Students' involvement in the assessment and the development of competencies

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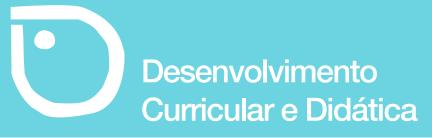Universidade de Aveiro
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Resumo:

Este texto trata de um estudo que temos vindo a desenvolver numa unidade curricular de segundo ciclo de estudos de Bolonha relativa ao ensino do Português como língua materna. Este estudo compreende uma parte centrada na apreciação da metodologia de ensino e do sistema de avaliação adotados na unidade curricular feita pelos estudantes, apresentada sob a forma de uma reflexão escrita individual incluída no portefólio a entregar no fim do semestre. Parte-se do princípio de que, quanto mais conscientes estiverem dos seus objetivos, mais facilmente desenvolverão as competências visadas, obtendo melhores classificações. A análise de conteúdo dos dados recolhidos, combinada com estatística descritiva (frequências absolutas e relativas), incidindo sobre o desempenho dos estudantes e as suas representações revelou que efetivamente quanto mais conscientes estavam desses aspetos, mais competências desenvolviam e melhores notas obtinham no fim do semestre.

Palavras-chave: Ensino Superior; Metodologia de ensino; Avaliação; Representações dos estudantes.

Abstract:

This text deals with a study we have been developing in a second cycle of Bologna course concerning the teaching of Portuguese as a mother tongue. The study includes a section focused on the appreciation of the teaching methodology/the assessment system adopted in the course by the students, presented as an individual written essay included in the assessment portfolio they must deliver at the end of the semester. Underlying it there is the idea that being conscious of the aims of the teaching methodology and the assessment system adopted in the courses they are attending helps the students to develop the expected competencies, obtaining better marks. Content analysis of data, combined with descriptive statistics (absolute and relative frequencies), concerning students' performance and their conceptions revealed that the more apt they are to

comment on these aspects, the more competencies they develop, obtaining better marks at the end of the semester.

Keywords: Higher Education; Teaching methodology; Assessment; Student's conceptions

Résumé:

Cet article traite d'une étude menée dans le cadre d'une unité d'enseignement liée à didactique de la langue maternelle intégrée dans un deuxième cycle d'études de Bologne. L'étude comprend un volet consacré à l'appréciation de la méthodologie d'enseignement/du système d'évaluation par les étudiants, faite à travers une réflexion écrite individuelle incluse dans le portfolio qu'ils doivent présenter à la fin du semestre. À sa base est l'idée que les étudiants doivent être conscients des objectifs de la formation et de l'évaluation dont ils sont l'objet pour développer les compétences prévues, ce qui influencera leurs classifications. L'analyse de contenu, combinée avec de la statistique descriptive (fréquences absolues et relatives), de données concernant la performance des étudiants et leurs conceptions a révélé que le plus ils se montrent capables de commenter ces aspects, le plus ils développent de compétences, ce qui est attesté par leurs classifications en fin de semestre.

Mots-clés : Enseignement Supérieur ; Méthodologie d'enseignement ; Évaluation ; Représentations des étudiants.

1. Education and the development of competencies

Since the beginning of the 21st century the promotion of an education that leads to the development of transversal competencies has been a major concern of international policy. Thus, international organizations – among which are the ones related to the European Union – have been producing documents paying special attention to an education for all specifically focused on the development of competencies essential for life in an ever changing society (Sá, Cardoso & Alarcão, 2008), following ideas diffused by international experts (e.g. Perrenoud, 1999).

Higher Education must also promote the development of transversal competencies in the students. As a matter of fact, future professionals in all areas need: to be competent in traditional areas (*Communication in the mother tongue and foreign languages*, *Mathematical literacy and basic competences in science and technology* and *ICT skills*) and to master skills essential for everyday life, including the professional issues (*Learning to learn*, *Entrepreneurship*, *Civic competences* and *Cultural awareness*) (European Commission, 2007). Furthermore, they need to be proficient in skills concerning the appropriation of knowledge (of scientific, technological and cultural nature) and its manipulation (looking for information and organizing it, selecting strategies adapted to a specific goal, taking decisions, being autonomous and capable of working collaboratively) (Sá, Cardoso & Alarcão, 2008).

