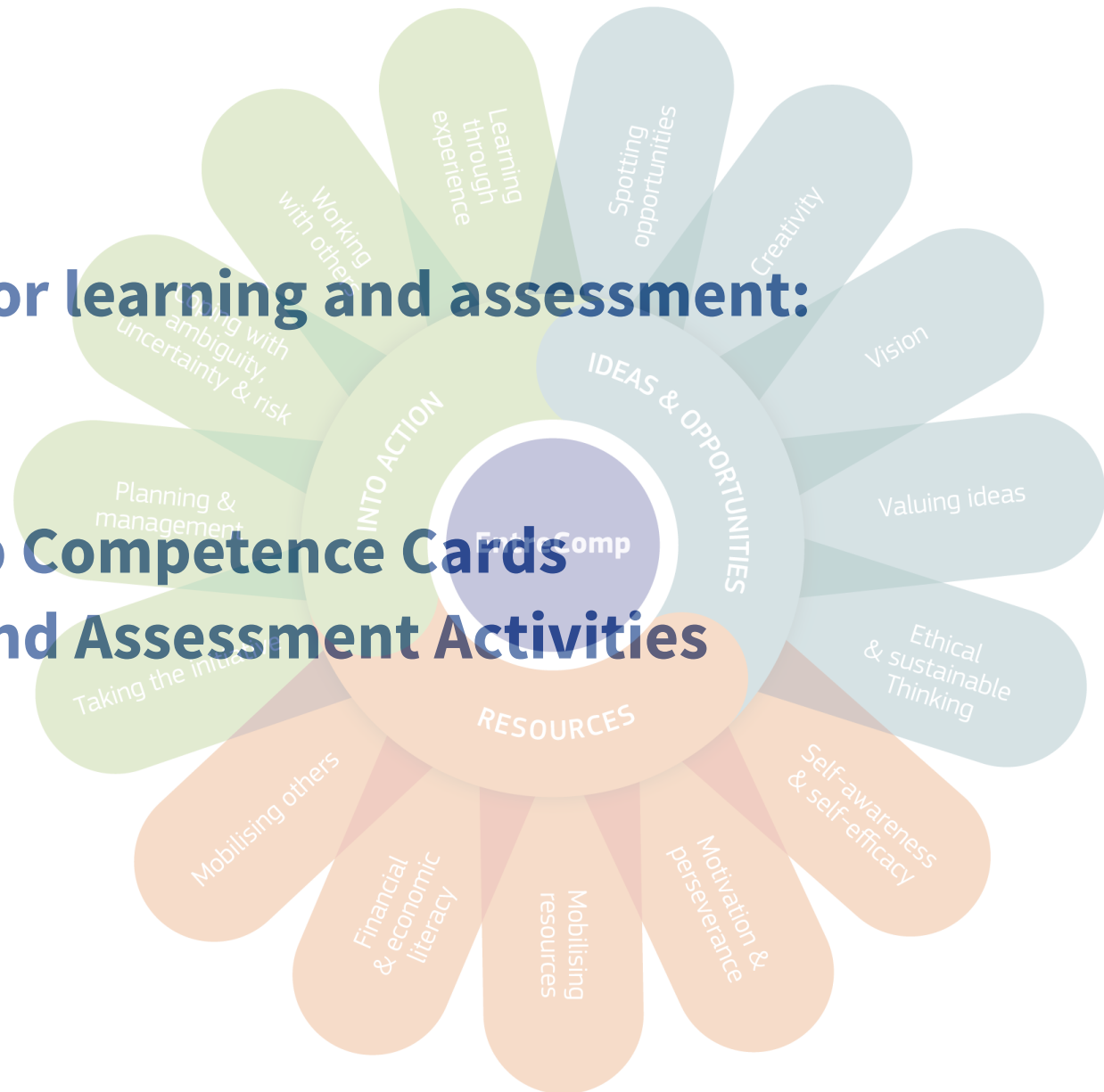


Using EntreComp for learning and assessment: Tool for Teachers

Part 1: EntreComp Competence Cards

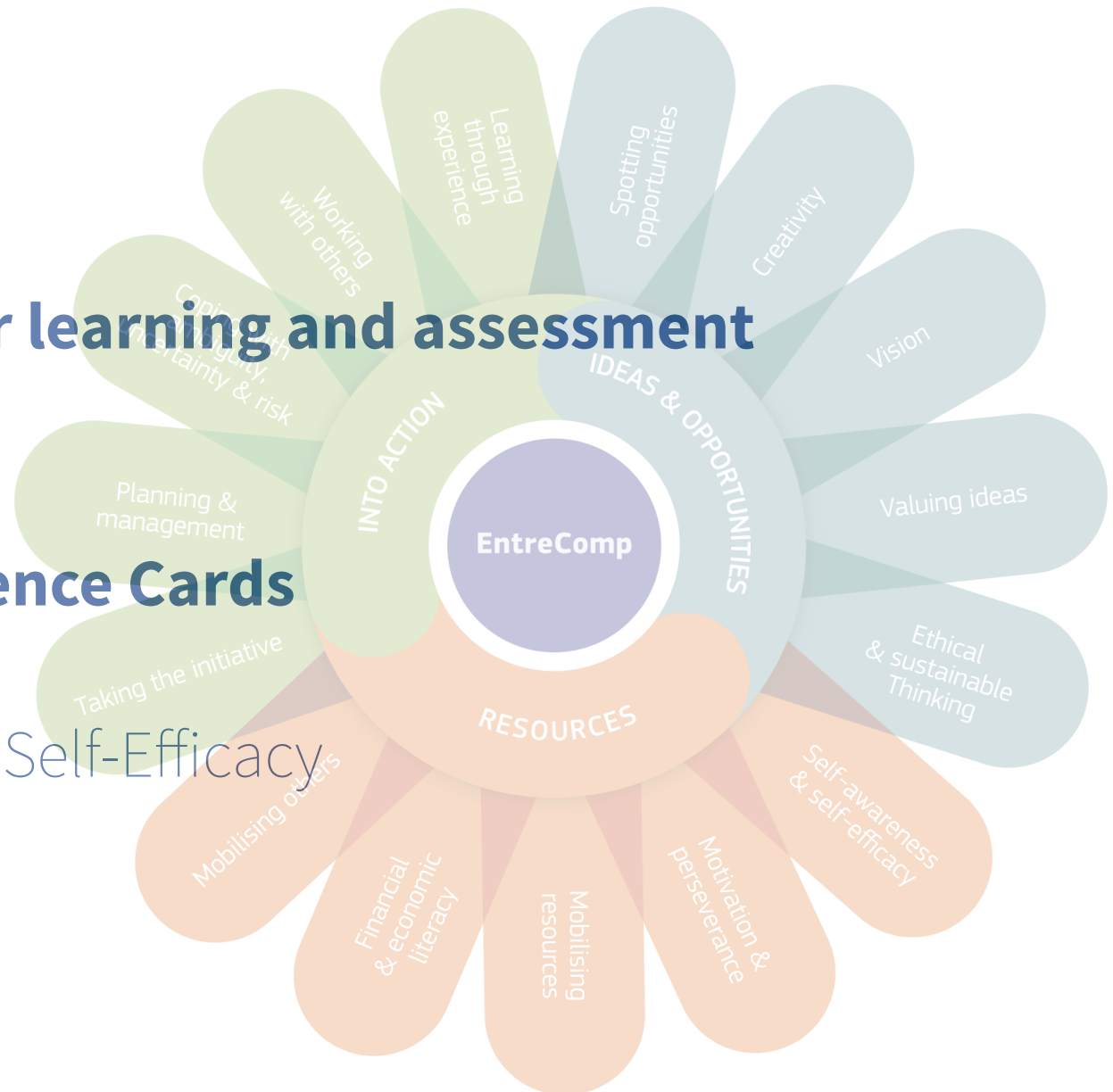
Part 2: Learning and Assessment Activities



Using EntreComp for learning and assessment

Part 1: EntreComp Competence Cards

1. Creativity
2. Self-Awareness and Self-Efficacy
3. Working with others





IDEAS AND OPPORTUNITIES
EntreComp Competence 1.2

Creativity

<p>How can you describe this competence?</p>	<p>Creativity is about developing creative and purposeful ideas, this means to:</p> <ul style="list-style-type: none"> • Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. • Explore and experiment with innovative approaches. • Combine knowledge and resources to achieve valuable effects. 		
<p>Watch the two minute film!</p>	<p>This video offers an explanation of creativity as part of the key competence for entrepreneurship, and shares some ideas on how to develop it. https://www.youtube.com/watch?v=NRC9h1V4vSo&list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&index=2</p>		
<p>What does progression look like for this competence, as students get better at it?</p>	<p><i>Foundation:</i></p>	<p><i>Intermediate:</i></p>	<p><i>Advanced</i></p>
	<p>Learners can develop multiple ideas that create value for others.</p>	<p>Learners can test and refine ideas that create value for others.</p>	<p>Learners can transform ideas into solutions that create value for others.</p>
<p><i>Progression shown in this competence: Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.</i></p>			
