



Professional Development | An tSeirbhís um Fhorbairt  
Service for Teachers | Ghairmiúil do Mhúinteoirí



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## National Workshop 5



LEAVING CERTIFICATE  
COMPUTER SCIENCE

## Schedule – Day 1 for Cohort 1

10.00am – 11.30am	<b>Digital Portfolios &amp; the Coursework Video</b>
11.30am – 1.00pm	<b>Evaluation &amp; Testing</b>
	<b>Lunch</b>
2.00pm – 4.30pm	<b>Algorithms</b>

## Schedule – Day 2 for Cohort 2

09.30am – 11.00am	<b>Digital Portfolios &amp; the Coursework video</b>
	Tea & Coffee
11.00am – 12.30pm	<b>Evaluation &amp; Testing</b>
	Lunch
1.30pm – 4.00pm	<b>Algorithms</b>



## Session 1/3

# ALT Digital Portfolio & the Coursework Video

## By the end of this session :

### Participants will be enabled to:

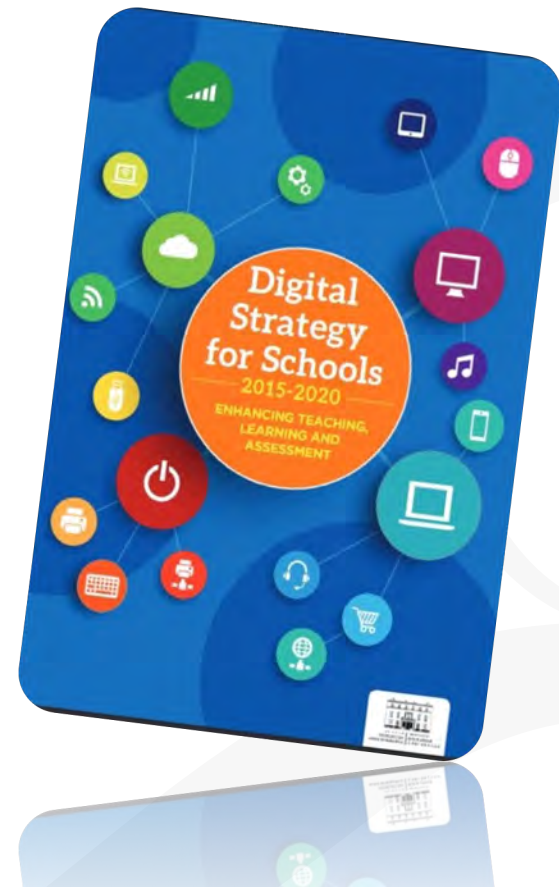
- Develop an understanding of Digital Portfolios.
- Recognise how the use of Digital Portfolios is supported by educational policy.
- Make the link with Digital Portfolios and the LCCS subject including a ‘show and tell’ from teachers.
- Develop a shared understanding of the video component for the LCCS Coursework Assessment.
- Use a cross-platform app for Video editing.

## Digital Portfolios for ALTs

# Digital Strategy for Schools

“A constructivist pedagogical orientation supports teachers in effectively using ICT with their students, i.e. learners are actively involved in a process of determining meaning and knowledge for themselves.”

*Digital Strategy for Schools 2015 - 2020*



# Digital Strategy for Schools Action Plan - Indicators of Success



“All students have a **digital portfolio** with self-generated content across the entire curriculum and a recognised capacity in discerning the ethical use of digital technologies.”

[www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-Action-Plan-2017.pdf](http://www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-Action-Plan-2017.pdf)



## Embedding Digital Portfolios in schools



# Leaving Certificate Computer Science

‘The four applied learning tasks explore the four following contexts: Interactive information systems, Analytics, Modelling and simulation, and Embedded systems’

‘The output from each task is a computational artefact and a concise individual report outlining its development’

‘Reports are collected in a **Digital Portfolio** along with the computational artefact’.



