

AE Academic English UK

Academic E-Portfolios

EXAMPLE



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Teacher's Notes EXAMPLE

Lesson Plan

Aim: to introduce students to academic e-portfolios through a range of tasks. The students will learn what a portfolio is, why students create portfolios, how to set academic learning goals and select the appropriate methods to achieve those goals, study the language of reflection and evaluation and produce the first week's evidence.

Lesson Timing

120-180 minutes. The main worksheet is 120 minutes. Completing the first week's portfolio form is an additional 60 minutes.

1. Preparation

1. Email or place the worksheets with the e-portfolio templates (Appendix B) for each student in a shared folder like OneNote or OneDrive. Create e-portfolio folders (OneNote is best for this) for each student. Go here for ready-made E-portfolio OneDrive Documents: **Available in paid version.**

2. Lead in (10 mins)

1. Task 1: Students discuss the questions in small groups.
2. Whole class feedback: Nominate a few students to explain their group's responses, but no need to go into too much detail at this stage.

3. Pre-task work (10 mins)

1. Pre-teach the vocabulary in tasks 2 & 4 that your students may not know but try not to give away too much.

4. Guided learning 1 (20 mins)

1. Students complete tasks 2-4 individually, comparing each task with a partner after each exercise.
2. Whole class feedback: Nominate students to give their answers.
3. Display key for tasks 2 & 3.
4. Task 5: See answer key for specific areas of each skill.

5. Guided learning 2 (60 mins)

1. Select how long you have to complete the portfolios before you decide how many skills to focus on. Example: 12-week semester = 3-4 skills (learning goals); 4 weeks = 2 skills (learning goals). Adapt the worksheet as required.
2. Students complete task 5 with teacher's guidance, followed by task 6.
3. Display key for task 6.
4. Students write their ALGs (task 7), followed by some peer feedback using the checklist (task 8).
5. Allow time for students to modify their ALGs and ask any questions they have.
6. Task 9 introduces them to the portfolio form and evidence. They work through tasks 9,10 & 11, discussing and comparing with a partner.
7. Answer any questions that arise and show them the sample portfolio form for student B in Appendix A and display the key for tasks 10 & 11.

6. Independent learning (80 mins)

1. Task 12: Students select a recent piece of work and write a reflection of their strengths and weaknesses using the language from task 11.
2. Task 13: Students conduct peer feedback using the provided checklist.
3. Task 14: Students complete the portfolio form using the template in Appendix B. The teacher needs to decide if the students should complete the whole portfolio for week one in the class or just the first ALG and finish the others for homework. Make sure they know where to put their evidence and how to share the link with the teacher.

Academic E-Portfolios **EXAMPLE**

Task 1

Discuss the following questions in small groups. Take some notes so you can report back to the whole class.

1. What is an academic e-portfolio?
2. Have [redacted] before?
3. Have you ever seen an academic e-portfolio?
4. Why [redacted]?
5. What makes [redacted]?

Put your notes in the box.

Notes:

Task 2

Read the following definition of an academic e-portfolio and complete the gaps with words from the box.

responsible achievements collection reflection period goals

An academic e-portfolio is a _____ of the student's [redacted] over a specified _____. The learner is involved in the process as they are _____ for setting initial [redacted] process of _____ and evaluation.

Task 3

Rewrite the definition using your own words. Compare with two other students. Have you written similar ideas?

Task 4

Students produce academic e-portfolios for many reasons. Did you discuss any of these in task 1? Put a tick next to the ones you talked about.

	Rationale for academic e-portfolios	Yes	No
i.	[redacted]		
ii.	Fosters learner autonomy.		
iii.	[redacted]		
iv.	Encourages life-long learning.		
v.	[redacted]		
vi.	Provides a digital record of achievement.		

Task 5

You are going to show your [redacted] at the end of the semester. Select three or four skills that you would like to focus on.

