Intellectual Output 2

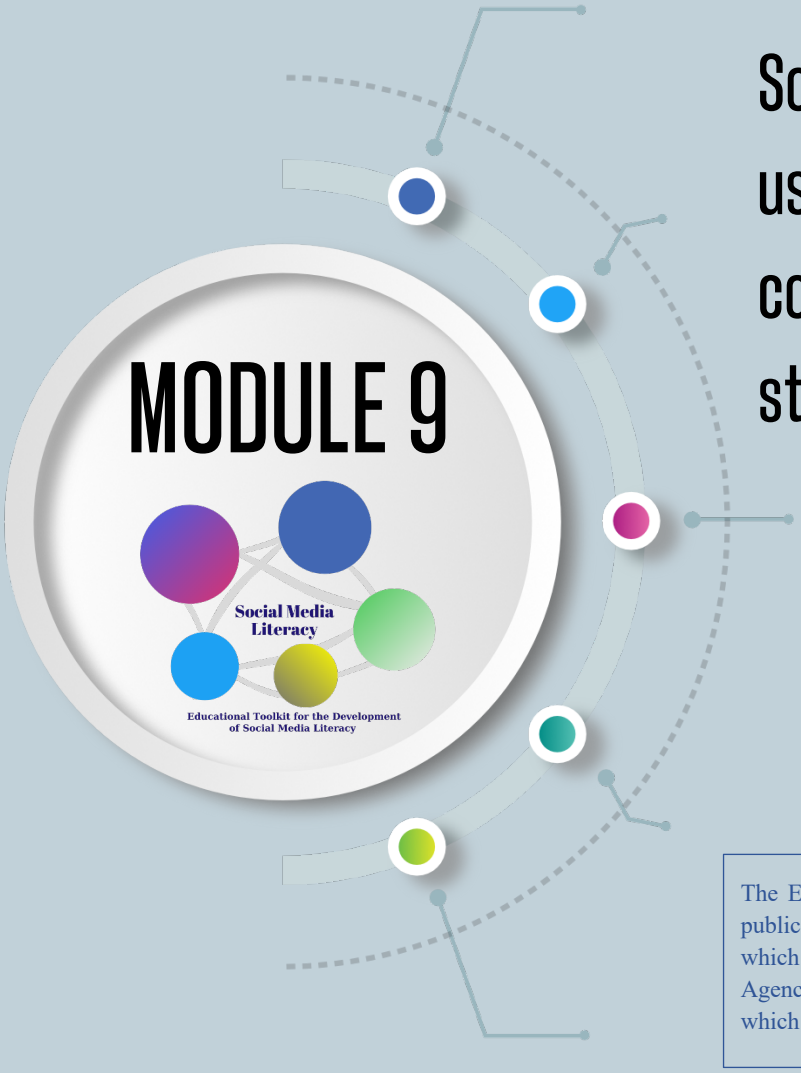
Course Support for the Development of Social Media Literacy in schools

Which evaluation for Education 4.0?

Evaluation and Social Media Literacy - Key concepts

Evaluation Competencies for Social Media Literacy

Proficiency levels in the Evaluation competences for Social Media Literacy



Social media based tools used to assess students' competences in different study disciplines

Co-funded by the Erasmus+ Programme of the European Union

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Module aim

By reason of its complex nature Education 4.0 and its continuous evolution, not only schools have to align their teaching to the new perspectives, but it is also crucial to update the evaluating processes.

The Coronavirus epidemic has imposed E-learning at the all level of school, all around the world. However, where ICT were already integrated into the traditional teaching & learning practices, the Remote Learning has taken place without any big problem. Developing effective solutions has been more difficult where teachers were not properly trained, or technological infrastructures were inadequate.

In any case the Remote Learning, imposed or experimented, has stimulated a wide debate around this area of education. Is E-learning effective? To which contexts and disciplines it better suited? For what age-groups of learners? How do learners with special needs respond? How to choose between different ICT platforms? Does the socio-cultural background of students make a difference? These are just few important questions that took off swiftly in early months of 2020. But above all, is it possible to assess students' learning processes and how?

