

# Didactics I

Angie Moore

# The basics

## **Moodle:**

<https://dl1.cuni.cz/course/view.php?id=15685>

## **Instructors:**

Angie Moore and Dr. Zbyněk Zicha

## **Final grades:**

Portfolio and exam

## **Languages:**

Czech and English



# E-Portfolios

Didaktika pedagogických věd I

---

# Table of Contents

## What are e-portfolios?

Let's describe and discuss this learning and teaching tool...

## Why are e-portfolios important

Let's talk about the benefits..

$$a^2 + b^2 = c^2$$

## What should be included in your e-portfolio?

Let's discuss what should be in your e-portfolio..

## Making an e-portfolio

Let's look at examples and sites you can use to create an e-portfolio....



01

# What are e-portfolios?





# What are e-portfolios?




- Portfolios have been widely recognized and applied to develop pre-service teachers' reflection competencies last two decades<sup>2</sup>
- They are a media that facilitates pre-service teachers' reflections on their knowledge building and complex realities in their teaching practices<sup>2</sup>
- They generate learning because they provide an opportunity and virtual space for students to critically assess their academic work, to reflect on that work, and make connections among different courses, assignments, and other activities, such as work experience, extracurricular pursuits, volunteering opportunities, and more.<sup>1</sup>
- They are effective learning tools because they support students' own knowledge construction, make otherwise invisible aspects of the learning process visible, and place agency in the hands of students, which fosters learners' motivation.<sup>1</sup>
- They are a student-centered activity – one in which the student is free to choose what artifacts are included, and is free to reflect on the process of their learning – they foster engagement and motivation<sup>1</sup>

"When we place learning in the hands of our students we empower them to take charge and teach them to reflect and grow independently. One way we do this is by having students create digital portfolios to curate their learning, reflect on growth, and set goals."

- Kate Muhtaris & Kristin Ziemke in Ed Week Teacher



## E-portfolios as a tool for both students and teachers



Let's think of e-portfolios as both a learning and teaching tool

# E-portfolios for you and your students?

## What?

An academic ePortfolio can be a digital collection created by a student of course-related work, like essays, posters, photographs, videos, and artwork

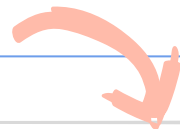


## What else?

Academic ePortfolios can also capture other aspects of a student's life, such as volunteer experiences, employment history, extracurricular activities, and more.

## Why?

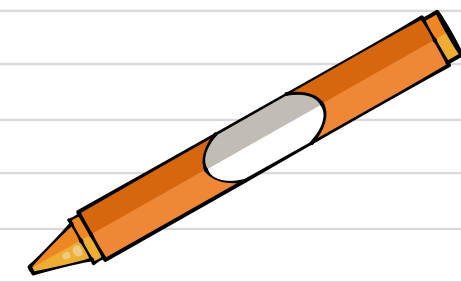
ePortfolios document and make visible student learning.







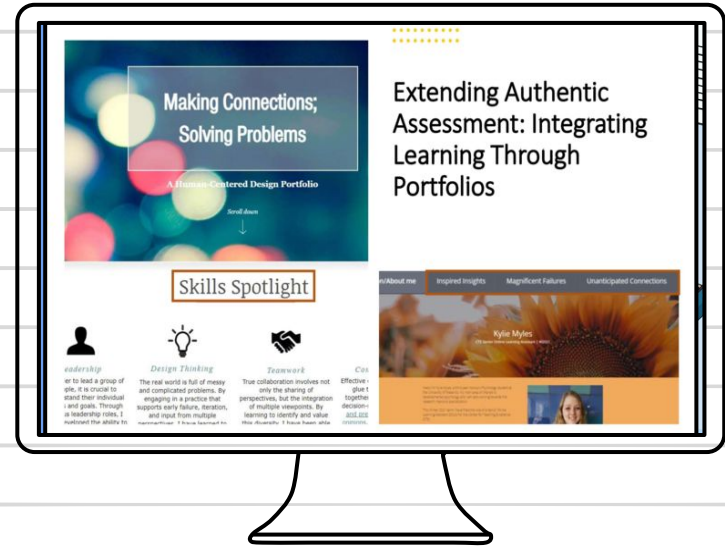
# 02 Why are e-portfolios important for learning?



# Constructivist learning



- ePortfolios fall within a learning theory known as constructivism
- What is the theory of constructivism?
- Learning happens most effectively when students construct systems of knowledge for themselves, rather than simply having information presented.



