



第10回Sakai Conference 参加報告

梶田将司(名古屋大学)

常盤祐司, 児玉靖司(法政大学)

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カンファレンス概要



10th Sakai Conference

Boston, 7/8-7/10

- 参加者
 - 510名 (過去最高, US 82%, Asia 2%)
 - 法政 2, 明治3, 熊本 3, 名古屋 1, 関西 1
- New members to Sakai
 - U of Florida、U of Marylandを含む7機関
- Sakai User
 - Sakai Adoption 16 -> 22% Large Research
 - Enrollment 832,000 -> 949,000



Presentation

- 一般セッション
 - Ja Sakai Update
- Technical Demo
 - Ja Sakai Tools



セッション

Portfolio関連のセッションの増加が目立った

	今回	前回	+/-
Building Sakai	30	30	0
Deploying Sakai	24	22	+2
Using Sakai	33	25	+8
Multiple Audience	18	25	-7
Sakai Showcase	11	20	-9
Portfolio	18	8	+10
合計	134	130	+4



Sakai3



Sakai 3 Goals

Our goal is not to create a better and cheaper version of Blackboard... We should, in short, strive to create a different type of academic collaboration system. Institutions that choose Sakai 3 will be choosing to run a qualitatively different type of system. This is the kind choice we should provide to the educational community, not just a choice between open source and proprietary or between Java and PHP.

われわれのゴールはBlackboardより安価でよいものを作ることではない。要するに我々は全く別の教育用協調システムを創造することに努めるべきであろう。Sakai 3を採用する大学は単なるCMSとは異なるシステムを運営することになる。これはオープンソース/商用製品あるいはJava/PHPといった選択肢ではなく、われわれが教育コミュニティに提示すべき本当の意味での選択肢だろう。



Sakai 3 Themes

Content Authoring

Content Tagging &
Management

Academic Networking

Breaking the Site
Boundary

Academic Workflows,
not (just) Tools

The unSakai



Sakai 2: Users & Sites

Sakai2では科目が主なので科目にグループを設定

Site A

User 1

User 2

User 3

User 4

User 5

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User N

Group A1

Site B

User 1

User 2

User 3

User 4

User 5

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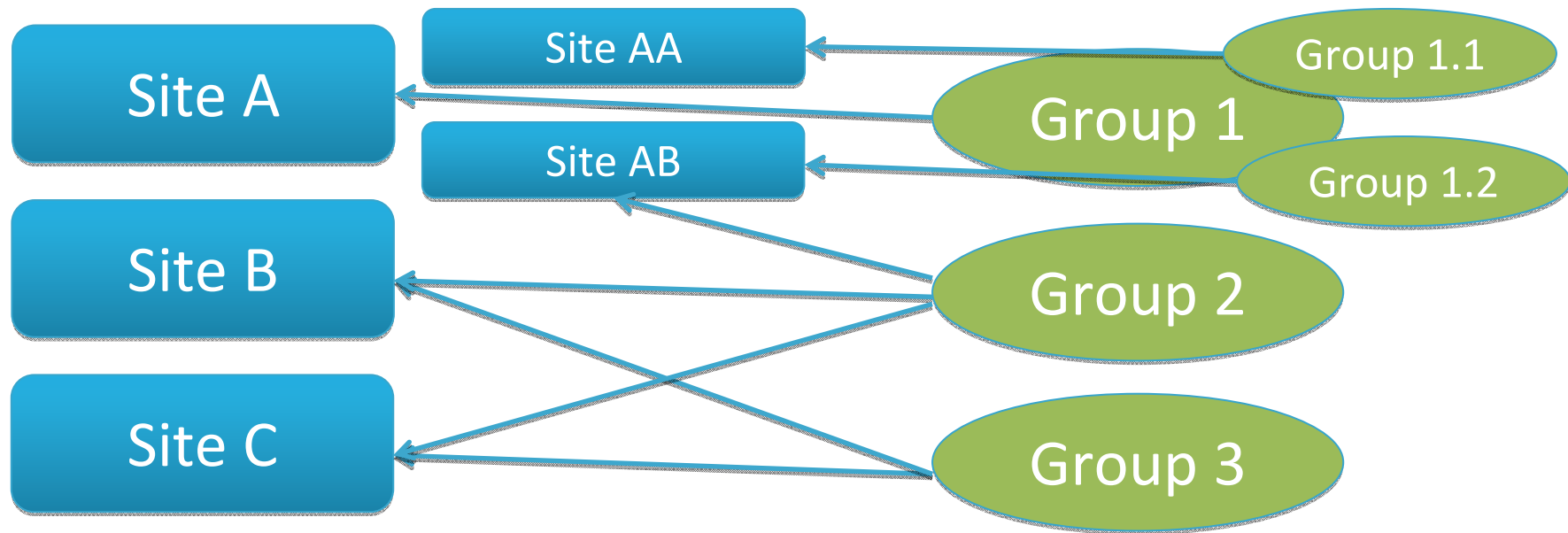
User N

