e-Portfolio Way: e-Portfolio in K-12 Division at Kansai University

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Abstract: The purpose of this section of the workshop is to demonstrate a successful case of e-Portfolio implementation in the K-12 Division of Kansai University. As explained in the previous papers for this workshop, namely, the paper numbers W4-01 and W4-02, the e-Portfolio is positioned in the center of the education system from K-12 through the graduate school at Kansai University, involving all level of stakeholders. This section especially focuses on the e-Portfolio deployed in the K-12 Division on the MUSE campus at Kansai University.

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

Introduction

Because the K-12 Division of Kansai University is also an important part of the education in the Kansai University community as a whole, the K-12 e-Portfolio System has been designed reflecting the mission and its vision for the entire Kansai University. The goal here is to offer consistent education reflecting the educational philosophy of the Kansai University community. Its purpose is to foster learning for the K-12 level students with the support of all stakeholders including students' parents as well as all teachers in the school, not to mention, at the university and the local community levels. With the new implementation of e-Portfolio in the K-12 Division, Kansai University now can offer consistent education from K-12 through the graduate school. As a matter of fact, Kansai University is the first university in Japan to implement such school-wide e-Portfolio system. See Fig. 1. for the concept of e-Portfolio involving various levels of stakeholders.
No matter which level of education, it cannot be possible to have the e-Portfolio system work properly and smoothly without the effective use of the information technology available to us. The network infrastructure has been well-established and computers with Wi-Fi are omnipresent in classrooms, in the libraries, and common areas such as cafeterias and the hall way in order for the students to actively learn from the learning management system, to make research on the Internet, and to give presentations of what they learned for sharing with other classmates and to archive their achievements or evidence as well as their reflections from learning. Refer to Figure 1 for in-class learning activities and Figure 2 for the concept of e-Portfolio involving all stakeholders.

Due to the nature of the K-12 education, Kansai University has employed Oracle's Oracle Student Learning (henceforth, OSL), which is based on achievements or tasks at each grade level. Because the Learning Object Metadata to be implemented in the curriculum have been already specified by the NICER web site, the K-12 teachers' tasks have been developing the learning contents and rubrics for assessments and evaluations

based on the Learning Object Metadata. In OSL, each student's achievement levels for all academic tasks as well as reports for growth are archived to share with the students' parents as well as the teachers. See Figure 3 for a submitted work by a pupil and Figure 4 for the visualization of the progresses of learning of students.

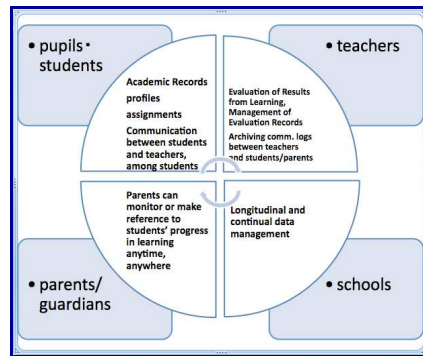**Figure 1. K-12 e-Portfolio System involving all Stakeholders**

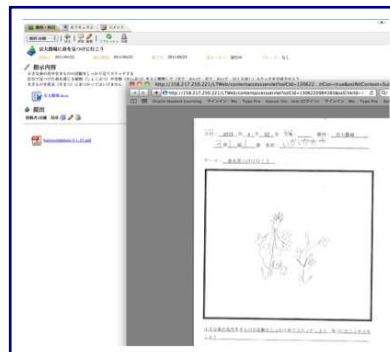**Figure 2. K-12 e-Portfolio System involving all Stakeholders**

Figure 3. e-Portfolio: Turned-in Project by a Student

Figure 4. e-Portfolio View. Columns (from left to right): LOM listings, status in the curriculum, individual student's learning progress in each column)

The unique feature of OSL is to visualize each student's progress in learning in all subjects and the human development to all stakeholders. In order to accomplish this feature, all subjects are taught by the team of teachers. In the classroom, the instruction is

given from various perspectives of teachers with different educational background. Further, each student's progress is assessed by more than one teacher in order to offer fair evaluation as well as timely and optimal assessment and then the results are shared with the student's parents or guardians. In this way, the progress of learning as well as the learning effect are visualized in a uniform way for all stakeholders to play their roles in education. In this approach, e-Portfolio offers an important place for faculty development for the teachers. See Figure 4 for the opportunities that e-Portfolio can offer.
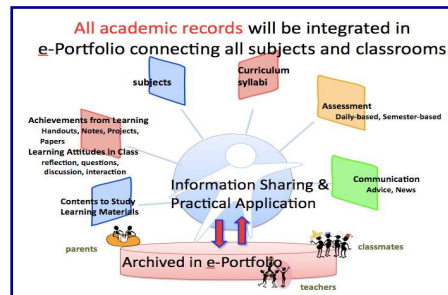

Figure 4. K-12 e-Portfolio System for Centralized Academic Records

Furthermore, the e-Portfolio can also offer opportunities for the students to work in groups and to peer-evaluate and share from other students' learning outcome. See Figure 5 for the grouping feature of OSL. No to mention, the e-Portfolio has room for reflection from learning for each individual student. In this way, each student has a chance to set their own learning goals and after a cycle of learning, they have a time to look back their learning process to plan for the plan for their next step.

Figure 5. Grouping Feature of OSL

Conclusion

This session of the workshop dealt with the e-Portfolio for K-12. Kansai University has placed the education of K-12 as a part of the whole range of education from K-12 through the graduate school. We have shown that the implementation of e-Portfolio at K-12 Division was only successful by placing the e-Portfolio system in the whole range of the education system from the K-12 through the graduate school.

References

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