

# Baseline assessment

- Please see the below link in the chat. **If you did not complete the baseline assessment previously**, then please complete the baseline assessment as you enjoy the music.
- You are now a researcher and your classroom is a laboratory.
- <https://forms.gle/snZYXfSUHrrpZV1z5>

# While we wait for everyone to join, please chat to me!

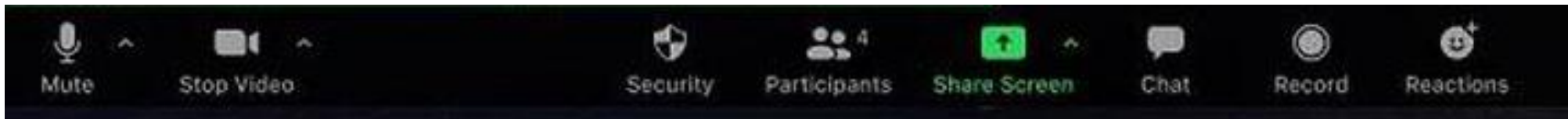
Write your name in the chat box.

Tell me where you are from.

What is your favourite game and what competencies can you attach to this game?

**WELCOME**

Please mute yourself, there will be lots of people in the session today 😊





LEARN TO SUCCEED

# PILOT 2021 GEC SESSION 3 (WED 4 AUGUST)



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Programme Day 3 - 4 August 2021

Welcome – Ricky Ioannou (lead presenter)

Introduction to Dr Mark Chetty – Ria de Villiers

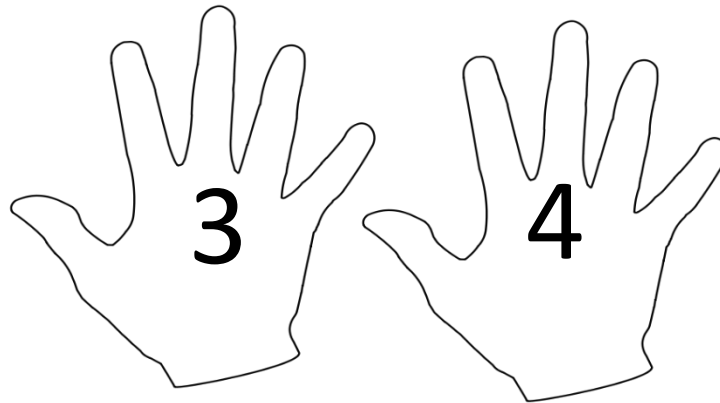
Introduction to Jared Molko (YENZA) – Ria de Villiers



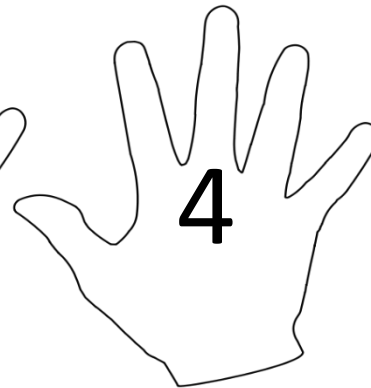
Review of  
mindset and  
competencies



Games and  
GenZ – the  
research



Using technology  
to open doors -  
TeacherConnect



Assessment in  
PPBL

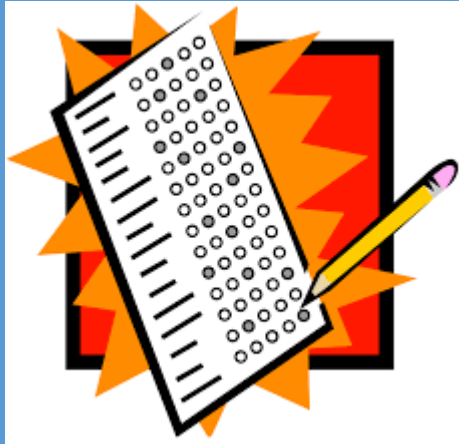


The importance  
of mindset



If you THINK you  
can, you CAN!