# Developing Key Skills in our Students



**Junior Cycle**



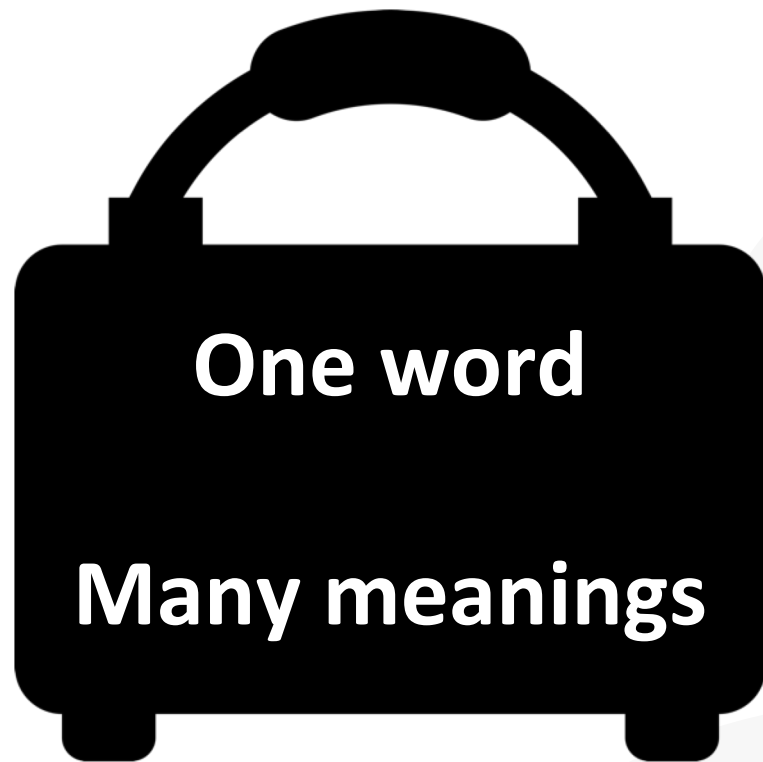
**Senior Cycle**

# What is a Portfolio?

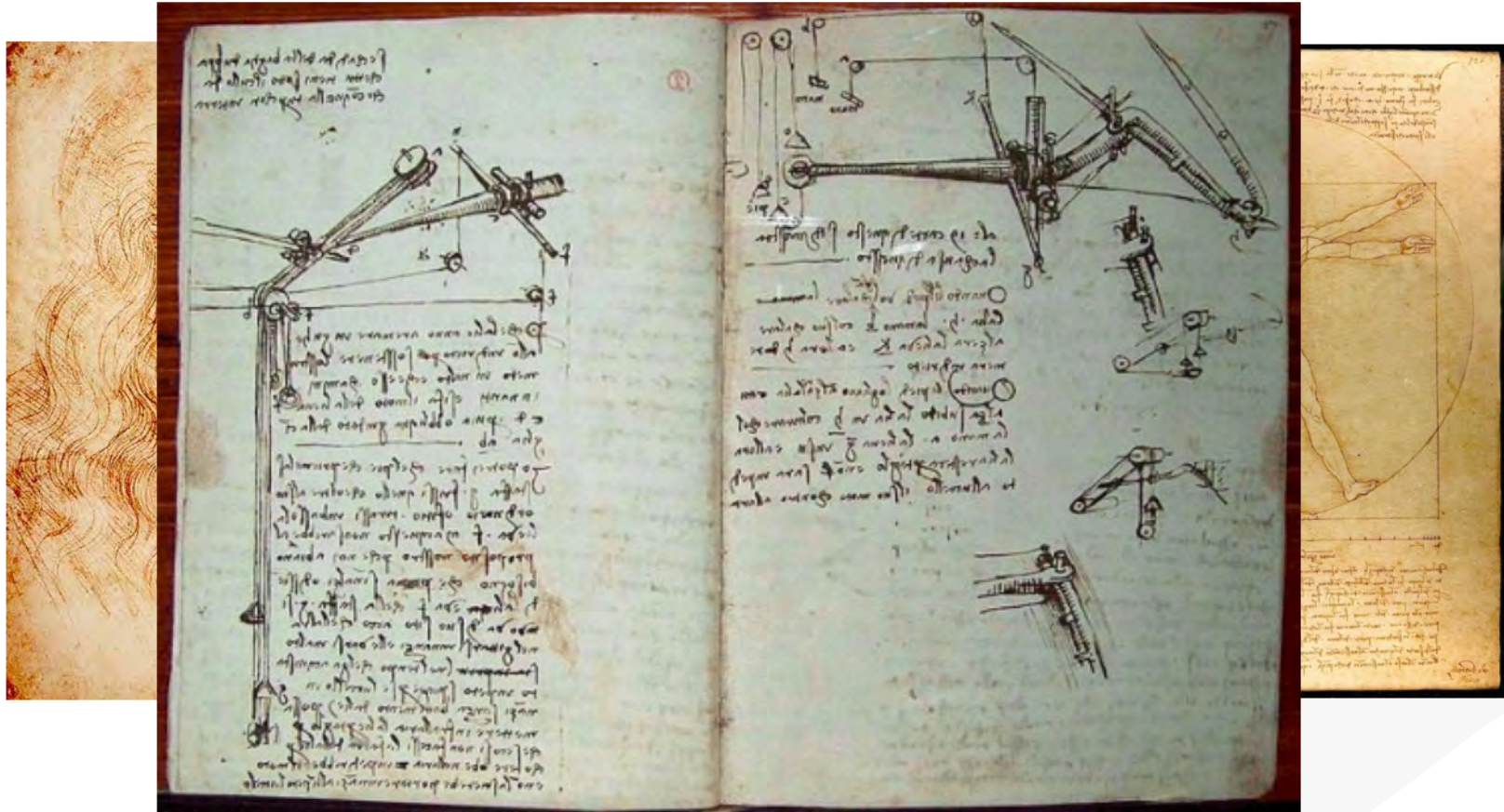
A portfolio - paper or electronic - is a **collection of evidence** that is gathered to show a person's **learning journey over time** and to demonstrate their abilities.

In that way, people compiling portfolios are active participants in their own learning.

(EUFolio, 2015, p9)



# Who was the first famous folio keeper?



# Defining Digital Portfolios

“Digital portfolios are student-owned dynamic digital workspaces whereby students can capture their learning, their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their learning and achievements.”

