

APPENDIX A

- 1. Teacher's Guide and Assessment Delivery Instructions**
- 2. Learning in Digital Communities Blueprints**

TEACHERS GUIDE AND ASSESSMENT DELIVERY INSTRUCTIONS

FOR


PILOT TESTING OF LEARNING IN DIGITAL COMMUNITIES ASSESSMENTS

This document contains:

- **Checklist for Test Proctors**
- **Guidelines for a Suitable Testing Environment**
- **Assessment Administration Directions**
- **Technical Requirements**



Checklist for Test Proctors

 **Note:** This checklist is provided as a summary only. It is essential that you read this entire guide in order to ensure the proper administration of the test.

❖ Before the testing

- ✓ Read the Teachers Guide in its entirety.
- ✓ Print this Guide if you are reading electronic copy of the Guide and think you might need a paper copy during the administration of the test.
- ✓ Communicate with the Test Coordinator (Project Administrator) of your country to review the testing schedule and to arrange for the students who require accommodations. Also review procedures in the Teachers Guide.
- ✓ Check if technology requirements are met on your student computers (see *Technical Requirements* section).
- ✓ Receive your student logins and passwords, and online access to instructor preview scenarios (contact Test Coordinator for student logins and passwords).
- ✓ Access online preview scenarios to become familiar with them.
- ✓ Decide if Kodu to be installed or not (optional but engaging for students).
- ✓ Ensure that students are provided with the necessary student ID and passwords. If you are planning to distribute login and password forms, make sure that you have forms available printed in advance.
- ✓ Have a timer available.
- ✓ Ensure administrator knows how to correctly answer all parts of the scenario.
- ✓ Ensure administrator has access to a computer workstation for every student.
- ✓ Ensure computers meet requirements and have access to Internet, tasks and links (see *Technical Requirements* section).

❖ During the testing

- ✓ Post a “Testing—Please Do Not Disturb” sign on the room where testing is conducted.
- ✓ Ensure that all students have comfortable and adequate workspaces.
- ✓ Monitor students to ensure they are working in the correct sections of the test.
- ✓ Monitor students’ handling of computer hardware to keep it in proper condition.
- ✓ If you are administering accommodations, make sure that the accommodations are provided as were determined prior to testing and according to the regulations of the region in which the test is being administered.
- ✓ Take notes during the test of any testing irregularities and notify the test coordinator of your country after the testing. Be as specific as possible. If you notice any technical issues or issues with the computer testing system, please record the issue in the Teach Aid text box for the computer on which the problem was found.

❖ After the testing

- ✓ Verify that all login and password forms have been collected.
- ✓ Verify that all computer hardware used by students during testing is left in proper condition.
- ✓ Verify that any testing irregularities are reported to the testing coordinator.

Guidelines for a Suitable Testing Environment

- The testing room should be appropriately heated or cooled, adequately ventilated, and free from distractions.
- Lighting and screen brightness should enable all examinees to read the computer screen in comfort. It should not produce shadows or glare on the computer screen or writing surface.
- The testing room should comfortably accommodate the number of testing stations placed in it.
- Position the computer monitor, keyboard, and mouse properly for ease of use without strain.
- Testing room must be quiet throughout all test administrations. When testing is scheduled, or is in progress, other activities that would disrupt the testing environment should not be conducted.
- Depending on the regulation of the state and country of the testing, the building, testing rooms, and restrooms should be accessible to people with disabilities, including wheelchair access.
- Cell phones that might distract students from the test should be turned off.

ATC21S Directions for Administering

"Learning in Digital Communities" Assessments



Note: This guide assumes 55 minutes scheduled for administering EACH scenario. This will consist of a 10-minute practice period, and a 45-minute test period. Of the 10 minutes allocated to practice, provide students with instructions in two minutes (see detailed instructions below) and ask students to use remaining 8 minutes for meeting their online partners and practicing screens (example of practice screens provided at the end of guide).

Test Administration instructions

In about 2 MINUTES, give students "ASK THREE THEN ME" directions. Every student is expected to explore three sources of information before asking instructor or test administrator help. These three are: (1) task directions and resources on each screen, (2) questions online of team members to get and give help, and (3) access internet for information PRIOR to requesting help. Instruct students this is expected and is NOT cheating for this assessment.



SAY: "I will provide you with ASK THREE THEN ME directions. Every student is expected to use three sources of information before asking for help. First, you are expected to use task directions and resources on each screen. Second, work with your team members to get and give help. Third, use the internet for information. PLEASE KEEP IN MIND THAT THIS IS NOT CHEATING".

Provide each student with their correct login and password.

Write down <http://bearcenter.berkeley.edu/atc21s/> on the board or provide on the paper.



SAY: "In the papers handed to you, you will find login ID and password you need in order to login to the system from the website written on the board (or provided on the paper) You will have 8 minutes to meet your online partners and practice a few screens. It is very important that you follow all the instructions on the screen".



SAY: "At this point, does anyone have any questions about the instructions?"

(Try to quickly respond to the relevant questions).



SAY: "Please login to the website using provided login ID and password. You will have 8 minutes to meet your online partners and practice a few screens At the end of the practice session you will practice logging out from the system".



