

MUNI
CJV

Portfolio Assessment at FSS: Practical Approach

Abigail Mokra – Radim Herout – Kateřina Sedláčková –
Monika Ševečková – Petra Trávníková

Outline

- Introduction
- Portfolio assessment and you
- Students' voices
- Students' point of departure
- Self-reflection journals
- Learning logs
- Native speakers' involvement
- Now, it is your turn...

First, Let's Hear From You!

We'll use Socrative, a free, easy-to-use e-learning platform.

1. Go to **socrative.com** with your laptop or mobile device.
2. Click **login** in the upper right-hand corner.
3. Click **student login**.
4. Enter **mokra** as the room name.
5. Answer our question within the next **3 minutes**, and we'll display your live feedback after our presentation.

Portfolio assessment

- Set of students' productions
- Collected over a semester
- Linked to learning outcomes
- Demonstrates progress, effort and results

Students' voices

- Wholesome **picture of my abilities.**
- Assessment of capacity **to use the language actively.**
- PA is less stressful and students can **like the subject more** and **enjoy more** and then maybe also **learn more.**
- PA helps to **understand the weak points** and **to move on,** standard test only shows results.
- **Standard test** is only about **memorization,** does not facilitate deep learning.

Complexity and authenticity

- Portfolio is **more complex**, based on **actual using of language** and practice, which is good.
- PA is **more practical** and connected to tasks we will face in **future jobs**.
- **Authentic tasks** showing how we master the language.

Progress and motivation

- It is a good way to help the students **practise** their language skills **without degrading their confidence** in learning the language.
- It is more interesting, I was **more motivated**, because I perceived it as a **possibility to improve myself**, not only being examined.
- Standard test does not give me the chance to see my own progress and thus the learning is less effective.

Learning styles&personalisation

- I like that it is outcome oriented and that my progress is monitored – **at the start of the course I checked what I want to work on** and this way **I knew what to give more focus to.**
- Portfolio is diverse and creative so the student can apply **different styles of learning.**
- Everyone can **set his own goals** and focus on them.
- We can **concentrate** on each task more.

Objectivity and efficacy

- More effective
- More fair
- More objective
- Less stressful
- Portfolio assessment is definitely more suitable for courses like this one.

Cons

- More work during the semester
- Time consuming
- Great amount of energy to invest (from both – the student and the teacher as well)
- It is rather exhausting, you have to keep with all requirements. But **that is what being student is all about.**

Point of departure...

Portfolio assessment - shows progression **over time**

Important to know where you are coming from in the very beginning

Presentation skills course (coming with different levels of English and experience with presenting)

Language learning history (self-reflection)

SWOT analysis

Presentation skills self-reflection questionnaire

Setting goals

- University of Leeds - presentation-skills audit
- What do I want to work on/improve this term?
- Personalised and targeted learning, in the hands of students themselves
- Presentation assessment criteria - group work
- Mini-counsellings

Presentation skills self-audit form



Presentation Skills Self Audit

The following is a list of presentation skills areas. The list is not exhaustive. Add any other ideas/skills you would like to work on. You may already be confident in many of the areas, so you might like to use the list to choose priorities for development for your next presentation.

You can choose priorities by first doing an audit of your present level of skills:

1. Decide whether your confidence is: **H-High, M-Medium, L-Low** (by putting a tick in the appropriate box).
2. Go back and choose your priorities by ringing **F-Focus** for those you want to concentrate on now.

