



**Assess@Learning**  
**Final Webinar Series**  
6, 8 & 10 February 2023

We would like to invite you to the Assess@Learning final webinars, which are taking place on the **6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> of February 2023** and will present the outcomes of the Assess@Learning policy experimentation (2019-2023).

This final event aims to inspire and inform school leaders, teachers, policy-makers, students and representatives of parents' organisations about the impact of **Digital Formative Assessment (DFA)**.

This will be the opportunity to present the final results of the policy experimentation and to launch the Assess@Learning's online systemic toolkit as an open educational resource for all actors. We will discuss what are the benefits of implementing DFA in schools, the challenges to implementing it. The Assess@Learning project partners will share their experiences and perspective based on their own context.

The final event will also share the results from the 25 dialogue labs held across five countries, which were knowledge exchange and community building workshops to bring education stakeholders together, including students. Students also shared their thoughts on learning and DFA thanks to student dialogue labs that were for students exclusively.

## Agenda

### The Assess@Learning story: what is DFA and what have we learned about it in A@L?

#### Monday 6 February 2023, 10:00 – 12:00 CET

The first webinar will tell the story of the Assess@Learning project, starting from its context and rationale to the research set-up and the results. The impact of the Assess@Learning systematic toolkit and the obstacles to implementing digital formative assessment in schools will be explored. Partners and external speakers will discuss project outcomes from European and national policy perspectives.

### Bringing different voices together and learning from them

#### Wednesday 8 February 2023, 15:00 – 17:00 CET

Professor Janette Elwood and Professor Kay Livingston will present the project results on students and the social impact of digital formative assessment on students. This will be followed by a discussion on the Dialogue Lab process of bringing different stakeholders together in a meaningful dialogue. Partners will explain how the Dialogue Labs contributed to developing communities of stakeholders in their respective countries or helped to strengthen existing ones.

### What do education actors need to get started on DFA? Tools and processes

## Friday 10 February, 15:00 – 17:00 CET

Assess@Learning developed an online systemic DFA toolkit targeting five education stakeholders with the aim of increasing the readiness to implement DFA both at policy and practice level: teachers, students, school leaders, policy makers and parents/guardians. Co-developer Antoine Selim Bilgin will present the toolkit, which will be launched as an Open Educational Resource at the webinar, showing real life examples of how each target group can use it. Ideas will be discussed on what else is needed for the implementation of DFA in schools.

## About the project

Assess@Learning aims to support the uptake of digital formative assessment (DFA) in schools and explored the conditions for its effective use. The project had two strands, a quantitative one and a qualitative one.

The first strand included a randomised-controlled trial to test an online toolkit, composed of teaching scenarios for teachers, case studies for school leaders and policy makers, and information for all stakeholders including students and parents/guardians to make them aware of their role in supporting DFA.

The second strand was a series of 25 'dialogue labs', workshops that brought together different stakeholders, sometimes with contrasted views on education and including students themselves, in a meaningful dialogue and exchange on DFA. The dialogue labs enriched our understanding of the experimentation results and enabled the project to explore the social impact of DFA on students and the views of education stakeholders concerning DFA in their own context.

## About the speakers and organisers



### Alexandre Kirchberger

Alex Kirchberger is Senior Project Manager at EUN since 2017, where he manages large-scale Erasmus+ projects. He managed the TeachUP policy experimentation from 2017 to 2020, which tested new instruction designs and personalised support for MOOCs. He currently manages (1) the Assess@Learning policy experimentation, which explores digital formative assessment through a randomised-controlled trial involving 200 schools across 5 countries; and (2) the Agile-EDU project, which explores the different dimensions of digitally collected and processed data in building digital education ecosystems (data trust and safety, data ownership, interpretation and usability of data, data exchanges, and the ethical use of data). Alex is experienced in managing consortia with a wide range of actors such as ministries of education, ITE/CPD providers, and research institutions. Prior to this, he worked in the field of immigration and integration policies and developed peer-review programmes with local authorities for the Migration

Policy Group, Europe's leading think-tank in this field. Alex holds an MA degree in International Relations from the University of Sussex (UK).