# E-portfolios make learning visible

## Critical reflection

Critical evaluations and reflections are carried out regarding self and peer understanding of teaching knowledge and practices

## Reflection on “invisible” stages of learning

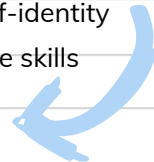
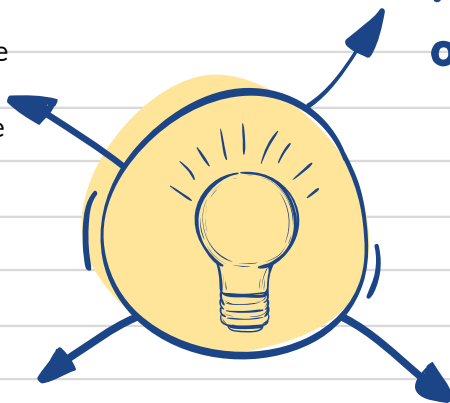
E-portfolios allow students' reflections to be shared, reviewed and discussed among peers

## Beyond cognitive learning

affective factors, personal reflections, and issues of identity are involved

## Metacognitive skills

By reflecting on affective, personal, and self-identity factors, students can develop metacognitive skills



# So in a nutshell...



1.

The opportunities for ongoing reflection with support from peers and mentors may allow pre-service teachers to develop their planning and learning-to-learn competencies.

2.

Through reflections about learning and teaching practices, e-portfolio provides opportunities for pre-service teachers to become active learners.

3.

Pre-service teachers can set goals for learning, engage in self-reflections, review goals periodically and assume responsibility for their own learning and teaching practices<sup>2</sup>





03

What should be  
included in an  
e-portfolio?





# Basic elements of an e-portfolio



**Training**



**CV**

Education and  
experience

Skills, training, etc. (e.g.  
volunteer work)



**How do you teach?**

Evidence of effective  
teaching



Examples?



## Examples of documentation (not limited to):

- Certificates of Training (including hours and topics documented)
- Current Resume
- Letters from supervisors/employers someone who can document work experience
- Course/training descriptions
- Job descriptions
- Self/Peer/Supervisor/Teacher evaluations
- Work/volunteer experience





## What to include in e-portfolios?

- A teaching e-portfolio covers and evidences your teaching capabilities not just quantitatively but also qualitatively.
- Although your resume should be included, an e-portfolio is much more than that... This includes not just a list of degrees and classes and training, but a comprehensive look at why you teach, how you teach, and how effective your teaching is (or can be).
- Thus, it gives context for the evidence of your teaching knowledge and skills.
- Make your portfolio descriptive and personalized

Take the opportunity to present yourself not just as a pre-service teacher but as an emerging educator with passion.







## E-portfolios showcase growth

- Show the ways in which you are growing
- Your educator portfolio is a great way of illustrating your growth as a pre-service teacher
- Talk about the certifications you have received or the classes you attended
- Show that you are constantly looking for opportunities to learn and improve as a future teacher
- Discuss and reflect on things you have learned in your classes
- Always remember that a teacher who is capable of learning as well as teaching is the biggest asset to any educational institution

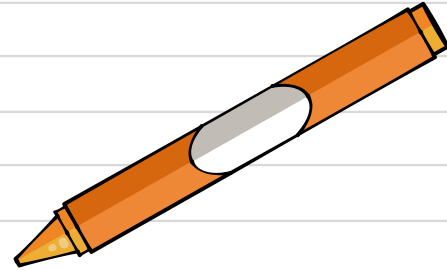
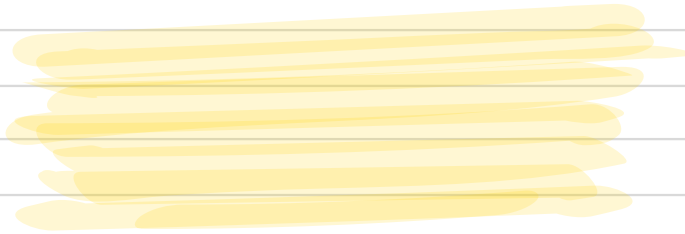




04



# Making an e-portfolio



# Sample portfolios



## Portfolio 1

<https://slcheesman.wixsite.com/educationjourney>

## Portfolio 2

<https://nathancomstock.weebly.com>

## Portfolio 3

<https://michellemagbanua.wixsite.com/michellecasten>

## Portfolio 4


<http://teachercowley.weebly.com>

## Portfolio 5

<http://sydmacrae.weebly.com/cv.html>

## Student Portfolio

[https://sites.google.com/d/1IMrqJFX8lx\\_yMTGo3JmVJaePUKf5gB\\_B/p/1-38GEDIJghGwL8\\_kJ51AYWgBYfjRkirh/edit](https://sites.google.com/d/1IMrqJFX8lx_yMTGo3JmVJaePUKf5gB_B/p/1-38GEDIJghGwL8_kJ51AYWgBYfjRkirh/edit)



