

CEFR Online Workshop Series 2022

#8

Title

Mediation in/for the language classroom: learning situations and formative assessment

Date & Time

3 November, 16.00 CET

Presenter

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Hand-out

Tasks for the webinar

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NOTE:

These materials are to be used in the webinar. You do not have to do anything with them before the webinar, but it is highly recommended that you familiarise yourself with them beforehand. This way, group work will be more efficient time wise.

TASK 1 - Familiarising with rubrics for formative assessment of mediation

Examine Rubrics A and B below. For each of them, answer the following questions:

- What type of assessment is involved (self, peer, or teacher-centred)?
- What type of mediation is being assessed (textual, cognitive or communicative)?
- What mediation strategies and abilities are being assessed?

RUBRIC A

How well did it go?				
Read the following questions and get ready to answer them while working with your class mates on the group task you have been assigned.				
To what extent do you agree or disagree with statements (a) and (b):				
(1) seldom or never (2) occasionally (3) often				
(a) When we have different opinions, I help my class mates to come to an agreement.	1	2	3	Comments:
(b) When I explain something, I ask questions to check my class mates understand my point.	1	2	3	
Fill out the following statements:				
(c) _____ has mentioned the following idea, with which I disagree: _____ _____				
(d) _____ has mentioned the following idea, with which I agree: _____ _____				
Answer YES/NO to the following questions:				
(e) Have all the group members contributed, at least once, to the task?	YES	NO		
(f) Is the final product a result of the cooperation of all group members?	YES	NO		
(g) Was I able to contribute as much as I wanted to the task?	YES	NO		
If you answered NO to any of the questions (e), (f) or (g), write something you will do to improve that issue next time you work in groups with other class mates:				

(Source: Sánchez Cuadrado, Adolfo, Caroline Shackleton and Nathan Turner (2022), «Procesos de evaluación de la mediación en lenguas extranjeras/segundas lenguas», in A. Sánchez Cuadrado (coord.), *Mediación en el aprendizaje de lenguas. Estrategias y recursos*. Madrid: Anaya. Págs.: 189-220. ISBN: 978-84-698-9160-5.)

RUBRIC B

A screencast explaining how to use an app			
Watch the screencasts that two of your class mates have uploaded to the course platform explaining one of their favourite apps to non-tech savvy people. Answer the following questions. (Fill out a form for each of your class mates).			
Name:		Evidence:	
Your screencast started with an introduction about the app (what it is for, why you find it useful, etc.)	yes	no	
You carefully explained how to use the app, including all the steps needed to set it up.	yes	no	
You avoided technical terms. If you used any, you paraphrased with simple words.	yes	no	
You explained the meaning of the icons, pictures, etc. in the app.	yes	no	
<p>You used the following strategies in your screencast:</p> <p>YES NO You mentioned other well-known apps as a way to explain how this one works.</p> <p>YES NO The screencast included some trouble-shooting instructions.</p> <p>YES NO You offered help when using the app.</p> <p>I think you should use these strategies because:</p>			

(Source [adapted]: Sánchez Cuadrado, Adolfo, Caroline Shackleton and Nathan Turner (2022), «Procesos de evaluación de la mediación en lenguas extranjeras/segundas lenguas», in A. Sánchez Cuadrado (coord.), *Mediación en el aprendizaje de lenguas. Estrategias y recursos*. Madrid: Anaya. Págs.: 189-220. ISBN: 978-84-698-9160-5.)

TASK 2 - Designing a rubric to assess mediation

STEP 1. Consider the following mediation activity:

Level: B2 (Spanish)
Learners' profile: University students; interest in academic matters.
Mediation activities:
Explaining data in writing
<ul style="list-style-type: none"> Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in their fields of interest (with text in Language A).
Encouraging conceptual talk
<ul style="list-style-type: none"> Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. Can ask people to explain how an idea fits with the main topic under discussion.

A school in your home town has a after-school activity programme in the foreign languages taught at the school. You have been invited to take part in it by giving a series of brief presentations in Spanish (about 20 minutes long each) for pupils (aged 15-16) who are learning Spanish at the school. They have learnt Spanish for four years now, so they have some command of the language. For this week's talk, you have found these two interesting info graphics to talk about environmental crime in the EU:



(Source: Council of Europe info graphics. <https://www.consilium.europa.eu/en/infographics/eu-fight-environmental-crime-2018-2021/>)

Prepare the hand-out you would give the students attending your presentation. Do not forget to:

- Include a short introduction to activate students' prior knowledge.
- Use the information from the info graphics.
- Adapt your text to young learners (15-16 years old).

STEP 2. Let's get ready to create a rubric to give feedback to this mediation task (used for self-assessment: learners will assess their own production). To do so, we first need to choose the skills and strategies we want to focus on. Read the following list and select the strategies and skills you find most relevant for this mediation activity:

- Differentiating information (relevant/irrelevant).
- Showing interest and empathy.
- Recognising how visual elements relate to each other (e.g., time sequence, cause-effect, size-rate/importance, etc.).
- Maintaining or changing the style, register and wording of the original text.
- Differentiating arguments and opinions.
- Understanding opposing points of view.
- Identifying questions to stimulate logical reasoning.
- Recognising implicit and explicit meaning.
- Promoting critical-thinking.
- Relating new information to previous knowledge.
- Describing and analysing feelings and emotions.
- Breaking down complicated information.
- Appreciating alternative approaches
- Adapting language.

(Source: collected and adapted from the CEFR Companion Volume, Council of Europe 2020, mainly from the section on Mediation).

STEP 3. Now we are ready to create our rubric. Imagine we are to use the following template:

Name of the rubric:			
Name of student:		Evidence:	
Check whether you used the following strategies when you composed your hand-out:			
(Descriptor #1)	YES	NO	
(Descriptor #2)	YES	NO	
(Descriptor #3)	YES	NO	
(Descriptor #4)	YES	NO	
(Descriptor #5)	YES	NO	
For each descriptor you checked as NO, think of something you could change in your hand-out to comply with that descriptor:			

Bearing in mind the strategies and abilities we selected in Step 2, formulate the descriptors #1- #5 to be used in the rubric. Remember this rubric is for self-assessment.