

USING AN E-PORTFOLIO IN THE MFL CLASSROOM

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LEARNING INTENTIONS

Learning intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

-
- **What**: Understand what an e-Portfolio is ...
 - **Why**: See the potential of e-Portfolio for the Digital Learning Framework, Languages Connect Implementation Plan and New Junior Cycle MFL Specification
 - **Why**: See the benefits of an e-Portfolio for teachers/students
 - **How**: Be able to create an e-Portfolio in One Note
 - **How** : Get practical ideas to use the e-Portfolio to teach the new Junior Cycle MFL Specification
 - **Collaborate**: Share good practice/ideas/digital tools

WHAT...

is an e-Portfolio?

WHAT IS AN E-PORTFOLIO? WHAT'S IT FOR?

The e-Portfolio is a digital portfolio of student's learning

- An e-Portfolio can be used for

- ❖ Content/ Storage

- ❖ Creation

- ❖ Collaboration

- ❖ Assessment

- ❖ Showcasing work



WHAT IS AN E-PORTFOLIO? WHAT'S IT FOR?

E-PORTFOLIO DEVELOPS SKILLS SUCH AS
DIGITAL LITERACY & INFORMATION LITERACY

21st Century Skills Tools for Working

Digital Literacy

- To access and evaluate ICT
- To use and manage information online
- To create media products
- To apply technology effectively

Information Literacy

- To access and evaluate information
- To use and manage information
- To be able to search, collect, organise and process information
- To be able to use technology as a tool to research, organise and collect information

*digital
technologies*

E-PORTFOLIO IS MORE THAN A STORAGE FACILITY FOR FILES

- Create and store content on your cloud drive
- Link with websites for research
- Link to other applications
- E-Portfolio serves as a **hub** for all the digital technologies used in the e-Portfolio
 - your ePortfolio Drive;
 - with other third party websites such as Scoilnet and Britannica
 - directly to other assessment applications such as **Kahoot**, **Mentimeter**, **Padlet**, and **Socrative**, etc.

A FEW CONSIDERATIONS...

- Digital technologies should enhance the lesson, **teaching and learning comes first and foremost**
- Must have **clear and agreed rules for technology use** in the school (AUP)
- **Allow students to engage in some discovery learning** – give them an application/software/website and let them figure it out...
- **Allow students to make choices about their work** – student voice



WHY...

should we use an e-Portfolio?

LANGUAGES CONNECT STRATEGY

Goal 1 : Improve language proficiency by creating a more engaging learning environment

ACTION

TIMESCALE

LEAD

SUPPORTS FOR TEACHING AND LEARNING

1.C.1

In order to enhance quality and ensure consistency in teaching, develop an online pedagogical manual and tutorials, with exemplars of good practice for the teaching of all languages including the use of digital tools which allow teachers and their students to engage with authentic language

Ongoing

DES, NCCA,
PPLI

1.C.11

Encourage and support the use of innovative teaching methods and ICT supports for learning languages. ICT and media can be particularly useful for allowing students to engage with native speakers when they are not in the position to undertake mobility programmes abroad.

Ongoing

T&L Forum,
PPLI

THE DIGITAL LEARNING FRAMEWORK

- A number of pilot schools are involved in the DLF this year and the framework will be rolled out to all schools in September 2018
- There are two areas in the framework with four domains in each:

Teaching & Learning		Management & Leadership	
Domain 1	<i>Learner outcomes</i>	Domain 1	<i>Leading Learning & Teaching</i>
Domain 2	<i>Learner experiences</i>	Domain 2	<i>Managing the organisation</i>
Domain 3	<i>Teachers' individual practice</i>	Domain 3	<i>Leading school development</i>
Domain 4	<i>Teachers' collaborative practice</i>	Domain 4	<i>Developing Leadership Capacity</i>

DIGITAL LEARNING FRAMEWORK

Post-Primary: Teaching & Learning D1+D2 Learner Outcomes/Experiences

Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	Students attain the stated learning outcomes for each subject, course and programme
Students engage purposefully in meaningful learning activities	Students grow as learners through respectful interactions and experiences that are challenging and supportive	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Students experience opportunities to develop the skills and attitudes necessary for lifelong learning

DIGITAL LEARNING FRAMEWORK

Teaching & Learning D3+D4 *Teachers' individual /collaborative practice*

The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	The teacher selects and uses planning, preparation and assessment practices that progress students' learning	The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs	The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary
Teachers value and engage in professional development and professional collaboration	Teachers work together to devise learning opportunities for students across and beyond the curriculum	Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers contribute to building whole-staff capacity by sharing their expertise

E-PORTFOLIO AND THE DIGITAL LEARNING FRAMEWORK

Domains 1+2: Learner Outcomes & Experiences

- We use digital technologies to/for

Active engagement of students	Attain learning outcomes in Specification	Demonstrate knowledge & skills required in Specification	Personal feedback and differentiated support	Create self-directed learners
Access information About student progress	Source and exchange information	Develop understanding of knowledge	Respectful, positive student interactions	Collect evidence, record and reflect on progress

E-PORTFOLIO AND THE DIGITAL LEARNING FRAMEWORK

Domains 3+4: Teachers' individual/ collective practice

Design own learning & assessment activities	Create relevant and meaningful activities	Support students' learning	Personalised, differentiated learning	Manage, monitor, record student progress
Support assessment of learning and AFL	Create purposeful, appropriate activities	Develop numeracy & literacy skills	Facilitate active use by students	Select & align DTs with effective teaching strategies
Evaluate, demonstrate, reflect with peers	Professional online communities (Teacher CPD)	Design & develop authentic formative and summative assessment		Determine effective use of DTs for Teaching, Learning and assessment

NEW JUNIOR CYCLE MFL SPECIFICATION

In learning foreign languages, students are actively engaged in activities and tasks which integrate the five language skills of listening, reading, spoken production, spoken interaction and writing. As a result, they communicate with increasing independence, confidence and creativity. As learning is a social activity as well as a personal one and as communication is central to language, learning languages offers students ample opportunities to work with others to develop their language skills and achieve appropriate goals.