*NCCA, 2013*



# Benefits of Digital Portfolios

**Evidence of  
Learning**

**Skill  
Development**

**Reflection**

**Portability and  
Sharing**

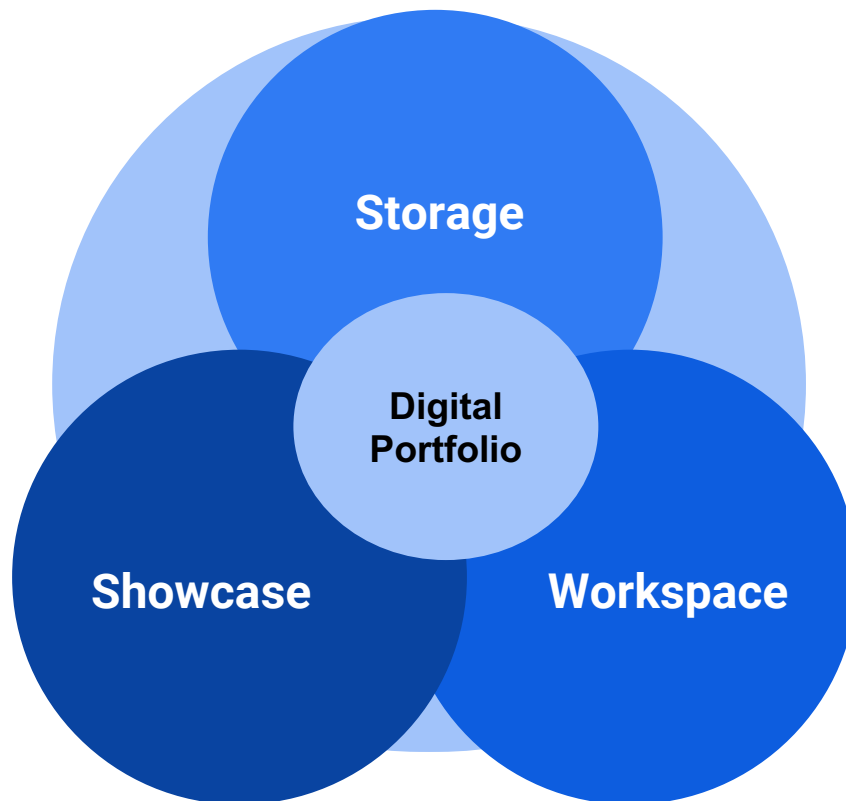
**Assessment**

**Artefacts**

**Maintenance**

**Feedback**

**Access**



Google Drive



Google Classroom

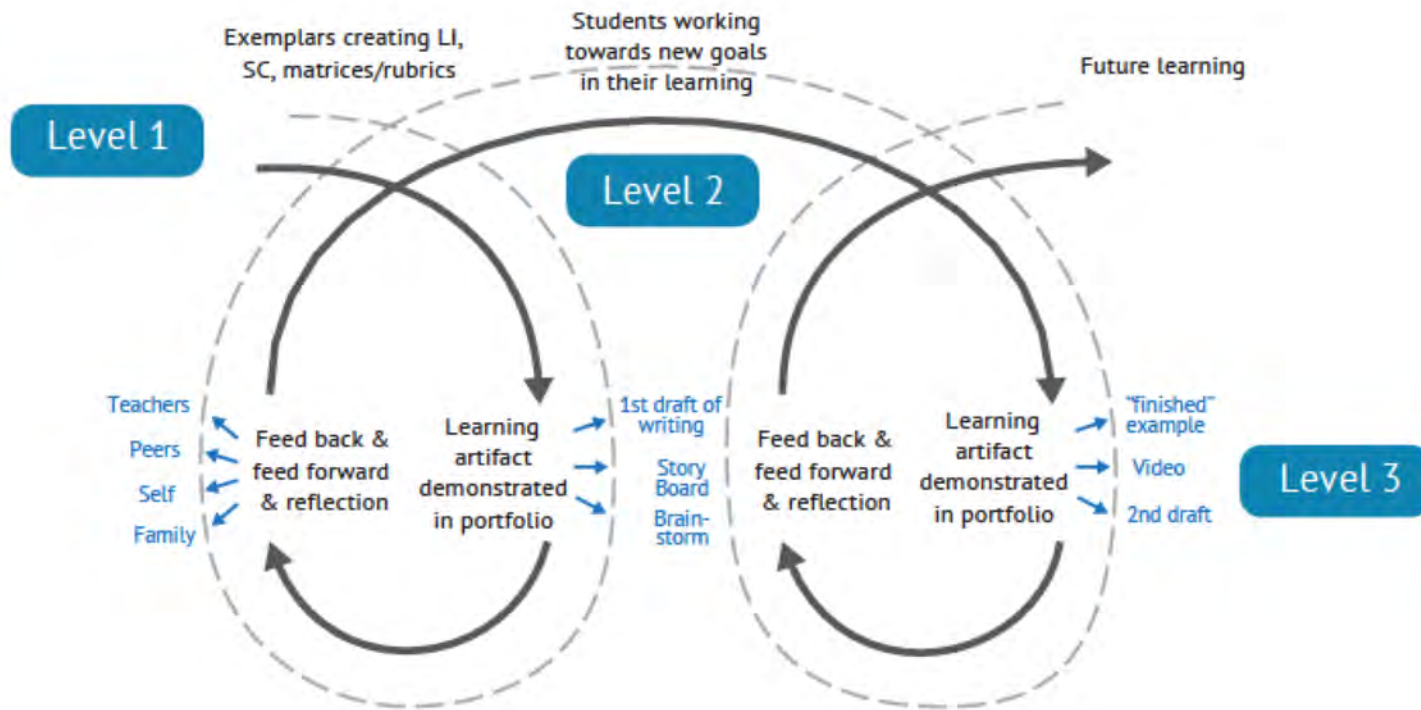


Google Sites

## Three Levels of Digital Portfolio



# Using Digital Portfolios to support Formative Assessment



EUfolio (2015)

Adapted from: *Assessment for Learning and ePortfolios* (2012)

# Key Message

“Reflections and relationships are at the heart and soul of Digital Portfolios.... not the technology.”

*Dr. Helen Barrett*



# Final Tips for LCCS Digital Portfolio

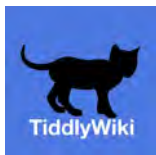
- Use the existing platform that is in your school already. You can combine it with other tools or platforms for code if needed.
- Keep it simple and start small first.
- Discuss with students what they are doing & WHY!
- Show a finished one to help students visualise it (current 6th years can be shown to 5th years).
- Make links with transition year if they have completed a portfolio already.
- Encourage regular updating and reflection on each section/task/ etc.
- Share students' digital portfolios so they can see each others work.
- Share with the wider school community and at open days etc to showcase LCCS at your school.

# Teachers' Show & Tell

LCCS Digital Portfolios



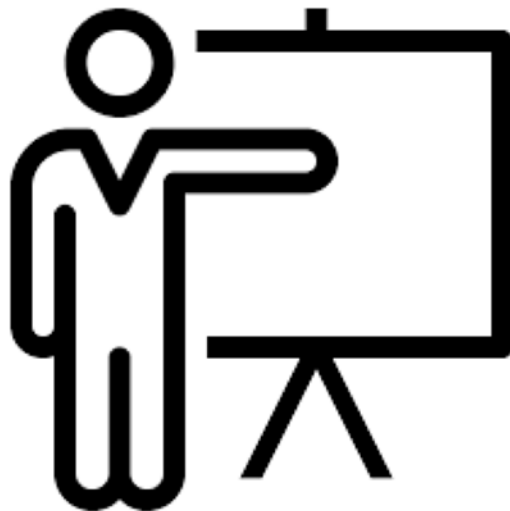
# Teachers' Show & Tell – LCCS Digital Portfolios



