



# Pestalozzi

Evaluation and assessment of transversal attitudes, skills and  
knowledge (EVAL)  
**SHARING DIFFERENT VALUES**

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## **Title of training unit**

### **SHARING DIFFERENT VALUES**

## **Brief description**

This TU looks into how our own values influence our actions, and notably our assessments. Teachers are invited to reflect upon and discuss how the difference between their values compared to the values their pupils have might influence their assessment. A further issue will be to explore how to ensure our assessment is objective? What kind of assessments should be used in order to be fair and in order to reflect our students' progress in learning? We will also look into how we can incorporate in our assessment the development of our pupils' social skills so as to encourage their progress towards social competence. Finally, we will make sure to be able to differentiate between assessment and evaluation and clarify objectives and criteria that evaluations should respect.

**Target Group:** pre- and in-service teachers

## **Expected outcomes**

- ✓ A\_SELF\_2 : acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words
- ✓ S\_COOP\_3: aptitude to evaluate situations and issues to look for solutions with all parties involved
- ✓ K\_EPIST\_1: understanding the relativity of knowledge, that theories are social constructs that remain incomplete and unfinished

## Activities

	<b>Duration</b>	<b>Methods used</b>
<b>Activity 1</b> <b><i>Speaking about values</i></b> <ul style="list-style-type: none"> <li>- my values, as a teacher versus my students' values</li> <li>- values developed through subjects, in school</li> </ul>	<b>100 minutes</b>	Dialogue, introspection, face to face activity, group work, presentation of a list with values
<b>Activity 2</b> <b><i>Evaluation of values</i></b> <ul style="list-style-type: none"> <li>- how marks evaluate a value developed by a subject</li> </ul>	<b>50 minutes</b>	Dialogue, group activity
<b>Activity 3</b> <b><i>Speaking about assessments</i></b> <ul style="list-style-type: none"> <li>- How often do we assess, as teachers?</li> <li>- Do our marks reflect our students' knowledge?</li> <li>- How do we assess?</li> <li>- When do we assess?</li> <li>- Why do we assess?</li> <li>- What are the assessments for?</li> <li>- Do we assess according to our personal values?</li> </ul>	<b>130 minutes</b>	thought shower pair work dialogue presentation

<p><b>Activity 4</b>  <i>Speaking about evaluation</i></p> <ul style="list-style-type: none"> <li>● evaluation of teachers</li> <li>● evaluation of students</li> <li>● national evaluation (exams)</li> <li>● evaluation of projects</li> <li>● evaluation of an organization</li> </ul>	<p><b>110 minutes</b></p>	<p>dialogue  group activity  introspection</p>
<p><b>Activity 5</b>  <i>Evaluation of the Training session</i></p>	<p><b>35 minutes</b></p>	<p>questionnaire  dialogue  game</p>

### Background and context

This training was carried out in the spring of 2015 in Romania with a group of 100 teachers. Teachers of all levels were very interested in speaking about the evaluation, about methods used in an evaluation, about the importance of teachers' values in their lives and how they influence them when they do an evaluation. Most of them were not aware about the fact that having different values from their students is a fact that can interact with the evaluation. Teachers worked hard in identifying those values which can be different and generate conflicts during an evaluation. They spoke a lot about ethics in evaluation and they established that it is necessary to know more about evaluation before doing that. In Romania teachers are not taught how to put marks. They learn from each other how to do it, so most of the time they cannot be objective. Their personal values and the other teachers' values influence the evaluation. Doing an evaluation can be and for many it is a very frustrating thing to do. It is easier during the national exams, because the items are unique and the scale for the evaluation is the same for everybody. Also, they realized that there is a difference between evaluation and assessment. In Romanian language the word "evaluare" is usually used both for evaluation and for assessment. There is another word used sometimes for an assessment, "test". Teachers found it very interesting the difference between those two concepts. During the sessions, teachers were glad to find out/realize that they develop and promote values through their subjects. They proposed to the trainer to make a training course for all teachers at national level.

## Activity 1: Speaking about values

Duration: 100 min

### Expected outcome

- ✓ A\_DIV\_1: Acceptance of diversity as a positive value.
- ✓ A\_DIV\_2: Disposition to be empathetic to enhance living and acting together within society.
- ✓ A\_EPIST\_1: Acceptance of the fact that every individual constructs knowledge differently.
- ✓ S\_DIV\_2: Ability to discover facts about other people's beliefs and practices.