Audience

How confident are you in:

1. Choosing a presentational style so that your audience listen/understand/stay interested? (Using interest/enthusiasm/humour/etc.)
H M L F
2. Choosing what your audience needs to hear? (Knowing what outcomes you want/knowing your audience.)
H M L F
3. Pitching your presentation at the right level (Not too basic/too complicated.)?
H M L F

Other ideas, reflections and action points:

Medium

How confident are you in:

1. Designing visuals that are clear and informative? (Visuals well laid out, legible and logical.)
H M L F
2. Using bullet points to make key statements stand out?
H M L F
3. Using white space to enhance your visuals?
H M L F
4. Using pictures and graphics to emphasise your message?
H M L F
5. Operating the equipment? (Knowing how to switch equipment on/off, using correct pens etc.)
H M L F
6. Using IT? (Using IT in designing, producing and presenting visuals.)
H M L F

Other ideas, reflections and action points

Students' reflections journals and motivational self-assessment

Self-reflection journals instead of position papers for:

- Academic **Presentations** and Other Study Skills
- Academic **Writing** and Other Study Skills

A couple benefits and models-in-practice.

With Self-reflection Journals...

Instead of:

- Procrastinating their 500-word position paper until the final week of the semester and struggling to fit the word count...

Students:

- Pace their writing throughout the semester on a weekly basis, instilling better academic writing habits and decreasing learner stress.

With Self-reflection Journals...

Instead of:

- Writing about the usual familiar academic topics, and focusing on the form of the assignment or the teacher's goals...

Students:

- Focus on the content by examining their strengths, weaknesses, and emotions; through this, they set their own learner goals.

October 22nd, 2019

The second mini-presentation

This time I felt worse than for the first mini-presentation. I wanted to tell other things and I forgot to mention them. I was also more nervous this time. This time mine nervousness scored a point. I shall win the next time. I think my topic was appropriate and interesting for all, international relations students included. I picked unique approach, I got inspired with the horcruxes and I was personal. I should work on my nervousness, the time management and better structure.

November 4th, 2019

The third mini-presentation

I have mixed feelings about this week mini-presentation. I had nice looking presentation, but I got bit stuck on some words. It can happen, but today it happened far too many times. Today I talked a lot and it was difficult because I am not used to talking all day. No excuses, I should have managed better. I wasn't as much nervous as I was last time. Also, I should improve my transition words and I speak quietly. I always forget to mention some things, but I have left nothing too much important today.

Visual aid can help you during your presentation, but it takes practice to use it effectively. I don't mind using it. Last presentation was harder because I picked a topic that is very close to me and I also had to present a topic related to my field of study to a mix group of people and some of them were not from the same field.

December 2nd, 2019

Practice Final Presentation

Today I presented my practice finale presentation and received feedback from my peers. I was worried about receiving this feedback, because I am self-conscious about my fear. Let's say I was nervous as per usual, but a lot of people thought I was relaxed and confident. I guess I can be both. I was confident about the topic And I liked my presentation, but why I have to be so nervous all the time I have a presentation is beyond me. I am happy the topic was well received and interesting for the audience.

As I mentioned last time, I received some mix feedbacks. For some people it seemed that I forgot to breath and some people, well most of them, were positive about my improvement of breathing and wrote that I spoke slowly and calmly. Well I tried to use some techniques to slow down a bit.

I definitely need to improve my eye contact. I tried to keep the eye contact, but sometimes I just forgot. Next time I will try my best to keep my eyes on the audience. People liked my visual presentation but were a bit confused about the text. I will reduce the text. Someone also advised me that I could use some story and I just have one in my mind. So, I will also add this to my finale presentation.

After I received the feedbacks, I am quite happy. Obviously, they were quite positive, so I have to like them but I think seeing myself through my peers eyes helped me to improve my presentation for the next time but it also helped me to boost my confidence.

Pre – term:

During my previous academic years, my presentations skills changes a lot. As a psychology student, I would totally agree with the sketch on whiteboard on 1st lesson – than it is a lot about confidence. My current level of confidence varies in different subjects, languages and situations. As my grammar and vocabulary was sometimes bad and I was aware about it, I was a much more nervous than I can imagine I would be now, despite my grammar is still sometimes bad. Now I am still a little bit nervous and afraid when I imagine presentation in class, but I think I am looking forward on it.

