



Pestalozzi Training Unit

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

ASK – what are the TASKs?

by

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Title

ASK – what are the TASKs?

Brief description

The present training unit will help trainers to familiarise a group of teachers with the concept of transversal attitudes, skills and knowledge (TASKs) as described in *TASKs for Democracy* (Mompoin-Gaillard and Lázár, 2015). In addition, another aim of this unit is to make teachers interested in the study of competences for democracy and choose their priorities among the basic attitudes, skills and knowledge in an open learning environment.

Expected outcomes

- ✓ Readiness to be open-minded and curious A_COOP_1
- ✓ Willingness to identify and accept my own and other people's strengths and weaknesses A_SELF_3
- ✓ Readiness to learn from challenges A_SELF_4
- ✓ Aptitude to cope with complex issues and avoid one-dimensional answers S_EPIST_1
- ✓ Self-knowledge and introspection K_SELF_1
- ✓ Knowledge about the relationship of self and group K_SELF_3

Activities

	Duration	Methods used
Activity: ASK – what are the TASKs	90 minutes (or 2*45')	Pair work, plenary discussion, cooperative group work, 3-step feedback cycle

Background and context

This activity was piloted with teachers in a secondary school in Zabok, Croatia. My aim was to introduce my colleagues to TASKs.

Activity: "ASK what are the TASKs"

Duration: 90 min

Expected outcomes

- ✓ To learn the core attitudes, skills and knowledge needed for democratic competence
- ✓ To discuss the school's (curricular) needs
- ✓ To promote dialogue

Methods/ techniques used

- ✓ pair work
- ✓ cooperative group work (expert jigsaw)
- ✓ plenary discussion
- ✓ drawing
- ✓ 3-step feedback cycle

Resources

- ✓ task sheets with the TASKs components
- ✓ lost property office cartoon in A3 size or larger (adapted from the book *TASKs for Democracy*, pp. 69-71)
- ✓ task sheets as shown in the Appendices
- ✓ post-its, coloured markers and/or stickers

Practical arrangements

- ✓ spacious classroom for easy mingling
- ✓ café-style set-up of furniture

Procedure

Step 1 (brainstorming, 15 min)

1. Put the "Lost property office" cartoon (on an A3 or larger size poster) on the wall/blackboard.
2. Explain that it symbolizes the education system.
3. Ask participants to form a circle.
4. Raise the following questions: "What has our educational system lost? What are the fundamental problems with our educational system?"
5. Participants will be asked to stick post-its on and around the drawing of the "Lost property office".
6. First, they only post what they think the educational system is lacking.
7. Then when they run out of ideas, they are shown the table in Appendix 2 (Showcase) to see if they want to add some further post-its with those concepts.
8. Ask a volunteer to read and sort the comments and report to the whole group (for example: Which terms are the most repeated? Which comments stand alone?)

Step 2 (pair work, 5 min)

1. Ask participants to find a partner and work in pairs.
2. Put the following questions on the board:
 - ✓ What surprised you?

✓ Which one of the lost things are you most concerned about?

3. After some discussion in pairs, invite some of the pairs to share a summary of their thoughts in plenary.
4. Alternatively, invite individual comments and hold a brief plenary discussion.

Step 3 (group work, 30 min)

1. Introduce the components, highlighting that they are the result of many years of continuous work of teachers, teacher trainers and experts in the field of education, which have been published by the Council of Europe in a lucid document entitled *TASKs for Democracy*.
2. Divide the participants into five groups (by counting heads or distributing colour-coded cards). Every group has five basic components of education for democracy.
3. Each member of the group has 9 to 11 statements (shortened versions of the components from the TASKs list), and has to choose a challenging one that they have to explain in their own way to the group. Each explains why this issue is important to him/her (or why it is irrelevant if that is the case), and explains what it means to him/her. (There are coloured letters on the lists and these will help re-grouping for the next steps afterwards.)
4. Each group member in every group presents his or her choice and explains why it is challenging in about 1 or 2 minutes.
5. This is followed by a short feedback cycle where every group member
 - a. can ask a question for clarification
 - b. gives a piece of advice
 - c. gives some praise or encouragement (positive comment)
 - d. the cycle is closed by the person whose challenge the group gave feedback on: s/he will answer the questions for clarification and will say thank you for the advice and encouragement
6. You may want to give roles to participants (such as writer, time keeper) during the group work to further ensure equal participation and individual responsibility.
7. Record which claims are most often commented on and the questions that most frequently occur.
8. After a maximum of 25 minutes the group gives a short report about the component of education they received. Which claim/challenge is the most intriguing? What was the most interesting feedback?
9. Ask one person from each group to describe how they experienced the feedback cycle they applied according to the guidelines.

