



Evaluation and assessment of transversal attitudes, skills and knowledge (Module A : Strasbourg, France - 20-23 October 2015 - Module B - Mosta, Malta - 24-27 may 2016)

By Pascale MOMPOINT-GAILLARD

in cooperation with Višnja RAJIĆ, Eusébio André MACHADO and Ildikò LÁZÁR

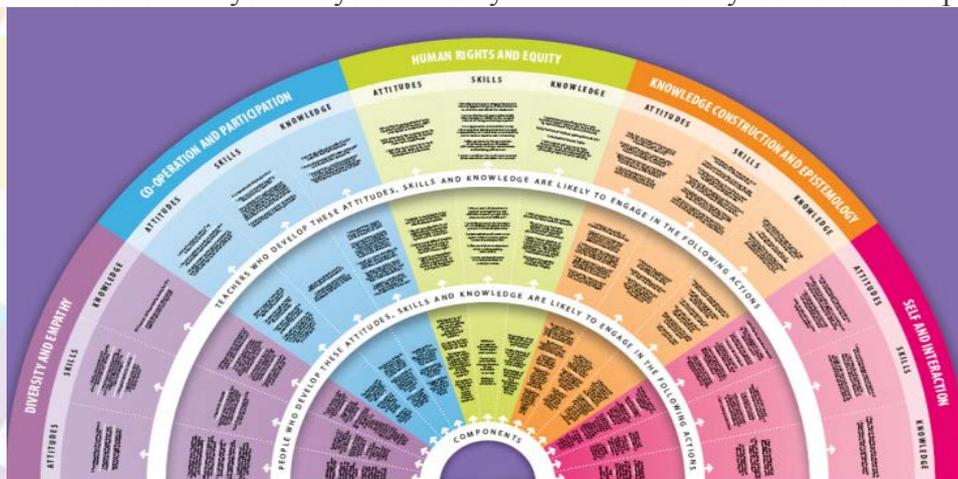
Public report

EVALUATION AND ASSESSMENT OF TRANSVERSAL ATTITUDES, SKILLS AND KNOWLEDGE

Module A
Strasbourg 20 - 23 October 2015

In October 2015 Module A of a Pestalozzi trainer training course was held in Strasbourg that dealt with the very important topic of assessment and evaluation of transversal attitudes, skills and knowledge for democracy following the publication of *“TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs)”*.

Professionals throughout Europe recognised the importance of this topic and 38 teacher trainers and other education professionals participated in Module A in Strasbourg. The module focused on how teaching programmes and courses can be evaluated and how learning progress and outcomes with regard to transversal attitudes, skills and knowledge - TASKs - can be assessed. The module lasted for 4 days and systematically dealt with the key issues of the topic.



TRANSVERSAL ATTITUDES, SKILLS AND KNOWLEDGE FOR DEMOCRACY



Day 1: What are we talking about?

Day one was organised around the creation of a positive atmosphere in the group, building a support network and establishing a common ground: key concepts of evaluation and assessment, principles of cooperative work, rethinking the purpose of education and base group creation.

In other words: what we do, how we do it, why we do it and who we do it with?

We shared our experience of evaluation across an assessment map of Europe getting to know each other and understanding that the contexts we've come from are similar but also different in many ways, which has an impact on what we do.



Participants discussed the key concepts related to the process of assessment and evaluation: learning; assessment; evaluation and feedback. In an interesting and engaging session it became obvious how difficult these issues can be and how blurred the lines are between these concepts for many of the participants, be it caused by language issues or by different interpretations of the concepts due to the diverse contexts.

Although the discussion about the concepts could have been prolonged the following were agreed on for the purpose of this training:

- **Learning** = a lifelong process of acquiring attitudes, skills and knowledge and understanding
- **Feedback** = a constructive evaluation given to one person regarding his/her action
- **Evaluation** = judgements of programme or organisational effectiveness
- **Assessment** = judgments of student performance.

Participants also discussed the purpose and vision of education and expressed interesting ideas:

Education must provide equal opportunities for everyone to develop to their full potential.

The aim of education is lifelong personal development, and to learn to live and participate locally and globally with others.

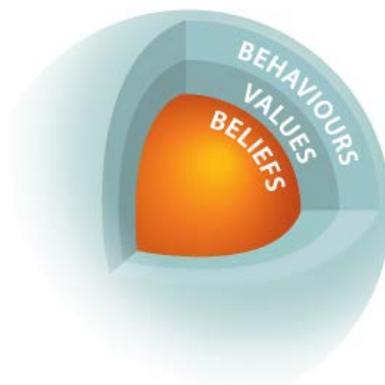
And all of this hard work and discussion made us shake like a coconut tree :)



During the first day Base groups were created, each made of 3 members with the aim of focusing on their learning, supporting and helping each other in the long-term process over the next 18 months. An important task to have...

