EUfolio Learning Design

Subject	English Language
Learning Design Title	Dickens
Year group	Year 2 Secondary
Language	English/ Spanish
Duration	two weeks (6 hours)
Goals	Implement in students' motivation, curiosity, the belief he/she can achieve, and that he/she deserves to be successful. Give students the possibility of looking back at his/her learning, improving his/her learning, performance and practice. Give students the opportunity to learn with and from others, learning creatively in different ways, being flexible, applying what she/he has learned Make students keep going, learning under stress, managing his/her feelings about learning and the people he/she learns with. Help students acquire their own self-awareness in learning and taking ownership of their learning and being able to learn alongside others. Get better knowledge of the reality of the nineteenth century in Europe, especially in England, the Realist movement in Europe Language: a) To catch the main point in short clear and simple messages/ to read simple texts and find the specific information. b) To use phrases and sentences to make interviews/ to be able to communicate and improve basic skills to express actions in the past using time expressions
Concise description of the content	It´s a web quest on Charles Dickens, students have to explore how life was like in 19th century in England, they have to interview the writer and make a presentation/ a diary of a week in Charles Dickens' times, exploring how people used to dress, what schools were like, learn about the life of children, what houses were like... Students do the work in groups of six . and they use Mahara to share contents, pictures. At the end each group presents their work to the class in the whiteboard and another group gives them feed back we also asked them to make comments on a film about Oliver Twist to show evidences about their findings on the life in the 19th century
Keywords	Evidences, life conditions, children's work conditions, schools
Methodology	First we agree a class statement of what makes a good learner. Identify learning skills needed in order to complete a specific task. To know where and how to access support with their learning. Motivation is very important in the learning process; students should learn to solve real tasks and to connect the learning process to real life. We propose student collaborative learning, being able to evaluate their learning and share points for development. The approach also improves learning by doing, experiential learning, critical thinking and creativity are , all characteristics which will develop in students

	entrepreneurial key competences by encouraging them to take responsibility for their own learning. This learner-centred approach uses ICT, it will contribute to strengthen the learning of basic skills and key competences, and strategies based on active learning.
21st century skill(s)	Communication Team work Critical thinking Creative thinking Process information Taking decisions
ICT tools used	Mahara, Front page, Power Point, white board, Ipads, mobile
Students' activities	We have the class group but we have also the 3-student groups. From a biography each student individually writes an interview to Charles Dickens and uploads it to the Mahara Students write their thought about the activity in the diary (strengths, difficulties...) Students in pairs agree on the interview and they perform the interview and record it with the mobile or iPads. Students in groups imagine they are doing a virtual tour to 19th century where Charles Dickens lived and they have to create a diary about their experience (visiting houses, how people dressed, what children's life was like, schools and the Realism.) that they will present to the classroom when they return. Students present, comment and evaluate other group works. Students write in the diary about their learning. We show the film on Oliver Twist (it can be an extract) we ask students to write evidences that the film shows according with what they discovered in their trip to the 19th century
Other	The use of the e-portfolio makes students' work easier in groups and with the Mahara they can share files, images, they all have the opportunity to collaborate.
Website	The URL of the website where all the material can be included http://centros.edu.xunta.es/cpiocruce/dickens Students works http://mahara.eufolio.eu/view/view.php?id=2434 http://mahara.eufolio.eu/view/view.php?id=1485 http://mahara.eufolio.eu/view/view.php?id=1479

Accompanied material/resources for Learning Design

	Description	Type	File name / URL	Language
Material during activities	Provide a description of the material/resource	Indicate the type of material e.g. document	Provide an URL (if any) or the file name	Indicate the language of the material
	We created a WebQuest	WebQuest		Spanish English
Students' artifacts	Provide a description of the material/resource Power Point presentation Comments to a videofilm Making interviews Recording interviews(sound video)	Indicate the type of material e.g. picture	Provide a URL (if any) or the file name	Indicate the language of the material
Implementation photos/videos	Provide a description of the material/resource	Indicate the type of material e.g. photo	Provide a URL (if any) or the file name	Indicate the language of the material Spanish English
	Webquest	Website		

Implementation's results and lessons learnt

	Description
What went well	Briefly refer to what was successful in this implementation Students liked the tool Students like to work on line. I notice all students were working not just in the class, any time you entered in the EUfolio platform there were students connected and working The e-portfolio gives the opportunity to do individual activities, in pairs and team work Teachers have the opportunity to evaluate all competences Students review and think about their own learning process. The teacher can better integrate ICT in teaching and learning.
What did not go well	Briefly refer to what was not successful in this implementation The teacher need some extra time to do all activities in proper way
Lessons learnt	Briefly reflect on the implementation, e.g. alternatives, methodology etc. We used the same methodology, but students could record their interviews upload them in the e-portfolio. If we use the e-portfolio the whole year we can see the difference through the whole year. It's important students reflect on their own learning