

# **Citizens in a Knowledge Society: rethinking education from scratch.**

## **Part 4**

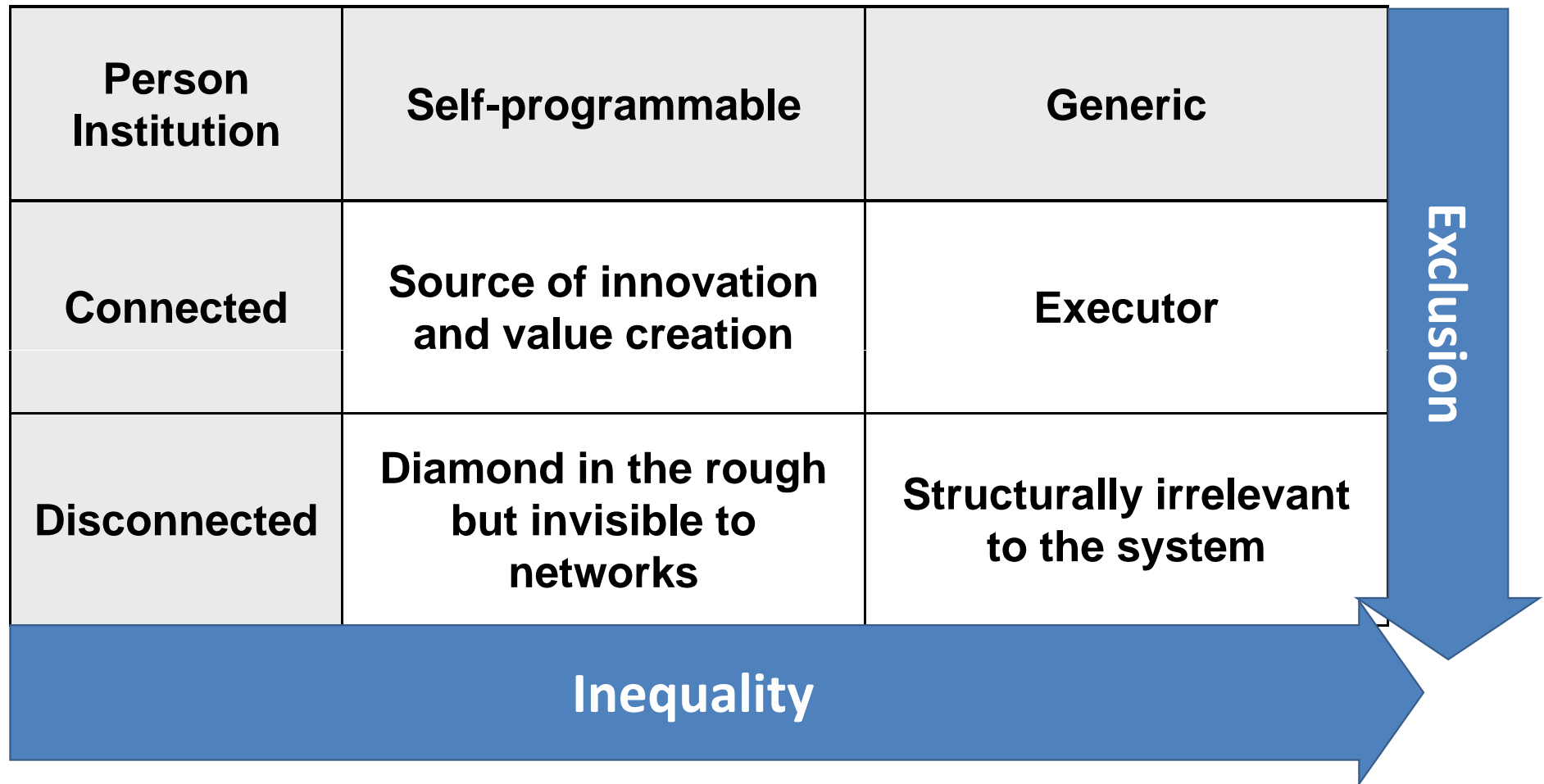
### **New assessment frameworks for new skills**

Ismael Peña-López  
Internet Interdisciplinary Institute  
Universitat Oberta de Catalunya

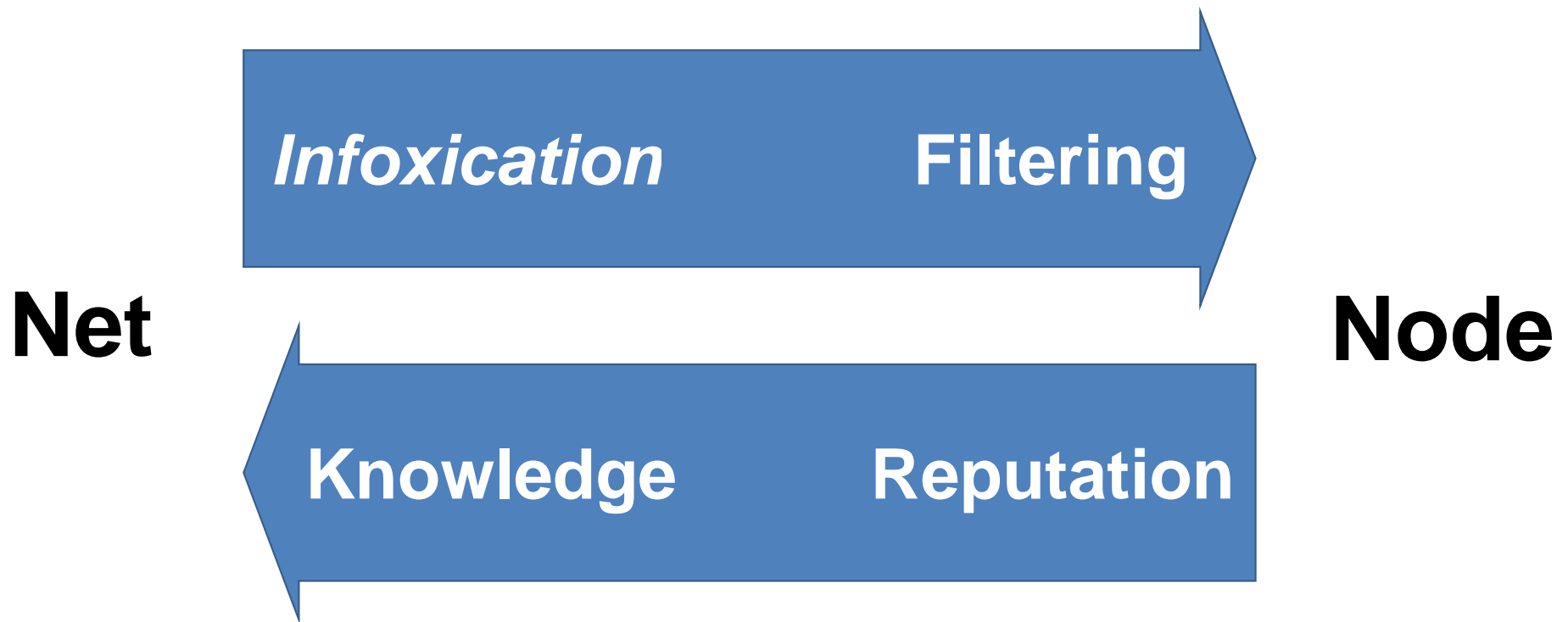
Quality standards in ICT education workshop  
Belgrade, April 12, 2011.

