

E-Portfolios and Reflection Diaries: A Window into the PG Learning Journey

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An e-portfolio is a digital collection of a learner's academic and professional achievements, reflective writings, and evidence of personal and professional growth over time. In postgraduate (PG) medical education, training extends beyond clinical knowledge and procedural skills to include professional identity formation, critical thinking, reflective practice, and self-directed learning. Traditional assessment methods often inadequately capture this longitudinal and holistic development. Portfolios and reflective diaries therefore provide valuable insight into the evolving competencies, attitudes, and learning trajectories of PG trainees (Waqar, Qaiser & Noor, 2020). With the growing emphasis on competency-based medical education (CBME) and continuous workplace-based assessment, e-portfolios are gaining increasing relevance in postgraduate training (National Medical Commission, 2023).

Our experience is drawn from implementing an e-portfolio system in a resource-constrained medical college without access to a commercial or institutionally supported platform. This faculty-led initiative was integrated into routine academic and assessment activities and piloted for a single postgraduate trainee in Physiology, with the intention of extending across the full three-year duration of PG training. In the absence of a dedicated system, Google Sites was selected due to its free access, ease of use, compatibility with Google Workspace, and

minimal technical support requirements, making it a feasible option for institutions with limited financial and technical resources.

Using Google Workspace, the e-portfolio can be created and maintained longitudinally. Google Sites serves as a centralized platform for organizing and presenting learning evidence. Google Sites was originally developed as a web-based collaborative platform designed for creating simple websites to facilitate information sharing, project documentation, and team communication. In the context of postgraduate medical education, it has been adapted as a structured e-portfolio tool to support longitudinal documentation of learning. The platform enables trainees to curate academic outputs, reflective entries, procedural logs, feedback records, and competency progression in an organized digital format.

Unlike conventional portfolio platforms that are purpose-built with integrated assessment dashboards, competency mapping, and analytics, Google Sites offers a flexible and cost-effective alternative. Its seamless integration with cloud-based tools allows embedding of multimedia evidence, structured reflections, and workplace-based assessments within a single interface. While traditional systems provide advanced tracking and automated reporting features, Google Sites promotes learner ownership, adaptability, and ease of implementation, particularly in resource-limited settings.

Trainees can embed presentations, procedural logs, videos, assessment forms, and feedback documents, with seamless integration of Google Docs, Sheets, Forms, and Drive.

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Automatic synchronization with Google Drive enables secure storage and efficient retrieval of data.

From an educational perspective, the platform supports key portfolio functions and the platform enables formative feedback, periodic review, and longitudinal tracking through shared mentor access. Dedicated sections for reflective writing encourage documentation of learning experiences, critical incidents, challenges, and professional growth.

Despite its advantages, Google Sites has limitations such as restricted customization, data privacy concerns, and lack of advanced analytics. These issues require careful planning, clear guidelines, and faculty orientation for ethical and effective use.

In conclusion, an e-portfolio using Google Sites is a cost-effective and practical solution for postgraduate medical education in resource-limited settings. With adequate faculty support and structured reflection, it effectively supports documentation, feedback, and longitudinal assessment.

References

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