This module has not the ambition of giving definitive answers to a such complex themes. So the aim is to offer matter of reflection and of look for evaluation tools adaptable to different learning experiences and tasks related to the use of Social Media in school.

An important prerequisite of the evaluation, when it refers to digital and Social Media learning, is that it is influenced by environmental factors. Secondly it is important to consider that competences to be evaluated are both personal and social, like in the following picture taken from the Final Report of the European Commission, DG Information Society and Media Brussels, edited by EAVI in January 2010:

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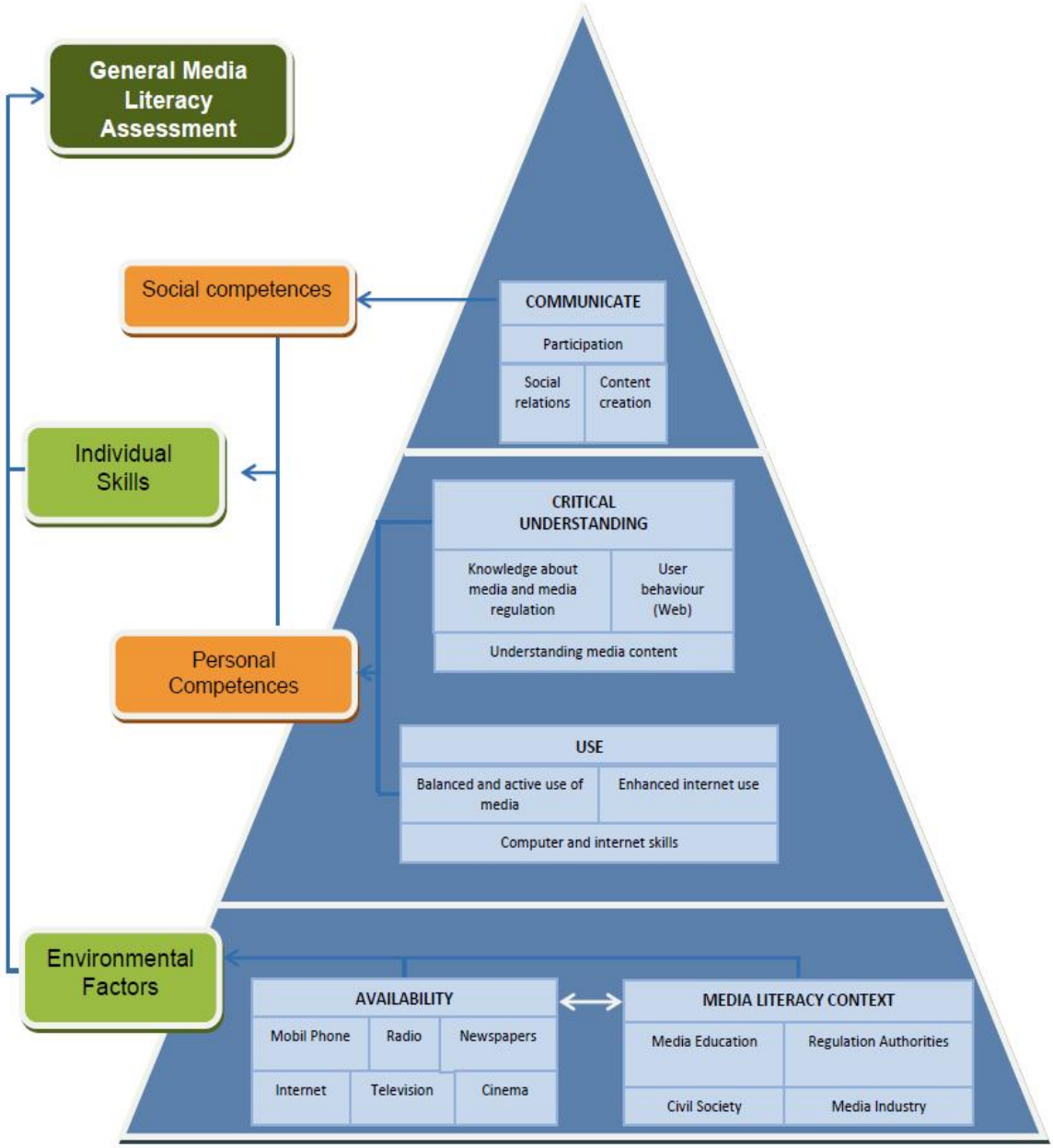

Generally speaking the evaluation processes applied to digital and SM learnings have to keep in mind some social and individual pre-conditions: Media availability, which is the availability of technology or services; and Media Literacy School context, which consists of the activities or initiatives implemented by the institution in order to foster digital and Social Media Literacy.