Google Classroom



OneNote

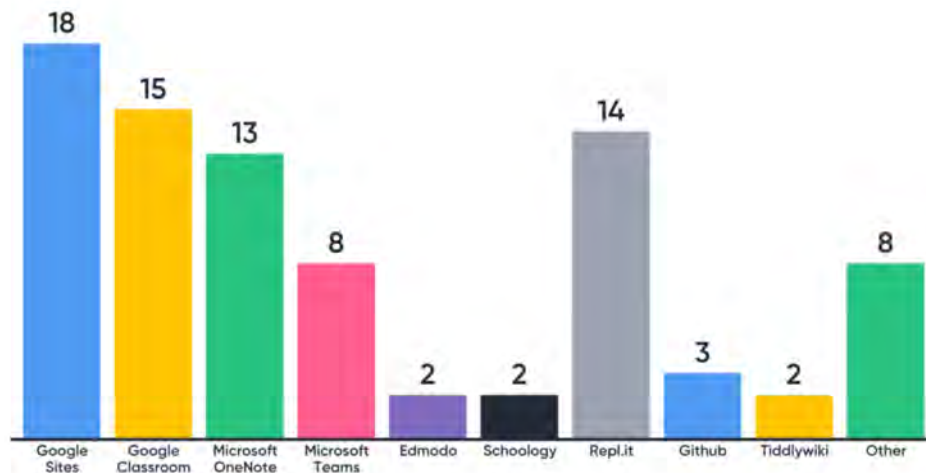


Google Sites



# Results from Menti Poll at NW4

**What platform do you intend using as a digital portfolio for the ALTs?**





# Resources – Digital Portfolios



# COMPSCI.IE

# Resources – Digital Portfolios

The screenshot shows the PDST Technology in Education website. The header includes the PDST logo, the tagline 'Promoting and supporting the integration of ICT in education', and a search bar. A navigation menu at the top lists: Home, Training, Technology, Planning, Good Practice, and Web Resources. The 'Training' tab is selected, leading to a page titled 'Introducing Digital Portfolios (Post Primary) (online)'. The page content includes a description of the course, its duration (1.5 hours), skill level (Basic), sector (Post-primary), target audience, and prerequisites. It also provides information on online course availability and technical requirements.

**PDST TECHNOLOGY IN EDUCATION**  
Promoting and supporting the integration of ICT in education

SITEMAP CONTACT US ABOUT US NEWS PUBLICATIONS

Home Training Technology Planning Good Practice Web Resources

Home > Training > Courses >

**Courses**

- Online Course Access
- Tutor Applications
- National Course Evaluation Forms
- Local Course Evaluation Forms

## Introducing Digital Portfolios (Post Primary) (online)

This course provides an introduction to how digital portfolios can be used in the classroom to enhance teaching, learning and assessment. It looks at the benefits, features and purpose of digital portfolio systems and shows examples of how teachers in Ireland are using them. It will introduce you to the digital portfolio process that underpins their use and show you how they can be used for formative and summative assessment.

<b>Duration</b>	1.5 hours
<b>Skill Level</b>	Basic
<b>Sector</b>	Post-primary
<b>Target Audience</b>	Post primary teachers who are considering or planning to use digital portfolios in their classroom.
<b>Prerequisites</b>	Basic ICT skills. Participants should have experience of carrying out basic ICT tasks (opening, editing, saving, closing files) and be proficient in using an internet browser.

### Online course availability, requirements and access

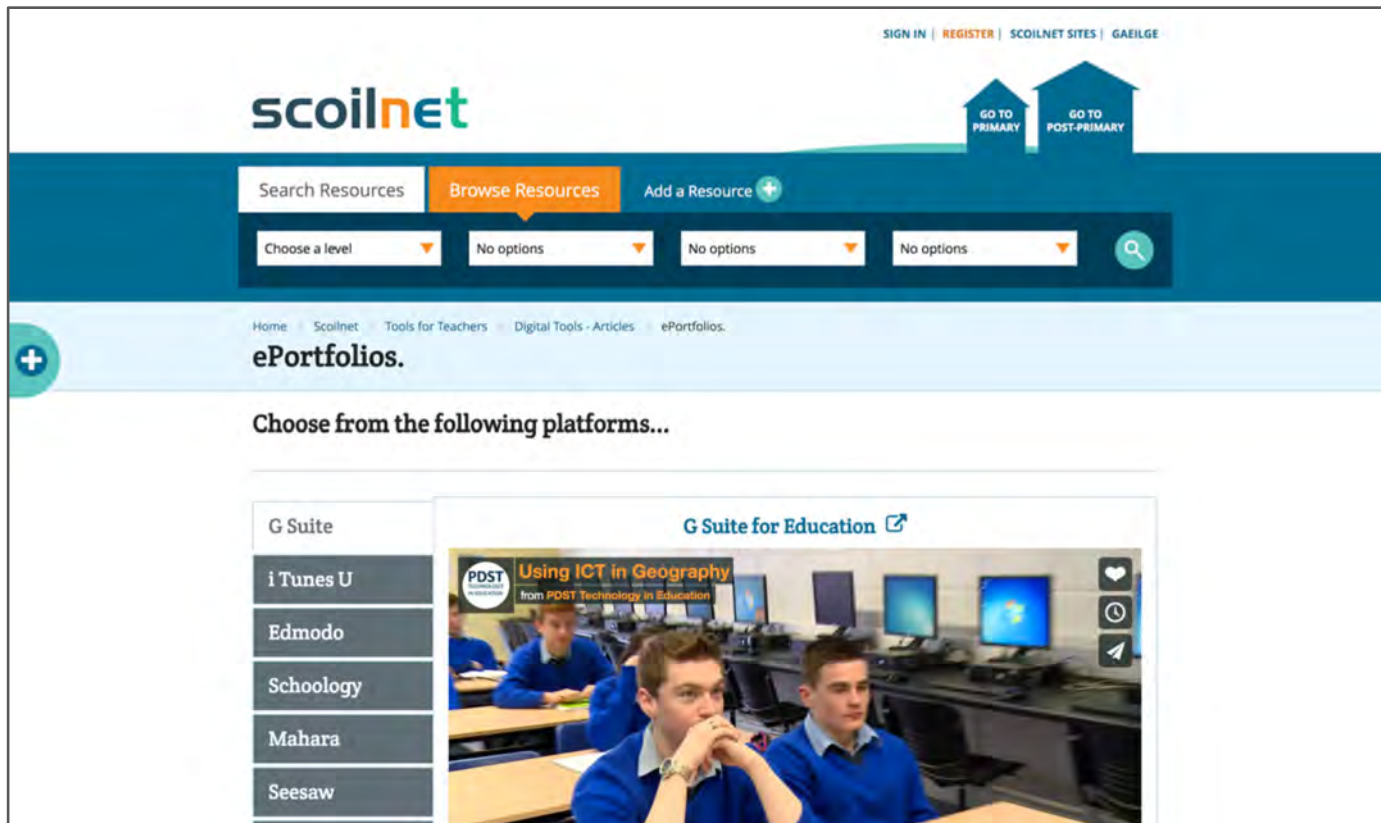
The course is delivered via TeacherCPD.ie. Please go to return to the [TeacherCPD.ie Course Schedule](#) for information on available dates. Enrolment links appear on TeacherCPD.ie once the course is open for enrolment ([login first](#), then see the link labelled "Find links to enrol, here").