# General Education Certificate - Assessment



Standardised test



Integrated Common  
Assessment Task  
(project based)



Aptitude/Inclinations  
assessment

**GEC REPORT CARD**

# Brain Break



Please be back in 5 minutes

# Starting with some 'housekeeping'

*How to participate and interact*

*Agenda*

*Objectives*

*About  $E^3$*

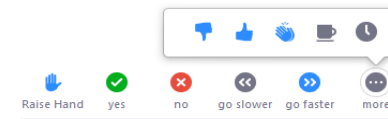
*Tools – using the annotate function*

*Icebreaker*

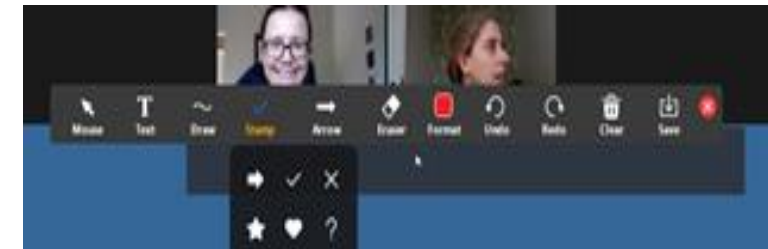


# How to participate and interact

- Participate with us 😊
  - Using the **Chat box**
  - Clicking the **icons to give feedback**
  - Answering the **polls** on screen
  - Using the **annotate** function to draw on the screen
  - Be **fully present** in this session!
  - **Mute** your microphone



