Workshop

„**Formative assessment and its essence in the teaching process**”

**1. Organizational issues**

✓***Anticipated size and composition of the training group:*** *6 - 12 people*

✓***Training room - required equipment for the training room:*** *Chairs for participants, tables for group work, flipchart, markers, projector (optional).*

* ***Form of workshops:*** *4-hours workshop (4 x 45 min)*
  + ***Materials for participants:***

*„Individual predispositions in teaching process – training materials”*

# **2. Main aim of the training**

* Building participants' awareness of the validity of introducing formative assessment

# **3. Specific objectives**

* Knowing what assessment is
* Building awareness of the impact of assessment on the teaching process
* Understanding what formative assessment is and its components

# **4. Training programme**

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|  | **Description** | **Expected time** |
| **MODULE I** | Participants learn what is assessment and what is its use in the teaching and learning process  Main topics:  • Assessment and its transmission | 1,5 h |
| BREAK | | 15 min |
| **MODULE II** | To illustrate the importance of using formative assessment in teaching  Main topics:   * + Formative assessment and its elements | 1,5 h |

# **5. Training scenario**

| **No** | **GOAL** | **TRAINING COURSE** | **METHOD** | **DIDCACTICAL MATERIALS** | **TIME** |
| --- | --- | --- | --- | --- | --- |
|  | **Presentation of organizational issues** | * Providing the subject of the training * Introduction * Note: Each module will last 1.5 hours, followed by a 15-minute break | --- | Flipchart | 5 min |
|  | **Gathering participants' expectations** | * Each of you came to the training with some expectations regarding the subject of the training and we would like to know them. * We give out cards and ask them to write their expectations on them * Then please stick them on the flipchart. * We read the cards and comment briefly. * The teacher summarizes the expectations in relation to the workshop's goals. | Individual work | Colourful sticky notes, pencils, flipchart | 5 min |
|  | **Contract** | * Common determination of rules and norms for the group, which will apply the "here and now". What we need to make us feel good in the group. What ideas do you have? | Brainstorm, discussion | Flipchart, markers | 10 min |
|  | **Getting to know the names of the participants** | * Everyone says 3 things about themselves that are characteristic of them. The less standard the better. They have 5 minutes to prepare a presentation that they will give in the forum in front of the group | Activating method | --- | 15 min |
|  | **Knowing what assessment is**  **Building awareness of the impact of assessment on the teaching process** | * **Experience phase:**   The trainer divides group 2 into two subgroups. Then a "Teacher" is selected in each group. Both teachers leave the room with the trainer, who teaches them how to fold a flower from a table napkin.  The teachers' task is to return to their groups and pass the knowledge to the participants. Finally, each of them is assessed by the teacher. On a 6-point scale.   * **Reflection phase:**   - What grades did you get ?  - Do you agree with the assessment, if not why ?  - What does this assessment mean for you ?  - What were you missing to get a higher grade ?   * **Theory phase:**   **-**What is an assessment?  - What does the assessment give us?  - What message does the assessment give?  "Convert each of the 6 grades into a message in relation to the student"  - Pros and cons of the assessment system  The groups work according to the previous division.  The trainer summarizes the work on a flipchart   * **Action planning phase:**   Participants form pairs and discuss:  - What message would I like to convey to my students and what is the message coming from me through grades?  - How do I influence it? - What can I change? | Training game  Discussion  Work in groups  Work in groups | Table napkins  Training materials p.1  Training materials p.1-2  Flipchart, markers  Training materials p.3 | 30 min  10 min  20 min  10 min |
|  | **BREAK** | | | | 15 min |
|  | **Understanding what formative assessment is and its components** | * **Theory phase:**   The trainer introduces participants to what formative assessment is. Their task is to read the appendix and, in groups of 3, make a comparison between the assessment system they know and the formative assessment.   * **Action planning phase:**   How will you apply the above info information to your current job ?   * **Experience phase:**   The trainer's task is to divide the workshop participants into groups of three. People assigned to each of the three share the roles of student, teacher and observer. There will be 3 turns so that everyone can play any role.  Together with the teacher, the student determines a field of knowledge or a specific issue on which questions will be asked. Later, the teacher asks a question, a student responds to it in a few sentences.  The observer is watching the whole situation.  The teacher's task is to introduce the student to the formative assessment system and then, in accordance with its rules, conduct an interview with him.  The observer's task is to check whether the solutions proposed by the Teacher are compliant with the formative assessment criteria.   * **Reflection phase**   - How was the assignment?  - What was the most difficult?  - What have you managed to work out?  - How did you adjust your activities to make it easier for you and the learner to introduce formative assessment? | Mini-lecture+ Group work  Own work  Group work  Group discussion | Appendix 1 i 2 + Training materials p.. 5  Training materials p. 6  Training materials p. 7  Training materials p.7-8 | 20 min  10 min  40 min  15 min |
|  | **Summary** | * **End**   Summary round - what do you take for yourself? | Individual statements | --- | 10 min |