



Creating New Media Rubrics: Quality Student Products for the 21st Century

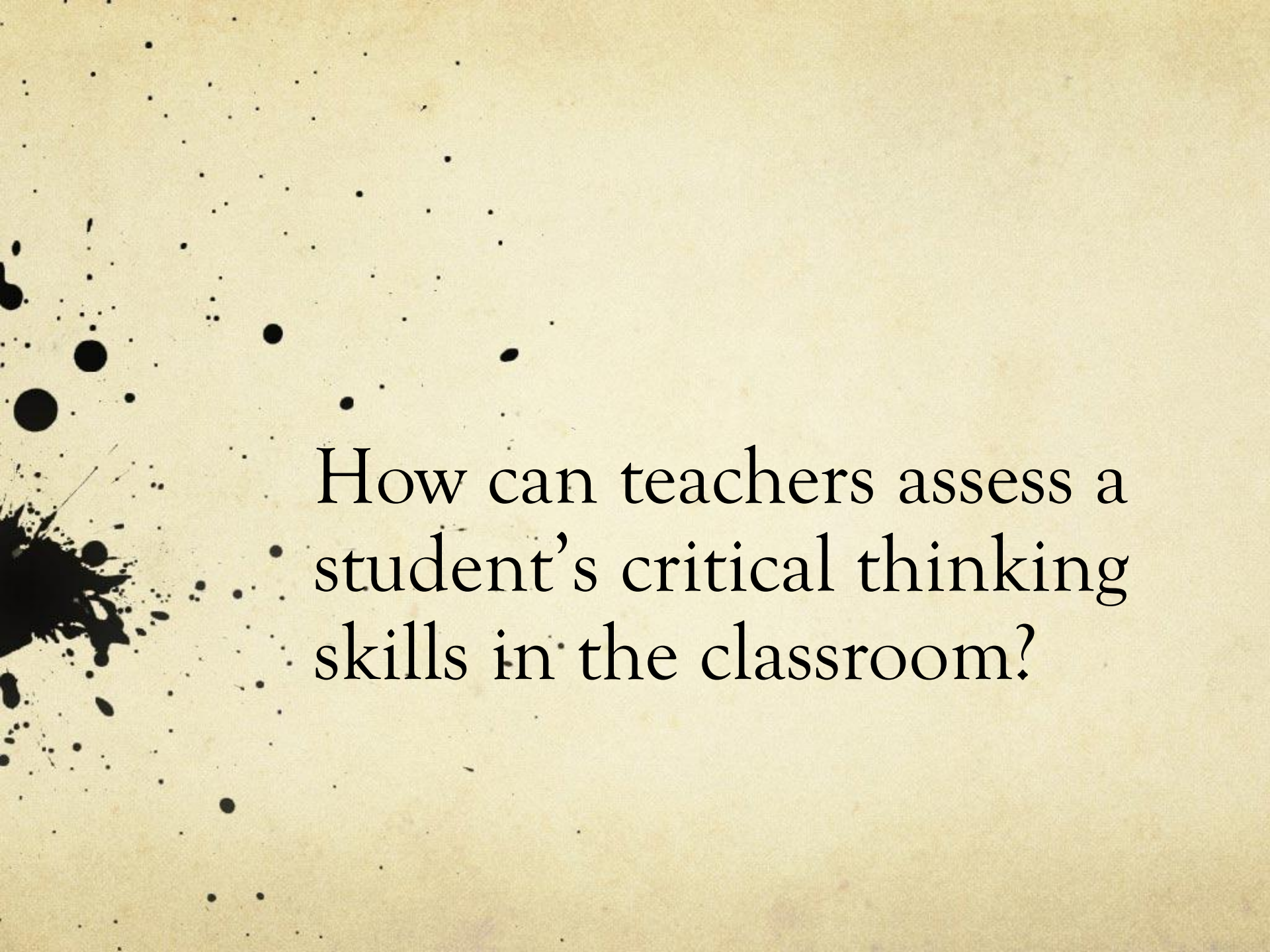
Presented by
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Baker University



• Technology has changed our lives.