# Where to create an e-portfolio?

## Google sites

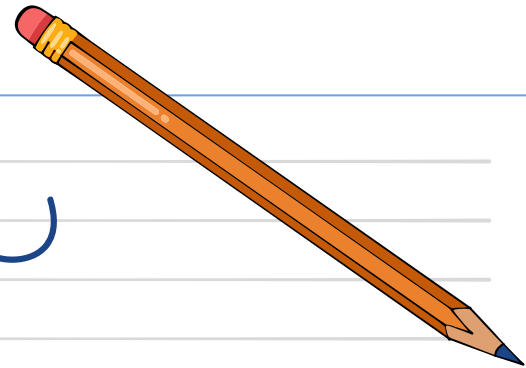
<https://www.youtube.com/watch?v=9Aq4roixJ6A>

## Weebly

<https://www.youtube.com/watch?v=tFIVhsD5KNM>

## Wix

<https://www.youtube.com/watch?v=jlsfWFsIDmw>



# Sources used in this presentation

## Websites:

<sup>1</sup><https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/e-portfolios>

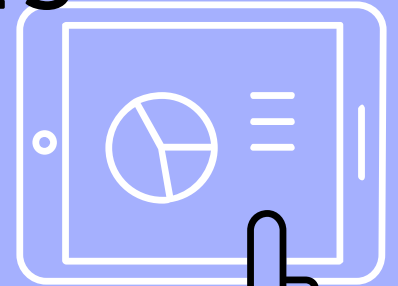
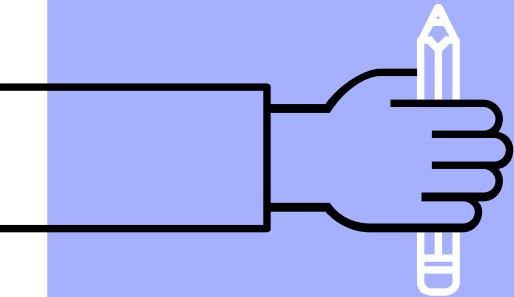
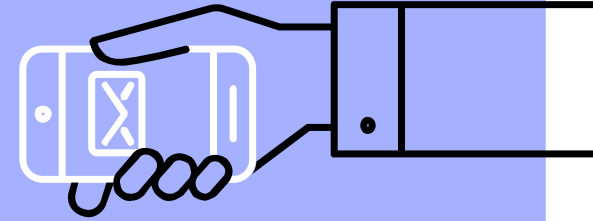
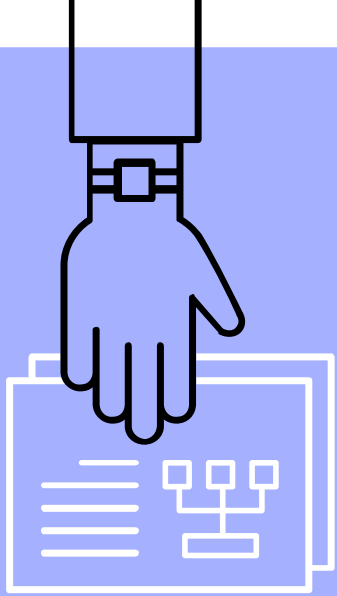
## Sample portfolios:

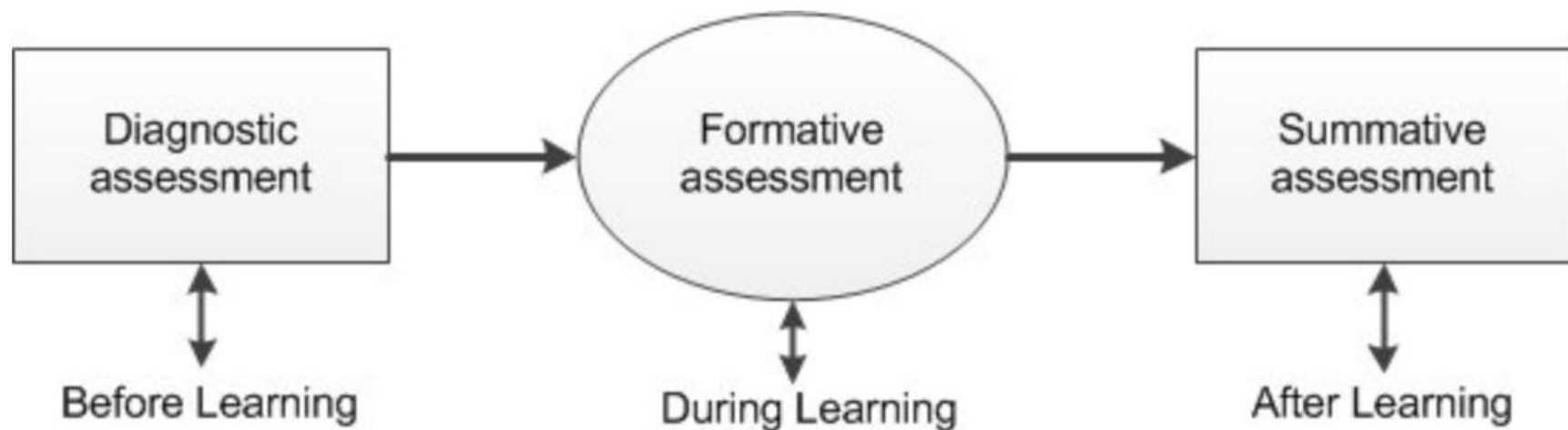
<https://www.ulethbridge.ca/education/resources/eportfolios/sample-portfolios>

