



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

09.30am – 11.00am	<b>Digital Portfolios &amp; the Coursework video</b>
	Tea & Coffee
11.30am – 13.00pm	<b>Evaluation &amp; Testing</b>
	Lunch
2.00pm – 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:

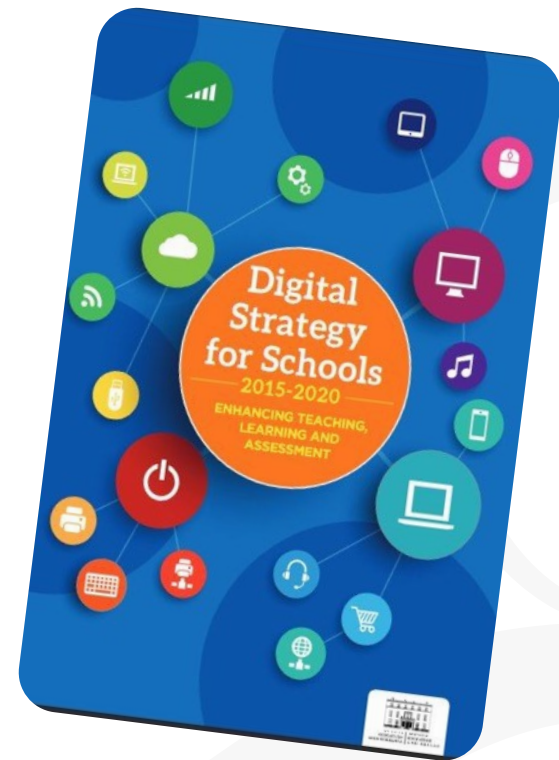
- Develop an understanding of Digital Portfolios.
- Recognise how the use of Digital Portfolios is supported by educational policy.
- Make the link with Digital Portfolios and the LCCS subject including a ‘show and tell’ from teachers.
- Develop a shared understanding of the video component for the LCCS Coursework Assessment.
- Access a range of software relevant to the video production process

# 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.”

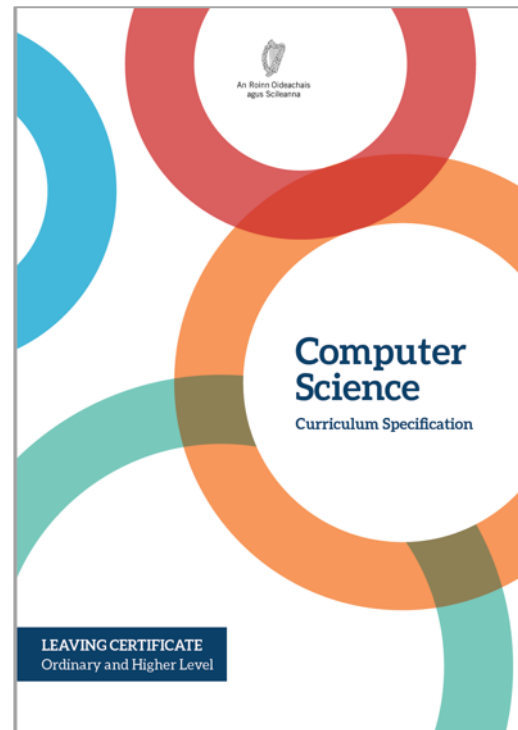
[www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-Action-Plan-2017.pdf](http://www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-Action-Plan-2017.pdf)

