

KARUTA

PORTFOLIO INITIATIVE



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OUTLINE

1. Sakai CLE OSP tools
2. Karuta – the name
3. Relevance of assessment portfolios
4. Our approach : flexibility and prototyping
5. Structure, Unit, Unit-structure, Resources
6. Examples
7. Leveraging KARUTA
8. Technology
9. Additionnal fonctionnalités
10. Road-map

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SAKAI CLE OSP TOOLS

- **The Open Source Portfolios tools in Sakai CLE**
 - Have reached a significant level of maturity
 - Have taught us a great deal about how to do portfolios
 - Have significant issues with usability, quality of code, performance and QA
- **We want to continue to offer portfolios in Sakai while upgrading their capabilities and usability**
- **HEC Montréal with Kyoto University ,Three Canoes LLC with the help of IUT-2 Grenoble have proposed KARUTA, a new LTI enabled evaluation portfolio tool for Sakai CLE**

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THE NAME

Karuta (カルタ金) was a type of armour worn by samurai warriors during the feudal era of Japan.

The word karuta comes from the Portuguese word meaning "card", (carta) as the small square or rectangular plates that compose the armour resemble traditional Japanese playing cards.

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<http://www.japanese-armor.com/Takeda-Shinten-Daiymo-Armor.html>

RELEVANCE OF ASSESSMENT PORTFOLIOS

Many types of portfolios

- **Learning portfolios**
- **Showcase portfolios**
- **Assessment portfolios**
 - A specific collection of artifacts and reflections that represent an individual's learning and accomplishments within a programmatic learning context.
 - Evidence is linked to learning outcomes and evaluated using rubrics.
 - Reports aggregate and analyze data and identify representative artifacts.

RELEVANCE OF ASSESSMENT PORTFOLIOS



MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE

MINISTÈRE

STRATÉGIE

ENSEIGNEMENT
SUPÉRIEUR

RECHERCHE

INNOVATION

EUROPE ET
INTERNATIONAL

RESSOURCES
HUMAINES

[Accueil](#) > [Stratégie](#) > [Stratégie Enseignement supérieur](#) > [Université numérique](#)

UNIVERSITÉ NUMÉRIQUE

NOUS SUIVRE

Livre blanc "la démarche ePortfolio dans l'enseignement supérieur français"

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RELEVANCE OF ASSESSMENT PORTFOLIOS



WEB RESOURCE

Degree Qualifications Profile Corner

Here you will find a variety of information and resources for institutions working with the DQP and those interested in becoming involved with or learning from other institutions' work. NILOA is working with Lumina Foundation for Education to better understand the utility of the DQP as a framework for assessing and advancing student learning. [More »](#)

December 21, 2012 | National Institute for Learning Outcomes Assessment (NILOA)

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RELEVANCE OF ASSESSMENT PORTFOLIOS



Competency Report

Liberal arts *Major*
Small Business Administration *Minor*

2

Lessons Mastered
(5 available)

Analyze complicated materials

Analyze paintings and literature along with major themes in Marx, Spencer, Durkheim, and Simmel. Evaluate the differences between cognition and perception and analyze theories of human nature. Discuss emerging narrative and ideological components of postwar film and world literature. Demonstrate an understanding and knowledge of Film Noir, "Nations at War in the Middle East" and of the Cold War and its aftermath.



Write about culture effectively

Write a summary of a major position in Social Psychology, a clear analysis of victimization, and a position paper based on an argument.



Lessons Mastered
(2 available)

Compose academic essays in various rhetorical styles

Write a summary of a major position in Weber, Veblen, Cooley, and Mead and a research proposal and paper in a liberal arts discipline with an annotated bibliography.



Lesson Mastered
(1 available)

Demonstrate knowledge of potential and limitations of technology's advances

Demonstrate understanding of impacts of technology on institutions and humanity. Discuss impact of technology on facets of psychology and Sociology, the perpetuation of stereotypes through technology and possible changes in human nature and ethics due to technology.

OUR APPROACH

A framework in the spirit of OSP that permits ...

to organize different resources (text, documents, rubrics, comments, etc.)...

