Pestalozzi Training Unit

Evaluation and assessment of transversal attitudes, skills and knowledge (EVAL)

Co-operation and participation: Assessment for Learning what, how and why

by

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Title of training unit

Co-operation and participation: Assessment for Learning what, how and why

Brief description

The Training Unit focuses on helping teachers get acquainted with ways to promote cooperative skills for their students and, also on enhancing their own skills to collaborate with their colleagues through hands-on experience. The unit focuses particular attention on people's ability to learn while working with others and reflect on group learning, in order to understand and accept that people are diverse in many aspects of life, including their knowledge, beliefs, practices and that collective/common wisdom is valuable for people's lives. Furthermore, it deals with the importance of formative assessment and feedback as factors of quality teaching and as practices that facilitate the learning procedure towards the expected outcomes, whatever the nature of the latter might be.

Expected outcomes

✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
✓ Willingness to work together with others and become actively involved (A_COOP_2)
✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
✓ Knowledge about the relationship of self and group (K_SELF_3)

Activities

	Duration	Methods used
Activity 1: Who am I? Who are you? Who are we?	30 minutes	Ice-breaking activity Interactive activity
Activity 2: Assessment for Learning in the Curricula	35 minutes	Sharing-ideas activity
Activity 3: The Role of and function of Assessment – Assessment for Learning as a GPS	85 minutes	Pair-work activity Assessment activity
Activity 4: GPS, where do we want to go, where are we?	110 minutes	Group-work activity Hands-on activity
Activity 5: Austin's Butterfly	80 minutes	Video presentation Group work
Activity 6: Feedback for Learning	85 minutes	Role-play Sharing activity Self-evaluation
Activity 7: Giving Feedback for Learning	40 minutes	Hands-on activity Sharing activity (take turns)
Activity 8: Teaching, learning and Assessing co-operation and participation skills	60 minutes	Hands-on activity Group-work activity Formative Assessment activity
Activity 9: Evaluation of the training session	20 minutes	Evaluation Activity

Background and context

The Cyprus Pedagogical Institute organizes and offers seminars to in-service teachers on an optional basis in the form of 5 afternoon meetings (meeting duration: 2 ¼ hours). Also, it offers school-based training during school time, which, among other forms of training, includes a special program of Professional Learning Support via Action Research for school units that choose to work on a yearly basis with the support of the Cyprus Pedagogical Institute and its officers as critical friends. The activities presented in the Teaching Unit were piloted during the afternoon meetings of a five-meeting optional seminar. The seminar was offered for primary school teachers.

The issue of the improvement of learning outcomes has been a major emphasis during the last two years in Cyprus, since in June 2015 the writing of learning outcomes for all subjects in pre-school education, primary education and lower-secondary education was completed. Formative assessment and feedback are considered to be integral quality factors for improving teaching and learning and, consequently, the learning outcomes. Furthermore, co-operation and participation are included in the key-competences for the 21st century that the National Curriculum aims to promote.

Moreover, for the school year 2015-2016 the Cyprus Ministry of Education and Culture has set the following goal in focus for the: "Raising awareness in schools against racism and intolerance and promoting equality and respect in the context of the campaign against hate speech of the Council of Europe".

In this context, the expected outcomes of the training session, as presented above, can be positive steps towards helping teachers become more confident in teaching, learning and assessing cooperation and participation skills, bringing different ideas in the spotlight and accepting that diversity of people, beliefs and practices can be of a positive value for everybody.

Activity 1: Who am I? Who are you? Who are we? (Ice-breaking activity)

Duration: 30 min

Expected outcome
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ Ice-breaking activity
- ✓ Interactive activity

Resources
- ✓ "Who am I? Who are you? Who are we?" Sheet (see Appendix 1)
- ✓ Stickers
- ✓ Markers
- ✓ Pens or pencils

Practical arrangements
- ✓ Arrange the classroom or training room to have enough space for participants to form a circle, to move around and to form smaller groups.

Procedure

Step 1 (2 min)
- ✓ Welcome the participants and thank them for their interest in participating in the training session and for their presence at the meeting.
- ✓ Point out that the training session will be based on "common wisdom" and on "sharing ideas and practices".
- ✓ Ask the participants to write their name on a sticker and stick it on their chest, so everyone can see it.
- ✓ Tell the participants that it is time to get to know each other.

Step 2 (3 min)
- ✓ Hand out the "Who am I? Who are you? Who are we?" Sheet (Appendix 1) to everyone and ask them to take 1-2 minutes to complete the first line with information about themselves.
- ✓ Ask the participants to stand in a circle, having their Sheet and a pen/pencil in hand.

Step 3 (15 min)
- ✓ Tell participants that the aim is to find out information about the other persons in the room and fill in any piece of information on the Sheet about as many persons as possible.
- ✓ Explain that they should form smaller groups with people who have noted similar information on their Sheets (e.g. work at a rural area, teach/taught specific subject, teach/taught specific class/age of students), and write down on the Sheet the other people's names and the common information they share. Note that they will only have 2 minutes while being in the smaller groups.
- ✓ Ask for a volunteer to start, mentioning only one piece of the information about himself/herself (e.g. I work at an urban school). Then, ask all persons that have the same information as the volunteer (e.g. work in urban schools) to follow him/her and form a group in the room.

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✓ In the same way, the remaining participants form other smaller groups according to the same piece of information as the previous group (e.g. those who work at rural schools, those who work at sub-urban schools).

✓ While being in smaller groups, the participants exchange their name and any other pieces of information that are common between or among them and keep notes on their Sheet.

✓ After the 2 minutes deadline ask the participants to return to the circle.

✓ In the same way, ask for a different volunteer to mention a new piece of information about himself/herself (e.g. I teach 1st graders) and repeat the procedure mentioned above.

