

RESOURCES & ICT

2018-2019

#RICT1819

Transversal Task: Blogging & Roles

During these weeks, we are going to make a long trip across resources and educational technology-

This trip will be in groups. So, first of all, you have to organize your group (6 minimum, 9 people maximum) and put a name on it (please, be creative).

The headquarters of your group during the whole semester will be a blog, this is going to be your **performance portfolio**. On it, you are going to document every activity that you do, as detailed as possible.

The **BLOG** could have the **title you decide**, BUT MUST include the following **subtitle**:

***“A blog for documenting the work of our group in the course
#RICT1819 at the UM”***

The first post will include the complete names (names and surnames) of the group members and the name of the group.

Every week each member of the group will have a role in the group. Every week the roles **MUST** change, and at the end of the semester, everybody has to pass for every role and has to include the role tasks in a blog post (apart, of course, from the post about the activity we do on this week).

The performance portfolio of this subject is realised as a public Blog and involves a weekly interaction with the content and with the groups' activity. This portfolio is aimed at collating the group tasks. Moreover, every week each one of the members of the team must collect the conclusions of their task depending on the corresponding **performance role**.

This portfolio must be used not only to mirror the groups reflection, but also as a field notebook which helps students to make subsequent decisions about each one of the parts of that assignment, the processes accomplished to develop it and, of course, about how it could be optimised. Moreover, the subject focuses on the significance of some of the portfolio elements as future reference material, beyond the degree term itself.

Performance roles

In this subject, groups' social and metacognitive interaction is based on the cooperative work of groups with predetermined performance roles.

Once the appropriateness of using this kind of strategy has been analysed in the section devoted to the pedagogical and methodological frames which underlie this design, we will explain the six performance roles which have been designed and which, after their evolution during these years of work, are an essential part of the teams' work.

The roles, which are designed to be performed individually (with a few exceptions, especially regarding the star figure), are assigned in a discretionary manner by the team members using the method they consider more appropriate but with some restrictions, such as: the roles allocation is valid for a week, the same role can only be performed once and members must take turns so that all of them perform each role at least once during the quadrimester.

Facilitator – Administrator role:

This role is considered to make easier the group configuration and running. The person in charge of performing this role acts as the group leader being responsible for the task distribution, conflict mediation, checking the fulfilment of obligations, motivating and encouraging his/her classmates. Moreover, this role takes charge of updating the blog and all the online spaces of the group in the social web, apart from revising the format, spelling and grammar associated to the group assignments.

Historian – Journalist role:

The historian-reporter is in charge of writing a weekly article about what has happened in the group during the week and of documenting everything that happens in the group, being free to carry out his/her task in the format he/she considers more appropriate. Students are encouraged to 'tell their groups' stories' using the variety of formats provided by ICT. That article is expected to serve, apart from for the evaluation process by the teacher, as a field and register notebook by the group allowing them to make decisions about maintaining or modifying their own internal work dynamics.

Besides, the historian role has the mission of exploring sites of interests which may be interesting either for the subject development or for the teaching training of the class members. The blog must include, at least, a reference to a website by a CLASS GROUP and another by SOMEBODY OUTSIDE THE CLASS, explaining the reasons of choice and leaving a comment in the site that is available for review.

Curator Role:

The curator is responsible for compiling and organizing in a schematic way all the information sources that the group has used for the development of the activity.

Moreover, he/she must be in charge of sequencing the documents specifying the process carried out and linking and indexing (according to APA style) the aforementioned documents in a diagram (mind map). This mechanism enables students to represent part of the cognitive structure implemented for the concrete task.

This role can also be included within the roles which 'help the group, although it is true that sometimes the curator also assumes a summariser role, it is also true that his/her role does not imply a proper summary, but a compilation that may be useful beyond this subject.