### Methods/ techniques used

- ✓ dialogue
- ✓ introspection
- ✓ face to face activity
- ✓ group work
- ✓ presentation of a list with values

### Resources

- ✓ a list with values
- ✓ laptop
- ✓ a printer
- ✓ paper
- ✓ permanent markers

### Practical arrangements

- ✓ for this activity will need a classroom with light tables, to be able to move them around
- ✓ will need a wall to post the groups posters

### Procedure

#### Step 1 (15 min)

- ✓ Icebreaker: If the participants do not know each other a 5-minute ice-breaker could be used - every participant will write down his/her name on a post and will put it on his/her chest. After that, they will move around and say hello to each other, like: "Hello, Maria! How are you?" Methods: face to face activity, dialogue
- ✓ each teacher will be asked to write down his/her own list with values (one of the participants will be invited to define the concept of *value*). Method: dialogue, introspection (for giving some examples, the trainer can use a list of values) (5 minutes)
- ✓ Which of these values are developed through his/her subject? How? Every participant is invited to mark on his/her list the values she/he thinks his/her subject develops. (5 minutes) Method: introspection

#### Step 2 (10 min)

- ✓ each teacher will write down a list with values a student should have, in his/her opinion, which could be useful to the student in his/her life, that are a must (5 min); Method: introspection
- ✓ Which of these values are important for a student, in a student opinion? According to the teachers' knowledge, which are the most important values for a student, in a student opinion? The teachers are encouraged to write down these values, on a second column, on their list. Do the teachers find some of these values on their lists? (5 min) Method: introspection

#### Step 3 (25 min)

- ✓ Which of these values are really important for a student development? Every teacher will be asked to prioritize/organize his/her list with his/her values and establishes the first three most important values for him/her; then, he/she will do the same for the other list, with students' values. (5 min) Method: introspection
- ✓ teachers will be invited to work in groups of four, according to their list with values; teachers will walk around and will discuss about values they have on their lists and they will form groups of four according to their lists of values (5 min) Method: dialogue, introspection
- ✓ each group will establish the most important three values to develop in a student according to a teacher opinion and the most important three values to develop in a student according to a student opinion (5 min) Method: dialogue
- ✓ each group will be invited to represent these values on a poster (10 min)

#### Step 4 - Debriefing (30)

- ✓ each poster will be posted and each group will explain it to the others (5 min per group)

The trainer can propose the following questions for debriefing:

1. How are our values important for our lives?
2. How can we share our values with our students?
3. How can we find out about our students' values?
4. How can we assess these values?
5. Are these values already assessed or not?

Method: dialogue; all the answers are posted

Tips for trainers

- ✓ Hand out a list with values (Appendix 1) to participants
- ✓ You could provide to the participants a list of values selected by your pupils

## Activity 2: Evaluation of values

Duration: 50 mi

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently.</li> <li>✓ A_SELF_4: Readiness to learn from challenges.</li> <li>✓ S_COOP_1: Ability to learn in variety of ways from participation in group.</li> <li>✓ S_COOP_3: Ability to evaluate situations and issues to look for solutions with all parties involved.</li> <li>✓ S_EPIST_1: Aptitude to cope with complex issues and avoid one-dimensional answers.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ group activity</li> <li>✓ dialogue</li> <li>✓ presentation</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ <i>TASKs for democracy</i></li> <li>✓ paper</li> <li>✓ permanent markers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ set the space for group work</li> <li>✓ enough space on the wall to post the groups' posters</li> </ul>
<p>Procedure</p> <p>Step 1 (think -5 min)</p> <ul style="list-style-type: none"> <li>✓ every participant is asked to remember and write down which values s/he chose as being developed through his/her subject, in step 1,</li> </ul>



- ✓ teachers are grouped according to their curricular area in groups of 3-4

Step 2 (pair-25 min)

- ✓ each participant will receive a list with three empty columns and will be asked to complete these columns with information gathered during the activity (column 1 - values my subject develop, in my opinion; column 2 - values my subject should develop, in my opinion; column 3 - methods to assess values developed through my subject) Method: introspection (minimum 4 and maximum 8 for each column)
- ✓ for each value, participants are asked to provide a method to evaluate it and write it down in the third column

Method: group activity, dialogue

Step 3 (share/ presentation - 15 min)

- ✓ each group will present the work to the others and will explain the ways marks could really reflect values and knowledge as well
- ✓ each group will post the results on a wall

Step 4 - Debriefing (15 min)

Moderate a debriefing session around the following questions:

- ✓ What was easy / challenging in this activity?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about the others?
- ✓ How has your assessment so far considered your pupils' social skills?
- ✓ How will your assessment change as a result of this activity?

