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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

National Workshop 5

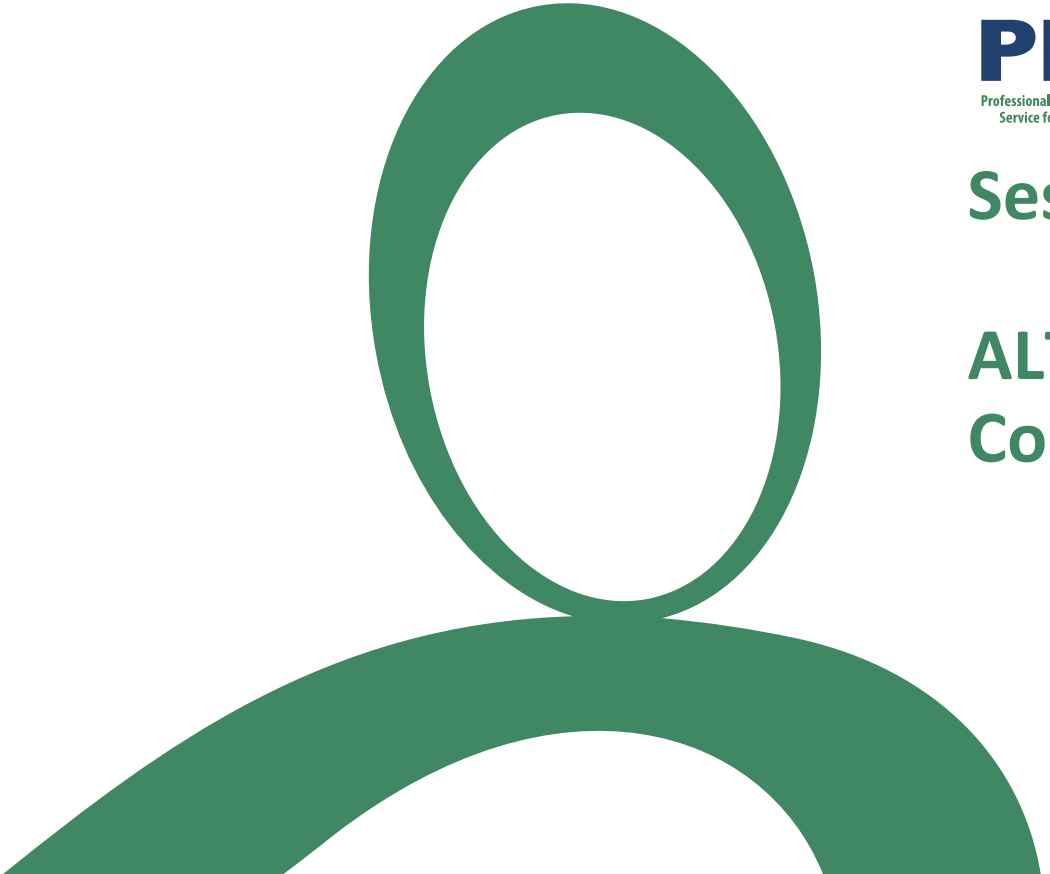
LEAVING CERTIFICATE
COMPUTER SCIENCE

Schedule – Day 1 for Cohort 1

10.00am – 11.30am	**Digital Portfolios & the Coursework Video**
11.30am – 1.00pm	**Evaluation & Testing**
	Lunch
2.00pm – 4.30pm	**Algorithms**

Schedule – Day 2 for Cohort 2

09.30am – 11.00am	**Digital Portfolios & the Coursework video**
	Tea & Coffee
11.00am – 12.30pm	**Evaluation & Testing**
	Lunch
1.30pm – 4.00pm	**Algorithms**



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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.

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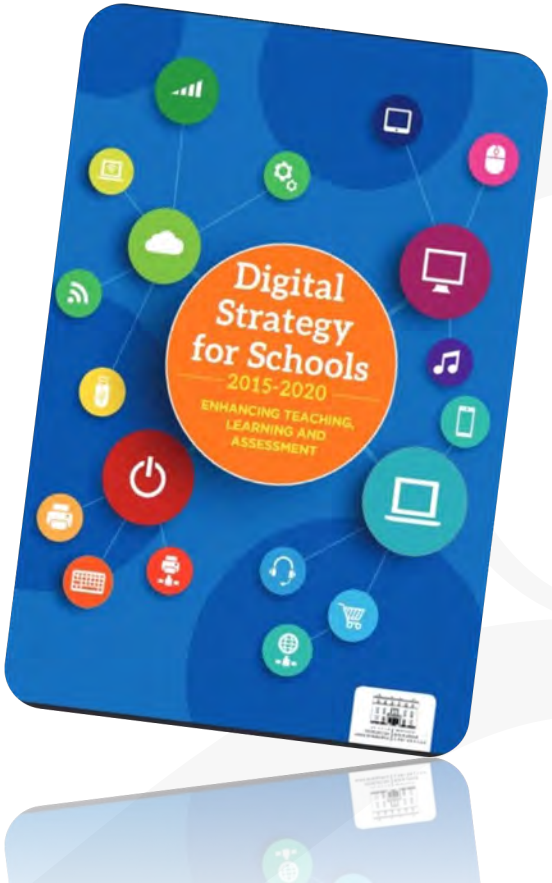
Digital Portfolios for ALTs