# Digital competences

# Inequality & exclusion in the Info. Society



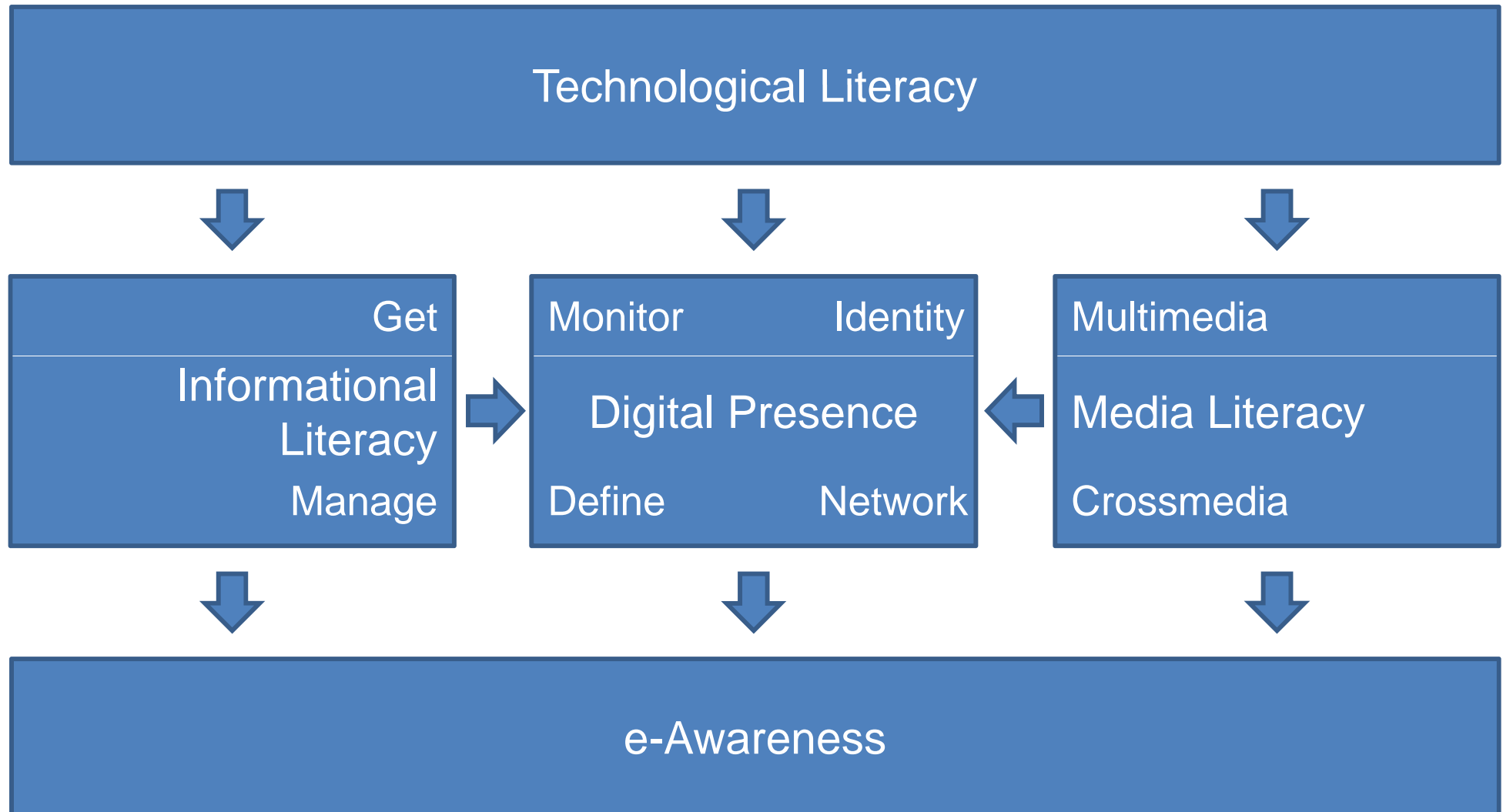
# Taking part in the network



# Digital skills in everyday life

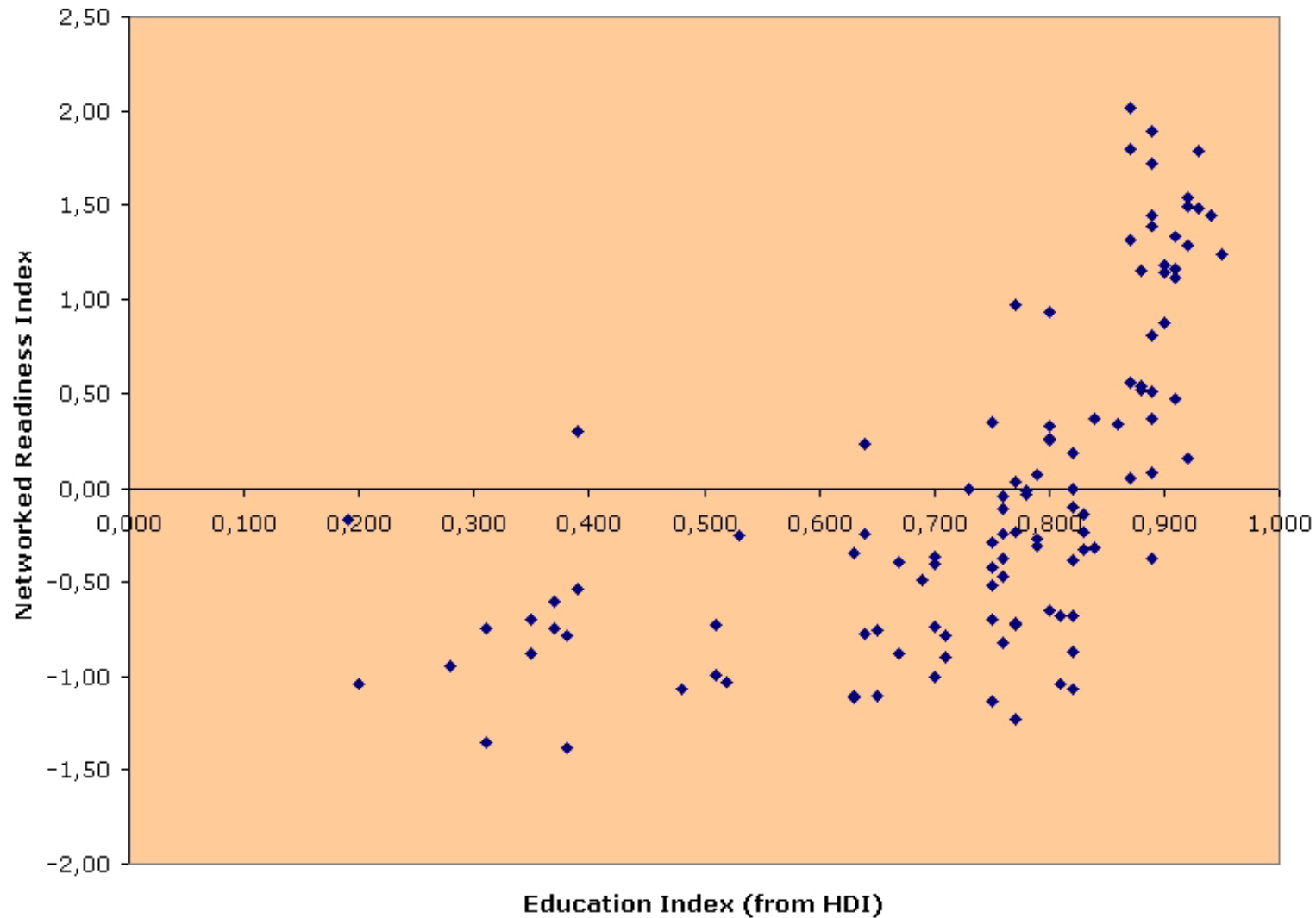
	School	Firm	Government	Citizen
Technological Literacy	<ul style="list-style-type: none"> <li>▪ Acquisition</li> <li>▪ Evaluation</li> </ul>			
Informational Literacy	<ul style="list-style-type: none"> <li>▪ Acquisition</li> <li>▪ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Life-long learning</li> </ul>		<ul style="list-style-type: none"> <li>▪ Empowerment</li> </ul>
Media Literacy	<ul style="list-style-type: none"> <li>▪ Acquisition</li> <li>▪ Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>▪ 4<sup>th</sup> &amp; 5<sup>th</sup> Estates</li> <li>▪ Open government</li> <li>▪ Goverati</li> </ul>	<ul style="list-style-type: none"> <li>▪ Empowerment</li> <li>▪ User Generated Content</li> </ul>
Digital Presence	<ul style="list-style-type: none"> <li>▪ e-Portfolios &amp; PLE</li> </ul>	<ul style="list-style-type: none"> <li>▪ Networking</li> <li>▪ e-Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transparency &amp; Accountability</li> <li>▪ Participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identity</li> <li>▪ Socialization</li> </ul>
e-Awareness		<ul style="list-style-type: none"> <li>▪ Business models</li> <li>▪ Self-programming</li> <li>▪ Connected worker</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participation</li> <li>▪ Connected institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Privacy &amp; Security</li> <li>▪ Participation</li> <li>▪ Connected citizen</li> </ul>

