

1. What are the assessment practices of two English Language/digital literacies/digital curation classes in a Singapore secondary school, in terms of elements (materials, competence and meaning) and links ([Shove et al., 2012](#))?

These are some preliminary observations that may appear decontextualised to readers.

Jen (more experienced teacher, designed unit)	Yvette (younger & less experienced teacher; open to new ideas & learning from Jen)
More effectively leveraged technology, e.g. to enable efficient feedback Jen had her class do their Haiku Deck presentations over three lesson periods. In the first lesson, she gave the groups about half an hour in which to finalise their presentations, during which she moved around the room to provide brief consultations. Groups had to post the link to their Haiku Deck on Edmodo so that Jen and their classmates could give feedback during and after the presentation.	Default tendency to use verbal or pen-and-paper - In terms of Materials, there were competing themes of digital tools versus pen-and-paper. Even though the class appeared to have collaborated successfully in the previous lesson on Padlet, and each group had more than one iPad (and the Padlet was displayed on the projector screen in any case), Yvette nevertheless required them to take individual notes in their journals, rather than do collaborative notetaking. (In her lessons, Yvette would remind her pupils to write things down in their journals periodically.) - There was an underlying tension between digital and analogue in terms of Materials. The lesson was dominated by the use of digital tools, particularly the collaborative mindmapping app Mindomo. However, Yvette rather confusingly asked pupils to refer to their journals on how and why people collected things, which suggested either that she had forgotten that the table had been done on Google Docs, or that, less likely, the groups had worked on yet another table in a lesson I had missed. Look at your journals that you have written down, you had one column on how or why people collect things. The column as to how people select things is halfway done. So as a group now you are going to use those things and generate questions regarding curation and learning. Now don't tell me, you are not supposed to ask me things like what is, has curation got to do with learning. Those are very basic questions, don't just leave it there hanging — we went through this last lesson right? Correct?

	(Excerpt 6) In fact we are able to see from the timestamps that at least two of the groups had filled up all three columns by the day after, though possibly Yvette had not followed up on them after that lesson. Regardless, this seemed to indicate a lack of continuity in the way Yvette had staged this project for her class, perhaps exacerbated by her reluctance to stick solely to digital tools. That she had relied on a colleague to communicate with her class in her absence rather than Edmodo was another indication that her 'default position' was not digital. Later in the lesson, she asked one group why they were not working collaboratively on the mindmap on both iPads, which suggested that the pupils' 'default position' was not necessarily digital either (despite possibly being less 'paper-first'). Some minutes later, Yvette told the class that since they kept 'going in circles' and coming up with the same questions, they 'might as well just Google' and come up with a 'one dimensional answer'. After this she shared the link to the Pinterest board. This suggested that despite urging the class to Google for answers previously, this was not something that she really approved of; not only was the use of iPads circumscribed in her class, but the use of digital tools in general.
More effective formative assessment practices, e.g. immediate and dialogic feedback, sharing of work and feedback While immediate, dialogic feedback is difficult in a class of 40, Jen made it possible via the careful recommendation of apps that not only supported collaboration but also more seamless and efficient dialogue, such as Edmodo and Google Drive (Docs). Her feedback on her learners' feedback to peers, and reminders to them to use the feedback they received, demonstrated her understanding that feedback must be used to be useful. However, actual dialogue around feedback was scarce. Searching for	Tended towards general, verbal, unidirectional feedback See above example. Digital tools such as Edmodo and Google Drive were not used for feedback, teacher or peer.

examples online, I could only find two instances, one on Edmodo and the other on Google Docs (screenshots below). In the Edmodo example, we see that it is not sufficient to provide easy opportunities for dialogue; responding constructively to feedback is a competency that that must be learnt, and which Jen paid insufficient attention to.

Driving question: Will ALS organization continue to cheat the donors?

What is the main motive of ALS company?

Topic chosen: ALS Ice Bucket Challenge.

