



Education in Information and Communication Technologies

Session 3

Rubrics and portfolios

Máster Universitario en Formación del Profesorado de Educación Secundaria
Obligatoria, Bachillerato y Formación Profesional

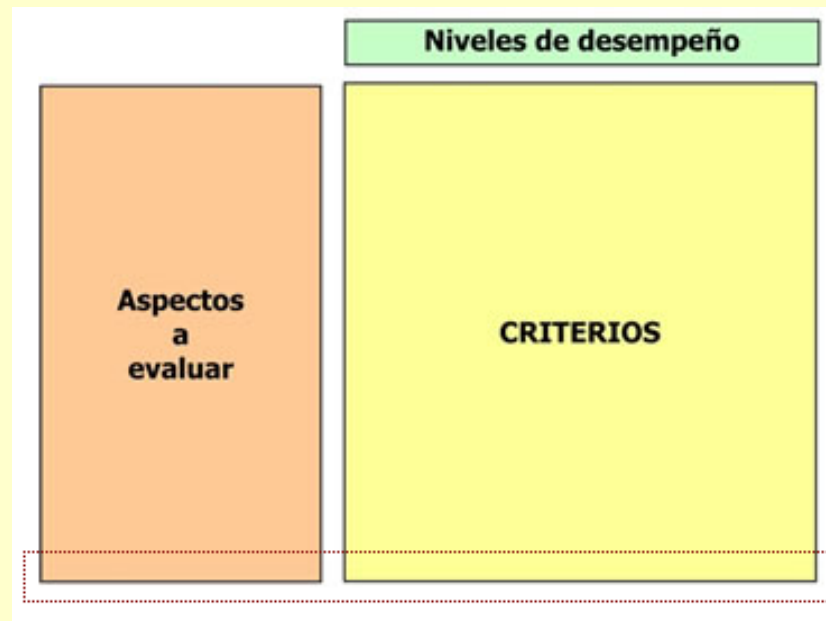
Facultad de Formación del Profesorado y Educación

¿What will we do today?

1. Discover rubrics
2. Review the concept maps task using a rubric
 - Do a peer review
3. Use tools in the cloud
 - Create an shared information repository in Google Drive
4. Discover portfolios
 - Create a portfolio in Google Drive

¿What is a rubric?

- A assessment tool where evaluation criteria are established for an activity done by the student.
- Matrix that can evaluate the level of performance of different aspects depending on the considered criteria



Rubrics. Example of part of a Rubric

Rubric for Formal Oral Communication

1 of 2

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA

Components	3-Sophisticated	2-Competent	1-Not yet Competent
<i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
<i>Style</i>	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
<i>Use of Communication Aids</i>	Communication aids enhance presentation. <ul style="list-style-type: none"> • The font on the visuals is readable. • Information is represented and organized to maximize audience comprehension. • Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids. 	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.

