# ePortfolio: Implementation Strategies

eポートフォリオ実践方略

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# Outline: ePortfolio Implementation Strategies
eポートフォリオ実践方略



**Introduction**

**Four Implementation Strategies**  4つの実践方略

1. Define ePortfolio eポートフォリオの定義

2. Convey a higher purpose of ePortfolio eポートフォリオの目的

3. Teach students skills to use ePortfolio eポートフォリオの利用スキル

4. Promote lifelong use of ePortfolio eポートフォリオの生涯学習利用

**Questions**

# &lt;Introduction&gt;  Why is it important to be strategic?
何故、方略が重要になるのか？



"ePortfolio is the future of education."
eポートフォリオは、教育の未来である

Comment made in 1996 by:
Dr. Bruce Gildseth
Vice Chancellor for Academic Support & Student Life
University of Minnesota Duluth
Baldridge Gold Award Winner in Education (2001)

# &lt;Definition&gt; What is ePortfolio?

eポートフォリオって何だろう？

ePortfolio is a tool for **documenting** one's own learning in ways that contribute to learning that is continuous, deep, and purposeful.

eポートフォリオは、継続学習、学習の深化、目的に沿った学習に寄与する自身の学びを記録するための道具である

# <Purpose> Why is ePortfolio important?
## 何故、eポートフォリオが重要なのか？

The following shifts are occurring in education: 教育現場における変遷：

- From a focus on teaching to a focus on learning, 教授（者）視点から学習（者）視点へ

- From learning primarily in the classroom to learning that extends across the Internet, 教室内で閉じた学びから、インターネットを利用したより広い学びへ

- From a sense that learning is "done" at the time of graduation to a need for lifelong learning, 卒業で終わるではなく、生涯、学び続ける必要があるへ

These shifts describe a **new culture of learning** in which individuals must be prepared to document their own learning.

これらは、個々が自身の学びを記録しなくてはならないという新たな学習文化(土壌)を示している。

**ePortfolio provides the means for documenting one's own learning over a lifetime in ways that are easy and effective.**

eポートフォリオは、生涯にわたり手軽かつ効果的に、個人の学習を記録する手法を与えてくれる。

<Purpose>　What is the "virtue" of ePortfolio?
eポートフォリオの効力（美徳）は、なんだろう？

Through the use of ePortfolio, individuals are empowered to document their own learning in ways in which evidence of learning may be used for many purposes.  Above all else, evidenced learning is foundational to building new knowledge.

eポートフォリオの用いると、学習者は、学習の証拠が様々な目的のために利用できるかもしれない等の意図を持って、自身の学びを記述するようになる。
証拠に基づいた学習は、何にもまして、新たな知識の構築の基礎になり得る。

&lt;Purpose&gt;  Original defining characteristics of University of Minnesota Duluth ePortfolio (1996)
ミネソタ大学ダルース校(UMD)のeポートフォリオの当初の特徴

UMD's ePortfolio is:   UMDのeポートフォリオは：

- Owned and managed by the learner
  学習者自身により、所有され、管理される

- Used responsibly through selective sharing of information 情報の選択的共有を通じて、責任を持って利用される

- Used for critical reflection 振り返りに用いられる

- Used for lifelong learning  生涯学習のために利用される

# \<Purpose\>  Attempts to achieve ePortfolio goals in UMD's first-year college writing courses*

UMD初年次作文教育におけるeポートフォリオ利用（目標達成のための試み）

- 2001-2005 began with collection and documentation (i.e., an electronic file cabinet)
  2001-05 情報の収集と文章化すること（文章管理）から始まった(つまり、電子書棚)
  - Students uploaded a final paper and named it
    学習者は最終レポートをアップロードし名付ける
  - Students uploaded all papers and wrote a final reflection
    学習者は前レポートをアップロードし、最終的な振り返りを書く
- Quality of documentation and reflection was in need of significant improvement
  資料と省察の質は、相当な改善が必要であった
  - Students did not take responsibility for documenting  学生はレポートに責任を持たない
  - Students did not learn about sharing responsibly 情報共有することへの責任を学んでいない
  - Students did not reflect 振り返えならない
  - Students did not use the tool for learning within the institution, much less over a lifetime 組織内の学習ツールを利用しない

* Jenson, Jill D., Promoting Self-Regulation and Critical Reflection Through Writing Students' se of ePortfolio, International Journal of Electronic Portfolio, 2011, Volume 1, Number 1, 49-60