Concerning the Individual Competences, schools don't have to take for granted the second prerequisite of media literacy to be developed: the *use* of the SM. It is the intersection between availability of tools and operational skills.

Schools should implement a SM Literacy strategy, starting from a basic enquiry, so that the assessment procedures would be well grounded on the knowledge of these prerequisites.

Number of hours: 3h

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Learning Outcomes

The evaluation competences of a teacher well prepared in the use of Internet and SM in school are the followings three:

Competences in Evaluation	Descriptors
Using digital tools for evaluation diagnostic, formative and summative	- Design questionnaires to identify context information; - Revise artifacts by inserting side notes; - Choose better digital environments of interaction where to dialogue and give feedback to students; - Write evaluation rubrics using online resources - Build up questionnaires with digital applications - Manage ratings within e-learning platforms (eg electronic log, google classroom)
Designing and managing evaluation digital and SM skills of students	- Organize activities to make students aware of the digital competence concept - Identify the most appropriate products/task to ask students as evidence of digital competence
Promoting and managing peer review and self-assessment	- Lead the students to choose the assessment tool best suited for them (e-portfolio, rubrics etc..) - Lead students to find criteria for peer-to peer review - Lead students to assertive, stimulating and respectful communication during peer feedback

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Training Material

01. Which evaluation for Education 4.0?

The traditional model of transmissive teaching where students memorise the information given in the curriculum and are tested by a traditional Q&A or subjective writing examination, can no longer apply in Education 4.0.

The new methodological approaches proposed, such as collaborative learning, situated/active learning and, of course, the PBL methodology, just to do few examples, require new assessment tools.

Evaluation is a crucial part of the learning process and it has to be aimed at support it in an educative way. That means more and more a formative assessment has to substitute the summative one. Education 4.0, addressed to an increasingly personalised teaching/learning process, is interested on how students learn more than what they learn.

Support students' learning process with a formative assessment means to provide them with ongoing feedbacks. In that way students can identify their strengths and weaknesses. Formative assessment can also help teachers to recognize where students are struggling and to redirect their plan of activity to align it to students' needs.

In order to do so teachers need to improve and modify their traditional training/teaching. They are faced with the continuous challenge of keeping up and master all digital tools; SM are some of the most advanced and fluid aspects of digital technology. It is therefore necessary a framework of competence, flexible and easily updated, as guidance in order to be of any help to the teachers.

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02. Evaluation and Social Media Literacy – Key concepts

Within the framework of reference of the Education, 4.0 the evaluation system has to keep these key concepts:

1. the evaluation process aims at guiding the learning process
2. the evaluation process focuses more on the process than only on the results
3. assessment criteria have to be transparent and clearly shared with students
4. evaluation has to be made through a multiple type of evidences focusing on different skills
5. evaluation tools have to be flexible and adaptable to each students learning style

03. Evaluation Competencies for Social Media Literacy

Digital competencies and for SML, as shown by the multiple studies carried out since 2005, are dynamics and in a constant evolution (see different versions of the DigiComp 2.1). So it is difficult to establish exactly which set of competences teachers and students of the future have to develop.

The European Pedagogical ICT Licence specifies a list of competences on the bases of the DigCompEdu Framework. In a particularly interesting approach the EPICT shows how digital competences have not only a technological dimension, but also a pedagogical one. First of all, teachers need some basic prerequisites, such as to be able to use the digital technologies and have a sound pedagogical knowledge.

Secondly they have to develop abilities in using internet as a source to create their own hypertextual lessons and tasks to propose to students. To this intent, teachers have to become more and more confident with the visual learning style, for which "a picture is worth a thousand words", in order to be able to leverage on it.