✓ Repeat the procedure three times, until the information on the Sheet is completed (school area, teaching subject, student's class/age).

✓ Finally, ask the participants to return to their initial seats.

Step 4 - Debriefing (10 min)

✓ Allow the participants time to read the information on their Sheet about the people in the room and then conduct a short debriefing session based on some of the following questions:

  ✓ What were the easy and challenging parts of this activity? Why?
  ✓ Which of the common information/experiences do you think will be more useful during the session?
  ✓ How useful is this activity for the session's emphasis on "common wisdom" and on "sharing ideas and practices"?
  ✓ Could this activity be useful in your teaching?
  ✓ When do you think you would use it in the classroom?

Tips for trainers

✓ The trainer should include himself/herself as one of the participants, complete his/her own Sheet and take part in the activity with the rest of the group.

Activity 2: Assessment for Learning in the Curricula (Development activity)

Duration: 35 min

Expected outcome
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ group work,
- ✓ round Robin

Resources
- ✓ Reasons Sheet (Appendix 2)
- ✓ Pieces of paper with one number on each paper, from 5 to 10
- ✓ Adhesive tape
- ✓ Markers
- ✓ Projector

Practical arrangements
- ✓ Stick the pieces of paper high on the walls, in numerical order from 5 to 10, allowing at least two meters between papers.
- ✓ Arrange the classroom or training room to have enough space for participants to stand near/under the number they will choose.
- ✓ Stick the pieces of paper on the walls prior to the beginning of the meeting to save time.

Procedure

Step 1 (2 min)
- ✓ Give the following question: "To what extent is assessment for learning provided /contained in the National Curricula?". Ask participants to select from a range from 5 to 10, 5 being the lowest and 10 being the highest, according to their opinion and stand near/under the number that is stuck on the walls.
- ✓ Ask participants to look around and comment on the allocation (e.g. most people think that …, very few of us think that …).
- ✓ Ask each group of participants to take the number that is stuck on the wall and sit altogether as a small group.
- ✓ Tell them to stick the number somewhere on their table, where it will be visible.
- ✓ In case you have a group that is bigger than 5 make sure to make 2 smaller ones

Step 2 (10 min)
- ✓ Ask participants to give a number to each member of the group, starting from 1.
- ✓ Give out one Reasons Sheet (and 2-3 markers) to each group and explain that they should work cooperatively to write down why they chose the specific number.
- ✓ Explain that they will take turns clockwise and each one of them should write down one reason for their choice. Ask them to write down short sentences or phrases. Participants take turns and explain orally their thoughts.
- ✓ Call out a number (e.g. number 2) and ask the person with that number in each group to start. When the first round finishes, they can start a second round to add more ideas.

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✓ Finally, tell participants that, at any point of the team work, if they feel that they want to join a group with a bigger or a smaller number than the one they originally chose, they are free to do so.

Step 3 (7-8 min)
  ✓ Show the following questions on a projector. Ask participants to walk around, read what the other groups have prepared and try to collect answers to the questions on the screen.
✓ What are the major reasons for choosing a small number (e.g. number 5 or 6)?
✓ What are the major reasons for choosing a big number (e.g. number 9 or 10)?
✓ Are there any reasons that are common to groups with different numbers? How can you explain?
  ✓ When time is up, ask them to return to their seats.

Step 4 - Debriefing (15 min)
  ✓ Discuss the questions of Step 3.
  ✓ Conduct a short debriefing session based on some of the following questions:
      ✓ Did you feel that you could change group and move to a group with a different number? Why?
      ✓ Were there any different perceptions within your small group? Explain.
      ✓ Were there any conflicting opinions? Which? Why?
      ✓ What could be a positive value of different perceptions or conflicting opinions?

Tips for trainers
  ✓ If only one person chooses a specific number (e.g. number 9), ask the person to join the group or one of the groups with the nearest number (group number 8 or group number 10).
  ✓ You can put the pieces of papers with a number on the floor. No adhesive tape will be necessary. In this case you should ask participants to stand as close to the number they prefer as possible. When moving to the table as smaller groups, they should take the number with them and put it somewhere where it will be visible.
  ✓ Print the Reasons Sheet on a large size paper (A3 or larger).
  ✓ If no projector is available, give the questions for Step 3 in printed form.

Activity 3: The Role of and function of Assessment – Assessment for Learning as a GPS (Development activity and Formative Assessment Activity)

Duration: 85 min

Expected outcome
- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ Cartoon
- ✓ PowerPoint Presentation
- ✓ Pair work – Timed Pair Share
  (http://www.kaganonline.com/online_magazine/spencers_thinkpad.php)
- ✓ Plenary Discussion
- ✓ Formative Assessment

Resources
- ✓ Cartoon (see Presentation on Assessment – PowerPoint slides)
- ✓ Post-it papers of two different colours
- ✓ Presentation (PowerPoint slides) on Assessment (including the Cartoon used in Step 1)
- ✓ GPS Sheet (see Appendix 3)
- ✓ Projector
- ✓ Paper and pens
- ✓ Exit Card (see Appendix 4)

Practical arrangements
- ✓ Participants should be able to have a clear view of the projected presentation

Procedure

Step 1 (30 min)
- ✓ Prepare small pieces of papers of different colours and patterns. Make sure that you have created 4 copies of each kind. Put all papers in a bag. Ask each participant to take a piece of paper and then find the other 3 persons who have the same paper to form groups of four.
- ✓ Present the cartoon regarding a dog that has been taught how to whistle and read it (see PowerPoint Slides document that accompanies the activity). Ask participants to work individually and think of one difference between teaching somebody to whistle and learning to whistle. Allow 5 minutes for them to take turns and share their ideas.
- ✓ Tell participants that they should work as a pair with the person sitting opposite or next to them and that they should give numbers to each member of the pair (Member 1 and Member 2). Show/Ask the question: "Is learning visible?" and tell them that the pairs will be working on this question.
  - o First, Member 1 should think of one example from his/her experience as a learner (e.g. in a classroom) in which his/her learning was visible to others and share it with Member 2. Member 2 should take notes on a post-it paper to answer the question "How was learning revealed in the experience?" Allow 5 minutes for the activity.
  - o Then, Member 2 should think of one example from his/her experience as a learner (e.g. in a

classroom) in which he/she learned something, but learning was not visible to anyone, and share it with Member 1. Member 1 should take notes on a post-it paper (of different colour) to answer the question "Why was learning NOT visible in the experience?". Allow 5 minutes for the activity.

