Creative use of Tablets in Schools

Daniela Cuccurullo

COLLABORATION AND ASSESSMENT

27 April 2015
21st Century Skills

COLLABORATE

CREATE

COMMUNICATE

CONNECT
21st Century Literacies

- Basic Literacies (reading & writing)
- Media Literacy
- Information Literacy
- Network Literacy
- Global Literacy
- Digital Citizenship
21st Century

Literacy
- Basic Literacy
- Media Literacy
- Information Literacy
- Network Literacy
- Global Literacy
- Digital Citizenship Literacy

Skills
- Collaborate
- Communicate
- Connect
- Create

Fluency
- Media Fluency
- Information Fluency
- Creativity Fluency
- Collaboration Fluency
- Solution Fluency
- Digital Citizen Fluency
21st Century Fluencies
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.
<table>
<thead>
<tr>
<th>Collaboration, team work</th>
<th>Team and individual work</th>
<th>Team and individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>- organize themselves into groups/teams</td>
<td>- work at home or at school alone and/or in teams</td>
<td>- map their findings in teams</td>
</tr>
<tr>
<td>- discuss the challenge the teacher is setting to them and negotiate</td>
<td>- share findings in a virtual environment</td>
<td>- create mind maps collaboratively and share them online</td>
</tr>
<tr>
<td>- plan how to shape their team tasks.</td>
<td></td>
<td>- engage in an open dialogue, eg share interim results with peers</td>
</tr>
<tr>
<td>- question and improve given tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- personalize tasks according to their needs, style, time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Sticky and Photo Sharing for you

Colorful Collaboration with lino.

lino is a free sticky & canvas service that requires nothing but a Web browser.
Popplet for School
For learning in the classroom and at home.

Download on the App Store
Transform learning for students and teachers.
Create a student-centered, collaborative learning environment for your classroom, library, school, or district.

EDUHub
Improve teaching and learning for students, teachers, and parents

Host and share information both inside and outside the classroom.
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.
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

Evolution
Reorientation
Integration
Utilization
Familiarization

"Idea" & "Product" Technologies

Click on one of the stages to learn more about it.

Formal + informal learning
Changing the classroom space into a teaching/learning place
BLOOM’S TAXONOMY
Gardner’s Multiple Intelligences for iPads

Intrapersonal
- iBook
- Mobile RSS
- Faces iMake
- Word Collage
- WordPress
- Idea Mapper
- Popplet
- Day One
- NoteShelf

Interpersonal
- HootSuite
- Skype
- VoiceThread
- Draw Something
- Lino
- JabberPad
- WhiteBoard Pro
- Facebook
- Google Plus

Visual Spatial
- Motion Math
- Corkulous
- Stack the Countries
- PicCollage
- iThoughts HD
- Google Earth
- Pinterest
- Skitch
- Phoster

Musical
- Animoto
- Singing Fingers
- MadPad
- Music for Little Mozarts
- Garageband
- Thumb Jam
- Notability
- Sound Notes
- Poetry Creator

Linguistics
- ScreenChomp
- Audioboo
- iMovie
- Explain Everything
- Book Creator
- Pages
- Comic Story
- Little Story Maker
- Speech Journal

Logical Mathematical
- Dlido
- Math Doodles
- Geometry Pad
- TinkerBox
- CargoBot
- TanZen
- Cut the Rope
- Geared
- Numbers

Silvia Rosenthal Tolisano - GloballyConnectedLearning.com
21st Century Skills & Literacies for iPads

Information Literacy
- Zite
- FlipBoard
- Mobile RSS
- Instapaper
- Good Reader
- TweetDeck
- Delicious Bookmark
- Pinstagram
- Wolfram

Media Literacy
- iMovie
- Audioboo
- iPhoto
- YouTube
- Animoto
- Garageband
- Posterous
- Keynote
- Flickr

Network Literacy
- Twitter
- Diigo
- Facebook
- Mobile Photos
- Instagram
- WordPress
- Pinterest
- Trip Advisor
- Google Plus

Global Literacy
- Skype
- Globe
- WordPress
- Google Earth
- Flat Stanley
- Twitter
- Google Plus
- Geocaching
- VocieThread

Create/ Critical Thinking
- Comic Life
- Brushes
- Book Creator
- ShowMe
- Idea Mapper
- iThoughts HD
- Tiny Tap
- iBrainstorm
- iMovie

Communicate/ Collaborate
- GoDocs
- Noteshelf
- Dropbox
- VocieThread
- Skype
- Idea Flight
- HootSuite
- Evernote
- Lino

Silvia Rosenthal Tolisano - GloballyConnectedLearning.com
## ASSESSING COLLABORATIVE SKILLS

### Learning Activities

<table>
<thead>
<tr>
<th>Dream</th>
<th>Explore</th>
<th>Map</th>
<th>Make</th>
<th>Ask</th>
<th>Re-Make</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free thinking, sharing ideas</td>
<td>Looking for and finding content</td>
<td>Structuring thoughts</td>
<td>Developing or practicing</td>
<td>Interviewing</td>
<td>Replanning</td>
<td>Performing and presenting</td>
</tr>
</tbody>
</table>

### Reflection (reflecting upon one’s learning and reporting activity status and progress)

<table>
<thead>
<tr>
<th>Assessment (type, instruments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
</tr>
<tr>
<td>Peer assessment</td>
</tr>
<tr>
<td>Teacher assessment</td>
</tr>
<tr>
<td>What: process and product</td>
</tr>
<tr>
<td>Who: group and individual work</td>
</tr>
</tbody>
</table>

### Assessment

**Teacher:**
- 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

**Reflection (students only):**
- record feedback on the design brief

**Assessment**
- Observation and reflection
- Self and peer evaluation
- Peer feedback

**Teacher:**
- assesses how students prepare the class, take part in the discussion and perform lab work.

**Students:**
- peer feedback

**Reflection (students only):**
- record observations

### Peer evaluation within groups
- Teacher evaluates the contribution each one has given to the work and on the work as whole

### Assessment

**Teacher:**
- Asks 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)

**Students:**
- peer feedback as the work progresses

**Assessment**
- - Asks 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

- - Asesses the work of team students to re-design the project

**Teacher:**
- Asesses 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
### ASSESSING COLLABORATIVE SKILLS

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>dream</th>
<th>explore</th>
<th>map</th>
<th>make</th>
<th>ask</th>
<th>re-make</th>
<th>show</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free thinking, sharing ideas</td>
<td>Looking for and finding content</td>
<td>Structuring thoughts</td>
<td>Developing or practicing</td>
<td>Interviewing</td>
<td>Replanning</td>
<td>Performing and presenting</td>
</tr>
</tbody>
</table>

#### Reflection (students only)
- Observe, record and share reflections
- Student coordinator records all the steps the group go through so that the process can be captured.

#### Reflection (students only)
- Record observations

#### Incorporate expert views into the project
- Students:
  - Self-assessment
  - Peer assessment and self-assessment

#### Students
- Peer feedback and self-assessment

#### Reflection (students only)
- Record observations

#### Reflection (students only)
- Record their observations

---

[Creative Classrooms Lab]

Creative Use of Tablets in Schools

1. [Image 44x14 to 674x356]
2. [Image 16x358 to 711x532]
3. [Image 68x14 to 100x14]
The best 3 Rubric Makers
Rubrics4Teachers: A complete guide for Educational Teacher Rubrics and Assessment

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

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.
Build, Assess, Share, Collaborate.
"Use rubrics like never before."

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

**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.

**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.

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

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: daniela.cuccurullo@gmail.com