2. Recent changes in Portuguese Higher Education

Developing competencies is an educational goal completely different from transmitting knowledge, which was the main objective of traditional education.

The traditional model demands that teachers have access to knowledge in the first place, are capable of presenting it to the students, make them memorize it, show ways of using it and make the students imitate them in doing so (cf. Costa *et al.*, 2012).

The competencies model is adapted to modern society, because nowadays knowledge is rapidly available to everybody and changes very quickly. Its implementation requires other kinds of devices:

- The students must be given the main role in the teaching-learning process, because the development of competencies demands direct action, not imitation;

- The teachers are supposed to support and supervise the students in the process, by helping them to identify relevant issues, to search for information, to select it, to treat and organize it, to use that information to forge solutions for the problems they identify, to test those solutions, to reflect on the whole process and draw conclusions, to appreciate the success of their work, and to be aware of the competencies they have developed during the process (cf. Sá, 2015a).
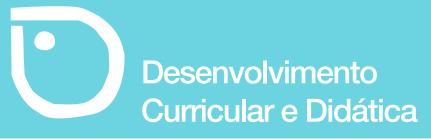
Therefore, nowadays Higher Education requires a new education model, student centered and focused on the development of competencies that are essential for life in modern society. This is especially relevant in the courses that train education professionals, since they play an important role in the preparation of future and present citizens for the constant changes of modern society. They will not be able to do so, if they do not have access to this kind of education.

Higher Education has embraced this concern through the implementation of the Bologna propositions (Declaração de Bolonha, 1999), which set forth the creation of new degrees focused on the development of competencies, regardless of the scientific area (cf. DGES, 2014). These are supposed to promote lifelong learning and make it possible for graduates to easily adapt to an ever changing society, namely as far as job opportunities are concerned.

3. The role of assessment in this context

Assessment is undoubtedly a very important part of the educational process. It is mainly identified with classification, not only by the teachers, but also by the students. Often they assume that the function of the teacher and the objective of the teaching process are to "give marks" and they balance between prizing teachers that give them good marks at the end of the process, and believing that the really good teachers are the ones that do not give very good marks to their students.

But assessment may be formative, which means it really becomes part of the teaching/learning process (cf. Allal *et al.*, 1995). Thus, it is not mainly designed to select the more apt students, but to help the teacher to follow their progression and to support it in a more personal way, by introducing changes in the teaching methodology and making the students monitor their learning process.

Consequently, the students must also take part in the assessment process, by appreciating not only the teaching methodology/the assessment system, but also the progress of the learning process in which they are engaged.
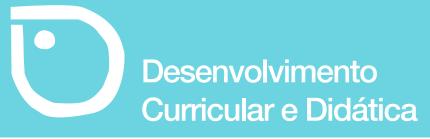
4. A study in a second cycle of Bologna

When we began to teach in the Bologna degrees created at the University of Aveiro – in the academic year 2009-2010 –, we designed a teaching methodology that was student-centered and complemented with a system of continuous assessment. This system helped us follow several aspects of the students' progression and make changes that could help them have a better evolution, while demanding them to take part in this process, either in an informal or in a more formal way, on special occasions along the semester. At the same time, we decided to reflect on the work we were doing through a study focused on the performance of the students and its relation with their conceptions on the teaching/learning process I which they were engaged as actively as possible.

In what concerns the course we teach in the graduation degree (Language Didactics – graduation in Basic Education – University of Aveiro), we focused the study on the effects of the adopted assessment system on the students' performance, taking into account the following research question – *Which role can feedback assessment play in this process?* The analysis of the data gathered along seven academic years and the discussion of the results revealed that feedback assessment has important effects on the students' performance (related to the development of competencies), namely if they are aware of the role it plays in their education and take profit of that opportunity (cf. Sá, 2010a, 2013a, 2013b, 2014a, 2014b).