Icons

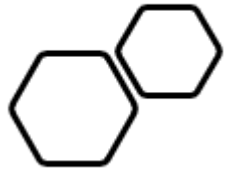


Annotate

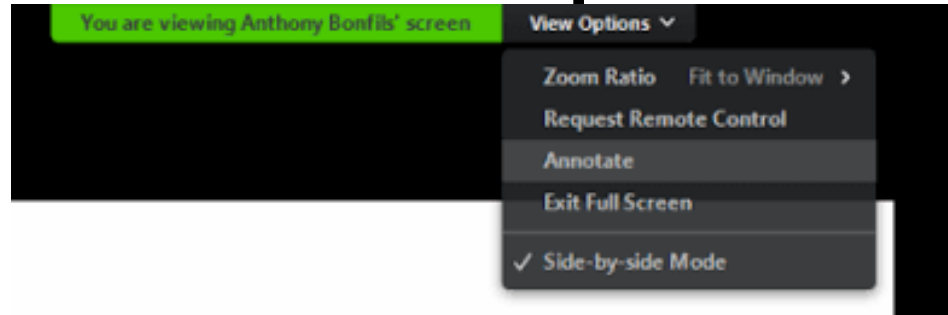


Raise  
hand



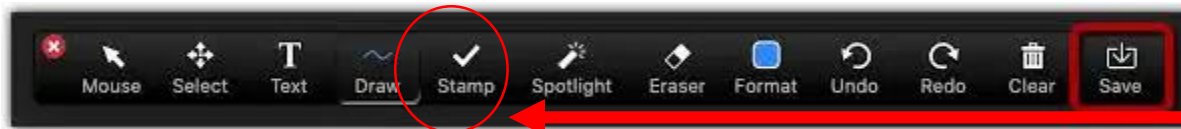


# Let's use the annotate function – computer



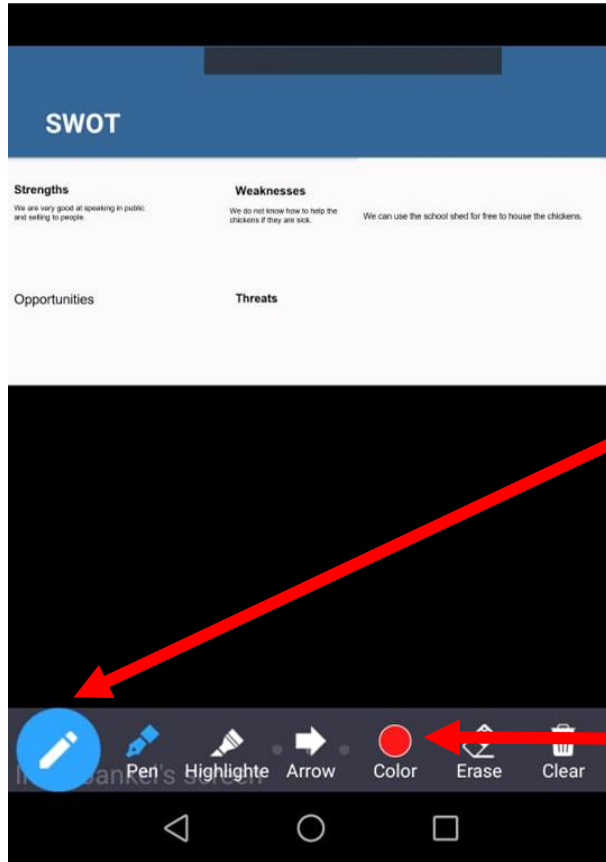
1. Click on VIEW OPTIONS

2. Click on ANNOTATE



3. Click on STAMPS and  
choose the icon you want to  
use.

# Let's use the annotate function – phone



1. Click on the blue and white pen on the bottom left hand side of your screen.

2. Click on COLOUR. Then click anywhere on your screen.

# How are you feeling today?

## ICEBREAKER

Let's practice  
using the annotate  
function

1



2



3



4



5



6



7



8



# 1. Review of mindset and competencies

## Games: feedback

Discussion:

Did you play a game with your learners?

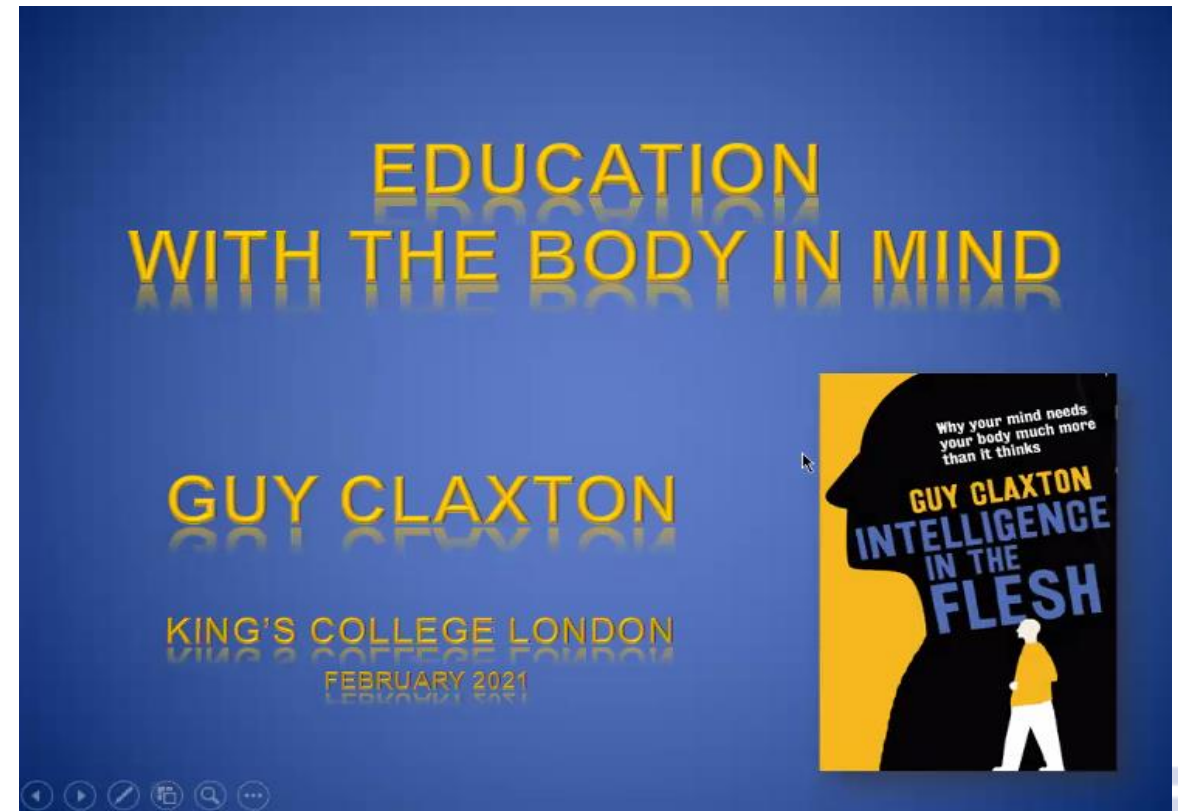
Did you manage to spot any of these 4 competencies? Explain.