## Academic article:

<sup>2</sup> Lim, C.P., Lee, J.CK., Jia, N. (2016). E-portfolios in Pre-service Teacher Education: Sustainability and Lifelong Learning. In: Chi-Kin Lee, J., Day, C. (eds) Quality and Change in Teacher Education. Professional Learning and Development in Schools and Higher Education, vol 13. Springer, Cham.  
[https://doi.org/10.1007/978-3-319-24139-5\\_10](https://doi.org/10.1007/978-3-319-24139-5_10)

# Assessment types





# Three types of student assessment

## **Diagnostic assessment-**

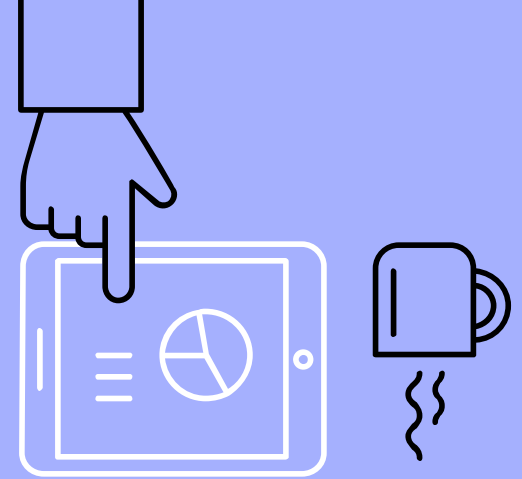
"Assessment for learning"

## **Formative assessment-**

"Assessment as learning"

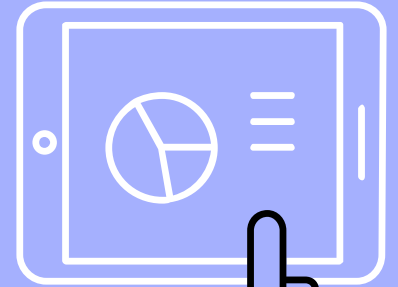
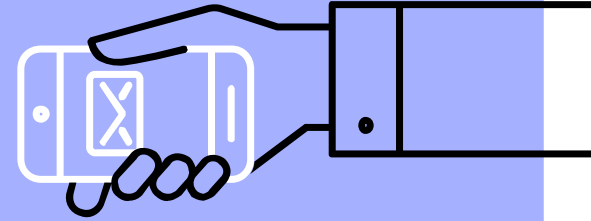
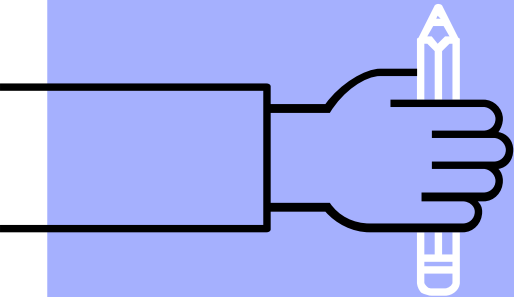
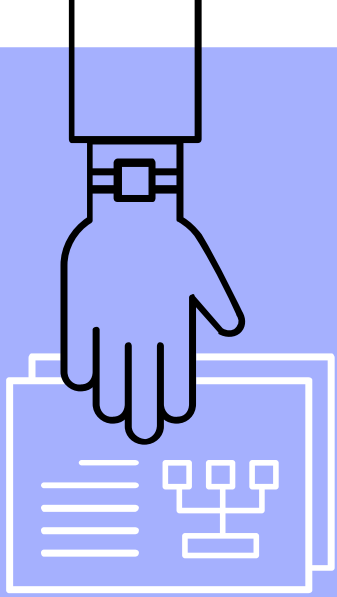
## **Summative assessment -**

"Assessment of learning"





# Diagnostic assessment



# KWL Chart

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: \_\_\_\_\_

<b>Know</b>	<b>Wonder</b>	<b>Learned</b>
<p>What do you think you already know about this topic?</p>	<p>What do you wonder about this topic? Write your questions below.</p>	<p>After you complete your project, write what you learned.</p>