Peer review for Act. 1 and Act. 2 Using the rubric



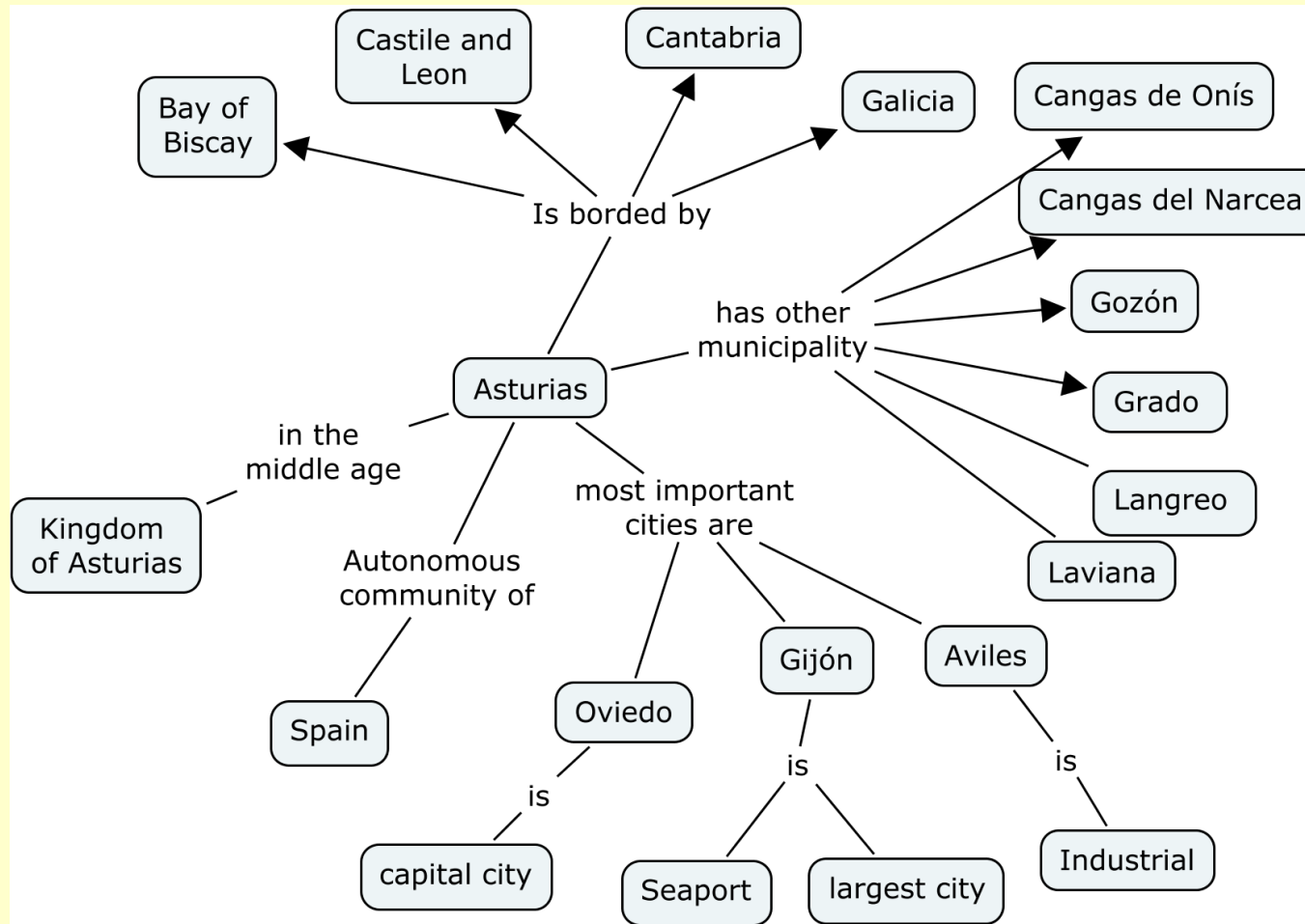
CRITERIA	Excellent (8+)	Good (between 8 and 6)	Incorrect (between 5 and 3)	Comments	GRADE
Satisfactory positioning of concepts	All empty nodes are correctly filled. All loose links are correctly connected. All isolated nodes are correctly linked.	Some nodes or loose links have not been correctly filled or connected.	Most of the empty nodes have not been filled correctly. Some isolated nodes have not been linked.		
Format	Initial concept has a bigger size Colors are used to highlight important nodes or levels Links have a direction using an arrow	One of the three aspects is not present ####qué aspectos?	Two or more of the three aspects are not present ####qué aspectos?		

¿Have you bear in mind?

- *Put the initial concept in a bigger size*
- *Add colors to highlight important nodes and levels.*
- *Links should have a direction using an arrow*
- *Previous nodes can be linked*