Translator Role:

The translator is in charge of defining, every week, the five core terms related to the subject which have been worked in the activity. This role is particularly relevant since the student must take charge of not only selecting the five substantial issues of that week, but also of re-elaborating and building those key terms. The role instructions emphasise the need of 'discussing' with the authors, specifically mentioning the possibility of 'borrowing' someone's words, letting them flow in our speech, properly indexed.

But, what's more, this role involves answering and including in the post a specific question, apart from the 5 terms. This question refers to detailing the weaknesses of the topic, the methodology or tool tackled in the task and the decisions about which aspects should be explicit in order to achieve the best implementation setting or, at least, to avoid non-desirable influences in the educational processes.

Analyst Role:

The analyst is the role in charge of conducting the assignment final reflection and the weekly evaluation of the group members' performance.

The performance evaluation is carried out following a general rubric, which enables analysts to value the contribution of each group member. At the end of each week, each analyst must include that assessment (numerical and qualitative) in an online ad-hoc questionnaire.

Apart from this assessment, the analyst is in charge of conducting the team's final reflection, where he/she must comment what they have learnt, not only about the subject contents, but also about the team work and the fact of being a teacher in general. Just to help you to start thinking, these questions could help you:

- a. What was the best part of the activity?
- b. What was the worse?
- c. What was the best moment of the week (in the work of the group)?
- d. What was the worse?
- e. What have you learnt?
- f. What do you need to conserve -as a group- for the next weeks?

- g. What do you need to improve –as a group- for the next weeks?
- h. How THIS content is related to other contents in the course and your degree?
- i. There is any evident social connection of this content (news, politics, etc.)?.

It is probably one of the most important roles of the assignment since the analyst is in charge of conducting the assignment reflection, paying special attention to the other roles' contributions, analysing what aspects have been tackled, thinking about how they have worked and agreeing with his/her classmates a reflection about what they have learned. To sum up, the analyst is in charge of specifying and agreeing the team's reflection and metacognition process.

Star role:

The star role is in charge of presenting to all the class members the final product of the weekly tasks, paying attention to the specified requirements in each task.

It must be emphasised that, despite the fact that all the team members should be involved in the achievement of the task, the star has shown a greater interest each week. During the subject development, it has been observed that the star role is the one which requires more information search for the final task.

IMPORTANT: Even if you don't have other characters, or you have not a proper one, YOU ARE RESPONSIBLE for the group's work. So, go ahead and take your own responsibility.

Please, don't forget to use a language/grammar corrector before publishing any text. Finally, remember that a blog is not an only text media, you could include videos, audios, pictures, and so on, AND better than everything, please include your reflections and recreations of the contents we learn in this semester.

I hope you would enjoy this trip.

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1st Task: Conceptualizing Education in Pictures

Have you listened before the concept of "Conceptual photography"? For this task, you are going to do it.

Please **do not share your work of this task with any other group**. The idea is that, from now until Wednesday, everything will be secret.

- Please, think of 5 "**ideas**" about the education (not just name actors, not just call objects). Think differently.
- Write five **short phrases** which clearly express those ideas.
- "Build" (organise, make, recover) the still life and make a **squared photography** of each. Create a picture expressing each one of those ideas. You cannot search images on the internet and bring them, you can rely on others' materials to complete the task, but you must rebuild them. Take a square photograph (Instagram type) of each one. Do not include on the pictures the sentence it refers to.
- Bring the 5 of them **printed on Tuesday**. Please do not mark or publish them.

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2nd Task: Tpacking Speedlearning

Each week, we face a double challenge: theoretical and methodological, both related to our subject. This week we will explore the concept TPACK, trying to recreate its nature and features in an information map.

First of all, you must READ THE REFERENCE DOCUMENTS and then, try to answer, as well as possible, the following questions:

1. What is TPACK exactly? (e.g. is it a technology tool, a theory, a model, an animal, a poem, an author? All these? About what?)
2. Which are the essential TPACK elements and how do they interact with each other?
3. How would TPACK be useful for you?
4. How is TPACK related to your degree?

