



LOGIN

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From the President



Welcome to our new committee, new "post-conference" members and to all our old... er, should I say, "existing" members too. To all those who attended the "Broadening Horizons" conference, many thanks for your support and for your feedback. It would seem that most favoured the timing (at the beginning of the holidays) but not combined with a long weekend, and that Mandurah to Joondalup is about the preferred radius for venues.

"Summer school" will be "in" on a couple of occasions for the committee as we are committed to the next LOGIN (February/March), containing a centrefold – don't get too excited! – Yes, the ECAWA Year Planner with Conference 2002 details, and other PD and events occurring right through the year.

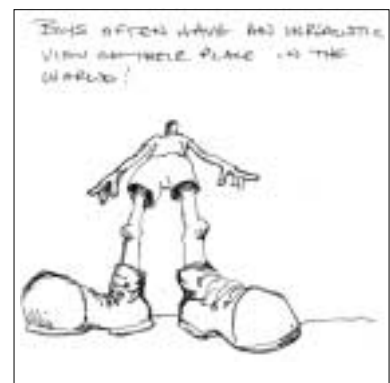
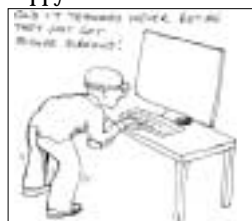
Last week, the Board of the Australian Council for Computers in Education met in Perth and we convened an historic meeting with a range of local industry and education stakeholders in order to open discussions about developing a common focus on ICT in education issues here in WA. The State School Teachers Union of WA was very supportive of our initiative in this area and we will look to support them as they press for progress in the Laptops for Teachers issue.

Take some time out from the Valedictory ceremonies to reward yourselves and each other for a job well done this year!

Cheers,

Brett Clarke

ps. Merry Christmas and have a Happy New Year too!



These great cartoons are from the conference writing pad of Robin Hutton: think@odyssey.apana.org.au



ACCE Australian Educator of the Year 2000 - Ray Cilia



ECAWA Educator of the Year - Harry Clements-Shepherd



New ECAWA Life Member - Dr Roger Atkinson

State Conference 2001

Judy Weggelaar
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This year the setting for our State Conference was The Lord Forrest Hotel in Bunbury. After months of work and weekly meetings for the organisers the conference began. The organising committee consisted of Brett Clarke, Rags Weggelaar, Jan Clarke, Judy Weggelaar and Mark Stephens and for the first time a Conference Coordinator was hired.



Lorraine Kershaw was hired in this role. The decision to outsource some of the conference organisation was taken when nobody stepped forward to convene the 2001 state conference. This was the first time in the history of ECAWA that such a decision was taken and we, the organising committee, consider that it was a huge success.

There were three keynote sessions and 52 presentations from various areas of education.. There was something for the regular conference goer as well as the newbies. Steve Wells had everyone entertained with his tapping techniques to improve emotional freedom. Dr Barclay Burns, who came all the way from the US especially for our conference and was almost stranded in Sydney due to the Ansett problems, broadened our horizons by speaking about e-learning in the states and Ian Lillico gave us some useful strategies for effective education of boys using technology. Four labs were set up which provided for sessions showcasing software, classroom tools for teachers and students and on-line learning facilities. Three highly rated panel sessions were conducted that focused on copyright, intellectual property and E2C.

Thank you to the delegates who completed questionnaires that provided feedback. An indication of the quality of the conference were the types of reactions: "Overall an excellent conference. I have been to 5 now and this was the best", "another great ECAWA conference...looking forward to the next one", "good opportunity for chatting." On the negative side were comments about the catering, which the organising committee took up with the management at the end of the conference, and the fact that all accommodation wasn't at the conference venue. This was also out of the control of the organising committee as they had booked the whole hotel. Due to staff changes at The Lord Forrest there was a double booking and we had to make the best of it.

Many delegates responded that they would like a metropolitan location for a similar conference next year and this feedback will be passed on to the next committee.

Jan Clarke organised some great promotional items for delegates and presenters. Comments were

received about the quality of the black satchels bearing sponsor logos. I hope everyone is enjoying their computer stress toys and their cars now sport the new ECAWA stickers! Presenters received black CD holders with the gold ECAWA logo - very flash! A change from the coasters that some presenters were acquiring in large quantities!

The conference dinner was a highlight with plenty of delicious food to suit all tastes washed down by plenty of Evans & Tate wine. At least one delegate had problems staying on his feet by the end of the night. Thanks to Jan and Brett's boys for the varied selection of music later in the evening.

