



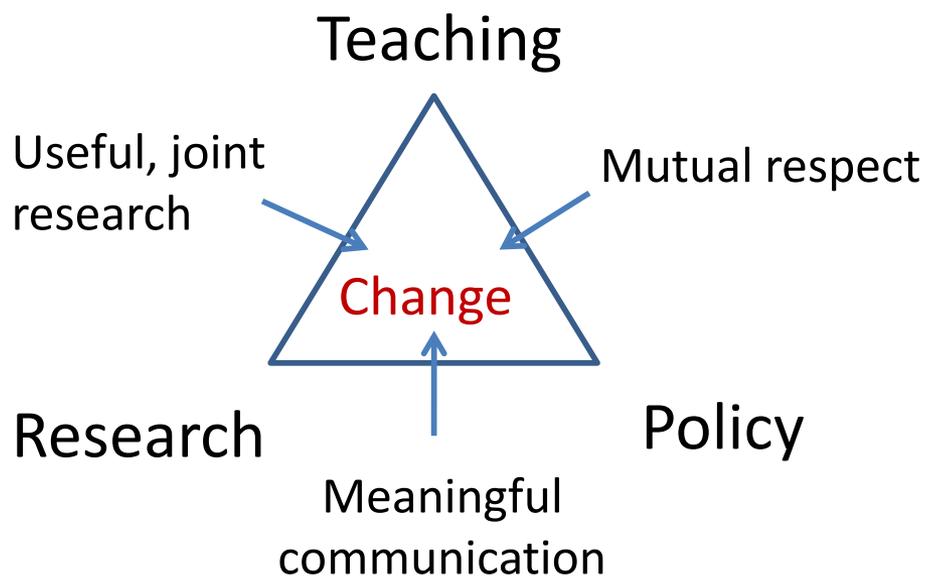
Policy-oriented aspects

Jens Dolin, Jesper Bruun, Costas Constantinou, Justin Dillon,
Doris Jorde, Olaf Köller, Peter Labudde



Stakeholder Panels and Local Working Groups

The overall goal is to change (the conditions for) practice. In order to make this possible, research and implementation take place in close collaboration between researchers, teachers and policy makers.



The collaboration is managed through **National Stakeholder Panels** with representatives from industry, ministry, heads' association, teachers' association, media, Parliament, foundations etc.

and through **Local Working Groups** with teachers working together with researchers in action research processes.



The National Stakeholder Panels

“... to transmit understanding to decision makers you need to break down the barriers between the research world and the policy world through better communication and an understandable and usable message. This can only be achieved if the two parts meet to exchange ideas and understandings and accept each other’ respective capacities and influence.” (DoW p. 19)

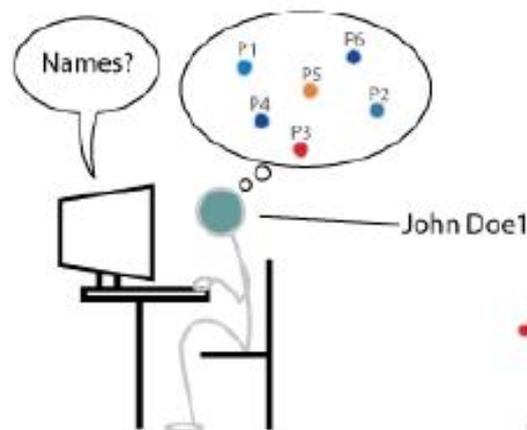
“On a national level **National Stakeholder Panels** will be established in all partner countries at the project start. University of Copenhagen will facilitate the identification of relevant stakeholders via a social network analysis method developed at the university ” (DoW p. 19)