	Skill	Yes	No	Notes
1.	Writing			
2.	[redacted]			
3.	Speaking			
4.	[redacted]			
5.	Vocabulary			
6.	[redacted]			
7.	[redacted]			
8.	[redacted]			

Task 6

You are now going to write your academic learning goals (ALGs) that are specific for skills you have chosen.

Look at the ALGs that two students have written. Which student has written a better ALG and why? Write your notes in the box provided and then compare with a partner.

Notes:

Student A		
ALG 1	Rationale	Evidence
<i>To improve my note taking skills.</i>	<i>I am not very good at taking notes.</i>	<i>I will take [redacted] them to my portfolio.</i>
Student B		
ALG 1	Rationale	Evidence
<i>To improve my note taking skills when [redacted]</i>	<i>I have always found it difficult to take [redacted] when I am listening to lectures due to [redacted]. I believe that I need to learn [redacted] to see what works best for me as [redacted] able to take notes are essential for [redacted] myself.</i>	<i>My aim is to try a range of note taking styles, [redacted] and learn a range of techniques, such as [redacted] to help me take notes quickly. Each week, it is my [redacted] to my portfolio, write a reflection of my [redacted] consider how I will move forward the following [redacted]</i>

What have you learnt about writing ALGs?

Task 7

Use the following template to write your ALGs. Ask your teacher how many you should write.

	ALGs		Evidence
ALG1			
ALG2			
ALG3			
ALG4			

Task 8

Give your partner some feedback about their ALGs using the following checklist.

	Has your partner.....	Yes	No
i.	Written specific ALGs?		
ii. why they have selected this particular goal?		
iii. to the course they are on or going to attend?		
iv.	Included an ?		
v.	Included specific examples of how they will achieve those goals?		

Discuss the feedback with your partner and make any changes that are needed.

Task 9

Now that you have written your ALGs, the next step will be to select the methods for each goal.

1. Remind yourself of student B's ALG1: *To improve my note taking skills when listening to lectures.*
2. Look at student B's 'Portfolio: Evidence and Reflection' form for week 4 and the evidence they provided (see the next two pages). Can you guess what the teacher's feedback was? Discuss with a partner and put your notes in the box.

Notes:

3. Have a look at the teacher's feedback (Appendix A) and see if you were right.

Student B's Portfolio form for ALG1 (*without teacher's feedback*) **EXAMPLE**

Portfolio: Evidence & Reflection	
On this form, please include your ALGs, an explanation of the evidence, a link for the evidence, the rationale for selecting the evidence, your reflection and evaluation.	
ALG 1	
To [redacted] to lectures.	
Statement of evidence	
A set of linear notes of a lecture on [redacted]. Link for my notes. Link for the lecture.	
Rationale	
This week I have been practising how to structure [redacted] points in the same order as the lecture. I have focused on the use of headings, numbers and [redacted] and symbols to save time.	
Reflection	
Strengths	Weaknesses
<p>Lecture: I did not find the lecture too [redacted] I still listened three times, because I did not want to miss any [redacted] managed to include most of the main and [redacted]</p> <p>Notes: Compared to last week, I found that my [redacted] organised more logically, which was due to the inclusion of headings, [redacted] addition, I used two abbreviations and one [redacted]</p>	<p>Lecture: If this was a live lecture, I would not [redacted] of notes, so I need to improve listening to fast speech and [redacted]</p> <p>Notes: I originally took notes by hand but even [redacted] of my writing was difficult to read. Therefore, I rewrote them on a [redacted] consuming. I realise that I will not always have [redacted] the way I take notes.</p>
Teacher's Feedback	
[redacted]	
[redacted]	
Complete this [redacted] feedback.	
Evaluation	
What will you do to improve next time?	
[redacted]	

Internet of Things: Are Smart Devices Helping or Harming?

Rose Barker (2018)

1. Background

hacked allowing thieves to like emails, apps & bank accounts.

2. Definition

collect user to the user.

Only need to hack one (mobile phone or computer) is the IoT devices like games, watch, eBooks, tv, house etc.

4. Number of devices

Predicted 20 billion in 2020.

