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Valorization of the students' digital skills

Pierre Fastrez
Université catholique de Louvain

Skills and competences in the D.A.

Extra-curricular (ICT) skills

School

Digital atelier

Participatory approach

Integration of ICT in schools

Active citizenship through media
= media literacy competence

Integrative

Formative
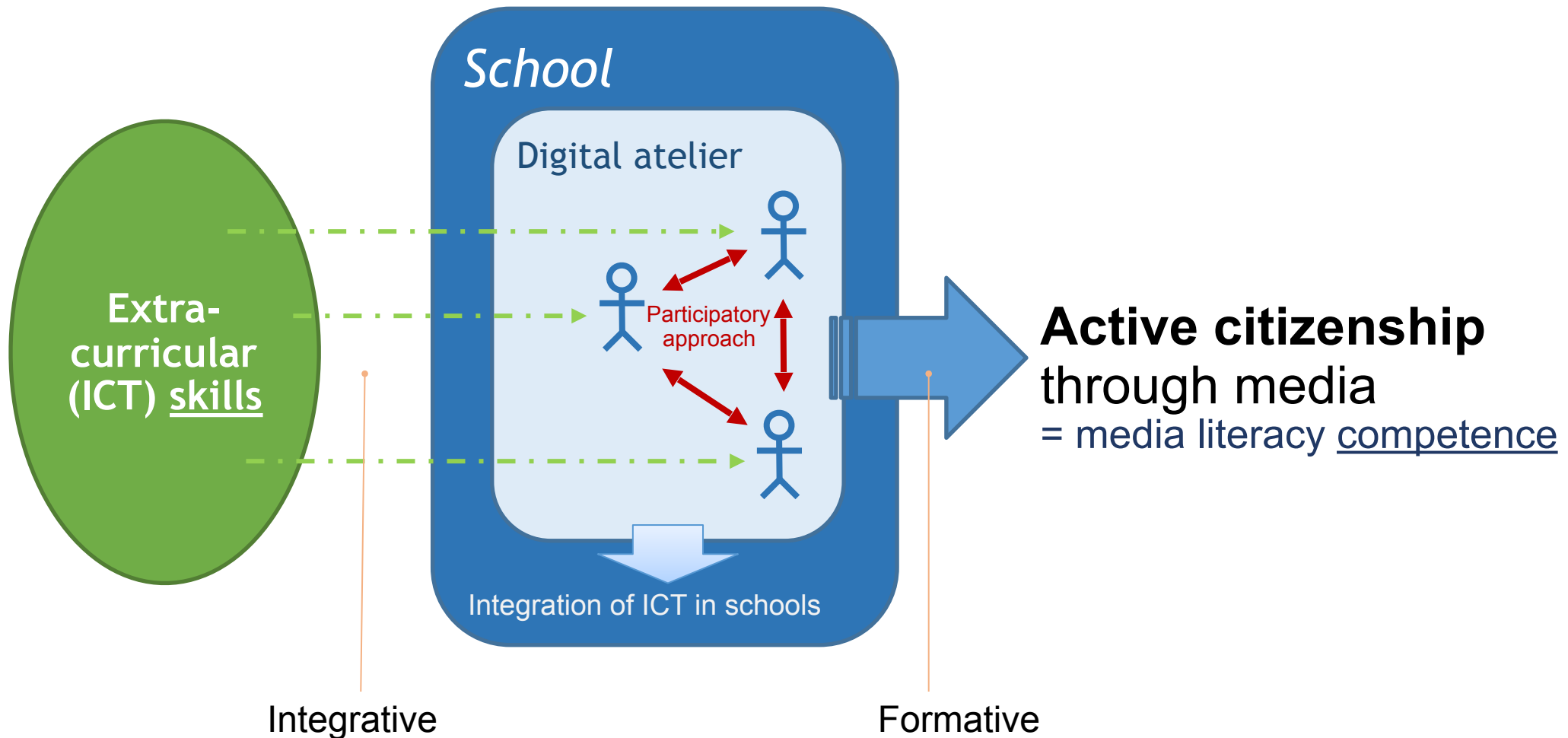
Skills and competences in the D.A.

Skill / capacity	Competence
• Fixed	• Adaptable
• Simple	• Complex
• Reproducing	• Inventing
• Applying a predetermined procedure	• Selecting and combining knowledge and skills
• Learnt as-is	• Not learnt as-is
• Known situation	• Novel, non-stereotyped situation

Skills and competences in the DA

Digital ateliers as both integrative and formative

1. **Integrative:** → **valorization**
   - What do the youth <u>bring</u> to the digital ateliers in terms of extra-curricular abilities?
     - Digital (i.e. ICT-related) <u>skills</u>

2. **Formative:** → **assessment**
   - What competences do the digital ateliers help <u>develop</u> in the youth?
     - Media literacy <u>competences</u>

D.A. description sheet

"How do you plan to give voice to students to present or show their personal skills and knowledge?"

