

Medical Educator Teaching Portfolio: A Brief Yet Necessary Consideration

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ABSTRACT

Evaluation of medical teacher performances is necessary to build better educational goals in training medical students into qualified physicians. Portfolio is widely used in any field of education, including medicine. The use of portfolio in evaluating the medical teacher performance may help finding the best way possible to improve the quality of medical education. Medical educator teaching portfolio (METP) could be implemented by analyzing the institutional context while maintaining its main component of evaluation, personal professional development, learning process, and additional features. The challenges of implementation of METP including human resources, funding, workloads, and technology should be addressed by faculty members to overcome. Consideration of the importance of METP shows how far we strive for ensuring the best quality for education in medical institution.

Keywords: medical teacher, evaluation, portfolio, medical education

INTRODUCTION

Continuous changes in medical education need constant development in its process and faculty development. Assessment for teaching performance is undoubtedly needed to pursue better educational impact in rigorous training process to produce qualified physicians. One of the assessment tools that could be used is portfolio (1). Portfolio is a collection of working records from an employee or student to describe the whole performances that count into

assessment. Medical students often use portfolio for keeping record of their achievements and feedbacks from their supervisors (2). Teaching portfolio is similar to students' portfolio. It includes proof of efforts, achievements, competencies, and feedbacks related teaching (3). The effective use of teaching portfolio would enhance accountability and professionalism of medical teacher (4). Portfolio might assess some difficult area such as attitudes, personal attributes, reflection, and professionalism. These areas are tangibly important for a medical teacher to become role model for the medical student (5).

Medical faculty or medical school is responsible to maintain continuous professional development for the teachers. However, assessment is focused mainly to the students. The faculty should enhance their awareness in assessing medical teacher to gain clear understanding and reliable data in producing educational policies. The stakeholders should consider the whole picture of a medical teacher by using the best way possible. Teaching portfolio might be one of the best approaches in teacher evaluation, while also used as promotional tools, continuous self-improvement stimulant, and teacher's self-reflection(6).

MEDICAL EDUCATOR TEACHING PORTFOLIO (METP)

Medical educator teaching portfolio (METP) is a particular teaching portfolio used by medical teachers that including the

quality assessment of the teacher, effectiveness report of teaching method, and achievements. Nevertheless, there are no specific rules and guideline related application of METP (3). Lamki and Marchand (2006) proposed comprehensive form of METP that could be used to evaluate and promote the faculty, teacher reflections in enhancing their teaching abilities, and supporting continuous self-improvement (3). The final desirable impact

of METP is improvement of medical education quality (7).

Faculty of medicine is required to maintain clear evaluation of medical teacher with standardized criteria and proof to build strong contribution from each teacher in achieving educational goals (8). METP might become a suitable tool to assess nearly the whole components of teacher evaluation that consists of teaching assessment, professional development, learning process, and additional features (3).

Table 1. The Structure of Medical Educator Teaching Portfolio (METP) (Adapted from Lamki and Marchand, 2006)

Main components	Contents
Teaching evaluation	Teaching activities, clinical works, administrative document, educational development
Personal professional development	Education philosophy, long term goals and the possible efforts, students' exam results, students' achievements, self-assessment, self-reflection
Learning process	Professional area that needed to be enhanced, the records of problems and solutions of educational challenge that faced routine, record of past improvement, achievements, classroom activities
Additional features	Teaching works: the exam questions made for student, example of students' tasks, syllabus, etc Curriculum involvement, published journal.

This structure of METP might be customized to meet the needs and context according to the institutional need. There is no global standard for METP and other portfolio form for medical teacher (3). The variation of METP should consider the teachers' need and teaching situation. In medical specialist program or medical postgraduate program, the medical teacher who supervises clinical resident could add the number of clinical observation data, mentoring session, educational and healthcare activities in teaching hospital or related clinics. They could also add the teaching activities in intensive care unit, operating theatre, wards, and daily clinic activities with the list of medical cases supervised (9). The well-documented METP in clinical setting might help establishing clear and understandable standard of evaluation for teacher, faculty, administration process, and the improvement for medical students (10).

HOW TO BUILD MEDICAL EDUCATOR TEACHING PORTFOLIO (METP)

Little-Wienert and Mazzioti (2017) proposed twelve tips to start building METP (6). These tips consist of (3,6):

1. Setting up the preparation
Medical teacher should reflect the aims and criteria of their METP. They might check references or some well-build portfolio from other colleagues.
2. Revisiting the recent curriculum vitae (CV)
Medical teacher should update their CV while identify the education experience and contribution.
3. Building the 'shoebox'
The term 'shoebox' might be defined as the storage box for anything related educational activities. This 'shoebox' consists of activities in campus such as lectures, group discussion, peer reviews, curriculum development, intern candidate data, and educational leadership activities.
4. Collecting the proof of teaching quality
Medical teacher might include self-evaluation checklists; evaluation from students, peers, managers; teaching rewards, students' assessments, and teaching invitation in other institution.
5. Enabling peer review session

Medical teacher should consider asking for improvement from colleagues and faculty manager. This peer review also includes checking the teaching performance.

6. Conducting mentorship activities
Medical teacher could perform suitable mentoring session for students in building their future career goals and achievement. These mentorship activities might assess the milestones of students' competencies while creating well-documented personal achievement as a mentor.
7. Proposing recommendation letter and support
Medical teacher could propose personal letter to gain support and recommendation from colleagues and seniors related their teaching performance.
8. Conducting scholarship opportunities and recommendation
Collecting proofs of past and recent educational activities to identify scholarship opportunities might be useful for the medical teacher as their personal record of continuing medical education.
9. Creating goals and targets of educational achievement.
In their teaching career, medical teacher should clarify their educational goals in realistic and feasible way.
10. Writing personal adopted educational philosophy
Each medical teacher might write in their METP about their own adopted educational philosophy and the implementation in daily teaching activities.
11. Keeping the professional development documented
Every record of seminars, workshops, and other professional development activities should be documented into the METP.
12. Asking the experts
Medical teacher should consider holding discussion with other experts in

education to gain feedback of their METP.

These twelve-tips might be customized due to context and situation in different institution. Nevertheless, building METP is not a simple day to day process but clearly it is worth the efforts.

CHALLENGES IN ESTABLISHING MEDICAL EDUCATOR TEACHING PORTFOLIO (METP)

Being medical teacher with numerous tasks and responsibilities requires grit and commitment to maintain the best education as possible for delivering future qualified physicians (11). Building METP meets multiple challenges that should be well addressed to prevent further harm for the teacher. The challenges related to human resources, METP procedures, and technology (2).

Medical teachers have excessive workload as teacher and active clinician. In some institution, the administrative supporting staffs are not fully available and competent to maintain a well system for documentation of teachers' works. The challenge of technology in paperless situation needs further assessment of readiness and funding. However, the consideration of establishing METP is a noble choice to face other challenges in medical education a head. Faculty members should consider the suitable way possible to use METP while taking regional values, work ethics, even local culture of medical institutions in establishing the suitable METP possible for educational improvement (4,6,7,10).

CONCLUSION

Medical Educator Teaching Portfolio (METP) is one of continuous medical education development tools in maintaining the best quality possible for medical education. METP might serve as the comprehensive teacher evaluation while help the medical teacher to improve and reflect of their teaching abilities. Challenges in establishing METP come from human

resources, funding, and managerial, as well as the commitment and support from institution. Nevertheless, the noble process of educating students to become qualified physicians have to include the thorough evaluation of teaching activities and the teacher qualities. Ensuring the medical teacher quality plays important role to maintain the whole quality of medical education.

Declaration by Authors

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