A Proposal: ePortfolio for enhancing active learning for the future generation

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THINK × ACT
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KANSAI UNIVERSITY

ABSTRACT 1/4

- It is proposed that, the students' meta-cognitive reflection being the key to learning, the development of the students' expressive skills in writing literacy will, indeed, bring about a success in life after graduation. The four years of college education must fill up the "fuel tank of knowledge, wisdom, competencies and skills for lifelong learning", which must not be depleted for over 40 years until retirement. By nurturing the students' writing skills as the artifact or evidence for academic learning through meta-cognitive activities, is it possible to conduct the real education, producing graduates of high quality and caliber. The basic assumption of incorporating the development of writing skills in the college curriculum or program is for the propose of making our culture richer and elevating the value of our heritage for the benefit of the better

ABSTRACT 2/4

- The basic assumption of incorporating the development of writing skills in the college curriculum or program is for the propose of making our culture richer and elevating the value of our heritage for the benefit of the better future in terms of constructive and humanistic communication. It is seen that ePortfolio has potential to grow into such robust ICT enhanced system for the education in a new paradigm fulfilling the need for transdisciplinarity. This proposal is to put ePortfolio into a bigger picture in higher education, namely, in the realm of ePortfolio for academia, in which the process of learning leads to the benefit of career design and life-long learning. It cannot be denied that the proficiency in academic writing will bring students to a success in career as well as in the life long learning. In other words, the artifact in writing is the mirror of the

ABSTRACT 3/4

- It cannot be denied that the proficiency in academic writing will bring students to a success in career as well as in the life long learning. In other words**, the artifact in writing is the mirror of the learning mind**.

- As the IFTF (Institute for the Future) claims that the 2020 skills include Global Awareness and Rich ICT, Media Literacy, as well as Digital Communication/ Presentation skills as the essential future skills, the mirror of the reflective learning mind incorporates not only the written information but also the rich media. Thus, the future education fortified with ePortfolio must also incorporate artifact of learning in rich media. While in the past, paper and a pencil were the optimal technologies to reflect the evidence for learning, digital media literacy has been

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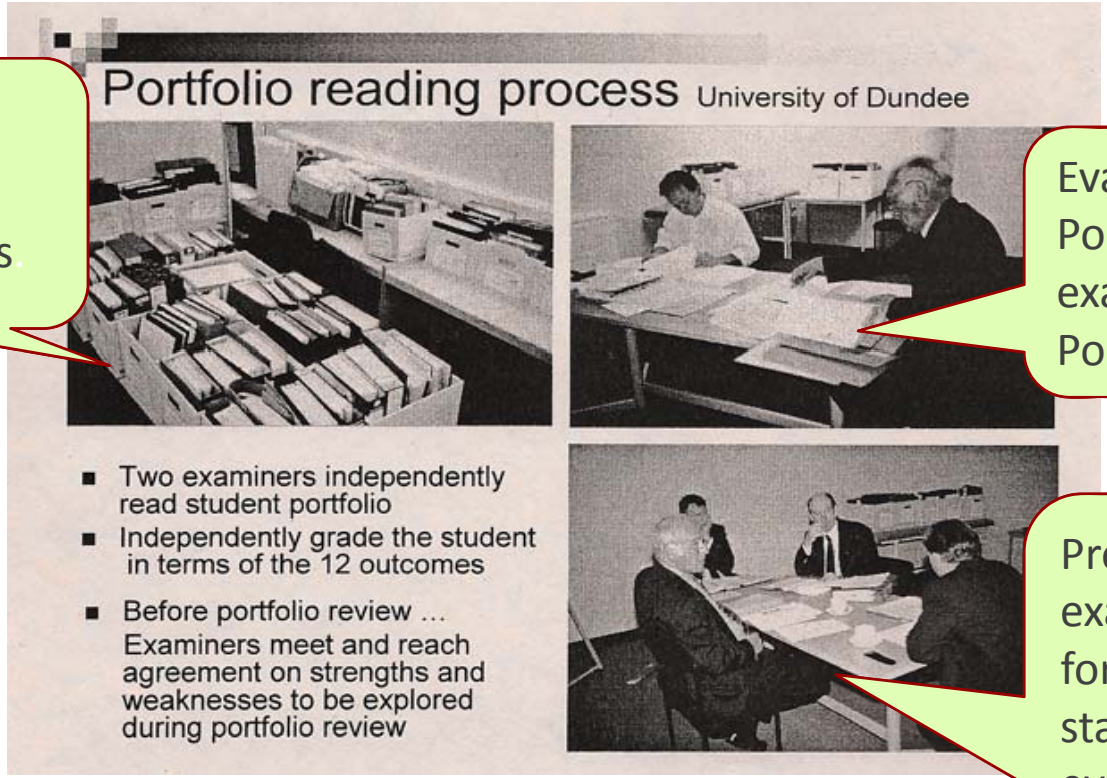
e-Portfolio

- No culture to make use of portfolio system in education in Asia

Portfolios turned in by the medical degree candidates



Evaluation of Portfolios: two examiners read Portfolios individually

Prep-meeting by all examiners: agreement formation for standardizing the evaluation measures

Source: Portfolio System by Emit Japan

e-Portfolio:: 3 Types:

- 1. Student e-Portfolio
  - Show cases for proofs of achievements
  - Purpose: career development, course accomplishment
  - Collection of artifacts
  - Place to share representations, reflections, improvement processes.
- 2. Faculty Development e-Portfolio
  - Show cases for proofs of academic achievements by professors
  - Teaching strategies to be shared with other colleagues
  - Purpose: professional development as educators
- 3. Institutional e-Portfolio
  - Collections of student e-Portfolio and faculty development e-Portfolio
  - Evidence for learning and accreditation

What is e-Portfolio?

- What is e-Portfolio?
  - The basic concepts of e-Portfolio.
- Assessment Strategies: The position we take here.
  - Realm of e-Portfolio
  - What to Assess? ------ Corpus for Assessment
  - How to Assess? : Reliability and Validity
  - How to Visualize Results

What we focus on here

- We choose the Learning e-Portfolio (#1 & #3 below).
  - 1. Student e-Portfolio
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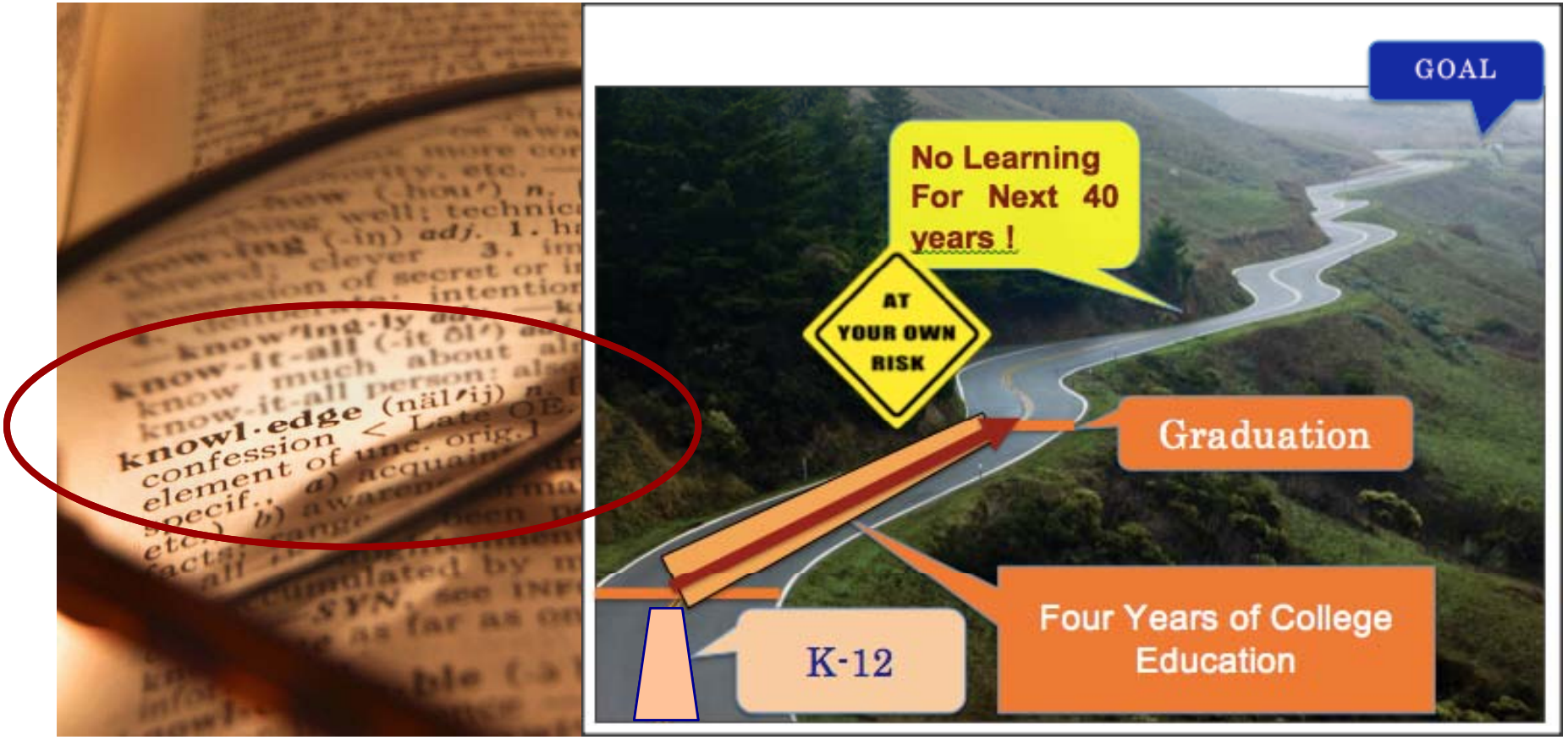
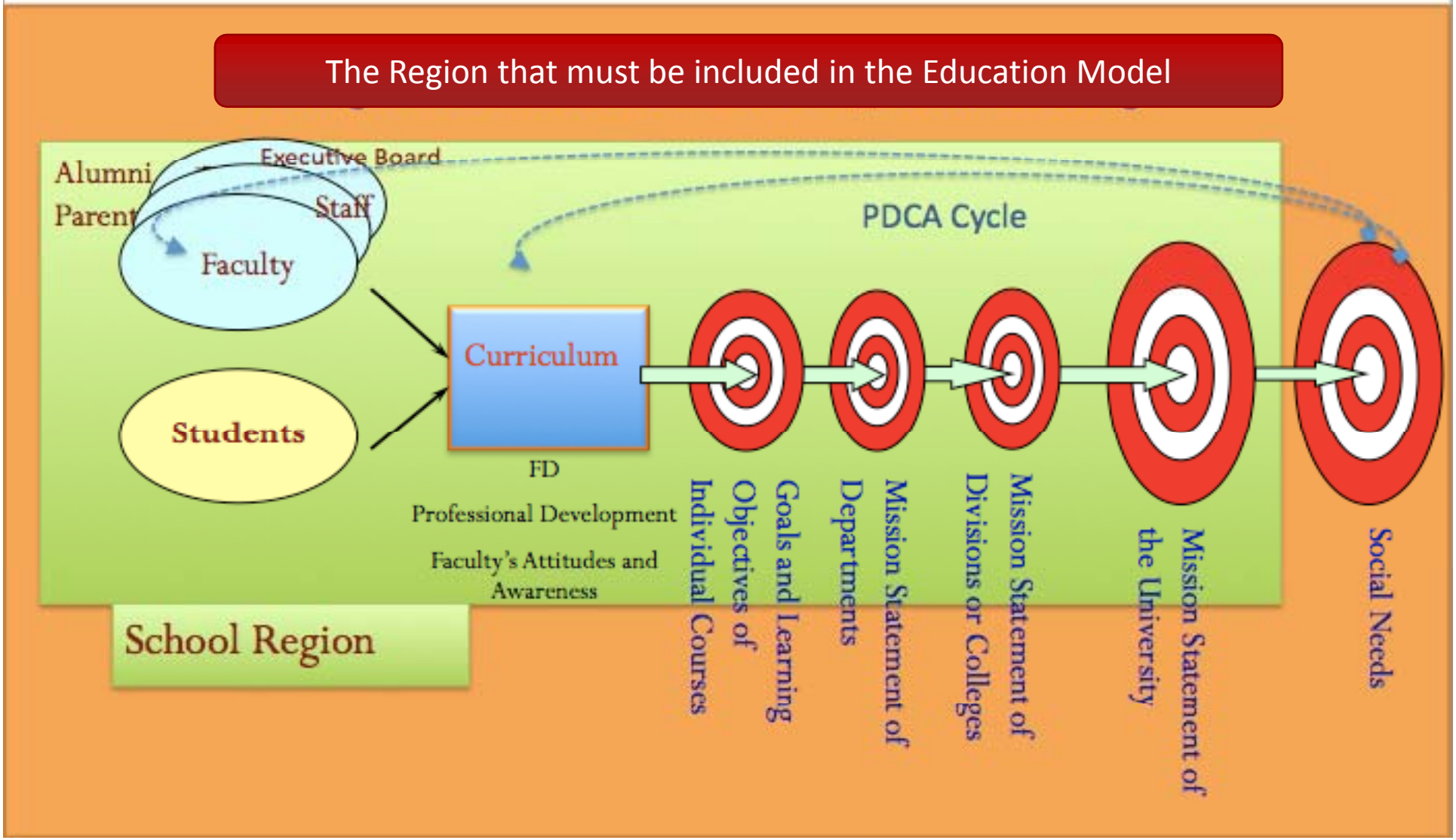
The Role of a University:
Gas Station for life? Filling the knowledge tank in the students' brain for the life-long career?