Differentiate between ways of:

- Making the students' existing extra-curricular digital skills visible

- Making sure each student participates and is engaged in the activities
  - « Brainstorm, use apps (mentimeter, post.it), work in pairs/in small groups/with captains, offer opportunities to comment their work... »

- Making what students have learned visible

In the D.A. descriptions:

Making the students' existing extra-curricular digital skills visible

Making sure each student participates and is engaged in the activities

Making what students have learned visible

	HOW DO YOU PLAN TO GIVE VOICE TO STUDENTS TO PRESENT OR SHOW THEIR PERSONAL SKILLS AND KNOWLEDGE?	HOW DO YOU COLLECT ALL INFORMATION AS THE STARTING POINT OF A DIGITAL ATELIER?
Zaffiria – Italy AR for storytelling	We plan to ask each student to have an e-diary about their passions and knowledge about technologies: videogames, software, app, but also social network will be the content of different diaries. They can work with different tools to make notes, to take screenshots, etc.	Realizing a common library in which each student can improve his/her e-diary. To have a map of competencies and knowledge on the wall, on paper (or for instance with an identikit of students: I'm Marco, I'm a champion in Minecraft, I know how to do ....
KARPOS – Greece QR Code Workshop	Brainstorming in teams using post-it notes and post-it app. Use of mentimeter in order to address questions/concerns and visualize the answers	empty
EDUPRO – Lithuania LEGO – Transforming my city	The skills and knowledge of students might be envisaged through activities that will be offered; After each activity students present and comment their work. Also they are encouraged to express their comments, impressions on the work of others; Then their works are put on the wall or used in the next activity;	Each student get a Learner's Diary, where in each page is the title of the task and where they can make notes, record steps, what was clear and unclear for them. Also each page includes stickers of two colors – green and red for final evaluation of the task (green – positive, red – negative evaluation). As an alternative self-evaluation tool "Spider's web" might be used (http://www.ugdome.lt/kompetencijos5-8/mmkvi/isivertinimo-irankis-voratinklis/) – a workshop leader can decide on what criteria are taken into consideration in each task, choose a scale from 1 to 10, or even put all tasks on the web and then evaluate). Each participant gets a unique spider's web, it is possible to compare the skills, competences, knowledge of several participants (max. 6 in one doc.)
EUDA – Czech Republic Different vision of open urban space	empty	empty
ENSELER – TURKEY Let's discover our body	Students will work in pairs. Each pair will analyze different organ and then the members of pairs will change and make Interview about what they see.	We will prepare charts table. Each student will put notes on it about what they learn.
Modern Poland Foundation Bytom – my new city	1. Students will work in small groups. 2. Brainstorm method: students will use Mentimeter and Posti it Apps to do a map of their ideas, passions and theirs skills that can be used; 3. Students will work in smaller groups and lead all the interviews with city habitants. 4. Students in smaller groups will make storyboards to present their effects of brainstorm 5. Coding QR - students will code the discovered stories about the city in the QR codes and put them into a public space and interactive map	Using new Apps (Mentimeter and Posti it). What students can experience: I see the similarities and differences between students, I see imaginaries about the city, I know how to discuss, I know how to use Apps in planning and working in groups, I know how to exchange experiences, I see what kind of skills have other students and what can be used in our project. I know how to easily describe my ideas, skills, experience. - Storyboards - how to present the summary of the group brainstorm in the most attractive way, how to present the effects. Using mentioned apps will help us to evaluate and verify our ideas, skills and knowledge.
AENIE – Portugal Dash & Dot – my learning companions	Students will work in groups. Each group will have their own captain, responsible for not letting anyone behind when it comes to learning. They will be responsible for helping each other and recording their own progress by making videos and taking pictures of themselves working.	As stated before, each student and teacher will be responsible for recording the progress they make by recording videos and taking pictures along the way. It is also possible to use something like BEBRAS computational thinking test at the beginning of the digital atelier.
Savonia – Finland Game Jam – discovering famous places in the city through gaming	We have a competition in Game Jams and the best games and application are presented to the audience. However all groups can present their results during the Game Jams. I think that we can teach competencies outside of the curriculum and students should compete with each other in all different cases.	Students get the needed specification of the game functions from clients (eg museums, libraries..) by interviewing them. There must some test question sets for that. For example: Do you have ideas to make some game better ?