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

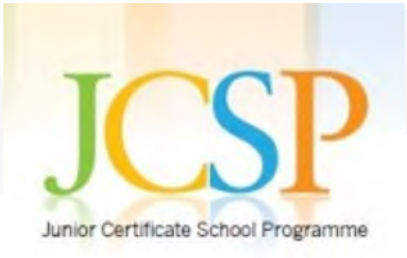


Digital Strategy for Schools Action Plan - Indicators of Success

"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

Embedding Digital Portfolios in schools

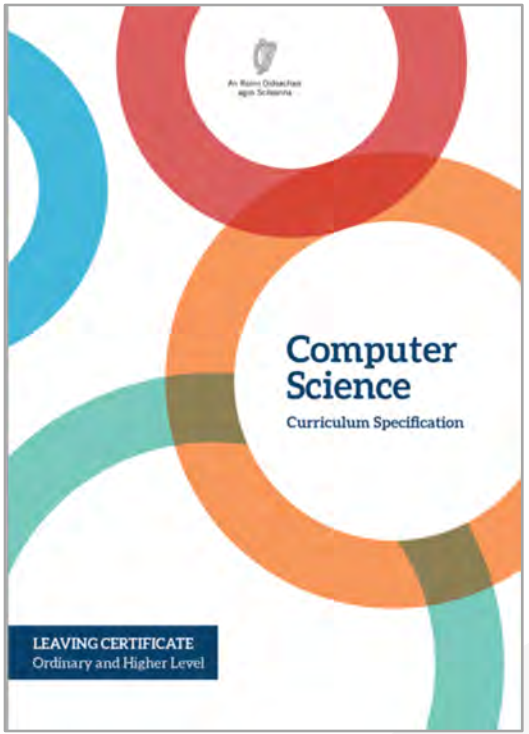


Leaving Certificate Computer Science

‘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

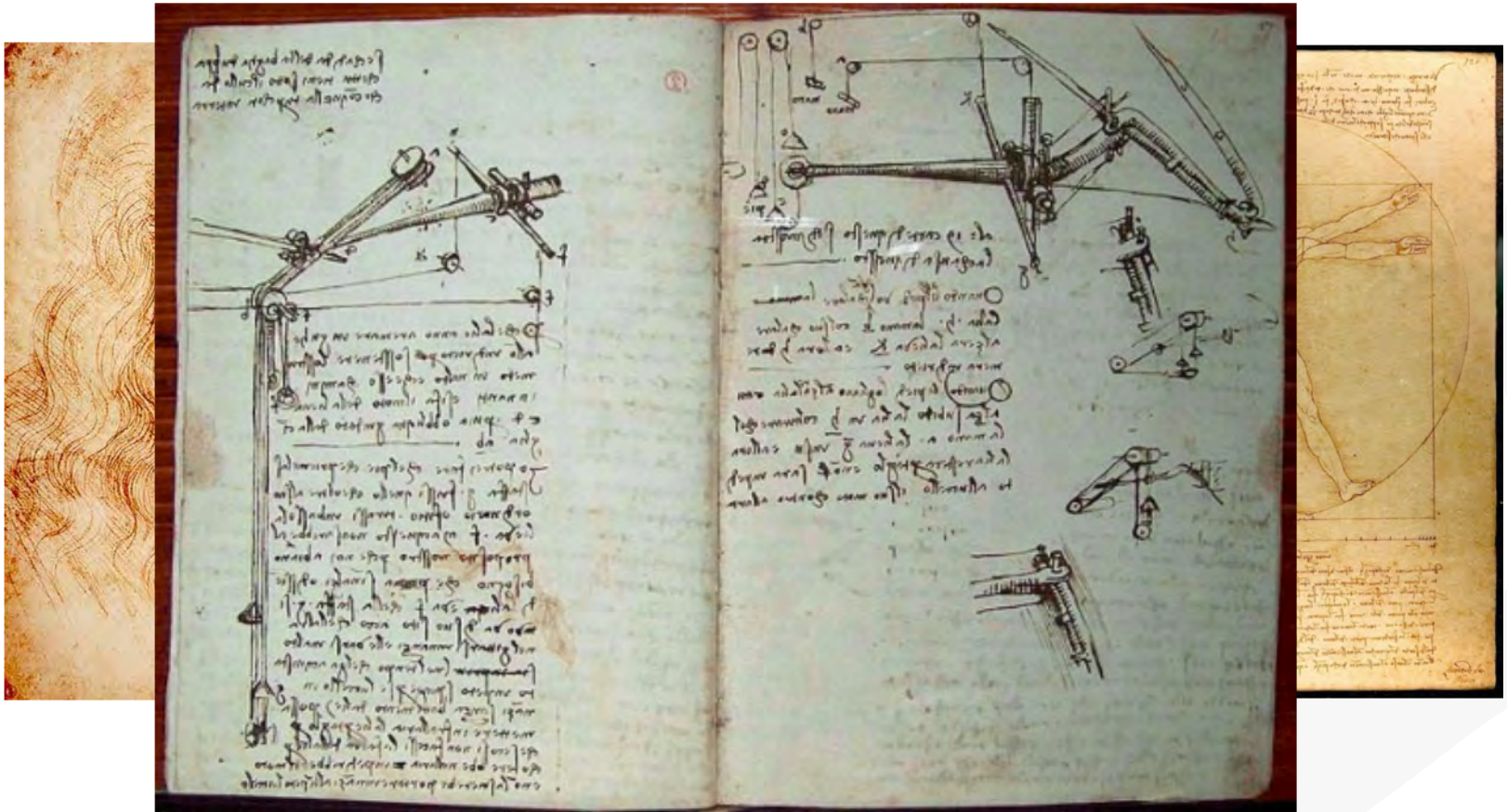
What is a Portfolio?

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

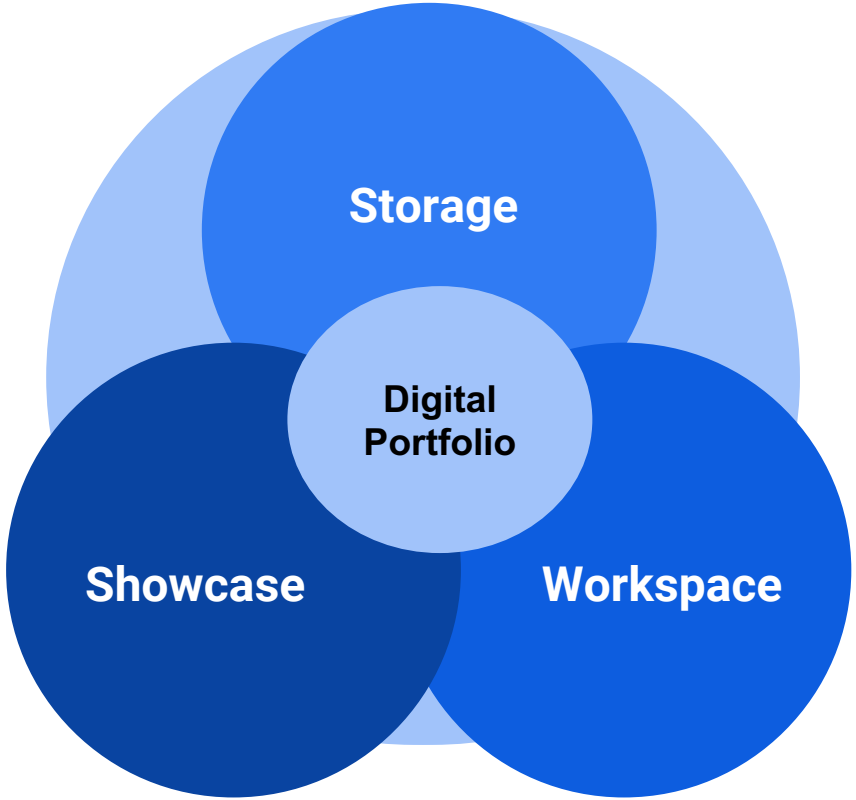
Benefits of Digital Portfolios

- Evidence of Learning
- Skill Development
- Reflection
- Portability and Sharing
- Assessment
- Artefacts
- Maintenance
- Feedback
- Access