# A comprehensive definition of digital skills



# Digital students, analogue institutions

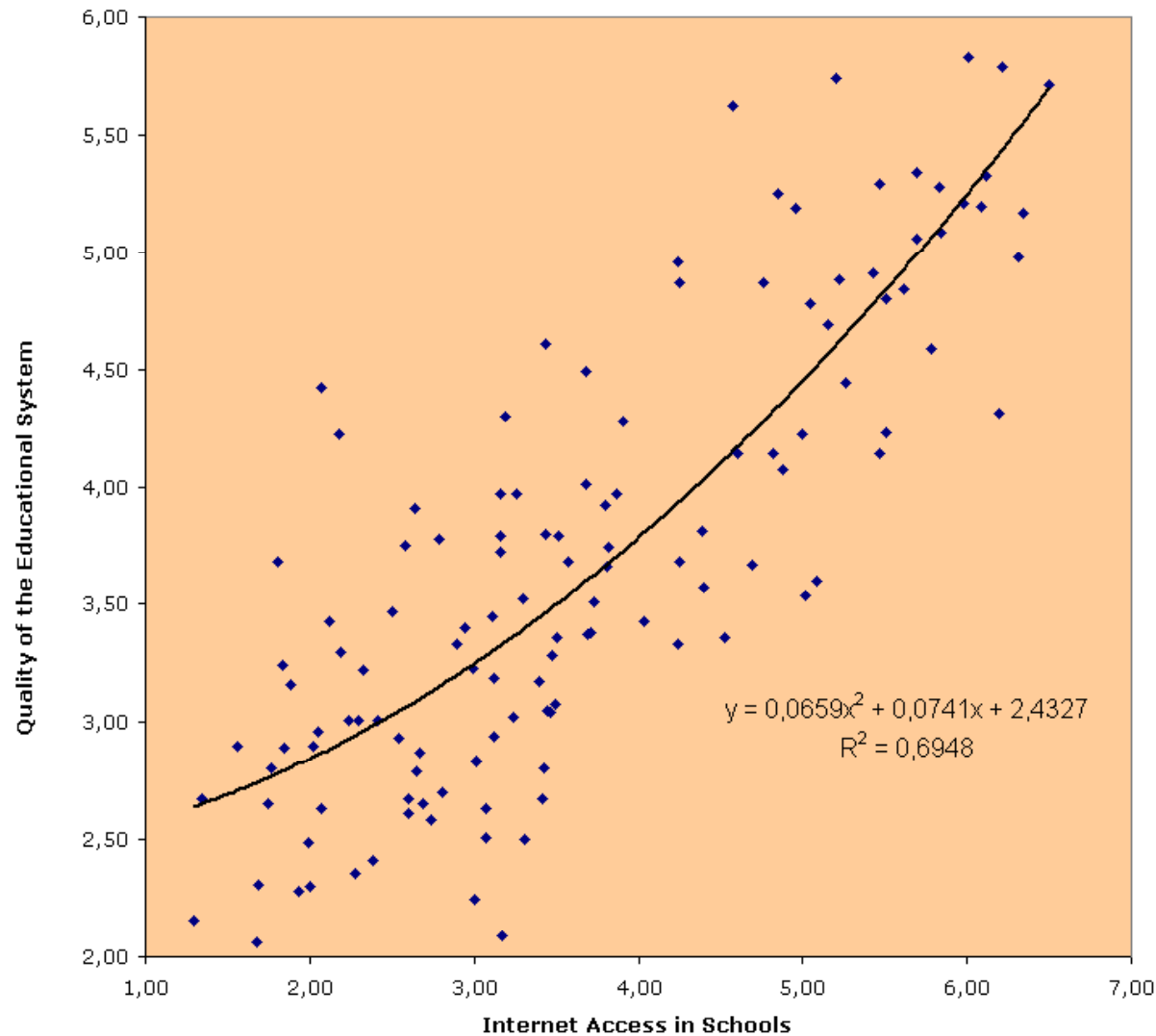
# Information Society and Education



Data from UNDP (2006), Dutta, S., López-Claros, A. & Mía, I. (2006)

