Assessment Companion for Thinking Skills (ACTS): how can my school benefit?

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TA Group is an educational company that provides services in the field of development of thinking skills of various groups of learners. We run teacher education seminars and workshops, develop thinking oriented materials and curricula and help organisations introduce the thinking dimension in their work.

thinking in education (teacher education, materials development & educational consultancy)

www.ta-group.eu
My aim

To get you to reflect on the place of thinking in your school through offering the experience of assessing thinking.
Thinking in our Classrooms

Do you think you develop thinking skills of your learners (please think about your classroom)

a) **All the time** – learners can't master my subject without well-developed thinking skills;

b) **Most of the time** – a larger part of what we do in the lessons helps my learners develop thinking skills;

c) **Sometimes** – some activities in the materials we use help the learners develop their thinking skills;

d) **Hardly ever** – the materials we use don’t help the learners develop their thinking skills.

Most teachers choose B
What is thinking competence?

**Metacognitive competence** is a set of learner's competences required for independent learning activity.

**Thinking competence** is a set of knowledge, skills and attitudes for structuring and reorganising information aimed at identification, analysis and effective resolution of non-typical problems (i.e. avoiding a large number of trials and errors) in situations when no standard solution is available.

**metacognitive competence vs thinking competence**
Defining & improving one's learning objectives

Do you thinking it is useful?

Do you think it is easy?

Define your objectives for this conference!
Towards assessment...

Look at the objectives defined by the people at your table. Are they all equally good?

Can you single out the objectives that are better? How would you explain this?

Should we assess the quality of learners' objectives? Why (not)?
Is it easy to assess?

Rate the objectives defined by the learners (handout, Task 6)

Compare the assessment results with your peers? Are they the same? How do you explain it?

What kind of feedback would you give? What would be a possible path for improvement?
Can you organise learners' objective according to the stage?

1. Element?
   - New problem
   - Element Feature (Values)
   - Passport

2. Choice?
   - Hypothesis

3. Valid?
   - Algorithm

4. Competent?
   - Problem

0. Can I?
Look at an ACTS assessment tool for learner aims and objectives.

Do you think it could be useful for you and your colleagues?

Discuss possible ways of using the tool in your school.

How can your school benefit?
Thank you for the participation! Questions are welcome!

Feel free to come to me and share the ideas (and request slides, ask about projects, course & conference)

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