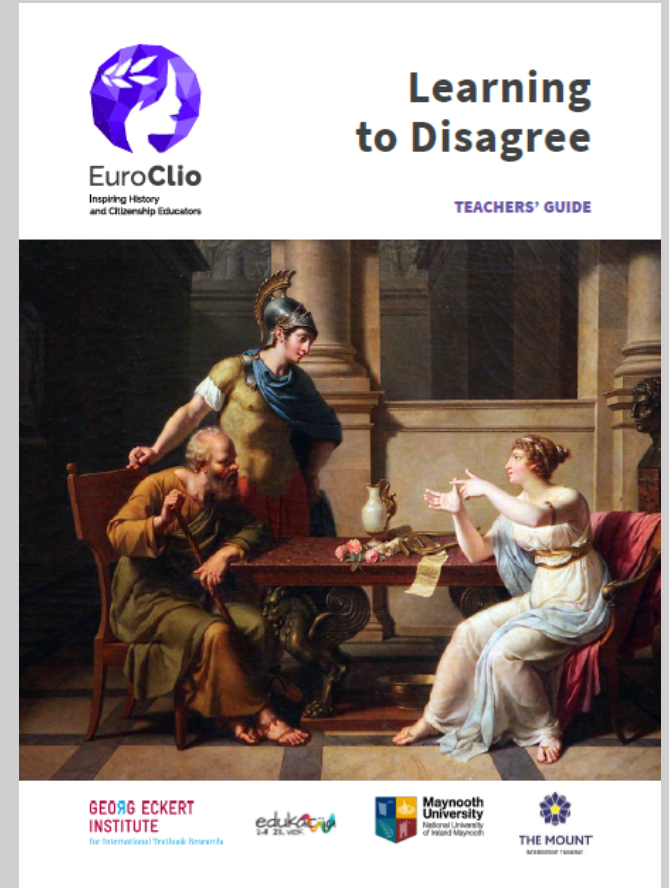




Social and civic competences: Learning to Disagree

Dr Majella Dempsey and Dr Anthony Malone
Maynooth University



Learning to disagree – Teachers' Guide

- https://www.euroclio.eu/wp-content/uploads/2020/10/EC_TeachersGuide_A4_EN_web.pdf



Learning to Disagree

TEACHERS' GUIDE



GEORG ECKERT
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for International Textbook Research

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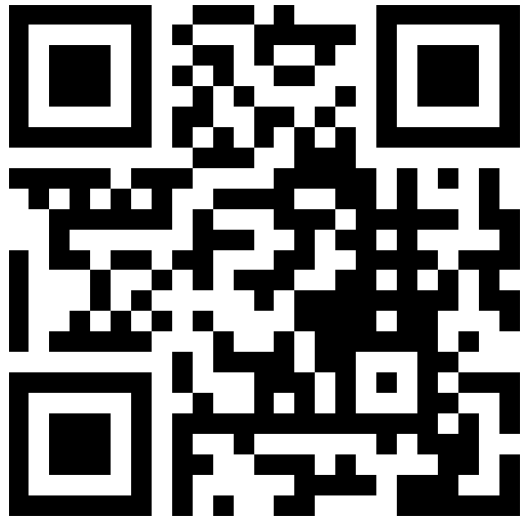
Maynooth
University
National University
of Ireland Maynooth

THE MOUNT
SCHOOL OF THEOLOGY

In this session we will explore:

- Being competent
- Teaching strategies – discussion, debate and dialogue.
- Assessing key competences.





What for you does being competent mean?

Using QR code below or the link pasted below and in the chat box post three words that represent what being competent means to you.