OneDrive

OneNote

Microsoft Teams



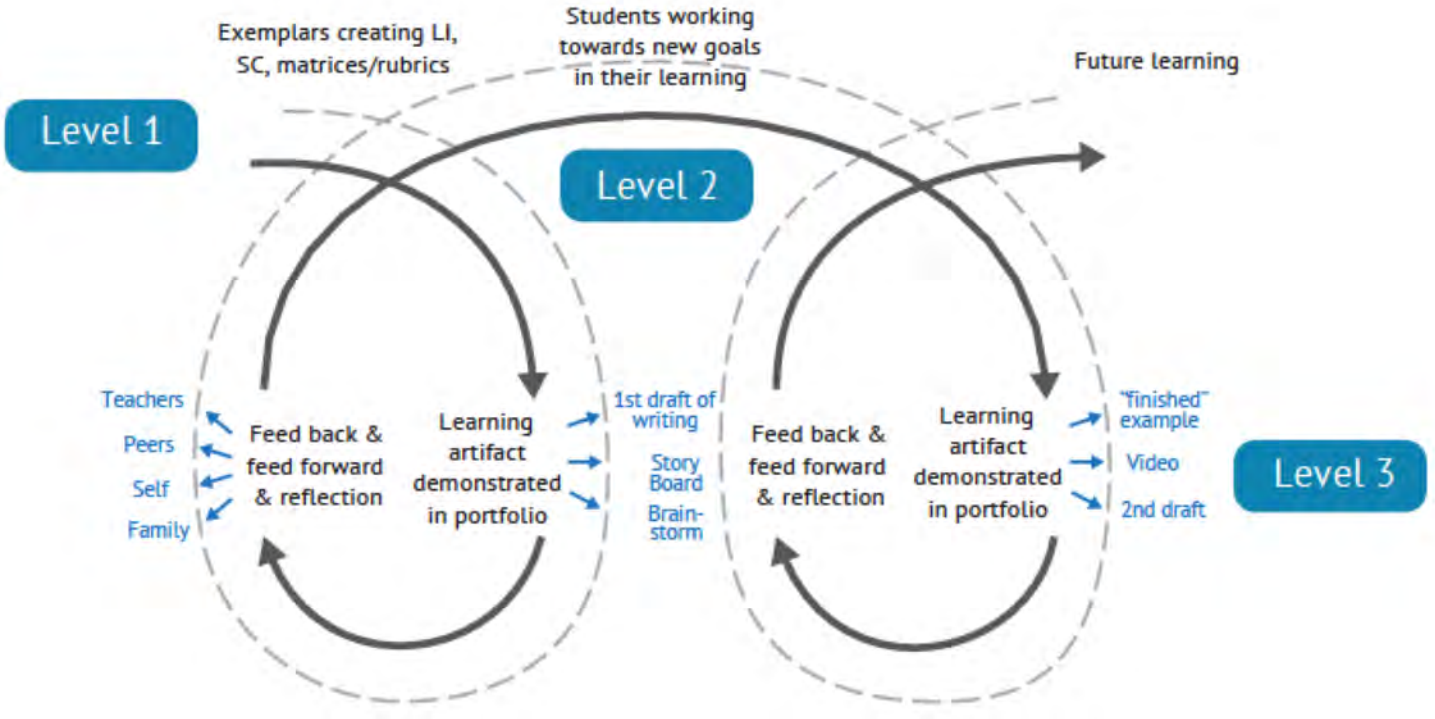
Google Drive

Google Classroom

Google Sites

Three Levels of Digital Portfolio

Using Digital Portfolios to support Formative Assessment



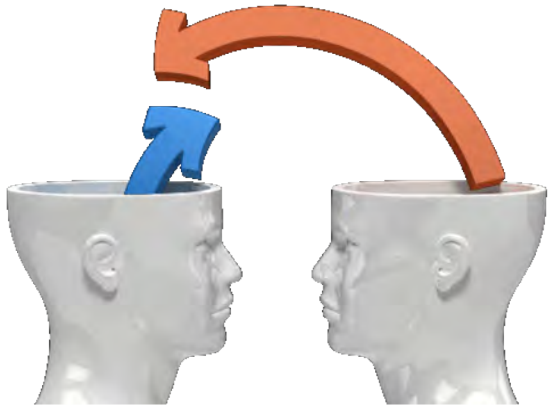
EUFolio (2015)

