

Formative assessment as a tool to provide excellent citizenship education



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International training Alice Project

Kromeriz 29 october 2022

1. Why do we assess learning?



Why do we assess learning? Which motives do we have to do so?



- 1 Connect to www.wooclap.com/PGCCSC
- 2 You can participate



- 1 Not yet connected? Send [@PGCCSC](https://twitter.com/PGCCSC) to [0460 200 711](tel:0460200711)
- 2 You can participate

2. Why is failure essential to learning?



Reflect on failure

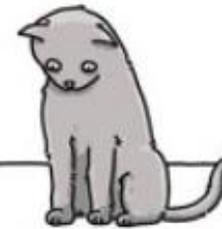
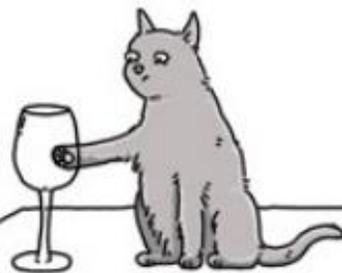
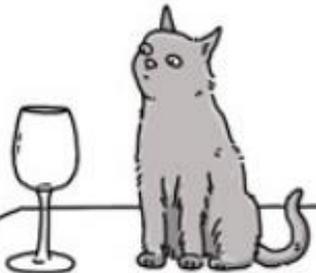
Which experience of failure has helped you to learn something important?

What conditions were present that helped you to keep on learning at that time?

**FAILING
IS NOT
ALWAYS
FAILURE**

What is your role as a teacher to help students who are not yet reaching to targets?

i wonder if this
will bounce



maybe that one will



Why is failure essential to learning?



**Also applies to
citizenship education**

- **discuss respectfully,**
- **read & understand a difficult tekst**
- **relate actuality to events in the past,**
- **use political concepts correct in a writing task,...**

Students need trial & error

3. The power of feedback





Where am I?

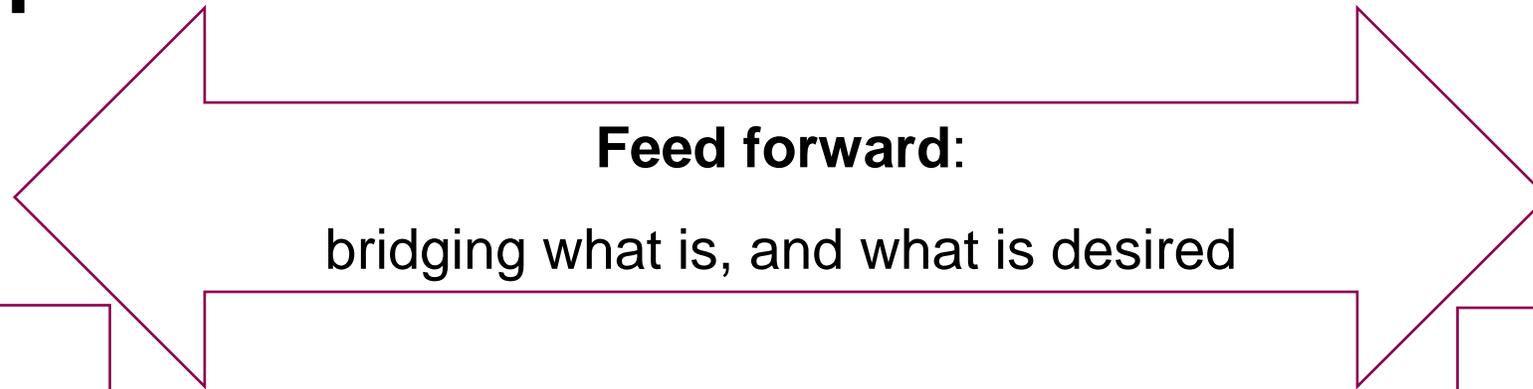
What do I want?