**Technical Requirements:** A good broadband internet connection and a laptop, desktop pc or tablet (with the latest version of Chrome, Firefox or Safari installed).

<https://www.pdsttechnologyineducation.ie/en/Training/>



# Resources – Digital Portfolios



The screenshot shows the Scoilnet website interface. At the top right, there are links for 'SIGN IN', 'REGISTER', 'SCOILNET SITES', and 'GAELGE'. The 'scoilnet' logo is prominently displayed in the center. To the right of the logo are two house-shaped buttons labeled 'GO TO PRIMARY' and 'GO TO POST-PRIMARY'. Below the logo is a search bar with the text 'Search Resources' and a 'Browse Resources' button. To the right of the search bar is an 'Add a Resource' button with a plus icon. Below the search bar are four dropdown menus, each with the text 'Choose a level' and 'No options'. A magnifying glass icon is on the right side of the search bar. Below the search bar is a navigation bar with links for 'Home', 'Scoilnet', 'Tools for Teachers', 'Digital Tools - Articles', and 'ePortfolios'. The 'ePortfolios' link is highlighted. Below the navigation bar is a section titled 'Choose from the following platforms...'. On the left side of this section is a vertical list of platform names: 'G Suite', 'iTunes U', 'Edmodo', 'Schoology', 'Mahara', and 'Seesaw'. On the right side is a large image showing two students in a classroom setting. The image has a title 'G Suite for Education' with a link icon. Below the title is a text overlay that reads 'Using ICT in Geography from PDST Technology in Education'. The image also features a PDST logo and social media icons on the right side.

<https://www.scoilnet.ie/tools-for-teachers/articles/eportfolio/>

## LCCS Coursework Video

*You must embed a video presentation showing the artefact in operation.*

*The video must not be more than 5 minutes in duration. In deciding the content of your video, you should refer back to the description of the task.*

*The video should show all the features of the artefact that you want the examiner to be aware of, as **this is the main piece of evidence on which the examiner will judge the quality of the artefact.***

*All content of the report (images, video or other) must comply with the school's Acceptable Usage Policy and with General Data Protection Regulation (GDPR).*

*The video should demonstrate the quality of the user interface and the full functionality of the artefact.*

*The video should be no more than 1GB in size. This readily can be achieved by using standard definition (720 x 480) at 25 frames per second and a suitable commonly used format.*

SCREENCAST  MATIC



Clips for iOS



Camtasia<sup>®</sup>



iMovie



Adobe Spark



**Screenrecify**

# Deciding the Coursework Video Tool

- There is no set tool to use - it is your choice.
- It will depend on:
  - Context of your own classroom.
  - Technology already available in your school (equipment and process for CBAs).
  - Your own experience with tools.
  - Student's view or previous experience.

# Planning Tips for the Video

- Planning is essential.
- Use a storyboard - see manual.
- Use the native video capture on mobile or tablet device.
- Tripod is good for some shooting.
- Consider music / voiceover / subtitles carefully.
- Consider light when shooting.
- Chat to other teachers in your school for assistance.
- Give guidance but allow students to take ownership of video.





<https://www.screencastify.com/>



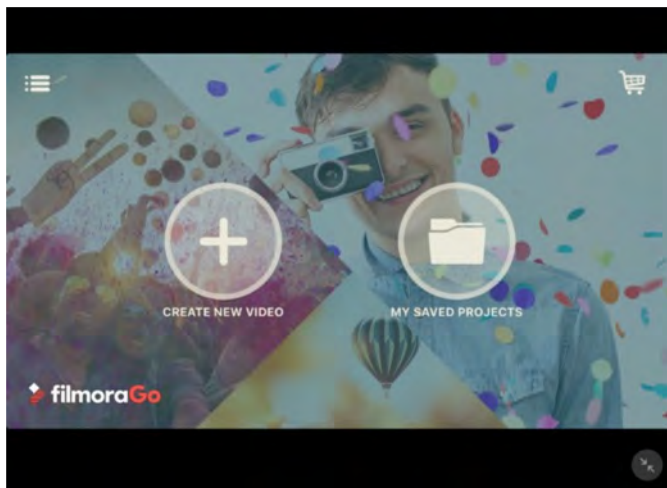
[https://www.youtube.com/watch?time\\_continue=34&v=uuJ2IF9RkgE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=34&v=uuJ2IF9RkgE&feature=emb_logo)





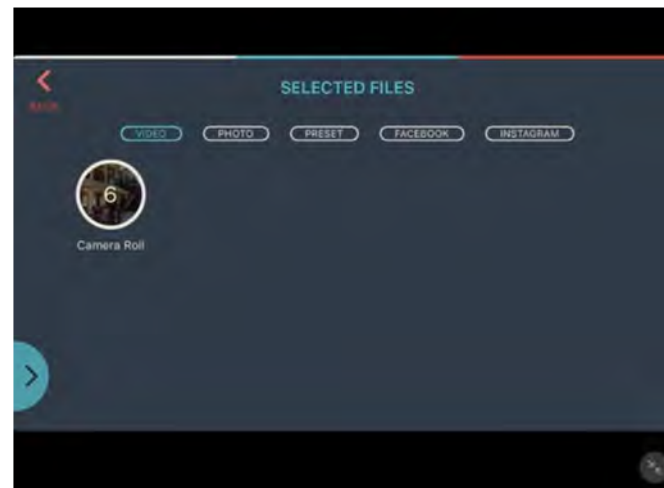
**FilmoraGo**

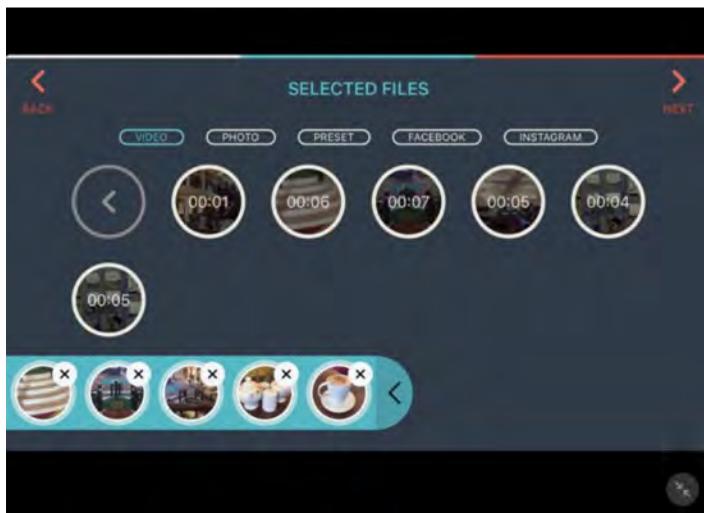
# Filmora Go - Video Editing



Open the app and select  
'Create New Video'.