<Purpose>  Intentional instruction in UMD's first year college writing courses*
UMD初年次作文教育における学習方略（意図的な指導）

- Students completed self-regulation surveys
  学習者は自己調整により学習を完了する
- Class discussion included questions clearly directed at making connections beyond the classroom and the campus
  質問を含むクラス討議は，クラス/学内を超えた関係作りを目的としている
- Templates and prompts were used to guide documentation and reflection
  ひな形や留意点は、資料や省察がガイドする

*Jenson, Jill D., Promoting Self-Regulation and Critical Reflection Through Writing Students' Use of ePortfolio, International Journal of Electronic Portfolio, 2011, Volume 1, Number 1, 49-60

<Purpose>  Results of instructional strategies in UMD's first year college writing course*
UMD初年次作文教育における学習方略の結果

First year students enrolled in college writing course made marked improvements in collecting, documenting, reflecting on, and integrating work done in the class with that done in other classes as well as beyond the classroom

作文教育を履修した初年次生は、収集すること、文章を書くこと、振り返ること、他の授業での学びとこの授業での学びを結びつけることにおいて改善を示した。

*Jenson, Jill D., Promoting Self-Regulation and Critical Reflection Through Writing Students' Use of ePortfolio, International Journal of Electronic Portfolio, 2011, Volume 1, Number 1, 49-60

<Purpose> ePortfolio experiences in UMD's writing studies program capstone course *

UMD 作文教育 発展科目におけるeポートフォリオ利用

In a course for UMD seniors: 最終学年生科目では

- Capstone students struggled integrating their learning experiences or transforming them for other uses
学習者は自身の学びの結合や応用に取り組む

- Few, if any, students planned to continue using ePortfolio beyond the classroom
少数の学習者は、授業を超えたeポートフォリオの継続利用を考える

Next Steps:

- Prepare students for their Capstone experience throughout their studies, before their senior year
最終学年前に、自身の学びを通した最良の経験を準備させる

*Jenson, Jill D., Promoting Self-Regulation and Critical Reflection Through Writing Students' Use of ePortfolio, International Journal of Electronic Portfolio, 2011, Volume 1, Number 1, 49-60

# &lt;Purpose&gt; What it means to make learning "lifelong"

生涯、学び続けるとはどういうことか？

Students must learn and practice the needed literacies to direct and document their own learning so that upon graduation from the university they are able to apply those skills to their own learning independently.

学生は、大学の卒業時点で、それらのスキルを独自に自身の学びへ応用できるようにしておくために、自身の学習を進め、記述するために必要とされるリテラシを学び、訓練しなくてはならない。

The goal is that students will be

unconsciously competent in the

practice of documenting their learning

by the time of university graduation.