Day 2: **How can we go about it?**

To further understand what factors impact our evaluation and assessment practices, we discussed our core values and beliefs: what makes us tick and what we consider important. We explored how our beliefs shape our values and how our values impact on our attitudes and our behaviour also when it comes to assessment practices.



Understanding our own values, it is easier to know how to ensure these are reflected in our practice and that they are in line with the values of **Human rights, Democracy and the Rule of Law**. Here is an illustration of what the participants decided were the core values behind the transversal attitudes, skills and knowledge that are important for them.

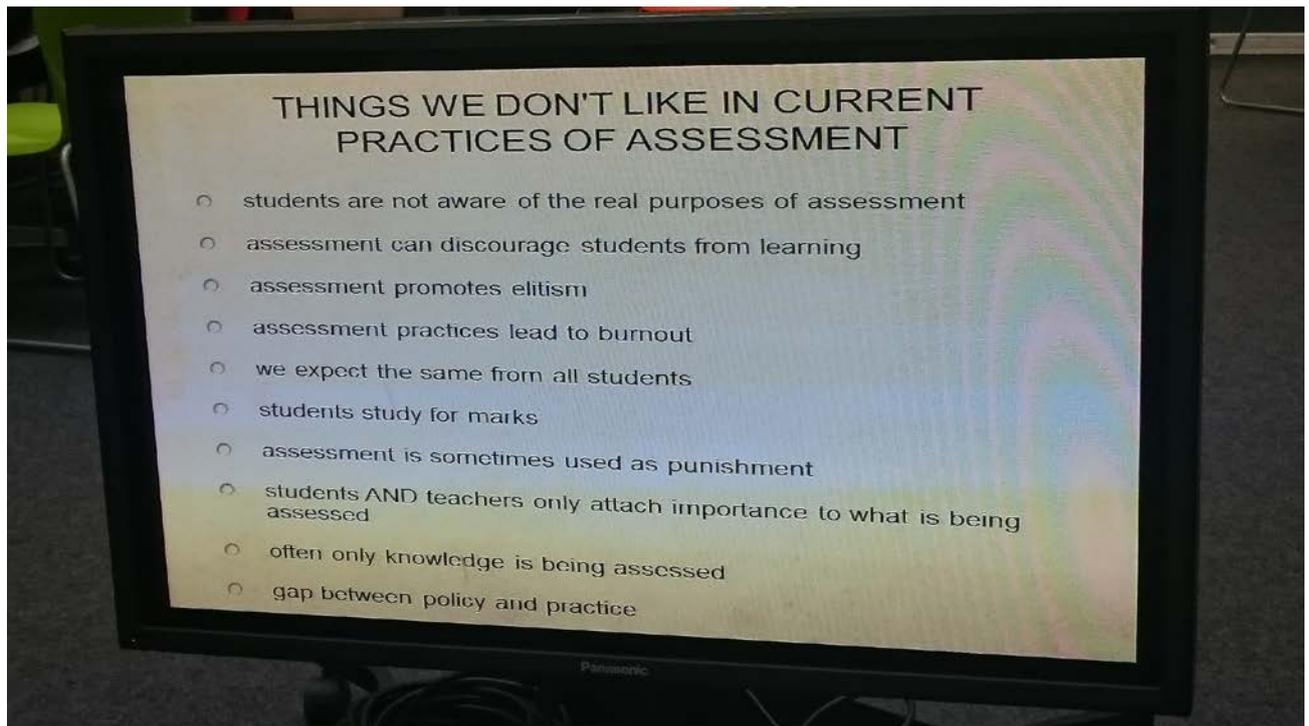


What followed was a deconstruction of training activities that were a part of the publication “TASKs for democracy” to better understand how these are important and can be supported in everyday practice.



The time came to discuss different tools for formative assessment when talking about TASKS: learning diaries, portfolios, narrative reports, game elements in assessment as well as a variety of methods for self- and peer-assessment. Although some of the tools were new to participants, the group recognised that it is not “not knowing” about the tools, but the lack of skills and support to implement them in everyday practice.

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Participants had a task to create their plan of action by choosing three components from the list of TASKs they found most relevant for their context and educational practice and to explain why they chose the combination of 3 TASKs and which values were underpinning them.

These are some of the reasons participants gave:

“I want to try to see how cooperative learning contributes to social competences and how precisely they can be assessed.”

“Actually, I have 3 more TASKs, which I would combine (as one would be the main, and the other - supporting). The main reasons is that I see a great need to work together with teachers on their personal development, as I believe that this is the core thing for any educator. You should practice what you preach, and remember, that you always will be a role model, even if you don't really want it .) therefore, if we want teachers to help youngsters to be better persons, we should learn to be better persons ourselves .) (world peace!).”

“Ce sont les valeurs de base pour l'individu!”

“It's what I have been interested in for a long time and what I would like to specialize in the years to come in an international context.”

“Because working in an environment that is filled with prejudice and fixed beliefs is challenging to my work!”

Day 3: How can we communicate it?



