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# DYNAMIC ASSESSMENT in PbC Learning Events

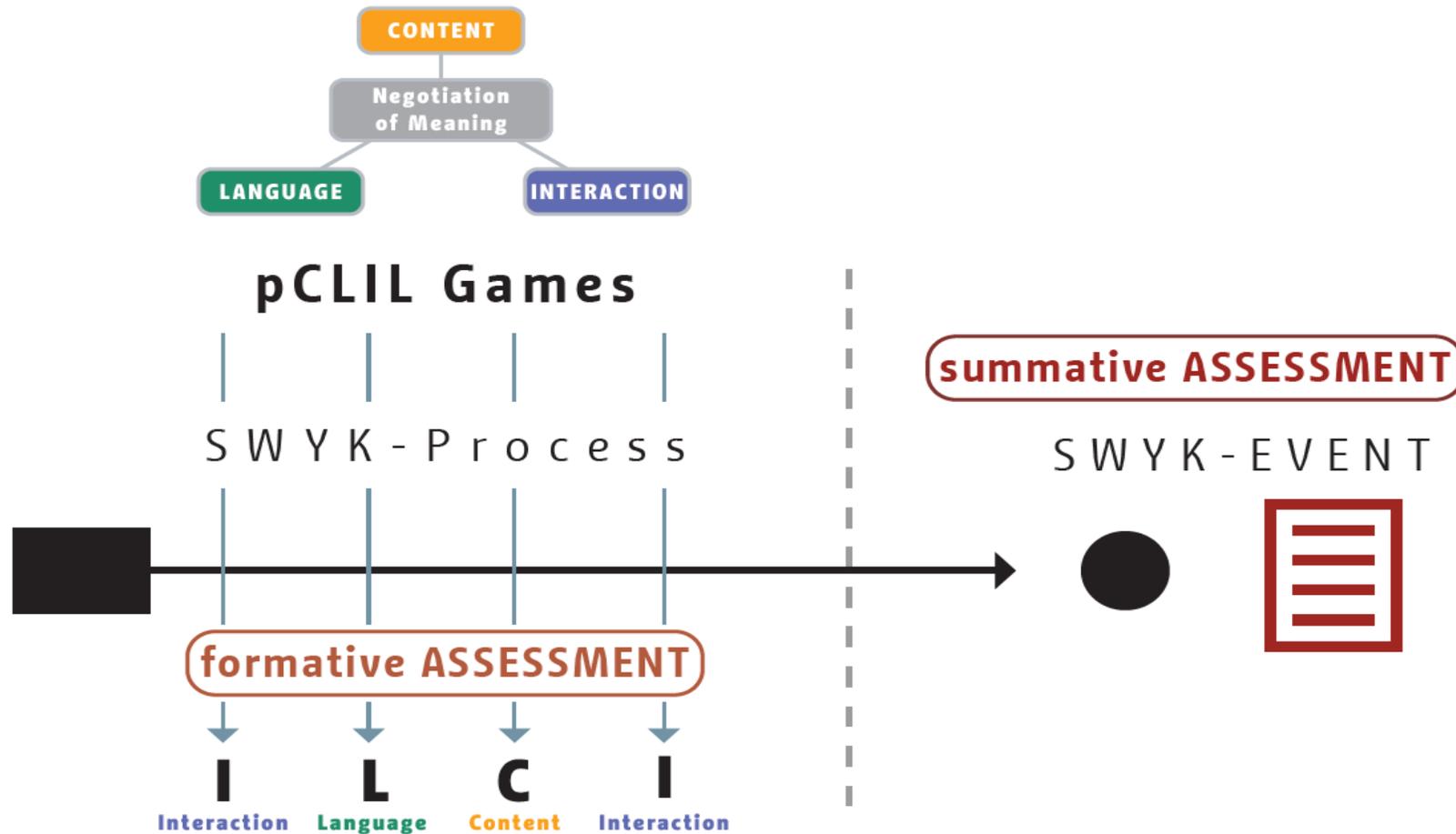


HELSINGIN YLIOPISTO  
HELSINGFORS UNIVERSITET  
UNIVERSITY OF HELSINKI

KASVATUSTIETEELLINEN TIEDEKUNTA  
PEDAGOGISKA FAKULTETEN  
FACULTY OF EDUCATIONAL SCIENCES

# ASSESSMENT IN SWYK EVENTS

## Teaching FOR SWYK-Events THROUGH pCLIL Games



SWYK =  
SHOW  
WHAT  
YOU  
KNOW

# SWYK and DYNAMIC ASSESSMENT

## Process-oriented classroom pedagogies

- Sensitive to language learning, subject literacies and multilingual contexts
- Creative ways for learners to demonstrate
  - what they have learned and
  - what they can apply

