

Padlet Instruction Manual

*Incorporating Junior Cycle Key Skills,
School Self-Evaluation and suggestions
for use*

Padlet

Padlet is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files.

When you register with Padlet, you can create as many “walls” or online notice boards as you like. These walls can set to private or public, with each wall having separate privacy settings. This can facilitate teacher collaboration in a subject department, which is not accessible by students. Private walls can be created by requiring a password to access them, or by limiting access to registered users, with specified emails. As the creator of a wall, teachers can moderate all notes before they appear and privacy settings can be adjusted at any time.

Users do not need to sign up to use Padlet, though it is recommended that teachers using it in a classroom setting would do so, in order to edit a wall, moderate posts and collate all class walls into one management screen. Teachers can also choose to set a notification to receive an email whenever a student posts to the teacher’s wall.

Padlet and ICT

Padlet is device-neutral, as it works on any internet-enabled device, including: PC, laptop, tablet, smartphone. This means it can work easily in any school which is making use of a mixture of devices. Another selling point is that no software or apps need to be downloaded or installed, so it can be used immediately by anyone with internet access.

Walls created in Padlet can be exported in several ways, including PDF or spreadsheet, or embedded into your class blog, site or Edmodo page.

Padlet and Key Skills

“Learners need a wide range of skills to help them face the many challenges presented to them in today’s world. They develop specific skills in their subjects and other courses. But there is also a more general set of skills that are needed to support learners in their personal, social and work lives. We refer to these as the key skills of junior cycle. As learners develop each of the key skills in an integrated way they will also become better learners.” NCCA, Key Skills of Junior Cycle, 2013



The key skills for the Junior Cycle that students will develop using Padlet are:

Skill	Element	Learning Outcomes Students can...
Managing Information and Thinking	Being curious	<ul style="list-style-type: none"> Look for new and different ways of answering questions and solving problems
	Gathering, recording, organising and evaluating information and data	<ul style="list-style-type: none"> Recognise what I already know and the wide range of information available to me Analyse information and data presented in a variety of forms Evaluate the quality of that information and data and their sources Make judgements about how valid and reliable that information is Prepare and organise information and data so that it makes sense to me and others
	Thinking creatively and critically	<ul style="list-style-type: none"> Question ideas and assumptions, both my own and other peoples' Make connections between what I already know and new information Adjust my thinking in light of new information
	Managing my learning	<ul style="list-style-type: none"> Use a range of tools to help manage my learning
	Using ICT and digital media to access, manage and share content	<ul style="list-style-type: none"> Source, share and evaluate information that I find in different technologies and digital media formats Use digital tools to expand my thinking and source information Use different technologies and digital media tools to give and receive feedback
Managing Myself	Using digital technology to manage myself and my learning	<ul style="list-style-type: none"> Use different technologies to plan, manage and engage in my learning
Communicating	Using language	<ul style="list-style-type: none"> Edit, correct and improve my written work
	Discussing and debating	<ul style="list-style-type: none"> Participate confidently in class discussion Present my point of view and be able to explain and support it
	Using digital technology to communicate	<ul style="list-style-type: none"> Use digital technology creatively to present, interact with and share ideas for different audiences Be respectful and responsible in my digital and online communications
Staying Well	Being confident	<ul style="list-style-type: none"> Communicate my opinions and beliefs with confidence in a variety of ways Contribute to decision-making within the class and group
	Being positive about learning	<ul style="list-style-type: none"> Find enjoyment and fun in learning

Skill	Element	Learning Outcomes Students can...
Working With Others	Developing good relationships and resolving conflict	<ul style="list-style-type: none"> Share my ideas honestly and with sensitivity Show respect for different positions and different points of view
	Co-operating	<ul style="list-style-type: none"> Contribute to decisions as part of a group
	Respecting difference	<ul style="list-style-type: none"> Show openness to learning from different people
	Learning with others	<ul style="list-style-type: none"> Work in pairs and larger groups to help each other when we are learning Help other students to understand and solve problems Recognise that many different people can support my learning and know how to get that support
	Working with others through digital technology	<ul style="list-style-type: none"> Demonstrate collaborative learning using digital technology Use digital technology to participate in collaborative learning and communication spaces Respect the rights and feelings of others when using digital media
Being Creative	Imagining	<ul style="list-style-type: none"> Use different ways of learning to help develop my imagination Take inspiration from the imagination of others
	Exploring options and alternatives	<ul style="list-style-type: none"> Try out different approaches when working on a task and evaluate what works best Seek out different viewpoints and perspectives and consider them carefully
	Implementing ideas and taking action	<ul style="list-style-type: none"> Test out ideas Evaluate different ideas and actions
	Learning creatively	<ul style="list-style-type: none"> Participate in learning in creative ways Use a variety of learning tools that help me to be creative
	Stimulating creativity using digital technology	<ul style="list-style-type: none"> Be innovative and creative in using digital technology to learn, think and express myself Explore the possibilities of mixing different technologies and digital media to help me reflect, problem solve and present ideas