- o Ask participants to share their ideas within the group of four and make a list of at least 2 ways in which learning may be visible and at least 2 reasons why learning is not visible (e.g. on an A4 paper divided in two columns). Alternatively, if the group of participants is small, ask pairs to share their ideas with the plenary and write their ideas on a flip chart.

✓ Present issues of theory and practice about formative assessment saying that it is related to how we can gain evidence that learning is taking place or has been achieved (e.g. any classroom activity we can use to export, interpret and use "evidence" for the learning during learning and instruction – see accompanying PowerPoint Slides) using a PowerPoint presentation.

✓ Before starting, ask participants to feel free to interrupt and ask questions or clarifications or make comments.

✓ Finish the presentation with a slide that presents a photo of a GPS and say that in literature, it has been mentioned that there is an analogy of Assessment for Learning and a GPS (satellite-based navigation system). Ask participants to take a few seconds to think individually what the parallelism could be.

Step 2 (15 min)

✓ Then, ask participants to turn to the person sitting on their right and work as a pair. Explain that they will work in a specific way. They must work in pairs in a mode called "Sage-N-Scribe" with one worksheet containing 4 questions. For the first question, the Sage must tell the Scribe his/her answer and the Scribe must record the work. The Scribe must then provide praise, and, if necessary, can ask clarifying questions. Following each question, participants switch roles. Ask participants to be consistent in their roles and not give answers when they have the Scribe role. The questions on the worksheet can be the following:

  ✓ Name at least 2 kinds of information that a GPS needs to function properly and serve our needs.
  ✓ Describe how a GPS help us get to our destination.
  ✓ Describe how Assessment for Learning is analogous to the way a GPS helps us get to our destination.
  ✓ Name at least 2 kinds of information that are necessary for Assessment for Learning to substantially promote learning.

Step 3 (15 min) – Short debriefing included

✓ Tell participants that they should form groups. Participants who have been the Scribe for question 1 and 3 should become one group (Group A) and participants who have been the Scribe for question 2 and 4 should form a second group (Group B). Then, ask group A to be divided in two sub-groups of four persons. Do the same with Group B. In each sub-group, ask participants to give numbers to each member of the group (Member 1, 2, 3 and 4) and discuss the four questions and answers. Each member gives the answer to the question related to his/her number (e.g. Member 2 – question 2) and the rest take turns to add any other ideas that were produced. As long as it is necessary, conduct a plenary discussion and ask participants to share the answers they have prepared. In any case, the discussion should give the opportunity for the following to be clarified:

  - o For assessment we need to know what the learning outcome (knowledge, skill, attitude) should be (analogous to the GPS' destination information) and where our students are in relation to the learning outcome (analogous to the GPS' current position information)
  - o Assessment for Learning is to function substantially when we find ways to follow our students' progress towards the learning outcome (intermediate steps to final destination) by implementing assessment tools and strategies in daily practice, providing opportunities for the next step to be clear to students and by being ready to act towards "redefining their course".

✓ Conduct a short debriefing about the pair activity. You may ask some of the following questions:
How did you feel when you were the Sage / the Script?
What does the activity make you think about active involvement in a task?
Would you use this activity in the classroom? How? When?

Step 4 (10 min)
✓ Give all participants a piece of paper. Allow a few minutes for them to write down at least one strategy or assessment tool they personally use in their practice (or they have seen being used in practice) that helps them (teachers) get evidence about their students' progress.
✓ Gather all anonymous "Strategy or Assessment Tool" papers in a bag and then mix up.
✓ Ask everybody to pick one piece of paper (that does not belong to them) and read the strategy/tool described (if strategies/tools are more than one they can choose one). Then allow 2 minutes for each to write on the paper any positive comments explaining why they believe that the strategy helps teachers get evidence about students' progress and/or any clarifying questions they might have.
✓ Gather the anonymous "Strategy or Assessment Tool" papers in the bag again (to be used in one of the activities that follow).

Step 5 (10 min)
✓ Present a few more strategies and assessment tools that have not been mentioned, using the PowerPoint Presentation, and ask participants to think how they could be used in practice and for what subject / unit / lesson.

Step 6 – Formative Assessment (5 min)
✓ Ask participants to complete the Exit Card for the meeting / session so far / the activities 1-3 anonymously and put it in a box.
✓ Ask them to be honest and point out that it is important for you to have their feedback, so as to make decisions about the following meetings / activities.

Tips for trainers
✓ Read the Exit Cards carefully. Try to spot positive strategies and points and try to use similar strategies again. Find all suggestions / further needs and consider actions you can take / activities you can organize in order to meet them.

Activity 4: GPS, where do we want to go, where are we? (Development Activity)

Duration: 110 min

Expected outcome
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ Pieces of a puzzle (TASKs for democracy, p. 59-60)
- ✓ Hands-on activity
- ✓ Plenary presentations

Resources
- ✓ Selection of Learning Outcomes regarding the subjects that the participants teach (specific subject, specific class) – National Curriculum
- ✓ Markers of four colours

Practical arrangements
- ✓ Participants should be divided in sub-groups according to subject chosen.