Keep mentimeter open

<https://www.menti.com/gth476psa9>



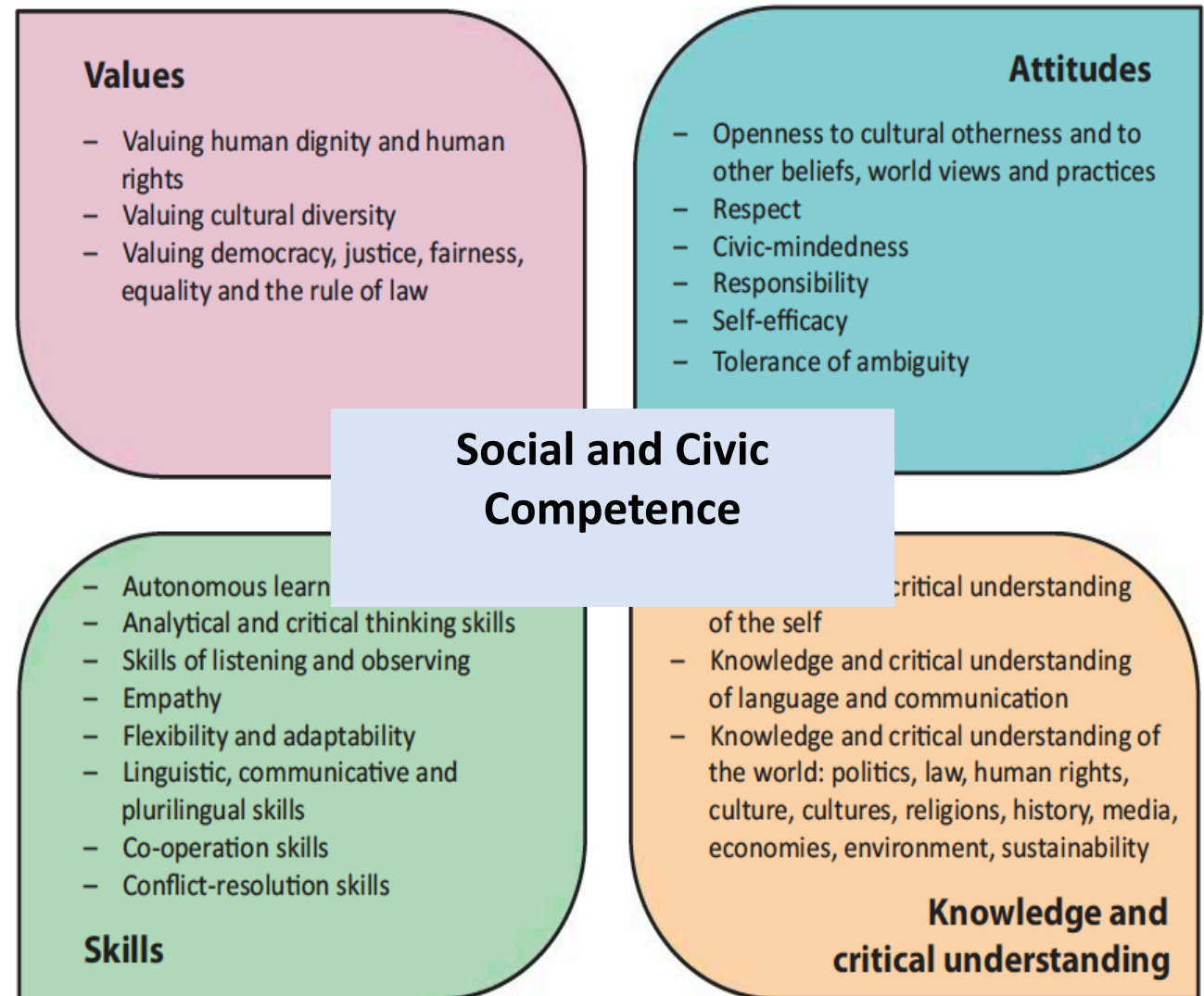
For the Council of Europe an individual is deemed to be acting competently when he or she meets the demands, challenges and opportunities that are presented by democratic and interpersonal situations

(2016: 35)

COMPETENCES FOR DEMOCRATIC CULTURE

Living together as equals
in culturally diverse
democratic societies

Competences, for them,
call attention to four
broad dimensions:
**values, attitudes, skills
and knowledge**