Padlet and School Self Evaluation



“School Self Evaluation (SSE) empowers a school community to affirm good practice, to identify areas that merit improvement and to decide upon actions that should be taken to bring about improvements in these areas.... SSE enriches the learning and teaching experience for the benefit of all concerned.” School Self Evaluation Guidelines for Post-Primary Schools, 2012. The evaluation themes and sub-themes to which they relate are set out on the left.

The guidelines set out sample evaluation criteria related to each evaluation theme and sub-theme to help schools develop their school self-evaluation process. The relevant evaluation criteria to the use of Padlet as a teaching and learning resource are listed below for each of the three themes:

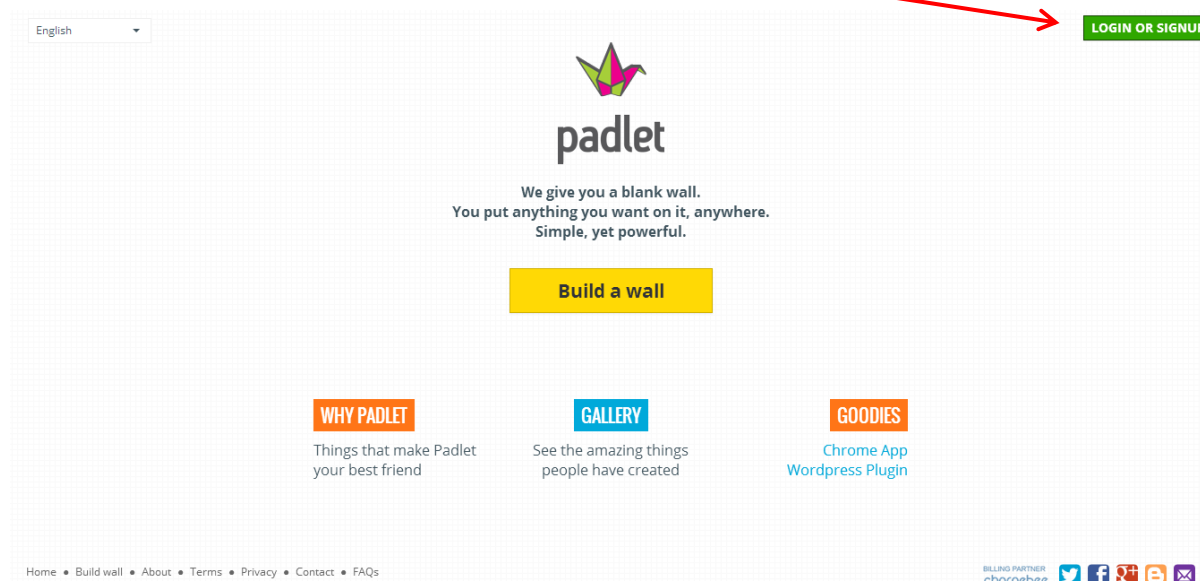
Theme	Sub-theme	Evaluation Criteria	Quality Statement(s)
Learner Outcomes	Attainment of subject and programme objectives	Attitude and dispositions	Students enjoy their learning of the subject and are motivated to learn
		Literacy and numeracy	In all subjects and programmes, students can meet the literacy and numeracy demands Students competently and confidently use and apply the literacy skills that are necessary to develop their learning The overall attainment of the students with regard to each of the following literacy skills is improving or remains at a high standard: oral language, reading, writing, critical appreciation of digital and broadcast media
Learner Experiences	Learning environment	Resources (including ICT)	ICT is available in the classroom and other learning settings Individual students and groups of students have access to ICT to support their learning and to enable them to become active learners
	Students' engagement in learning	Active learning	The students are enabled to engage actively in their learning All students participate in the lesson There is a balance between teacher input and student participation

