

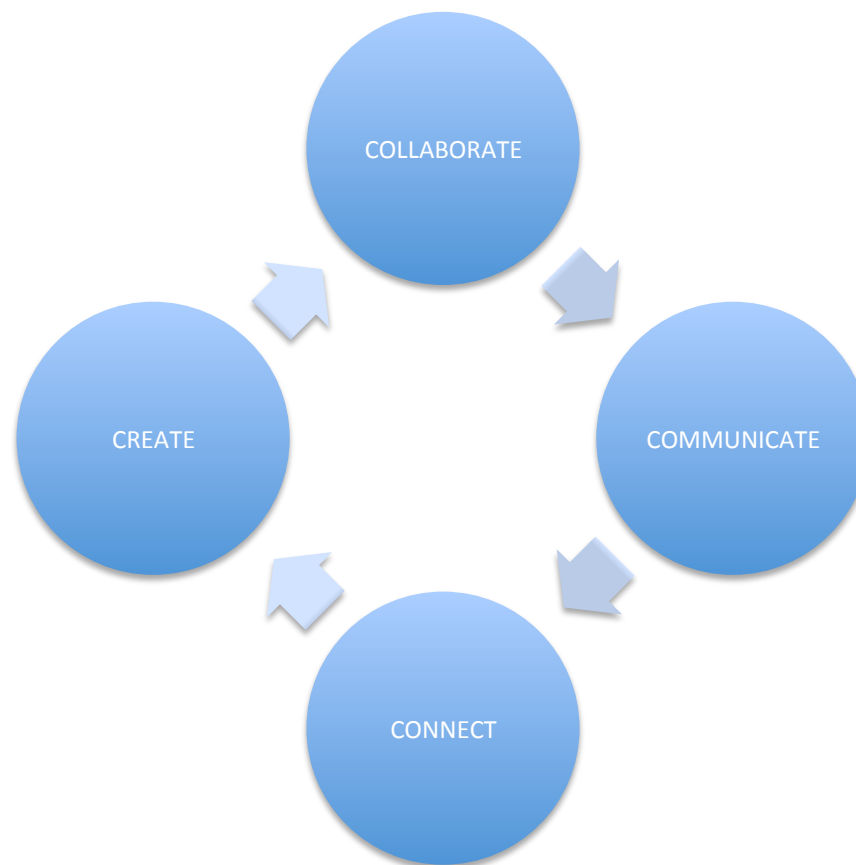
Creative use of Tablets in Schools

Daniela Cuccurullo

COLLABORATION AND ASSESSMENT

27 April 2015

21st Century Skills





21st Century Literacies

Basic Literacies
(reading &
writing)

