



Assessment Toolbox

Collection of Assessment Methods and Materials

PROMOTE

Promoting and Validating Key Competences in Mobility and Traineeships in Europe

554471-EELP-1-2014-1-LT-EPPKA2-KA

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1. Introduction and background

The assessment of competence on different competence levels acquires a good overview of suitable assessment methods. Not every method of data collection fits to each informal and non-formal learning situation.

The document on hand and the respective collection on the my-VITA platform represents a collection of methods that could be used for the assessment of competences for key competences acquired in informal and non-formal learning.

We would like to provide the educational staff working in the field with a catalogue about methods which they can use for their individual projects and settings.

The catalogue on hand is a starting point for a growing inventory.

The catalogue on hand has been transferred into a web-based system.

We choose the following methods of data collection (assessment):

- Reflective diary
- Concept map
- Interview
- Group discussion
- Role play
- Questionnaire
- Test
- Observation
- Unobtrusive measurement
- Portfolio
- Case study
- Self Assessment
- Games

We prepared for every method a short description, recommendations and instructions, examples and ideas for the evaluation of active citizenship and advantages as well as disadvantages of the method.

We decided to give only short introductions to make this document easy to use. We collected some references for those of you who want to have more information about single methods.

The toolbox should be a growing system. If you have ideas or experiences with evaluation methods which you want to share with the REVEAL group please contact us.

2. Methods of data collection

On the following pages you find the descriptions of different methods and approaches for data collection in different contexts..



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
|---|---|--|--|---|-----------------------|
| Reflective diary Reflective journal Learning diary “Lerntagebuch” | A reflective diary is an instrument for learner’s self-evaluation. It enables students to document and reflect upon their learning experiences with regard to a certain topic. As a learning activity reflective diaries facilitate student’s self-reflection. As an assessment method reflective diaries provide insight in student’s understanding, content knowledge, knowledge application but also critical self-reflection and awareness. | Give regularly time (about 15 min. each day) for the students to write down their learning experiences in a booklet. Explain that a reflective diary should focus on some basic elements: <ul style="list-style-type: none"> • A description of what happened • Personal feelings about what happened • A personal interpretation / evaluation of what happened • A conclusion from the experience Take care that participants do not only report what happened! Let them focus on an issue related to active citizenship. | <u>Low-structured reflective diaries:</u> The student’s keep a personal diary and reflect upon some leading questions. For example: <ul style="list-style-type: none"> • What have I done well? • What have I done not so well? • What could I have done differently? (e.g. concerning the cooperation with others) <u>Pre-structured reflective diaries:</u> The student’s write down their experiences with regard to pre-determined topics (for example teamwork). They evaluate their own feelings and behaviour related to single items on a scale or by using smilies. | <u>Advantages:</u> <ul style="list-style-type: none"> • Gives a deep insight in the learning process • Facilitates reflective learning <u>Disadvantages/Difficulties:</u> <ul style="list-style-type: none"> • Takes time and discipline to keep the diary regularly • Requires ability for self-reflection • Sharing personal feelings with others might be a sensitive issue | |



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| <p>Concept map</p> <p>Mind map</p> | <p>Concept map is a diagram intended to illustrate the understanding of the relationships between concepts involved with a particular area of study. A list of words describing important aspects of a topic is assembled. The words are sorted into a hierarchy from most general to specific. They are arranged so that similar terms are near each other. Links are then drawn between the concept words, and statements written to describe or explain the links.</p> | <p>Use concept map at the beginning and at the end of ACT training to identify the progress the participants made conceptually during the training.</p> <p>Identify basic citizenship concepts (such as moral responsibility or participation) and ask the participants to come up with related concepts and skills.</p> | <p>A concept map of social responsibility.</p> <p>A concept map of fairness.</p> | <p><u>Advantages:</u></p> <p>It is especially helpful for individuals with low literacy since they don't have to write sentences or paragraphs to describe themselves. It helps individuals to establish logical connection among ideas seemingly related.</p> <p><u>Disadvantages:</u></p> <p>For individuals who are not used to thinking through networks, it might be difficult to reflect themselves.</p> | |



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|--|--|--|--|---|-----------------------|
| Interview Personal interview Face-to-face interview Informal interview | A purposeful exchange between two individuals to uncover perspectives, experiences, feelings and insights on a phenomenon. A powerful method of collecting in-depth and detailed qualitative data. Data can be analyzed through content analysis with narrations and quotations. | Prepare an interview form with questions in line with the evaluation focus. Use open ended, clear questions with follow up prompts. Do not test knowledge but explore it through experience and description questions. Do not lead respondents with biased, assumption loaded questions. Record conversation with permission (if tape recording is not possible, take shorthand notes) | Interview with teachers on the project goals, implementation and impact. Interview with participants on their reaction to the project in terms of understanding, attitude and skills they developed. Interview with parents on students' civic behaviours at home and outside. | <u>Advantages:</u> Uses the basic method of communication and eliminates limitations & artificiality of writing/filling in a questionnaire. Helps gather in-depth and detailed data. Flexible, open to follow up. <u>Disadvantages:</u> Small samples, generalization from sample to population cannot be done. Much effort and time is needed. | |



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
|--|--|---|--|--|-----------------------|
| Group discussion Focus group | In group discussions a specially selected group is interviewed by a moderator. The group is usually composed of six to twelve individuals. Focus groups are useful for exploring norms, beliefs, attitudes, practices and languages. | The group should be composed of homogeneous members of the target population. The optimal size group consists of six to ten individuals. Choose a topic for the discussion and prepare a list of open ended questions that are arranged in a natural and logical sequence. Focus groups require trained moderators. The discussion should be taped for transcription or even filmed. An alternative is to take careful notes during the discussion. Write a summary for each group discussion. | Group discussion about what it means to be an active citizen. Focus group about political attitudes. Focus group with youngsters about participation possibilities. Opinions, beliefs and feelings of special groups about their role in the society. | <u>Advantages:</u> Is very close to daily communication forms. Focus groups can be used to “explore the field”. The researcher gets an insight on a particular subject and can use the information to generate ideas and to prepare more structured methods (e.g. questionnaire) <u>Disadvantages:</u> Group discussions give information about a group not about individuals and they do not provide any information about the frequency or the distribution of beliefs in the population. Much effort and time is needed. | |



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
|---------------------------|---|--|---|---|-----------------------|
| Role play | Assigning roles to participants within a scenario involving citizenship skills, issues and concepts, and then asking the act out these roles in front of other participants | Choose real life issues in relation to citizenship skills and knowledge. Ask other participants to assess the citizenship skills demonstrated by the role players. Identify skills developed and underdeveloped in relation to citizenship together with the participants to raise awareness and to help with peer evaluation. | Moral Responsibility: Cheating in an exam (Assign the roles to three participants as the teacher, a student who is cheating and a student who observes the cheating behaviour). Ask the role players to discuss the cheating behaviour in terms of its moral consequences on individuals, education and society in general. | <p><u>Advantages:</u> Helps participant experience the citizenship issues directly. Experiential learning and assessment can take place. Active involvement in the learning can be achieved.</p> <p><u>Disadvantages:</u> Takes time. May be disturbing for passive learners.</p> | |