Theme	Sub-theme	Evaluation Criteria	Quality Statement(s)
Learner Experiences	Students' engagement in learning	Other learning experiences	Students are provided with a wide range of non-classroom based activities
		Challenge and support	The students are adequately challenged and supported in their learning
		Attitudes	Students enjoy their learning and are motivated to learn
		Equality of opportunity	All students are encouraged equally to participate in lesson
	Learning to learn	ICT skills in learning	Students are taught across a range of subjects and programmes, including literacy and numeracy to use ICT to: <ul style="list-style-type: none"> - present their work - organise and produce information - express ideas - develop, support and extend their learning
Teachers' practice	Teaching approaches	Focus of learning	Attention is given to the consolidation of student learning during and at the end of the lesson, and to the development and application of knowledge and skills, including the students' literacy, numeracy and ICT skills and to the development of positive dispositions and attitudes towards learning
		Approaches	Teaching approaches support students in engaging with the literacy and numeracy demands of the subject Opportunities for collaborative and independent work are provided Students' prior learning, interests and experiences are taken into account in lesson organisation and content
		Differentiation	Clear lower-order and higher-order questions are posed and these stimulate student response
		Resources	Students are enabled to use relevant and necessary resources (including ICT) to support their learning
	Management of students	Organisation of activities	There is order and structure in the way activities are organised Opportunities are provided for active learning followed by reflection and discussion, independent learning and collaborative learning


Theme	Sub-theme	Evaluation Criteria	Quality Statement(s)
Teachers' practice	Management of students	Student voice	Students' contributions and questions are encouraged and welcomed in the classroom Due account is taken of students' views and opinions in accordance with their age and maturity
	Assessment	Assessment in practice	A range of assessment including assessment for learning (AfL) and assessment of learning (AoL) is used to evaluate students' understanding and progress and achievement of expected learning outcomes Students are involved in the assessment of their work and progress through self-assessment and/or peer assessment Teaching and learning are amended in the light of feedback Teachers check students' understanding during and at the end of lessons
		Assessment records	The gathering of information on students' learning is timely and happens at regular intervals

Creating a wall on Padlet

Go to <http://padlet.com/> and click on "Login or Signup".



Click on “Sign Up”

 **Log In**

Email

Password

Forgot?

LOG IN


Don't have an account? **SIGN UP**

Log in with

GOOGLE

FACEBOOK

Enter your email and a password and click “Sign Up”. Alternatively you can log on using your Google or Facebook accounts.