# THREE DIMENSIONS OF ASSESSMENT

assessment  
*of* learning

assessment  
*for* learning

assessment  
*as* learning

# KEY PRINCIPLES OF DYNAMIC ASSESSMENT

interactive and co-constructive

monitors learner progression

supports deep learning

ongoing process, includes

- scaffolding
- feedback
- feed forward

# ZONE OF PROXIMAL DEVELOPMENT



**Based on Vygotsky's idea of functioning in the Zone of Proximal Development**



Learner gets support to be able to manage a task that is a bit higher than their current skill and knowledge level



Well-timed support is given by teacher or more skilled peers



Teacher can observe how much scaffolding a learner needs to manage a task



# LEARNING CONVERSATIONS

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- Make learning experiences 'visible'
- Dialogic and reflective exchanges between teachers and learners
- Facilitate feedback and feed forward
- Give learners a voice (in a language of their choice)
- Allow learners to be respected
- Open opportunities for ownership
- Enable learning partnerships between teachers and learners

# A LEARNING CONVERSATION CAN BE GUIDED THROUGH THE FOLLOWING STEPS (PSOR):



DEFINING AND  
CLARIFYING **PURPOSE(S)**



IDENTIFYING **STRATEGIES**



REFLECTING ON  
**OUTCOMES**



**REVIEWING THE**  
LEARNING EXPERIENCE

# RECAP OF DYNAMIC ASSESSMENT IN SWYK



**Interactive and dialogic assessment process**



Guided with questions, instructions and support



Meaningful and transparent



Teacher feedback



Self-assessment



Peer feedback

SWYK: ADVERT Rubric Co-construction	Details	Task 1: Setting the scene	Task 2: Building Prioritising	Task 3: Practising Refining	Performance	Reflection Feedback/Feed forward
<p><b>CONCEPTS</b></p> <p><b>A</b> – meeting and using the subject concepts expressed through advertising.</p> <p><b>B</b>- understanding the structure and processes involved in creating an advert.</p> <p><b>C</b>-understanding how subject or thematic concepts can be expressed in alternative ways.</p>	<p>What are the subject concepts/thematic concepts? What is the language of advertising? How does it differ from other types of language? What do we need to do to create the advert? What are we advertising? Why? How? What information are we presenting?</p>	<p>What prior knowledge can students use? What roles are needed to create and perform the advert? Students research the criteria for making a 'good advert'</p>	<p>Students decide on the reason for the advert. Students negotiate information to be presented and the format of the advert. Students are creative with subject topic and concepts to find alternative ways of expressing understanding. Students assign roles.</p>	<p>Students prepare draft scripts for the advert: How does it begin/ end? What language should be used/was used? What messages are needed to fulfil the task? Is the subject matter clear? Practise the advert, what worked, what did not work. Agree final draft.</p>	<p>Performance of the advert. Student roles evident.</p>	<p>Students assess subject or thematic information advertised. Students assess the quality of the advert.</p> <p>Reflect on feedback from teacher and peers. Were there gaps?</p>
<p><b>LANGUAGE</b></p> <p><b>A</b>–Understanding the language of advertising (genres, modes) e.g., the language of persuasion.</p> <p><b>B</b>– synthesising the information to be presented using appropriate language.</p> <p><b>C</b>-familiarisation with language of specific roles (negotiation, direction, suggestion).</p>	<p>Teacher assists students in choosing a focus for the advert based on subject knowledge. Teacher assists students in finding out how to set up an advert. Teacher selects specific CDFs to focus student attention on languaging their understanding of subject topic.</p>	<p>Students: Examine and analyse adverts in the target language: What types of language are used? How are the actors positioned? What 'slant' does the advert want take? Language genres and register crucial- (persuasion, fear, promotion, consequences etc.).</p>	<p>Students select their favourite adverts and analyse why. How do students adapt these language techniques to create their own scripts? Student re-examine the roles assigned... Students begin to script their learning.</p>	<p>Is the language nuanced? Do some questions betray a certain position? Others another? How do we know? Are the actors' identities/ aims constructed and visible? How is learned information presented?</p>	<p>Students in role try to use appropriate language throughout the process...e.g., director gives instructions, team members make suggestions. Students portray their interpretation of the characters in the advert.</p>	<p>Students view a film of their advert and analyse the language used: Was it appropriate? Was it clear/ comprehensible? How might it be improved?</p>
