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## In the Classroom

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### MUDWorks! Making and Using Demonstrations

#### Demonstrations Ontario

Notes from the Ontario Literacy Coalition conference [LS]  
May 10 - 12, 2001

As part of its move to a learning outcomes model for literacy and basic skills (LBS), Ontario has created resources and training to support providers. The LBS Program aims to provide learner-centred training in a context that reflects a learner's goal. Demonstrations Ontario (<http://demonstrations.alphaplus.ca>) is a web site designed to help providers develop and apply learning outcomes demonstrations that measure the ability of adults to successfully integrate and apply various elements of their literacy learning to everyday life.



At the May conference of the Ontario Literacy Coalition, practitioner/developers Jane Barber and Mike Kelly launched Demonstrations Ontario, and gave a sample introductory workshop and a progress report on the professional development of LBS teachers in provincial school boards. According to Barber, the 5-hour training program, funded by the National Literacy Secretariat, has been given to all instructors in 100% of the boards. The project gave every program a scanner and technical training to scan and shrink images. Access to authentic forms encountered in daily life, is offered through a digitized bank of 98 workplace forms in the HRDC Essential Skills Profile. The Profile can also be used by learners to see what skills they need for particular jobs.

MUD represents the best of what is currently being done with the web to support teachers and learners, including providing a quality tool kit and templates that allow individualizing of demonstrations in terms of Individualized Learning Plans.

## Understanding demonstrations

A demonstration is an activity or an integrated set of activities that is performed by a learner to show progress toward a goal.

The purpose of demonstrations is to see how learners are able to apply the learning as required by a real-life task that is integrated and requires transfer of knowledge to a different situation. Demonstrations resemble and build upon the learning activities the learner under-takes as part of the training program, and enable learners to apply a number of integrated skills to perform a practical task.

Demonstration activities are key to the assessment process because they show progress toward the goals outlined in the learner's training plan. Accurately tracking the success of learners in carrying out demonstration activities is critical when considering the learner's progress toward an identified goal.

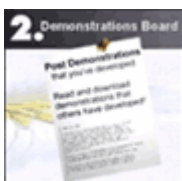
Source: Demonstrations Ontario

The Demonstrations Ontario website will offer ongoing support under three categories:



### Demonstrations Bank

Teachers can review and download more than 100 demonstrations developed by the Simcoe County Literacy Network in the early part of the project. In PDF format, they can be viewed by level, by domain, and by sector, and in some cases, have been linked to the HRDC Essential Skills Profile. Sir Sanford Fleming Community College has created 100 workplace demonstrations. These have not been weeded. They appear as they were created.



## **Demonstrations Board**

This part of the site, still under construction, will eventually allow teachers to post demonstrations that they have developed and to read and download those developed by others. At the moment, the creators are working through concerns about security, quality and copyright. In a recent survey of the field, Mike Kelly says teachers asked for some type of quality control on the site. Most said they would feel more comfortable if a group of peers had looked over submissions and requested revisions where needed. A quality tool kit is already up.



## **Demonstrations Builder**

This part of the site, being developed by the Peel-Halton-Dufferin Learning Network, will guide teachers through a step-by- step process in creating a demonstration. It has been started with reading, writing and math, but will add more later. It will give instructors a way to put in their own authentic materials, as well as a way to save and submit student assessments directly and to report differently if the context demands it.