Another session on Day 3 was focusing on writing skills: “How to describe activities for others?” “How to give instructions?” How to be clear and precise in our written discourse?” These were important steps before participants embarked on drafting their training units. Participants experienced the same activity through the eyes of a student, teacher and observer. These multiple perspectives made an impact on how we perceive good feedback. Realising the importance of good feedback is an important element of the creation of a good Training unit.

Another step that we could not leave out was: “How to write for others?” “How to send a clear message?” How to be clear and precise in our thoughts?”

In order to answer the question: “How to communicate with each other after module A?” participants met via Skype Alessandro Soriano and Carmen Becker two members of the stewards group assigned to support their online work and in the Pestalozzi community of practice.



And it was time for some free time!

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We went on a boat ride and a walk through the beautiful town of Strasbourg!



We had fun..... and adventures!



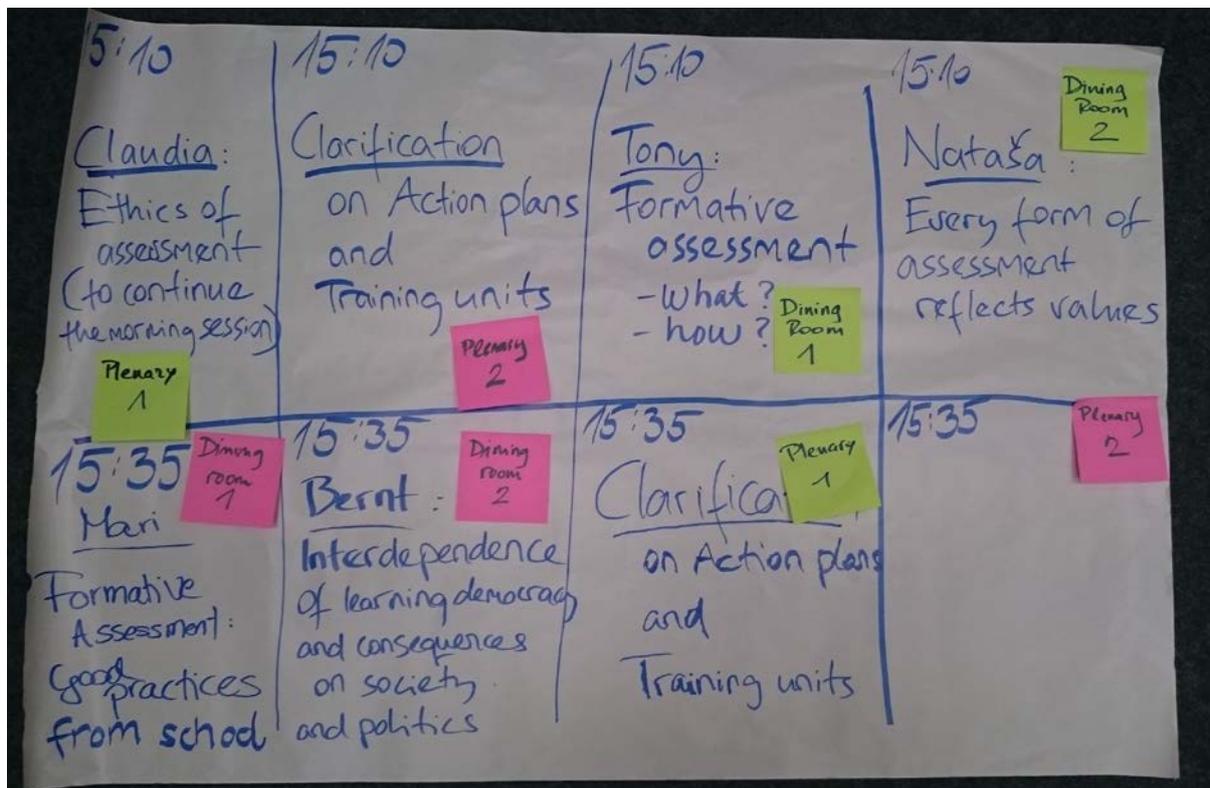
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Day 4: What will WE do about it?

Day 4 started with a POP and a BANG energizer!



The final steps were made in order to be able to continue our work at home. Making our own action plans, getting to know training units and creating coaching groups. Participants also had the opportunity to offer topics they still wanted to discuss in an open space type session in the remaining time together. It was a busy Friday.



In the end through a variety of activities participants evaluated the process of learning in Module A. There is always room for improvement, but it was interesting to find that participants acknowledged the amount of learning and felt ready to continue their work once back home.

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MODULE B

MOSTA, MALTA
24-27 May 2016

Venue:
Mount Saint Joseph Retreat House
Mosta, Malta



After a period of 6 months we met again in Mosta, Malta to work together in Module B. All together 28 participants made it to Malta. This means that all 28 of them had created their training units on assessment of TASKs for democracy, had given feedback to their peers and piloted their training and critically reflected and reported on their activities. After such hard work it was good to meet again in a place as nice as Malta.