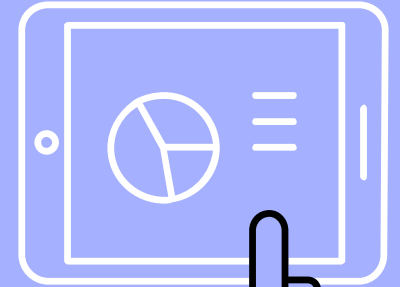
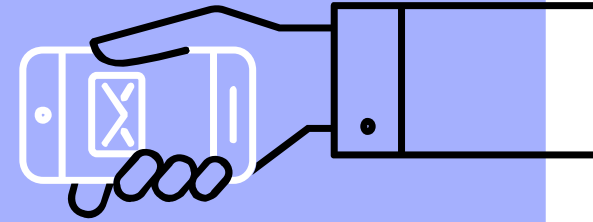
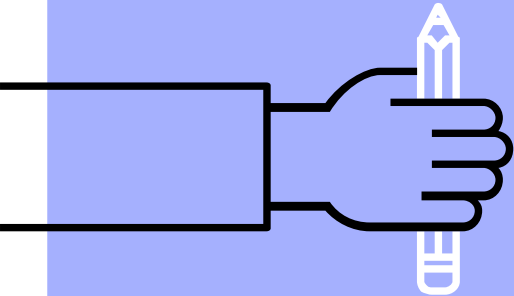
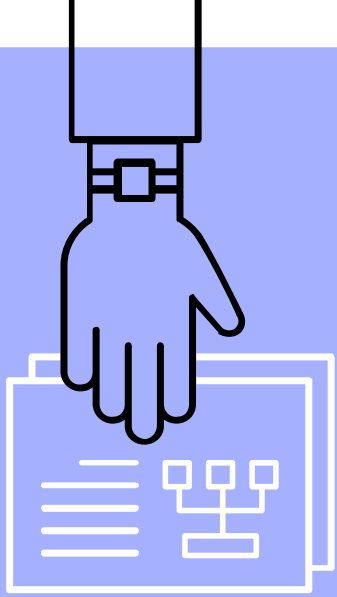


# Diagnostic assessment

- ▶ Pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.
- ▶ An identical assessment may be given post-instruction to identify if students have met a course's required learning objectives.
- ▶ A tool for teachers to better understand what students already know about a topic when submitted before the start of a course.
- ▶ Teachers can plan meaningful and efficient instruction and can provide students with an individualized learning experience.



# Formative assessment



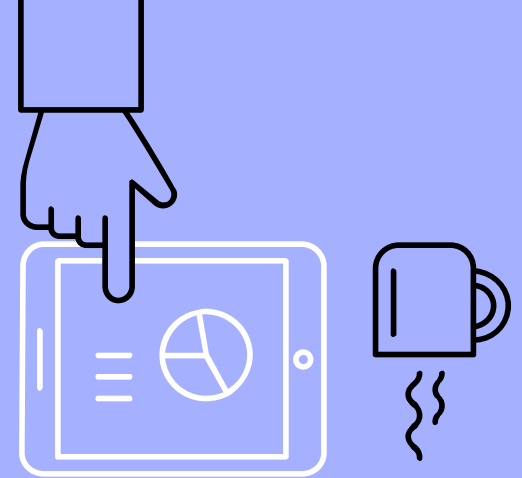
# Formative assessment

- ▶ An assessment is “formative” if the data collected is used to gauge student understanding;
- ▶ Provides students with specific, actionable, and immediate feedback
- ▶ Teachers can adjust instructional strategies in relation to the standards or learning goal.
- ▶ The formative assessment process involves both the teacher AND the student, answering the following questions regarding student learning:

*Where am I going?*

*Where am I now?*

*How do I get from here to there?*

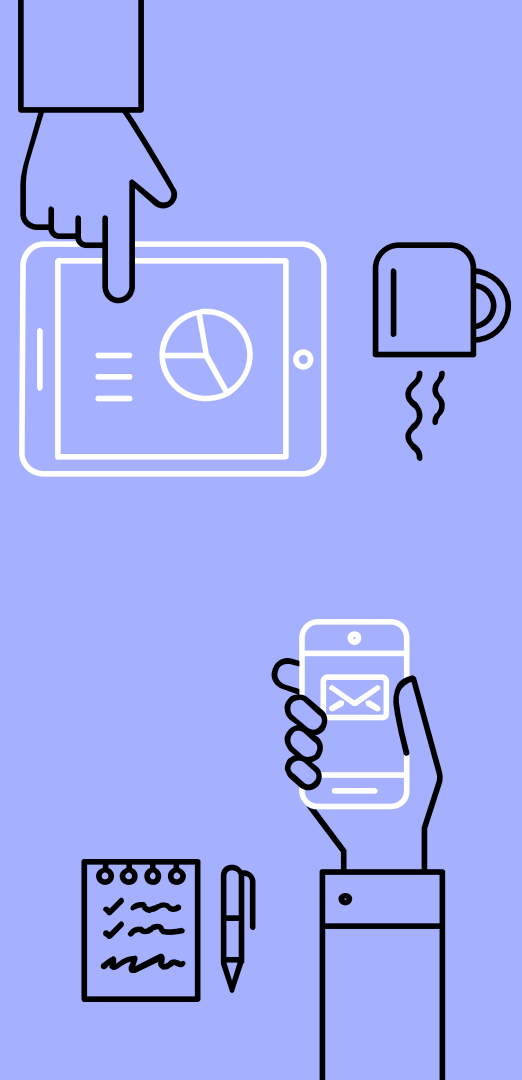


# Formative assessment

helps teachers understand student learning while they teach,

provides teachers with information to adjust their teaching strategies accordingly.