A fundamental feature of languages is that they give students access to new worlds and different ways of thinking. The resulting development of socio-cultural knowledge and intercultural awareness also enhances students' cognitive development. By reflecting on other cultures and making comparisons they develop a deeper understanding of their own while appreciating diversity.

Language learning also broadens students' horizons and enables them to develop a lifelong learning skill for education, leisure and work, and to develop a positive attitude towards other languages and cultures. Modern technologies play a key role in making language learning and language use increasingly more accessible and enjoyable for learners, by facilitating access to information and communication with people at a global level.

NEW JUNIOR CYCLE MFL SPECIFICATION

Based on learning outcomes not content/knowledge

- Greater connection with learning/quality of learning/developing skills
- Building on learning, supporting progress in learning
- Task-based learning (learning a by-product of doing)
- Portfolio element of assessment for MFL
- Student choice/ self-directed learning
- Actively engaged in activities and tasks
- Enjoyment of learning languages

NEW JUNIOR CYCLE MFL SPECIFICATION AIMS

- Communicate effectively and confidently in the Target Language using a range of media
- Reflective and autonomous in language learning
- Actively involved in monitoring and assessing progress
- Appreciate own culture/ other cultures
- Develop skills to apply to other subjects / future life (transversal skills/ critical skills)

Critical skills refers to particular capabilities needed within an occupation, for example, general management **skills**, communication and customer handling **skills**, teamwork **skills**, and communication technology **skills**.

Transversal skills are those typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge but as **skills** that can be used in a wide variety of situations and work settings

NEW JUNIOR CYCLE MFL SPECIFICATION

Learning outcomes

Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Learning intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

Success criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

JUNIOR CYCLE KEY SKILLS

**Being
Creative**

**Being
Numerate**

**Being
Literate**

Communicating

**Managing
Myself**

**Working
with Others**

**Staying
Well**

**Managing
Information &
Thinking**

ASSESSMENT IN THE E-PORTFOLIO

Defining Assessment

Assessment is the process of **generating, gathering, recording, interpreting, using and reporting** evidence of learning in **individuals, groups or systems**. Educational assessment provides information about **progress in learning**, and achievement in developing skills, knowledge, behaviours and attitudes.

(NCCA, 2015)

Assessment Process

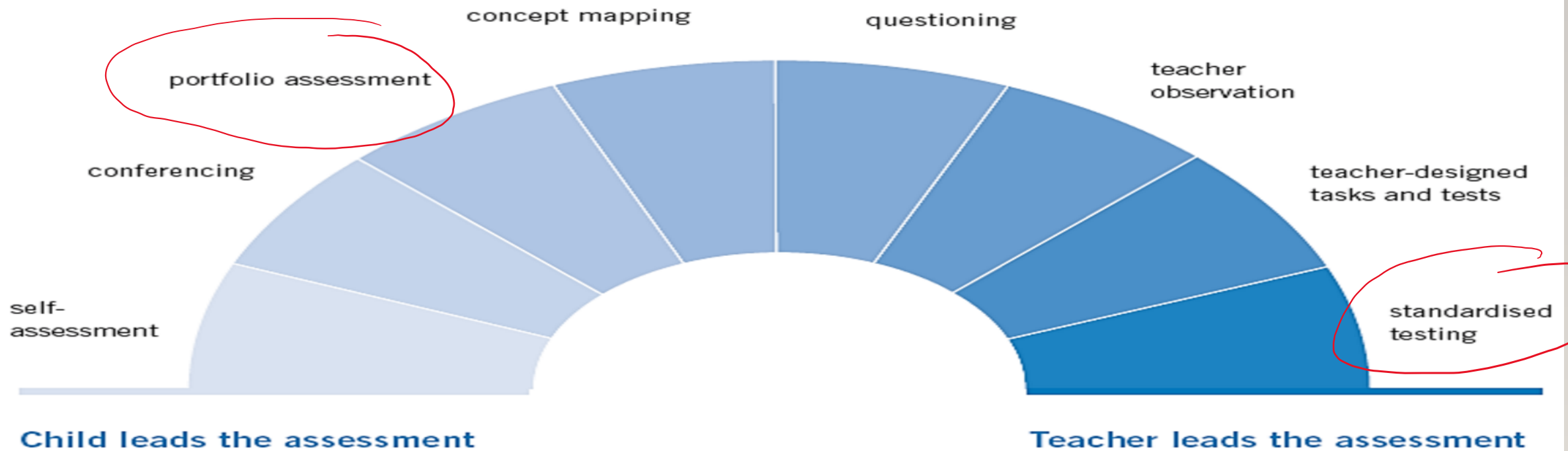
Formative Assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
An integral part of the learning process	Happens after learning takes place
Information is shared with the learner	Information is gathered by the teacher
Information is available on quality of learning	Information is usually transferred into marks
Is linked to learning intentions and success criteria	Comparison with performance of others and linked to success criteria
Looks forward to next stage of learning	Looks back on past learning

SSE Guidelines

- Involve students in the assessment of their work ✖
- Monitor and correct students work.
- Provide constructive feedback to students ✖
- Use assessment information to inform planning. (DES 2012. p.45)

ASSESSMENT IN THE E-PORTFOLIO

Understanding Assessment



WHY?

are we using the e-Portfolio in the MFL classroom...