 **Sign Up**

Email

Password

SIGN UP

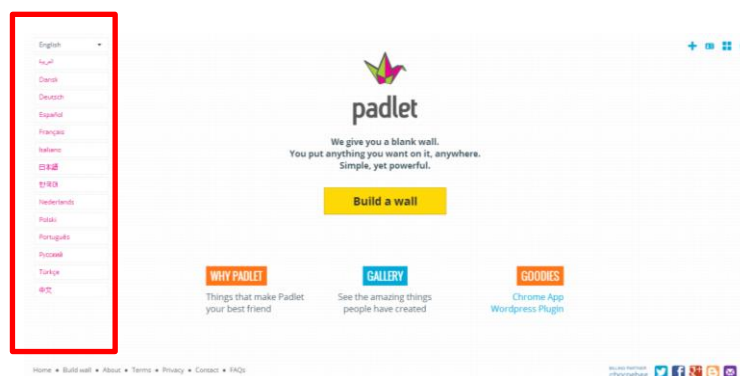
Already have an account? **LOG IN**

Log in with

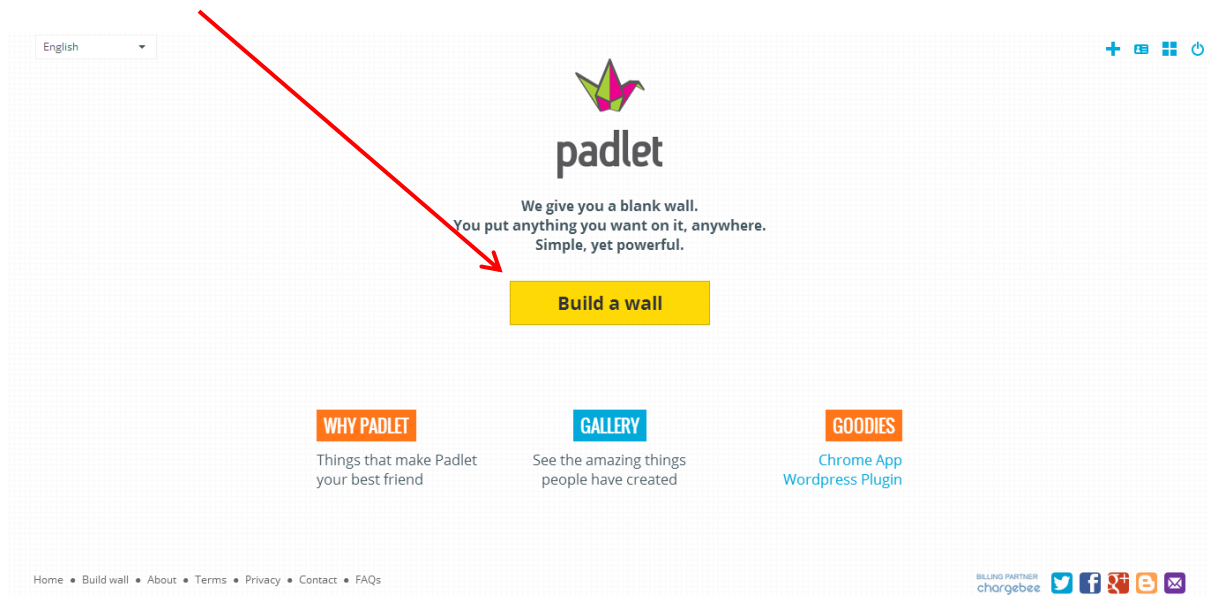
GOOGLE

FACEBOOK

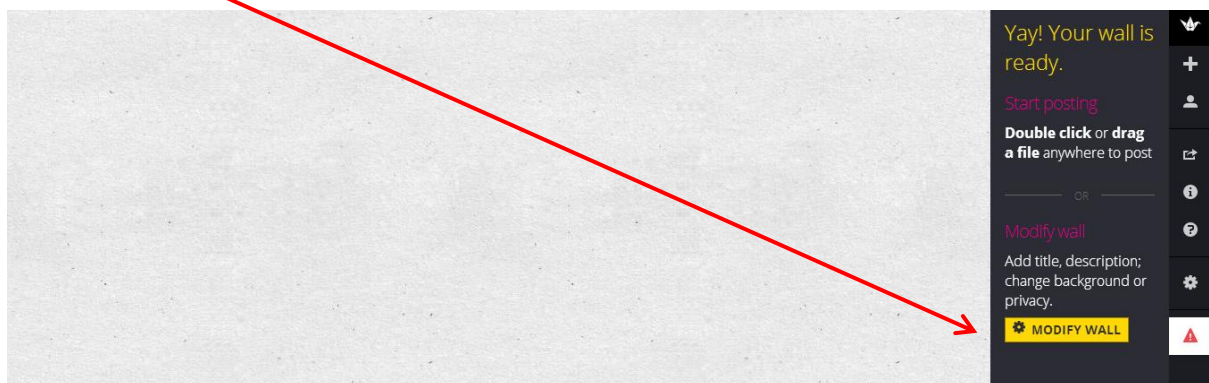
If you teach a Modern Foreign Language, you may be able to use Padlet in the language of your choice by clicking on the drop-down arrow beside English on the top left of the screen and selecting the appropriate language (in the red box below).



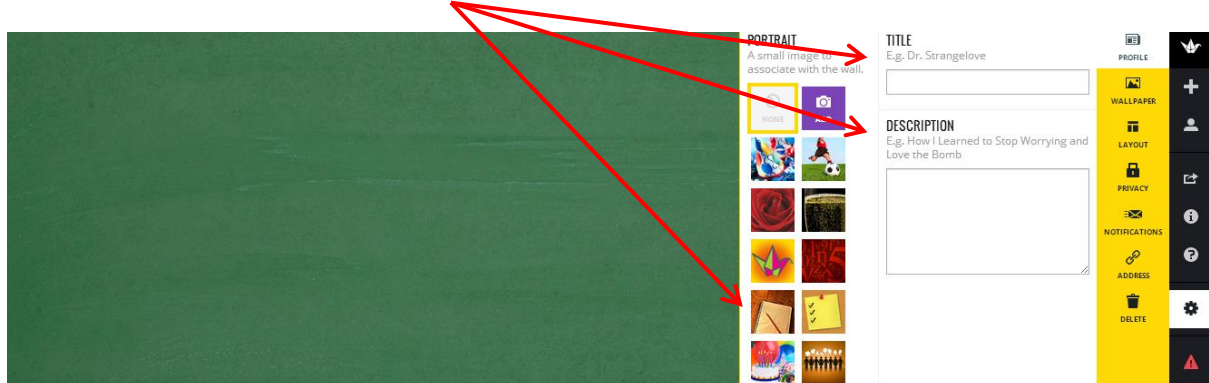
Click on “Build a wall”.



