Pearson Edexcel Digital Portfolios for Design and Technology

Digital Portfolios

Following adjustment to the specifications in response to school closures (June 2020), and the subsequent changes allowed through the Ofqual 2020 consultation on 2021 assessment (August 2020), Design and Technology qualifications will be required to submit all candidate portfolio evidence for the NEA component 2 as digital portfolios, which will involve either:

- Producing digital portfolios throughout the component

Or

- Converting physical portfolios into digital portfolios upon completion of the component.

Digital Portfolios

This guidance document is designed to support teacher adoption of one of two widely available application platforms, Google and Microsoft, and provide advice on how teachers can create a level of control and authentication to the process of students producing of digital portfolios at centre or remotely from home for submission for the Summer 2021 series, or convert a physical portfolio into a digital portfolio upon component completion.

The basic principles of digital portfolios are that:

- Teachers should create blank unedited documents and share these with their students

- Shared documents should have permissions to prevent the students from sharing the editing rights of these documents with other students

- Shared documents have a history feature which allows teachers to monitor when and by whom the document is edited

- The final version of shared documents should be PDF'd, which will prevent post internal moderation editing, and will timestamp the internal deadline set by the centre for external moderation use.

Google & Microsoft

Both platforms provide the option to create a slideshow into which a candidate can create a portfolio of evidence for component 2.

- For Google this document is called Google Slides

- For Microsoft this document is called Microsoft PowerPoint

Both document formats allow for the following:

- The writing of digital text with autocorrect typing

- The embedding of images from a real time photograph source

- The embedding of video media from a local source of internet based source

- The creation of graphical representation of data, shapes for flowcharts, tables, and personalisation of layouts

Candidates should not concern themselves with:

- The transition between slides for presentation purposes

- The animation of evidence on a slide for presentation purposes
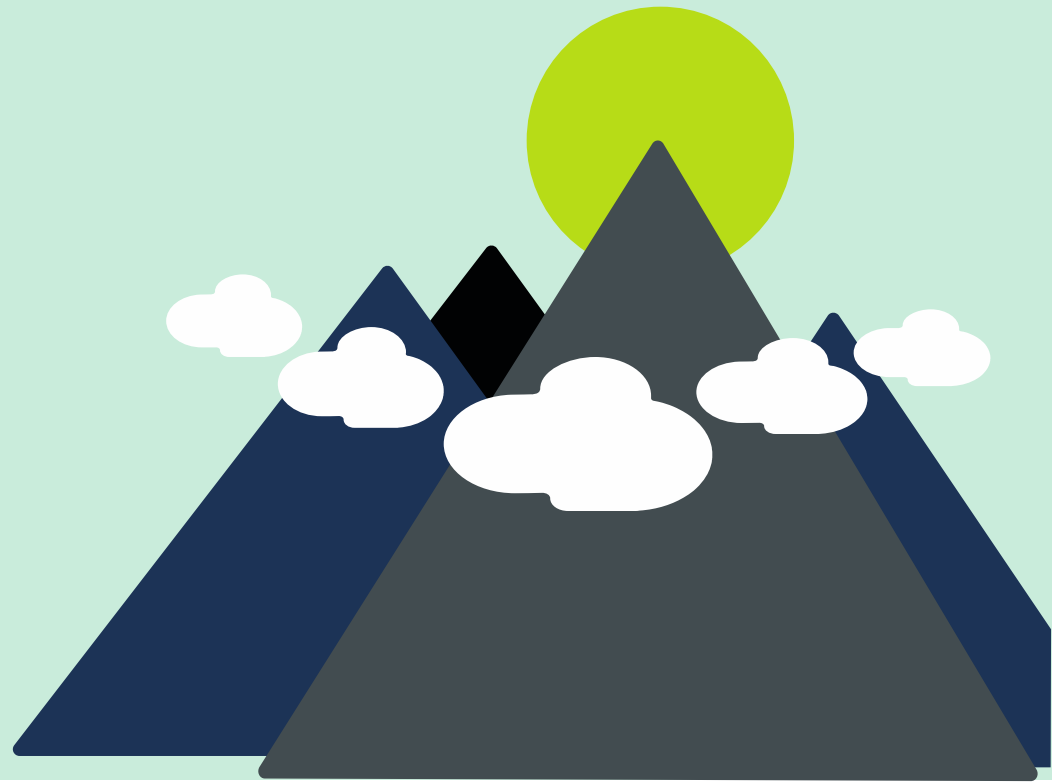
Google
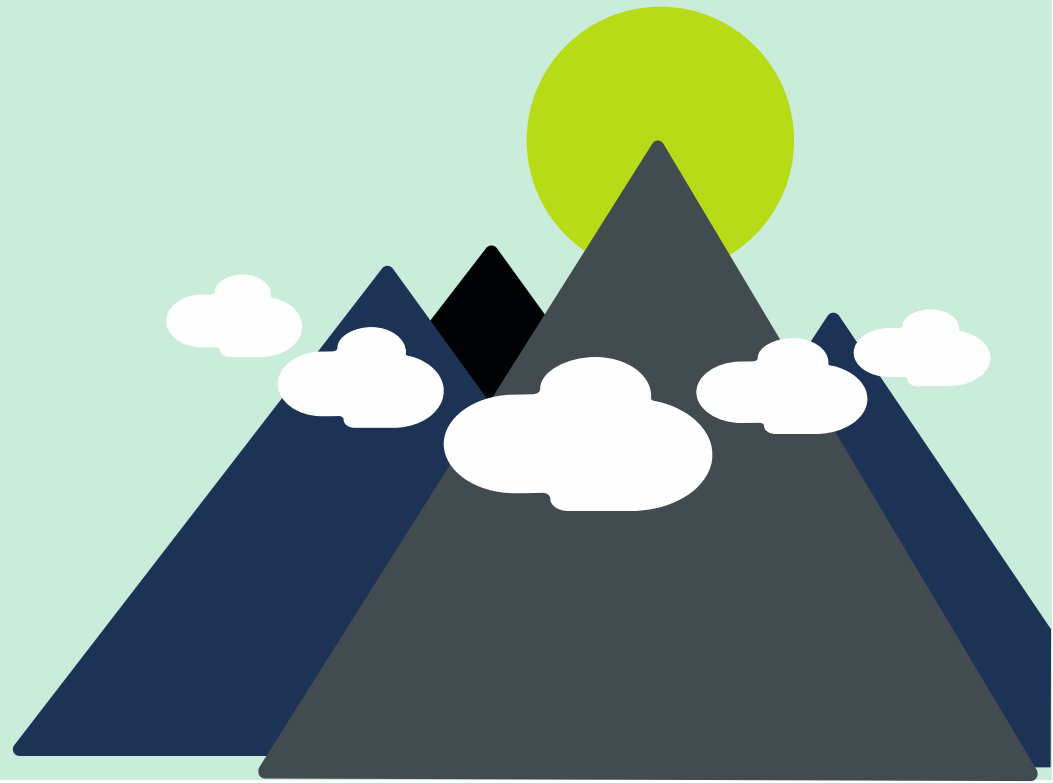
Google Slides

