

学習目標とコンピテンシーの関係性を重視したe-ポートフォリオの検討

Designing e-portfolio focused on the relationship between learning objectives and competency development

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In Japan, the largest educational reform is undergoing. Higher education is expected to utilize, in entrance exam, the records of three competencies of high school students, “self-directed learning, diversity and collaboration.” In response to requests from the Ministry of Finance and the business community, the Ministry of Education is promoting visualization of learning outcomes of individual learners, visualization of university accomplishments, and more releasing of information. Based on these matters, e-portfolio has been used not only to save individual learning outcomes but also as a tool of visualizing outcomes and quality assurance.

We have constructed the e-portfolio system (Mahara) with a function of reflection to perform with subjective peer assessment for development of competencies, which are difficult to assess by knowledge-based tests. The points devised are as follows: (1) Focusing upon the relationship between learning objectives and competencies (2) Development of competencies are scored on a subjective scale and visualized, each linked to school's diploma policy. (3) Development and achievement of competencies are assessed separately. Trial lessons with the e-portfolio were conducted and the portfolio issues were reviewed from the user's perspective. The main issues are as follows: (1) Students are not used to peer assessment and subjective assessment. (2) As the class goes on, development of student's competencies are recognized by peer assessment using the e-portfolio system. However, how should we confirm the validity? (3) Security issue of information sharing to others. (4) Increasing data issue (5) Data utilizing issue after graduation

Utilization of Student Portfolios: By Whom? For Whom? For What Purpose?

Why?	For Whom?	How?
Challenging issues in pharmacy education	Japanese educational policy	New educational strategies & methods (from overseas or other areas)
<ul style="list-style-type: none"> high tuition vs low wage of pharmacists decreasing number of applicants decline in academic ability increasing number of repeaters & expelled students discrepancy between national standards for establishment of universities & education sites low number of teachers vs demanding curriculum too much work & no preparation time 	<ul style="list-style-type: none"> consistency of three policies(AP, CP, DP) construct an assessment policy internal quality assurance prepare a curriculum map PDCA cycle/circle IR (institutional research) faculty development 	<ul style="list-style-type: none"> active learning outcome based education performance evaluation rubric evaluation competencies PORTFOLIOS
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Educational strategies are really connecting with your students?</div>		