

APPENDIX C

Phase 2.2 Cognitive Lab “Think Aloud” Protocol

Cognitive Lab Observation Notes

ATC21S Cognitive Lab “Think Aloud” Protocol

PREPARATION

Checklist:

- Parent consent letter signed.
- Think aloud record form with unique student ID.
- Computer with touchpad and optional mouse.
- Voice and screen recording software.
- Internet access.
- Two different colored pens.

Remember:

- Sit behind the student but not in their personal space.
- If the student is silent for more than 5 seconds, say “**Keep talking.**”
- If the student is talking too quietly, say “**Please speak louder.**”
- If the student is not reading the questions aloud, ask him/her to do so: “**Please read the questions out loud.**”
- Be sure that the student is actually typing her/his responses, not just talking: “**Please enter your response.**” *If the student is having trouble entering responses and talking simultaneously, have the student talk first, then enter her/his responses.*
- If the student asks you what to do because s/he does not understand a question, tell her/him: “**Do whatever you normally do when you take a test.**” You should not help them solve the problem.
- Be attentive with body language by head nodding and occasional, “um hm’s” in response to students.
- **DO NOT** tell the student if s/he got an answer right or wrong.
- **DO NOT** tell the student if s/he he did well/poorly on the activity.
- **DO NOT** show bias for certain questions or item formats (e.g., Do not say anything like, “This is not a very good problem.” OR “Problems like these don’t test many 21st century skills.”)

INTRODUCTION – Read this to students

“We asked for your help today because we want to know what you think about when you work on work on an assessment of information and communication technology skills. In order to do this I am going to ask you to THINK ALOUD as you work on the different problems. What I mean by think aloud is that I want you to tell me EVERYTHING you are thinking from the time you first see the screen until you click on the NEXT button. I would like you to talk aloud CONSTANTLY from the time I present the assessment until you finish. I don’t want you to try to plan out what you say or to try to explain to me what you are saying. Just act as if you are alone in the room speaking to yourself. It is most important that you keep talking. If you are silent for any long period of time I will ask you to talk.

I will sit over here, but I cannot help you during the assessment. If you stop talking at any point, I’ll remind you to ‘**Keep talking.**’ If your voice becomes too quiet for the microphone, I’ll ask you to ‘**Please speak louder.**’ If you feel uncomfortable or don’t wish to continue, you can stop the assessment at any time.

Do you understand what I want you to do?

First I want you to practice talking out loud. I want you to say everything you are thinking as you play an online game. The online game that I want you to play is similar to the kind of experience you will have in the assessment. We will use the game to practice thinking out loud. Remember to say out loud everything that you might say to yourself silently and to talk CONSTANTLY as you play the game. You can start now.”

[Link to game for the think aloud practice:

http://pbskids.org/dragonflytv/games/game_planetary.html

“Your goal is to launch needed parts to the target. Change the angle, amount of force and launch.”

After a couple of minutes playing the game and talking out loud, give the student feedback. Tell the student if he needs to speak more. You may need to model thinking aloud in order to help the student understand what to do.

THINK ALOUD INTERVIEW

(Appendix C Observation Notes will be used in conjunction with this part of the protocol)

[Turn on voice and screen recorder.]

Prompts:

“Please keep talking.”

“Please speak louder.”

Do not ask the student any other questions or prompt the student in any other way.

What to do:

1. Fill out the think aloud record form. Listen carefully to what the student is saying.
 - a. ICT skills targets
 - i. Indicate Yes or No, Did you see evidence of student using specified ICT skill?
 - ii. Briefly summarize evidence that led to your decision.
 - b. Usability issues
 - i. Indicate yes or no, Did you see evidence that the student had difficulty using the technology or interface?
 - ii. Briefly summarize the usability issues encountered.
 - c. Screen Specific questions
 - i. Indicate Yes or No whether specific behavior for screen was witnessed? (e.g., Did student make tags in the concept map for Webspiration?)
 - d. Comments
 - i. Summarize any issues, student comments or behaviors not mentioned above. Did students do something unexpected? Express delight or frustration?
 - ii. Keep a record of when you did not understand what the student was doing or on screens where the student seemed to struggle. *When the student has completed the scenario*, you will have the opportunity to ask the student about these things.