Group B1



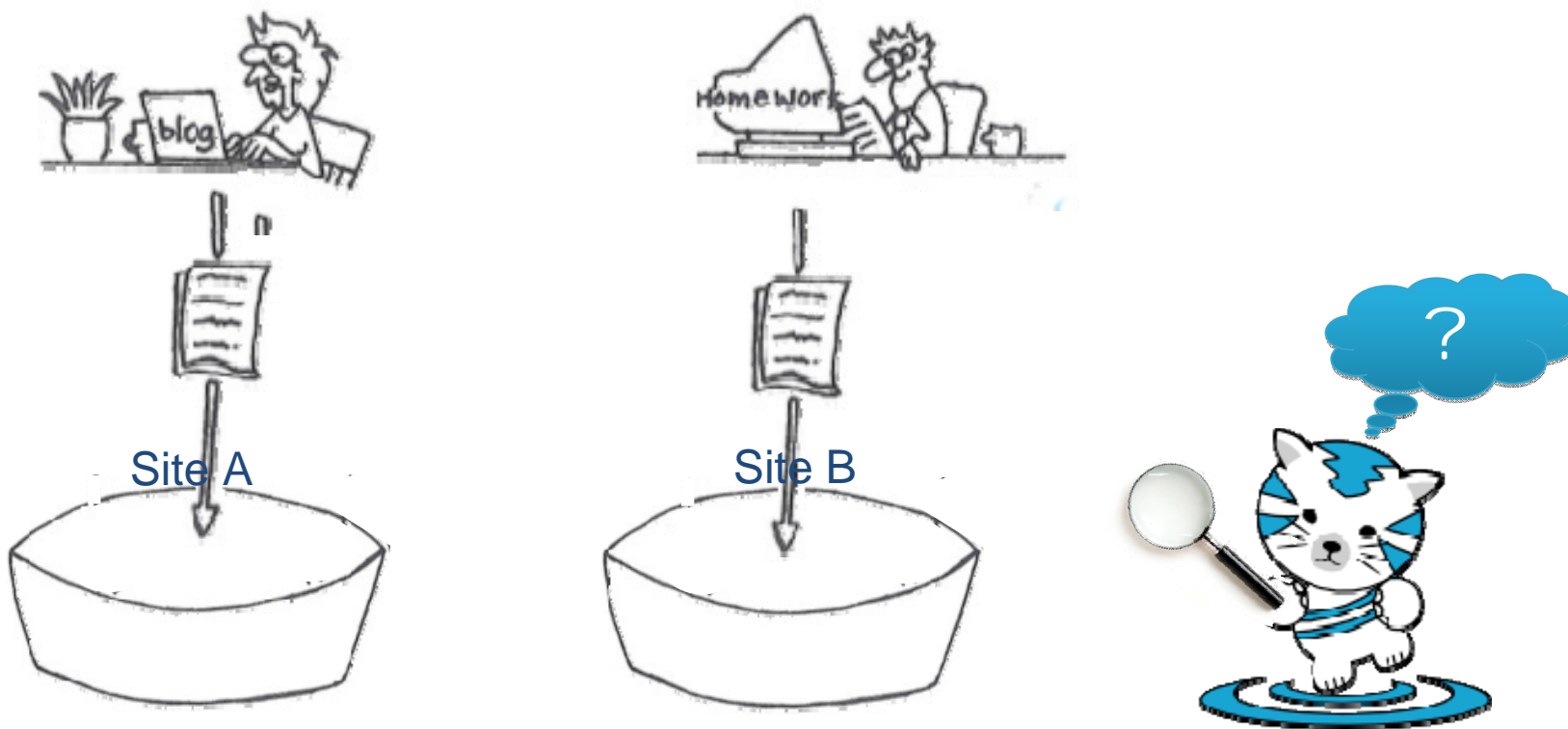
Sakai 3 Groups & Sites

Sakai3ではグループが主なのでグループに科目を設定

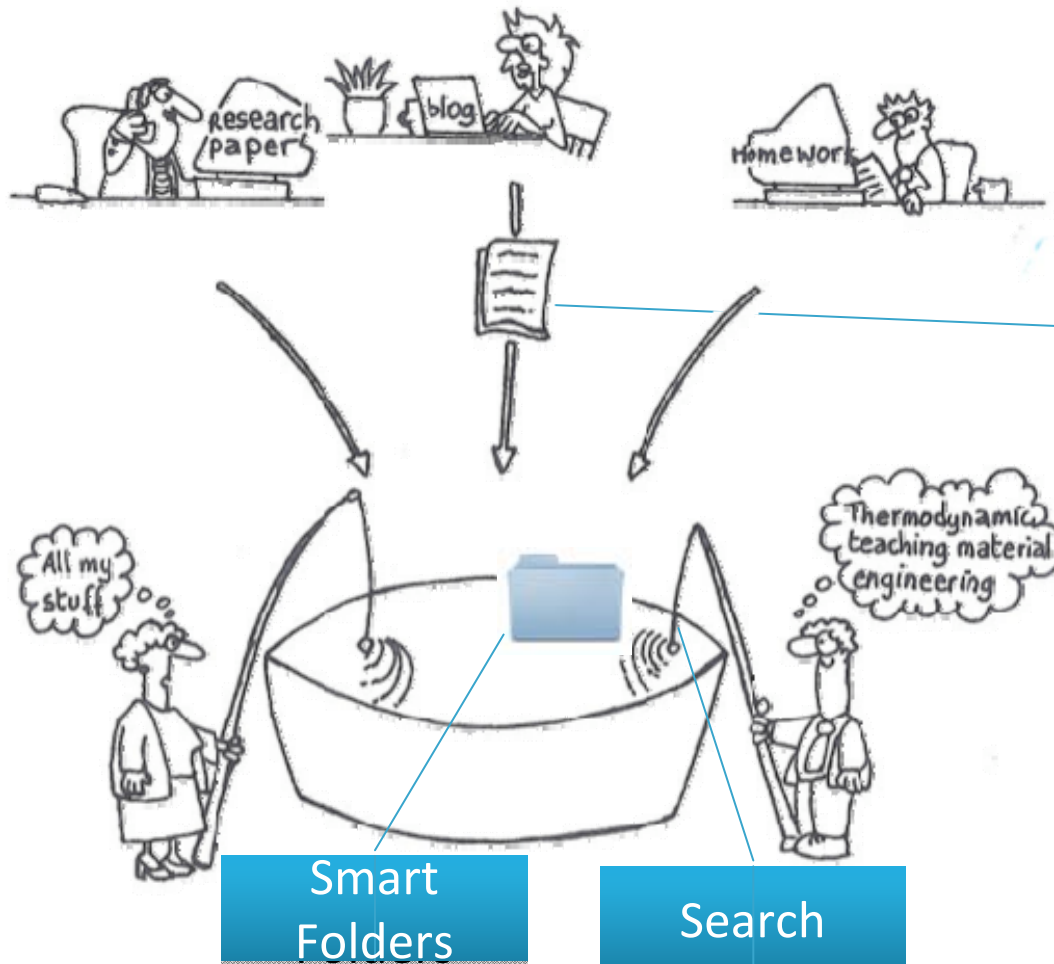


Sakai 2

Sakai2では科目が主なので科目ごとにツールを設定



Sakai 3



Sakai3では
コンテンツを
一括して保管する

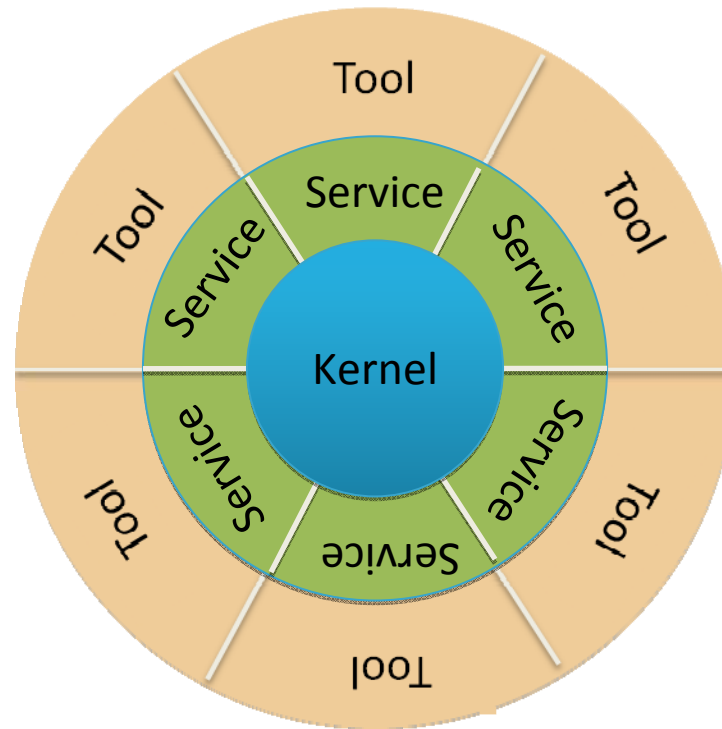
Tags: System,
Organizational & User



Architecture

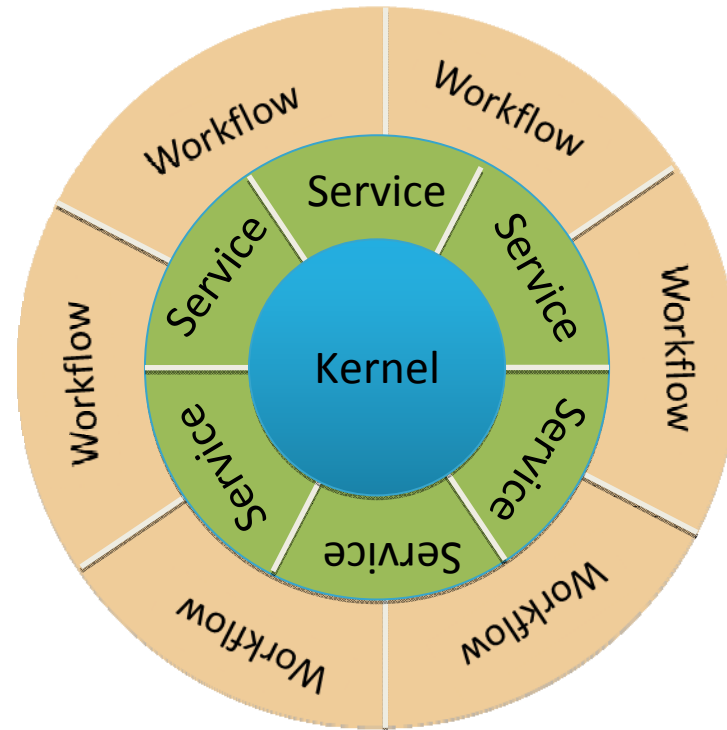