Then, you MUST answer the previous questions with an information map- Be careful! IT IS NOT A DIAGRAM, but an information map.

There are many types of information maps. Therefore, this is the first decision you must make: what kind of information map are you going to use?

Thus, please find at least six types of information maps or graphic organizers (Suzan's mind maps, spider diagrams, mind maps, concept maps, etc.), try to understand the differences between them and choose the best one.

Then, answer the questions about TPACK in this format and reflect them in a real poster (physical one, minimum A2 size).

In the next big group session, the stars (two per team) are going to present the posters in a speed-learning dynamic (what is this? A hint, it is similar to the speed-dating dynamic, search it on Wikipedia or Google), where the stars of each group will explain their work (answers about TPACK and choices about information maps).

REMEMBER, AN EXCELLENT INFORMATION MAP /GRAPHIC ORGANIZER MUST CLEARLY SHOW THE RELATIONSHIPS BETWEEN THE ELEMENTS OF A CONCEPT OR PROCESS. THEREFORE, FIRST OF ALL, IT IS ESSENTIAL THAT YOU UNDERSTAND PERFECTLY THE CONCEPT OR PROCESS.

Once you have it prepared, try to answer the following question:

Is there any important part of the Teacher's action which hasn't been included in the TPACK model yet? Is TPACK sufficient to understand a teacher's job?

KEY: Expressing ideas through an illustration (a mind map is an illustration) is not easy. Thus, remember to think a lot about how to communicate them efficiently and how to find a good way of reflecting this model and your conclusions about your degree in 5 minutes of oral presentation. THIS is a good teacher's task.

Ah! Besides, please, never forget to include all your reflections (including what you have learnt (tools, processes, concepts)), in the blog!

Reference Documents

TPACK Basic paper:

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70. Retrieved from <http://www.citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogicalcontent-knowledge>

TPACK mini video:

TPACK in 3 minutes by Royce Kimmons <http://youtu.be/0wGpSaTzW58>

Teaching with graphic organizers:

Teaching with graphic organizers by Inspiration <http://www.inspiration.com/visual-learning/graphic-organizers>

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3rd Task: Comic Life

Potentialities of the ICT in the classroom

Taking as a starting point the text by Lemke, 2010 (see the documents to review), choose the 4 main potentialities of the ICT in the classroom and reflect them in a graphic story.

Each group will have to do it in a specific format which will be assigned randomly in the first session of the week. The possible formats are the following:

- Cave art
- Hieroglyphics
- Before and after advertising
- Auca (Cartoon) - [https://es.wikipedia.org/wiki/Aleluya_\(estampa\)](https://es.wikipedia.org/wiki/Aleluya_(estampa))
- Photo comics
- Magazine cover
- Superhero comic
- Modern comic

The next big group session you must bring as many copies of your format as class groups (one for each of the other groups) and the group star will make a 3 minute presentation about how the task has been completed, emphasizing the steps for the specific development of the format assigned.

In your blog you must include your graphic story, preferably, using a 2.0 Comic generator tool (search on Google ;-)).

Reference Documents

Lemke, C. (2010) Innovation through technology, in Bellanca, J. A. & Brandt, R. (eds.) *21st century skills: Rethinking how students learn*. Bloomington, Solution Tree Press, 243-274.

The graphic Classroom <http://www.graphicclassroom.org/>

Comics in Education <http://www.humblecomics.com/comicsedu/index.html>

Comic in the Classroom <http://comicsintheclassroom.net/>

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4th: Web 2.0 on the Bloom's eyes

Web 2.0: features and tools

After briefly introducing the 2.0 Web in class, it is time to explore the ICT tools which make up the most visible part of what is called 2.0 Web tools. Moreover, it is time to start designing teaching materials.