Thirdly, teachers should be the first to experiment peer collaborative methodology, for example through collaborative digital writing or through all the tools of instant communication (whatsapp, email, Social Media), not only for organizational issues, but also to produce lessons. Only in this way they can then guide students to do so.

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These, are only some of the competencies to be acquainted with to manage SM in School. They are better specified and detailed on the EPICT Syllabus and the DigiComp 2.1 groups them in the following 5 areas:

- Competence area 1: information and data literacy
- Competence area 2: communication and collaboration
- Competence area 3: digital content creation
- Competence area 4: safety
- Competence area 5: problem solving

As shown in module one, another area needs to be added:

- Competence area 6: monitoring and evaluation

Digital technologies enter the evaluation process by providing both tools for carrying out summative and educational evaluation.Teachers have at their disposal many tools that allow to monitor the progress of learning during the development of the activities. For instance, there are many digital tools, like Kahoot or Mentimiter that allow to assess learnings in an instant and fun way; google moduli that also provide both a quick assessment and a summative test, etc.

This way, teachers, faster than traditionally, can provide students with feedback, as well as make a rapid diagnosis and intervene quickly to correct and scaffold students where necessary.

On the other hand students are greatly advantaged in receiving timely feedback, and can be able to monitor their school performance progresses, becoming protagonists of their learning and live the assessment for what it is: the picture of what the student is at a specific time, so that he/she can plan improvements by regulating his/her own study and commitment.

Considering all the above, the assessment project has to include both evaluation competences in how to assess students and competences in how to help students in developing self evaluation skills.

As above mentioned the three main competences in Evaluation are the following:

- using digital tools for evaluation diagnostic, training and summative
- designing and managing evaluation digital skills of students
- promoting and managing peer review and self-assessment.

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04. Proficiency levels in the Evaluation competences for Social Media Literacy

With regards to the proficiency levels, the DigComp 2.1 have to be taken into consideration , not only for the eight levels for each competence that it indicates, but also as a model to look at when building up specific rubric/list of performances.

In fact, first there are some guiding references such as using action verbs and the structure and vocabulary of the European Qualification Framework (EQF).

Secondly, each level of description refers to *knowledge*, *skills* and *attitudes* dimensions of a competence. At the end the Digcomp 2.1 is a very detailed and complex document (168 descriptors, 8 x 21 learning outcomes). Teachers need to look at it as a framework of reference, but maybe they can translate it in a simpler format when they build up their own evaluation tools.

To do so, in analogy, it is possible to consider 4 proficiency levels, defined as follow:

Proficiency levels for SML in School			
ADVANCED	INTERMEDIATE	BASE	INITIAL
Autonomously and consciously	Autonomously	Not always correct	Only with help

To evaluate the process of a learning product, these proficiency levels can be adapted and used both in a rubric or in list of performance along with the various descriptors specifically needed. The levels help teachers and students to measure the learnings to better understand the positioning respect to the expected results, previously fixed and shared with students.

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Resources

- http://pontydysgu.org/wp-content/uploads/2007/11/eva_europe_vol2_prefinal.pdf
- https://files.eric.ed.gov/fulltext/EJ1108346.pdf
- https://eavi.eu/wp-content/uploads/2010/06/eavi_study_on_assessment_criteria_for_media_literacy_levels_in_europe.pdf
- http://www.mce-fimem.it/la-valutazione-nella-didattica-a-distanza-strumenti-e-criteri/
- https://www.futurereadyedu.com/what-is-education-4-0-how-you-can-adapt-this-in-the-learning-environment/
- http://www.epict.it/content/syllabus-dei-moduli-epict

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Learning Snacks

LEARNING SNACKS

Social media based tools used to assess students' competences in different study disciplines

#1
Evaluation of digital and Social Media learning is influenced by environmental, personal and social factors: technology and Media availability; Media Literacy School context; the use of SM (tools availability and operational skills).