... according to a workflow for different users (students, tutors, etc.) ...

... for assessment, guidance, reporting and presentation.

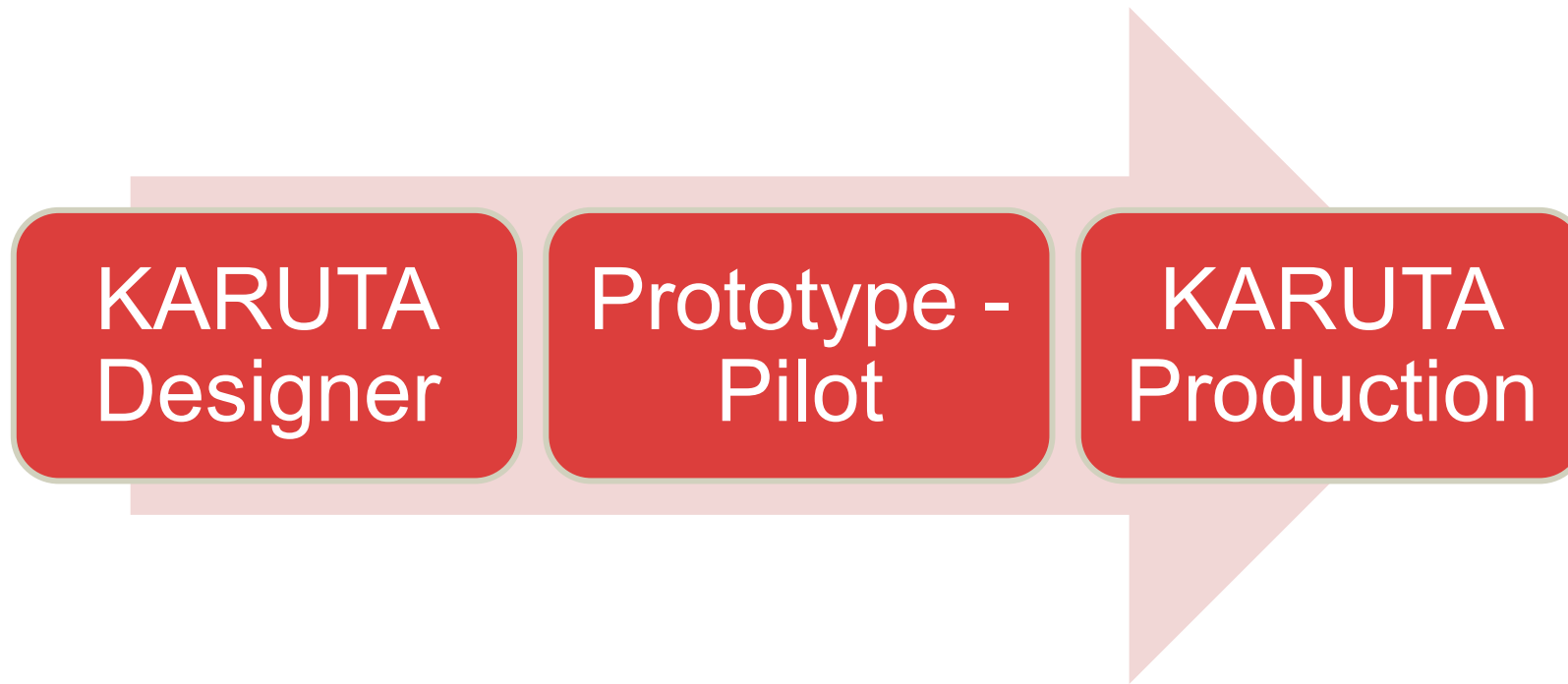
Lessons learned over the last three years

No one portfolio is the same

Flexibility is key, prototyping is a must

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OUR APPROACH WITH PARTNER SCHOOLS



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EXAMPLE ASSESSMENT*

KarutaPortfolio

TESOL / NCATE STANDARDS

Content Knowledge of ...
Culture: Nature and Role of ...