<p>What learning threads does this competence break down into?</p>	<p>Creativity as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people learn all aspects of the creativity process:</p> <ol style="list-style-type: none"> 1. Be curious and open - <i>showing curiosity about new and different things</i> 2. Develop ideas - <i>coming up with lots of different or new ideas</i> 3. Define problems - <i>understanding a problem and think of methods of solving it</i> 4. Design value - <i>looking at a solution or idea and identifying the potential different values of it to others</i> 5. Be innovative - <i>understanding what being innovative means and recognising whether solutions or ideas are innovative</i> 		
<p>Want to go deeper?</p>	<p>Understanding the competence: The creative spark and understanding relaxed cognition http://www.ee-hub.eu/consortium-media/blog/352-national-policy-framework/58-the-creative-sparks-and-entrepreneurial-beginnings-becoming-a-student-of-past-students.html Different ideas for learning activities: 7 ways to bring creativity into your classroom https://creativeeducator.tech4learning.com/2018/articles/cultivate-creativity-in-your-classroom Different ideas for assessment: https://www.edutopia.org/blog/you-can-teach-assess-creativity-andrew-miller</p>		



Developing creativity through learning activities

Creativity is a driving force behind how we think and act, how we create music and dance, how we push forward the boundaries of science and engineering. It is the source of the ideas and innovations that create change in societies across the world. How can we bring it into learning? How can we support our learners to enhance their creativity?

