



# Introduction training session

# Throwback to Kroměříž



# Past year

## **Increase formative assessment**

Work on feed up

Self-assessment of pupils through smileys

## **Rubrics**

## **Peer and self-assessment**

Evaluation for a multi-day trip with the students

Processing the fact that it is possible to assess CE competences

## **Involve fellow colleagues at school**

Moral dilemmas, for/against exercises

## **Discussions in inner circle/outer circle**

Evaluate very explicit values  
that do not align with the democratic values

# Prospects to this training

- Share, discuss, reflect specific examples and success criteria
- Develop some common rubrics?
- Small group discussions, exchange materials
- How to assess values
- Discuss our improvement during the last year... **and drink wine, since they told us, that their wine is better than ours!**

# Day one

<b>Day 1</b>	<b>Timing</b>	<b>Who?</b>
Reception participants	9h00-9h15	CIRPE
Welcome and ice breaker ALiCE	9h15-9h30	Dirk Timmermans
General overview of training and throwback to previous training	9h30-9h45	Ama Amitai (KdG)
Plenary session 1 Formative assessment: focus on the teaching and assessing process	9u45-10h30	Niels Van Hoof (AG SO)
Coffee break	10h30-10h50	CIRPE
Plenary session 2 Use of AI for assessment	10h50-11h30	Niels Van Hoof (AG SO) and Luis Tinoca (U Lisboa)
Plenary session 3 Presentation of ceramics project with adults with a disability (Foxil) Challenges of assessment with disadvantaged children	11h30-12h15	Ugo Giarratano (CIRPE)

# Day one

Lunch	12h15-13h30	CIRPE
6 thematic workshops (A)	13h30-15h00	6 groups with moderator + reporter
Coffee Break	15h00-15h30	CIRPE
6 thematic workshops (B)	15h30-17h00	6 groups with moderator + reporter
Dinner	20h00 More information will follow	CIRPE

# Day two

<b>Day 2</b>	<b>Timing</b>	<b>Who?</b>
Welcome	9h00-9h15	Dirk Timmermans
General discussion on thematic workshops	9h15-10h45	Led by moderators + reporters
Coffee break	10h45-11h00	CIRPE
Subject groups for discussion	11h00-12h30	Moderators for each subject group
Lunch	12h30-14h00	CIRPE
Plenary session: learning platform self- assessment for teachers + closing of the training	14h00-15h00	NTC + Dirk Timmermans
Cultural visit Palermo	15h00- 18h00	CIRPE
Dinner	20h00 More information will follow	CIRPE

# Practicalities

- <https://www.alice-project.eu/>
- <https://eduface.app/>
- Workshop groups
- ! Passwords are just the passwords. Groups of the workshops have differently numbered.

Workgroups	ID	PSW
Blended Learning	<a href="mailto:blendedlearning.alice@gmail.com">blendedlearning.alice@gmail.com</a>	Workgroup_1
Rubrics and portfolio	<a href="mailto:rubricsandportfolio.alice@gmail.com">rubricsandportfolio.alice@gmail.com</a>	Workgroup_2
Project work	<a href="mailto:projectwork.alice@gmail.com">projectwork.alice@gmail.com</a>	Workgroup_3
Peer and self assessment	<a href="mailto:peerandselfassessment.alice@gmail.com">peerandselfassessment.alice@gmail.com</a>	Workgroup_4
Values and attitudes	<a href="mailto:valuesandattitudes.alice@gmail.com">valuesandattitudes.alice@gmail.com</a>	Workgroup_5
WSA	<a href="mailto:wsa.alice@gmail.com">wsa.alice@gmail.com</a>	Workgroup_6

# 1. Citizenship education



# Citizenship?

1. Societal problem: It is not an individual problem, but a problem where we depend on others in society.
2. Conflict of interest: It is about how – despite different interests – we can solve a social problem together, for example between people, through institutions or the state.
3. Action-oriented: It is about empowering students to act independently on social, societal or political problems.



# Examples

Not citizenship	Citizenship
Garbage disposal of one particular student	Climate change: Societal problem, Conflict of interest, Action-oriented

## Shall We Solve Environmental Problems with Individual or Collective Action?

by AXEL BARRETT  
October 31, 2019

A New Generation of Leaders Understands That Individual Actions Won't Fix Our Environmental Problems. By defining environmental citizenship as responsible consumption, sustainability advocates downplay the need for mass action to catalyze structural change.