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| Questionnaire | <p>The use of questionnaires as a measurement tool depends on the type and length of the activity. Questions to test or measure learning can be in 2 formats—verbal questioning e.g. a question and answer session at the start and end of a session –or in written format e.g. tests or exams. The format which is chosen should be “fit for purpose”, depending on whether the learners is at the start, middle or end of the activity. Questionnaires can be formal as in an examination, or informal as in a quiz. Questions can be asked to identify knowledge, experience, skills and achievements.</p> | <p>Questionnaires can be used in the 3 stages of assessment:</p> <p>Stage 1. Initial assessment to identify prior learning, experience or achievement. This allows the teacher to develop a baseline for learning and achievement.</p> <p>Stage 2. Formative assessment—to identify where the learner is, what progress is being made and how to “Fill Gaps” in knowledge, skills and understanding. Learners consider where they want to be and to plan how to get there.</p> <p>Stage 3. Summative assessment-This is carried out to make judgements about the learner performance at the end of a course/ programme or activity.</p> <p><u>Examples of questions</u></p> <ul style="list-style-type: none"> • “Closed” questions which restrict the learner to answering YES or NO, TRUE or FALSE • “Open” questions which allow the learner to express and opinion or knowledge in sentences • Multiple choice questions which ask the learner a question and then provide a range of answers for the learner to select the right one. | <ol style="list-style-type: none"> 1. Baseline reflection activity for Citizenship (Learning and Skills Development Agency) (Annex 9) 2. Quiz (Annex 10) 3. Questionnaire for assessing knowledge (Annex 11) 3. Questionnaire for identifying learning objectives (Annex 12) 4. Exemplar Examination paper (Annex 13) | <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Provides written evidence of learning • Provides teacher with a quick way to test that learning has taken place • Can be used for both formative and Summative assessment • Fits well into formal learning situations <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • Can be difficult for learners with literacy difficulties • Formal style does not meet needs of learners with other learning styles • Can formalise the curriculum and suppress creativity • Does not fit easily with informal learning situations | |



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
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| Test | A tool to assess the knowledge, skills and attitudes gained through the training It could be used to assess initial knowledge, attitude and behaviour, improvement in these respects in the training process and outcomes reached at the end of training. | Consider project purposes in preparing an achievement, attitude or performance test. In addition to standardized tests (such as multiple choice), consider the use of short and long answer question tests to allow the participants to reflect what they learn more flexibly. Consider the target group's language and test taking skills in deciding on the testing tools. | A pre and post achievement test. An attitude scale. A performance test. Quiz | <u>Advantages:</u> It helps to measure the gains and justifies the project effort and spending. It helps identify the weaknesses and strengths of participants in knowledge, skills and attitudes, and provides feedback to both participants and the trainers. <u>Disadvantages:</u> It could cover only a limited extend of the project goals and processes. | |



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
|--|--|---|---|---|-----------------------|
| Observation Hidden observation Direct observation | The purpose of direct and indirect observation is to collect evidence of achievement by watching a learner's performance while they take part in an activity, but without interfering in their work. The activity can be a real situation or a simulated situation e.g. role-plays. Observation allows you to see the knowledge being put into practice and is better used when assessing and evidencing Active Citizenship or competence based learning. Direct observation is undertaken in person, either by a teacher, peer or workplace supervisor. Indirect observation takes place when using appropriate technology such as video recording. | <p><u>Direct Observation:</u></p> <p>Teacher Observation Report Form—this is completed as the learner is undertaking the activity. The teacher records what the learner does, how the learner behaves and interacts with others. The teacher makes a judgement against pre-determined criteria for citizenship competence</p> <p>Peer Assessment—This can be in the form of a discussion, a question and answer session or by recording information on a pro-forma. The peer will be another learner who has taken part in the activity alongside the learner who is being assessed. The Peer assessor will either record or provide verbal feedback on what the learner has done during the activity.</p> <p>Witness Testimony—this is a statement from a “third party” who has witnessed the learner take part in the activity. The witness could be a Community Worker, Work Supervisor or member of the public. Feedback can be given in verbal or written form.</p> <p><u>Indirect Observation</u></p> <p>This can be a video or film of the learner taking part in an activity. The teacher can recognise competence or achievement by observing the activity on the video. This can be supplemented by asking the learner questions about what is taking place on the film. Teacher Observation pro-formas can be used to record the assessment decision.</p> | 1. Teacher Observation Form (Annex 6) 2. Peer Observation Form (Annex 7) 3. Example of Witness testimony (Annex 8A, 8B) | <p><u>ADVANTAGES</u></p> <ul style="list-style-type: none"> Provides the learner with the opportunity to demonstrate competence and skills Allows learner to put knowledge into practice Provides creative and innovative method of assessment Contributes to the development of an activity based curriculum Provides a range of evidence for Portfolios <p><u>DISADVANTAGES</u></p> <ul style="list-style-type: none"> Can be time consuming for teacher Can be difficult to observe and assess individuals within a group | |



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
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| <p>Unobtrusive measurement</p> <p>Nonreactive measurement Analysis of “traces in the field”</p> <p>Indirect measures</p> <p>Remark: Unobtrusive measurement is not really a method, but more a specific approach to collect data without provoking reactions from the persons you focus on in your surveys. You are free to choose methods and even to invent new methods of data collection that helps you to get more information about your target group (see column “examples”).</p> | <p>Unobtrusive measurement is a form of research where the researcher is able to collect data without getting in contact with his target population. The main idea is that individuals or groups leave traces in the field that can be used for information about them (indicators for their behaviour, preferences and attitudes). There is no interaction between the researcher and his target group.</p> | <p>Be careful about the ethics of this type of measurement, because your target group does not know that you collect information about them (right of privacy).</p> <p>There are no limits for your inventiveness: You can use documents, photos, paintings, signs, physical traces, archives, public statistics, observations etc.</p> | <p><u>Topic:</u> Popularity of various exhibits in a museum. <u>Traces in the field:</u> New floor tiles were installed and after a while the wear and tear was measured. The “traffic” in front of certain exhibits was visible with this method.</p> <p><u>Topic:</u> Radio station listening preferences. <u>Traces in the field:</u> Check in cars what station the radio is currently tuned on. This showed preferences.</p> <p><u>Topic:</u> Magazine or newspaper preferences of young people. <u>Traces in the field:</u> In a youth club e.g. what is visible on tables? What do the young people read?</p> | <p><u>Advantages:</u> Existing materials can be used without disturbing the target group. New forms of data collection can be developed.</p> <p><u>Disadvantages:</u> Ethics must be considered very carefully e.g. when you use personal documents or photos.</p> | |



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|-----------------------------------|--|--|--|--|-----------------------|
| Portfolio/ E-Portfolio | <p>Portfolios are personal collections of information describing and documenting a person's achievements and learning.</p> <p>An electronic portfolio, is a collection of electronic evidence (artefacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online.</p> <p>(E-) Portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time.</p> | <p>Ask your students/participants to create their own portfolio/e-portfolio.</p> <p>Encourage them to include all kinds of civic activities.</p> <p>Review during your project how active citizenship issues are changing.</p> | <p>There are three main types:</p> <p>A developmental (E-) Portfolio, is a record of things that the owner has done over a period of time, and may be directly tied to learner outcomes or rubrics. (e.g. a portfolio of products created in a course)</p> <p>A reflective (E-) Portfolio includes personal reflection on the content and what it means for the owner's development. (e.g. a portfolio on the personal learning biography)</p> <p>A representational (E-) Portfolio shows the owner's achievements in relation to particular work or developmental goals and is therefore selective. (e.g. a portfolio for a job application)</p> <p>The three main types may be mixed to achieve different learning, personal or work-related outcomes with the (E-) Portfolio owner usually being the person who determines access levels.</p> | <p><u>Advantages:</u></p> <ul style="list-style-type: none"> enables the individual to be evaluated on various levels. highlights all of an individual's skill sets. extra curricular activities are also highlighted allowing the reader to understand the different dimensions of the individual. empower individuals to connect their formal education, work experience and extra curricular activities. <p><u>Disadvantages/difficulties:</u></p> <ul style="list-style-type: none"> students might need individual help e-portfolios require some technical skills as well as available soft- and hardware | |