Reflections: <https://docs.google.com/document/d/1cITBmacGuyYylyK8/edit>

Criteria for project work.
<https://docs.google.com/document/d/1VRnrMk/edit>

Curation project work (Questioning)
<https://docs.google.com/document/d/1sGLfOZJIY/edit>

Using hashtags to talk about abusive relationships
<https://storify.com/using-hashtags-to-talk-about-abusive-relationships>

Storify for hashtags
<https://storify.com/twitter-hashtag/edit>

ALS fraud and disease
<https://storify.com/curation/preview> (evidence and final storify) -(Main Focus)
(enabled)

(Evidence)
Profile of ALS expenses

 5 Oct 2014 Resolve

how did you decide to use this word?
You seem to think that everyone agrees it is a 'con'??? How can you already decide without weighing the evidence? Rephrase - IS it TRUE that... I do not THINK you should jump to this conclusion without even actually finding out whether this is true. I already told you the diff between questions that ASSUMES something is true and questions that PROBE / EXPLORE the validity of a perspective or POV
[Show less](#)

 6 Oct 2014

i found it out (it isn't my opinion but facts) als company admitted to taking 73% for their own company not for the cause (research and curing) but continuing to use 23 % for school to raise awareness which what they already had done lying to donators about the cause

 6 Oct 2014

it wasn't even biased as well because they really did admitted to conning their money

 7 Oct 2014

i have changed it



the group was too soft
they didn't explain enough
speaking too fast less than 20 secs for each slide
classmate has to ask them to speak louder
Like • Reply • Aug 27, 2014



Soft because you talk too much
Like • Reply • Sep 2, 2014



please dont argue here if you want talk to miss lee
Like • Reply • Sep 2, 2014



Coward
Like • Reply • Sep 2, 2014

Promoted skilful peer feedback

- In terms of Materials, we see that the pupils' confident use of Haiku Deck and other digital tools was such that all the groups had their slidedecks ready and there was little actual discussion of the technology in class; in this regard, groups presented without any need for teacher intervention. One reason for the class's readiness was probably that they had had more experience using Haiku Deck than Yvette's class, most recently for their previous project. This was also a good example of a formative assessment that uses technology for efficient and effective teacher and peer assessment. With the slides in the cloud, they were easily shared for (re)viewing and feedback. Using

Prioritised teacher to learner feedback

- Yvette projected the questions that pupils had generated on curation and learning on Padlet and asked them why it was important to curate. The pupils were unable to answer her satisfactorily, so she gave the example of links and memes that they see on Twitter and Facebook. She asked them how they were able to find them again if they wanted to, and how curation could be helpful to the curator. As an example, she asked them about the importance of curation in project work, giving the example of the project they had worked on in the last semester. Once again she was not satisfied with the answers, and so gave them five minutes to discuss in their groups the answers to the

Edmodo, feedback itself was open, in the sense that pupils could see each other's feedback and learn from it (as well as their own). They could also learn from Jen's feedback, which provided useful modelling. With iPads available in addition to the iMacs, more than half the class could potentially comment on Edmodo at the same time, greatly enhancing efficiency. Jen was able to easily skim through the comments given and advise pupils in improving their feedback on the spot, in specific terms (excerpt 16).

capture curiosity?



Ms. [redacted] said Aug 20, 2014

What's the map in relation to curation?



[redacted] said Aug 20, 2014

too fast, too much time wasted



[redacted] said Aug 20, 2014

Problems:

- Asking too many questions in one slide.
- Too fast (not within twenty seconds.)
- Pause at wrong time (especially [redacted]) Example, Tower, he's dragging the sentence. Maybe he could try to rehearse for the script?
- No feelings, example, when trying to say the feelings of Curiosity, they don't show it.
- Monotone
- Try to have more feelings while talking about this topic?



[redacted] said Aug 20, 2014

- Didn't use time given per slide-Time given was 20 seconds, they should have used it wisely.
- No emotion- Emotions should be shown, as there's meaning to all those words.