Collect data

Analyse needs

Plan approach

The power of feedback



Feedback

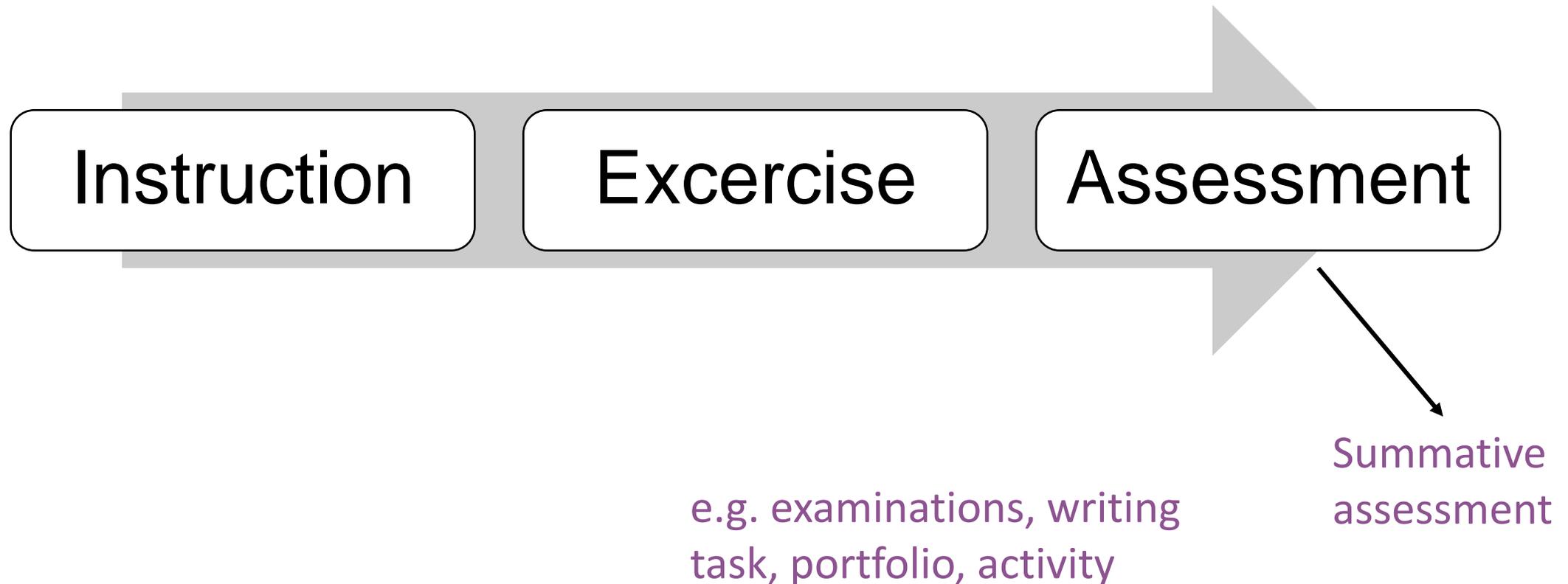
Where am I?