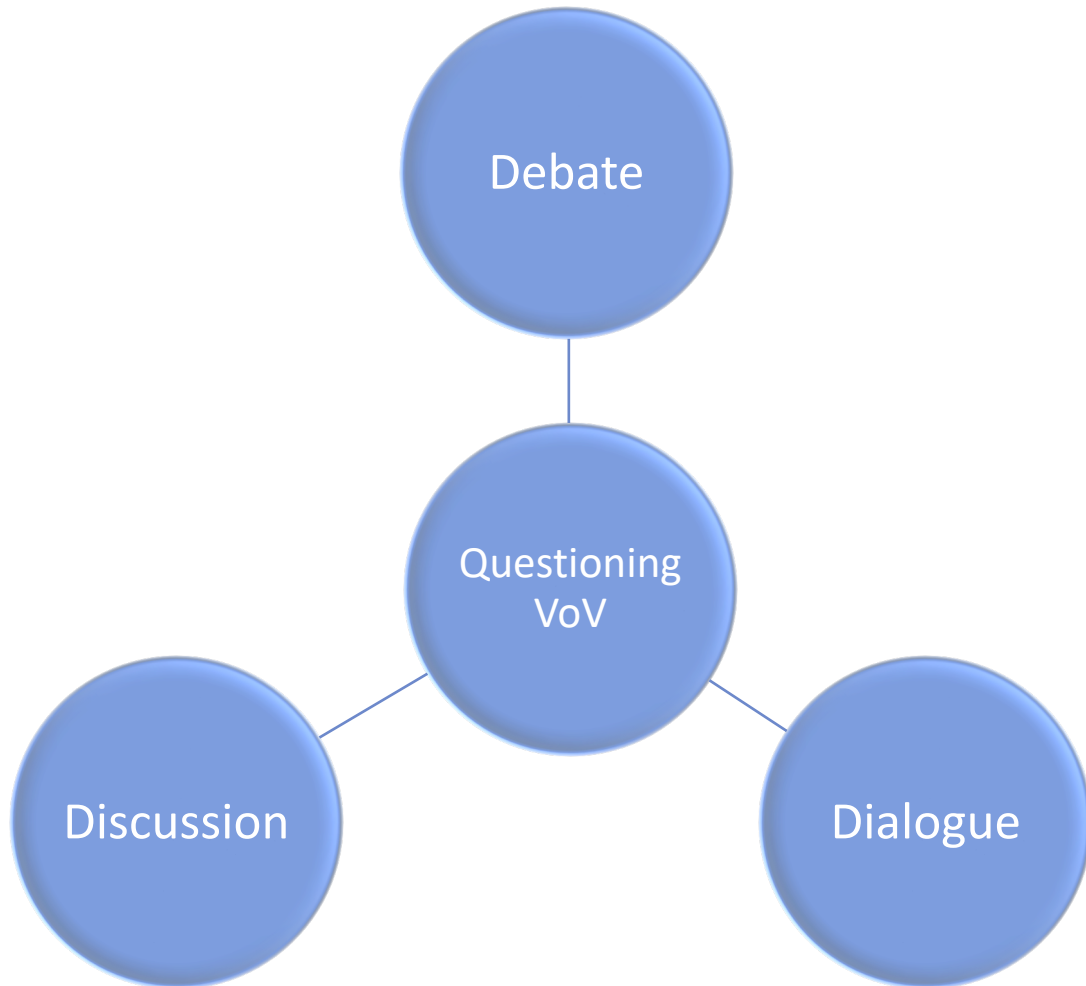




Organise a dinner party

- **Breakout Rooms – 10 minutes**
- In your groups agree a seating plan for a dinner party with the eight guests provided

Learning to disagree



- Discussion and dialogue are less formal than debate – conversational
 - Discussion forms part of dialogue and debate
 - Discussion and debate are associated with taking apart viewpoints
 - Dialogue is more constructive
- See page 43-45 TG

Questions to ask yourself when planning for assessment



Why am I assessing?



What am I assessing?



What assessment method/s should I use?



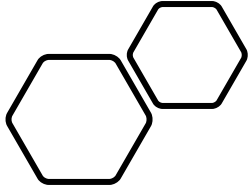
How can I ensure quality in this assessment?



How can I use the information from this assessment?

- Formative
- Learning and assessment are aligned
- Promotes thinking about the learning process
- Expectations are made clear
- Involves active engagement of the students, developing independent learning and agency
- Demands higher order thinking/learning
- Tasks should be authentic and involve choice
- Tasks align with important learning outcomes
- Assessments should be used to evaluate teaching and make changes.