Media Literacy

Information
Literacy

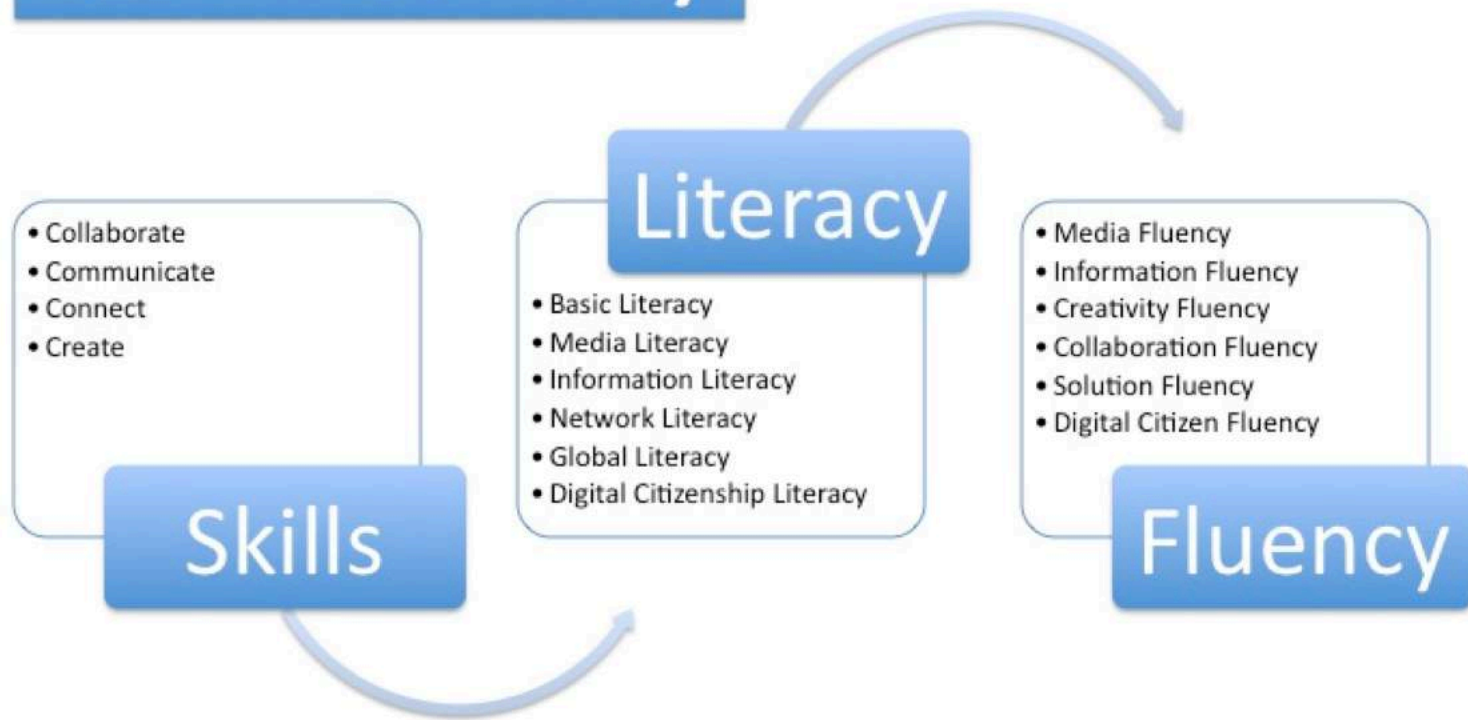
Network
Literacy

Global Literacy

Digital
Citizenship



21st Century



21st Century Fluencies



collaboration
fluency

Quickstart Guide



 global digital
citizen foundation



Fluency

Ability to express oneself readily and effortlessly

21st Century Fluency Project:

The 21st Century Fluencies are not about technical prowess, they are critical thinking skills, and they are essential to living in this multimedia world. We call them fluencies for a reason. To be literate means to have knowledge or competence. To be fluent is something a little more, it is to demonstrate mastery and to do so unconsciously and smoothly.

About This Series

These guides are designed by the Global Digital Citizen Foundation to help you gain a better understanding of the **21st Century Fluencies** and how they work. They'll aid you in your quest to discover how you can utilize, communicate, and facilitate the Fluencies within your classroom environments, and within the context of the required curriculum.

This volume covers Collaboration Fluency. The tools it contains include:

- The skills developed by each stage of the Fluency and why they're important
- The Fluency Snapshot Tool for this Fluency
- 6 project-based learning scenarios to use in your classes—primary, middle, and senior. (These scenarios can be adapted for all grades and subjects.)

We hope these handbooks will help you with the development of the Fluencies as you work to infuse them into your students' learning experiences.



<p><u>Collaboration,</u> <u>team work</u></p> <p><u>Individual work,</u> <u>personalisation</u></p>	<p><u>Collaboration, team work,</u> <u>class work</u></p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <u>organize themselves into groups/teams</u> • <u>discuss the challenge the teacher is setting to them and negotiate</u> • <u>plan how to shape their team tasks.</u> • <u>question and improve given tasks</u> • <u>personalize tasks according to their needs, style, time.</u> 	<p><u>Team and individual work</u></p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <u>work at home or at school alone and/or in teams</u> • <u>share findings in a virtual environment</u> 	<p><u>Team and individual work</u></p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <u>map their findings in teams</u> • <u>create mind maps collaboratively and share them online</u> • <u>engage in an open dialogue, eg share interim results with peers</u>

The process of Collaboration Fluency is defined by the 5Es.