Presentation portfolio

Content Knowledge of Language: Linguistics, Acquisition, and Development

Submit evidence (student)

Instructions In the item just below, submit materials demonstrating the completion of this requirement. Evidence: Task, Assignment, Artifact

- Praxis II
- Linguistics project

Document

Reflect on the evidence submitted (student)

Instructions Now reflect on how this evidence demonstrates your understanding of English as a language system by synthesizing what you learned from each in one single narrative.

Write your comments here.

* Thanks to VirginiaTech for letting
their TESOL Portfolio
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EXAMPLE ASSESSMENT

KarutaPortfolio

TESOL / NCATE STANDARDS

Content Knowledge of ...
Culture: Nature and Role of ...

Presentation portfolio

Content Knowledge of Language: Linguistics, Acquisition, and Development

Evaluation (tutor)

asmUnitStructure -

Evaluation

Get_Resource - editresroles:tuteur, query:KarutaRubrics.RubricA.label,



Comments

Comments of the tutor.

TextField - editresroles:tuteur,



Evaluation (peer)

asmUnitStructure -

Evaluation

Get_Resource - editresroles:tuteur, query:KarutaRubrics.RubricA.label,



Comments

Comments of the tutor.






TextField - editresroles:tuteur,



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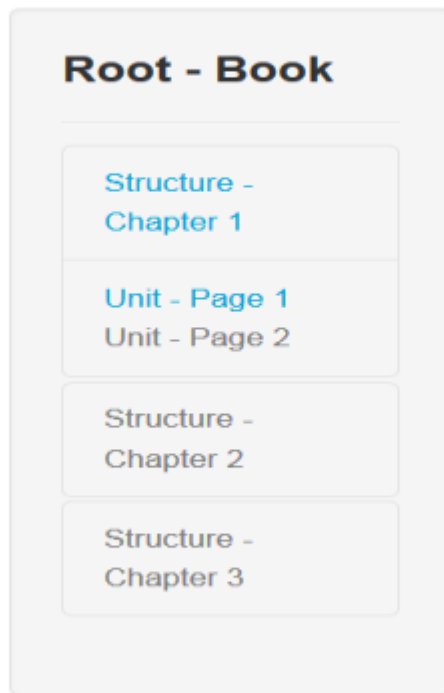
EXAMPLE ASSESSMENT

Summary : TESOL /NCATE Standards

	Year 1	Year 2	Year 3	Year 4
Content Knowledge of Language: Linguistics, Acquisition, and Development				
Culture: Nature and Role of Culture and Cultural Groups and Identity				
Planning, Implementing, and Managing Instruction				
Assessment				
Professionalism (TESOL)				

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STRUCTURE-UNIT



Unit - Page 1

asmUnit -

Unit Structure - Section 1

asmUnitStructure -

Resource # 1

TextField -

Resource # 2

TextField -

Unit Structure - Section 2

asmUnitStructure -

Resources #3

TextField -

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WAD - Web Application Designer

Mati Montréal



jacques.raynauld@hec.ca

.....

Log in

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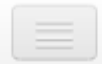
Mati Montréal