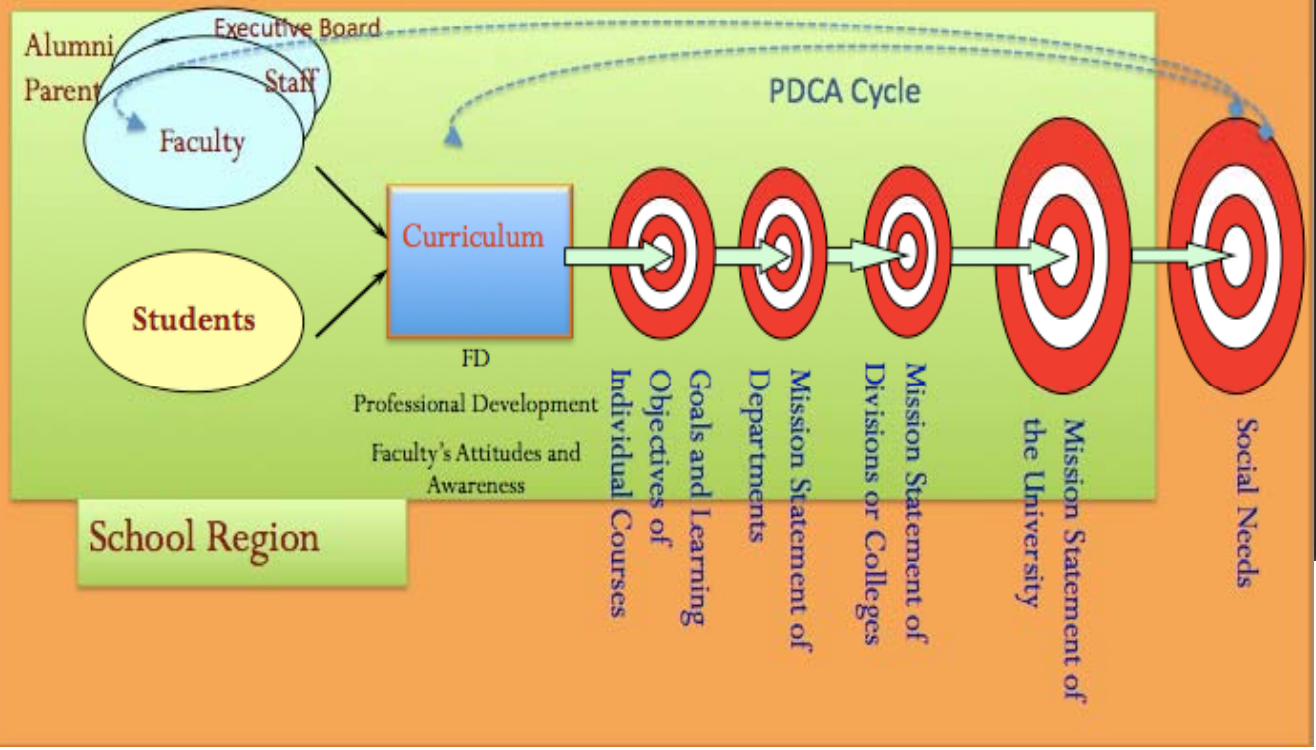
Future Design in Education



Global Awareness

Future Design in Education

The Region that must be included in the Education Model



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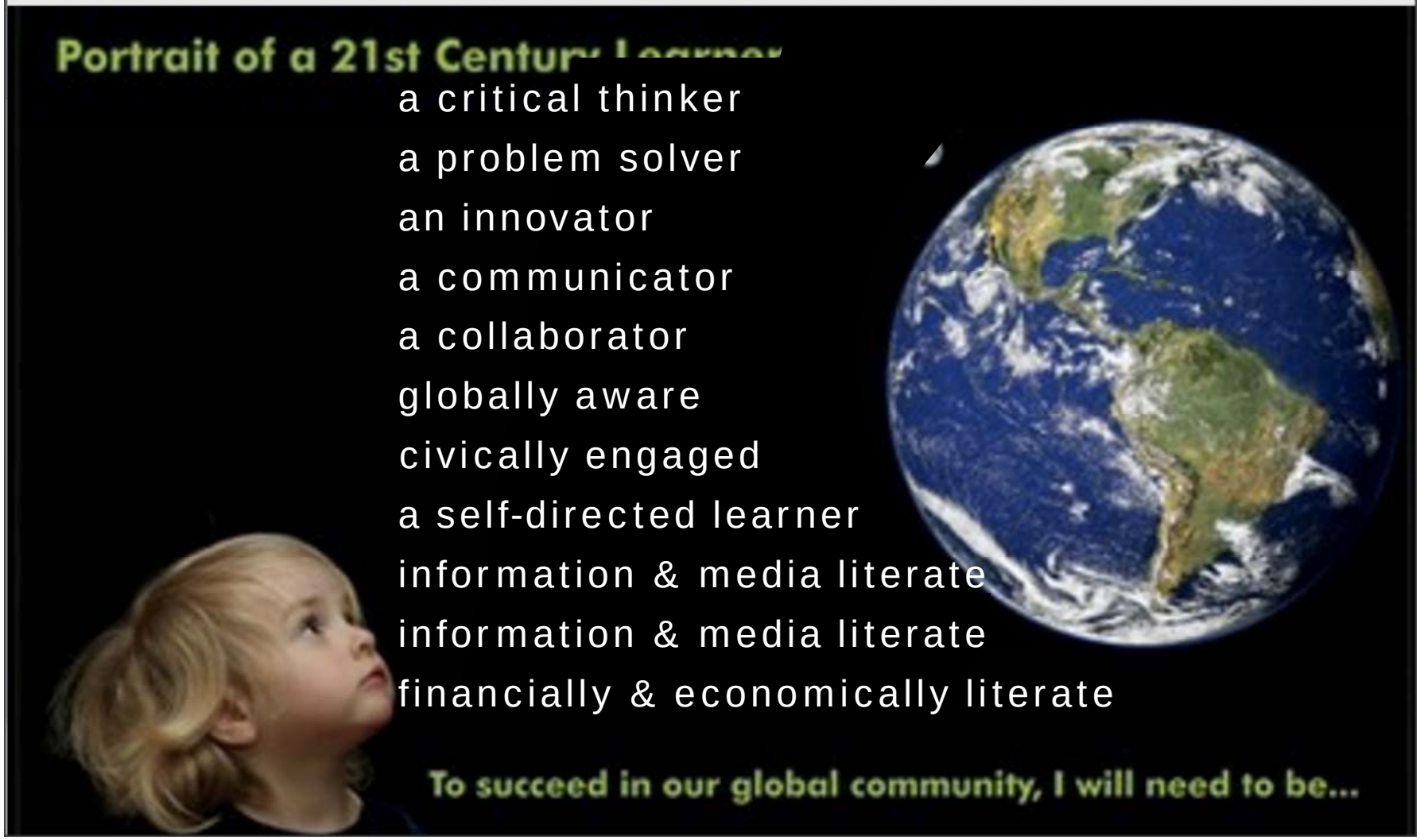
the students need to be …
Future Generation learner

ppeace.rockyview.ab.ca/our-school/school-initiatives/21-century-skills/PortraitofaCenturyLearner.jpg/image_large



Better Life,

Transcendency

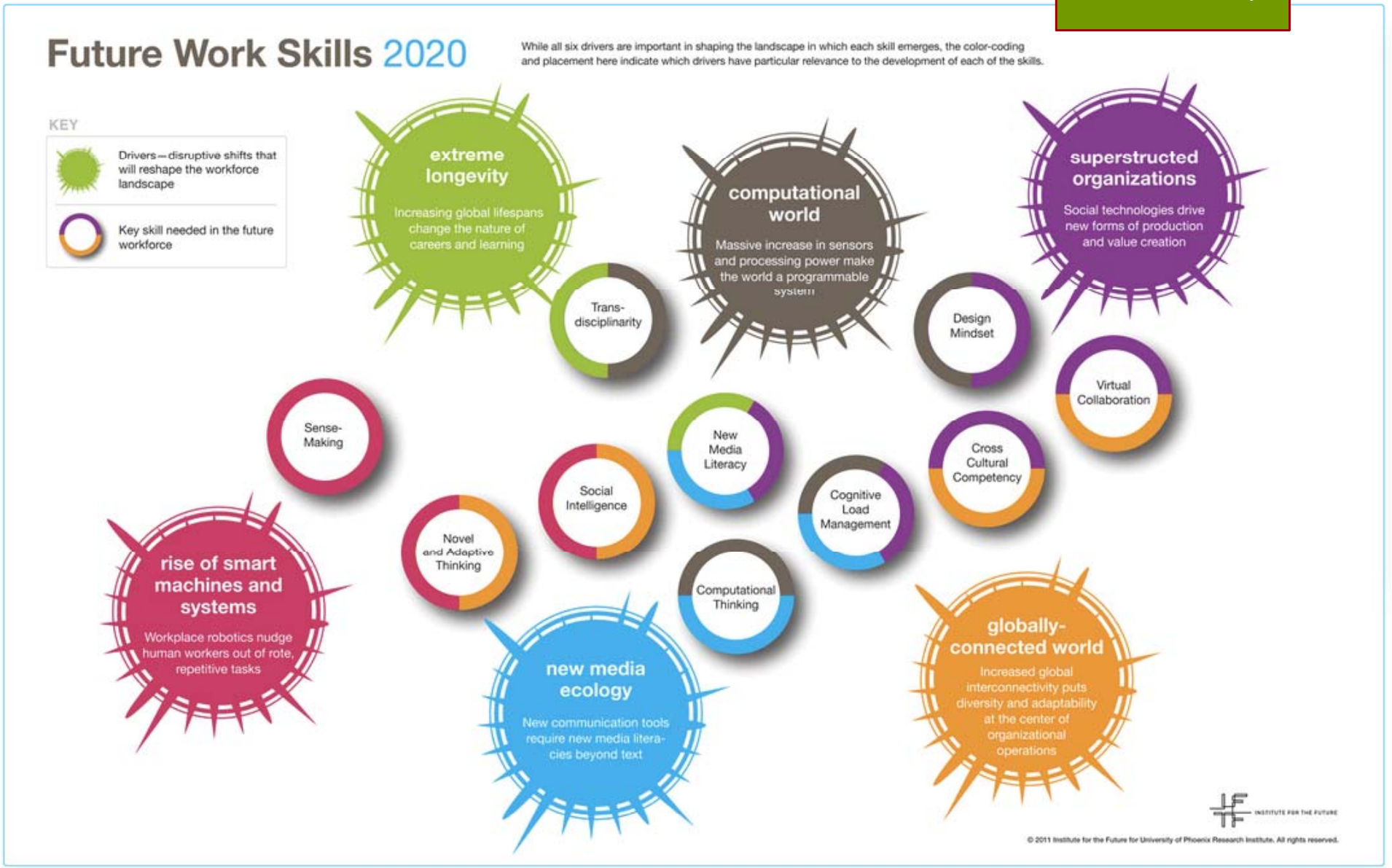
(Future Goal)

The Future, Better Life, Transcendency

Isn’t Learning for making the world / life better?

