

KlasCement

What's new?

EVERYTHING

New version of the website

- Personalised experience
 - Homepage
 - Filters
 - Newsletter
- Responsive
- Blazing fast

Search through 54445 educational resources by 198660 members

 Search

My search actions ▾

Inspiration and educational resources



Discover providers of professionalization

Find the trainer you are looking for on the page with organisers of in-service training, workshops and full professionalisation programmes.



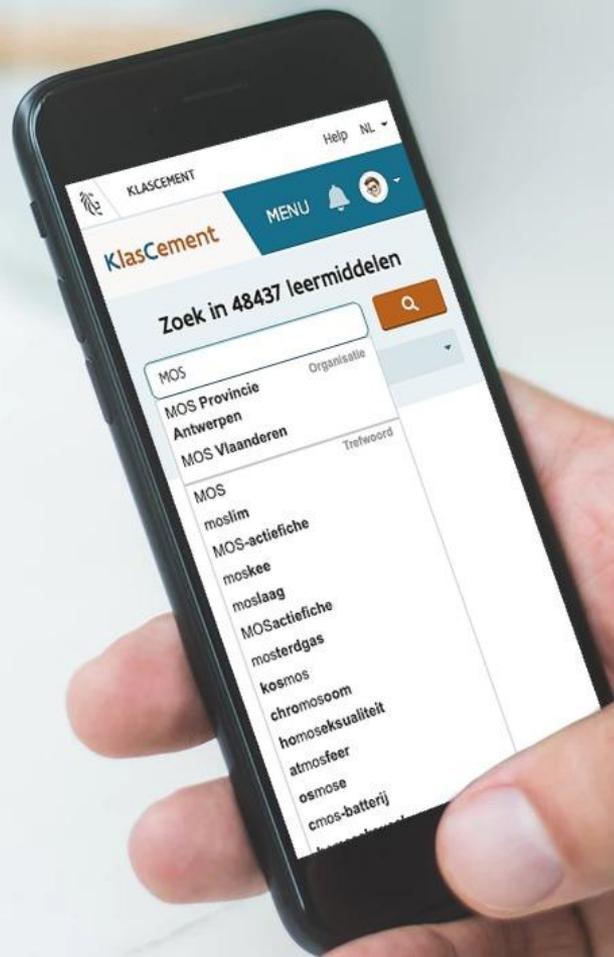
Use research as a basis for your teaching practice

You want to know what really works in education, don't you? Dive into educational research to learn and teach 'evidence-informed'.



Our calendar will help you get rid of Sunday evening stress

Do you want to link your lessons to a current theme? The calendar with 'days and weeks of predicts what will soon be in the news.



Help NL

KLASCEMENT

KlasCement

MENU

Zoek in 48437 leermiddelen

MOS

Organisatie

- MOS Provincie Antwerpen
- MOS Vlaanderen

Trefwoord

- MOS
- mosim
- MOS-actiefiche
- moskee
- moslaag
- MOSactiefiche
- mosterdgas
- kosmos
- chromosoom
- homoseksualiteit
- atmosfeer
- osmose
- cmos-batterij

https://www.klascement.net/

ANALYSEREN

MOBIEL

DESKTOP



https://www.klascement.net/

0-49 50-89 90-100 ⓘ

Veldgegevens — Gedurende de afgelopen 30 dagen geven de veldgegevens aan dat deze pagina met een **gemiddelde** snelheid wordt geladen in vergelijking met andere pagina's in het **rapport Chrome-gebruikerservaring**. We geven **het 90e percentiel van FCP** en **het 95e percentiel van FID** weer.

■ **Eerste weergave met content (FCP)** 2,1 s



● **Eerste invoervertraging** 15 ms



UPDATE: A.I. implementation

Prototyping phase is finished: results look good in beta.

Will be embedded into KlasCement during the summer.

DEMO

UPDATE: Nudging users to write longer descriptions

We experimented with a 'nudging tool'. We showed prompts to the user inviting them to write more about the context, goals, evaluation type, ... of the resource they are sharing.

 38 / minimaal 50 tekens

Keep writing, Bart! Describe the **goals** of your resources.

B	I	U	link
----------	----------	----------	------

This is a workbook on the European Union.