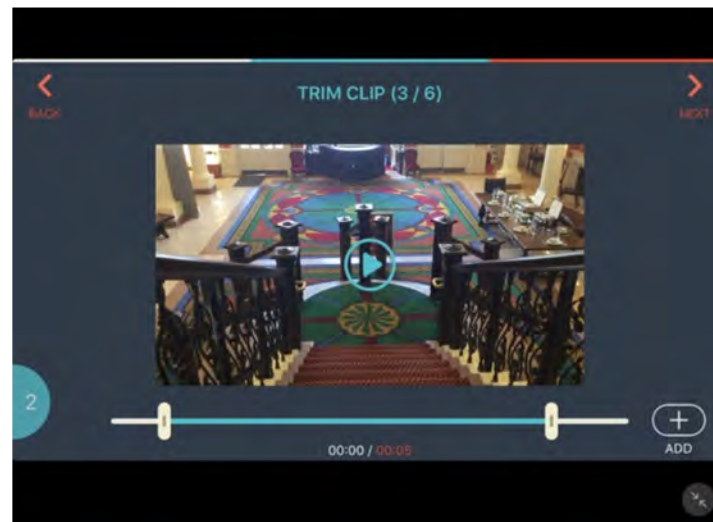
You will be prompted to  
pre-select image and video  
files from your camera roll  
to include in your project

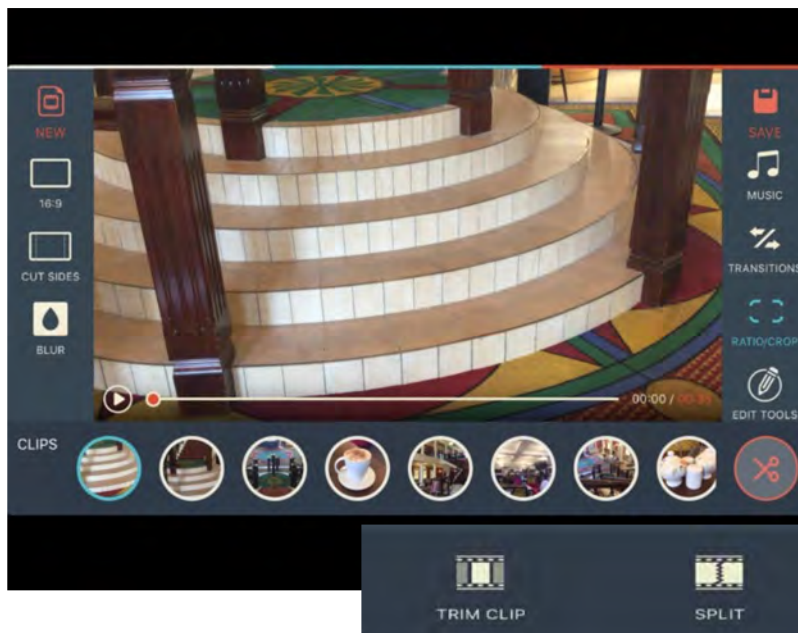




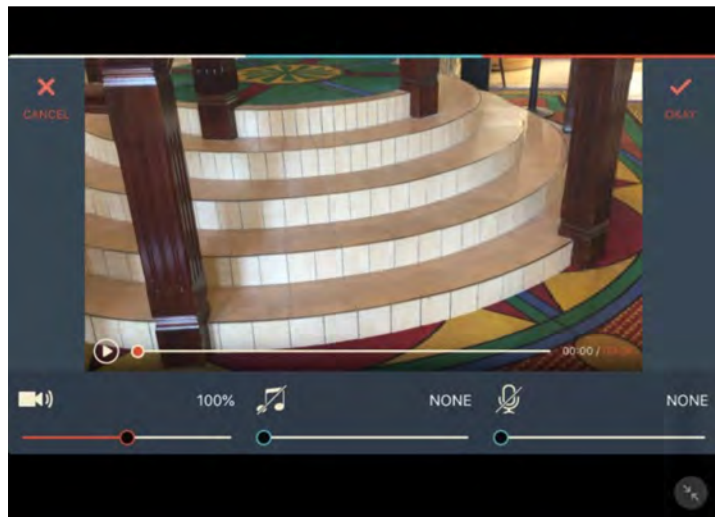
When selecting video clips for inclusion, the option to trim to a desired length is provided, before tapping on ‘+ add’.

You can review your image/video selection by tapping on the collapsed blue banner to expand it.

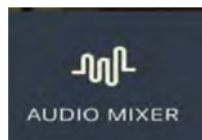




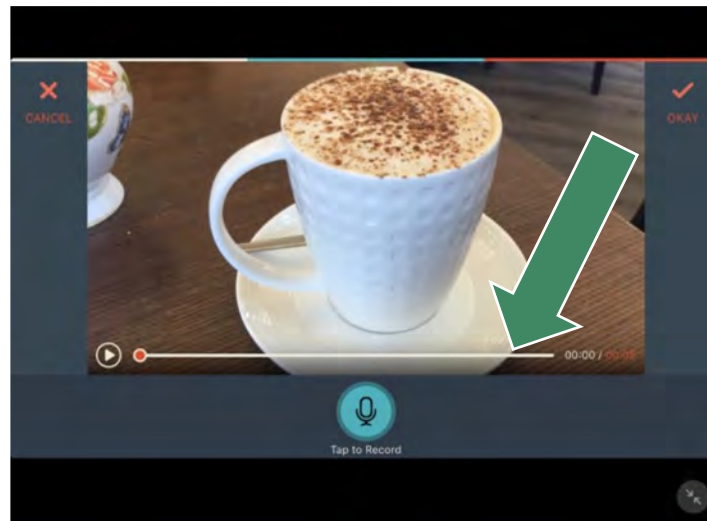
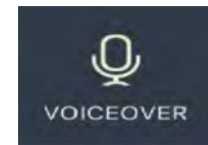
This is the main editing screen. From here you can access a number of editing tools (explored in subsequent slides). By selecting the red scissors on the bottom left of the screen, for example, the menu above will appear allowing you to trim, split, reverse and duplicate video files.