The Future, Better Life, Transcendency

www.iftf.org/uploads/media/IFTF_FutureWorkSkillsSummary_01.gif



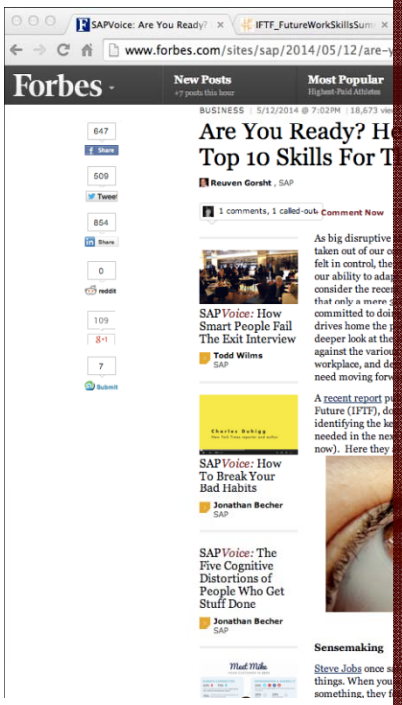
http://www.iftf.org/uploads/media/IFTF_FutureWorkSkillsSummary_01.gif

http://www.forbes.com/sites/sap/2014/05/12/are-you-ready-here-are-the-top-10-skills-for-the-future/2/

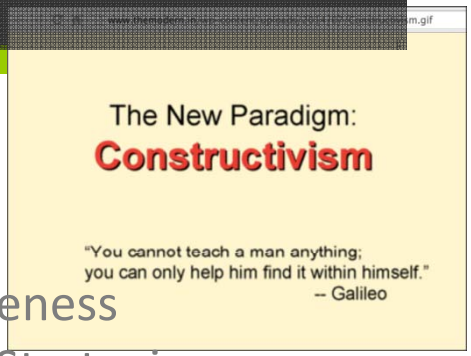
The Future, Better Life, Transcendency

10 Needs for Future Education

Sensemaking
Social Intelligence
Novel & Adaptive Thinking
Cross-Cultural Competencies
Computational Thinking
New Media Literacy
Transdisciplinarity
Design Mindset
Cognitive Load Management
Virtual Collaboration



Future Design in Education

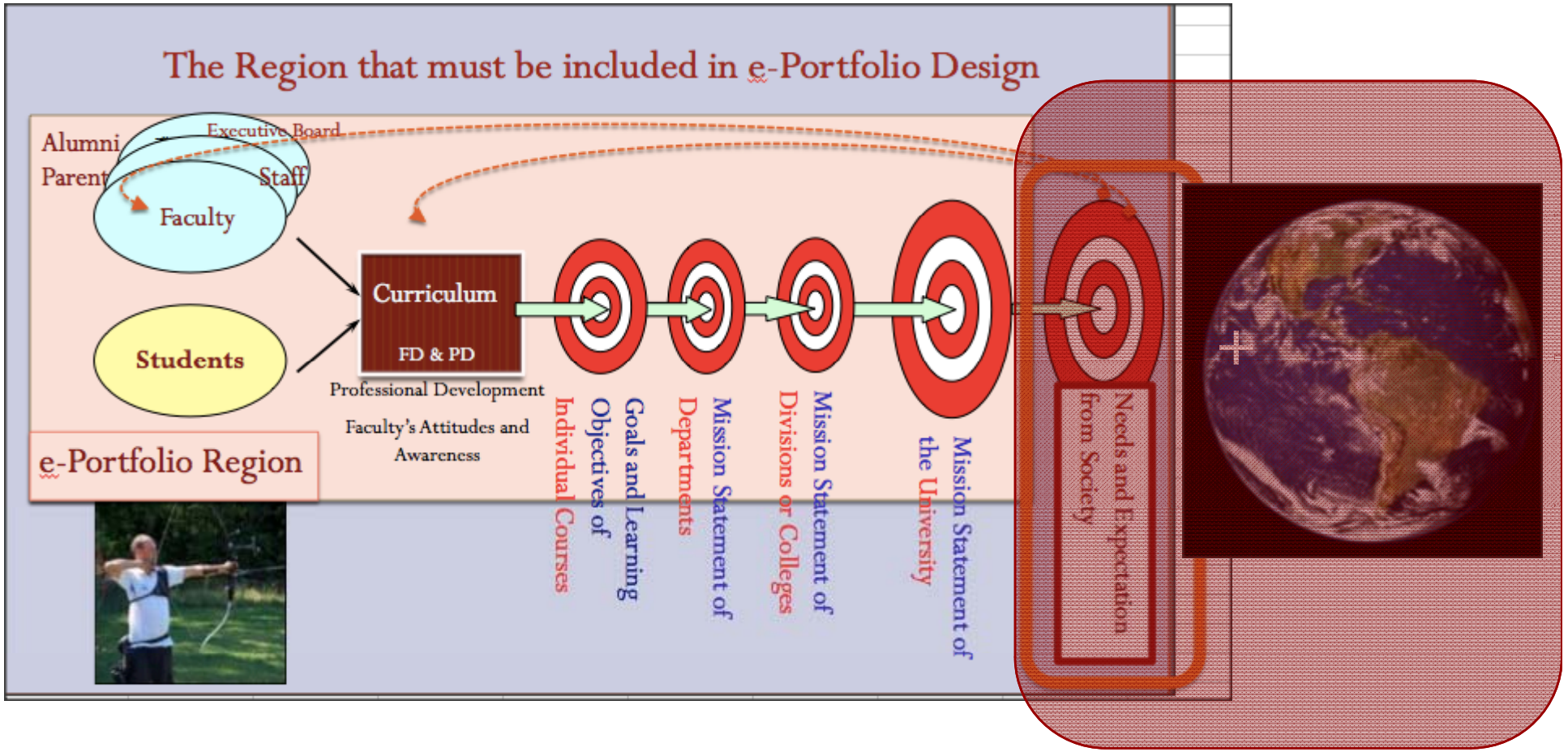


- **Constructivism in Education**
  - Learning Effectiveness rather than Teaching Effectiveness
  - Active Learning by the Problem Identifying/Solving Strategies
  - Collaborative Team-Based Learning
  - Learning Outcome from Team Work and Leadership
  - Social Aspects in Classroom …

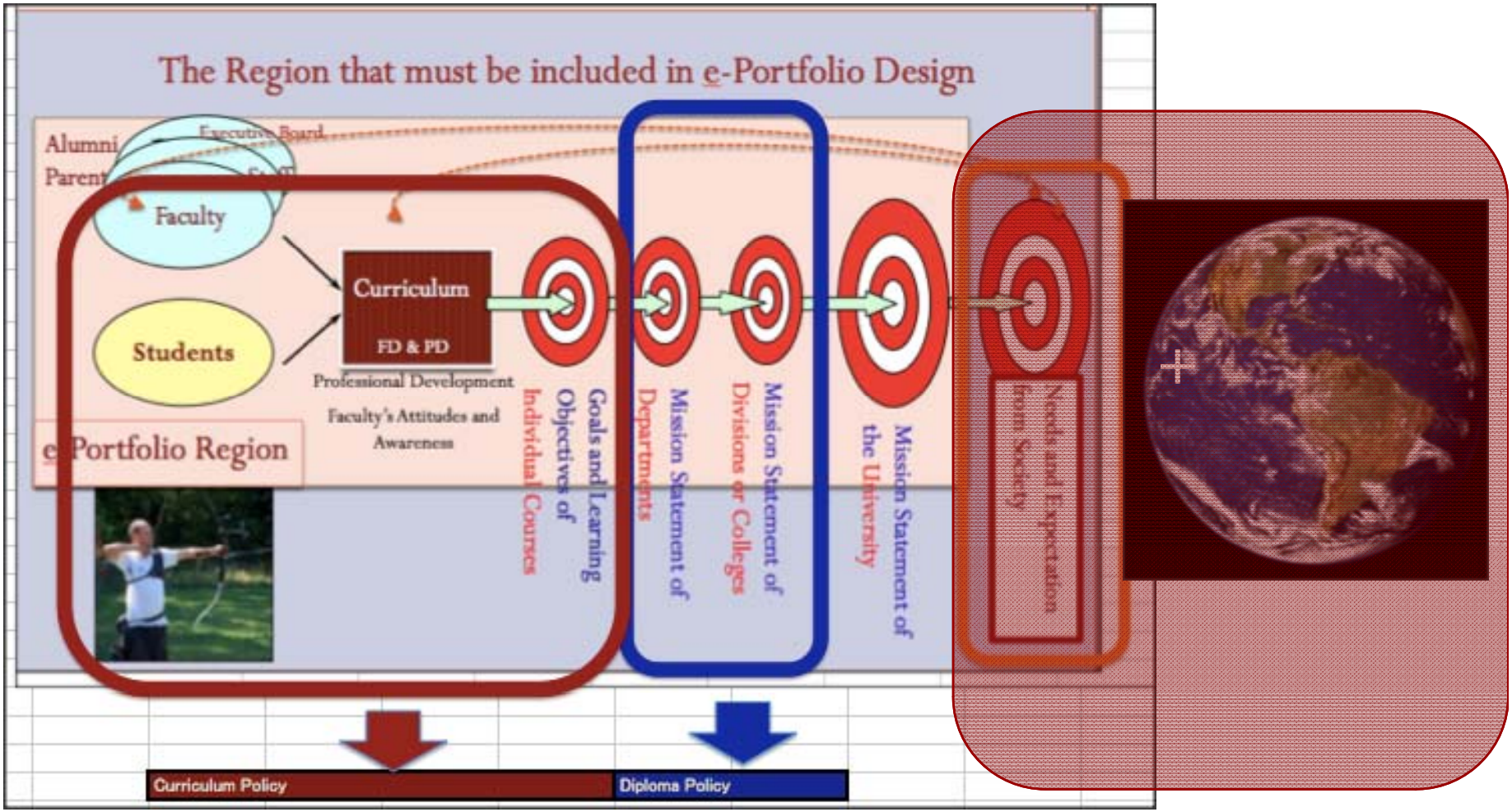
    Discussion -> Sharing Information -> Identifying the Problem -> Decision-Making for the Next Step (Project Design) -> Project Management -> Reflection (i.e., Plan-Do-Check-Action Cycle)

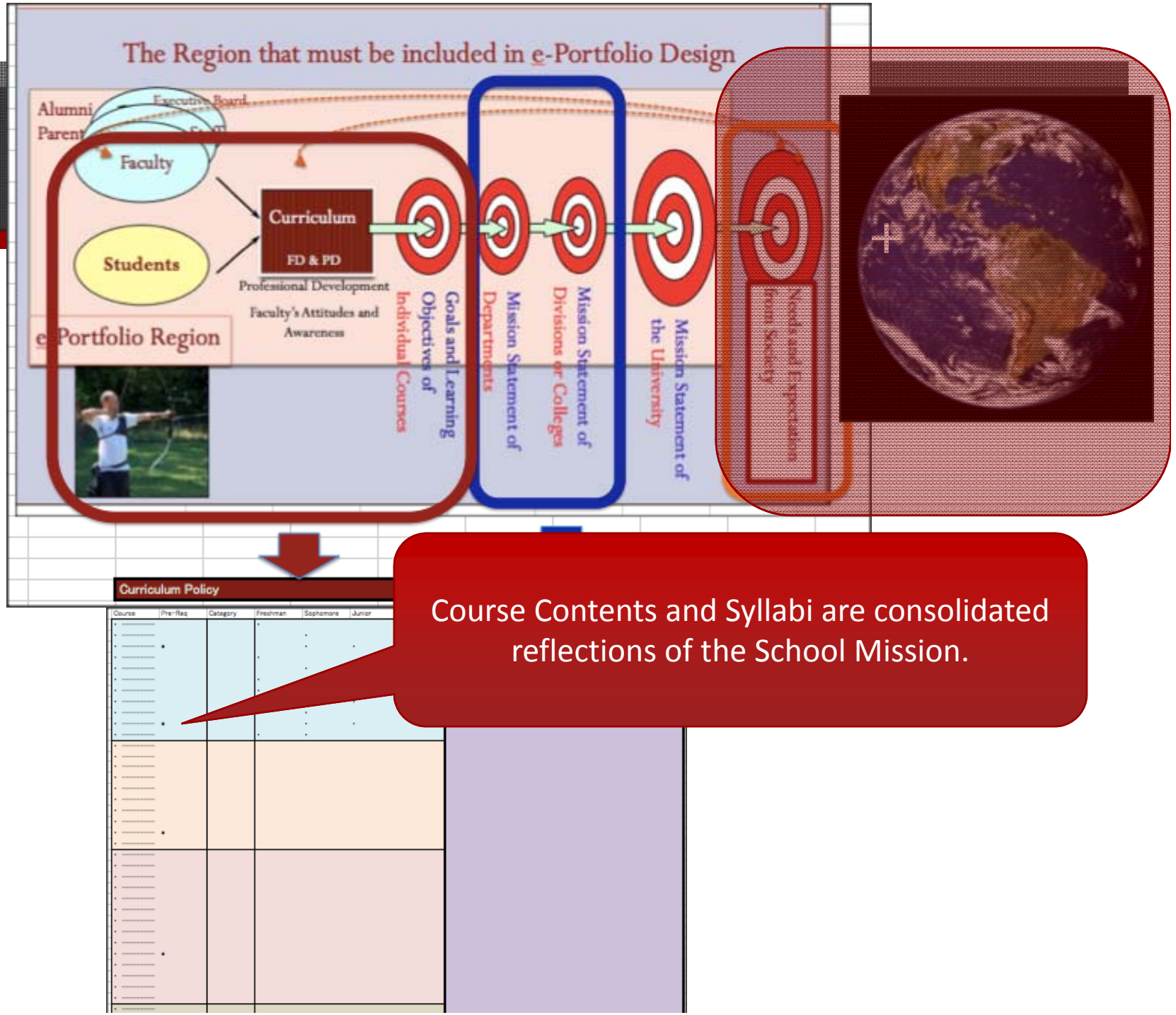
- **Course Offered by Clear Goals, Objectives, and Planning in terms of Syllabus**
- **Clearly Stated Institutional Mission and Goal Statements:**
- **Curriculum to implement the above.**

Where we are in education TODAY …



All parts must be integrated.




The Region that must be included in e-Portfolio Design
Alumni
Parent
Executive Board
Faculty
Students
Curriculum
FD & PD
Professional Development
Faculty's Attitudes and Awareness
e-Portfolio Region
Goals and Learning Objectives of Individual Courses
Mission Statement of Departments
Mission Statement of Divisions or Colleges
Mission Statement of the University
Curriculum Policy
Course Contents and Syllabi are consolidated reflections of the School Mission.

How do we design education with ePortfolio?

- Course -> Curriculum Level
- Department/College/School Level
- Institutional Level
- Life-Long Learning & Career Planning Level

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- Course -> Curriculum Level
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- We need tools to measure the learning results.
- We need tools to trace and monitor the learning.
- We need tools to visualize the accomplishment in learning.