[redacted] said Aug 20, 2014

three focus questions of what is curation, why do we need to curate, and how do we curate. They were to write their notes in their journals (this is a paper notebook each pupil kept) even though they were sharing school iPads (usually two iPads to a group of 4-6), and refer to the questions on Padlet if necessary. As the groups discussed, Yvette monitored their progress, warning pupils that she felt were off-task because they had not written anything in their journals, and giving advice to others. After about three minutes she stopped the class and asked two groups to share what they had found. As before, she was not satisfied with the answers.

I was looking at some of your feedback right, listen, I suggest that your feedback right, can y'all be more specific in saying things like don't just say they are too fast — what do mean by they are too fast? Too fast in what sense? Though speed is quite relative one — in relation to what they are too fast? So what did they, what could they have done? I want, I want more constructive feedback, not just a criticism. What about the way they presented and explained their informa- their their their uh slides? Were they too fast because they didn't do certain things that they could have done? Were you keeping track of what they were saying? I, that's why I asked you to write notes right? ((TO A PUPIL)) Wh-what has tone got to do with time? Uh, time and tone they are two different things. I already said, you want to talk about tone then you talk about one thing, you want to talk about time then you talk about one thing. I don't think you need to give me a whole list of things, ok? Because just giving one point like that is not going to help them. Helpful feedback should not be one point. ((TO THE CLASS)) Ok, finish up your la- your feedback. Just, don't be, don't be, ah, compelled to like give like feedback on six things. Sometimes you just give feedback on one thing, give one good suggestion is good enough. Rather than you give six things but they are all so vague, y'know people can't really do much with it, ok. One thing and then explain your, give some suggestion or explain it in a bit more detail and it'll that # more useful.

(Excerpt 16)

Allowed sufficient time for work on tasks

- In terms of Materials, this assessment opportunity was marked by easy access to devices; each group of five to seven pupils had two iMacs to share, as well as two or three iPads. The iMacs, with their large monitors, meant too that reading off shared screens was made easier, as was typing in answers. By getting the groups to post their answers on Edmodo, even if they were not sure if they had the right answers, Jen could monitor the overall progress of the class, and decide when the best time to move on with the task was.

Provided short wait time

- Given also that they were only given three minutes, it was probably not surprising that the groups called on to answer were not able to come up with something that satisfied Yvette. The three groups that were recorded did not discuss much among themselves (though admittedly they could have been put off by the recorders), and some confusion was evident over what the three focus questions had been. Group 2 in fact asked Yvette a few times to repeat the questions, but she failed to hear this until the three minutes were up.

Demonstrated a deeper and more nuanced understanding of digital literacies (PCK or construct) as practices

- While Yvette indicated to her pupils that we curate more for ourselves ('it's not for the viewers, it's not really for people, I mean it can be for people, but it's more for ourselves'), Jen placed for emphasis on curating for an audience. She emphasised this in her feedback to George's presentation, and reiterated it when GH from the second group presented (excerpt 10).

((TO GEORGE)) You said you must catch the audience's attention right, then let me ask you you curate for yourself, or for other people? And if you say that there's there are other people you curate for, who are these other people?[...] Do you curate for yourself, other people, or both, alright? And who are these other people? Your audience, who are they? How are you going to know how to attract them if you don't even know who they are, right?[...] How do you get their attention?

((TO THE SECOND PUPIL GH)) Ok, so you need to publicise. You can't just collect something and then just keep it in storage and that's it, finished[...] Is it like, word of mouth? If you say social media, it's sort of like word of mouth, right?[...] People retweet or or reshare your y'know[...] So that's related to audience. How do you reach your audience?[...] How do you attract them?