Technology won't fix
education



How can teachers assess a student's critical thinking skills in the classroom?

Learning Outcomes

- How is critical thinking articulated in ways that allow teachers to examine classroom practice?
- How can these frameworks be used to evaluate the thinking demands of common web-based tools?
- What does it look like to shift our thinking away from the tool to the task?
- Samples of rubrics that evaluate both the quality and content of technology-embedded projects

How are educators to keep up
with the changes?

“Conflicting research indicated that while PD programs are increasing computer skills among teachers, the integration of technology in to the classroom is still at a limited level.

Frameworks



Revised Bloom's Taxonomy

- Identifies a type of thinking
- Built around the verb and what it leads the learner to do or know
- An orderly classification that is developed on a systemic order – low to high

Depth of Knowledge

- Focuses on the kind and level of thinking required by student to successfully engage and solve a task
- There are 4 levels –
 - Recall
 - Skills and Concepts
 - Strategic Thinking
 - Extended thinking



Common Core State Standards

“The biggest change coming from the CCSS is not the content itself, it’s the notion of a learning target, or level of cognitive demand and critical thinking attached to the content standard.”

What are some of
the tools that can
be used by
teachers?

WEB 2.0 APPS TO SUPPORT BLOOM'S REVISED TAXONOMY

ASSEMBLED BY KATHY SCHROCK

C

CREATING



screenr

E

EVALUATING



An

ANALYZING



Ap

APPLYING



U

UNDERSTANDING



Google reader

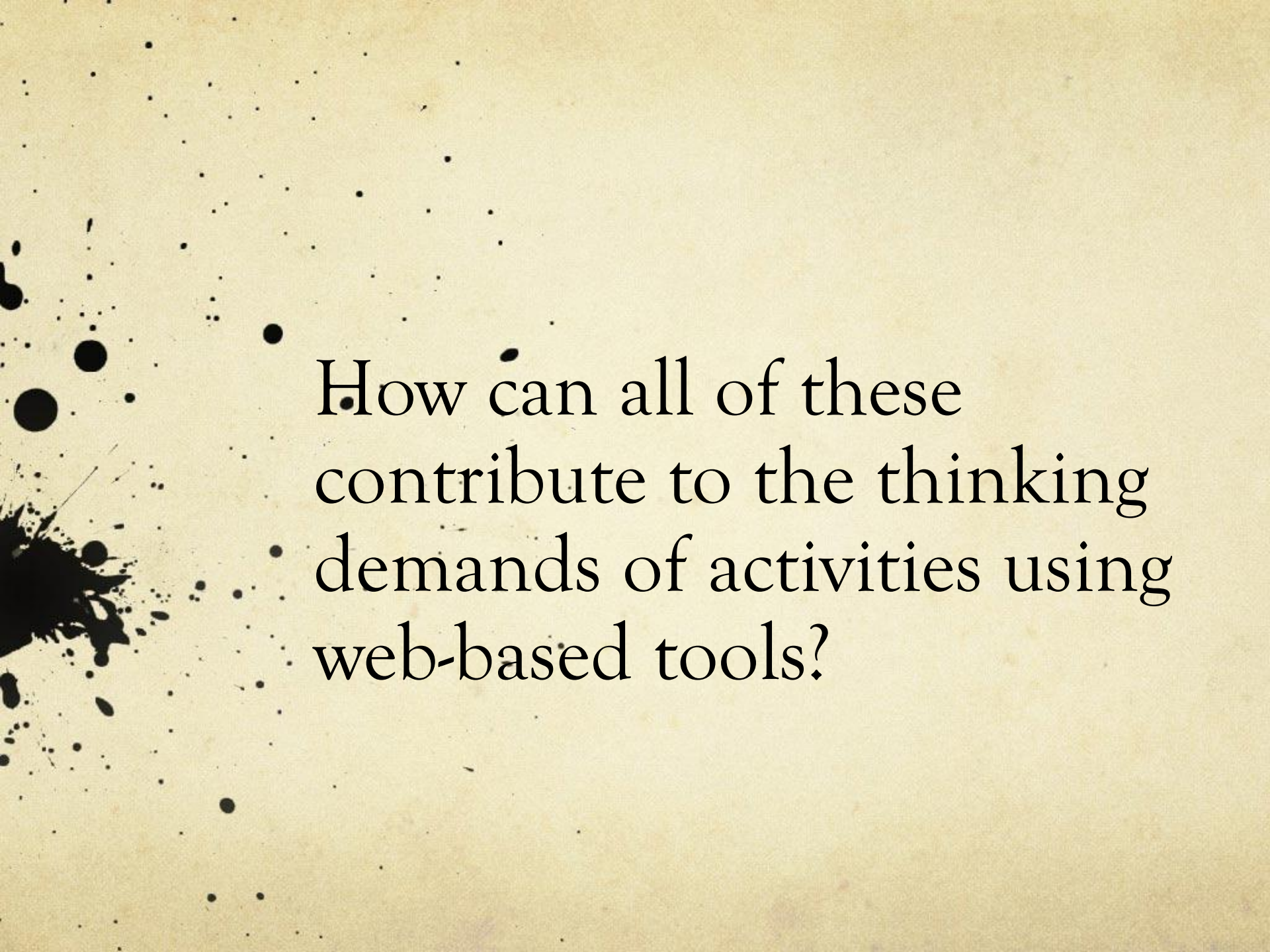


R

REMEMBERING



fotobabble



How can all of these
contribute to the thinking
demands of activities using
web-based tools?



Task – What are you asking the students to do?

Product – How will they demonstrate what they know?

Assessment – How will you communicate your expectations?

What are rubrics? Why are they
needed by learners and
educators?

Quality rubrics should:

- Identify the project's outcomes or learning targets
- Include a description of how the project will be evaluated
- Be written in a manner that allows students to select from a variety of tools