Work session

Questions

- How do you plan to give voice to students ?

- How will students show their personal skills and knowledge?
  - What skills? (if they can be listed in advance)
  - How will you be able to identify them?

Procedure
1. Assemble pairs of partners (A & B)
2. Working together, answer the above questions for partner A's D.A.   •(partner B acts as an external point of view)
3. Do the opposite for partner B's D.A.

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Pedagogical alignment in the digital ateliers

Pierre Fastrez
Université catholique de Louvain

Constructive alignment

Three components of teaching need to be aligned:

- Intended learning outcomes

- Design of learning activities

- Assessment of learning

Cf. e.g.   Biggs, J. (2014). Constructive alignment in university teaching. HERDSA Review of Higher Education, 1(5), 5–22.
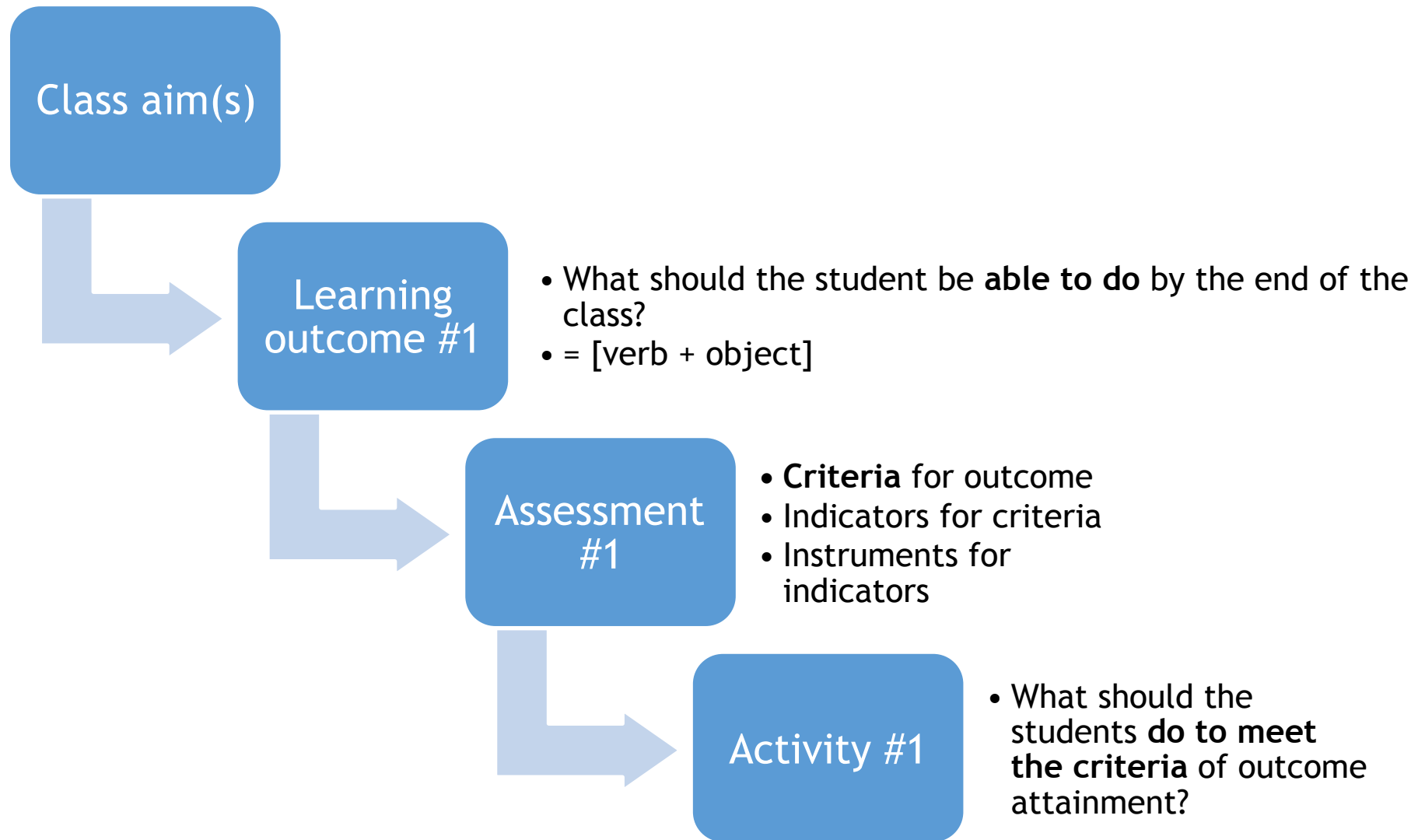
Constructive alignment

- "In constructive alignment, we start with the outcomes we intend students to learn, and align teaching and assessment to those outcomes.