# Leaving Certificate Computer Science

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

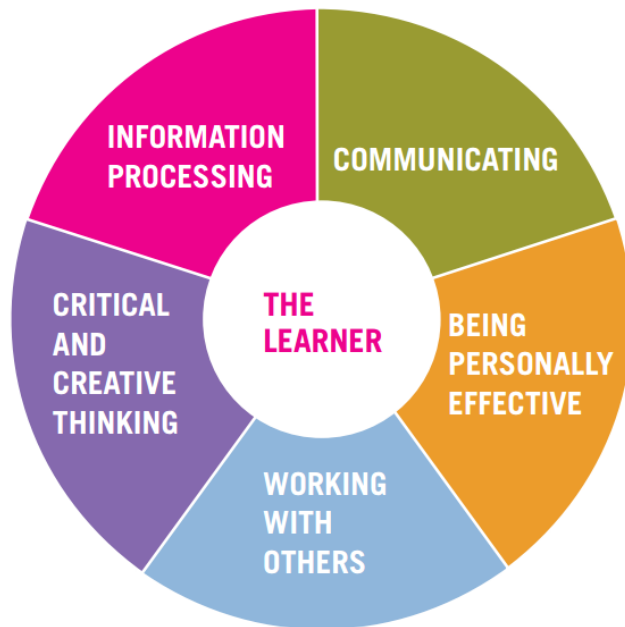
‘The output from each task is a computational artefact and a concise individual report outlining its development’