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

TiddlyWiki

Google Sites

Microsoft Teams

repl.it

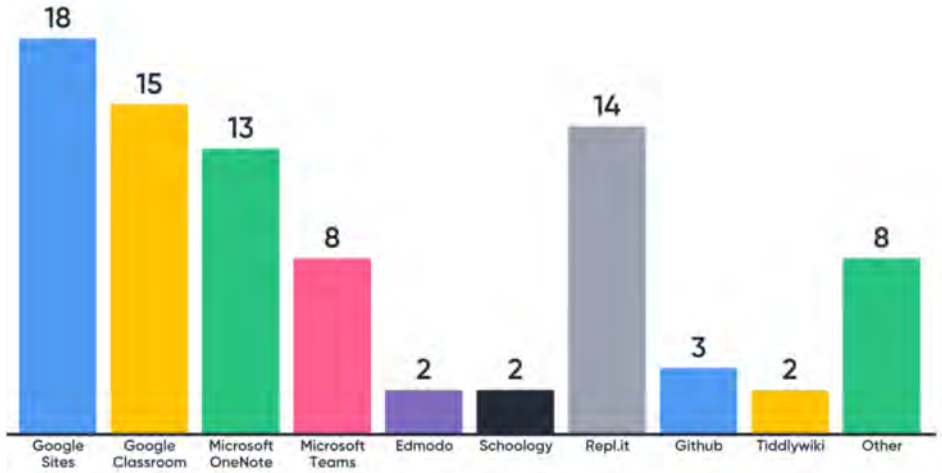
GitHub

Google Classroom

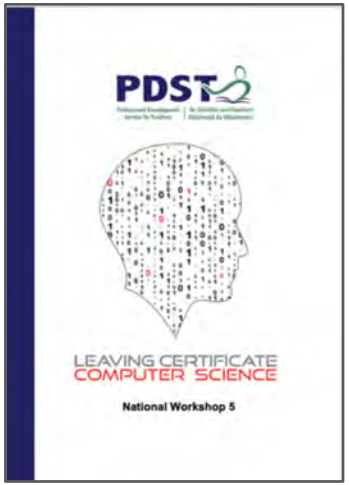
OneNote

Results from Menti Poll at NW4

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



Resources – Digital Portfolios

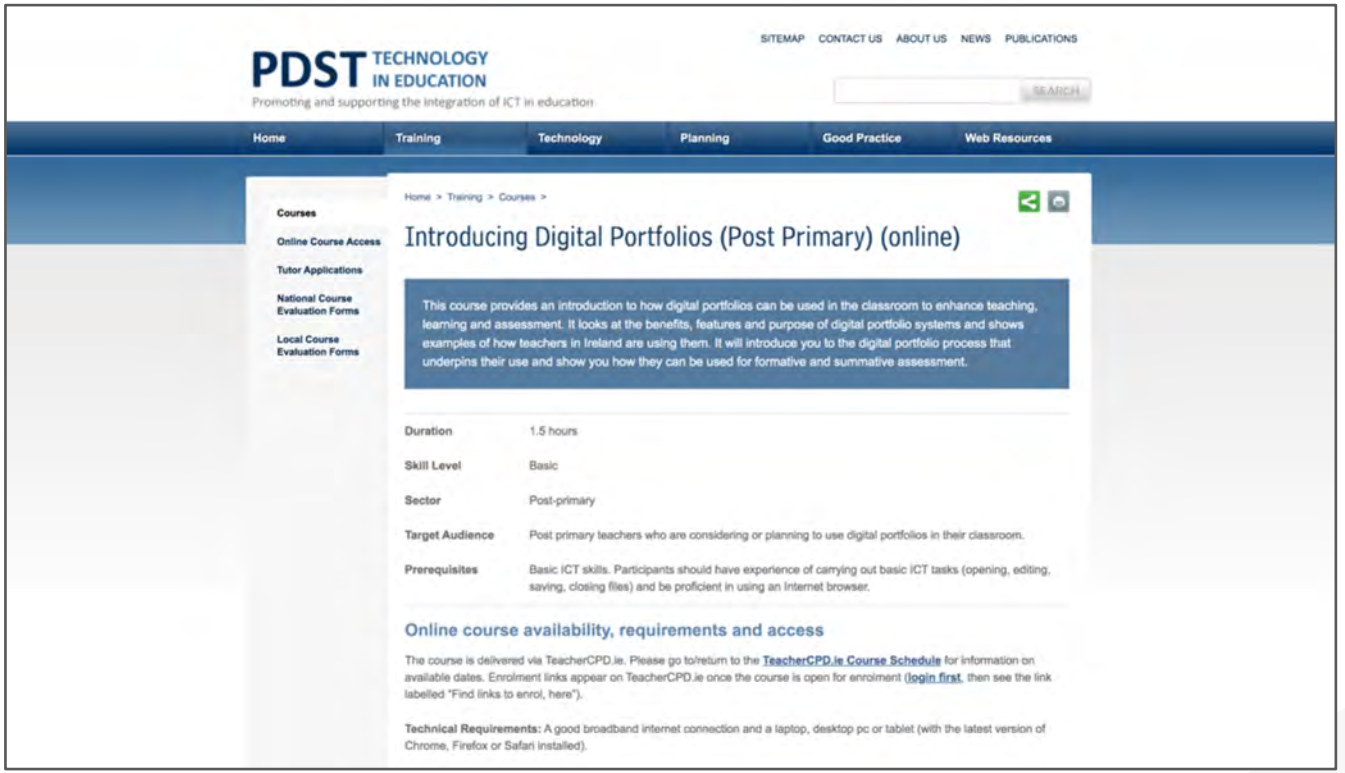


EportfolioIreland

Connect
Ignite
Elevate

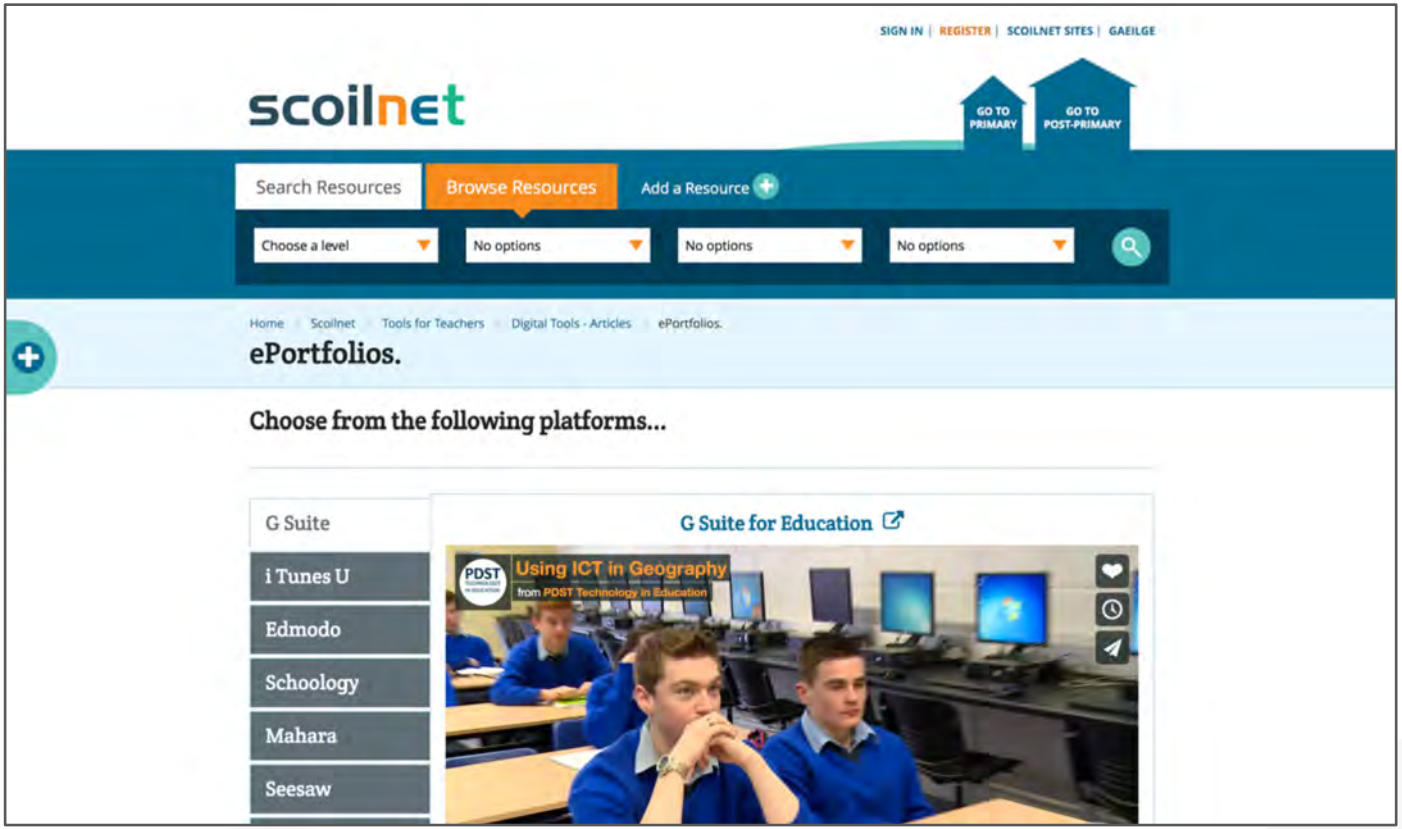
COMPSCI.IE

Resources – Digital Portfolios



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

Resources – Digital Portfolios



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

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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.

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SCREENCAST MATIC