ASSESSMENT GUIDELINES /PORTFOLIO CBA 2

- The student language portfolio will include a **broad range of items, such as written texts, projects, audio-visual materials, learning logs, student reflections and learning goals.** It is recognised that in this context the student's created texts may be **presented in different formats—handwritten, digital, multi-modal, and so on.** Students learn a lot from the process of language acquisition when they are taught how to use a portfolio to document and reflect on their learning. They need to develop confidence in interaction and an awareness of the process of language acquisition.

Junior Cycle Modern Foreign Languages: Curriculum Specification (2016)

- **Learning Logs** are a personalized **learning** resource for children. In the **learning logs**, the children **record** their responses to **learning** challenges set by their teachers. Each **log** is a unique **record** of the child's thinking and **learning**. Curriculum Specification (2016)

LEARNING OUTCOMES ASSESSED THROUGH THE STUDENT LANGUAGE PORTFOLIO

The main learning outcomes to be assessed through the **Student Language Portfolio** are below, illustrating the interdependence and integration of the strands. The learning outcomes assessed, may, to an extent, depend on the texts chosen by the student to submit for assessment.

Communicative competence - 1.9, 1.10, 1.11, 1.17, 1.19, 1.20, 1.22		
1.9 pronounce words accurately enough to be understood, with appropriate intonation	1.17 write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy	1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts
1.10 convey simple descriptions, presentations or announcements on familiar topics		
1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language	1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities	1.22 produce and edit texts and interact with others in writing using appropriate digital technologies

LEARNING OUTCOMES ASSESSED THROUGH THE STUDENT LANGUAGE PORTFOLIO

		celebrities	
Language awareness – 2.1, 2.2, 2.7			
2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions		2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama	2.7 monitor and assess their own learning using feedback they receive to reflect on what they need to improve and to set goals for improvement
Socio-cultural knowledge and intercultural awareness – 3.1, 3.2, 3.4, 3.7, 3.8			
3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food	3.2 discover and use facts and figures related to the target language country/countries such as statistical data, festivals, inventions, famous people	3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviour, social conventions	3.7 analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life and present them using a range of media
			3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media

STUDENT ENGAGEMENT & THE STUDENT LANGUAGE PORTFOLIO

The Student Language Portfolio promotes student engagement when students

- develop texts through engagement with a wide variety of stimulus materials
- have opportunities to collaborate
- reflect on their language learning

Whilst students begin compiling a portfolio of their language learning from first year onwards, only texts (oral, written, digital) which are created in second and third year of their junior cycle can be submitted for the purposes of assessment and reporting in the JCPA.

THE STUDENT LANGUAGE PORTFOLIO

WHAT WILL IT LOOK LIKE...

The focus of activity will be on the creation of a range of texts which might include items such as: short pieces of descriptive writing (handwritten or digital) relating to the student's own world or to the countries/culture of the target language; project work on aspects of the target language countries/culture; cartoons with text; audio or video clips; blogs or emails; simple narrative or diary excerpts; expressive pieces (such as a poem). Note that the list of items suggested here is not intended to be exhaustive, but to suggest that the student's portfolio should be a varied one.

CBA 2: LANGUAGE PORTFOLIO

Dec
3rd year

Students, in consultation with their teachers, select

three pieces to submit for the Student Language Portfolio Classroom-Based Assessment.

one of which will be in oral format.

at least one text demonstrates awareness of aspects of the target language country/countries and/or culture⁵.

A Student Reflection Note must be included with each of the three texts.

brief aim or intention for the piece of work and spaces to include reflection on what has been learnt and what the student might do differently on another occasion.

choose those texts that you think represent your best work.

CBA 2: LANGUAGE PORTFOLIO

While the Classroom-Based Assessment is summative, it has a formative value and should be used as a tool to provide feedback to teachers, students and parents on student progress and learning. Where appropriate, the teacher gives feedback to students in the target language and/or the language of schooling. At an appropriate moment in their language learning, students should be familiarised with the Features of Quality used to judge the quality of their work in this area.

HOW?

are we using the e-Portfolio in the MFL classroom...

HOW ARE WE USING AN E-PORTFOLIO IN MFL?

- ❑ Storing and showcasing students' work
- ❑ Exploring a range of digital tools/ technologies
- ❑ Assessing students individually
- ❑ Giving feedback to students
- ❑ Creating original work (students)
- ❑ Collaborating (pair work)
- Uploading photos/ presentations
- Used Adobe Spark, VOKIs, Storyboard That, Power Point, Photos, Videos, Audio
- Assessing students' work in the e-Portfolio
- Comment only feedback/ stickers/ audio feedback to student individually