Sakai2ではツールとサービスが対応

Sakai3ではツールが複数のサービスを利用



Architecture

Sakai3ではワークフローが複数のサービスを利用



Sakai3

K2 provides No UI
K2 provides data feeds to support a UI

- REST over HTTP

Sakai K2

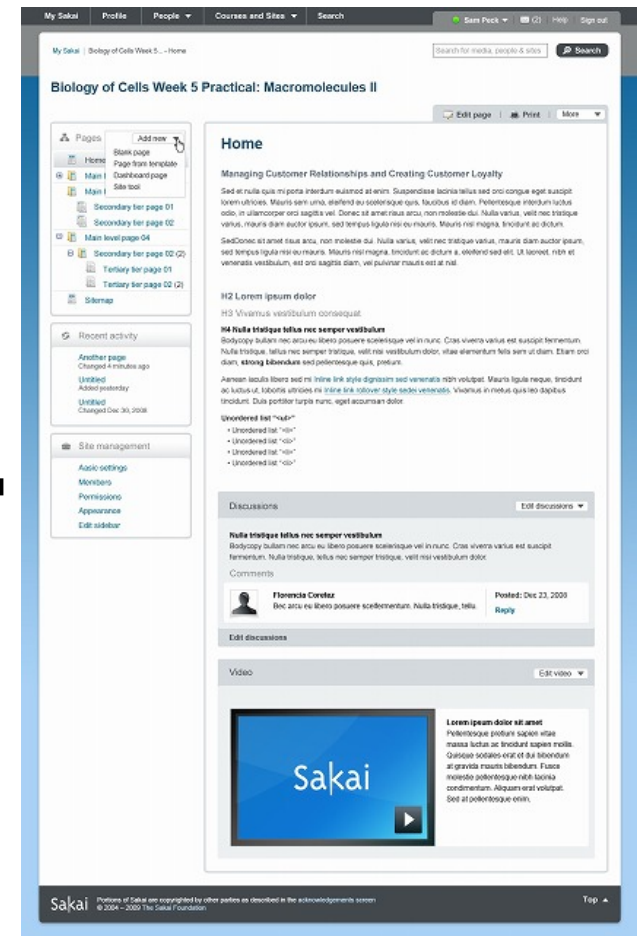
Architecture

HTTP REST + JSON



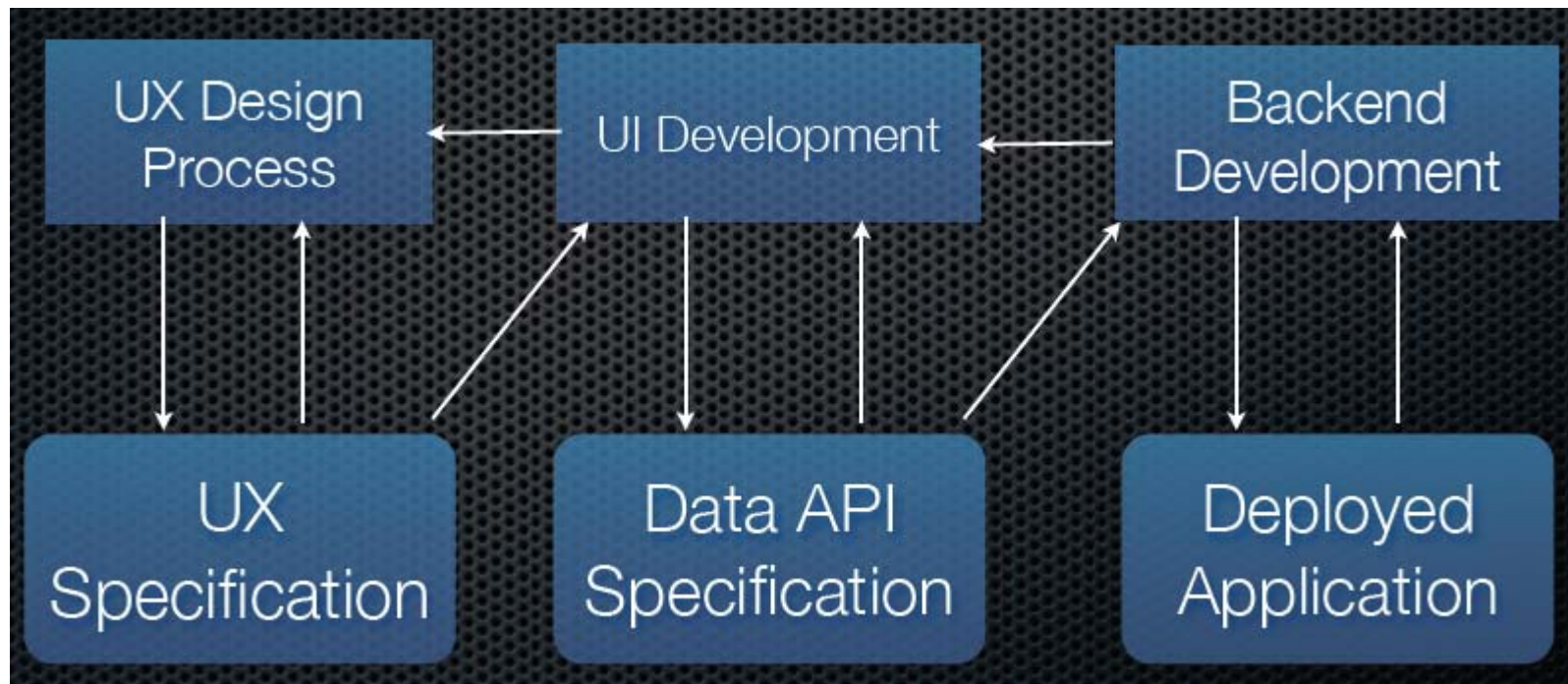
UI/UX is part of the UX project