SET TIMER FOR 8 MINUTES.

AFTER 5 minutes:



SAY: "There are 3 minutes left for the end of the practice session".

At the end of 8 minutes:



SAY: "Please login to the system again. You will select the task and start the test. (Let students know the name of the instrument being delivered). If at any time you have a question or problem with either the test or the computer please raise your hand and I will help you. You have 45 minutes".



SET TIME FOR 45 MINUTES. Starting time: _____ Ending time: _____

(Write the "Starting time" and "Ending time" on the board if necessary.)



Note: If student needs help and cannot proceed during the assessment, administrator may provide assistance. To do so, **FIRST** record information in TeachAid screen available by clicking "T" icon in lower right of student screen, **THEN** provide help to student face-to-face.

When 45-minute testing period complete:



SAY: "Please stop working, logout from the system and turn off computers".



Note: Collect all login and password forms distributed to students earlier. Make sure that all computer hardware used by students during testing is left in proper condition. Do not forget to report any technical issues and testing irregularities to the testing coordinator of your country.



Technical Requirements

Task Access:

url: <http://bearcenter.berkeley.edu/atc21s/>

login and password: see assigned list or contact test coordinator of your country.

Once logged in, select the desired assessment from the list. Note that ATC21S cognitive laboratory passwords are preset to access only one scenario each:

1. Global Human Legacy Task 2011 (poetry)
2. Global Collaboration Contest 2011 (Arctic trek)
- 3A. Global 2nd Language Chat: Native Speaker
- 3B. Global 2nd Language Chat: Language Learner

Technical Specifications:

- devices supported - PC or Mac
- headphones for students and color monitor required
- browsers - PC: IE 7.0+, FireFox 3.0+; Mac: Safari 4.0+, FireFox 3.0+
- browser settings - javascript *and* pop-up windows must be enabled
- other capabilities - java 1.6+ installed and enabled
- plugin - Adobe Flash 9.0+
- internet connectivity - broadband suggested (1.5Mbit/s or higher)
- screen size/resolution - 1024x768 or higher recommended, works at less
- access to external websites in the tasks
- microphone may be required for some scenarios
- empty browser caches prior to test administration
- test audio for playing podcasts in advance
- ensure no auto-update software will launch to impede the use of the computer in a timely manner



Technical Assistance

For ATC21S technical assistance, contact bearit@berkeley.edu. Note that technical assistance is provided 10 am-5 pm Monday-Friday U.S. Pacific Standard Time.

First screens from an example scenario, for your reference. Please see the online preview scenarios you will receive, referenced above, in order to obtain preview access to your practice and assessment screens.

1 GLOBAL HUMAN LEGACY TASK 2011

Poetry Webinspired

So much power
So few words

ATC21S Companies Countries Developers

Back Task id: task42 Next

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem Directions

So much power
So few words

You will work with a group online to think about a poem.
Read poem: [The Sloth](#).

Information: VIDEO COLLECTION POEM TEXT TERMS AUTHORS DICTIONARY BASICS

Back Task id: task165 Next

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

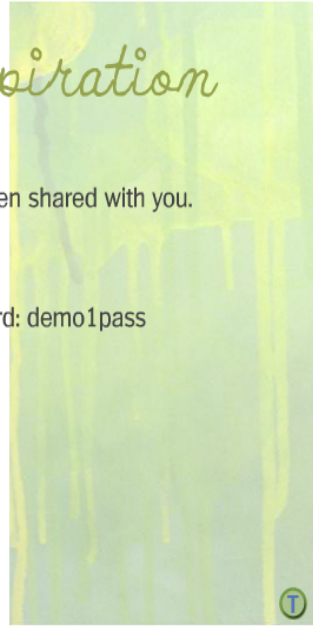
My Poem Webspiration



A Webspiration Graffiti Wall has been shared with you.
Login and add your ideas.

HOW? [Help Podcast](#).