- The **outcome** statements contain a learning activity, a **verb**, that students need to perform to best achieve the outcome, such as "apply expectancy-value theory of motivation", or "explain the concept of … ". That verb says what the relevant learning activities are that the students need to undertake in order to attain the intended learning outcome.

- Learning is constructed by what **activities** the students carry out; learning is about what they do, not about what we teachers do.

- Likewise, **assessment** is about how well they achieve the intended outcomes, not about how well they report back to us what we have told them or what they have read."

  http://www.johnbiggs.com.au/academic/constructive-alignment/

In theory

Class aim(s)

Learning outcome #1
- What should the student be **able to do** by the end of the class?
- = [verb + object]

Assessment #1
- **Criteria** for outcome
- Indicators for criteria
- Instruments for indicators

Activity #1
- What should the students **do to meet the criteria** of outcome attainment?

In the AppYourSchool project

D.A. aim(s)

Learning outcome #1

- What should the student be **able to do** by the end of the activity?

Assessment #1

- **Criteria** for outcome
- Indicators for criteria
- Instruments for indicators

Activity #1

- What will the students **do as part of the D.A. exploration**?
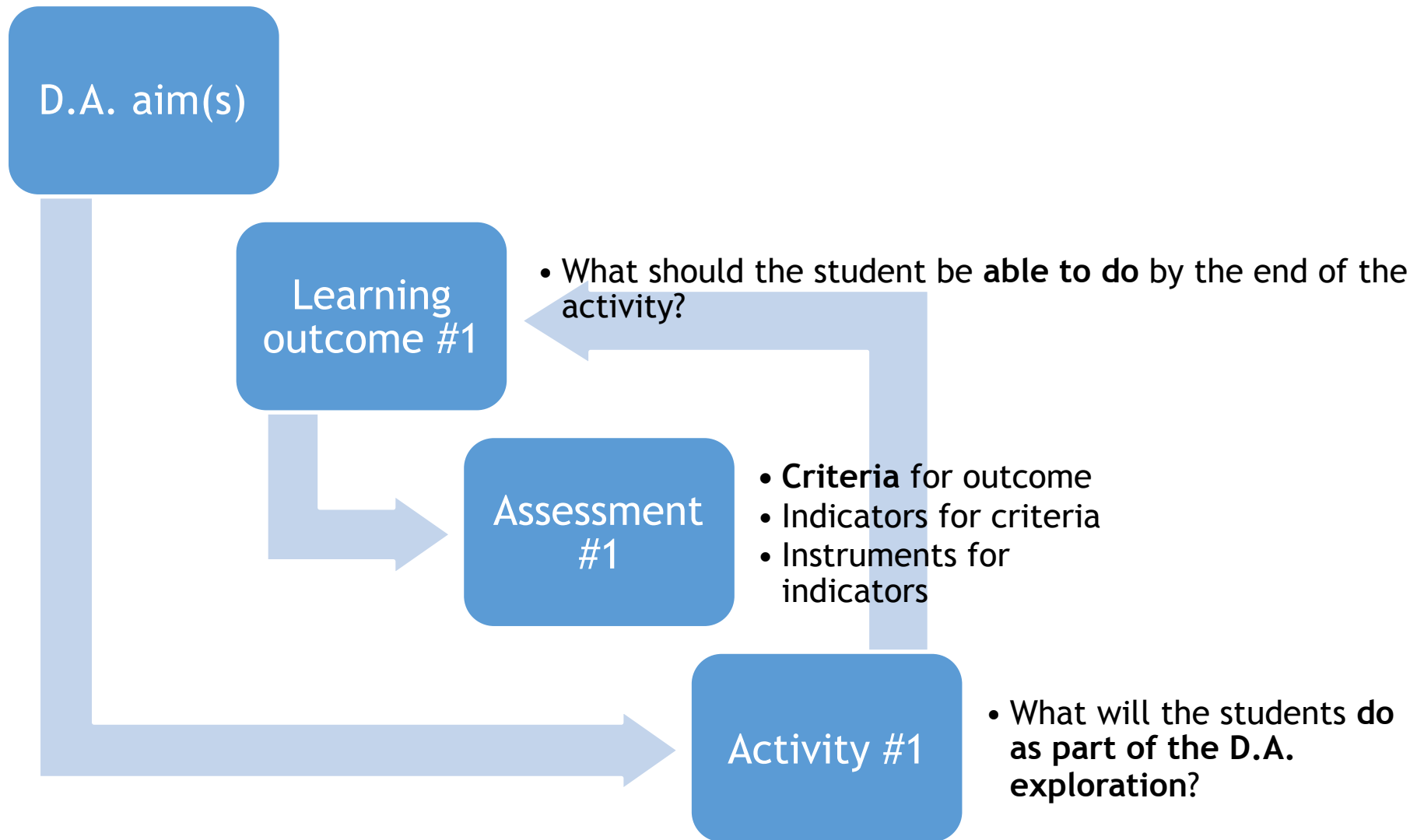
DA aims and outcomes