Procedure

Step 1 (10 min)
- ✓ Hand out the sheet with a selection of Learning Outcomes from the National Curriculum (e.g. Language 6th grade, Geography 4th grade, Mathematics 5th grade, Science 3rd grade).
- ✓ Ask participants to select one example and create smaller groups based on their choice.
- ✓ Put markers of four colours on the tables and ask participants to pick a marker.
- ✓ Explain the roles (see Task Sheet, p. 60). Make sure each participant has understood his/her role. For example, announce, "All tracers please raise your hand!", and have one tracer explain his/her role.

Step 2 (30 min)
- ✓ Explain that each group should work on the following questions (show on a projector or give in printed form):
  What should students know or be able to do according to the learning outcome? Explain.
  What activities would you prepare for teaching students?
  What activity/ies would you use for assessing the achievement of the learning outcome? When and how would you embody the assessment activity to your lesson(s)?
  What would you do with the results?
- ✓ Ask sub-groups to be ready to present their ideas, having about 10 minutes available.

Step 3 (60 min)
- ✓ Allow about 10 minutes for each sub-group to present their ideas. Time is estimated based on the presentation of four different groups/learning outcomes/subjects.
- ✓ During the presentations, ask the participants to think of other/additional ideas they might have for the subject/learning outcome that will be presented.

✓ When all presentations are finished, give time for additional ideas to be expressed and discussed.

Step 4 - Debriefing (10 min)
✓ Conduct a short debriefing using some of the following questions:
What part of the activity was more challenging?
What part of the activity was positive / helpful?
How would you value the different ideas that were expressed?
How would you value the roles you had in structuring your sub-group and your group work?

Tips for trainers
✓ Make the selection of Learning Outcomes regarding the subjects that the participants teach, according to the Identity Card Sheet that was used in a previous activity.
✓ If more than 4 people choose the same subject it is better to create 2 even smaller groups. Maximum number of people should be 5 (exceptionally). Adjust the group roles accordingly.

Activity 5: Austin's Butterfly (Development activity)

Duration: 80 min

Expected outcome
- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ Video observation
- ✓ Group-work (Original Idea: Negotiating the meaning of personal choices, TASKs for Democracy, p. 81)

Resources
- ✓ Austin's Butterfly Video (Accessed from https://www.youtube.com/watch?v=hqh1MRWZjms)
- ✓ Observation Sheet (see Appendix 5)
- ✓ Loudspeakers
- ✓ A4 paper and pens

Practical arrangements
- ✓ All participants should have a clear view of the projected video and can hear clearly.
- ✓ Make arrangements for participants to work in sub-groups.

Procedure

Step 1 (45 min)
- ✓ Inform participants that they should watch a video, which lasts about 6½ minutes.
- ✓ Hand out an Observation Sheet to each participant and ask them to fill it in based on their opinion, while watching the video. Present the video for a second time, if necessary.
- ✓ Conduct a plenary discussion on the elements included on the Observation Sheet: Which were applied at larger/maximum degrees, which were applied at a lower degree, which elements were not observed? During the discussion, ask clarifying questions, such as the following:
    - o Why did you choose number X?
    - o How was the specific action observed in the video?
    - o What was the "intended learning"?

Step 2 (30 min)
- ✓ The participants are divided into sub-groups of three or four. The sub-group's task is to come up with a suggested list of 5 (five) ranked elements for effective feedback starting from the most important to the less important.
- ✓ Before starting, each group must share the following tasks:
    - ● One member to take notes and make the ranked synthesis
    - ● One member to present the results of the group discussion in an oral report
    - ● An observer, who should take notes on the conversations / arguments
    - ● A timekeeper to keep track of time (3 minutes for individual work, 10 minutes for group work, 2 minutes for presentation)
- ✓ First, each member ranks the elements according to his/her personal opinion.
- ✓ The sub-groups work to prepare their ranked list of elements.
- ✓ The sub-groups present to the whole group.

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✓ After the presentations, the group observers talk about the notes they have taken to the whole class.

Step 3 - Debriefing (5 minutes)
✓ Questions to guide the debriefing discussion may be the following:
► How would you use this activity in different subjects or in an interdisciplinary way?
► How would you assess your students' ability to work together and become actively involved?

Tips for trainers
✓ Make sure that the following are working properly:
✓ Internet Connection
✓ Loudspeakers/Sound
✓ Having the video downloaded and running offline is always a better choice than relying on the Internet Connection.
✓ If needed, the video may be presented for a second time.
✓ Be ready to expect difficulties in ranking elements for effective feedback, as some elements are interrelated and equally important in combination with others. If so, accept that ranking is not really necessary, as long as we can recognize which elements are necessary for feedback to be effective.

Activity 6: Feedback for learning

Duration: 85 min

Expected outcome
- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ Role-play (activity presented at Module A: Evaluation and assessment of transversal attitudes, skills and knowledge, Strasburg, October 2015)
- ✓ Sharing activity (Take turns)
- ✓ Self-evaluation

Resources
- ✓ Activity Sheet for the "teacher" (see Appendix 6)
- ✓ Activity Sheet for the "observer" (see Appendix 6)
- ✓ One A4 paper for each "student"
- ✓ One A3 paper for each sub-group
- ✓ Self-evaluation check-list for the "teacher" (see Appendix 7)
- ✓ Self-evaluation check-list for the "observer" (see Appendix 7)
- ✓ Self-evaluation check-list for the "student" (see Appendix 7)

Practical arrangements
- ✓ Make arrangements in the classroom for groups of 4-6 to perform their roles simultaneously without being heard by the rest of the groups.