Establish the collective, and determine the best role for each team member by pinpointing each team member's personal strengths and expertise, establishing norms, and the signing of a group contract that indicates both a collective working agreement and an acceptance of the individual responsibilities and accountability of each team member.

Envision the outcome, examining the issue, challenge, and goal as a group.

Engineer a workable plan to achieve the goal.

Execute by putting the plan into action and managing the process.

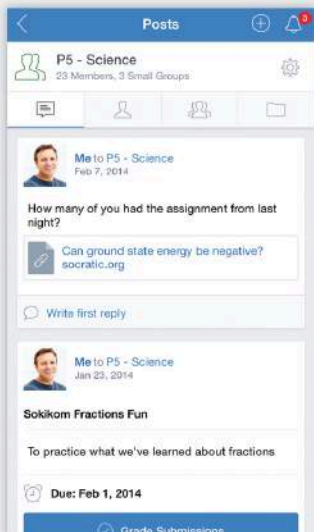
Examine the process and the end result for areas of constructive improvement.



Edmodo makes a teacher's daily life easier by providing a safe and easy way for teachers and students to engage and collaborate for free, anytime, anywhere.



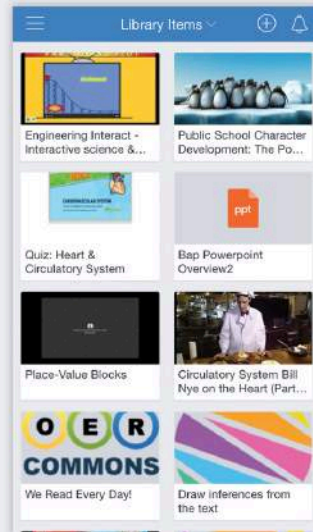
See classroom activity - anytime, anywhere



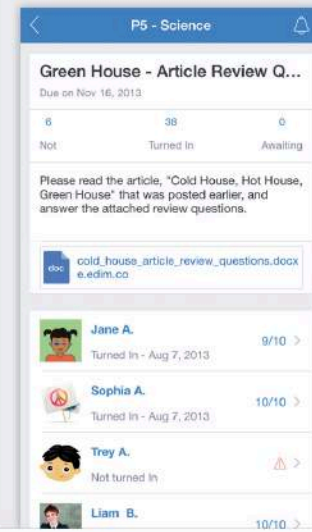
Get feedback from your students in real time



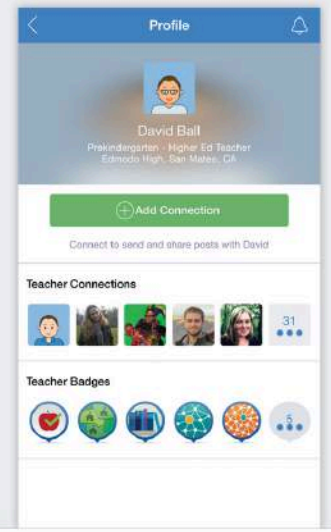
Carry and view resources everywhere you go



View every student's progress in one place



Extend your reach beyond the classroom





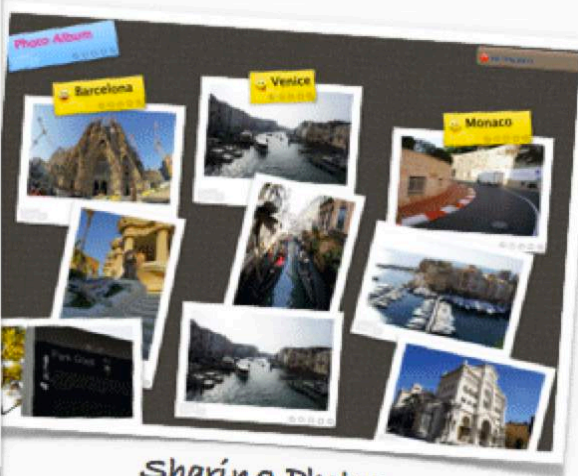
lino sticky and Photo Sharing for you



Ideas



Discussions



Sharing Photos

Colorful Collaboration with lino.

lino is a free sticky & canvas service that requires nothing but a Web browser.



popplet

[try it out](#) [get the app](#) [log in](#)

Popplet for School

For learning in the classroom
and at home.