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
|---------------------------|--|--|---|--|-----------------------|
| Case study | A strategy to describe events and processes within a framework through various data collection methods such as observation, interview, document analysis in order to understand and evaluate the case. | Use the case study strategy to evaluate the implementation and the effects of the project on individuals, groups and community. Case studies focusing on implementation help the evaluator to make decision whether the implementation responds to the intent of the project. Case studies focusing on program outcomes assess the impact of the program and help identify reasons for success and failure. Plans should be made to obtain longitudinal data in depth and in detail. | <p>A case study of the implementation of ACT in one class in a primary school.</p> <p>A case study of a thematic area of ACT in terms of its impact on participants.</p> <p>A case study of a participant in terms of the progress s/he made through the ACT program.</p> <p>A follow up case study of a group to assess the impact of ACT on daily life.</p> | <p><u>Advantages:</u> It helps to assess a complex activity or process through longitudinal, in depth and detailed description and contextual analysis. Both qualitative and quantitative data could be collected and analyzed for triangulation.</p> <p><u>Disadvantages:</u> Only small samples could be included in the study. Generalization through statistical data may not be possible. Time consuming.</p> | |



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|---|--|---|--|--|-----------------------|
| Self assessment Checklist | Self Assessment involves learners in the process of assessment and allows them to reflect upon their learning and to review and record their achievements. Self Assessment can be both formative and Summative. In Formative Assessment the learner reflects on where they are and where they need to go next. In Summative Assessment the learner reflects on the knowledge that has been gained and the skills they have acquired, at the end of an activity. Self assessment enables learners to manage their own learning and plan their progression while they gather evidence for portfolios and qualifications. | <p>It is important that learners have the opportunity to reflect on their own contribution to group activities as well as the skills and knowledge they have gained. Self assessment can be used as a stimulus to provoke discussion and to encourage learners to develop their own techniques for reviewing their learning. The self assessment process is a cycle of planning, reviewing and evaluating.</p> <p>It is useful for learners to undertake some form of Initial self assessment at the beginning of a Citizenship programme, to identify existing knowledge or skills. The learner can then use this information as a base-line to monitor their progress and to recognise achievement.</p> <p>It is useful for the learner to develop a Logbook as part of the planning process, which will help the learner to identify what they aim to achieve and how they will achieve their objectives. A comparison can then be made later to review their progress. This is part of formative self assessment</p> <p>2. An Evidence Chart helps the learner to keep a record of the activities which they have done and the skills they have used. This is used when reflecting on what has</p> | <p>Paper –Based</p> <ol style="list-style-type: none"> 1. Progress File (Annex 1) : <ol style="list-style-type: none"> 1a) Logbook 1b) Evidence Chart 1c) Assessment matrix 1d) Evaluation Sheet 2. Self Assessment Profile (Annex 2) 3. Self Assessment Recording Form (Annex 3) 4. Measuring Confidence (Annex 4) 5. Skills assessment (Annex 5) <p>Activity based</p> <ul style="list-style-type: none"> • Each member of a group writes one thing that has been learned on a piece of paper and sticks it on a board for all to see. • Make a video of an activity, view it and then discuss the skills and knowledge which are displayed • Draw a graph to portray development of skills or knowledge. • Do a presentation to the group or the teacher of what has been learned • Teacher reads out to a group different aspects of a Citizenship activity. Each individual assesses their own contribution by holding up a card to indicate whether they feel they took part (✓), did not | <p><u>ADVANTAGES</u></p> <p>Gives ownership of learning Builds confidence Motivates learners to progress Develops planning and reflective skills Provides evidence of knowledge and competence Improves decision making and communication skills</p> <p><u>DISADVANTAGES</u></p> <p>Requires a high order of skills</p> | |



| | | | | | |
|--|--|--|-----------------------------------|--|--|
| | | <p>been learned. This is part of formative self assessment</p> <p>3. An Assessment Matrix enables the learner to review their learning against pre-determined criteria by giving themselves a score for each criterion. This gives them a visual record of their progress and enables them to identify strengths and weaknesses. This can be used for formative and Summative assessment</p> <p>4. Evaluation Sheets act as a reflective diary and conclude the self assessment process. The learner brings together the Log, the Evidence of achievements and Assessment Matrix to reflect on what they have achieved and the progress they have made. This is Summative self assessment.</p> | take part (✕) or were unsure. (?) | | |
|--|--|--|-----------------------------------|--|--|



| Method of data collection | Short description of the method | Recommendations, instructions etc. (competence level(s)) | Examples | Advantages and disadvantages | Instruments And links |
|---------------------------|--|--|---|--|-----------------------|
| Games | A tool to assess knowledge, skills or attitudes in a non formal way. Participants of a group get questions or task in a playful surrounding. While they answers the questions, or fulfil the tasks in the group, it is also useful for the other participants. | <p>There is always a winner, but be careful that the completion is not too fanatic. Make a good balance between knowledge questions and creative tasks. The atmosphere must be friendly enough to protect “losers”. Because of the gamble element there are chances for everybody. The group must not be too big. Invent tasks, which are also nice or useful to the other participants. Play the game yourself first before using it in the group to see the traps and to make a time-table.</p> <p>Every game needs a games-master. The games-master makes notes about the answers and asses the orders.</p> | <p>Living game of goose (see picture) The numbers have questions or tasks concerning citizenship, the traditional pictures keep their functions. Good answers get awards or points. Big die is necessary.</p> <p>Cards with questions or tasks in the middle of the group. The die decides who answers the questions or fulfils the task. Right answer, you keep the card, at the end the one with most cards, wins</p> | <p>Advantage: Build a nice atmosphere. The learner can demonstrate skills or knowledge in a creative way. Improves communication skills. Possible for individuals with low literacy.</p> <p>Disadvantages: Not every group appreciate “just games”. Because of the gamble part it is a roughly assessment. It takes time, to make it and to play it.</p> | |



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Reflective diary

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Interview

Group discussion

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Promoting and Validating Key Competences in
Mobility and Traineeships in Europe



Role play

Questionnaire

Qualifications and Curriculum Authority—publication “Assessing and Recognising Achievement, Post 16 Citizenship” www.qca.org.uk

.Edexcel --Awarding body. GCSE Short paper in Citizenship Studies www.edexcel.org.uk

Learning and Skills Development Agency www.lsd.gov.uk

Southampton University www.soton.ac.uk/citizened/

Test

Observation

Awarding Body-OCR www.ocr.org.uk

Qualifications and Curriculum Authority (QCA) www.qca.org.uk

UK Department for Education and Skills www.dfes.gov.uk

A4E Ltd Leeds Life Academy bbrodigan@a4e.co.uk

Unobtrusive measurement

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Promoting and Validating Key Competences in
Mobility and Traineeships in Europe



Portfolio

Department of education and skills: The standards site. Citizenship at stages 1-2. Taking part. <http://www.standards.dfes.gov.uk/schemes2/ks1-2citizenship/takingpart?view=get>

Electronic Portfolio: http://en.wikipedia.org/wiki/Electronic_portfolio

Woodward, H. (1998). Reflective journals and portfolios: learning through assessment. *Assessment and Evaluation in Higher Education*. 23(4), 415-423

Case study

Self Assessment

Department for Education and Skills. *Progress File* www.dfes.gov.uk/Progressfile

Qualifications and Curriculum Authority . *Guidance on Post 16 Citizenship* www.qca.org.uk/citizenship/post16/

Learning and Skills Development Agency www.lsda.gov.uk

AQA (Awarding Body) www.aqa.org.uk

OCR (Awarding Body) www.ocr.org.uk





4. Annex (Material)

On the following pages you find material from your ACT-partners.

You can use or adopt the materials for your evaluations, but please don't forget to cite the sources when you write your report.