#2
On the Education 4.0 perspective, digital evaluation tools allow: to substitute summative assessment with the formative one; to support students' learning process with a formative assessment providing them with ongoing feedbacks and strengthening a more personalised teaching/learning process.

#3
Digital tools allow teachers to monitor the learning progress along with the implementation activities. They can quickly provide with feedback, make a rapid diagnosis and intervene to correct and scaffold students where necessary.

#4
Digital Evaluation greatly advantages students that can self-monitor their school performance and plan improvements by regulating their own study and commitment.

#5
Different assessment tools for different evaluations: instant and quick evaluation of the comprehension processes, e.g. Kahoot/Mentimeter; monitoring process of a complex task , e.g. a performance list; assess the end of the process and the final product/evidence of the activity, e.g. Google moduli rubric.

#6
Proficiency levels measure learnings and show students positioning with respect to the expected results.
Each level of description refers to the basic dimensions of a competence: knowledges, skills and attitudes.

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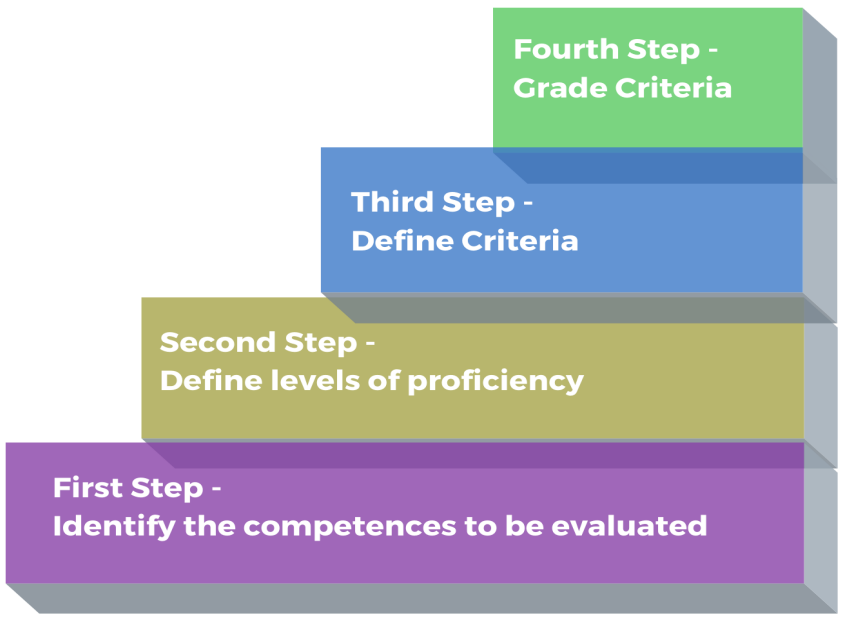
Infographics