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





# Developing Key Skills in our Students



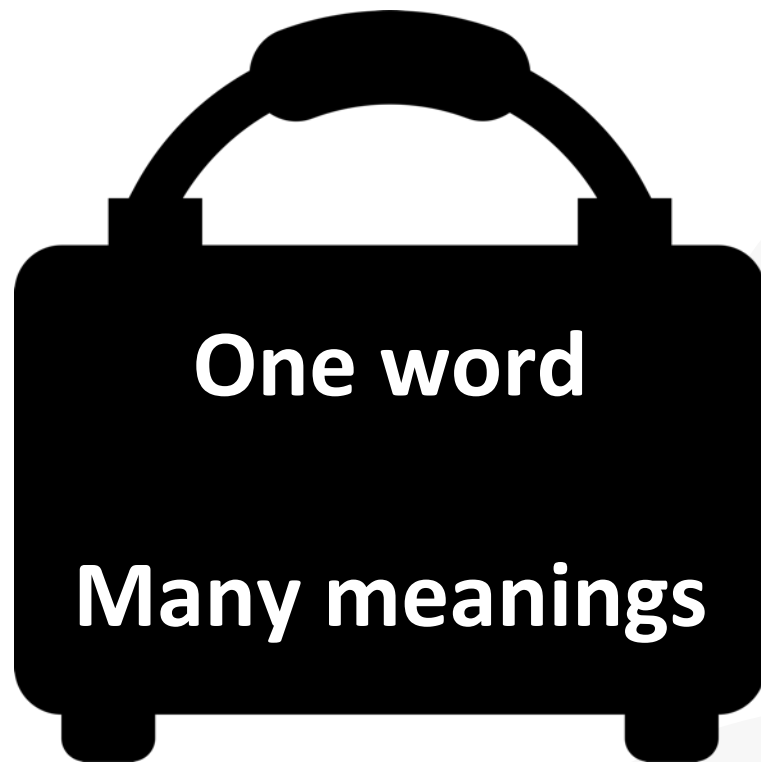
**Senior Cycle**

## 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)



# 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**

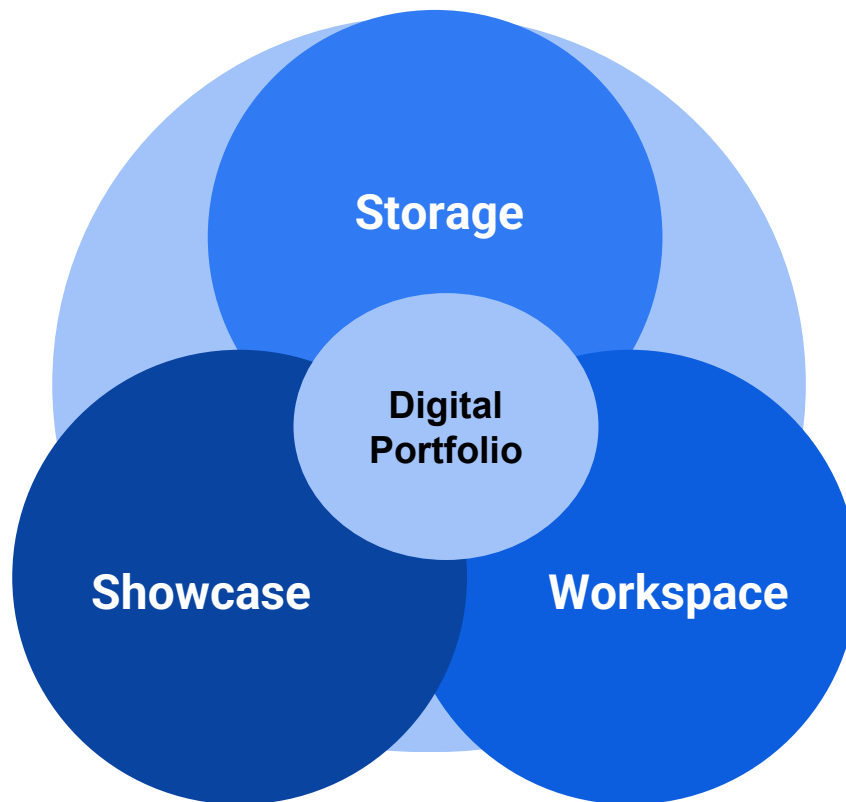
**Feedback**

**Access**

 OneDrive

 OneNote

 Microsoft Teams



Google Drive



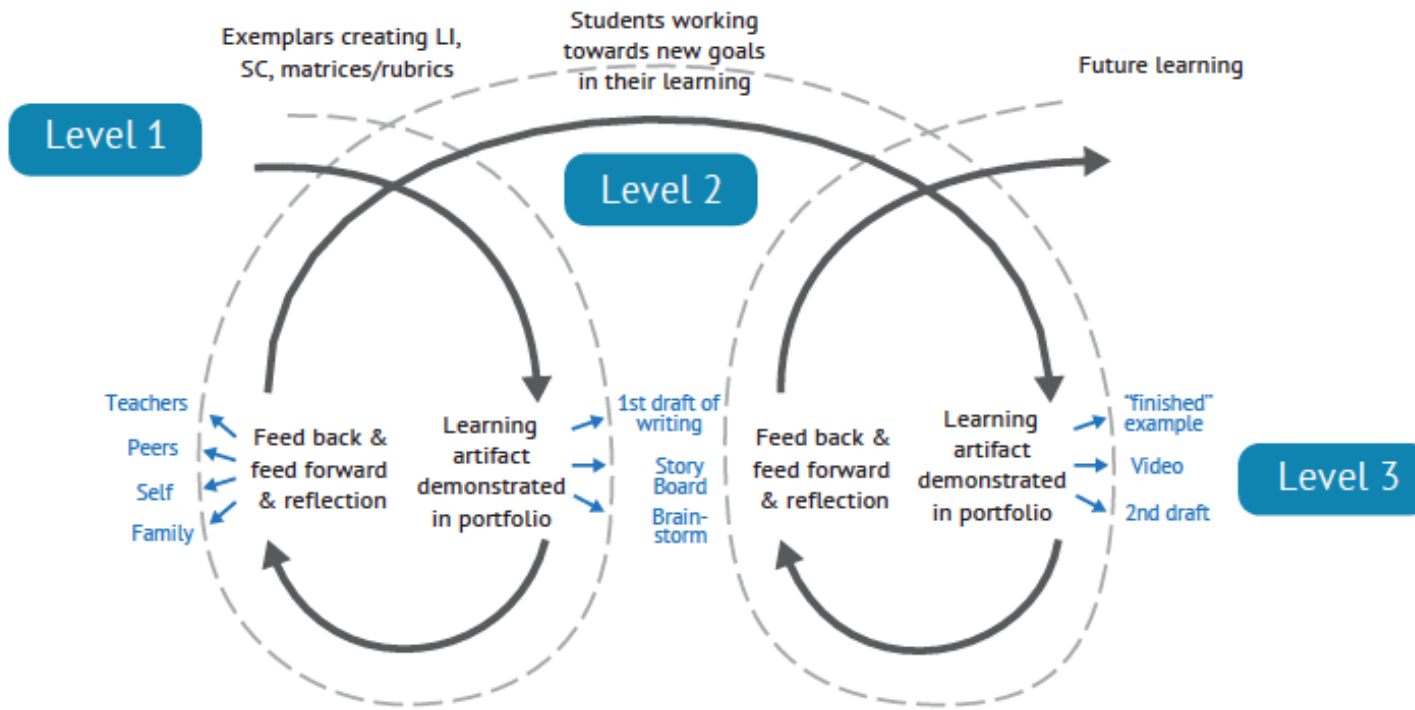
Google Classroom



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*



## Breakout Task

In your breakout group, discuss and plan a strategy for incorporating digital portfolios into the learning plan for your LCCS classroom.