Day 1: Catching up

On the first day we started with the official opening by Mr. Josef Huber, Head of Pestalozzi programme and Mr Ian Mifsud Director General, Directorate for Quality and Standards in Education of Malta and our host and participant Maria McNamara.



Soon it was time to start working again. We had a lot to do. After reconnecting we reflected on the process between module A and B. It was time to share experiences after a long period of working from home in a virtual environment, not seeing our peers face to face and communicating only by messages and comments online.



We went back to our coaching groups to discuss the process and the time we were apart. We talked to the members of our coaching group about the achievements and challenges of the TU writing and piloting process.

After that and just in case - and since revision is the mother of wisdom... :) it was time for

Re-learn activities

Here the participants got the task to create an art exhibition, but the catch was that the rules for the set-up were different for each coaching group. We had to go back and re-think our ability to negotiate democratic procedures in everyday situations, and conflict resolution. It was a very lively activity and it pointed out what we need to look for in our communication with each other.



Principles of and reasons for assessment and evaluation of TASKs

In our reflection on the process of assessment and evaluation we decided to create the **Malta Declaration on Assessment and Evaluation** that would correspond to our values and the key principles that reflect these values in our practice. After a process of organised reflection and debate the following principles were agreed upon by everyone present:

Malta Declaration on Assessment and Evaluation May 2016, Pestalozzi Programme of the Council of Europe

Assessment and evaluation must be....

- Respectful of student learning, human rights, dignity and diversity
- Relevant to the development of the learner and supportive to their learning
- Participative and inclusive
- Transparent for all involved
- Use processes which are valid
- Viewed as feedback on work in progress and not a final word

3 steps of feedback

The session that followed was all about piloting and getting feedback so after the piloting in schools we came back to piloting amongst peers.



Participants gave feedback to each other following the rules of the steps of feedback.

Step 1: Ask for clarification if necessary

Step 2: Say something positive about the session

Step 3: Give a proposal for further improvement

When giving feedback we had different perspectives and we tried to help each other improve the sessions from the perspectives of content, methods, and link to assessment.

DAY 2: Are there any pilots on the plane?

Day 2 was a special day. We had a great opportunity due to the help of our friend and Pestalozzi member Charlot Cassar to visit his school and pilot our training units. It was a privilege to be there and work with the students.



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Altogether 11 participants piloted their activities while the others had specific tasks to use the 3 steps of feedback and reflect on what they saw, heard and did in the classrooms. The participants that piloted these activities got feedback from the teachers, students and their peers. It was a valuable experience.

After having a detailed look at our work it was time to create future plans for our cooperation and build a ...

Spider web of future cooperation

In this activity interesting future actions were planned. A group of us decided to seek out opportunities for future cooperation on the topic of assessment. We decided to share our ideas by opening blogs that can be seen and contributed to by the Pestalozzi community of practice.

Top Content

- 1 **Piloting of EVAL Activities in Malta**
- 2 **The kitchen**
- 3 **ASSESSMENT NETWORK - Sharing experience**
- 4 **May 25, 2016**
- 5 **June 2016**
- 6 **Book Worms**
- 7 **Hands on tasks assessment**

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And before we continued our hard work Charlot Cassar organised an evening visit to the ancient town of Mdina where we had a great time!



Day 3: To learn or re-learn

First we tackled the BAD (basic assumption document) by trying to make a good BAD :)

We worked together in smaller groups contributing to the document. We knew how difficult it is to talk about the issues of assessment of transversal attitudes, skills and knowledge for democracy, so we planned and took our time to clear and edit the BAD document. It was a pleasure to see all of us work on a common document.

TU makeover in coaching groups

All of our common work led to the session that enabled all of the participants to improve their training units. Through these 3 days we worked on revisiting the key vocabulary, ideas and principles of assessment. During this session it was time for individual work to make it possible for participants to finalise their Training Units according to our understanding of how to assess TASKs.

Sum up and evaluation

At the end of Module B it was time for sum up and evaluation and it was up to participants to create activities that would evaluate the planned outcomes of module B.

We were lucky to have in the end a group of experts on assessment and evaluation.



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The groups came up with the following evaluation activities:

- ❖ **4 corners - evaluating the statements that addressed the success of Module B according to the level of meeting the planned outcomes.**



- ❖ **What makes a good orchestra???**



The questions asked were:

1. Which instruments performed perfectly?
2. Which aspects of the module helped you orchestrate your understanding of assessment and evaluation of TASKs?
3. Which “instruments” could have been better tuned during module B?

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❖ Mission to the stars: Module B

Participants created a rocket that represented our journey during module B.

The questions that were asked were:

What was your driving force that helped you during this mission?

Things to take home from this mission?

What could you do without on this mission?



❖ The seven dwarfs and the seven emotions

The final evaluation questioned how we felt during Module B while working on specific topics.

Like:

Doc (secure and sure) Grumpy (not happy with the way things are), Happy, Sleepy (bored), Bashful (uncomfortable and embarrassed), Sneezzy (not really at your best), Dopey (not understanding what to do at all).

