

Putting the Context in Context-Driven Testing

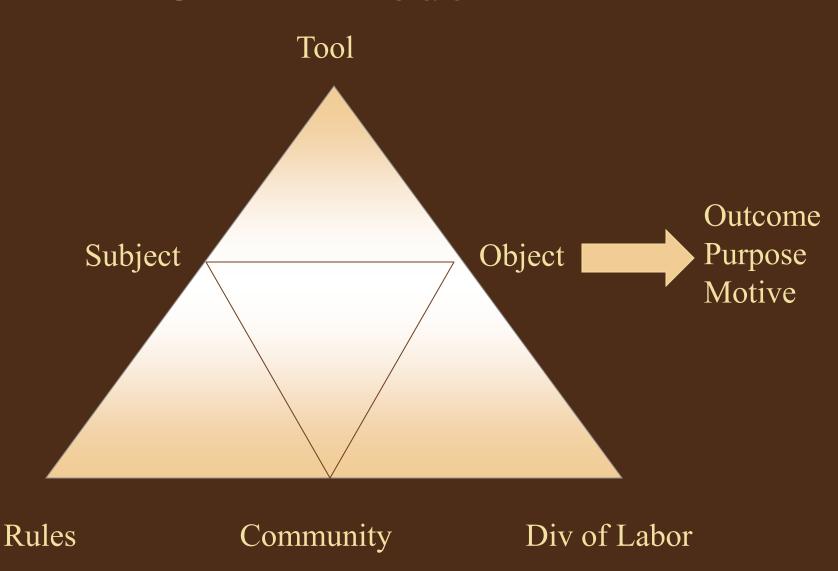
(An Application of Cultural Historical Activity Theory)

Rebecca L. Fiedler Indiana State University

Cem Kaner Florida Institute of Technology



CHAT Model





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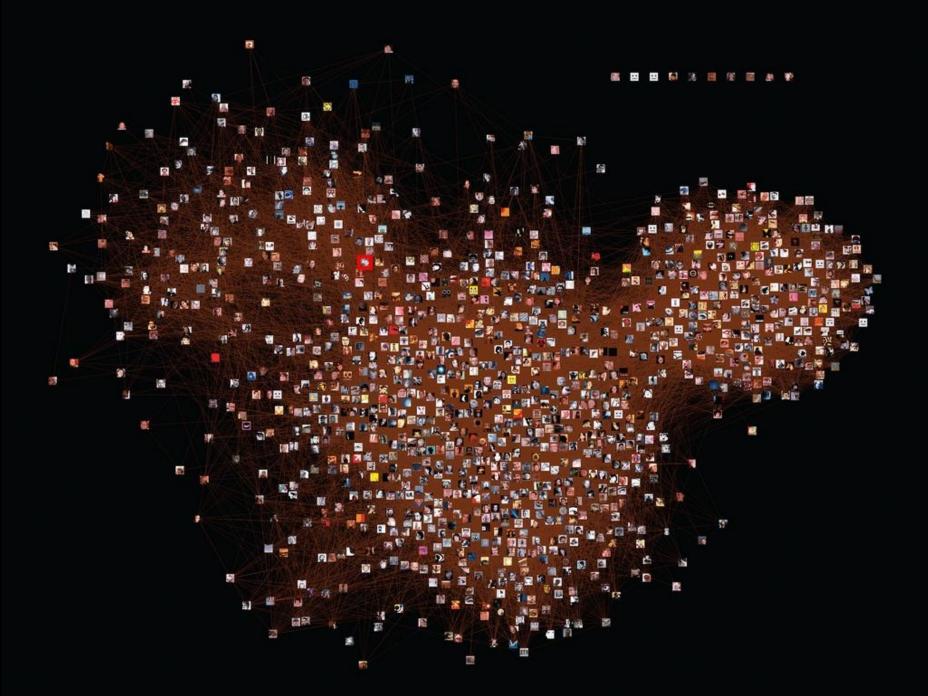