Some
characteristics
of learning
oriented
assessment



FORMATIVE ASSESSMENT

Learning intentions & success criteria

- clarifying and understanding learning intentions and criteria for success

Questioning

- engineering effective classroom discussions, questions and tasks that elicit evidence of learning

Feedback

- providing feedback that moves learners forward

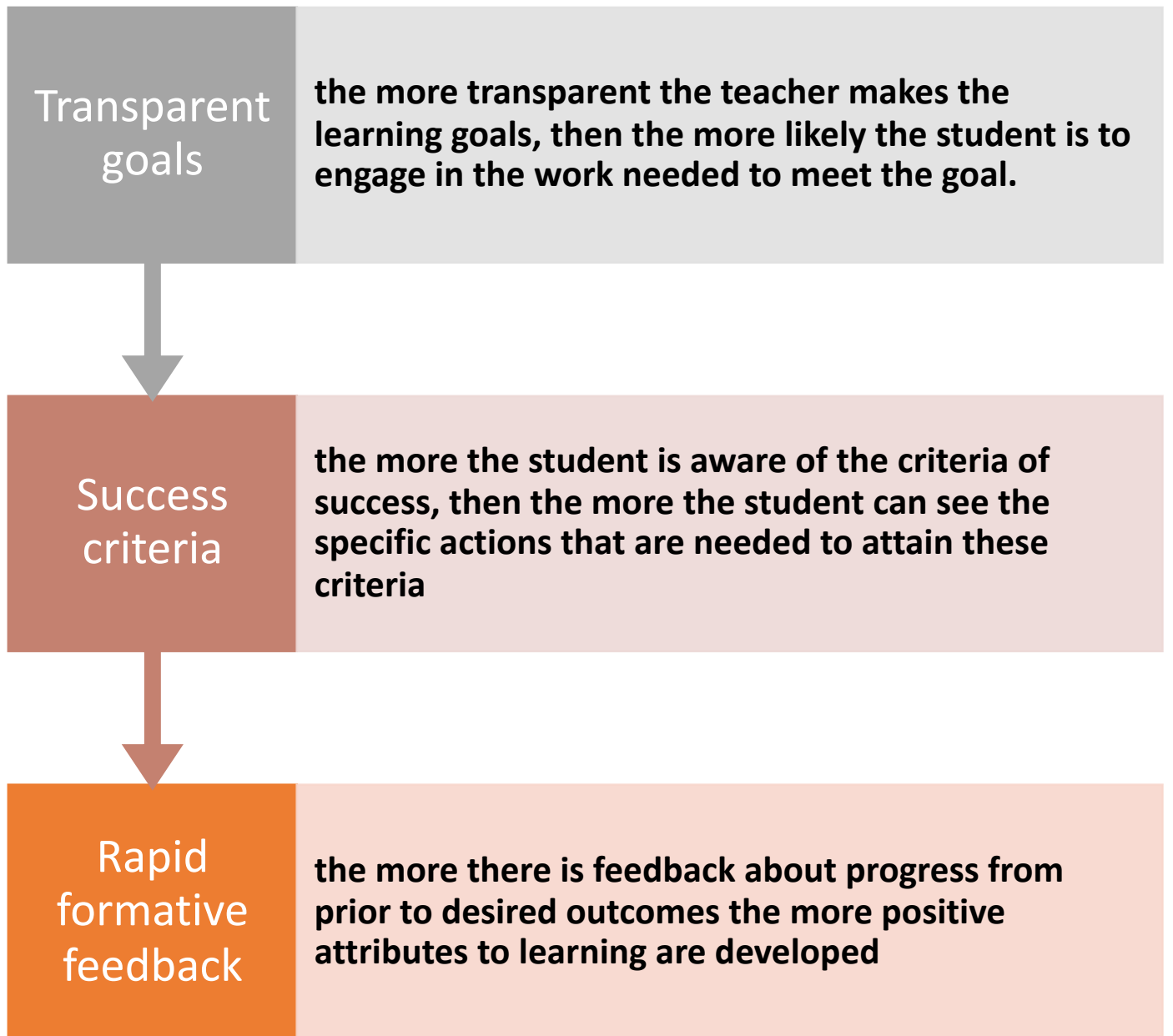
Peer assessment

- activating students as instructional resources for each other

Self-assessment

- activating students as owners of their own learning

The three major messages for teachers



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Question to consider

What are the dimensions of assessment literacy?

