ORIENTATION MEETING FOR NEQMAP’S REGIONAL STUDY ON

Assessment of Transversal Competencies in the Asia-Pacific

Orientation Meeting

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29-30 OCTOBER, 2015 / BANGKOK
Who am I?

• Assessment Curriculum and Technology Research Centre ACTRC
  – 21\textsuperscript{st} century assessment framework

• Assessment Research Centre
  – PREP21 (Academy of Finland)
  – Problem solving competencies (Vietnam VNIES)
  – Assessment of collaborative problem solving (Singapore MoE)
Assessment and Teaching of 21st Century Skills (ATC21S)

- Singapore
- Australia
- Finland
- Netherlands
- Costa Rica
- USA
RESEARCH FRAMEWORK
Research framework

For the purpose of the project, defined as:

- The research objectives
- The domains and skills
- The method
  - Participants
  - Tools
  - Analysis
Objectives

• to gather information on existing practices of assessing transversal competencies at school and system level from selected countries in the Asia-Pacific region;
• to identify challenges in the assessment of transversal competencies;
• to formulate recommendations for how countries/economies of the Asia-Pacific region can go about assessing transversal competencies.
## Domains and skills

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples of key skills, competencies, values and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical and innovative thinking</strong></td>
<td>Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making</td>
</tr>
<tr>
<td><strong>Interpersonal skills</strong></td>
<td>Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion</td>
</tr>
<tr>
<td><strong>Media and information literacy</strong></td>
<td>Ability to obtain and analyse information through ICTs, ability to critically evaluate information and media content, ethical use of ICTs</td>
</tr>
<tr>
<td><strong>Global citizenship</strong></td>
<td>Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging</td>
</tr>
<tr>
<td><strong>Intrapersonal skills</strong></td>
<td>Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>Appreciation of healthy lifestyle, respect for religious values</td>
</tr>
</tbody>
</table>

Source: ERI-NET Phase 11
Method: Tools

- Qualitative data
  - Qualitative and quantitative analysis
- Tools
  - Documents
    - Policy eg. assessment guidelines
    - Implementation eg. assessment tasks, student records
  - Interviews
  - Questionnaires
  - Observations
Method: Participants

- Participants and sampling
  - System level
  - School level
  - Teacher level

Objectives
- to gather information on existing practices
- to identify challenges
- to formulate recommendations
Context

• Phase I: policy context
• Phase II: “policy to practice” issues in schools
• Phase III: teacher preparation
  – role and support
• Assessment of TVCs
  – Accountability
  – Evidence
### Assessment

Perspectives on purpose, and what inferences might be drawn according to how assessment is used, and to what extent

To what extent is it useful to characterise assessment for the purposes of this project across this dichotomy?

#### Accountability

- Demonstration by a system that outcomes are expected
- Therefore an affirmation by the system that the policy/initiative goes beyond mission statements

#### Instructional (formative)

- Demonstration that TVCs are seen as functional
Accountability:
What is the evidence that formal assessment takes place?

<table>
<thead>
<tr>
<th>Level</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>National/regional</td>
<td>Large scale assessment</td>
</tr>
<tr>
<td>School</td>
<td>Student report cards</td>
</tr>
<tr>
<td>Classroom</td>
<td>Student records</td>
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Instructional:
What is the evidence that assessment takes place?

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<td></td>
<td>Assessment tasks</td>
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Technical issues

• Validity – response bias
  – Does asking whether something occurs and to what degree actually generate an assimilated response?
  – Do the elicited responses to the questionnaire actually signify that the practices exist?

• Generalisability
  – Selection criteria for schools
  – Representative of what
  – Need to ensure common approach across countries
Sampling: Phase I learning

“clear evidence of a general trend in the Asia-Pacific region to integrate transversal competencies into education policy and frameworks” p. 5

To what extent is it possible to identify “clear trends” at practice level without undertaking a large scale study which could be deemed to represent the population of schools? In the event this is not possible, how will sampling 5-6 schools provide useful information?
The issues for resolution

• Domains and skills – all or subset
• Method – interviews and tools combinations
• Sampling – decisions at system and school
• Tools – major sections agreement
Country interests

• How will each of the participating countries benefit?
• What is each country looking for?