

# **Manual OUTPUT 3**

## **GULL ASSESSMENT AND EVALUATION**

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# 1. Current ways of assessing and evaluating

*Teresina Barbero (La Tuscia)*

## Assessment and evaluation issues

There are two words in English to mean the ways to measure the results of the learning process and the consequences of this measurement on teaching and learning, i.e. assessment and evaluation. The former is an “umbrella term” covering a variety of instruments, whose aim is to establish what a student has learned in relation to a particular course as well as qualitative methods of monitoring and recording student learning such as observation sheets, check-lists, rubrics (Brindley 2001). The latter is the process of collecting, analysing and interpreting data, including the information deriving from assessment, in order to enhance both teaching and learning. In other words evaluation goes beyond student achievement to consider all aspects of teaching and learning, whereas assessment is an important component of evaluation, maybe the most important one, as it gives the feedback of teaching and learning processes and allows to rearrange the educational path (Genesee 2001).

Therefore assessment has a big impact on the whole educational process because of its *backwash effects*, that can be harmful or beneficial: if a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities (Hughes 1989). A research on scientific literacy shows that most of the school time is devoted to prepare students to answer exam questions. According to the authors the result is that the knowledge acquired rarely transcends the level of a “recitation stage”, where «an individual is able to recite or read information, but has little understanding of the meaning» and a limited competence in relating concepts and justifying personal opinions (Wellington, Osborne 2001, p. 139).

Therefore an assessment process needs to be carefully analysed from different points of view, in order to respond exactly to the educational objectives of a specific path:

- What are its aims? (why?)
- What do we want to assess: an outcome, a performance, a process? (what?)
- Which tools are needed? (how?)
- Who assesses: the teacher, the learner, the other learners? (who?)

## Assessment purposes (why?)

According to the purposes for which testing is carried out three main kinds of assessment may be considered (Briggs *et al.* 2008):

- Assessment OF learning
- Assessment FOR learning
- Assessment AS learning

*Assessment of learning* is a “summative” assessment, largely consisting of tests and exams taken at the end of courses of studies in order to check progression through the curriculum. Proficiency tests for languages, generally carried out by specific organisations, are designed to measure and certify people’s ability in a language regardless of any training they may have had in that language. In professional communities, such as business, law, health, or for subject areas (history, geography, maths...) as well, content knowledge is assessed for purposes of certification. This is the case with the IGCSE (International General Certificate of Secondary Education). In both cases they verify the level of competence achieved and have different purposes than those of assessing progress at school, even if they may also be a reference point for schools.

*Assessment for learning* is a “formative” assessment, since it has the aim to inform the planning of future learning and teaching. This involves the teacher and the learner in a continual review of the progress. Formative assessment has three important features: it is *planned*, since teachers collect evidence about the state of the learners’ knowledge; it is *reactive*, as teachers adjust their teaching activities in the light of the information they gain; it is *reciprocal*, since both teachers and learners may improve the quality of the studies according to the information they get from formative assessment. Formative assessment provides a feedback to students and needs for that specific assessment tools, as “traditional” ways of assessing are inadequate for this purpose.

*Assessment as learning* has a formative aim as well: it increases the awareness about the learning processes inside; students and teachers share learning intentions and success criteria, they evaluate learning

also through alternative forms of assessment, such as self and peer assessment, and tools such as portfolio, observation grids and other tools.

All these kinds of assessment can be used at school, but it is formative assessment that suits learning improvement better and allows teachers to provide backwash effects on education.

### **Assessing outcomes and activities (what?)**

Assessment involves an accurate reflection on the *outcomes* of classroom activities, as activities are the way learning is really fostered. We can put them into two large groups: *exercises* and *tasks* (Barbero 2012). Generally speaking, the former test single elements of knowledge or single skills. In language courses they especially focus on formal aspects of the language and require only one answer, usually *summarised* in a word or a phrase or a simple sentence, or even without words, like for example in matching activities where you simply have to link segments of phrases, words or images. They are generally structured by the teacher; the student's creativity and autonomy are not solicited in any way, but simply his/her knowledge or skill is assessed.