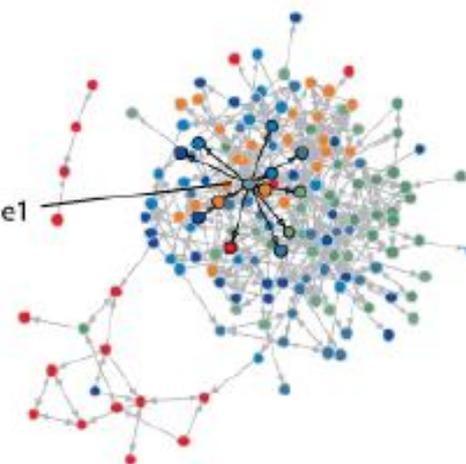
Finding key stake holders

Respondent list		
Name	E-mail	Type
Jane Doe	jane@doe.com	Gov. Official
John Doe1	john@doe1.com	Journalist
Jane Doe2*	jane@doe2.com	Teacher
John Doe3	john@doe3.com	Parental Org.
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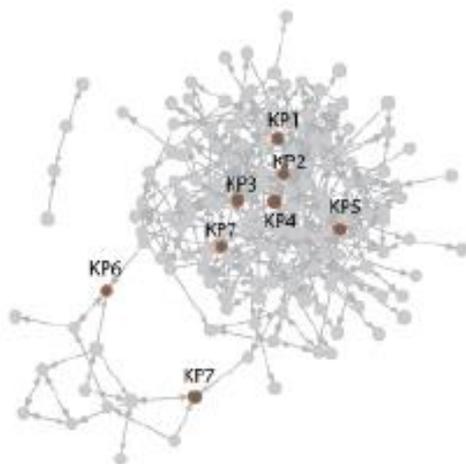
A: Make list of stakeholders



