**Foreign Language Learning e-Portfolio Guidelines, FREN 1000**

**What is an e-Portfolio?**

A learning e-portfolio is a collection of student work that showcases learning over time. The e-portfolio process generally includes four components:

* **collect**: the student collects evidence of his/her learning and progress
* **select**: the student selects those pieces of work that best represent progress or learning in a particular course
* **reflect**: the student reflects on his/her goals, strengths and weaknesses, learning processes, and/or achievement in a particular work or collection of work
* **present**: the student presents his/her portfolio to an authentic audience (classmates, instructor, department, employer)

The e-portfolio serves to document progress and development, to highlight learning processes and tools for ongoing development, and/or to showcase a student’s best work. An e-portfolio can be used for personal, academic, or professional purposes.

The e-portfolio is:

* multimodal: communicates its message using various media (text, images, video, audio, links, etc.)
* non-linear: can be read/navigated in a non-linear way
* integrated: pieces of evidence are interrelated and connected
* reflective: author reflects on the choice of evidence, choice of modes/media used, significance of evidence, and processes of learning

Depending on its purpose and audience, the e-portfolio may contain:

* texts and media
* various drafts of writing/composition
* projects
* evidence connecting learning with other academic or co-curricular interests
* evidence connecting learning within various components of the course
* collaborative learning
* peer and self-assessment

**Why create an e-Portfolio?**

In creating a FLLeP, you will be able to document your progress and learning as a second language speaker within this course and throughout the rest of the foreign language sequence, by collecting your work, reflecting on your development, and showcasing your learning. Your portfolio will contribute to the knowledge-building of the whole class, provide a more holistic assessment of your linguistic and cultural competence, and present a more global picture of your skills and achievements to future employers. In fact, “more than 4 in 5 employers say an electronic portfolio would be useful to them in ensuring that job applicants have the knowledge and skills they need to succeed in their company or organization” (AACU, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*).

**The FLLeP will allow students to:**

1. make links between FL study and other academic and non-academic interests and pursuits
2. make links between (1) components of a course, (2) learning in class, at home, and online, (3) one language course and the next
3. develop an awareness of their progress, learning styles, goals in acquiring a second language, and tools for lifelong learning
4. discover, understand, and communicate what, how, when, and why they learn
5. develop digital literacy skills
6. archive their work and track their progress over time
7. engage in a critically reflective, collaborative process that augments learning as a community knowledge-building endeavor
8. publish work in a public forum and for an authentic audience
9. select multimedia artifacts that allow for a more multimodal and holistic assessment of second language development
10. construct and present an online FL learner identity

**Components**

The components of the e-portfolio have been carefully designed to promote the attainment of the learning goals described above.

1. *A propos de l’auteur (bio)*

What do you want your audience to know about you? In this page, tell your reader something about yourself, your academic and personal interests, and your experience with foreign languages.

1. *Réflexion initiale: (see Reflection 1)*

In your initial reflection, you will describe your vision and goals for the course and specific steps and learning strategies that will lead you to attaining those goals.

1. *Journal*

You will write 2-3 short entries in your journal every week about the culture and language of the unit covered in class.

**Sites à consulter:**

[tv5.org](http://tv5.org/)

<http://www.bfmtv.com>

[www.rfi.fr](http://www.rfi.fr/)

[www.lemonde.fr](http://www.lemonde.fr/)

[www.lesinrocks.com](http://www.lesinrocks.com/)

[www.jeuneafrique.com](http://www.jeuneafrique.com/)

[linternaute.com](http://linternaute.com/)

1. *Mon dictionnaire*

In this rubric, you will build your own dictionary with words and expressions learned in class and outside of class.

1. *Travaux d’écriture*
	1. This page will include both the first draft and final revision of your composition as well as a reflection on your process of writing and development of grammar and vocabulary in written contexts.
		1. Composition, first draft
		2. Composition, revision
		3. Composition, reflection
2. *Expression orale (Kaltura)*

In what ways has your speaking and communicative skills improved during the semester? What areas of speaking or pronunciation do you still need to work on thinking ahead to FREN 1020? What can you do to improve in those areas? In this section, you will include the clips of:

* + 1. Pronunciation practice based on the ‘Sons et lettres’ sections from the textbook by instructor
		2. Kaltura videos for chapter *Evaluations*
		3. Practice Oral Exam
1. *Projet culturel*

Cultural learning means engaging in meaningful, deep reflection on the ways of life practiced by given populations around the world and to find connections with these people, the true meaning behind learning a language.

*Options:*

* You prepare a video project with a partner based on cultural aspects studied in class (ex. francophone countries&regions),
* You prepare a poster or PPT on one of the cultural aspects you learned in class.
1. *Présentations de votre e-Portfolio:*

At the end of the semester, you will present your final work to your peers and reflect on what you learned as a class from each other.

1. *Réflexion finale: (see Reflection 2)*
	1. In your final reflective essay, you will reflect on what you learned during the semester, from engagement with your peers in class and online, and on your learning processes and ongoing linguistic and cultural development. What are the strengths and weaknesses of your portfolio? What worked and what didn’t work? Discuss your choice of documents and selection of media to present your learning. What connections do you see between your learning and your other personal and academic interests? How will you apply what you learned in this course?

Tips and advice from a French student on e-portfolio:

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

**E-Portfolio Tool**

You will create your FLL e-portfolio using WordPress embedded in Collab, using the online training tutorials here: [http://tinyurl.com/tutorial-student](https://cms.mail.virginia.edu/Redirect/tinyurl.com/tutorial-student%22%20%5Ct%20%22_blank).

**Once you have created your WP, follow the instructions below to share your e-portfolio with your Instructor:**

1)Go to Dashboard > Settings > Reading

For Site Visibility, click on “I would like my blog to be visible only to registered users of SHANTI pages.”

Save Changes.

2) Click on the title your gave to your WP to open link in new tab

 Copy the link and send it to your instructor by email.

*The URL will be in this format:* <http://pages.shanti.virginia.edu/yoursiteaddress/>

If you have trouble finding the URL, this may be useful:

[https://wiki.shanti.virginia.edu/display/KB/How+to+Find+Your+WordPress+Site](http://pages.shanti.virginia.edu/yoursiteaddress/)

For any technical issues or questions, e-portfolio consultants will be available for office hours to help you. Do not contact your instructor with technical questions about WordPress.