Select a role

- designer
- concepteur
- etudiant
- reader
- superviseur
- tuteur

Submit

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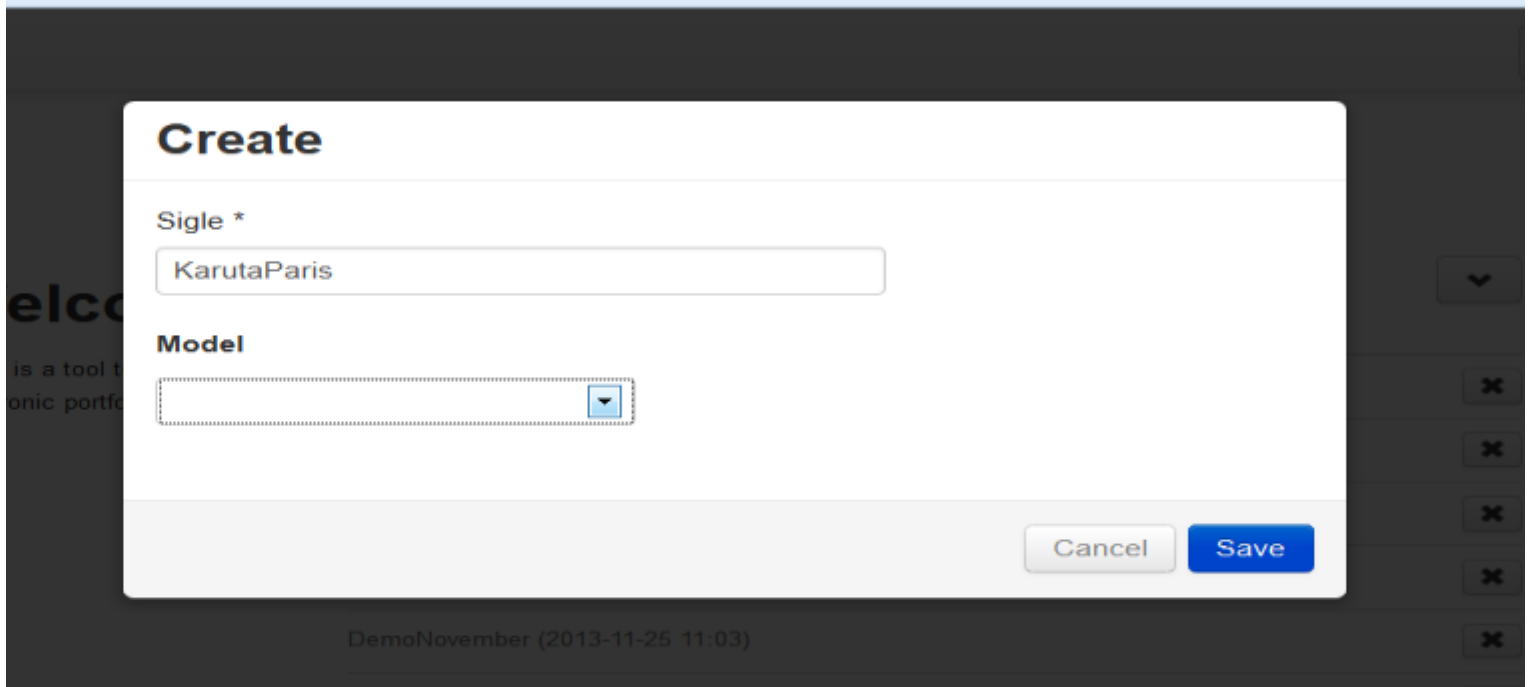


Welcome

WAD is a tool to prototype web electronic portfolios

Portfolios

- _test avec des espaces (2014-02-05 13:09)
- Backend-Services-Admin (2013-07-04 13:12)
- Backend-Services-Data (2013-12-19 17:22)
- Corin M. Zaragoza Portfolio (2013-10-24 14:43)
- DemoNovember (2013-11-25 11:03)
- evaluation_portfolio_repository_2 (2013-08-07 15:38)
- Alain (2013-06-05 09:48)



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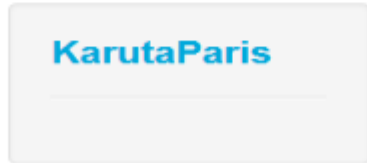
KarutaParis

KarutaParis

asmRoot -



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KarutaParis
asmRoot -



- Add a "Structure"
- Add a "Unit"
- Add a "UnitStructure"
- Add a "TextField"
- Add a "Field"
- Add a "TextRaw"
- Add a "Document"
- Add a "URL"
- Add a "Calendar"
- Add a "Image"
- Add a "Video"
- Add a "Comments"

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New Structure asmStructure

Code	<input type="text"/>
Libellé	<input type="text" value="Structure Chapitre 1"/>
Label	<input type="text" value="Structure Chapter 1"/>

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KarutaParis

Structure Chapter
1

Structure Chapter 1

asmStructure -



- Add a "Structure"
- Add a "Unit"
- Add a "UnitStructure"

