

ITEC mini-scenario, December 2010

Insightful Instruction



ASPIRATION STATEMENT

- Making learning personal, individual and relevant through the use of technologies and the involvement of communities.

AIMS OF ACTIVITY

- Align traditional assessment requirements with 21st century skills. Rubrics could be the link.
- To provide a framework for the assessment of media literacy

TYPE OF ACTIVITY

Development and use of negotiated rubrics, supporting authentic learning in personally relevant activities. Assessment focuses on knowledge but it allows teachers and learners to capture other important elements: confidence, agreement, peer instruction support, reflection.

TASKS

- Identification of a personally relevant topic
- Identification of the most appropriate combination of media to tackle a challenge/convey a message/initiate a collaboration process
- Development of assessment criteria
- Negotiation of such criteria with teachers, parents, the local community, remote experts. The educational process becomes participatory
- Production of a media output. The teacher use real-time feedback to adjust instruction and provide guidance "just-in-time".
- Assessment (peer-assessment and teacher supported) of the media outputs against the criteria and identification of the next steps (remedial action or further improvement). The final assessment step could a public "defence" in which the learners describe the process and explain how they tackled challenges answering specific questions from their peers and the teacher (or other "experts").

NARRATIVE OVERVIEW

Helen is very passionate about the environment and after a discussion with her teacher decides to produce a piece of media. The teacher challenges her to identify a purpose in what she is doing and act accordingly. She decides to produce 5 "Animoto" videos on 5 endangered species. They then work together on the development of a rubric; once a draft rubric is created this is negotiated in the class and, using the web, with the local community, possibly with parents and/or other experts. Once the rubric is finalised the production process begins. The teacher has real time access to the process, and uses the resulting information to keep informing the rubric in collaboration with Helen. At the end of the project, Helen presents her videos and provides a live commentary answering questions from an audience made of the teacher, her peers and a conservation expert from an important environmental charity who is connected through video-conference.

TECHNOLOGY AND RESOURCES

- The greatest challenge in this scenario is fragmentation of tools and different levels of familiarity among teachers, learners and parents.
- An important enabler will therefore be the coherent presentation and aggregation of tools and techniques (edu mash), making sure access is widespread across the board.
- In this scenario students have access to computing and web tools
- Projected display under teacher control in the class space
- The process of developing the media outputs is captured in real time, so that teachers can literally "see" the decisions taken by learners at key moments and use the information insightfully to engage in "constructive interventions".

SPACES

The tasks are carried across formal and informal settings. Discussions taking place at home or amongst peers play an important role.

ROLES

- Teachers are facilitators and provide access to specialist knowledge for the development of rubrics.
- Learners develop meta-cognitive skills through the process and become actively involved in regulating their own learning.
- Other stakeholders in the local community or beyond are involved, bringing in valuable expertise for the development of the authentic rubrics.

INTERACTIONS

The process of negotiating the rubrics opens up the educational process to other stakeholders, experts, people from the local community. Interactions are based on respectful and "democratic" exchanges between learners, teachers and other stakeholders.