- Creativity?
- Critical thinking?
- Collaboration and communication?

Did you notice new engagement from usually unresponsive learners?

What about the games that you and your friends like playing?

Adolescents and adults also sharpen their skills and competencies by “playing”



# Your role in the playing of games?

Bodies portray thinking as well as feeling



- Observe, observe,...
- Are learners enjoying themselves?
- Are normally shy learners acting any differently?



# In summary, play is for all!

## The new science of embodiment

- The body **is** the brain
- Emotions are intelligent and essential to learning
- Body awareness is critical for decision-making
- Movement facilitates thinking
- Making is highly intelligent
- School is built on an inaccurate model of mind



## 2. Games and Generation Z

### Points to ponder...

- How does your body influence your mind?
- How much do teachers 'read' their pupils through their bodies?
- Do we encourage children to 'move to think'?
- Do we encourage the full range of learning emotions in our classrooms?
- Do we read and respond to children's gestures?
- Do we use sports and games to grow interoceptive awareness?
- Do we treat making as a valid way of thinking?



All adolescents love communication, collaboration, thinking critically and communicating (IN THEIR GEN Z WAY!)

### **3. Using technology to open doors - TeacherConnect**



# Brain Break



Please be back in 5 minutes

## 4. Assessment in (P)PBL

### General assessment tips:

Assess with a purpose in mind: am I assessing to find out what people know, what they can do, what kind of person they are?

All assessment must have a purpose:

- Why – to give me evidence
- What type of assessment suits the evidence I need?
- What do I do with the evidence that will benefit my learner?

# Types of assessment and why?

Type?	Why ?	When?	Who?
Baseline <i>Usually informal</i> <i>Just for information</i>	How much do they know before I start assuming things?	Right at the beginning	Teacher
Formative <i>Usually informal</i> <i>Just for information</i>	Checking little bits of learning	After every mini-chunk	Teacher/self/ Peers/outsider/ groups
Summative <i>Usually formal</i> <i>Usually for marks</i>	To see whether they can manage a big chunk	At the end	Teacher
Systemic <i>Usually formal</i> <i>Reporting to the system</i>	To check if the process is working	After the process	Monitoring and evaluation

# Baseline assessment

Different Types  
of Assessments

Do you recognize  
the Assessment  
on screen?

Just as you need  
to know, we need  
to know

Have you done  
yours?

## Entrepreneurship, Employability and Education in Schools (E3) - 2021 Educator Baseline – GEC Pilot

\* Required

### The Purpose of this Survey

The purpose of this survey is to gain insight to teachers' understanding, knowledge and skills in relation to PPBL and assessing learners' 21st century competencies. The survey will cover personal questions, as well as questions relating to the E<sup>3</sup> programme and GEC Pilot, only insofar as they are relevant to programme implementation and to understand your context to inform how we could improve the programme.

The survey is divided into the following areas:

- 1) Demography
- 2) Your knowledge
- 3) Your skills
- 4) Your motivation to implement PPBL
- 5) Your perceptions about assessing learners' 21st century competencies in a PPBL environment

Please note that all information collected in this survey will be treated confidentially. While the aggregated results will be made available to the E<sup>3</sup> programme team and relevant stakeholders, you are guaranteed that you will not be identified in any report of the results of this study.

### Introductory questions

A. Did you participate in the E3 programme in 2019 and/or 2020? Please select "yes" or "no". \*

☐ Yes

# Last “systemic” assessment of PBL in 2019

**Lesson 1.** Current understanding of E<sup>3</sup> is limited.

**Lesson 2.** Knowledge of PBL is limited.

**Lesson 3.** Training did not adequately prepare them for classroom implementation.

**Lesson 4.** Providing adequate support is needed to manage the rapid E<sup>3</sup> implementation and roll-out.

**Lesson 5.** Failure to clearly and timeously communicate E<sup>3</sup> plans and requirements hampers effective implementation.

# Formative Assessment



Goal? to collect detailed information that can be used to improve instruction and student learning *while it's happening*. (Just in time!)

What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

# Creativity

Creativity is all about using your imagination to see things differently. Creative people come up with different ideas and find realistic solutions to problems they face. There are many elements to creativity, but we will be focusing on **solution seeking** and **reflecting**.