- Think about where and how learning takes place - you can inject creativity through into the seating layout used by students, by using different learning spaces around the school or in the community or by encouraging the student to find their own creative thinking space .
- Collaborative ideas mapping - an activity where students collect as many ideas as possible about a particular problem or theme. This can help learners develop their divergent thinking, to think wider (more ideas, more diverse ideas) and faster (speed of thinking) around a problem, object or topic etc. (See Learning Activity 1)
- Asking more questions - to encourage students to think creatively, ask them to use a question checklist whenever they begin new work or a new project: Why? Where? When? Who? What? How?
- Six thinking hats - use the six thinking hats designed by Edward de Bono to encourage students to think differently about decisions they have to make. (See Learning Activity 2)



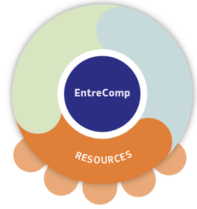
Developing creativity through assessment as learning

Assessing creativity can take many forms, but through formative assessment it can become assessment which also develops learning. This is about using assessment to reflect on the learning activity and to emphasise the objectives of the learning activity. Examples would include:

- Teacher facilitated reflection - through the teacher prompting reflection by asking series of questions to individual students or small groups (see Assessment Activity 1)
- Student self reflection - such as using a simple class exit ticket (see Assessment Activity 2)

Remember the following principles to support learning and assessment:



- *Help students know what success looks like* - help them to understand where you want them to get to by helping them to visualise what being creative looks like and feels like. For example, a collaborative ideas mapping exercise should see the students come up with as many ideas as possible - the ideas might be small or big in scope and might range from realistic to the completely bizarre - with no right or wrong! Students should feel like they are in a busy, noisy and creative environment where they are helping each other and themselves come up with as many new ideas as they can in a short space of time.
- *Help students set their own goals* - through which they can judge their own progress and success. How many ideas do they think they will come up with? Did they reach their goal, or did they even exceed their own expectations of themselves?
- *Help students understand the importance of creativity* and how they can use that creativity in their lives and future work. This builds their self-awareness and self-efficacy.



RESOURCES
EntreComp Competence 2.1

Self-awareness and self-efficacy

<p>How can you describe this competence?</p>	<p>Self-awareness and self-efficacy is about believing in yourself and making sure you keep developing, this means to:</p> <ul style="list-style-type: none"> • Reflect on your needs, aspirations and wants in the short, medium and long term. • Identify and assess your individual and group strengths and weaknesses. • Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures. 		
<p>Watch the two minute film!</p>	<p>This video offers an explanation of self-awareness and self-efficacy as part of the key competence for entrepreneurship, and shares some ideas about how to develop it.</p> <p>https://www.youtube.com/watch?v=SckfciKwSwU&list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&index=6</p>		
<p>What does progression look like for this competence, as students get better at it?</p>	<p><i>Foundation:</i></p>	<p><i>Intermediate:</i></p>	<p><i>Advanced</i></p>
	<p>Learners trust their own ability to generate value for others.</p>	<p>Learners can make the most of their strengths and weaknesses.</p>	<p>Learners can compensate for their weaknesses by teaming up with others and by further developing strengths.</p>
	<p><i>Progression shown in this competence:</i> <i>Increased autonomy i.e. learner gradually decreases support needed from others and increases independent working</i> <i>Increased understanding of their own strengths and abilities</i> <i>Increased experience and understanding of how they can best apply their strengths and abilities</i></p>		
<p>What learning threads does this competence break down into?</p>	<p>Self-Awareness and Self-Efficacy as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people have the opportunity to develop this self-understanding:</p> <ol style="list-style-type: none"> 1. Follow your aspirations - <i>being able to describe needs, wants, interests and/or goals</i> 2. Identify your strengths and weaknesses - <i>knowing your strengths and weaknesses and how these can be best used</i> 3. Believe in your ability - <i>having self-belief based on the understanding of your own strengths and potential</i> 4. Shape your future - <i>having the self-belief that you can shape your own future</i> 		



