



AUTONOMOUS LEARNING
ON THE ROAD S DIGITÁLNÍM
PORTFOLIEM

Linda Pospíšilová
Konference MoodleMoot 2016



Standardeinstellung (Deutsch) ▾

Ändern

➔ Anmelden

Hinfahrt nach Pardubice

Am 23.04. brachen wir mit großen Erwartungen und voller Spannung nach Pardubice auf.

Wir als umweltbewusste Menschen waren selbstverständlich mit dem Zug unterwegs. Das war sehr praktisch, da ein EC von Dresden direkt in Pardubice hält.

Wir waren eine kleine, bunt gemischte Gruppe aus den verschiedensten Fachbereichen:

Julia (Lehrerin), Karna (Theologie), Elisabeth (Anglistik), Franziska (Deutsch als Fremdsprache), Toni und Johanna (beide Chemie), Luise (Linguistik) und Katrin (Translation).

Rechts ein Bild von unserer Gruppe (Julia fehlt) bei unserem Zwischenstopp in der Landeshauptstadt.

[\(Details\)](#)

Zwischenstopp in Dresden



[➔ Kommentar hinzufügen](#) [\(Details\)](#)

Pardubice stellt sich vor.

Pardubice - Město se představuje



Water is a chemical compound with the **chemical formula H₂O**. A water molecule contains **one oxygen and two hydrogen atoms connected by covalent bonds**. Water is a liquid at standard ambient temperature and pressure, but it often co-exists on Earth with its solid state, ice, and gaseous state, steam (water vapor).

[\(Details\)](#)

Trolley-Bus



Search users

Linda

20 interesting and useful water facts

Topic 6

water... liquid of our lives



[➔ Add comment](#) [\(Details\)](#)

1. **Roughly 70 percent of an adult's body is made up of water.**
2. At birth, water accounts for approximately 80 percent of an infant's body weight.
3. **A healthy person can drink about three gallons (48 cups) of water per day.**
4. Drinking too much water too quickly can lead to water intoxication. Water intoxication occurs when

Why care about water?

National Geographic:

There is the same amount of water on Earth today as there was when the dinosaurs roamed. And just less than one percent of the planet's water is available to meet the daily drinking water, sanitation and food needs of nearly 7 billion people and millions of other species. Learn more about water in all its forms and how you can make a difference.

Why Care About Water?



[\(Details\)](#)

Online CV



Chloe Seaforth Video CV

MY CV

[Add comment](#) [Details](#)

Profile Information

Self motivated and enthusiastic second year student studying Public Relations and Communication at Southampton Solent University. A confident individual with a strong passion for Public Relations, aiming to gain a rewarding degree with the aspiration to work for a reputable PR company in the future.

[Details](#)

Academic Skills

Research skills: for re
group presentations i
articles and other sou

Education History

Public Relations and Communication (BA Hons) at Southampton Solent University

2011 - 2014

A-Levels at Colchester Sixth Form College

2009 - 2011

GCSE's at Honywood Community Science School

2004 - 2009

[Details](#)

Employment History

Waitress and Barmaid at The Five Bells

2008 - Present

The logo for MartinPrade.cz, featuring a red square with a white letter 'M' followed by the text 'MARTINPRADE.CZ' in a red, sans-serif font.

[ÚVODNÍ STRÁNKA](#)
[PROČ?](#)
[KDO?](#)
[f](#) [t](#) [in](#)

CV

Nezařazené

Kolo iPadagogiky

27.6.2016 1

Není tomu tak dávno, co jsme na stránkách www.padagogy.cz publikovali českou verzi Padagogy Wheel. Informace o české verzi již zveřejnil na svém webu i samotný autor Allan Carington. Co je to Padagogy Wheel? Padagogy Wheel je pomůcka, díky které mohou učitelé plánovat a reflektovat činnosti s iPadem ve vztahu ke vzdělávacím cílům...