*Tasks* involve practical use of the knowledge in order to attain a result; as far as a language is concerned, they focus on its pragmatic meaning, and more freedom is allowed to learners to choose their own linguistic structures. As a matter of fact, many definitions have been given for the word *task* and its practical application to the teaching/learning process. So, for example, a task is defined as «a piece of work or an activity which requires learners to arrive at an outcome from given information through some process of thought» or as «an activity which requires learners to use language, with emphasis on meaning, to attain an objective» (Ellis 2003, p. 4). Despite the variety of definitions, the features of the *task* have been clearly described:

- A task is a workplan.
- It involves a primary focus on the meaning: it incorporates some kind of gap, that motivates learners to use language in order to close it.
- It involves real-world processes of language use.
- It engages cognitive processes such as selecting, classifying, ordering and evaluating information in order to carry out the task; these processes influence but do not determine the choice of the language.
- A task has a clearly defined *communicative outcome* (ibid., p. 9).

Both exercises and tasks may have a place in the classroom, at different steps of the teaching path and with different purposes, but they may not be assessed in the same way. For exercises, where, generally speaking, only one answer is admitted as right, the results are considered with reference to a *norm* and the final score may itself represent the level of knowledge acquired. This kind of testing could even better be defined as *control* instead of assessment.

Conversely, traditional forms of assessment where performances are simply measured through a score are not appropriate to assess tasks and their complexity. Alternative forms of assessment are needed; a variety of definitions highlight their features and purposes: among them, *authentic assessment* links testing to the pragmatic and realistic nature of tasks. Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contrast, relies on indirect or proxy items-efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance toward those valued challenges. Do we want to evaluate student problem-posing and problem-solving in mathematics? experimental research in science? speaking, listening to, and facilitating a discussion? doing document-based historical inquiry? thoroughly revising a piece of imaginative writing until it "works" for the reader? Then let our assessment be built upon such exemplary intellectual challenges! (Wiggings 1990)

### **Assessment through rubrics (how?)**

The most appropriate tools to evaluate integrated competences in authentic disciplinary tasks are *rubrics*. A rubric is an assessment tool in the form of a matrix which is used to assess learners' performances. It should define what students know and are able to do. It consists of rows listing the features of the performance that will be assessed, and columns of *descriptors*, indicating the qualities of this performance and the corresponding scores.

There are many advantages in using rubrics to evaluate for both students and teachers, as they:

- provide feedbacks to teachers and students
- represent a guide for students and teachers, much more explicit than a single numerical score,
- make assessment more objective and consistent,
- reduce the amount of time teachers spend evaluating students' work.

There are mainly two types of rubrics: *holistic* and *analytic*. A *holistic rubric* evaluates the product or performance as a whole, it describes the activity at different quality levels, each of them corresponding to a score. It is a kind of summative assessment as it requires the teacher to score the overall process or product without judging the component parts separately (Mertler 2001). The focus of a score in a holistic rubric is on the global quality of specific contents and skills. Advantages in holistic rubrics are quickness in scoring and its provision for an overview of student achievement. A disadvantage is that it provides only a limited feedback (Taggart *et al.* 1998).

*Analytic rubrics* are criterion-referenced and assess summative or formative performances along several different dimensions (Taggart *et al.* 1998). The degree of feedback offered to students is higher than in holistic rubrics. So the advantages are to provide a detailed assessment of the tasks and create a profile of specific student strengths and weaknesses (Mertler 2001). The disadvantages are mostly for the teacher: analytic rubrics are more time-consuming than holistic rubrics as individual works should be examined separately for each of the specific criteria chosen to assess the task. An analytic rubric necessarily requires these components:

- an identified behaviour within an *assessment task*;
- the characteristics of the task that will be assessed (*criteria*);
- *descriptors* that describe proficiency levels of performance;
- a rating scale of *scores*, at three or more levels of performance to be used to rate students' tasks (Taggart 1998).

There must be total consistency between learning goals, the choice of criteria and the description and the evaluation of the outcomes.

In short, the steps to follow in a process of authentic assessment, as well as the teacher's assessment questions, may be the following (Barbero, Maggi 2011):

1. Providing authentic tasks: "What tasks are typical of that subject?"
2. Developing a set of standards consistent with the teaching objectives: "What will students be able to do?"
3. Identifying the criteria: "What are the essential elements of the task?"
4. Identifying competence levels for each criterion (generally between two and five) and attributing a score for each level: "What is the level of competence achieved?"
5. Finding competence descriptors for each level and for each criterion. Descriptors may be expressed synthetically, (for example: excellent, good, satisfactory, almost satisfactory, unsatisfactory, or complete, partial, not at all), or analytically: "How can *integrated* skills be described for each score and in relation to each criterion?"
6. Creating a scored rubric to be drawn upon and adapted to each performance: "What kind of feedback is provided to the learner?"