- D.A. general aim:
  - What media literacy competence(s) does the D.A. seek to develop?
  - Review your D.A.'s objective accordingly

- Specific learning outcomes:
  - « By the end of activity x, the students will be able to... » verb + object

Questions

1. How do the specific learning outcomes of each activity relate to the overal DA aim?

2. How do the specific learning outcomes relate to each activity, and to its assessment tools?
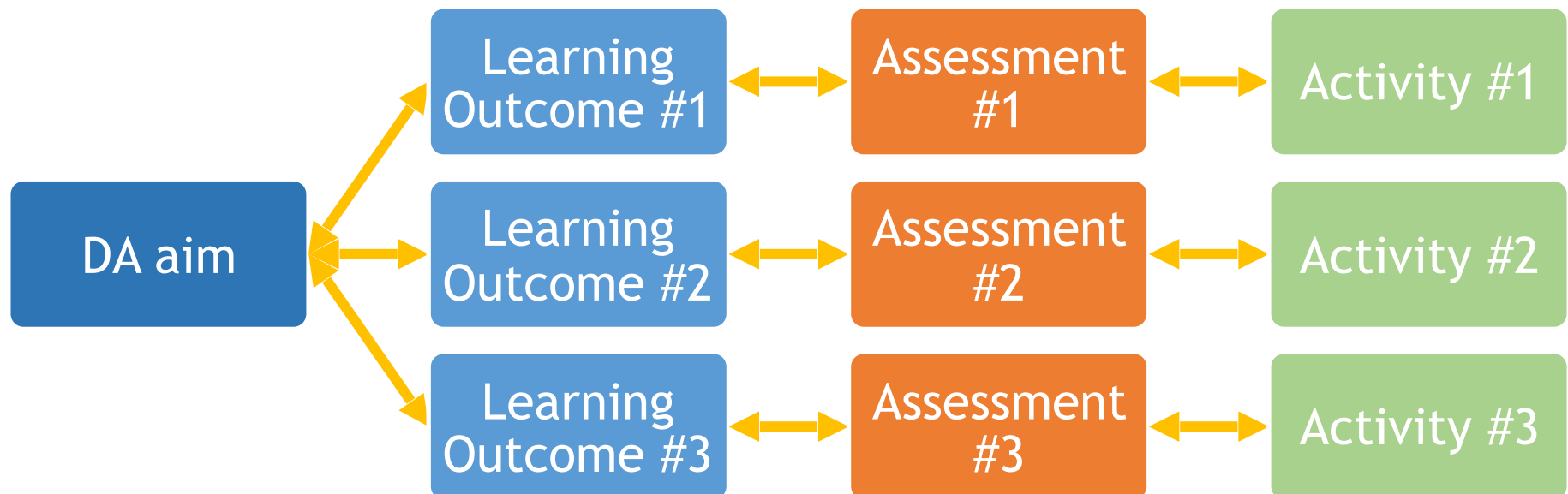
Constructive alignment in your DA

DA aim	Learning outcome	Activity	Assessment
	verb + object	First activity in DA description sheet	criteria + instruments
'Objectives' in DA description sheet	verb + object	Second activity in DA description sheet	criteria + instruments
	verb + object	Third activity in DA description sheet	criteria + instruments

Constructive alignment in your DA

1. Assemble pairs of partners (A & B)

2. Working together, fill in the table for partner A's D.A. (partner B acts as an external point of view)

DA aim	Learning outcome	Activity	Assessment
	verb + object	First activity in DA description sheet	criteria + instruments
'Objectives' in DA description sheet	verb + object	Second activity in DA description sheet	criteria + instruments
	verb + object	Third activity in DA description sheet	criteria + instruments

3. Do the opposite for partner B's D.A.

DA aim	Learning outcome	Activity	Assessment
'Objectives' in DA description sheet		First activity in DA description:	
		Second activity in DA description:	
		Third activity in DA description:	