Clips for iOS

Camtasia®

iMovie

Pr

Screencastify

VideoPad
Video Editor

Sp

Adobe Spark

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

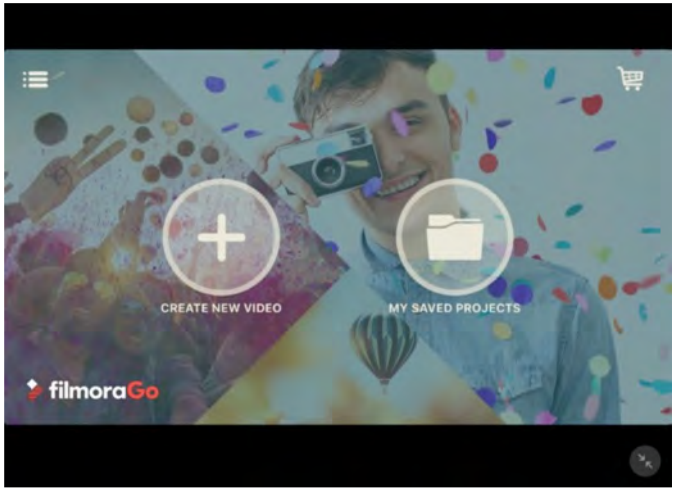
- Planning is essential.
- Use a storyboard - see manual.
- Use the native video capture on mobile or tablet device.
- Tripod is good for some shooting.
- Consider music / voiceover / subtitles carefully.
- Consider light when shooting.
- Chat to other teachers in your school for assistance.
- Give guidance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

https://www.screencastify.com/

https://www.youtube.com/watch?time_continue=34&v=uuJ2lF9RkgE&feature=emb_logo

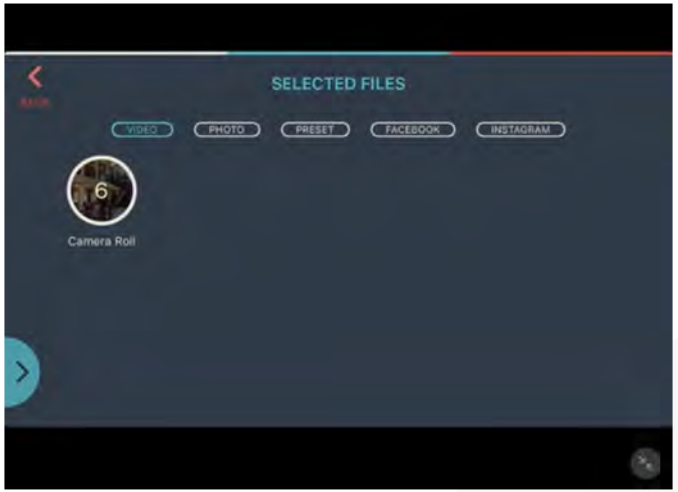
FilmoraGo

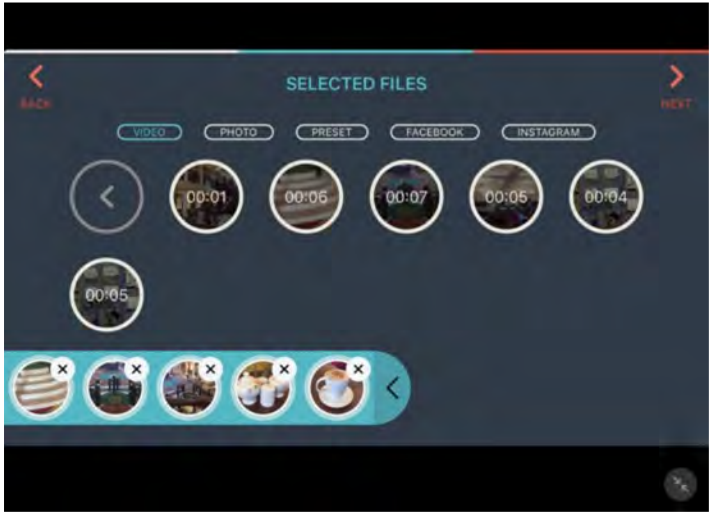
Filmora Go - Video Editing



Open the app and select ‘Create New Video’.