- Add a "TextField"
- Add a "Field"
- Add a "TextRaw"
- Add a "Document"
- Add a "URL"
- Add a "Calendar"
- Add a "Image"
- Add a "Video"
- Add a "Comments"

New Unit asmUnit

Code	<input type="text"/>
Libellé	<input type="text" value="Unit - Page 1"/>
Label	<input type="text" value="Unit - Page 1"/>





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KarutaParis

Structure Chapter
1

Unit - Page 1

asmUnit -

Add a "UnitStructure"

- Add a "TextField"
- Add a "Field"
- Add a "TextRaw"
- Add a "Document"
- Add a "URL"
- Add a "Calendar"
- Add a "Image"
- Add a "Video"
- Add a "Comments"

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KarutaParis

Structure Chapter
1

Unit - Page 1

asmUnit -



Unit Structure - Section 1

asmUnitStructure -



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KarutaParis

Structure Chapter
1

Unit - Page 1

asmUnit -



Unit Structure - Section 1

asmUnitStructure -



- Add a "UnitStructure"
- Add a "TextField"
- Add a "Field"
- Add a "TextRaw"
- Add a "Document"
- Add a "URL"
- Add a "Calendar"
- Add a "Image"
- Add a "Video"
- Add a "Comments"

STRUCTURE-UNIT METADATA

Root - Book

- Structure - Chapter 1
- Unit - Page 1
Unit - Page 2
- Structure - Chapter 2
- Structure - Chapter 3

Unit - Page 1

asmUnit -

Unit Structure - Se

asmUnitStructure -

Resource # 1

TextField -

Resource # 2

TextField -

Unit Structure - Se

asmUnitStructure -

Resources #3

TextField -

Summary : TESOL /NCATE Standards

	Year 1	Year 2	Year 3	Year 4
Content Knowledge of Language: Linguistics, Acquisition, and Development	Yellow			
Culture: Nature and Role of Culture and Cultural Groups and Identity		Green		
Planning, Implementing, and Managing Instruction Assessment	Red	Green		
Professionalism (TESOL)	Yellow			

Resources #3

Libellé

Label

Metadata

Semantic Tag

Roles - see



Roles - delete

Roles - edit resource

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STRUCTURE - UNIT OTHER METADATA

Resources #3 TextField

Roles - submit	<input type="text"/>
Roles - edit	<input type="text"/>
Edit -Title	<input type="text"/>
 Search	<input type="text"/>
Roles - show	<input type="text"/>
Roles - show to	<input type="text"/>
Visible	<input checked="" type="checkbox"/>
Verification function	<input type="text"/>
 Menus	<input type="text"/>

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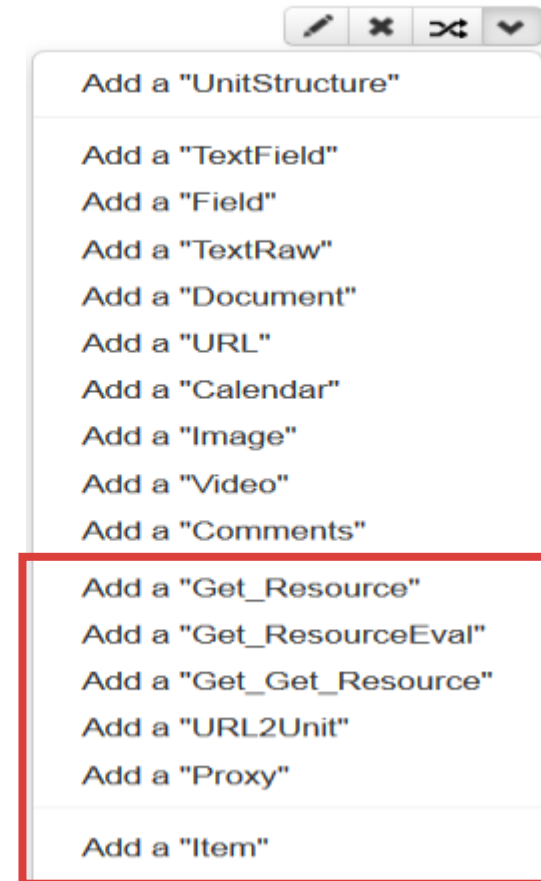
LEVERAGING KARUTA SPECIAL RESOURCES