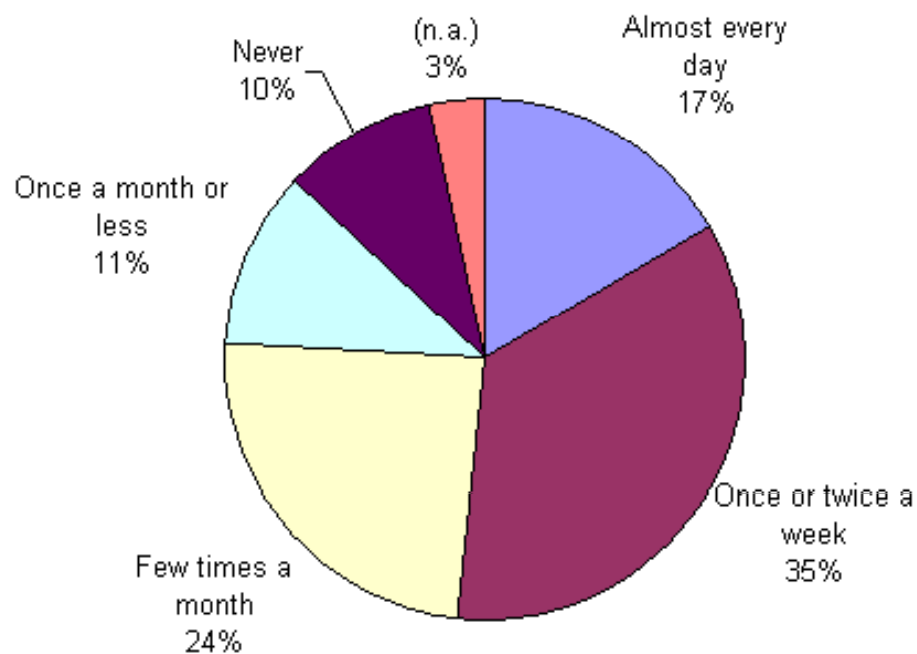


# Education Quality & Internet in Classroom

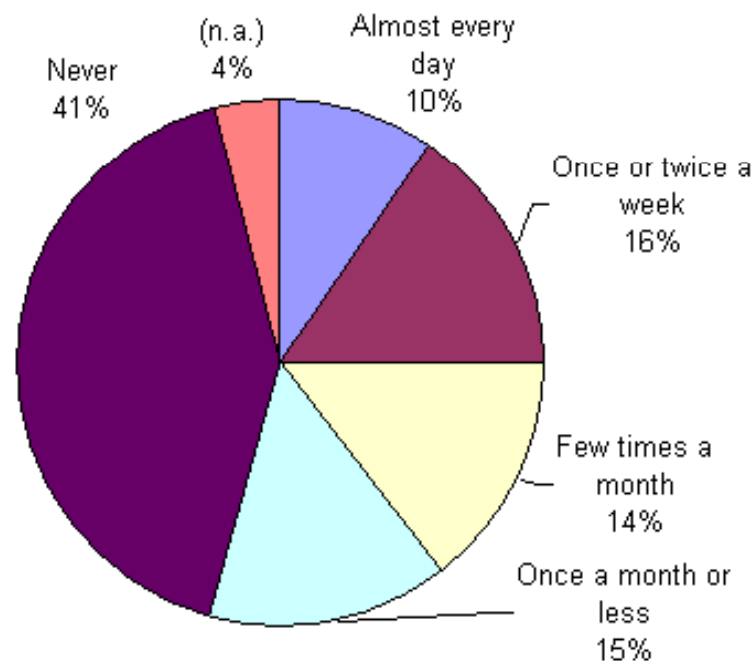


# Students: Use of computers/Internet

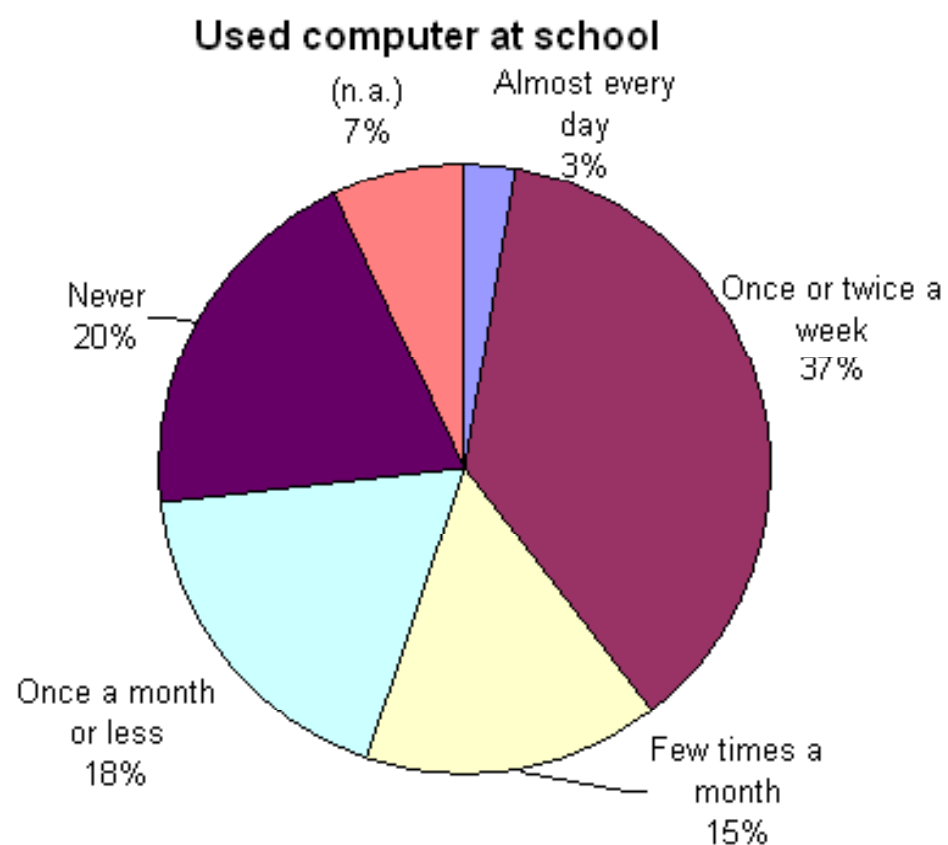
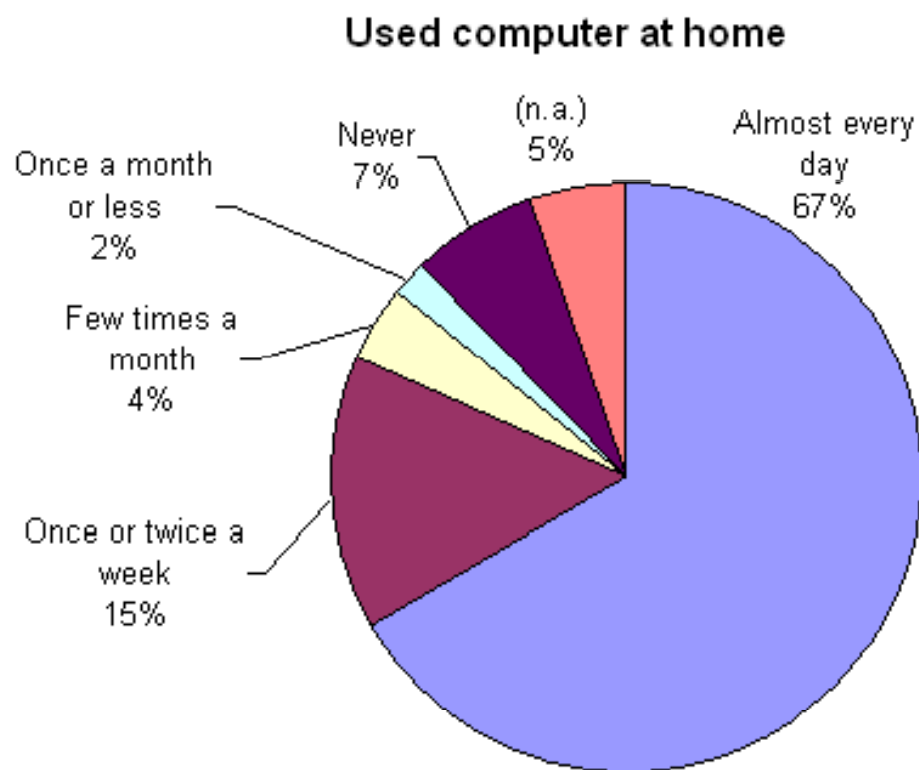
Write documents