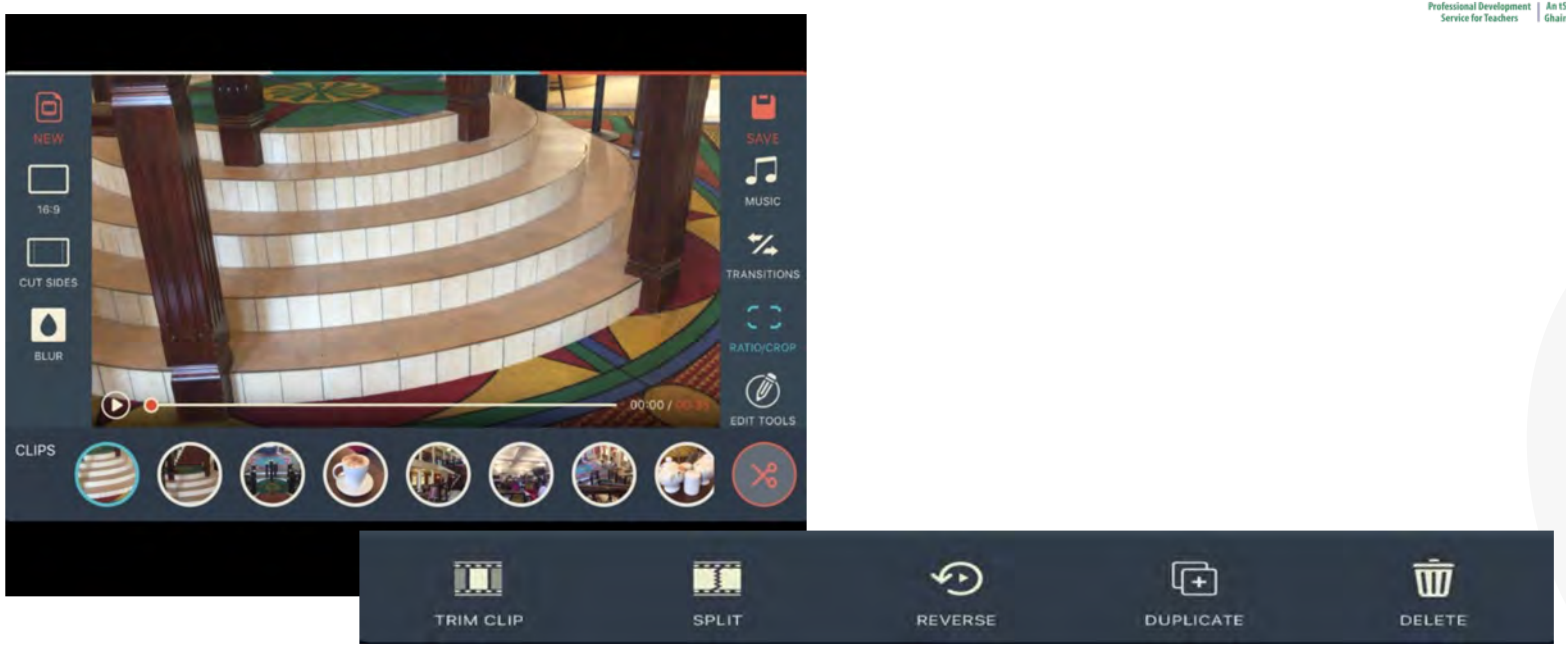
You will be prompted to pre-select image and video files from your camera roll to include in your project



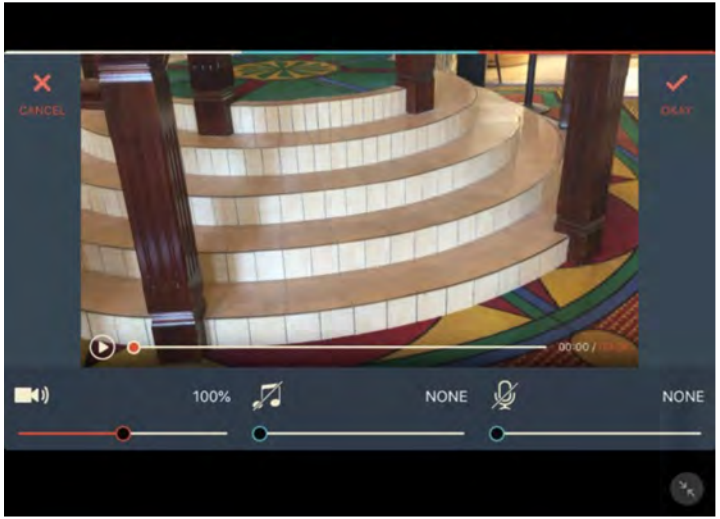


You can review your image/ video selection by tapping on the collapsed blue banner to expand it.

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



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.