With that aim, in groups, you must choose between one of the following tools and record a video of each one of the considered questions/matters:

1. Google Drive: What is it and what is it used for? – How to create a shared document? - How to create a survey on Gforms?
2. Dropbox: What is it and what is it used for? – How to create a folder to store collected files on Dropbox? - How to create a public document on Dropbox?
3. Blogs: What are they and what are they used for? - What is a classroom blog?- What is a teacher's blog?
4. Creative Commons Licenses: What is it and what is it used for? What exactly is a Public Domain? How to referentiate a picture and a song in a slideshow and in your blog?:
5. Flickr: What is it and what is it used for? How to search for CC images on Flickr? – How to create a Flickr group?
6. Youtube: What is it and what is it used for? - How to make a playlist public and embed it wherever you want? How to link videos creating multiple choice sequences?
7. GHangout: What is it and what is it used for? - What is Toolbox used for?- How to broadcast a Hangout on air?
8. Twitter: What is it and what is it used for? - How to create a widget twitter and what is it used for? - 4 ways to follow a hashtag.
9. Instagram: What is it and what is it used for? How to live stream on Instagram? How long does it take, etc.? How to make a stopmotion video for instagram?
10. GMaps: What is it and what is it used for? How to create and share your own custom map? How to plan and share a route (not only how to arrive at the destination, but also how to make the trip with several stops)?

The videos' content cannot exceed 1,5 minutes (excluding the credits), all the images (except for the tools' logos), as well as the music, must have a CC license and all the materials used must be indexed in the final credits. All the videos MUST be uploaded to YouTube using the subject hashtag and also upload the links to this padlet <https://padlet.com/lindacq/we26gq3j7mak> BEFORE TUESDAY

On Tuesday you will continue working with all those tools but in a complementary way... so please bring your laptop AND review the following document

Churches, A. (2009) Bloom's Digital Taxonomy. [WWW]
<http://edorigami.wikispaces.com/file/view/bloom%27s+Digital+taxonomy+v3.01.pdf>

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5th, 6th and 7th Week: Un día en el cole de mi maestro

Designing activities for real students

These three weeks you will have the fantastic opportunity of working with real students from schools. You will have to tutor them to develop one different activity each week.

For each one of the activities, you have a guide for developing with the students, but you as a teacher have to prepare all the materials, resources, spaces and so, for doing them.

IMPORTANT: once we finish the activities with the students here (after the 26th of March), you will have to develop three similar activities for an imaginary group of students. It means, one using **stopmotion**, one using **augmented reality** and one using **robots**. They **MUST** be different from those that I'm sending you to use with your students, and you will show them in a fair we will do in May. So, pay attention to the performance details and the problems and ideas from children (and not be too worried, I'll give you more information about this, soon).

The schedule for the development of the activities is the following:

	5 th of March	12 th of March	26 th of March
Stopmotion	Expe ICT Squad Six in one	Avengers Facultad de papel Oral B	Pegins Teacher in process Squadra
Robots	Avengers Facultad de papel Oral B	Pegins Teacher in process Squadra	Expe ICT Squad Six in one
Augmented Reality	Pegins Teacher in process Squadra	Expe ICT Squad Six in one	Avengers Facultad de papel Oral B

Some of those students can speak in English, other don't, so please be flexible. BUT try to use the English with them as well, they will appreciate it so much! Nevertheless, the activity must be completed in Spanish.

Remember that, for each activity, we have less than an hour, so be practical, and try to do your best.

Please remember that for each activity you must prepare BEFORE Tuesday:

