

What is the problem you are trying to solve?

Who is your key audience?

What is your entry point to reaching your key audience?

What steps are needed to bring about change?

What is the measurable effect of your work?

What are the wider benefits of your work?

What is the long-term change you see as your goal?

Start here

KEY ASSUMPTIONS

Filled template example explained

Would you like to have a detailed breakdown of Michael's example? Below are some explanations based on Michael's filled template. Note that this is just an example to provide you concrete ideas that can inspire you.

+What is the problem you are trying to solve?

- Make the school more meaningful for students. Students should be able to develop their key competences such as critical thinking, collaboration and creativity. These competences are transversal and will be useful throughout their lives.
 - **Assumption:** If school lessons address these key competences, learning will become more meaningful for students.
- Students should be able to understand the impact of their learning activities and reflect on their own learning.
 - **Assumption:** If they see the meaning and use of these activities for them, they will be more motivated and participate more actively in school activities.
- **Solution:** Introduce digital formative assessment (DFA) as a new practice. DFA can help assess students' key competences. It can also help teachers adapt their lessons to better address these key competences.

+Who is your key audience?

- **Teachers** – They will be the first group affected by the new practice, because they will learn how to use new digital educational tools and how they can be used for formative assessment.
- **Students** – They are the group that the new practice ultimately aims to support. The new practice entails that students will receive regular feedback on their learning from their teachers. Students will also use various DFA tools such as classroom polling.

+What is your entry point to reaching your key audience?

- **Experienced teachers** - Teachers who are already experienced with digital educational tools and formative assessment.
- **Informatics teachers** - who might already know about digital educational tools and can more easily investigate and learn new tools.
- **Teachers who are open to trying new things** and open to help with organising the DFA initiative in school.

+What steps are needed to bring about change?

- **Teacher ambassadors** - The entry-point teachers will form a team of teacher ambassadors. These ambassadors will have slightly fewer weekly teaching hours. The time freed-up will be used for meetings and inquiry. Team members will investigate new DFA tools, and together try them out, using with different teaching strategies and scenarios. Based on the results of their investigation, they will create new knowledge about assessment for/of learning in your school's context.
- **Workshops** - The teacher ambassadors and the school leadership will organise initial workshops. These workshops will explore the current reality from the teacher's perspective and needs.
- **Pedagogy workshops** - A second set of workshops will present new methods to assess learning and develop key competences.
- **Peer exchange** - Teachers will regularly meet in committees. These committees will work as peer learning communities. Teachers will exchange knowledge on DFA to discuss and select tools and pedagogies to try out in their classes.
- **Teacher support** - The teacher ambassadors will help other teachers prepare their lessons when they try out a new method.

+What is the measurable effect of your work?

- More lessons will address key competences.

- Teachers will get better at assessing the impact of their teaching.
- Teachers will improve their digital skills, using digital educational tools more often in their classroom.
- There will be more personal communication between teachers and their students, because teachers will more often provide feedback to students and discuss with them about their learning progress.
- For the students they should experience more motivation to learn through the activities in school since the activities are more relevant and the learning outcome is more understandable and meaningful. Students may be expected to develop competences that are more relevant for work and daily life when they leave the educational system.

+What are the wider benefits of your work?

- Students will become more motivated to learn and will participate more actively in class activities.
- Students will understand what they need to do to learn better, as reflected in the improvement of their performance.
- Teachers will get better at adapting their teaching to student needs based on their assessment of student learning needs.

+What is the long-term change you see as your goal?

- Digital assessment will become a regular practice, including for communications with parents about student learning.
- Students will develop key competences like creativity, collaboration and critical thinking, as well as learning-to-learn, thanks to lessons that are student-centred and based on project-based learning. Peer assessment and self-assessment will become regular practices for students.
- Students will become autonomous learners and will reach their potential.

- The school leadership and teachers will discuss more often about new practices and their impact. Teachers will become adept at assessing the impact of their teaching and adopt a growth mindset based on evidence of learning.