Meaningful learning involves processing new facts, adjusting assumptions and drawing nuanced conclusions.



---

## Homework as Formative Assessment Vignettes:

**Math Homework:** A teacher assigns math students two problems as homework based on the learning target. The following day, he collects the assignment as an entrance ticket, and quickly scans the assignments to form small groups based on the specific skills each student needs to successfully master the learning target.

**Science Homework:** A science teacher assigns homework to write a hypotheses for an experiment. At the beginning of class, students discuss their hypotheses in small groups while the teacher listens to and observes discussions, noting students who need further guidance in writing strong hypothesis, and those who need explicit instruction to begin writing a basic hypothesis.

---

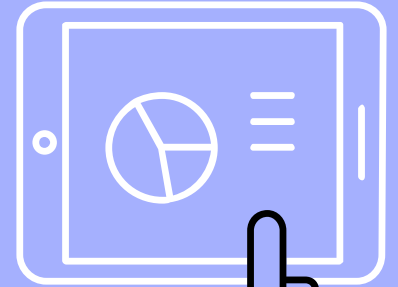
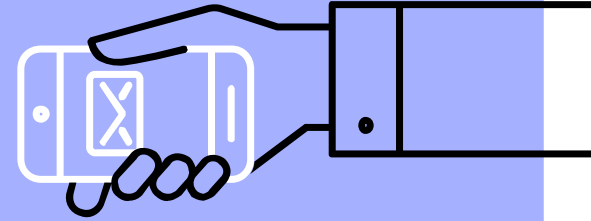
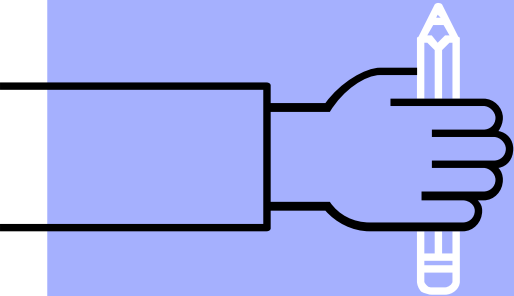
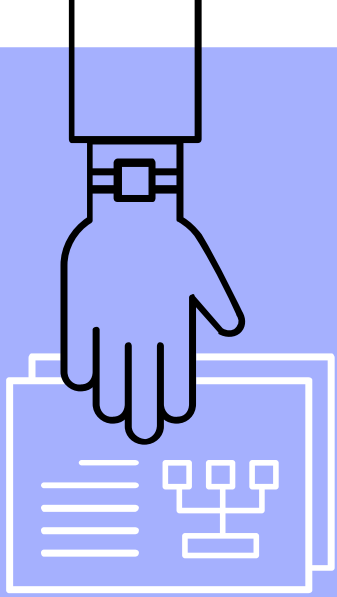
What are some methods that teachers can use to assess students formatively?

1. mindmap
2. Simple questions
3. multi=sensory
4. homework
5. Quiz
6. Cups
7. Whiteboards

What kind of assessment is this?



# Summative assessment



# Summative assessment

- ▷ Summative assessments are designed to evaluate and report on cumulative student learning
- ▷ Data from summative assessments:
  - are derived from a variety of sources, not just standardized or statewide tests
  - can answer whether ALL students have met the standards successfully
  - should be used strategically with formative and interim data to inform teaching and learning
  - provides key information for conversations around student learning



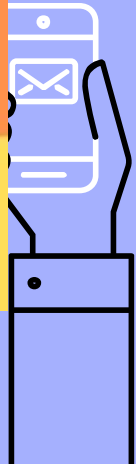
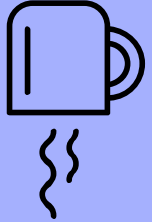
# Formative Assessment

- Occurs during the learning process.
- Allows teachers and students to pivot their strategies.
- Identifies areas for improvement.
- Gives opportunities for students to implement feedback.