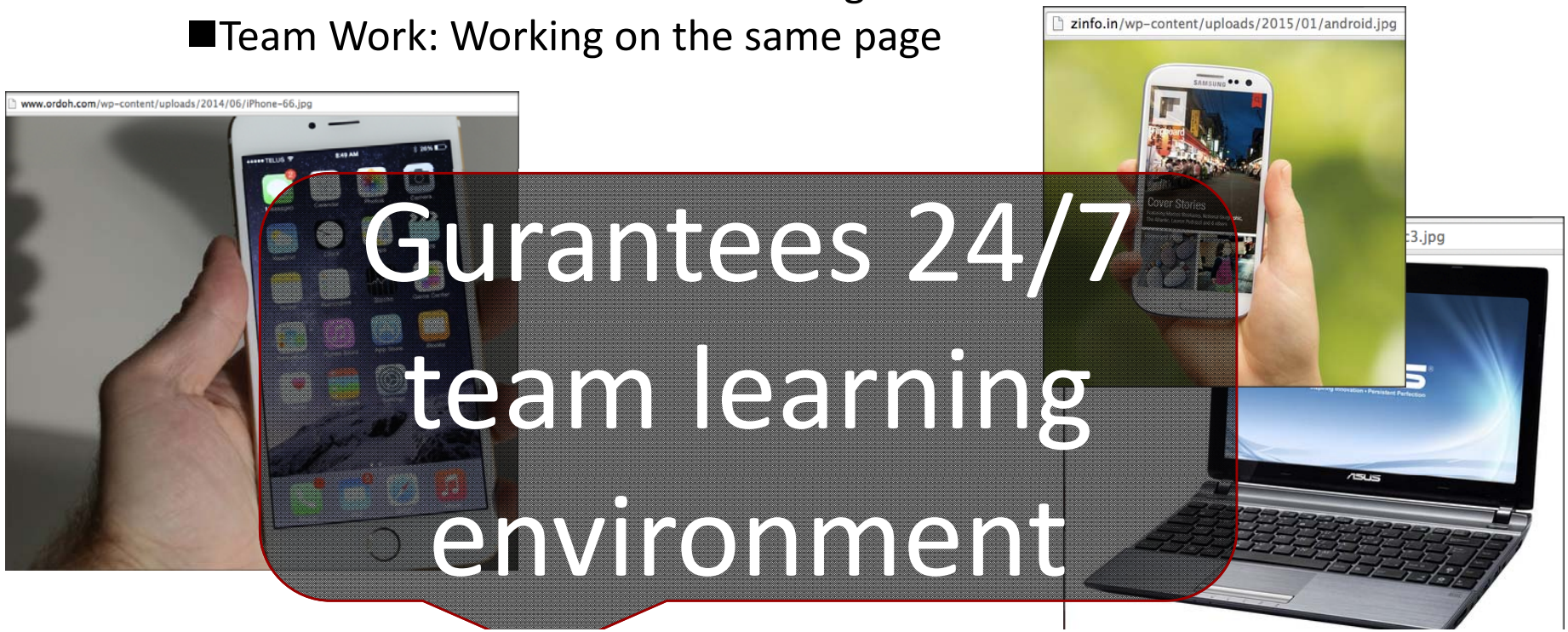
How do we design education with ePortfolio?

- Course -> Curriculum Level
- Department/College/School Level
- Institutional Level
- Life-Long Learning Level

Active Learners with ICT Literacy!

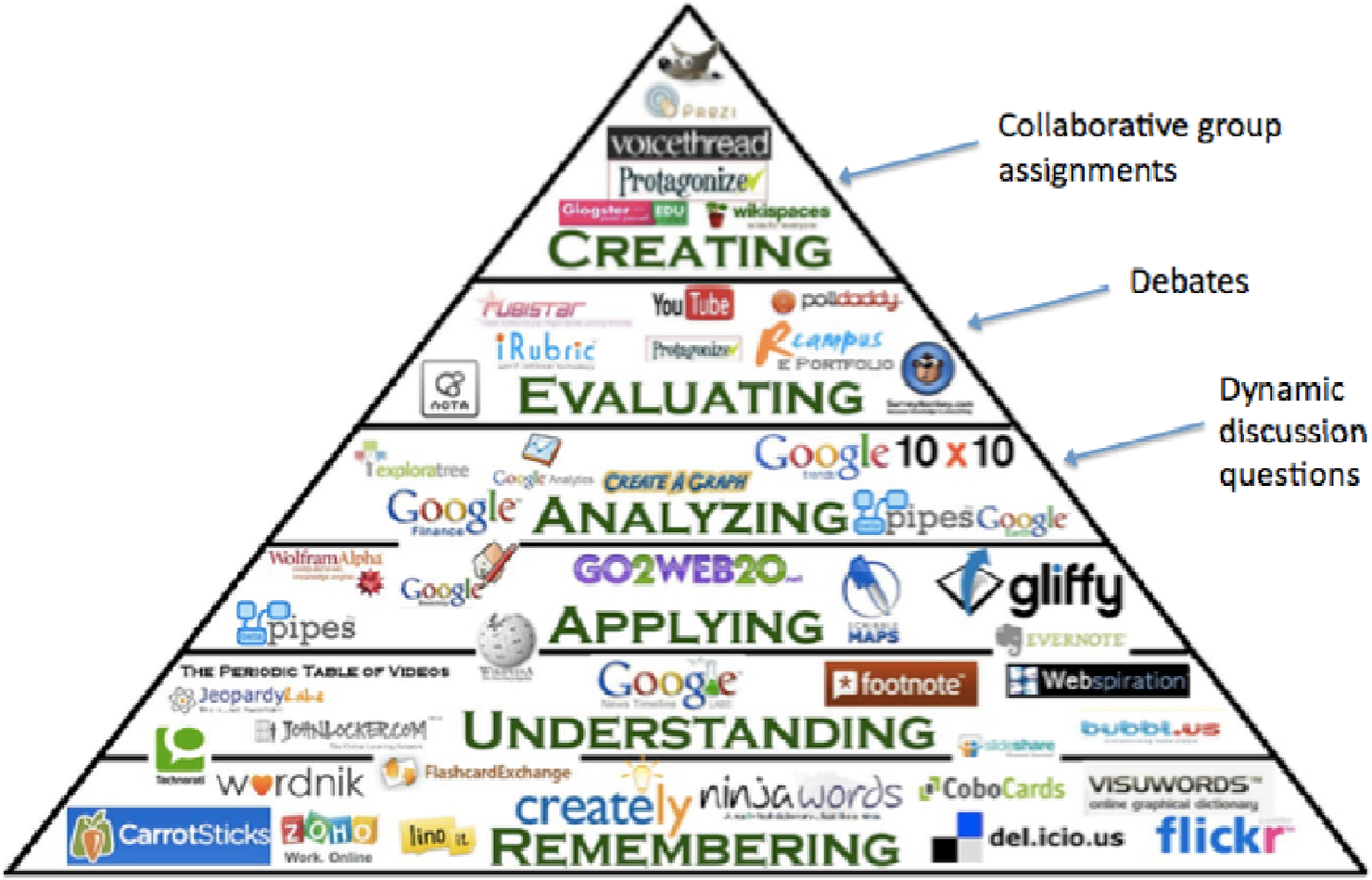
Future Design in Education at the Course Level

- We need a new set of "paper and a pencil" for PBL through TBL.
  - Constructivism in Education
  - Active Learning by the Problem Identifying/Solving Strategies
  - Collaborative Team-Based Learning
  - Team Work: Working on the same page



