Module 1 Learning Activity:

Self-assess Your

Key Competence Approach!

SECTION A: YOUR SELF-ASSESSMENT

**DESCRIPTION:** This first learning activity is a **self-assessment exercise**. We would like you to **reflect on how aligned your current teaching and assessment methods are with the key competence approach**.

**OBJECTIVE:** The objective of this learning activity is for you to better understand to what extent your teaching **already involves a key competence approach**, and in which areas you would like to **make progress**. Remember to take the time to reflect properly and to be honest with yourself. Assessing your starting point truthfully will help you make progress in modules 2 and 3 of this course, and enable you to improve your practice.

**DEADLINE:** Please complete this template by **Sunday, 23 November, 17:00 CET**. It is preferable for you to complete this learning activity by this date, as it will help you benefit more from Modules 2 and 3 of this course. However, should you not have time, or join the course at a later stage, you can submit your learning activity until **5 December.**

**SUBMISSION:** To complete this learning activity you need to fill in this template and submit it, by clicking on the ‘hand-in task’ button in the ‘Learning Activity’ area.

**TASK:**

**1a)** To what extent does your teaching and assessment of learners currently involve the 10 key principles associated to the key competence approach? To refresh your memory of what each one entails, watch video 1.3.2 where the first 8 key principles about teaching are described, and video 1.3.3 where the final two principles about assessment are described. Next to each of the key principles in the box below insert one ‘X’ in the relevant column to indicate to what extent it is present in your teaching:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY PRINCIPLE** | **Not at all present** | **Weakly present** | **To some extent present** | **Strongly present** |
| **1.** **Task-based** |  |  |  |  |
| **2. Interdisciplinary** |  |  |  |  |
| **3. Collaborative and individualized** |  |  |  |  |
| **4. Learner- and teacher-led** |  |  |  |  |
| **5. Technologically innovative** |  |  |  |  |
| **6. Take place both inside and outside of school** |  |  |  |  |
| **7. Involve collaboration with the wider community** |  |  |  |  |
| **8. Pay attention to the social and emotional aspects of learning** |  |  |  |  |
| **9. Classroom-based formative assessment** |  |  |  |  |
| **10. Student self-assessment of transversal skills** |  |  |  |  |

**1b)** Use the box below to explain in more detail any of the options you selected above. For example, if for key principle number 3 you opted for ‘to some extent’, explain whether this is because most of your teaching is teacher led and only sometimes learner-led, or vice-versa. You may also want to use this space to reflect on the factors which have prevented you from fully implementing these principles in your practice **(OPTIONAL)**

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**2)** Choose one or more of the key principles which you selected above as being strongly or to some extent present in your teaching, and provide evidence of this. The evidence you provide can take a variety of forms. Some examples are provided below (the list is not exhaustive):

* A simple written description of a few lines explaining how you currently are implementing or have implemented this principle in your teaching.
* A lesson plan illustrating one or more of the principles in action
* A link to a video showing classroom practice where some of the key principles are evident
* A link to a presentation describing a project you did with students which involved some of these principles
* Students’ work
* A class/school blog or website

In the box below mention the principle you are providing evidence for, and insert your evidence (e.g. a short description, or a link to a video or presentation).

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SECTION B: PEER REVIEWING ANOTHER PARTICIPANT’S LEARNING ACTIVITY

**DESCRIPTION:** To maximize what you gain from this learning activity, please peer review another course participant’s completed template by answering the 2 questions below.

**DEADLINE:** Please complete this template by **Sunday, 30 November, 17:00 CET**. It is preferable for you to complete this peer review by this date, as it will help you benefit more from Modules 2 and 3 of this course. However, should you not have time, or join the course at a later stage, you can complete the peer review by **12 December.**

**SUBMISSION:** Once you have finished the peer review, please upload it in the ‘Learning Activity’ area.

**TASK:**

**1)** In your opinion, to what extent does the participant’s evidence reflect the key principle/s of teaching and assessing key competences which he/she has selected? Type the key principle under the left-hand column where indicated, and insert an ‘X’ in the appropriate column next to it to indicate your response. Use as few or as many rows as appropriate.

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| --- | --- | --- | --- | --- |
| **KEY PRINCIPLE** | **A lot** | **Quite a bit** | **To some extent** | **Not at all** |
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|  |  |  |  |  |
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**2)** Please justify your opinion/s in the text box below. Remember to be constructive in your feedback and clearly explain what you found to be in line with the key principle/s, and/or what you found to be missing or incorrectly understood.

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