[Celý příspěvek ▶](#)

Infografika

Infografika na téma
OBJEVUJ

5.6.2016 0

Vytvořil jsem další infografiku na téma „Objevuj“. Jedná se nejspíš o poslední infografiku zaměřenou na konkrétní činnost. Infografika ke stažení v nejlepší možné kvalitě zde.

[Celý příspěvek ▶](#)

POZITIVISTICKÉ PORTFOLIO



Linda Pospisilova

You will find several Mahara Pages created by the last year students embedded in our Moodle course.

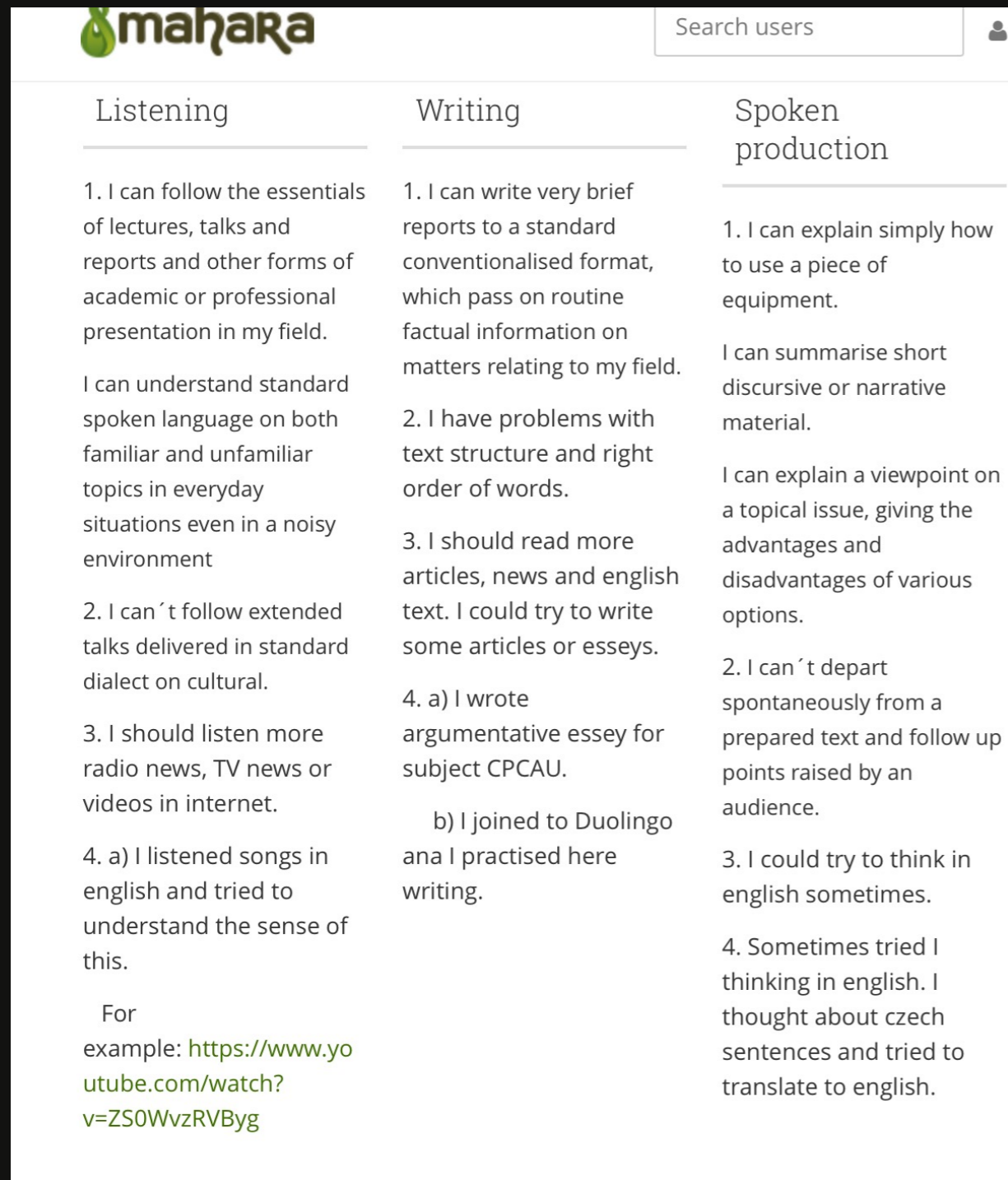
TOPICS TO BE PRESENTED:


