

Academic Assessment Strategies for e-Portfolio

Incorporating an e-Portfolio system to enrich the quality of education covering educational processes as well as learning outcomes has been becoming a hot issue among the Japanese universities. They are ambitious in resetting their mission statements to shift the paradigm as an educational institution. In such universities, defining purposes, clearly stating what to be focused, learning processes, and expected outcomes are the critical issues through the development of their unique e-Portfolio system.

However, it should be noted that the ultimate goal of e-Portfolio does not mean to archive all learning records of all learners. The e-Portfolio has advantages and disadvantages. One of the major disadvantages is that e-Portfolio lacks systematic assessment tools. How to cope with such disadvantages depends solely on a successful incorporation of assessment tools into the e-Portfolio system. In this session, it is discussed such disadvantages of using portfolios at the college-level education while introducing some successful cases in which the disadvantages have been smartly overcome. In this session, a brief history of the e-Portfolio implementation in the higher education in Japan is viewed with examples. Then, good practices of the successful e-Portfolio implementation are shared with the audience by the report of the first-hand developers. In conclusion, the development of an e-Portfolio system for the institution is not just adding a system to the old educational systems that been used for some time. It is rather an institutional enterprise involving all stakeholders and their understanding and support. Such e-Portfolio system must reflect the institutional mission statement, the intent of which should be represented in the operation as well as the curriculum of the entire institution.

Keywords: e-Portfolio, institutional enterprise, stakeholders, portfolio assessment

INTRODUCTION: Current Situation of e-Portfolio in higher education in Japan - Lessons Learned from the Predecessors -

Tosh YAMAMOTO
Kansai University, Japan
ctltoosh@kansai-u.ac.jp

PHASE I: Good Practices:

Case 1: Examples of Assessment Implementation in e-Portfolio:

Tosh YAMAMOTO
Kansai University, Japan
ctltoosh@kansai-u.ac.jp

Case 2: Examples of Assessment Implementation in e-Portfolio: Manaba-Folio

Takashi TAKEKAWA
Asahi-NET, Inc.
he8t-tkkw@asahi-net.or.jp

Manaba folio is the leading commercial e-Portfolio system in Japan, with over 40 universities and two-year colleges currently using it in their own ways and styles. The successful implementation of manaba folio has made it possible for teachers and/or academic/career advisors to qualitatively assess each student's skills and capabilities, and provide necessary instruction/advice accordingly. It has also helped even students themselves to get to know their true "self" by looking back their works, ideas, and the other records accumulated in their own portfolio spaces.

In our session, the successful case at Keio University's Teacher-training Center will be shared with audience as a first example. Keio implemented manaba folio in 2007 in order for (1) students to keep track of all necessary works and records in and outside of classroom, and for (2) teachers to periodically take a look at their students' portfolio, access their professional progresses as well as their personalities qualitatively, and provide each of them with tailor-made advice and instruction. It is

reported that the features of manaba folio, especially unlimited capacity in portfolio space and flexible access to each others' portfolio, has significantly improved the teaching and learning experience there, and ultimately led to succeed in its mission, educating students to become "great teachers."

The other successful implementation cases, which may also be shared in the session, includes customized uses for (a) the academic planning and advising, (b) the pre-university education for prospective students, and (c) the career counseling and successful job-matching.

PHASE II: New Approaches: How to Implement Assessment in e-Portfolio

Case 3: KIT Portfolio Intelligence: The quality control in academic advising as well as FD is a part of e-Portfolio Enterprise.

Minoru NAKAZAWA
Kanazawa Institute of Technology
nakazawa@infor.kanazawa-it.ac.jp

Case 4: Oracle's Open Student Learning (OSL): Task-Based Learning

Gregory MARTIN
Oracle Australia
greg.martin@oracle.com

Who's the real customer?

Education is at a crossroad. Children have long been considered the last in the definition of who is the customer in education. Education leaders are recognising that there is an emerging crisis of confidence in the school system by its core customers. The public sector education is a system under stress and the customer has had enough. Measurement and testing mechanisms are seen as the latest fad in addressing performance mediocrity. The one size fits all model of schooling isn't working but what kind of reform do we need? Reform efforts that continue to focus on the factory

model, one-size fits all approach to learning are unlikely to make a sufficient difference for too many students in this knowledge-age when expectations are higher than ever. Its time for education to be redesigned – around the customer.

Discussion & Conclusion: Pros and Cons of New Approaches.