Feed up

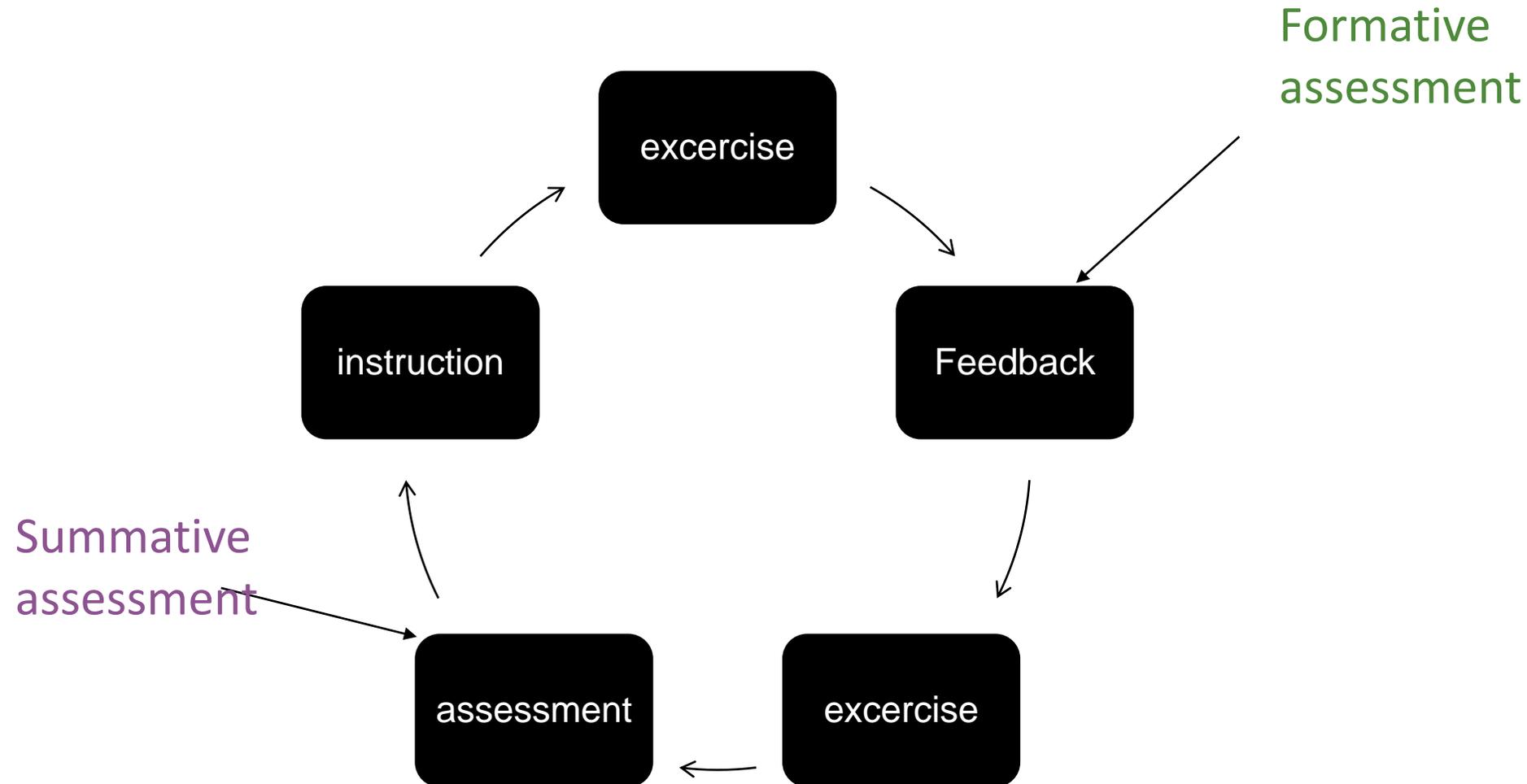
Where am I going to?

