



2018 International Learning in Networked Community (iLINC) Carnival

Evaluation Guidelines

■ Evaluation Guideline for the Striving for SDGs Program

Every team has to follow the instructions in each course and complete the learning tasks on time. The performance evaluation consists of three phases: peer evaluation on artifacts (20%), expert evaluation on artifacts and learning behaviors (50%), and evaluation on interpersonal interaction (30%).

- **Peer Evaluation on Artifacts**

ACA is equipped with a peer evaluation grading system in the “Showcase” within each course. All participants are invited to grade or provide comments about the artifacts submitted by other teams. The scores each artifact receives from peers will automatically be aggregated by the system.

- **Expert Evaluation on Artifacts and Learning Behaviors**

ACA will invite several experts to form an evaluation committee and review the artifacts submitted by each team. The evaluation criteria are composed of the artifacts’ quality and creativity, and the timeliness of the submission.

Furthermore, the committee will look at the learning behaviors, including the quality of interpersonal interaction as demonstrated in the contest. Unacceptable learning behaviors could seriously damage the outcome of evaluation.

- **Evaluation on Interpersonal Interaction**

Building up a versatile international learning community is one of the primary goals of ACA. Therefore, we strongly encourage participants to interact with their peers, especially with those who are in different teams or from different countries, by using the various communication tools in each course.

ACA is equipped with an automatic tracking system that aggregates the frequency of interpersonal communication, such as interactions happened in forum and conducts of peer evaluation, for each team. The score assigned to a team in this phase of the evaluation will be based on the frequency of interpersonal communication of its members.



In sum, the score a team gets at the end of the contest is based on artifacts, learning behaviors, quality and quantity of interaction with other teams, and engagement in the collaborative learning process.

■ **Evaluation Guideline for the International Journalists**

The evaluation is composed of three phases: peer evaluation (20%), expert evaluation (50%), and the number of submitted (news) stories (30%).

- **Peer Evaluation on Reports or Stories**

News and other stories submitted by journalists are open to the public. There is a peer evaluation system attached to each submitted item, and everyone is welcome to grade or provide comments. The peer evaluation system will automatically aggregate the scores each story receives.

- **Expert Evaluation on Reports or Stories**

An evaluation committee will assess all items submitted by the journalists based on the content and quality of the writing, as well as multimedia components. Moreover, feedback from readers and interaction with readers are also parts of the assessment. It is expected that journalists will contribute personal and local experiences to ACA with their news and other stories, which will be combined to form a friendly global village.

- **Number of Submitted Reports or Stories**

Even though quality of the reports and stories is important for the journalist program to succeed, quantity is key to creating a broad audience base for “digital storytelling”. The ACA system can automatically keep track of the submissions of every journalist. Evaluation in this phase is therefore based on the recorded number of submissions and frequency of interaction with audiences of each journalist.



■ Overall Evaluation Rubric for Interpersonal Interaction

Interpersonal interaction is very, very, very important to both participants in the contest and ACA. It is weighted heavily as a portion of the final evaluation. Participants of the contest are encouraged to communicate with each other, especially with peers in different schools and online tutors. Everyone in the contest is also encouraged to review artifacts submitted by others and conduct peer evaluations.

However, please pay attention to what you talk about and how you interact with other people. Everyone is expected to demonstrate good discipline and appropriate online behavior throughout the contest. Here is how the evaluation committee will assess your behaviors and interpersonal interaction.

Interpersonal Interaction Rubric

Category	<i>Excellent</i>	<i>Good</i>	<i>Unacceptable</i>
Quality of Postings (Comments)	Thoughtful and reflective comments that provoke questions and comments from the group. Postings inspire others to think critically and motivate them to respond.	Appropriate and reflective comments which, at times, lead to questions or remarks from others.	Comments add nothing new to the discussion or provoke no responses or questions. Uses inappropriate or negative language that people feel uncomfortable with.
Responses to Postings or Questions	Extends the information already provided or raises new questions/topics for discussion.	Uses the correct information from dependable resources in giving answers.	Off target or gives incorrect answers.
Social Messages (Greetings)	Wording and tone of postings clearly demonstrate respect and attentiveness. Provides specific intention and good will. At times, invites responses from others	Pleasant and encouraging messages. Very seldom invites other's comments or responses.	Duplicative or meaningless messages. Inappropriate language. Wording and/or tone of postings demonstrates a lack of respect for others.