- HTML/JS/CSS + JSON

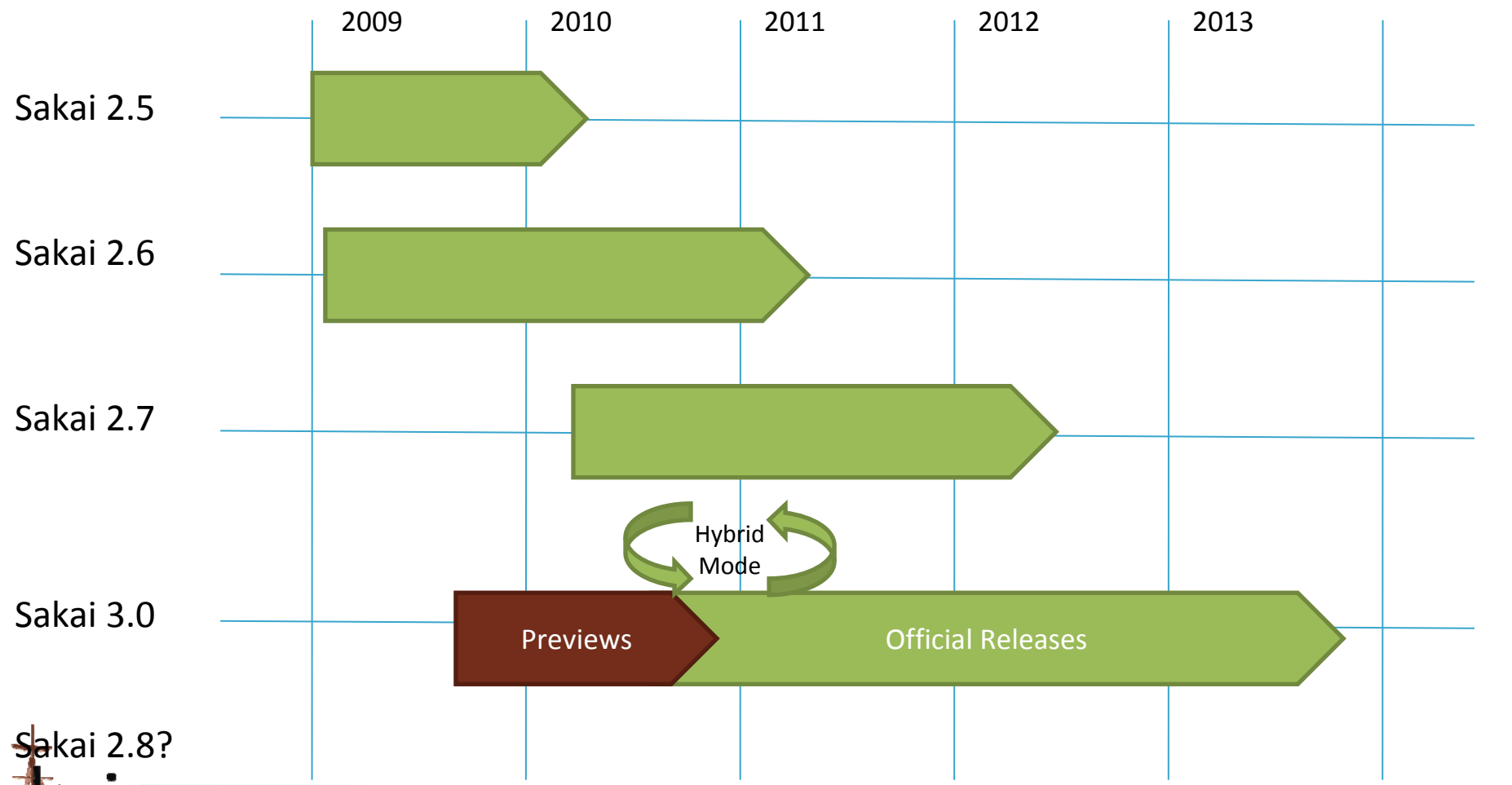


UX Lead Development Process

I include in the methodologies of Sakai3/K2 a UX lead development approach which I sincerely hope anyone doing development would adopt with all haste, development without a UX lead methodology leads to an unpleasant user experience. Ian Boston