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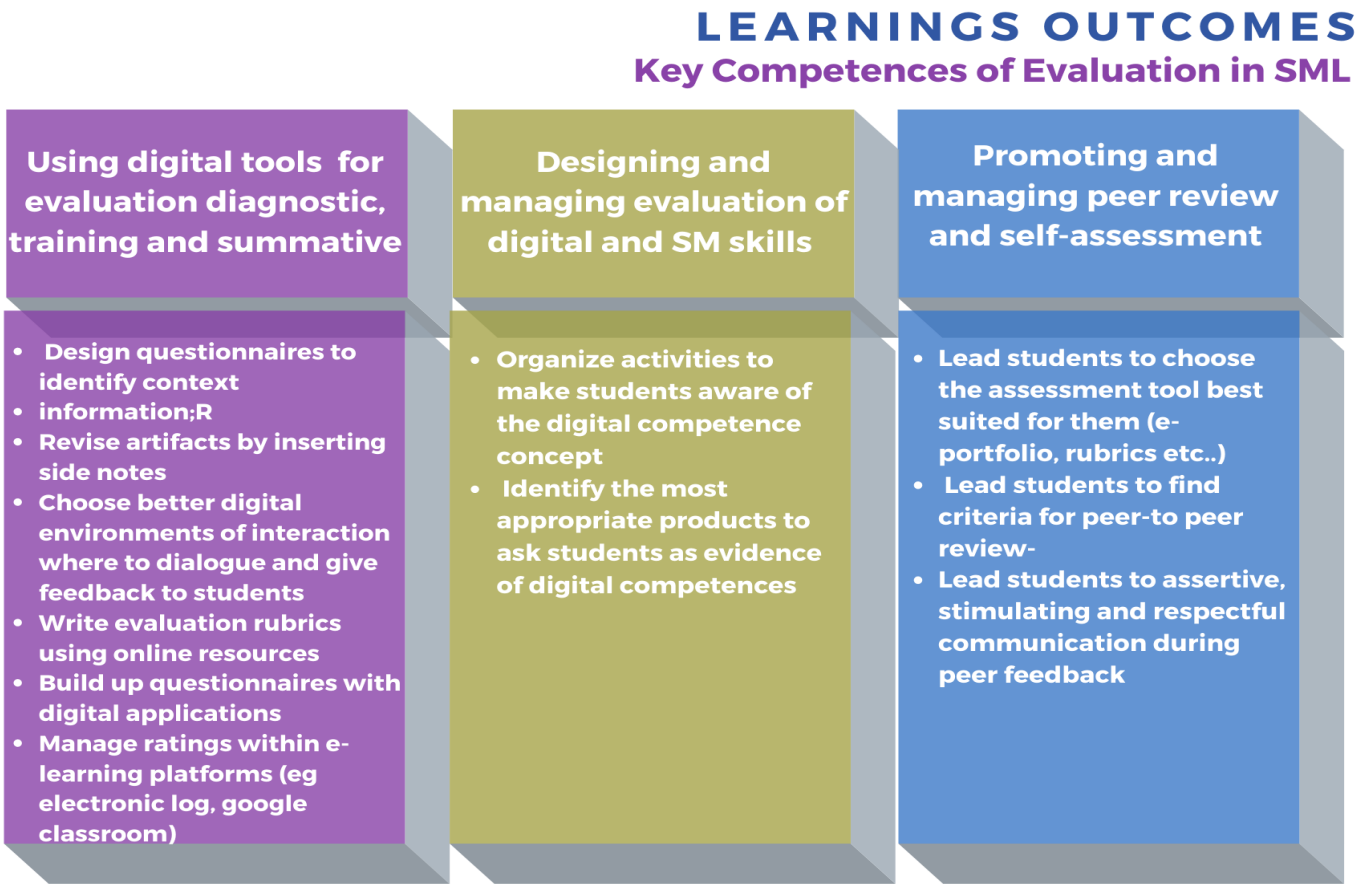

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Activity plans with students

01. Activity 1: Kahoot about France Geography and Historical aspects

Description: The class is divided in 4 groups according to the rules of Task Based Teaching and Collaborative methodology, one group leader, one time keeper, two silence keeper. A video on the Geography of France is proposed and shown twice, the students fill in a diagram with the information found in the video. On that base each group makes a quiz, through the Kahoot app, to test the other groups.

Why this activity is relevant: The use of Kahoot is an instant tool that stimulates the class to study different aspects of France, from Geography to History. The use of Kahoot helps them to gain or to strengthen their digital skills in the use of social networks.

Example of a Kahoot created by students at the end of the above mentioned activity:

https://create.kahoot.it/details/la-geographie-de-la-france/0f3460ed-4df7-47fe-9421-72b18820878f

02. Activity 2: Production of a video biography of a character relevant among the various areas treated by the school (Peace, Racism, Rights, UN 2030 goals etc..)

Description: The activity is conducted on the base of the collaborative methodology.Initially several significant biographies are proposed. Each student can choose the one that interests him/her best. The teacher gives the biography of the chosen character, in a mediated language suitable for the students. The student summaries the text, which is then revised with the teacher. Finally, in the third phase a script is made for the production of a video. A simple table with three columns is used for the script: number, text and image. The first column indicates in a progressive way the number of images and texts to insert in the video. The second is used to insert the captions extracted from the summary text. In the third one are inserted the images appropriately chosen and selected by the student. The table will serve as a guide tool for the realization of the video. The student then chooses

the soundtrack and the transitions between the images. The work ends with the actual production of the video. For this stage you can recommend several editing video tools: from the simplest (Windows Movie Maker, Imovie, Black Magic,Avidemux) to those more complex that require advanced skills (Pinnacle or Davinci) The making of a video involves different skills: from language (know how to produce a summary text, synthesize) to digital and communicative skills. At the end of the work the student will present a product that can be published on the school social media.