In what concerns the course we teach in the master's degree to train early childhood educators and primary school teachers (Didactics of Portuguese – Master's degree on Pre-school and Primary School Education – University of Aveiro), we focused on determining the effects of the adoption of a teaching methodology/system of assessment sustained by tutoring and feedback from the teacher on the students' performance, i.e. the development of competencies. Underlying this part of the study is the idea that being conscious of the aims of the teaching methodology and of the assessment system adopted in the courses they are attending helps the students to develop the expected competencies, obtaining better marks. We formulated new research questions for this part of our study: *Is it possible to design teaching strategies in Higher Education leading to the development of competencies that allow the students to adapt to a greater variety of educational contexts? Will the students develop the expected competencies more easily (thus obtaining better marks), if they are aware of the aims of the teaching methodology and the assessment system adopted in the courses they are attending?*

Within this study, we collected data concerning: i) the performance of the students, corresponding to the grades they obtained in the course; ii) their conceptions, corresponding to statements included in individual written essays focused on the appreciation of the teaching methodology/ the assessment system adopted in the course included in the assessment portfolio they must deliver at the end of the semester (cf. Appendix 1). These data were analyzed by means of content analysis

complemented with descriptive statistics (absolute and relative frequencies). Globally, the study concerns five academic years, each one considered as a case.

As we have already published papers on the first four cases (cf. Sá, 2014a, 2014b), in this text, we will focus on the fifth case and then compare its results with the ones concerning the other four cases.

4.1. The fifth case

In the 1st Semester of the academic year 2014/15 (between September-December 2014), we taught Didactics of Portuguese to 39 students.

They were supposed to develop the following competencies, among others: mobilizing concepts and processes relevant to promote language education; planning activities focused on lifelong linguistic-communicative development in varied contexts; working autonomously and collaboratively.
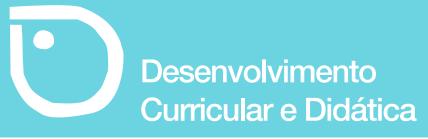
The main task in the course – to which all the others were connected – was to plan a set of activities to develop transversal competencies in oral and written communication in the mother tongue in the kindergarten (3-5-year-old children) or primary school (6-10-year-old pupils). The students could choose: the main theme of the set of plans (e.g., children's rights or the animals) and the public they wanted to work with. They could also design activities promoting the interactions between the mother tongue and the teaching of other subjects (e.g. science, mathematics, expressions). They were helped by: the use of a checklist suggested by the teacher mentioning the essential topics one must take into account while planning activities for kindergarten or primary school children (cf. Appendix 2); the participation in two online discussion forums (one compulsory[2] and the other chosen among those offered by the teacher[3]); tutorial support provided by the teacher (mainly in the classroom, but also through e-learning).

The essential concepts and processes were presented in theoretical moments included in the practical activities developed during the classes and elsewhere, either in the campus or at home. They concerned the following topics, which were mentioned in the contents of the syllabus of the course (cf. Sá, 2014c): teaching for the development of competencies; developing competencies through a transversal approach of language teaching[4]; socio-cognitive processes underlying the development of competencies in reading comprehension and written expression; methods to teach reading and writing; designing activities to promote a transversal approach of the teaching of the mother tongue leading to the development of competencies.

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2   Forum *Transversality* (Sá & Macário, 2013), compulsory since academic year 2013/2014.

3   Forums *Reading comprehension* (Sá, 2010b), *Written expression* (Sá, 2010c) and *Spellings* (Macário & Sá, 2010).

4   We focused exclusively on teaching the mother tongue, since there is another course in the degree structure which deals with the teaching of foreign languages (Early Foreign Language Teaching).