2nd entry – impostor

I think I will love this self-developmental and psychological line of this course! There is a lot of more-less similar concepts like impostor syndrome (self-efficacy, lotus of control etc.) in psychology and a lot of them are significantly connected to concepts of human well-being. This is also one of my self-developmental field I want to improve, and I hope this course will help it, too. My goal is to not have intrusive thoughts about what will the others think if I say this (anything), to be self-confident in speaking either with my colleagues, but also in front of the whole class, despite some flaws in grammar or vocabulary. But mostly, I want to reinforce the consciousness than all my abilities are internalized, and I am the only one who have achieved it and also the only one, who can improve it.


8th entry – feedbacks

Feedbacks from you and my classmates were really helpful. It was really nice to see positive views of my presentations and also really beneficial to read about fields, that can be improved. I agree with all of feedbacks – most of these were focused on my pace and uncertain gestures, which were sometimes fast or confused. I admit that I know this is my weakness and I am still working on it, so I would like to thank everybody for helping me to notice that. Providing feedback was also interesting part of last lessons, I enjoyed the opportunity to appreciate others' performance and to help in their improvement.

Final Entry

During last few weeks, a lot of things have changed. Firstly, I think that this course helps me to reflect my language and presentation skills. I feel a lot more confident, but I also know I have a lot of work to do on my performance – this includes mostly preparation, speech and gestures pace and vocabulary. Feedbacks also give me outlook on my improvisation with vocabulary – sometimes I use non-sense words and singularly gestures. But these findings can only help me in next improvement. I also feel much less stressed during presentation and I can focus more on audience, performance or discussion.

Week #8 (25. 11. 2019)

I provided feedback to my peers today. I need to say that I'm quite jealous at them – they all were so confident – at least it looked like that. They were calm and they spoke clearly and slowly, so I could follow them easily. But I found out that  has the same problem as me – speed of his speech and breathing, but I really like his visual aid – he was revealing every piece of information by “clicking” and I think that is quite pity that we don't remote for that in that classroom. So at least, I want to improve my speed of speech and I want to look so confident as they did. I think that giving feedback to our peers is very useful. But sometimes I had problem to find problematic parts – but I said to myself that maybe there weren't any. And another advantage of this feedback is that we have them from more than one person – more eyes and ears see and hear more .

Week #9 (2. 12. 2019)

Today I had my final presentation practice and I received a feedback. There was lot of positive feedback, I didn't expect that and some of them were really surprising for me – steady posture, fluent speech and good explaining skills and examples, confidence (!!!), visual aid, eye contact. I tried to focus on speed of my speech because I know that I have problem with this and also breathing, but I'm so nervous that sometimes I forgot to do so :D. I'm really happy about feedbacks! I think that it is one of the best things we could have in class .

Suggestions for improving were breathing, looking on board, nerves – I'm still fighting with that and I will try to improve this for my final presentation – exam. And I need to say thank you, because your feedback on this and also for mini-presentations were always good – I always knew what I need to improve. And I can see that you see our progress in class. And I appreciate it, because you have lot of classes and it must be hard to remember everything, so thank you .