### **Peer- and self-assessment (who?)**

Besides the obvious teacher's role learners themselves may give an important contribution to formative assessment. Rubrics describing their performances give students tools to monitor their own progress: by understanding more clearly what is expected of them they will gradually become more able to critically assess their own work.

In spite of some possible problems, such as reluctance on the side of some students to participate in the evaluation process or the need for more time, self and peer assessment have a number of benefits, as they:

- encourage student autonomy;
- give learners a sense of ownership of the assessment process, thus improving motivation;
- improve critical thinking by allowing students to gain insights into their own performance and judging the work of others;
- increase the awareness about strong and weak points in order to check the areas that need improvement (Maggi 2012).

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## 2. Self- and peer-assessment in Communities of Practice

### *Guido Cajot (UCLL)*

In 21<sup>st</sup> century education there are constantly changing conceptions of teaching and learning and it is becoming more and more accepted that teachers and students have changing roles. Sometimes the teacher takes the lead and sometimes the students do. And even in many learning environments they work together as partners of the learning process. Most courses have goals such as "students will become lifelong learners" and "students will be able to function effectively in teams together with the teachers": together they create learning communities. Teachers increasingly realise that they prepare students for jobs of the future and design classroom learning opportunities that reflect the principles of constructivist learning. This kind of learning approach emphasises the active engagement of students in their own learning, the learner's responsibility, the metacognitive skills and the dialogical, collaborative model. Teachers who see dialogue and the co-construction of knowledge as a core part of their teaching conceptions need to consider the importance of inviting the students to cooperate more fundamentally in their assessment. In fact assessments in which the teacher holds all the power and makes all the choices limit the potential for learner development. There are different kinds of assessments, but this article focuses on self- and peer-assessment.

There is considerable overlap between self- and peer-assessment, but for clarity, they will be discussed separately.

### **What is self-assessment?**

Andrade and Du (2007) provide a helpful definition of self-assessment that focuses on formative learning:

*Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.*

Self-assessment will help students to set goals and thus to learn for themselves. Further learning is only possible after the recognition of what needs to be learned. If a student can identify his/her learning progress, this may motivate further learning. The student feels responsible for his learning and wants/gets the ownership of his learning. The focus is shifting from something imposed by someone else to a potential partnership. Self-assessment can accommodate diversity of learners readiness, experience and backgrounds. Mostly a student will undertake assessment tasks solely in the spirit of pleasing the teacher. But more and more the self-assessment is shifting towards the quality of the learning: the student should be satisfied with his own learning endeavours.

Additionally, the self-assessment process can help to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive. Teachers have to prepare students for jobs that do not yet exist and that teachers cannot even imagine. Therefore it is important to engage students to formulate criteria for self-assessment tasks that will help them to deepen their understanding of what constitutes quality outcomes in a specified area.

### **How to implement self-assessment?**

The teachers have intensive conversations with students before introducing any self-assessment practice. It is particularly important to explore the assumptions and principles that underlie self-assessment innovation. Therefore the students need examples and models: the way in which self-assessment is implemented is critical to its acceptance by students. According to Boud (1995), the implementation process needs to include a clear rationale, explicit procedures, reassurance of a safe environment in which students can be honest about their own performance (without fear) and confident that other students will do likewise.

Students should be involved in the criteria for judgment as well as in evaluating their own work.

### **What is peer-assessment?**

*Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining.* (Boud, Falchikov 2007, p. 132)

For students, peer feedback can encourage collaborative learning through interchange. The result of this should be good/better work. So, collaboration is the key-word and if students are expected to put more effort into a course through their engagement in peer learning activities, then it may be necessary to have this effort recognised through a commensurate shift in assessment focus. Collaboration can help students to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process.

Students can be engaged in commentary on the work of others (peer review) and this can heighten their own capacity for judgment and making intellectual choices. Research evidence indicates that peer feedback can be used very effectively in the development of students' writing skills. Moreover through receiving feedback from their peers students can get a wider range of ideas. The focus of peer feedback can be on process, encouraging students to clarify, review and edit their ideas. Peer-assessment processes can also help students learn how to receive and give feedback which is an important part of most work contexts.

In fact, peer assessment aligns with the notion that an important part of the learning process is gradually understanding and articulating the values and standards of a "Community of Practice (CoP)". Learning involves active participation in a CoP in which members of the community determine and structure their own practices and construct identities in relation to these communities.

