

Creating Mahara language learner portfolio pieces in the digital audio lab

Fall 2013



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- For each option:
 - Examples done in the LRC as model
 - Hands-on examples
 - You as student
 - You as teacher

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From [Wikipedia.org](#)

- Portfolios “document education, work samples and skills” **“more in-depth** [language proficiency showcase!] than a resume” can. They come in different flavours: “developmental (e.g., working), reflective (e.g., **learning**), and representational (e.g., **showcase**)” and can contain “personal information, evaluations, sample work, and awards and acknowledgments”.
- If they are e-Portfolios, implying online, they can be “updated often” and with ease, and are “assembled and managed by a user” who controls the “varying degrees of **audience access**”. With this come “problems of exporting data and related interoperability issues” and the pros and cons of portfolios integrated into existing VLEs of educational institutions, who are initially easily available, but may lack in “**learner-centered-ness**” beyond the institutional affiliation.



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From CTL

- Who for whom:
 - Students:
 - to potential employers during a job search.
 - To universities when applying for graduate or doctoral programs.
 - Faculty: P&T
- What: In addition to their resume, the portfolio might contain relevant work samples from class assignments, many of which were submitted in Moodle.
- When: These portfolios may be created by the student while they are currently enrolled, but they still need access to the portfolios after they graduate.
- Add: pedagogy: reflection and growth
- Enable instructors and students to create electronic portfolios that contain material from Moodle, but are not dependent on Moodle. Material should not be course-specific and should be available to the student even after the Moodle course is no longer available



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Portfolio Pedagogy: Reflection & Evidence

- Audience
 - Internal, longitudinal: growth with student ownership, target-setting, strategizing, reflection/self-assessment and teacher monitoring
 - “development of learner autonomy, plurilingualism and intercultural awareness and competence” (European Language Portfolio)
 - External: evidence of proficiency and other learning outcomes
 - Languages can fit in AAC&U’s “Essential Learning Outcomes”
 - under culture (“big questions, both contemporary and enduring”), examples
 - » Presentation on “Fruits of Empire” and Hispanics situation in US
 - » Presentation on French classicist theatre
 - and under “written and oral (“practiced extensively (...) progressively more challenging (...) standards for performance”) communication”
 - » @Drake started from week 2 in LANG100
 - » Presentation on “Me, myself and I” (Russian 1202)
 - » Conversational dialogues (JAPN, ELTI)
 - » Responses to Job interview questions (SPAN4421)
- Help your students decide between:
 - Post-editing of portfolio pieces: better sell
 - Spaced repetition: more learning, more authentic



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Topics: E.g. Reflection (D.Little)

Irish post-primary ELP: biography

- Introduction to the language biography
- *My general aims and reflections*
- *My checklist of target skills (in five languages)*
- *Setting goals and thinking about learning*
- *Things I notice about language and culture*
- *How I solve communication problems*
- *Methods I use to learn languages*



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Rubrics for (Self-)Assessment CER, Can-Do

	A1	A2	B1	B2	C1	C2	
Literacy	I can recognize familiar words and use them from memory (e.g., words for numbers, days of the week, colors, etc.).	I can recognize and understand words and phrases that are used frequently in everyday life (e.g., words for family members, common objects, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).
Reading	I can understand familiar words and use them from memory (e.g., words for numbers, days of the week, colors, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).
Spoken Interaction	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).
Spoken Production	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).
Writing	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).	I can understand and use words and phrases that are used in a variety of contexts (e.g., words for different parts of a TV program, words for different types of music, etc.).

We need files for Mahara!

1. Uploading
2. Sharing
3. Recommending:
 1. Export to portfolio from gradebook
 2. for file upload assignment
4. accepts
 1. Mostly File-based
 2. A few web services (like youtube or vimeo) can be integrated

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Sanako with langlabemailer: File-based

Sanako collects student media files

Langlabemailer will automatically email the portfolio piece to teacher and student, for further handling (editing, uploading)

The more the merrier! Loop induction: You will receive the files created during this workshop as "portfolio pieces" (Ms-Word, Audio, Video) for your further experimenting with Mahara

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Option 1: Presentation screencast sample

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Option 1: Presentation Screencast: A volunteer as student

Screencast software: Record= +ALT+R

Stop = +ALT+T

Save to desktop

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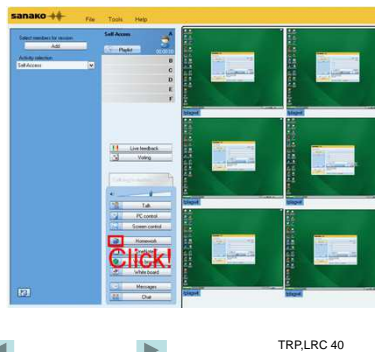
You as teacher

1. For this workshop, we have a new experimental teacher software install on computer to your right
2. If you see this, Click "ok"

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**Option 1: Screencast:
You as teacher**