Logging work and progress – autonomously

Lerntagebuchsbearbeitungsverordnung

Logging work and progress – autonomously

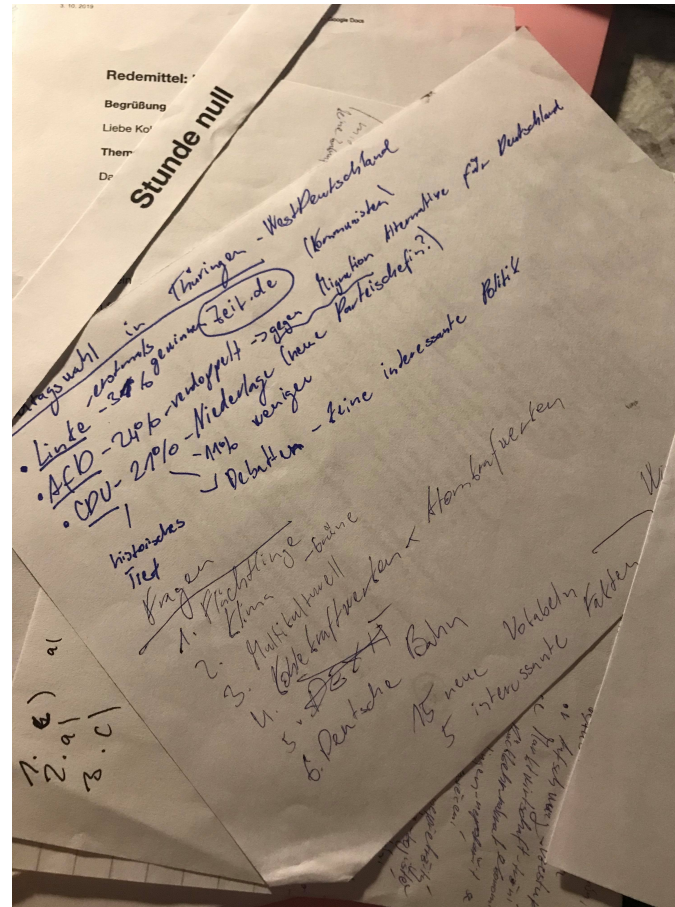
- Lerntagebuch / learning log



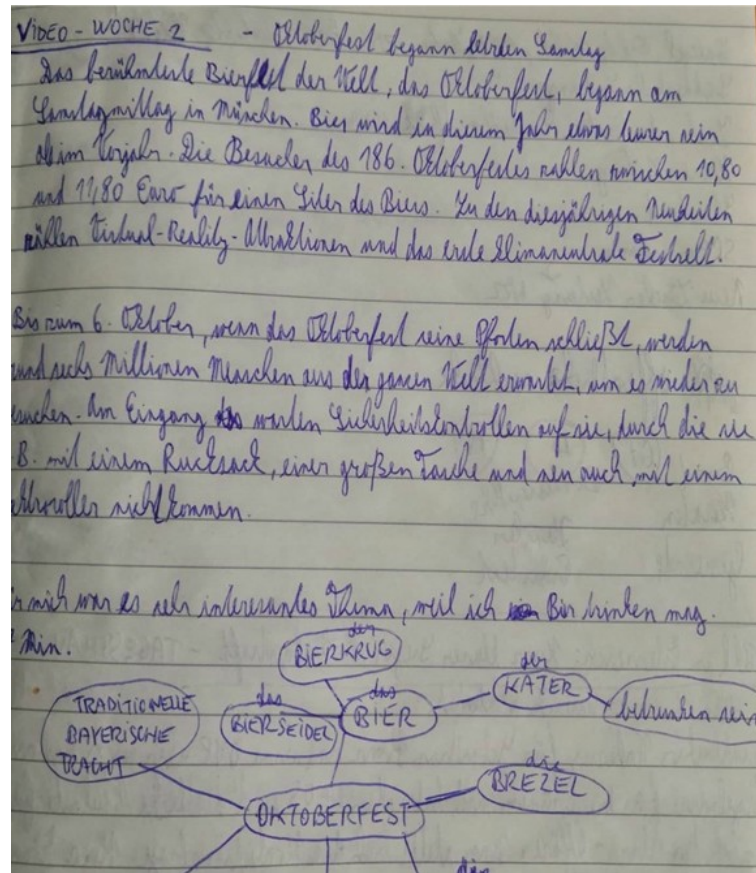
- every week
- mind maps + self-reflection
- in-class-
discussions in every lesson

- videos
- podcasts
- articles
- book chapters
- movies (film festival)
- theatre plays
- other events