そのゴールは、卒業時点までに、学びを記録する訓練の
中で、気がつかないうちに、その能力が身についているように
することである。

# <Skills>  Foundational skills for using ePortfolio
eポートフォリオを活用するスキル

Collaboration

Integration

Reflection

Self-Regulation
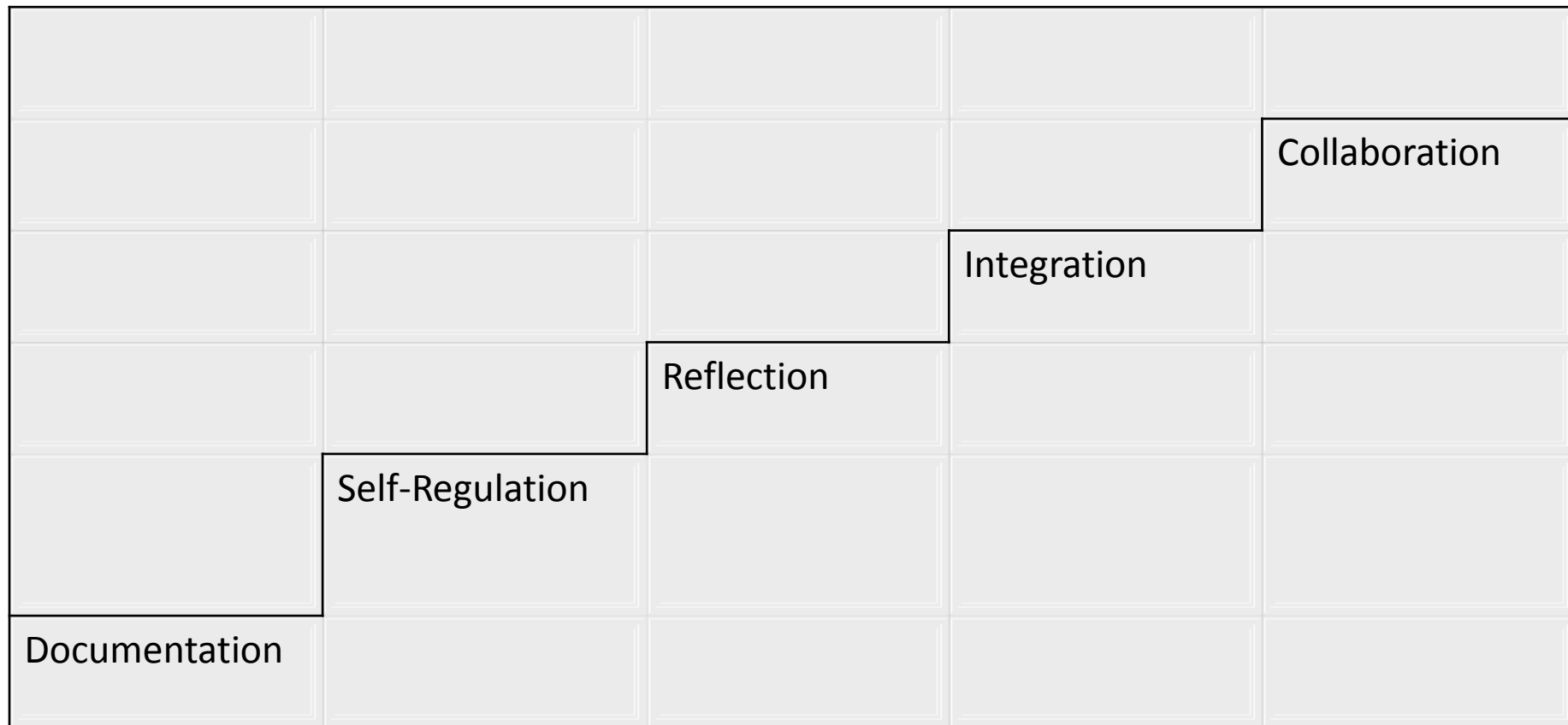
Documentation

# <Skills>  Documenting learning outcomes
学習成果を記録する

Documentation is collecting and sharing relevant artifacts demonstrating intended learning goals.
資料とは、意図した学習目標を実践した結果（成果物）を収集し共有することである。

| Literacy | Level 1:  Lacking Proficiency | Level 2:  Partially Proficient | Level 3: Proficient | Level 4: Exemplary |
|---|---|---|---|---|
| **Documenting Learning**. Collecting relevant artifacts that demonstrate learning outcomes. | Collecting artifacts with prompting yet lacking in documentation and relevance to learning outcomes | Collecting relevant artifacts and their documentation to demonstrate learning outcomes as a result of prompting | Collecting relevant artifacts and documenting them to demonstrate learning outcomes without prompting. | Habitually collecting relevant artifacts that document and demonstrate learning goals without external prompting |

# <Skills>  Documenting learning outcomes
学習成果を記録する

## Teaching Tips    教授手法

- Prompt students to explain learning outcomes
学生に学習成果を説明させる

- Provide rubrics describing levels of proficiency in outcomes
学習成果の習熟度を示すルーブリックを与える

- Provide students with examples of strong evidence of learning
学びの説得力のある証拠の例を与える

- Ask students to explain why evidence was used in portfolios
ポートフォリオの証拠として何故それを採用したのかを説明させる

- Provide formative and summative feedback on learning portfolios
学習ポートフォリオ上で、形成的、総括的フィードバックを与える

- Ask students to name and document proficiency in their own learning goals
学びのゴールにおける習熟度を上げさせ、記述させる

# &lt;Skills&gt;  Documenting learning outcomes
学習成果を記録する

### Example of ePortfolio Scaffolding eポートフォリオ訓練例（超意訳）

"Provide samples of three separate writing assignments that demonstrate your ability to construct an argumentative essay.  Explain how these illustrate progressive levels of expertise based on the college writing rubric."