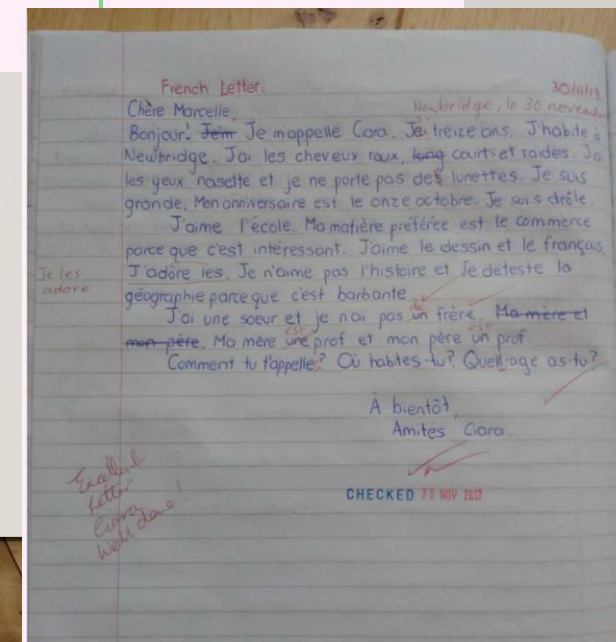
Christmas portfolio work



https://holyfamily1-my.sharepoint.com/personal/17clong066_holyfamily_ie/_layouts/15/guestaccess.aspx?docid=138d91d428bd44f6ca0657f7ae6aede0a&authkey=AZXWnt8b7f2Rop_m4ueq7o&e=Oxzkgc



STUDENT PORTFOLIO FOR MFL



VOICE RECORDING TO REINFORCE ORAL PRODUCTION SKILLS & PRONUNCIATION

RECORDING

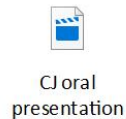
https://holyfamily1-my.sharepoint.com/personal/17mlynch069_holyfamily_ie/layouts/15/guestaccess.aspx?docid=1c8c1341846d34c11addb77fc0261dcd5&authkey=ASolpPYLZvGDtONdSDFZj-U&e=ZkfhTM



- Students recorded themselves answering questions in French
- Students prepared answers to the questions in their textbooks
- Students recorded themselves in the classroom with a school IPAD
- Students can upload the audio file or copy and paste a link to a file saved on their One Drive

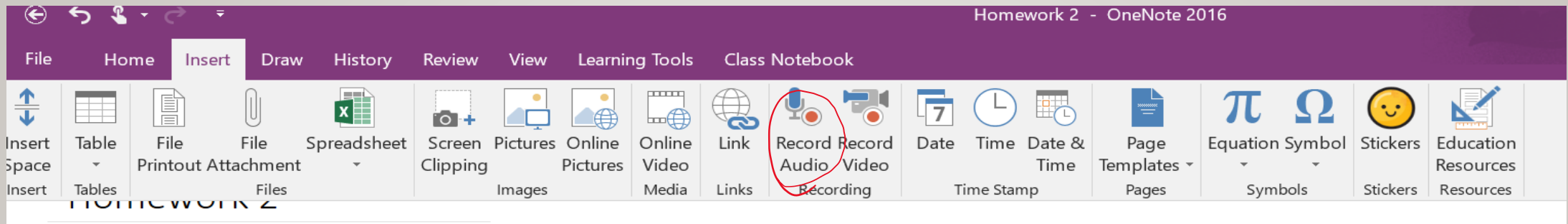


ORAL PRESENTATION IN FRENCH TOUT SUR MOI



Students prepared a script for their Oral Communication Task
Students filmed themselves speaking French at home and uploaded the video file to the e-Portfolio

Descriptors were awarded as part of the Christmas exam (mini CBA)

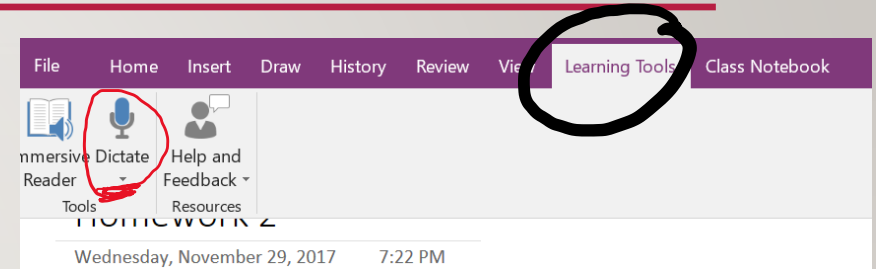


Homework 2

Wednesday, November 29, 2017 7:22 PM

Je suis petite. J'ai les cheveux noirs , mi-longs et raides. J'ai les yeux marron. Je porte des lunettes.

These are great sentences Cassandra - really nice work and very good attention to detail. Well done!

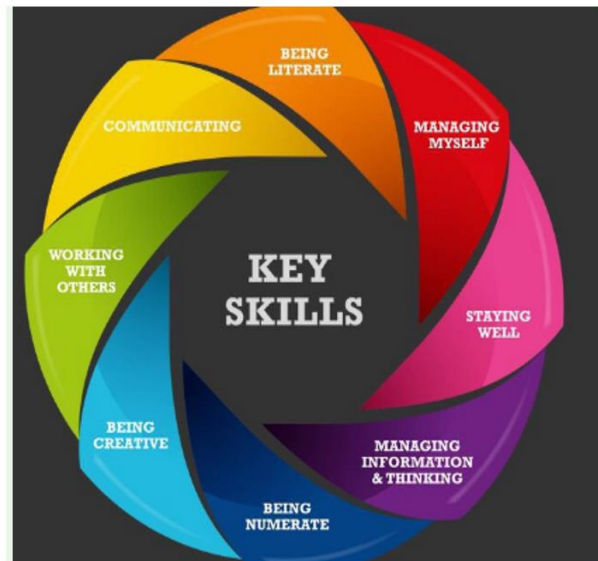


GIVE FEEDBACK
TO STUDENTS
USING LEARNING
TOOLS DICTATE
FUNCTION OR
INSERTING AUDIO

STUDENT REFLECTION ON JUNIOR CYCLE KEY SKILLS USED IN MFL SO FAR...