- Read the activity carefully as soon as you can, be sure that you correctly understand what they have to do and that you know how to do it with them.
- Any software to develop the activity must be installed in more than one device for working WITH your students. Be sure that you have it in at least two devices (always prepare a plan B for technology) and that all of them will be full of battery on Tuesday.
- Be sure that you have bring whatever physical things that you need to work with them (white and colored papers, color pencils, plasticine, dolls, toys, rules, rules for calculating angles, pencils, as many cards as you need...), you are going to work with a group of 5-7 students (depending on the day), so please bring enough stuff for all of them.
- For those of you that are going to work with **robots** you will bring two different basic shapes to create the paths: one square or with more than 50 cm in length on the shorter side, and a scalene triangle whose shorter side has at least 40 cm.
- For those of you that are working with **stop-motion**, please be sure that brings enough copies of the story that they are going to represent and enough materials for representing.
- For those of you that are using **augmented reality**, please bring enough copies of the picture from https://chromville.com/wp-content/uploads/laminas/chromville_science/EN/Demo_water_cycle_trigger.pdf and encourage them on working collaboratively.
- Be sure that you know how to do the activity.
- Try to plan a strategy for them to work. Plan it carefully and explain it in your blog.
- Stars and journalists must be in charge of collecting and publishing data and evidences of the work (pictures, recordings and so on) using the hashtag #rict1819. Stars from the children performance, and journalists from your performance in that hour.
- You MUST show, on your blog, the work of your students with a brief reference to their performance as well as the standards of the subject (3-5) that are being developed with this activity? (In the LMS you have a document with the standards of the curriculum of Región de Murcia, and then you can find them and identify them. Despite the fact that we are going to work with children of the 5th and 6th degree, we are working with standards of 5th degree)
- The roles will develop their roles in the usual way.

Remember that it must be fun, for them and for you, but it must be profitable for both.

I hope you enjoy these days and learn a lot of things from this experience.

Good Luck!

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Task 8: Looking at your PLE

Personal Learning Environments

The PLE is one of the most interesting topics we have studied in the last years. It is crucial to understand how the student's learning process and the process of the teacher's professional development are student- centred.

Apart from paying attention to the class introduction, please review the basic documents about what a PLE is BEFORE starting the task.

As this week I expect you can go to the bilingual conference on Friday, your "only" task for Tuesday must be read carefully this document:

Castañeda, L. y Adell, J. (2013). The Anatomy of PLEs. En L. Castañeda y J. Adell (Eds.), Entornos Personales de Aprendizaje: Claves para el ecosistema educativo en red (pp. 11-27). Alcoy: Marfil. Entire book available in Spanish on <http://www.um.es/ple/libro>

And one of those videos:

- <https://youtu.be/zj2veAmL2Nc>
- <https://youtu.be/lXswtAAAuys>
- <https://youtu.be/3OurAO-qVeA> (available subtitles in english)

Good Luck!

By the way... THIS is Flipped... Do you know what is Flipped??

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Task 9: Exploring PLE

Personal Learning Environments II

We have already discussed our PLE, others' PLE and how teachers could help us to improve our PLE.

Then, we are going to analyse our PLE as teachers and/or the PLE of other colleagues, also teachers. You must start from the diagram of a teacher's PLE (or of a future teacher's PLE) and from the parts of that PLE regarding the text we saw in Tuesday.

Once you have read it and reviewed the recommended documents, suggest a roadmap to improve a teacher's PLE (it maybe you or another active teacher) by means of the inclusion of, at least, two realistic procedures in each one of the elements of the teachers' PLE.

It will be as a PLE consultancy and you will explain the result with a presentation not longer than 8 minutes (two stars), in which you must make:

- A diagnosis of the person's PLE (How is it and how does it work as a teacher's PLE?). The diagnosis should be made using the tool Thinglink (or any other one similar).
- A roadmap with steps for the PLE assessment (at least 6 steps), expressed in an enriched timeline made with a tool of the Web 2.0.
- In each one of the steps you must state not only what to include in the PLE (tool or procedure), but also what contribution it provides the teachers (practical) and how to encourage teachers to find it useful (advice).

Resources

Castañeda, L. & Adell, J. (2011): El desarrollo profesional de los docentes en entornos personales de aprendizaje (PLE). In Roig Vila, R. & Laneve, C. (Eds.) La práctica educativa en la Sociedad de la Información: Innovación a través de la investigación / La pratica educativa nella Società dell'informazione: L'innovazione attraverso la ricerca. Alcoy: Marfil. 83-95 in <https://digitum.um.es/xmlui/bitstream/10201/24647/1/CastanedaAdell2011preprint.pdf>

Good Luck!