Why this activity is relevant: Observing and evaluating the process of making a video allows the teacher to have many useful elements on the work of the student. To monitor the process, teachers can use a performance list, while for the product, a video, they can apply a rubric specifically carried out.

Example of a performance list to monitor the process:

Proficiency indicators	**Monitoring levels**			
	ADVANCED	**INTERMEDIATE**	**BASE**	**INIȚIAL**
	Autonomously and consciously	Autonomously	Not always correct	Only with help
Character chosen				
Written biography				
Biography Study				
Summary of the text				
Use of the rubric				
Caption creation				
Choice of mages				
Choice of the soundtrack				
Choice of transitions				

Audio recording				
Video production				

Example of an Evaluation rubric to assess the final evidence/product:

Area indicators	**Levels of proficiency**			
	Advanced	**Intermediate**	**Base**	**Inițial**
	Autonomously and consciously	*Autonomously*	*Not always correct*	*Only with help*
exhaustiveness	the video is complete in all its parts	the video is partially complete because no transitions and /or animations have been inserted	the video is only partially complete as no music and/ or voice recordings, transitions and /or animations have been inserted	the video is only partially complete it lacks of most of the required features
clarity of exposure	the video is very clear and allows a full understanding of the character biography	the video is clear and but it allows partial understanding of the character biography	the video is quite clear even if it allows a limited and generic understanding the character biography	the video offers only a confused presentation of the character biography
consistency	the video is completely consistent with the requirements	the video is consistent with the requirements	the video is quite consistent with the requirements	the video is very little consistent with the requirements
creativity	The video brings out high personal and creative digital skills in all its parts	The video shows elements personalized by the student	The video is quite creative, but the student has just followed indication	the video shows little creativity and has followed just a few indication

usability	the video is reusable and publishable	the video is reusable but needs some changes before publish	the video is reusable but needs significant changes	the video needs major changes in order to be used

Activity assessment

The activity assessment of this Module consists in a collaborative creation of an evaluation rubric of SM competences in a specific task. Before starting, it is therefore necessary to define which task the competences chosen to draw up the rubric refer. References can be found in Module 1, see the Assessment Activity and above, in the present one.

As explained before, there are a range of different kind of assessment tools (Kahoot, Google modules to elaborate performance lists or rubrics, etc.). It is important to be aware that each of them suits different evaluation intents. For example Kahoot, or similar, is great for an instant and quick evaluation of the comprehension; a performance list suits best the monitoring process of all a complex task; the Google moduli rubric is better to assess the end of the process and the final product/evidence of the activity.

First Step - Identify the competences to be evaluated

Identify the competences to be evaluated and shortly describe by observable behaviours. In addition, it has to be clear to which area of proficiency it refers.

It is advisable to consider the six areas of competences delineated in the module 1, that take into consideration the DigComp 2.1. Moreover it is useful to keep in mind that competences are articulated in Knowledge, Skills and Attitudes.

Second Step - Define levels of proficiency

Chose how many levels the rubric will be structured (4 or 8) and shortly define them with a number or a letter and a short verbal correspondence (e.g. Advanced, Intermediate, Base, Initial).

Third Step - Define Criteria

Criteria shall be defined in neutral form with an infinitive verb.

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There isn't a prefixed number of criteria. It is advisable to take note of all those come to mind during the brainstorming and then chose the most suitables.

Fourth Step - Grade Criteria

This phase aims at finalize the evaluation scale.

A descriptive and simple language is needed to define accurately the different levels shown by the criteria. It is advisable to start from the lower level of each proficiency to go over. Negative statements are to be avoided.

This last step is the core of the task, because when a teacher is drafting the evaluation rubric is already working both on define learning outcomes expected and ultimately on communicate to student, and his/her parents, where his/her level lays.

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