UPDATE: Nudging users to write longer descriptions

A master student in pedagogical studies identified **five aspects** that need to be covered for the 'perfect' description of a resource.

- Educational goals,
- prior knowledge of pupils,
- didactic approach,
- assessment,
- practical directions.

UPDATE: Nudging users to write longer descriptions

We then performed an **A/B test**.

Half of the users saw the extra prompts during 3 weeks.

For the other half there was no change in the interface.

The descriptions written by the users will be analysed qualitatively and quantitatively.

- Are the descriptions significantly longer?
- But above all: teachers write something about the predetermined aspects.

Results expected in september

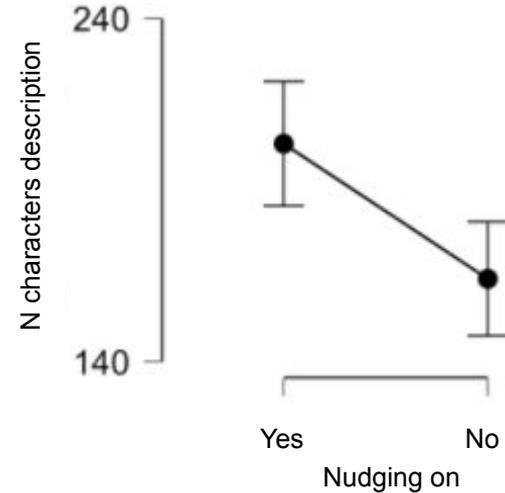
Preliminary results look hopeful

Independent Samples T-Test

	t	df	p	Cohen's d
* Score	-1.369	351.0	0.172	-0.147
Length description	3.145	498.0	<u>0.002</u>	0.283

Note. Student's t-test.

A significant difference ($p .002$) was found in the length of the descriptions between the groups. Users that saw the nudging tool **wrote 25% more** than the control group. However: descriptions remain short.

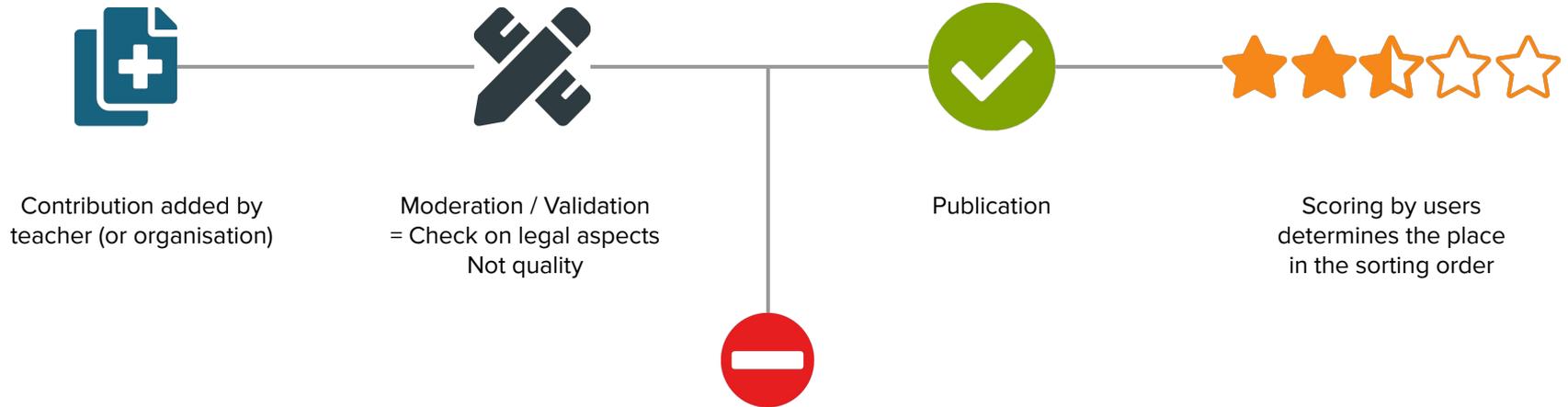


- * KlasCement moderators gave descriptions a score. They assessed how much effort was involved into optimizing the description before publishing. This test was added to check if the longer descriptions would lead to more moderation work. There was no difference.

What's next?

