ORIENTATION MEETING FOR NEQMAP’S REGIONAL STUDY ON
Assessment of Transversal Competencies in the Asia-Pacific

Orientation Meeting Day 2

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29-30 OCTOBER, 2015 / BANGKOK
RESEARCH TOOLS
Tools and data collection (Doc02)

- To what extent might the interview questions asked be easily recorded by one interviewer?
- What types of recording strategies might best be used?
- To what extent are classroom observations likely to generate authentic and useful data?
- To what extent might group rather than individual interviews for teachers generate useful data?

- Range of items
  - Are any out of scope?
  - Are additional questions required to cover the scope?

- Format

- Language
  - Identification of terms that might be unfamiliar to the target audiences
  - Conventions in terms of cultural approaches to questionnaires

- Time
  - How much time might reasonably be expected of respondents: government authorities, principals, and teachers?
Sections in questionnaires

System level ................................................................. 3
  Identification ..................................................................... 3
  Assessment of TVCs in system-level documentation .................. 3
School level data collection .................................................. 6
Leadership level ................................................................. 6
  Identification ..................................................................... 6
  Policy review ..................................................................... 7
  Support and infrastructure .................................................. 7
  Strategic plans ................................................................... 8
  Issues ............................................................................... 8
Teacher level ......................................................................... 9
  Identification ..................................................................... 9
  Policy review ..................................................................... 9
  Alignment between assessment, teaching and student learning .......... 10
  Support and infrastructure .................................................. 11
  Attitudes and beliefs .......................................................... 12
  Availability and use of assessment tools .................................. 13
  Issues ............................................................................... 14
**Item types**

**Items that provide direct information**

Have these school-level developed guidelines been disseminated to teachers?

☐ Yes

☐ No

**Items from which inferences can be drawn**

Does the integration or inclusion of TVCs in your teaching and assessment change the ways in which you assess?

☐ Yes [Q: how... ]

☐ No
Item types: What is a TVC?

Assuming that TVCs include capabilities that have been part of many curricula for several decades, it is plausible that teachers may not be aware that some of their teaching and assessment practices do in fact target the TVCs

- Inclusion of items such as

- To what extent do you assess, and record the results, of student performance in:
  - understanding of content
  - critical analysis of information
  - evidence-based opinion
  - constructive participation in discussion
  - Collaboration
  - formulation of innovative ideas
Examples

• Traditional approaches to assessment (including focus on content and correct solutions) cannot be applied wholesale to assessment of TVCs

• In order to teach and assess TVCs, their nature and developmental progression needs to be known

• In order to assess TVCs, some assessment expertise is required

Hypotheses

What are some hypotheses around the work?

Given these hypotheses, what questions need to be asked?
## Domains and skills

1. How to ensure common understanding of the domains and skills?
2. How to avoid response bias?

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

Management

• Templates for data entry
  – Preferred software
  – Maintenance of format and structure across country
• Document index template
• Timely returns
• Conventions around communications and data sharing

Analysis

• Within country aggregation of data for simple communication
• Text that interprets data within the context of interview content
Components

For country representatives
- Documents index
- Questionnaire soft copies
- Observation protocols
- Data management templates
- Schedules
- Shared virtual space?

For participants
- Plain Language Statement
  - inc confidentiality information
- Definitions statements
- Questionnaires
- Acknowledgment certificates
Country reports

– Country background and context, including rationale for teaching and assessing transversal competencies (2-3 pages)
– Policies on assessing transversal competencies in education (3-5 pages)
– Description of teaching and assessment practices and identification of good practices (10-15 pages)
– Issues and challenges (2-3 pages)
– Lesson learned and Recommendations (2-3 pages)
– Suggested total number of pages: 20-30
Reporting considerations

• Acknowledge policy, curriculum and teaching reporting from TC Phases I, II (and III?)

• Update information where new initiatives or reforms on TCs might change the context
Next steps

• Receive drafts and respond:
  – questionnaires
  – observation protocols
  – definitions
  – plain language statements
ERI-NET Phase participation

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<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
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<tr>
<td>1)</td>
<td>Australia</td>
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<td>2)</td>
<td>China (Shanghai)</td>
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<td>3)</td>
<td>Hong Kong SAR</td>
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<td>4)</td>
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<td>6)</td>
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<td>8)</td>
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<td>10)</td>
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<td>11)</td>
<td>Viet Nam</td>
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