**Students’ Perceptions on the Use of e-Portfolios to Assess Progress Towards Competency in Self-Assessment and Critical Thinking**

Varvara Blidman, DMD; Ana Zea, DDS, DrPH; Kendrick Smaellie, MPH; Celeste Kong, DMD

---

**DIGICATION E-PORTFOLIOS**

**COLLECT – SELECT - REFLECT**

**CODA Competency-Based Standards:**
- Critical Thinking
- Self-Assessment
- Communication

"This is a main learning point...from this assignment. Careful and thorough comprehensive planning is necessary."

---

**STUDY PURPOSE**

**How do students feel?**

**Rationale:**
Experts on Competency-Based Education promote portfolios as a best practice to broadly evaluate student competencies.

At GSDM, we are surveying students' perceptions on the usefulness of Digication e-portfolios in developing competency skills through reflective writing.1-3

**Study Summary:**
- All Pre-doctoral students: DMD and AS
- Planned for 3 academic years
- N=193 in first year so far (D2 class is still pending)
- 45.6% DMD; 54.4% AS
- 94.8% had no prior e-portfolio experience
- 40.2% agreed Digication was easy to use & understand

---

**RESULTS AND CONCLUSIONS**

**Initial results are promising**

Digication is helpful for...

- **Critical Thinking**
  - Agree 43%
  - Disagree 31%
  - Neutral 26%

- **Self-Assessment**
  - Agree 49%
  - Disagree 24%
  - Neutral 24%

- **Enhancing Learning Outcomes**
  - Agree 43%
  - Disagree 32%
  - Neutral 23%

- **Applying for Jobs or Residency**
  - Agree 58%
  - Disagree 21%
  - Neutral 21%

**Conclusions:**
- Students have mixed feelings about Digication
- Students don't appear to recognize connections between competencies and assignments

**Future Actions:**
- Clarify language on survey and assignment rubrics to enhance recognition of competencies
- Increase perception of value by connecting to other curriculum components
- Improve technical instructions to minimize impact of logistical issues on perceived value

---

**Citations:**

*Student content used with permission*