Transform learning for students and teachers.

Create a student-centered, collaborative learning environment for your classroom, library, school, or district.

EDUHub

[LEARN MORE >>](#)



Improve teaching and learning for students, teachers, and parents

Host and share information both inside and outside the classroom.



VOXOPOP



A voice-based e-Learning tool!

Used by educators all over the world, Voxopop talkgroups are a fun, engaging and easy-to-use way to help students develop their speaking skills. They're a bit like message boards, but use **voice** rather than text and have a specialised user interface. No longer confined to a physical classroom, teachers and students of oral skills can interact from home, or even from opposite sides of the planet!

Anywhere. Anytime. .

- ✔ Language learning
- ✔ Conversation practice
- ✔ Collaboration projects
- ✔ Oral presentations

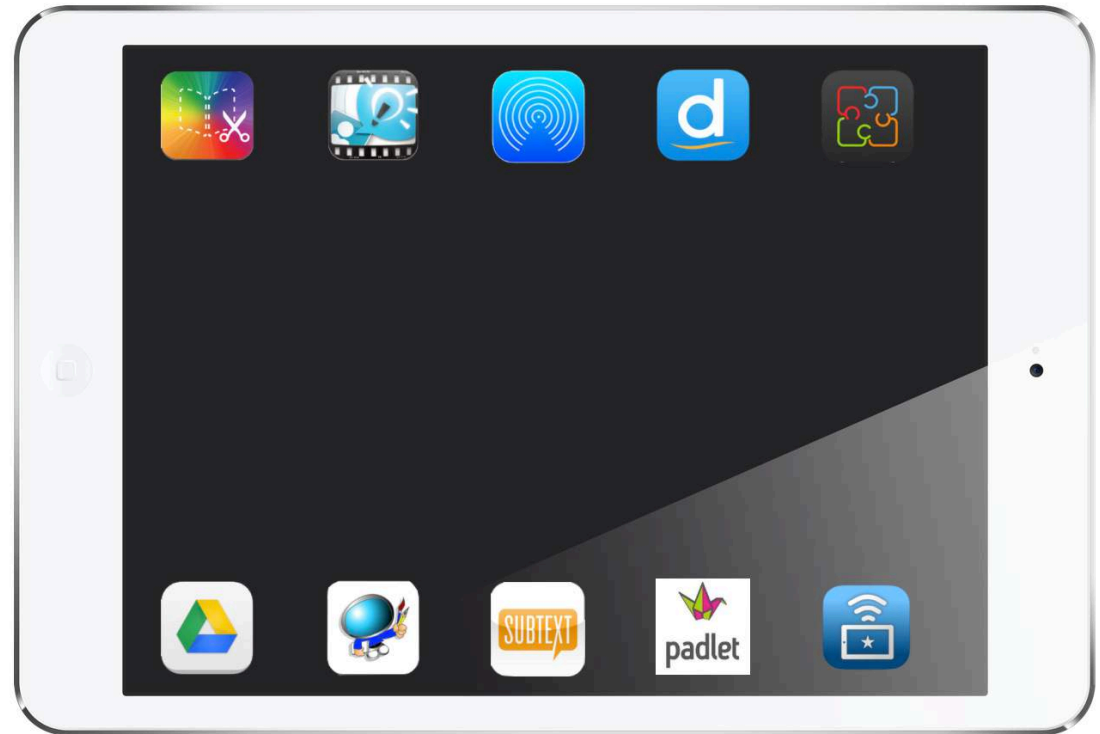
🔑 Voxopop Talkgroups can be **Public**, **Restricted** or entirely **Private**.



Introducing the iPad App

Experience the new standard for learning anytime, anywhere with our iPad application - built from the ground up for a truly engaging learning experience. See Glogpedia at its very best with a sleek new browser, and express your ideas instantly with enhanced editing functionality.