1. Faculty of Chemical Technology
2. Job Related Issues
3. Materials and Their Properties
4. Laboratory Equipment
5. Mathematics
6. Water
7. Papermaking
8. Paper Products
9. Pigments, Inks and Colours
10. History of Printing



Hodnocení
Výstupy
Definováno externě

KONSTRUKTIVISTICKÉ PORTFOLIO



maḥara Search users 

Listening	Writing	Spoken production
<p>1. I can follow the essentials of lectures, talks and reports and other forms of academic or professional presentation in my field.</p> <p>I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations even in a noisy environment</p> <p>2. I can´t follow extended talks delivered in standard dialect on cultural.</p> <p>3. I should listen more radio news, TV news or videos in internet.</p> <p>4. a) I listened songs in english and tried to understand the sense of this.</p> <p>For example: https://www.youtube.com/watch?v=ZS0WvzRVByg</p>	<p>1. I can write very brief reports to a standard conventionalised format, which pass on routine factual information on matters relating to my field.</p> <p>2. I have problems with text structure and right order of words.</p> <p>3. I should read more articles, news and english text. I could try to write some articles or esseys.</p> <p>4. a) I wrote argumentative essey for subject CPCA.U. b) I joined to Duolingo ana I practised here writing.</p>	<p>1. I can explain simply how to use a piece of equipment.</p> <p>I can summarise short discursive or narrative material.</p> <p>I can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.</p> <p>2. I can´t depart spontaneously from a prepared text and follow up points raised by an audience.</p> <p>3. I could try to think in english sometimes.</p> <p>4. Sometimes tried I thinking in english. I thought about czech sentences and tried to translate to english.</p>