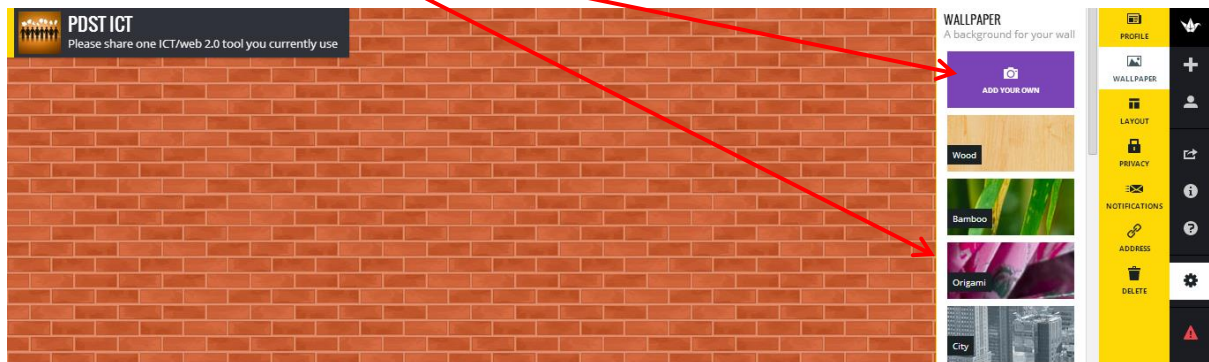
Click on “Modify wall” to change or customise the appearance of your wall.



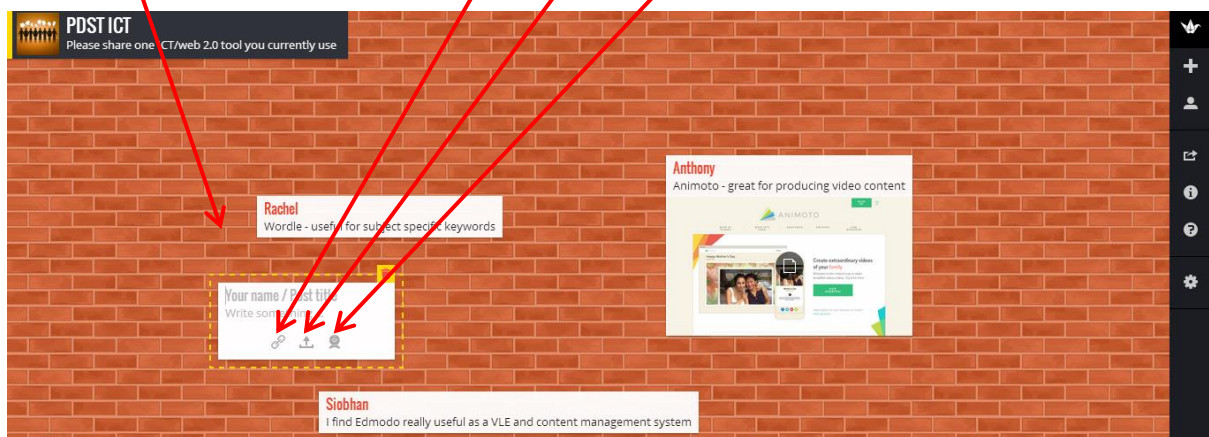
Begin by giving your wall a name or title, a description and then choose an image icon for your wall.