### **Antoine Selim Bilgin**

Antoine Selim Bilgin works as a pedagogical and research coordinator at European Schoolnet (EUN). He initially joined EUN's Science Education Department as a MOOC platforms tester and a content creator for STEM education projects such as Europeana DSI-4, STEM School Label, the 3Rs and Scientix. Then he has worked on the policy experimentations Teach-UP and Assess@Learning. He is the co-developer of the Assess@Learning toolkit. He is a teacher trainer on the topics of formative assessment and science and data literacy. He is also responsible for the evaluation of various projects at EUN and mainly for the statistics and evaluation of EUN Academy online courses. Antoine has a Research M.Sc. degree in Psychology from the University of Amsterdam and an Applied Psychology M.Sc. degree from Ege University, with a specialization in the Psychology of Learning, Clinical Psychology and Cognitive Neuroscience.



### **Miléna Horváth**

Milena Horvath joined European Schoolnet as an intern in 2021 and later became a project officer. She has been supporting the evidence-based activities developed by the Knowledge team, with a focus on the Assess@Learning policy experimentation aiming to support the systemic update of Digital Formative Assessment (DFA) practices in schools. In addition, she contributed to the research and preparation of the JRC CompuThink Study (2022) report on developing computational thinking at schools. Since 2022, she has also been working on the SRSP Flanders Implementing an effective induction system for novice teachers in Flanders project. Previously, she worked for Political Capital Policy Research and Consulting Institute, conducting research on disinformation regarding the COVID-19 virus targeting Central Eastern Europe, the EU, US, UK and NATO and preparing reports on the latest economic trends in various markets. Milena holds an MSc degree in International Politics from KU Leuven.



### **Patricia Wastiau**

Patricia Wastiau is an expert on public action analysis in (digital) education and innovation, comparative education, evidence informed policymaking, and policy experimentations. Patricia is currently working as Principal Adviser for Research and Studies at EUN. Since she has joined EUN in 2009, she has coordinated the Survey in schools: ICT and education (benchmark study), and several studies, investigations and projects about school (shared) leadership, schools as learning organisations, (digital) learning environment, digital formative assessment, and more recently on the use and governance of learning analytics. Previously she has been for more

than 10 years the Director of Eurydice (the education network in Europe). Patricia has also extensive experience of leading and/or participating to European Union research projects and programmes (Socrates, LLP, FP6 and 7 programmes). She has also been part of several expert groups organised by OECD (evidence informed policy), UNESCO (citizenship education), etc.

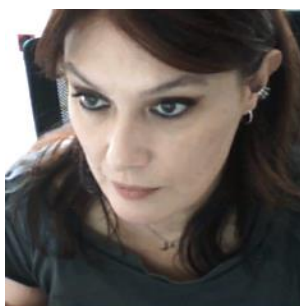


### **Ana Carlos**

Ana Carlos is a teacher of Geography at Agrupamento de Escolas de Parede. She holds a Degree in Classical University of Linbon and Geography.

### **Ana Veigas**

Ana Veigas is a former Portuguese, Portuguese as a Second Language and French teacher in lower and upper secondary education, who is presently working at the Directorate-General for Education (DGE), a central service of the Portuguese Ministry of Education. Her most relevant functions include representing the DGE in national and international working groups, collaborating in international reports (OECD, Eurydice Network, European Commission, Committee on the Rights of the Child, Council of Europe Committee against Racism and Intolerance, etc.) and supporting both schools/school clusters and other partners in the areas of Portuguese, Portuguese as a Second Language and Foreign Languages.



### **Hermione Nena Karagianni**

Hermione Nena Karagianni holds a BSc in Mathematics from the University of Patras, Greece, and a BSc in Information Management from the University of Lancaster, UK. After working in industry for two years, she joined Computer Technology Institute (CTI) in 1998 where she worked as an information analyst, researcher, and manager of IT projects. Has coordinated and participated in more than 20 European projects and studies in areas of innovative technologies and digital pedagogy, including three major European educational policy experimentations. She currently works at the University of Patras and acts as the CTI's scientific coordinator for the Greek implementation of the European Policy Experimentation "Assess@Learning" in the field of digital formative assessment. Her interests focus on educational research and on the integration of digital innovation in everyday life and into the teaching-learning process.