Junior Cycle Key Skills

05 February 2018 13:01



Reflection

1. Which key skills have you so used so far in French class? Tick ...
2. How did you use them? Give an example for each skill...

✓ Being Literate

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts.

✓ Managing Myself

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

✓ Staying Well

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

✓ Managing Information and Thinking

- Being curious

- Writing answers to questions.
- I used my portfolio to help me with presenting my work.
- ...
- Coming up with ideas for our greetings poster.
- Learning how translate math sums for example sept + six = treize
- Used different sites to make videos and posters for example Adobe Spark.
- Working together for a project with my friend.
- Oral presentations

CC

- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

✓ Being Numerate

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

✓ Being Creative

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action

FOLLOW ON WORK ON FRENCH FILM INCLUDING STUDENT REFLECTION

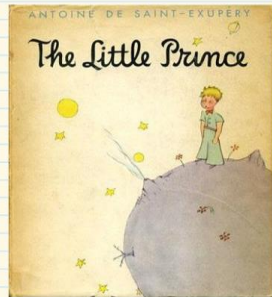
Le Petit Prince

09 February 2018 10:19

un film de Mark Osborne



D'après le chef d'oeuvre d'Antoine de
Saint-Exupéry



Le Petit Prince

Titre du film:

Réalisateur:

Année:

Genre:

Classement:



Résumé:

Il s'agit d'une petite fille, xxxx et sa maman. Elles achètent une nouvelle maison pour être plus près de l'Académie Werth où la fille va aller à l'école. Sa maman travaille tout le temps et elle est stricte pour les études. Leur voisin, l'Aviateur, est un peu excentrique. Avec lui, elle découvre un monde extraordinaire où tout est possible. Un monde dans lequel

Le vocabulaire clé:

L'aviateur

L'enfance

Le monde des adultes

L'imagination

Les études

L'aventure

Travailler

Le dessin animé

Le renard

L'amitié

La jeunesse

1. What did you think of the film? Did you like it? Did you dislike it? Why?
2. What is the main theme of the film, in your opinion?
3. Did you like the characters? Which ones? Why?
4. Did you dislike any characters? Which ones? Why?
5. What did you like about the film?
6. What did you dislike about the film?
7. Would you recommend this film? To whom?

1. I really liked the film because it was really interesting and sad at times but I do have questions about the movie like what was the name of the little girl.
2. The main theme is about not judging people before you get to properly know them.
3. I liked the little prince because I thought it was funny when he turned out to be a clumsy cleaner.
4. I didn't dislike any character.
5. I liked the part where the Aviator shows the girl how to have some fun and life isn't all about getting into the best school and that it was ok to be a little free sometimes.
6. I didn't exactly dislike anything about the film.
7. I would recommend this film to people who like cartoon and subtitled films.

La Maison: Mind Mapping

26 February 2018 11:42

Task:

In pairs, create a mind map of key vocabulary for the following topics:

- Stating where you live
- Saying the type of house you live in
- Describing your house

<https://coggle.it/>

You should use Coggle.it to make this mind map as you will be able to download it

You need to have a Google account to use this software

If you don't have an account you can create a new Gmail account (there is a link on the Coggle website)

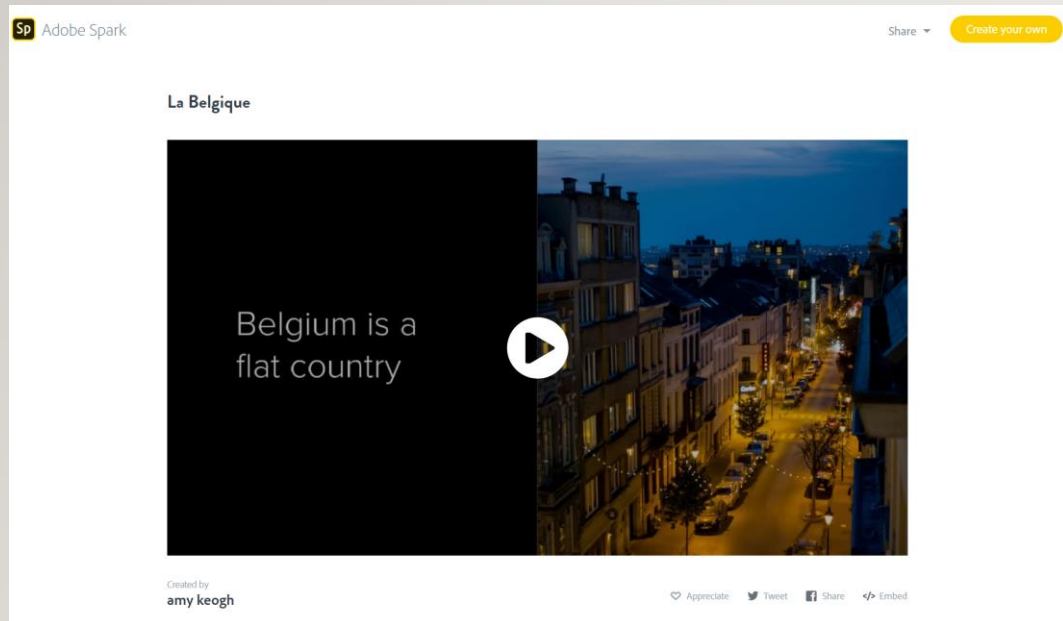
*** Don't forget to note down your email address and password!**