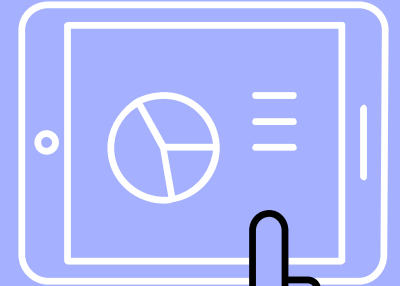
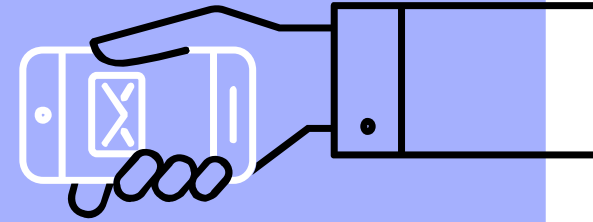
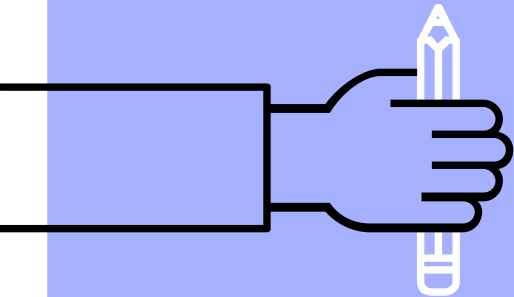
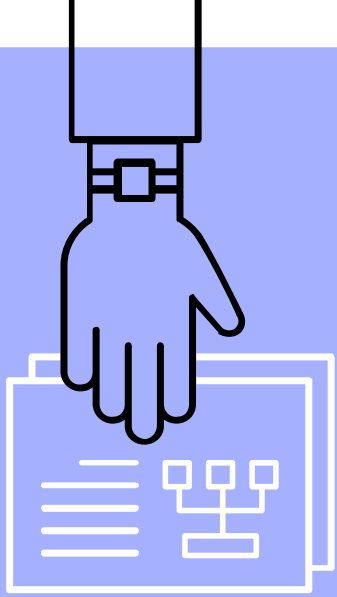
**VS**

# Summative Assessment

- Occurs at the end of the learning process.
- Provides a final evaluation of concept knowledge.
- High-stakes testing that often involves ranking of students.



# Assessment tools





## Diagnostic

Conference  
Interview  
Survey  
Journal  
KWL Chart  
Observational  
checklist  
Self-assessment



## Formative

Mini tests  
Checklist  
Journal  
Application  
Question  
Rubric  
Self-assessment



## Summative

Test  
Situational  
Problem  
Rubric  
Portfolio  
Self-assessment

## *Diagnostic*

- Used to identify the student's current knowledge and skills level
- Allows learning activities to match student requirements
- Usually taken before learning has occurred in the course

## *Formative*

- Assessment task provides practice for students on their learning for the course
- Provides useful feedback to individual students at a critical point in the learning process
- Gives teachers an opportunity to review class results and address gaps in learning

## *Summative*

- Used to grade and judge the student's level of understanding and skill development for progression or certification
- Usually takes place when no further learning is possible for the course being assessed

For you:

Describe:

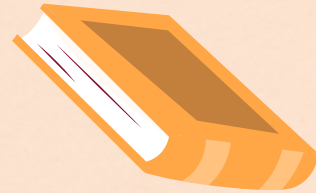
**one type of diagnostic test** and  
**one type of formative test** that you  
could use in a real life lesson





# Feedback

Angie Moore







01

# Giving Feedback





# Feedback: What's the point?



- *Motivate students*
- *Help students improve areas of weakness*
- *Congratulate students on improvements*
- *Learning!*





# Student perceptions of feedback



Research makes it clear that when evaluating the effectiveness of any feedback student perceptions of the feedback should be considered.

If students don't understand the feedback, don't perceive it to be helpful or don't view it as enhancing their learning, they are unlikely to use the feedback to make changes

Which will reduce the impact of the feedback on their performance. (Gjerde et al. 2017)



# Feedback: Tips




- Praise what students did , not their talents
- Mistakes don't have to feel negative
- Be specific, and descriptive when giving feedback
- Give feedback as quickly as possible
- Give feedback one-on-one if possible



# From visible learning (John Hattie)



- focus feedback on the task not the learner,
  - provide elaborated feedback,
  - present elaborated feedback in manageable units,
  - be specific and clear with feedback messages,
  - keep feedback as simple as possible but no simpler,
  - reduce uncertainty between performance and goals,
  - give unbiased, objective feedback, written or via computer,
  - promote a learning goal orientation via feedback,
  - provide feedback after learners have attempted a solution.
- 





*Three types of teacher feedback that can backfire and have negative consequences*

- Communicating pity after failure.
- The offering of praise after success in *easy* tasks.
- Unsolicited offers of help, particularly ‘gratuitous help’ such as supplying answers outright.

(based on Graham 1994)



*Well said . . .*

‘students should never be allowed to fail at tasks until they have a reasonable chance to succeed. If they do, they have no choice but to attribute their failure to lack of ability and will therefore stop trying.’

(James Raffini 1993:107)





# Formative feedback: monitor and improve



- The goal of formative assessment is to *monitor student learning* and to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Therefore formative feedback is best given during learning, and prior to summative assessments.
- Formative feedback helps students to improve and prevent them from making the same mistakes again.
- Should be given as immediately as possible



# Summative feedback: evaluate



- The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some criteria.
- Summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the grade was derived from the criteria provided.
- additional constructive comments on how the work could be improved.