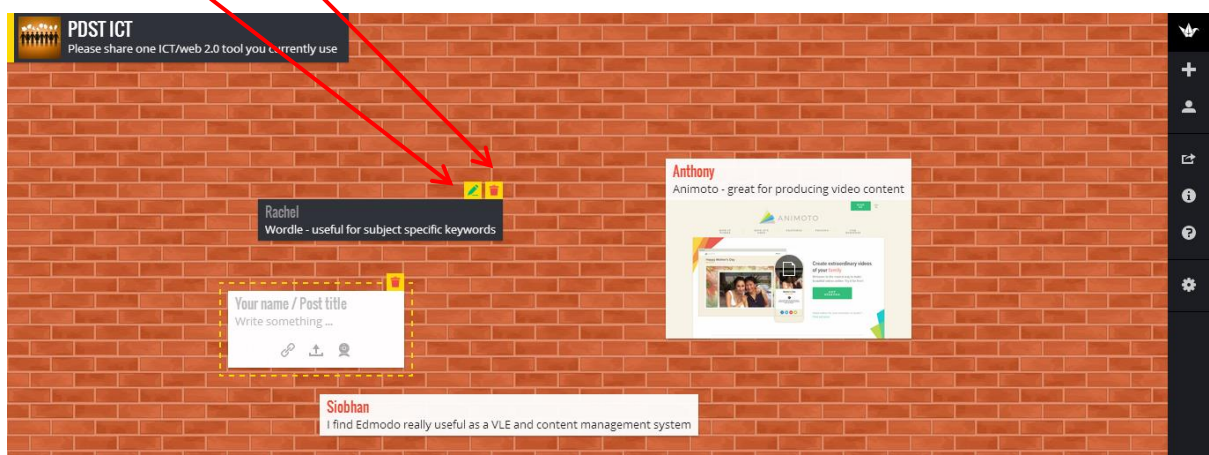
Select a background for your wall. Alternatively, you can upload one of your own images to use as a background.



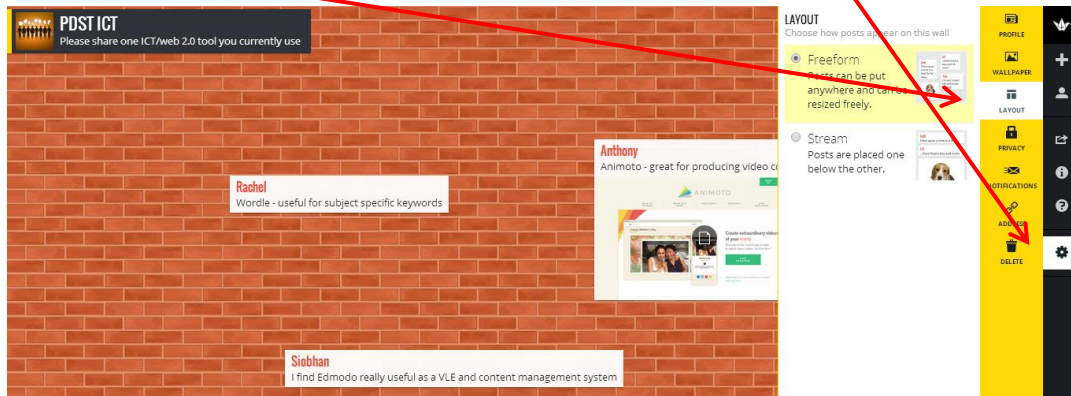
Double-click anywhere on the wall to write a note. First add your name, then write your answer/contribution. You can upload links, files or a photo using a webcam to your note.



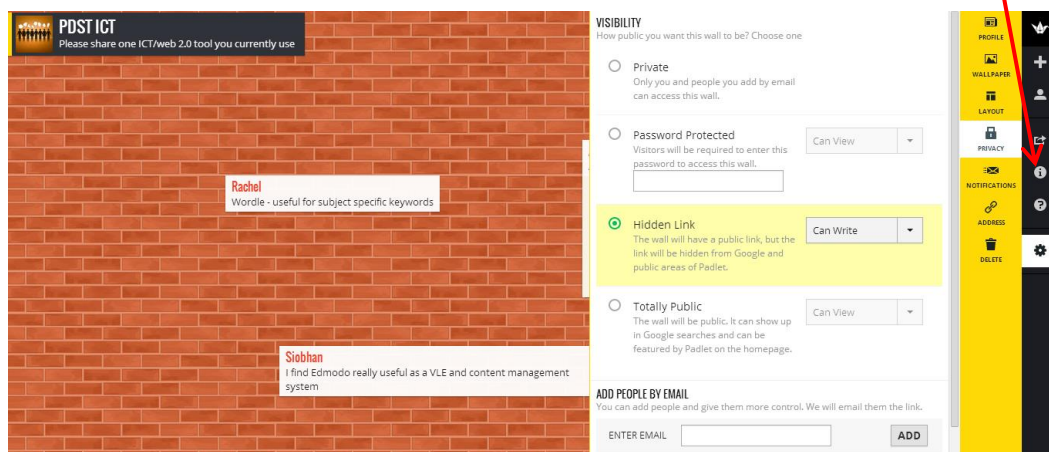
If you need to edit or delete a note, simply hover your cursor over it and select the appropriate icon.



