

Public Page



## EDED20491 Week 7

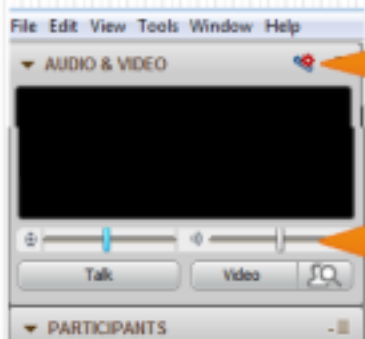
## EDED20491 Week 7

## Assessment overview: Task 3

As usual, please perform a sound check.  
This week, we will take the form of a lecture to ensure that key content about Assessment Task 3 is covered.  
Next week, we will start exploring the interactivity that is enabled in an online classroom such as this.

Please pardon the didactic approach!

**DUE DATE: FRIDAY 31st May, 2013 - Week "13"**



Just a headsup - if you cannot hear, it could be because the volume sliders keep defaulting to 'off'. Just slide them to the right and it should be fine.

## Selecting your topic



## Selecting your topic

- Step 1: Think of a topic – alignment with the curriculum is a good idea but not essential
- Step 2: Think about how you can make this topic relevant to your learners (authenticity)
- Step 3: Problematize your topic
- Step 4: Consider if this topic lends itself to an ICT-rich approach. Does it give you the opportunity to demonstrate your best in the assessment?

## Problem-based learning (PBL)

# Problem-based learning (PBL)

- Explore the issue
- List “What do we know”
- Develop the problem statement
- List possible solutions – select the best
- List actions and timeline
- List what we need to know
- Find a solution, write up and submit
- Present solution, and defend it.

## Authentic learning

## Authentic learning

- Authentic context – how is knowledge used in real life? Purpose, motivating, extended task.
- Authentic tasks and activities – produces new knowledge, solutions to complex, ill-defined tasks.
- Access expert performances – not just YOU
- Multiple roles and perspectives – primary and secondary sources
- Collaborative construction of knowledge – not just group work.
- Reflection and abstraction – making decisions, selecting, deleting, ‘messaging’
- Articulation of tacit knowledge – speak, write, communicate
- Coaching and scaffolding – your role is to NOT give answers
- Authentic assessment

## Establish an approach - framework

## Establish an approach - framework

- Explore the issue ..... **Authentic context**
- List “What do we know” and then develop the problem statement
- List possible solutions and select the most feasible
- List actions and timeline ..... **Authentic tasks and activities**
- List what we need to know ..... **Access expert performances**
- Find a solution ... **Multiple roles and perspectives** .....  
**Collaborative construction of knowledge** ... **Articulation of tacit knowledge**
- Write up and submit .... **Authentic assessment**
- Present solution, and defend it. .... **Authentic assessment**

Rolling account of your unit ?? NOT, NOT, NOT a unit plan

## Rolling account of your unit – NOT, NOT, NOT a unit plan

- I want to see the “how” not just the “what” and “when”.
- Students research ancient Egypt. **WRONG**
- Teacher has a series of websites for students to use, and a list of questions for students to answer. They work in groups finding answers to the questions. **WRONG**
- Students work in collaborative groups to each research a relevant element of ancient Egypt **BETTER**
- Students identify as a whole group the parameters, focus, and limits of their research for the topic they have selected. They establish a wiki within which they will collate and discuss their research following the scaffolding and guidance of their teacher. Students connect in groups with their English colleagues through a Skype connection and are taken on a guided tour of the British Museum Egyptology display. The English students respond to questions posed by the students. The English students take photographs and video of key exhibits related to the group research topic, which they upload to the group wiki. **GOOD**

The benefit of taking a “Looks Like” and a “Does not look like” approach

## Authentic context

## Authentic context

- Money: planning and operating a stall for the school fete. ✓
- Money: budgeting for a home or car ✗
- Money: selecting mobile phone plans ✓
- Money: planning a fund-raiser for a sister-school in Africa ✓
- Money: doing problem sheets on budgeting ✗
- Money: using shop-online to plan a healthy meal to fit a budget ✓



## Authentic Context

## Authentic Context

- Presenting research findings back to class ✘
- Presenting research findings and recommendations to the canteen and principal ✔
- Presenting research findings and recommendations to members of the SES ✔
- Presenting digital story site to the RSL to commemorate 2015. ✔
- Enacting plans to construct a frog garden in the school grounds, documenting the process to create a commemorative presentation to the sponsors. ✔

## Unit structure

## Unit structure

- Top

Posing researchable questions; identifying audience and purpose; defining the dimensions of the task; redefining and refining...

- Middle

Clarifying learning needs, identifying perspectives of value, selecting, negotiating, analysing, comparing, classifying, grouping, eliminating.

- Tail

Creating 'new' knowledge as solution, product, outcome, recommendations, to the nominated audience using the format best suited to the task.

COMPLEXITY expected

ICT selection

[https://dl.dropboxusercontent.com/u/3138780/padwheelMASTER\\_V110712.pdf](https://dl.dropboxusercontent.com/u/3138780/padwheelMASTER_V110712.pdf)

<http://rpsbri.wikispaces.com/Bloom%27s+Verb+Wheel>

# ICT selection

[https://dl.dropboxusercontent.com/u/3138780/padwheelMASTER\\_V110712.pdf](https://dl.dropboxusercontent.com/u/3138780/padwheelMASTER_V110712.pdf)

<http://rpsbri.wikispaces.com/Bloom%27s+Verb+Wheel>


Verb Wheel  
Based on  
Bloom's  
Taxonomy


- Domain
- Appropriate verbs
- Student products





## Evidence

## Evidence

What outcomes you identified = outcomes demonstrated in assessment  sample student assessment

What scaffolding you identified = scaffolding used by students  sample student work

What ICT you have created to scaffold student learning  sample ICT artefacts

The theory informing your design = the theory that is evident in your design  unit description that includes your pedagogy and design.

