



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Kuriamė
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiklos programa

Finansuojama Europos socialinio fondo lėšomis

Theme 6: Integration of Interdisciplinary Topics and Coherence of Subjects

Webinar 6

27th February 2023

14.00 to 18.00

Jane Doughty and Jane English

Theme 6: Interdisciplinary Topics and Coherence

Purpose of theme 6:

- To review the rationale for integration of interdisciplinary topics and coherence of subjects in the new curriculum
- To consider different approaches to creating interdisciplinary topics
- To learn from experiences of Lithuanian colleagues and other countries
- To look at how the three categories - cultural identity, social integration and sustainable development can be delivered by schools

Webinar 6 : Learning Outcomes

In this webinar we will:

- 1. Learn about the delivery of interdisciplinary topics from a Lithuanian school**
- 2. Consider the range of different types of assessment available to teachers.**
- 3. Consider the implications of the new curriculum on a school's assessment policy.**
- 4. Gain knowledge of Skills builder**

Welcome to our speaker

Integration of interdisciplinary topics and coherence of subjects

Kristina Povilaitienė – Senior teacher of English language and literature

Asta Jurkevičienė, Deputy Director

Musninkai Alfonsas Petrulis gymnasium, Sirvintos region

Questions and Comments

Asta Jurkevičienė, Deputy Director

What is assessment?

A shared process of gathering purposeful and systematic measurement for documentation, reflection and improvement of both student learning and institutional practices.

Evaluation & Assessment

Evaluation analyzes and uses data to make judgements about student performance

Assessment analyzes and uses data to make decisions about improvements in teaching strategies and student learning

What is Assessment?

Assessment measures if and how students are learning and if the teaching methods are effectively relaying the intended messages.

1. develop a range of assessments strategies that match all aspects of their instructional plans.
2. Don't differentiate between formative and summative assessments
3. more beneficial to begin planning assessment strategies to match instructional goals and objectives at the beginning of the semester
4. implement them throughout the entire instructional experience.
5. selection of appropriate assessments should also match course and program objectives necessary for accreditation requirements

Taken from Hanna and Dettmer (2004)

Why is it important

It helps students learn

Teachers improve their teaching

Allocation of resources

The effectiveness of curriculum programs

Acts as a benchmark of performance

Unmute

How familiar are you with the following seven types of assessment?

What do you understand by the term

- 1. Pre-assessment or diagnostic assessment**
- 2. Formative assessment**
- 3. Summative assessment**
- 4. Confirmative assessment**
- 5. Norm-referenced assessment**
- 6. Criterion-referenced assessment**
- 7. Ipsative assessment**

7 Types of Assessment for Improving the Learning Process

opinion stage

1. Pre-assessment or diagnostic assessment
2. Formative assessment
3. Summative assessment
4. Confirmative assessment
5. Norm-referenced assessment
6. Criterion-referenced assessment
7. Ipsative assessment

• [By Gergana Mileva](#) December 7, 2021

5 Types of assessment tools- Australia

1. Summative assessment (knowing what you know)
2. Formative assessment (knowing what you don't know)
3. Diagnostic assessment (knowing if there's a gap)
4. Benchmarking assessment (knowing how you compare)
5. Continual assessment (knowing how you're tracking)

ICAS Assessments – Janison -Australia

Breakout 1

1. What methods of assessment are currently most commonly used in schools in Lithuania and in particular when delivering Interdisciplinary topics?
2. Which type of assessment do you favour and why?
3. Which type of assessment do you rarely use or consider not to be effective?

Break

30 minute Break

Please return promptly

Commonly used assessment methods in schools

Diagnostic Assessment

Formative Assessment

Summative Assessment

[Center for Innovative Teaching and Learning](#)

Diagnostic Assessment

TYPES OF DIAGNOSTIC ASSESSMENTS

- Pre-tests (on content and abilities)
- Self-assessments (identifying skills and competencies)
- Discussion board responses (on content-specific prompts)
- Interviews (brief, private, 10-minute interview of each student)

Formative Assessment

- Observations during in-class activities; of students non-verbal feedback during lecture
- Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress

Summative Assessment

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Using a variety of assessment methods

“Any one assessment is only one line of measurement – it’s not enough to cover everything people do.”

No matter the type of assessment you’re delivering, efficiency, accuracy and dependability is key.