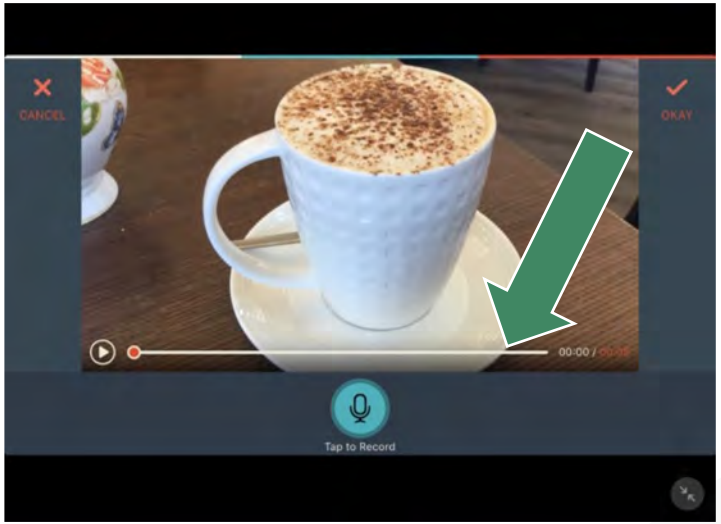


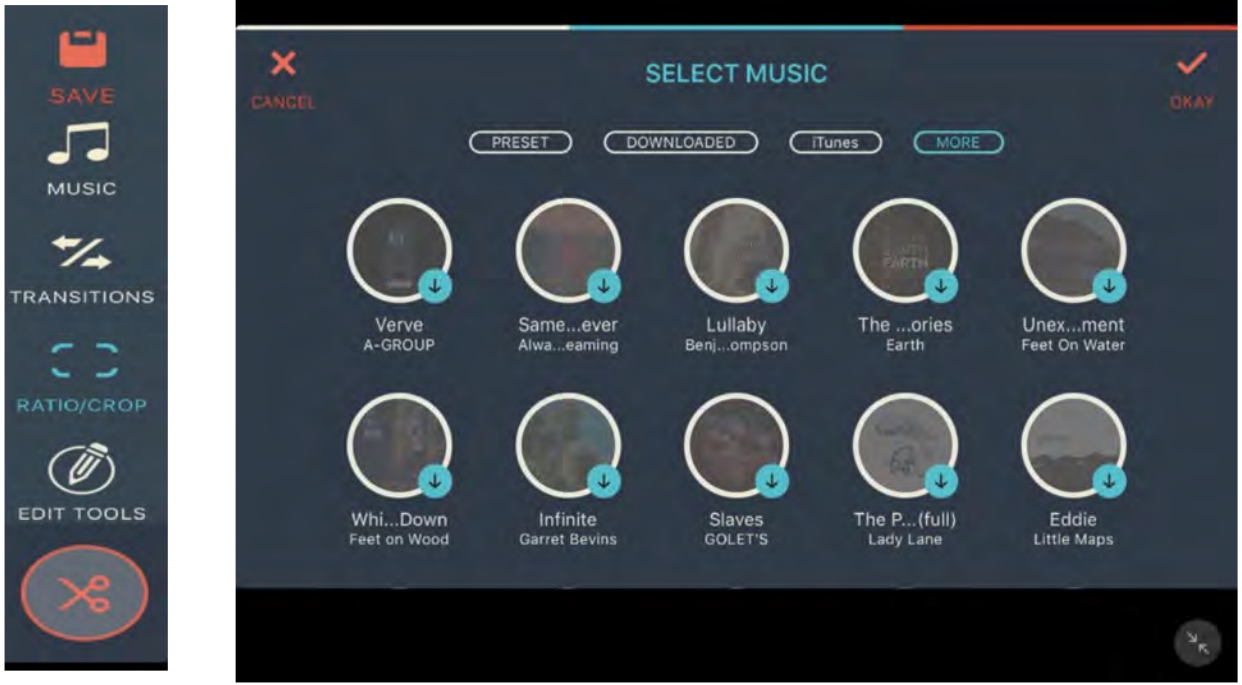
By selecting the audio mixer tool, the sound of each video/ audio file can be easily adjusted.

AUDIO MIXER

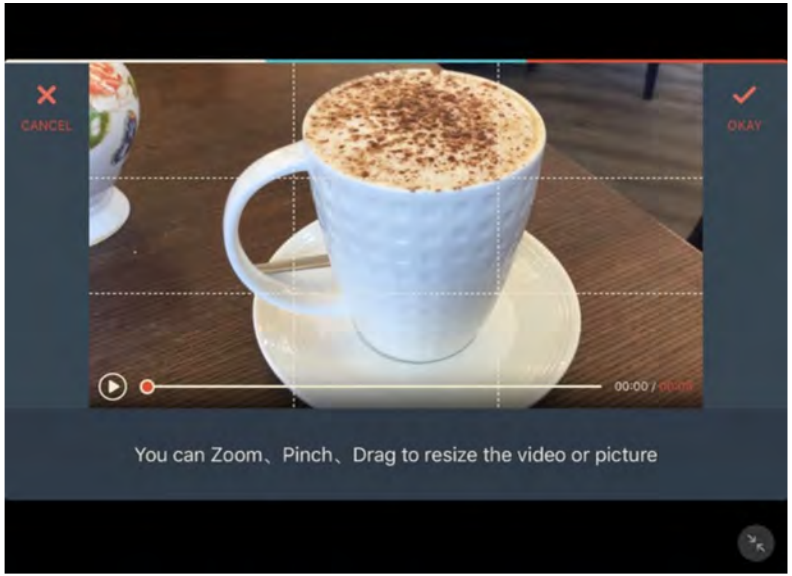
The inbuilt recording function allows the user to easily add a voiceover.

VOICEOVER

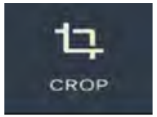




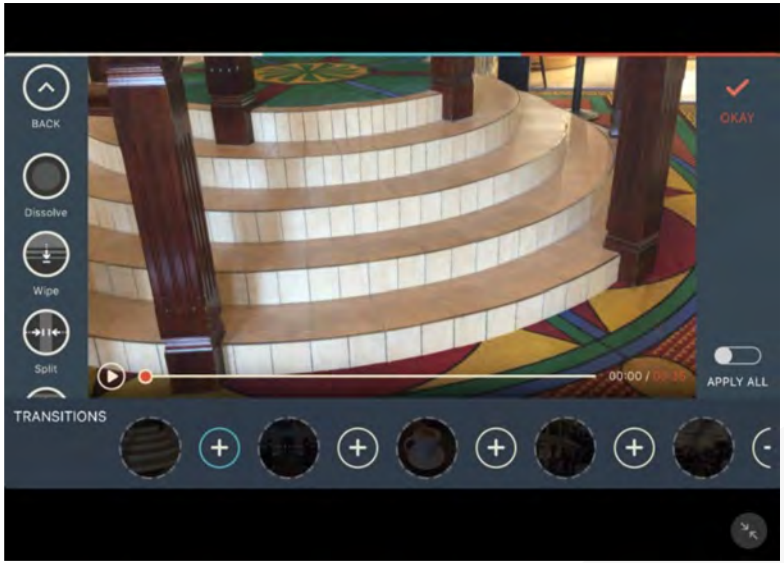
There is an in-build music library accessible from the main editing screen. In the ‘Preset’ and ‘More’ sections there are tracks that can be added to your project. You can also choose songs from your own iTunes library.