論文を作成するために必要なあなたの能力を示す作文学習と関連した課題の例を3つ挙げ、それらが、どのように作文教育におけるルーブリックに基づいて専門知識の進歩レベルを示しているかを例証しなさい。

# <3>  Documenting self-regulatory behaviors

自己調整姿勢を記録する

Self-Regulation is control of behaviors in which individuals practice and apply new learning

自己調整とは、学習者が新たな学びを実践し用いる際の姿勢をコントロールすることである。

| Literacy | Level 1:  Lacking Proficiency | Level 2:  Partially Proficient | Level 3: Proficient | Level 4: Exemplary |
|---|---|---|---|---|
| **Self-regulating**. Being aware of behavior learners can control and exercising that control for learning. | Being unaware of individual learning behaviors that impact learning; putting responsibility for learning on others. | Being aware of learning behaviors and strategies but depending on others to exercise these behaviors. | Consistently controlling behaviors and strategies to meet learning goals irrespective of context but in a structured learning environment. | Consistently and independently controlling behaviors and strategies to meet learning goals in any learning context. |

# <Skills> Documenting self-regulatory behaviors

自己調整姿勢を記録する

## Teaching Tips 教授手法

- Prompt students to articulate behaviors associated intended learning outcomes
  意図した学習成果に関連する学習姿勢を口頭で述べさせる

- Ask students to use multimedia evidence of their actual learning behaviors
  マルチメディアを用いる学習姿勢を問いかける

- Encourage students to document learning styles and explain the impact of learning behaviors
  学習スタイルを記述させ、学習行動の効果を説明させる

- Survey students on their use of learning behaviors
  自身の学習姿勢を調査させる

- Ask for evidence of changes in learning behaviors
  学習姿勢における変化の証拠を問いかける

# &lt;Skills&gt; Documenting self-regulatory behaviors
自己調整姿勢を記録する

## Student Example* 学生の声

"I concentrated on proofreading it over and over again. I wanted to catch as many mechanical errors as possible because I think I slacked on that in the rest of my papers."

私は何度も校正し直すことに注力しています。レポートには私の気の緩みが残っていると思うので、できるだけ多くの無意識のミスを見つけたいです。

"I did at one point have to put it (the paper) down for a couple of days in order to clear my head and work on truly revising it."

改訂作業と私の考えをクリアにするために、ある時期に数日間、レポートを寝かすことにしています。

# \<Skills\>:  Documenting critical reflection

批判的省察(振り返り)を記録する

Critical Reflection is contextualizing the meaning and significance of learning consistent with established goals and values.

批判的な(良く練られた)省察(振り返り)では、明確な目標と価値観をもつ学習の意味とその重要性を文脈化されている。

| Literacy | Level 1:  Lacking Proficiency | Level 2:  Partially Proficient | Level 3: Proficient | Level 4: Exemplar |
|---|---|---|---|---|
| **Reflecting.** Contextualizing the meaning and significance of learning consistent with established goals and values. | Naming and/or describing educational artifacts as prompted but lacking awareness of learning goals and values or their significance. | Identifying processes and experiences associated with a formal learning situation but unable to relate them to outcomes or values when prompted. | Contextualizing the meaning and significance of formal learning experiences consistent with established goals and values as prompted. | Contextualizing the meaning and significance of learning experiences consistent with evolving goals and values without prompting. |

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# &lt;Skills&gt;  Documenting critical reflection
## 批判的省察(振り返り)を記録する

### Teaching Tips   教授方略

- Build trust with, and between, your students before they document and share critical reflections 学習者が批判的省察を記述し、共有するよりも前に、学習者間での信頼関係を構築する。

- Provide students with prompts for critical reflection 批判的省察のための促しを与える。

- Respond thoughtfully and respectfully to shared critical reflections 批判的省察を共有するために思慮深く、丁寧な応答をする。

- Discuss the values and goals you and other professionals bring to your discipline 学習者自身や他の専門家が学習者の分野を思い起こす価値観や目標を議論する。

- Ask students to write essays relating personal experiences to knowledge and skills being learned 学習している知識やスキルと関係した自身の経験を書かせる。

# &lt;Skills&gt;  Documenting critical reflection
## 批判的省察(振り返り)を記録する

Example of Student Reflection* 学習者の省察例

"I have learned how to be critical of a source, to analyze the material.  I have learned how to ask some (of) those "wh" questions.  Why?  Who said I? I want proof, and if there is truth to something, then that shouldn't be a problem!  In the real world I need to be able to think for myself, so learning to be critical is very important to me."