Name: \_\_\_\_\_

**Solution seeking and idea generating**

Creative people come up with ideas. They are also good at turning these ideas into realistic solutions and consider things that might limit them. Creative people are motivated by limitations which they see as opportunities.

**Reflecting**

Creative people reflect on the process of doing something and make small changes when appropriate to improve the process.

Analysing information

Transferring knowledge and experience to solve a problem

Taking risks

Listening

**Solution seeking and idea generating**

**Reflecting**

## INSTRUCTIONS:

Read the statements below and answer them honestly. You can discuss your answers with your friend.

*Tick your answer in the blocks*

Never (1) Sometimes (5) Often (10) Always (15)

Think about some examples of when you demonstrated this during the project. Ask your friend to help you:

1. I came up with ideas and/or helped my team come up with ideas ☐ ☐ ☐ ☐

2. I helped my team to find relevant and realistic solutions to problems identified ☐ ☐ ☐ ☐

3. I reflected on my experience during this activity. I used what I learnt from reflecting to do things differently the next time. ☐ ☐ ☐ ☐

4. I would rate my understanding of what creativity is as...   
 Circle your answer on the scale from 1 to 5.   
 1 I don't understand 2 3 4 5 I completely understand



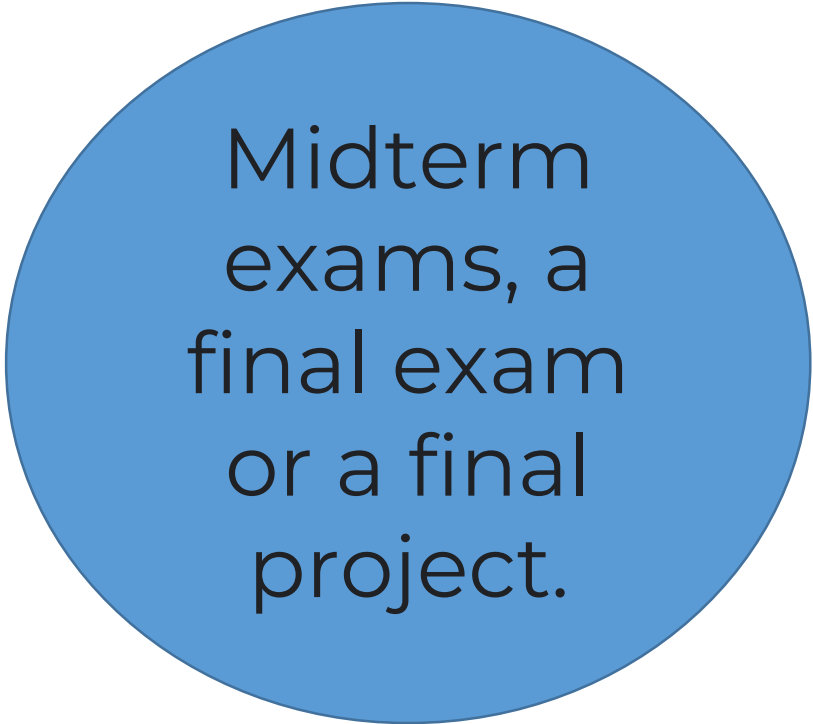
**Total marks for creativity**

/ 50

# Summative assessment

**... an assessment administered at the end of an instructional unit in a course.**

These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark. ...



Midterm exams, a final exam or a final project.



# Formative



# Summative

Evaluation During Learning

Monitoring Learning

Improves Learning

Provides Ongoing Feedback  
for Improving Instructions

Covers Small Content

Evaluation After Learning

Ranks and Grade Assignment

Evaluates Achievements

Comparison through  
Standardized Testing

Covers Entire Course

# GEC MERL (Monitoring, Evaluation, Research and Learning) Outline

The E<sup>3</sup> programme will be assessing the **progress and outcomes** of **playful project-based learning (PPBL) practice** and **21<sup>st</sup> century competencies assessments** within the GEC Pilot through several monitoring, evaluation, research and learning (MERL) activities, whose themes and data collection methods are outlined below:

<b>Themes</b>	Teacher Knowledge and Understanding
	Teacher PPBL Application/Practice
	Teacher Motivation to Implement PPBL
	Teacher Perceptions about Assessing Learners' 21st Century Competencies in a PPBL Environment
<b>Data Collection Methods</b>	Baseline and Endline Assessments
	Review of a Sample of Learner Assessments Administered by Teachers
	Review of a Sample of Learner Performance Scores

# 5. The importance of Mindset

Progress is impossible without change, and those who cannot change their minds cannot change anything.