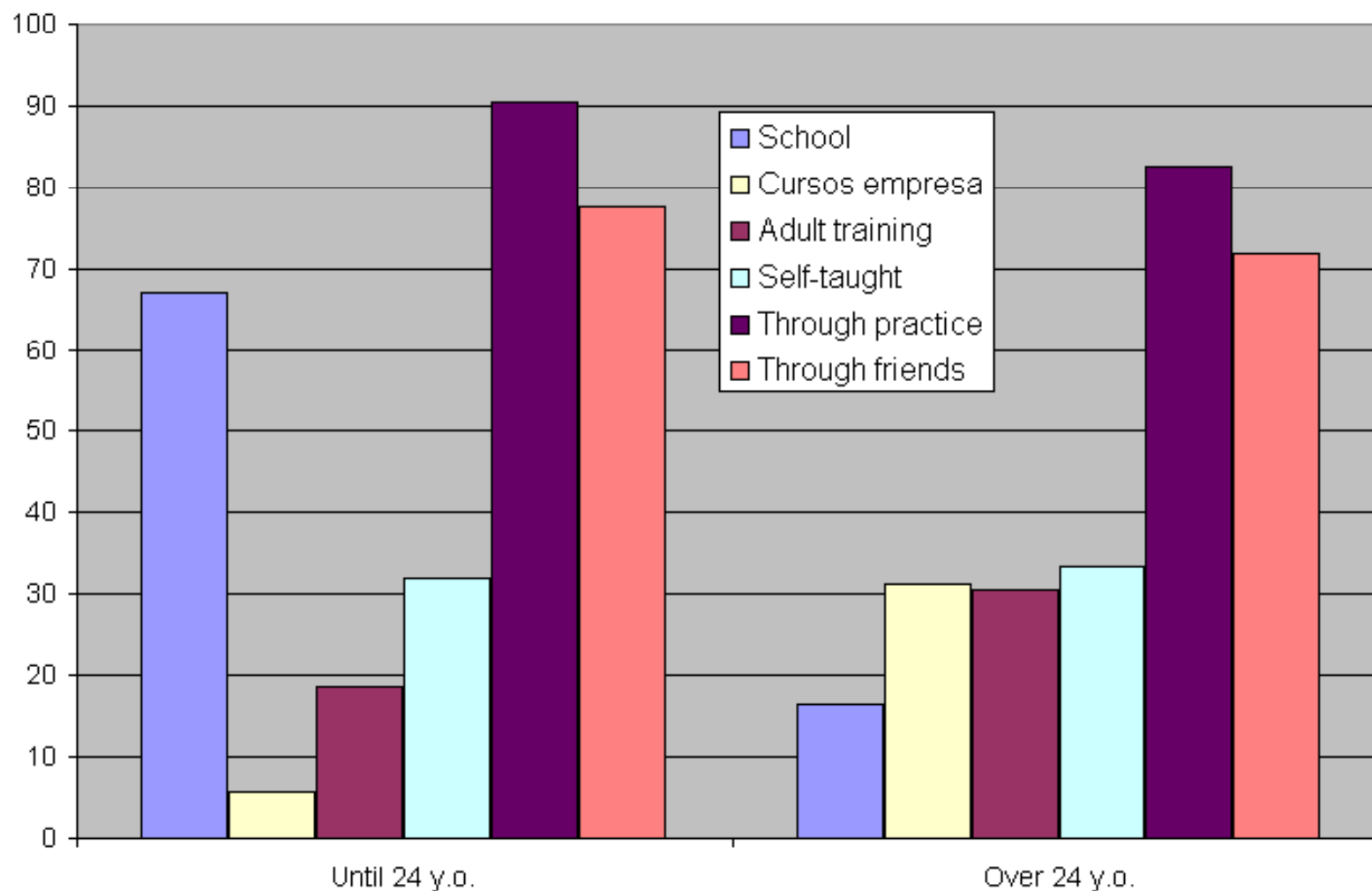
Collaborate through Internet



# Where do students use computers/Internet

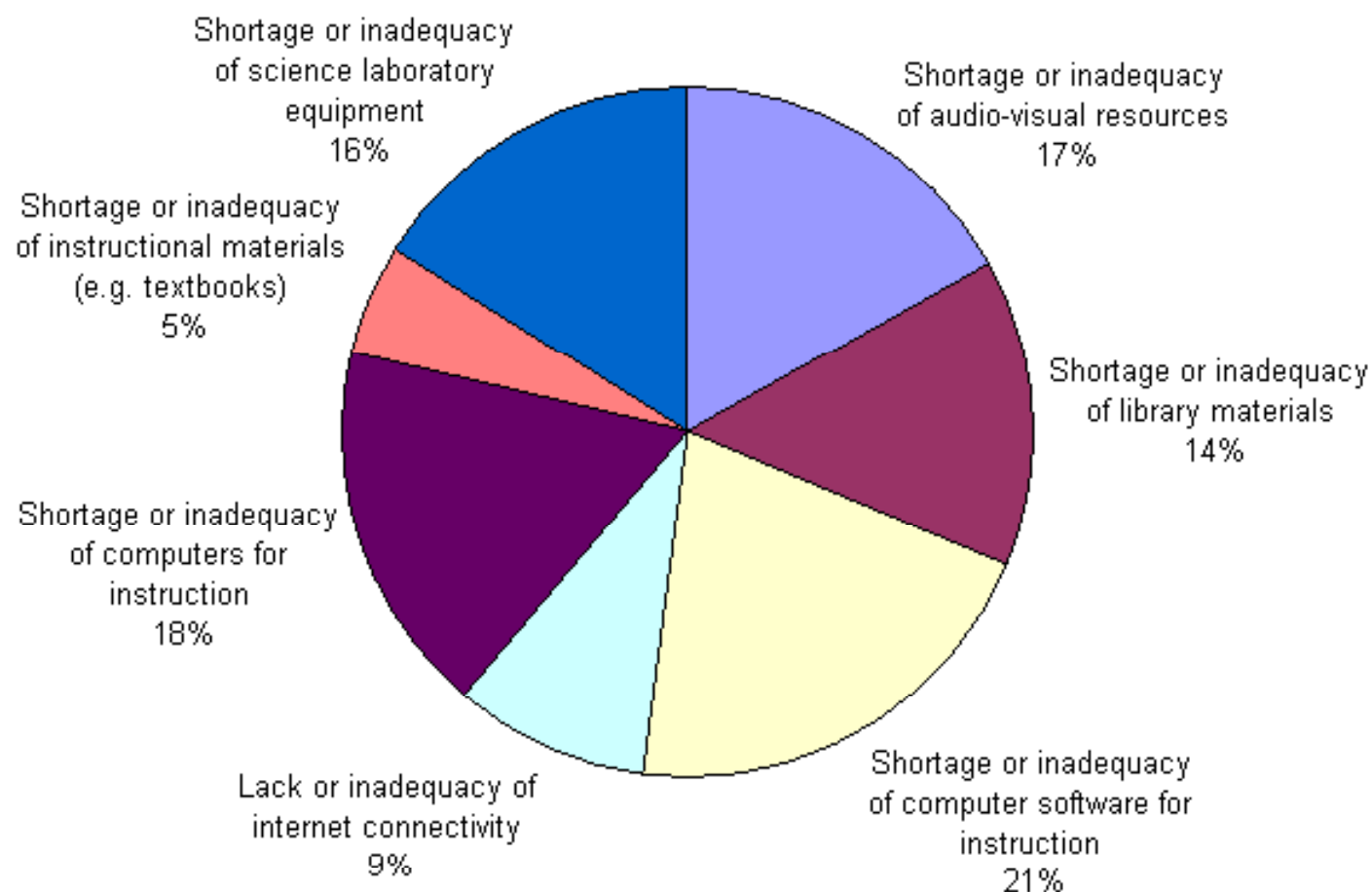


# Where do people learn computer/Internet?



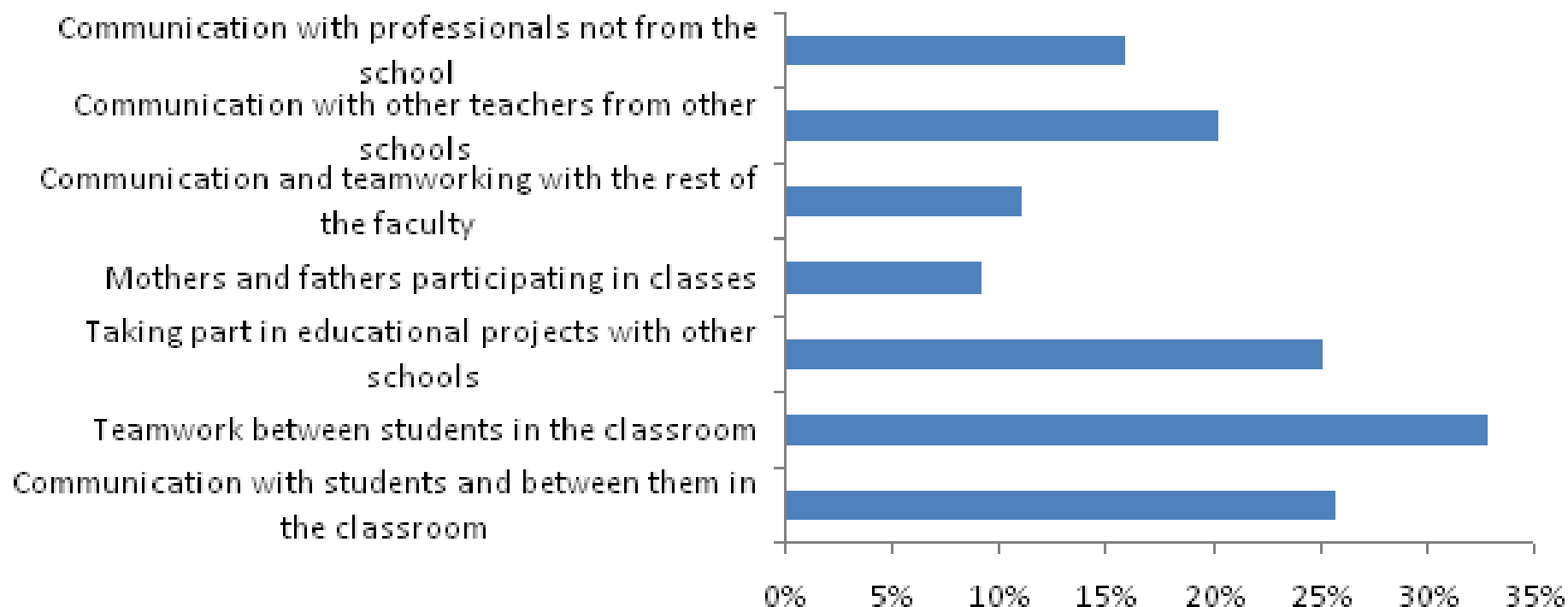
# Lack of resources at schools

Quality of schools' educational resources



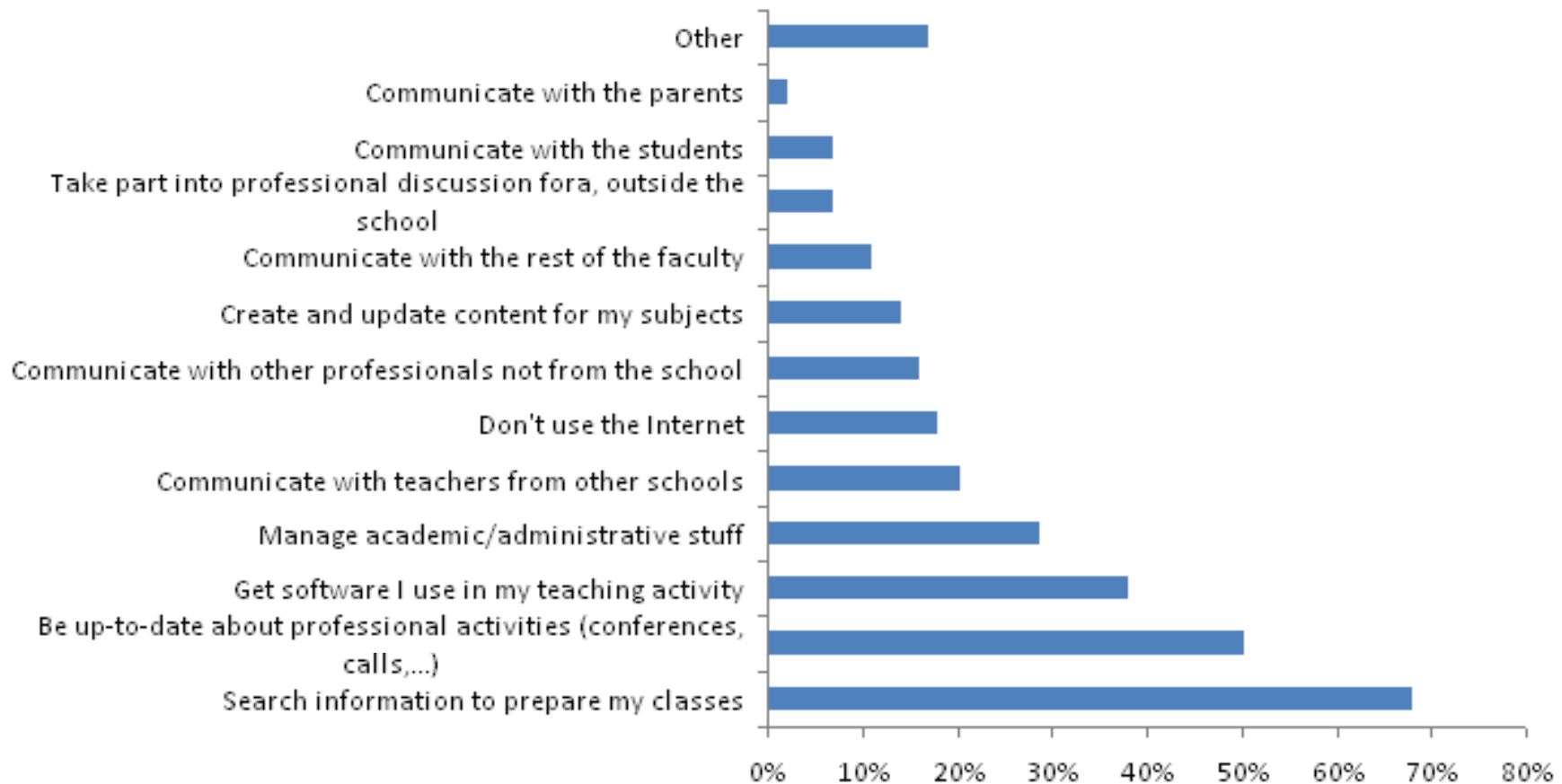
# Teaching and Internet: community

## Internet use by teachers with community goals



# Teaching and Internet: communic. and info.

Teachers' use of the Internet outside the classroom



## Conclusions?

- Students look for information, communicate and collaborate through the Internet, but not *in* the classroom,
- because there are no resources – due to lack of financing, leadership at school por falta de posibilidades económicas, liderazgo en la escuela o estrategia fuera de ella –,
- Usage of the Internet in teaching is intensive in information, but scarce in communication and collaboration,
- and because teacher do not know or cannot apply ICTs in the classroom,
- despite doing everything possible – like training – and even succeed in doing it, tough *outside* of the classroom.



# Education in a digital era

## Conclusion

ICTs

Information efficiency  
Knowledge management

Teaching

No change of paradigm  
No acquisition of new skills

Learning