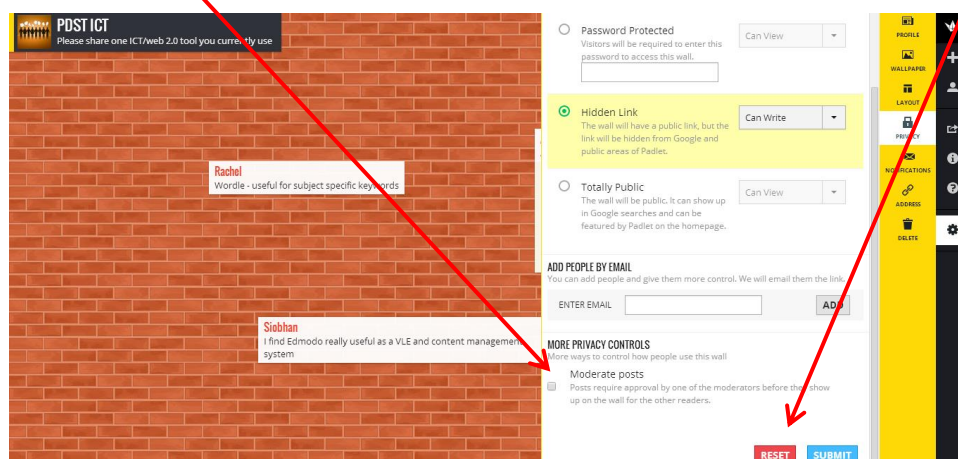
You can change the format of your wall at any stage by selecting the gear icon and then choosing "Layout".



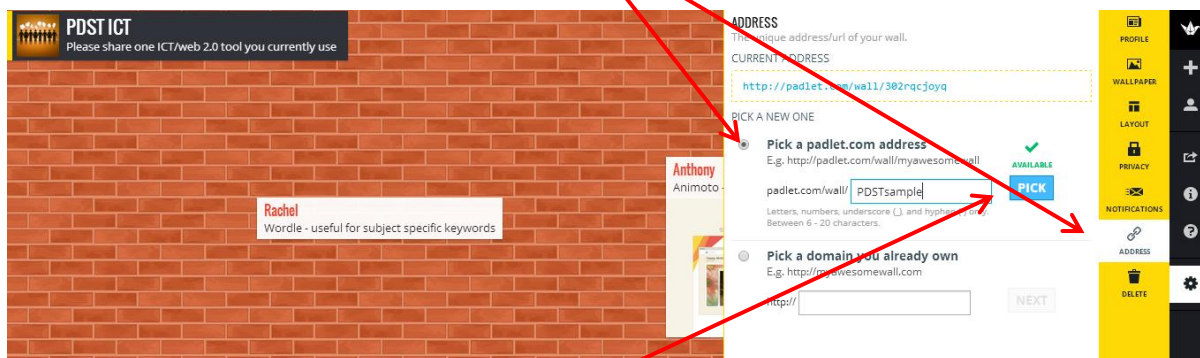
If you want your wall to be visible to a specific group of people, you can set this using the privacy menu.



Select "Moderate posts" if you want to view posts before they appear on your wall. Click "Reset" to save your changes.

