

e-Portfolio Way: a Paradigm Shift in Education e-Portfolio at Kansai University

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Abstract: The purpose of this section of the workshop consists of two points: (i) to share with the workshop participants the basic concept of what e-Portfolio is at the university level, from the viewpoints of all stake holders: students as well as their guardians, professors, and the school boards. While introducing various aspects of this powerful educational tool, cases for successful implementation at Kansai University are given so that the participants familiarize themselves with what e-Portfolio can do in the higher education. (ii) to discuss the potential of e-Portfolio as the drive to initiate a paradigm shift in the entire education system ranging from K-12 through the graduate school because Kansai University offers various levels of education from K-12 through graduate school.

Keywords: e-Portfolio, Oracle Student Learning (OSL), K-12, Kansai University, MUSE Campus, stakeholder.

Introduction: The Concept of e-Portfolio

The main goal of this workshop is to disseminate the power of e-Portfolio in order to initiate a paradigm shift in the entire educational system involving K-12 through graduate school. This workshop is just a small step forward toward such a goal. This section mainly deals with the e-Portfolio at the university level. While looking at the showcases of e-Portfolio at the university level, we will see that problems that we are facing in the current education may be remedied or solved from the perspective of e-Portfolio. Here, we will look at some prominent cases of the implementation of the e-Portfolio at Kansai University.

The advancement of the ICT and the educational technology, we now enjoy the well-structured courses with clearly defined learning objectives as well as the clear evaluation measures described in syllabi. Indeed, the levels of ICT literacy for students as well as faculty have been improved. The students now have better command of the ICT computer and better understanding of the course objectives and the evaluation procedures of the courses that they are enrolling.

However, it seems that we have been focusing on the quality control of individual courses too much. As a result, individual courses are autonomous of themselves and the students as well as the faculty are lost in the woods of the education system by looking at courses separately instead of looking at the entire curriculum. Now that the quality of individual courses is of good quality, we need to unite these courses together to map on a bigger picture, i.e., the curriculum. In this section, the Kansai University's educational philosophy is elaborated, in which the university as a whole engages in education involving all stakeholders, i.e. students, guardians, faculty, staff, as well as local communities.

1. e-Portfolio Way

The approach that we have employed here takes the entire educational region as its domain as shown in Figure 1 below. It should be noted that Figure 1 is repeated from the workshop paper, W4-01, the general overview of e-Portfolio. By setting the ultimate mission of the school as producing new societal members to fit the needs of the society where the school is based, all stakeholders involving the school will work together to educate future members of the society.

In this approach, a Learning Management System in e-Learning is no longer a course-based management system to manage the course contents, the syllabus, course objectives, daily learning activities, and evaluation measures. It is rather a part of a curriculum mapping or management system, which steers the future direction of the entire school.

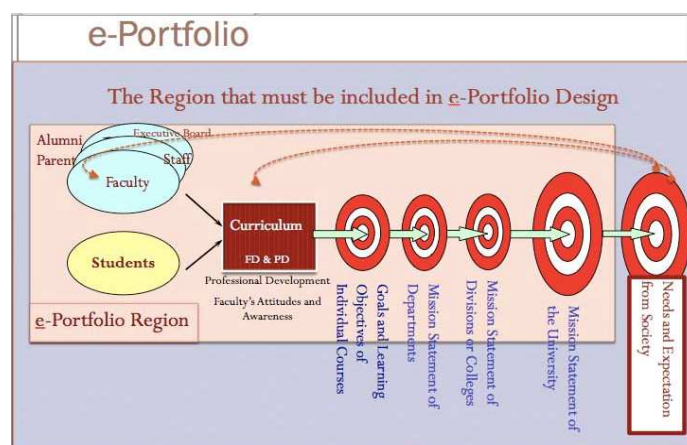


Figure. 2. The region of e-Portfolio: Based on its mission, the school must develop the curriculum to meet the needs of the society involving all stakeholders. The ultimate mission of the school is to give birth to future members of the society to elevate the quality of the society.

The design of e-Portfolio for a school begins by setting up the mission for the school. Based on the needs of the society, the school decides how to make the young generation ready for the society through education. In order to set the mission of the school, the school must have clear educational goals to produce new members of the society based on the profound idea of producing ideal people for the nation. Thus, the school must provide students with interactivity in learning to promote human growth in a constructive way. As the students learn, the records of growth of individual students as well as the evaluation of learning are archived in e-Portfolio in order for all stakeholders to share.