MIND MAPPING FOR VOCABULARY REINFORCEMENT USING [WWW.COGGLE.IT](https://coggle.it/)



SOCIO CULTURAL KNOWLEDGE AND INTER-CULTURAL AWARENESS: UN PAYS FRANCOPHONE

- <https://spark.adobe.com/video/vJdbVB2wjpqhw>



- Students made a note of 10 facts in their copy about Belgium (pays francophone featured in their book)
- They used these facts to create an adobe spark presentation
- Students could select which facts to use as well as the format of the presentation
- They also selected photos and fonts
- Students had to negotiate Adobe Spark by themselves (discovery learning)

DIGITAL STORYTELLING IN THE MFL CLASSROOM

The power of Digital Storytelling

- Digital storytelling supports student understanding of subject area knowledge in overall academic performance, as well as writing, technical, presentation and research skills
- Students' higher order thinking, social language, reflection and artistic skills are positively affected when their teachers use digital storytelling in the classroom

Yuksel, Robin & McNeill (2010)

Digital storytelling enables pupils to create multimedia resources using images, voice, text and music which can be shared with peers and the wider community

Digital Storytelling



Using digital storytelling to support literacy/numeracy development

DIGITAL STORYTELLING TASK USING WWW.STORYBOARDTHAT.

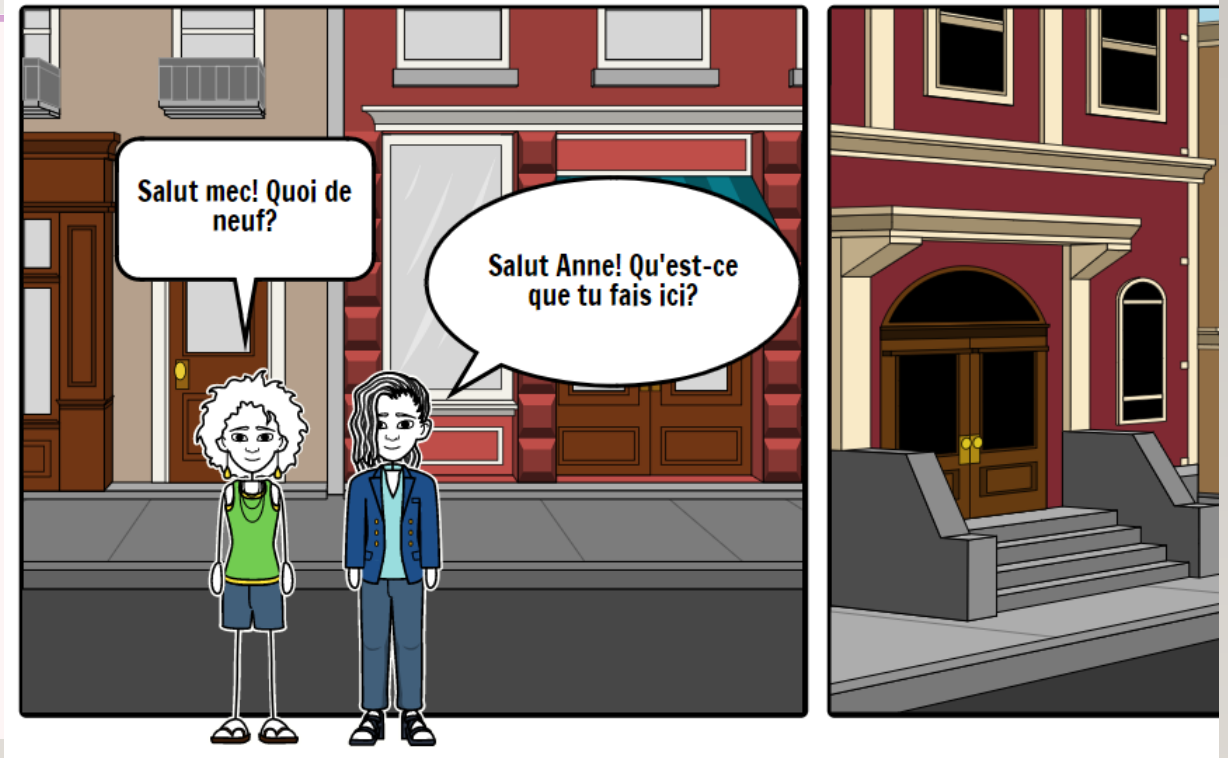
Storyboarding

26 February 2018 11:53

In pairs or individually create a storyboard using the vocabulary and structures you have learned in French so far. We will present them to the class afterwards - We can read them out as a roleplay to work on our pronunciation....