Optional but recommended

## Optional but recommended

ICT	Used for	Justification for selection	Evidence/sample

Stage of Unit	Activity (use Bloom's verbs)	ICT selection	Justification for selection	Evidence/sample

Slide13

Stage of Unit	Activity (use Bloom's verbs)	Design considerations (link to theory)	The way the activity will be enacted – roles of students and teacher.	Evidence/sample ?

## Task Description

## Task Description

- Digital technologies that are integral to learning should be purposefully planned to enhance, extend and transform learning. They should also be used across the entire learning cycle where appropriate.
- e-Learning design should be based on sound theoretical principles and pedagogies. These include the need to build higher order thinking into learning, together with pedagogies that are authentic, learner-centred and valued by the learner.
- This assessment task is based on e-learning design of a unit/learning sequence that demonstrates these attributes.

## Slide15

- **Part A**
- Arguably one of the most important aspects of being an effective teacher is to know and understand your students well. Profiling sets the stage for effective learning design.
- This part of the assessment task is to conduct a profiling exercise on your class during your professional attachment. This activity will inform your e-Learning design in the second part of the assignment. Select the unit (or mini-unit) of work you are planning.
- LMQ1: What do my learners already know:
  - Carry out a *knowledge and skills audit* for each student relevant to the unit
  - Determine your learners' *perceived needs and document them*
- LMQ2: Where does my learner need/want to be?
  - Identify the *learning outcomes* that need to be met in your unit of work
  - Identify your learners' *personal learning needs and goals* and document these
  - Draw from these and write *your learning outcomes* for the unit of work.
- LMQ3: How does my learner best learn?
  - Draw your response to this by consulting your reflections and response to assessment task 2.
  
- Finally, from the responses to the first three learning management questions (above), create a *design rationale*, drawing from the course readings, and your response in Assessment task 2. This should be approximately 1000 words long, academic in format with APA referencing.



## Slide16

- **Part B:**

- Design, using your design rationale, a sequence of learning experiences (learning sequence) that involves ICT integral to learning. As a portfolio task, you must decide on evidence you believe will support the demonstration of your practical skills, theoretical knowledge, and capacity to plan ICT-rich learning. Include an overview of the unit (**not a full unit plan**) that identifies curriculum links, and the intended lesson sequence. Include also an overview of how you plan to assess student learning.
1. Use Blooms Taxonomy and TPACK to inform the design of a learning sequence that involves ICT integral to learning. Include an overview of the unit (not a full unit plan) that identifies curriculum links, and lesson sequence. Include also an overview of how you plan to assess student learning.
  2. Ensure that your learning design is targeted to your identified learning goals. ICT used should be integral to learning, ie: similar learning outcomes could not be achieved using non-ICT resources.
  3. You should develop the teaching and learning resources that you will need to support, enhance and transform your students' learning. This must, where appropriate, also include scaffolding in online spaces, and modelled student products. These modelled products allow the reader insight into how your complex learning outcomes are intended to be demonstrated.

## Slide17

1. Establish a Wikispaces wiki (or online site of your choice) where you can present the design and development of your learning sequence. Make sure that you include **significant evidence** to support your claim to possessing technical skill, content knowledge, and the pedagogical skills required to teach effectively using ICT. This evidence can include any artefacts you believe to be necessary to demonstrate your **technical skills**, as well as your **pedagogy**. This may include a unit overview, lesson overviews, web pages, scaffolded wiki pages, images, and links to relevant artefacts. You may also elect, where relevant, to provide a model of student assessment eg: a brief movie segment. Your evidence should clearly illustrate the anticipated student and teacher activity with the materials presented.
2. You should also provide a **design rationale**, in which you make links with informing theory and design frameworks (Blooms taxonomy, TPACK) such as constructivism, connectivism, multiple intelligences, etc.

## Slide18

- You may wish to use your wiki as your student resource, in which case you should include supporting materials such as rationale and design process in a separate teacher's page.
- 7. Ensure that your wiki does NOT contravene legal, safe and ethical guidelines.
- Submit the URL of your wiki via the Moodle Assessment Task 3 (e-learning design) link. You should upload a Word document in which you identify your name, student number and wiki (or alternative) URL.

## Slide19

**Design learning experiences within units of work that use eLearning to achieve curriculum goals and are based on student developmental needs, interests, prior knowledge and experiences.**

Details and outcomes published on student's e-portfolio demonstrate: Learning experiences that transform the acquisition of knowledge, the extending and refining, and presentation/creation /demonstration of new knowledge. Learner profiles and learning design rationale are insightful and comprehensive.

## Slide20

**Design and implement challenging tasks that integrate learning areas and involve student eLearning use throughout all stages of the learning process and for a range of purposes.**

Learning design highlighted on student's e.portfolio demonstrate:

Sophisticated links with problem-based, constructivist design through an authentic context and attention to critical thinking

Communication tools used to connect students to each other and/or experts in the local, national and/or global context to transform learning.

## Slide21

**Demonstrate strong and appropriate understanding of communication in online environments through formatting, presentation and language.**

Communication demonstrates outstanding formatting and readability, with visual and information layout that enhances the overall functionality of the blog.

**Models and supports safe, legal and ethical operation online**

The student models and supports in their students legal, safe and ethical behaviour with ICT.