DEVELOPING AND ASSESSMENT OF A CREATIVE COMPETITION

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The changing of possibilities and the role of ICT in everyday life could change our education and concept about learning and ICT skills too (Csapó, 2002, Molnár, Kárpáti 2012). Digital fluency not only means the use of computers and ICT tools (browsing, chatting, interacting etc.), but also to be able to design and create something new with the possibility of new media and to be more than an ordinary user, to be a creative creator (Resnick, Sowing 2007). Programming is one of the possibilities that supports parts of the new challenges and computational thinking – it helps to learn problem solving and design strategies (such as modularization and iterative design) that lead to non-programming domains (Wing, 2006). To create a program is not only programming – it is expressing yourself, exploring the range of computers and yourself, involving external representation of problem solving processes, reflecting on your own thinking – and even to think about thinking itself (diSessa, 2000). The IT sector is majorly dominated by men. On average 30% of the tech jobs around the globe are filled with women, but in Europe this number is even lower, only 7%. The prognoses are not promising either, in the USA during the last decade the female employment in the IT sector decreased from 37% to 24%. The reasons behind the decaying numbers root in the Western culture, where the technical jobs are still considered as professions for men. In order to meet more women on this field we have to change the mindset of the people. The work presented in this study focuses specifically on the improvement of developing and organising a competition for creative groupwork for girls, called Scratchmeccs. In the competition 3 member groups of girls between 12 and 16 had the task to plan, develop and present projects in Scratch (Resnick et al., 2009), an educational programming language developed by the Lifelong Kindergarten Group at the MIT. Our work was, on the one hand, to define the evaluation process. We developed a complex scale for topics as engagement (playability), artwork, development (coding), complexity, completeness, originality and media appearance. On the other hand our goals were to see how groups are organised, how girls can work together, and if there is any correlation between the projects, the study and the environment of girls (family, school, interests, age, etc.). For the research of correlations we used a questionnaire about background informations and about the workflow. The first competition (a pilot) was ran with 24 groups – 72 girls aged 12 to 16. A 5 member jury used our scale to evaluate. We are going to present our experiences gained during the evaluation process and the results of the questionnaire.