Awards were made to Harry Clements-Shepherd as this year's Educator of the Year and Roger Atkinson as the latest Life Member. Congratulations.

Thanks must go to the sponsors of the conference whose contributions ensured a cheaper conference for the delegates and a small positive return for ECAWA. Sponsors also provided a range of prizes for delegates at the culmination of the conference. Major sponsors were RGMT Platypus Software and IpeX. Other sponsors included B & H Australia and CBC Fremantle who both provided equipment, and financial support came from Chernic Computers, Futurekids, ICT4U, OnHold FM Petrock studios, PC Locs, Software Engineering and Software Publications.

Judy Weggelaar

(with assistance from Lorraine Kershaw's
Report to the Conference Committee)



ECAWA presenters at the World Computing Conference - Collage by Jan Clarke

Conference 2001 Sponsors



V Gecas 2001



Rubrics: Making the Outcomes Clear to Students

This article originally appeared in the 'Secondary Spectrum', Aug 2001, a newsletter from the Secondary Curriculum and Teaching Team in the WA Catholic Education Office. Reprinted with permission and kind thanks.

The Rubric is one of a number of assessment tools that can be used as part of the learning and teaching process. A Rubric enables assessment criteria to be explicit and show students what needs to be demonstrated. Heidi Goodrich, a rubrics expert, defines a rubric as 'a tool that lists the criteria for a piece of work'. Rubrics show the student how their project will be evaluated. Goodrich quotes a student who said he didn't much care for rubrics because 'if you get something wrong, your teacher can prove you knew what you were supposed to do'.

The Curriculum Framework states "*students have both the need and the right to know the criteria by which they are being assessed*" and "*explicit criteria contribute to students' learning by making clear the outcomes or goals they are striving for, providing them with useful feedback on their progress, encouraging them to reflect on their learning and suggesting directions for future learning*" (p38). A rubric can be developed for an outcome to make explicit to the student what they need to know, understand and be able to do.

The rubric is made up of a set of criteria used to discriminate among different degrees of quality, understanding or proficiency in a certain outcome. It is an assessment tool that is particularly useful in assessing criteria that are complex and subjective.

As students become familiar with rubrics, they can assist in the rubric design process. Students can become involved in this process and use them for peer and self-assessment. This involvement empowers the students and as a result, their learning becomes more focused and self-directed.

Cooper (1997, p.50) states that a rubric can be used as a holistic or analytic measure. 'Analytic means looking at each dimension of the performance separately and assessing each. Holistic refers to considering all criteria simultaneously and making one overall evaluation'.

A good rubric has the following performance characteristics; It is:-

- specific;
- measurable;
- observable;
- realistic; and
- the language must be positive and emphasise what the students can do rather than what they cannot do.

The **advantages** of using rubrics in assessment are that they:

- allow assessment to be more objective and consistent
- focus the teacher to clarify his/her criteria in specific terms
- clearly show the student how their work will be evaluated and what is expected before the task begins
- students may construct them to peer and self assess

- provide useful feedback regarding the effectiveness of the instruction.

Rubrics can be created in a variety of forms and levels of complexity, however, they all contain common **features** which:

- focus on measuring a stated **outcome** (performance, behaviour, or quality);
- use a **range** to rate performance;
- provide **benchmarks** against which to measure and document progress; and
- contain specific performance characteristics arranged in levels indicating the **degree** to which a standard has been met.

A good rubric can save time when marking. The lengthy comments you once needed to write become unnecessary because the criteria are explicit in the rubric. While you may not create rubrics for all forms of assessment they are very useful with work samples, as part of a portfolio, topic, assignment, presentation or exhibition.

Building a Rubric

1. Decide on the key aspects of the outcome or components of the outcome to be assessed by the task.
2. Make a frame by deciding on the major categories and sub-categories the rubric will address.
3. Keep it short and use simple brief statements or phrases.
4. Each rubric item should focus on one key aspect of the task only. Start with the fourth column from the right (see figure 1 and 2 below). Set the standard here as one you would like 100 % of students to demonstrate.
5. Describe the different levels of performance that match each criterion using this column as a base. Choose words or phrases that capture the actual differences among the levels of performance.
6. Evaluate only measurable criteria.
7. Ideally, the entire rubric should fit on one sheet of paper.
8. Re-evaluate the rubric (did it work? was it sufficiently detailed?).