### **How to implement peer-assessment?**

Students need practice to gain confidence in peer-assessment and to become more competent at it. The teacher must make sure that the criteria for any piece of peer-assessment are clear and fully discussed with students (negotiated with them if circumstances are appropriate). A lot of time should be spent in establishing an environment of trust in the classroom to ensure that the learning environment incorporates peer learning and collaboration in a range of ways.

The teacher should be aware that introducing marks creates a further set of complex issues. If the teachers decide to get peers to award marks these marks should be only one of a number of different marks

awarded to a specific product or process. Generally, as the most valuable aspect of peer-assessment is its potential to enhance learning, marks can cloud matters as they tend to preoccupy people at the expense of everything else.

### **Assessment in Digital Communities of Practice (DIGICoPS)**

For assessment in DIGICoPs it is important to reveal the contours of the learning community. Assessment provides the structure on which feedback within a community of practice is built. It reflects the evolving collective knowledge and expertise of the community regarding what is important and what it means to be an effective practitioner in the community's domain of knowledge. What is important is assessed. In projects like GuLL it is hard to measure with standardised tests because of the complexity and the multi-disciplinarity and because what should be evaluated are action-events rather than facts. The learning community makes the creation of authentic, complex challenges with a spectrum of potential good solutions possible. A CoP creates a diversity of autonomous learners in multiple roles including novice and expert, which allows each participant to find their best fit.

An appropriate assessment system provides the flexibility of allowing for multiple paths through the knowledge domain, and supports those learning at different levels of expertise, at different speed, and within a variety of contexts. It should also create incentives for use: someone being assessed and as a peer or expert assessor. That is why projects like GuLL have to provide internal and external validation of knowledge and skills. The assessment structure and practices of a community must provide signals or markers of a participant's expertise and experience and create trusted symbols within the community as well as to the external world. This enables the awarding of different types of skill badges that recognise a user's motivations, practices, or achievements and aspirations with respect to a particular topic or content area. Skill badges are awarded through a peer-assessment process that requires the involvement of users who have higher levels of expertise (e.g., mentors or users who already received the badge). But there are also community badges: the habit of assessing peer's work by giving feedback is an act of "critical friendship" that develops higher abilities of observation and analysis while helping others improve. In CoP's peers grow to become mentors. As they enter the community they are encouraged to take on the role of community members by embracing acceptable practices and terminology, and they learn to give useful critique to the work of others.

### **Conclusion**

The validity of self- and peer-assessment systems requires that it be generated by the community and that it be open to continual improvements. The community engages in a meta-learning process about its own knowledge and identity. This includes not just improving the validity of the assessment instruments – ensuring that the assessment measures what the community values – but also tracking the changing body of knowledge on a continual basis so that the assessments reflect the current state of the art, as well as the community's collective evaluation of elements of that body of knowledge.

So there is a need to think about assessment in ways that align more closely with the ideals of constructivist learning and self- and peer-assessment can play an important role in this respect. The active participation by students in assessment design, choices, criteria and making judgments is a more sustainable preparation for subsequent working life.

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### 3. Assessment and motivation in informal learning

*Adéla Antlová (Palacky University Olomouc)*

The aim of this chapter is to find the ways how an individual can use assessment to work with his/her mistakes during informal learning.

It has been a long time since scientists admitted that it is not the best results at school which make a person successful in his/her life. There is much more in our lives that moulds it than just knowledge obtained in school. All over the world school curricula are being redesigned according to the needs of the so called knowledge society but the criticism of school's inability to prepare children for their future goes on. As a consequence of these processes the importance of informal learning is increasing together with recognition of lifelong learning as an important part of our lives.

It is not easy to establish such a fundamental change as moving from education based on knowledge transmission to a constructivist approach, because the current system has been developing for centuries and it is very complex. Unless it changes all its components it is not possible to bring it to a desired result (see Kalhoust, Obbst 2009, p.410). For example, if a school considers the development of key competences to be the main aim of school education but all exams (access, graduation tests) focus on knowledge gathered from knowledge transmission, then teachers will not focus on the development of competences. What we consider difficult in formal education though, we can find much easier in informal education.

