

The development and assessment of 21st century professional skills and how this connects with feedback, learning and ICT.

Why you should attend this workshop:

Learning outcomes:

1. Further knowledge of learning, feedback and ICT in the development and assessment of 21st century professional skills.
2. The opportunity to discuss and share different cultural, professional and personal experiences of these issues in a friendly and supportive collegiate atmosphere.

Who this Workshop is for:

Those interested in professional skill development in the educational and corporate sphere.

Overview:

In this workshop we will explore:

Session 1: Different conceptions of 21st century professional skills. There is an ongoing debate about the need to develop 21st century skills that draws upon and goes beyond DeSeCO and Piacac.

Session 2: Existing and emerging research on the assessment of 21st century professional skills, with a specific emphasis on feedback, ICT and the learning of such skill. We are interested in the relationship between feedback as a formative and adaptive activity to meet individual needs and the role of different forms of course delivery (ICT mediated and in other formats).

Session 3 and 4: Participants' experiences from their own countries will be discussed, along with two case studies presented by the convenors – a Norwegian online program for mathematics teachers and an online Swedish program to improve the grading skills of primary school teachers

Background: Results from the Iterative Best Evidence Synthesis Programme in New Zealand assert, 'the empirical evidence relating to the professional learning of teachers is sparse' and that 'even though we no longer consider information technologies new, they appear to be absent from or play such a small role in promoting professional learning.' In this workshop we will address these issues and how they might be connected with the development and assessment of 21st century professional skills, the role of feedback, ICT and learning. Moreover, feedback is the hinge that joins teaching and learning. But, as Sadler famously put it, 'it cannot simply be assumed that when students are "given feedback" they will know what to do with it'. Research demonstrates that much feedback in higher education and other settings has predominantly been of a one-directional telling character, as opposed to the view that it should engender a dialog-based relation.

Preparation for the workshop:

- Please send some information about yourself in advance of the workshop, so that the workshop convenors can circulate it to participants (send to: Stephen.dobson@unisa.edu.au)
- Secondly: read chapter 8 in the Nature of Learning: <http://www.educ.ethz.ch/pro/litll/oecdbuch.pdf>

Schedule

Time	Session	Presenter
09.00	Coffee and registration	
09.30	Welcome & introductions Outline of the Workshop	Stephen Dobson and colleagues
09.45	Session 1: Different conceptions of 21st century professional skills	Stephen Dobson
11.00	Break	
11.30	Session 2: Existing and emerging research on the assessment of 21 st century professional skills, with a specific emphasis on feedback, ICT and the learning of such skills	Vegard Meland and Egil Hartberg
13.00	Lunch	
14.00	Session 3: Sharing participant experiences and 2 case studies introduced by convenors	Stephen Dobson and colleagues
15.30	Break	
15.45	Session 4: Sharing participant experiences and 2 case studies introduced by convenors	Stephen Dobson and colleagues
16.30	Workshop close	-