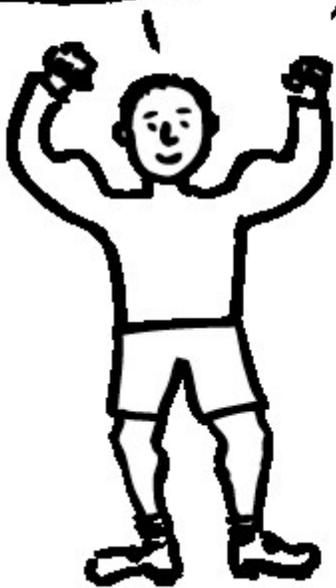


# Examples

1. Societal problem
2. Conflict of interest
3. Action-oriented

Not citizenship	Citizenship
Bullying: two students without reflection in group	Bullying as societal problem and within our classes, discuss in group.
Financial competences of individual students	How does our welfare state work and how can we protect it? This goes deeper into economic inequality.

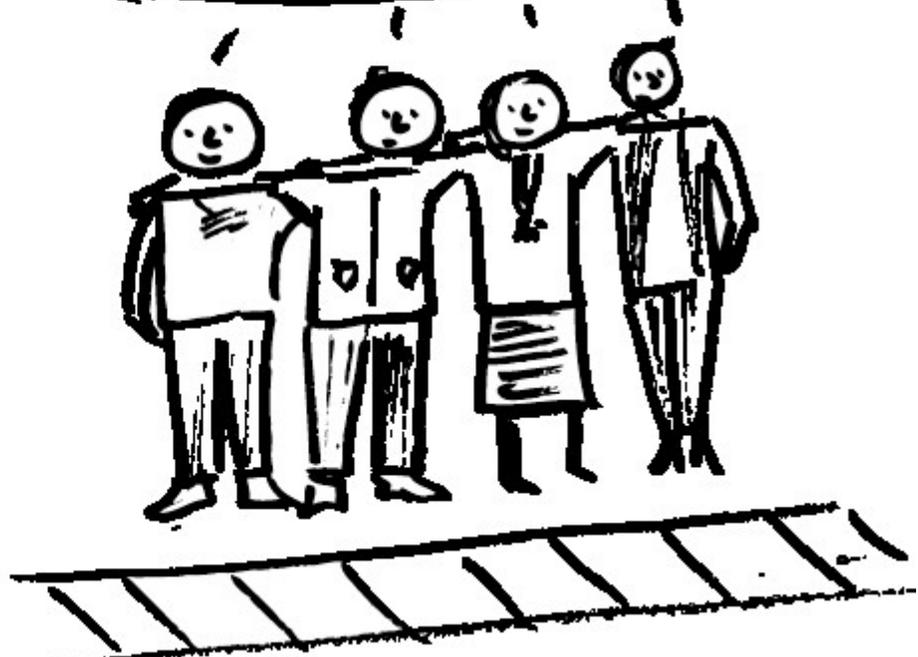
I want to get better.  
Let's do it!