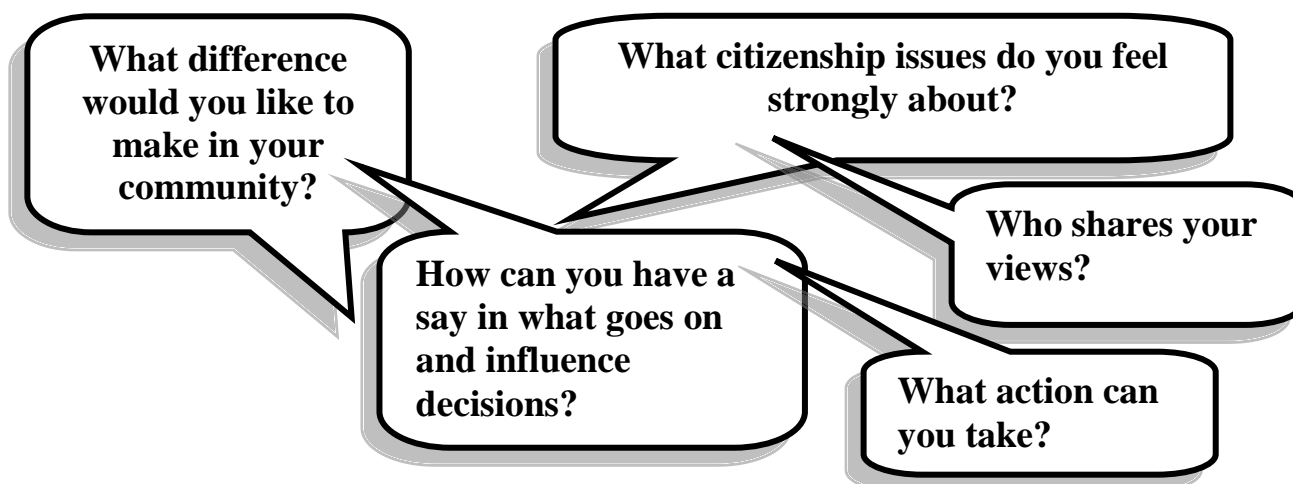


Self assessment ANNEX 1a

Citizenship Log

Name:

This log is to help you plan your approach to citizenship and to reflect on, review and record your citizenship learning.



Produce an outline plan of what you would like to do :

Outline plan

Citizenship Activity:

Citizenship learning objectives: (*knowledge and skills*)

The difference(s) I hope to make in my community:

What I will do:

When:



Self assessment ANNEX 1b

Examples of my citizenship achievements

Use the grid to record examples of your citizenship achievements. Describe the skills you have used and what you have learnt about citizenship. Keep a note of the evidence to support what you write, e.g. say if you have a webpage, photo, tape, report, a piece of work, the name of someone to confirm what you did...

| Citizenship activities | Knowledge and skills I have developed | Evidence: | Date |
|---|--|-------------------------------|------|
| 1. Community work—Painted mural on walls of local Primary School | Skills-working with others, communications, making decisions, solving problems | Photographs, reflective diary | |
| 2. Community Work-made playground games for children at local Primary School | Skills-, negotiation, planning and organising. Knowledge-safety laws for children. | Video, peer statement | |
| 3. Helped distribute leaflets to houses in the community on behalf of a political party prior to local elections. | Knowledge-systems for local government elections, political party culture and philosophy | Teacher observation report | |



Self assessment ANNEX 1c

Assessment of Active Citizenship

How do you rate yourself against these 10 learning objectives for citizenship? Check you understand what they mean.

Mark the vertical line for each objective to rate yourself as excellent, good, okay or in need of help. Join the dots to show your profile and help you to reflect on your strengths and areas that need development. The exercise can be repeated to show your progress.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------|---|---|--|--|---|---------------------------------------|--|---|---|---|
| Excellent at this | | | | | | | | | | |
| Good at this | | | | | | | | | | |
| Okay at this | | | | | | | | | | |
| In need of help | | | | | | | | | | |
| I am able to: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Demonstrate knowledge and understanding of citizenship issues | Demonstrate knowledge and understanding of citizenship concepts | Analyse sources of information, identify bias and draw conclusions | Consider social, moral and ethical issues to do with a situation | Show respect for diversity and challenge prejudice and discrimination | Discuss and debate citizenship issues | Express and justify a personal opinion to others | Represent a point of view on behalf of others | Use skills of negotiation and participation in community activities | Act responsibly towards and on behalf of others |

Date:

My strengths:

Aspects I need to work on:

These Citizenship Learning objectives are from *Guidance on Post-16 Citizenship*, Qualifications and Curriculum Authority (2004)



***Self assessment ANNEX 1d*****Citizenship Evaluation**

Use your log, evidence of achievements and feedback from others to help you critically reflect on and review your experiences and what you have learnt from your citizenship activities. What might you have done differently? Produce a summary of the outcomes of your review and what you would like to do next. Include examples of how you have worked with/consulted others.

Citizenship Evaluation**Name:****Signature:****Date:**



Self assessment ANNEX 2

Self Assessment Profile

| | |
|--------------|--------------|
| Name: | Date: |
|--------------|--------------|

Profile yourself using this form.
Circle the number that best describes your ability:

| 1 being poor, 3 being Average, 5 being Excellent | | | | | |
|---|---|---|---|---|---|
| Talking to someone face to face | 1 | 2 | 3 | 4 | 5 |
| Talking on the phone | 1 | 2 | 3 | 4 | 5 |
| Contributing to a group discussion | 1 | 2 | 3 | 4 | 5 |
| Presenting someone else's opinion | 1 | 2 | 3 | 4 | 5 |
| Listening to one person | 1 | 2 | 3 | 4 | 5 |
| Listening to a group | 1 | 2 | 3 | 4 | 5 |
| Accepting the opinion of others | 1 | 2 | 3 | 4 | 5 |
| Working in a group | 1 | 2 | 3 | 4 | 5 |
| Working independently | 1 | 2 | 3 | 4 | 5 |
| Getting on with people in authority | 1 | 2 | 3 | 4 | 5 |
| Showing respect for others | 1 | 2 | 3 | 4 | 5 |
| Accepting criticism | 1 | 2 | 3 | 4 | 5 |
| Solving Problems | 1 | 2 | 3 | 4 | 5 |
| Planning | 1 | 2 | 3 | 4 | 5 |
| Finding information for yourself | 1 | 2 | 3 | 4 | 5 |
| Doing something for others | 1 | 2 | 3 | 4 | 5 |
| Having Self Confidence | 1 | 2 | 3 | 4 | 5 |
| Organising yourself | 1 | 2 | 3 | 4 | 5 |
| Making decisions | 1 | 2 | 3 | 4 | 5 |
| Keeping to Time | 1 | 2 | 3 | 4 | 5 |
| Dealing with money | 1 | 2 | 3 | 4 | 5 |
| Being Reliable | 1 | 2 | 3 | 4 | 5 |



Self assessment Annex 3 Recording Form

Discussion and debating skills in citizenship

What was the discussion or debate about?

Skills Focus

Tick the box next to the face that describes your achievement in each of the skills.



= not very good



= good



= brilliant

| | | | | | | |
|--|--|--|--|--|--|--|
| Planning what to say | | | | | | |
| Speaking in front of others | | | | | | |
| Speaking without reading notes | | | | | | |
| Asking other people questions | | | | | | |
| Following what others say | | | | | | |
| Answering others' questions | | | | | | |
| Encouraging others to contribute to discussion | | | | | | |
| Summing up at the end | | | | | | |

What did you do well in preparation for and during the discussion or debate?

Which areas do you think you need to work on to develop your debating skills?

What can you do to improve in these areas?