Key differentiating features

- Google Slides is part of a larger suite of applications including Docs, Sheets and many other tools which can be made to link to and update one another.

- Google Slides files will sit in an application called Google Drive, where both the teacher and student can access and edit them.

- YouTube, where candidates can both post and locate videos, is a Google application and therefore embedded into the functions of Google Slides.

- Google Slides is entirely browser based, meaning there is no desktop equivalent to work with offline.

- The Google Suite of tools is a free platform.

Microsoft

# Microsoft PowerPoint

Key differentiating features

- Microsoft PowerPoint is part of a larger suite of applications including Word, Excel and many other tools which can be made to link and update one another.

- PowerPoint files will sit in an application called Sharepoint, where both the teacher and student can access and edit them.

- Students can also have files stored in an application called OneDrive, which is accessible online but only to the student.

- Microsoft has an equivalent offline version of its applications, allowing students to work on "non shared" versions of PowerPoint.

- Microsoft is a paid for platform.

Google Slides – creating and sharing
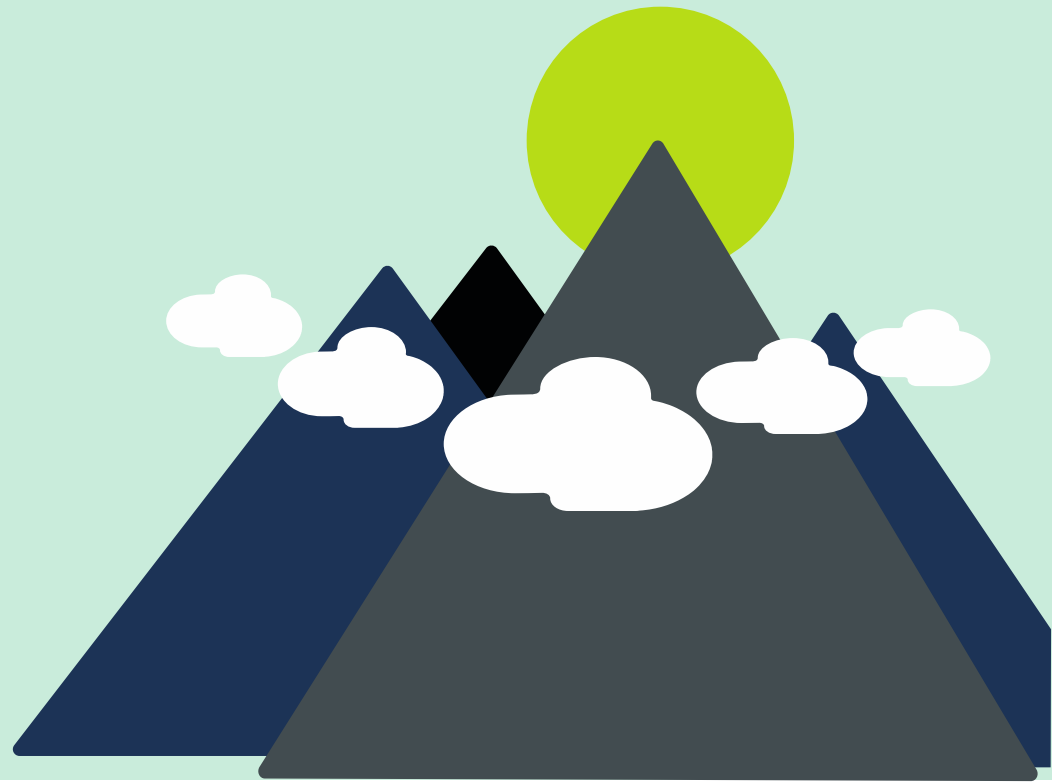
Google Slides