Writing the Rubric

After you write your first evidence guide to an acceptable level, circle the words in that grid that can vary. These words will be the ones that you will change as you write the less than top-level performances. Words that convey various degrees of performance:

- Minimal, rudimentary, commendable, superior
- Absent, developing, adequate, fully developed
- Novice, apprentice, practitioner, master

- Limited evidence, partial evidence, thorough, insightful
- Absent, developing, adequate, fully developed
- Always, generally, sometimes, rarely

Test the rubric with students to see that it is understandable (once students gain experience with rubrics, they can help construct them). This is an important step. Keep track of the strengths and shortcomings of the rubric when you use it to judge student work and revise the rubric as necessary.

Useful Rubrics Web Sites

Rubrics - criteria assessment and referencing:
<http://www.odyssey.on.ca/~elaine.coxon/rubrics.htm>
Creating Rubrics -
<http://rubistar.4teachers.org/>

Dr. Peter Carey

p.carey@ceowa.perth.catholic.edu.au

A Few Ideas in Using PowerPoint

Judy Weggelaar

Why use it?

- Enables students to work cooperatively to transform data into meaningful information.
- Encourages students to organise data in an effective way.
- Even lower ability students are able to produce work that looks good!

Use the Technology Process

- First get students to rough out a plan on a storyboard. You'll get a better result than if they don't make it up as they go along.
- Ask them to sketch a page layout adding repeating items on the master slide
- Show them how to use the drawing tools for simple illustrations.
- Show them how to edit the master slide (adding items such as their name, slide number, date)

A Few Projects to Try

- **About Me** presentations are always a good starting point.
- Design a template to ensure students include all key information
- Learn about animation by making their own in PowerPoint. Move an object by varying its position on consecutive slides and set the timing to 0 or 1.
- Make an interactive quiz book.
- Use the digital camera to make a photo story complete with speech bubbles.
- Use the photo album add in to present photos taken for a topic or excursion. Download from: <http://office.microsoft.com/downloads/2000/album.aspx>
- Use it to document and evaluate a science projects such as making spaghetti bridges.
- Make a book for young buddies - What about an alphabet book? What about a talking book?

Conferences



acec2002



www.tasite.tas.edu.au/acec2002



The Very Useful Resource Section

Boxmind: <http://www.boxmind.com>

Can technology solve the problems of the 21st century? Boxmind has been created to put celebrity lecturers on the net giving students and ordinary web surfers all over the world the opportunity to see these 'academic stars'. Each combines video, slides, text and a talking head in a four frame screen. As the lectures aren't live, they can be viewed anytime, and use the comprehensive weblinks. This is distance education at its best?



DeLiberations: <http://www.lgu.ac.uk/deliberations/>



The Centre for Instructional Materials & Computing:

<http://cimc.education.wisc.edu>



Association for Supervision & Curriculum Development: <http://www.ascd.org>

Enter the Reading Room to view selected articles from; the journal Educational Leadership, and Newsletters such Classroom Leadership Online, Curriculum/Technology Quarterly.



Funderstanding: <http://www.funderstanding.com/>

Actively engaging students with challenging them with something they want to learn



Institute for Educational Leadership: <http://www.iel.org/>



MultiMedia Schools is a practical how-to magazine:

<http://www.infotoday.com/MMSchools/>



Journal of Interactive Media in Education: <http://www.jime.open.ac.uk>



Network for Irish Schools, National Centre for Technology in Education:

<http://www.ncte.ie/>



The Learning Technology Dissemination Initiative:

<http://www.icbl.hw.ac.uk/lti/index.html>

Funded between 1994 and 1999 by the Scottish Higher Education Funding Council to promote the use of learning technology and computer based learning materials in Scottish Higher Education.



The Technology Source: <http://ts.mivu.org/default.asp>



The purpose of The Technology Source (ISSN 1532-1030), a peer-reviewed bimonthly periodical published by the Michigan Virtual University, is to provide thoughtful, illuminating articles that will assist educators as they face the challenge of integrating information technology tools into teaching and into managing educational organizations. We welcome your participation. Please use the discussion option available in each article to respond to that article. Send your comments and suggestions about the publication to James L. Harrison, editor. Consider submitting an article for publication consideration. Sign up for an announcement of each new issue of The Technology Source.

Harrow Group: <http://www.TheHarrowGroup.com>

Jeff Harrow, an industry consultant who has spent the past fifteen years taking a pragmatic and unbiased look at the innovations and trends of computing, and of related technologies.



I, Cringely: <http://www.pbs.org/cringely>



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