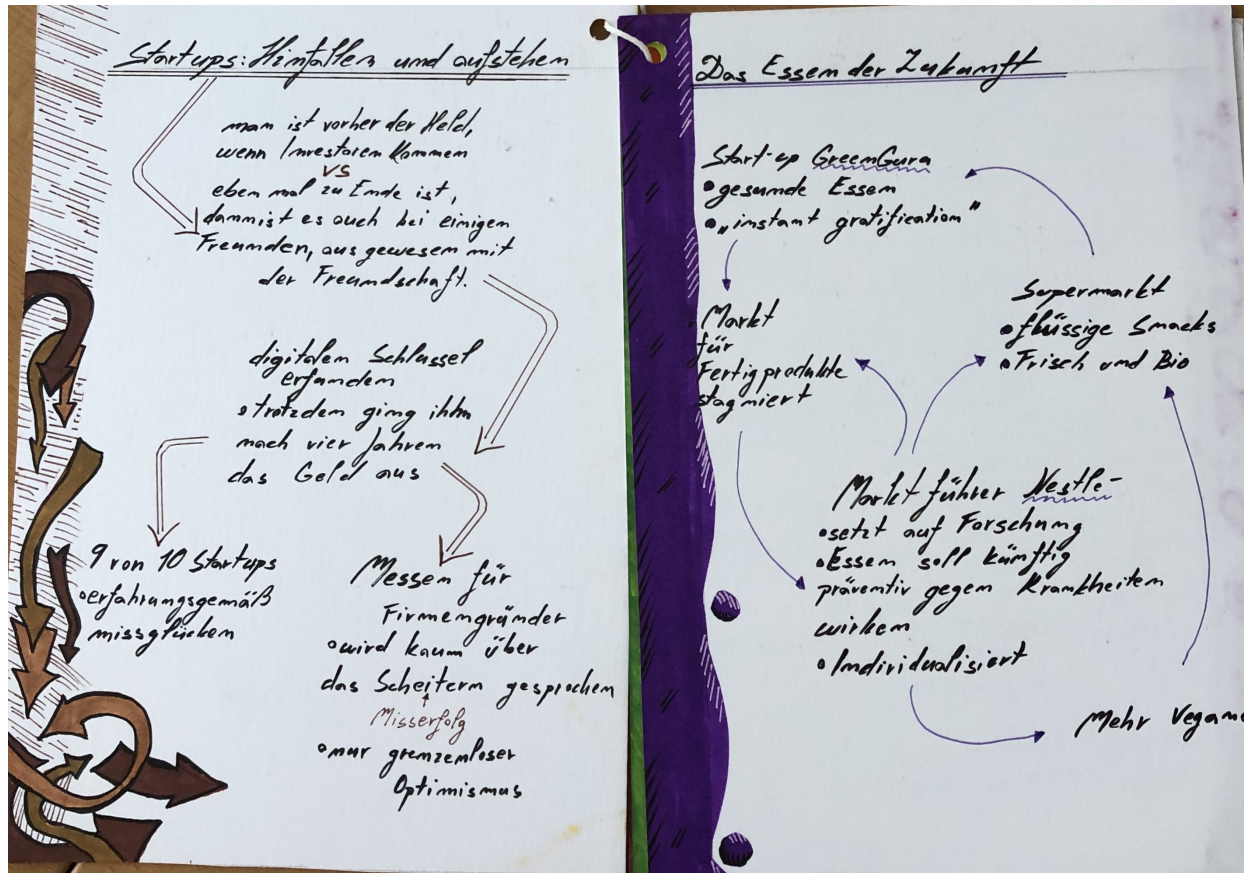
Logging work and progress – autonomously