LearningApps.org

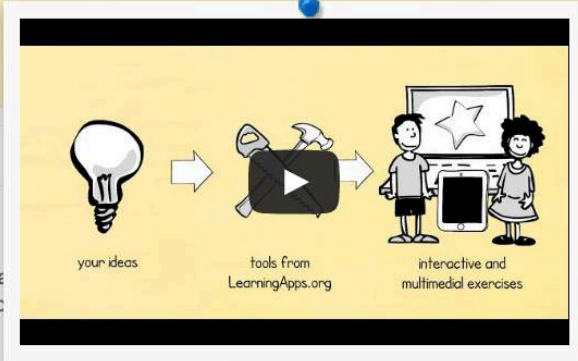
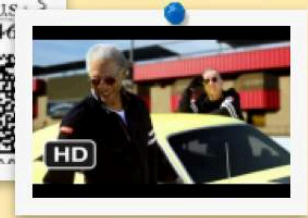
Search in Apps

Browse Apps

Create App

Login

- ▶ What is LearningApps.org?
- ▶ Show Tutorial
- ▶ Show Cases



100	100	100
200	200	200
300	300	300

Tweets



MsKash
@MsKash22

LearningApps.org - Students & teachers creating their own Apps
#ISDIstitute2015
pic.twitter.com/VImbQ1eabO

Retweeted by ISD Learning



Compose new Tweet...