[Nick Connolly](#), head of analysis and reporting at **[ICAS Assessments](#)**,

Timetabling Interdisciplinary Subjects Model 1

Timetable showing 20 teaching periods a week, Interdisciplinary subjects delivered as existing lessons

Monday	Tuesday	Wednesday	Thursday	Friday
Mathematics	History	Interdisciplinary Subjects Art	Lithuanian	Science
Science	Interdisciplinary Subjects Art	Lithuanian	Science	Mathematics
Break	Break	Break	Break	Break
Physical Education	Science	Mathematics	Interdisciplinary Subjects ICT	Interdisciplinary Subjects Music
Interdisciplinary Subjects ICT	ICT	Geography	Creative Subjects	Interdisciplinary Subjects- Music

Timetabling Interdisciplinary Subjects-Model 2

Timetable showing 20 teaching periods a week, 4 periods out of 20 arranged as 2 afternoons for Interdisciplinary subjects

Monday	Tuesday	Wednesday	Thursday	Friday
Break	Break	Break	Break	Break
		Interdisciplinary Subjects	Interdisciplinary Subjects	
		Interdisciplinary Subjects	Interdisciplinary Subjects	

Timetabling Interdisciplinary Subjects-Model 3

Timetable showing 20 teaching periods a week, Interdisciplinary Subjects have 4 periods out of 20 arranged as a full day

Monday	Tuesday	Wednesday	Thursday	Friday
				Interdisciplinary Subjects
				Interdisciplinary Subjects
Break	Break	Break	Break	Break
				Interdisciplinary Subjects
				Interdisciplinary Subjects

Identifying Assessment Processes

1. Identify the desired learning outcomes from a module or unit of work.
2. Is each subject doing their own assessment or will it be an overall project assessment.
3. Are some subjects better at certain types of assessment, i.e Language teachers assessing communication.
4. Decide on what you want to assess, why you want to assess it and when you want to assess it, you may not be able to assess them all.
5. Plan the lesson or sequence of lessons identifying when and how assessment process will take place.
6. Share assessment processes with students at the start of the lessons.
7. Once assessments have taken place ensure feedback is given to students which is helpful to them

Breakout 2

Using the following outline of an interdisciplinary topic, what types of assessment might you use, who (might do the assessment?)

The topic is “Climate Change -Floods” and the learning outcomes are.

1. By the end of this topic students will have developed their skills of oral communication
2. By the end of this topic students will have improved their ability to work in pairs and in a small group.
3. By the end of this topic students will have gained a better understanding of the causes of floods

How to assess students' achievements

Recap from Estonia

- Assessment of interdisciplinary topics is challenging
- Is there an overall assessment criteria?
- Are individual subjects using their own assessment criteria?
- How does the assessment process relate to the agreed learning outcomes?
- How are students informed about assessment?
- What processes are used to assess students?
- What type of feedback do students receive?

sySTEAM

How to assess students' achievements

5 steps used by Estonia

1. Instruct students to use self-assessment rubric during their assignments. When students do their work remind them to follow the evaluation model.
2. Give students opportunity to evaluate performance of a co-learner.
3. Give feedback based on rubrics and then allow to improve their performance.
4. Allow students to make self-assessment using rubric after completing his or her task.
5. Assess performance based on the assessment rubric.

Dylan Williams Video

Assessment: Why We Assess

2.52secs

<https://youtu.be/HXpBZmeXrDo>

What is your view of Why we assess?