# Self feedback: Example Template



1. What are some things that I did really well during this assignment that I want to remember to keep doing in the future?

---

---

---

2. What are some things that I could work to improve for the next time I do a similar assignment?

---

---

---







# Other examples of self feedback

- Students write goals before the assignment / evaluation of goal achievement after the test
- Ss write performance reflection after assignment
- *Why is self-feedback important?*



who fight for what they believe in with incredible strength and independence. A prime real-world example of this is Malala Yousafzai, who stood and continues to stand up for women's rights. Not only as a woman, but as a woman of colour, she is a role model due to her perseverance and bravery in her fight against gender discrimination. On a similar note, in many Disney movies, people of colour are stereotyped, which is not only unfair, but offensive. In *Mulan*, Disney portrays an obvious difference between the Huns and the Chinese. The Huns are portrayed with darker skin, exaggerated "Asian" features and animal-like qualities. Furthermore, their leader has yellow eyes and sniffs the air like a dog, illustrating the fact that his people are, in Disney's eyes, not human. In contrast, the Chinese have light skin, large eyes and are well-spoken. This is one of the many ways that Disney antagonizes people of colour and tries to make protagonists as "western" as possible. These examples are among the many racist aspects of Disney movies, which can negatively affect a child's perception of other ethnicities. Another unrealistic aspect of Disney movies is the idea of a happily ever after. Because Disney movies have a tendency to end in marriage and the resolution of all conflict, an expectation is bestowed upon children that everything in life will work itself out in the end. Obviously, this is not true, as life can be harsh and unforgiving. Not everyone gets a happily ever after. While Cinderella, Rapunzel and Tiana are off getting married, people of the real world are dealing with real problems and are working hard to get their happily ever after. Evidently, Disney movies are unrealistic and uphold many negative views of humanity.

The students had to respond by telling me why they thought I had highlighted each section. If necessary, I added a response.

I feel that I did this well because the idea started off in a broad way but became more detailed with more specific ideas and examples.



11:35 AM Today

Thanks

I feel that I did this well because I used an example before stating my point, which primes the reader to think a certain way before the point is stated.



11:38 AM Today

Resolve

I could have developed this idea more by writing something such as: Producers try to make protagonists this way because they are very biased in that they seem to believe that western people are always the good guys.



1:42 PM Today

I'd actually like more specifics about how they make them look "western"

Reply...

# Peer feedback: learning from each other



- Giving feedback is a skill that can benefit students professionally, personally, and academically.
- Ensure that students know how to give respectful and constructive feedback to each other before asking them to do it
- Ask students for recommendations about their peers' performance
- Let students evaluate each others' writing based on a rubric









# Constructive feedback: Examples


- **Negative feedback** – corrective comments about past behaviour. Focuses on behaviour that wasn't successful and shouldn't be repeated.
- **Positive feedback** – affirming comments about past behaviour. Focuses on behaviour that was successful and should be continued.
- **Negative feed-forward** – corrective comments about future performance. Focuses on behaviour that should be avoided in the future.
- **Positive feed-forward** – affirming comments about future behaviour. Focused on behaviour that will improve performance in the future.





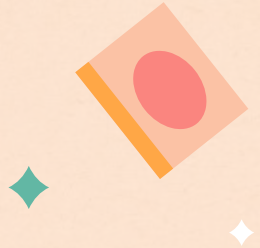
# From visible learning (John Hattie)



- focus feedback on the task not the learner,
  - provide elaborated feedback,
  - present elaborated feedback in manageable units,
  - be specific and clear with feedback messages,
  - keep feedback as simple as possible but no simpler,
  - reduce uncertainty between performance and goals,
  - give unbiased, objective feedback, written or via computer,
  - promote a learning goal orientation via feedback,
  - provide feedback after learners have attempted a solution.
- 

# Growth mindset (Carol Dweck)

- Fixed mindset vs. growth mindset
- Students can always improve
- Give students feedback on what they DID, not what they “ARE” i.e. “Praise the effort, not the child (or the outcome).”
- Don’t give praise that isn’t genuine









# Exit ticket

- 3 věci, které jste se naučili (3 things you learned)
- 2 věci, které vás zaujaly (2 things you found interesting)
- 1 věc, na kterou máte stále otázky (1 thing you still have questions about)





# Resources

- [https://www.queensu.ca/teachingandlearning/modules/assessments/35\\_s4\\_0\\_5\\_types\\_of\\_rubrics.html](https://www.queensu.ca/teachingandlearning/modules/assessments/35_s4_0_5_types_of_rubrics.html)
- <https://federation.edu.au/staff/learning-and-teaching/teaching-practice/feedback/types-of-feedback>
- <https://files.eric.ed.gov/fulltext/EJ1139724.pdf>