Tips for trainers

- ✓ encourage the participants to speak in order to listen to himself and to improve his/her performance

- ✓ speaking, every participant will realize a lot of things about values and assessments of values
- ✓ participants are invited to keep in their portfolio the materials they made (photos of groups activities, papers, etc.)

### Activity 3: Speaking about assessments

Duration: 130 min

#### Expected outcome

- ✓ A\_EPIST\_1: Acceptance of the fact that every individual constructs knowledge differently.
- ✓ A\_EPIST\_3: Inclination to see things from different perspectives
- ✓ A\_EPIST\_4: Readiness to question one's own and others' views, beliefs and theories.
- ✓ A\_SELF\_4: Readiness to learn from challenges
- ✓ S\_COOP\_3: Ability to evaluate situations and issues to look for solutions with all parties involved.
- ✓ S\_EPIST\_1: Aptitude to cope with complex issues and avoid one-dimensional answers.
- ✓ K\_SELF\_1: Self-knowledge and introspection

#### Methods/ techniques used

- ✓ working in peer
- ✓ dialogue
- ✓ presentation
- ✓ thought shower

#### Resources

- ✓ *TASKs for democracy*
- ✓ *Teaching Characters and Creating positive classrooms*
- ✓ *Learning how to learn*
- ✓ laptop
- ✓ video projector

Practical arrangements

- ✓ arrange tables for group work
- ✓ every teachers should have a laptop or another device they can write on

Procedure

Step 1 (thought shower - 10 min)

- ✓ the trainer write on the flipchart the word ASSESSMENT and every participant is invited to write on the flipchart the first word that comes into his/her mind related to the key word written on the flipchart
- ✓ trainees are invited to group in peer according to their curricular area

Step 2 ( pair work - 40 min)

- ✓ each pair will make some materials in order to send them to the trainer at the end of this activity
- ✓ Teachers discuss, in pairs, the following questions:
- ✓ *WHY, HOW and HOW OFTEN do we assess, as teachers?*
- ✓ *What are assessments for?*
- ✓ *How do our marks reflect our students' knowledge?*
- ✓ *How do our marks reflect our students' character or acquisition?*
- ✓ *What personal values are reflected in our assessment?*

The participants write down the answers to these questions on the computer.

Step 3 (pair work - 30 min)

- ✓ Participants are invited to make an assessment for a subject and underline the values the assessment evaluates and the knowledge the assessment evaluates.

The participants will make the assessments on the computer.

Step 4 – (presentation – 30 min)

- ✓ each pair will present, using a video projector, the assessment made and discuss with the others the quality of that assessment and how that assessment is useful for their pupils.
- ✓ every pair will send the materials to the trainer by email; the trainer will consider these materials for the final evaluation of each participant or with the intention to give feedback

Step 5 – (Debriefing 20 min)

Moderate a discussion around the following questions:

- ✓ How did this activity challenge you to see issues from different perspectives?
- ✓ How did this activity show that everybody constructs knowledge differently?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about the other(s)?
- ✓ How will this activity change your practice?

Tips for trainers

- ✓ encourage every teacher to make an assessment for his/her subject
- ✓ the trainer could present a model or a template
- ✓ participants are invited to keep in their portfolio the materials they made

## Activity 4: Speaking about evaluation

Duration: 110 min

### Expected outcome

- ✓ A\_EPIST\_3: Inclination to see things from different perspectives
- ✓ A\_EPIST\_4: Readiness to question one's own and others' views, beliefs and theories.
- ✓ A\_SELF\_4: Readiness to learn from challenges
- ✓ S\_COOP\_3: Ability to evaluate situations and issues to look for solutions with all parties involved.
- ✓ S\_EPIST\_1: Aptitude to cope with complex issues and avoid one-dimensional answers.
- ✓ K\_EPIST\_1: Understanding of the relativity of knowledge, that theories and social constructs that remain incomplete and unfinished.

