Positive Technological Development Measurements

From Appendix A in "Druga, Stefania. "Growing up with AI: Cognimates: from coding to teaching machines." PhD diss., Massachusetts Institute of Technology, 2018." https://scholar.google.com/scholar?cites=3199327343623530479&as_sdt=2005&sciodt=0,5&hl=en

*Required

Email *

Your email address

Prior experience

	5-Always	4-Often	3-Sometimes	2-Almost Never	1-Never	0-Not Observable
Evidence of child fluency of technology	○	○	○	○	○	○
Child level of experience coding	○	○	○	○	○	○

Communication skills

	5-Always	4-Often	3-Sometimes	2-Almost Never	1-Never	0-Not Observable
Child engages in two-way conversations	○	○	○	○	○	○
Child is warm and friendly with others	○	○	○	○	○	○

Collaboration skills

	5-Always	4-Often	3-Sometimes	2-Almost Never	1-Never	0-Not Observable
Child works together with other children on same project	○	○	○	○	○	○
Child seeks help from peers	○	○	○	○	○	○

Conduct

	5-Always	4-Often	3-Sometimes	2-Almost Never	1-Never	0-Not Observable
Child handles tools with care	○	○	○	○	○	○
Child shows respect to space	○	○	○	○	○	○
Child shows respect to peers	○	○	○	○	○	○

Presentation and demo skills

	5-Always	4-Often	3-Sometimes	2-Almost Never	1-Never	0-Not Observable
Child shares work with facilitators, teachers	○	○	○	○	○	○
Child shares work with peers	○	○	○	○	○	○

Tasks difficulty

	3-Easy	2-Medium	1-Hard
Perceived difficulty of the task	○	○	○

Coding time

	3-A lot	2-Medium	0-None	NA-Not Observable
How much time the child spends coding	○	○	○	○

AI

	1-Yes	0-No
Does the child change his opinion about AI	○	○

Cognitive scaffolding: child can identify the variables involved in a domain or task, generate testable hypotheses, design experiments to test their hypotheses and draw the right conclusion from experiments.

"Higher-order cognitive and social skills (the definitions of cognitive and social scaffolding were adapted from Joolingen and Zacharias "(2009) [32])"

Your answer

Social scaffolding: child can facilitate collaboration and inquiry for others, map their ideas, visualize/demonstrate their differences etc

"Higher-order cognitive and social skills (the definitions of cognitive and social scaffolding were adapted from Joolingen and Zacharias "(2009) [32])"

Your answer

Content knowledge: child has a good grasp on the concepts required in the interaction/task

"Higher-order cognitive and social skills (the definitions of cognitive and social scaffolding were adapted from Joolingen and Zacharias "(2009) [32])"

Your answer

Process knowledge: child know how to structure work, break down a task, iterate, ask questions, find information, debug

"Higher-order cognitive and social skills (the definitions of cognitive and social scaffolding were adapted from Joolingen and Zacharias "(2009) [32])"

Your answer

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