Procedure

Step 1 (5 min)
- ✓ Ask participants to pick up a small paper from a bag, find other people in the room who have the same paper and make a sub-group.
- ✓ Ask the participants in the sub-group to give a number to each member of the group, starting from 1.
- ✓ Call out a number (e.g. number 2) and ask the person with that number in each group to proceed to the front right corner of the room. Give them the Activity Sheet for the "teacher" to read.
- ✓ Call out another number (e.g. number 4) and ask the person with that number in each group to proceed to the front left corner of the room. Give them the Activity Sheet for the "observer" to read.
- ✓ Call out a third number (e.g. number 1) and ask the person with that number in each group to hand out one A4 paper to each of their sub-group members that are still sitting, including themselves.
- ✓ Meanwhile, approach the "teachers" and explain their roles, giving clarifications. Also, assign the teacher profile each one will have (profile A or profile B, see Activity Sheet).
- ✓ After, give clarifications to the "observers" about what they will have to do and ask them to proceed to their sub-group without saying anything and find a seat from which they will be able to observe all "students" and the "teacher".

Step 2 (25 min)
- ✓ Allow sub-groups to act out the activity.
- ✓ After the activity is finished, ask all members in the subgroup ("students", "teacher" and "observer")

to write down words/phrases (e.g. nouns) that would describe how they felt during the activity. Ask them to work as a group, taking turns while sharing their feelings (one person speaks, the person on his/her right taking notes). Hand out the A3 paper for the group work to start.

Step 3 (30 min)
- ✓ Exchange the A3 papers of the sub-groups with a Teacher Profile A with the A3 papers of the sub-groups with a Teacher Profile B. Ask sub-groups to spot feelings similar to theirs and identify differences, comment on why there might be similarities and differences in how they felt and try to guess what role the person who had those feelings might have had during the activity.
- ✓ Ask participants to announce how they experienced the activity, e.g. teachers with profile A and then their students, teachers with profile B and then their students, observers of activities with a teacher profile A and then observers of activities with a teacher profile B.
- ✓ Ask participants in sub-groups to take turns and discuss / note some of the features of feedback that might have promoted more effective learning.
- ✓ Have a plenary discussion on the characteristics of effective feedback, making sure that the following points are discussed:
  ► It directs attention to the intended learning, highlighting strengths and providing specific information to guide improvement
  ► It is used during learning, while there is still time to act on it
  ► It treats partial understanding
  ► It does not "think" on behalf of the student … it allows the student to think.
  ► Corrective information is based on the amount of advice which the student can correct.

Step 4 – (15 min)
- ✓ Ask sub-groups to look at the "final products" of the activity (papers) and look for similarities and differences.
- ✓ Give them their self-evaluation check-list and ask them to assess their performance in each of the self-evaluation elements.
- ✓ Conduct a short debriefing about the self-evaluation activity using some of the following questions:
  How confident did you feel to assess yourself? Why?
  What elements of the role-play activity and the self-evaluation activity might promote effective learning?

Step 5 - Debriefing (10 min)
- ✓ Conduct a debriefing about the "take turns" sharing activity. You can use some of the questions below:
  Should every participant participate in an active way in this activity?
  Were all of the participants included personally into the interaction?
  Could the participants do their task without each other?
  Could every single participant join smoothly the activity?
  Could the participants and the different groups build on each other's work, ideas?
  Can co-operation and participation be taught and assessed?

Activity 7: Giving Feedback for learning

Duration: 40 min

Expected outcome
- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
- ✓ Hands-on activity
- ✓ Round Robin

Resources
- ✓ Pieces of paper with different colour and/or pattern (4 of each kind)
- ✓ "Strategy or Assessment Tool" papers (prepared and gathered in Activity 4)

Practical arrangements
- ✓ Make arrangements in the classroom for sub-groups of 3 - 4 to be able to work.

Procedure

Step 1 (10 min)
- ✓ Divide participants into sub-groups of 4, by asking them to pick a piece of paper from a bag. Explain that they should find the persons who have the same piece of paper as the one they have in their hand and make a sub-group.
- ✓ Put the "Strategy or Assessment Tool" papers from Activity 4 in a bag.
- ✓ Remind participants that in Activity 4 they had to write down one strategy or assessment tool that they use in their practice. Then the papers were gathered and mixed up and they picked up one of the other participants' paper in order to write one positive comment or one clarifying question.
- ✓ Ask participants to take one "Strategy or Assessment Tool" paper from the bag and make sure that it belongs to someone else from the group and it is not theirs.
- ✓ Explain that each participant should give written feedback about the strategy or the assessment tool described on the paper. Specifically, they should take into account the following points:
  Is the strategy or assessment tool possible to use in practice?
  Is the practice described really helpful for gathering information about students' performance formatively?
- ✓ Point out that feedback should have the characteristics of effective feedback that were discussed in Activities 5 and 6.

Step 2 (25 min)
- ✓ Allow 5 minutes for participants to apply the task.
- ✓ After the activity is finished, ask the members in the sub-group to take turns and work on one of the papers each time. For each paper they should write down suggestions regarding one of the following:
  How could the strategy or the assessment tool be better used in practice, or
  How the strategy or the assessment tool could be used in a specific learning and assessment scenario?

Step 5 - Debriefing (5 min)
- ✓ Conduct a debriefing about the activity (giving feedback). You can use some of the questions below:

Could this activity be used in your teaching? How?
Could this activity promote learning? How?
Were all of the participants in the sub-group included personally into the interaction?
Could the participants in the sub- group build on each other's work, ideas?

Tips for trainers
   ✓ If a participant chooses a "Strategy or Assessment Tool" paper that belongs to him / her, ask them to pick up another one and then put the first paper back into the bag.