物事を分析する上で、ある情報がいかにして決定的になるかを学びました。また、Wh系の質問はどのようにして問うべきかも学んできています。なぜ？、だれが言ったの？

への裏付けが欲しいし、もしあらゆる物事に対して真実があるのであれば、そんなことは問題にならないはずですが、実際の世界では、自分で考えられるようになることが求められます。それゆえ、批評できるようになる学びは、私にとってとても重要だと思います。

# <3> Documenting knowledge integration
知識の結合を記録する

Integration is synthesizing and transferring learning to any number of situations.

結合とは、学びをまとめ、あらゆる状況へ転移することである。

| Literacy | Level 1: Lacking Proficiency | Level 2: Partially Proficient | Level 3: Proficient | Level 4: Exemplary |
|---|---|---|---|---|
| **Integrating** Synthesizing and transferring learning to any number of situations. | Being unable to recognize the significance of a formal learning experience as it relates to any other setting when prompted. | Recognizing the significance of a formal learning situation to other formal learning situations when prompted. | Synthesizing and transferring learning in a formal situation to other situations inside or outside an educational institution when prompted. | Synthesizing and transferring learning to any number of other situations in any number of environments. |

# <Skills> Documenting knowledge integration
知識の結合を記録する

Teaching Tips 教授方略

- Ask student to document how their learning in your course applies to other courses and to their learning in co-curricular activities ある科目での学びを他の科目や共同カリキュラムでの学習活動へどのように用いているか？を記述させる。

- Prompt students to explain how their knowledge and skills can be used in professional settings 自身の知識とスキルが、専門の設定にどのように用いられているかの説明を促す

- Assign case studies that describe how their learning transfers to service projects 学びがサービスプロジェクトにどのように移転されているかを書くケーススタディを行う

- Evaluate professional portfolios using an integration rubric 知識の結合ルーブリックを用いて、専門ポートフォリオを評価する

# \<Skills\>  Documenting knowledge integration
知識の結合を記録する

Example of Writing Studies Capstone Assignment*
作文教育最終課題の例

Drawing from the reflection and selection work that you did with the Learning Portfolio, create your own online Professional Portfolio that would be appropriate for a specific job or graduate school opportunity.

学習ポートフォリオを用いて行った振り返りと選択を抽出し、特定職種や大学院進学へ利用できる自分のオンライン専門ポートフォリオを作成しなさい

* Jenson, Jill D., Promoting Self-Regulation and Critical Reflection Through Writing Students' Use of ePortfolio, International Journal of Electronic Portfolio, 2011, Volume 1, Number 1, 49-60

# <3>  Documenting learning collaborations
学習協調を記録する

Collaboration is participation in learning collectives to build knowledge and skills.

協調とは、知識やスキルを構築するための学習コミュニティへ参加である。

| Literacy | Level 1: Lacking Proficiency | Level 2: Partially Proficient | Level 3: Proficient | Level 4: Exemplary |
|---|---|---|---|---|
| **Collaborating.** Participating in community to build knowledge and skills on a foundation of existing knowledge. | Following the lead of others to demonstrate learning but unable to connect that learning to the goals of the community. | Participating in a community of practice to develop, document, and assess knowledge and skills in response to prompts. | Actively participating in and contributing to a community of practice to develop, document, and assess knowledge and skills of desired learning goals. | Stewarding a community of practice that collaborates to meet desired learning goals of its participants. |

# &lt;Skills&gt; Documenting learning collaborations
学習協調を記録する

Teaching Tips  学習方略

- Give students permission to collaborate
  協同への参加許可を与える

- Structure social networking around learning goals
  学習目標に基づいた社会的ネットワークを構築する

- Teach students how to steward (facilitate) new learning in a knowledge domain
  ある知識領域における新たな学びをいかにして進めるかを示す

- Provide opportunities for self-directed collective learning around interests, questions, and passions
  興味、疑問、熱意に基づく自己選択での協調学習の機会を与える

- Evaluate evidence of collective learning for effectiveness of facilitation and participation
  協調学習の結果に基づいて参画の有効性を評価する

# &lt;Skills&gt; Documenting learning collaborations
学習協調を記録する

UNIVERSITY OF MINNESOTA

Campuses | New Features NEW

ePortfolio

Logged in as Paul Treuer | Account | ePortfolio Administration | Logout

Enter ▾   Share ▾   View ▾

Search your stuff 🔍

Community Info | Manage Community | View Reports

## Writing Studies Community

The Writing Studies Community exists to help students collect and reflect upon writing produced in Journalism, Linguistics, Information Design, Writing, and other courses. The goal is to document progress in order to enhance the learning experience.