# New educational methodologies

**Shift towards virtuality**

**Blended learning**



**Shift towards the student**

**Competences**



**Shift towards the activity**

**PLE**

# The (e-)portfolio (I)

Points	Required items	Concepts	Reflection/ critique	Overall Presentation
<b>90-100</b>	All required items are included, with a significant number of additions.	Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
<b>75-89</b>	All required items are included, with a few additions.	Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Items are introduced and well organized, showing connection between items.
...	...	...	...	...

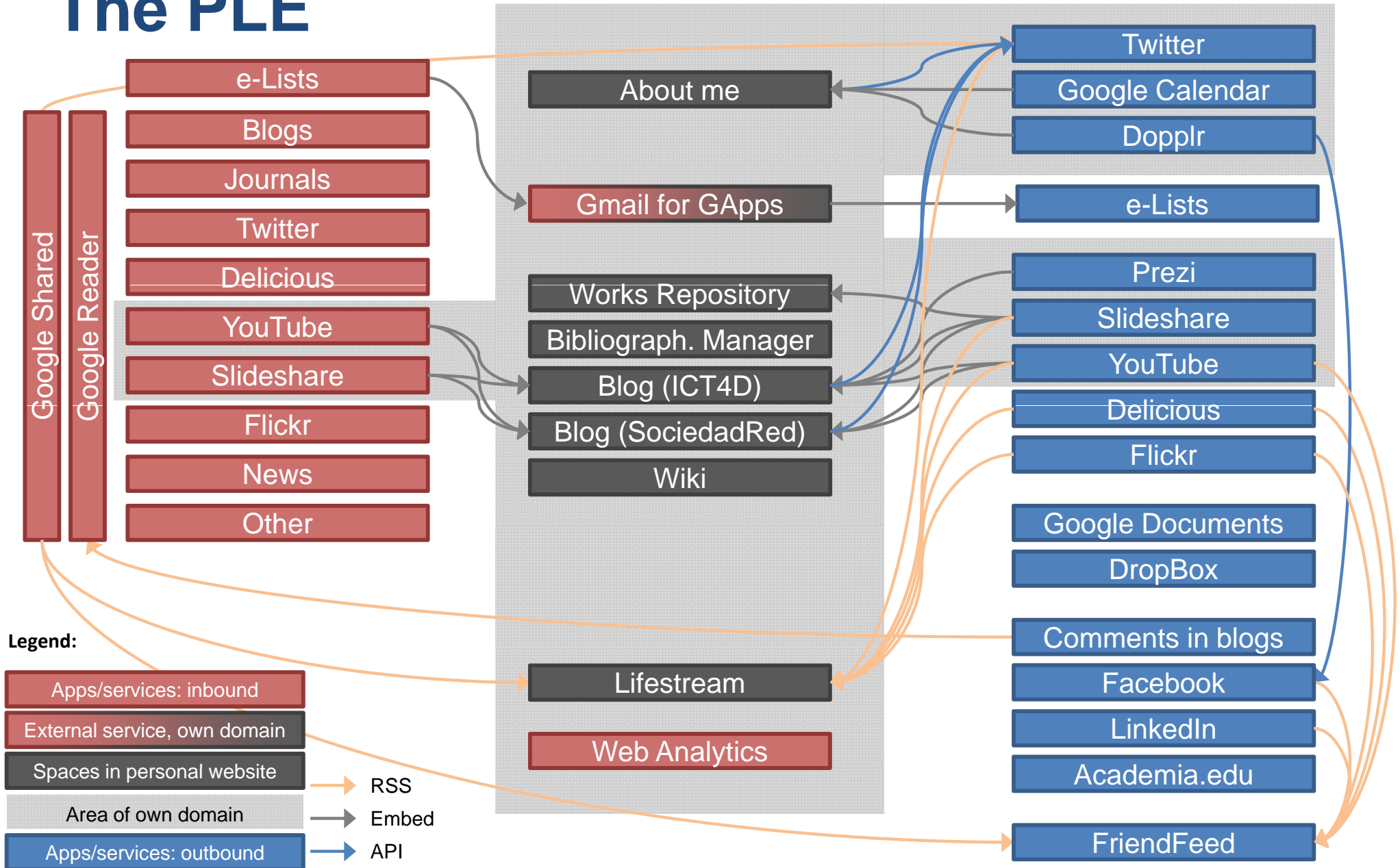
# The (e-)portfolio (II)

Item	Deficient	Fair	Good	Excellent
<b>Spreadsheets</b>	There is a spreadsheet, but does not work	The spreadsheet shows data, but uses no formulas	The spreadsheet calculates with formulas	Presence of complex formulas and graphics
<b>Web search</b>	Results listed do not belong to the topic	Results listed come from Wikipedia and dictionaries	Different and original sources of information	Information comes from official/accredited sources
<b>Video</b>	No video	Video without editing or transformation.	Video is edited and includes credits and other info.	Video is optimized for web sharing and being played in mobile devices.
...	...	...	...	...