In Google Drive, create an unshared folder (New>New Folder), and within this folder, create one Google Slides document for each student (New>Google Slides). Each document you create will need to be named before it will save (saving happens automatically)
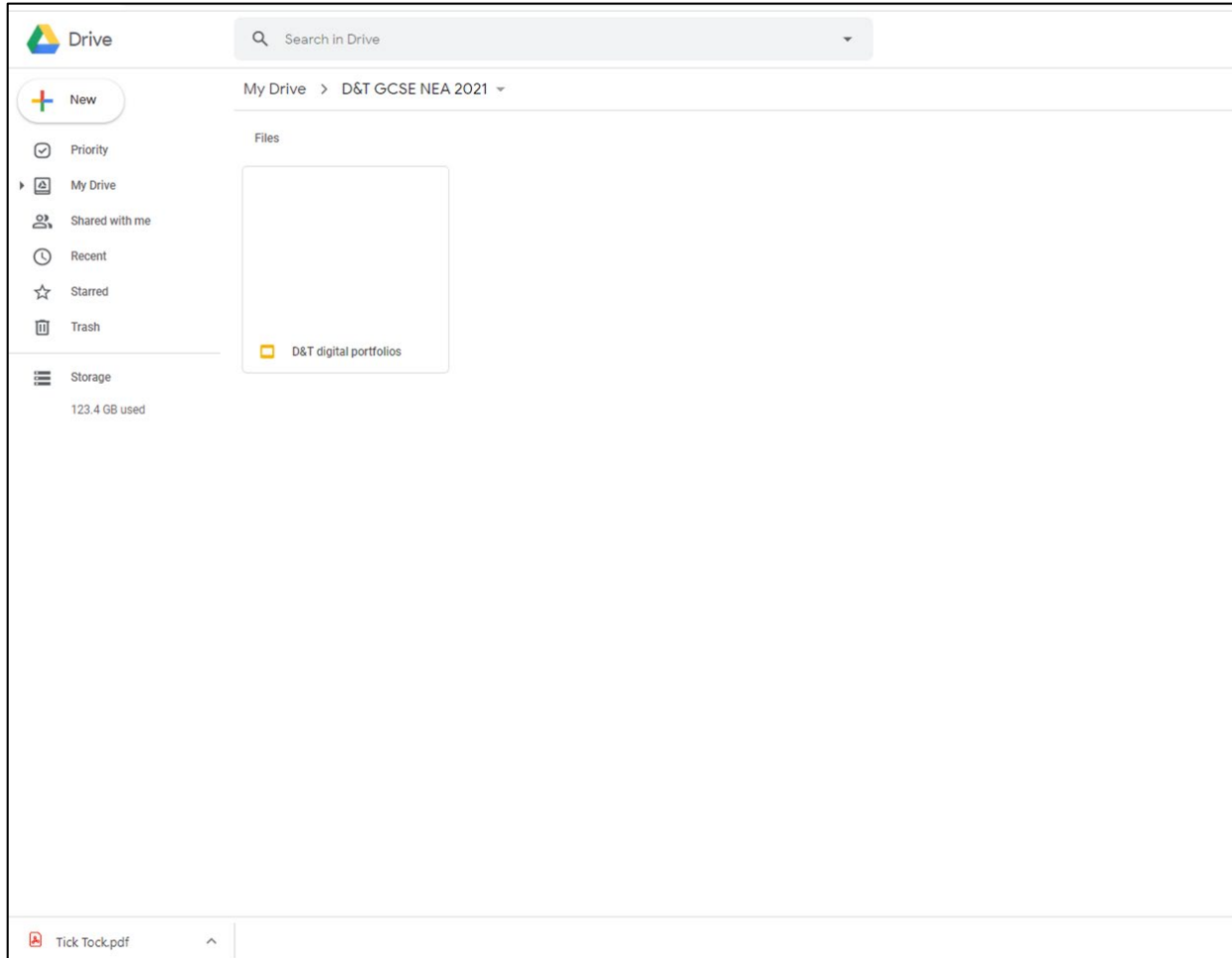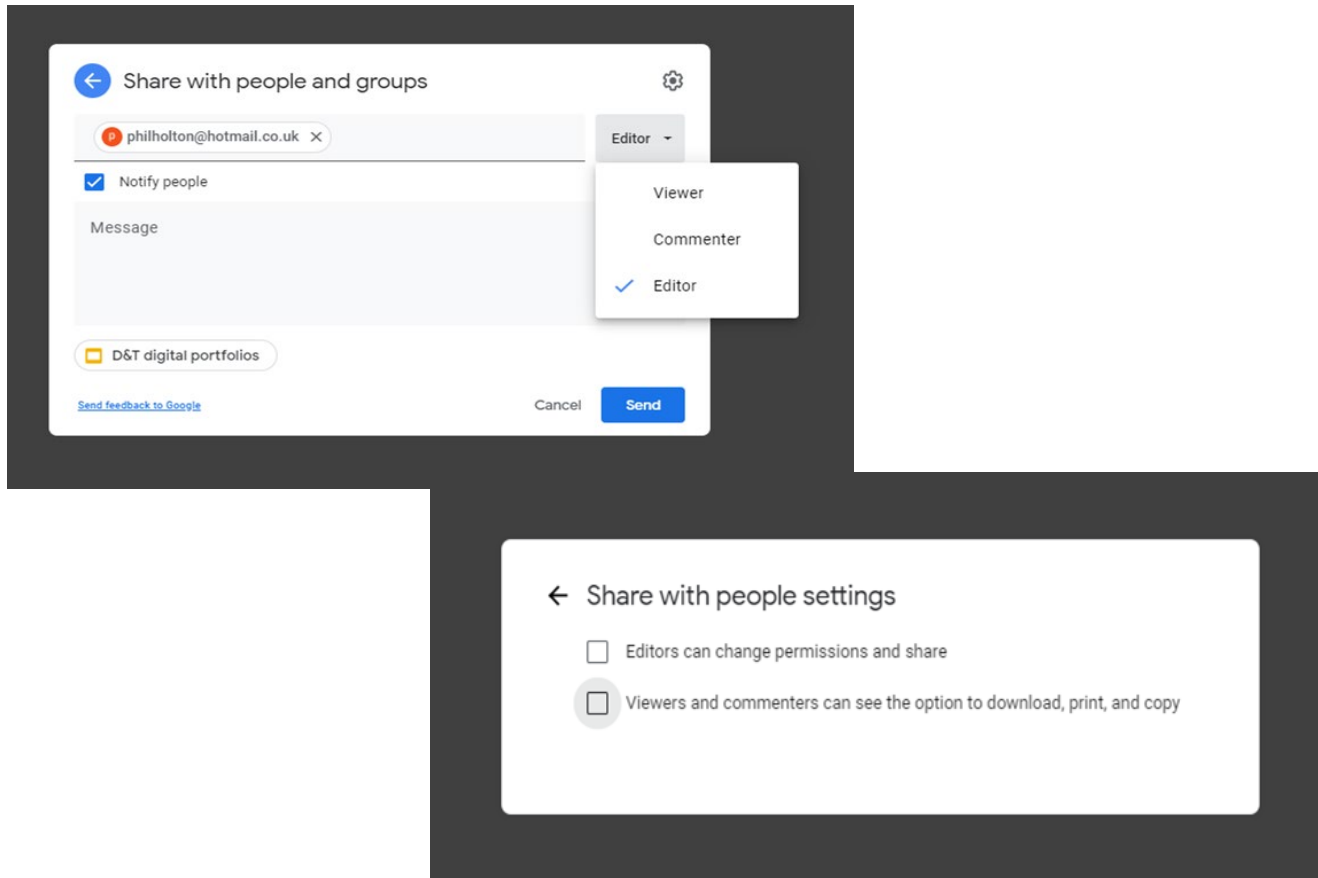
Google Slides