Item

Get_Resource

Proxy

Menu



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LEVERAGING KARUTA ITEM

KarutaRubrics

TESOL Rubrics

TESOL Rubrics

asmUnit -

TESOL Rubric A

asmUnitStructure -

3 Distinguished. The candidate exhibits superior mastery of knowledge skills and dispositions required by the standard. The candidate substantially exceeds expectations by providing multiple layers of connected and convincing evidence to show exceptional performance meeting the professional standard

Item - semantictag:RubricA,

2 Proficient: The candidate exhibits intermediate to advanced performance in relation to essential knowledge, skills and dispositions required by the standard. The candidate exceeds minimum expectation by providing multiple sources of clear evidence to make a strong case for meeting the professional standard

Item - semantictag:RubricA,

1 Basic: The candidate exhibits minimum to intermediate performance in relation to essential knowledge, skills, and dispositions required by the standard. The candidate meets minimum expectations providing at

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LEVERAGING KARUTA GET_RESOURCE

Evaluation (tutor)		Evaluation	Get_Resource
Evaluation	3 Dist maste by the expect and co perform	<ul style="list-style-type: none"><input checked="" type="radio"/> 3 - Distinguished. The candidate exhibits superior mastery of knowledge, skills and dispositions required by the standard. The candidate substantially exceeds expectations by providing multiple layers of connected and convincing evidence to show exceptional performance in meeting the professional standard<input type="radio"/> 2 - Proficient: The candidate exhibits intermediate to advanced performance in relation to essential knowledge, skills and dispositions required by the standard. The candidate exceeds minimum expectations by providing multiple sources of clear evidence to make a strong case for meeting the professional standard<input type="radio"/> 1 - Basic: The candidate exhibits minimum to intermediate performance in relation to essential knowledge, skills, and dispositions required by the standard. The candidate meets minimum expectations providing at minimal evidence to meet the professional standard.<input type="radio"/> Reset	
Comments	Comm	<input type="text" value="Search"/> <input type="text" value="KarutaRubrics.RubricA.label"/>	

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LEVERAGING KARUTA PROXY

KarutaPortfolio

Summary table

TESOL / NCATE Standards

Content Knowledge of ...
Culture: Nature and Role of ...
Third learning objective
Evaluation page
[Summary page for tutor](#)

Presentation portfolio

Summary page for tutor
asmUnit -

24336aea-0ef2-4aef-88a0-b1f32746b7c1

Proxy - query:KarutaPortfolio.evaluation-content.label,

Evaluation content (tutor)
asmUnitStructure - semantictag:evaluation-content

Proxy

Search

meeting the professional standard

Get_Resource - editresroles:tuteur, query:KarutaRubrics.RubricA.label,

Comments Comments of the tutor.
TextField - editresroles:tuteur,

b42c1b29-9be5-4458-9524-21a78a67bf00

Proxy - query:KarutaPortfolio.evaluation-culture.label,

Evaluation culture (tutor)
asmUnitStructure - semantictag:evaluation-culture,

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LEVERAGING KARUTA MENU

KarutaParts

Small parts

[Evaluation page](#)

New section

Evaluation page

asmUnit - semantictag:evaluation-page,

Submit evidence (student)

asmUnitStructure - menuroles:KarutaParts,Document, Add a document,etudiant concepteur

Instructions

In the item just below, submit materials demonstrating the completion of this requirement. Evidence: Task, Assignment, Artifact

- Praxis II
- Linguistics project
- Language Acquisition Theory Matrix Two observations of language teachers in the field
- Reflection(s) on teaching language

TextField -

Document

Document - editresroles:etudiant,

Reflect on the evidence submitted (student)

asmUnitStructure - menuroles:KarutaParts,Comment, Add a comment,etudiant concepteur