Učební prostředí
Student nositel významu
Proces učení
Definováno interně

SEBEHODNOCENÍ

- Sebereflexe
- Kritéria
- Autonomie

ePortfolio

EVIDENCE

- Důkazy
- PEBL
- Autonomie

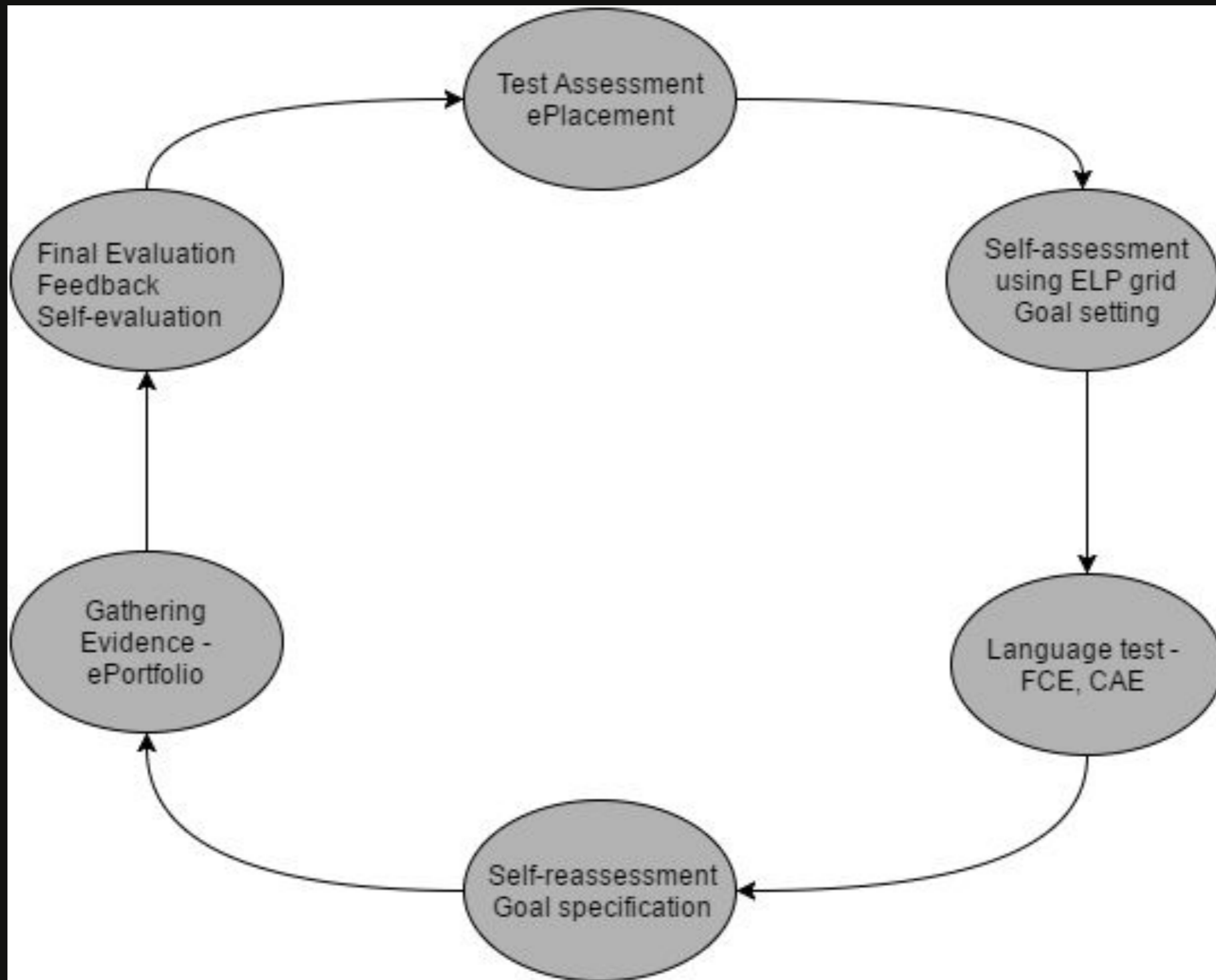
ePortfolio

AUTONOMIE

- Z řeckého autonomos - řídící se vlastními zákony
- 'Student je plně odpovědný za rozhodnutí týkající se jeho vlastního učení a kroky s ním spojené' (Leslie Dickinson)
- 'Guided autonomy'

ePortfolio

NAVRŽENÝ CYKLUS



EPLACEMENT TEST

Rozřazovací test FCHT - magisterské studium / prezenční forma

[Titulní stránka](#) ▶ [2016/2017](#) ▶ [JC - Jazykové centrum](#) ▶ [Rozřazovací testy z AJ](#) ▶ [Rozřazovací test FCH Mgr-P](#) ▶ [Aktivní testy](#) ▶
[Rozřazovací test FCHT Mgr-P \(23.9. – 25.9.2016\)](#)

NAVIGACE



[Titulní stránka](#)

- [Nástěnka](#)
- ▶ [Hlavní nabídka](#)
- ▼ [Aktuální kurz](#)
 - ▼ [Rozřazovací test FCH Mgr-P](#)
 - ▶ [Účastníci](#)
 - ▶ [Odznaky](#)
 - ▶ [Úvod](#)
 - ▼ [Aktivní testy](#)
 - ✓ [Rozřazovací test FCHT Mgr-P \(23.9. – 25.9.2016\)](#)
- ▶ [Moje kurzy](#)

Rozřazovací test FCHT Mgr-P (23.9. – 25.9.2016)

Tento test umožní stanovit Vaši současnou úroveň v anglickém jazyce. Díky tomu si můžete z nabídky předmětů **Jazykového centra UPa** (JC UPa) vybrat ten, který bude co nejlépe odpovídat Vaším aktuálním znalostem a dovednostem a umožní dále je rozvíjet.