Right click on each document in the folder, and choose the option to Share. You will only share a document with the student who will be using it.
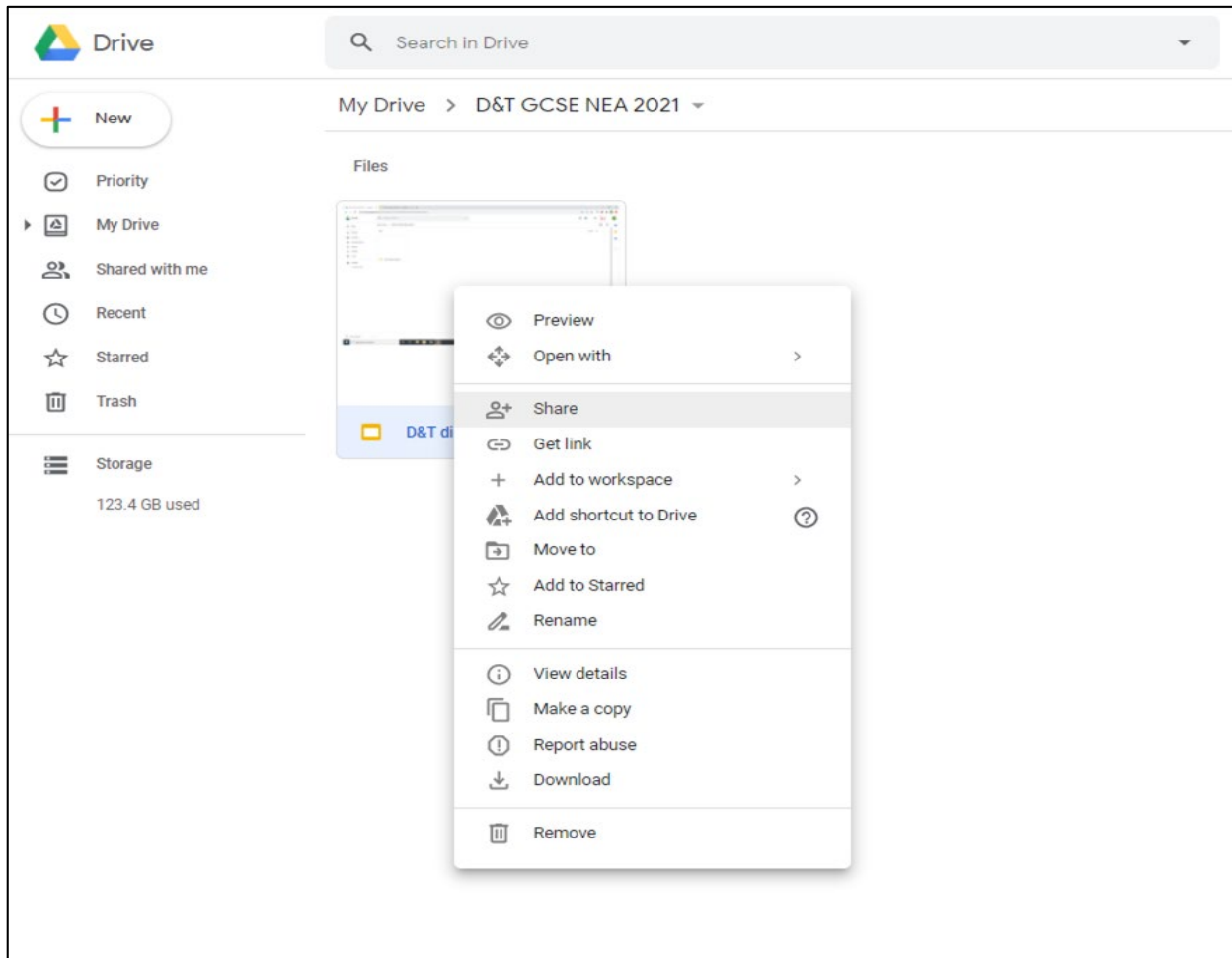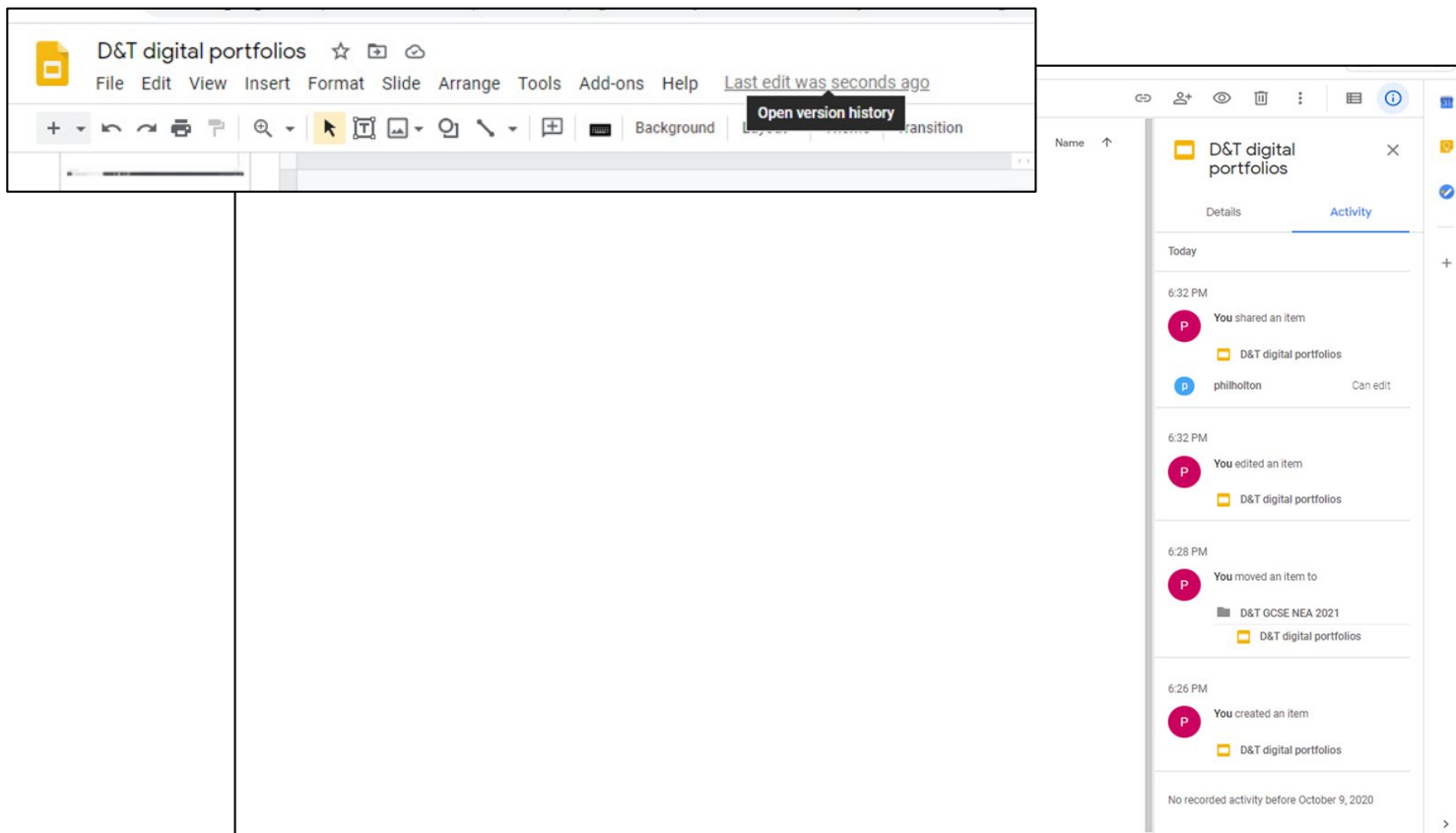
Google Slides