LEVERAGING KARUTA MENU

The screenshot displays the KarutaPortfolio interface. On the left is a sidebar with a 'KarutaPortfolio' header and a list of menu items: 'Summary table', 'TESOL / NCATE Standards', 'Content Knowledge of ...', 'Culture: Nature and Role of ...', 'Third learning objective', and 'Evaluation page'. The main content area is titled 'TESOL / NCATE Standards' and contains several sections. The first section is 'asmStructure - menuroles:KarutaParts,evaluation-page,Add a page,xxx' with an 'Add a page' button. The second section is 'Content Knowledge of Language: Linguistics, Acquisition, and Development' with a share icon. The third section is 'Culture: Nature and Role of Culture and Cultural Groups and Identity' with an up arrow and share icon. The fourth section is 'Third learning objective' with an edit icon. A red-bordered box highlights a 'Menus' section with the text 'asmStructure' and a menu item 'KarutaParts,evaluation-page,Add a page,designer'.

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LEVERAGING KARUTA MENU

The screenshot displays a web interface for 'KarutaPortfolio'. On the left is a sidebar with a 'Summary table' and a list of menu items: 'TESOL / NCATE Standards', 'Content Knowledge of ...', 'Culture: Nature and Role of ...', 'Third learning objective', and 'Evaluation page'. The main content area is titled 'TESOL / NCATE Standards' and lists three menu items: 'Content Knowledge of Language: Linguistics, Acquisition, and Development', 'Culture: Nature and Role of Culture and Cultural Groups and Identity', and 'Third learning objective'. A blue 'Add a page' button is visible in the top right. A red-bordered box highlights a 'Menus' section containing the text: KarutaParts,evaluation-page,Add a page,designer. The text 'asmStructure' is visible in the top right of the highlighted area.

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TECHNOLOGY

1. **jQuery, javascript client**
2. **REST APIs implemented in Java and mySQL**
3. **Responsive Design**
4. **Twitter Bootstrap CSS**
5. **Group-role permissions**
6. **IMS LTI-1 (Three Canoes)**
7. **Almost LEAP2A (XML import/export)**

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ADDITIONNAL FEATURES

1. **Bilingual**
2. **Export, import, share, print portfolios**
3. **Showcase portfolio**
4. **Dashboards (matrices)**
5. **Reports**
6. **Online editing (no pop-up)**
7. **HTML output (publication)**
8. **Admin tools for instantiation of portfolios (KARUTA production)**

Demo :

<https://confluence.sakaiproject.org/display/OSP/Portfolios+for+the+Future+of+Sakai>

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ROAD-MAP

1. To submit an Apereo Community Incubation Project
2. Improve the UI
3. Investigate scalability issues
4. Improve Admin tools
5. Notification LTI-1+ (Unicon)
6. Working on KARUTA 1.0 (May 2014)
7. Apereo Miami Conference June 2014

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QUESTIONS?

Thanks to:

Olivier Gerbé, HEC Montréal

Janice Smith, Three Canoes LLC

Shoji Kajita, Kyoto University

Eric Girardin and Marc Vassoille, IUT-2 Grenoble

Nobry Ouk, MATI Montréal

And all our partner schools

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STRUCTURE-UNIT

Root - Book

- Structure - Chapter 1
- Unit - Page 1**
Unit - Page 2
- Structure - Chapter 2
- Structure - Chapter 3

Unit - Page 1

asmUnit -

Unit Structure - Section 1

asmUnitStructure -

Resource # 1

TextField - semantictag:semantictag-1, delnoderole

Resource # 2

TextField -

Unit Structure - Section 2

asmUnitStructure -

Resources #3

TextField - semantictag:semantictag-2, delnoderole



Move to

- Root - Book
- Structure - Chapter 1
- Unit - Page 1**
- Unit Structure - Section 1
- Unit Structure - Section 2
- Unit - Page 2
- Structure - Chapter 2
- Structure - Chapter 3

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STRUCTURE - UNIT

Resources #3

TextField

Libellé

Ressource #3

Label

Resources #3

Metadata

Semantic Tag

semantictag-2

Shared Node

Shared Node Resource

Shared Resource

Erase

Roles - see

all

Roles - delete

tutor

Roles - edit resource

tutor

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