Self assessment ANNEX 4 Measuring Confidence

Name: _____

Read through each question. Think about your level of confidence in each aspect of citizenship. Put your score for each question in the first box. You may want to repeat the activity at a later date to see how you have progressed

0= need help 1= not very confident 2= fairly confident 3= very confident

How confident are you that you can:

Score: 1st 2nd

| | | |
|---|--|--|
| 1. Demonstrate knowledge and understanding of citizenship issues? e.g. rights and responsibilities, government, democracy, different communities | | |
| 2. Make a moral or ethical judgement? e.g. justify actions as honest, fair, a concern for the common good or the environment | | |
| 3. Critically analyse information? e.g. from the media, political parties, pressure groups, to identify bias, draw conclusions | | |
| 4. Show respect for people's differences? e.g. show tolerance of cultural, gender, religious, ethnic and community differences | | |
| 5. Challenge prejudice and discrimination? e.g. understand your legal responsibilities, challenge unacceptable behaviour | | |
| 6. Discuss and debate a citizenship issue? e.g. share views and then argue a case on an issue, to persuade or influence others | | |
| 7. Express and justify a personal opinion to others? e.g. offer an opinion about a citizenship issue and give reasons to support your view | | |
| 8. Represent a point of view on behalf of others? e.g. consult others on their view and accurately put this forward | | |
| 9. use skills of negotiation and participation in community activities? e.g. agree what needs to be done and take an active role in community events, campaigns | | |
| 10. Act responsibly towards and on behalf of others? e.g. think about the consequence of your actions, consider other people's needs, feelings | | |



Self assessment ANNEX 5 Skills Assessment

Activity _____

Through involvement in this activity, I practised and improved the following skills:
(Give examples for each and circle the appropriate number)

1. Debating and discussing citizenship issues

Very well 1 2 3 4 5 not at all

Example.....
.....
.....

2. Expressing an opinion about citizenship issues

Very well 1 2 3 4 5 not at all

Example.....
.....
.....

3. Justifying an opinion about citizenship issues

Very well 1 2 3 4 5 not at all

Example.....
.....
.....

4. Drawing conclusions from different sources of information about citizenship issues.

Very well 1 2 3 4 5 not at all

Example.....
.....
.....

5. Organising, planning and presentation skills

Very well 1 2 3 4 5 not at all

Example.....
.....
.....

What more can I do?

Has your experience of citizenship activities encouraged you to take further action on the issues raised?

A YES (Give examples of actions).....
.....
.....

B NO (Why not?)
.....
.....



Observation ANNEX 6 Teacher Observation Report

| | | |
|---|-----------------------|----------------|
| Learner: James | Teacher: Kim Newhouse | Date: 17-11-07 |
| Describe the activity | | |
| <p>To organise a "Fun Run" activity for local schoolchildren aged 6-10 years to take place at the Centre's "OPEN DAY". The aims of the activity are to</p> <ul style="list-style-type: none"> • encourage parents to attend the "OPEN DAY" • provide a healthy activity for young children which is also fun • Raise money for charity <p>All children taking part in the "Fun Run" will receive a certificate and a medal.</p> | | |
| What was the learner's role in the activity? What did the learner do? | | |
| <p>James was the leader of the activity, working with a group of 6 other students from Second Chance School. He organised a planning meeting to discuss the activity and to make a list of the tasks to be completed, with suggestions from all members of the group.</p> <p>James telephoned local employers to find sponsorship and was successful in obtaining money for the medals, certificates and also printed T-Shirts for all the children. James worked as part of the team to design and produce an information leaflet and posters. He then contacted local schools to invite them to the "Fun Run".</p> <p>On the "Fun Run" day James organised 2 team members to take the names of all the children participating and their entrance fee. He checked the running course for health and safety prior to the event and provided Marshalls around the course to look after the children as they ran..</p> <p>At the end of the activity James arranged for a football player from the local football club to present the medals and certificates.</p> <p>James wrote a letter of thanks to the employer who sponsored the event and informed them of the money which had been collected for charity.</p> | | |
| What skills did the learner demonstrate? | | |
| <p>In organising this activity for local schoolchildren James demonstrated active citizenship skills. James used communication skills of speaking and listening during his meetings with the rest of the group. He contributed to the discussion and accepted the opinions of others in the group. He used negotiation skills when speaking to local employers on the telephone.</p> <p>James showed good organisation skills on the day of the event, making sure all the children were looked after and that the event ran smoothly.</p> | | |



Observation ANNEX 7 PEER ASSESSMENT FORM

Represent a point of view on behalf of others

Task: Use this form to record your observations on the skills and knowledge used by elected representatives during a student forum. It could also be used to review a video of a student forum. Make brief comments in the appropriate columns.

ACTIVITY TO BE OBSERVED: Monthly Student Forum

DATE : 15th February 2007

OBSERVERS NAME: Joe Smith

| Name of Peer | Non verbal communication | Irrelevant verbal contribution | Represents a view on behalf of someone else | Uses persuasive arguments | Supportive/encouraging behaviour | Suggestions for action made | Other comments |
|--------------|--|--|---|--|--|----------------------------------|-------------------------------|
| Sally | Leaning forward and attentive most of the time | Talked about dissatisfaction with dress code | Explained the view of her tutor group on use of mobile phones | Gave 3 reasons for a change to the rules | Mentioned that she agreed with another speaker | Suggested a petition by students | Offered to draft the petition |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Write a brief Summary of the issues discussed and action proposed and agreed

| Issues Discussed | Proposal for Action | Action Agreed |
|---------------------------------------|---|--------------------------------|
| College rules on use of mobile phones | To get signatures on a petition for a change to the rules. To meet with Senior Tutor. To find out view from other groups not represented at the meeting | Meet Senior Tutor next Tuesday |



Observation ANNEX 8a

Supervisor checklist---(Work Placement)

Skill:Working with others

Did **Suzanne** work **with customers?** (Customers may be external or internal) **Yes/No**

On **one** occasion did she/he make contact first?

Yes/No

Was the way she/he worked with customers acceptable?

Yes/No

On **two** occasions did she/he **work with colleagues?**

Yes/No

On **one** occasion did she/he take part in planning the work?

Yes/No

Was the way she/he worked with colleagues acceptable?

Yes/No

When she/he **communicated in writing:**

Was the information correct?

Yes/No

Was the tone appropriate?

Yes/No

Were the documents correctly addressed? **Yes/No**

Any other comments:



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.....

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.....

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Supervisor signature: *Peter Taylor*

Position in organisation: *Department Manager*

Date: *3rd March 2007*

AO3 Demonstrate ability to adopt an appropriate manner for work place situations.



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Observation ANNEX 8b

Supervisor checklist

What task did **Suzanne** carry out?

Suzanne worked with the Customer Service team, answering customer enquiries and handling complaints. She used the telephone and met with customers face-to-face.

Did she/he work in a safe manner? **Yes/No**

Did she/he complete the tasks to a standard acceptable in the workplace? **Yes/No**

Did she/he work independently and effectively? **Yes/No**

Did she/he work effectively as part of a team? **Yes/No**

Any other comments:

Suzanne demonstrated that she had good employability skills. She was polite to customers and was helpful at all times. She established a good relationship with the staff team. Suzanne was always punctual and had no time off work for sickness.

Supervisor signature: *Peter Taylor*

Position in organisation: *Department Manager*

Date: *24th April 2007*

AO1: Demonstrate ability to plan



**Questionnaire ANNEX 9 “BASELINE” REFLECTION ACTIVITY**

This activity is a way of gathering information about your prior experiences and understandings of citizenship. It will help you to review your citizenship development and levels of confidence. (you may like to repeat the activity at a later date to check your progress)

PART A CITIZENSHIP DEVELOPMENT

Think back over the past two years. Have you participated actively in any of the following activities? Please tick one or more boxes and give examples

Voluntary and community activities

e.g. peer mentoring, youth work, volunteering in own country or abroad, community radio or newsletters, other community projects or events. ☐

Environmental activities

e.g. conservation work, recycling, projects to improve your school or neighbourhood, debates on environmental issues ☐

Work activities

e.g. employee consultations, trade union activities, debates on employment issues such as rights and responsibilities, equal opportunities, taxes ☐

Political activities

e.g. serving on a school, youth or work council, writing to an MP or newspaper, elections, mock parliaments, campaigns or debates about political issues ☐

Investigation about citizenship issues

e.g. research on legal and human rights, the criminal justice system, public services, diversity, the role of the media, economic or consumer issues ☐

Give details of any awards or certificates you have gained for any of the above activities:



Part B

Please choose an example of your citizenship activity (from part A). Reflect on this activity and record your answers to the following questions.

| | |
|--|---|
| <p style="text-align: center;">What was the activity?</p> | <p style="text-align: center;">What did you learn? (e.g. skills, facts about a topic, understanding of an issue or other people)</p> |
| <p style="text-align: center;">How did you actively contribute?</p> | |

| Did your actions make any difference to what happened? | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| Raised awareness and understanding of an issue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Influenced decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Resisted unwanted change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Made a change for the better | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Questionnaire ANNEX 10 QUIZ

Are you a political animal?