### Messages

- Messages from community coordinator (0 unread)
- Portfolios to assess (0)
- Portfolios to view (0)

### Objectives

- Writing Studies B.A. Student Learning Outcomes

  These seven student learning outcomes describe what we hope our writing studies majors will achieve throughout their program course work and upon graduation.

- Learning Portfolio Objectives

  This set of objectives clarifies the basic goals of ePortfolio use for students pursuing a BA in Writing Studies (journalism or professional writing).

- Professional Portfolio Objectives

  This set of objectives is designed to evaluate the quality of a student's emerging Professional Portfolio along with assessing the student's ability to make a clear connection between the learning and professional portfolios.

### Resources

### Interact

### Collection

Your community collection contains 0 elements

**Collection Guides**
- Writing Studies Collection Guide (2011-2012) (0)
- Writing Studies Collection Guide (2010-2011) (0)
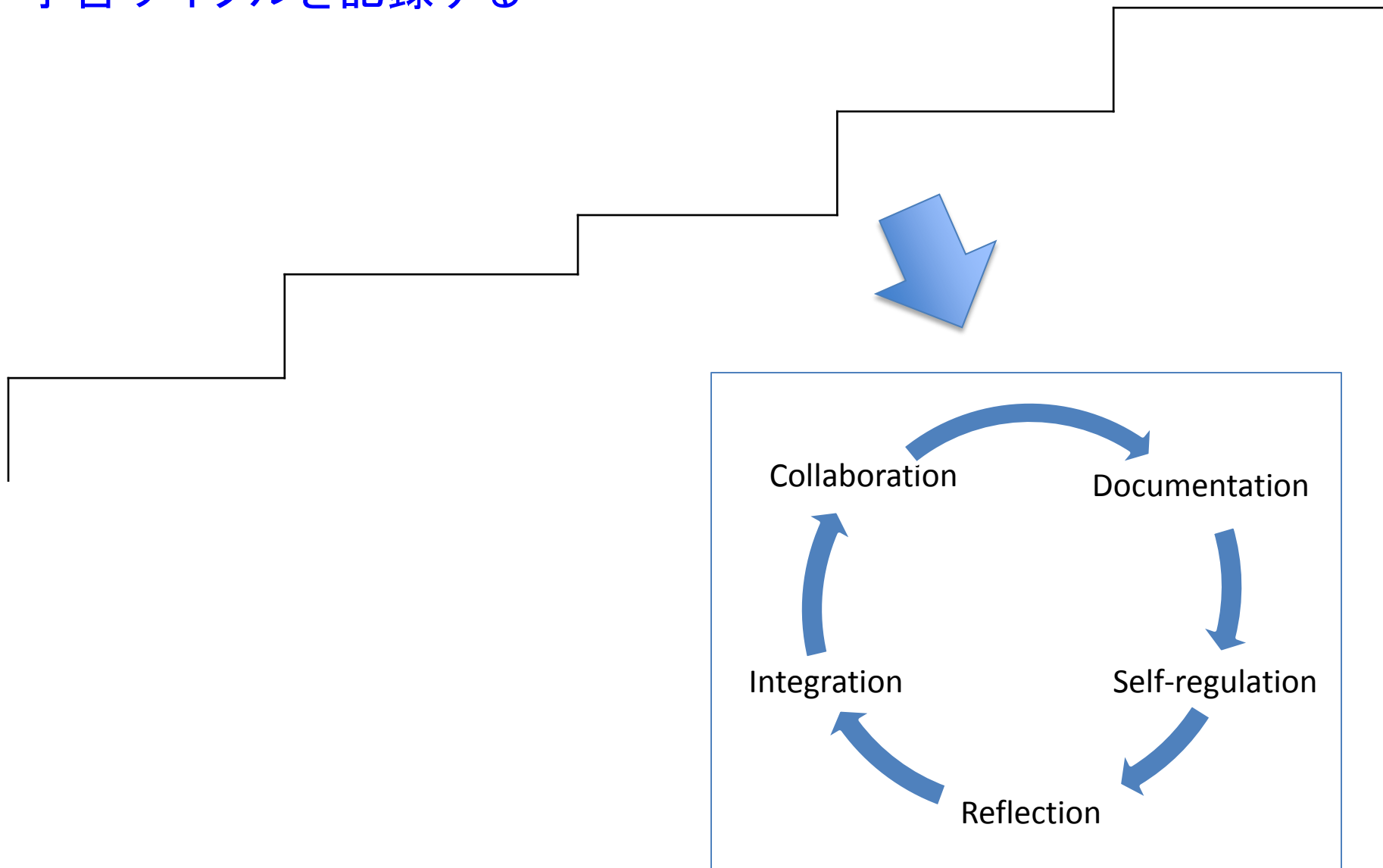
### Portfolios