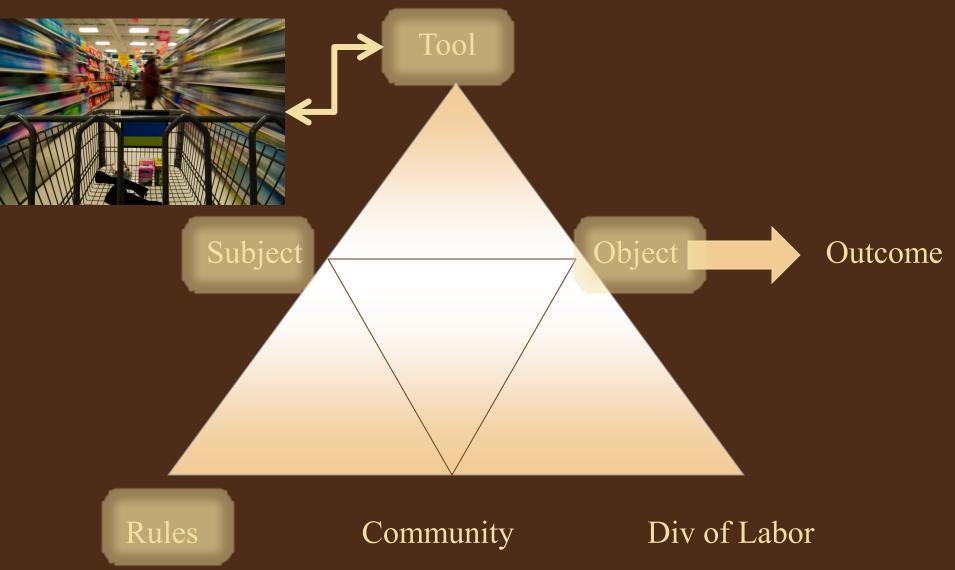








CHAT Model



Things Move Tool K Object 🐇 Subject



Tensions

- Within one node of the CHAT model
- Between two different nodes
- Between old and new
- Between nearby activities

Image by Malayrish on Flickr.com

Portfolio Case Study

- Investment portfolios
- Artist's portfolios
- Teaching portfolios











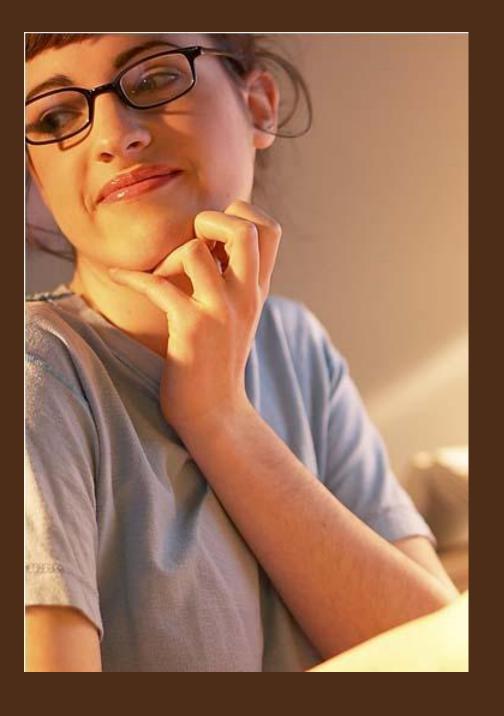
Exploring the student experience











Notes about the students

- Very busy
- Use *MySpace* and *Facebook* for fun and for socializing
- See themselves as creative individuals
- Most are very proficient with word processing software

Fall 2005 Education Portfolio

AP5: Diversity

Directions to Student

Philosophy of Education Matrix of Artifacts

AP1: Assessment

Introduction

AP2: Communication
AP3: Continuous

Improvement

AP4: Critical Thinking AP5: Diversity

AP6: Ethics

AP7: Human Development and Learning

AP8: Knowledge of Subject Area

AP9: Learning Environment

AP10: Planning

AP11: Role of Teacher

AP12: Technology

Field Experiences

Credentials

Letters of

Lesson Plan Submissions

Internship Evaluations

Artifact and Rubric



Place the your case study from ESOL 315 as the artifact and rubric providing evidence of the AP of DIVERSITY in this section. You may upload, cut and paste, attach or scan your materials in. If the project was done in you may also provide a link. Provide an introductory description of the artifact including its name, class in which it was generated, and semester the class was taken.