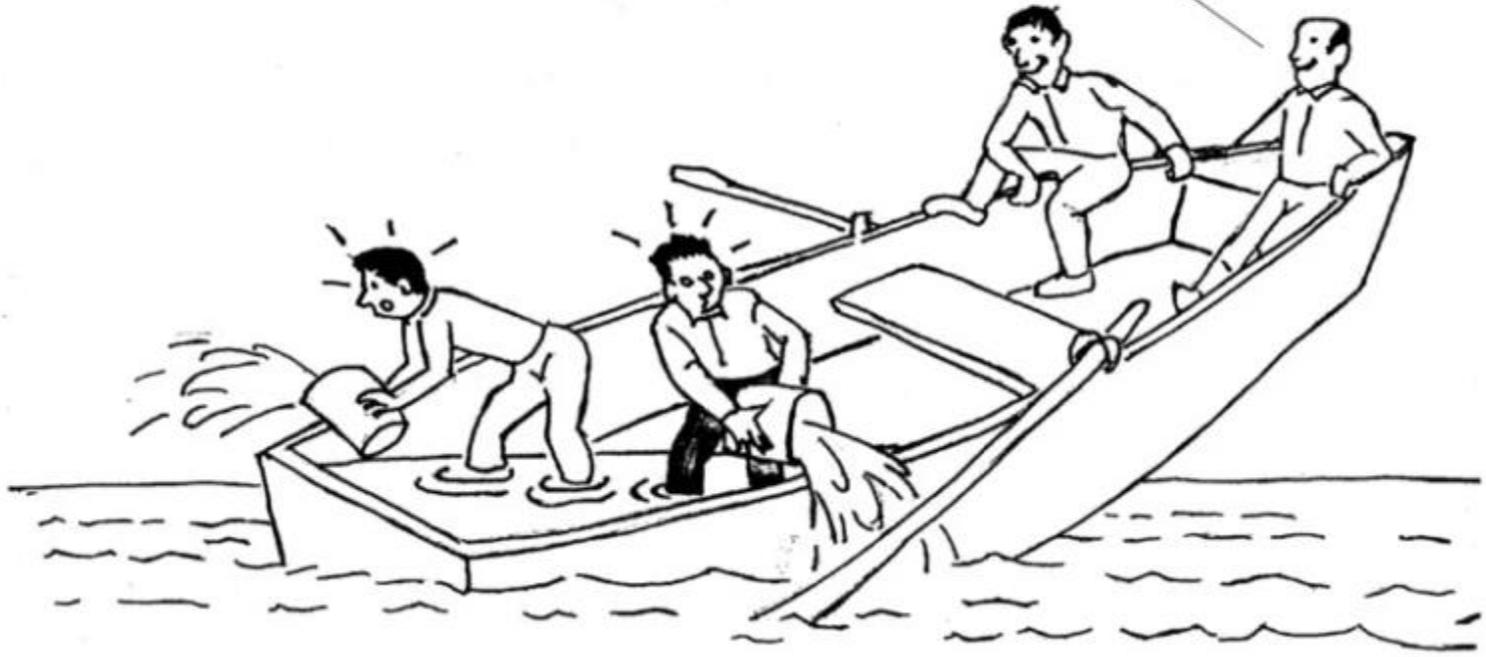
TRACK!

- sleep patterns
- sport performance
- diet
- music

We have a density problem in our city.  
Let's figure out something...  
Leave the car, take the metro?



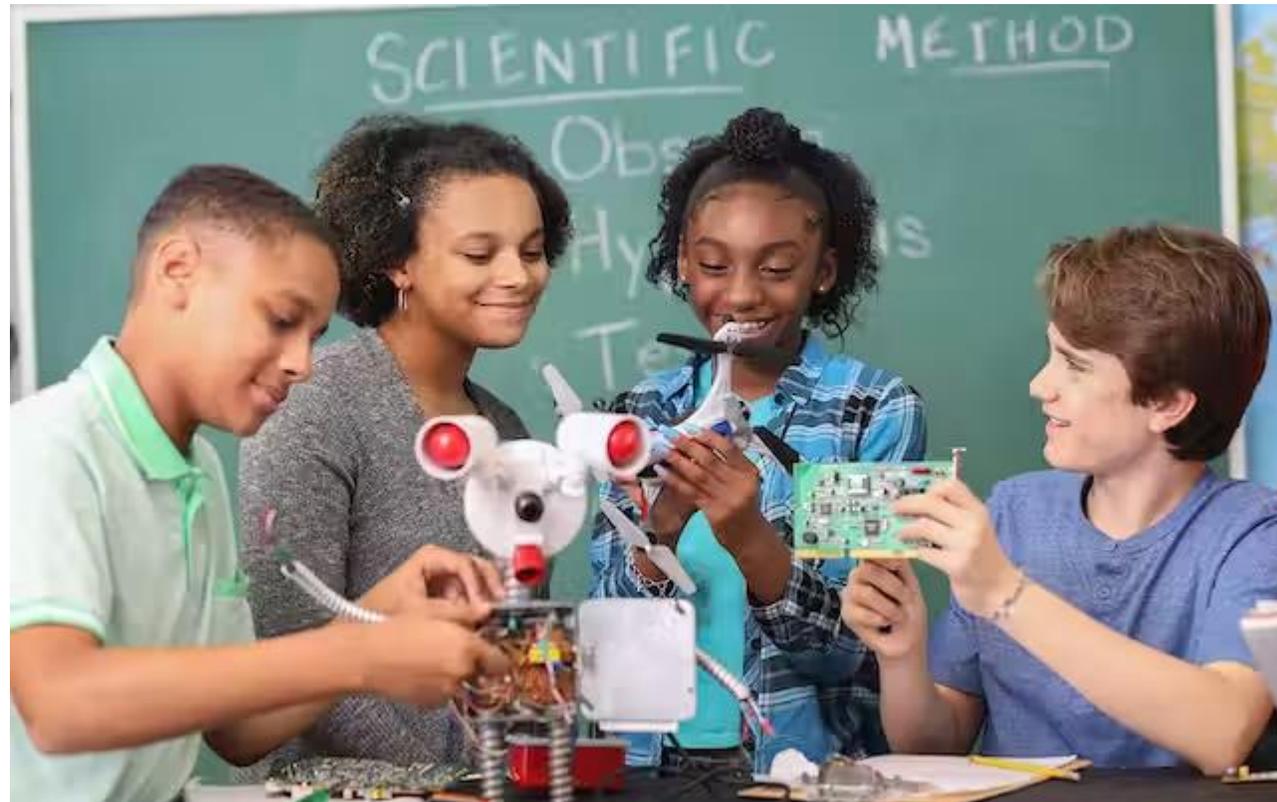
Sure glad the hole isn't at our end.