Extra Resources



Web 2.0: Cool Tools for Schools



DESIGN | FEATURE

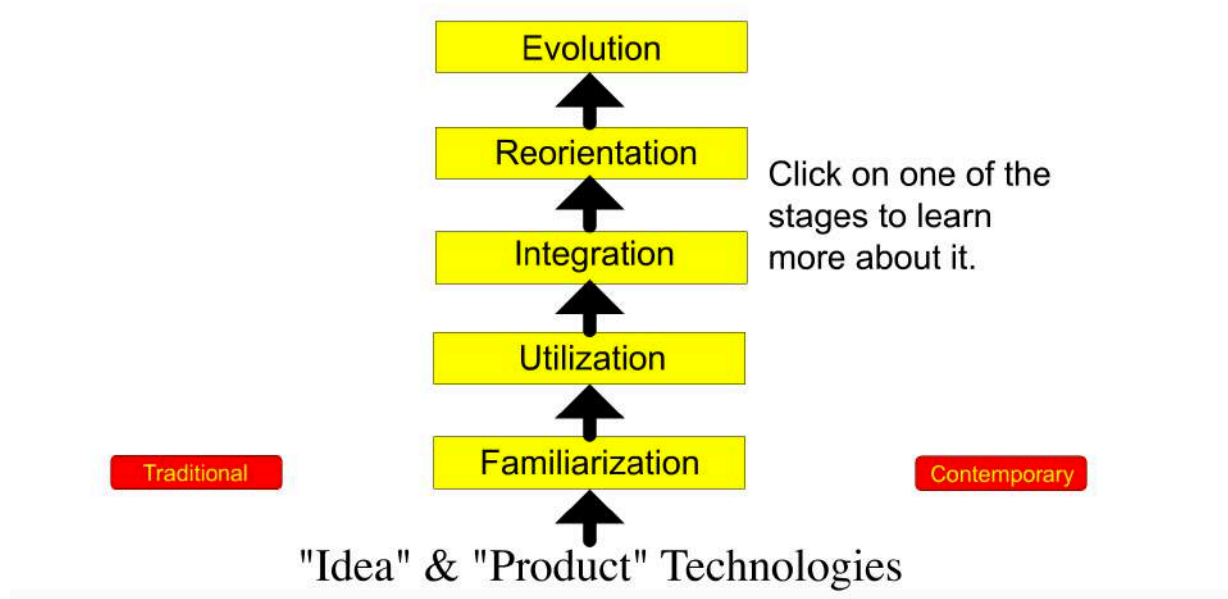


The 20 best tools for online collaboration



From the digital hub to the Personal Classroom Learning Environment

A Model of Technology Adoption



Formal + informal learning

Changing the classroom *space* into a teaching/learning *place*



BLOOM'S TAXONOMY





Bloom's Taxonomy for iPads

Creating	 Audioboo	 iMovie	 ComicBook!	 ReelDirector	 SonicPics	 Animoto	 Puppet Pals	 Toontastic	 DoInk
Evaluating	 HoodSuite	 Skype	 Mobile RSS	 Science 360	 Zite	 FlipBoard	 Instapaper	 Goodreads	 Wunderlist
Analyzing	 iThoughts HD	 Lino	 Popplet	 Today's Documents	 Diigo	 Explain Everything	 JD Cell Simulation	 GoSky Watch	 GoDocs
Applying	 ShowMe	 Poetry Creator	 Keynote	 Visualize	 Posterous	 ZigZag Board	 Presentation Link	 Xperica	 GearHD
Understanding	 ScreenChomp	 Motion Math	 123 Charts	 Idea Sketch	 Corkulous	 Bloggy	 Good Reader	 Touch Draw	 Pages
Remembering	 iBook	 Nooeshelf	 Stack the Countries	 Evernote Peek	 NotApp 4Kids	 Ariel & Clair's Adventure	 Word Seek HD	 eClicker	 Globe

Silvia Rosenthal Tolisano-GloballyConnectedLearning.com - Adapted from Dave Hiteham