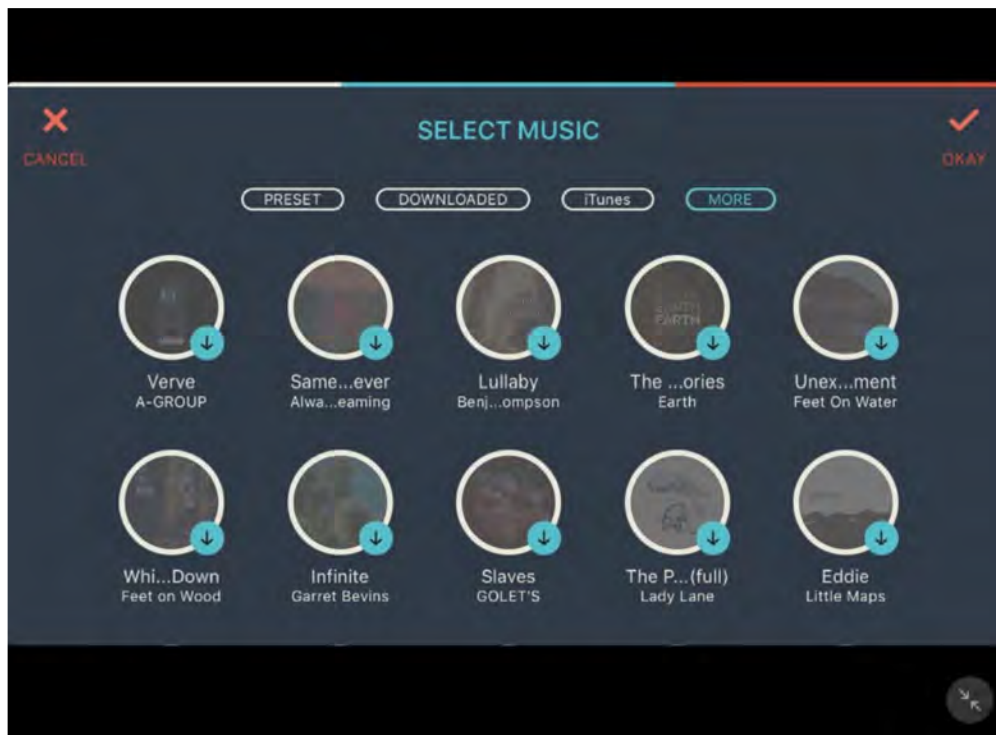


By selecting the audio mixer tool, the sound of each video/ audio file can be easily adjusted.



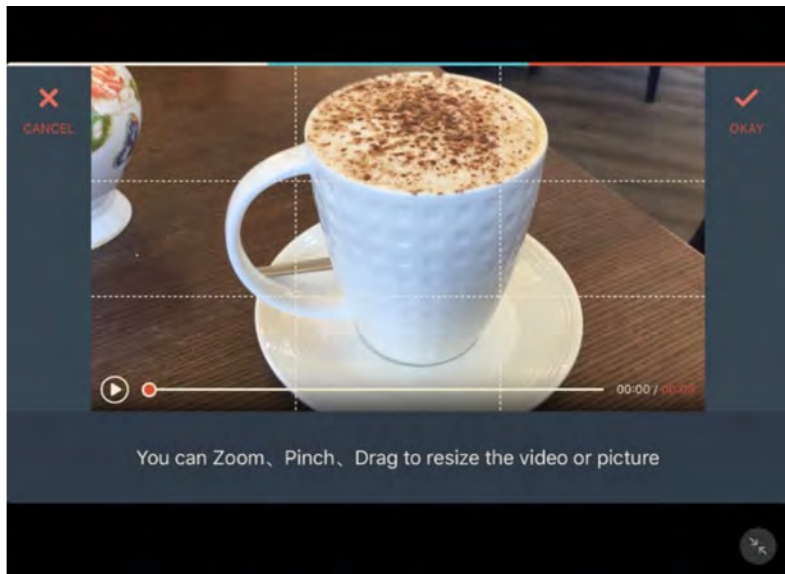
The inbuilt recording function allows the user to easily add a voiceover.



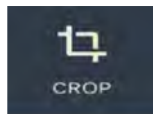


There is an in-built music library accessible from the main editing screen. In the 'Preset' and 'More' sections there are tracks that can be added to your project. You can also choose songs from your own iTunes library.

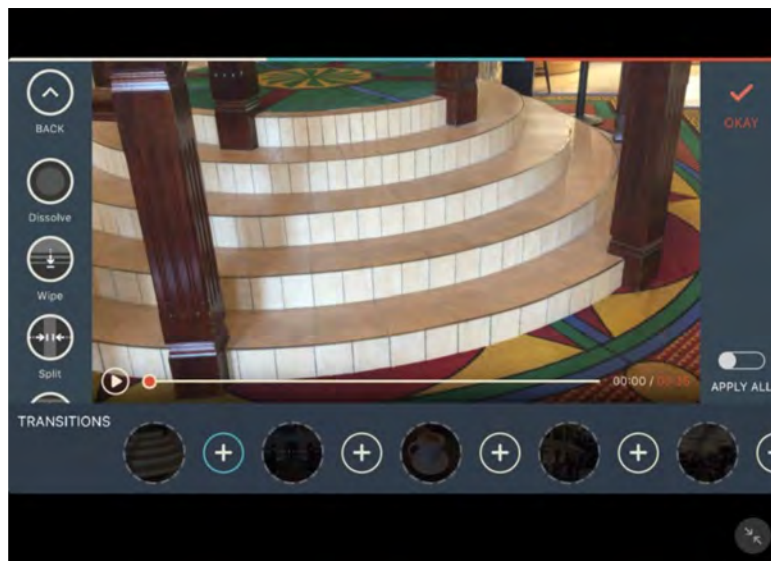




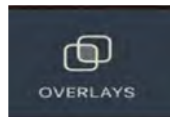
Images can be easily resized by selecting the crop function



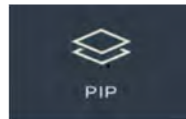
A variety of transitions can be added between media files by tapping on the + sign and choosing the desired effect