-George Benard Shaw

[www.davidgeunin.com](http://www.davidgeunin.com)



# A growth and fixed mindset

## **GROWTH MINDSET**

Is Freedom

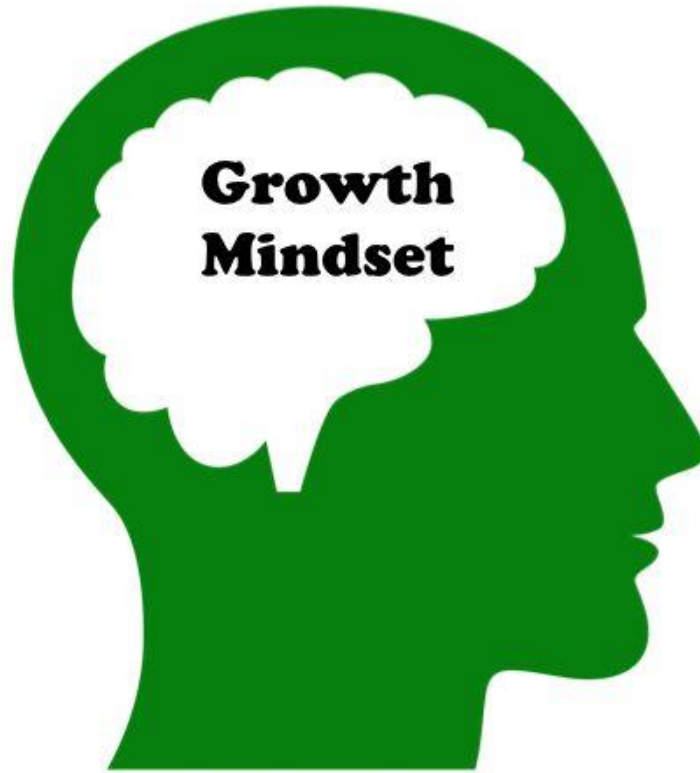
Persevere in the face of failures  
Effort is required to build new skills  
Find inspiration in others success  
Embrace challenges  
Accept criticism  
Desire to learn  
Build abilities

## **FIXED MINDSET**

Is Limiting

Avoid challenges Give up easily  
Threatened by others success  
Desire to look smart  
Effort is fruitless  
Ignore feedback  
Fixed abilities