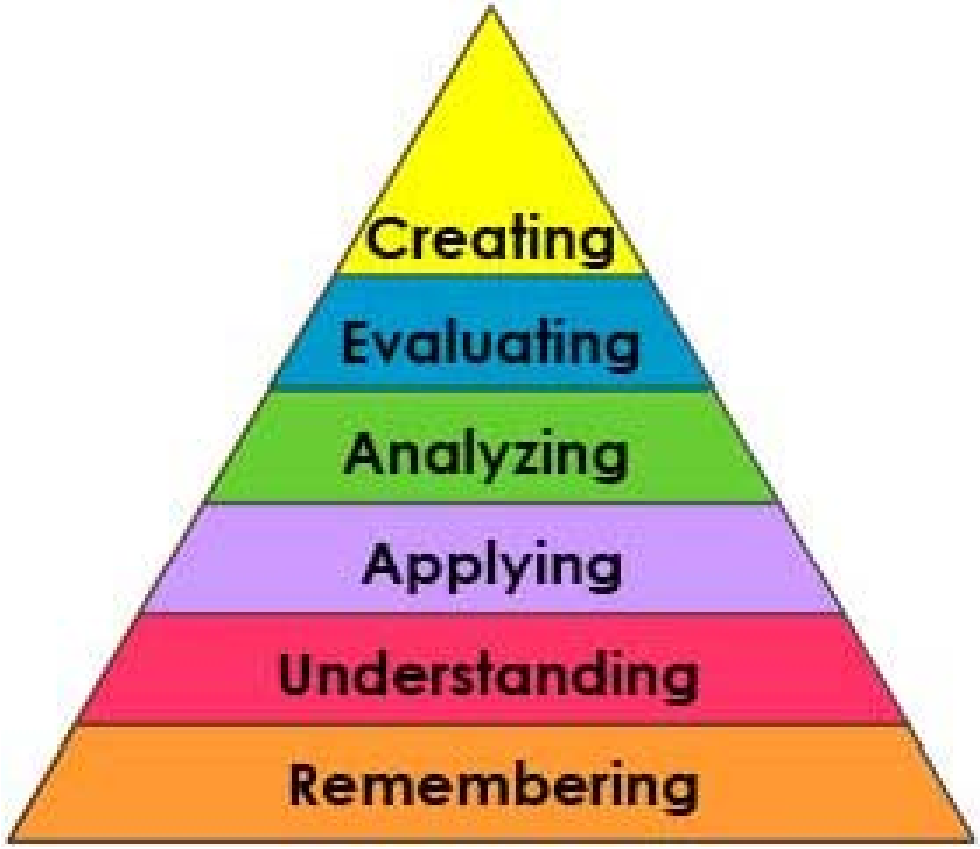
The Future, Better Life, Transcendency

http://catlintucker.com/wp-content/uploads/2012/04/Blooms-with-notes.png

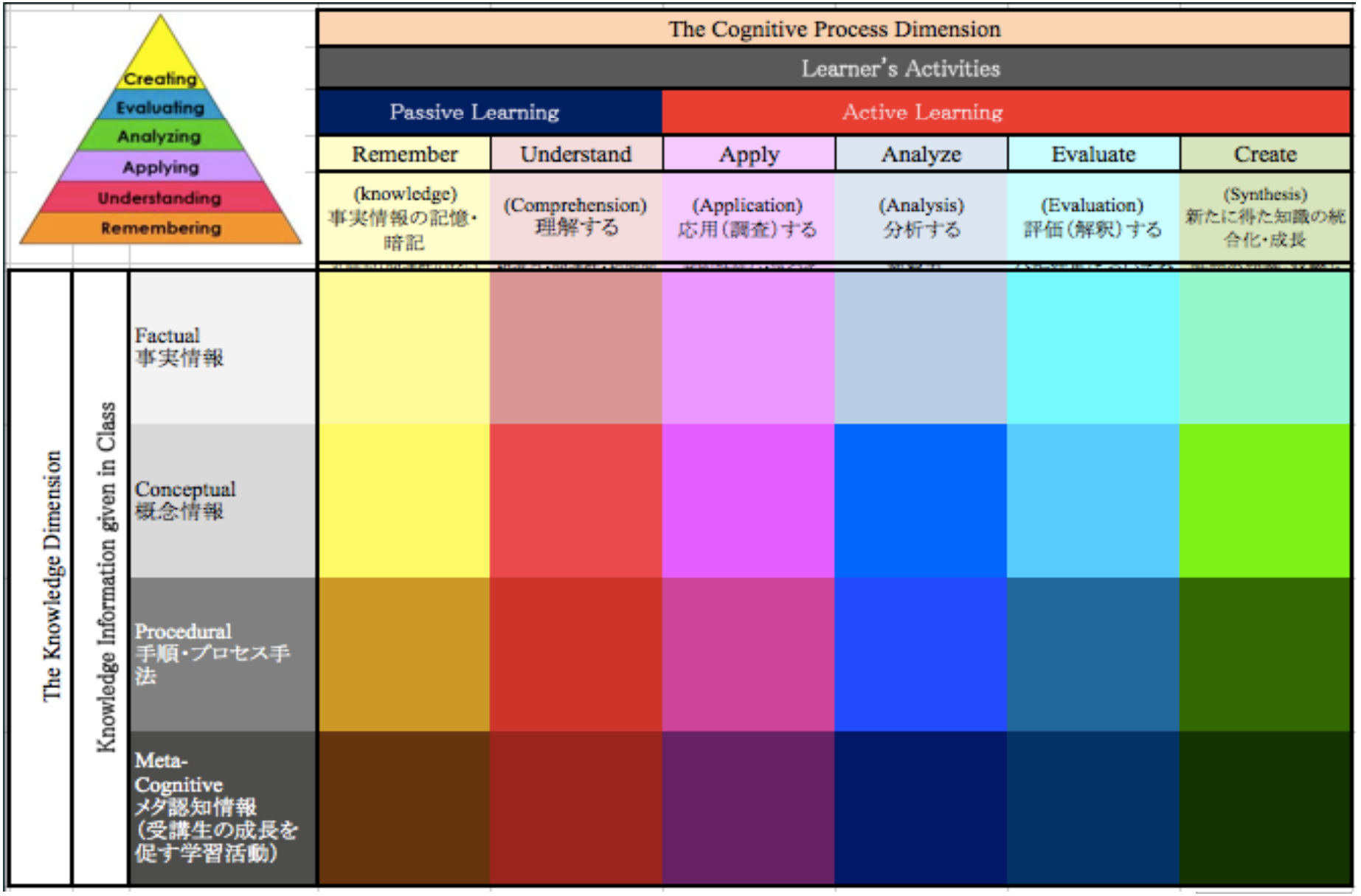


Learners

Bloom's taxonomy Learner's Activities



Active Learners



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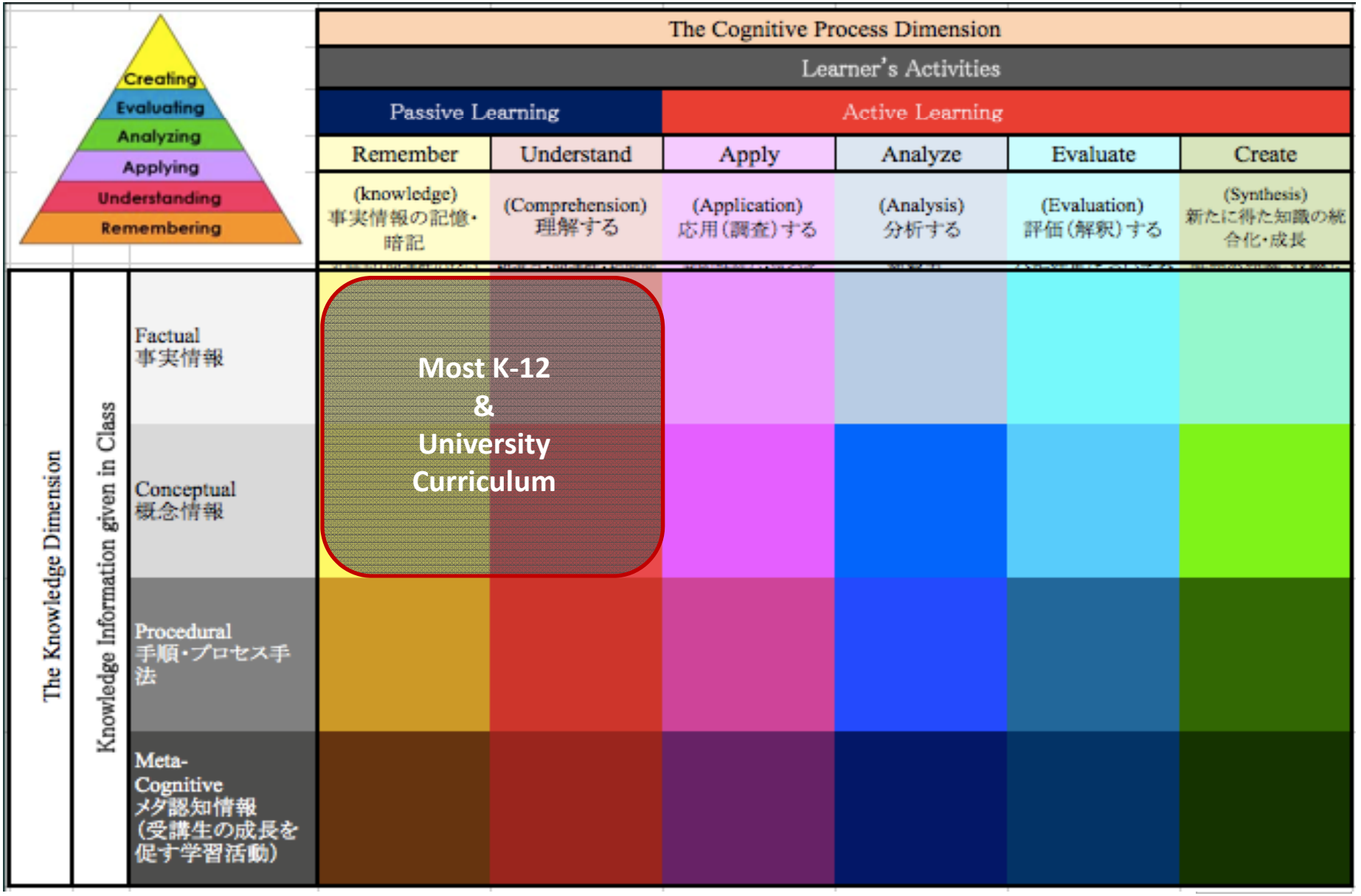
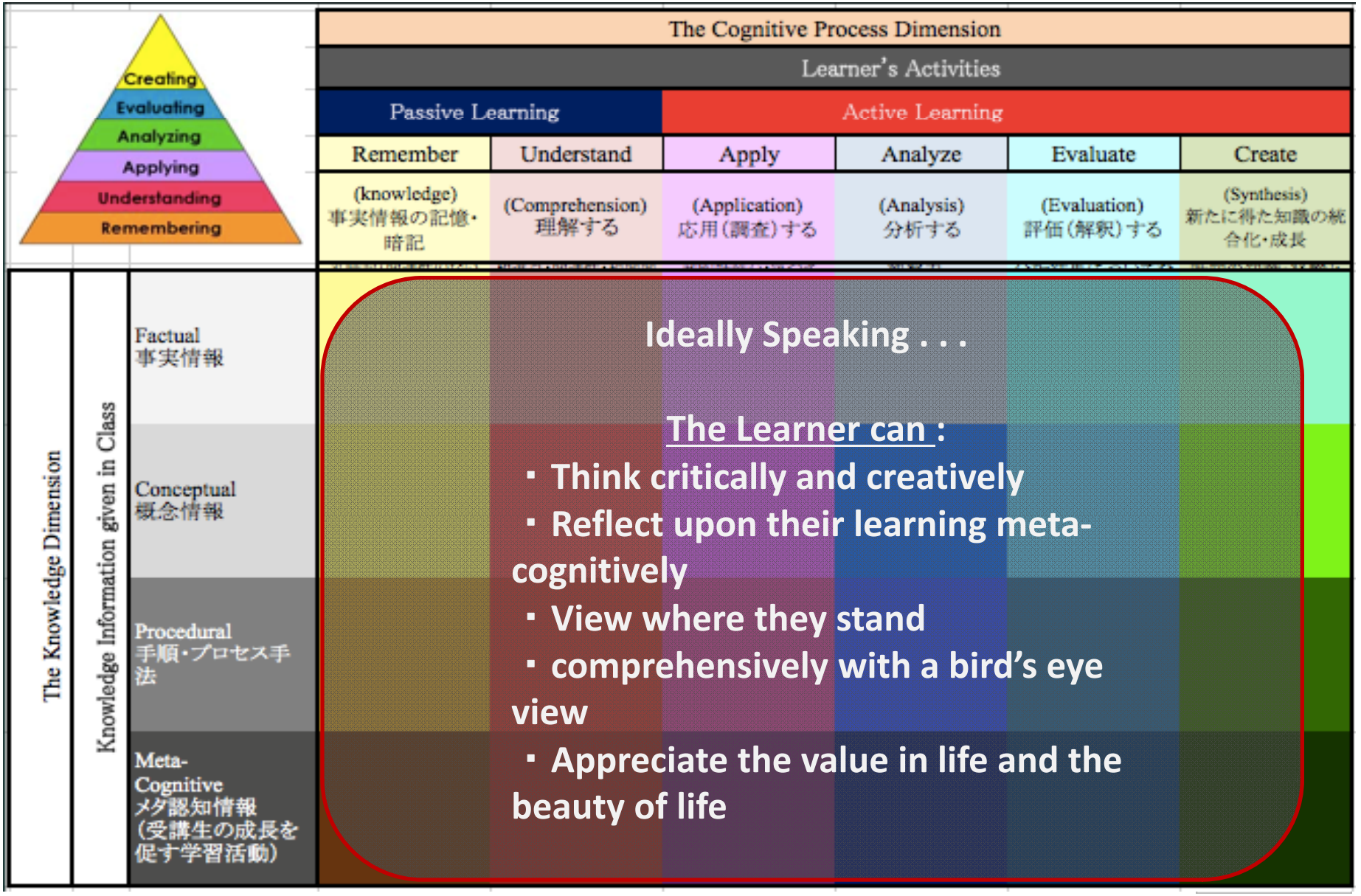


Active Learners



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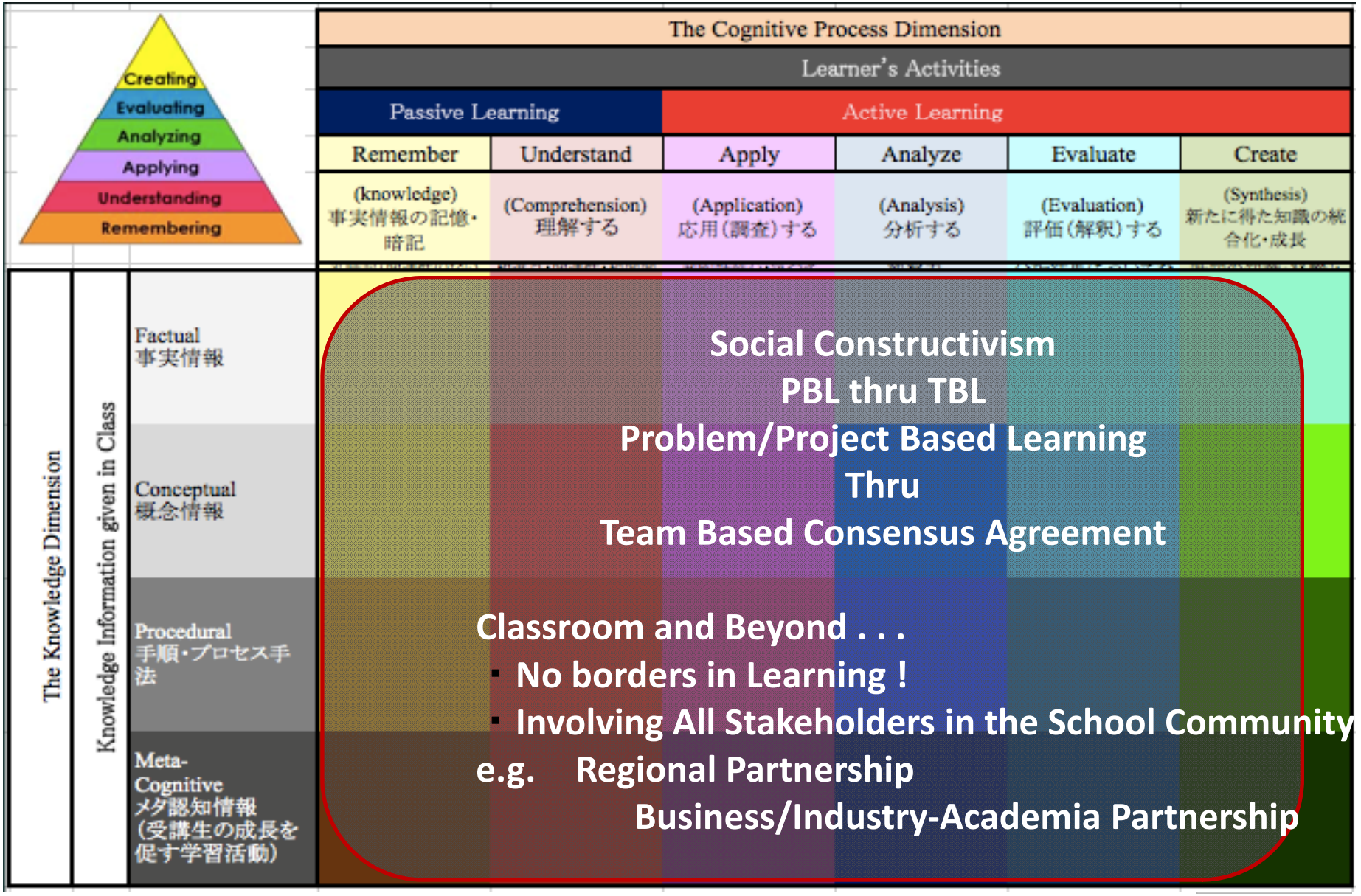

Active Learners

In other words,

Learners must be outside of the fish bowl!

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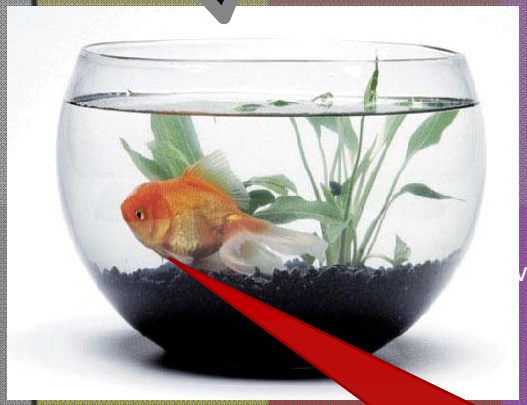
Learners must be outside of the fish bowl!