In the end we had a great time, and what we will surely also remember is the beauty of the Island of Malta and the hospitality of our hosts.

Extracts from the final evaluation written by the participants

"The most significant outcome of my participation in this activity is my increased awareness of the democratic practices in learning and group work, like cooperative learning, as well as meeting wonderful people and exchanging experience with them."

"The most significant outcome for me was the opportunity to create a TU (training unit) in cooperation with experienced, competent and good-hearted people."

"The content of the activity was very good, especially piloting our TUs and working in groups. I had some difficulty with the activity Making a good BAD because I ""got lost"" in the middle of the activity. But anyway, I think it was very useful because we got more involved in TASKS when we had to work on the missing content in the document. "

"I presented a workshop (in my region) from the TASKs for Democracy book by Pascale Mompoin-Gaillard and Ildiko Lazar adapted to the conference topic. I am sure there will be more."

"The most significant outcome of my participation is my TU. I am very satisfied because I had the possibility to pilot it with my peers who also made their own TUs. Their feedback was for me very useful and valuable. "

"The content of the module was very well planned and certain activities helped me acquire deeper understanding on the topic. I particularly vote for the school visit and the 3-step feedback practice I had."

"Maybe there was not enough time for feedback on all TUs. It would have been great if we could have seen all the TUs."

"I will definitely use what I gained in my teaching practice and try to incorporate it in my work with my mentees. I am currently working for the continuation of this collaboration (taking part in a dissemination event scheduled for October and trying to find a sponsor for a Module C)."

"I am inspired to include the newly acquired knowledge in my teaching."

"My long-term goal is a course on assessment which would focus more on everything we talked about, not just giving grades as we do it now. I hope to write and publish a text in our faculty's journal about my experiences."

"I particularly enjoyed the school visit, and being able to observe the educational process and the implementation of the training unit activity by my peers, as well as to discuss this implementation process. I appreciate the practical side of the activity itself - piloting our activities from the training unit, giving and getting feedback in order to precise our training units, and the development of the module B evaluation activities at the end of the module by the participants themselves provided an excellent feedback to the facilitators that we, the participants, really gained a lot from the training."

"One big THANKS to our facilitators, who did a great job and special thanks to the whole Pestalozzi team. After each activity I feel happy and proud to be a part of the "Pestalozzi family", a big group of people who are not afraid of changes and hard work they usually bring!"



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List of participants:

<i>Cristina</i>	<i>ANTON</i>	<i>Renata</i>	<i>MATSILI</i>
<i>Tiziana</i>	<i>AUSIELLO</i>	<i>Audrey</i>	<i>PERI</i>
<i>Maria Cristina</i>	<i>BALEANI</i>	<i>Ines</i>	<i>PERIC</i>
<i>Marina</i>	<i>BELAYA</i>	<i>Ion</i>	<i>POPA</i>
<i>Natasa</i>	<i>BERIC</i>	<i>Imre</i>	<i>SALGA</i>
<i>Tony</i>	<i>BURNER</i>	<i>Jacinta</i>	<i>SANTOS</i>
<i>Cecile</i>	<i>CATHELIN</i>	<i>Nataša</i>	<i>SEVER</i>
<i>Claudia</i>	<i>CORSELLI</i>	<i>Irida</i>	<i>SINA</i>
<i>Sofia</i>	<i>DERIA</i>	<i>Christina</i>	<i>STAVROU</i>
<i>Mareks</i>	<i>DOMBROVSKIS</i>	<i>Veton</i>	<i>SYLHASI</i>
<i>Denisa</i>	<i>ĐURANOVA</i>	<i>Daniela</i>	<i>VACARCIUC</i>
<i>Bernt</i>	<i>DR. GEBAUER</i>	<i>Mari</i>	<i>VARSANYI</i>
<i>Neli</i>	<i>GENOVSKA</i>	<i>Eszter</i>	<i>ZELENKA</i>
<i>Bojana</i>	<i>GOLUBOVIC</i>	<i>Audrey</i>	<i>PERI</i>
<i>Georgia</i>	<i>GYFTOULA</i>	<i>Ines</i>	<i>PERIC</i>
<i>Ingrida</i>	<i>ILGAUSKIENE</i>	<i>Ion</i>	<i>POPA</i>
<i>Renata</i>	<i>KALIVOD</i>	<i>Imre</i>	<i>SALGA</i>
<i>Theodoros</i>	<i>KITSIOS</i>	<i>Jacinta</i>	<i>SANTOS</i>
<i>Jasna</i>	<i>KRALJIC-CMRK</i>	<i>Nataša</i>	<i>SEVER</i>
<i>Olga</i>	<i>KUKHARENKO</i>	<i>Irida</i>	<i>SINA</i>
<i>Lali</i>	<i>LALIASHVILI</i>	<i>Christina</i>	<i>STAVROU</i>