e.g. You want students to:
Listen to each others arguments in a discussion

A linear approach to learning



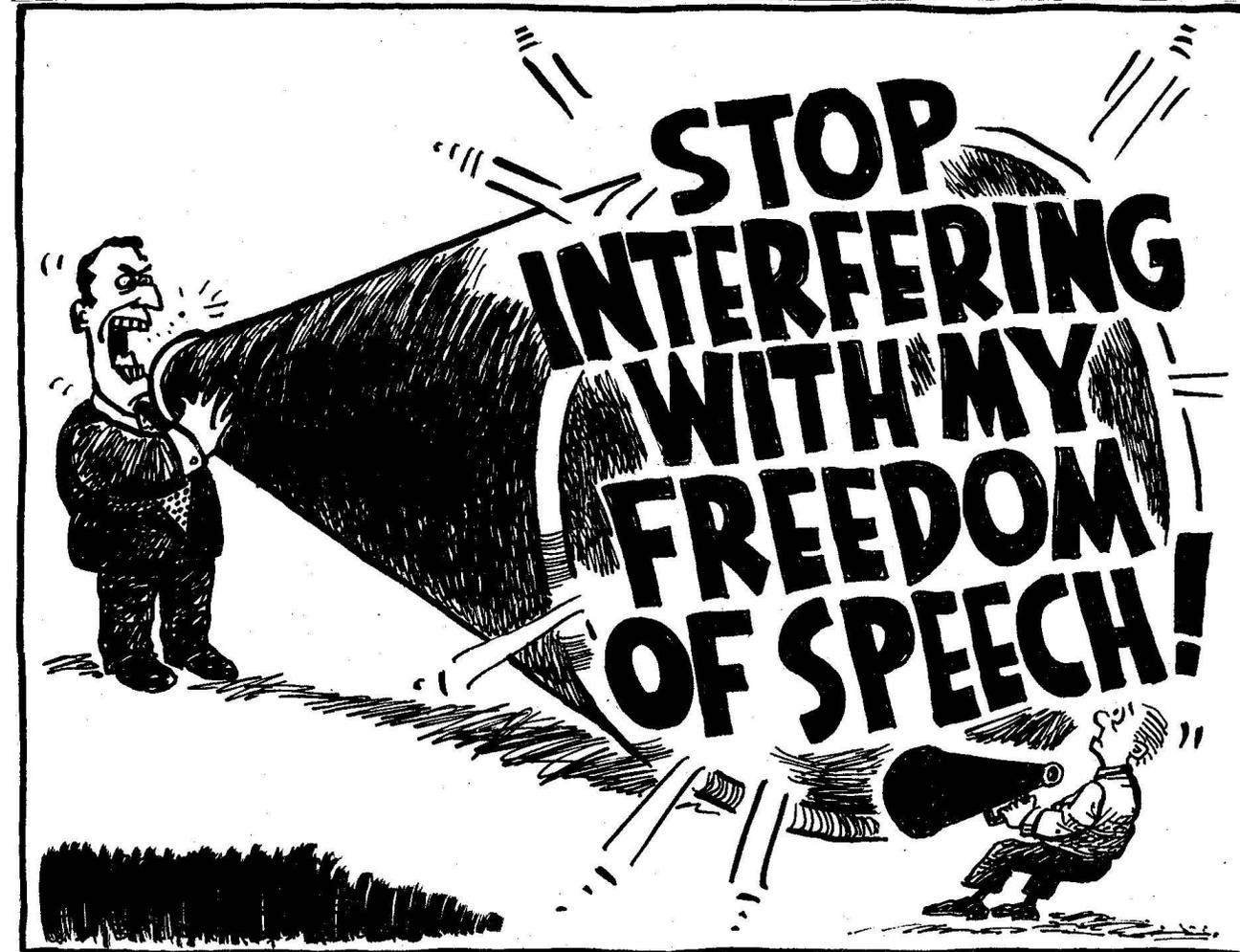
A cyclical approach to learning



A cyclical approach to learning

E.g.:

- You use an exit ticket at the end of the lesson to check whether your students have mastered the learning objectives you have pursued
- You want them to apply ideas on freedom of speech to an actual newspaper item.
- Next lesson the exit ticket helps you to further discuss freedom of speech with your students. Based on this, you divide the students into subsequent lessons in groups by readiness.



A complex learning goal: give them trial & error

• **Stap 4:** Ik beantwoord de onderzoeksvraag.

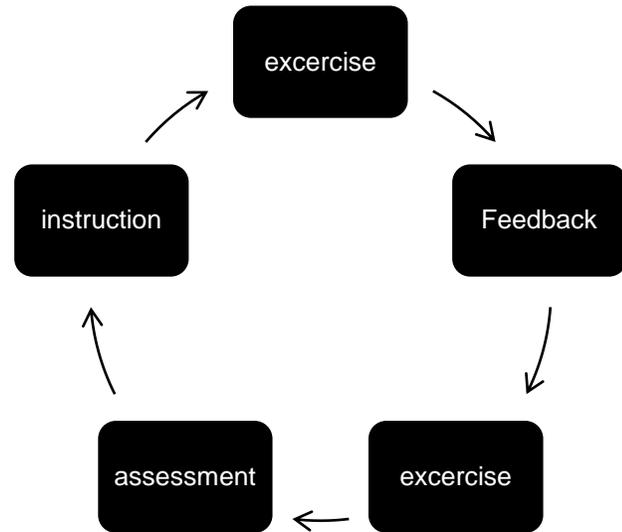
✓ Waarom schreef Julius Caesar een verslag van de Gallische oorlog?