<p>Want to go deeper?</p>	<p>Understanding the competence: What is self-efficacy? (1) read a paper https://www.uky.edu/~eushe2/Bandura/Bandura1994EHB.pdf (2) watch a video https://www.youtube.com/watch?time_continue=24&v=xclKIPTG97k Different ideas for learning activities: https://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html Different ideas for assessment: https://www.mindtools.com/pages/article/get-started.htm</p>
 <p>Developing self-awareness and self-efficacy through learning activities</p>	<p>Learning activities which build self-awareness and self-efficacy should be part of a wider learning process which allows students to build competences and gain self-confidence in their own abilities. To create self-awareness and self-efficacy is about ensuring that your learners start to understand what skills and abilities they have, and how they can use those to best effect. Part of this could be about encouraging learners to discard negative self perceptions or to see how to overcome perceived barriers to success. Examples could include:</p> <ol style="list-style-type: none"> 1. Skills and strengths quiz: Give your students opportunity to assess their skills, to identify their strengths and weaknesses, set goals and reflect on their progress together with peers and a teacher. Carry out a quiz at the beginning of the year, and revisit the quiz during the course of the project or after a set period of time to reflect on students' progress. (See Learning Activity 3) 2. Throw away negative thoughts: Give students several slips of paper. Instruct them to write down statements of why they believe they cannot be successful in your class. Discuss them sensitively, then make a big show of discarding these negative thoughts. Have students rip these papers and throw them in the wastebaskets. Then give students several more slips of paper to write down positive statements about themselves and write action statements. Ask them to carry these statements around throughout the year, and to read them during the year.
 <p>Developing self-awareness and self-efficacy through assessment as learning</p>	<p>Assessing self-awareness and self-efficacy is about understanding how much the learners are self-aware of their own strengths and how to use them. By encouraging the students to reflect on themselves, they are building understanding and insight. Learning activity 2 offers a structured self-assessment process that can support assessment as learning in three stages:</p> <ul style="list-style-type: none"> - Using a self-assessment exercise as a pre-course questionnaire - Using a self-assessment exercise again at the end of a course - Using a self-assessment exercise to guide a graded written reflection as part of summative assessment - linked to questions which ask the student to identify which activities in the course supported them to develop which entrepreneurial competences <p>Remember the principles which can guide assessment as learning:</p> <ul style="list-style-type: none"> • <i>Help students know what success looks like</i> - being self-aware of their own strengths and using their self-efficacy to understand the value that those strengths can bring to different situations • <i>Help students set their own goals</i> - this will encourage deeper learning and build their self-belief and confidence. As a teacher, you can help them to see that they can surpass their expectations of themselves! • <i>Help students understand the importance</i> of self-awareness and self-efficacy and how they can use it. Knowing yourself is a valuable asset for life and employment, and this competence links strongly to social and emotional intelligence.



INTO ACTION
EntreComp Competence 3.4

Working with others

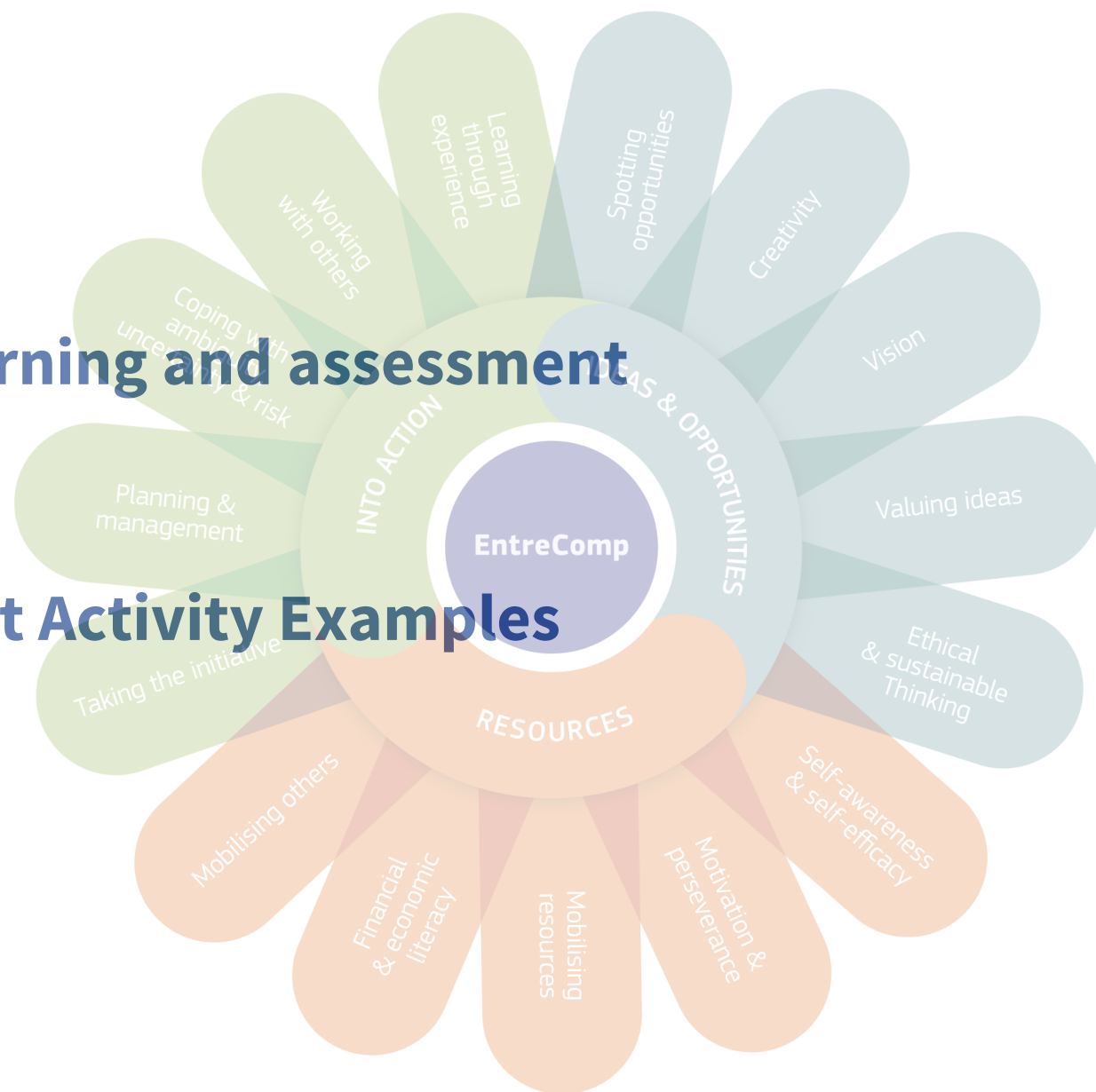
<p>How can you describe this competence?</p>	<p>Team up, work together, and network:</p> <ul style="list-style-type: none"> • Work together and co-operate with others to develop ideas and turn them into action. • Network. • Solve conflicts and face up to competition positively when necessary. 		
<p>Watch the two minute film!</p>	<p>This video offers an explanation of working with others as part of the key competence for entrepreneurship, and shares some ideas about how to develop this competence</p> <p>https://www.youtube.com/watch?v=0DA_rlq9GWY&list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvb7-&index=13</p>		
<p>What does progression look like for this competence, as students get better at it?</p>	<p><i>Foundation:</i></p>	<p><i>Intermediate:</i></p>	<p><i>Advanced</i></p>
	<p>Learners can work in a team to create value.</p>	<p>Learners can work together with a wide range of individuals and groups to create value.</p>	<p>Learners can build a team and networks based on the needs of their value-creating activity.</p>
<p>What learning threads does this competence break down into?</p>	<p>Working with Others as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people learn how to productively work with others:</p> <ol style="list-style-type: none"> 1. Accept diversity - <i>valuing people's differences as a source of strength and diversity</i> 2. Develop emotional intelligence - <i>recognising one's own emotions and their role in shaping the emotions and behaviours of others</i> 3. Listen actively - <i>listening and responding to what other people say</i> 4. Team up - <i>ability to see the value in teams and understanding of how to best develop a team approach</i> 5. Work together - <i>working with others as part of a group or team and helping that group to work productively together</i> 6. Expand your network - <i>understanding the value of building networks of people and how to do this</i> 		