Appendix: Program of Module A

CoE 2015- 2016

**EVALUATION AND ASSESSMENT OF
TRANSVERSAL ATTITUDES, SKILLS AND
KNOWLEDGE**

**MODULE A
Programme
20. 10. 2015 - 23. 10. 2015.**

Venue

European Youth Centre
30, rue Pierre de Coubertin
F - 67000 Strasbourg
FRANCE
Tel: + 33 3 88 41 23 00
Fax: + 33 3 88 41 27 77
E-mail: reception.eycs@coe.int
Web site :<http://www.coe.int/t/dg4/youth/EYC/Strasbourg>

12 September 2016

WWW.COE.INT/PESTALOZZI

Brief introduction

The current trainer training course will focus on how teaching programs and courses can be evaluated and how learning progress and outcomes with regard to transversal attitudes, skills and knowledge - TASKs - can be assessed. The course will explore and help us to respond to questions such as: Were the expected outcomes reached? To what extent were the TASK components developed? Do we have a reliable and useful picture of where each student stands? Have individual students in my class developed their awareness of where they are at in relation to the expected outcomes? What can I as a teacher do differently to better support the learning process and recognise progress?

Expected outcomes

- participants will be able to recognise and explain key values of the CoE and Pestalozzi programme with regard to education
- participants will be introduced to Pestalozzi Programme resources and assessment tools and be able to work with Transversal attitudes, skills and knowledge - TASKS as outcomes of their activities
- participants will become aware of the importance of the development and evaluation and assessment of transversal attitudes, skills and knowledge
- participants will get to know and discuss about different methods of assessment and evaluation: self-assessment; peer-assessment, formative assessment
- participants will have an opportunity to reflect on: the methods and tools of assessment and evaluation with regard to TASKs
- participants will be willing and enabled to develop and pilot training materials and assessment tools in their contexts

Team of facilitators

Ildikó Lázár (facilitator)
Eusébio André Machado (facilitator)
Višnja Rajić (coordinator)
Pascale Mompoin Gaillard (General Rapporteur)

Programme Summary

18. 10. 2015: Arrival of team of facilitators

19. 10. 2015.

- Facilitators meeting (start 9.30),

- Arrival of participants

- 19.00 Dinner and informal get together

20. 10. 2015. - 23. 10. 2015.

- Module A

24. 10. 2015 - Departure

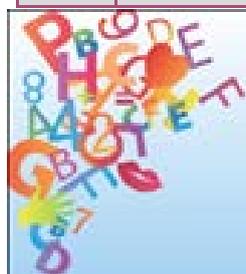
	Day 1	DATE: 20. 10. 2015. What are we talking about?
1.1	9.00–9.45	<p>Official opening and welcome and team presentation Josef Huber</p> <p>Icebreaking, getting to know each other Ildikó Lázár</p>
	9.45–10.30	<p>Module series process Pascale Mompoin Gaillard <i>Expected outcome: participants are introduced to the modules series processes and hear preliminary information on what is expected of them in the next months of cooperation</i></p> <p>Programme overview Višnja Rajić <i>Expected outcome: participants to have clear overview of the following days and Module A programme</i></p>
	10.30-11.00	Coffee break
1.2	11:00 - 12:30	<p>Our assessment map of Europe Ildikó Lázár <i>Expected outcome: participants to become more familiar with each other's contexts, their teaching and assessment practices, to become more aware of their own problems, issues or concerns with assessment and the type of assessor they are</i></p>
	12:30 – 14:00	Lunch break
1.3	14:00 – 15:30	<p>Are the concepts the beginning of good practices? Eusébio André Machado <i>Expected outcome: participants to become aware of the need for common conceptual framework when it comes to assessment and evaluation; to be aware that the most important is how we use our conceptual framework in daily practices of assessment and evaluation; to acquire conceptual tools that allow them to assess and evaluate their daily practices of assessment and evaluation...</i></p>
	15:30 – 16:00	Coffee break
1.4	16:00 – 17:00	<p>Vision of education Višnja Rajić <i>Expected outcome: participants to have a general idea about the purposes of education in contemporary society stressing the need for personal development of each learner (teacher) and the</i></p>

		<i>development of TASKs necessary for active participation in democratic societies</i>
1.5	17:00 - 17:50	Base groups: introduction Pascale Mompoin Gaillard
1.6	17:50 – 18:00	Sum up and evaluation Višnja Rajić
	19:00	Dinner
	Day 2	DATE: 21. 10. 2015. How can we go about it?
	9.00–9:10	Housekeeping Josef Huber
2.1	9:10 -9:20	Good morning Višnja Rajić <i>Expected outcome: to develop positive climate and networks among participants</i>
	9:20: - 9:30	Sum up of day 1 Višnja Rajić <i>Expected outcome: participants to have a clear overview of day 1</i>
2.2	9:30 – 10:30	Do we evaluate what we value?? Višnja Rajić <i>Expected outcome: participants to start thinking about the values of the Council of Europe and how in line these are with the educational practice in their own context</i>
	10:30 - 11:00	Coffee break
2.3	11:00 - 12:30	A book of TASKs - Transversal attitudes, skills and knowledge Ildikó Lázár and Pascale Mompoin Gaillard <i>Expected outcome: participants to become familiar with the TASK components, the activities in the book, and the different levels/approaches of implementation (subject, cross-curricular, whole school)</i>
	12:30 - 14:00	Lunch break
2.4	14:00 – 15:30	Formative assessment and tools Ildikó Lázár <i>Expected outcome: participants to revisit the previous day's concept session about what formative assessment is, what some good assessment practices are, to become familiar with a variety of assessment tools and to start thinking about which ones they could</i>