The share pop up should allow you to enter a verified students email address (an email address provided by the centre to the candidate), and the role assigned to the student should be **Editor**. Click the "cog" Settings option in the top right to untick boxes that ensure editors cannot change the permissions of the file, which will ensure only the teacher and student can edit this file.

Google Slides

By clicking on "**Last edit was…**" above the working window, the history of the file will be displayed on the right hand side, as shown below. This will track every new log in to the file, and timestamp this into the activity list. Teachers will be able to look back at previous versions, and set these as the current version of work, if they need to.

Google Slides

The final completed Google Slides can be downloaded as a PDF. This will do a number of things.

1. It will ensure no further editing can occur to the final internally moderation piece of work, as downloading a PDF removes access permissions to that newly created file. You can separately remove editing access to the online Google Slide document by removing them through the share option for the document.

2. It will create a file size that is small and suitable for submitting to an online platform.

3. It will retain all live links to video content located on the internet.
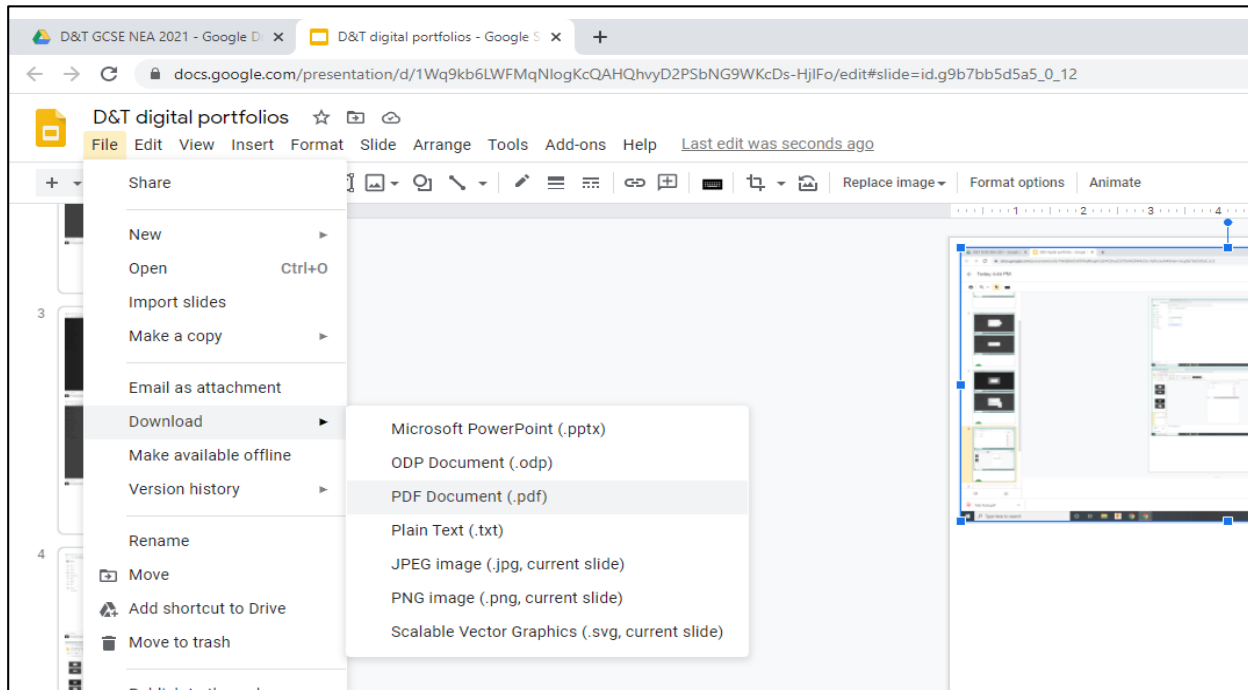
Google Slides

The final PDF will however not do the following things. It will not:

1. Retain any links to locally saved video content unless the folder location remains unchanged and available.

2. Retain any commentary included in the speaker note sections of each slide (if used during the process of creating the work)