Timeline



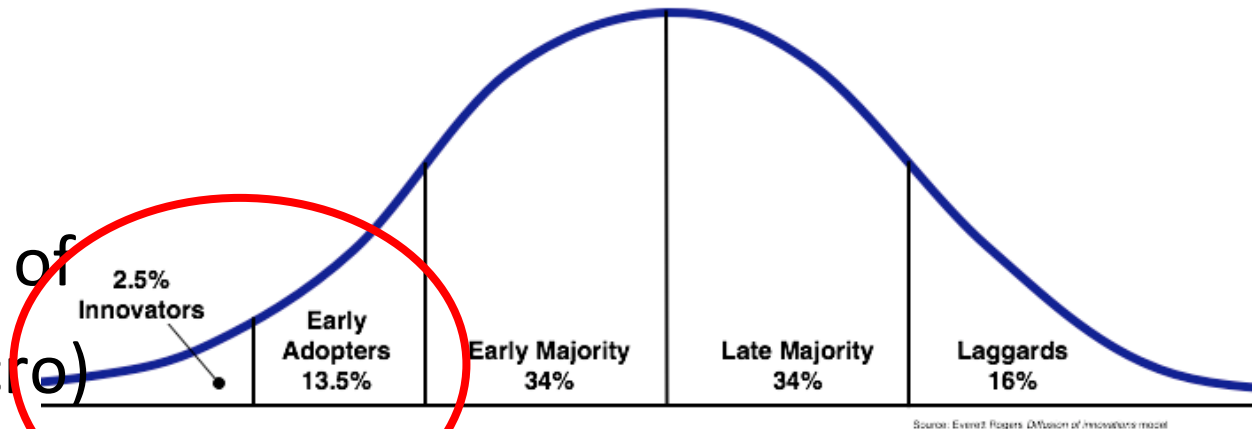
Sakai3への移行



Transformation - Methodology

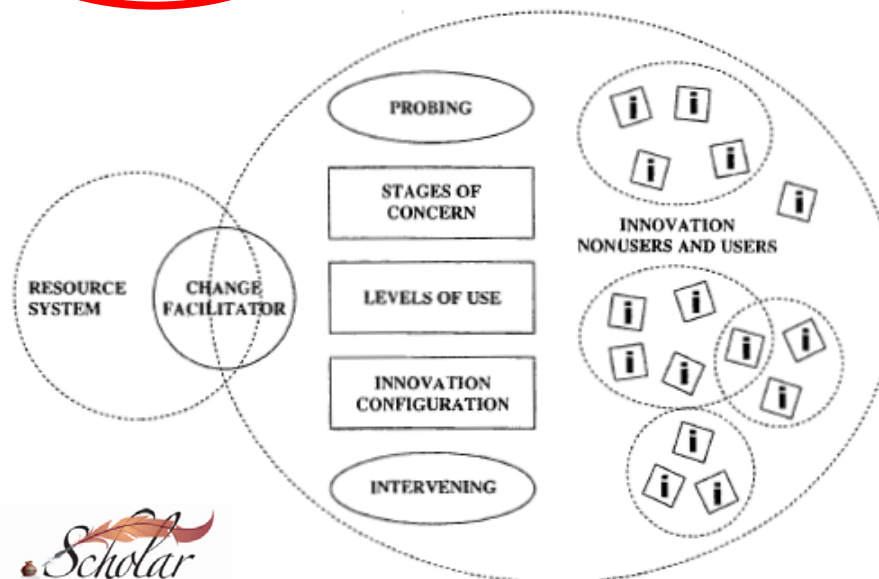
Two models used

- Roger's Diffusion of Innovations (macro)



- Concerns Based Adoption Model (CBAM)

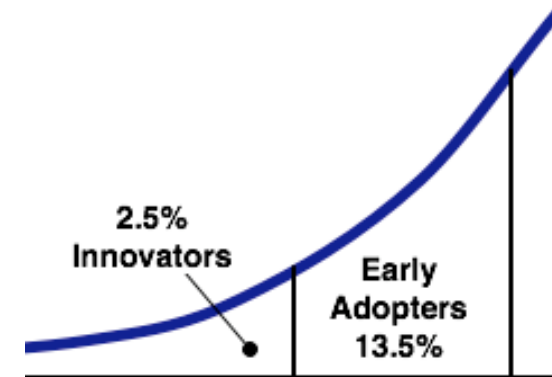
- Stages of Concern (micro)



Transformation Activity

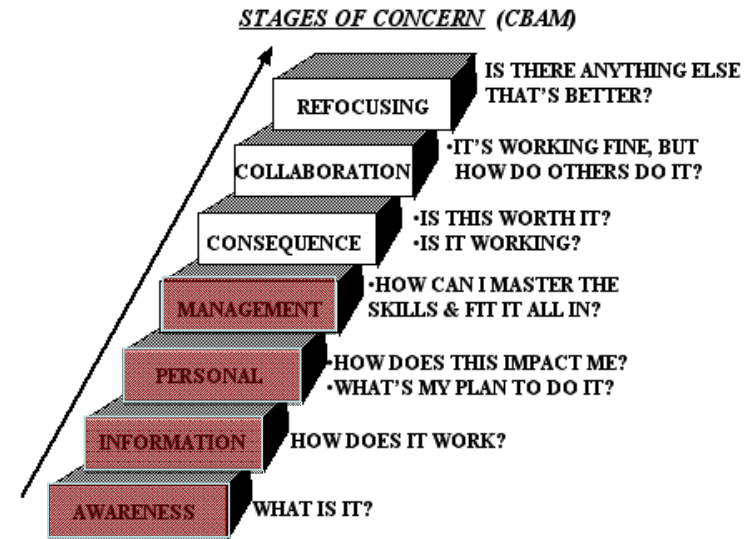
Summer / Fall 2008:
Innovators / Early adopters

