



Creation of digital tests to support literacy skills for 2nd, 4th and 6th graders

Helsinki visit 15 – 19.11.2021, day 3

Finland meeting 17.11.2021, for project 2020-1-RO01-KA201-080061 Erasmus+ O-Ed!

Equalizing the chances of success in life of pre-university students through a Quality digital education

Authors: Bianca Biro, Mihaela Nyssönen, Alexandra Vorobjeff (Edustudio)



Today's agenda, Wednesday 17.11.2021

9.00 – 12.00

Workshop session

Introduction to project objectives and desired results. Work in groups on proposed topics.

12.00 – 13.00

Lunch in Valo

14.00–17.00

Group 1: Finnish kindergarten visit and discussion on early childhood and pre-school best practices in education

Group 2: Finnish teaching material guided tour

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Goals of the workshop

Table 1: Reviews and creates the **check-lists for creating the digital literacy tests**

Table 2: Finds current **themes for the digital literacy tests**, that reflect curriculum content

Table 3: Searches for **online resources for texts and stimulus material** (pictures, graphs) and collects them to Padlet:
<https://padlet.com/biancabiro/vdp4ouvbn30sarkk>



How? Learning café method

- Form **3 groups of 6–7 people for each table**
- Each group sits at a table and discusses the topic from a few significant perspectives for **15–20 minutes**.
- Each table group chooses **a host or hostess who will remain at the table** when the rest of the group moves to another table.
- When a new group arrives to the table, its **host/hostess briefly explains** the results and discussions of the previous group. The host/hostess rejoins the initial group.



How? Learning café roles

Choose the roles:

- **Team leader** (makes sure everyone knows their responsibilities and the tasks are getting done on time)
- **Secretary** (keeps track of the work; what has been done, what needs to be done)
- **Hostess/expert:** remains at the table to explain
- Decide as a team who is doing what based on your strengths and expertise

Tasks:

- To find relevant themes for 2nd , 4th and 6th grade
- Find texts for each grade and add them in the Drive folder
- The team can continue the work tomorrow with book resources



Table 1. Checklist for test creation

1. Read the digital literacy tests creation checklist. Are the criteria for selecting the stimulus text or image clear? Discuss.
2. What other criteria or instructions for selecting a stimulus texts or images can be relevant for 2nd grade mother tongue and mathematics, 4th grade mother tongue, mathematics and science, 6th grade mother tongue, mathematics and science? Add on post-its at least 2 ideas for each subject and grade. Be specific, what kind of criteria would we need, in order to support literacy and the development of competencies in the students?



Digital literacy tests creation check-list

The support material

The support material can be a piece of literary or informational text (for mother tongue) or an informational text, a diagram, a graph, a table, a map, a chart, or a combination of these (for science and mathematics).

Is the support material?	Tips	Check
Based on the National curriculum	Is the support material related directly to a content in the national curriculum? Is is grade appropriate (check length of text, for example grade 4 - 200–800 words) Is it optimally challenging and factually correct?	
Current/For the future	Is the theme something that is talked about at the moment or relevant for the future? (check events and phenomenon that are taking place now or in the upcoming future)	
Authentic and useful for life outside school	Is the support material an authentic text applicable to everyday life?	
Interesting for the students	Is the support material something the students are generally interested in? Would it be meaningful for the students?	
Requires higher-order thinking skills	Does it ask students to use higher-order thinking skills: <ul style="list-style-type: none">• locate/recall• integrate/interpret• critique/evaluate.	

The items (tasks) created for each support material

The items created can be: multiple choice, true or false, put in the correct order, true/false, yes/no, fact /opinion. For each support text, create 6-9 items.

Is the created item:	Tips	Check
Focused	Does the item focus on one aspect of learning?	
Relevant	Does the item address a central issue in the curriculum?	
Engaging	Is the stimulus material an authentic text applicable to everyday life?	
Optimally challenging	Is the item optimally challenging and fair to students of different levels_	
Clear and short	Are the options for the item as short as possible and equal in length?	



Table 2. Current topics for tests

The themes for the tests need to be:

- of children's interest
- To depict current realities of the world
- relevant to the students' age and development



Table 2. Current topics for tests

1. Read and discuss what current topics are interesting for the creation of digital literacy tests, that reflect curriculum content for 2nd grade mother tongue and mathematics, 4th grade mother tongue, mathematics and science, 6th grade mother tongue, mathematics and science?
2. Write on the board <https://answergarden.ch/2231088> as many ideas for each subject and grade. Be specific, what kind of topics would you like to have, in order to support literacy and the development of competencies in the students?



Table 2. Current topics for tests

animale life in the future laponia pickles marea baltică
disneyland robotics family and family life praga mobile phones
riding a bicycle nourishment travelling passion-hobby
capitals animals
one world waste and air pollution
colors weather family
europa finance sport and games trash about animals
computer games math and family budget science and life
underwater world 1



Table 3. Current texts and images

- Finding online resources (tomorrow we will use books)
- Use Google Lens as a tool to copy the texts from formats where we cannot use copy-paste
- Use the guidelines to search for relevant texts
- Add them in Padlet



Table 3. Current texts and images

1. Search for online texts or stimulus material (images) that can be interesting for the creation of digital literacy tests, that reflect curriculum content for 2nd grade mother tongue and mathematics, 4th grade mother tongue, mathematics and science, 6th grade mother tongue, mathematics and science.
2. Add to Padlet
<https://padlet.com/biancabiro/vdp4ouvbn30sarkk>
as many as you can find. Be specific, what kind of texts would you like to have, in order to support literacy and the development of competencies in the students?