Citizen or Couch Potato? Do you know or care what's happening in the world today? Do you play your part in society? Take this quiz to find out!

Circle the answer that's closest to the way you think.....

1. I watch the news on TV or listen to radio news.....

- a. every day-I have to know what is happening in the world
- b. 2 or 3 times a week-I keep up with big events
- c. when I'm waiting for another TV programme to start or if it is on the radio – I do not really take much notice
- d. never-it is too boring

2. When I read a newspaper or look up news on the internet, I....

- a. read all of it, even the boring bits!
- b. check the main headlines and read the stories that sound interesting
- c. just read the celebrity gossip, film reviews or sports pages

3. When I have to give a presentation to the class, or speak to Someone in authority, I

- a. enjoy it—I like to have an audience
- b. am nervous, but usually it turns out OK
- c. hate every minute of it and I am glad when it is over
- d. take the day off sick or get my friends to do it for me.

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4. My friends are discussing a subject I have strong views on, I ...

- a. can usually persuade them to agree with me, or at least put up a good argument!
- b. start off well but end up backing down—I run out of good arguments
- c. Keep quiet—nobody really wants to hear my views

5. The local council are planning to build a new waste management Facility near my house. I hate the idea! I.....

- a. get the rest of the street together to form a protest
- b. write to the local paper and express my feelings
- c. wait for someone else to start a campaign
- d. Oh well, they are going to build it anyway, what can I do about it?

6. When I am able to vote, I will probably....

- a. read all the information provided by the different political parties and decide which one I agree with most
- b. vote for the party that shares my views on the two or three issues I really care about
- c. vote for the party that my parents or friends vote for
- d. stay in bed, my vote will not make much difference!

7. I have just witnessed an old lady having her handbag snatched. The thief got away in a car. I....

- a. make a note of the car's registration number and ring the police
- b. Comfort the old lady and escort her to the police station
- c. feel sorry for the old lady, but there are lots of other people about who will help her.





Questionnaire ANNEX 11 Questionnaire for assessing knowledge

Do you think you know about Europe?

1. What does EU stand for?

- a. Europe United
- b. European Union
- c. Euro Understanding
- d. Education Unit

2. Which of the following countries is NOT a member of the EU?

- a. France
- b. UK
- c. Germany
- d. USA

3. Which of the following is NOT an aim of the EU?

- a. To prevent future European wars
- b. To enable the free flow of people and goods within the EU
- c. To make it easier to have holidays in the sun
- d. To make trade within Europe easier by removing barriers

4. The EU was originally called:

- a. The European Economic Community
- b. The Eurovision Song Contest
- c. The Common Agricultural Policy
- d. The Cross Europe Parliament



5. How many countries are members of the EU at present?

- a. 15
- b. 5
- c. 27
- d. 103

6. Twelve countries have adopted the Euro as their currency. Which one of the following countries is among the 12 that have adopted the Euro?

- a. Demark
- b. Italy
- c. UK
- d. Sweden

7. The Euro was introduce in to 12 countries in which Year?

- a. 2002
- b. 1957
- c. 1073
- d. 1945

8. The name of the treaty which was signed in 1957 by just 6 countries at the start of the European Economic Community was:

- a. Treaty of Versailles
- b. Treaty of Rome
- c. Treaty of Stockton-on Tees
- d. Treaty of Yalta

***Questionnaire ANNEX 12 Example Questionnaire for identifying learning objectives***

(Community Placement)

Where are you now?**Before going on your community placement**

This questionnaire is designed to help you reflect on where you are at the moment. Before you begin your placement it is useful to reflect on what you know and feel about it. When you have completed the placement you will need to re-evaluate your feelings, skills and knowledge.

Where are you going on your placement?

.....

Describe your organisation?

.....

Why have you chosen to go to this particular type of organisation?

.....

What will be your role in the organisation?

.....

What kinds of activities did you expect to be involved in?

.....

.....

.....

What kind of skills do you think you will need?

.....

.....

.....

What would be the biggest reward that you could experience while on your placement?

.....

.....

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What kind of feelings do you have towards beginning the placement?

Please rate ALL the following statement on a scale from one to ten

| I feel confident about beginning my placement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| I feel I already have the necessary skills to do well in the organisation | | | | | | | | | | |
| I am worried about being in situations where I cannot cope | | | | | | | | | | |
| I have lots of ideas about what I can offer/contribute to the organisation | | | | | | | | | | |
| I feel I will develop as a person in ways I may not be able to see at present | | | | | | | | | | |



**Questionnaire ANNEX 13 Exemplar Examination Paper**
GCSE Citizenship Studies**SECTION A****Answer ALL parts of this question**

In this question you will be able to write about a citizenship activity in which you have taken part. You will fill in the following information about:

- The aim of the activity
- What you did
- Your relationship with others who were involved
- Whether the activity was successful

1. (a) Briefly describe the Citizenship activity in which you took part

.....

.....

.....

(b) State one idea you contributed during the planning of the citizenship activity

.....

.....

(c) Briefly explain one way in which your citizenship activity helped other people in your school or community

.....

.....

(d) Outline the part played in the citizenship activity by you and at least one other person

.....

.....