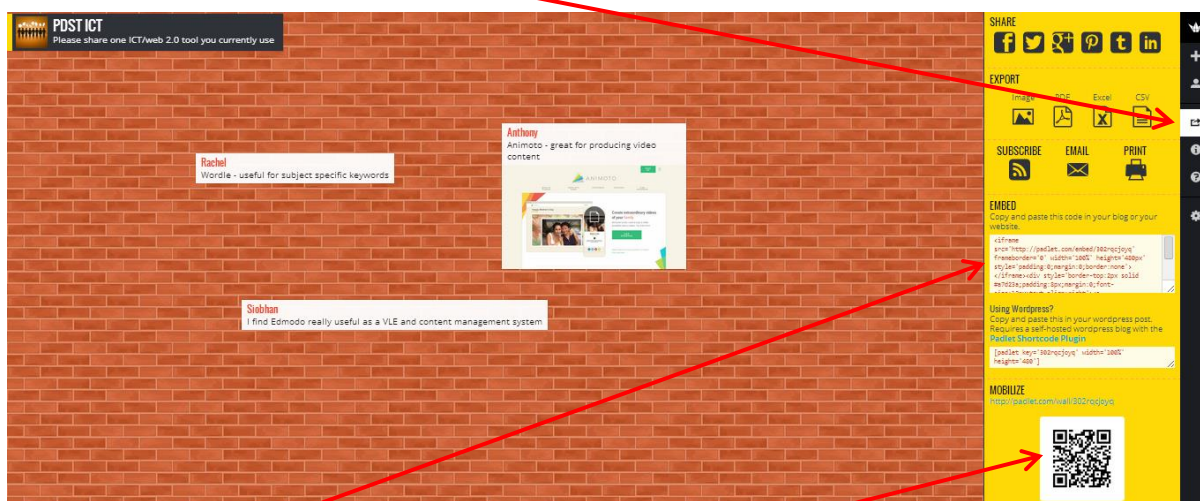


Change the URL of your wall by selecting “Address”. Try to keep the address simple and easy to remember.



When you’re happy with the address, select “Pick”.

Click on the “sharing” menu on the right hand side of the screen to view a range of ways to share your wall.



Using the embed code will allow your wall to work in a class blog or website. Alternatively, use the QR code to share with students directly.

Suggestions for Using Padlet in the Classroom

Exit ticket	Many students prefer to remain silent when asked what they’ve learned at the end of class. Create an “Exit ticket” wall for students to use before they leave class to summarise one thing they’ve learned or one question they still have.
Numeracy	Students search for shapes, e.g. rectangles, cubes, hexagons, circles, etc either in their classroom/school or online. They either take photos with a webcam/tablet or upload the URL of their image and paste it into their note.
Share student work	Let students showcase their homework/project work by uploading attachments. This can facilitate peer assessment of work/projects

Student evaluation	Ask questions for students to post feedback, e.g. what did they like/dislike about a topic and what would they do differently in the future
Gather feedback	Create a wall to gather feedback from the whole class on a topic, e.g. three things students like about a book/poem/play/art work/musical composition, one thing they would like to change
Sharing success criteria	Students can share their own success criteria for tasks
Book reviews	Students share their opinions on their favourite book – ideal for suggestions for “book in the bag” or “drop everything and read”
Diversity	Ask students who have English as an additional language to write a greeting in their native language
Brainstorming	Students can post their ideas for possible speakers, class trips, ideas for class enterprises in LCVP/TY
Survey	Ask students a question and have them post their responses immediately
Collaboration with colleagues	Use Padlet to share resources with colleagues in your school/subject department. Ease of use can be a selling point with teachers who are not generally comfortable with using technology
Sharing resources	Users can share files and links easily with Padlet. The wall on which these links/files are shared can then be embedded in a class blog or website
Summarising student learning	Students can conduct research online and then summarise what they have learned on a class wall
Students reflections	Students can post what they have learned at the end of a chapter/topic/term. Alternatively, they could write the ways in which they prefer to learn or what topics they need more help with
Class profile	Each student uploads a photo and an introduction about themselves – ideal for first year students/SPHE
Parent communication	Set up a wall for parents with homework assignments/planned events
Project	Students and/or teachers posts ideas for class/student projects
Video	Post subject specific videos for students to comment on
Languages	Sentence starters – put the starter in the title of the wall and students have to finish the sentence by posting notes to the wall
School trips	All class members leave a comment about their favourite part of a school trip/class visit
Class management	Create a seating plan using Padlet and share it with your students so they know where to move to quickly.
Project work	Assign different tasks to different groups. Each group looks at and conducts research on the note that relates to them
Matching exercise	Students can match vocabulary with the corresponding definitions (or images)
Improving vocabulary	The teacher can place a commonly used word on the wall and students create notes for more interesting or descriptive synonyms
Multimedia projects	Students can fill their wall with links to images, video, websites, descriptions for their project
KWL Chart	Students can share what they know and what they want to know about a topic, (anonymously if you wish)