end of this module the participants will be able to:

- Perform a critical analysis of an actual ePortfolio implementation using SWOT analysis
- Plan a systemic change based on the outcomes of the SWOT analysis.

Warm up questions

In the course of this module the participants will be invited to explore the following questions:

- Does your vision of ePortfolios entails a systemic change?
- Do ePortfolios lose any of their virtues when squeezed into the system as it is?
- Do ePortfolios call for a simple programmatic change or is a systemic change required to fully benefit from the ePortfolio promise?
- Is your organisation ready for a systemic change?
- Is a systemic change at organisational level enough? Should it be cross-organisational? Territorial?
- Could ePortfolios be used as transformative agents, creating the conditions for systemic change?

Assignments and Project work

Two assignments based on the modules will be given to each candidate and will be evaluated terminally based on the submission of his/her report. Each candidate working under close guidance of a faculty advisor, will develop and work on a project based on ePortfolio creation. Both the assignment and ePortfolio creation correspond to 16 hours of self-directed learning. Assignment and project work submission are mandatory for completion of the course.

Evaluation and award of online certificate

Participants will be evaluated through a MCQ- based examination at the end of the course. A minimum of 80% attendance and 75% marks will be required for award of online certificate. The distribution of weightage of marks for each of the component will be as follows:

Formative Evaluation	
Component	Weightage
Assignment marks	40
ePortfolio creation (Project work)	30
Test marks- MCQs	30
Total	100
Pass Requirements:	75

Final e-certificate will be awarded only to the participants who successfully complete the course and clear all the course requirement.