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Task 10: The Dark side of Textbooks

There is a classical resource which has been defined as a crucial part of the curriculum in almost all the countries of the world, the textbook.

The textbook may be seen as one more resource, but the truth is that, behind its implementation and the policies around it, there are many interests and a specific way of understanding education and teaching. For that reason, this week we will try to analyse the 'dark side of textbooks'.

In order to do that, each group will read the following documents, as well as all the links mentioned.

- The Wikipedia entry about textbooks, available in <http://en.wikipedia.org/wiki/Textbook>
- The two documents included as documents to review
- And two entries of the blog by Jordi Adell, which will help us to move closer to the Spanish reality, as well as to accede to some interesting documents containing data about the Spanish publishing world:
 - Libros de Texto electrónicos: Peras al Olmo (Electronic textbooks: 'expecting the impossible'), available in <http://elbonia.cent.uji.es/jordi/2012/03/04/libros-de-texto-electronicos-peras-al-olmo/>
 - Lecturas sobre libros de Texto (Readings about textbooks), available here <http://elbonia.cent.uji.es/jordi/2011/07/18/lecturas-sobre-libros-de-texto/>

Once you have read them conscientiously, and only then, each group will make a presentation against the use of textbooks as basic resources in the classroom. For this presentation, you can decide on one of the following formats:

- An info-graphic
- A Twitter timeline
- An Instagram story of 10 episodes (yes, in stories and then in the normal account).

Everything, except for the Twitter timeline, MUST be done using a 2.0 Web tool and justifying its choice.

The presentation of these works will be done on the next session (after holidays), please **bring** all of them in a **physical format** and all of them must be included on your blogs, always using a Creative Commons Licence for them and using Spanish and English translation in order to improve their diffusion.

Good Luck!

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Annual Fair of ActICTvities

Designing NEW activities for students

Next 7th of May from 9:30 to 12:30 it will be held the Annual Fair of ActICTvities, where you will present for the first time, the three activities that your group has designed related to robotics -or computational thinking), story-telling with stop motion and Augmented Reality.

At 9, every team has to have its stand organized and ready for being visited by people (as much as possible), and for presenting to them, all the aspects of the activity. We do not have ANY furniture for making the stands, so please, try to bring with you some materials for doing this.

You must prepare for it some parts of the final activity, at least:

- A real poster that includes:
 - Title of the activity
 - Main Goal
 - Topic
 - Age/ Course
 - Diagram of the sequence of the activity (just a diagram)
 - Duration Weeks and Hrs/week
- QR codes of the Tools that you are going to use.
- Instructions for students.
- Demo of the artifact(s) planned to be created during the activity as if they were already created by your students.
- A suggestion box (virtual or physical) for collecting the people's suggestions.

Please, to design the activities don't forget to review the documents related to the three technologies you have working with:

- Bernard R. (2008) Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom, Theory Into Practice, 47:3, 220-228, DOI: 10.1080/00405840802153916
- Akçayır, M. & Akçayır, G. (2016). Advantages and challenges associated with augmented reality for education: A systematic review of the literature, Educational Research Review, doi: 10.1016/j.edurev.2016.11.002.

- Lockwood, J., & Mooney, A. (2017). Computational Thinking in Education: Where does it fit? A systematic literary review. *arXiv preprint arXiv:1703.07659*. https://www.researchgate.net/publication/315514475_Computational_Thinking_in_Education_Where_does_it_Fit_A_systematic_literary_review

IMPORTANT: during the whole fair's morning, every group must be sure of explain your activity to, at least 6 people, take a picture with them explaining the activity and collect their suggestions, in that people you must contact to, at least:

- 1 teacher (different from Linda)
- 3 individual or group of colleagues from Primary Education
- 1 individual or group of people from other degrees.