Julius Caesar wilde zijn eigen mythe creëren: die van de beschaafde en geniale strateeg. Wanneer hij schreef dat de Belgen 'dapper' waren, bedoelde hij eigenlijk dat hij ze barbaars vond. Ook wilde hij door middel van de tekst zijn persoonlijke roem en macht vergroten. Hij schilderde de Belgen af als moedige krijgers zodat zijn overwinning meer glans kreeg.

I want my students to:

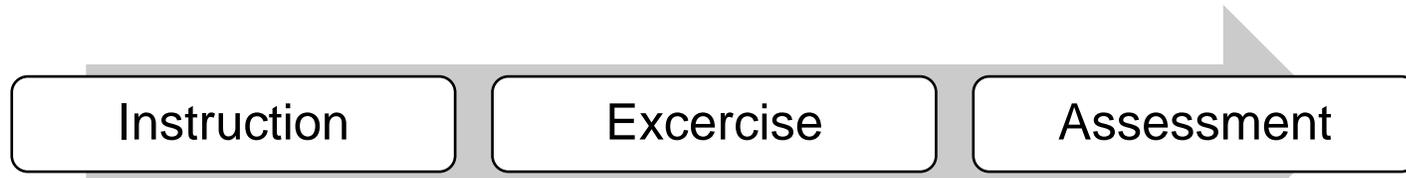
- Using critically historical sources
- Compose a writing task: use causal reasoning;

A linear or a cyclical approach to learning?



Formative
assessment

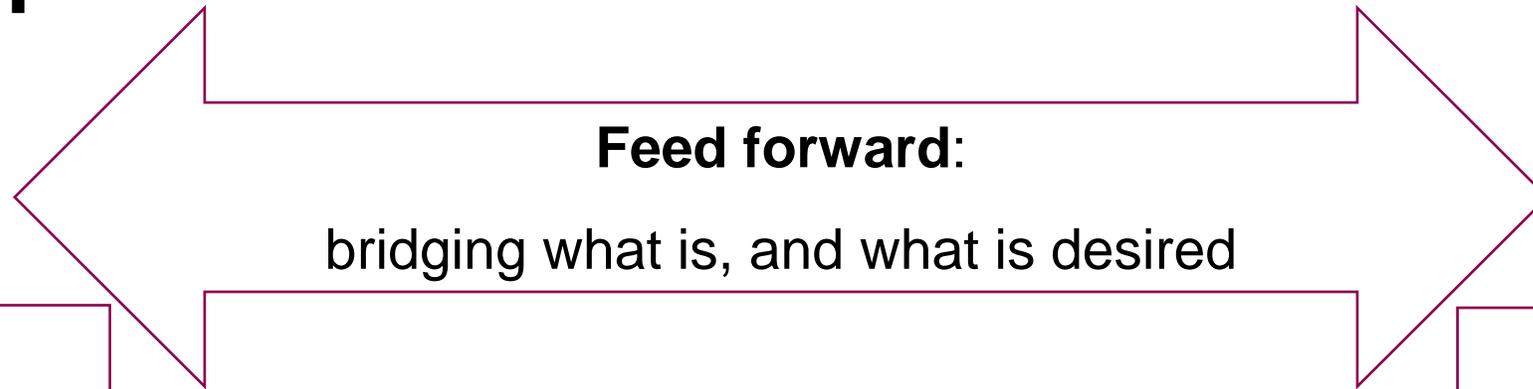
e.g. specify criteria;
provide a model,
collectively discuss the
model, allow students
peer feedback,...