Concept Map ANNEX 14: Team Work

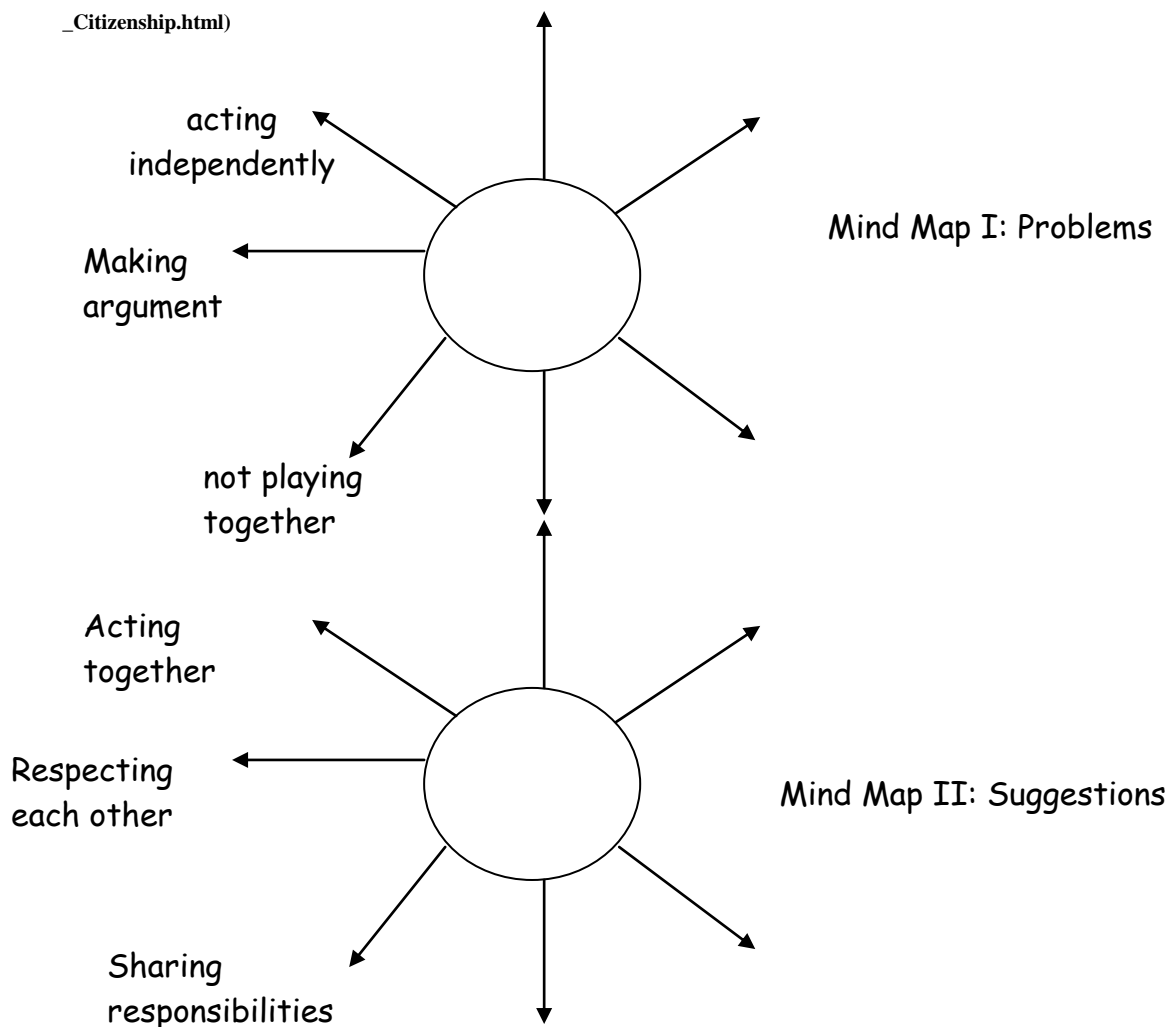
Aim: Negotiation, decision making, cooperation, conflict solving, endeavour, tolerance

Materials: Worksheet II

Instructions:

1. Students are distributed worksheet II
2. Students are asked to talk about what problems they have seen in the first picture. Meanwhile teacher writes all the problems that students talked about on the board and draws a mind map (see the mind map I example below).
3. Later, students are asked to talk about the suggestions they have made to the team and teacher writes the suggestions on a second mind map.
4. Examining the mind map “the importance of team work, what should be done to be a good team” is discussed in the classroom.

(This activity is adapted from Chalkface project, retrieved in 30 January 2007, from http://www.chalkface.com/category_Citizenship.html)





Worksheet II

Team Work

Dear students,

Look at the picture below. What is going wrong with this team? Write your answers
as a list below the picture.





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Look at the picture
this team ? Write yo

if you were the coach of

Lined area for writing a response.

R

Inter

**Aim: Willingness to interact with people from other groups, willingness to accept diversity and
discrimination, participating in community with others, tolerance**



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Materials: 2 copies of “Case I, Case II”, 2 scissors, 2 rulers, 2 colorful papers, two copies of “Plan the Fancy Park Here” sheet

Instructions:

1. **Case I and Case II are both photocopied to 2 copies before coming to classroom.**
2. **Students are divided into 4 groups.**
3. **Two of the groups are sent outside of the classroom.**
4. **Case I is given to the two groups who are in the classroom.**
5. **Case II is given to the two groups who are out of the classroom.**
6. **Case I is told to the students in the classroom by the teacher and teacher ensures that all students understand their roles.**
7. **Teacher checks the students waiting outside the classroom and ensures that they all understand the role they are going to play.**
8. **After the play groups are asked to talk about what they have experienced during the play and talk about the following issues: “cultural differences”, “understanding people from different cultures”, “tolerance to differences” ... etc.**





Case I

You are the people of FANCYLAND. You will invite a group of architects and civil engineers to your town this summer to build a park for you. Because there is no place in your town that children play and people has rest. Also you want them to build a sculpture in the park that symbolizes your culture and the peace. But you do not want any trees to be cut in the area. There are some customs that specifically belongs to your culture. You don't start talking before touching other person's nose with your forefinger and if one starts to talk without touching your nose you close your ears because you can't listen him/her. Nodding means no and shaking your head left and right sides means yes in your town. When guests come to your town it is your tradition to turn one circle around the person to say welcome. In your town you never pass on scissors and ruler you need to put it on desk to take it. Now, welcome your guests and explain them your demands about the park that will be build on. Have fun!



Case II

Being a group of architectures and civil engineers, this summer you are invited to FANCYLAND to build a park. You are very enthusiastic about this project. Because the people of FANCYLAND are known as very peaceful people and have a different culture. You really want to learn about this culture. Before beginning the project you should learn the demands of the Fancyland people about the park, plan the park accordingly, and convince them about your plan. The place is already allocated by the Fancylanders and shown in the "Plan the Fancy Park Here" sheet. You can use this sheet to make the plan. You will be provided a ruler, a pencil, and scissors when making the plan.

Wait until your teacher's call to enter the classroom to meet the FANCYLAND PEOPLE and plan the FANCY PARK!

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PLAN THE FANCY PARK HERE!



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Role Play ANNEX 16

Role Playing on critical incidents

Aim: To explore and measure students attitudes toward critical incidents they may face. Student experience empathy and intervention in civic issues.

Instructions: Provide students with a situation. Blind-fold half of the class completely and say that s/he is trying to cross a busy street. Ask a volunteer peer to help him/her out. Students need to walk freely in the open pathways in the class. When the role play has finished have students discuss in pairs first and whole class next: The attitude of the citizen in helping out the blind person. How did the blind-folded person feel, when somebody approached to help him/her out.



Activity ANNEX 17: Discussion on the basis of pictures

Aim: Analysis of learners civic activities through decision-making, getting and using information, and skills such as conflict solving. Identifying level and understanding of domestic and global organizations.

Instructions: The below pictures are downloaded from the CNBC-E website of the program “o-an.”

Students are grouped in three. Each group selects random one picture. The students need to examine the picture and make interpretations of the scene on the picture by asking: Who? Where? Why? When? What? How?

Questions. When the group has decided about the description of the picture, they need to discuss:

- What is the reason(s) behind this conflict/disadvantage?
- How could this particular situation be avoided?
- Who are the agents/main characters of this event?
- Since this picture represents a reality? What organizations (e.g., UNESCO, WHO) could help to improve the quality of the life of people? What could they do? What would be their role?
- As a global citizen? What might be your role? How could you contribute to better their lives? (Please, think of solutions other than receiving financial support from your parents to help them).







Activity ANNEX 18: Story-building

Aim: Recycling of culture-related vocabulary including basic attitudes and attitudes toward others: Empathy, knowledge about life and situations of others. Developing communication, cooperation, and decision-making skills.

Instructions: The students are expected to make up a story by the set of culture-related vocabulary written on the board. One student begins telling a story indicating the appropriate cultural context by adding one of the given words in the first sentence. When one word is used in the story, it needs to be ticked off. Next, students take turn to complete the story by using another word. When the words have finished and not all students had the opportunity to add to the story. The same set of words can be used again.

Note: This activity can also be conducted as a writing activity in groups (with a random-selected secretary and leader). Students may vote in the end for the best story.

| | | | | |
|-----------|------------|---------|------------------|-------|
| Newspaper | mother | sing | downtown (çarşı) | simit |
| Homeless | successful | traffic | shoe | win |

Ref: Idea adapted from Tomalin & Stempleski (1993)



Activity ANNEX 19: Citizenship Violations

Aim: Identify real life situations in the school context and on the way to school to evaluate knowledge on human rights, animal rights and in return citizenship rights.