During the semester, the students had to prepare a portfolio that included team and individual work, oral presentations and written texts, focused on critical thinking tasks (Sá, 2015b). These portfolios were the object of a system of continuous assessment, based on: i) two collective oral presentations; ii) a collective written report focused on the planning of activities; iii) an individual oral presentation; iv) two individual written essays (one on the theme of the compulsory forum and the other expressing the student's critical appreciation of the whole course). The items concerning oral communication were worth 50% of the final mark: 20% for the collective presentations and 30% for the individual one. The items concerning written communication were also worth 50% of the final mark, but organized in a different way: 30% for the collective report and 10% for each of the individual essays.

4.1.1.Results concerning performance

In what concerns students' performance in this fifth case, the analysis carried out took as data the grades they obtained.

These grades were grouped in three categories, considering they might range between 0 and 20: i) under 10, including the students who did not pass the course; ii) 10-14, including those who got medium grades; iii) over 14, corresponding to the best grades.

The results are presented in Table 1:

Table 1 – Performance of the students in the first assessment (5th case)

Grades	Number of students	Percentage
Under 10	0	0
10-14	31	81,6
Over 14	7	18,4
Total	38	100

We have only evaluated 38 students, because one quitted during the semester. The table reveals that all of them succeeded and near 20% got very good grades (between 15 and 16).

4.1.2. Results concerning the conceptions

We collected 38 written individual essays and read them to identify statements concerning the teaching methodology/the assessment system adopted in the course. We identified 119 statements we considered relevant for the purposes of this study (from S348 to S467).[5] Some students had

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5   To identify the statements, we use the letter *S* (for *statement*) and a number. A part of the 119 statements collected corresponded to a category we did not consider in this text. Students' quotes were translated to English by the author for clarity purposes.

produced no statements on this issue and, among those who did, some had only produced one and others several.

In order to refine our results, we considered several categories relevant to the problem dealt with in this study: the effect of our teaching methodology and system of assessment on the students' performance, i.e. the development of competencies, and their conceptions on those two items. These categories were partly defined before the analysis of the data and partly emerged from it, as is usual in this kind of research.

Our categories were the following ones[6]:

- Student-focused pedagogy, opposed to a *magister dixit* pedagogy, because we were trying to replace the first model by the second one;

- Theory-practice articulation, since the whole course was centered in a project the students had to develop during the semester using the theoretical knowledge they acquired to deal with a situation concerning practice;

- Pedagogical coherence, as this course followed the teaching methodology/system of assessment designed for the one which preceded it (in the first cycle degree) and the ones following it (also part of this second cycle degree, but included in the second and third semesters);

- Tutoring, since the pedagogical design of the course assumed that the teacher should be in constant interaction with the students while they were developing their projects; most of this work took place in the classroom, but the students could contact the teacher by all available means during the rest of the time;

- Collaboration, development of competencies and co-construction of knowledge, the "sacred trilogy" of this course (and of all the others we teach).

In Table 2, we present the distribution of the statements among these categories:

Table 2 – Characteristics of the teaching methodology mentioned by the students (5th case)

Categories	Number of statements	Percentage
Student focused pedagogy	17	15,3
Theory-practice articulation	0	0
Pedagogical coherence	0	0
Tutoring	15	13,5
Collaboration, development of competencies and co-construction of knowledge	79	71,2
Total	111	100

6   They have already been referred to in the papers we published on the first four cases.

The results of the content analysis revealed that the majority of the students were mainly focused on the collaboration, development of competencies and co-construction of knowledge allowed by the teaching methodology/assessment system adopted in the course. Probably the emphasis on the online discussion forums helped too.

This conclusion is supported by the observation that some attention was also payed to the categories:

- Student focused pedagogy, e.g. referred in S362 (*"This course was very well structured and I think the teacher wanted to give us a prominent role in our own learning process, because she made us work autonomously and in collaboration with our colleagues in the forums, where we could comment on their posts."*);

- Tutoring, as illustrated by S415 (*"Finally, I would like to mention the work of the teacher (…) in what concerns the support given to the groups during the participation in the forums and the planning of activities."*).