Activity 8: Teaching, learning and assessing co-operation and participation skills (Development Activity and Assessment Activity)

Duration: 60 min

Expected outcome
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)

Methods/ techniques used
- ✓ Hands-on activity
- ✓ Think – Pair – Share (TASKs for Democracy, p. 261)
- ✓ Formative Assessment of co-operation and participation skills

Resources
- ✓ Think – Pair – Share Sheet (see Appendix 8)
- ✓ List of co-operation and participation expected outcomes (see Appendix 9)
- ✓ White-board (or flip chart) and marker
- ✓ A4 paper and pens

Practical arrangements
- ✓ Arrange the classroom for sub-groups of 4 to be able to work.

Procedure

Step 1 (5 min)
- ✓ Present the quotation from the National Curriculum referring to the "Willingness and ability for teamwork and information exchange" and democratic citizenship. As stated in the National Curriculum, the mission of modern education, which the curriculum is to serve, is to contribute to forming humans, having the following attributes:
  - They possess a coherent and sufficient body of knowledge from all sciences (1st pillar)
  - Are citizens that respect democracy, equity, physical and cultural environment (2nd pillar)
  - They have the highest level of the key qualities, abilities and skills required in the society of the 21st century (including willingness and ability for teamwork and information exchange) (3rd pillar).
- ✓ Conduct a short discussion regarding the degree to which co-operation and participation is systematically promoted in schools.

Step 2 (20 min)
- ✓ Divide participants into sub-groups of 4-5 members, according to the age/class of their students.
- ✓ Hand out the Think – Pair – Share Sheet (Appendix 9) and explain the task (see TASKs for Democracy, p. 261).
- ✓ After group work is finished, ask sub-groups to announce the 3 challenges they have chosen. Make a list on the board (or on a flip-chart).

Step 3 (25 min)
- ✓ Ask sub-groups to work in the same way (Think – Pair – Share) to prepare a check-list with expected learning outcomes for their students, the list being suitable for the age/class or their students. The check-list should be suitable to be used as a self-evaluation activity of their students' ability to co-operate and participate.
- ✓ If necessary, participants can choose expected outcomes from the List of co-operation and participation expected outcomes (see Appendix 10)

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✓ Allow time for sub-groups to announce what they expect as outcomes for each age/class of students.

Step 5 - Debriefing (10 min)
  ✓ How would you use the self-assessment check-lists in your teaching?
  ✓ How could the check-lists you created be transformed into peer-evaluation tools?
  ✓ What would you do with the results?

Tips for trainers
  ✓ If it is difficult to make sub-groups of 4 according to students' class, ask participants who teach to students of about the same age (e.g. 5st and 6th grades together, 11-12 yrs)

Activity 9: Evaluation of the training session

Duration: 20 min

Expected outcome
- ✓ Get concluding evaluation of the session from participants assessment regarding the intended outcomes:
  - Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1)
  - Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
  - Willingness to work together with others and become actively involved (A_COOP_2)
  - Ability to learn in a variety of ways from participation in groups (S_COOP_1)
  - Knowledge about the relationship of self and group (K_SELF_3)
- ✓ Get feedback for the trainer

Methods/ techniques used
- ✓ Summative Evaluation

Resources
- ✓ The rainbow tree (TASKs for Democracy, p. 285)
- ✓ Post-it (green, yellow, orange/red)

Practical arrangements
- ✓ Make arrangements so that there is a clear empty space in one of the walls for the large-size tree to be suspended.
- ✓ Allow participants to have enough space to get close to the tree.

Procedure

Step 1 (10 min)
- ✓ Bring out the large sheet of paper with the drawing of a tree and set on a wall.
- ✓ Explain that participants should select and stick a Post-it according to the degree of agreement or disagreement with the statements in the branches.
- ✓ Allow time for participants to complete the task.

Step 2 - Debriefing (10 min)
- ✓ Summarize the result for the whole group, using questions such as:
  What is "blooming"?
  What still needs to be improved?

Tips for trainers
- ✓ The statements in the branches can be presented on the projector, so participants can take time to think about each one of them instead of waiting to read the statements when they are near the drawing of a tree.
- ✓ Statements in the branches can be some the following:
  I had the opportunity to work together with others.
  I had the opportunity to become actively involved in the activities.
  Participation in the group work was beneficial for me.
  Diverse/Different ideas were a positive element for the activities.

I feel confident to apply formative assessment in my practice.
I feel confident to apply co-operative learning activities in my practice.
I feel confident to give feedback to my students.

References

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Mompoint-Gaillard, P., & Lázár, I. (2015). *TASKs for democracy. 60 activities to learn and
assess transversal attitudes, skills and knowledge*. Pestalozzi series no. 4. Strasbourg:
Council of Europe.

Appendices

Appendix 1
Activity 1: Who am I? Who are you? Who are we? (Ice-breaking activity)

Identity Cards Sheet

	Name	My school is located in a(n) **rural** / **urban** / **sub-urban area**	I teach mainly / have taught … **(subject)**	I teach mainly / have taught … **(class/age of students)**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Appendix 2
Activity 2: Assessment for Learning in the Curricula