Remember the transversal competences for all tasks at all tables!

Transversal competences in primary education in Finland

Source: www.oph.fi





Table 3. Current texts for tests

QEd project texts	2nd grade Mother tongue	2nd grade Mathematics	4th grade Mother tongue	4th grade Mathematics	4th grade Science	6th grade Mother tongue	6th grade Mathematics	6th grade Science
<p>Your tasks</p> <p>Search for interesting texts or images online, that are appropriate for each subject and grade. Add the source the extract of text in English and the link to the source. Let's see how many we can find!</p>	<p>Lumea apelor</p> <p>Bears</p> <p>Q! Do bears really sleep all winter? Do they need snow to build a den? Also, how is their behavior affected when it's a warmer than usual winter?</p> <p>A! Bears hibernate during winter, but aren't sleeping the whole time. Hibernation for bears simply means they don't need to eat or drink, and rarely urinate or defecate for not at all. There is strong evolutionary pressure for bears to stay in their dens during winter. If there is little or no food available. But bears will leave their dens on occasion, particularly when their den gets flooded or is badly damaged.</p> <p>Weather does play a role. In the colder, northern parts of Alaska, bears hibernate about 7 months of the year. Bears in the warmer, coastal regions of the state hibernate for 2-5 months, with the longer hibernation due to bears raising newborn cubs. Bears have developed unique adaptive strategies in order to survive for so long without food and water. They lower their body temperature 8-12 degrees, and they break down fat stores for energy. Some protein is used as well, but bears largely conserve their muscle mass and thus do not become appreciably weaker during hibernation.</p> <p>Bears do wake up. However, and move around inside the den. It's kind of like your dog sleeping. Bears will go through a lot of posture changes when they wake periodically to shift around. It is thought this helps prevent pressure sores from developing. Bears also shift positions to better conserve heat.</p> <p>If food is present a bear does not have to hibernate, unless it is</p>	<p>It's easy to wonder which foods are healthiest.</p> <p>A vast number of foods are both healthy and tasty. By filling your plate with fruits, vegetables, quality protein, and other whole foods, you have meals that are colorful, versatile, and good for you.</p> <p>Here are 50 incredibly healthy foods. Most of them are surprisingly delicious.</p> <p>https://www.healthline.com/nutrition/50-super-healthy-foods</p>	<p>Find a synonym for hibernation. Find a synonym for lair. Find a synonym for deciduous.</p>	<p>math and family budget</p>	<p>Efectul de seră este unul dintre fenomenele care fac planeta noastră locuibilă, deoarece, dacă nu l-am avea, temperatura medie pe Pământ ar fi de -18 °C. Viața așa cum o știm nu ar putea exista. Atmosfera Pământului de compoziție asemănătoare cu a seră. Unele dintre gazele care formează atmosfera sunt precum pereții de sticlă și acceptivii seră. În timpul zilei, razele Soarelui străbucos pe Pământ, încălzindu-l. Pământul radiază căldura în atmosferă în timpul zilei și al nopții, ceea ce ajută la scăderea temperaturii. Cea mai mare parte a acestei călduri se întoarce în spațiu, dar o parte din ea rămâne din nou pe suprafața pământului. Din păcate, nivelul de gaze cu efect de seră rămâne „în interior”, ceea ce menține Pământul cald. Din păcate, nivelul de gaze cu efect de seră produse de om în atmosfera noastră a crescut dramatic de la începutul revoluției industriale din secolul al XVIII-lea. Aceasta înseamnă că efectul de seră s-a dezvoltat într-un proces polimic. Metanul și dioxidul de carbon sunt principalele gaze cu efect de seră emise de om și sunt preocuparea principală a oamenilor de știință. Creșterea nivelului de dioxid de carbon provocată de către om se întâmplă atunci când ardem combustibili fosili, cum ar fi cărbunele și petrolul, pentru a produce energie și când tăm și ardem copaci pentru a elibera termeni pentru construirea de case. De asemenea, metanul este eliberat de către combustibilii fosili, industrie, zootehnie și agricultură. A Cea mai mare sursă de gaze cu efect de seră în atmosfera Pământului. Satelitul Sentinel-5P poartă un instrument foarte special numit Tropomi, care este capabil să măsoare gazele cu efect de seră, cum ar fi metanul și ozonul. De asemenea, are capacitatea de a localiza zonele unde sunt emise poluanți, identificând eficient porțiunile de poluare. Aceste informații sunt foarte importante pentru a monitoriza calitatea aerului și pentru a înțelege procesele chimice care apar în atmosferă și modul în care acestea sunt legate de climatul nostru.</p>	<p>football math</p> <p>LA MATEMATICA DEL GOL</p>	<p>Marine life</p> <p>https://en.wikipedia.org/wiki/Climate_of_Finland</p> <p>Koppen climate types of Finland</p> <p>en.wikipedia.org</p> <p>Climate of Finland - Wikipedia</p> <p>science and life</p> <p>bbc.com</p> <p>Los científicos dicen que el clima de Finlandia está cambiando. ¿Es posible observar a los científicos?</p> <p>YouTube</p> <p>Do the Love Test?</p>	

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Result of all partners work



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