4.4.2: Learning Assessments - Computational Thinking – 21st Century skills

Uruguay

Plan Ceibal – Cecilia Hughes

GAML5
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Hamburg, Germany
Where is Uruguay?

3 million population – 4 times heads of cattle (4 cows person) and passion for soccer
$1.2 billion IT industry by 2016 and in constant expansion, and more than 700 tech companies exporting software across 52 different markets, leading software exporter per capita in South America, and the third in the world
2016: ICT Device (other than phone) access by age group, according to income quintiles.
Percentage of people across the country.

D7 - Digital 7
- Estonia
- England
- Israel
- South Korea
- New Zealand
- Canada
- Uruguay
Plan Ceibal was created in 2007 as a plan for inclusion and equal opportunities with the aim of supporting Uruguayan educational policies with technology.

To universalize NPDL Red Global de Aprendizajes

To support the educational system in Languages and STEM

To deploy digital inclusion projects with social inclusion approach

TEACHER EDUCATION - RESOURCES - CONTENTS
CREA, Digital Library, Videogames, Artists and Scientists in the classroom
## PLAN CEIBAL

<table>
<thead>
<tr>
<th>New pedagogies for deep learning</th>
<th>Adaptative Test</th>
<th>Impact in working skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RED GLOBAL</strong></td>
<td><strong>CEIBAL EN INGLÉS</strong></td>
<td><strong>JÓVENES A PROGRAMAR</strong></td>
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<tr>
<td>Collaboration, Creativity, Critical Thinking, Citizenship, Character and Communication</td>
<td>Uses the European frame Voluntary 60% coverage 3rd to 8th grade with the same test</td>
<td>We work with assessment for the selection participants We are measuring social and emotional skills before and after the program</td>
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<td>Teacher to students looks how he or she moves forward after activities in the deep learning activities This activities are evaluated by teachers in the country and across de net</td>
<td>Evaluating impact of using math's platforms in the math's results</td>
<td>Program for elderly access to ICT device and internet connection</td>
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<tr>
<td><strong>Uruguay is participating in the 2018 edition</strong></td>
<td><strong>MATEMÁTICA</strong></td>
<td><strong>PLAN IBIRAPITÁ</strong></td>
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<tr>
<td>Grade 8 CIL achievement</td>
<td>We used TERCE and a panel done after 3 years</td>
<td>60 year old retired Welbeeen studies to older people live happier when they can use de ICT devices</td>
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How are we assessing and evaluating education in the age of digital technology?

When we think about mathematics and language, we think is more simple to evaluate.
We have more tradition in their teaching and in their evaluation, but when we want to evaluate a new cognitive ability, we have a problem. It is difficult because its definition is still under construction.
A possible assessment design

We want to show you our evaluation strategy for this project, we are going to implement a series of instruments

a) Development of a monitoring instrument
b) Classrooms observations
c) Development of a Computational Thinking learning test
d) Reservoir of formative evaluation tools for teachers
Thank you!

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