- Include a description of the quality of the assignment and evaluates the use of technology
- Provides a clear distinction between each level
- Be given to students prior to the project



Evaluating Technology Tools

Evaluating Technology Tools

- Evaluate the source
- Determine ease of use
- Determine accessibility and compatibility
- Evaluate the use for the end product
- Determine the security and level of control

Evaluating Technology Tools

Steps	Essential Questions	Sample Outcomes
1. Evaluate the source.	<ul style="list-style-type: none"> •Is the tool free, or does it require payment? •Do I need to create an account prior to using the tool? •Does the tool require additional software or plug-ins? 	<ul style="list-style-type: none"> •The vendor requires a credit card or an account. •I must have a specific plug-in (Adobe Flash, for example) in order to operate the tool.
2. Determine accessibility and compatibility.	<ul style="list-style-type: none"> •Do I need to download or install the tool? •Is the tool web-based? •Does the tool require a specific operating system? 	<ul style="list-style-type: none"> •I must download and install the software before I can use it. •The tool is designed for a specific operating system, such as OS X or Windows 7.
3. Determine security and level of control.	<ul style="list-style-type: none"> •Does the tool or site require a password or an account to gain access? •How do I access the tool? 	<ul style="list-style-type: none"> •I must complete a form and create a username and password prior to accessing the tool. •The tool is available on a website. •The tool is installed on my computer.
4. Determine ease of use.	<ul style="list-style-type: none"> •Is the tool easy to learn about and navigate? •Does the tool require additional training or information? 	<ul style="list-style-type: none"> •I am required to watch tutorials or read a manual before using the tool.
5. Evaluate the use for the end product.	<ul style="list-style-type: none"> •What output method does the tool provide? •Can I easily obtain or archive the information for future access? 	<ul style="list-style-type: none"> •The tool allows me to export the content in a variety of formats, such as a web address, link, or file. •The tool allows me to send access via email or with a link.