Gardner's Multiple Intelligences for iPads

Intrapersonal



Interpersonal



Visual Spatial



Musical



Linguistics



Logical Mathematical



Silvia Rosenthal Tolisano~ GloballyConnectedLearning.com



21st Century Skills & Literacies for iPads

Information Literacy



Media Literacy



Network Literacy



Global Literacy



Create/ Critical Thinking










Communicate/ Collaborate










ASSESSING COLLABORATIVE SKILLS



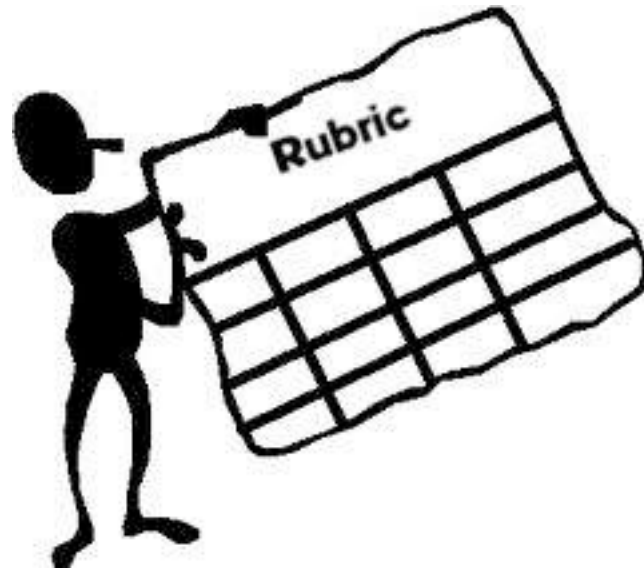
<p>Learning Activities</p>	 <p>dream</p> <p><u>Free thinking, sharing ideas</u></p>	 <p>explore</p> <p><u>Looking for and finding content</u></p>	 <p>map</p> <p><u>Structuring thoughts</u></p>	 <p>make</p> <p><u>Developing or practising</u></p>	 <p>ask</p> <p><u>Interviewing</u></p>	 <p>re-make</p> <p><u>Replanning</u></p>	 <p>show</p> <p><u>Performing and presenting</u></p>
<p>Reflection (reflecting upon one's learning and reporting activity status and progress)</p> <p>Assessment (type, instruments)</p>	<ul style="list-style-type: none"> Self-assessment Peer-assessment Teacher assessment <ul style="list-style-type: none"> What: process and product Who: group and individual work <p>Assessment</p> <p>Teacher:</p> <p>assesses how students react and take part in the discussion, their ability to question the task (especially if they add value and positive change to the proposal), and their ability to choose and define their own role</p> <p>Reflection (students only)</p> <ul style="list-style-type: none"> record feedback on the design brief 	<ul style="list-style-type: none"> Self-assessment Peer-assessment Teacher assessment <ul style="list-style-type: none"> What: process and product Who: group and individual work <p>Assessment</p> <p>Teacher:</p> <p>assesses the work of each student and team according to the identified resources, in terms of relevance, efficacy and breadth</p> <p>Students:</p> <ul style="list-style-type: none"> peer feedback 	<p>Assessment</p> <p>Teacher:</p> <p>gives feedback on the conceptual map and storyboard the group has created and provides suggestion on what each student in the group could do in order to improve the design of the group.</p> <p>assesses how students take part in the discussion, recognize relationships between their findings and analyse them.</p> <p>individual participation in the creation of the mind map.</p> <p>Students</p> <ul style="list-style-type: none"> peer feedback 	<ul style="list-style-type: none"> Observation and reflection Self and peer evaluation Peer feedback <p>Assessment</p> <p>Teacher:</p> <p>assesses how students 'prepare the class', take part in the discussion and perform lab work.</p> <p>Students:</p> <ul style="list-style-type: none"> peer feedback as the work progresses <p>Reflection (students only)</p> <ul style="list-style-type: none"> record observations 	<p>The person/expert who is asked by the students is also asked to provide a feedback on the prototype and on the improvements the group has agreed upon for the second prototype.</p> <p>Assessment</p> <p>Teacher:</p> <p>- Assesses students' ability to be in charge of a workshop, to work with experts (contact, ask for collaboration, discuss and negotiate), to explain and present ideas to people who have not followed the project progression, receive 'criticism' and</p>	<p>The students, after remaking the video, ask the teacher to evaluate the second version and some mates as "external evaluators" (the coordinator has the role to ask some peers to give a look at the work and to fill in a grid that the group has created)</p> <p>Assessment</p> <p>Teacher:</p> <p>- Assesses the work of team students to re-design the project.</p>	<ul style="list-style-type: none"> Peer evaluation within groups Teacher evaluates the contribution each one has given to the work and on the work as whole <p>Assessment</p> <p>Teacher:</p> <p>- Assesses students' multimedia editing skills, students' collaboration on the project, students' ability to document, communicate and summarize learning processes and present prototypes and results to others</p>

ASSESSING COLLABORATIVE SKILLS

<p>Learning Activities</p>	 <p>dream</p> <p><u>Free thinking, sharing ideas</u></p>	 <p>explore</p> <p><u>Looking for and finding content</u></p>	 <p>map</p> <p><u>Structuring thoughts</u></p>	 <p>make</p> <p><u>Developing or practising</u></p>	 <p>ask</p> <p><u>Interviewing</u></p>	 <p>re-make</p> <p><u>Replanning</u></p>	 <p>show</p> <p><u>Performing and presenting</u></p>
		<p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> observe, record and <u>share reflections</u> 	<ul style="list-style-type: none"> <u>student coordinator records all the steps the group go through so that the process can be captured.</u> <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> record observations 		<p>incorporate expert views into the project.</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> <u>Self-assessment</u> <p><u>Peer feedback: after the prototype, each has to evaluate the product on 2 levels:</u></p> <ol style="list-style-type: none"> What should be improved (i.e. the music is not adequate, it is copyrighted; some shooting is not well done; the story misses some crucial explanation; some facts need to be added etc.) What <u>each one should do in order to improve the product (this is a self assessment process)</u> <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> Record observations 	<p><u>Students:</u></p> <ul style="list-style-type: none"> Peer feedback and self-assessment <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> Record observations 	<p><u>Students:</u></p> <ul style="list-style-type: none"> Peer feedback and self-assessment <p><u>Reflection (students only)</u></p> <ul style="list-style-type: none"> Record <u>their observations</u>



The best 3 Rubric Makers





Rubrics4Teachers:

