IPAP18
Innovations in Pharmacy

IBSAL
Instituto de Investigación Biomédica de Salamanca

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# ELECTRONIC PORTFOLIO IN A SCIENTIFIC METHODOLOGY COURSE AT THE FACULTY OF PHARMACY OF THE UNIVERSITY OF SALAMANCA

#IPAP18
Posters

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## INTRODUCTION

Methodological courses on competences for elaboration of scientific texts and the use of information and communication technologies (ICT) are very valuable in Pharmacy curricula. In the Faculty of Pharmacy of the University of Salamanca there are 3 ECTS credits course in the first year focused on this transversal knowledge. Evaluation of this course includes the development of a subject about History of the Pharmacy in scientific text, slide collection and poster format. Individual learning monitoring process could be tedious with time and effort wasted. Electronic portfolio asks the students to select evidences and make reflections to show their learning outcomes.

## OBJECTIVE

This study analysed the use of electronic portfolio in first year of the degree in Pharmacy in the context of a course of scientific methodology.
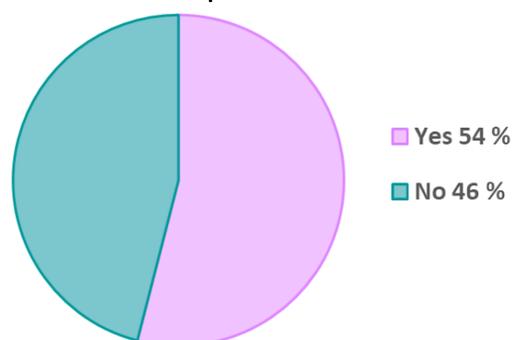
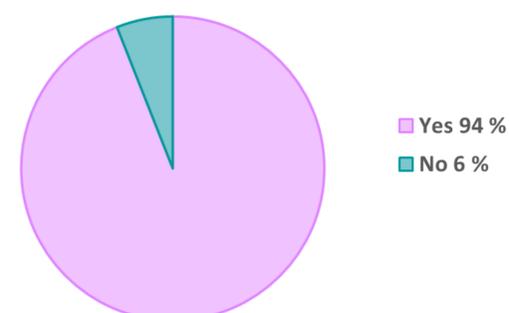## METHODS

**176 narratives studied:**
- Use of ICT
- Use of recursion
- Description of activities,
- Analysis and reasoning
- Reflection in narratives
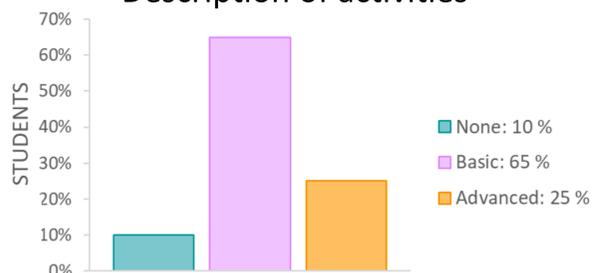- Learning objectives
- Presence of evidences
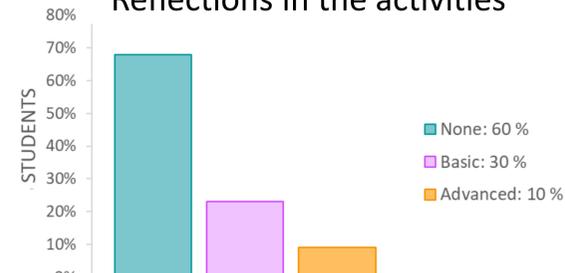
## RESULTS



Use of developed skills in ICT — Yes 54 %, No 46 %



Use of course recursion — Yes 94 %, No 6 %



Description of activities — None: 10 %, Basic: 65 %, Advanced: 25 %



Presence of analysis and reasoning — None: 60 %, Basic: 30 %, Advanced: 10 %



Reflections in the activities — None: 60 %, Basic: 30 %, Advanced: 10 %



Identification of learning objectives — None, Poor, Basic, Skilled, Advanced
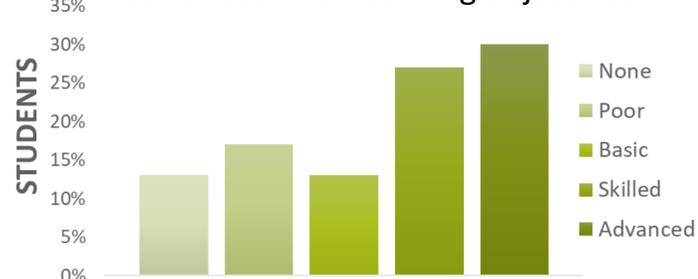


Evidences provided in portfolio — None, Poor, Basic, Skilled, Advanced

## DISCUSSION

More than a half of the 176 participant students of both sexes showed high level of use of ICT. More than 60% presented valuable evidences for their learning and identified the learning objectives More than 40% of the narratives had qualification of the activities or reflections on their leaning process. Moreover, a 75% of the students were able to describe easily the activities and a 25% present high level in this skill.

## CONCLUSION

portfolio contributed to the student's learning outcome and stimulated reflection.

## ACNOWLEDGEMENT