# What Kind of Mindset Do You Have?

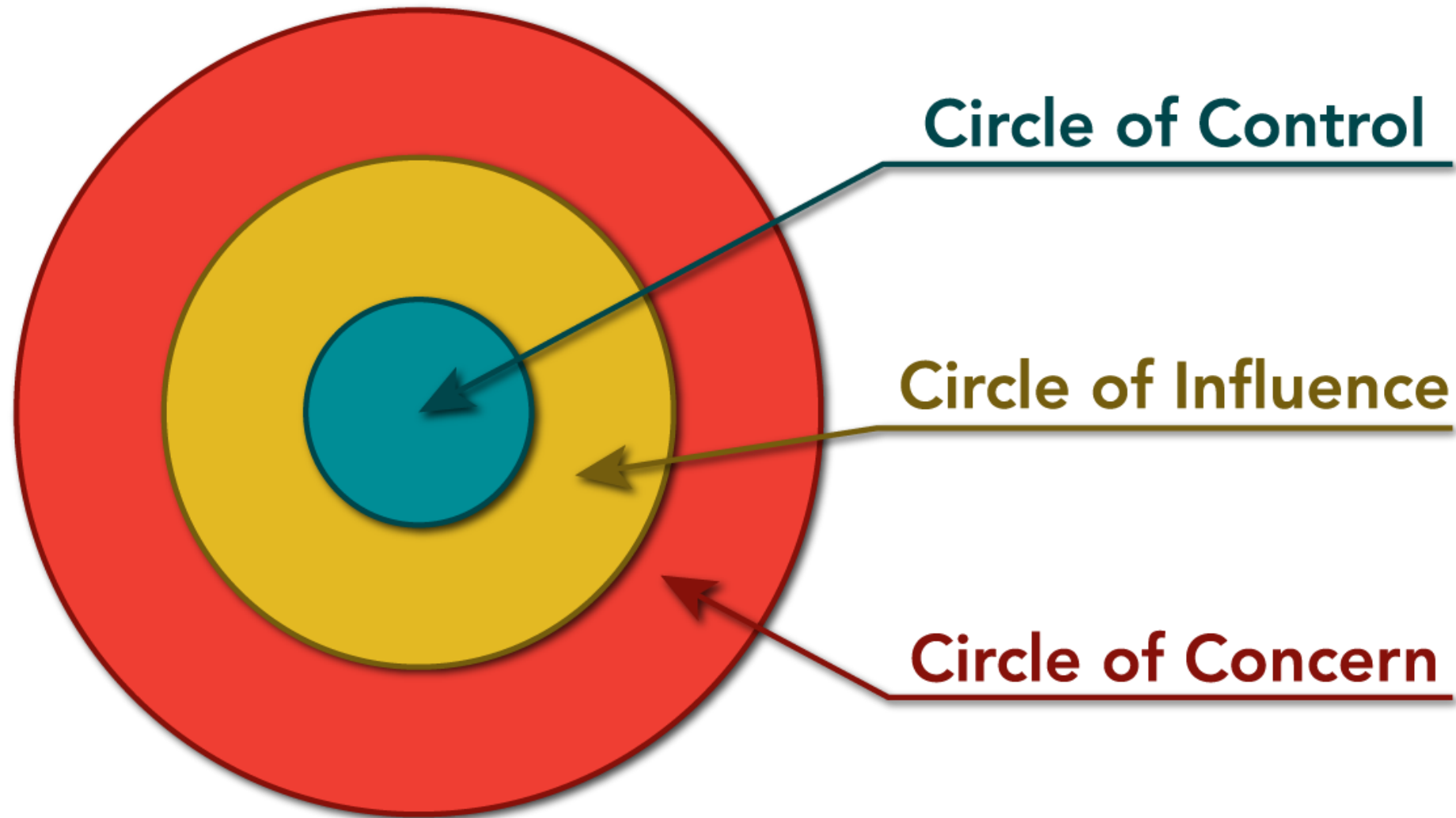


I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

# The Circle of Influence and Control

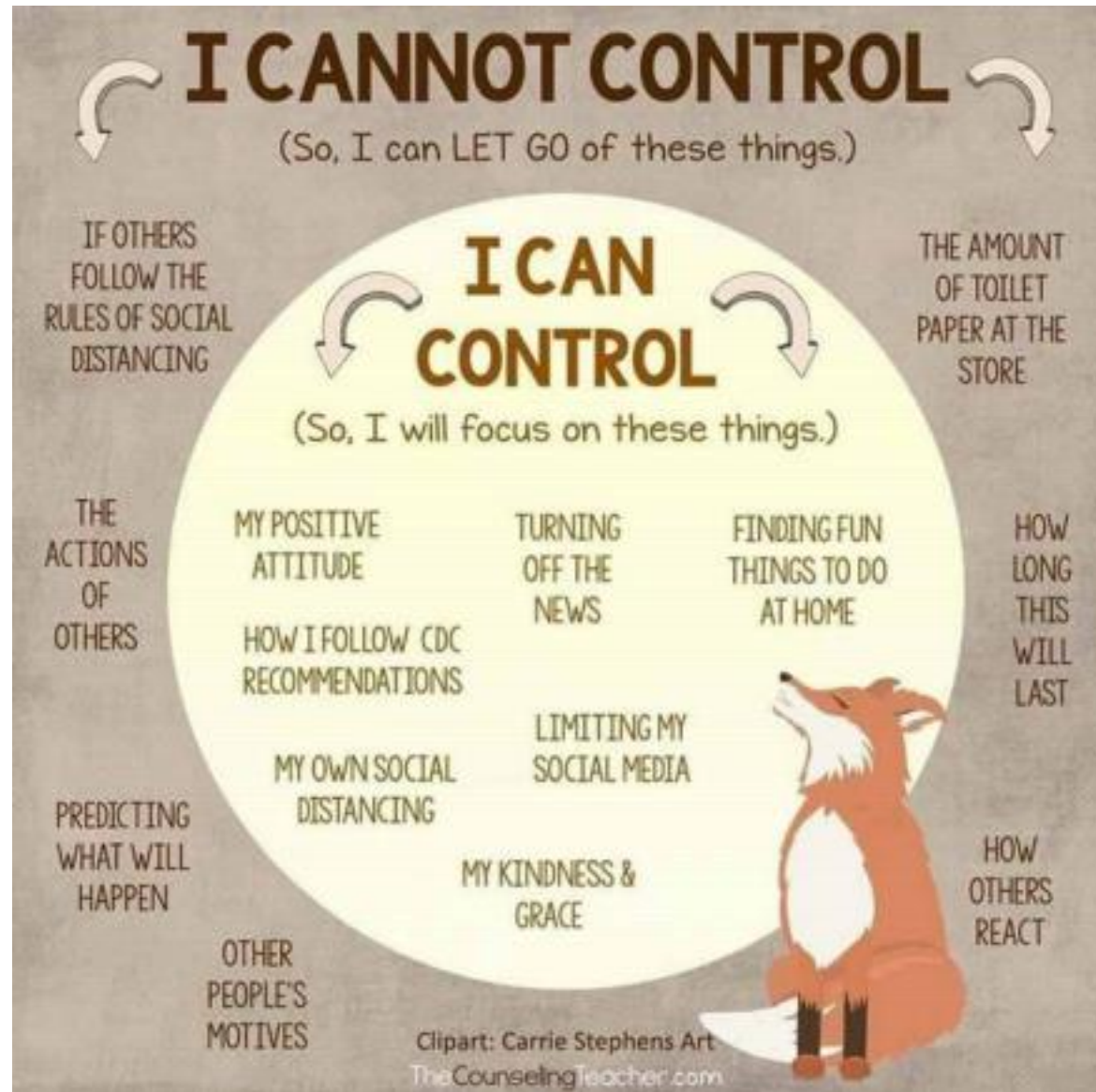


There are certain things that  
concern you,  
some concerns you can influence  
some of them (very few) you can  
control

In the chat, discuss COVID-19. Write down things  
you can control and things you cannot control.



# The Circle of Influence versus the Circle of Concern





# If you think you can, you can!

## Rap Song

A. You can be a total winner, even if you're a beginner  
If you think you can – if you think you can, you can;  
You can wear the gold medallion, you can ride your  
own black stallion: If you think you can –  
if you think you can, you can.

B. It's not your talent, or the gift at birth,  
It's not your bankbook that determines your worth;  
And it isn't the colour of your skin,  
It's your attitude that lets you win!

C. You can upset the best in a sport, win the  
marathon,  
If you think you can, you can – if you think you can,  
you can;  
You can profit through your actions, you can redirect  
this nation,  
If you think you can, you can – if you think you can,  
you can.

D. It doesn't matter if you've won before,  
It makes no difference what the half-time score;  
It's never over 'till the final gun,  
So keep on trying and you'll find you've won.

E. Just grab your dream and then believe it,  
Go out and work, and you'll achieve it;  
If you think you can, you can – if you think you can,  
you can.

# Shaping the future

The biggest change in the world today is that the young don't learn from the old, they teach the old about the world today.

Klaus Schwab



“From a young age, learners will grow their empathy, become caring and develop a continuous problem-solving mindset that is driven by what they care about. It is this process that will establish hope and belief in the new SA of engaged youth.”



## basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**



# Get connected

Find out what you need for this journey by adding TeacherConnect as a contact on WhatsApp with the number **060 060 33 33** and send the word BELT to start with training on our zero-rated platform, or use the TeacherConnect QR code below:



The Teachers' Lounge

[https://www.teacherconnect.co.za/share/49Q5oaJa85GQmb9C?utm\\_source=manual](https://www.teacherconnect.co.za/share/49Q5oaJa85GQmb9C?utm_source=manual)

# Feedback

- Please complete the feedback form. We would love to hear from you!  
Link in the chat box

# Ricky Ioannou

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