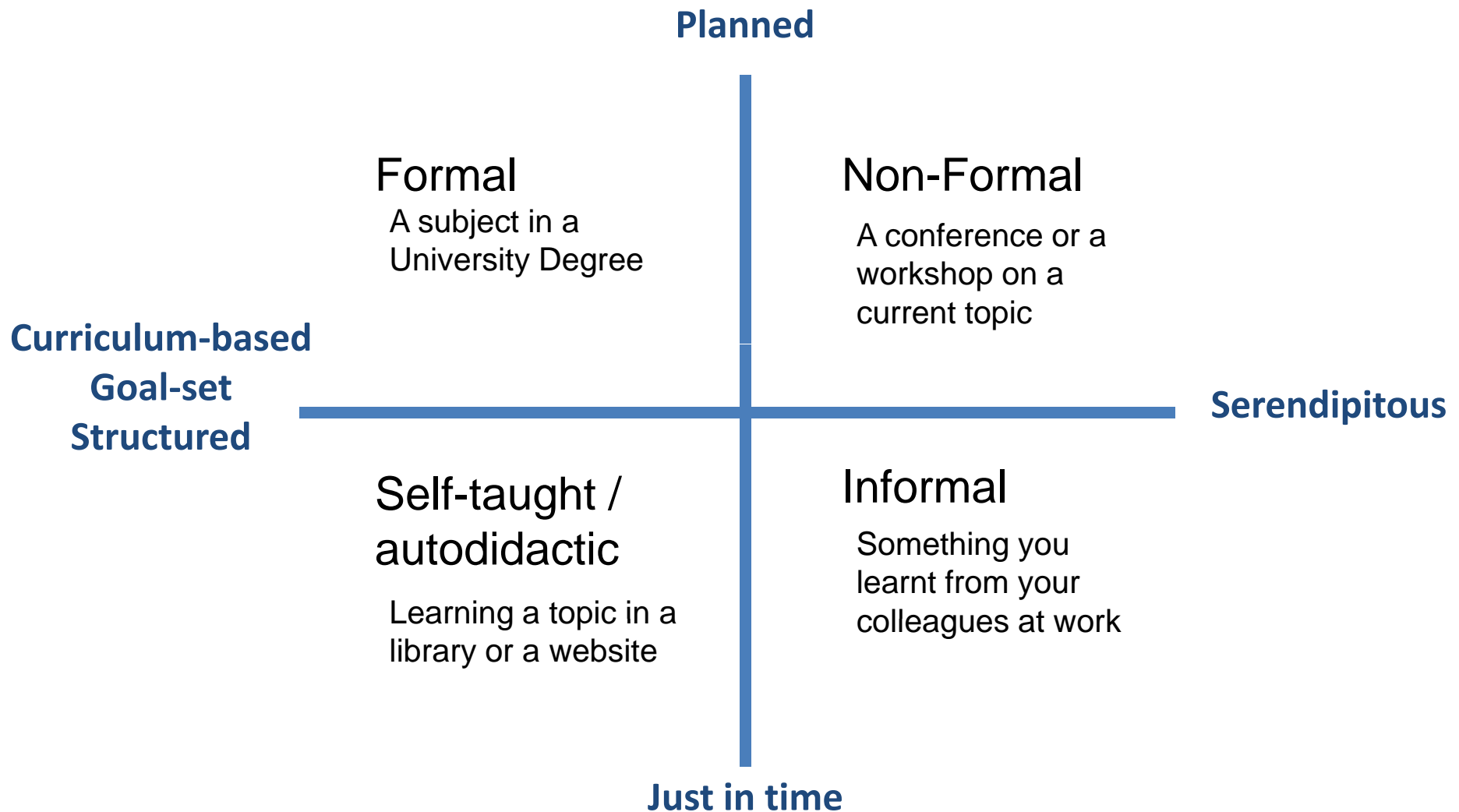
## Open education

- **Open content and open educational resources (OER)**
- **Open credit**
- **Massive Open Online Courses (MOOC)**
- **Edupunk and the Open Syllabus**