<http://www.storyboardthat.com/>

**You will plan with a classmate or on your own
Choose a background and characters
Then add text in speech bubbles to create your storyboard!
Amusez-vous bien!**



SOME BENEFITS FOR FIRST YEARS

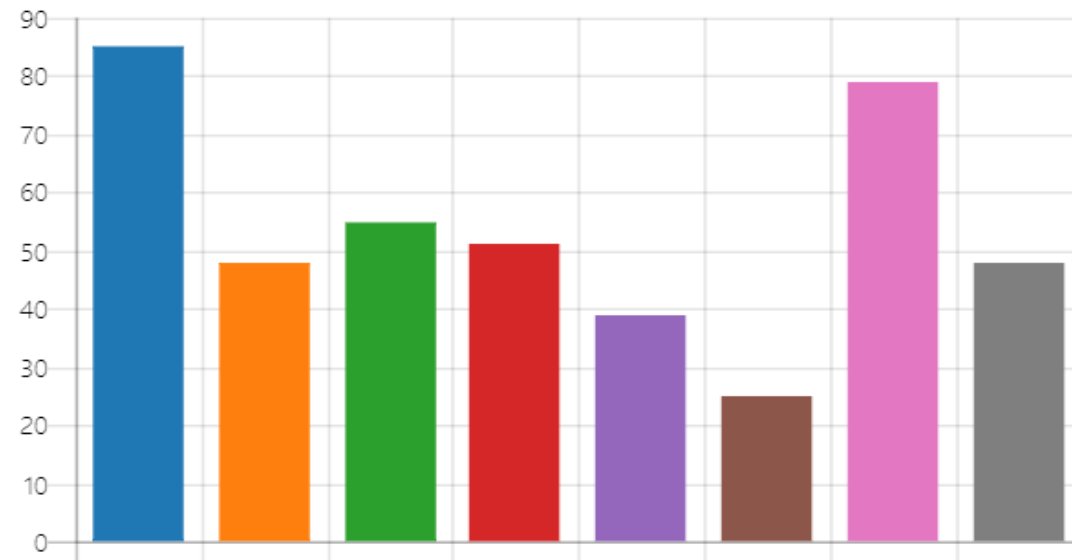
- **More confident with digital technologies**
- **More independent in learning (not as needy)**
- **Sense of achievement (pride in work)**
- **Encouraged to show each other how to do something (builds confidence/interpersonal skills)**
- **Let's find out what the students think ...**

FIRST YEAR SURVEY E-PORTFOLIO IN MFL

1. What have you done in the e-Portfolio so far?

[More Details](#)

Uploaded photos of my work	85
Reflected on my learning	48
Typed something in French	55
Made a Power Point presentat...	51
Used a new digital tool	39
Worked with other students o...	25
Uploaded a video I made	79
Uploaded an audio recording ...	48

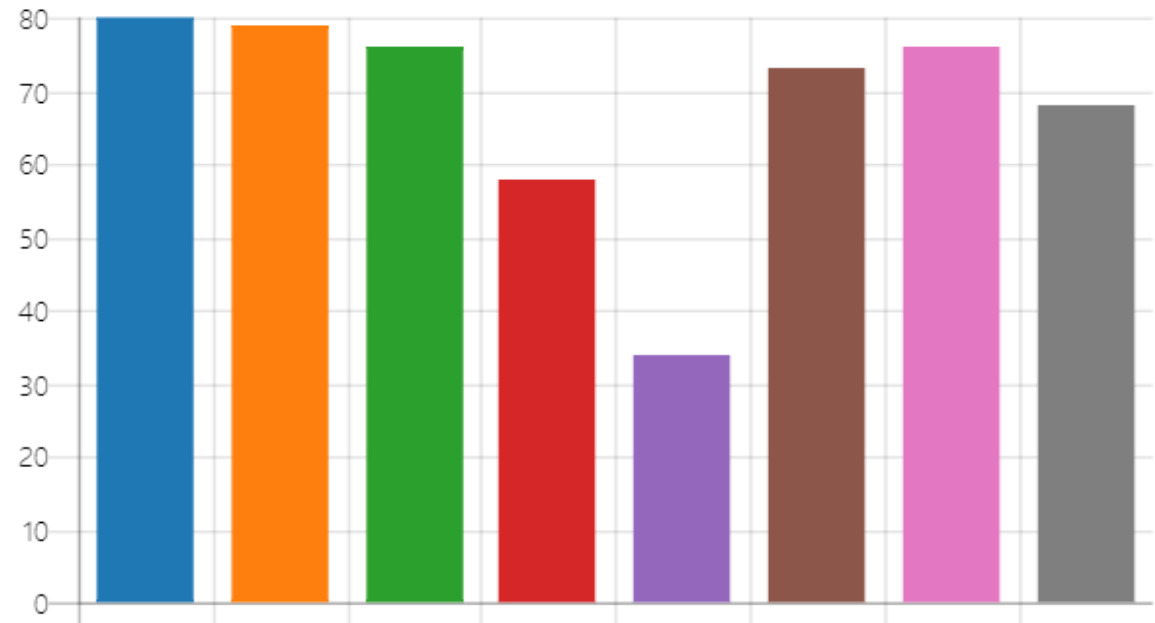


FIRST YEAR SURVEY E-PORTFOLIO IN MFL

2. So far, which of the following digital skills did you use for e-Portfolio?

[More Details](#)

● Typing skills	80
● Saving/ uploading documents...	79
● General use of MS 365 - One ...	76
● Using Power Point	58
● Using a new digital tool (i.e. A...	34
● Creating a link to a document ...	73
● Video recording/Audio record...	76
● Using One Note in MS 365	68



BENEFITS OF E-PORTFOLIO

notes are never lost

we get to work together in the computer rooms and all the work that we do isn't in books, some of it is digital too

not having to keep everything in copys and folders and easier to manage and our bags will be a little bit lighter

You become more aware of how to use computers and e-portfolio in general. It becomes easier and a natural habit to log in and it becomes more fun after a while.

so you can communicate with your teachers and instead of using books you can just do the exercises on e-portfolio

We got to learn about computers

the benefits of using e portfolio are that we are learning new computer skills that we will most likely need to know for jobs in the future.