(Excerpt 10)

This recalled their assessed situational writing, for which they had been taught to always consider purpose, audience and context. In highlighting the issue of attracting one's audience, Jen was focusing her pupils on an aspect of digital literacies that distinguishes it from traditional ones. As Web 2.0 is characterised by user-generated content (the so-called Read/Write web), to be digitally literate is to be participation literate, and to be able to establish and maintain social capital by doing so ([Rheingold, 2012](#)). While writing for an authentic audience has long been acknowledged to be advantageous, in digital

Demonstrated an understanding of digital literacies that was more superficial (as mere knowledge/skills)

- The first group she asked to share their answers told the class that they had gone to Google.com and searched for 'why should you curate'. Some pupils laughed at this, which perhaps signalled that they doubted if this was a 'legitimate' use of the iPads and Google (and of technology) in the classroom. They might therefore not have expected Yvette to chide them for laughing and not Googling for it themselves (excerpt 1).

Yvette: Ok you laugh at him, you all laugh, how many of you all did that? How many of you did that? Three![...] You have your iPads in front of you; information is at your fingertips, right. You can use, you can — I didn't ask you to search, but you could have used the tool to search, and then get more information if you are stuck, right? It's nothing embarrassing to look for information.

(Excerpt 1)

In the element of Competence, the above example, along with Yvette's query as to whether the pupils had looked for simpler websites when the first ones they had found were too difficult to understand, highlighted that digital literacies among pupils were inadequate and that Yvette may have taken their search skills for granted. Perhaps like many she had bought into the myth of the 'digital native', if only subconsciously. This was especially likely given that Jen had planned for search skills to be taught later in the unit.

literacies the audience becomes a critical consideration; as the proliferation of information on the internet has resulted in an attention economy (Goldhaber, 1977), we can no longer take the attention of our intended audience as a given.	
Facilitated (on task) collaboration effectively Jen did not ban the use of pen-and-paper, but encouraged the use of free tools that allowed collaboration (e.g. Google Docs rather than Evernote). Notes on Evernote (free accounts) and VideoNotes can be shared, but not simultaneously edited. In terms of Competence, we see that VideoNotes was useful enough that Jen took time to walk one of the groups through installing and using it. They were not able to find the app initially, which gave Jen the opportunity to model some troubleshooting. As she had encouraged them to split the workload among group members, a couple of groups used their shared Google Doc not only to write collaboratively, but also to share the links to their Evernote and VideoNotes notes. One group shared the user name and password to the group Diigo account there as well. This allowed group members to use their preferred tool but still share their work, and at the same time keep everything in one central, easy to access location, like a digital binder.	Did not successfully support or promote collaboration - In terms of Materials, the event centred around the collaborative document with the table that each group had to produce. On the surface this seemed a good use of online collaboration, but in practice there were some hiccups: - Pupils forgot to configure the share settings so that Yvette could access their documents (admittedly a common problem even among experienced users). - Pupils spent too much time setting up the document. Yvette chided them for this and told them that one pupil should work on setting it up and sharing it on Edmodo for the other iPad, while the others start on the group discussion. - The iPad Google Drive app did not allow tables to be created. Some groups eventually figured out that they could create tables on a Google Sheet (i.e. spreadsheet) instead. Yvette was not initially aware of this and was unhappy that they had not followed her instructions. Tables could be created on a Google Doc if they accessed Drive from the browser, and it seemed that most groups eventually did that.
Supported learner autonomy By providing the pupils with a curated set of resources right from the start, Jen allowed them to explore and immerse themselves in the topic, and to hopefully internalise the concept of curation. Unlike Yvette who feared that her pupils would get lost in the deluge of information, Jen was obviously more confident that a skilfully curated (by herself and others) collection would have enough focus to prevent	Tended to micromanage learners/be didactic, while expecting self-directed learning In terms of Competence, we see from the problems described above that both Yvette and her class lacked some of the know-how and digital literacies needed to efficiently set up a collaborative writing activity in this context. When Yvette realised the problem with creating tables on a Google Doc, her response was to tell the class to 'just write

that, and as she pointed out to her class, transform information to knowledge. This kind of guided exploration could help them to hone their digital exploration skills (particularly through developing the habit of digital notetaking and annotation). And while Jen did not explicitly point this out, this activity also allowed them to experience first-hand how curation could aid learning.