# 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.

# Resources – Digital Portfolios



# COMPSCI.IE

# Resources – Digital Portfolios

The screenshot shows the PDST Technology in Education website. The header includes the PDST logo, navigation links (SITEMAP, CONTACT US, ABOUT US, NEWS, PUBLICATIONS), and a search bar. A dark blue navigation bar contains links for Home, Training, Technology, Planning, Good Practice, and Web Resources. The main content area displays the course title 'Introducing Digital Portfolios (Post Primary) (online)' with a breadcrumb trail 'Home > Training > Courses >'. A blue box contains a description: '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.' Below this is a table of course details:

<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.

Below the table is a section titled 'Online course availability, requirements and access' with text: '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").' A 'Technical Requirements' section follows: '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 | GAEILGE'. The 'scoilnet' logo is prominently displayed. Below the logo, there are two blue house-shaped buttons labeled 'GO TO PRIMARY' and 'GO TO POST-PRIMARY'. A navigation bar contains 'Search Resources', 'Browse Resources' (highlighted), and 'Add a Resource +'. Below this are four dropdown menus, each with 'No options' selected, and a search icon. The breadcrumb trail reads 'Home / Scoilnet / Tools for Teachers / Digital Tools - Articles / ePortfolios.'. The main heading is 'ePortfolios.' followed by the text 'Choose from the following platforms...'. A list of platform options is shown on the left: 'G Suite', 'iTunes U', 'Edmodo', 'Schoology', 'Mahara', and 'Seesaw'. The 'G Suite' option is selected, leading to a preview of 'G Suite for Education' which includes a video thumbnail titled 'Using ICT in Geography from PDST Technology in Education' and a PDST logo.

<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®



iMovie



Adobe Spark



**Screencastify**

# 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.

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.



# Planning Tips for the Video

Record video throughout the process

Save video files/images/etc. regularly

Gather all your assets in one place before editing

Exporting edited video can take a long time

Allow plenty of time for editing and finishing touches

Videos may not always work - use VLC ([videolan.org](http://videolan.org)) to check if the video is still there and usable

Allow plenty of time for editing and finishing touches

If your video is too big, use HandBrake to shrink it

Allow plenty of time for editing and finishing touches



## Recording video



**Powerpoint  
Screen Record**



**Screencastify**



**OBS**

Open Broadcaster Software®

## Editing video



**Filmora**



kdenlive



## Activity

Coursework video: Finishing Touches

# Final fixes - Handbrake

For putting the finishing touches to your video:

- Resolution
- Filetype
- Crop (top/bottom/left/right)
- Trim (start/finish)
- Reducing file size
- No one knows why the logo is a pineapple



# Resources – Video for Coursework



<https://fisfilmproject.ie/>

**COMP**SCI.IE

# Resources – Video for Coursework

The screenshot displays the FíS Film Project website. At the top, the logo 'FíS FILM PROJECT' is accompanied by the tagline 'INTRODUCING FILM INTO THE PRIMARY CLASSROOM'. A navigation menu includes 'Teacher Resources', 'Competition', 'Awards Event', 'FíS Films', and 'Our Team'. The main banner features a purple-tinted image of children in a classroom with the text 'Film-making Lessons'. Below the banner, a breadcrumb trail reads 'Home > Teacher Resources > Film-making Lessons'. Two blue cards are presented: the first, 'Animated Film-making', features a smiley face icon and describes a series of interactive lessons for stopmotion animation; the second, 'Live Action Film-making', features a clapperboard icon and describes dynamic lessons for introducing live-action film-making as a cross-curricular activity.

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





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