- Awareness of Sakai
- Benefits of the system
- (Task) Management

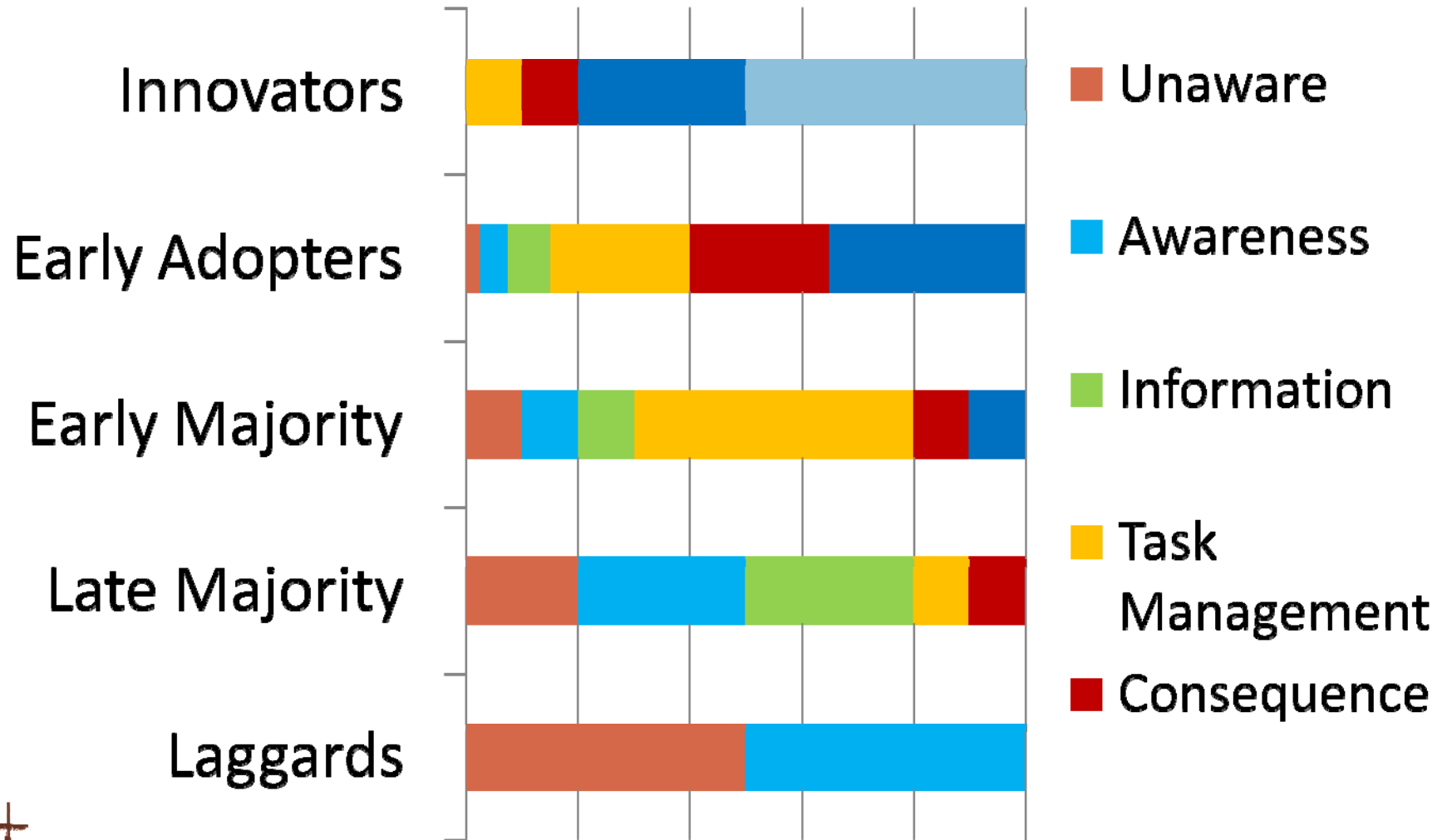


Spring 2009: Early adopters
/ majority

- Benefits of the system
- Planning for use
- (Task) Management



BB to Scholar Status



eポートフォリオ(OSP)関連 —実践利用、カスタマイズ—



外観

- 日本のみならず、高等、初等中等教育機関における正規/課外学習において、学習/教育ポートフォリオの需要性が高まってきている。
- 各大学の実践事例では、**Matrices**ツールによる「**リフレクション**」と、「**学習成果の公開**」を重視した利用法の紹介が多数を占めた。



プレカンファレンス

「BUILDING A PORTFOLIO FOR YOUR INSTITUTION USING SAKAI, PART I / II」



ワークショップ@プレカンファレンス

Building a Portfolio for Your Institution Using Sakai

- Part I(AM) : eポートフォリオの導入の意義
- Part II(PM) : OSPカスタマイズのための
OSP Templates XMLの変更実習
 - 講師 : Janice Smith、 Sean Keesler
 - Three Canoes Consulting (<http://threecanoes.com/>)
 - <http://osp1.threecanoes.com/portal>



eポートフォリオの役割

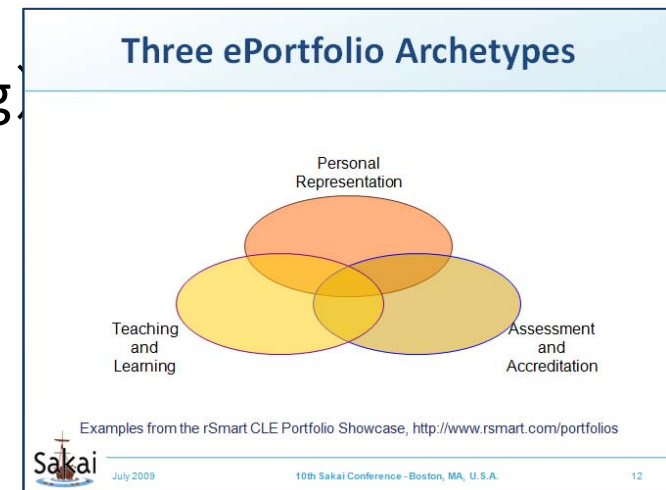
eポートフォリオは、

- 学習成果物とリフレクションの電子的な蓄積
- 個々の学習とその成果の提示
- 他者と共有されるべきアイテムのセット

を可能にし、

- リフレクション (Reflection on learning)
- 学習理解の構成 (Integration of learning)
- 学習の共有 (Sharing of learning)

を通して、より深い理解を促進する。



eポートフォリオを利用した学習プロセス

情報の提示

*Connect with others
by sharing your portfolio and
receiving their feedback*

(Social Learning)

情報の収集

*Collect information
on yourself and
your learning*

(Integrative
Learning)

Connection

Collection

Selection

Reflection

情報の考察(リフレクション)

*Reflect upon the
meaning of what you share
in relation to who you are
and who you want to become*

(Reflective Learning)

情報の整理

*Select information
you want to share
with specific audiences
via a portfolio*

A continuously iterative process



活用事例紹介



High Schoolsの例

- 学習成果物の提示による自分の到達度の確認や、コンピテンシーの公開
- ポートフォリオによるゴールマネージメント (キャリアプランニング)

RIEPS: Rhode Island Electronic Portfolio System

Johnston High School
Graduation Portfolio

Bart Simpson
2010
April 2007

Johnston School District
Requirements for
Graduation Portfolio

School Expectations

Legend: NOT submitted (white), completed (blue), validated task (grey)

The Johnston High School Student :

Expectation	ELA	ELA	Math	Math	Science	Science	Social Studies	Social Studies	Fine Arts	Technology	Special Interest	Special Interest	Special Interest
1. Takes responsibility for his/her learning.													
2. Demonstrates the ability to be an autonomous learner.													
3. Understands and demonstrates a sense of community and good citizenship.													
4. Reads actively and critically for a variety of purposes.													
5. Writes and speaks effectively.													
6. Listens and views materials actively and critically.													