3. Retain any comments added using the Comment function (if used during the process of creating the work)
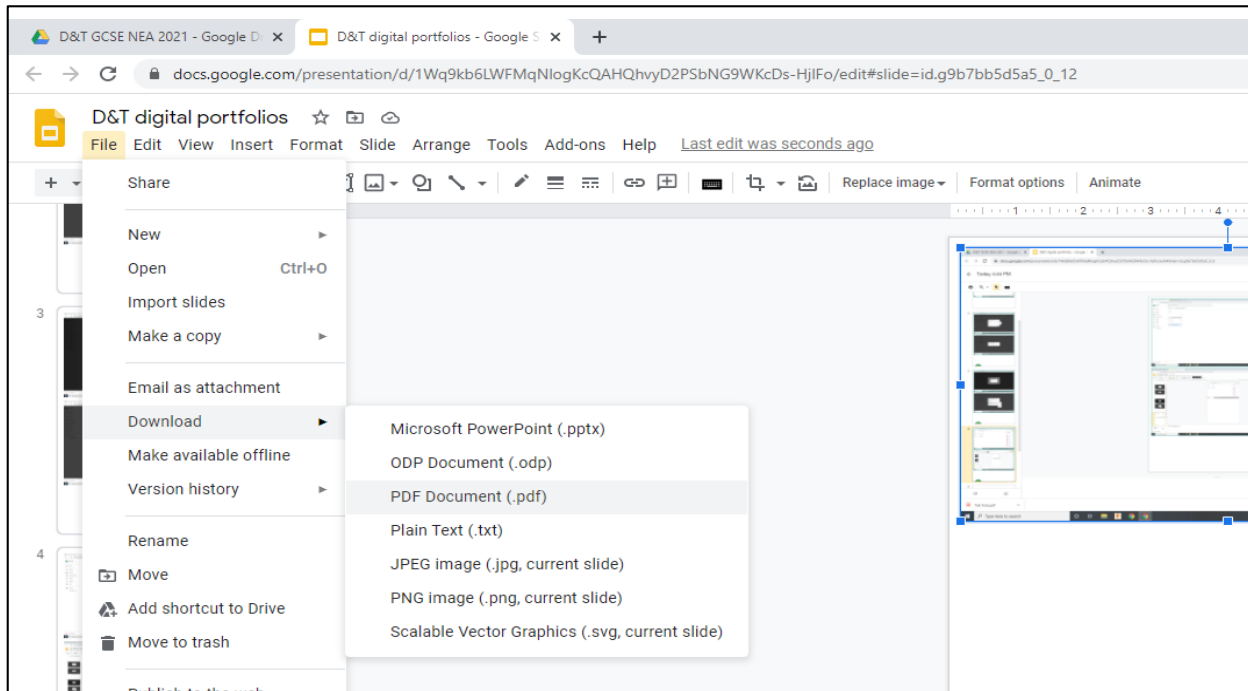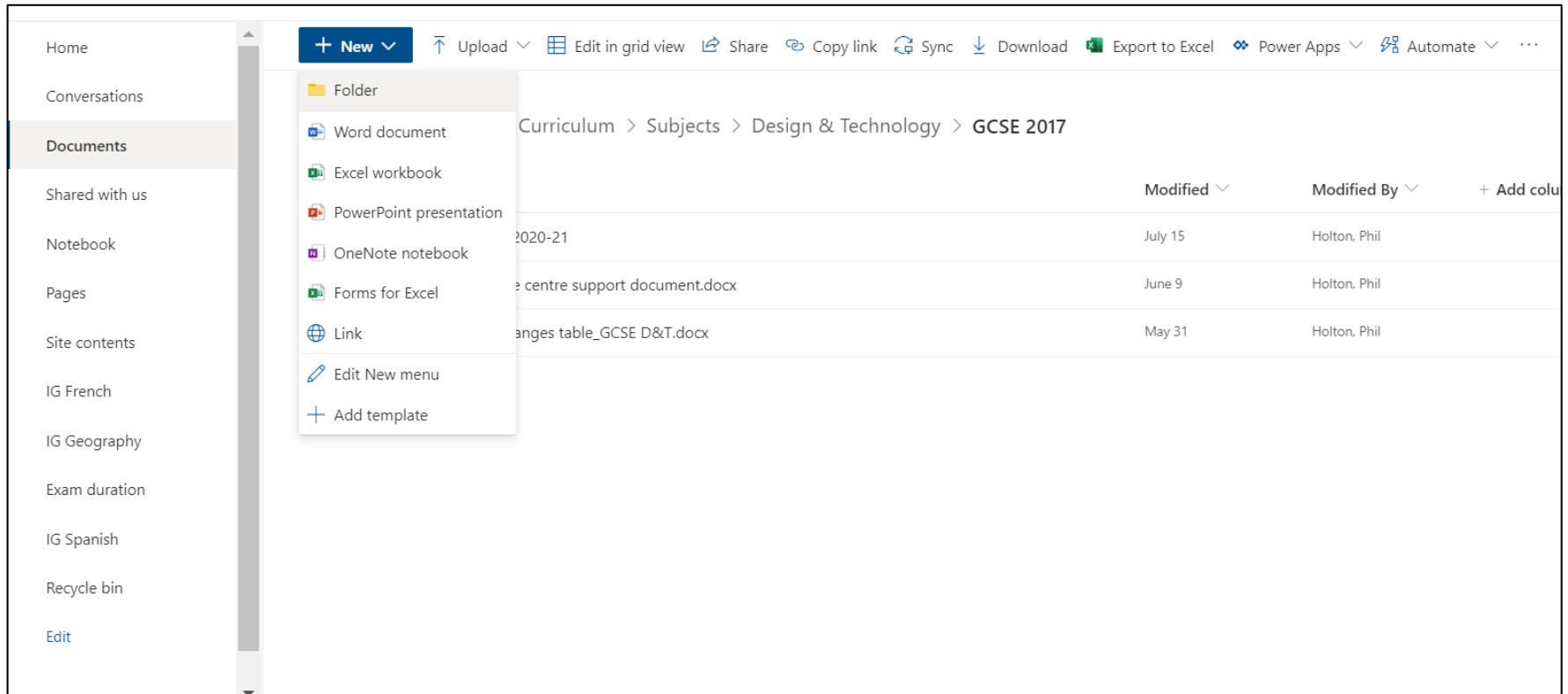
Microsoft PowerPoint – creating and sharing
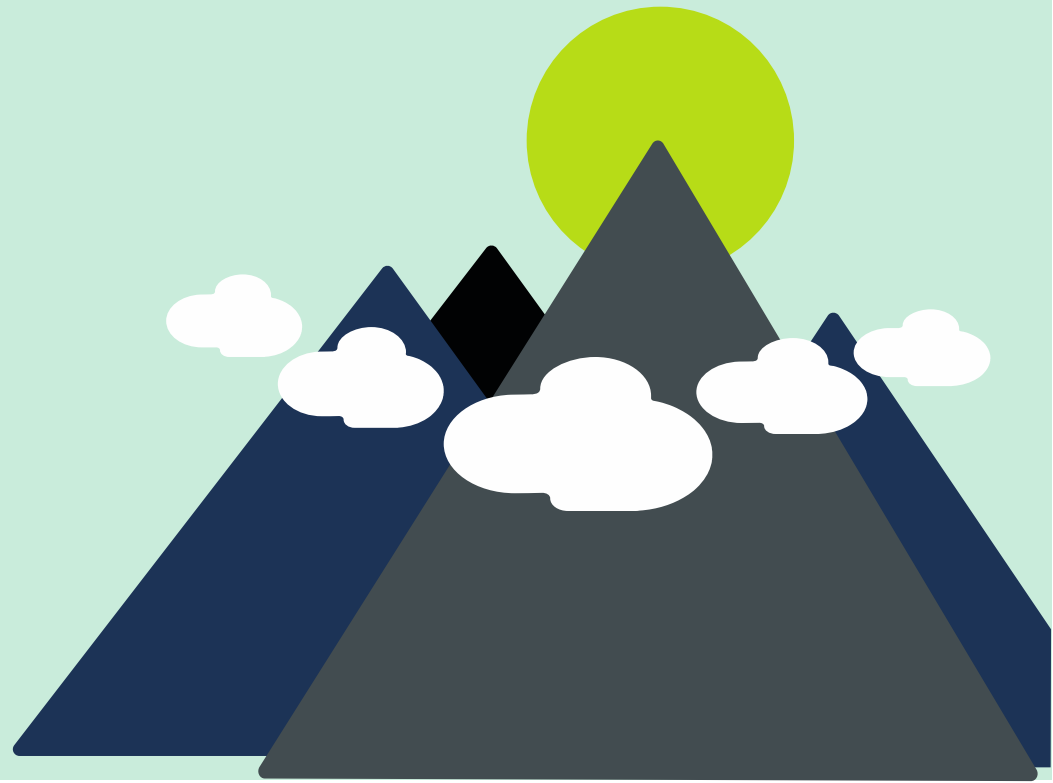
Microsoft PowerPoint