- In terms of Materials, despite having fewer devices to go around, pupils were able to continue with what they had started in the previous lesson, and also prepare something they were ready to share with the class. Because the goal was to prepare something presentation-ready, Jen recommended that they use Evernote with its Chrome extension. This was a button that allowed users to 'clip' webpages or parts of webpages, annotate them, and save these 'clippings' to a chosen Evernote notebook. It could also clip video stills this way (by pausing videos at the desired moment). This would be faster than copying images or making screen captures to be pasted onto a Google Doc. Evernote did not allow collaboration on free accounts, and so the groups would have had to appoint one member to do this. The six groups that preferred to stick with Google Docs might have done so because they had started with it the previous lesson and did not want to start something new; at least two of the six used the same document they had started the previous lesson (as evident in the documents' edit history). They could have been reluctant to install the extension if it had not already been installed previously. It is also possible that they found the inability to edit Evernote notes at the same time to be inconvenient. In any case, this demonstrated that the pupils had the knowledge, experience and/or confidence (in terms of Competence) to make their own decisions about tool use.

first, just type'. I quietly commented to her then that the pupils were quite smart to have used Sheets instead, and indeed this showed that the pupils could on occasion be more resourceful. While 'digital nativeness' might be a fallacy, this incident demonstrated that the pupils did indeed have a flexibility and resourcefulness that Yvette lacked, perhaps stemming from their respective out-of-class digital literacy practices. That is, while Yvette might be more likely to take a paper-first approach to learning (thus 'drawing tables' on digital 'paper'), the pupils have somewhat less of a bias. This could be viewed in terms of Meaning and learner dispositions, suggesting that cultivating desirable learner dispositions is more productive than being didactic, in the teaching of digital literacies.

- The struggle over the concept of 'criteria' highlighted that Yvette had a perhaps subconscious assumption that her pupils already had an existing schema they could work with in learning how to curate. She was frustrated too that they did not take the initiative to overcome this problem: 'You all don't know what criteria is, you all don't know how to Google, you all don't know how to ask.' In essence, she was irritated by her pupils' inability to be self-directed learners. Certainly it was also possible that, as in assessment opportunity Y1, they were unsure if they could take to the internet to find out what 'criteria' meant, given how circumscribed their iPad use seemed to be in Yvette's class. Given Yvette's manner, impatient and often sarcastic, it was not surprising either that the class would prefer not to ask her for the answer.

Used more skilful scaffolding of learning

- [To introduce the concept of curation and criteria,] Jen had brought from home part of her personal comic books and trading cards collection, already in hastily curated sets. The groups were to take a

Scaffolding was insufficient

- In terms of Meaning, Yvette once again expressed impatience and frustration. Aside from the incident described above, she was also frustrated because she felt that the pupils were reluctant to think and

set each and figure out what criteria Jen had used to curate them. They could share their answers on Edmodo. The class struggled with this activity as they were not familiar with the comic book sub-culture in general. After about 25 minutes, Jen revealed her curation themes and criteria (primarily rareness of the comic, e.g. different superheroes in the same comic, uniqueness of artwork style and texture, limited editions, which is possible due to her expert knowledge in this area) which the class had not got exactly right, though they had touched on aspects of her answers.

In terms of Competence, Jen was able to make use of this activity to lay the ground and prepare the class with some essential questions to get started with (excerpt 8).

So what is curation? What are the processes that go into curation? I already told you, first step, you have to select. Ok I've given you one key word already, select. Second step, you select you have to ask yourself what? How to select, based on what? Based on what? There's so much, sometimes there's limitless right but I cannot collect limitless things. Either there are some limitations in terms of space, uh money, that's for collecting comic books. What about information? What about when I ask you to collect information, knowledge. How do you go about doing that? How do you go about collecting knowledge? I'm not asking you to collect comic books, I'm asking you to collect knowledge, and information. How do you collect information that becomes knowledge and not rubbish information. There's a lot of information online. There's a lot — more than you can ever ever ever collect, so I ask you this question, same as me, what should I collect, what should spend time collecting, what is valuable, ok? So those are the questions that you are, have to explore deeper. What is worth collecting? What should I collect? What is valuable? What makes information you collect into knowledge?