### Methods/ techniques used

- ✓ dialogue
- ✓ group work
- ✓ introspection

### Resources

- ✓ paper
- ✓ permanent markers
- ✓ flipchart

### Practical arrangements

- ✓ for this activity we will need a classroom with light tables, to be able to move them around

✓ will need a wall to post the groups' posters

Procedure

Step 1 (10 min)

- ✓ participants are invited to define “evaluation” and to establish the most important criteria an evaluation should respect (for example: an evaluation should be transparent, should have well defined objectives, etc.); their answers are posted on the flipchart Method: dialogue
- ✓ teachers will be organized in groups of 4 or 5
- ✓ each group receives a piece of paper (a flipchart paper) and permanent markers

Step 2 (40 min)

- ✓ each group will get a different task according to the theme of the activity, **Evaluation**
- ✓ each group creates an evaluation tool, explaining every criterion used and why a criterion is important or why one criterion is more important than another criterion; which are the objectives of an evaluation?
- ✓ tasks for groups: evaluation of teachers; evaluation of a school; evaluation of a project; evaluation of pupils; national evaluations (for 2<sup>th</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> grade)

Methods: dialogue, group work

Step 3 (presentation - 40 min)

- ✓ each group presents their results
- ✓ the other groups will discuss the result and help to complete the work (*Do you have any suggestions to improve the evaluation tool your colleagues presented?* )
- ✓ every group will post the result on a wall
- ✓ every group will read the materials the others posted

Methods: dialogue, presentation

Step 4 - Debriefing (20 min)

Moderate a discussion around the following questions:

1. Why is it important to differentiate between “assessment” and “evaluation”?
2. Why do we need to evaluate and be evaluated?
3. Why is it important to define the criteria and the objectives for an evaluation?
4. How do you feel when you evaluate?
5. How do you feel when you are evaluated?
6. How important are feelings in an evaluation? Why?

Methods: dialogue, introspection

Tips for trainers

- ✓ let teachers evaluate their work during this session of training through an evaluation made by them
- ✓ the trainer could consider these materials for the final evaluation of each participant; the best of the materials could be used as good examples in different kind of teachers’ activities (meetings, trainings, etc)
- ✓ participants are invited to keep in their portfolio the materials they made (papers, photos, etc)



## Activity 5: Evaluation of the training session

Duration: 35 min

<p>Expected outcome</p> <p>A_SELF_1: Self-knowledge and introspection.</p> <p>A_EPIST_2: Recognition of formal, non-formal and informal learning in a lifelong perspective.</p> <p>A_EPIST_1: Acceptance of the fact that every individual constructs knowledge differently.</p> <p>A_SELF_3: Willingness to identify and accept one's own and other people's strengths and weaknesses.</p> <p>S_EPIST_1: Aptitude to cope with complex issues and avoid one-dimensional answers.</p> <p>K_SELF_2: Understanding of the subjective nature of all knowledge of self and others.</p>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ questionnaire</li> <li>✓ game</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ papers</li> <li>✓ permanent markers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Arrange the tables in a way that leaves enough space in the center for the game</li> </ul>
<p>Procedure</p> <p>Step 1 (evaluation - 15 min)</p> <ul style="list-style-type: none"> <li>✓ every teacher will fill a <b>questionnaire</b></li> <li>✓ each teacher will write down <b>3 things he/she liked the most, 3 things he/she didn't like, 3 things he/she learned, 1 advice for the trainer, 1 issue should be discussed during the sessions</b></li> <li>✓ teachers who want to read their opinion are very welcome to do it.</li> </ul>

Step 2 (feedback - 20 min)

- ✓ through a game, the participants are invited to show how important this unit was for his/her development:
- ✓ 1. They can mime how they felt at the beginning of the unit about “assessment”, “values” and “evaluation” and how they feel at the end of the session.
- ✓ 2. They can choose to draw a path and write on the path things they learned during the training session:
- ✓ 3. They can draw a tree and put on the leaves key-words representing things they learned and feelings they had during the training session.

Tips for trainers

- ✓ offer a feedback for the surveys teachers filled in
- ✓ keep in touch with the participants for other activities

## References

Mompoin-Gaillard, Pascale & Lázár, Ildikó: Tasks for democracy. Pestalozzi Programme. CoE, 2015.

## Appendices

### Activity 1

[List of values](#) Accessed 31.01.2017