Summative
assessment

e.g. examinations, writing
task, portfolio, activity

The power of feedback



Feedback

Where am I?

Feed up

Where am I going to?

e.g. You want students to:
Listen to each others arguments in a discussion

5. How can we use
formative assessment
in CE?

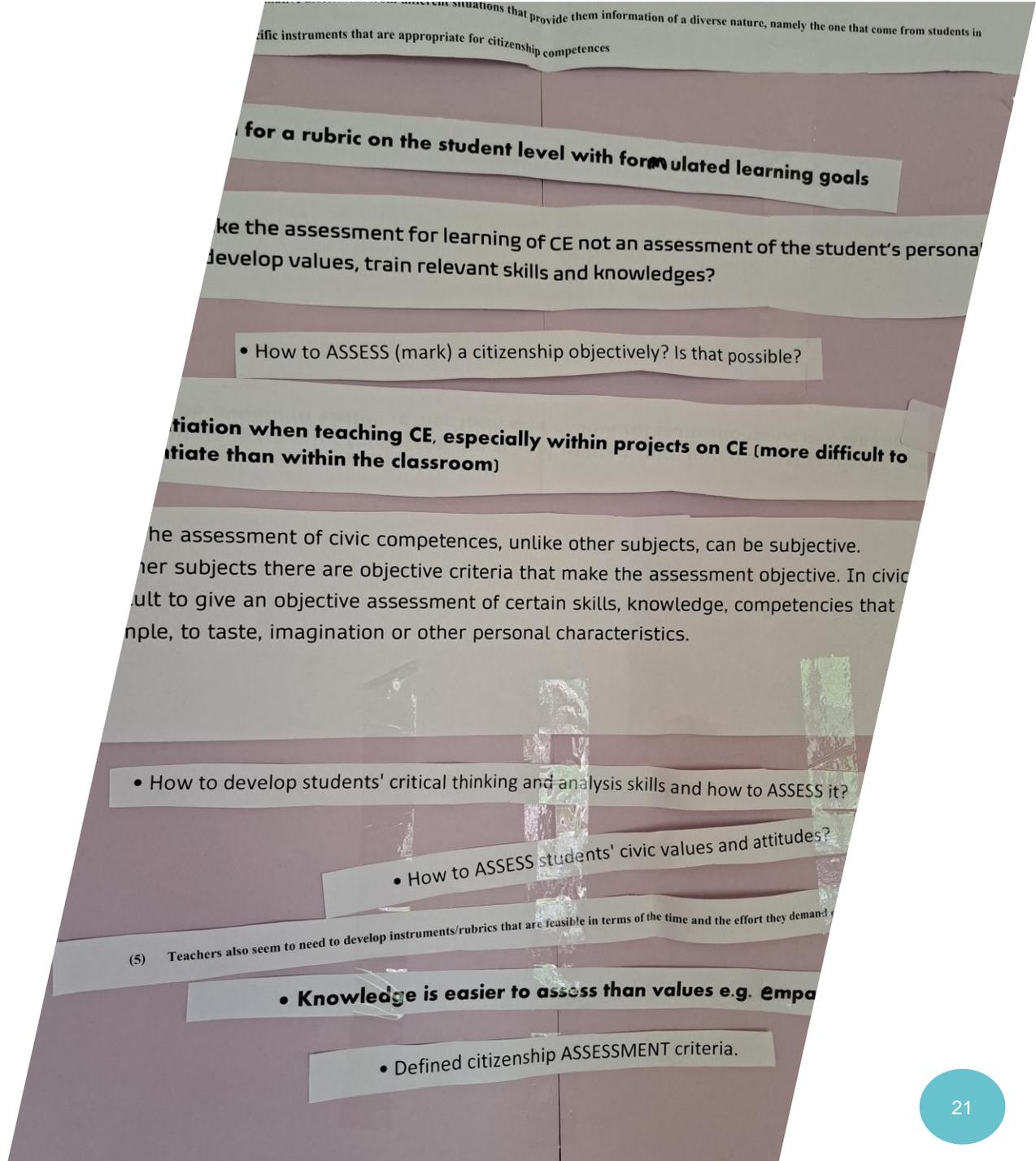


(Formative) assessment of CE: challenges and possibilities

- Are learning goals of CE achieved and how can students grow further?
- Advantages of formative learning for CE:
 - i. Participatory assessment: students can state what they find important as citizens and evaluate as such
 - ii. More opportunities for frequent feedback
