Implementing E-portfolio as an Assessment Tool for Students Learning in an English in Pharmaceutical Sciences Course in Japan

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Abstract: E-portfolios or digital portfolios refer to a collection of electronic materials that students can use to demonstrate their learning. They are rarely used in Japan to assess students’ learning. In this paper we describe the implementation experiences of 74 sophomore students who submitted their e-portfolios in an English in Pharmaceutical Sciences course. The portfolio tasks were designed to engage all four language learning skills: reading, writing, listening and speaking. Students’ perceptions of the course and their e-portfolio experiences were surveyed using visual analog scales in an anonymous, group administered, self-rated questionnaire at the end of the semester. Survey results indicate that this novel and autonomous learning approach was positively viewed by most students. Narratives of the challenges encountered throughout the implementation by students and educator are also detailed in order to help educators develop engaging electronic portfolio tasks.