Informal learning is defined as learning which is «never organised, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience, or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home, or during leisure time, for instance».<sup>1</sup> In informal learning the learner becomes the centre of his/her learning process. He/she learns through his/her experience which is shaped by their choices conducted by their value priorities. Our values are the source of our motivation; we make decisions according to our preferences. We seek what we like. Therefore it is us who decide what we are going to learn. At the same time, it is mainly us who decide how the assessment is going to affect our learning. It could be anyone telling us what we did right or wrong, but it is just us who decide how to deal with other people's criticism.

Informal learning offers much greater freedom in our learning. It is the most individualized way of learning we can get. On the other hand, this is also why we might get lost in the process and not make the best of it. Why? Because we were not taught how to motivate or assess ourselves during our school years. This was mainly a teacher's job, and so we need to learn it during our life.

The positive element is that in informal learning the motivation is high because we are naturally forced by our values to make choices according to our needs and wishes as well as our will to improve. Mistakes should be considered the means of our improvement. Unfortunately, instead of showing us the way towards improvement, mistakes may lead us to a state of inertia because of our lack of motivation. The main prerequisite of a successful informal learning is *not to lose motivation because of making mistakes*. A person must feel mistakes positively as a challenge.

What are the possibilities of using assessment as a learning tool in GuLL? We are used to the fact that we are assessed at school. In formal education assessment is always present. During recent decades the school assessment has been criticised for its lack of support to an individual to whom assessment should serve as a measure of his/her development rather than comparison between learners. However society needs this comparison (Kalhoust, Obbst 2009, p. 408) and therefore summative assessment cannot be omitted in school.

The situation is different in informal learning, where we do not have to make comparison between us and other people if we do not want to. To assess our development, even if gained in informal learning, is a condition which has a strong impact on our learning, however. For example Fisher (1997, p. 137-143) considers assessment of our conducts a crucial step in forming our self-esteem. Only when we pay attention to what we did, what we did right and wrong, can we learn from it. Boud (1995, p. 11) points out that learners traditionally self-assessed their work although it was not done as consciously and systematically as it should be.

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<sup>1</sup> See <http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>



It is not easy for young learners to assess the outcomes of their learning and they have to learn it through graded steps. Adults have to help them. Košťálová, Miková, Stang (2012, pp. 67-78) suggest a few methods which were already used in the past and found useful. Young learners without any experience with self-assessment start with using gestures and symbols to judge whether they consider their work good or bad or they can express any degree of their appraisal of their work. From this moment an educator should put emphasis on the question *Why do I judge my work like this?* Learners thus learn the characteristics of a good job so that they can later compare their work with this standard. For example, it is good for kids if they not only say the picture is good or bad but also why it is good and what might be improved or done differently. In the next step, learners learn to give and accept a descriptive feedback. Then, they learn to express their appraisal in a practical, specific way, while an educator stops them from giving abstract judgements. The last step which makes them able to connect their self-assessment with further learning is to follow these rules whenever they solve some task:

- At the beginning of the task – analyse the instructions, assignment and set criteria which must be met in order to finish the task.
- Use the criteria during the work.
- After they complete the task – assess the process and the results according to the set criteria.

Although this was presented as an approach for young learners to build their self assessment skills, it also might serve any learner who does not know how to start self-assessment.

Now we can move to more specific ways of using our mistakes as GuLL – Guerrilla Literacy Learners. As guerrilla learners we consider mistakes a challenge we need to face. There are three parts of guerrilla literacy learning. These are:

- Using a language
- Making mistakes and recognising them
- Finding the way out (i.e. discover the mistake's story, farewell to the mistake)
- Learning from this experience (i.e. using what worked next time)

There seems to be nothing to add to the first step, but there needs to be only a short comment. People are sometimes afraid of using a language when they feel they are not “perfect” in it but as GuLL we must be brave to use a language as much as possible. We should find courage and use it orally or in the written form whenever we can as this is the only way we can learn from our mistakes.

When we encourage ourselves to use a language we have to encourage others to correct us, which is the second step. We have to find the mistakes. At first, we must try to find them ourselves – use different grammar books, spelling checkers, grammar forums, ask people online... But if we think our work is done and can find no mistake ourselves, we should ask other people. Therefore our motto *Please make mistakes* might be accompanied by *Please, help me find my mistakes*.

When you know about the mistake you look at it closely – find its story. Through this step your relationship to this mistake (or to this type of mistake) changes – you become more aware of it, you start studying it, it almost becomes your partner for a while. But as soon as you understand it well enough you have to part with it.