FOLLOW-UP INTERVIEW

[Use different colored pen to record student responses to follow-up interview questions.]

Interview Questions

Log in to the assessment site.

Review of Problematic Questions/Issues

Tell the student we are going to look at a few of the screens from the module so that we can improve the ICT Literacy assessment. Use your notes to choose the screens where you did not understand what the student was doing or the screens where the student seemed to struggle.

- Some prompts: What do you think this task is asking you to do? How could we make the instructions more clear? How could we make the wording more clear?

Overall Impressions – last page of coding documents

1. Have you ever taken an online test like this before? Yes/No
 - Was it similar to this assessment? How were the questions different?
2. On a scale of 1 to 4, where 1 is very bad and 4 very good, how would you rate this assessment? Indicate 1-4
 - What factors contributed to your score?
3. Did you feel like you knew what you were supposed to do to complete all of the tasks? Yes/No
 - Please explain your response
4. Do you think this assessment allows you to show you skills in using information and communications technology? Yes/No
 - Explain why or why not.

WRAP-UP

[Stop the audio recorder.]

At the completion of the *interview*, thank the student for her/his participation: “**Thank you very much, _____ . That’s it for today.**”

APPENDIX C - Observation Notes for:

- Webspiration
- Second Language Chat

1 GLOBAL HUMAN LEGACY TASK 2011

ATC21S Companies Countries Developers

Task id: task42

Back Next

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

Task ID: 42

Tasks:

- Open to first screen
- Locate menu and navigation buttons to previous page and next page

Skills Applied:

ICT Consumer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Producer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Social Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Intellectual Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

my Poem

Directions

You will work with a group online to think about a poem. Read poem: [Way of the Water Hyacinth](#).

So much power
So few words

Use for 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

Task ID: 165

Tasks:

- Find link to read poem text

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N


Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem *Webspiration*



View movie about poem in Video Collection below.
HOW? [Help Podcast](#).

List something speaker in movie REMEMBERS:

[VIDEO COLLECTION](#) [POEM TEXT](#) [TERMS](#) [AUTHORS](#) [DICTIONARY](#) [BASICS](#)

 Task id: task132

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#)

Task ID: 132

Tasks:

- Navigate to video collection (view Podcast for help)
- Find Poem video
- Note what speaker remembers in box provided

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem Graphic Organizer

Can you think of some ideas about this poem's Mood or Meaning?

Click on GREEN oval tool and type poem line. Connect other ideas using tools.






Poem Box:

Click Copy/Paste Button below and copy poem text here.



Meaning

Mood

Move poem
 Cut/Paste poem
 Hide poem

Info: [VIDEO COLLECTION](#) [POEM TEXT](#) [TERMS](#) [AUTHORS](#) [DICTIONARY](#) [BASICS](#)

 Task id: task45

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

Task ID: 45

Tasks:

- Use screen tools to organize concept map

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem

Please write down two questions that you have about the poem.

First question:

Second question:

Use for information:

[VIDEO COLLECTION](#)

[POEM TEXT](#)

[TERMS](#)

[AUTHORS](#)

[DICTIONARY](#)

[BASICS](#)

[Back](#)

Task id: task46

[Next](#)

[1](#) [2](#) [3](#) [4](#) **[5](#)** [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#)

Task ID: 46

Tasks:

- Type 2 questions in boxes provided

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem

Sort questions others asked about this poem:

Has the author had a difficult life?

What is a water hyacinth?

Where can I get a water hyacinth?

How can something grow in water?

Does the author like water? Can he or she swim?

Most Useful

1

2

3

4

5

Least Useful

Use for information: [VIDEO COLLECTION](#) [POEM TEXT](#) [TERMS](#) [AUTHORS](#) [DICTIONARY](#) [BASICS](#)

Back
Task id: task166
Next

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#)

Tasks:

Task ID: 166

Rank 5 questions

**Questions stated differentiated by age*

Skills Applied:

ICT Consumer Y N

ICT Producer Y N

ICT Social Capital Y N

ICT Intellectual Capital Y N

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem Webspiration



A Webspiration Graffiti Wall has been shared with you. Login and add your ideas:
Note: There is no team 3., login: team2 and password: team2pass



Back Task id: task167 Next

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

Task ID: 167

Tasks:

- Note login and password
- Go to Webspiration Graffiti Wall

**Graffiti wall urls, logins, and passwords differentiated by team*

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

Upload your Graffiti Wall

In Webspiration go to Document>Download As Inspiration Document. Save the file to your desktop. Upload here.