Rubrics that Focus on Technology Tools

Rubric for Glogster

	1	2	3	4
<i>Writing process</i>	<i>Student does not use writing strategies in the project.</i>	<i>Student uses some writing strategies, but they are not coherent.</i>	<i>Student demonstrates good use of learned writing strategies and creates a coherent project.</i>	<i>Student demonstrates excellent use of writing strategies and creates a project that demonstrates learning.</i>
<i>Content</i>	<i>Content or purpose of the blog is not evident.</i>	<i>Writing touches on a couple of content areas, but the focus of the blog is unclear.</i>	<i>The content or purpose of the blog is understood, but it is not sustained.</i>	<i>There is clear purpose and understanding of the content of the blog.</i>
<i>Images</i>	<i>Student makes no use of images.</i>	<i>Student uses an image, but it does not match content of topic.</i>	<i>Student uses an image tied to the content.</i>	<i>Student achieves excellent use of an image that conveys the intent.</i>
<i>Language and grammar structure</i>	<i>It contains many errors, but the reader still understands the main idea.</i>	<i>It contains some errors but is easier to understand.</i>	<i>It is basically well written but still has some errors.</i>	<i>It is well written with very few errors.</i>

Rubric for evaluating student use of Prezi.

	1	2	3	4
<i>Use of multimedia</i>	<i>No multimedia sites are used in this presentation.</i>	<i>One multimedia site is used, but it does not flow with the presentation.</i>	<i>At least one multimedia site is effectively used in the presentation.</i>	<i>Two or more multimedia sites are used effectively in the presentation.</i>
<i>Content</i>	<i>The content does not match the intent of the message being conveyed.</i>	<i>The content and the message are conveyed, but the meaning isn't always understood.</i>	<i>The viewer understands some of the content of the presentation, but it leaves some doubt to what the learning should have been.</i>	<i>The viewer clearly understands the content of the presentation.</i>
<i>Language and grammar structure</i>	<i>There are a significant number of errors in spelling and sentence structure.</i>	<i>There are some spelling errors in the presentation and inappropriate use of sentence structure.</i>	<i>There are few spelling errors with some inappropriate use of sentence structure.</i>	<i>There are very few errors in the writing of the presentation.</i>
<i>Use of features</i>	<i>Only one feature of Prezi is used during the presentation.</i>	<i>Two features of Prezi are used during the presentation.</i>	<i>Three features of Prezi are used during the presentation.</i>	<i>Four or more features of Prezi are used during the presentation.</i>

Developed by Kristy Sailors, Blue Valley School District. Found in the book *Mastering Media Literacy*, Solution Tree Publications, 2014



Evaluating Both Content and the Tools

Evaluating Digital Presentations

- Digital presentations allow students to learn how to design and present projects using an online format.
- Emphasis should not be on the web-based tool the student uses but how students applied the visual and design elements

Evaluating Digital Presentations

- Some things for them to consider:
 - The audience
 - The message they are trying to convey
 - The content is accurate and relevant
 - The limitations of use for the end user

Evaluating Digital Presentations

Instructions to the student: With the information you gathered on your chosen topic, create a digital presentation using a web-based tool that conveys the intended message for your assignment. Use the presentation tips and the evaluation rubric included below to prepare a quality presentation. Be sure to include the required elements for the project

	1	2	3
Organization	Information is presented in a way that is too difficult to follow.	Information is presented in an interesting format that can be followed.	Information is presented in an interesting, sequential order that is easy to follow.
Audience	Information is designed in a format that does not meet the needs of the targeted audience and is difficult to navigate.	Information is designed for a targeted audience but is difficult to navigate.	Information is designed for a targeted audience. Users are able to successfully navigate the material.
Content	The presentation includes inaccurate information and contains more than two typographical or grammatical errors.	The presentation includes inaccurate information and contains one or two typographical or grammatical errors.	The presentation includes accurate, relevant information, uses appropriate grammar and punctuation, and follows project requirements.
Delivery	Information is presented in a format that is inaccessible by the end user.	Information is presented utilizing appropriate technologies but includes errors when accessed by the end user.	Information is presented utilizing appropriate technologies, formatting, and tools available to the end user (website, computer, and so on).



Nearpod

<http://www.nearpod.com>

“For students- this (technology) is their language. They want to use it. They feel like they’re in control of their learning. It’s the future.”

-Teacher



Thank you for attending