In Sharepoint, create an unshared folder (New>New Folder), and within this folder, create one PowerPoint Presentation for each student (New>PowerPoint Presentation). Each document you create will need to be named before it will save (saving happens automatically)

Microsoft PowerPoint
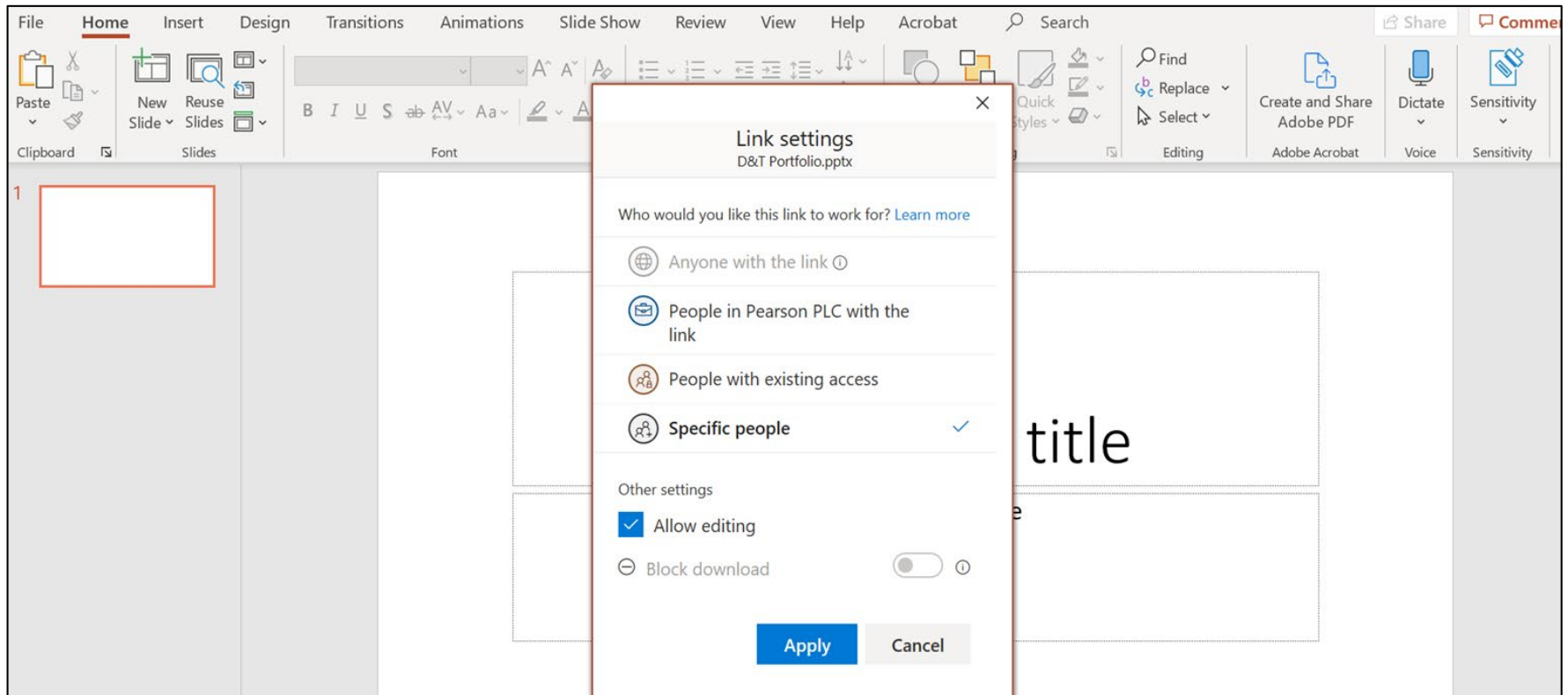
Within each document, or by right clicking on the document in Sharepoint, choose the option to Share.