Click the UPLOAD button to select a file.

Task id: task133

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

Task ID: 133

Tasks:

- Upload Graffiti Wall following instructions

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:


Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem

This is your first poem organizer. ADD ALL new thoughts that you can on top.



Meaning

Mood



Information:
[VIDEO COLLECTION](#)
[POEM TEXT](#)
[TERMS](#)
[AUTHORS](#)
[DICTIONARY](#)
[BASICS](#)

Back
Task id: task53
Next

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#)

Task ID: 53

Tasks:

- Use screen tools to update poem organizer

Skills Applied:

ICT Consumer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Producer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Social Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Intellectual Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

ATC21S 11

1 GLOBAL HUMAN LEGACY TASK 2011

My Poem

Drag the cards into the correct category.

Supported by Poem

Not Supported by Poem

Use for information: [VIDEO COLLECTION](#) [POEM TEXT](#) [TERMS](#) [AUTHORS](#) [DICTIONARY](#) [BASICS](#)

Back
Task id: task168
Next

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

Task ID: 168

Tasks:

Sort card statements by category

**Card text is differentiated by age*

Skills Applied:

ICT Consumer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Producer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Social Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Intellectual Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

Time to Explore! Make a Movie

Find a poem you like online. Can you figure out how to make a three-minute movie about why you like it?

HOW? [Podcast Help](#).

Use [Screentoaster](#). Login: "savemovie" Password: "savemovie"

Copy your Screentoaster link above and click the submit button.

Task id: task43

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

Task ID: 43

Tasks:

- Choose a poem from favoritepoem.org
- Make a 3-minute movie using Screentoaster (follow Podcast help)
- Submit Screentoaster link

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

Poetry Collaboration Evaluation

Please reflect on your experience collaborating with others about the poem.

How do you prefer to participate in collaboration sessions? Choose all that apply.

- I like to share my ideas and see what others think of them.
- I like to lead the discussion.
- I like to give feedback on other people's ideas.
- I like to help record ideas generated by the group.
- I like to listen to the discussion.
- I don't like to participate in these types of collaborations.

Back

Task id: task56

Next

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

Task ID: 56

Tasks:

- Evaluate self in collaborative role
- Check preferences

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

Poetry Collaboration Evaluation

Please reflect on your experience collaborating with others about the poem.

What would have improved the collaboration experience?



Back

Task id: task58

Next

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) **[14](#)** [15](#) [16](#)

Task ID: 58

Tasks:

- Evaluate the collaboration experience
- Give suggestions for improvement

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011

Working with others

What do you think?

Select an Answer ▼ It was useful to check my answers with other people.

Select an Answer ▼ The collaboration increased my understanding of the poem.

Select an Answer ▼ The collaboration left me more confused about the poem.

Select an Answer ▼ I was able to help others understand the poem.

Select an Answer ▼ I gained new ideas about the poem.

Back Task id: task57 Next

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

Task ID: 57

Tasks:

- Evaluate benefit/no benefit from collaborating on the poem

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |


Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

1 GLOBAL HUMAN LEGACY TASK 2011



Thanks And Goodbye

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Back Task id: task134 Finish

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

Task ID: 134

Tasks:

N/A

Skills Applied:

ICT Consumer Y N

ICT Producer Y N

ICT Social Capital Y N

ICT Intellectual Capital Y N

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

Conversation Partners

Meet me
Meet my world

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Back Task id: task107 Next

1 2 3 4 5 6 7

Task ID: 107

Tasks:

- Open screen.
- Locate menus and navigation buttons

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

Chat

Directions

You will help a student practice chatting.