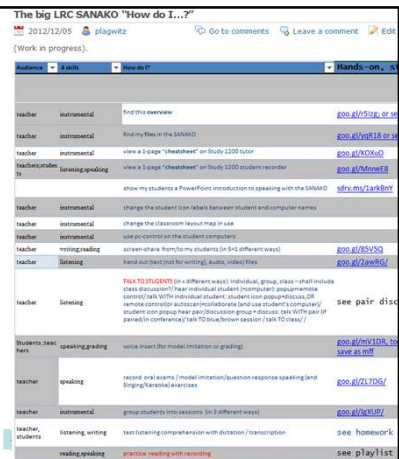
1. Now switch to your teacher computer
2. Open homework folder for collect, like to the right →
3. langlabEmailer does the rest
4. Student
 1. Can post-edit video in Moviemaker
 2. Upload to Mahara



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**The Big SANAKO
“How do I ...??”**

1. = List of instructional videos shown here
2. Always opens up automatically when you log in on the teacher station
3. Or use shortcut: goo.gl/r5lzlz



PowerPoint:

- [How students can record their picture or photo presentations with PowerPoint 2010](#)
- The screencast shows the necessary steps: inserting a photo album, presenting while recording the presentation with narration saving as a show (.ppsx) – make sure you have ribbon: "Slide show"/ "Play narrations" checked: to prepare an assignment for a Moodle single-file-upload (How a student takes a Moodle Simple file upload assignment). Filed under: Arabic, assignments, audience-is-students, [...]



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PowerPoint

- [How do I make a video out of my PowerPoint Presentation?](#)
- Many streets may lead to Rome, but here is the "One Microsoft way", built into PowerPoint 2010: <http://office.microsoft.com/en-us/powerpoint-help/turn-your-presentation-into-a-video-HA010336763.aspx>: You can essentially "save as" video, including recorded narrations. You have to have your media inserted in 2010 format. Here is a walk-through: under "file", "save&send", use "create video" if you get a compatibility error like so: [...]



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**Option 2: Dialogue
audio: Examples**

English (Tina, 2000 level)



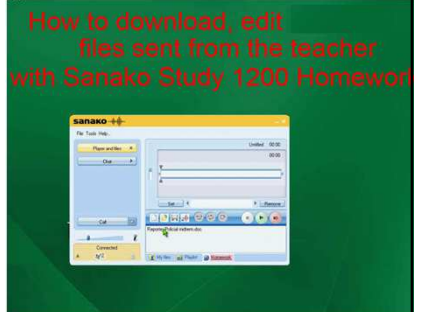
Japanese (Chikako, 2000 level)



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**Option 2: Dialogue
audio, with note taking
(you as student)**

Write your students some guiding questions
Have them take notes during the dialogue -
English example: The last vacation (Jill, 2000 level)
Download, open like on the right →



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**Option 2:
Dialogue audio
(w/o note taking)
(you as teacher)**

Now switch to your teacher computer
Set up pair discussion, like to the right →



How to pair your students over the headphones randomly and record them

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Option 3: Solo response audio Example

Business Span 4132: A job interview (Michael) – an excellent portfolio piece for sharing with potential employers



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Prepare your own portfolio piece exercise

- “Loop Induction”: We are holding a [Question/Response Oral Exam](#) (see projector)
 - for you to record your cues as answers
 - In writing: "S:\COAS\LCS\LR\media\TUTOR\fall2013workshop\A template for Sanako model-imitation question-response oral exams.docx"
 - As speech, using the "S:\COAS\LCS\LR\media\TUTOR\fall2013workshop\sanako-audio-template.mp3"
- On the basis of these files, I will make you an audio file with which your class can create a portfolio piece

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Option 3: Response Audio, w/ note taking (You as student)

1. Download the MS-Word file for note taking, like shown on the right →
2. Write your questions and how much response time you want
3. To be ct'd

How to download, edit files sent from the teacher with Sanako Study 1200 Homework



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Option 3: Response Audio, w/ note taking (You as student, cnt'd)

1. Put your headphones on
2. When prompted, answer:
 1. Hear: "Read question #"
→ Read your question!
 2. Hear: "How much time"
→ Read your time!
3. Submit your MS-Word docs (both), like shown on the right →

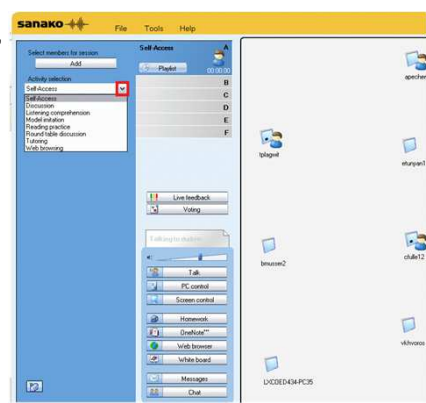
beep you start beep you stop beep beep

Read [you read your question] length 10 g. pause? secs

How to submit files to the teacher with Sanako Study 1200 Homework

Option 3: Response Audio, w/ note taking (You as teacher)

Conduct the oral exam like shown on the right (other speeds: goo.gl/ZL7DG)
Use file "808.wav" instead of 22.mp3



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