Who chose the school to be inside the fish bowl?

image source: www.okeanosgroup.com/

Active Learners

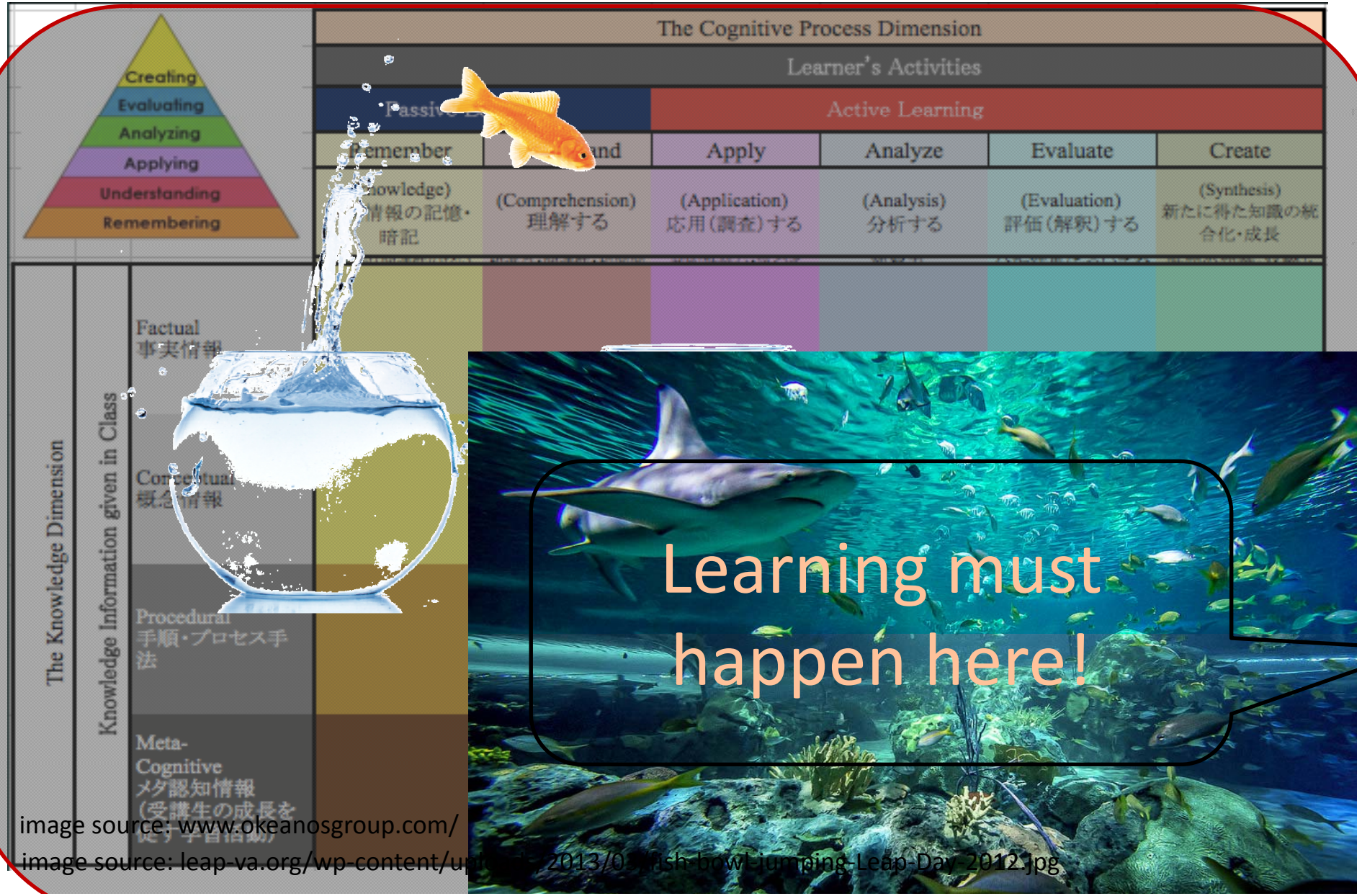


image source: www.okeanosgroup.com/

image source: leap-va.org/wp-content/up[illegible]2013/0[illegible]rish-bowl-jumping-Leap-Day-2012.jpg

The Future, Better Life, Transcendency

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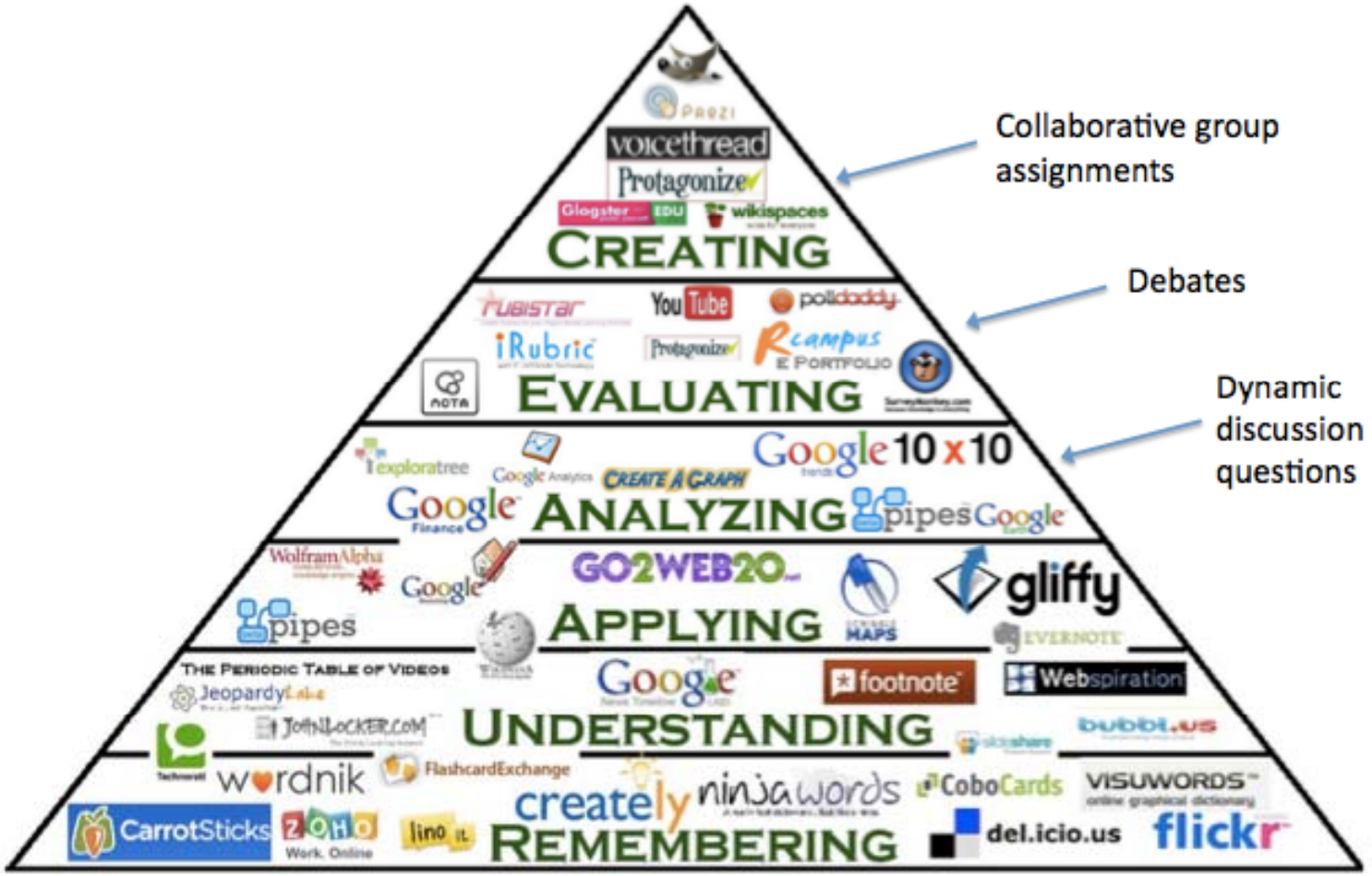

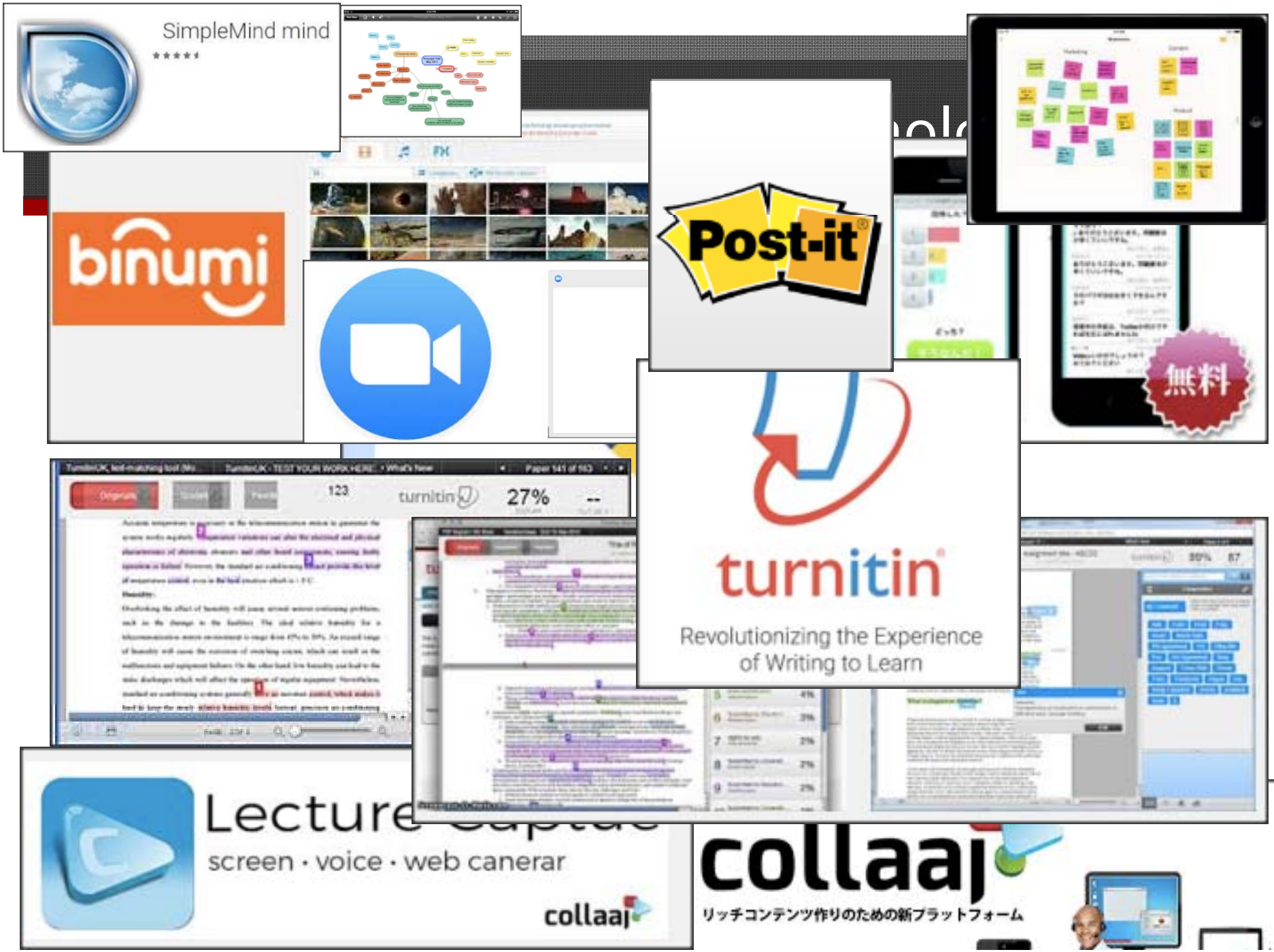
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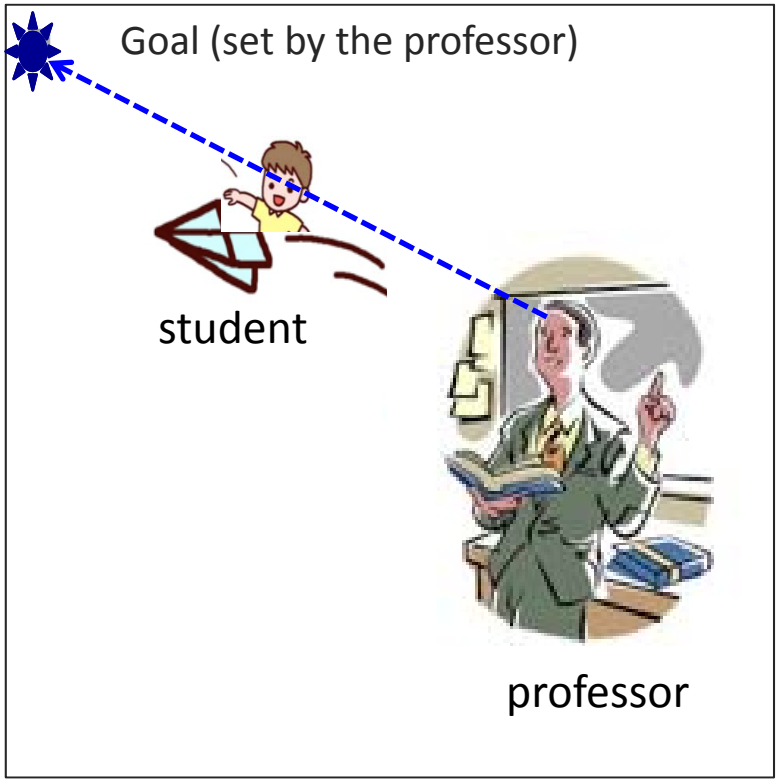
リッチコンテンツ作りのための新プラットフォーム