Thus you reach the last step. The whole process of recognition of a mistake is the source of inspiration for your next time. All the steps might be used next time – unchanged or changed. It depends on the future conditions.

These are illustrative examples:

- Two friends, who speak English as their second language quite well, agree on their mutual correction. One of them keeps using a word the other one does not know. So he asks about it and they find out that the reason for not understanding is mispronunciation. As a result, they find two more mispronounced words. So, they will pay more attention to their pronunciation.
- A boy is never sure when the consonant is double in English so he will always check it because he does not want to make mistakes in his writing.
- Someone expressed how he feels today on FB in English; there was a mistake though and so a friend made a comment. The boy is happy and corrects it. He thinks about this mistake in more detail and finds out he has already made similar mistakes more than once. Now he knows what he needs to learn or pay attention to.
- Two beginners agree they will practice speaking together after school. Their English is poor and it is difficult for them to understand each other. They do not give up, though. They make plenty of mistakes but they do not know, do not care. The most important thing for them is to practice and

little by little to understand each other, and they enjoy it. They use a dictionary to look up vocabulary. They make notes about the phrases they were not able to form, and later they ask someone to help them form these phrases.

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## 4. GLAT: Guerrilla Literacy Assessment Tool

*Patricia Huion (UCLL)*

### 1. Language learning as “can do”

As a language teacher, trainer, curriculum designer, teacher trainer and mentor there are several language assessment tools. The most well-known might be the Common European Framework of Reference (1) with its can-do statements in six levels for reading, writing, listening and speaking. Europass (2) and the European Language Portfolio (3) rely on these can-do statements to assess language learners' progress. Even the European profile for the language teacher (4) and its portfolio (5) are based on them to define what a student's knowledge (*savoir*), skills (*savoir faire*) and attitudes (*savoir être*) should be.

However, these tools are all monolingualistic whereas GuLL embraces a pluralistic approach as Guerrilla Literacy patterns emerge in multicultural environment. We therefore refer to a Carap/Frepa who have developed descriptors for knowledge, attitudes and skills that facilitate a multi- or translingual approach. (6) To give an idea of these descriptors we mention a few relevant for the Guerrilla Literacy approach.

K.1.2.2 Knows that two words which may have the same form or look alike in different languages do not automatically mean the same thing

K.1.2.3 Knows that grammatical categories are not “the” replica of reality but one way of organising this in language

K.1.4.1 Knows that these rules or norms may vary in the strictness or flexibility of their application and that they may sometimes be intentionally broken because the speaker wishes to transmit an implicit content

K.1.6 Knows that a language functions differently in its spoken and written forms

A17.3 Being ready to learn from one's errors

S1.8 Can analyse the cultural origins of certain behaviours

S7.7.4.2. Can compare different methods of learning taking their successes or failures into account.

All these frameworks describe and aim at a flawless use of languages. None of them starts from mistakes. None of them takes into account the many language users who can't make sense of error analysis. So Guerrilla Literacy asks from teachers, trainers, librarians, teacher trainers and mentors to embrace a different mindset. And that is why we include this system of microcredentials to validate the ever-learning teacher who is willing to adopt a new approach encouraging and making sense of mistake making. (7)

### 2. Fail, fail again and fail better: GLAT

GUERRILLA LITERACY ASSESMENT TOOL describes five levels of Guerrilla Literacy learning adapting Bloom's revised taxonomy: understand, apply, analyse, evaluate and create. It also offers a lesson plan starting from discovery, prepare, execute to reflect.

1. GL can detect his mistakes (feedback loop) (understand).
  - 1.1 GL can decode teacher's feedback.
  - 1.2 GL can read body language of audience.

- 1.3 GL can perceive when he makes a mistake.
2. GL can see mistakes as windows of opportunities (apply).
  - 2.1 GL can name a list of mistakes he often makes
  - 2.2 GL can recall the audience's feedback
  - 2.3 GL can recognise his own mistakes when somebody else makes it.
3. GL can correct his mistakes (analyse).
  - 3.1 GL can describe his mistake in a teacher-led class conversation
  - 3.2 GL can correct his mistakes through Guerrilla tactics (thinking aloud as in narrative coaching, graphic facilitation, rap song)
  - 3.3 GL can help another GL to detect and correct his mistakes
4. GL can self-correct (evaluate).
  - 4.1 GL can describe what kind of Guerrilla learner he is, following Guerrilla literacy identities.
  - 4.2 He can link to the Guerrilla strategy specific for his Guerrilla identity.
  - 4.3 GL can automatically correct his GL mistake without going through the process of Guerrilla Literacy
5. GL can detect new Guerrilla patterns (create).
  - 5.1 He can use strategies not to repeat his Guerrilla patterns anymore
  - 5.2 He can translate unorthodox links others make into new Guerrilla patterns
  - 5.3 He can discover and describe new Guerrilla patterns in his own language use. (8)