Step 4 (group work, 20 min)

1. The participants are re-grouped: they are divided into three groups according to the coloured letters on their task sheet used in the previous step. Each colour/letter represents core attitudes / skills / knowledge. Write this on the board: "ASK".
2. Members of the three groups are asked to summarise (in the form of a motto, maxim, or slogan) what they were doing in their previous groups and draw (on an A3 sheet) the most important attitudes (group 1), skills (group 2) and knowledge (group 3) which should be developed in any quality school. Each member can draw some simple symbol and colors (see examples in Appendix 4).
3. They put their posters in a visible place.
4. Ask participants to walk around and evaluate the statements by marking them in colour as suggested in Appendix 6 or by sticking three narrow colour post-it slips.

Step 5 (debriefing and evaluation, 20 min)

1. Raise the following questions:
 - ✓ Can we now put these important attitudes, skills and knowledge to our school showcase?
 - ✓ May I remove something from the “lost property office”? There is an option to remove post-its from among the lost property and stick it on the “My office” poster on the wall. Then it’s not lost but becomes my (our) responsibly. “My office” then becomes “Our office”.
 - ✓ Who in the school needs to develop some of these components?
 - ✓ Who can support this development?
 - ✓ Who is responsible for the whole process?
2. If the answer is that all should have the responsibility then in front of the acronym "ASK" you can put the "T" and "ASK" becomes "TASKs".
3. Explain that “T” means transversal (including all the school subjects and all the experts) and if necessary, repeat and extend the introductory comments about *TASKs for Democracy*.
4. Then every participant is asked to fill in the “*My office*” task sheet (see Appendix 5).
5. The follow-up discussion about the results can be based on some of the following questions:
 - ✓ What is already here? What am I already developing?
 - ✓ What is it that I don’t really need in my work? (not only in terms of TASKs)
 - ✓ What kind of help would be useful for me?
6. Close the circle with the comments of participants and a short summary.

Tips for trainers

- ✓ ...It’s easy to “jump” from Step 1 to Step 3 (Step 2 is not necessary, depends on Step 1)
- ✓ You can do your own personalised presentation of the TASKs (shorter, longer) depending on your participants’ needs and previous knowledge.

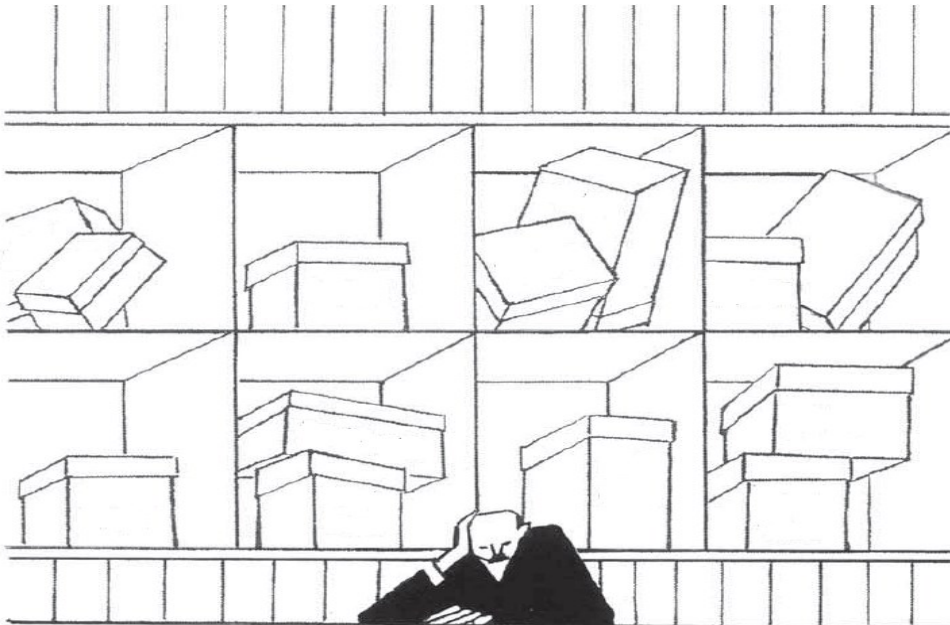
References

Mompoin-Gaillard, P., & Lázár, I. (2015). (Eds.) *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

Lost property office cartoon (minimum A3 format) based on a cartoon by Ruth Verkest (2008) published in *TASKs for Democracy* (p. 70).



lost property office

Appendix 2

DEMOCRATIC SCHOOL SHOWCASE

Empathy	Curiosity	Human rights	Different (ways of) learning	Introspection
Acceptance	Communion	Democracy	Multi-perspective	Actions & Words
Communication	Responsibility	Equality	Review	Acceptance
Right action	Cooperation	Act against discrimination, prejudices ...	Acceptance of risks	Learning
	Group dynamics	Convivencia	Cope with complex issues	Dialogue
	Look for solutions	Prevent marginalisation	Different channels of knowledge	Facing doubts
	All different - all equal		Evaluation	Multilingualism
	Prevention of violence		Understanding relativity	Intuitive/Lateral thinking

Appendix 3

Task sheets

Mark an equal number of different letters on the individual task sheets of every group member for the upcoming re-grouping.

