

医学部学生のEポートフォリオ

E-portfolios for Medical Students

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[要旨]

学生はEポートフォリオで授業の振り返りをすることができる。この振り返りは学生の自己評価になり、教師が学生の授業に対する理解度を把握することにも役立つ。Eポートフォリオを通し、教師と学生は形成的評価を互いに行うことができる。

キーワード：

評価、Eポートフォリオ、パドレットバックパック

[Abstract]

Japanese medical students can complete a reflective report found on their E-portfolios after each class. These reflective reports are part of the students' self-assessment and can also help the tutor to assess how the students are learning. An E-portfolio also provides a two-way formative feedback to the student and the tutor.

Keywords:

Assessment, E-portfolios, Padlet Backpack

1. Introduction

A student's reflective report is based on the Kolb's reflective cycle and helps with the after class reflective writing in the target language (TL) i.e. English ^{(1) ~ (3)}. The report serves as the student's self-assessment and enables the tutor to comment on the learner's writing whilst at the same time allows a formative assessment (assessment for learning) of an individual student's learning process. The classroom activities and online discussions are relevant to real world situations, for example, in the applied surgical anatomy module, students learn how the underlying anatomy connects with clinical settings. A reflective report on the E-portfolios (EPs) starts a formative feedback dialogue ⁽⁴⁾ between the student and the tutor where both leave regular comments. Missing out on this feedback dialogue could affect a learner's summative assessment (assessment

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(1)…(11) 注番号 (1) (2)…(10) (11) については後掲References参照。

of learning). Harden & Laidlaw ⁽⁵⁾ considered the above feedback, activity, individualization and relevance (FAIR) as the four principles for the motivation to learn.

2. Materials and Methods

Since the Japanese students' use of computers and smartphone apps have increased, they are expecting technology like web 2.0 tools to have a meaningful role in their learning ^{(6) ~ (10)}. Although educators should be good role models on the use of E-learning, the technology enhanced learning can be expensive, therefore it is essential to choose the right online tools. A well-established virtual learning environment (VLE) with backup infrastructure can provide many resources. A virtual wall tool like a Padlet Backpack (PB) used by many institutions, is cost effective as compared to the VLE and it can be used without a lot of technical knowledge. The PB is used for the EPs and a separate synchronous and asynchronous discussion forum, thus keeping the learners engaged inside and outside the classroom by following the FAIR principles ⁽⁵⁾.

3. Discussion

The discussion forum on the PB helps with conceptual changes as the students are learning actively and enables them to write reflective reports in the TL on the EPs. The PB also allows the tutor to communicate with the learners via their PC or the mobile Padlet app., so that they are continually exposed to communicating in the TL. The EPs on the PB are password protected and the tutor leaves comments which serve as feedback on the reflective reports. This starts a feedback

A table for a Padlet Backpack discussion forum based on the Salmon's 5 levels

| LEVEL | LEARNERS | E-MODERATOR |
|-----------------------------------|--|---|
| Level 1 Access and motivation | PB access by setting up their devices. | The tutor ensures that the learners have access and understand how to use the PB. The tutor greets and inspires the learners as well as give information on technical support. |
| Level 2 On-line socialization | Get familiarized with all the features of the PB i.e. video, voice, text | The learners are encouraged to introduce themselves on the discussion forum by using all PB's functions. In the discussion forum, the tutor posts the final version of the Netiquette and an outline on what the discussion is about. Since most Japanese students are shy, the tutor encourages everyone to join in. |
| Level 3 Information exchange | Discuss the previous and the next human anatomy class. | The tutor helps the learners with the activities and provides support. |
| Level 4 Knowledge construction | Discussions on recent anatomy lesson and making connections. | The learners are actively involved synchronously and asynchronously with their peers and the tutor on challenging tasks on human anatomy. This leads to modification of knowledge. |
| Level 5 Development | Reflecting on the modification of knowledge | The tutor provides little support. The learners modify their knowledge and are ready to complete their reflective reports on their EPs. |

dialogue ⁽⁴⁾ and meets the learners' individual needs ⁽⁵⁾. The involvement of the tutor as a moderator (E-moderator) in the separate discussion forum helps in the creation of excellent learning opportunities by incorporating the Salmon's 5 stage (Salmon's 5 levels) model shown in the table ⁽¹¹⁾. Here, the tutor guides the learners in the forum and also reminds them about the netiquette. The analytics on the PB provides an opportunity to evaluate the tool, with data showing how often students access the PB and whether they use the features more than once.

4. Conclusion

Medical students in Japan are always active in using animation on web 2.0 tools for communication and they favour the PB for just-in-time access to learning resources. The PB is a cost-effective way to try out the EPs on and it gives learners the chance to evaluate the tool too. An E-learning intervention can help students to complete their reflective reports regularly and keep them motivated in the TL. The tutor with a well-developed digital proficiency in crafting excellent learning experiences provides regular feedback to the learners. This new approach shows a positive change to the learner's formative assessment through reflective reports, but more importantly, an increase in their reflective ability.

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