[Team 1](#), login: demo1 and password: demo1pass



Back

Task id: task167

Next

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

LEARNING IN DIGITAL COMMUNITIES ASSESSMENT BLUEPRINTS

		ChatA		ChatB		ChatC															ChatD								
		1	1	2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5					
CONSUMER IN SOCIAL NETWORKS		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.043478		
High	<i>Discriminating consumer</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Judging credibility of sources/people																												
	Integrating information in coherent knowledge framework																												
	Searches suited to personal circumstances																												
	Filter, evaluate, manage, organize and reorganize information/people																												
Middle	Seeking expert knowledge (people through networks)																												
	Select optimal tools for tasks/topics																												
	<i>Conscious consumer</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Select appropriate tools and strategies (strategic competence)																												
Low	Construct targeted searches																												
	Compiling information systematically																												
	Knowing that credibility is an issue (web pages, people, networks)																												
Low	<i>Emerging consumer</i>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0434783		
	Performing basic tasks	x-select a chat topic option from a list																											
	No concept of credibility																												
	Search for pieces of information using common search engines (e.g. movie guides)																												
High	Knowing that tools exist for networking (e.g. Facebook)																												
	PRODUCER IN SOCIAL NETWORKS	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	8	0.347826		
	<i>Creative producer</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Team situational awareness in process																												
	Optimize assembly of distributed contribution to products																												
Middle	Extending advanced models (e.g. business models)																												
	Producing attractive digital products using multiple technologies / tools																												
	Choosing among technological options for producing digital products																												
Middle	<i>Functional producer</i>	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	7	0.3043478		
	Establishing and managing networks & communities																												
	Awareness of planning for building attractive websites, blogs, games																												
	Organizing communication within social networks											x-wel	x-wel	x-wel	x-wel	x-wel	x-wel	x-wel	x-wel	facilitated a purposive chat									
	Developing models based on established knowledge																												
Low	Developing creative, expressive and/or useful content artifacts or tools																												
	Awareness of security & safety issues (ethical and legal aspects)																												
	Using networking tools and styles for communication among people																												
	<i>Emerging producer</i>	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0434783		
Low	Produce simple representations from templates																												
	Start an identity																												
	Use a computer interface																												
	Post an artifact/Perform production basic tasks											x-download and upload a chat log to document conversation																	
High+	DEVELOPER OF SOCIAL CAPITAL	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0.347826		
	<i>Visionary connector</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Take a cohesive leadership role in building a social enterprise																												
High	Reflect on experience in for social capital development (should span categories below)																												
	<i>Proficient connector</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Initiate opportunities for developing social capital through networks (e.g. support for development)																												
	Encourage multiple perspectives and support diversity in networks (social brokerage skills)																												
Middle	<i>Functional connector</i>	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0434783		
	Encourage participation in and commitment to a social enterprise		x-create a chat room																										
	Awareness of multiple perspectives in social networks																												
Low	Contribute to building social capital through a network																												
	<i>Emerging connector</i>	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0.3043478		
	Participating in a social enterprise		x-log x-tool x-tool x-tool x-tool x-tool x-took notes during a purposive chat																										
Low	Observer or passive member of a social enterprise																												
	Knowing about social networks																												
PARTICIPATOR IN INTELLECTUAL CAPITAL		0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	6	0.26087		

		Arctic A		Arctic B				Arctic C					Arctic D					Arctic E										Total	%				
		1	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10				
	CONSUMER IN SOCIAL NETWORKS	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	8	0.285714			
High	<i>Discriminating consumer</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2				
	Judging credibility of sources/people																																
	Integrating information in coherent knowledge framework																															x understand absence of information on polar bears and to extent can make an argument to conjecture or not from available information	
	Searches suited to personal circumstances																																
	Filter, evaluate, manage, organize and reorganize information/people																															x selecting data fit function and adjusting parameters	
Middle	<i>Conscious consumer</i>	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4				
	Select appropriate tools and strategies (strategic competence)																															x identify and use Google Docs to communicate	
	Construct targeted searches																																
	Compiling information systematically																															x information foraging x information foraging color table x information foraging in data table, must note missing data	
	Knowing that credibility is an issue (web pages, people, networks)																																
Low	<i>Emerging consumer</i>	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2				
	Performing basic tasks																															x underline informati x information foraging in a text display	
	No concept of credibility																																
	Search for pieces of information using common search engines (e.g. movie guides)																																
	PRODUCER IN SOCIAL NETWORKS	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	7	0.25			
High	<i>Creative producer</i>	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1				
	Team situational awareness in process																																
	Optimize assembly of distributed contribution to products																																
	Extending advanced models (e.g. business models)																																
	Producing attractive digital products using multiple technologies / tools																																
Middle	<i>Functional producer</i>	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	5				
	Establishing and managing networks & communities																																
	Awareness of planning for building attractive websites, blogs, games																																
	Organizing communication within social networks																																
	Developing models based on established knowledge																															x explaining model behind color patterns in table x explanation of slider bar use	
Low	<i>Emerging producer</i>	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1				
	Produce simple representations from templates																																
	Start an identity																																
	Use a computer interface																															x post Google doc web address	
	DEVELOPER OF SOCIAL CAPITAL	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	8	0.285714	
High+	<i>Visionary connector</i>	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1				
	Take a cohesive leadership role in building a social enterprise																																
	Reflect on experience in social capital development (should span categories below)																															x reflect on how well team collaborated	
High	<i>Proficient connector</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	Initiate opportunities for developing social capital through networks (e.g. support for development)																																
	Encourage multiple perspectives and support diversity in networks (social brokerage skills)																																
Middle	<i>Functional connector</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	4			
	Encourage participation in and commitment to a social enterprise																																
	Awareness of multiple perspectives in social networks																															x -- eval x -- eval group active/passive roles and agreement	
Low	<i>Emerging connector</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	3				
	Participating in a social enterprise																															x -- eval off-topic group	
	Observer or passive member of a social enterprise																															x -- eval non-discussion group	
	PARTICIPATOR IN INTELLECTUAL CAPITAL (COLLECTIVE INTELLIGENCE)	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	5	0.178571		
Hi+	<i>Visionary builder</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Questioning existing architecture of social media and developing new architectures																																
	Functioning at the interfaces of architectures to embrace dialogue																																
	<i>Proficient builder</i>	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1			