Předměty JC UPa reflektují úrovně podle **Společného evropského referenčního rámce pro jazyky (Common European Framework of Reference for Languages - CEFR)**. V rámci CEFR existuje šest základních úrovní, a to A1, A2, B1, B2, C1 a C2.

Úroveň je označena v názvu předmětu, např.

Anglický jazyk pro dopravu/ekonomy/chemii/... - B1+

Výstupem tohoto rozřazovacího testu je hodnocení úspěšnosti udané v procentech, které se objeví v závěru testu a na jehož základě si zvolíte příslušný předmět.

Povolený počet pokusů: 1

Test byl uzavřen Úterý, 4. říjen 2016, 23.59

Časový limit: 1 hodina

[Pokusů: 157](#)

[Návrat do kurzu](#)

SPRÁVA



▼ [Správa testu](#)

■ [Upravit nastavení](#)

SELF-ASSESSMENT

iPad

19:11

52 %

unicom.upce.cz



Linda Pospisilova

Settings

0

Logout

TASKS:

1. Make your own Mahara Page self-assessing your strong and weak points based on the description below and set your own partial, achievable objectives for the following term leading to your language competence growth in each category (Listening, Reading, etc.).

2. Collect artefacts in Mahara portfolio tool to evidence your individual progress.

B2 Listening Comprehension

- I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations even in a noisy environment.
- **I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several native speakers who do not modify their language in any way.**

B2 Reading Comprehension

- I can quickly scan through long and complex texts on a variety of topics in my field to locate relevant details.
- **I can read correspondence relating to my field of interest and readily grasp the essential meaning.**
- I can obtain information, ideas and opinions from highly specialised sources within my academic or professional field

B2 Spoken Interaction

- I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of register.
- **I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas.**
- I can account for and sustain my

LANGUAGE TEST



ANALÝZA MOCK TESTU

Listening	Reading	Use Of English	Total
58%	85%	56%	78%
55%	65%	54%	57%
45%	60%	38%	47%

GOAL SETTING

STANOVOVÁNÍ CÍLŮ FÁZE 1

I want to be better in listening.

*I need to improve my
grammar.*

STANOVOVÁNÍ CÍLŮ FÁZE 2

*I want to watch one video per
week.*

*I will write a text and that will
help me in terminology and
grammar.*

SBĚR DŮKAZŮ

CDs with English, I will listen the CDs

I will watch series, films or fairy tales only English with English subtitles for to start only one or two days for week

4. What I have done to improve my English skills

I have listened BBC news and short stories from mobile phone application (English listening with BBC learning english program)

I have tried to watch series and videos in English and with English subtitles

book and I will search unknow words.

4. What I have done to improve my English skills

I read two english books last half year. I have read a short stories and articles from mobile phone application (English listening, speaking and reading)

I improve my English skills with Duolingo.com and Englishme.cz every day

unknown words.

4. What I have done to improve my English skills

I have written an essay on a controversial topic.

I have done a many grammar exercises from English book - Essential grammar in use.

4. What I have done to improve my English skills

I have tried to converse in English lessons with fellow student Ota and teacher Linda :) and I try to think English, when I go by bus or when I have a time during day.

my friends or with my mum.