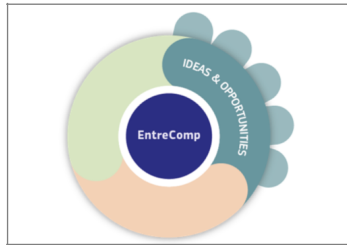
<p>Want to go deeper?</p>	<p>Understanding the competence: https://www.csu.edu/humanresources/empdev/documents/TeamWorkandCollaboration.pdf Different ideas for learning activities: https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/ Different ideas for assessment: (1) a practical rubric for assessing teamwork https://www.galileo.org/tips/rubrics/t-c_rubric.pdf (2) different approaches to peer assessment of teamwork https://www.cmu.edu/teaching/assessment/assesslearning/groupWorkGradingMethods.html</p>
 <p>Developing the working with others competence through learning activities</p>	<p>Working with Others is about just that - working with other people. This means as part of a team or as part of a wider learning environment or as a way to build your network of contacts, Most of all, it is about working with others while understanding and accepting that not everyone comes from the same place, not everyone has the same life experience and not everyone reacts in the same way in different situations.</p> <p>Working with others can help higher level thinking among learners, through the process of interacting with others to discuss, clarify and evaluate ideas and concepts. Learners need to be supported and gain regular experience practising working together. Lower-achieving pupils need particular encouragement to talk about their thinking in collaborative tasks to ensure they benefit fully. The quality of the interaction is very important, and this can be supported through some simple methods:</p> <ul style="list-style-type: none"> - Mix up groups on a regular basis - do not keep the same people in the same sized groups - Make sure groups keep to the topic e.g. reminding everyone what the focus is i.e. 'What problem are we trying to solve?' - Assign specific roles to individuals in the group, and rotate these regularly - Prepare students for possible conflicts and help them to see how these can be resolved - Provide a timer and a set time for each group member to contribute - Set team working rules and remind people of these rules during the task. Simple prompt sheets can show what a good listener, speaker or group member does as a reminders of expected behaviours. Students themselves can draw up the visual reminders.
 <p>Developing the working with others competence through assessment as learning</p>	<p>To assess working with others, it is important to consider the process of working with others and not only what is 'produced' as a result of working with others. This formative 'assessment as learning' can be done by considering:</p> <ul style="list-style-type: none"> • The quality of discussion among the learners • Learner engagement in the discussions • The increase in the responsibility of the group for their own learning - shown by a reducing need for teacher input to support discussions <p>The teacher can do this through a number of channels e.g. teacher observation or teacher-led reflection.</p> <p>Reflection can also be a powerful tool, either</p>

Using EntreComp for learning and assessment

Part 2:

Learning and Assessment Activity Examples





EntreComp Competence 1.2

Creativity

LEARNING ACTIVITY 1 - Creativity / Collaborative idea mapping

This practical learning activity and associated assessment method develop the following competences and learning threads linked to creativity:

Be curious and open: it does this by providing the opportunity for the learner to demonstrate their curiosity through coming up with ideas which are as different as possible, yet relate to a single specific topic or theme

Develop ideas: it does this by offering a space for developing multiple different ideas based on a topic or theme

Collaborative idea mapping

Time: 20-40 minutes - depending on size of group or how long the teacher allows for this activity

Purpose:

To develop lots of ideas on a specific problem or theme. This is a starting point for defining or deciding on which are good ideas i.e. those with potential value for others.

