

STRATEGIC PARTNERSHIP ANGE

2017-1-FR01-KA201-037369 – duration of the agreement from 01/09/2017 au 31/12/2020

SCENARIO 1	Development of new online assessment practices by seizing the opportunity of the official Digital Baccaureate process
TESTING PLACE	Noviad Lukkio – Loïmaa - Finland
SUBJECT OF THE STUDY	Learning situations in order to develop didactic proposals for the development of competences.
SUB-STUDY OBJECT	How can evaluation be developed as pedagogical practice?

EMERGENCE OF THE SCENARIO	
External and internal context of the project	<p>Novida Lukio of Loïmaa has 250 students (about 90 students complete their studies each year), the teaching team consists of 20 teachers. The headmaster has retained a few hours of teaching time. Loïmaa is a small rural town of 16,500 inhabitants.</p> <p>The school, although the only one in the region, enjoys a good image with parents and students; the quality of the school climate is a central criterion in the satisfaction of parents, as are the results of the baccaureate, which are also good.</p> <p>Pupils follow 3 years of study with modular courses (75 to choose from); the year is divided into 5 periods which all end with an examination week. A member of the school team is responsible for organising and monitoring the examination weeks.</p> <p>The baccaureate is held in all schools in Finland at the same time, in two sessions, one in spring and the other in autumn (4 tests, one of which, Finnish, is compulsory, the others are optional; candidates may choose optional tests).</p> <p>The tradition of European projects is well established: 12 since 2000, with a strong impact in terms of images, openness and meetings with external partners. However, their purpose remains exclusively exchanges between pupils and teachers. The ANGE project is the first to focus on a pedagogical experiment carried out in the context of a classlab, with the analysis of the management of the structure.</p> <p>Digital equipment is important: high-performance wifi, 40 laptops, 40 tablets, with funding from the Finnish Ministry of Education for a project on 'Linking ICT to the pedagogy of upper secondary education', the first step towards the digitisation of assessments for the baccaureate. Pupils are trained in the use of the tools in compulsory subject courses; there is no specialised training.</p> <p>The Finnish national curriculum is defined by the Ministry of Education. The local level, the teaching staff, defines in more detail the educational pathway of secondary school students. This work is then approved by the municipality at a municipal education council meeting.</p> <p>The headmaster and teachers decide annually on the management of courses such as the timetable, the priorities of the school and its development, particularly that related to the integration of digital technology.</p> <p>It is the teachers who freely decide on the use of digital technology in the classroom.</p>

	<p>On the basis of collective agreements for civil servants, the employer is responsible for the in-service training of teaching staff. The minimum duration is three days per academic year, taken from working time, and is therefore compulsory. The Ministry of Education and Culture also supports in-service teacher training through national or regional offers, which are optional, e.g. with the launch of a week entitled "An evolving and invigorating evaluation culture for high schools" or through other programmes, such as "Language teaching in change. ». Teachers may participate in the week on working time with the agreement of the head teacher, or on their holidays.</p> <p>Previously, all assessments were traditional, i.e. carried out in the classroom and required paper and pencils. From the start of the 2019 school year, with the reform of the baccalaureate, all examinations in the school will be digital and online. This adaptation is demanding, as there is no time allocated to the teaching teams for this pedagogical transformation. A new national curriculum for high school students emerged in Finland in 2016, with a growing concern for digitalisation and a multifaceted approach to assessment. The Ministry thus wanted continuous and varied validation of pupils' learning. This requirement was also part of a desire to digitise education. More specifically, in the exercise of assessments to finally universalise the practice of digital final exams for all subjects in the curriculum in 2019.</p> <p>In order to operationalise these changes, a choice of platform was made at national level. This platform has been tested by teachers after undergoing training. In Loimaa, the integration of online exams on the national platform was therefore done gradually with the teachers who wished to do so, and was finally generalised in 2019 in all schools.</p> <p>Novida Lukio in Loima has 250 students. On the whole, Loimaa welcomed this change. The teachers were generally quite open to the idea of integrating more digital technology into their pedagogy with the use of the national platform, even if it required efforts to ensure this change on the part of the teachers: training, appropriation of new tools, new approaches. The management and the municipality have worked closely together to plan the funding of equipment (infrastructure, network, equipment of teachers' laptops) and training to support teachers in this change. Parents have also been involved, since all students must now have a laptop to follow their lessons. In the first year of implementation, the school lent laptops. Today, personal equipment is the rule; in case of real difficulties, the school lends equipment.</p>
	INTENTIONS OF THE SCENARIO
Target audience Quick presentation of the project	<p>Groups of students at the "terminale" level, in English and Mathematics classes.</p> <p>The scenario fits into the context described above: a strong desire to develop the use of digital technology in education, the introduction of online examinations and in particular the baccalaureate, the development of digital equipment, strong encouragement from the Ministry of Education to think differently about the evaluation of pupils.</p> <p>The aim is therefore to introduce new teaching methods in the classes of the two "pioneering" teachers which enable pupils to develop self-evaluation and co-evaluation skills, using a number of digital tools (the M 365 environment, Kahoot, Quizlet, adobe writer, etc.). The aim is also to develop mastery of digital tools, particularly in an assessment framework, to better prepare them for the new conditions of the digital baccalaureate.</p>