		<i>implement, what challenges there would be...</i>
	15:30 - 16:00	Coffee break
2.5	16:00 – 16:30	Our action plan Pascale Mompoin Gaillard <i>Expected outcome: participants get familiar with the Action plan template</i>
2.6	16:30 - 17:00	Choose a combo Višnja Rajić <i>Expected outcome: participants to be able to choose a set of 3 TASKs (attitude; skills and knowledge) they are willing to work on during the period between module A and B</i>
2.7	17: 00 - 18:00	Base groups Pascale Mompoin Gaillard and Ildikó Lázár
2.8	18:00 - 18:30	Evaluation and sum up Eusébio André Machado
	19:00	Dinner
	Day 3	DATE: 22. 10. 2015. How can we communicate it?
	9.00–9: 30	Housekeeping and timeline Josef Hüber
3.1	9:30 – 10:30	Feedback Eusébio André Machado <i>Expected outcome: participants to become aware of the importance of the feedback in the process of learning and teaching; to reflect how the feedback should be done in order to promote a successful learning process; to think feedback as process of communication that involves information that should be useful, pertinent and reliable.</i>
	10:30 - 11:00	Coffee break
3.2	11:00 – 11:30	Base groups Pascale Mompoin Gaillard
3.3	11:30 – 12:30	How to write Ildikó Lázár <i>Expected outcome: participants to become aware of the need to be clear and explicit in writing when they produce materials for colleagues to read,</i>
	12:30 – 13:30	Lunch break

3.4	13:30 14:50	–	Community of Practice Stewards, Josef Huber and Pascale Mompoin Gaillard <i>Expected outcome: participants to get acquainted with the community of practice and become aware of its benefits</i>
3.5	14:50 15:00	–	Evaluation and sum up Ildikó Lázár
			<i>Free afternoon</i>
	Day 4		DATE: 23. 10. 2015. What will WE do about it?
4.1	9.00– 9:10		Housekeeping Josef Hüber
	9:10 – 9:20		Warm up Višnja Rajić <i>Expected outcome: to develop positive climate and positive attitude to learn</i>
4.2	9:20 – 10:30		Ethics on Evaluation Eusébio André Machado <i>Expected outcome: to be aware of the ethical implications of assessment and evaluation; to reflect about assessment and evaluation not only as procedure, but also as process that involves values, in the sense that practices of assessment and evaluation are not neutral;</i>
	10:30 11:00	–	Coffee break
4.3	11:00 – 12:30		Action planning – Coaching groups Višnja Rajić <i>Expected outcome: participants to have a clear understanding and feel prepared to carry out the tasks of phase 3 (create a draft of an action plan); get to know their coaching group members and develop a positive attitude toward working in coaching groups.</i>
	12:30 14:30	–	Lunch break
	14:30 15:00	–	Action planning.. continued
4.4	15:00 16:00	–	How to survive Eusébio André Machado and Ildikó Lázár <i>Expected outcome: participants to focus on solutions to the challenges they foresee in implementing ideas/tools form the Module in their own context</i>

	16:00 – 16:30	Coffee break
4.5	16:30 – 17:30	Evaluation Višnja Rajić, Eusébio André Machado and Ildikó Lázár <i>Expected outcome: participants to reflect on the process and the result of Module A. The team to get a clear feedback on the processes of the training activities.</i>
4.6	17:30 – 18:00	Closing Josef Huber and Pascale Mompoin Gaillard
	19:00	Dinner and party!!!!



Evaluation of transversal attitudes, skills and knowledge

MODULE B

Draft Programme 24-27 May 2016

Venue:

Mount Saint Joseph Retreat House
Mosta, Malta

WWW.COE.INT/PESTALOZZI

Brief introduction

The current trainer training course will focus on how teaching programmes and courses can be evaluated and how learning progresses and outcomes with regard to transversal attitudes, skills and knowledge - TASKs - can be assessed. The course will explore and help us to respond to questions such as: Were the expected outcomes reached? To what extent were the TASK components developed? Do we have a reliable and useful picture of where each student stands? Have individual students in my class developed their awareness of where they are at in relation to the expected outcomes? What can I as a teacher do differently to better support the learning process and recognise progress? During module B participants will work on the materials they have produced and pilot assessment activities of transversal attitudes, skills and knowledge created for their own context.