Pick a topic:

- Movie stars, or music bands**
- A sport or sports team**
- Your friend and their boyfriends and girlfriends**
- How your schools are the same or different**
- Something about which you would like to ask a question**
- Animals you like and why**
- A change you would like to see in the world**



Back

Task id: task162

Next

1 2 3 4 5 6 7

Task ID: 162

Tasks:

Pick a topic

Skills Applied:

ICT Consumer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Producer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Social Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Intellectual Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

3. GLOBAL SECOND LANGUAGE CHAT 2011

Chatzy

Make a chat room for your partner:

1. Go to [Chatzy Room 3](#).
2. Type in your name and choose a color.
3. Click the 'Enter Room' button at the bottom

[Chatzy Video](#) [Excel Video](#) [Computer Use Basics](#)

 Task id: task163

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#)

Task ID: 163

Tasks:

Follow 3 consecutive instructions to create a chatroom

**Native language version*

Skills Applied:

ICT Consumer Y N

ICT Producer Y N

ICT Social Capital Y N

ICT Intellectual Capital Y N

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

3. GLOBAL SECOND LANGUAGE CHAT 2011

Chat
Directions

Click to [Invite Your Chat Partner](#).

A Chat Invitation Table will appear. You will fill out the first three columns of the table. Type into the table your name and country, then paste in your chat room web address that you created in Chatzy.

Finally, copy the Secret Code shown in YOUR ROW of the table. Paste it below:

[Chatzy Video](#)
[Spreadsheets Video](#)
[Computer Use Basics](#)

Back
Task id: task129
Next

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#)

Task ID: 129

Tasks:

- Access and use Google spreadsheets
- Paste the chatroom web address created in Chatzy
- Copy and paste secret code where indicated

**Native language version*

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

3. GLOBAL SECOND LANGUAGE CHAT 2011

Rating[™] Language[™] Fluency[™]

Directions:
 Now go to your chat room and talk about:
Selected topic appears here.
 In your OWN WORDS, ask your partner about:

- Likes and dislikes.
- Use numbers such as for prices or times.
- Describe people, places or things.
- State feelings and emotions.
- Report events in present time.
- Share experiences.

As you chat, check off each function that you find your partner is **SUCCESSFULLY** able to do:

- Likes and dislikes.
- Use numbers such as for prices or times.
- Describe people, places or things.
- State feelings or emotions.
- Report events or request assistance.
- Share experiences.

When you are done chatting, click on the Save/Print button on the left of the screen in your chat room. Select Visible Content, Web Page and As a Chat. Click on Save/Print. Then use your Internet browser menus to save the document to your desktop. Finally, click the upload button to select the document and upload.

[Chatzy Video](#) [Spreadsheets Video](#) [Computer Use Basics](#)

 Task id: task157

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#)

Tasks:

Task ID: 157

- Facilitate chat
- Log partner's response on checklist
- Save document on webpage to desktop

Skills Applied:

ICT Consumer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Producer	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Social Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>
ICT Intellectual Capital	Y <input type="checkbox"/>	N <input type="checkbox"/>

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments:

3. GLOBAL SECOND LANGUAGE CHAT 2011

Practice Rating

Was it easy to understand your partner?

Explain why or why not:

Were any of these TRUE for your chat?

Could not understand my partner.

My partner did not answer my questions.

My partner's comments were too short.

My partner could not spell well enough to understand.

[Chatzy Video](#) [Spreadsheets Video](#) [Computer Use Basics](#)

 Task id: task117

[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#)

Task ID: 117

Tasks:

- Rate Partner

Skills Applied:

- | | | |
|--------------------------|----------------------------|----------------------------|
| ICT Consumer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Producer | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Social Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |
| ICT Intellectual Capital | Y <input type="checkbox"/> | N <input type="checkbox"/> |

Teach Aid: Y N


Usability Issues: Y N

Describe Issues:

Comments:

3. GLOBAL SECOND LANGUAGE CHAT 2011

Thank you and good-bye!



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Back Task id: task128 Finish

1 2 3 4 5 6 7

Task ID: 128

Tasks:

Close screen

Skills Applied:

ICT Consumer Y N

ICT Producer Y N

ICT Social Capital Y N

ICT Intellectual Capital Y N

Teach Aid: Y N

Usability Issues: Y N

Describe Issues:

Comments: