

Title	Mr	First Name	Tony	Surname	Sumner
Job Title	Director				
Organisation	Pilgrim Projects/Patient Voices programme				

FOR AUTHORS/PRESENTERS

Title of Paper : The power of e-flection: using digital storytelling to facilitate reflective assessment of junior doctors' experiences in training

Abstract (400 words maximum):

Reflective practitioners and, perhaps even more so, reflective students, must be able to hear, shape, articulate, acknowledge and reflect upon their own stories of professional and educational experience (and those of others) if they are to process, build upon, and from those experiences.

Reflection is built into undergraduate programmes in many ways, but runs the risk of becoming just another box-ticking exercise, without resulting in greater understanding or insight. A truly immersive, facilitative and reflective process is needed if reflection is to become an accelerative process rather than an addition to the assessment burden.

Digital stories are created through a carefully facilitated reflective process resulting in a multimedia blend of images, music and voice. Digital storytelling methodologies developed for the award-winning Patient Voices programme, which aims to give voice to all stakeholders in health and social care, provide a rich environment within which service users, carers and service providers may reflect on and shape their experiences, and then express them through a process which is at once effective, affective and reflective (EAR).

This process was used in 2008 to facilitate a group of final-year medical students at Leicester University medical school in reflecting upon their experiences in the challenging environment of their clinical placements. The resulting digital stories (viewable at <http://www.patientvoices.org.uk/lssc.htm>) powerfully demonstrate the possibilities for insightful reflection that the technique offers, and provide rich resources that will support and inform future cohorts of students.

As one student doctor commented after the workshop *"we are asked to reflect all the time, and then to reflect on our reflection until we're sick of it. But now, with the digital storytelling I understand for the first time what it really means, and how powerful reflection can be for me, and as a way of sharing my experiences with others"*.

This session will:

- describe the process used and how consider how technology facilitates that process
- enable the medical students to share their insights and experiences of learning to be professional through their digital stories
- illustrate the potential in CDL and PDP of reflective digital stories created by students.

Key words (up to six): digital storytelling reflection education medical doctor

Data Protection Act Statement – The information supplied on this registration form will be stored in paper and electronic format for the purposes of administration of the **Learning for a Complex World** Conference.

Some activities will be filmed and audio recorded for educational and promotional purposes. Some extracts will be available on the internet and on DVD. Please contact the organizers (SCEPTre) if you have a concern about this.

I have read and understood the above statement:

Signature 	Date 20/02/2009
------------------------------------------------------------------------------------------------------	------------------------