Expected outcomes

- › Participants will have an opportunity to reflect on the methods and tools of assessment and evaluation with regard to TASKs
 - › Participants will have an opportunity to reflect on the piloting process
 - › Participants will be able to develop training materials and assessment tools in their contexts
- Participants will be able to plan future cooperation

Target group

Participants must be prepared and in a position to commit themselves to collaborative international work for a duration of about 12-18 months including the development and piloting of training materials in their contexts; this includes in particular:

- › preparatory reading and writing tasks
- › active participation in Module A
- › development of training material and piloting of this material between Module A and Module B; active exchange of information and reporting back via an online working platform
- › active participation in Module B in late spring 2016
- › revision of training materials and participating in the final editing of the training resources in view of their dissemination
- › dissemination by using the training materials developed by all participants in future trainings

- › Disseminate the programme in their local, regional or national context and continue working with other participants on-line, as a self sustaining network after the programme is completed.

Team of facilitators

Višnja Rajić, coordinator

Ildikó Lázár , facilitator

Eusébio André Machado, facilitator

Pascale Mompont Gaillard (Pedagogical Consultant)

Programme Summary

- Facilitators meeting 24. 05. 2016 start 9.30
- arrival of participants 24. 05. 2016.
- **Module 25. 05. 2016 - 27. 05. 2016**
- Departure 28. 05. 2016.

Day 1		DATE: 25. 05. 2016. Good or BAD?	
1.1	9.00– 11.00	Plenary	<p>Official opening, welcome and team presentation Mr Ian MIFSUD Director General, Directorate for Quality and Standards in Education</p> <p>Josef Huber, Head of the Pestalozzi Programme</p>
		Groups	<p>Icebreaking Višnja Rajić</p> <p>Programme overview Višnja Rajić</p> <p>Coaching groups Ildikó Lázár</p> <p><i>Expected outcome: participants to reconnect with their peers and to reflect on the process between module A and B; To present key points of their piloting experience</i></p>
	11.00 - 11.30		Coffee break
1.2	11.30 - 13.00	Groups	<p>RE-learn activities Pascale Mompoin-Gaillard and Višnja Rajić</p> <p><i>Expected outcome: participants to learn new methods for developing and assessing tasks</i></p>
	13.00 - 14.30		Lunch break
1.3	14.30 - 15.30	Groups	<p>Principles of and reasons for assessment and evaluation of TASKS Eusebio André Machado</p> <p><i>Expected outcome: to come to a common view on principles and reasons for assessment of TASKS. Debriefing</i></p>
	15.30 - 16.00		Coffee break
1.4	16.00 - 17.45	Groups	<p>Introduction to the 3 steps Ildikó Lázár</p> <p>3 steps of feedback <i>Expected outcome: participants to pilot one of their activities and get feedback from different perspectives: method, content, relevance to the topic</i></p>
1.5	17.45 - 18.00		<p>Sum up and evaluation day 1 Eusebio André Machado</p>
	19.00		Dinner

	Day 2	DATE: 26. 05. 2016. Are there any pilots in the plane?	
2.1	9.00– 13.00	Pairs	School visit - piloting and feedback Višnja Rajić <i>Expected outcome: participants to pilot one of their activities and get feedback from different perspectives: method, content, relevance to the topic</i>
			Coffee break
2.2	9.00– 13.00	Pairs	School visit - piloting and feedback Višnja Rajić
	13.00 -14.00		Lunch break
2.3	14.00 - 15.30	Groups	3 steps of feedback Ildikó Lázár
	15.30 - 16.00		Coffee break
2.4	16.00 - 17.30	Groups	Spider web Višnja Rajić <i>Expected outcome: participants to discuss the future steps of networking, benefits of being a member of Co creating action groups with common interests</i>
			Trip to Mdina Organised by Maltese hosts
	19.00		Dinner

Day 3		DATE: 27. 05. 2016. To learn or re-learn?	
3.1	9.00– 10.30	Groups	<p>Making a good BAD Pascale Mompoin-Gaillard <i>Expected outcome: to have an improved version of BAD usable in different contexts with theoretical underpinnings and examples of good practice</i></p>
	10.30 -11.00		Coffee break
3.2	11.00 -12.30	Groups	Making a good BAD (Cont.)
	13.00 -14.30		Lunch break
3.3	14.00-15.30	Individual	<p>TU makeover in coaching groups Eusebio André Machado <i>Expected outcome: participants to edit and finalise at least one of the activities in their TU</i></p>
	15.30 -16.00		Coffee break
3.5	16.00 -17.30	Group	<p>Sum up, evaluation and closing <i>Expected outcome: to have a clear notion of the quality and effectiveness of the training; participants to have an opportunity to evaluate module B</i></p> <p>Closing Josef Huber and Pascale Mompoin-Gaillard <i>Expected outcome: participants to have a general idea about the expectations and timeline</i></p>
	19.00		Dinner - Please bring something nice to share!