Subject relevance:

This activity can be used in any subject where there is a need for or benefit from generating lots of ideas based on a specific theme or problem. The theme or problem identified for the activity can be chosen by the teacher, and can be fully aligned to a specific subject e.g. agriculture and climate change, maritime boat building or

Actions:

- Give small groups a problem (either any problem, or a problem related to a specific subject or theme).
- Ask each group to write this at the top of a big sheet of paper on their table.
- Ask each group to spend three minutes adding as many ideas and opportunities for solutions to this problem as they can think of
- Then each group moves to the next table, and adds their ideas to the work of another group. Each group should spend three minutes at every table.

LEARNING ACTIVITY 2

De Bono's Six Thinking Hats

The Six Thinking Hats is a methodology of thinking invented by dr. Edward de Bono, who was an expert in creative thinking and the direct teaching of thinking as a skill (see this link for information on the De Bono Institute in Malta: http://www.debonogroup.com/six_thinking_hats.php). The Six Thinking Hats method helps students and teachers become more effective, innovative thinkers. In traditional thinking, we constantly find ourselves in conflict. Each side seeks to criticise the other point of view. The Six Thinking Hats method, however, encourages parallel thinking, where everyone explores all sides of an issue at the same time. In parallel thinking, confrontation is replaced by a cooperative exploration of the subject. It encourages the sharing of information, reduces argument, and allows talkers to think and thinkers to talk. The six hats signify different thinking roles, and so by mentally wearing and switching "hats," you can easily focus or redirect thoughts and conversations. The six hats are:

White hat - focuses on the facts and figures

Blue hat - manages the process

Red hat - considers feelings, both positive and negative

Green hat - looks for alternatives, new solutions and creative ideas

Yellow hat - explores the value and benefits of ideas

Black hat - judges and looks for problems

How can teachers use the Six Thinking Hats? Making good decisions as a group requires discussion where different perspectives and options are considered - this works for group activities, developing projects or coming up with entrepreneurial ideas. A teacher could use the thinking hats in:

- Group Project Brainstorming
- Big Group Decisions
- Preparation for Debates
- Controversial Issues
- Challenging Perspectives of Current Events
- Developing Critical or Innovative
- Preparation for Discussions
- Structuring and Facilitating Discussions
- Problem Solving Situations

Find out more depth on how to use the Six Thinking Hats here https://www.educationworld.com/a_curr/voice/voice102.shtml

ASSESSMENT ACTIVITY 1

Teacher facilitated reflection for Collaborative Idea Mapping

Ask the students to self-reflect on the following questions to help them realise the value of the exercise they have undertaken. The 'self-reflection is intended as a self-assessment process - as part of the learning process - that illustrates how they developed ideas, what is important about ideas and where. After each question, the teacher can provide some overall feedback to the whole group as suggested in the guidance below.

1. QUESTION: How many ideas did you come up with?
TEACHER FEEDBACK: Sometimes it is not the quality of ideas, sometimes it is the number of ideas you can come up with that is important. You never know what idea will spark a new thought. It is about opening up your mind to different possibilities. And your brain can learn, through practice, how to come up with more ideas, faster. So you can get better and better at this.
2. QUESTION: Was it easier to come up with ideas on your own or as part of a group?
TEACHER FEEDBACK: Other people can be a powerful tool to help spark different ideas, by mentioning different concepts or themes that help you think in new directions.
3. QUESTION: Were you surprised by any of the ideas you came up with?
TEACHER FEEDBACK: You might be surprised by your own creativity! Always try and think of the unexpected or unusual. Ask yourself, "what could I never do to solve this problem" – it might prompt the more surprising ideas.
4. QUESTION: Think about ideas you have elsewhere in your life. Where do you have your best ideas?
TEACHER FEEDBACK: You might have said, when walking to college or when washing your hair. This is called relaxed cognition – meaning when our brain relaxes and 'aha' moments happen, it opens up to new connections and ideas. This is a different kind of creativity from what you have experienced today, when you have been under pressure to be creative. But all types of creativity are important – and practice will make you more creative!
5. QUESTION: Where else in your personal, or maybe your work life, could you or do you need to have ideas?
TEACHER FEEDBACK: Creativity and generating ideas is a skill that is useful in lots of different areas of life, from creating ways to campaign on social issues, developing community ideas or generating new ideas for an employer.