### 3. Learning diary

We refer to the wiki developed by the Aalto university to discuss the design and concept of a learning diary. It does not record your lessons but offers insight in what you have and have not learnt. Important questions are:

*What have I achieved?*

*How did I learn?*

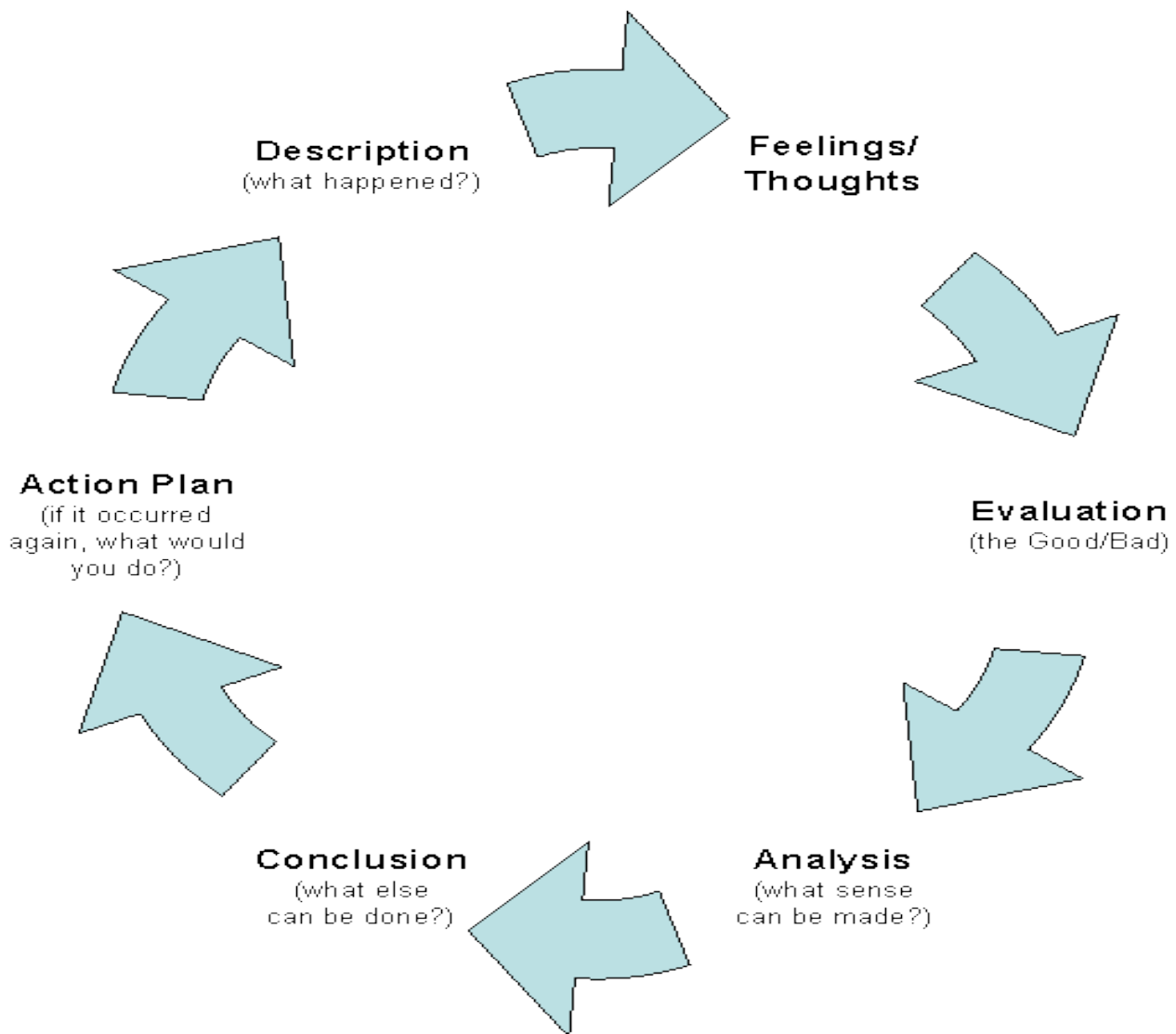
*How did my skills improve?*

*How did I feel about it?*

*How shall I proceed the next time?*

*How can I use this in the future? (9)*

The learning diary draws on Gibbs reflective circle. (10)



