

Digital Destiny Module 5 Reflection and evaluation

OUTCOMES

- Supports students to evaluate their own and each other's learning process by means of tools and/or purposeful questioning.
- Supports students to formulate actions, improving their learning process.
- Deploys assessment tools using or applying (CDC-) descriptors to assess students' evolution in learning and/or thinking.
- Creates opportunities for students to engage in evaluative processes
- Evaluates process-related outcomes (such as thinking processes) independently from content-related outcomes
- Valorises evaluation explicitly and independently from expected content-related outcomes

BRIEF DESCRIPTION OF CONTENT

During this session participants differentiate between evaluation and reflection. They will learn about the difference between a process versus an outcome or content evaluation and how it affects the way they develop, observe and evaluate learning activities. They will further learn how to use descriptors which are descriptions of observable behavior that is formulated in the language of learning outcomes and that can serve in both designing and evaluating learning activities. Through practical exercises and discussions, participants will discover how evaluation (reflection and evaluation) practices, including use of descriptors can support the creation of a culture of evaluation in their classroom.

DURATION	BRIEF DESCRIPTION OF ACTIVITIES	TOOLS
	Assignment	



	<p>Watch the video for Module 5</p> <p>Think about three strengths that you think you have as teacher and identify for each one at least one concrete example of behaviour in a specific situation that illustrates that strength. Describe the thinking process you went through to determine your strengths.</p>	<p>Padlet or other method for collecting and sharing results</p>
<p>30'</p> <p>2'</p> <p>13'</p>	<p>PLENARY SESSION 1 (ENG) Aim and orientation</p> <p>The aim of the session is to cover the last Digital Destiny Framework principle: learning through reflection and evaluation.</p> <p>Goals:</p> <ul style="list-style-type: none"> • clarify and build upon the ideas shared in the video you watched • emphasize the benefits and challenges of applying evaluation and reflective practices in ESD related topics • explore possible connection to the Council of Europe's Reference Framework of Competences for Democratic Culture. <p>Short reflection on the the assignment. Share thinking about the assignment. Does this thinking tell us something meaningful about your perception of the task? Are there better ways to accomplish this? Now, choose one word that expresses your perception of the task when you first read it (share word cloud)</p>	<p>Ppt slides</p> <p>Mentimeter or other method</p>

15'	<p>Put a word that reflects your perception of the task now, after trying to complete it (share word could)</p> <p>Was the task clear, did you have enough information to know what to do?</p> <p>How do you feel after having performed the task?</p> <p>How useful do you think the task was? (share results)</p> <p>Brief discussion about what to consider when collecting such information, including the use of online tools, and what to do with such information, why collect it?</p> <p>Discussion based on the content of the task, clarification on the meaning of descriptors and their use, importance of avoiding general labels and of connecting to specific observable behaviour.</p> <p>Comments related to the concept of reflection, as defined in the video.</p>	<p>Padlet1 with assignment</p> <p>RF CDC Teacher Reflection Tool</p>
20'	<p>BREAKOUT SESSION IN MULTICULTURAL GROUPS (ENG)</p> <p>How to support students to use reflection? Sharing practical experiences of collecting feedback during and after learning activities? Benefits and challenges? What do students get out of it? How is it useful for teachers?</p>	<p>Padlet2</p>
20'	<p>PLENARY SESSION 1: DISCUSSION</p> <ul style="list-style-type: none"> ▪ Clarifications of reflection ▪ Adding examples of activities to enhance meaningful reflection 	<p>Padlet2</p> <p>ppt</p>

5'	STAND UP BREAK	
5'	PLENARY Recalling the ideas on evaluation in the video and giving the task for group work	
15'	BREAK-OUT IN MULTICULTURAL GROUPS (ENG) Task: How to implement effective evaluation in the classroom, making evaluation part of learning and contributing to making learning visible?	Padlet3
15'	PLENARY SESSION 2: DISCUSSION HOW to implement process and content evaluation for this age group <ul style="list-style-type: none"> ▪ Using evaluation methods/tools to create a positive learning environment (classroom) ▪ Generate a culture of evaluation (participants) ▪ Develop an appreciation of evaluation 	Padlet3
10'	CLOSING Brief reflection on the aims of session and expected outcomes.	Mentimeter
30'	BREAK-OUT PER COUNTRY Reflection, clarifications Discussion on transfer to practice	