Reflection Piece

In this section, you will reflect on the artifact(s) that you have chosen to include in your portfolio to demonstrate your abilities in the area of DIVERSITY. You should present your reflection in a narrative form explaining how this artifact has affected you. Consider the following:

- · What have you learned from doing this?
- What skills and knowledge have you taken from the processes leading to this artifact?
- · What would you do differently if you could redo this artifact? Is there anything you would change?
- · Are there any inherent weaknesses in this artifact?
- . What did you find most useful about doing this artifact?
- How have you grown? How has this work contributed to or demonstrated evidence of growth?
- · What can you apply from the compeletion of this artifact that may help you in future teaching situations?

When you write your reflection be sure to use the pre-service indicators as a guide to supporting your argument that this evidence or artifact does indeed reflect the Accomplished Practice. Use the language of the indicator and AP itself and either highlight it, underline it or bold it to indicate to the reader its source.

Your narrative can be livened up in a number of ways to make it more interesting: you can vary the size, the font, the color, the highlighting, and the format of your overall piece to make it more readable and engaging. You can also include pictures of your materials, documents, and supporting items, these may be scanned, linked to, or copied into your document. You can also attach documents, pictures, files, or rubrics to your reflection: This will be the major way we will share information with individuals reviewing our portfolios.

Standards	
FEAP.2	ACCOMPLISHED PRACTICE #2: Communication
FEAP.2.2	STANDARD: Communication Uses effective communication techniques with students and all other stakeholders.
FEAP.4	ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.4.2	STANDARD: Critical-thinking Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
FEAP.5	ACCOMPLISHED PRACTICE #5: Diversity
FEAP.5.1	EXPECTATION: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
FEAP.5.2	STANDARD: Diversity Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
INTASC.3.E	K: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
INTASC.3.G	D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives,

Notes regarding VendorBuilt

- CommercialFolio use required
- Faculty provided a template
- Specific content requirements – archiving projects from courses
- Required a matrix of artifacts



CommercialFolio



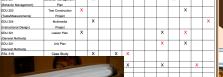


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Hellol Thank you for taking the time to review my portfoliol
My name is Mallory Hend and I an currently a senior pursuing my under graduate done the modern than the control of the my upporting student internship and spraduation in the spring of 2006 and all of the possibilities that it a shead of me. This portfolio is awy for me to show you how I have grown as a southern and as an education.

These known since my childhood that I want to teach. Secause of this, I have worked closely with young childhor for most of my link. My first gib was at my church's Day School and I also got the chance to participate in a child-care vocational program during all flow years of high school. Since coming to college, I've completed many practicum hours in local elementary schools at various grade levels. I've also worked for over two years at an after-school program in a





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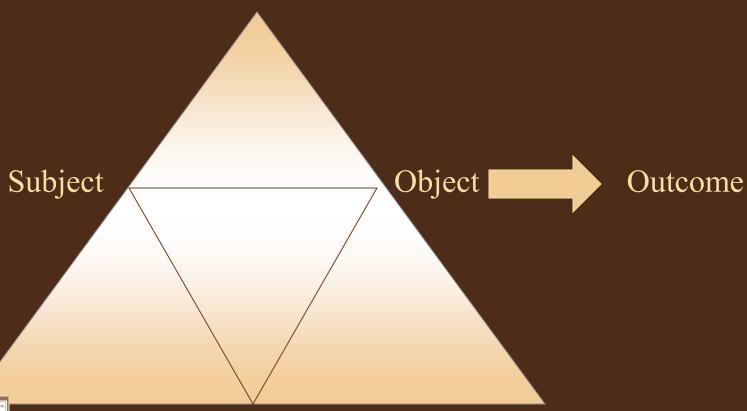