Nobody mentioned the other two categories:

- Theory-practice articulation; we think that this happened because the students had some trouble meta-analyzing the work they had been doing in this course; besides this, generally they believe that everything they do at the university is purely theoretical and practice is made only of action (excluding preparation for it and reflection during it and afterwards);

- Pedagogical coherence; they generally fail to understand the importance of what they did in the previous course, being essentially focused on doing things with the children and seldom caring about the reasons why they do those things; so they quickly discard the experience they lived while attending Language Didactics (in the graduation degree) and do not bother to think on the way it can be related to the others they are attending (namely the one concerned by this study).

Since the category Collaboration, development of competencies and co-construction of knowledge collected the most part of the statements, we decided to further analyze it.

The results are presented in Table 3:

Table 3 – Nature of the competencies mentioned by the students (5th case)

Subcategories	Number of statements	Percentage
Development of autonomy and team work	12	15,2
Development of professional and personal competences	23	29,1
Relevance of collaborative work	39	49,4
Development of competences related to ICT use	5	6,3
Total	79	100

According to the table, these students paid a lot of attention to team work. Perhaps this happened, because they generally fear the action in the real contexts and believe that joining forces is a good strategy to face the challenges.

Bellow there are some statements related to the categories dealing with the two subcategories the students referred to the most (one per subcategory):

- Development of autonomy and team work (S355 – *"I also developed my teamwork skills, learning how to do research and think together with my colleagues, sharing experiences and respecting each other's ideas and opinions. I believe this strategy helps us to grow and will be undoubtedly very relevant in our professional career."*);

- Relevance of collaborative work (S350 – *"I see collaborative work as very important in this context, because thanks to it we took the habit of exchanging ideas, developed our ability to reason, to reflect and to work in a team, by writing texts and producing tables that expressed the conceptions of all the members of the group on the issues we were discussing."*).

The students were also very interested in the development of professional and personal competencies, which is revealed respectively by S364:

> *"During this semester, we listened to the explanations given by the teacher, who in my opinion was doing much more than transmitting knowledge to the students, and took part in these discussions. I see this course as a means of making us pay attention to the importance of reading and writing in the lives of human beings. These learning outcomes are essential not only in individual terms, but also for the society we belong to and they concern both the academic and the professional spheres. What we have learned here concerns not only the teaching of Portuguese, but also of the other subject matters, revealing the importance of transdisciplinarity and the transversality of the mother tongue."*

and S399

> *[…] we developed reading competencies, we were able to plan lessons, we developed our oral communication skills within our work team and before the whole class, our ability to reason, to present our ideas […] in what concerns values, we became more tolerant, we learned to respect our colleagues […] and to be precise in the selection of relevant information, among others.*

The personal competencies developed concern skills in oral and written communication, reasoning, tolerance and respect towards other people and the more professional ones deal with the teaching of Portuguese as a mother tongue and the importance of transdisciplinarity, which favors collaborative work.

4.2. Comparison with the four precedent cases

As previously mentioned, we also compared these results and conclusions with the ones concerning the four precedent academic years – between 2010-2011 and 2013-2014.

4.2.1. Results concerning performance

As far as the students' performance is concerned, the first analysis carried out took as data the grades they had obtained in the first period of assessment (in January 2011, 2012, 2013 and 2014).

The results are presented in Table 4:

Table 4 – Performance of the students in the first assessment (cases 1 to 4)

Grades	Number of students	Percentage
Under 10	4	2,7
10-14	106	70,6
Over 14	40	26,7
Total	150	100

The table reveals that only very few students did not succeed and little more than a quarter of them got very good grades (generally between 15 and 16) during these four academic years.