Microsoft PowerPoint

The share pop up should allow you to enter a verified students email address (an email address provided by the centre to the candidate), by choosing the option to share with **Specific People**, and choosing **Allow Editing** as a tick box.

Microsoft PowerPoint

By clicking on the downward arrow by the file title, the history of the file will be available to view from the pop up by clicking **Version History**. It will then appear on the right hand side. This will track every new log in to the file, and timestamp this into the version history list. Teachers will be able to look back at previous versions, and set these as the current version of work, if they need to.

Microsoft PowerPoint

The final completed PowerPoint file can be downloaded as a PDF, and will achieve the same outcomes to this process as are achieved when a Google Slides document is PDF'd.
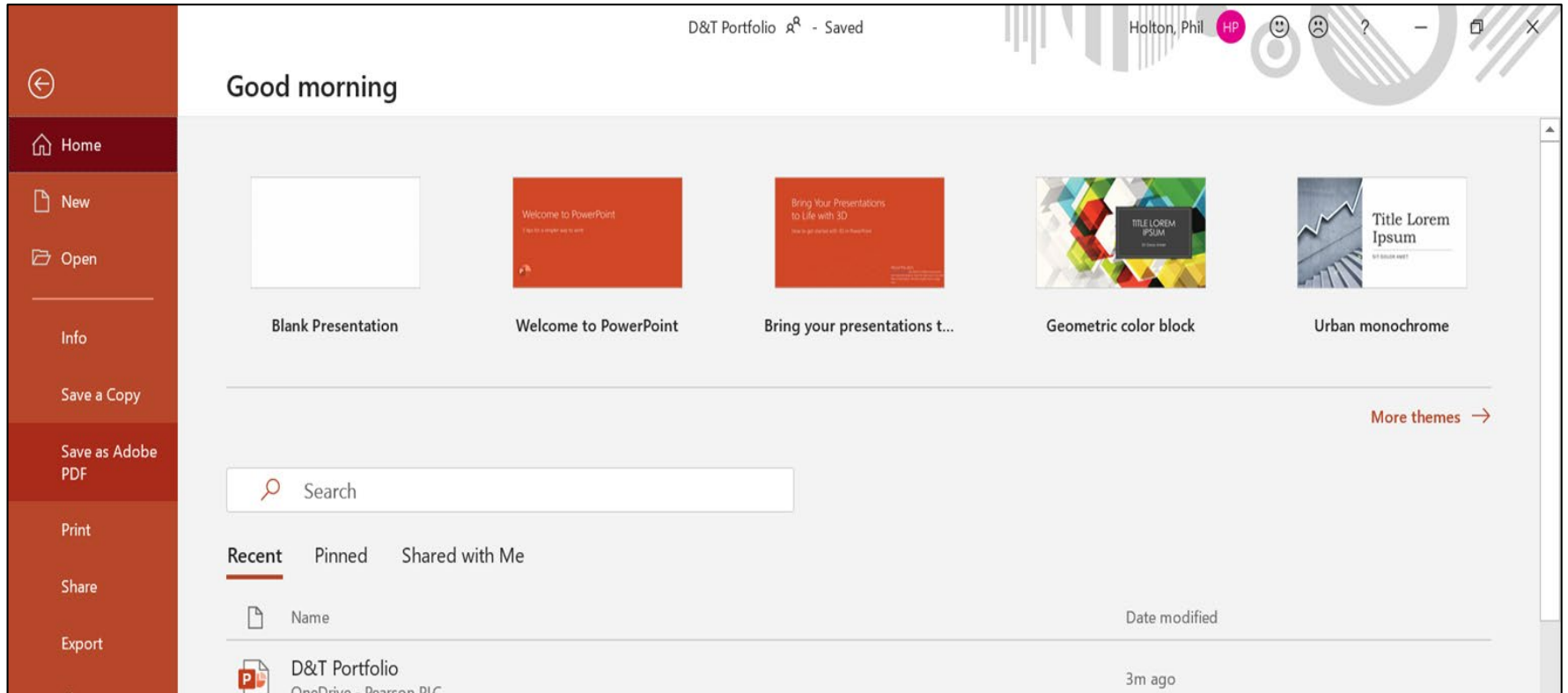
Converting physical portfolios into either Google Slides or Microsoft PowerPoint

Pearson

Converting physical portfolios into digital portfolios

Many centres will recognise the option to continue to create physical portfolios is more suitable to the specific types of work their students wish to produce, or may find that access to the facilities required to produce digital portfolios becomes a barrier to doing this freely throughout the academic year.

Where centres create physical portfolios, here is a useful checklist to follow:

- Provide students with carry folders to transport their physical work from school to home.

- Organise yourself a digital camera, or suitably sized scanner to capture work.

- Plan time to capture and organise digital images of the physical portfolios and turn them into digital portfolios.

- Train students to convert their physical portfolios into digital portfolios so they can manage the process themselves.

- Try different approaches to capturing photos of 3D work (like textile samples), to ensure you represent the work in the best light

Converting physical portfolios into digital portfolios

Teachers will need to convert physical portfolios of work into digital portfolios where candidates have restricted access to computers to produce the component 2 portfolio throughout the academic year, where candidates are more comfortable working in physical folders, or where the production of physical work is better suited to the activity that students are doing. Where this is the case, the following considerations should be made:

- Choose either Microsoft PowerPoint or Google Slides as your platform

- Use a colour scanner to scan each page of a physical workbook into a 2D image (avoid bulk loading physical pages of work into a scanner feed tray)

- Ensure scanning uses the highest resolution option (usually 300 or 600 dpi) when being carried out

- Insert the page by page images onto separate slides in the correct chronological order, placing only one page of physical evidence on one slide of the digital presentation

- Drag and scale the image to fill up the slide without distorting the image

- Embedded digital videos into the portfolio using the platforms' features

- Download the finished portfolio as a PDF, which will compress the final file size down to a suitable size for online submission

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