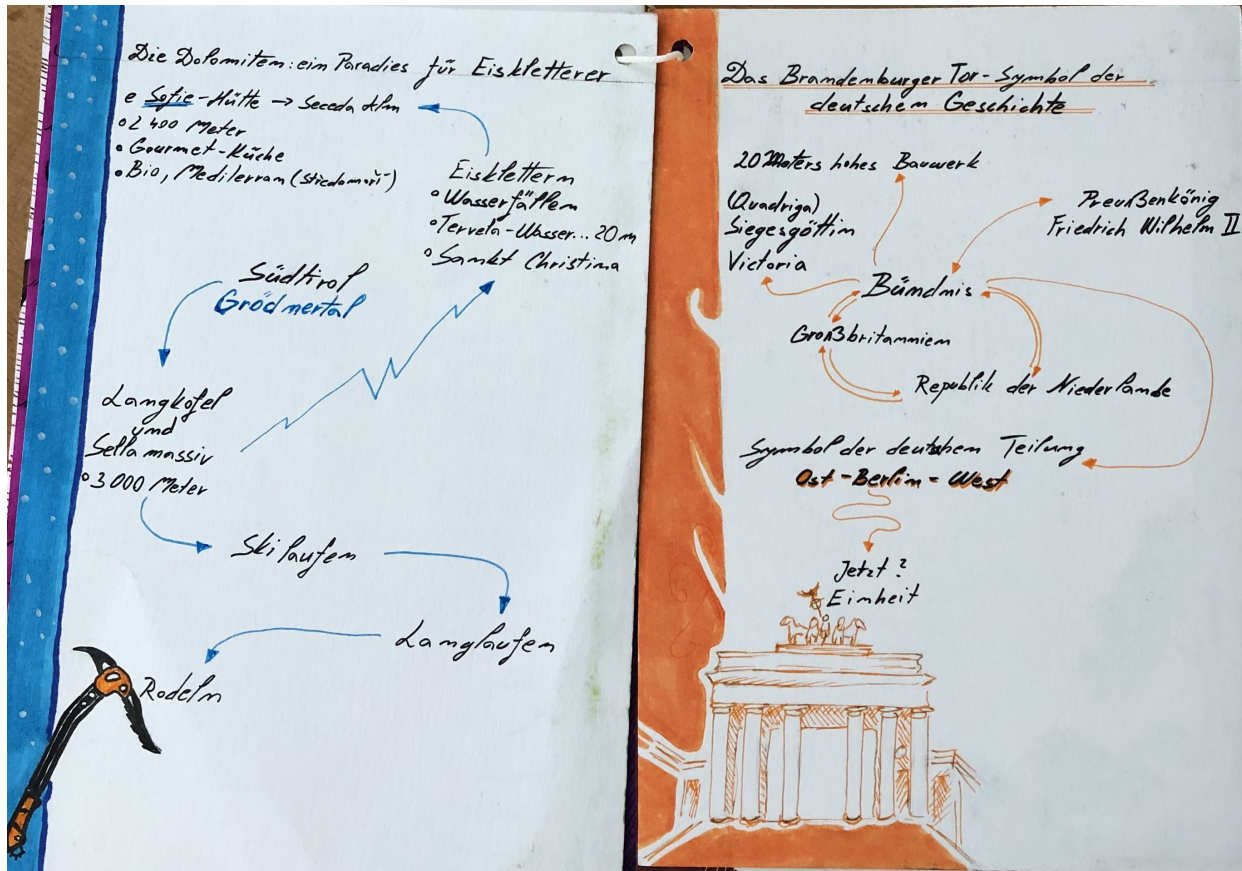
Logging work and progress – autonomously