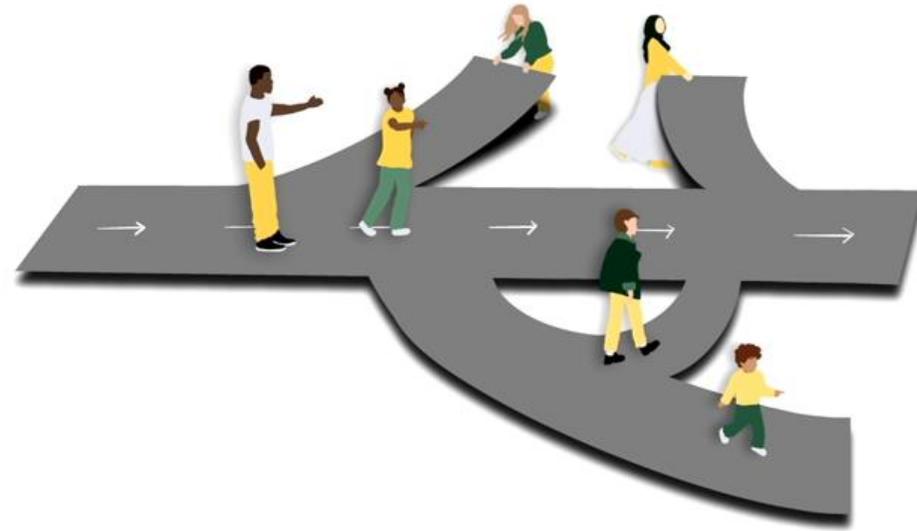
# Supporting competences for CE

No exclusive CE competences, as they can also be used to encourage other competences such as STEM:

- self-reflection
- work collaboratively



# Different perspectives on citizenship education



*Hessel Nieuwelink, lector Burgerschapsonderwijs*  
*Lectorale rede 9 februari 2023*

# Dilemma of citizenship

1. Reflect on society as it is → school as a social system, dependent on student conformity to function
2. Reflect on the preferred society of the future → schools are for critical thinking and doing



# Challenges of citizenship education

Biesta and Lawy (2006)

1. CE as an individual capacity without considering someone's community context
2. CE as the mere outcome of an educational trajectory

***“There is no guarantee that students’ understandings of the citizenship ideas and concepts will match the intended learning outcomes at the end of the course.”***

# Challenges of citizenship education

- CE is about young people in **their own context**
- Often feeling there are few meaningful opportunities for them to influence the political world around them (Kerr, 2000; Biesta and Lawy, 2006; Henn and Foard, 2014)
- **How can we as adults change this?**



## 2. Formative assessment



# Assessment continuum

## Summative assessment

Assessment of learning



## Formative assessment

Assessment for learning



# Summative assessment

- In the Netherlands: about 150 tests a year in secondary school  
→ pressure to achieve + short term learning strategies



# Formative assessment as the solution?

- More insight in where the student is
- Differentiation
- Better support of learning trajectory
- Better student motivation

# Formative assessment

- Formative assessment

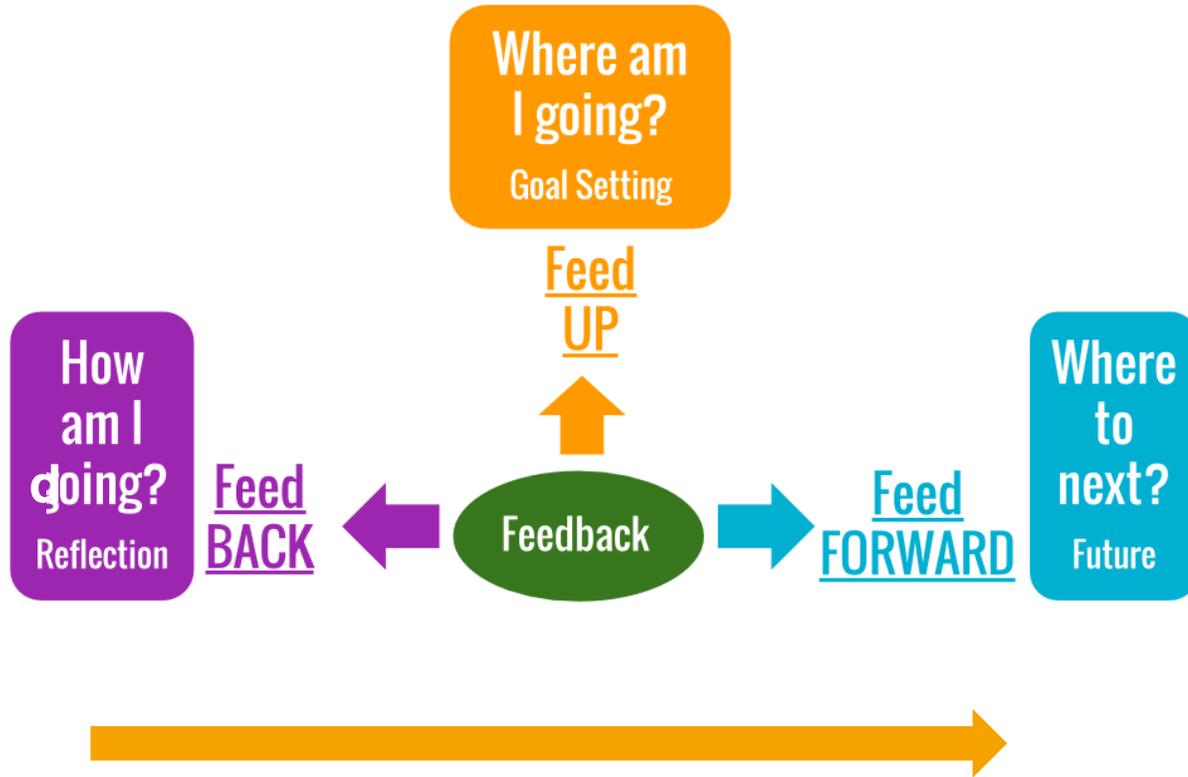
≠ marking without grades or giving grades without making them count on the report card

≠ the sole use of didactic forms such as Kahoot or LessonUp, dry erase boards, exit tickets, ...

= an ongoing feedback process during the learning process



# Formative assessment



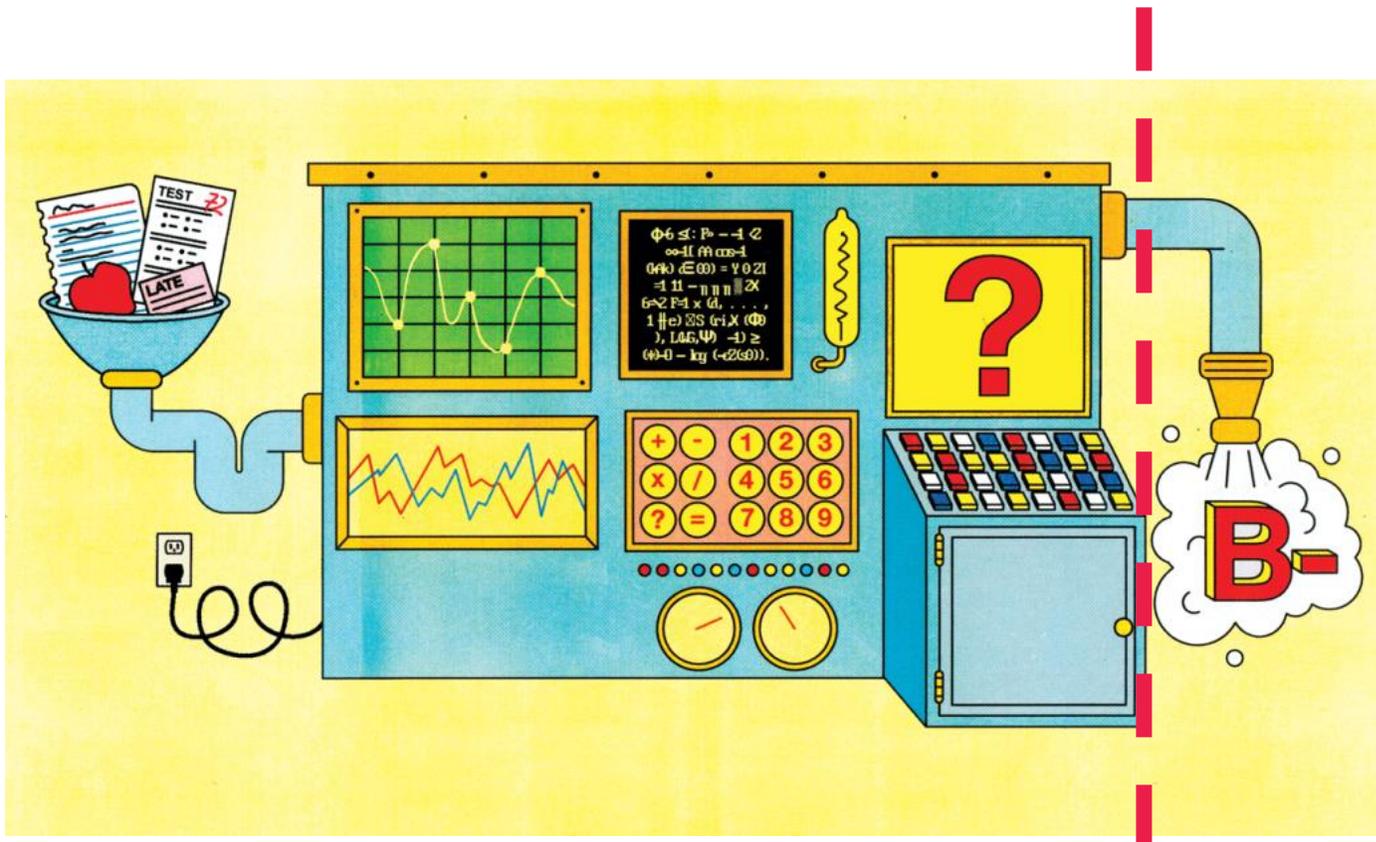
1. The feedback cycle



2. Grading or marking

# Formative assessment

- Important that students know when they can fail and try again 'without consequences' and when they are graded (if they are)



# Need to compare to assess

- Research shows that teachers deviate 8 points when grading students
- People are not good at absolute assessments
- Use of examples



**A**

**B**



**A**

**B**



**A**

**B**



**A**

**B**



# Bad example of assessing citizenship education

Learning goals				
Students express their perspectives and opinions	The student gives no or few arguments when making decisions to build their city or shouts their opinions	The students uses one argument to express their opinion	The students uses multiple arguments to express their opinion.	The student uses multiple arguments to express their opinion and are able to adjust their opinion based on peers' thoughts.
Students actively listen to each other	The student is passive, distracted or interrupts other students	The students is quiet when listening and expresses non-verbally to have interest.	The student is quiet when listening and expresses non-verbal and verbal interest in others. They ask questions.	The student actively tries to look for solutions based on what others are expressing



# Bad example of assessing citizenship education



# Good example of assessing citizenship education

- September workshops: class teacher joins all kinds of workshops together with students and teacher of the project day
- Takes this feedback and discusses it with all teachers during the first class council of the year (student 'portraits')



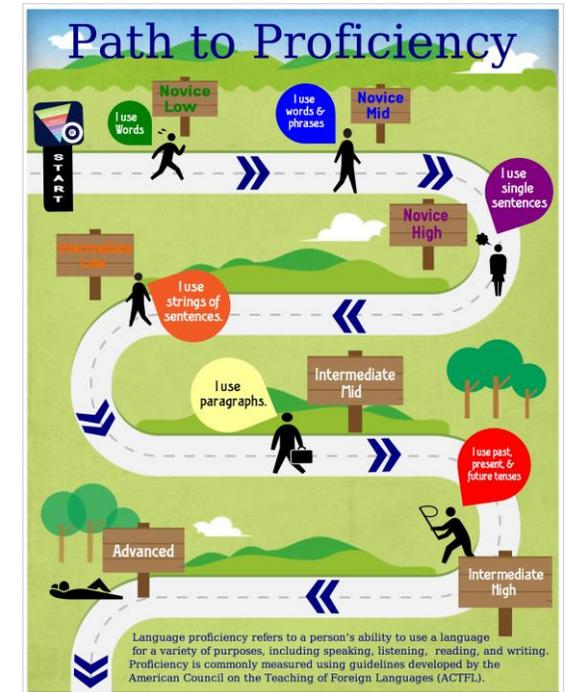
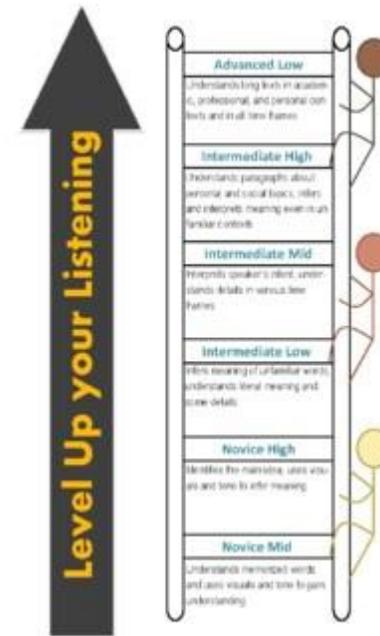
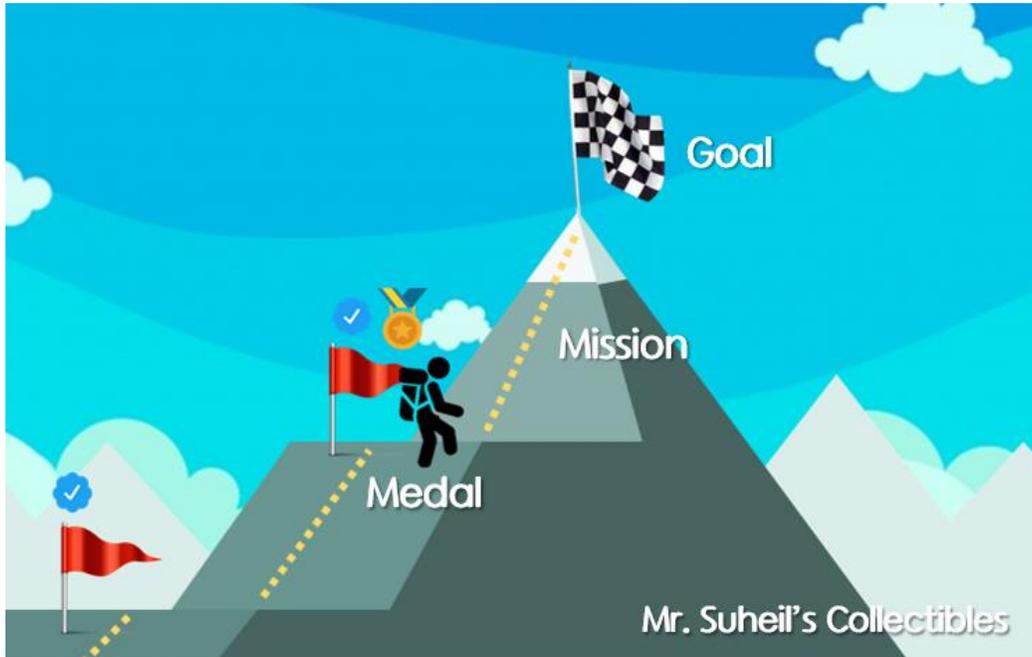
# Tips and tricks

- Classical feedback → more personalized feedback
- A place where feedback can 'land'
- Let the students apply the criteria on the examples.  
Imitation as obstacle? Use a similar assignment and show examples
- Use quick and short didactic forms
- Use a range of teacher feedback (written, audio, video, face-to-face)  
(verbal and non-verbal)

# Tips and tricks

- Medal and mission approach

A poster in class with proficiency levels



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