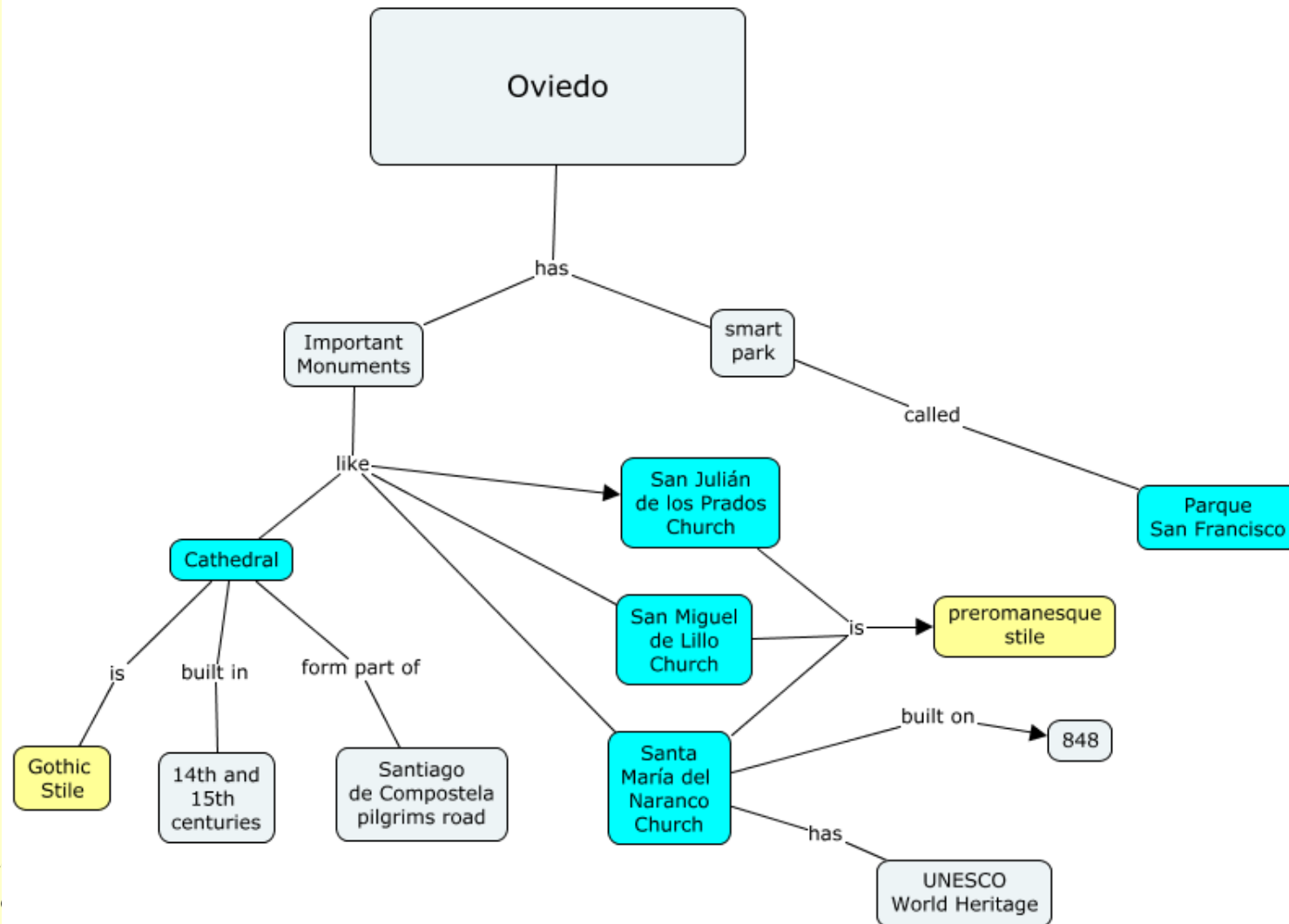
Tasks Review

Activity 1.1 Map Skeleton revision

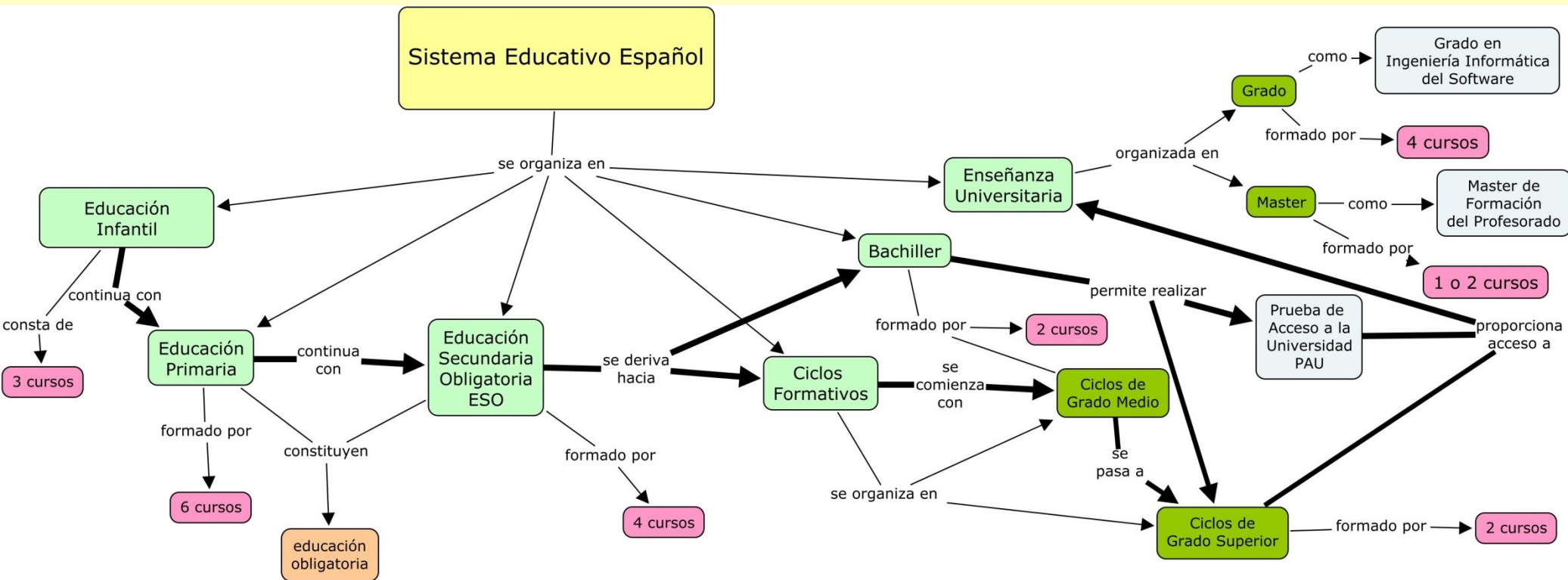


Tasks Review

Activity 1.2 Map skeleton solution



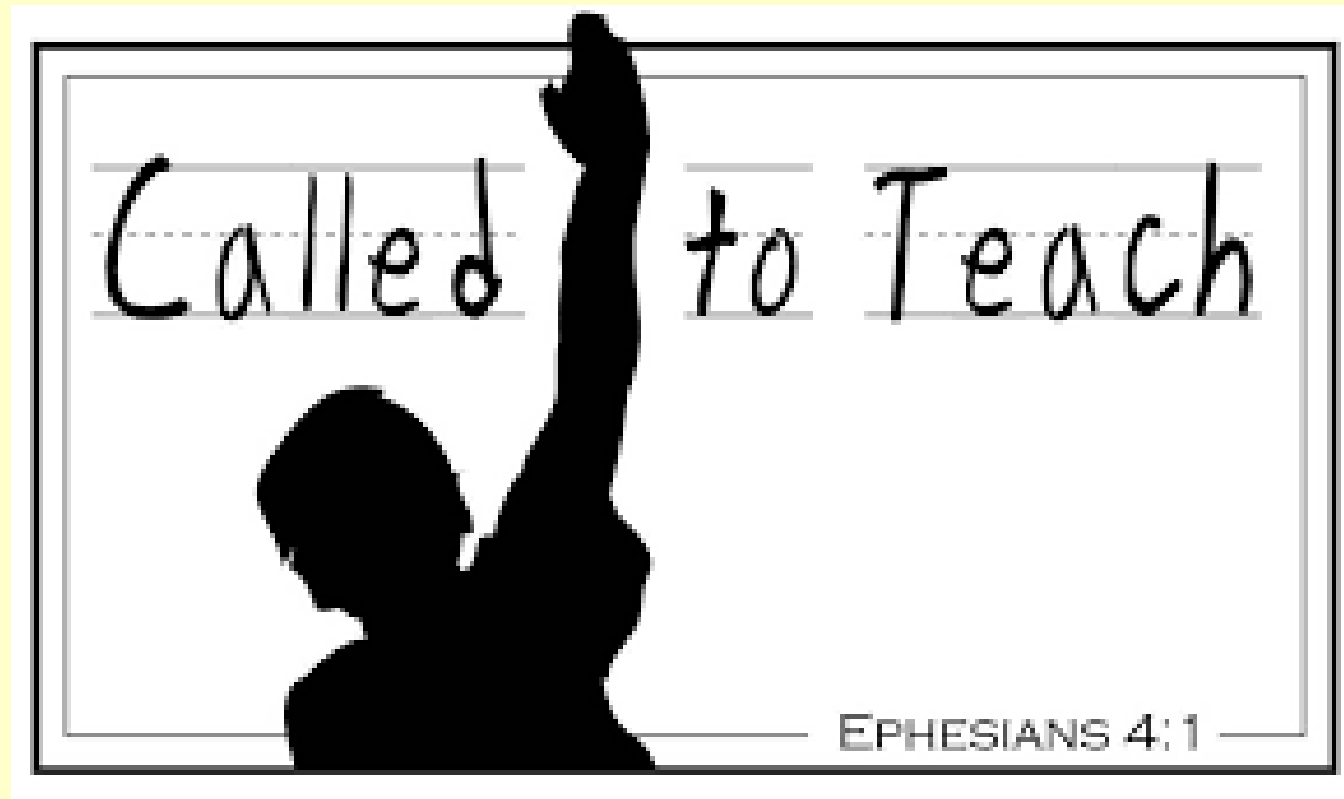
Activity 1.3 Spanish Education System



Tasks Review

Activity 1.3 Presentation about other countries education systems

- Now it is your turn.
- Tell us how your countrys' education system is.



Tools in the Cloud

- We will use Google-drive to create
 1. Portfolio
 2. Repository of references created and shared by all students



Collection of student works that are typically used for an alternative assessment in the classroom

In-class Activity

- Create a portfolio
 - Create a folder in Google Drive called <PortfolioName>
 - Share it with your teacher
- Store activities 1,2, and 3 into the folder

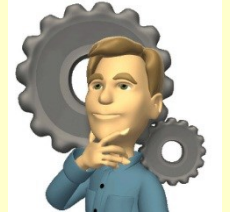


*Keep storing **all**