<p><b>ENACTMENT</b></p> <p><b>A</b>– understanding the planning processes and evaluation involved in designing and performing an advert to demonstrate subject or thematic learning.</p> <p><b>B</b>. Create opportunities for Learning Conversations.</p>	<p>Students discuss and understand the Learning Event and the processes involved in planning, preparing, performing and assessing the event. What do we have to do? How do we demonstrate our subject knowledge and skills effectively? How will it be assessed? Teacher guidance in different tasks involving: Doing, organising explaining and arguing</p>	<p>Students are aware of space, timings, organisational procedures and relationships between actors.  What is the reason for the advert? Clarifying goals and outcomes.</p>	<p>Students decide on the procedure of the advert (with support). Who will go first, second... which actors are where? They also decide on the main messages from their subject topic.</p>	<p>Drafting: Students rehearse what each of them is going to do/say and how. Depending on time, there may be two drafts before the consensus is reached. Students encouraged to use the rubric to guide their preparation and performance.</p>	<p>The SWYK is performed and perhaps filmed.</p>	<p>Students engage critically in reflecting on not only on performance but on the preparation (processes) involved and write their own recommendations for future. Peers encouraged to assess their performance and that of other groups using agreed criteria. Did the advert demonstrate their understanding of the subject? Students prepare the advert for release – school website? Class book?</p>
<p><b>ENGAGEMENT</b></p> <p><b>A</b>.- actively participating and contributing to the planning, preparation, performance and reflection of the Learning Event.</p>	<p>Students throughout: Have I actively participated in group work? Have I actively participated in Learning Conversations? How can I contribute to the Advert? Have I asked for help if needed?</p>	<p>Students engage in Learning Conversations with peers and teacher. Students actively engage in languaging their learning.</p>	<p>Students engage in Learning Conversations with peers and teacher. Students contribute ideas and creative suggestions, whilst also listening to others.</p>	<p>Students engage in Learning Conversations with peers and teacher. Leadership and team membership. Critical analysis of how the advert might be improved (own contribution and whole group, greater clarity of subject concepts).</p>	<p>Students demonstrate commitment to role and performance.</p>	<p>Engage in reflective Learning Conversation with peers/teacher. Reflect on how well we have worked together, completed tasks...; advice for future. Have I been critically aware/self-aware and motivated? Have I been positive and enjoyed the experience?</p>

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# DISCUSSIONS IN SMALL GROUPS

## IN BREAKOUT ROOMS

Discuss the following questions and write a short summary / short summaries to Flinga.

Go to <https://edu.flinga.fi/s/EDMJZDM> (in chat)  
or use the QR code with your smartphone camera 📷

**Discuss these questions:**

**What dynamic assessment do you use in the classroom?**

**What (kind of) experiences do you have of dynamic assessment?**

You can change the background colour of the box by clicking on the coloured square next to 'Message'.

We will discuss the examples shortly together afterwards!



# Espoo/Helsinki Multiplier Event - 26.8.2021

## Erasmus+ Playing beyond CLIL -opit käyttöön



- 15:00 Tervetuloa! – Welcome!  
*Kaisa Hahl, KT, kielididaktiikan yliopistonlehtori, Helsingin yliopisto*
- 15:05-15:20 PbC - Innovating the CLIL classroom and beyond (EN)  
*Prof. Stephan Breidbach (Humboldt-Universität zu Berlin)*
- 15:20-15:30 Project results - Toolbox (EN)  
*Dr. Christin Müller, EuropaBeratung Berlin*
- 15:30-16:30 SWYKin toteutusta käytännössä - Oppimistapahtuman suunnittelua pienryhmissä  
*Nina Maunu, FM, äidinkielen, kirjallisuuden ja ilmaisutaidon opettaja, Kilonpuiston koulu, Espoo*
- 16:30-16:45 TAUKO / BREAK
- 16:45-17:45 Laugh While You Learn. Making Connections with Show What You Knows!" (EN)  
*Patrick Deas, Co-Founder and Director of Interacting Spain and UK*
- 17:45 Tilaisuuden lopetus / End of training



THANK YOU! KIITOS! DANKE SCHÖN! GRACIAS!