Reason1

Reason 2

Reason 3

We chose
number

_____

Reason 4

Reason 5
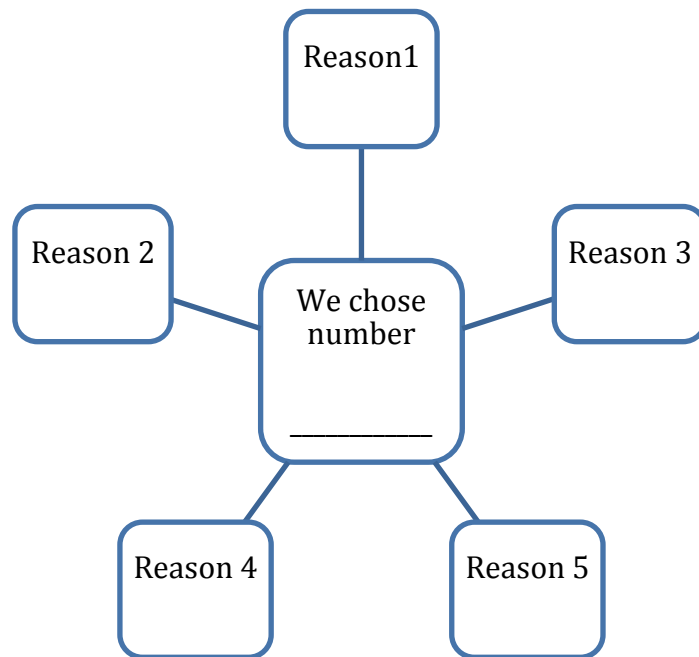
Appendix 3

Activity 3: Assessment for Learning as a GPS – GPS Sheet

1. Name at least 2 kinds of information that a GPS needs to function properly and serve our needs.

2. Describe how a GPS helps us get to our destination.

3. Describe how Assessment for Learning is analogous to the way a GPS helps us get to our destination.

4. Name at least 2 kinds of information that are necessary for Assessment for Learning to substantially promote learning.

Appendix 4
Activity 3: Assessment for Learning as a GPS – Exit Card (Formative Assessment tool)

	Note 1-2 points that you consider positive or useful from today's meeting …
	_ _____ _ _____ _ _____ _ _____ _

	Note 1-2 points that have not fulfilled your expectations or you wish to be further explored …
	_ _____ _ _____ _ _____ _ _____ _

FORMATIVE ASSESSMENT AS A GPS

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2015-2016

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Formative Assessment

- Any classroom activity used to export, interpret and use **"evidence"** for the performance of each student.

- It is incorporated during learning and instruction.

- It aims to check the progress of students in achieving the learning outcomes:
  - Offers feedback on students' progress
  - Offers feedback on learning objectives being achieved
  - Offers opportunities for misconceptions to be changed
  - Offers evidence on teaching practices that need to change (fine tuning)

Why Formative Assessment?

INPUT
methodology, tools, materials, activities, time, etc.

?

OUTPUT Summative Assessment

- How do we know that any new "input" will lead to improved results, if we not consider, at least, what happens in the "box"?(Black & William, 2001)

- We need evidence to make decisions on the next steps in teaching and learning, decisions that may be better or more efficient than the decisions taken if the evidence had not been exported.(Black and William, 2008)

- Effective schools place greater emphasis on formative rather than summative assessment.(Kyriakides, 2005)

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How is formative assessment analogous to a GPS?

Alonzo, A. (2011). Learning Progressions That Support Formative Assessment Practices, Measurement, 9:124-129

Sage-N-Scribe

Sage: Answers

Scribe: Notes, requests clarifications, praises!

5

- DESTINATION = What is the **learning outcome** (attitude, skill, knowledge)?
- CURRENT POSITION = Where are my students **in relation to the learning outcome**?

- <u>AfL functions substantially</u>:
    - When **we find ways to follow our students' progress** towards the learning outcome (intermediate steps to final destination)
    - When **we implement assessment tools and strategies** in daily practice, providing opportunities for the next step to be clear to students
    - When **we are ready to act towards "redefining their course"**.

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Appendix 5
Activity 5: Austin's Butterfly

Observation Sheet for Austin's Butterfly Video
https://www.youtube.com/watch?v=hqh1MRWZjms

After observing the video, think of the following issues. Was there evidence about them?

Please indicate how you would evaluate the degree to which the following issues were applied, on a 1 to 7 scale, 1 being the minimum and 7 the maximum. Tick number 8 if the issue was not observed.

In my opinion …	1	2	3	4	5	6	7	Not observed
1. The teacher started in a positive way.								
2. The questions were open-ended.	1	2	3	4	5	6	7	Not observed
3. Students had time to respond.	1	2	3	4	5	6	7	Not observed
4. The teacher directed the attention towards the intended learning.	1	2	3	4	5	6	7	Not observed
5. Students had the opportunity to express their thoughts.	1	2	3	4	5	6	7	Not observed
6. Observations and recommendations were specific.	1	2	3	4	5	6	7	Not observed
7. The teacher listened carefully.	1	2	3	4	5	6	7	Not observed
8. Eye and facial expressions were encouraging.	1	2	3	4	5	6	7	Not observed
9. The tone and pace of the teacher's voice was suitable.	1	2	3	4	5	6	7	Not observed
10. Feedback was effective.	1	2	3	4	5	6	7	Not observed

Other comments:
……
……
……

1

Appendix 6
Activity 6: Feedback for Learning

Activity Sheet for "teachers"
Implement the following activity with your "students":

- ✓ Ask participants to take the sheet of A4 paper in their hands.
- ✓ Ask them to close their eyes and hold the paper in hand.
- ✓ Read out aloud the following instructions:
  - o Fold the paper in half and in half again;
  - o Rip off the upper right corner;
  - o Rip off the lower left corner.
- ✓ Ask them to open their eyes and unfold the paper

TEACHER PROFILE A
Implement the activity providing NO feedback to your "students" you. You can only repeat the instructions EXACTLY AS SHOWN ABOVE, if necessary.

TEACHER PROFILE B
Implement the activity giving feedback to your "students" during the . You can
• repeat the instructions
• provide explanations for instructions
• be alert for errors
• provide personalized recommendations if necessary
• provide positive reinforcement
• tell someone what managed / what did not make yet / what to improve and how
• etc.