Instructions: Students are expected start taking notes from the moment they wake up to reach school of the following violations they have witnessed or observed:

- human rights (e.g., the additives in the food)
- animal rights (e.g., street animals)
- environmental rights (e.g., waste)
-

When the students come in class with the list, make the students sit randomly in groups of 5-6 people. The students are to group the list they have in a meaningful way. Ultimately, they will explore that violations may range from innocent looking issues to harmful issues. Ultimately, they discover that they are all important aspects to be careful as respectable citizens.



Activity ANNEX 20: Newspaper Headings

Aim: To investigate civic issues in the written media and group issues based on similar/different themes: political, economic, social.

Instructions: Bring in class a bunch of newspapers (or ask students to bring in newspaper that is old). Give of bunch of newspaper to each group (4-5 members). Students are expected to cut out headlines that concern citizenship issues, and group them according to their similarities on colored poster. Students may draw pictures/cartoons that go alongside with the headlines



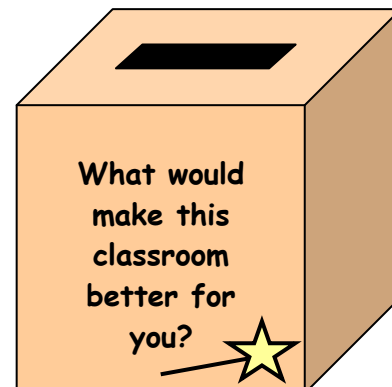
Activity ANNEX 21: Brainstorming on wish box

Aim: Negotiation, Expression

Materials: One wish box

Instructions:

1. A “wish box” is placed in the classroom.
2. The following statement is written on this box
“What would make this classroom better for you? “
3. Students are asked to write their demands to a paper and put it into the box whenever they want.
4. Once in a month the box is opened by the teacher and the demands are written on the board. Demands and the solutions are discussed by the all classroom members by brainstorming.
5. The best solutions are decided by voting.
6. The next month both the progress of the solution of previous demand and the new demands are discussed together.



Adapted from Canfield and Wells (1994), 100 Ways to Enhance Self-Concept in the Classroom a handbook for teachers, counselors, and group leaders. p. 259, no 103. 2nd ed. Allyn and Bacon.



Activity ANNEX 22: Reframing hurtful assumptions

Aim: Self-esteem, willingness to interact with people from other groups, willingness to accept diversity and neglect discrimination

Materials: Worksheet 1

Instructions:

- 1. Worksheet 1 is photocopied to 5 copies before coming to class**
- 2. Students are divided into 5 groups.**
- 3. Students are given worksheet 1 and asked to read two cases written on the worksheet with their group members.**
- 4. Students are asked to make up a story that is similar to the cases presented in the worksheet.**
- 5. Students are given time to complete the stories.**
- 6. Students are asked to present their stories emphasizing the negative interpretations and suggested positive interpretations.**

Adapted from Canfield and Wells (1994), *100 Ways to Enhance Self-Concept in the Classroom* a handbook for teachers, counselors, and group leaders. p. 217, no 85. 2nd ed. Allyn and Bacon.



GROUP NAME:.....

Names of the group members:

Worksheet 1

Reframing Hurtful Assumptions



Dear Friends,
Please read two cases below with your group members.

CASE I

A man meets for the first time a woman from the same city. The woman says, "Oh, yes, I've seen you around town," to which the man replies, "Really? I don't believe I've ever seen you." The woman thinks to herself, "Oh my, I seem to be an invisible person," or, I must be terribly plain never to be noticed."



As you have read, she may go on with self-pitying, self defeating thoughts. However, the man's declaration is open to several equally valid interpretations. He may have seen her, but forgotten the encounter or he may be a singularly unobservant man. Realizing that other interpretations are possible, the woman can choose to think positively: "Well, isn't it interesting that I am so much more observant than he is."

Now, turn the page and read Case II





CASE II



A first grade high school girl knows that one of her friend is giving a slumber party, and that she has not been invited. She assumes that her friends do not like her.



In this case, there are other interpretations possible for her to think of. The party giver's mother may have specified only two girls were to be invited or the girl not invited might have mentioned disliking slumber parties at some time in the past. So, there is no reason to assume something negative about either the party giver or the uninvited one.



With your group members, think of the times that you negatively interpreted the events. Discuss these events with your group members and select one case. Write this event as a short story to the next page as similar to the provided cases before. In your story, explain why you interpreted the event negatively and discuss how to think positively instead. Present your study to the other groups in the classroom.



**HEY! Write your story
below...Have fun!**

Large lined area for writing a story, featuring a yellow star in the top right corner and two yellow stars in the bottom left corner.





Activity ANNEX 23: Öğrencilerin Söyledikleri

Amaç:

Yönerge:

1. Öğrenciler 4'er kişilik gruplara ayrılır.
2. Öğrencilerin Söyledikleri“ adlı çalışma yaprağı öğrencilere dağıtılır.
3. Öğrencilerden grup arkadaşları ile birlikte çalışma yaprağını okumaları istenir.
4. Öğrencilerden okuduklarını kendi okullarındaki durumlarla karşılaştırarak grup arkadaşlarıyla tartışmaları istenir.
5. Öğrencilerden çalışma yaprağında ifade edilen görüşlere katılıp katılmadıklarını nedenleri ile birlikte çalışma yapraklarının ikinci sayfasında ayrılan kutunun içine yazmaları istenir.
6. Her gruptan bir sözcü seçmeleri istenir.
7. Seçilen sözcüler sırayla sınıfın önüne gelerek çalışma yapraklarına yazdıklarını sınıfa sunar.



Çalışma Yaprağı III

Öğrencilerin Söyledikleri

Sevgili Öğrenciler,

Aşağıda bazı öğrencilerin “okullarında etkin bir vatandaş olmak” ile ilgili söyledikleri yer almaktadır. Grup arkadaşlarınızla birlikte bu ifadeleri okuyun. Bu görüşlere ne kadar katılıyorsunuz? Söylenenleri sizin okulunuzdaki durumlarla karşılaştırın ve bu görüşlere katılıp katılmadığınızı nedenleri ile birlikte çalışma yaprağınızın ikinci sayfasında ayrılan kutunun içine yazın.







Document analysis and concept map: ANNEX 24

ACTIVE CITIZENSHIP

Purpose: This activity aims at exploring students' descriptions of active citizenship and build awareness of the variety in terms of differences and similarities that may arise in the discussion of a concept.

Instructions: students think individually about the questions, and brainstorm their answers. When they are ready, they are supposed to share their descriptions and thoughts in groups of 4-5 students. When ready, based on their discussions they complete a concept map on the second worksheet. Students discuss the similarities and differences of concept maps with other groups in the class.



Worksheet 1

Name: _____

Class: _____

Active Citizenship

Dear student,

How would you describe active citizenship?

Who can be called an active citizen? What does an active person do to be called so?

Are you an active citizen? ☐ Yes ☐ No

Please, explain in a few lines what makes you think so.

**Worksheet 2**

Team: _____

Class: _____

ACTIVE CITIZENSHIP
Concept Map

Dear student,

In worksheet 1 you described your thoughts about what active citizenship means. Now, through brainstorming with you team mates, jot down all the concepts that come to your mind, and organize them logically under a concept map. When you are ready, compare your team's map with that of other teams. What did you notice? Similarities or differences?



***Games: ANNEX 25: Photo “Living game of goose” (citizenship issues)***

The numbers have questions or tasks concerning citizenship, the traditional pictures keep their functions. Good answers get awards or points. Big die is necessary.

Cards with questions or tasks in the middle of the group.

The die decides who answers the questions or fulfils the task. Right answer, you keep the card, at the end the one with most cards, wins.