# The PLE

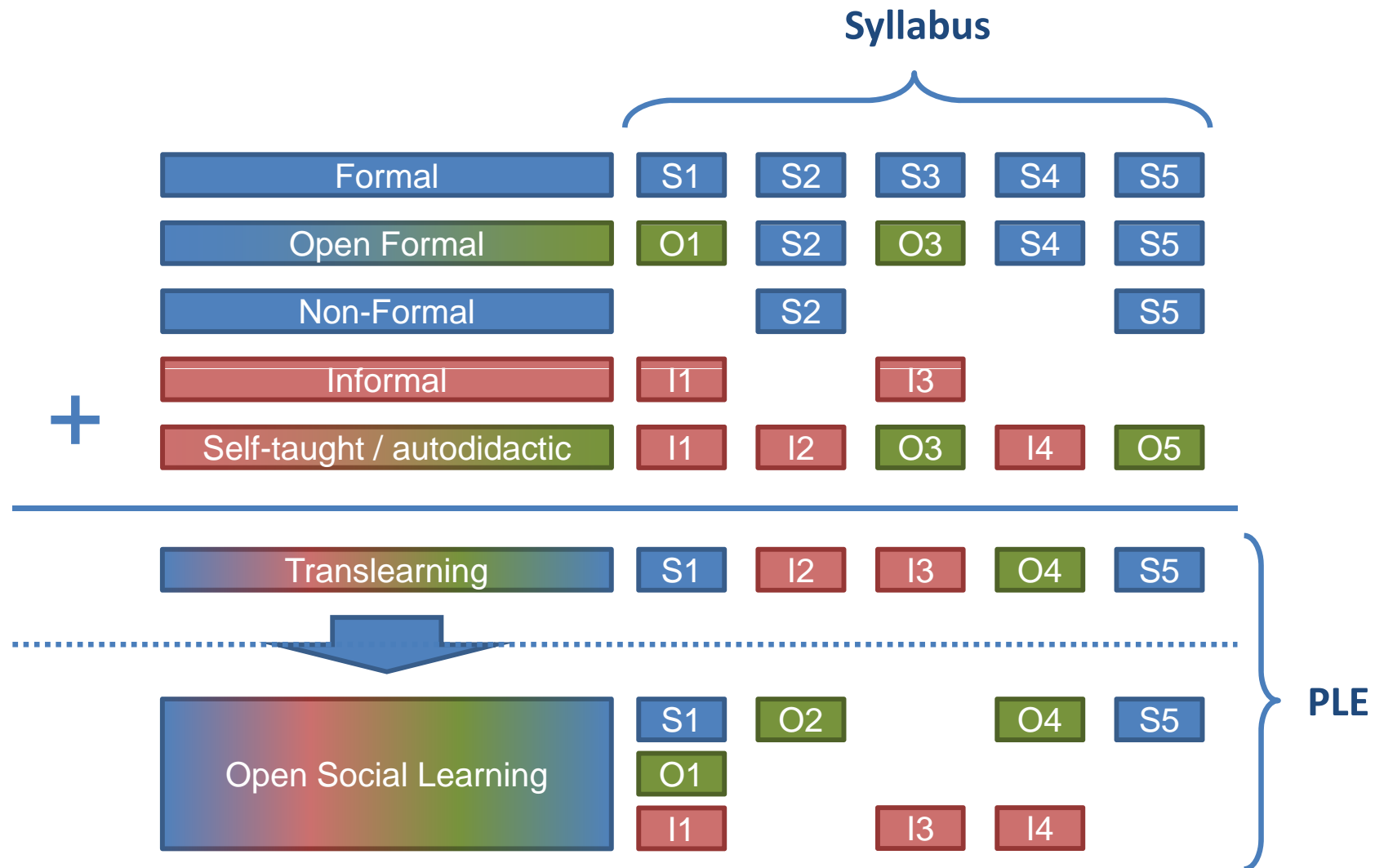


# Formality in education

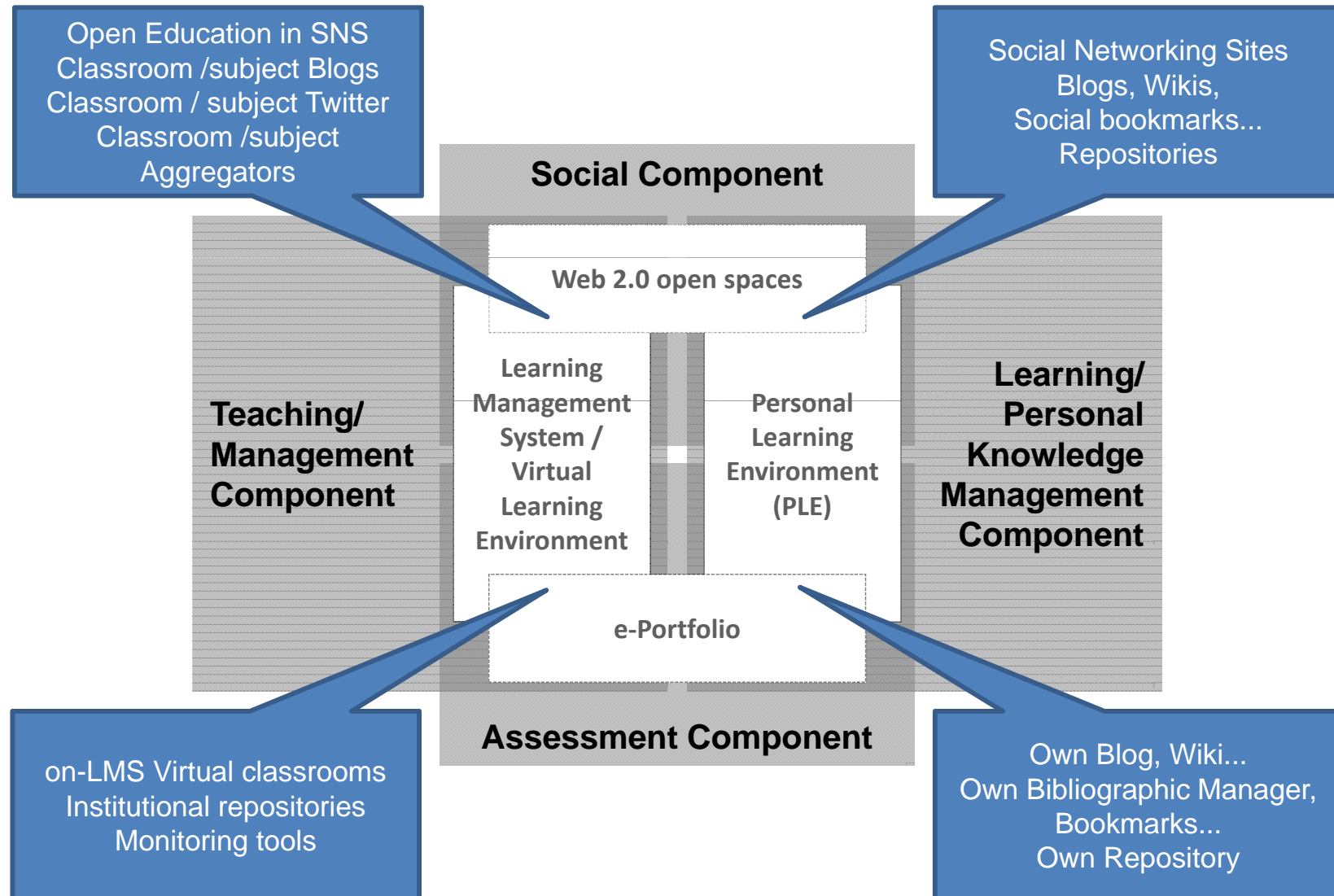




# From formal to open social learning



# Learning ecosystems



# Quality standards

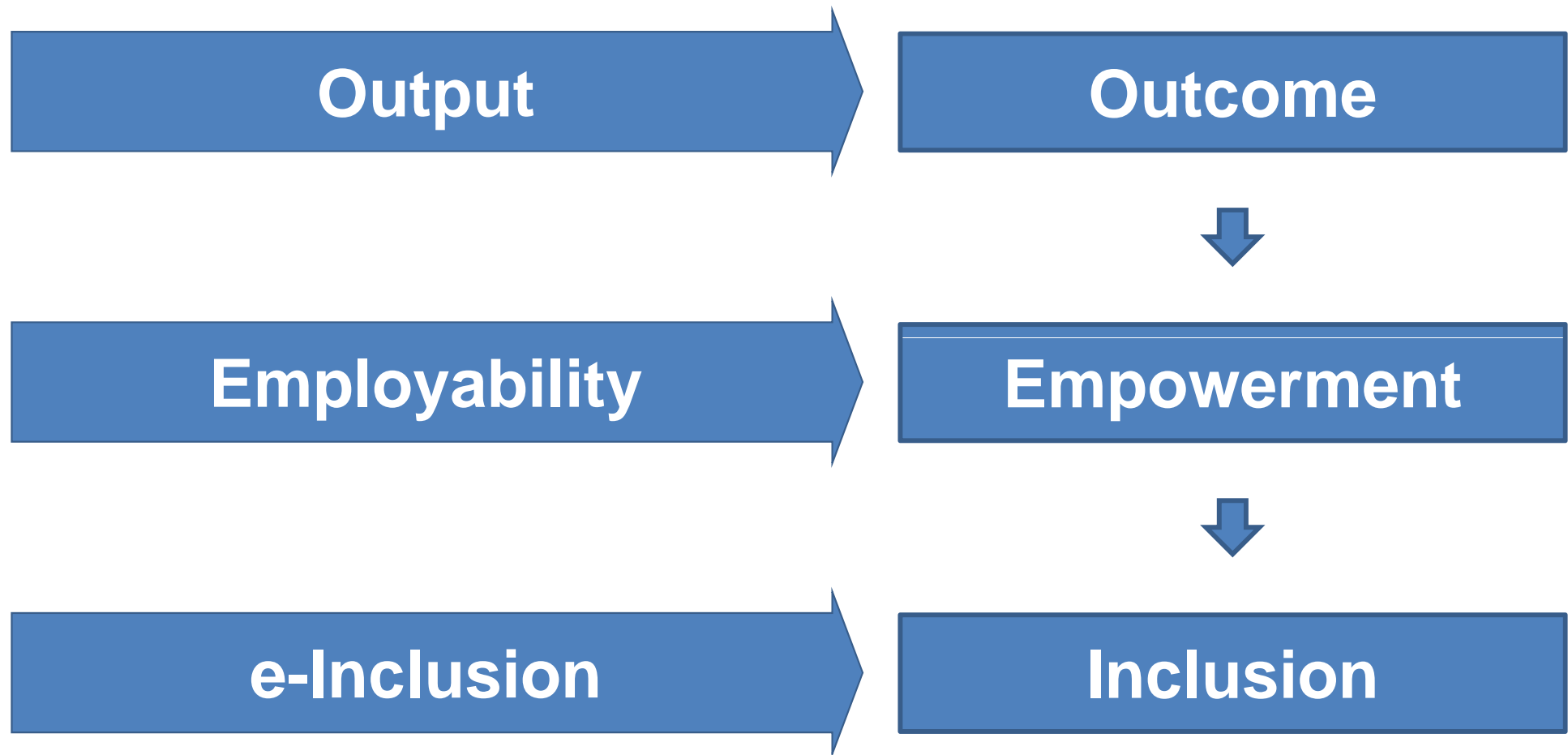
# Quality standards in ICT education

**External World**



**Learner**

# Quality standards in ICT Edu. for inclusion



Belgrade, April 12, 2011. Quality standards in ICT education

**To cite this work:**

Peña-López, Ismael. (2011) *Citizens in a Knowledge Society: rethinking education from scratch*. Part 4: New assessment frameworks for new skills. Quality standards in ICT education workshop, April 12, 2011. Belgrade.

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<http://ictlogy.net>



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