GROUP 1: Diversity and empathy	
Acceptance of diversity as a positive value for the environment and the survival of humankind	A
Disposition to be empathic to enhance living and acting together within society	
Willingness to acknowledge other people's feelings	
Ability to communicate across all types of borders and to negotiate meaning	S
Ability to discover facts about other people's beliefs and practices	
Aptitude to elicit and respond to others' beliefs, values, feelings and behaviours	
Understanding of the main concepts related to diversity (culture, identity, equality, empathy, prejudice, stereotype, discrimination, racism, citizenship, global interdependence, sustainability...)	K
Understanding of the nature of empathy and knowledge about how to develop it	
Understanding the changing nature of identities and cultures	

Please, select a component individually that is interesting/challenging for you personally. Think about why it is important, interesting (or maybe irrelevant to you) and what is the related challenge.

SHORT FEEDBACK CYCLE:

1. The first group member presents his or her choice and why it is challenging in about 1 or 2 minutes.
2. Every group member
 - a. can ask a question for clarification
 - b. gives a piece of advice
 - c. gives some praise or encouragement (positive comment)
3. The person whose challenge the group gave feedback on will answer the questions for clarification and will only say thank you for all the advice and encouragement
4. Continue with the next group member's challenge until everyone in the group has spoken and received feedback.

Please note that this is about giving short feedback – do not enter into a long discussion or start a debate.

Choose one member who will watch the time frame.

Choose one member who will note most often recurring phrases.

Choose one member who will report to the other group.

Alternatively, you may together choose the most intriguing statements for the report.

GROUP 2: Cooperation and participation	
Readiness to be open-minded and curious	A
Readiness to take responsibility and to be accountable for my actions and choices	
Willingness to work together with others and become actively involved	
Ability to draw on other's diverse expertise and experience for the benefit of the group's work	S
Ability to learn in a variety of ways from participation in groups	
Aptitude to evaluate situations and issues to look for solutions with all parties involved	
Understanding of how cooperation can support the prevention conflict and discrimination and violence	K
Understanding of the roles and functions of social and political actors	
Understanding that every group has a power structure	

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GROUP 3: Human rights and equity	
Acceptance of the fact that all human beings are equal	A
AcceptancethatHumanrightsareforallhumanbeingswithoutanyexceptions	
Readiness to adopt the values of human rights, anddemocraticcitizenshipasthefoundationsoflivingandactingtogether	
Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices	
Ability to act against discrimination, stereotypes, injustices	S
Ability to promote convivencia	
Capacity to prevent the marginalisation of any individual or group	
Knowledge about the different forms of discrimination and violence	K
Knowledge of international frameworks and declarations of Human Rights and the rule of law	
Understanding of social, economic and political processes, power relations and conflicts	

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GROUP 4: Knowledge construction and epistemology	
Acceptance of the fact that every individual constructs knowledge differently	A
Inclination to see things from different perspectives	
Readiness to question my own and others' views, beliefs and theories.	
Recognition of formal, non-formal and informal learning in a lifelong perspective	
Recognition of the importance of handling controversial issues and acceptance of the associated risks	
Aptitude to cope with complex issues and to avoid one--- dimensional answers	S
Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues	
Aptitude to search for information through different channels and from diverse sources	
Understanding the relativity of knowledge, that theories are social constructs that remain incomplete and unfinished	K
Understanding the ways in which meanings of concepts are influenced by contexts and power relations	

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GROUP 5: Self and introspection	
Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words	
Readiness to examine my behaviour, language use and body language	A
Readiness to learn from challenges	
Readiness to strive for mutual understanding and meaningful dialogue	
Willingness to identify and accept my own and other people's strengths and weaknesses	
Ability to use a variety of languages and registers to express oneself with nuance	
Ability to use intuitive and lateral thinking	S
Capacity to face the challenge of doubt and uncertainties	
Knowledge about the relationship of self and group	K
Self-knowledge and introspection	
Understanding of the subjective nature of all knowledge of self and others	

Please, select a component individually that is interesting/challenging for you personally. Think about why it is important, interesting (or maybe irrelevant to you) and what is the related challenge.

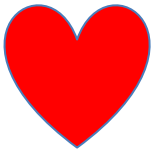
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Appendix 4 (every group has one A3 paper)

Group 1



...arising from school that teaches democracy

Group 2



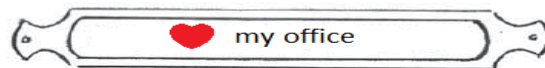
...arising from school that teaches democracy

Group 3



...arising from school that teaches democracy



Appendix 5
Evaluation 1
My office (A4 format)



Appendix 6

Evaluation:

Put a colored mark with a marker (or colored post-it slips) beneath the symbols “**The Owl**” (**knowledge**), “**Rubik’s cube**” (**skills**) or “**Heart**” (**attitudes**) group statements, which are on the wall (or blackboard):

This topic would be definitely important to discuss.	red 
This topic might be interesting to discuss.	green 
This topic is not so important to me.	blue 