Where are we?!

CATCHY TOPICS

DRIVING QUESTIONS

AUDIENCE

PBL

BACKWARDS PLANNING

17 SDGs

FINAL PRODUCTS & CREATIVE THINKING

TEAM WORK ACTIVITIES

THINK PAIR SHARE

JIGSAW READING

ROUND ROBIN

COLLABORATIVE DOC

SHARING IDEAS WITH ICT TOOLS

VENN'S DIAGRAM

And now what?!

PBL & Formative assessment

21st Century skills

Our Global Competence project checklist

ASSESSMENT FOR LEARNING TO COVER PISA'S RUBRIC

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The OECD PISA

global

competence

framework

[Link](#)

Cognitive process	Sub-category	Basic	Intermediate	Advanced
1. Evaluate information, formulate arguments and explain complex situations or problems	Selecting sources (range)	The student prefers using sources stemming from her own cultural context without having an apparent strategy to search for, select or differentiate between sources.	The student searches for and selects sources stemming from geographic and cultural contexts (region, language, perspective) beyond her own. She can also search for and select more than one source type (e.g. newspapers, publications, personal testimonies, government reports). However, no concrete strategy beyond a commitment to using different sources is apparent.	The student is able to frame the search systematically in a way which enables her to identify the nature and extent of information needed to address the issue. She selects sources purposefully drawing on contexts and types that will inform her understanding of the issue at hand.
	Weighing sources (reliability and relevance)	The student takes the information at face value without considering contextual factors (author, geo-perspective, culture) or source kind. She cannot yet detect clear biases or inconsistencies. The student does not weigh the sources' relevance vis-a-vis the topic or claim at hand.	The student weighs sources for their relevance vis-a-vis the topic or claim at hand. The student also considers contextual factors that can inform her evaluation of a source's reliability. She can detect clear biases and inconsistencies, yet she shows a rather binary view of reliability ("biased"/"non-biased").	The student pays attention to contextual factors to establish the source's reliability and its relevance. She understands the significance of different sources' perspectives, can distinguish the communicative intentions of sources and claims (facts, opinions, propaganda), evaluate whether the assumptions or premises are reasonable or well-grounded in evidence, and identify assumptions or claims that reveal stereotypes.

Example:

1. **21st Century skills:** CREATIVE THINKING
2. **Assessment types:** PEER ASSESSMENT RUBRIC
3. **Assessment tools (digital and non digital:** PLICKERS

21st Century skills

Creative Thinking

Assessment types

Expert assessment

Plickers

Assessment tools
(digital and non digital)

21st Century skills

Critical Thinking

Creative Thinking

Communication

Collaboration/Cooperation

Leadership

Digital Literacy

Entrepreneurship

Adaptability

Assessment types

Formative. || Participatory Assessment

Peer - assessment

Self - assessment

Summative assessment

Expert assessment

Teacher assessment

who? when?

Observation

Oral Feedback

Written Feedback

Exams

Questionaires

Quizzes

Rubrics

Plickers

Cold / task
Hot

Assessment tools (digital and non digital)

21st Century skills

creative thinking

Communication

Creative Thinking

- CRITICAL THINKING
- COLLABORATIVE THINKING

Leadership

checklist

K-W-L

rubric

Focus Group

Portfolio

Assessment types

DI Evaluation

Self-assessment

KPSI - Questionnaires

Initial/formative assessment

Expert assessment

observation

Plickers

Assessment tools (digital and non digital)

21st Century skills

Assessment types

Creative Thinking

Critical thinking

test / open-ended
eg.
quiz / multiple choice

kahoot

observation

Summative

observation

formative

Participation assessment

Self review

Peer review

Process assessment

Expert assessment

teacher assessment

diagnostic

Plickers

Assessment tools (digital and non digital)

21st Century skills

* self-regulation

Creative Thinking
* media wise skills
* Literacy
* Ict-skills
* communication
* collaboration
* computational thinking

Assessment types

(-rubrics)
- process
- product
- interview
- teacher
multiple choice
- self assessment
- peer evaluation

Expert assessment

Assessment tools (digital and non digital)

Photos
BookCreator
QRcodes
Mentimeter
Discussion
Podcast
Answergarden
Report
Kahoot it!
Presentation
Nearpod
Padlet
Google forms
Letter
Quizlet
Diary
Plickers
Drawings
Questionnaire
Poster
Hotseating
Book widget

FISH BOWL

★ **21ST CENTURY SKILLS**

- Critical thinking
- Collaboration
- Communication
- Creative thinking
- Social and emotional learning (empathy, engagement, etc.)

- Structured debates

- Organised discussions

It's time to agree on our checklist!