The second analysis was based on data corresponding to the grades the students had obtained in the second period of assessment (in February 2011, 2012, 2013 and 2014).

Table 5 presents the results of this analysis:

Table 5 – Performance of the students in the second assessment (cases 1 to 4)

Grades	Number of students	Percentage
Under 10	0	0
10-14	24	53,3
Over 14	21	46,7
Total	45	100

The number of students who got medium grades (ranging from 10 to 14) is very similar to the number who got the best grades (15 or 16). Some students got positive grades in this second assessment and others improved their grades.

The situation in the fifth case is similar to the one described in the two tables above. The main difference concerns the percentage of better marks, which is much greater than in the fifth case: 46,7% vs 18,4%. Case 5 is also the only one where there was no assessment in February.

We believe that these results are due to the fact that the students got progressively used to this kind of teaching methodology/assessment system along the years. As a matter of fact, most of them had attended the course we teach in the first cycle degree, which is designed in the same way as this one[7]. So they were more and more conscious of the importance of caring about the comments of the teacher on their work and also of reflecting on what they had done while attending the course.

We can also conclude that the tutoring that goes along with this kind of teaching methodology/ system of assessment is an important part of the teaching/learning process. The analysis of the data concerning their conceptions and the discussion of the results will allow us to confirm this idea.

4.2.2. Results concerning conceptions

During these four academic years, we collected 153 individual essays, in which we identified statements concerning the categories we took as reference for the content analysis.

In Table 6, we present the number of relevant statements collected per academic year:

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7   Moreover, some of those who came from other Higher Education institutions had teachers who are or were preparing their PhD under our supervision: Filipe Saraiva is still developing a PhD *entitled Transversality in didactics of the mother tongue and teacher training* and Dulce Melão was developing another one entitled *Conception on reading comprehension and their effects on didactic practice* (concluded in February 2016).

Table 6 – Number of statements collected per academic year (cases 1 to 4)

Academic year	Number of statements	Percentage
2010-2011	41	11,8
2011-2012	49	14,1
2012-2013	152	43,8
2013-2014	105	30,3
Total	347	100

The first thing one remarks reading this table is that the number of statements generally increases along the academic years, although the number of students is more or less the same every year. It seems that students grew more and more conscious of the importance of engaging in learning situations where they are the protagonists and the teacher a kind of tutor, who helps them follow their own track.

In Table 7, we present the distribution of the statements among the categories we considered in our analysis for this text:

Table 7 – Characteristics of the teaching methodology mentioned by the students (cases 1 to 4)

Categories	Number of statements	Percentage
Student focused pedagogy	7	2,8
Theory-practice articulation	36	14,5
Pedagogical coherence	12	4,8
Tutoring	49	19,7
Collaboration, development of competencies and co-construction of knowledge	145	58,2
Total	249	100

The results of the content analysis of the data revealed that a little more than half of the students were mainly focused on Collaboration, development of competencies and co-construction of knowledge allowed by the teaching methodology/assessment system adopted in the course. In the fifth case, we had a similar situation, since the majority of the students wrote about this topic too, but the number of statements was higher: 71,2% vs 58,2%. Maybe the emphasis on the online discussion forums contributed a lot to this global result.

4.2. Conclusions

The moment has come to formulate the answers we found for the two research questions on which this study is focused.

4.2.1. Concerning performance

The first one was: *Is it possible to design teaching strategies in Higher Education leading to the development of competencies that allow the students to adapt to a greater variety of educational contexts?*

We think so. The analysis of the data concerning the performance of the students along five academic years shows that very few failed. The majority got "medium marks" (placed between 10 and 14 in 20) and a quarter of them had marks superior to this (generally between 15 and 16). As our teaching methodology and the assessment system that goes with it were designed to develop competencies in the students and verify if they had developed them, we think we proved that we could find a way of doing so.

This panorama has positive and negative aspects. The positive aspect concerns the fact that the students seem to have greater chances of succeeding in the course. The negative part is related to the fact that it does not appear to be easy for them to have marks above the medium level.