4. What I have done to improve my English skills

I have tried to converse in English lessons with fellow student Ota and teacher Linda :) and I try to think English, when I go by bus or when I have a time during day. I have

Scientific program
MELPRO,
PERMEA

Page 10

Hall B, 10:30

PDF

Evidence

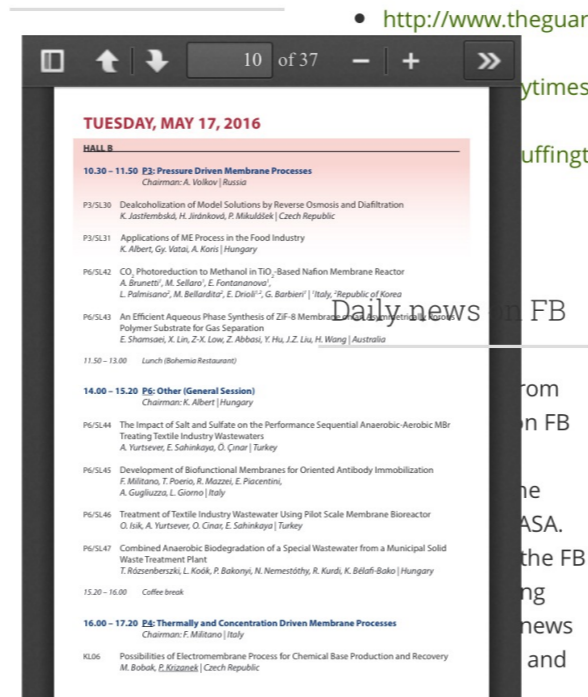
My favourite international websites

Evidence

Funny picture from international meeting

- Writing of an academic article.

PDF



I met a lot of people on international meetings. I worked as a member of organising committee on the EMS: Summer school 2015. The closing dinner was in the GlassTavern AJETO with beautiful garden.

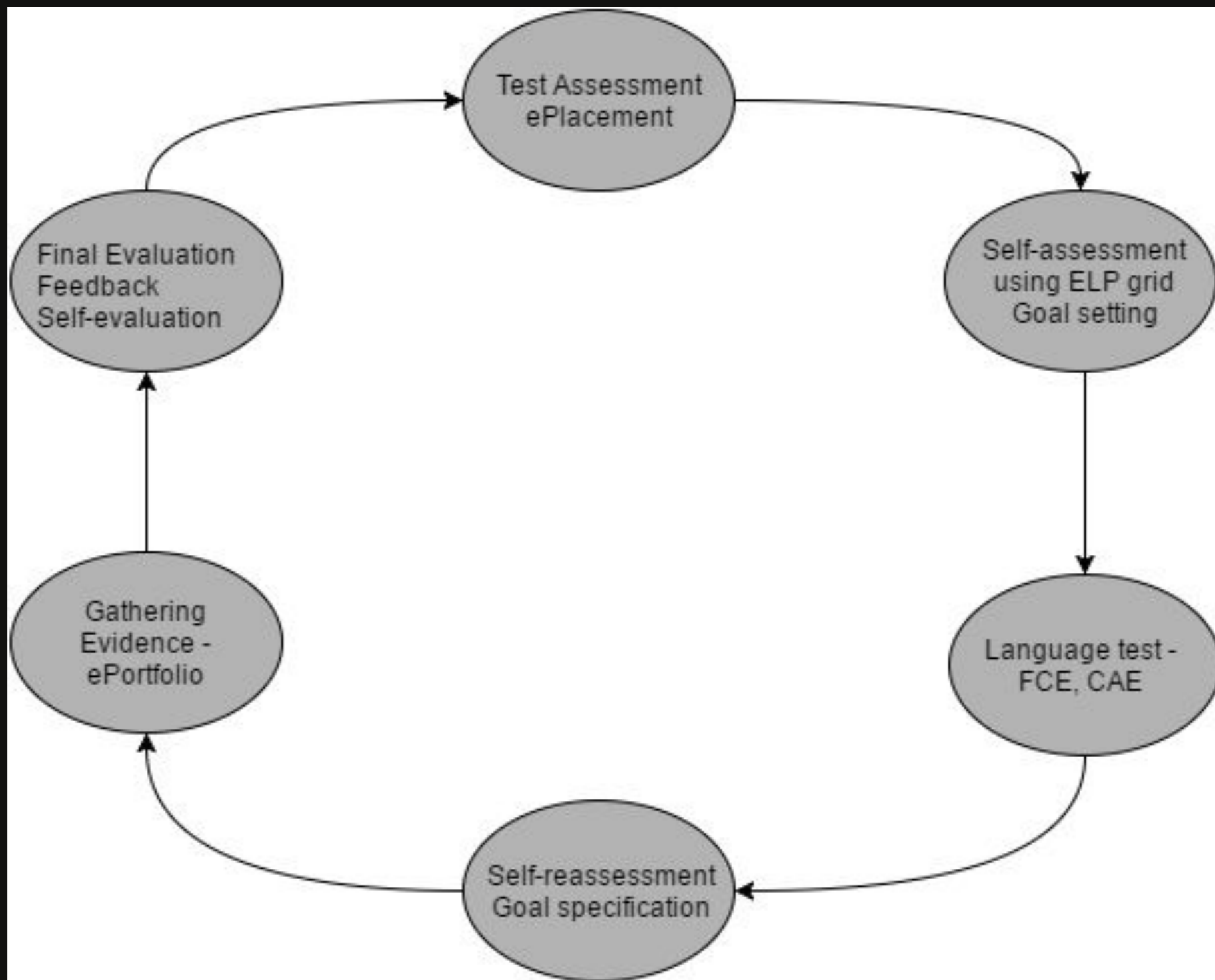
Well, I met great people, and one of them was Lázsló, student from Hungary. We spoke about our researches and also very interesting place of meeting. The controversial photo was produced during our speech. I think that I have to share this picture with you, because