You have 0 community portfolios

**Portfolio Templates**
- Writing Studies: Learning Portfolio (0) new
  - Created by me (0)
  - Created by others (0)

# \<Skills\> Documenting learning is cyclic

学習サイクルを記録する



Collaboration → Documentation → Self-regulation → Reflection → Integration → Collaboration

# \<Skills\> Developing learning **independence**

## 学習の主体性を記録する

Surface Learning in the Classroom

Collaboration

Documentation

Lifelong
Independent
Deep
Learning

Integration

Self-regulation

Reflection
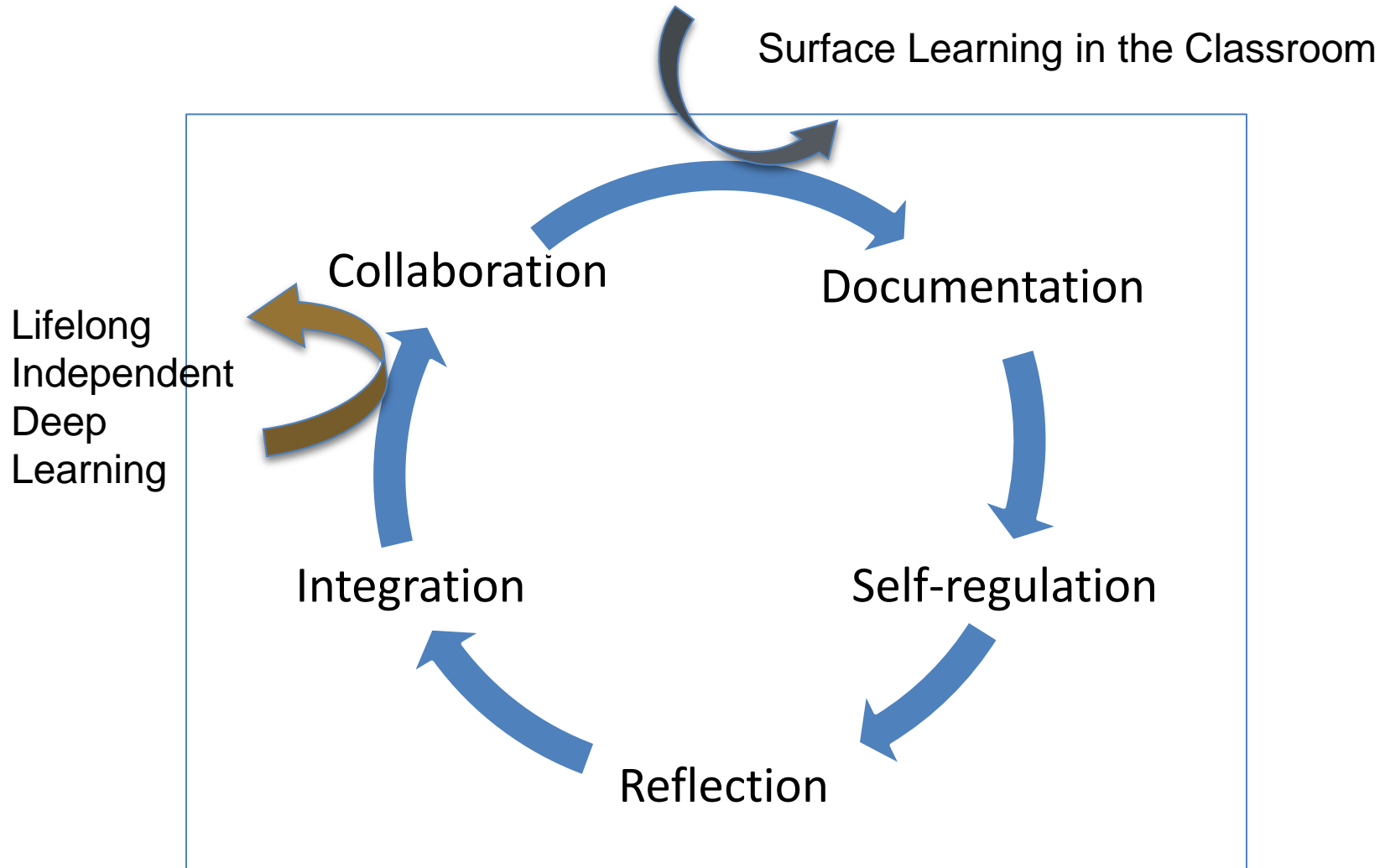
# &lt;Lifelong&gt; Ideas for making ePortfolio use lifelong
## 生涯利用できるeポートフォリオ構築のアイディア