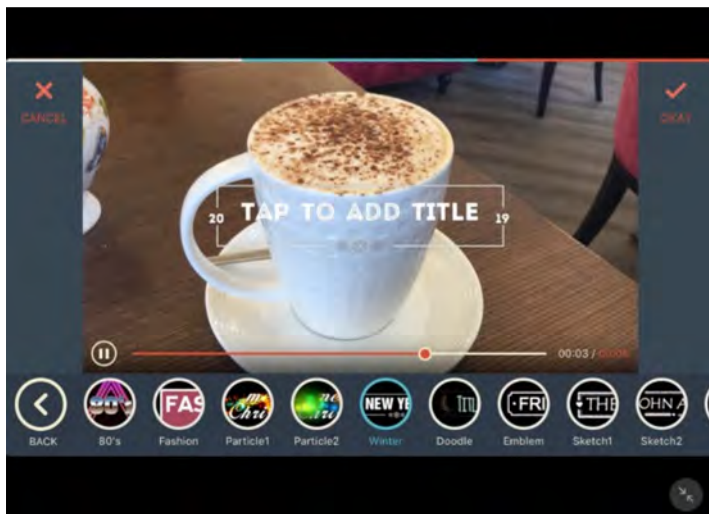
A number of present overlays can be added to your project for effect



PIP (Picture in Picture) effects can also be added by selecting the icon to the right and selecting your chosen image to feature in video.



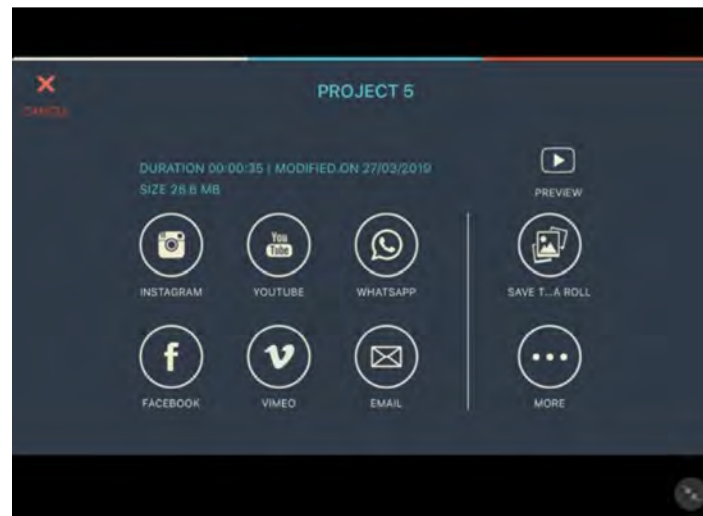




There are a number of title options available to choose from. Tap on the screen to edit the text.



Once you are finished editing your project, select the save icon on the main editing screen and a number of options to save you project will appear.





**Group Activity**  
Experience the Coursework Video



Explore how Filmora Go or Screencastify (or your own app) works in pairs.

Create and edit a short one minute clip – ‘how does Google work?’



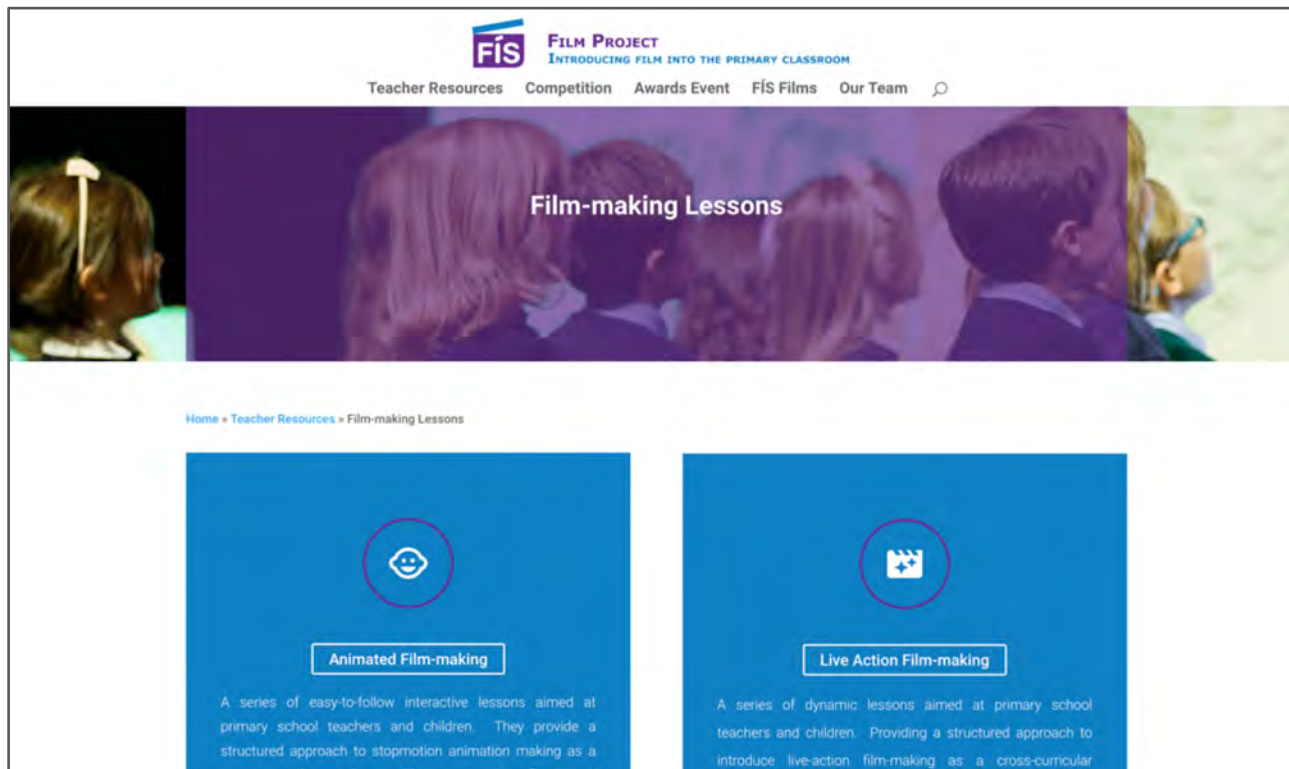
# Resources – Video for Coursework



<https://fisfilmproject.ie/>

**COMPSCI.IE**

# Resources – Video for Coursework



<https://fisfilmproject.ie/teacher-resources/>





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