RIEPS: Rhode Island Electronic Portfolio System

Graduation Portfolio

Brett Donovan
West Warwick High School
Rhode Island
November 20 2006

West Warwick School District
Requirements for Graduation
Portfolio

District Expectations	Reflection	Entry 1	Entry 2	Entry 3	Entry 4	Entry 5	Entry 6	Entry 7	Entry 8
Communicate effectively through speaking and writing	View	View	View	View	View				
Demonstrate skills in critical thinking, decision making and problem solving	View	View	View	View	View				
Read with purpose	View	View	View						
Reach logical and reasoned conclusions	View								
Use a variety of technological and information resources	View								
Demonstrate an understanding of and appreciation for the fine arts	View	View	View	View	View				
Respect the worth and dignity of all individuals	View	View							
Recognize and value the diverse ethnicity of the school and community	View	View							
Participate in school and	View	View							

Healthy Living

North Kingstown School Department

Adam Weaver
North Kingstown High School Rhode Island
June 2010

Assignment Title:
TC's Assignment 1

Date Submitted:
06 / 15 / 2007

Date Returned:
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バージニア工科大学

- ミシガン大学のeポートフォリオ "Scaffolding Portfolio"を導入
 - いくつかのカスタマイズを実施
- Matrices、Portfoliosを中心に利用
- 現在の利用者数は 500名弱

Portfolios、Matricesの活用

- 学生、教員の自己紹介や各自のアクティビティのアピールに利用
- 教員の利用として、授業の課題、評価等々の提示に利用

Home This I Believe Unpacking Practice Community Practice NCTE INTASC Multiliteracy Research

"Only those who will risk going too far can possibly find out how far one can go."
-T.S. Elliot



Welcome to my English Education portfolio! As an English Education and English graduate student, I am a firm believer in the "power" of multiliteracies and enjoy learning about how we can best implement new pedagogical strategies to meet the needs of the diverse students walking through the doors into our evolving classrooms.

This website is a culmination of my program work during my tenure in the English Education program at Virginia Tech. Through my coursework and my student teaching experiences, I have learned a lot about teaching, learning, students, and most importantly, myself.

"Only the best as the priest concern"

Click on a cell to view/edit

Ichthyology Assignment Matrix	Anatomy Lesson Plan	Formal Essay	Fascinating Fish	Reflections on Learning Fish Identification
Click on cell to submit work				

Legend

- Ready
- Completed
- Pending
- Locked

Student Assessment Matrix	Professionalism and Ethics	Multidisciplinary Teamwork	Multifaceted Communication	Disciplinary Knowledge	Systematic Analysis	Experiential Learning
Journal/Reflection	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 1004	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 2004	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 3025	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 3034	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 3114	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 3224	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 3234	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 4004	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 4125	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 4126	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 4624	Ready	Ready	Ready	Ready	Ready	Ready
HNFE 4644	Ready	Ready	Ready	Ready	Ready	Ready
Other Coursework	Ready	Ready	Ready	Ready	Ready	Ready



アカデミックサポートグループ教育

- スタッフが備えるべき項目の到達度
- その証拠を容易に蓄積・提示

Post Award Administrator Professional Development Portfolio	Phase I (1-2 months)	Phase II (2-3 months)	Phase III (3-4 months)	Phase IV (4-6 months)	Phase V (6 months-1 yr)	Phase VI (1 yr+)
Introduction to the Matrix						
Orientation						
Job Duties & Responsibilities (Cell 1: Portfolio Responsibilities, Cell 2: Customer Service)						
Overview of Supported Programs (Cell 1: Online Modules, Cell 2: Responsibility Matrix)						
Regulatory/Procedure Documents to Research						
Administrative (Cell 1: OHS 4-10, Cell 2: OHS 4-11, Cell 3: SAR, Cell 4: A-13), Cell 2: VT Policies/Terms & Conditions						
Review of Award Process/Support Roles						
Academic Support (Cell 1: Project Review, Cell 2: Risk Setup, Cell 3: Funding Query Setup, Cell 4: Setting up Subfunds)						
Grant Management of Support (Cell 1: Banner Queries and Monthly Reports, Cell 2: Tuition, Cell 3: Handling Overwrite, Cell 4: Reporting), Cell 2: Program Support						
Support (Cell 1: C-6, Cell 2: C-6, Cell 3: Funding Outside the System, Cell 4: Accounts Receivable and Collection Management)						
Purchase Expense Administration						
Fund Transactions (In-house Funds) (Cell 1: Overhead Profiling, Cell 2: Adjustment/ORA, Cell 3: Administrative Fee Funds/Institutional In-house Funds)						
Enrollment Funds						
Cost Studies						
Research Compliance (Cell 1: In-house Subjects, Cell 2: IACUC, Cell 3: Export Controls, Cell 4: Conflict of Interest, Cell 5: Intellectual Property, Cell 6: Study Funding)						
Export Modifications (Cell 1: 990, Cell 2: 990, Cell 3: 990)						
Administrative Support (Cell 1: 990, Cell 2: 990, Cell 3: 990, Cell 4: 990)						
Subsidies (Cell 1: Subaward Setup, Cell 2: Subaward Payments, Cell 3: Subaward Modifications)						
Subawards						
No Cost Time Allocation Requests and Letter of Support						
Fund Price Request/Request						
Compass (Cell 1: Severance Funds, Cell 2: Other, Cell 3: Compass Procedure)						
VT Research Administrator Certificate Program						
Other						
Pre Award Cross Training						
Finance Team Cross Training						
Processor Cross Training						

サポートスタッフが
備えるべき
コンピテンシー



インディアナ大学

- OSP (Sakai) に相当のカスタマイズを行い利用
- 大規模な開発スタッフ
 - 5 – 2 FTE デベロッパ
 - 10-20 FTE デザイナ
 - 25 FTE コンサルタント、テクニカルライター、QAの専門家、他
 - QAや一部の開発をアウトソーシング
 - コンサルタント、トレーナーの学内育成



レポート(相互評価、ペアレビュー)

Ratings Report

Run on: Fri Jul 03 13:45:13 EDT 2009

Simple Matrix

Click to return to main (matrix) view.