Concepts of Learning Portfolio

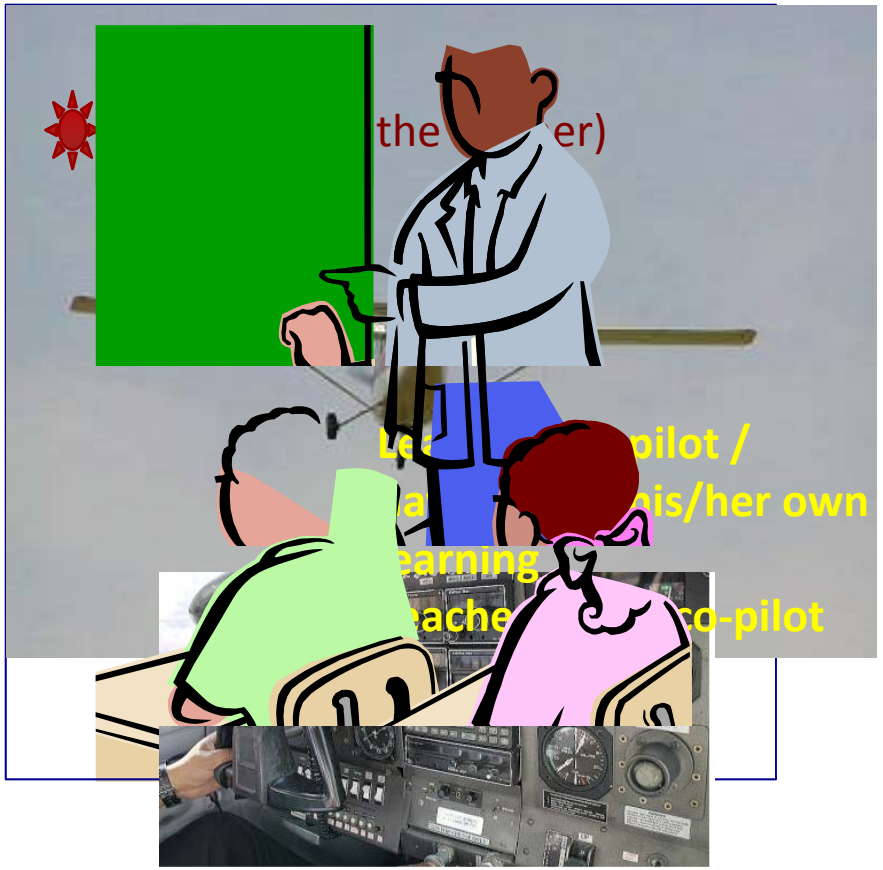
- Learner as a pilot
- Prof as a copilot

Traditional vs. Active Learning

Traditional Education



Active Learning



So far, we have looked at the active learner.

How do we design education with ePortfolio?

Question:

How can we assess such active learning?

- Course -> Curriculum Level
- Department/College/School Level
- Institutional Level
- Life-Long Learning Level

How do we design education with ePortfolio?

- Course -> Curriculum Level
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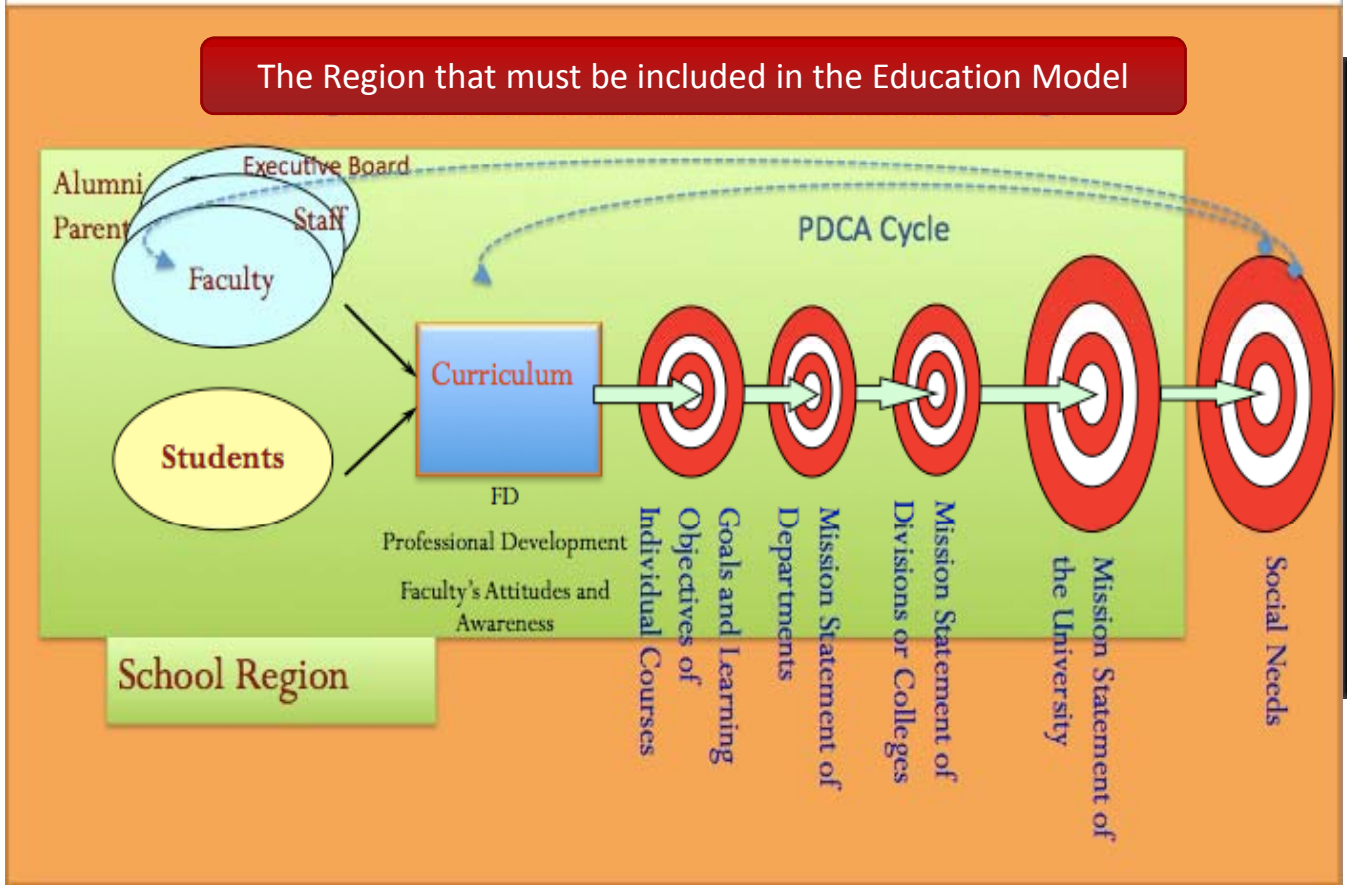
All Levels must be included !

Realm of ePortfolio

Future Design in Education

The Region that must be included in the Education Model



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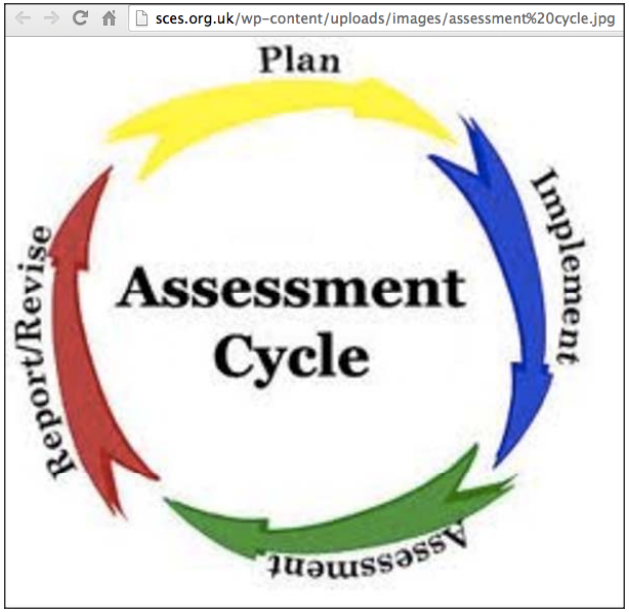
Our Approach

Various Assessment Methods

- Purpose: Visualize and Share with all stakeholders the information of where we are in the course of development, how we are doing, and how we can improve in education to reach the institutional mission.

http://businesssolutions.it/en/assessment-center-2/



e-Portfolio Way

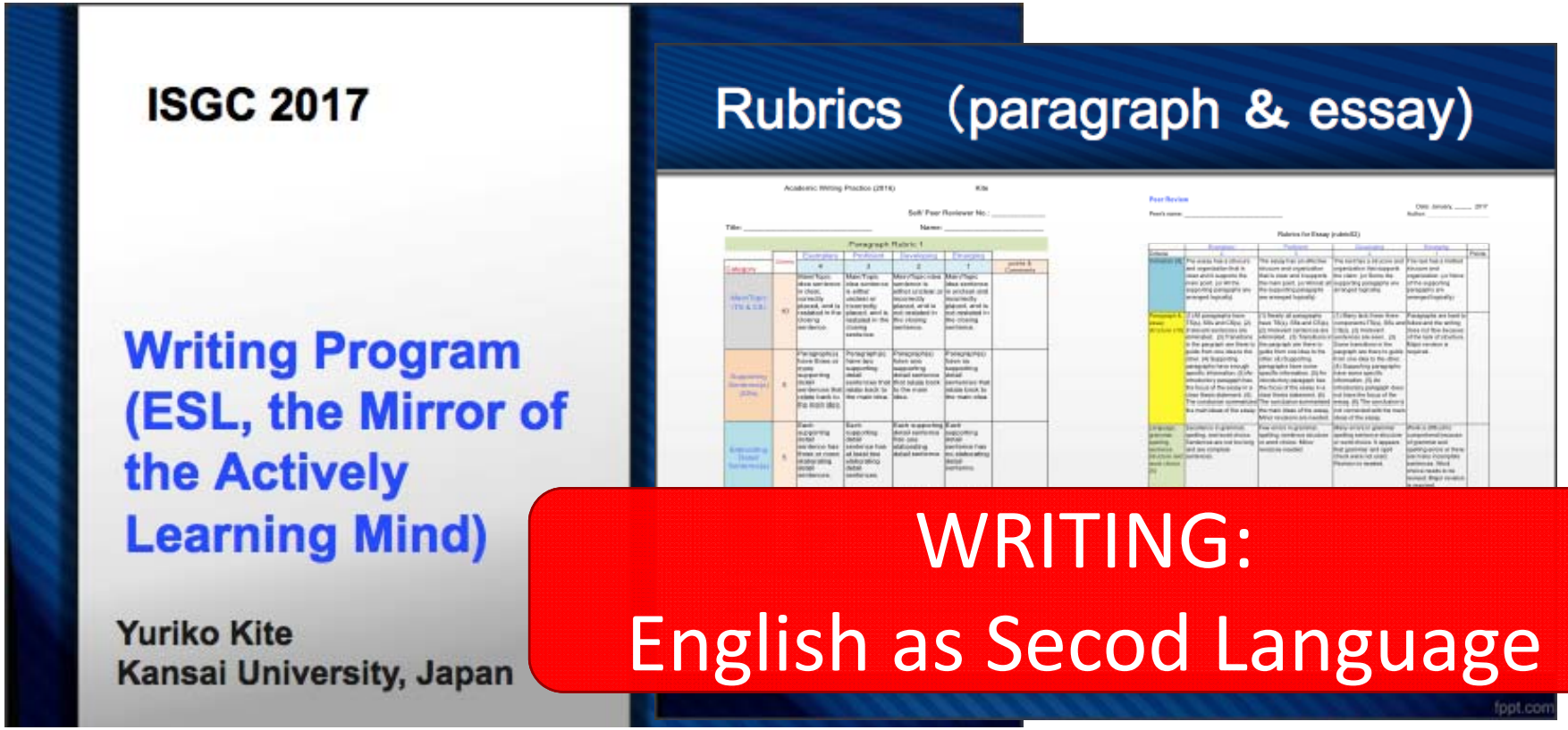
- Assess what? ---> Corpus
  - Mostly Skills and Competencies specified in the learning objectives
- Based on . . .
  - Students' proofs of accomplishments in reflective writing
  - Sources for the assessment

Qualitative, rather than Quantitative

- Sources for assessment:
  - Students' reflections of learning activities in the course of learning
  - What is in he MIRROR of the curious LEARNING MIND?
  - Using probe questions to extract what students accomplished/learned/mastered/gained confidence…/
  - Students' proofs of accomplishments
- How ?
  - Competency based assessment – rubrics
  - MGTA
  - NMF

So far, we have implemented

- Writing Programs to enhance and promote students' comprehensive meta-cognitive reflection from learning.



So far, we have implemented

- Writing Programs to enhance and promote students' comprehensive m

WRITING:
JPN as Secod Language

ISGC 2017

ICT-Enhanced Interactive Writing Program for International Students - A Plagiarism-free Writing Program

Tomoki FURUKAWA
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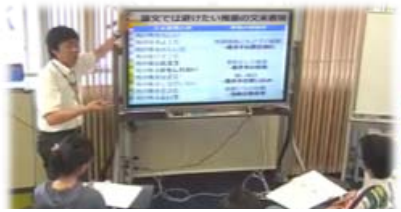
Kansai University

KANSAI U

Academic Writing Program
for international students



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What was found:

- The development of Reflective Writing skills in Second language will transfer and reshape the reflective writing skills in the native language.