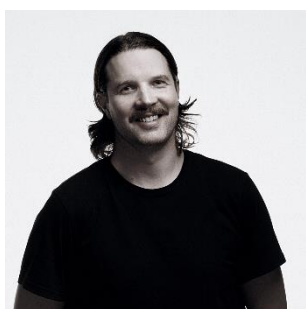
**Ignacio Casado Alda**

Ignacio Casado Alda is a Physical Education Teacher and Pedagogical Advisor in the International Department of the Spanish Ministry of Education and Vocational Training.



**Isabel Teixeira**

Isabel Teixeira is a teacher of English at Agrupamento de Escolas de Parede. She holds a Degree in Modern Foreign Languages and Literatures (French / English). She was awarded the 1998 European Label for Innovative Projects in Language teaching and Learning. She was also a teacher trainer in collaboration with Universidade Nova de Lisboa for some years. She is co-author of a number of course books.



**Jaakko Vuorio**

Jaakko Vuorio is the responsible National Coordinator of the Assess@Learning project in Finland and Senior Advisor working in the SALTO Digital Resource Centre located in Finnish National Agency for Education. Jaakko has a long track-record with various R&D projects related to digital learning, educational technology and education development. Jaakko has a masters degree in arts (education), and is finalizing his PhD about the usability of educational technology. Jaakko has previously worked in research industry and in elementary schools as a class teacher.



**Janet Looney**

Janet Looney is the director of the European Institute of Education and Social Policy based in Paris, and Joint Editor of the European Journal of Education.



### **Prof. Jannette Elwood**

Jannette Elwood is Dean of Graduate Studies in the Faculty of Arts, Humanities and Social Sciences and Professor of Education, School of Social Sciences Education and Social Work at Queen's University Belfast. Her areas of research expertise are in the social constructions and consequences of tests, examinations and assessment practices. She is particularly interested in sociocultural approaches to learning and assessment and the impact of assessment on students' lives; gender and its interaction with assessment techniques and practices and theoretical, ethical and children's rights issues in education assessment research and practice. She has worked in the field of educational assessment across research, policy and educational arenas and her research has been funded by educational charities, research councils, and government agencies. She has worked with Head Teachers, staff and students, local educational advisors and governing bodies both nationally and internationally. From 2018-2020 she was President of the Association of Educational Assessment Europe. She is also an Elected Fellow of that association and an executive editor of the journal *Assessment in Education: Principles, Policy and Practice* published by Taylor and Francis.



### **Prof. Kay Livingston**

Kay Livingston is Professor of Educational Research, Policy and Practice at the School of Education, University of Glasgow. She works closely with policy-makers, school leaders, teachers and key educational stakeholders at international, national and local levels. Her areas of research expertise include: teacher education, leadership and mentoring; interaction between curriculum, pedagogy and assessment; and digital literacies. Her work has a strong international focus and she has knowledge and expertise in education systems across Europe. She was a member of the European Commission's Education and Training (ET2020) Strategic Working Group on Schools and continues to work as an expert on European Commission funded projects on key competences; digital inclusion; teacher professional learning and career development. She has worked with European Schoolnet since 2017 on several projects, most recently on Assess@Learning, focusing on digital formative assessment. She was a member of the Association for Teacher Education in Europe's Administrative Council, Chair of their Research and Development Community on the Professional Development of Teachers and Editor of the *European Journal of Teacher Education* (2005 – 2019).



### **Sonia Marzadro**

Sonia Marzadro is a research fellow at the Research Institute for the Evaluation of Public Policies of the Bruno Kessler Foundation (FBK-IRVAPP). She completed her Ph.D. in Sociology and Social Research at the University of Trento. Her research interests concern social inequality, with a focus on social stratification, educational opportunities, and poverty phenomena. She is involved in the evaluation of programs and public policies related to the use of digital technologies in educational processes. She is part of the Italian team of the Euromod microsimulation model.



### **Triin Saar**

Triin Saar is one of the National Coordinators of the Assess@Learning project in Estonia and project manager in Training Centre in Estonia Education and Youth Board. Triin is coordinating and developing digital competency trainings and programs for schools and teachers. She is eager to share Estonia education story and has participated as an expert in international projects. Triin has previously worked in private sector as an adult trainer and developing onboarding and training programs.



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