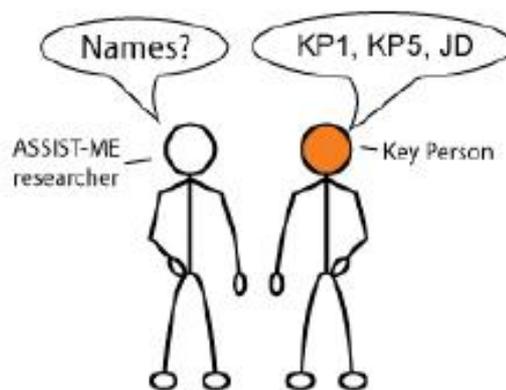
B: Send out network survey



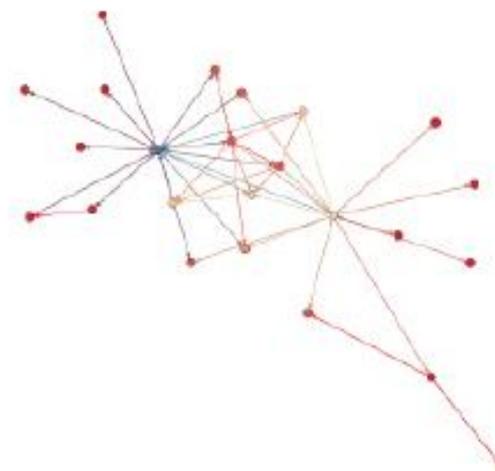
C: Use answers to produce network



D: Select key persons for new list

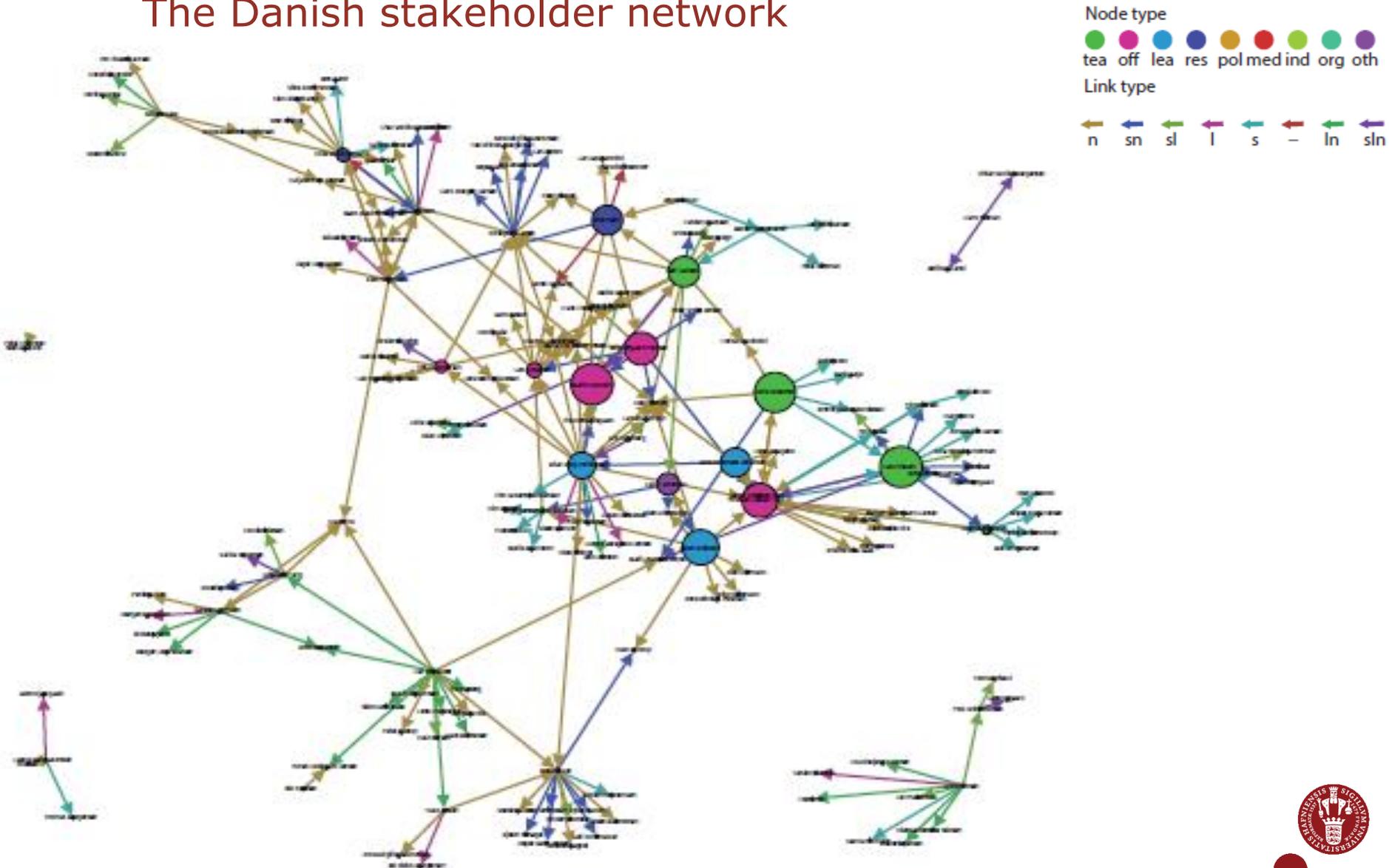


E: Ask key persons for names



F: Refine network (and select NSP members)

The Danish stakeholder network



The NSPs met three times during the project following a common standard agenda reflecting the current project needs for input and guidance – supplemented with local issues.

The purpose has been twofold:

1. To establish a forum for national cooperation and awareness across different interests, a meeting place for relatively informal (formal) discussions. This process should also give the partners a possibility of recognition by and influence on national educational policy.
2. To collect data on EU level to see if it is possible to establish a European opinion on issues related to the research questions.



Excerpts from the NSP minutes

Q: Do you see any reason to change the assessment/examination culture in your country?

- it was generally agreed that consistency is important, and thus there needs to be an alignment between teaching and assessment (same criteria and visible (for students) criteria).

Q: Is it desirable to try to combine formative and summative assessment?

- There was a general understanding of the idea but also of the difficulties involved in combining the two purposes, and in Ch it was forbidden by law.
- it was mentioned in one of the panels that “that there is lack of systematic implementation of the two types of assessment. Hence, combining the two types becomes an ever more difficult task”
- In one of the panels, it was argued that the only way to combine formative and summative assessment is by evaluating student portfolios in order to monitor students’ learning progress.
- for some purposes, assessment can (and should) only be formative and it is important to keep in mind that formative and summative assessment serve different functions.



Q: Is learning about formative and summative assessment an important aspect of teacher education and TPD?

- Not in all countries and there was consensus about the importance of improving teachers' assessment competence.
- There is a need for alignment between the theoretical content that pre-service teachers learn in the various phases of teacher education (i.e. what we expect them to do) and the reality they find in practice (i.e. what they are able to implement). If the discrepancy is too big, the acceptance of assessment will decrease.
- Regarding in service teachers, there is a need for teaching innovation projects that integrate teaching institutions (e.g. schools) and research collaborative groups



ASSIST-ME overall recommendations

A competence-oriented, inquiry-based pedagogy is important

The project points at ways to implement such a competence approach in different educational cultures and recommends adjusting educational policies to make this possible.

Focus on formative assessment to support competence-based inquiry learning

It is therefore necessary to promote a teaching approach integrating formative assessment into the classroom culture and to frame the educational condition, resources and the curriculum to make it happen.

Reduce the emphasis on summative assessment to give room to formative assessment

It is recommended to develop national assessment policies that recognise the different roles and potential involved in the interactions between formative and summative assessment and that makes it possible to realise the full potential of formative assessment processes.

Develop new examination forms able to capture STM competencies

The project points at ways to implement such a competence approach in different educational cultures and recommends adjusting educational policies to make this possible.

Teachers need support in implementing and enacting classroom assessment of STM competencies

The project has identified a strong need for professional development programs that support teacher understanding of formative assessment



Questions

How do you best promote change in science education?

Is it *desirable* as researchers to engage with and be influenced by policy-makers? How do you best do this?