[Return to Main](#)

Written Communication; Beginning View Summary									
Net ID	Lastname	Firstname	Groups	Date	Summary Rating (rating)	Grammar (rating1)			Organization (rating4)
lynnward40@hotmail.com	Hotmail	Lynn	Group A	Tue Jun 30 14:59:23 EDT 2009	2	2			
octest1			Group A	Tue Jun 30 16:15:50 EDT 2009	2	2	1	2	3
octest1			Group A	Tue Jun 30 15:07:20 EDT 2009	1	2	2	2	2
octest10	octest10	octest10	Group B	Tue Jun 30 15:41:31 EDT 2009	2	2	1	2	3
octest2	octest2	octest2	Group A	Tue Jun 30 15:28:17 EDT 2009	1	1	2	2	2
octest3	octest3	octest3	Group A	Tue Jun 30 15:30:10 EDT 2009	3	3	3	2	3

Click to return to summary view

Click to open cell in new window.

Matrix Cell Status Details

Matrix Cell Status Details

Run on: Fri Jul 03 14:02:21 EDT 2009

Username	Lastname	Firstname	Groups	Written Communication			Critical Thinking			Integ
				Beginning	Intermediate	Advanced	Beginning	Intermediate	Advanced	Beginning
octest19	octest19	octest19	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending
octest15	octest15	octest15	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending
octest14	octest14	octest14	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending
octest70	octest70	octest70	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending
octest12	octest12	octest12	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending
octest8	octest8	octest8	Group B	Completed	Locked	Locked	Completed	Ready	Locked	Completed
octest9	octest9	octest9	Group B	Completed	Locked	Locked	Completed	Ready	Locked	Completed
lynnward40@hotmail.com	Hotmail	Lynn	Group A	Completed	Pending	Pending	Completed	Ready	Locked	Completed
octest1	octest1	octest1	Group A	Completed	Completed	Completed	Completed	Ready	Locked	Completed
octest4	octest4	octest4	Group A	Completed	Completed	Completed	Completed	Ready	Locked	Completed
octest13	octest13	octest13	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending
octest20	octest20	octest20	Group B	Pending	Locked	Locked	Pending	Ready	Locked	Pending



OSP 3.0?

"blue sky" discussion session

- Sakai3.0ベースの新しいOSPにおいて必要な機能についてのDeveloper、Institution他の立場での意見交換



- Sakai3.0のリリースに合わせて、**完全に新再設計されたOSP**もリリースされる

??

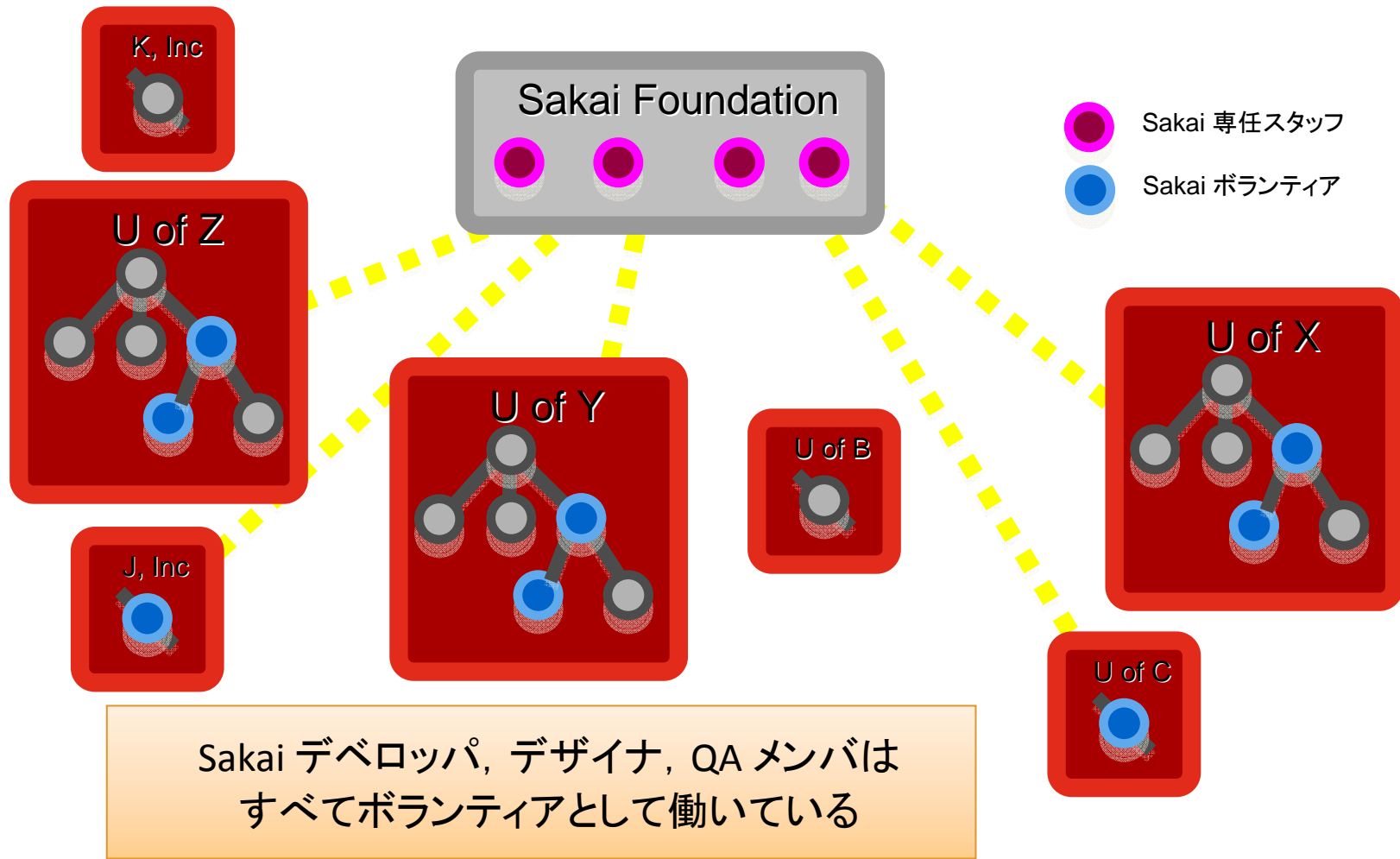


プロジェクトコーディネーション会議



- 2009年7月6日(月)・11日(土)
- 総勢46名(登録者数)

ソフトウェア開発体制



製品のリリースに向けた プロジェクトコーディネーション

