

CERTIFICATE OF COMPLETION

Competences for 21st Century Schools 17th November – 12th December 2014



European Schoolnet Academy

This is to certify that

Giger Matthias

has successfully completed all three modules of the Competences for 21st Century Schools course on the European Schoolnet Academy

Brussels on 12 December 2014



Caroline Kearney
Course Coordinator
KeyCoNet Coordinator
European Schoolnet



Marc Durando
Executive Director
European Schoolnet

Course details

- Dates: 17 November to 12 December 2014
- Duration: 12 hours (3 hours per week)
- Description: <http://www.europeanschoolnetacademy.eu/web/keyconet>
- Organiser: EUN Partnership aisbl (known as European Schoolnet), Rue de Trèves 61, B-1040 Brussels

The course is supported by European Union's Lifelong Learning Programme - project KeyCoNet: European Policy Network on Key Competences in School Education (Framework Agreement EAC/13/2011). The course and the materials are the sole responsibility of the Consortium Members and it does not represent the opinion of the European Union and the European Union is not responsible or liable for any use that might be made of information contained herein.



Course contents



Module 1: Introducing Competences for 21st Century Schools

Learning Objectives:

1. Understand what is meant by 'key competences' also often referred to as '21st century skills', and why developing them at school is so important in today's world;
2. Understand that the definition of competences as well as national and international frameworks vary but share common points;
3. Be familiar with the basic key principles for teaching and assessing key competences, and self-assess your current practice and identify areas for improvement;
4. Be familiar with how various countries across Europe have implemented a key competence approach in school education, particularly in Ireland which is the case study used throughout the course.



Module 2: Teaching Key Competences through Project Based Learning

Learning objectives:

1. Understand the principles behind Project Based Learning, including inquiry-based and problem-based methods;
2. Be familiar with the preliminary checklist, basic steps and strategies recommended to design a Project Based Learning activity;
3. Understand how to set-up a collaborative problem-solving task;
4. Understand the cognitive and social skills learners need to apply and teachers need to observe during a collaborative problem-solving task;
5. Be familiar with the range of Problem Based Learning examples developed by teachers and students from different countries, targeting various competences and age levels;
6. Be able to design a Project Based Learning Plan to effectively develop one or more of learners' key competences or transversal skills.



Module 3: Assessing Key Competences

Learning Objectives:

1. Be familiar with the three major approaches to student assessments (summative, formative and self-assessment) and understand that all types of assessment of key need to be valid, reliable and fair;
2. Understand that the assessment of key competences needs to measure students' reasoning processes, understanding of interconnections, and problem-solving skills;
3. Be familiar with a range of innovative tools and approaches, both 'low-tech' and 'high-tech', which are effective at measuring students' reasoning processes and ability to solve complex problems;
4. Understand the importance of classroom-based formative assessments for assessing key competences;
5. Be familiar with the evidence required for assessing collaborative problem solving, and how teachers can use rubrics and developmental progressions to interpret their observations of learners' skills and behaviour.