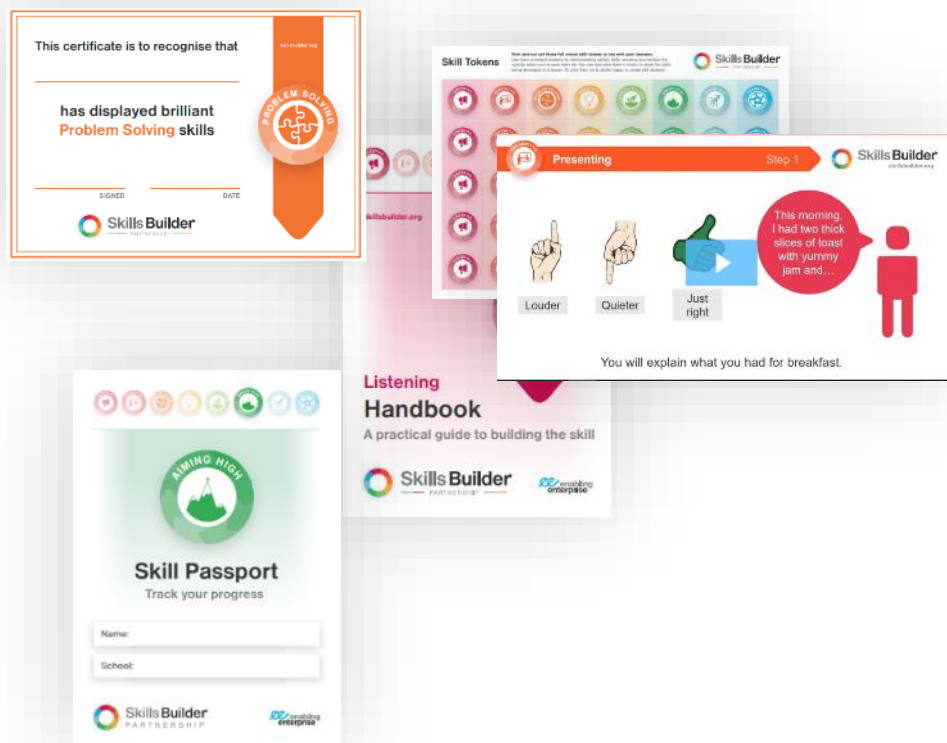
Breakout 3

In your groups:

Schools will have a marking, assessment and feedback policy to enable teachers to understand what is expected of them.

What changes do you think they will have to make to that policy to accommodate the curriculum reform and in particular Interdisciplinary topics and the different ways of working brought on by the COVID pandemic?

Skills Builder Hub: What is it?



- The Skills Builder Hub is designed to contain all of the tools and teaching resources you might need to put the Framework into action in your classroom.
- It helps you to assess and track the progress of a class and to work out what to do next.
- It is completely free to use for any teacher.

• Go to:

www.skillsbuilder.org/hub

Where did it come from ?



- Four years' work and research.
- During this development period, the Framework and the Principles that accompany it were used with over 200,000 learners in 500 organisations.
- It was further refined by engaging sixty individuals and organisations from across academia, employers, representative bodies and skills-building organisations.
- The Framework was successfully piloted with twenty other organisations.
- It has been independently reviewed twice

The Skills found in Skills Builder



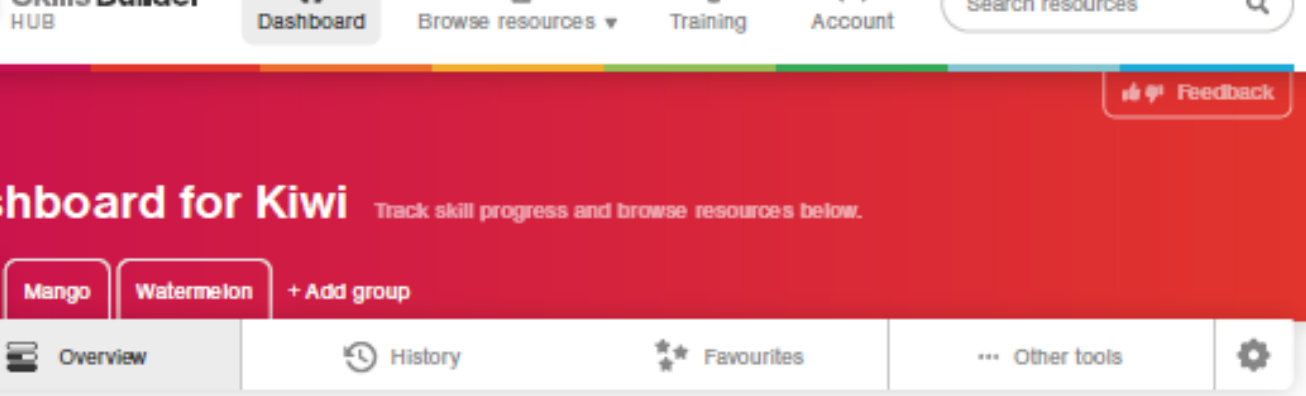
Four approaches to measurement

Self assessment

Supported self assessment

Teacher assessment of individuals

Teacher assessment at class level



Skills Builder Hub: Overview of your class

- For any skills where you have completed the class assessment you can now get relevant resources.
- Choose a relevant step for your class, and see what resources you can find.