During the Fair, we kindly encourage you to make pictures, videos, comments, twits and whatever piece of information for spreading the word and make possible to our followers following the Fair on the Internet.

Have fun and let's learn!

TAG #rict1819 #fair.

Good Luck!

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Final Portfolio

During these months, we have made different learning activities that had as a principal goal to help you to get the final competencies of the course and improve your learning.

According to the assessment plan we have for you, in order to make explicit the competencies are obtaining; you must create an evaluation ePortfolio including the results of your work.

So, by groups, and before the **14th of May¹** you have to create this ePortfolio following the following instructions:

The portfolio will include three activities, out of the ten planned in the subject (excluding activities 5, 6, and 7 – “un día en el cole de mi maestro”), the Fair project, the reflections and assessments which the students can make regarding the content worked.

The portfolio can be created using the website-building tool preferred by the group (Wordpress.org, Google Sites, Emaze, Wix, or whatever web page creator). It will be a **PUBLIC Site** (under a **CC license**) that includes, at least, the following parts:

- **Home:** Including the student's data and the presentation of the portfolio
- **One page per activity.** In each activity page must be included:
 - a brief description of the activity
 - the activity product (assignment, analysis, image(s), poster, comic, video or whatever it is in each case).
 - roles in the preparation
 - the analyst's report (improved)
 - the main terms worked in this task (translator's job)
 - self-evaluation: From 1 to 10 (1 minimum and 10 maximum) for each group member concerning this activity and one for the whole group justifying which is their perception of the group work regarding this activity. Please, remember that a 5 means everything was well-done.
- **Fair's project Page:** This will include:
 - The three activities presented in the fair ORGANIZED, including all the elements of their design (yes, would be better creating subpages for differentiating them and made this part more readable).
 - A reflection about the activity (the analyst's report of the fair), **and** the elements you have improved or corrected AFTER the Fair.
- A **chart** relating the tasks handed over and the development of the subject's competences (yes, get them from the syllabus).
- **Curation:** the whole tree/map developed for the course (not only for these tasks)
- **Extras:** Finally, a page where students answer justifiably to:
 - What we most remember is...
 - What we have found most difficult is...
 - What we have found easiest is...
 - What we have found funniest is...
 - What we have found most boring is...
 - Something that will be surely useful...
 - What we won't use anymore...
 - The activity in which we have learned the most has been...

¹ Linda must review CAREFULLY the portfolios BEFORE the exam

- What we must improve in our assignments for other courses is...
- What we must keep for another course is...
- If we pass, it is because...
- If we fail, it is because...

As can be easily supposed, **these are the compulsory requirements**, but apart from that, the design, decoration, colours, title, structure, etc. must be decided by you... you are a group. These are your decisions!

Once the ePortfolio is finished, the last Facilitator of the group **MUST SEND a private message to the teacher** (in the LMS) including **the name of the group, the names of the team members (in alphabetical order BY Surname, AND the URL of the Site where the ePortfolio is.**

The DEADLINE for the message –without ANY exception- is the **14th of MAY at 24 O'clock** in the night (the night from the 14th to 15th). Please, be sure on the 13th that your ePortfolio is available and works perfectly from ANY computer, surprises are not good for you.

VERY IMPORTANT:

If you are using your thoughts, it is OK, I want to listen to your mind, BUT I want also see your professional knowledge (yes, whatever you have learnt these weeks); BUT if you are re-using thought for anybody else, it is compulsory to refer to this correctly.

If any part of the portfolio is identified as coming from another source not quoted, it will be considered as plagiarism and graded with a 0. That includes not only text, but images, videos, audios, etc. It is indispensable to quote the sources used and opt for using free license materials.

The final ePortfolio cannot be presented entirely in plain text format, the use of other formats (videos, timelines, etc.) in the assignment's presentations will be HIGHLY appreciated, providing that students take an adequate advantage of them (e.g. making a video reading a text it is NOT better than a text).