### GIBBS MODEL OF REFLECTION

- 1 **Context**  
What has happened?  
Briefly describe the event as objectively, accurately and concisely as you can. Who was involved? Where did it happen? Do you intend to focus on the structure, process or outcomes of care?
- 2 **Thoughts**  
What were your thoughts... ...at the time? ...afterwards?
- 3 **Feelings**  
What were your feelings or emotions, both positive and negative... ...at the time? ...afterwards ?
- 4 **Evaluation**  
How well did things go? Were things satisfactorily resolved?
- 5 **Analyse**  
What were the factors that affected the outcome? What helped and what hindered? Can you explain the event? Why did it happen? How did it happen?
- 6 **Reframe**  
What might have been some alternative actions or approaches? What might you have done differently (even when things went well)? Could negative events be avoided? Could positive events be made more effective?
- 7 **Future action**  
What will you do if you encounter this kind of situation again? What will you do in the future to increase the likelihood of similar positive outcomes and minimise the likelihood of similar negative outcomes? What do you need to learn? How might you learn this? (11)

Through user-centred design, narrative coaching, graphic facilitation, art of hosting and social media we redesign language learning. We take it out of a black pedagogy context and into an environment where students are welcomed to differentiate between what happened and their thoughts and feelings. In backtracking how they create their Guerrilla patterns they learn to see which rules are applied in a correct way, which rules are incorrect, which rules are mixed up and which rules are used in a wrong context.

Reframing these mistakes as Guerrilla patterns and rapping about how you create them serves to defreeze Guerrilla learners, allows them to see mistakes as windows of opportunities rather than bad marks and failed years. They can proceed from these Guerrilla descriptions to disentangle rules and contexts and thus improve their language proficiency. The GLAT (Guerrilla Literacy Assessment Tool) allows them both to self-assess but also to acquire the Guerrilla method on their own.

#### **4. Open badges**

From our training week we learnt that assessment is very important. We realised that if we cannot propose a validated way of testing learner's progress our method does not stand a chance to be adopted in formal education. We therefore focus in our final conference and the GuLL issue of the journal *e-pedagogium* to read more about how we can assess students' progress in Guerrilla literacy and how we can link this to formal and embedded language tests.

Meanwhile we propose to use digital badges to praise Guerrilla learners. Open badges are not fully embraced by formal education but they allow you as a teacher, trainer, librarian to express your appreciation of the Guerrilla work your learners do. In the GuLL MOOC we teach how one can issue an open badge. Here we show you an extensive list of learning activities you can validate.

### **TAXONOMY OF DIGITAL BADGES / OPEN BADGES (12)**

#### **1 Content-related categories (what the badge represents)**

- 1.1 Achievement badges (demonstration of achievements)
- 1.2 Competence badges (demonstration of knowledge, skills, competence).
- 1.3 Potential badges (indicators of future performance)
- 1.4 Participation badges (evidence of participation, e.g. events)
- 1.5 Membership badges (represents membership, e.g. club)
- 1.6 Commitment badges (attitudes, values, beliefs)
- 1.7 Encouragement badges (good work stamps)

#### **2 Issuer-related categories (who issued the badge)**

- 2.1 Organisational badges (issued by university, employer)
- 2.2 Team badges (issued by teams, groups)
- 2.3 Expert badges (issued by an expert)
- 2.4 Social badges (issued by peers, communities)
- 2.5 Endorser badge (endorsed by an organisation, expert etc.)

#### **3 Process-related categories (how the badge was achieved)**

- 3.1 Activity badges (based on single measurable learning activity)
- 3.2 Mission badges (based on a series of activities)
- 3.3 Assignment badges (based on completing a single assignment)
- 3.4 Composite badges (achieved by completing multiple assignments)
- 3.5 Progress badges (based on the progress on a given task)
- 3.6 Grade badges (based on formal grades)
- 3.7 Level badges (based on several levels)

We would recommend that you create open badges and share them in your Facebook group because accepting and becoming a Guerrilla learner requires a lot of courage, creativity and perseverance. And we should show our learners how much we appreciate and admire this.

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