ZÁVĚREČNÉ HODNOCENÍ

Name:	Subject:
What I have done (Describe activities and write down the titles of any materials you have used)	
What I have learnt (Summarize what you think you have learned in a few words)	
Reflections (Comment on how useful and enjoyable your activities were. Did you encounter any problems?)	
Future plans (Note down next activities and when you will do them. Also note any changes to your goals and plans)	

MOŽNOST CYKLUS OPAKOVAT



PILOTÁŽ

- 48 studentů Bc., Mgr. a Ph.D. programů
- 3 vyučující cizího jazyka
- 1 semestr (únor - červenec 2016)
- Analýza portfolí

ePortfolio

ZHODNOCENÍ PILOTÁŽE

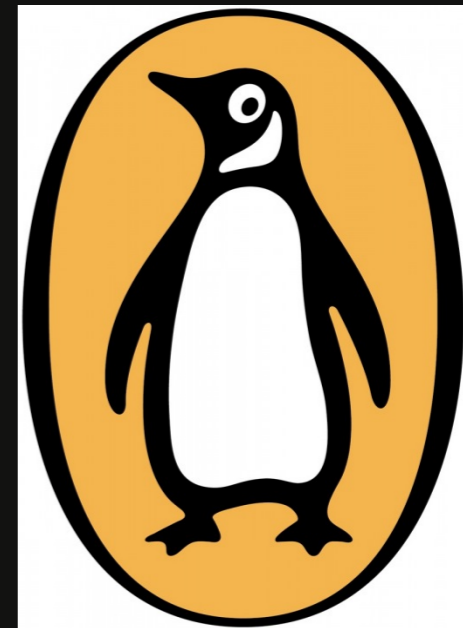
- Znatelný nárůst motivace a počtu konzultací
- Přijetí u ostatních vyučujících
- Obtížná fáze stanovování cílů
- Více otázek než odpovědí

ePortfolio

JAK SE EFEKTIVNĚ UČIT JAZYK ?



**THINK IN
ENGLISH**



English Me!



George Kuh

Director of the National Institute for Learning Outcomes Assessment,
Indiana University

DĚKUJI

It should also be a process – specifically, the process of generating new or deeper learning by reflecting on one’s existing learning.