Win-Win Results!

So far, we have implemented

- Writing Programs to enhance and promote students' comprehensive meta-cognitive reflection from learning.

ISGC2017

ePortfolio for enhancing active learning for the future generation

How to support students' learning and career development

Identified Problems of the current Entry Sheet system for recruitment from the view points of various stakeholders

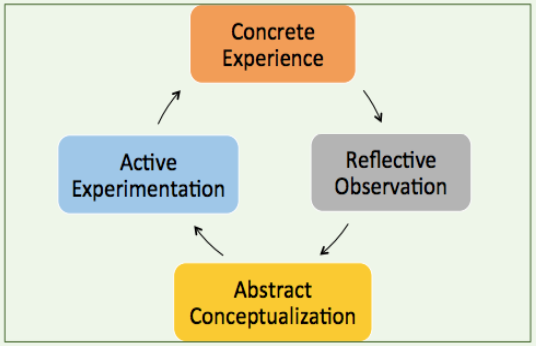
	Student	Career advisor
Problems about ES	・Poor skill of writing and meta-cognitive reflection ・Difficulty to relate his/her learning and experience to answers of questions of an ES ➡temptation of copying a text of manual and others, and pasting it on his/her ES ➡failure to appeal his/her competencies to work ➡some ESs are not original, clear, correct, credible	・Takes a lot of time to correct and give advice ・Visualized data of process of correct and advice are not stored and shared between advisor and student on the computer ・No combination ePortfolio system for enhancing active learning with career support ➡Management of effective and high-quality advice are difficult
	Company	University
	・Difficulty to make a judgement that ES is the original written by the students. ・Risk of failure to get promising human resources ➡Nonproductive Recruiting activity	・No combination ePortfolio system for enhancing active learning with career development and life-long learning ➡ Students' learning outcomes are explained sufficiently to stakeholders in society

2-3. How do students reflect their experience ?

tudents' meta-cognitive reflection to explain

What they learned through the experience

The Experiential Learning Cycle (Kolb 2014)



Let’s compare the actively learning mind to an iceburg.

Empathy

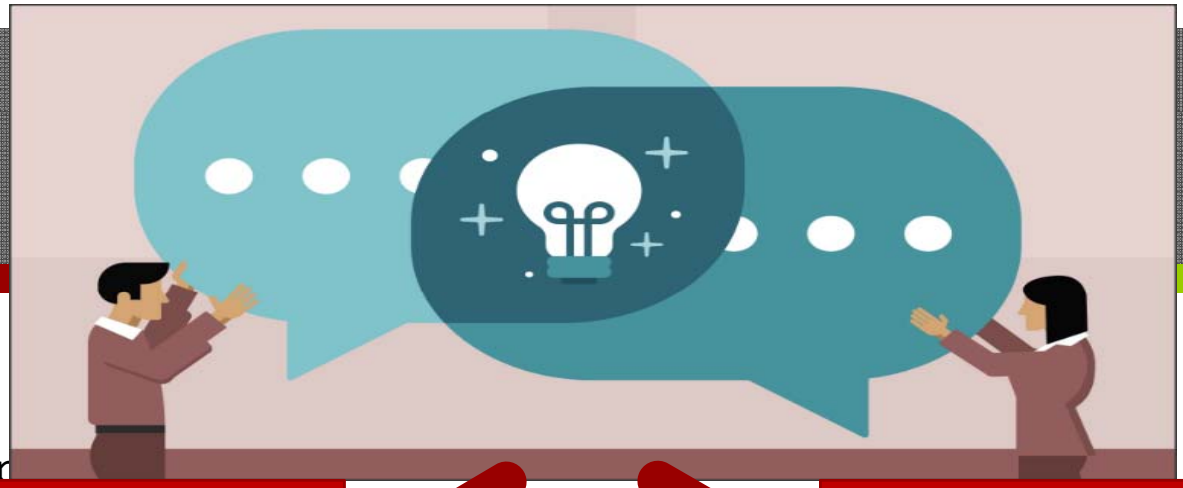
Critical Th

Active Lea

Peer Lear

Student In

Dialog ->



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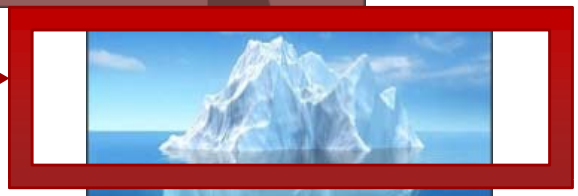
Language



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PA(Zone of Possible Agreement

N statement

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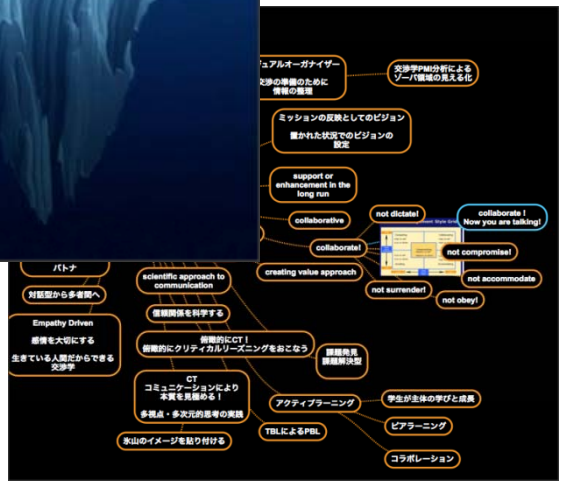
n relationship



Collaboration

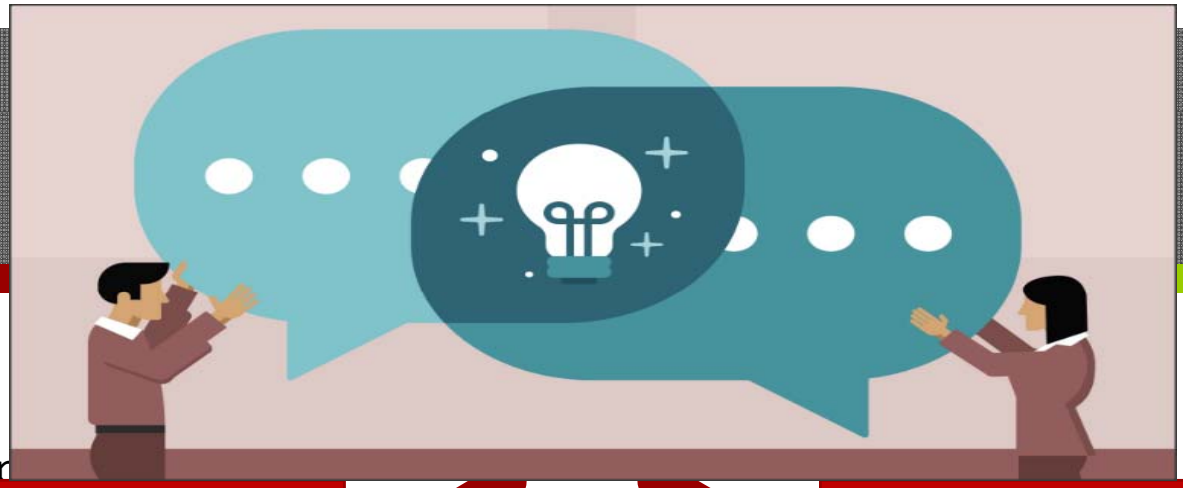
Critical Thinking

Active Learning

Peer Learning

Student Initiated Learning

Dialog -> Team



Emp

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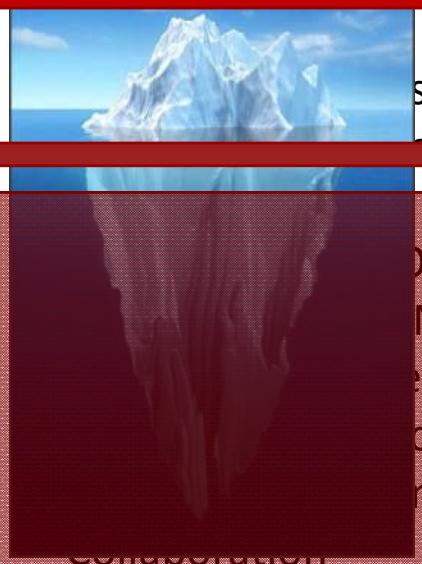
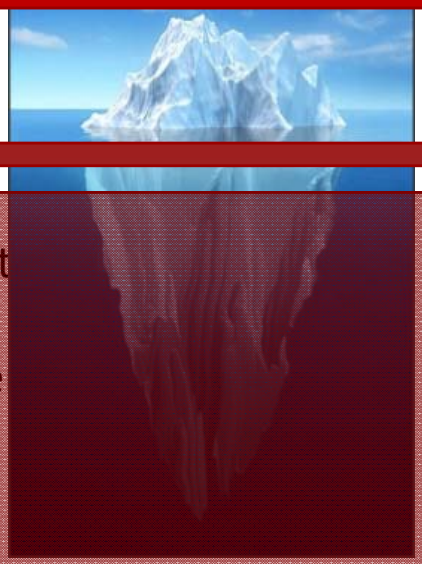
Language





PA(Zone of Possible Agreement

N statement

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n relationship

Collaboration

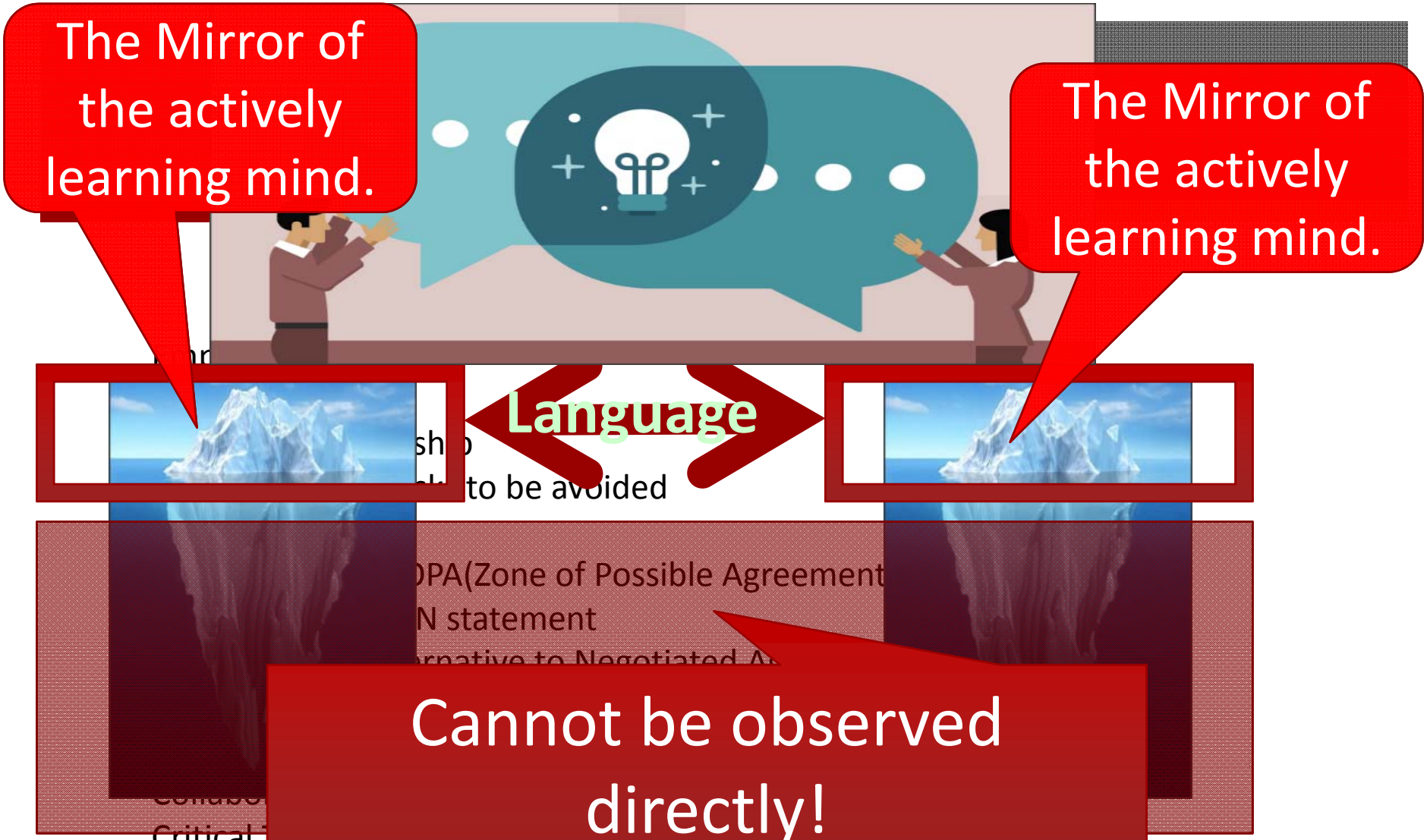
Critical Thinking

Active Learning

Peer Learning

Student Initiated Learning

Dialog -> Team



Critical
Active Learning
Peer Learning
Student Initiated Learning
Dialog -> Team

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A Proposal: ePortfolio for enhancing active learning for the future generation

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Thank you for your attention!

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