ASSESSMENT ACTIVITY 2

Student self-reflection via Exit ticket

Before leaving the classroom, ask students to answer a question that you, as a teacher, want answered to understand the progress of this lesson. Each student answers the question given onto a piece of paper, perhaps using free text or scoring themselves on a scale from 1 to 5. They give the piece of paper into the teacher as they leave the room as an 'exit ticket', allowing the teacher to gauge the understanding of this activity by each student. Example questions could be:

- Do you think this exercise let you practice your creativity? Score yourself from 1 (not at all) to 5 (lots)
- Are you more aware of how creative you can be after doing this exercise? Score yourself from 1 (not more aware) to 5 (much more aware)



RESOURCES
EntreComp Competence 2.1

Self-awareness and self-efficacy

LEARNING ACTIVITY 3

My entrepreneurial self

Method: Self-assessment

This exercise is the starting point of helping students see their own strengths and see ways of improving on these or where they feel they have weaknesses. It is not about judging students as good or bad, but increasing their self-awareness of their own skills and abilities. This will help them see how they can best use these. It will develop the following competences and threads:

Identify your strengths and weaknesses - it does this by allowing the student to reflect on their strengths and weaknesses and how these can be used across different areas of life

Believe in your ability - it does this by building the self-belief of the student through being empowered by knowing where their strengths and potential lie

You can use this exercise in the following ways:

- *Using this exercise as a pre-course questionnaire:* this offers the opportunity for you to create a baseline or starting point for the development of these competences.
- *Using this exercise again at the end of a course or entrepreneurial project:* this would show both you and the student how much they have progressed during the course. You could add questions to ask them to identify which activities in the course developed specific competences.
- *Using the questionnaire as a grading tool:* be aware of using such a self-assessment as a tool for grading, as this may take away from the honesty used by students in completing it. An alternative use of the questionnaire could be for students to include a reflection on this questionnaire as part of a final presentation or written assignment. The depth and quality of the self-reflection could be aligned to grades.

Stage 1

About your entrepreneurial self - Let's talk about what you think are good at, at what maybe you are not so good at. Take a look at the flower on the next page. On each petal, there is the name of an entrepreneurial competence. This task is about helping you to reflect on where you think your strengths and weaknesses are. These fifteen competences are some of those that help you be more entrepreneurial in your personal life, in your community or in the world of work.

Do you need to be good at them all? Absolutely not! You can always improve your abilities in each of these competences, but different people will always have different strengths. The main thing is about recognising where your own strengths are, and where you feel you could improve.

If you know where your strengths are, then you can see other ways to use those strengths. If you know where you want to improve, then you can look for opportunities to be able to do that.

WORK SHEET 1 – My Entrepreneurial Self:

Which competences do you think you are particularly good at? Which do you think are your weaknesses? Which are you not sure about?

Choose an emoji to put against each of the 15 petals – draw it on!

Need to think about it? Use the table on the next page to help you think about each one.



Stage 2 Which EntreComp competence area do your strengths mostly fit into?

Which colour did most of your strengths fit into? Read the feedback below, and compare your results with the person sitting next to you.

Did your smiley faces mostly fit into the blue petals?

The blue area is about Ideas and Opportunities, this means you are good at spotting opportunities and seeing ideas around you. You can be creative in your thinking and can value that creativity by deciding which ideas might have most value.

Did your smiley faces mostly fit into the orange petals?

The orange area is about resources. People with smiley faces in this area can see what is needed to make an idea happen, and they can recognise the strengths that they and others bring to help this.

Did your smiley faces mostly fit into the green petals?

These petals are about Into Action. People with strengths in this area are good at getting actions up and running through working with others and planning. Even when things change, these people can stay motivated and be resilient in the face of the changes.

Stage 3 Why did you make these decisions?

Choose one of your strengths and find an example in your life which shows why you are good at that competence. This example might be from things you do at home, experiences of being part of your local community, from your college life or from any experience you have in the world of work. Discuss this with another person in the group.

Now choose a competence that you feel you are not so strong in. Challenge yourself to come up with one way in which you can improve this competence, either through home life, community, education or work. Share your answers with another person in the group.

Are there one or more of these competences that you think are useful for your future career? Which ones? Share this as part of a whole-group discussion.

Stage 4 Notes for the teacher at the end of the event:

At the end of this exercise, the important role of the teacher will be to allow students to see the importance of these skills to their own lives including their future careers.

To be entrepreneurial can mean to take an interest in regenerating communities. To be entrepreneurial might mean to put ideas into action to address social inequalities, spot opportunities or combat environmental degradation. In a science-based class, you can offer students the world outside their classroom as a basis for finding scientific solutions to local community problems. In a vocational-based class, your students can research the local history of particular vocational area locally or globally, and see if there are new innovations that your class can come up with as a result for the local community.

Why is this exercise useful for your teaching:

It is about seeing the importance of these skills to your teaching. Increasingly, educators recognise that fostering an entrepreneurial skills and mindset is not only a question of preparing students for the future within the complex economic environment. It is a means of fostering personal and social development so that students:

- gain skills in getting on with others
- express their creativity in suggesting solutions to problems
- learn to reflect on their own particular strengths, interests and aspirations
- adopt a can-do attitude and drive to turn ideas into action
- show resilience in handling setbacks
- apply their financial literacy and numeracy skills in real-world contexts
- communicate their ideas to a wide range of audience
- contribute to the community as active, responsible citizens.