 - iii. Stepping away from only assessing knowledge (as is done mostly now, Veugelers & de Groot, 2019)

Main challenges?

- Lack of assessment methods, examples, and resources
- Accuracy and non-biased assessing levels of CE competence, skills, knowledges, and attitudes
- Acknowledgment of CE as relevant for the schooling, the student's education and learning outcome in the discipline subject (teachers, students&parents)
- Integrating CE in discipline subjects



Main challenges (2)

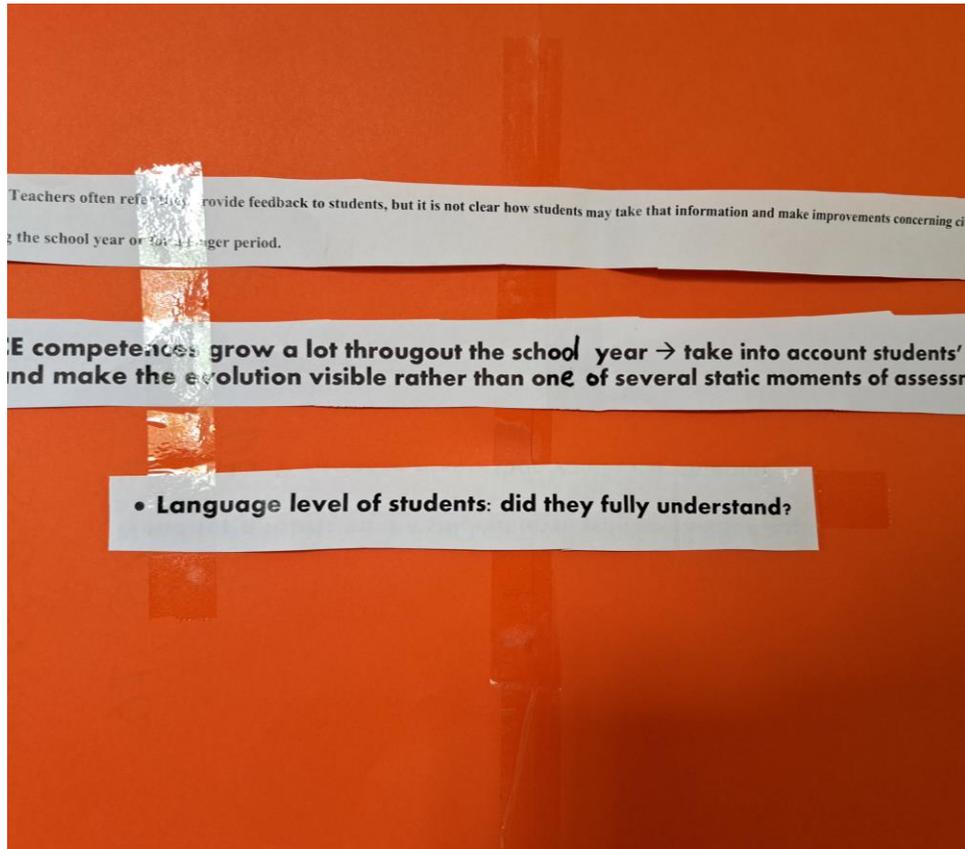
- **Summative vs formative assessment**
- **Lack of time**
- **Challenges for CE in society mirrored as challenges for the teachers to work targeted with CE-competence**