the activities
developed in the
course*



Activity 4

This activity will be the first part of a global work. We will use the Jigsaw method
Collaborative tools used: Cmaptools, Google Drive and Wikispace



Jigsaw method

- I- Research topics. One topic per group
- II- Collaborative develop the work researched (initial expert groups)
- III Reorganize groups: An expert for a topic in each new group, and present the topic to the rest of the group.
- IV Develop work in the new group from the knowledge of all experts.

Out-of-class Activity

Analysis of the Evolution of the Computing Technology

1. Research on the internet about one of the following topics (the one assigned to you), identifying the **main milestones** in the history of Computing Technology:
 1. Hardware (3 students)
 2. Software (3 students)
 3. Internet (3 students)
 4. Figures (3 students)
 5. Future of ICT (3 students)
2. Develop an essay about the topic following the methodology described in the next slide



Out-of-class Activity

Analysis of the Evolution of the Computing Technology

Activity 4 *(out-of-class, to deliver)*

- 1. Review the document “Work Guide for the research about the evolution of the discipline”*
- 2. Collect relevant information in order to summarise it later*
 - **Store the references** that you think are more important in the shared document “Repository of information for the course”*
- 3. Review the documentation about “Rules for the developing of an academic work”*
- 4. Keep in mind the paper from the previous session about “Guidelines for the writing of technical documents”*
- 5. **Create a document where you are developing the work about your topic***
 - Call it Activity4Evolution, and upload it to the Virtual Campus, and to your portfolio for the next session.*