(Excerpt 8)

She was able to use the pupils' experience in this activity as a springboard to introduce curation and related concepts like information literacy, criteria, information versus knowledge and value.

instead copied what she wrote on the board blindly (excerpt 5).

So my point to you is, it's better to retain and analyse and process the information than just copy. You understand? Ask yourself, what is important and of value then you copy down. Don't just copy everything I write on the board blindly. Or everything I say. Ok, 'cause you need to make the connections on your own.

(Excerpt 5)

What Yvette wanted, then, was for her pupils to make meaning for themselves. However, this could be a tall order for learners who are working out of their depth and with inadequate scaffolds, and are furthermore used to learning in a system that rewarded rote learning and model answers.

The use of Jen's collection helped to bridge a potential gap between the pupils' experience of collecting things (which they were much more likely to have) and the practice of online content curation. In this way, what would have been rather abstract concepts were made more concrete to the pupils via an immediate experience in class. Even the pupils' lack of necessary knowledge and context was not a barrier, but a way to demonstrate how knowledge made the difference between experts and novices.

Restrained from demonstrating negative emotions like irritation and anger in class, suggestive of growth mindset with regard to learners

- In terms of Meaning, as before, the pupils were mostly engaged in their work, but some needed Jen to keep them on-task. Jen was herself frustrated at times by pupils who were more half-hearted in their efforts while working on the task (excerpt 12).

Yah, see, look at the difference. Are you listening? To your response and what she just said? What she has done is she has synthesised something that you gave in a fragment. And that's the problem, the two of you face exactly the same problem, that's why you're writing — you never can go beyond [fragment of ideas]. Not that you don't have ideas, I don't know what's stopping you from pushing your ideas and pushing yourself to further your ideas and express your ideas more clearly.

(Excerpt 12)

Even pupils who were more earnest might lack perseverance when struggling to understand difficult content. When asked for a 'working definition' of curation, a pupil told Jen that they had given up on one they had found because they did not understand it (excerpt 13).

Pupil: Yeah, actually I was thinking of this, but then... we can't understand@
We can't understand so I have to find another...

Jen: No, explain it together! Don't just give up! Why you give up so easily?

Had less emotional control and tended to express impatience, irritation and anger in tone and language, suggestive of deficit mindset with regard to learners

- In terms of Meaning, we see uncertainty on the part of the pupils, and impatience and frustration from Yvette. This exchange before the group discussions is a significant example (excerpt 2), in that it shows how Yvette's impatience sometimes led her to mishear or misunderstand pupil responses. Xavier had obviously caught her hint that curation involved more than one resource, and emphasised his self-correction 'ONES'. When Yvette failed to pick up on that, he was understandably either confused or unwilling to answer further. She could also have picked up on 'that people can understand' and asked what he had meant by that, but obviously angry, she gave up her questioning instead.

Y: For example, ~Xavier, you did the documentary on what's a war hero right?

X: Uhuh.

Y: What did you have to collect?

X: Collect, uh, audio film.

Y: And then?

X: And then pick the one that, that...

Y: You pick one?

X: Pick, pick the...

Groupmate: ((SOTTO VOCE)) The one.

X: the ONES that people can understand lah.

Stick with what you have. Don't understand, you make an attempt to understand. Don't give up like that, come on. And you are, you were also supposed to post questions that occurred to you ask you go along, so talk about it.

(Excerpt 13)

To be successful as at developing digital literacies and other 21st century competencies, the willingness to persevere is essential. Keeping up with technological advances demand that learners are self-directed, possessing what Carol Dweck ([2012](#)) has termed a 'growth mindset'. Jen is therefore encouraging in her pupils an important learning disposition.

Y: Yeah so — but curation is about gathering resources right? And then organising, so do you just pick one? Do you just pick one?

X: ((SILENCE))

Y: Ok, I'm going to give you five minutes, this is not working — it's like I'm talking to the wall again, as usual.

(Excerpt 2)