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Philosophy of Education													
Matrix of Artifacts													
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AFS: Communication													
APS: Continuous													
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APC: Ethics APT: Iturum Development Mile	Moce the year case study from ESOL 315 as the critifact and rubric providing evidence of the AP of bIVERSITY in this												
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Courses	Artifacts	AP 1	AP 2	AP 3	AP 4	AP 5	AP 6	AP 7	AP 8	AP 9	AP 10	AP 11	AP 12
EDU 406	Personal Orientation			Х	X							Х	
(Curriculum)	to Curriculum Paper												
EDU 357	Behavior Management		X							X			
(Behavior Management)	Plan												
EDU 203	Test Construction	Х									X		
(Tests/Measurements)	Project												
EDU 324	Multimedia		X										X
(Instructional Design)	Project												
EDU 321	Lesson Plan	Х							X		X		
(General Methods)													
EDU 321	Unit Plan								X		X		
(General Methods)													
ESL 315	Case Study		X		X	X							
(Cross Cultural Comm.)	Ethnography												
ESL 325	Applied Linguistics					X			X			Х	
(Applied Linguistics)	Project												
ESE 209	Connections Project												
Introduction to Exceptionality	New and Scholarly Literature							X	X				
EDU 481	See Student Summative												
(Internship)	Forms Folder												
EEC 209	Case Study:							x	х				
(Intro to Exceptionality)													



Tod



Community

Div of Labor

Courses	Artifacts	AP 1	AP 2	AP 3	AP 4	AP 5	AP 6	AP 7	AP 8	AP 9	AP 10	AP 11	AP 12
EDU 203	Test Construction	х									Х		
(Tests/Measurements)	Project												
EEL 332	Math Learning		Х					Х	Х				Х
(Math Methods)	Center												
EDU 406	Personal Orientation			Х	Х							Х	
(Curriculum)	to Curriculum Paper												
EEL 341	Activity File				Х	Х		Х	Х	Х	Х		
(Art Methods)													
ESL 315	Case Study		Х		Х	Х							
(Cross Cultural Comm.)	Ethnography												
	Practicum Evaluation						Х						
EDD 473 (Methods of Instruction D &	IEP	Х				Х		х			х		
H-o-H)													
EDU 321	Unit Plan								Х		Х		
(General Methods)													
	Behavior Management		х							х			
(Behavior Management)	Plan												
EDU 321	Lesson Plan	х							Х		Х		
(General Methods)													
ESL 325	Applied Linguistics					Х			Х			Х	
(Applied Linguistics)	Project												
EDU 324	Multimedia		Х										Х
(Instructional Design)	Project												
EDU 481	See Student Summative												
(Internship)	Forms Folder												



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Applying CHAT to testing

- Introducing a new metric
- Introducing a new tool
- Persuasive descriptions of failure
- Gathering requirements
- Analyzing failing projects

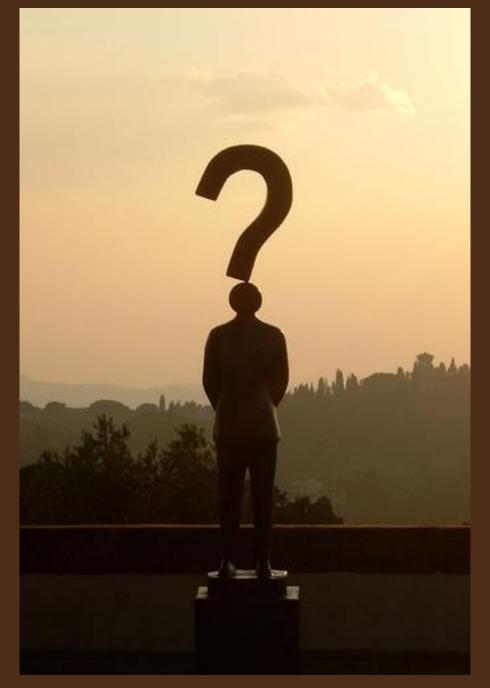


Image by Zed Bee on Flickr.com

Image Credits from Flickr

307/672 cereal at the iggle Craziest Trader Joe's in the world Day 47/365 - Dead Tree Graveyard Domestic strife **Grocery List Grocery Lists** Hanging the show, 4 hermitlabs Katie making a list None P5109269.jpg P6069812 Sarah Grad 2009 104 5 Social Network Diagram of the Earlist [sic] Flickr Users Teamwork (from below) Thanksgiving Supplies The Smallest Grocery List Ever untitled iPhone Grocery List

Fuschia Foot juliekaffe juicyrai Kevin H kabbristol mattack BrittneyBush *keaggy.com jspad susiewrites Motorito Julie, Dave & Family Julie, Dave & Family nsaplayer Quiplash! Casey J phil q alykat B Tal Grocery Store IQ website