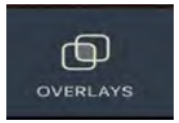
Images can be easily resized by selecting the crop function

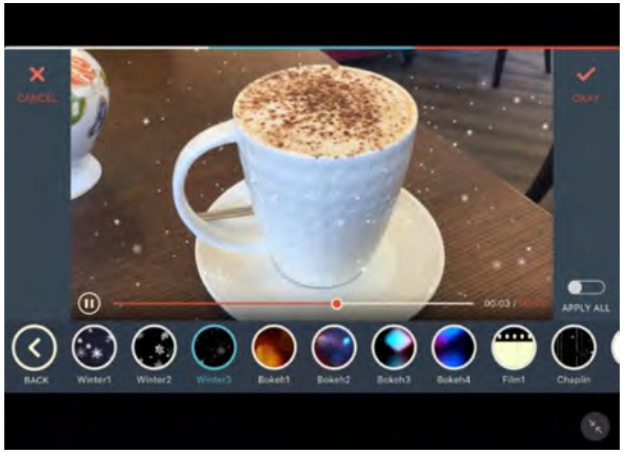


A variety of transitions can be added between media files by tapping on the + sign and choosing the desired effect

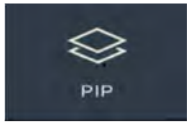


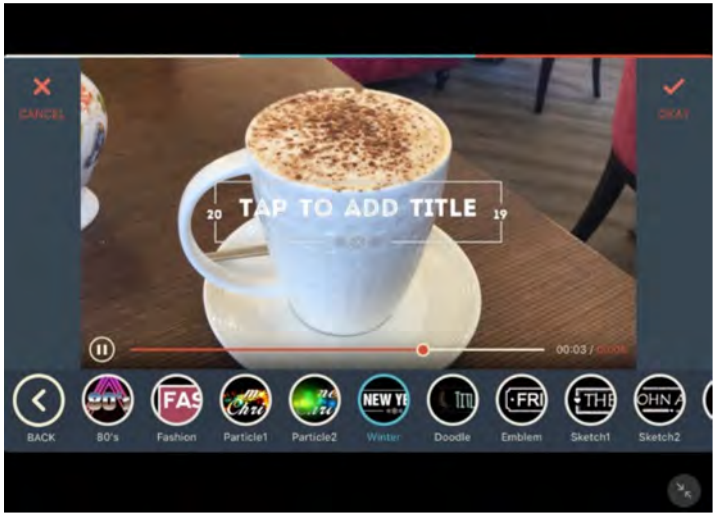
A number of present overlays can be added to your project for effect





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.

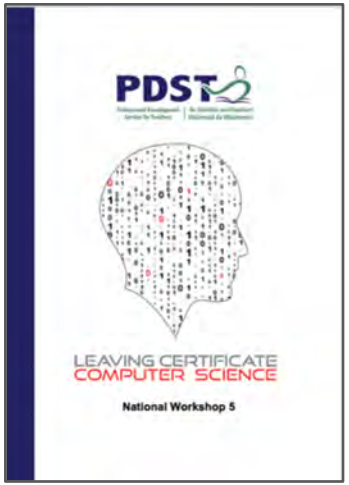
Group Activity

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

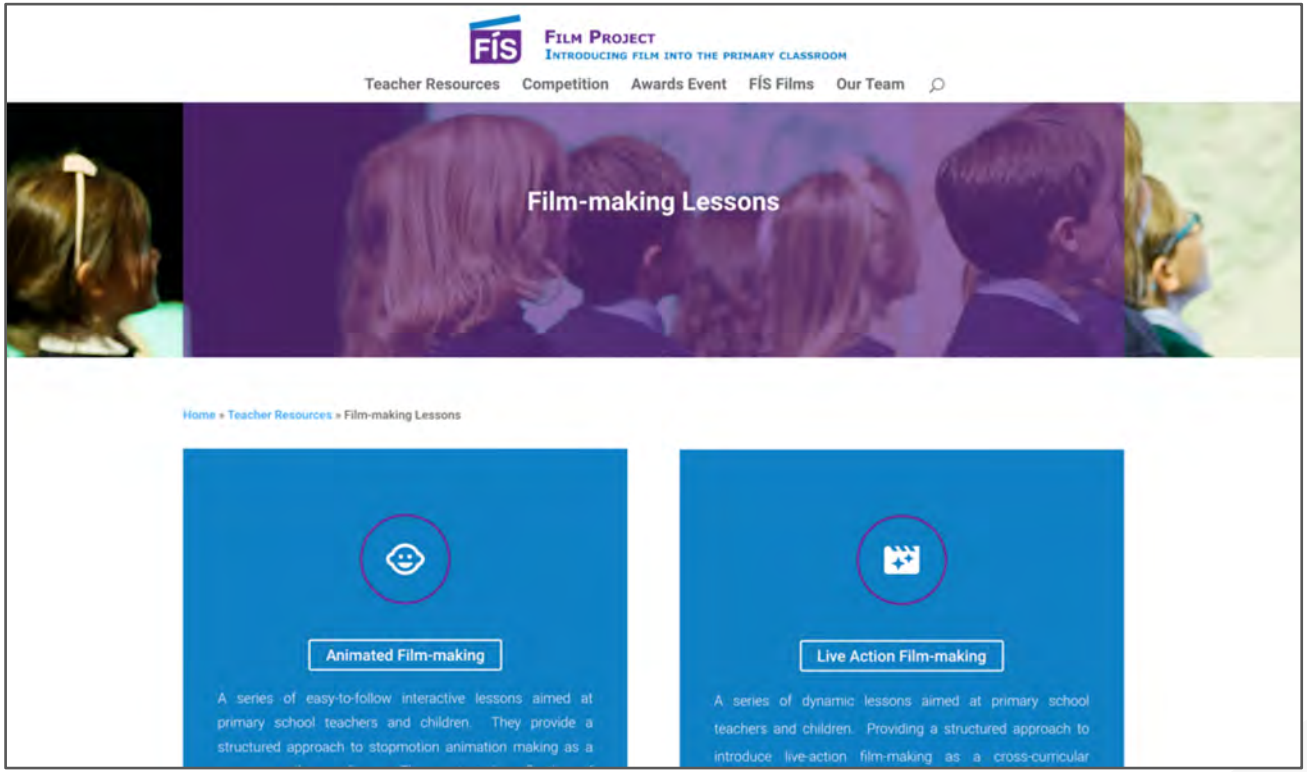


FIS

https://fisfilmproject.ie/

COMPSCI.IE

Resources – Video for Coursework



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

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