Activity Sheet for "observers"
In the process of observing activity, please indicate how you evaluate the following parameters:

In my opinion …	I strongly agree	I agree	No opinion	Disagree	I strongly disagree
1. Feedback referred to specific skills.					
2. Individual needs of each student were taken into account.					
3. The interaction between "teacher" and "students" was positive.					
4. The teacher took into account the reactions of the "students" that did not make it.					
5. The teacher directed attention towards the intended learning.					
6. Teaching was effective.					

Other comments:
……
……
……

Self-evaluation check-list for the "teacher"

My students …	☺	•	☹
folded the paper in half.			
folded the paper in four.			
found the top right corner of the paper.			
understood the word "tear".			
found the lower left corner of the paper.			

Can I understand whether some of my students made a mistake and what the mistake was?

………………………………………………………..

....

....

..

Can I explain why some papers are different than others, but are still folded and teared in a right way?

………………………………………………………..

....

....

...

Self-evaluation check-list for the "observer"

I observed that students …	☺	•	☹
folded the paper in half.			
folded the paper in four.			
found the top right corner of the paper.			
understood the word "tear".			
found the lower left corner of the paper.			

Did I observe and understand whether some students made a mistake and what the mistake was? Did I observe whether the "teacher" also understood?

………………………………………………………..

....

....

3

..

Can I explain why some papers are different than others, but are still folded and teared in a right way?

……………………………………………………………...

....

....

...

Self-evaluation check-list for the "student"

I …	☺	•	☹
folded the paper in half.			
folded the paper in four.			
found the top right corner of the paper.			
understood the word "tear".			
found the lower left corner of the paper.			

Can I understand whether I made a mistake and what the mistake is?

……………………………………………………………...

....

....

..

Can I explain why some papers are different than others, but are still folded and teared in a right way?

……………………………………………………………...

....

....

...

<u>Appendix 7</u>
Activity 6: Feedback for Learning

	☺	10	☹
I folded the paper in two.			
I folded the paper in four.			
I identified the top right corner of the paper.			
I understood the instruction "rip".			
I identified the lower left corner of the paper.			
I can identify what I did wrong. …………………………………………………………..………………………………………			
I can explain why some of the groups' results (papers) may be different, but still correct? …………………………………………………………..………………………………………			

Appendix 8
Activity 8: Teaching, learning and assessing co-operation and participation skills

Think – Pair – Share Activity
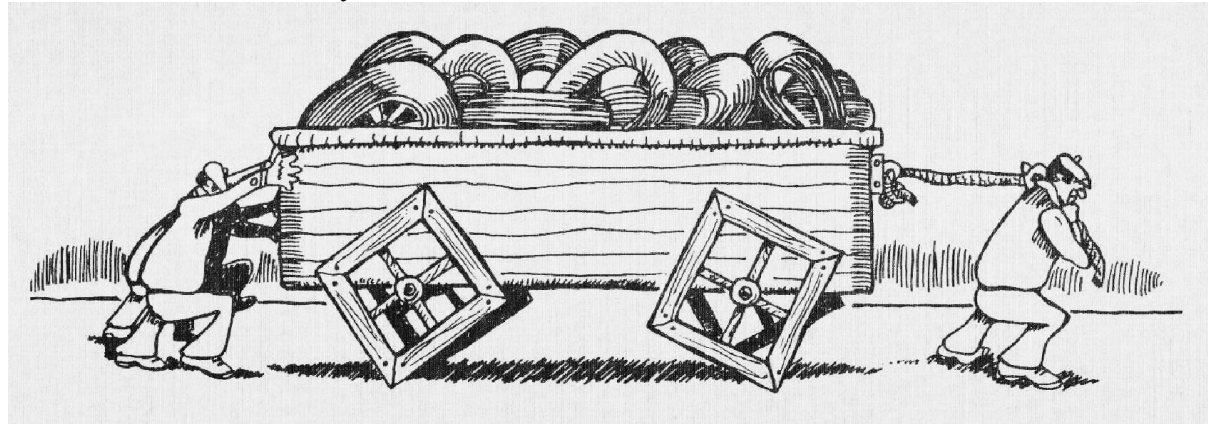
"Square Wheels" - Slide provided by Peggy Fehily during the Council of Europe 123rd Pestalozzi seminar in Bad Wildbad, available at www.squarewheels.com. Accessed 20 November 2014, from TASKs for Democracy, p. 264.

"What does the picture tell us about group work in school?"

► Think: individually think about the question and note down your answers (5 minutes)
……………………………………………………………...
....
....

► Pair: orally exchange your results with a partner (1 minute/participant)

► Share: orally exchange your results with another pair. Each summarizes their first partner's results. (1 minute/participant)

► Prepare a list of only 3 challenges, prioritizing the most important/difficult.

Appendix 9

Activity 8: Teaching, learning and assessing co-operation and participation skills

List of co-operation and participation expected outcomes

During the activity ...	☺	10	☹
I was sitting properly.			
I listened to the person speaking.			
I expressed my idea(s).			
I accepted the ideas of others.			
I took turns with my classmates to give my ideas / suggestions.			
I asked for help when necessary.			
I invited other members to participate actively.			
I explained my ideas clearly.			
I asked for clarifications when I did not understand.			
I commented / gave feedback on others' ideas.			
I took notes about the ideas heard in the group.			
I could recognize ideas that are relevant to the task.			
I could focus on ideas and judge relevance or correctness.			
I could compare ideas finding similarities and differences.			
I could control the workgroup time/path.			
I could assess the work of the group based on criteria.			
I could classify ideas and suggestions based on criteria.			
I could invent/suggest ways of presenting the work of the group.			
I review my opinions and change behaviour in the light of new data.			