INTO ACTION
EntreComp Competence 3.4

Working with others

LEARNING ACTIVITY 4

Choose or mix-up different group work methodologies

Choose different group work approaches to give students different experiences:

1. Controlled discussion - a simple whole-group environment where either the educator asks students questions, or the students ask questions or make comments. This is useful for feedback and summarising learning but does inhibit open communication with shy students likely to be overlooked.
2. Step-by-step discussion - where the educator shares a text, object, picture, sound or video as a stimulus for discussion in an orderly, sequential way. Discussion topics are mapped out, and the educator facilitates the discussion for each topic in order. The advantage of this technique is that there is a pre-ordained structure to guide discussion, but the danger is that the structure may not meet students' needs.
3. Buzz groups/talking partners - when students are asked to work in pairs to discuss their response to a question or issue. This allows the educator to check levels of understanding and provides a mental break from large group work. However, if discussions are not kept short and focused, students can be easily distracted by their partner.
4. Snowball groups - where groups gradually grow larger. Starting individually then working in pairs, pairs then join together to form fours, then fours to eights, the discussion can snowball before calling for a plenary feedback. The starting point can be the individual writing a list in response to a question, which is then shared with a partner for 5 minutes. The pairs' two lists are then shared among four people for 10 minutes and agreed priorities/ proposal solutions reached in group discussion of eight (15 minutes). The lesson finishes with a whole-class plenary (15-20 minutes).
5. Fishbowl activity - in any group activity, when you think some students are not contributing as they should, you can change the set up and instead form two groups. One group sit in the centre and discuss a chosen topic; the other group observes and listens in an outer circle using a checklist of behaviours linked to the learning outcomes. Bring both groups together to discuss their different views of the group dynamics.
6. Jigsaw groups - this technique has variations, all of which are designed to empower students so that they listen carefully and communicate knowledge and understanding. Students are given a number within a group and work on a task before moving around tables to join new groups and eventually returning to their 'home' tables to report on new learning. This works well when different aspects of a topic are given to different groups.

ASSESSMENT ACTIVITY 3

Personal Profile Cards

Method: Self-reflection - as an individual and as a team

For learning activity: Building new teams

This activity would be undertaken before the team-work process commences in an entrepreneurial project, as an exercise to support students to understand the value of diversity of skills and knowledge within teams:

1. Building on the activity about strengths and weaknesses, students are asked what strengths they need in their team to successfully design/ implement an entrepreneurial project
2. Ask each student to create their Personal Profile Cards - each student writes down their strengths in terms of:
 - Where they have strong skills e.g. EntreComp competences - this can be based on the earlier exercise
 - Where they have strong areas of knowledge that can contribute - this can be based on their vocational subject areas or knowledge/experience gained outside the VET college
3. Ask the students to create their own teams and ensure they have a good range of skills and knowledge to support their work.
4. Assessment: ask each group to demonstrate the strengths they have in their team and how these will help them in their work. Teams are asked to share their group self-assessment - this can be through verbal feedback, a short presentation or through 500 words written now and included as part of their final written assignment.

The teachers feedback to the whole group should emphasise the importance and value of diversity within teams. When working in teams on collaborative activities, members of the team should support each other in their learning needs. Each member of the team should have an individual responsibility according to his/her role in the team. This enables interaction between the students and the feeling of being responsible for the team results. It is important to ensure that each member believes that he/she can contribute to the team work.

This activity also supports the competence Self-Awareness and Self-Efficacy by asking students to reflect on their strengths as part of what they bring to a team or group work approach.

ASSESSMENT ACTIVITY 4

Two Stars and a Wish

Method: Peer assessment - as an individual and as a team

For learning activity: Reviewing the process of working in a team

This is a simple method of peer-assessment for those students who do not have much experience of assessing their peers. It can be applied to a wide range of activities. It encourages peer assessment amongst either individuals or groups, and this technique will develop student ability to evaluate and improve their own work. It allows students to see different approaches and outcomes to a task and to modify future work as a result.

When this is implemented:

This formative assessment activity is carried out after an activity is completed> for example, it can be carried out as a review of the final results of an entrepreneurial project.

How this is implemented:

1. Reviewing their own work:
 - Before starting the activity, students are asked to review their own approach to teamwork work using the two stars and a wish method. This acts as a self-reflection, but also provides the experience as a basis for reviewing others work. :
 - Two stars - the student writes down two things they liked about how their group worked together
 - One wish - the student writes down one action which their group could have done better together
2. 2. Reviewing the work of other groups:
 - Once they have reviewed their own work, students are asked to listen to a presentation from each group outlining how they worked together and how this did, or did not, support the success of their final results..
 - Students carry small pieces of paper. For each piece of work they review, they use the paper to write down two stars (things they like) and one wish (one potential improvement). They leave the paper on the table.
 - Students then return to their own piece of work to read through and discuss what others have shared on the paper notes left behind.
3. Reflecting on all feedback - each group then makes a list of stars and wishes for their work and present a short summary on how they intend to use the advice to enhance their work next time. This summary could be via a presentation to the whole group, or added as a reflection section to the work already completed.