- Networking on KlasCement → possibly through app
- Improving accessibility

Quality assurance on KlasCement

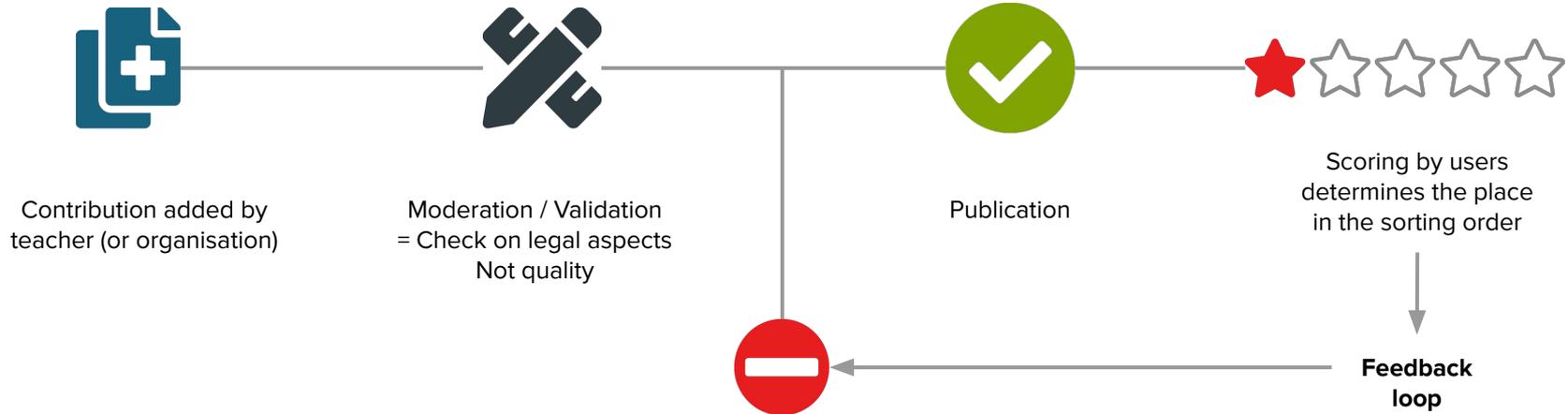


Quality assurance on KlasCement

Disadvantages of this system:

- Only second check when reported via reactions or feedback form.
- What does a score of 2 out of 5 stars mean? Why a low score?
- People give a high score more often than a low score.
- The importance of intervention varies between, for example, typing error or content-related error.

Quality assurance on KlasCement



Quality assurance on KlasCement

What determines 'quality' in OER?

- completeness in terms of content?
- content accuracy or inaccuracy?
- design of the contribution
- spelling and grammar
- up-to-dateness of information

Quality assurance on KlasCement

How to persuade users to 'grade' based on predetermined factors?



Click to add a reaction.

Add reaction

Give score
☆☆☆☆☆

Download



← Previous

Source →

Naam
Voornaam

Tra

A bu
play
stud

Use
The

a
o

Give

Enric

Met de trein reizen – voyager en train

1. Intro



1.1. EXERCICE : Quelles sont les questions que tu pourrais poser au conducteur ? Ecris minimum 3 questions.

- 1)
- 2)
- 3)
- 4)

1.2. JEU DE RÔLE : Forme un dialogue avec ton voisin sur base de la situation suivante



Tu te trouves dans le train et tu n'as pas eu le temps d'acheter un ticket de train. Tu vas chercher le conducteur et lui demandes si tu peux acheter un ticket auprès de lui. Que dis-tu ?

2. Treintabel



2.1 EXERCICE¹: Je veux visiter un ami à Courtrai. Regarde le tableau d'information



Click to add a reaction.

Add reaction

Rate resource



Download



← Previous

Next →

Naam
Voornaam

Tra

A bu
play
stud

Use
The

a
o



Give

Enric

Met de trein reizen – voyager en train

1. Intro



1.1. EXERCICE : Quelles sont les questions que tu pourrais poser au conducteur ? Ecris minimum 3 questions.

- 1)
- 2)
- 3)
- 4)

1.2. JEU DE RÔLE : Forme un dialogue avec ton voisin sur base de la situation suivante



Tu te trouves dans le train et tu n'as pas eu le temps d'acheter un ticket de train. Tu vas chercher le conducteur et lui demandes si tu peux acheter un ticket auprès de lui. Que dis-tu ?