Objectives	<ul style="list-style-type: none"> - To develop students' competence in self-evaluation and peer evaluation - Through evaluation, improve the understanding and appropriation of the concepts studied and the ability to explain them to others. - Develop the mastery of new digital tools, particularly in evaluation situations. - Encourage teamwork and exchanges between students - Favouring a serene climate, in the often-tense context of preparation for final examinations - To better identify the real level of each student in order to propose specific activities and to help them follow their progress.
Expected impact Impacts	<p>Proposal of a response to the strong expectations of the Ministry of Education in the development of the use of digital technology, on the one hand, and in the service of different forms of assessment, on the other hand.</p> <ul style="list-style-type: none"> ○ Creation of conditions favourable to the improvement of results and the development of new skills in all pupils by : ○ Diversification of the pedagogical situations proposed, based on the added value of digital technology, to make pupils more active and more involved in their learning. ○ Awareness by pupils of their learning, through the development of self-evaluation, peer evaluation, etc. ○ The acquisition and recognition of transversal skills by pupils: autonomy, initiative, reflexiveness, critical thinking, collaboration... ○ The development of pedagogical differentiation, based on a more precise knowledge of the real level of pupils and their progressive progress in the expected learning outcomes. ○ The development of exchanges, sharing and collaboration between teachers
Needs to carry out the project	<ul style="list-style-type: none"> - Suitable digital equipment for pupils and teachers - Time to prepare together (at least the two "pioneer" teachers, or even two or three other colleagues, for the new teaching scenarios, activities and resources needed, even though there is nothing planned for this) - Time to get a few new colleagues and the school management to buy into the experiment, even though the professional culture in high schools is often individualistic and the pressure of preparing for the new baccalaureate is very strong. - Time with the students, even though the groups of students change every 6 weeks, leaving little time to set up habits and routines for both teachers and students themselves. - Training to master the tools and the new pedagogical scenario, in particular the various forms of evaluation.
Available resources	<ul style="list-style-type: none"> - The Ministry of Education's proactive policy on both digital literacy and the development of assessment skills among students. - The goodwill of the team regarding the development of the use of digital technology in lessons. - In-house training on the tools and their relevant use (Abitti, which is the platform for online assessments, Office 365,): technical and then pedagogical, with exchanges of practices. The "pioneers" can take advantage of these moments to try to share their experimentation, better identify the support needs of their colleagues and try to convince them to join them in their project.