The benefits are that it makes learning a language more interesting and fun.

Using new aspects of the internet. Being able to work on projects with other people and don't have to be together.

Typing skills.Computer Use.

it's easier to type things instead of writing and helps you make slideshow presentations for the language I do (French) and also for my other subjects.

Some of the benefits I find are it makes school work more fun but while it's fun you're also learning how to use a computer or a laptop etc , which you may use either of these in a future career.

I can show my teacher my speaking skills without the pressure of only doing one take because I can't take as many as I want and then send it to her.

Knowing where everything is.

all the work I do stays on and I can't leave anything I do on it at home

BENEFITS OF E-PORTFOLIO

you don't have to write everything into a copy

There are some benefits which include 1. Not always having to write out essays etc.. 2. Make videos instead of standing in front of someone doing an oral (as that can be scary and you could be nervous) they can just look at the video you made.

you can save all your information so if something gets lost you can find it. It also teaches you how to use certain websites like Power Point and One Note.

It lets you do things you can't do with pen and paper such as videos and audio recordings.

You can make power points, something you can't do without technology

1. not always having to write out essays 2. don't have to stand in front of someone and do an oral you can just send them a video

there are many benefits to it such as you can review work and your teacher can also see your work without having to take up my copy but i like how you can make many things like powerpoints.etc. i have not worked in partners yet for anything but im sure i will soon.

You are able to put up videos because you cant put a video in your copy.

i think it is easier to have all my work typed up and all on one device and in one place instead of having lots of pages with work on it and trying to keep track of all of the pages

You have more time to do it and instead of writing, you type

it is easier to type up my work instead of writing out pages of work, it also makes it easier to keep track of my work too

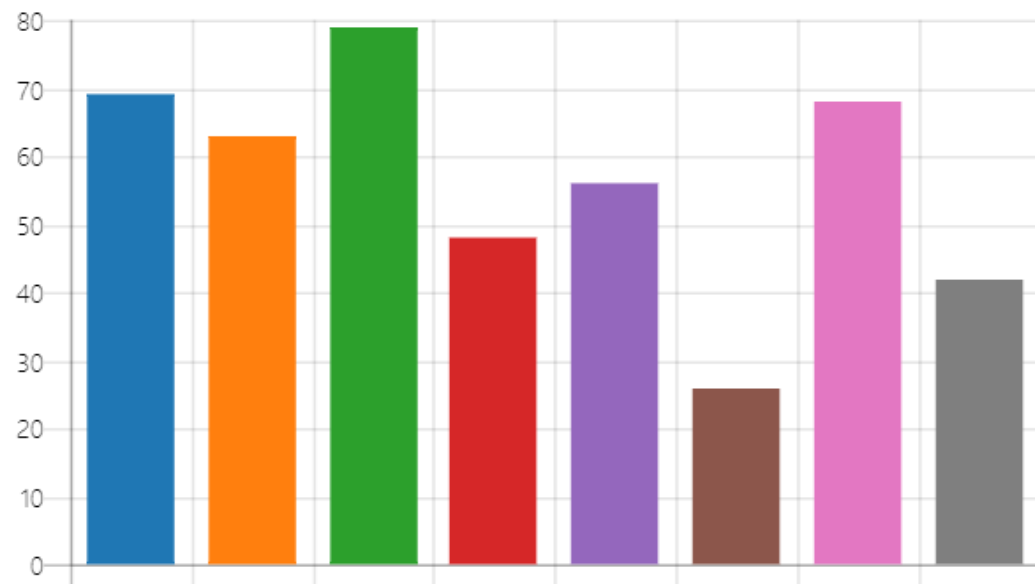
Using Power Point I love it I have been using it since second class.

you get to work on projects with other people without the hassle of meeting up to do it.

FIRST YEAR SURVEY E-PORTFOLIO IN MFL

5. So far, which of the Junior Cycle skills did you use for e-Portfolio?

[More Details](#)



FIRST YEAR SURVEY E-PORTFOLIO IN MFL

6. Do you like using the e-Portfolio in Modern Foreign Language Classes?

[More Details](#)

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Responses

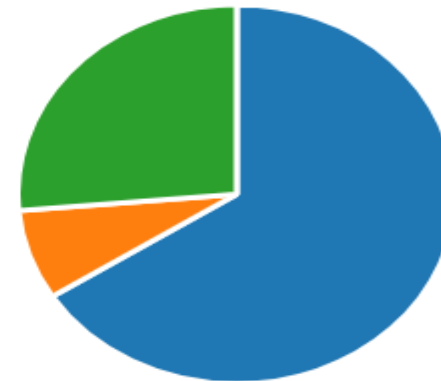


3.74 Average Rating

7. Does the e-Portfolio make learning a language more fun/interesting?

[More Details](#)

● Yes	60
● No	7
● Maybe	24



LEARNING INTENTIONS

Learning intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

-
- **What**: Understand what an e-Portfolio is ...
 - **Why**: See the potential of e-Portfolio for the Digital Learning Framework, Languages Connect Implementation Plan and New Junior Cycle MFL Specification
 - **Why**: See the benefits of an e-Portfolio for teachers/students
 - **How**: Be able to create an e-Portfolio in One Note
 - **How** : Get practical ideas to use the e-Portfolio to teach the new Junior Cycle MFL Specification
 - **Collaborate**: Share good practice/ideas/digital tools

**THANK YOU FOR YOUR ATTENTION
PLEASE SHARE YOUR IDEAS/THOUGHTS ...**