2. Treintabel



2.1 EXERCICE¹: Je veux visiter un ami à Courtrai. Regarde le tableau d'information



Click to add a reaction.

Add reaction

Rate resource



Download



← Previous

Naam
Voornaam

Met de trein reizen – voyager en train

1. Intro



1.1. EXERCICE : Quelles sont les questions que tu pourrais poser au conducteur ? Ecris minimum 3 questions.

- 1)
- 2)
- 3)
- 4)

1.2. JEU DE RÔLE : Forme un dialogue avec ton voisin sur base de la situation suivante



Tu te trouves dans le train et tu n'as pas eu le temps d'acheter un ticket de train. Tu vas chercher le conducteur et lui demandes si tu peux acheter un ticket auprès de lui. Que dis-tu ?

2. Treintabel



2.1 EXERCICE¹: Je veux visiter un ami à Courtrai. Regarde le tableau d'information

Why did you rate

- Spelling errors
- Errors in content
- Resource design
- Outdated
- No access without payment



Click to add a reaction.

Add reaction

Rate resource



Download



← Previous

Tra

A bu
play
stud

Use
The

a
o



Give

Enric

Naam
Voornaam

Met de trein reizen – voyager en train

1. Intro



1.1. EXERCICE : Quelles sont les questions que tu pourrais poser au conducteur ? Ecris minimum 3 questions.

- 1)
- 2)
- 3)
- 4)

1.2. JEU DE RÔLE : Forme un dialogue avec ton voisin sur base de la situation suivante



Tu te trouves dans le train et tu n'as pas eu le temps d'acheter un ticket de train. Tu vas chercher le conducteur et lui demandes si tu peux acheter un ticket auprès de lui. Que dis-tu ?

2. Treintabel



2.1 EXERCICE¹: Je veux visiter un ami à Courtrai. Regarde le tableau d'information

Why did you rate

Errors in content

How can it be improved?

Be kind! Your reaction will also be sent to the contributor.

Submit

Cancel

Quality assurance on KlasCement

Actions to take based on user feedback:

Why did you rate 

Spelling errors

Errors in content

Resource design

Outdated

No access without payment

Automatically unpublish and send message to user.

Automatically unpublish and send message to user.

Decrease score.

Decrease score. Review by moderator.

Decrease score.

Quality assurance on KlasCement

Do feedback loops (and earlier removal of resources) lead to a **higher ‘perception of quality’ of the OER** on the portal?

Does that lead to a **higher ‘perception of usefulness’ of the OER portal.**

Perception of usefulness is the best predictor of Use of an online OER portal ¹

What are the **psychological effects (UX)**:

- on contributors: do they feel criticised?
- on non-contributor: they feel more anxiety to share

Knowledge sharing self efficacy is the best predictor on sharing intention ²

¹ Pynoo, B., Tondeur, J., Van Braak, J., Duyck, W., Sijnave, B., & Duyck, P. (2012). Teachers' acceptance and use of an educational portal. *Computers & Education*, 58(4), 1308-1317.

² Faems, B. (2017). *Vier invloeden op de intentie van leraren om leermiddelen te delen op een onlinesysteem voor open educatieve leermiddelen*. Antwerpen.

Quality assurance on **OER PORTALS**

Looking for **opportunities for collaboration** and **funding** for:

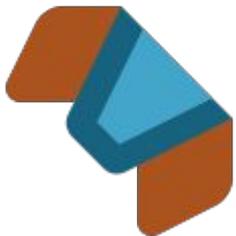
- Research on **universal quality criteria** for OER.



Quality assurance on **OER PORTALS**

Looking for **opportunities for collaboration** and **funding** for:

- Research on **universal quality criteria** for OER.
- Experimental research on **user interface design and behavioural design** to nudge users in doing quality control.



Quality assurance on **OER PORTALS**

Looking for **opportunities for collaboration** and **funding** for:

- Research on **universal quality criteria** for OER.
- Experimental research on **user interface design and behavioural design** to nudge users in doing quality control.
- Research on the effect of research into the **psychological effects** of introducing quality control on an OER portal.

