





Creation of digital tests to support literacy skills for 2nd, 4th and 6th graders Helsinki visit 15 - 19.11.2021, day 3

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







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 stimulusmaterial (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 <u>a piece of literary or informational text</u> (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: 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?	



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 Nyyssönen, Alexandra Vorobjeff (Edustudio)



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

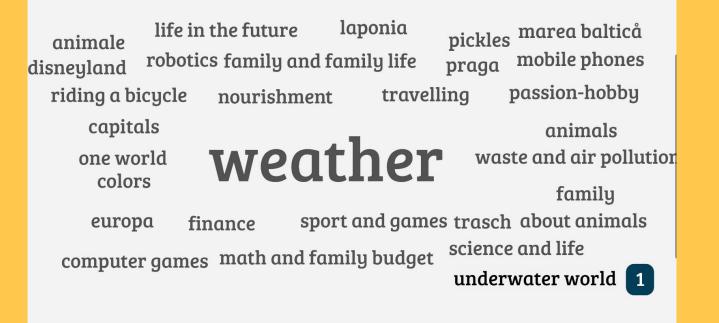
1. Read and discuss what current topics are interesting for the creation of digital literacy tests, that reflect curriculum content for 2nd grade mother tongue and mathematics, 4th grade mother tongue, mathematics and science, 6th grade mother tongue, mathematics and science?

2.Write on the board <u>https://answergarden.ch/2231088</u> 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





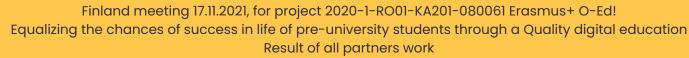




Table 3. Current texts and images

- 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





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