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D2.1 Teacher training handbook

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Contents

1	Executive Summary	5
2	Being a Teacher in the 21 st Century – what does it imply?	7
2.1	Importance of high quality education.....	7
2.2	Development 1: Changing skills to adapt to the 21 st century.....	7
2.3	Development 2: From assessment as a final mark towards assessment as a step in a continuous learning process.....	11
2.4	Development 3: ICT tools to facilitate assessment.....	11
2.5	Challenges for PREATY and current approach	12
3	Learning to be(come) a 21 st century teacher – what do they need (now)?	13
3.1	The ‘need’ for a needs assessment	13
3.2	‘Getting the picture’: implementation and teachers’ practices	16
3.2.1	Factors that affect adoption and implementation of (formative) e-assessment	16
3.2.2	Implementation stages	17
3.2.3	Examples of factors that affect adoption and implementation of (formative) e-assessment	21
3.2.4	Catering to teachers in practice: tips supporting adoption.....	23
4	Formative (e-) assessment	24
4.1	Definition.....	24
4.2	What are the ‘activity building blocks’ of formative assessment?	25
4.3	Which methods of formative assessment can be used and are effective? ..	27
4.4	Challenges: not everything about formative assessment is clear.	31
5	Selection of formative (e-)assessment tools and/or instruments	32
5.1	E-assessment tools to support formative assessment.....	32
5.2	Motives and benefits of formative e-assessment.....	33
5.3	Tools for formative e-assessment.....	34
6	PREATY approach to formative (e-)assessment professionalization	37
6.1	General principles	37
6.2	Teacher training techniques.....	38

7	Examples of workshops and resources	42
7.1	Workshop scenario UVA	42
7.2	Resources UVA	46
7.3	Workshop scenario OU-NL.....	55
7.4	Resources OU-NL.....	57
7.5	Workshop scenario CARDET.....	67
7.6	Resources CARDET	69
7.7	Workshop scenario POLIMI.....	70
7.8	Resources POLIMI.....	72
7.9	Workshop scenarios UPRC.....	77
7.10	Resources UPRC	83
7.11	Workshop scenario CPI	93
7.12	Resources CPI	96
8	References	116
	Attachments.....	121
	Attach A – Template and material context analysis	121
	Attach B – Detailed description of selected tools.....	125

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0.2	7/11/2013	Structure adapted based on feedback of partners CPI and UvA, leading to a partly filled version
1.0	03/12/2013	OUNL, 1 st version of the handbook for feedback
1.1	21/01/2014	Integrated comments of CARDET and UVA
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1.3	20/11/2014	Including workshop scenarios and resources of partners
1.4	28/11/2014	Final changes (editing)
2.0	28/11/2014	Final

1 Executive Summary

The scope of this deliverable is to present the teacher professionalization approach around the theme of formative (e-)assessment of 21st century skills as adopted by the PREATY project. It is meant to inform teacher trainers that are active within primary and secondary schools settings as well as interested teachers on 21st century skills and formative (e-)assessment concepts, professionalization methods and activities as well as implementation opportunities within a school setting. Usable and feasible training resources around formative e-assessment are collected and/or developed and we describe how these training resources can be used for the need of local training workshops. The resources as well as the handbook itself are developed incrementally and will be continuously updated until the end of the project. The handbook builds upon the inventory work done in WP1 of PREATY. In the course of the project the handbook will be completed, enriching it with the expertise of the PREATY partners.

Chapter 2 is an introductory chapter where the three main concepts of the project are introduced: 21st century skills and key competences, formative assessment and e-assessment. The purpose of this chapter is to sketch the playing field of the handbook.

Chapter 3 covers two themes: (a) need assessment, describing methods and tools that can be used to make an inventory of the current state of problems and needs in primary and secondary schools and (b) implementation strategies especially focused on formative e-assessment..

The purpose of this chapter is to make the reader aware of the first steps that have to be taken in the process of designing professionalization trajectories for teachers.

Chapter 4 explores what formative assessment is about. It first defines formative assessment and then analyses building blocks or activities related to formative assessment. Nine methods are listed that prove to be important and efficient in this context. The chapter concludes with some challenges about formative assessment indicating that more research, especially regarding formative assessment in the context of primary and secondary schools, is needed. The purpose of this chapter is to describe the outcomes of research about formative assessment.

Chapter 5 focuses on formative e-assessment. It describes the use, benefits and motives of formative e-assessment. This chapter lists the tools that are discussed in WP1 Deliverable 1.1. The purpose of this chapter is to give an overview of the actual use of formative e-assessment in primary and secondary schools and to give an

overview of the tools that are usable within these context and inventoried in the PREATY project.

Chapter 6 gives an outline of the PREATY approach to formative (e-)assessment and sketches principles for professionalization. The purpose of this chapter is to provide the reader with tools to design a professionalization strategy or-event.

Chapter 7 gives examples of workshops. Here a short description can be found on the workshops organized in the context of the project and the resources used within these workshops.