Skills Builder Hub: The resources

The screenshot shows the Skills Builder Hub website. At the top, there is a navigation bar with the Skills Builder HUB logo, the 'enabling enterprise' logo, and a user profile for 'Skills Builder Site Administrator'. Below the navigation bar, there are tabs for 'Teacher dashboard' and 'Browse resources', along with a search bar. The main content area is titled 'Browse resources' and features a 'FILTER BY:' section with buttons for 'Teamwork' and 'Step 4'. On the left, there are two filter categories: 'Resource type' and 'Essential skill'. Under 'Resource type', there are options for Project (2), Challenge day (4), Video activity (1), Teaching resource (2), and Training resource (0). Under 'Essential skill', there are options for Listening (9), Presenting (9), Problem Solving (10), Creativity (9), Staying Positive (10), Aiming High (9), and Leadership (9). Below these filters, there are four resource cards. Each card includes a thumbnail image, a title, a description, and a heart icon for favoriting. The resources are: 1. 'Rocketing Resolutions' (Video activity, Step 4, approx 8-9 years old), 2. 'Teamwork Handbook' (Teaching resource, Step 0 to Step 15, approx 4-20 years old), 3. 'Essential Skills Record - Steps 4-6' (Teaching resource, Step 4 to Step 6, approx 8-11 years old), and 4. 'Operation Moonbase' (Challenge day, Step 4 to Step 6, approx 8-11 years old, marked as Premium). At the bottom of the page, there are logos for 'AGENTURA' and 'EUROPOS SOCIALINIS FONDO AGENTURA'.

- Looking at some of the different resources available.
- When you find resources that might work well for your class. You can add these as favourites by clicking on the heart.
- You can filter the results by the amount of time you have and resource type as well as skill and skill step.

Skills Builder Hub: Other functions

The screenshot shows the Skills Builder Hub interface. At the top, there is a navigation bar with the Skills Builder HUB logo, a home icon, and buttons for Dashboard, Browse resources, Training, and Account. A search bar is also present. Below the navigation bar is a red banner for the 'Dashboard for Kiwi' group, with a 'Feedback' button. The dashboard includes tabs for 'Kiwi', 'Mango', and 'Watermelon', along with an '+ Add group' button. Below these are navigation tabs for 'Overview', 'History', 'Favourites', 'Other tools', and a settings gear. The main content area is titled 'Resources used with this group' and includes an 'Export history' button. Three resource cards are displayed: 'Listening Handbook' (Teaching resource / Listening: Step 0 to Step 15), 'Operation Moonbase' (Challenge Day / All skills: Step 4 to Step 6, marked as PREMIUM), and 'Rita, Levy & Ali' (Short activity / Aiming High: Step 6).

Skills Builder HUB

Dashboard Browse resources Training Account Search resources

Dashboard for Kiwi Track skill progress and browse resources below.

Kiwi Mango Watermelon + Add group

Overview History Favourites Other tools

Resources used with this group Export history

Listening Handbook ☆
Teaching resource / Listening: Step 0 to Step 15 ⓘ
A practical guide for teaching Listening with activities for every step.

Operation Moonbase PREMIUM ☆
Challenge Day / All skills: Step 4 to Step 6 ⓘ
Over the course of the challenge, learners consider: What makes a successful society? They build a new society on a distant moon called Utopia, including selecting who will be the first citizens, creating an animal that will...

Rita, Levy & Ali ☆
Short activity / Aiming High: Step 6 ⓘ
Learners suggest achievable goals for three people: Rita, Levy and Ali. Their challenges range from getting homework in on time, improving at a hobby and arguing with a sibling.

sfa
FONDO AGENTURA

For your class, you can also see:

- your history (what you have already done with that class)
- your favourites
- links to other tools and resources (including the other assessment tools).

Skills Builder Hub: Seeing Progress



- You can see progress over time by looking at what we call 'Snapshots'.
- These show you where a class were at any given point.

Examples of skills – Problem Solving

1. Following simple instructions.
2. Asking for help when it is needed.
3. Finding extra information if needed.
4. Coming up with several possible solutions.
5. Using pros and cons to choose between them.
6. Thinking about causes and effects of complex problems.



The skills area relevant to our work



- The Framework takes each of the skills and breaks them into 16 steps.
- Students normally start at Step 0 and work their way up.
- This means that they master the easier steps before moving onto the more difficult ones.

Discussion

Having attended the Theme 6 webinars on Interdisciplinary Topics, what action are you going to take back in your organisation regarding the introduction of Interdisciplinary Topics?

Action in school as a teacher or leader

Action as a support organisation

Thank you

Thank you for all your contributions We look forward to seeing you at
Theme 7 Webinar 1

3rd March 2023

14.00 to 18.00