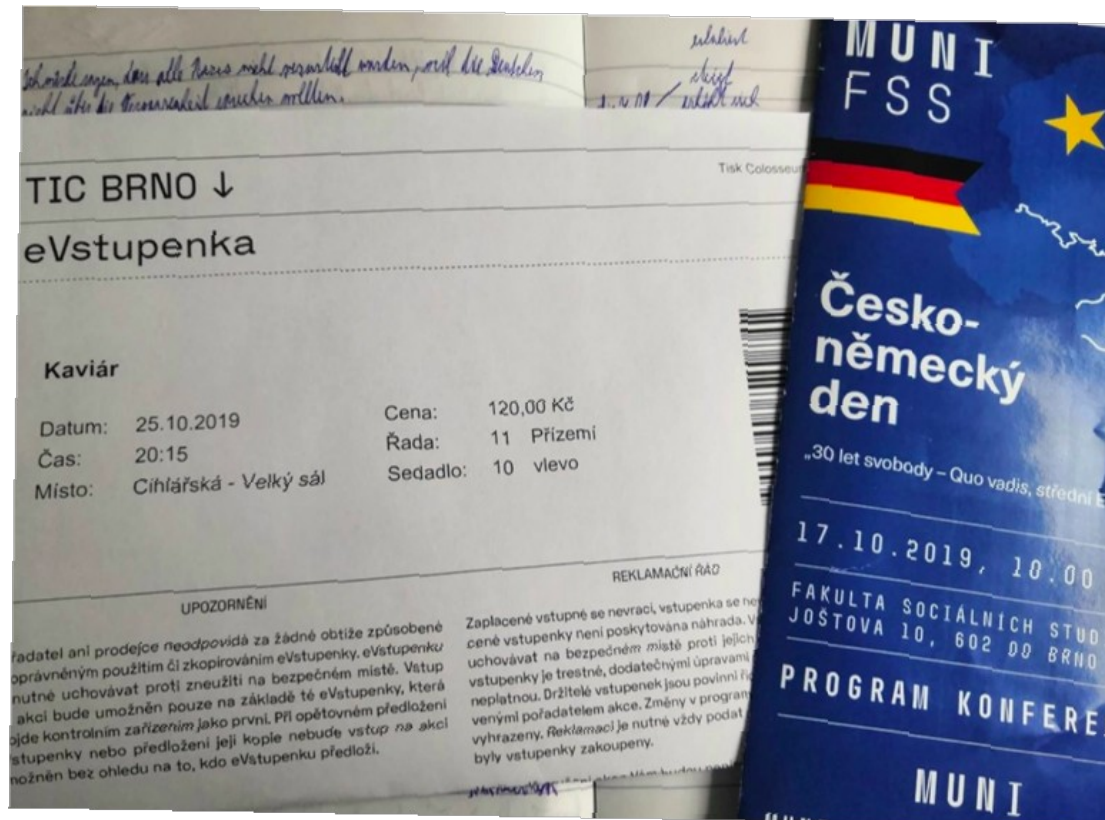
Logging work and progress – autonomously



Logging work and progress – autonomously



Logging work and progress – autonomously



Logging work and progress – autonomously



Native speakers

1. Что ты больше любишь:

А) Смотреть мультфильмы и мультики

Б) Читать сказки и рассказы

Напиши почему?

Почему

2. Напиши имя своего любимого героя

Native speakers

Students' conference

- source texts/videos

<https://pozneronline.ru/2019/11/26561/>

<https://www.youtube.com/watch?v=eYX9y9g0M2Q&feature=youtu.be>

- 2 groups

- topics (politics, mentality, media, political parties, extremism, ...)

Native speakers



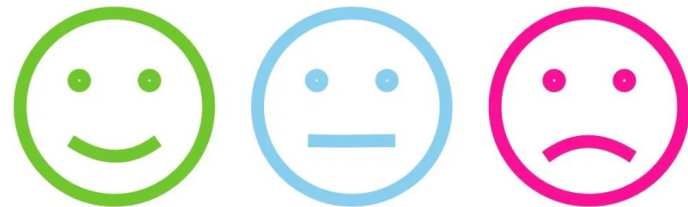
Portfolio assessment at FSS

Native speakers

- tandem work/progress
- actual using of language
- learning styles
- feedback (peers, teacher, assistant)

Native speakers

- argumentative methods
- individualised learning
- self-reflection
- future job



FEEDBACK

Key principles - summary

- Accent on **coherence** in language learning and use
- **Appreciation** of knowledge
- **Sense of control** over the tasks
- Enhancing of **students' autonomy** and responsibility
- **Personalisation** of content
- **Metacognition**
- Helpful **feedback** and positive reinforcement

Final questions

- After listening to our presentation, what questions do you have for us?
- Have your views or opinions on portfolio-style assessment changed based on the practices we discussed during the presentation?