1. ePortfolio accounts are available for all university learners at a reasonable cost -- for life
   eポートフォリオアカウントを、適切な費用で一生涯、全学生に利用可能にする

2. University students are proficient (or exemplary) in all five ePortfolio skills before graduation
   学生が卒業時までに、5つのeポートフォリオスキルに習熟していること

3. All university activities, whether academic, co-curricular, or professional, require and support students to document evidence of learning in ePortfolio
   大学の全活動、学習、共同カリキュラム、専門課程において 学習者がeポートフォリオに学びの証拠を記録するように要求し、補助すること

4. Workshops on how to teach and use ePortfolio are available to all university faculty and staff.  eポートフォリオをいかに利用するか、それを利用した教育を行うかについての勉強会を全教職員に向けて行うこと

5. Students are expected to successfully steward, and document in ePortfolio, a community of practice in a topic area in which they are passionate about learning 学習者が、自分の学びについてeポートフォリオに記録し、それらの優れた管理人になること

# <Lifelong> Imagine this arc of lifelong learning!
# 生涯学習におけるイメージ
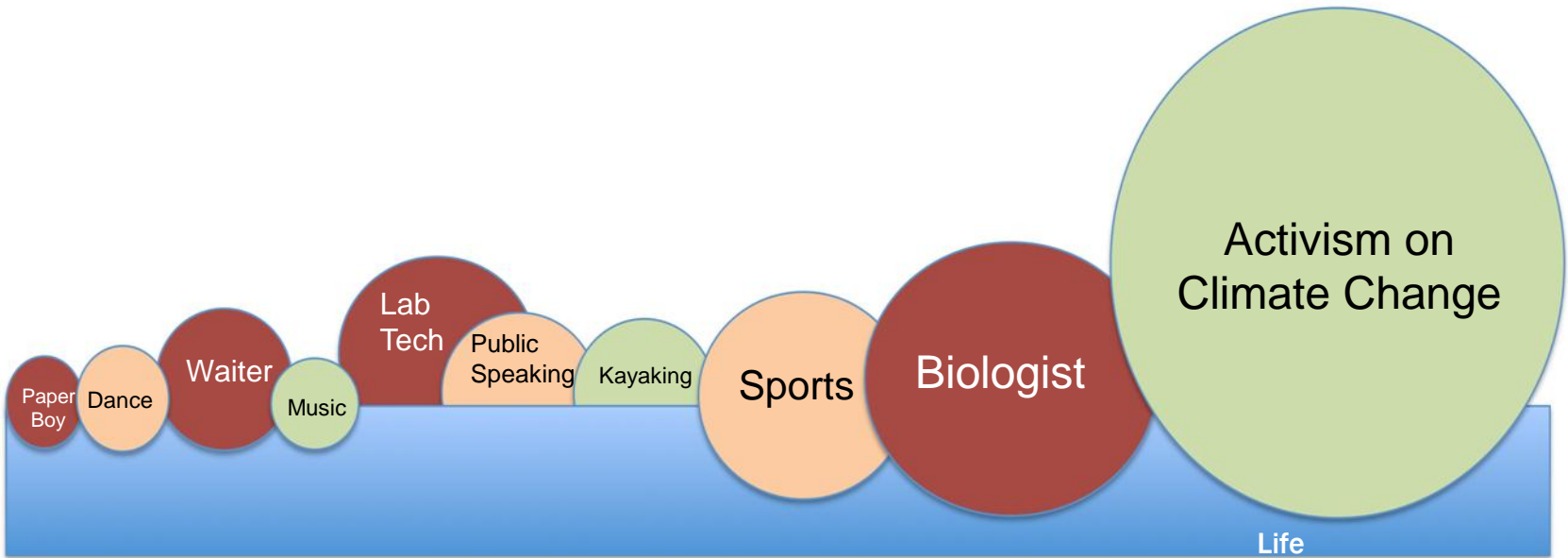
# *Summary & Questions*



*Thank you for your interest,*
Paul Treuer