assessment for learning is for some teachers closely connected

assessment in the development of citizenship competence

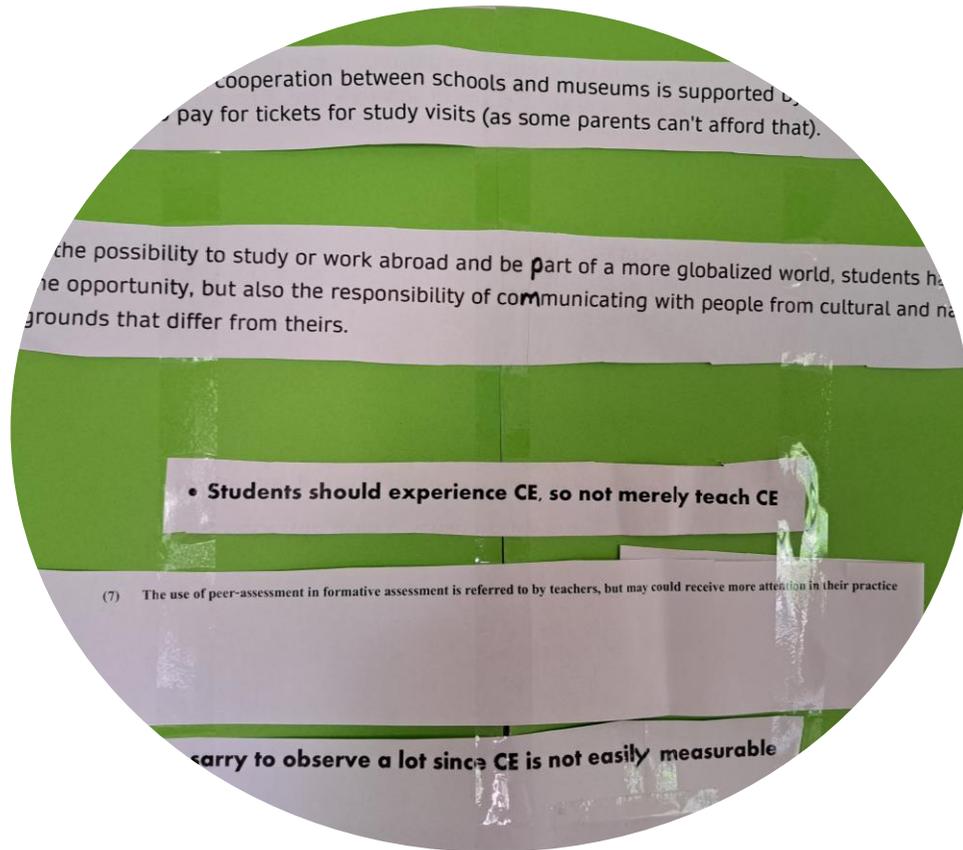
further discuss the differences and possible relationships between formative and summative as

Main challenges (3)



- **How to communicate CE-competence in formative and appropriate ways to students?**
- **How to make cross-subjects collaboration in democratic citizenship education feasible for the teachers?**

Possibilities



- Students should experience CE, so not merely teach CE
- Necessary to observe a lot since CE is not easily measurable
- making feedback on CE visual, combine CE with Dutch, evaluate more orally
- It is recommended that cooperation between schools and museums is supported by the state, so that students do not have to pay for tickets for study visits (as some parents can't afford that).
- Due to the possibility to study or work abroad and be part of a more globalized world, students have not only the opportunity, but also the responsibility of communicating with people from cultural and national backgrounds that differ from theirs.

6. Conclusion



Conclusion

1. Failure is essential to learning
2. Targets of citizenship education, need trial and error
3. Feedback loops stimulate students' learning
4. Formative assessment is about knowing where your students are, and helping to know how to get them where you want them to.



Synthesis: What is the take-home message of this talk?

1. Pair: exchange thoughts with a neighbour.
2. Share: ask questions or share remarks in plenary if needed.



ALICE