In realizing the vision reflected in the mission statement, the evaluation system for e-Portfolio must clearly evaluate the learning activities and the records of the human growth in academia from multiple dimensions. For example, at the lower level, the records are archived of learning processes in the activities described in the list of learning objectives for the courses that are laid out in the curriculum. In addition, the results of the evaluations are archived. And at a higher level, the records of the growth in a school year, the psychological and growth in the social aspect, and evaluation records are archived.

Furthermore, even at a higher level, e-Portfolio archives all records of students from the admission to the graduation, or even the students' entire life. In other words, all the students' life-long records are archived in the e-Portfolio as the history for personal growth. The e-Portfolio must bear the responsibility of sharing the students' records of growth with their guardians and other stakeholders. The life-long records of the processes of growth for all students as well as the records of evaluation are analyzed even at a higher

level to offer predicted “life-to-be” for the currently enrolled students. This type of meta data are also applied to the advisory session. That is, this type of e-Portfolio will show the students in advance how the life will be in 10 years later, 20 years later, 30 years later, or even 40 years later, referencing to the footprints of the predecessor students who had a similar life design.

2. Kansai University e-Portfolio System

Kansai University was established in 1886 and has a history of over 120 years. It consists of 13 colleges and the graduate school with the student population of over 300,000. Kansai University includes five campuses, three senior high schools, three junior high schools, one elementary school, and one kindergarten. The ultimate goal of the Kansai University e-Portfolio is to archive all students’ information including the learning results, the evaluation records, and the meta data scattered in various servers on campus into one integrated e-Portfolio database server.

2.1 KU e-Portfolio System

KU e-Portfolio System archives and manages students’ learning activities and their records through the Plan-Do-Check-Action cycle (henceforth, the P-D-C-A cycle). See Figure 3. Each student first enters his/her learning goal for enrolled courses and lays out the learning plan. Based on them, the instructor gives advise as well as feedback for improvement.

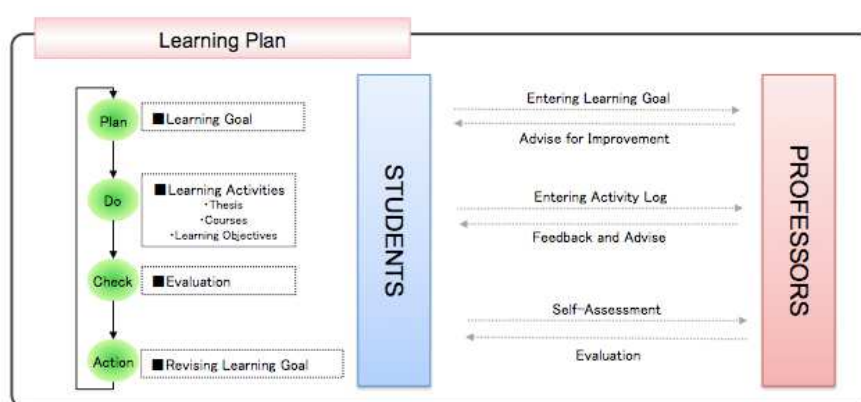


Figure 3. The Learning Cycle of Kansai University e-Portfolio System

This process continues until both agree with the intended level of achievement. Throughout the course, the student enters logs for learning activities and accomplishments, to which the instructor returns feedback and advice for encouragement. At the end of the semester, the student self-assesses his/her progress, compared with the goal that was set at the beginning of the semester. The results of the self-assessment are again turned in for comments for improvement. In this way, the student’s level of motivation for improvement is maintained throughout the semester with the constant care and attention given to the students by the instructor. In here all information is kept in the e-Portfolio system as the record for intellectual growth.

The four years of the university life is the most important period for the student. The student enters the university as a child after graduating from a high school. However, in four years, he/she will become an adult and will become a member of a society upon graduation. The mission and its vision of the university will play an important role in

producing a new member of the society so that he/she can contribute to the society. This idea is best realized in a unified way with the use of e-Portfolio.

3. Conclusion

This part of the workshop dealt with the e-Portfolio at the university level. We have discussed possibilities of initiating a paradigm shift in education with the use of e-Portfolio by setting the entire realm of educational operation as the target.

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