

# Reflecting on an eportfolio in biomedical engineering

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## Aims

The aim of this initiative was to decrease dependency on closed-book written exams and enable students to demonstrate their learning in creative ways through an eportfolio assessment.

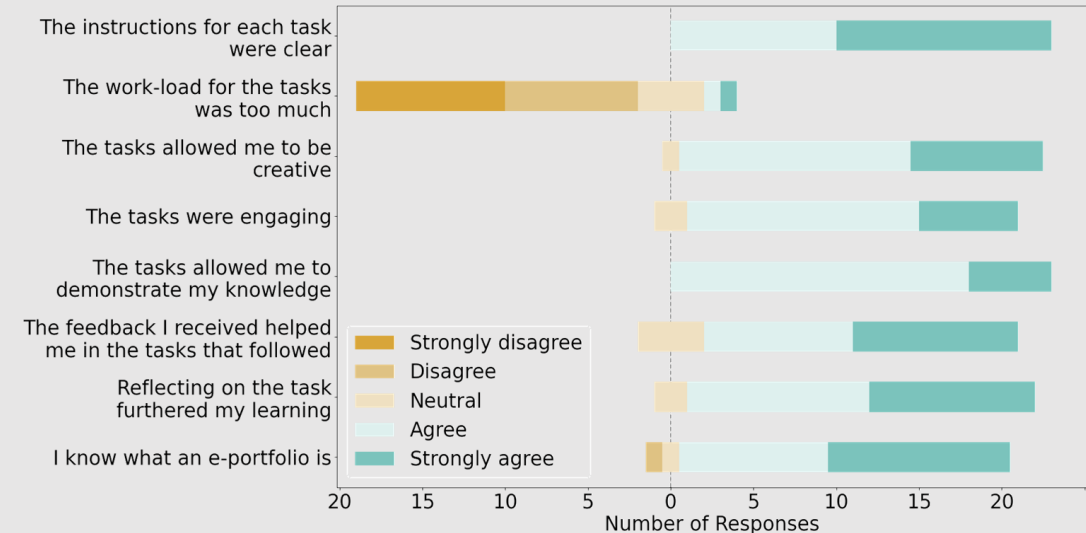
## Findings

- Students demonstrated deeper learning in creative and personal ways using a range of media.
- Students made connections to topics outside the course by researching treatments for diseases, and biomedical engineering technology.
- OneNote was used as the eportfolio platform and was straightforward to use.

## Impact

The eportfolio assessment allowed students to integrate their learning and make connections between class content and experiences outside it (Enyon & Gambino, 2017). The replacement of the major closed-book written exam has resulted in an assessment schedule, which is more accessible and recognises the importance of creativity in higher education (Álvarez-Huerta et al, 2021).

## EPortfolio survey responses



Flynn (In press)

## Student reflection

“It gave us a chance to provide a sense of our personality. I learned so much more from these portfolios than I have done with other ways of learning ... I got to research topics that interested me and I found it fun to do so”

## References

- Álvarez-Huerta, P., Muela, A., & Larrea, I. (2021). Student engagement and creative confidence beliefs in higher education. *Thinking Skills and Creativity*, 40, 100821. <https://doi.org/10.1016/j.tsc.2021.100821>
- Eynon, B., & Gambino, L. M. (2017). High-impact ePortfolio practice: A catalyst for student, faculty, and institutional learning. Stylus Publishing, LLC.
- Flynn, C. (In press). Reflections on an e-portfolio assessment in a first-year physiology course. *Biomedical Engineering Education*.