A complete guide for Educational Teacher Rubrics and Assessment

Slideshow Evaluation Rubric

Level	Level 4: Exemplary	Level 3: Competent	Level 2: Fair	Level 1: Poor
1. Content: PHOTOS	The photos and images are exceptionally well produced and appropriate to the assignment. They demonstrate outstanding skill and judgement.	The photos and images consistently demonstrate all of the skills we learned in class	The photos and images demonstrate some of the skills we learned in class	The photos and images appear to show few if any of the skills we learned in class
2. Content: INFORMATION	The information presented demonstrates understanding and depth that is exceptionally relevant and insightful	The information presented accurately and completely completes the topic	Some information is presented, but it appears incomplete or inaccurate	Little to no information is presented or is presented at a level inconsistent with the target audience
3. Format: CLARITY	The assignment displays innovative ways to make the content clear and understandable	The content is presented in a clear and concise manner	The content is not consistently presented clearly or concisely	The content is presented with little to no regard to making it clarity and understandable
4. Format: CONSISTENCY	The design of the presentation displays exceptional skill with continuity and consistency	The content is generally presented in a consistent manner	The content shows some consistency in the design	The presentation shows little to no regard in making the format consistent
5. Format: AESTHETICS	The presentation shows great skill in design aesthetics and tastefulness	The presentation shows appropriate skill in designing with aesthetics in mind	The presentation shows some attempt to design with aesthetics in mind	The presentation shows a lack of understanding of design aesthetics

Rubrics4Teachers offers a LOT of pre-made rubrics covering a variety of subjects that are available for your use. You can search by subject matter or by term. This is a great site with a lot of free content, though the focus is on already created rubrics, not make-your-own.



VALUE

rubrics

By
AAC&U
American Association of
Colleges & Universities



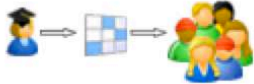
Build, Assess, Share, Collaborate.

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Build a rubric in minutes using our Rubric Studio. Rubric can be built from scratch or from existing rubrics. Our powerful Rubric Studio allows easy customization of rubric components in an intuitive environment.

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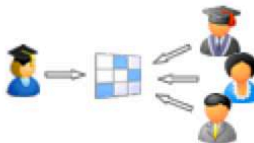
Assess rubrics in seconds. Student grades are automatically saved in the gradebook and a copy of the scored rubric with your notes is securely displayed to individual learners. Click, click, and you're done. It's really that easy to score a rubric.

[learn more](#)



Share rubrics with tens of thousands of our other members at our rubric gallery. Find a rubric you like and re-purpose it for your use in a few clicks, bookmark rubrics for future reference, or showcase your rubrics to the world on your free website.

[learn more](#)



Collaboratively assess rubrics with your groups, classes and other individuals. Engage students and peers by building classroom activities, assessing ePortfolios, or use the powerful collaborative assessment tools as surveys and evaluation mechanisms.

[learn more](#)



Create Rubrics for your Project-Based Learning Activities

Create a Rubric

Choose a Topic below to create a new rubric based on a template:

Oral Projects

Multimedia

Math

Writing

Products

Reading

Art

Work Skills

Science

Music

1 ASPIRING **2** ACCEPTABLE **3** ADMIRABLE **4** AWESOME

	1	2	3	4
Exhibits skill sets required to organize people/data/resources				
Interacts with others to generate ideas and develop products				
Uses appropriate interpersonal skills within a variety of media and social contexts				
Productively collaborates across networks using various technologies				
Effectively participates as a team member and knows their own capacities for filling different team roles				
Demonstrates proficiency in managing personal relationships				
Uses various means to manage conflict				
Understands creative process through collaboration, the exchange of ideas, and building on the achievements of others				
Shows sensitivity to issues and processes associated with collaborating across cultures				
Revisits, reflects critically on, and revises the process and the product at each stage				



This tool is designed to help you evaluate the level of proficiency that you or your students have with Collaboration Fluency.

There are 10 statements for you to consider. As you move through the statements, chose a value you feel represents how well the individual or group has demonstrated that characteristic. Better still, have your students assess themselves and discuss the outcome.

You now have a baseline, and you can analyze the results to decide where focus and improvement may be needed.

Thank you!



Read more: <http://creative.eun.org>
Contact me: danielacuccurullo@gmail.com