5. Identity theft

- It's an epidemic. Thieves making money off every kind of
- Data trafficking is one of the top revenue

6. data

- Some comp.
- If we buy an IoT device like a light bulb, the info. is public or available
- There are or the data they collect.
- Companies don't need to tell us what data they collect, & how they store the information.
- We don't know what information is being sold

7. Solutions

- i. they should also own the right to the data too. The companies who store the data would not
- ii. We identity remains ours. Blockchain technology will make it difficult to hack our devices.
- iii. People, update software requested & avoid linking devices to an anchor device.

Task 10

Look at the same student's evidence from week 5 (see next page). Has the student shown development towards their ALG1 compared to week 4's notes? Discuss with your partner and add your notes in the box provided.

Notes:

Extract of student B's evidence from week 5 **EXAMPLE**

IoT: Beyond the Smart Gadgets
Dr Gina Martinez (2021)

1. Definition
IoT = [redacted] internet so decisions [redacted] make wrld > efficient.

2. [redacted]
i. Highly adv. tech. future.
ii. [redacted] = do everything 4 us; [redacted]

3. What IoT is about

- [redacted] decisions so devices [redacted]
- > devices we connect & enable, > optimised decisions can b.
- [redacted] bt comm. [redacted] sustainable comm. Excess energy frm 1 home = redirected 2 another.
- Not abt ind. gadgets, [redacted] IoT capabilities.
- For each device connected & enabled = > ways 4 digital wrld 2 interact w physical wrld.
- [redacted] = building infrastructure [redacted]

Task 11

You are now going to look at the language student B used to complete their portfolio form. Look at the reflection and evaluation sections and answer the following questions giving examples where possible.

Reflection	
Strengths	Weaknesses
<p>Lecture: I did not find the lecture too [redacted] I still listened three times, because I did not want to miss any [redacted] managed to include most of the main and [redacted]</p> <p>Notes: Compared to last week, I found that my [redacted] organised more logically, which was due to the inclusion of headings, [redacted] addition, I used two abbreviations and one [redacted]</p>	<p>Lecture: If this was a live lecture, I would not [redacted] of notes, so I need to improve listening to fast speech and [redacted]</p> <p>Notes: I originally took notes by hand but even [redacted] of my writing was difficult to read. Therefore, I rewrote them on a [redacted] consuming. I realise that I will not always have [redacted] the way I take</p>
Evaluation	
<p>What will you do to improve next time?</p>	
<p><i>After reflecting on my strengths and weaknesses and reading my teacher's feedback, it is my [redacted] using the [redacted] instead of whole sentences and I plan to learn some common abbreviations and symbols and see if I can apply [redacted] strategies should [redacted] quickly.</i></p>	

Questions	
i.	What tense is the reflection section mostly?
ii.	_____ show development from week to week?
iii.	What _____ different from other types of _____
iv.	How are the ideas connected?
v.	What _____ mostly?

Task 12

You are now going to practice writing a reflection of a piece of work you have completed recently. You can select anything you wish but remember to use the language from task 11.

Reflection	
Strengths	Weaknesses

Task 13

Give your partner some feedback on their reflection using the following checklist.

	Has your partner.....	Yes	No
i.	_____		
ii.	Used language to show development?		
iii.	_____		
iv.	Used subjective language?		
v.	_____		
vi.	Used future tense and modal _____		

Task 14

You are now ready to start completing the portfolio form for your ALGs for the first week.

1. Use the template in Appendix B at the of this worksheet.
2. Add your evidence to a shared folder like OneDrive and add the link to the 'statement of evidence' so your teacher can access it.
3. Put your portfolio form in your week one page of your e-portfolio on OneNote.

Academic E-Portfolios **ANSWER KEY**

Task 2

Read the following definition of an academic e-portfolio and complete the gaps with words from the box.

responsible	achievements	collection	reflection	period	goals
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An academic e-portfolio is a collection of the student's work that represents the student's efforts and achievements in particular areas over a specified period. The learner is involved in

ALL ANSWERS AVAILABLE IN PAID VERSION...