	<ul style="list-style-type: none"> - Quality digital equipment: infrastructures, networks, personal terminals. As well as the will to find adequate solutions so that all students have their digital terminals. - - All pupils benefit from a specific course in digital literacy. - The ANGE project for : <ul style="list-style-type: none"> ● To promote openness to other contexts, the discovery of other practices, other uses of digital tools ● To promote exchanges and meetings with other colleagues and researchers ● To offer support for the experiment by a small pan-European and international team within the framework of a classlab approach (exchanges and resources made available, Think Tank, webinars, training workshops)
Planned evaluation modalities	<p><u>Qualitative criteria :</u></p> <ul style="list-style-type: none"> ○ Feedback from the experimental teachers and pupils concerned by the new approach ○ Evaluation of the tools used (user testimonials) ○ Identification and assessment of new skills worked on by students and teachers ○ The pan-European and international team that accompanies the experiment <p><u>Quantitative criteria :</u></p> <ul style="list-style-type: none"> ○ Number of teachers and pupils concerned
EVOLUTION OF THE SCENARIO	
Evaluation carried out	<p>The experiment generated many adaptations for the pioneer teachers. Thus, they have had to modify their practices to imagine new situations and enhance more autonomous student learning, as online formative assessment allows students to self-assess, work individually or in teams autonomously. They must also plan a large number of exercises to be carried out in class or at home to feed the differentiation they have been able to put in place: all this is time-consuming, even though there is no real time or space provided for teamwork between teachers (except within the same subject group).</p> <p>The teachers appreciated the change in their posture: accompanying the student in his learning, in addition to teaching notions in class and doing more traditional teaching. They appreciated the high school students' commitment to the approach and the working climate within the groups concerned.</p> <p>After an initial, highly structured phase, the experiment continued, often informally, and without any evaluation based on its real effects. The teachers admit that they have difficulty in properly identifying the skills worked on by the pupils and, above all, in evaluating and valuing them. They also admit that they were unable to really benefit from the support of the pan-European and international team. They did not accept the team's proposals, as they were already having difficulty setting up the experiment itself.</p> <p>The voluntarism of the "pioneers" enabled some new colleagues to join them in the project but this is still marginal within the school team. Moreover, although the feedback from the teachers and the headmaster on the participation in the European Ange project has been rather positive, the</p>

	<p>management and the team are now focusing on the new programmes and the implementation of the digital baccalaureate. Moreover, given the good results of the baccalaureate and the overall satisfaction of parents and students, the availability for experimentation is low and support for possible pedagogical changes marginal. Although the management supports the initiative of female mpionage teachers, it does not make their innovation a priority for change for the teaching team.</p> <p>Although a first level of comparative analysis between the digital tools used has been carried out, it will need to be more in-depth and clearly linked to the proposed pedagogical situations and the feedback from the pupils themselves.</p> <p>The pioneering teachers have a rather positive perception of the feedback from the pupils concerned by the experiment: more assertive motivation, commitment to learning, taking initiatives, etc., even though they have not had time to establish the new approach on a long-term basis.</p> <p>The team has co-constructed a common Reference Guide of skills of the actors of the Ange project to better identify the common skills likely to be acquired within the framework of the project.</p>
<p>Planned developments</p>	<p>In view of the financial efforts devoted to the acquisition of digital tools and equipment, schools should now develop different strategies and conditions to encourage exchanges between teachers in order to consolidate the innovative practices surrounding the continuous assessment of learning in a formative and summative manner. However, for the reasons mentioned above, this is not really the case at the moment, even if the health context linked to the COVID pandemic has provoked a strong awareness among many teachers of the need to use digital tools in a different way.</p> <p>The obstacles are still present: lack of time and opportunities for exchange and collaboration, the weight of individualism, the need for a strong commitment from the governance of the school to encourage teachers to enter into this project of pedagogical innovation.</p> <p>The pioneer teachers will continue the experiment, but rather informally, while waiting for a more favourable context to broaden the group of committed teachers. In this respect, they wish to rely on the participation of their colleagues in European projects to develop teachers' openness, the management's commitment to support the initial feedback from the project and innovative practices in general.</p> <p><u>By exchanging with the support team, they also plan to develop :</u></p> <ul style="list-style-type: none"> ○ <u>The evaluation of the use of digital tools used in the framework of the experimentation</u> ○ <u>The assessment of student learning, particularly with regard to the transversal competences concerned</u> ○ <u>The evaluation of the pupils' feelings in the context of the new situations proposed</u>
<p>Support documents</p>	<ul style="list-style-type: none"> - Interviews with the headmaster and the two experimental teachers - Description of an English course and a mathematics course - Presentation of the general methodological pedagogical approach - Analysis of change management at Novida Lukio in Loïmaa by Hervé Chomienne - Analysis carried out by the accompanying researchers in the framework of output 3 - Common reference frame of competences of the actors of the Ange project