We got similar results in what concerned the course included in the first cycle degree. Nevertheless, there were more students who failed and less who had marks above the medium level.

The fact that progressively the students get used to this teaching methodology/assessment system is possibly related to the good results obtained. However, undoubtedly they need to become more conscious of the opportunities that are offered to them within this course, in order to develop more competencies and get better marks. Probably, a supplementary emphasis on explaining what is implicit in these innovations in teaching methodology and system of assessment is really needed. We also intend to interview some of these students for further analysis.

4.2.2. Concerning conceptions

Our second research question was: *Will the students develop the expected competencies more easily (thus obtaining better marks), if they are aware of the aims of the teaching methodology and the assessment system adopted in the courses they are attending?*

Hypothetically, better awareness corresponds to a greater number of relevant statements concerning the teaching methodology/assessment system adopted in the course. The best years – according to Table 6 – were 2012-2013 and 2013-2014.

The results of the analysis of the final marks (after the two moments of assessment) obtained in each academic year are presented in Table 8:

Table 8 – Distribution of the final marks per academic year (5 cases)

Academic year	Under 10		10-14		Over 14		Total	
	Nº	%	Nº	%	Nº	%	Nº	%
2010-2011	0	0	20	44,4	25	55,6	45	100
2011-2012	1	2,8	31	86,1	4	11,1	36	100
2012-2013	1	2,7	28	75,7	8	21,6	37	100
2013-2014	0	0	25	71,4	10	28,6	35	100
2014-2015	0	0	31	81,6	7	18,4	38	100

Excluding the first academic year – when the students had less work to do for the course, because we were already testing our teaching methodology – one can easily perceive that the best marks correspond to the academic years in which we collected more statements. Therefore, being able to comment on the teaching methodology/system of assessment adopted in the course may be related to better performance and development of competencies.

The analysis of the data concerning the conceptions also revealed that the students considered that the teaching methodology/assessment system adopted in the course promoted collaboration, the development of competencies and the co-construction of knowledge and that some factors might have positively affected the learning process, namely the close tutoring by the teacher and the theory-practice articulation.

Thus, it seems that they were more or less conscious of the fact that things were organized in order for them to succeed in the course. It was up to them to take advantage of these opportunities.

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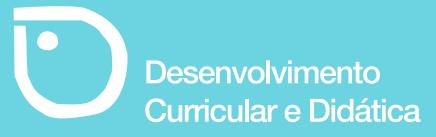
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Appendix 1

Guidelines for the individual written essay

Topics you must deal with in your essay:

A) The competencies you have developed and what you have learned. You must also comment on knowledge acquired and competencies developed by the other students in your team and in class.

B) Aspects of the teaching/learning process that were important for you (concerning the objectives, the strategies/activities, the resources, the organization of the available time, the way the assessment was done).

C) Relationship between this course and others you have taken during and before this semester.

D) Your expectations concerning the contribution of this course to future courses and your future professional work.

E) Other topics.

Appendix 2

Guidelines for the analysis of the (lesson) plans

Objectives

- Identification of the selected objectives

Contents

- Oral communication

- Reading comprehension

- Written expression

- Grammar

Strategies/Activities

- Oral communication

- Reading comprehension

- Motivation for reading
  - Producing texts for reading
  - Creating a universe of reading in the classroom
  - Providing various experiences in reading
  - Sharing reading experiences

- Developing competences in reading comprehension
  - Comprehension of the ideas expressed in the text
  - Identification of the main ideas in the text
  - Identification of the text structure

- Written expression

  - Analysis of different types of discourse

  - Producing the texts
    - Planning
    - Writing
    - Revising and rewriting

- Grammar

The participants and their roles

- Early childhood educator/primary school teacher

- Children/pupils

- Other participants

Types of work

- Collective (involving all the class)

- Small groups

- Peer work

- Individual work

Resources

Time

Other aspects